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# The examination of the thoughts of primary school inspectors, the directors of the school giving preschool education and preschool teachers about preschool education programme implemented in 2006 ( The sample of city Ordu)

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## Abstract

This investigation has been carried out for the aim of determining the thoughts of the primary education inspectors, the directors and teachers of the institutions giving preschool education about the Preschool Education Programme prepared for the children between 36-72 months old which was put into effect in 2006 by Ministry of Education. 29 primary education inspectors, 38 directors of the institutions giving preschool education and 114 preschool teachers have formed the target population of the study. The investigation data was collected by means of questionnaires' prepared for primary school inspectors, the directors of the institutions of giving preschool education and the preschool teacher's separately. In the analysis of the collected data, the statistics of range of frequency and percentage, arithmetic average and chi square test were used.

The answers of the primary education inspectors, the directors of the institutions of giving preschool education and the preschool teachers have not been taken into consideration, for they could not be able to give healthy answers to the subject.

Upon asked about the positive ways of the programme, it has been discovered that occupational groups have come to an agreement on the fact that the programme is Student-based and flexible. Giving importance to the family attendance and suitability for primary school programme are other positive sides of the program.

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## 1.Introduction

Preschool education can be defined as a growth and education process enclosing the child's 0-6 age period, from birth to the beginning of education, having important place in children's upcoming life, in which the physical,

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psychomotor-emotional, mental and language growth of the children are greatly completed, and the personality take on a shape related to this (Aral, Kandır& Can Yaşar, 2001; p. 15)

The first years of life are very important on the grounds of the child's growth and education. In these critical years, where basic knowledge, ability and habits are gained, education should not be left to the coincidences (Kaçar & Doğan, 2007; p.3)

The ability to achieve the targets of preschool education can be possible with the well-planned education programmes. The education programmes performed in preschool institutions enclose all experiences performed between the family-school-child triangles. What is important in this point is that the education programmes can be prepared and performed where the school can reach its specified target and also afford the child's educational requirements and the families can be satisfied with the fulfilment of their expectations. This can be achieved with efficient education programmes (Temel and Ark. 2005; p.11)

## **Targets**

This investigation has been planned in order to reveal the differences between the thoughts of primary education inspectors, the directors of the institutions giving preschool education and the preschool teachers about preschool education programme implemented in 2006.

### **Sub Targets**

1- Are there any striking differences between the thoughts of primary education inspectors, the directors of the institutions giving preschool education and the preschool teachers about 2006 preschool education programme book?

2- Are there any striking differences between the thoughts of primary education inspectors, the directors of the institutions giving preschool education and the preschool teachers about the applicability level of preschool education programme implemented in 2006?

3- What are the thoughts of primary education inspectors, the directors of the institutions giving preschool education and the preschool teachers about the positive sides of 2006 preschool education programme?

4- What are the thoughts of primary education inspectors, the directors of the institutions giving preschool education and the preschool teachers about the sides of 2006 preschool education programme unable to be performed?

5- What are the thoughts of primary education inspectors, the directors of the institutions giving preschool education and the preschool teachers about the sides of 2006 preschool education programme to be added?

6- What are the thoughts of primary education inspectors, the directors of the institutions giving preschool education and the preschool teachers about the difficulties in the performance of 2006 preschool education programme?

## **The Importance of Investigation**

Though, programme developments studies are performed by the experts, performers are needed for feedbacks. After the programme being performed and implemented, that programme should be left free. The continuity should be aimed by making it more efficient with the help of the investigation of the performances on the grounds that it is faulty or not and the feedbacks of the teachers. Thus, programme evaluation studies can be said to be one of the sides of increasing the quality on education (Cömert, 2004; p. 164-165).

When evaluated in these respects, the new programme implemented in 2006, is the subject of whose positive, unemployed and fault sides and applicability level should be evaluated. In this investigation, the thoughts of primary education inspectors, the directors of the institutions giving preschool education and the preschool teachers about preschool education programme implemented in 2006 have been examined.

The findings to be collected from the investigation is important because;

- It will increase the sensitivities of primary education inspectors, the directors of the institutions giving preschool education and the preschool teachers about preschool education programme implemented in 2006 revealing the fact that it will get the programme comprehended by primary education inspectors, the directors of the institutions giving preschool education and the preschool teachers with the help of evaluation of the programme and it will also create the position of applicability level and benefitting from the guide book.

- With the evaluation of the programme, it will be benefitted from this data during in-service training seminars to be held by revealing the comprehension, applicability and benefitting from the guide book positions of primary school inspectors, the directors of the institutions giving preschool education and the preschool teachers.
- Also, programme development always requires renewal. This investigation results can be benefitted for the upcoming studies of preschool education programmes parallel to changing conditions and developments.
- It is important on the grounds that it will contribute to upcoming investigations.

## 2. Model of Investigation

Primary education inspectors, private preschools, girl's vocational schools, preschool classes in primary schools, preschools bound to various institutions and directors of private preschools and preschool teachers working for such institutions having worked in the city Ordu during 2007-2008 education period consist of the study field of this investigation carried out in the general scanning model. The investigation has been carried out based on 29 of 32 primary education inspectors having worked in the city Ordu during 2007-2008 education period, 38 of 45 directors of institutions giving preschool education and 114 preschool teachers.

## 3. Data Collection Tools and Data Analysis

A questionnaire each of which consists of two parts has been carried out for primary education inspectors, the directors of the school giving preschool education and preschool education teachers. The questions related to the personal information have been located in the first part, while the questions related to performing of preschool education programme have been located in the second part. Copied questionnaires have been carried out to the concerned people by the investigator by providing them sufficient time and necessary explanation. The evaluation of the collected data has been performed with the assistance of computer and with the "SPSS 11 for Windows" statistic programme. Collected data has been tabulated by means of sub-targets and calculated  $f$ ,  $\%$ ,  $\bar{x}$ ,  $\chi^2$  values have been given in the tables.

## 4. Findings and Comments

In this part, findings and comments have been evaluated resulted from the evaluation of preschool education programme implemented in 2006.

1- Are there any striking differences between the thoughts of primary education inspectors, the directors of the institutions giving preschool education and the preschool teachers about 2006 preschool education programme book? The findings of this sub-target are given in tables 1-6.

Table -1 The  $f$  and  $\%$  Values of the Positions of Evaluation of Primary Education Inspectors, the Directors of the Institutions Giving Preschool Education and The Preschool Teachers about 2006 Preschool Education Programme

	Primary Education Inspectors		School Directors		Preschool Teachers	
	$f$	$\%$	$f$	$\%$	$f$	$\%$
No	1	3,4	14	36,8	10	8,8
Sometimes	11	37,9	7	18,4	35	30,7
Yes	17	58,6	17	44,7	69	60,5
Total	29	100,0	38	100,0	114	100,0

3,4% of primary education inspectors, 42,1% of the directors of the institutions giving preschool education and 8,8% of preschool teachers have not examined 2006 preschool education programme. In the upcoming parts of the

investigation, the answers of those having not examined 2006 preschool education programme have not been taken into consideration, for they would not be able to give healthy answers to the subject.

Table-2 f. % and  $\chi^2$  Values of Thoughts of Inspector, Director and Teacher Related to the comparison between 2002 Preschool Education Programme and 2006 Preschool Education Programme

Groups		2006 Programme is more useful	Former Programme is better	No difference between the two programmes	Total
Inspectors	%	64,3	3,6	32,1	100
Director	%	90,9	–	9,1	100
Teacher	%	87,5	3,1	9,4	100

According to the table, clear differences have been found when the thoughts of director, teacher and inspector about the former education programme and 2006 education programme have been compared. ( $\chi^2=10.89$  p=,004 p<0.05). When table-2 is evaluated, it has been revealed that directors of institutions giving preschool education and preschool teachers have found 2006 preschool education programme more useful and 64,3% of primary education inspectors have found preschool education programme useful, as well, while 3,6% of primary education inspectors have found 2002 programme more useful, and 31,2% of them have found no difference between two programmes.

Table-3 f.  $\bar{X}$ ,  $\chi^2$  Values of Thoughts of Primary Education Inspectors, Directors of Institutions Giving Preschool Education and Preschool Teacher Related to Adequacy of 2006 Preschool Education Programme

Groups		The adequacy of the explanations of development features	The adequacy of the explanations of target and attainment	The adequacy of the explanations of annual plan	The adequacy of the explanations of daily plan	The adequacy of the explanations of programme evaluation field	The adequacy of the explanations of child evaluation field	The adequacy of the explanations of family attendance field	The adequacy of the explanations of the field of pass to primary education
Inspectors	$\bar{X}$	2,96	3,22	2,74	2,63	2,64	2,92	2,68	2,54
Director	$\bar{X}$	3,64	3,55	3,41	3,36	3,32	3,45	3,14	3,23
Teacher	$\bar{X}$	3,34	3,38	3,30	3,39	3,08	3,28	3,27	3,06
	$\chi^2$	19,18	6,982	18,11	33,85	17,204	8,878	15,047	19,065
	p	,004	,137	,006	,000	,009	,067	,020	,004
		p<0.05	p>0.05	p<0.05	p<0.05	p<0.05	p>0.05	p<0.05	p<0.05

According to the table, clear differences have been found, when the thoughts of director, teacher and inspector groups about development features of new preschool education programme, annual plan explanations, daily plan explanations, evaluation part, the part related to the family attendance and the adequacy level of the explanations of pass to primary education have been compared (p<0.05). No clear difference has been found, when the thoughts

director, teacher and inspector groups about adequacy level of target and attainment, adequacy level of evaluation child and adequacy level of general enlightenment in the part 2 are compared( $p>0.05$ )

Table-4 f and % Values of The Thoughts of Preschool Teachers Related to Adequacy of Development Features of Preschool Programmes Having Changed in 2006 Depended Upon The Age Group of The Children

	36-48 months				48-60 months				60-72 months			n
	Very	Quite	Little	Never	Very	Quite	Little	Never	Very	Quite	Little	
Psycho-motor field	22,1	36,5	2,9	0,0	29,8	33,7	0,0	0,0	42,3	36,5	3,8	0,1
Social emotional field	25,0	31,7	4,8	0,0	26,0	35,6	1,9	0,0	48,1	30,8	3,8	0,1
Language field	24,0	31,7	5,8	0,0	25,0	34,6	3,8	0,0	45,2	29,8	6,7	0,1
Cognitive field	26,0	28,8	5,8	0,0	31,7	29,8	1,0	0,0	46,2	29,8	6,7	0,1
Self-care ability	21,2	28,8	9,6	0,0	23,1	37,5	1,9	0,0	40,4	38,5	2,9	0,1

When table-4 is evaluated, it is revealed that the teachers have found all development features in all age group very adequate. They have found the features of 60 and 72 months old children more adequate.

Table-5 % Values of Findings and Thoughts of Primary Education Inspectors, the Directors of the Institutions Giving Preschool Education and The Preschool Teachers About 2006 Preschool Teacher Guide Book and Plan Samples

Groups		Annual plan samples are useful	Daily plan samples are useful	Activity samples are useful	No need to benefit from the book
<b>Inspector</b>	%	60,7	50	71,4	7,1
<b>Director</b>	%	91,7	91,7	87,5	8,3
<b>Teacher</b>	%	93,5	93,5	83,7	9,8

According to the table-5, it has been revealed that directors and teachers have found annual, daily plans and activity samples in the guide book more useful when compared with the thoughts of primary education inspectors.

Table-6  $\bar{X}$ , and  $\chi^2$  Values of Findings and Thoughts of Primary Education Inspectors, The directors of the Institutions Giving Preschool Education and The Preschool Teachers About the Activities Fields in 2006 Preschool Teacher Education Programme

Groups		For Psycho-Motor Field	For Social-Emotional Field	For Language Field	For Cognitive Field	For Self-Care Ability Field
<b>Inspector</b>	$\bar{X}$	3,04	2,96	3,07	3,04	2,85
<b>Director</b>	$\bar{X}$	3,18	2,94	3,29	3,18	3,12
<b>Teacher</b>	$\bar{X}$	2,89	2,89	3,00	2,95	2,89
	$\chi^2$	16,74	3,66	4,415	3,582	3,446
	p	,010	,723	,621	,733	,751
		$p<0.05$	$p>0.05$	$p<0.05$	$p<0.05$	$p<0.05$

According to the table, clear differences have been found, when the thoughts of director, teacher and inspector groups about the benefitting position of teacher from activity samples of psycho-motor, language, cognitive field and self care ability in guide book have been compared ( $p < 0.05$ ). No clear difference has been found, when the thoughts of director, teacher and inspector groups about the benefitting position of teacher from activity samples of social-emotional field in the guide book have been compared. ( $p > 0.05$ ).

2. Are there any striking differences between the thoughts of primary education inspectors, the directors of the institutions giving preschool education and the preschool teachers about the applicability level of preschool education programme implemented in 2006? The findings of this sub-target are given in table 7.

Table-7vf, % and  $\chi^2$  Values of Thoughts of Primary Education Inspectors, The directors of the Institutions Giving Preschool Education and The Preschool Teachers Related to the Applicability Level of 2006 Preschool Education Programme's Development Fields

		For psycho-Motor field	For Social-Emotional Field	For Language Field	For Cognitive Field	For Self-Care Ability Field
<b>Inspector</b>	$\bar{X}$	3,04	3,07	2,96	2,86	3,07
<b>Director</b>	$\bar{X}$	3,14	3,24	3,14	3,05	3,19
<b>Teacher</b>	$\bar{X}$	3,46	3,46	3,52	3,41	3,46
	$\chi^2$	18,73	12,39	26,25	21,11	20,25
	p	,001 $p < 0.05$	,015 $p < 0.05$	,000 $p < 0.05$	,000 $p < 0.05$	,002 $p < 0.05$

According to the table, clear differences have been found, when the thoughts of director, teacher and inspector groups about the applicability level of new preschool education programme's psycho-motor, social-emotional, language, cognitive fields and self care ability fields have been compared ( $p < 0.05$ ).

Aktankerem and Cömert (2004) Çaltık (2004) have stated that preschool teachers have difficulty in performing 2002 Preschool Education Programme. Similar findings have occurred from the investigation carried out by Cömert (2004) for the thoughts and performances of the teachers about 2002 Preschool Education Programme and this position has been stated to have occurred because of the performing of the new programme.

3. Related to the sub-problem of the thoughts of primary education inspectors, directors of the institutions giving preschool education and preschool teachers about the positive sides of 2006 preschool education programme, while primary education inspectors, directors and teachers have shared the opinion that the programme is flexible and student based, directors and teachers have found the programme's allowing the family attendance as the positive side of 2006 programme, primary education inspectors and directors have found the programme's being suitable with primary education programme as positive side of the programme.

In the 5-6-7 September 2007 Professional Study Report of The Heads of Centre of Ordu Preschool, the findings supporting our investigation have been focused on the following issues.

4. Related to the sub-problem of the thoughts of primary education inspectors, the directors of the institutions giving preschool education and the preschool teachers about the sides of 2006 preschool education programme unable to be performed are, primary education inspectors have stated the sides unable to be performed of 2006 preschool education programme as "family attendance, physical –place-tool-device deficiency, skipping the regional differences". School directors have stated the sides unable to be performed of 2006 preschool education programme as "physical –place-tool-device deficiency, the similarity between the features of the forms to be filled". The teachers have stated the sides unable to be performed of 2006 preschool education programme as "family attendance, physical –place-tool-device deficiency, the similarity between the features of the forms to be filled". The findings of the investigation carried out by Cantekinler (1989), Çaltık (2004), Aktan Kerem and Cömert (2005) and (2007), Varlier and Vuran (2006), Aksu Koç, Taylan and Bekman (2002) and Fethi Turan (2004) have supported our investigation.

5. The findings related to the sub-problem of the thoughts of primary education inspectors, the directors of the institutions giving preschool education and the preschool teachers about the sides of 2006 preschool education programme to be added are as follows;

- Primary education inspectors want “the consideration of regional differences and “preparation for primary school” fields to be added.

- The directors of institutions want the physical conditions to be occurred, the guide book to be reached and an education to be given related to fusion.

- The teachers want “the consideration of the regional differences, education and clear information about fusion education, the rest time, guide book facilitating the studies” to be added to 2006 preschool education programme.

In the investigations carried out by Varlier and Vuran (2006) Yavuz and Avcı (2007), Fethi Turan (2002) Aktankerem and Cömert (2004), they want the regional differences to be considered and fusion education to be given much more importance.

6- Related to the sub-problem of the thoughts of primary education inspectors, the directors of the institutions giving preschool education and the preschool teachers about the difficulties in the performance of 2006 preschool education programme are, primary education inspectors have stated the “deficiency of the physical conditions and the inadequate knowledge of teachers about the programme as the difficulties confronted in the performing of 2006 preschool education programme. The teachers have stated that they have difficulty in visiting houses, family attendance, the shop assurance and the deficiency of the physical conditions and they also have difficulty, since they do not have adequate knowledge about the programme.

The findings of the investigations carried out by Cömert (2004), Aktan Kerem and Cömert (2005) and (2007), Uşun and Cömert (2003), Çaltık (2004) have supported our investigation.

### **Suggestions**

1. In order for the success in the performance of preschool education programme to be increased, the physical conditions and tool-device deficiency problems should be solved.

2. After the changes being made in the preschool education programmes, a pilot scheme should be performed in the previously determined schools, before the new programme is performed. Such studies as being dependent upon not only the teacher’s thoughts but also the primary education inspector’s thoughts from the inquiry process being checked by Ministry of Education at intervals should be carried out so as to see performance aspect of the preschool education programme.

3. In-service-training, course and seminars should be held to the teachers, by means of determining the teachers’ problems during the performance of preschool education programme.

4. The teachers should be encouraged to follow the changes on the new programme on computer or internet, so the information they need will be provided for them whenever they want.

5. In the upcoming Preschool Education Programmes and Guide Books, the regional differences should be taken into consideration and preschool education programmes should be prepared separately according to the specific conditions of the regions. Preschool education programmes should be developed separately by considering the requirements of the children and districts in specific regions and also should be developed separately by considering their physical conditions, the thoughts of teachers or specific activity groups (i.e. Turkish-language activities, self care abilities)

6. The thoughts of Preschool teachers working in different regions about the performance of preschool education programme can be investigated. The influence of the study of family attendance on the increasing quality of the preschool education programmes can be investigated.

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