

A STUDY OF PARENT INVOLVEMENT
IN THE BOĞAZIÇI UNIVERSITY PRESCHOOL CENTER

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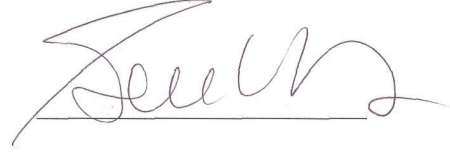
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Thesis Abstract

Işık Sabırlı Özışıklı, “A Study of Parent Involvement in the Boğaziçi University Preschool Center”

The aim of this study was to reveal views of parents whose children enrolled in the Boğaziçi University Preschool Center regarding parent involvement, their experienced barriers for participation and their suggestions for practice. Because data was collected both from the mothers and the fathers, it provided the opportunity to get an idea about the differences and similarities between the views of mothers and fathers. Moreover, the collected data contributed to implications to program planning for parent involvement. Qualitative and quantitative methodological approaches were used together for this study. Fifteen parents participated in the interviews and 143 parents participated in the survey study. To investigate the subject of parent involvement, Joyce Epstein’s classification of parent involvement which is formed by the categories called ‘parenting, communicating, volunteering, learning at home, decision making and collaborating with the community’ was considered as the base of this study.

According to the study, it was found that parents considered the center as contributing to their parenting skills, and that although they suggested some aspects be improved, they had reported positive views for the communication between themselves and teachers, the administration of the center, and other parents. In terms of volunteering, most of the parents were willing to volunteer in various ways if they were directed and motivated by the center. Involvement in their children’s learning at home was also an appealing aspect for the parents, and their reports show that any attempt of the center to support them related to this aspect would be welcomed by the parents. Regarding the participation of parents in the decision making processes of the center’s administration, almost all of the parents advocated that parents should have a say in the administration of the center through ways like parent representative groups. Lastly, regarding ‘communicating with the community’, most of the parents expressed a need to be informed by the center about the exterior resources such as psychological counseling services, health services, cultural events, educational activities, etc.

Tez Özeti

Işık Sabırlı Özışıklı, “Boğaziçi Üniversitesi Okul Öncesi Eğitim Merkezinde Bir Aile Katılımı Çalışması”

Bu çalışmada, çocukları Boğaziçi Üniversitesi Okul Öncesi Eğitim Merkezi'ne kayıtlı anne-babaların aile katılımına yönelik görüşlerini, katılımı yaşadıkları engelleri ve uygulamaya dair önerilerinin ortaya çıkarılması amaçlanmıştır. Veriler hem annelerden hem de babalardan toplandı için, bu durum anne ve babaların görüşleri arasındaki benzerlik ve farklılıklar hakkında fikir sahibi olma imkanı sağlamıştır. Dahası, toplanan veriler aile katılımı için program planlamaya yönelik çıkarımlarda bulunulmasına katkı sağlamıştır. Bu çalışma için nitel ve nicel yöntemli yaklaşımlar birarada kullanılmıştır. 15 anne-baba görüşmelere, 143 anne-baba ise tarama çalışmasına katılmıştır. Aile katılımı konusunu incelemek için Joyce Epstein'in 'çocuk yetiştirme, iletişim kurma, gönüllülük, evde öğrenme, karar verme, toplumla işbirliği' kategorilerinden oluşan aile katılımı sınıflandırması temel alınmıştır.

Çalışmanın sonunda; anne-babaların merkezin kendi anne-babalık bilgi ve becerilerine katkı sağladığı görüşünde oldukları, geliştirilmesi gereken yanları olduğundan söz etmiş olsalar da kendileriyle öğretmenler, idare ve diğer veliler arasında olan iletişime dair olumlu görüş sahibi oldukları, gönüllülük konusunda, çoğunun, eğer merkez tarafından yönlendirilir ve motive edilirse çeşitli yollarla gönüllü olmaya istekli oldukları bulunmuştur. Bunların yanında, aileler için ilgi çekici bir alan olan 'evde öğrenme' konusunda, anne-babalar merkez tarafından kendilerini bu konuda destekleyecek her tür girişimi memnuniyetle karşılayacaklarını bildirmişlerdir. Anne-babaların merkez yönetiminin karar alma süreçlerine katılımı ile ilgili hemen hemen tüm anne-babalar merkez yönetiminde veli temsilci grupları yoluyla söz haklarının olması gerektiğini savunmuşlardır. Son olarak, 'toplumla işbirliği' anlamında, anne-babaların çoğu, merkezin kendilerini psikolojik danışmanlık hizmetleri, sağlık hizmetleri, kültürel etkinlikler, eğitim etkinlikleri gibi dış kaynaklar hakkında bilgilendirmesi ihtiyacında olduklarını ifade etmişlerdir.

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CHAPTER I

INTRODUCTION

In terms of development and socialization of the individual, family is the most important structure in the early years of life. Therefore we cannot assume that family and school are totally independent institutions from each other. Moreover, interest in how the environment affects the child has resulted in a shift from a child centered to an ecological approach in early childhood development programs (Bekman, 2000).

Thus, an approach which focuses on the importance of the interrelationships between the child, the family and the social support systems (Bronfenbrenner, 1979) and which acknowledges the vitality of the role of the immediate environment in the care and development of the child becomes widespread in many programs (Bekman, 2000). Bronfenbrenner's ecosystem model provides an accurate portrayal of the interrelationships that exist among the child, the family, the school, the community, and the society at large. This model helps the professional see his or her role within the whole spectrum of system dynamics for the young child and the family.

A hundred years ago, involvement in and responsibility for the child's education was seen as 'a revolutionary invasion of parental rights to children' (Musgrove, 1960 cited in Smith, 1980, p.2). In the last hundred years, the changing relationships between family and non-family institutions over the education and socialization of the children occupied the world of education, and the level of preschool education is no exception for that (Smith,1980). And now parent involvement is seen as a necessity for a child to succeed in school (Flouri & Buchanan, 2004; Smith, 1980).

The idea of parent involvement attracts attention from different areas of social sciences like psychologists, sociologists, policy makers, community development workers, adult educationalist, etc. Smith (1980) summarizes the ways of interpreting parent involvement of those professionals as the following:

Psychologists, for example, are interested in the influence of parents on cognitive development in early childhood; sociologists in the relationship between parental attitudes, social class, and children's educational achievement; policy makers in the implications of parent involvement for the provision of school services. For community development workers and activists, involving parents in their children's education may be a catalyst to further community involvement and organization. Adult educationalists suppose that parents with young children are more likely to be positively interested in education and so potentially open to new forms of learning (p.2-3).

According to the various reviews, Kağıtçıbaşı (1997) concludes that programs which target both the child and the family have greater impact than those focusing only on the child (as cited in Bekman, 2000).

Purpose of the Study

The aim of this study was to reveal the views, suggestions and barriers of mothers and fathers whose children enrolled in the Boğaziçi University Preschool Center regarding the existing parent involvement practices based on their perceived needs and demands. Because the data were collected from both mothers and father, an investigation of the differences and similarities between the views of mothers and fathers was also aimed at.

For the purpose of this study, 'parent involvement' was studied according to the classification of Joyce Epstein (1995) which is 'parenting', 'communicating', 'volunteering', 'learning at home', 'decision-making' and 'collaborating with the

community'. The classification of Epstein was selected as the framework for this study since the approach of Epstein when comparing that approach with other ones provides a more detailed base to understand and investigate the parent involvement issue.

As also stated in Chapter II, the expansion of each dimension is, briefly: 'Parenting' consists of helping families to establish a home environment that will support children by assisting families with parenting skills, family support and understanding child development. 'Communicating' enforces school-to-home and home-to-school communication about school programs and student progress. 'Volunteering' focuses on recruiting and organizing parent help and support. 'Learning at Home' helps parents and families learn how to become involved with their children's academic learning at home. 'Decision Making' includes families as participants in school decisions, governance, and advocacy activities. 'Collaborating with the Community' involves coordinating community resources and services for families, students, and the school (Epstein, 1995).

Significance of the Study

The studies show that when at least one person from the child's family cooperates with the school, it contributes to the child's school achievement a great deal.

Parent involvement is important because parents are a child's first teacher (Cordry & Wilson, 2004) and the only teacher that will stay constant through the child's lifetime. Therefore, the parent will know more about his/her child's interests and needs than a teacher, and can help a teacher better understand his/her child in order to provide the best curriculum possible (Levine, 2002).

According to Swap (1993), home-school partnership is very crucial rather than being a luxury to support the academic and social success of children. Moreover, schools and children are not only beneficiaries of partnerships. When families and the educator work collaboratively, both experience new learning and new sources of support.

In the light of the above facts, this study could help to collect data for planning a parent involvement program which will be sensitive to various needs, demands and participating opportunities of parents. Since data was also be collected from fathers, too, the study provided implications that involve fathers also in their children's learning. Moreover because there is still a limited number of studies done on the subject of parent involvement in Turkey, with the fact that there is an increasing interest in recent years, this study may be a contribution to the research literature of Turkey to some extent.

The Boğaziçi University Preschool Center

This parent involvement study was carried out in the Boğaziçi University Preschool Center and the parents of children who were enrolled in the center participated in the study. To get an idea about the case of the center, the following is some basic information:

The Boğaziçi University Preschool Center is a preschool education institution which serves both academic and administrative staff of Boğaziçi University by providing day care and preschool education for their children aged between 2-6. For the educational year of 2007-2008, the center had 14 teachers, 13 caregivers, one director, one educational counselor and one secretary as staff and 115 children were enrolled in the center. The center is open between 8:30-17:30 and eleven months a year (closed in August).

There is also an educational commission which is formed by the director, the educational counselor and two academic staff from the faculty of education of Boğaziçi University. The educational commission serves to supervise the educational program of the center and as a decision making channel for educational decisions of the center.

Moreover, there is an executive committee for the managerial decisions of the center which is formed by the dean of the faculty of education, the director and academic staff from the faculty of education.

In terms of the educational program, the center prepares its program according to the High Scope approach which has 'active learning' as its framework. The framework of yearly and daily programs are prepared by the educational commission. However the weekly educational activities are prepared by the teachers

of the center, and the teachers share their plans during the weekly teachers meetings carried out with the director and the educational counselor of the center.

Regarding the parent involvement activities, the center organizes parent conferences in the beginning of each educational year. Those conferences are held in two ways: one for all of the parents in the center and one for each classroom. Moreover, the classroom teachers meet with the parents one by one at the end of each semester. During the year, there are parent education seminars in various topics.

The center distributes weekly bulletins to the parents which inform them of the educational activities of the center, news from the center, etc. The parent library at the center serves as a resource for the parents with its children books and educational books for adults.

There is also the 'half day classroom' visit practice of the center. For this practice, in the second semester the parents of each child are invited to spend half a day in the classroom of their children.

In terms of the parents' participation in the administration of the center, the center has a parent representative who attends the educational commission and executive committee meetings when there are important decisions concerning other parents. The parent representative is elected by other parents during the parent representative election carried out once a year in September.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the subject of parent involvement is investigated with the contribution of the related literature. Subtopics for this chapter are parent involvement with its different types and models, the importance of parent involvement with its benefits on children and on adults, views of parents on parent involvement and barriers to parent involvement.

Parent Involvement

What is parent involvement? Parent involvement means different things to different people. Many would probably think that parent involvement is composed of checking and signing daily assigned homeworks and a school visit on parents- teachers conference day, with little or no in-between communication (DeBruhl, 2006). However, parent involvement deserves a broader definition. Parent involvement as defined by Cotton and Wikelund (1989) states the following:

Parents can support their children's schooling by attending school functions and responding to school obligations (parent-teacher conferences, for example). They can become more involved in helping their children improve their schoolwork--providing encouragement, arranging for appropriate study time and space, modeling desired behavior (such as reading for pleasure), monitoring homework, and actively tutoring their children at home. Outside the home, parents can serve as advocates for the school. They can volunteer to help out with school activities or work in the classroom. Or they can take an active role in the governance and decision making necessary for planning, developing, and providing an education for the community's children. (p. 2)

Parent involvement can be looked at by dividing it into two categories; parent involvement that occurs in the home and parent involvement that occurs at the school (Sheldon, 2002).

Parent involvement at home is defined by Sheldon, 2002 “as parent-child interactions on school-related or other learning activities and represents the direct investment of a parent’s resources in her or his child’s education” (p. 302).

The second type of parent involvement which occurs at the school can include -but is not limited to- volunteering at the school, attending Parent Teacher Associations (PTA) meetings, attending parent teacher conferences, reading with children in a classroom, helping with a fund raising event, or communicating regularly with the child’s teacher (Sheldon, 2002).

Susan Swap (1993) addresses the models of home-school relationships. The models are (a) the protective model, (b) the school to home transition model, and (c) the curriculum enrichment model.

The ‘protective model’ is designed to separate the functions of school and home. Assumptions that characterized this model are as follows:

- Parents delegate the responsibility of educating their children to the school.
- Parents hold the school responsible for the results.
- Educators accept this delegation of responsibility.

Although this model has been characteristic of both public and private school situations, according to Swap (1993), it misses the reality that parents are their child’s first and most significant teachers and that the parents know their child better than anyone else does.

In the ‘school to home transition model’, efforts of parents in supporting the

objectives of the school are encouraged and sought. Assumptions are as follows:

- Children's achievement is nourished by continuity of expectations and values between home and school.
- School staff should identify the values and practices outside school that contribute to school success.
- Parents should accept the significance of schooling, reinforce school expectations at home, provide conditions at home that nurture development and support school success.

The role of parents in supporting the school through holding bake sales, building playgrounds, providing class materials, and preparing food for school parties may describe this model. Two way communication is not actively sought or encouraged (Swap, 1993).

The 'curriculum enrichment model' is representative of programs like Head Start, that advocate developmentally appropriate practices for young children and the view that parents are their children's first and most important teachers. Assumptions guiding this model are as follow:

- Parents and educators should work together to enrich curriculum objectives and content.
- Relationships between home and school are based on mutual respect, and both parents and teachers are seen as experts and resources.

This model provides many opportunities for schools to function without walls so that parents and other community members share their knowledge, experinces, skills, etc. with children and children start to give meaning to what they are learning in school as they see its relationships to the outside world (Swap, 1993).

Lyons, Robbins and Smith (1982) divided parent involvement activities into two categories: effective and indifferent. Effective activities were characterized by active parents, well-organized projects or tasks, and facilitating staff. Effective activities produce positive outcomes. Among the positive outcomes reported were:

- improved student attitudes, conduct and attendance;
- improved classroom performance when parents tutored students;
- better understanding of student needs;
- increased self-confidence and personal satisfaction for participating parents;
- active parental support of the instructional program;
- increased instructional resources.

Indifferent practices were the results of situations where parent involvement was viewed as a requirement rather than an opportunity. In these situations, parents were regarded as passive receivers. Most often there was the attitude on the part of parents as well as the staff that school personnel knew what they were doing and didn't want or need help from parents (Lyons & Robbins and Smith, 1982).

Spodek & Saracho (2005) mentions a model called 'family centered child care'. Family centered child care views parenthood as a stage in the adults life span development. Families are seen as the client of the schools along with their children. The family centered model sees teachers and parents as having expertise in different aspects of children's lives (Spodek & Saracho, 2005).

Gordon (1976) identified certain types of involvement. Gordon views parental roles as 'spokes on a wheel' (p.6). First, the parents' most common role in involvement is as an audience. Parents are informed by the school about its activities or are asked to visit the school as observers. Second, the parent is involved as a direct and active teacher of his or her own child. Third, parents are involved in active roles

in the school as aides and volunteers. Fourth, the parent is involved as paid workers. Fifth, the parent participates and is involved in decision making. Gordon sees all five spokes of the wheel as having equal weight rather than as hierarchical ones from low to high. Gordon feels that 'parents as genuine partners will be involved in all spokes so that the wheel can turn' (p.8). Individual parents, because of their own needs, desires, skills, or personal situations, will find different spokes more attractive and interesting to them (Gordon, 1976).

On the other hand, Henderson, Merburger & Ooms (1986) classified parent involvement as such:

- 1) Partners: Parents performing basic obligations for their child's education and social development.
- 2) Collaborators and problem solvers: Parents reinforcing the school's efforts with their child and helping to solve problems.
- 3) Audience: Parents attending and appreciating the school's (and their child's) performance and productions.
- 4) Supporters: Parents providing volunteer assistance to teachers, the parent organization, and to other parents.
- 5) Advisors and/or co-decision makers: Parents providing input on school policy and program through membership in ad hoc or permanent governance bodies.

Joyce Epstein, an expert in the area of parental involvement as well as director of the Schools, Family, and Community Partnerships Program and the National Network of Partnership Schools at Johns Hopkins University, has identified six types of parent involvement (Epstein & Jansorn, 2004; Epstein & Salinas, 2004). Epstein (1995) has classified them as (a) parenting, (b) communicating, (c) volunteering, (d) learning at home, (e) decision making, and (f) collaborating. The following list describes

Epstein's six types of involvement as defined by Epstein (1995), Epstein and Jansorn (2004), and Epstein and Salinas (2004):

Parenting: This type of involvement consists of helping families to establish a home environment that will support children as students by assisting families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level. In addition, it involves assisting schools in understanding families' backgrounds, cultures, and goals for children (Epstein, 1995; Epstein & Jansorn, 2004; Epstein & Salinas, 2004).

Communicating: This type of involvement enforces school-to-home and home-to-school communication by creating two-way communication channels between school and home and communicating with families about school programs and student progress. This allows families the ability to stay in touch with teachers, administrators, and counselors as well as other staff members and families (Epstein, 1995; Epstein & Jansorn, 2004; Epstein & Salinas, 2004).

Volunteering: This type of involvement focuses on recruiting and organizing parent help and support. Components of this type include recruitment, training, activities, and schedules in order to involve families as volunteers and as audiences at the school or in other locations. It enables educators to work with regular and occasional volunteers who assist and support students and the school (Epstein, 1995; Epstein & Jansorn, 2004; Epstein & Salinas, 2004).

Learning at Home: In this type of involvement, parents and families learn how to become involved with their children's academic learning at home. Parents and families are provided with information and ideas about how to help students with homework and other curriculum-related activities, decisions, and planning. It

encourages teachers to design homework that enables students to share and discuss interesting work and ideas with their parents and other family members (Epstein, 1995; Epstein & Jansorn, 2004; Epstein & Salinas, 2004).

Decision Making: This type of involvement includes families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and various parent organizations such as Parent Association (PA) and Parent Teacher Association (PTA)/Parent Teacher Organization (PTO). In addition, it provides assistance for family and teacher representatives in retrieving and disseminating information for those they represent (Epstein, 1995; Epstein & Jansorn, 2004; Epstein & Salinas, 2004).

Collaborating with the Community: This last type of involvement involves coordinating resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities. It enables all stakeholders to contribute their services to the community (Epstein, 1995; Epstein & Jansorn, 2004; Epstein & Salinas, 2004).

The Importance of Parent Involment

Throughout history, the family has been the most important social setting for the education of the child (Barbour, et al. 2005).

Bronfenbrenner's ecological systems theory serves as an appropriate model to justify and support the importance of families in children's learning. The interrelationship of the developmental process and the environment can be seen clearly in the ecosystem model. In this approach, Bronfenbrenner views each

person's development with the help of a series of environmental systems that are all interrelated (Springate & Stegelin, 1999).

The microsystem consists of individuals closest in one's life; the basic example is the family, with each person influencing and being influenced by other members. Other microsystems are the child care setting, the school and the homes of the extended family (Bronfenbrenner, 1979). Thus, the school and child care setting are immediate resources for the family (Springate & Stegelin, 1999) and parent involvement is significant because parents are a child's first teacher (Cordry & Wilson, 2004) and the only teacher that will stay constant through the child's lifetime. Therefore, the parent will know more about his/her child's interests and needs than a teacher, and can help a teacher better understand his/her child in order to provide the best curriculum possible (Levine, 2002).

Powell (1989) summarizes the importance of parent involvement in four outcome areas as the following:

Child Competence: Parent-teacher cooperation smooth a child's separation from home and entry into a new child care setting such as preschool. The underlying assumption is that home-school continuity has positive effects on the child. Increases in academic performance and cognitive skills, and reductions in the incidence of child abuse and neglect are among the desired benefits of parent involvement.

Parents' Self Developments: Parent participation has been viewed as a means of nourishing the improvement and development of parents as people. It has been expected that involvement in preschool programs would encourage parents' feelings of self concept.

Human Service Institutions (including child care): Parent participation in early childhood programs has been justified as a strategy for improving human service institutions.

‘One of the early rationales for parent participation in Head Start was that involvement in program decision making would be a beginning political step toward changing human service institutions. This idea was part of a larger plan to eradicate poverty by giving the poor a modicum of political power that eventually could be used to change social institutions that perpetuated poverty by denying access to resources such as jobs and adequate education. Thus, parent participation has been viewed as a mechanism for social change’. (Powell, 1989, p.8)

Program Resources: Lastly, parent participation has been supported as a means to provide additional resources for early childhood programs through parents’ roles as volunteers, as advocates for societal support of children’s programs, and as fund raisers.

Benefits of Parent Involvement on Children

Parent involvement is important because of the benefits it provides for children who have involved parents. Using home school relations as an example, Bronfenbrenner proposed that children’s development will be improved when they participate in home and school environments where interconnections are

characterized by more frequent interactions between parents and school personnel, a greater number of persons known in common by members of the two settings, and more frequent communications between home and school, more information in each setting about the other, but always with the proviso that such interconnections not undermine the motivation and capacity of those persons who deal directly with the child to act in his behalf. This qualification gives negative weight to actions by school personnel that degrade parents or to parental demands that undermine the professional morale or effectiveness of the teacher (Bronfenbrenner, 1979, p.218)

The collaboration between schools and families is crucial to the academic success of students. DeBruhl (2006) stated that students gain numerous benefits when parents contribute to their educational lives. Children are less likely to fail academically and less likely to drop out of school (DeBruhl, 2006).

According to Levine (2002), parent involvement at home and at school should be encouraged because: (1) a positive message is sent to children about the importance of their education; (2) the parents stay informed of the child's performance; (3) the school is able to accomplish more; (4) children's self-esteem is enhanced; (5) parent/child relationships are improved; (6) academic achievement is improved; (7) parents develop positive attitudes towards schools; (8) children are successful in school both academically and behaviorally.

Cotton & Wikelund (1989) synthesized information from fortyone documents on different aspects of parent involvement. Their research shows that parent involvement in children's learning is positively related to academic achievement. Further, the research shows that the more intensively and actively parents are involved in their children's learning and education, the more beneficial and effective are the effects.

Their research also shows that the earlier parent involvement begins, the more powerful the effects will be (Cotton & Wikelund, 1989). They also looked to the researches studying the effects of parent involvement on student outcomes other than achievement. These include attitude toward school or toward particular subject areas, self-concept, classroom behavior, time spent on homework, expectations for one's future, absenteeism, motivation, and retention.

Unutkan (1998) studied the effects of the "Socialization Program including Parent Involvement for 5-6 years old children (5-6 Yaş Grubu Aile Katılımlı

Sosyalleşme Programı)” by using a control and an experiment group. The sub-dimensions of the program are ‘aggressiveness, sharing-helping-cooperation, courtesy, taking turns, decision making, and responsibility taking’. Data collected from teachers and children shows that the program is more effective on socialization of the child for all sub-dimensions of the program when the parents are involved.

Benefits of Parent Involvement on Adults

Parental involvement affects more than student academic achievement. Parents and schools also benefit from this dual relationship. In his article, Byrd (2003) stated:

Parental involvement allows parents and teachers to reinforce skills and provide an environment that has consistent learning expectations and standards. Parents also become more knowledgeable about their child's school, the school's policies, and the school staff. Most importantly, parent involvement provides an opportunity for parents and children to spend time together. During that time, a parent can communicate a high value for education and the importance of effort in academic achievement (p.1).

Although the main focus of Cotton & Wiklund’s report (1989) is the effects of parent involvement on student outcomes, their research reveals also many benefits for schools and parents themselves. School staff benefit from the improved interaction that generally accompanies improved parental attitudes toward the school and improved parent self-concepts when parents become involved in their children's learning.

According to DeBruhl (2006), through school programs and activities, parents are able to increase their parental and professional skills. In the process, parents build self-confidence, further their education, become more qualified for job placement and/or advancement, and become better parents and role models for their children.

Parents become well informed on school issues and are able to help their children as well as themselves to succeed. Schools form a partnership that improves teacher morale, provides support from families, gives support to families, improves learning environments and school climate, creates a positive attitude amongst all parties toward one another.

Kuzu (2006) explored the effects of parent involvement activities in preschools on mother attitudes and mothers' views on preschool education. Control and experiment groups of mothers were used in the study. In the school of control group mothers, no parent involvement activities –except parent meetings- were carried out. However in the school of experiment group mothers, a special parent involvement program was applied by the researcher. Between the pre-test and post-test results of the control group, there are no differences. However, between the pre-test and post-test results of the experiment group, there are significant differences in the mother's knowledge about their children's school program, their children's interests and development status and in mother's democratic attitudes toward their children.

In programs where parents and teachers work successfully together, teachers report experiencing support and appreciation from parents and enthusiasm for problem solving (Swap, 1993).

Teachers find that collaboration with families both broadens their perspective and increases their sensitivity to various parent characteristics. Parents report positive feelings for getting to know teachers closely, and they express an appreciation and understanding for the skills of teachers, and experience an improvement in their own parenting skills and self-confidence regarding their parenting abilities (Swap, 1987, 1990c, cited in Swap, 1993).

For both parents and teachers, 'collaboration reduces the characteristic isolation of their roles. For parents, knowing that teachers share their concerns about their children is very reassuring; for teachers, knowing that a parent recognizes the complexity of their role in the classroom is comforting' (Swap, 1993, p.10).

Views of Parents On Parent Involvement

According to the studies of Mcghee (2007), Crawford (2007) and DeBruhl (2006), it was found that parents value the importance of parent involvement in education.

Based on a review of the literature and her own extensive research, Epstein (1990, cited in Swap, 1993) maintains that parents from all backgrounds and economic levels are willing to become involved in their children's schooling. She concludes that:

the evidence suggests that school policies and teacher practices are more important than race, parent education, family size, marital status, and even grade level in determining whether parents continue to be parts of their children's education (p. 109).

On the other hand, Yasa (1996) carried out research about the attitudes of mothers towards parent involvement in preschool centers. She found that mothers coming from the low education group gave more importance to parent involvement than those in the high education group, especially regarding the 'non-educational school activities' and 'school management and policy making'.

Kaya (2002) explored the interests and participation of parents in preschool education programs and the views of parents about the contribution of preschools to parent education. According to the findings, mothers and fathers are willing to participate and are open for cooperation in programs applied in preschool institutions

although their current participation is low. Moreover parents stated that they would attend parent education activities if their schools organize such activities.

Çelik's (2003) study is about the views of mothers and fathers who have mentally handicapped children regarding parent involvement at special education school. Those parents reported that they give most importance to teachers meetings when they seek solutions to their individual or general problems. However they reported that they see volunteer work at school as insignificant and unnecessary and that they won't attend those activities.

Eroymak (1997) did research on participation of parents in school management in elementary schools. According to the findings of the study, in terms of school management, parents are more willing to participate in determining the principles and criterion to increase student achievement, in developing ways to inform parents about students (discipline, achievement, etc.). Moreover, Eroymak stated that parents' interest on managerial decisions are more than educational decisions, and mothers are more interested in participating in school management than the fathers.

Parents stated a desire to be involved in whatever ways they could be to support their children (Hiller, 1998). However, parents need to feel welcomed and wanted in the school and classroom. If the parent feels comfortable and respected at school they are more likely to be there and be positively receptive to what the school is saying (Ladner, 2003).

Barriers of Parent Involvement

There are various barriers to parent involvement. These barriers are reported by DeBruhl (2006) as such:

1. Teachers and parents having different beliefs about the meaning of parental involvement.
2. Parents and visitors sense of unwelcome in school buildings and classrooms.
3. Negative, neutral, or untimely communication from schools.
4. Teachers' inability to effectively reach out and communicate with parents.
5. Distance between teachers and parents.
6. Limited views of parental involvement and the public's perception of the school.
7. Low expectations or lack of commitment to parental involvement.
8. Confusion about the role of teachers. Confusion about role expectations and role perceptions are a source for conflict (Owens, 2004, cited in DeBruhl, 2006).
9. Concerns about territories.
10. Schools assuming a passive role.

All of the above barriers may stem from the values, beliefs, attitudes, and perceptions of teachers, parents, and administrators. According to Owens (2004, cited in DeBruhl, 2006), it is our internal thoughts, feelings, perceptions, attitudes, aspirations, needs, wants, beliefs, and values that drive us to do the things we do.

One problem with parent involvement is that teachers and parents have different views or perceptions on what parent involvement is (Lawson, 2003); and culture is a variable that can change ideas on parent involvement (DeMoss & Vaughn, 2000 cited in Ladner, 2006). Because of the conflicting views on parent involvement, teachers may feel that a parent is not involved in his/her child's

schooling, but if you talk to the parent, he/she would say they were involved because of items he/she is doing with his/her child that the teacher is not aware of or does not personally consider parent involvement (Ladner, 2006).

According to Tizard, Mortimore and Burchell (1981), barriers to parent involvement may have different reasons. For example, problems may arise from a lack of resources like the lack of appropriate training in working with parents, the lack of appropriate training in evaluation, the lack of resources, the lack of appropriate role definition, the lack of adequate time, knowledge and resources to make activities for parents appealing and the lack of adequate knowledge on how to influence parents. Problems may arise for communication difficulties with parents from a different culture and with parents from a different educational background. Problems may arise from teachers' and parents' beliefs in professionalism. Other problems may be from the parents' point of view like the lack of time and energy and the lack of power within the school setting.

Henderson, Marburger & Ooms (1986) reported that the main barrier to parent involvement is the pressure of time. In many families both parents must work. Many teachers themselves are working mothers or fathers. Moreover, young siblings can be a tremendous obstacle to a parent's participation at school.

According to McCaleb (1997), "some teachers are apprehensive about having parents in their classrooms because their presence makes them uncomfortable and forces them to be on "display". Part of these feelings are a logical consequence of the unrealistic expectations society places on teachers. Within the traditional paradigm, a teacher should be all knowing and make no mistakes. Therefore, teachers would prefer that parents not see them struggling or not having all the answers" (p.38).

One finding of Cotton & Wikelund's research (1989) is that programs with extensive parent training components do not produce higher student achievement than those with only basic training, since extensive components may have more time and effort requirements which increase the probability that parents withdraw from participation. Another finding of that study is that the schools with the most successful parent involvement programs are those which offer a variety of ways parents can participate since parents differ greatly in their willingness, ability, and available time for involvement in school activities.

Although most parents believe involvement is beneficial, few have the time, energy and/or self-confidence to assist at school (Upton, 1998). In order to promote parent involvement effectively, parents must feel wanted, needed, respected, trusted, heard, and welcomed by teachers and administrators; otherwise, parents are less likely to get involved and are more likely to become detached from the school setting (Epstein, 1995; Epstein & Jansorn, 2004; Epstein & Salinas, 2004).

CHAPTER III

METHODOLOGY

This section provides information about research questions of the study, design of the study, sample of the study, sample selection, data collection instruments, data collection procedures and analysis of the collected data.

Research Questions

The major concern of this study was to reveal the views, suggestions and barriers of the parents based on their perceived needs and demands. Therefore, answers were sought to the following research questions:

- 1) What are the views and suggestions of mothers and fathers of children who enrolled in the Boğaziçi University Preschool Center regarding parent involvement as defined by Joyce Epstein?
 - a. What are their views and suggestions regarding ‘parenting’ practices of the center?
 - b. What are their views and suggestions regarding ‘communication’ practices of the center?
 - c. What are their views and suggestions regarding ‘learning at home’ practices of the center?
 - d. What are their views and suggestions regarding ‘volunteering’ practices of the center?

- e. What are their views and suggestions regarding ‘decision making’ practices of the center?
- f. What are their views and suggestions regarding ‘collaboration with the community’ practices of the center?

2) What are the barriers of mothers and fathers regarding the existing parent involvement practices of the center?

Research Design

This is a descriptive study and the Boğaziçi University Preschool Center was used as a case. For this study, the qualitative and the quantitative research methods were used together. According to Goodwin & Goodwin (1996), the achieved knowledge through those two approaches and the measurement methods of each approach complement each other.

To gather data, both qualitative and quantitative data gathering techniques were utilized. Semi-structured interviews such as a qualitative data collection method and a survey questionnaire as a quantitative data collecting instrument were used to collect data from parents.

Sample

The population and the sample of this study were the parents –mothers and fathers- of children who enrolled in the Boğaziçi University Preschool Center. One of the reasons why this center was selected as the case of this study was the convenience that the researcher was working there as a teacher. Another reason was that because the center serves as a preschool center to the academic and administrative/service staff of the university, there are parents from different SES who may have different needs, demands and views regarding parent involvement.

There are 115 children from five different age groups (2-6) enrolled in the center in respect to the 2007-2008 educational year. Both the fathers and the mothers of each child were targeted.

However, since there are a set of triples, three sets of twins, and eight siblings, the number of the target group of parents (both mother and father) decreased to 212. From those 212 parents, 143 parents participated in the survey study, fifteen parents participated in the interviews, eight parents participated in the pilot studies of the data collection instruments. The remaining 46 parents could not be reached since 26 parents were on their annual leave, 16 parents were unwilling to participate, and four parents could not answer a Turkish questionnaire since they were foreign. The detailed demographic characteristics of the parents who participated in the study will be presented in Chapter IV.

Sample Selection for the Interviews and Questionnaire

Fifteen parents were selected for interviews by making an attempt to provide equal number of mothers and fathers. Seven fathers and eight mothers who were willing and available for an approximately one hour interview were selected by the researcher.

No sampling technique was used for the administration of the questionnaire since all parents other than the ones who were interviewed and who participated in the pilot studies for interviews and questionnaires were included for the survey study.

Instrument

To collect data for this study, a semi-structured interview guideline (Appendix A) and a survey questionnaire form (Appendix B) were developed by the researcher according to the following procedures.

Development of the Interview Guideline

The semi-structured interview guideline for parent interviews was prepared by the researcher according to current parent involvement practices of the center. There was an attempt to group the questions under Joyce L. Epstein's classification for parent involvement as 'parenting, communication, volunteering, learning-at-home, decision making, collaboration with the community'. The interview questions seek the views, suggestions and barriers of parents regarding parent involvement issues mentioned

above. Additionally, questions to get information for the demographic characteristics of the interviewee parents were asked.

To test the clarity of the interview questions, a pilot study was carried out with four parents from the center who were selected according to those parents' availability and willingness to participate. Those four parents were excluded from the questionnaire administration. After the pilot study for parent interview questions, the necessary modifications were made.

The interview guideline gave the overall structure and points to emphasize during the interviews but the questions were asked in any order which was convenient depending on the nature of each interview and probing questions were asked during the interviews to provide more in depth information regarding the subject matter.

Development of the Survey Questionnaire

The questionnaire was constructed by the researcher according to the findings of the interviews with parents and the previous studies related to the subject. A pilot study for the questionnaire was conducted with four parents from the center to test the clarity of the questions. After the pilot study of the questionnaire, the necessary modifications were made.

The questionnaire form includes questions for demographic characteristics of the parents (Questions 1-8) and to reveal the views, suggestions and barriers of the parents about parent involvement practices of the center. There was an attempt to group the questions according to Epstein's classification of parent involvement. The grouping of the questions was as the following: Questions about 'Parenting': 9-13;

Questions about ‘Communication’: 14-25; Questions about ‘Volunteering’: 25-26;
Questions about ‘Learning-at-home’: 27-28; Questions about ‘Decision making’: 29-
32; Question about ‘Collaborating with the community’: 33.

Data Collection Procedure

After the researcher received consent from the Boğaziçi University Committee on Ethical Conduct in Research with Human Participants (Appendix C), interviews with selected parents were carried out at the appropriate times for the parents according to a schedule prepared beforehand with the consent of the parents. An audio recorder was used during the interviews. Before the interviews, parents signed a consent form to participate in the study (Appendix D). Each interview was carried out by the researcher in a separate room and one-on-one with the participant. The duration of interviews was approximately one hour for each.

Following the interviews, the questionnaire form was constructed by the researcher. After the modifications of the questionnaire were done based on the pilot study, the questionnaires in envelopes without names were distributed to the parents one-by-one with a brief explanation about the study. The questionnaire forms of the parents who were not working at Boğaziçi University were transmitted through their spouses who were working at the university.

The parents brought the questionnaires back to the researcher in closed envelopes without writing their names on it.

Analysis of Data

Data analysis was done with the interview records and the data collected through the questionnaires separately.

Analysis of Interviews and Questionnaire Data

After the completion of interviews with parents, recorded interviews were transcribed and then coded depending on the content. Then these codes were grouped under broader categories.

After collecting data with the questionnaires from the parents, the findings were analyzed through descriptive statistics. A statistical software package for Windows (SPSS 14.0) was used for the analysis. The views and suggestions of parents regarding parent involvement practices at the Boğaziçi University Preschool Center were revealed by frequency distributions and percentiles. To present the differences and similarities between the views and suggestions of mothers and fathers regarding parent involvement practices at the center, cross tabulation were used.

CHAPTER IV

FINDINGS

In this chapter, the results derived from analysis of the survey and the interviews with parents are presented. First, findings about the demographic characteristics of the sample in the survey and interview are provided. Second, for each of the subtopics of the study, the survey results are given, and then the selected examples from the interviews are quoted.

The names of the interviewees were kept anonymous to ensure the confidentiality of the participants. Instead, they were assigned numbers (for instance, Parent 1). In the same way, the children's names mentioned in the interview quotes were replaced with other names which were in fact carried by none of the children at the center. To provide some basic personal characteristics of the participant quoted, the age, gender and profession of each are provided in parenthesis after the English translation. The Turkish originals of the interview quotes can be found in the Appendix E.

Following the analysis of the interviews with parents, the major findings were structured around the emergent discussion themes based on the research questions and the analysis of the interview transcripts. In this way, the quantitative and qualitative data are intended to complement each other.

The emerging discussion themes were organized under the following major headings: Contribution to the parents in their parenting skills, communication channels at the center, volunteering in the center, contribution to children's learning

at home, parents' participation in decision making, the center's use of the exterior resources. Views, suggestions and barriers of parents for each topics are covered.

Although the interviews were carried out before the administration of the questionnaires, survey results are presented before the interview findings in the text for the easy reading and to give a general picture of each subject.

Demographic Findings of the Sample

Survey

In the questionnaire there were demographic questions concerning the following characteristics of the parents: age, educational level, working status at Bogazici University, occupational status and the number of children they have. The sample of the questionnaire constituted of 74 mothers (%51.7) and 69 fathers (%48.3).

Age level: The majority of the parents fell in the range of 30 to 39 years of age (%61.3). %29.9 of the parents were between 40-49 years of age (Table 1).

Table 1. The Sample by Age Groups

Age groups	Mother		Father		Total	
	N	%	N	%	N	%
20-29	9	12.9	1	1.5	10	7.3
30-39	43	61.4	41	61.2	84	61.3
40-49	18	25.7	23	34.3	41	29.9
50-59			2	3.0	2	1.5
Total	70*	100	67**	100	137	100

*4 cases missing

**2 cases missing

Educational Level: As for the educational level, %33.6 of the parents had bachelor degrees, %28 of the parents had high school degrees. The minority of parents (%2.1) had primary school and middle school degrees (Table 2).

Table 2. The Sample by Educational Level

	Mother		Father		Total	
	N	%	N	%	N	%
Primary School	1	1.4	2	2.9	3	2.1
Middle School	1	1.4	2	2.9	3	2.1
High School	22	29.7	18	26.1	40	28.0
Pre-Bachelor	8	10.8	4	5.8	12	8.4
Bachelor degree	24	32.4	24	34.8	48	33.6
Master's degree	8	10.8	6	8.7	14	9.8
Doctor's degree	10	13,5	13	18,8	23	16,1
Total	74	100	69	100	143	100

Boğaziçi University Working Status: %60.2 of the parents were working at Boğaziçi University (%44.1 as administrative staff, %16.1 as academic staff). %37.8 of the parents were not working at B.U. (Table 3).

Table 3. The Sample by Working Status in terms of Bogazici University

	Mother		Father		Total	
	N	%	N	%	N	%
Academic staff	13	17.6	10	14.5	23	16.1
Administrative staff	51	68.9	12	17.4	63	44.1
Not working at B.U	7	9.5	47	68.1	54	37.8
Not working at all	3	4.0			3	2.0
Total	74	100	69	100	143	100

Occupational status: At the end of the analysis, 26 diferent occupational statuses were identified. The occupations (such as cook, nurse, psychologist, driver, economist, printer, advertiser, etc.) which have a frequency of 1 are categorized as 'Other' (%9.0). %33.6 of the parents were civil servant, %18.9 of the parents were academician (Table 4).

Table 4. The Sample by Occupational Status

	Mother		Father		Total	
	N	%	N	%	N	%
Academician	15	20.3	12	17.4	27	18.9
Civil Servant	37	50.0	11	15.9	48	33.6
Engineer	3	4.1	10	14.5	13	9.1
Self-employed			8	11.6	8	5.6
Teacher	2	2.7	3	4.3	5	3.5
Manager			4	5.8	4	2.8
Bank employee			4	5.8	4	2.8
Accountant	1	1.4	3	4.3	4	2.8
Technician	1	1.4	3	4.3	4	2.8
House wife	3	4.1			3	2.1
Librarian	3	4.1			3	2.1
Architect	2	2.7	1	1.4	3	2.1
Doctor	2	2.7			2	1.4
Security			2	2.9	2	1.4
Other	5	6.8	8	11.6	13	9.0
Total	74	100	69	100	143	100

The number of children: %53.8 of parents had a child, %43.4 of the parents had two children and only %2.8 of the parents had three children (Table 5).

Table 5. The Sample by Number of Children the Parents Have

No. of children	N	%
1	77	53.8
2	62	43.4
3	4	2.8
Total	143	100

Interview

The details of the demographic information of the interviewees are provided as the following (Table 6):

Table 6: Demographic Characteristics of the Interview Sample

	Gender	Age	Education	Occupation*	Child(ren)
Parent 1	Mother	43	Doctor's degree	Academician	4 year old son
Parent 2	Mother	39	Doctor's degree	Academician	4 year old son
Parent 3	Mother	40	Doctor's degree	Academician	6 year old son
Parent 4	Mother	33	University	Librarian	5 year old twins (boy and girl)
Parent 5	Father	44	University	Civil engineer	6 years old son
Parent 6	Mother	39	University	Librarian	4 year old son
Parent 7	Father	36	University	Librarian	5 year old daughter
Parent 8	Father	41	Doctor's degree	Academician	5 year old twins (boy and girl)
Parent 9	Mother	33	Doctor's degree	Academician	5 year old son
Parent 10	Father	35	Pre-university	Civil servant	4 year old daughter
Parent 11	Father	39	Doctor's degree	Academician	4 year old son
Parent 12	Mother	36	University	Civil servant	4 year old and 6 year old daughters
Parent 13	Father	35	University	Electronic engineer	6 years old daughter
Parent 14	Father	33	Doctor's degree	Academician	2 year old son and 4 year old daughter
Parent 15	Mother	34	Doctor's degree	Academician	4 year old son

* All the interviewed parents are working at Boğaziçi University

Contribution to the Parents in Parenting Skills

This major heading includes the following issues: Views for the contribution of the center in parenting skills, preferences for parent education topic, preferences for parent education activities.

Views for the Contribution of the Center in Parenting Skills

Survey

In the survey, contribution of the University Preschool Center to the parents in their parenting skills were examined by questioning the contribution of the parent education seminars, teacher meetings, meetings with the director of the center, meetings with the educational counselor of the center, weekly bulletins, announcement boards at the center, parent library and parent conferences.

Parent Education Seminars: %41 of the parents (%60.6 of mothers and %19 of fathers) reported that parent education seminars contributed to their parenting skills whereas %33.6 of the parents (%16.9 mothers and %52.4 fathers) reported that they didn't have any idea about parent education seminars organized by the center. %20.1 of the parents reported that parent education seminars contributed to their parenting skills partially and a minority of parents reported that parent education seminars didn't contribute to their parenting skills (Table 7).

Table 7. Contribution of Parent Education Seminars on Parenting Skills

Contribution of parent education seminars	Mother		Father		Total	
	N	%	N	%	N	%
Yes	43	60.6	12	19.0	55	41.0
Partially	14	19.7	13	20.6	27	20.1
No	2	2.8	5	7.9	7	5.2
No idea (e.g. 'never attended')	12	16.9	33	52.4	45	33.6
Total	71*	100	63**	100	134	100

*3 cases missing

**6 cases missing

Meetings with Teachers: Majority of the parents (%65.7) (%74.6 of mothers and %56.1 of fathers) answered that meetings with teachers contributed to their parenting skills. %20.4 of the parents mentioned a partial contribution whereas %11.7 of the parents (%2.8 of mothers and %21.2 of fathers) had no idea about the contribution of the teacher meetings. Only a minority of parents (%2.2) thought that teacher meetings didn't have any contribution to their parenting skills (Table 8).

Table 8. Contribution of Meetings with Teachers on Parenting Skills

	Mother		Father		Total	
	N	%	N	%	N	%
Yes	53	74.6	37	56.1	90	65.7
Partially	15	21.1	13	19.7	28	20.4
No	1	1.4	2	3.0	3	2.2
No idea (e.g. 'never attended')	2	2.8	14	21.2	16	11.7
Total	71*	100	66**	100	137	100

* 3 cases missing

**3 cases missing

Meetings with the Director: %24.6 of the parents (%31.9 of mothers and %16.4 of fathers) reported that director meetings contributed to their parenting skills whereas %39.2 of the parents thought that that contribution is partial. %23.8 of the parents had no idea about director meetings' contribution (Table 9).

Table 9. Contribution of Meetings with the Director on Parenting Skills

	Mother		Father		Total	
	N	%	N	%	N	%
Yes	22	31.9	10	16.4	32	24.6
Partially	28	40.6	23	37.7	51	39.2
No	6	8.7	10	16.4	16	12.3
No idea (e.g. 'never attended')	13	18.8	18	29.5	31	23.8
Total	69*	100	61**	100	130	100

*5 cases missing

**8 cases missing

Meeting with the Educational Counselor: %34.6 of the parents (%27.9 of mothers and %41.9 fathers) had no idea about the contribution of the meetings with the educational counselor of the center. %23.8 of the parents (%30.9 mothers and %16.1 fathers) thought that meetings with the educational counselor contributed to their parenting skills whereas %24.6 of the parents reported 'partial contribution' and %16.9 of the parents (%8.8 of mothers and %25.8 of fathers) 'no contribution' (Table 10).

Table 10. Contribution of Meetings with the Educational Counselor

	Mother		Father		Total	
	N	%	N	%	N	%
Yes	21	30.9	10	16.1	31	23.8
Partially	22	32.4	10	16.1	32	24.6
No	6	8.8	16	25.8	22	16.9
No idea (e.g. 'never attended')	19	27.9	26	41.9	45	34.6
Total	68*	100	62**	100	130	100

*6 cases missing

**7 cases missing

Weekly Bulletins: The majority of the parents (%72.1) (%81.7 of mothers and %61.5 of fathers) considered weekly bulletins as contributing to their parenting skills. %17.6 of the parents mentioned a 'partial contribution' and %8.8 (%2.8 of mothers and %15.4 of fathers) of the parents had no idea about the contribution of the weekly bulletins (Table 11).

Table 11. Contribution of Weekly Bulletins on Parenting Skills

	Mother		Father		Total	
	N	%	N	%	N	%
Yes	58	81.7	40	61.5	98	72.1
Partially	11	15.5	13	20.0	24	17.6
No			2	3.1	2	1.5
No idea (e.g. 'never attended')	2	2.8	10	15.4	12	8.8
Total	71*	100	65**	100	136	100

*3 cases missing

**4 cases missing

Announcement Boards: %46.2 of the parents thought that the writings and excerpts on the announcement boards contributed to their parenting skills. %31.1 of the parents reported a 'partial contribution'. %16.7 of the parents (%8.5 of mothers and %26.2 of fathers) had no idea about the writings on the boards (Table 12).

Table 12. Contribution of the Announcement Boards on Parenting Skills

	Mother		Father		Total	
	N	%	N	%	N	%
Yes	40	56.3	21	34.4	61	46.2
Partially	22	31.0	19	31.1	41	31.1
No	3	4.2	5	8.2	8	6.1
No idea (e.g. 'never attended')	6	8.5	16	26.2	22	16.7
Total	71*	100	61**	100	132	100

*3 cases missing

**8 cases missing

Parent Library: %34.8 of the parents (%27.1 of mothers and %43.5 of fathers) had no idea about the parent library. %31.8 of the parents (%40 of mothers and %22.6 of fathers) evaluated parent libraries as contributing to their parenting skills whereas %25 of the parents reported a 'partial contribution' (Table 13).

Table 13. Contribution of the Parent Library on Parenting Skills

	Mother		Father		Total	
	N	%	N	%	N	%
Yes	28	40.0	14	22.6	42	31.8
Partially	18	25.7	15	24.2	33	25.0
No	5	7.1	6	9.7	11	8.3
No idea (e.g. 'never attended')	19	27.1	27	43.5	46	34.8
Total	70*	100	62**	100	132	100

*4 cases missing

**7 cases missing

Parent Conferences: The majority of the parents (%54.8) (%66.2 of mothers and %42.2 of fathers) thought that parent conferences contributed to their parenting skills. However %24.4 of the parents (%11.3 of mothers and %39.1 of fathers) had no idea about the parent conferences. %15.6 of the parents reported that parent conferences contributed to their parenting skills partially and only a minority of parents (%5.2) mentioned of 'no contribution' (Table 14).

Table 14. Contribution of Parent Conferences on Parenting Skills

	Mother		Father		Total	
	N	%	N	%	N	%
Yes	47	66.2	27	42.2	74	54.8
Partially	12	16.9	9	14.1	21	15.6
No	4	5.6	3	4.7	7	5.2
No idea (e.g. 'never attended')	8	11.3	25	39.1	33	24.4
Total	71*	100	64**	100	135	100

*3 cases missing

**5 cases missing

Interview

About the contribution of the center on the parenting skills of the parents, all of the interviewees expressed their opinions. Eleven of the fifteen parents interviewed said that there was such a contribution as an answer to the question if they think that the

center contributes to their parenting skills.

Parent 1 said that with her child, she also got an education from the center and she used the guidance of the center very much:

Personally, I think by bringing Osman here, I, myself, am also being educated. Being a parent is really hard, especially when you are as old as we are: your personality has stabilized, you have definite principles which you cannot compromise. On one side, you feel this great love (towards your child), on the other hand impatience, not knowing what to do in some situations, seeing him as an adult instead of the child he really is. I cannot say that I corrected all these, I keep on making mistakes; but till this day, whenever I felt stuck, I followed the path this preschool outlined (for me). (Parent 1, mother, 43, academic staff) (Appendix E.1)

Five parents said that the teachers', the director's and the educational counselor's help contributed to their parenting skills. Parent 15 summarized this help and the effect of this help on her problem solving skills:

I also had one-on-one talks with both the school psychologist and Mrs. Yelda (the director of the center), and any given time that I have talked with them and asked for their advice on how to behave (with the kids) was useful. Even now, I am getting lots of help from our teachers. As an example, nowadays friends (of our kid) come to our house, occasionally without their parents being present. The approaches that I have perceived through our teachers are great to resolve the disagreements between them. (Parent 15, mother, 34, academic staff) (Appendix E.2)

As a new perspective, Parent 1 claimed that talking with other parents helped her to overcome difficult times with her child.

Of course, there is also another good aspect, when you talk with other mothers, you realize that -you always think the things you experience happen only to you. When they say that they have been living through something similar for a month, that is comforting. You see that everybody goes through the same process and overcomes together. (Parent 1, mother, 43, academic staff) (Appendix E.3)

Parent 12 spoke of the mothers' feelings of obligation to be involved in the center's educational activities when their children attended that kind of center:

Actually, when children attend such centres, mothers also feel that they have to participate: you become involved in the educational system, which is good. You not only know what you can do, but also various options about what you are supposed to be doing, you can choose. That's the beauty of it. (Parent 12, mother, 36, civil servant) (Appendix E.4)

Parent 13 considered the 'bringing the child to the center and taking the child from the center' and the weekly bulletins as the sources of the contribution of the center. He also mentioned the differences between mothers and fathers in terms of child rearing:

Certainly it is advantageous to bring the child here everyday. The part that is most beneficial for me is your bulletin. Of course we may not understand what we read (in it) as well as mothers do, it is not as easy for us to take (the child) back and forth (to the school) as it is for the moms. As a simple example, while dads struggle while changing the diapers, mothers do it easily. The same is true when it comes to bringing the child to the preschool. But certainly it (the preschool) educated us one way or another. (Parent 13, father, 35, electronic engineer) (Appendix E.5)

Three parents reported that they didn't need a such a contribution. Only Parent 14 mentioned that there wasn't a contribution of the center to his parenting skills. He also touched on the fact that there was no attempt of the center to involve the fathers:

I do not think it contributes much. When I see your bulletin, I skim through it; also there is interesting news on your message boards which I glance at occasionally. I do not think that there is any organized perk other than that. I do not think that anything is being done explicitly for fathers, to inform them. There must be way to develop a model that encompasses both parents. Whenever they ask for a family member to be present at the preschool, it looks like mostly passing the buck to the women. (Parent 14, father, 33, academic staff) (Appendix E.6)

Parent Education Seminars: When asking questions about the center's contribution on their parenting skills to parents, the parent education seminars organized by the center were most mentioned, the parents reported their views and experiences about it. Except four of the parents, all of the parents said that they tried to attend the parent education seminars when they found the time.

Parent 4 considered the seminars a tool which reminds you what you, in fact, already knew:

When chaos reigns in the house, of course we lose our temper. We scream and shout, 'don't do it!'. Once you start to attend the seminars continuously, in a way you go back to the point where we all started from: where you can stop and think: 's/he is just a child, I need to be more patient and understanding'. This is what the seminars are encouraging us to consider. As a matter of fact, you know a lot of things, but someone needs to remind you again about them. (Parent 4, mother, 33, librarian) (Appendix E.7)

Parent 7 said that he attended almost all the parent education seminars organized by the center. However, he had some criticism about the dilemma that what was told in the seminars sometimes didn't fit with the practise of child rearing:

I have attended all of them. I've missed at most one, or two. All they talk about in those seminars are strict rules. Theory never matches the practice exactly, the same is true for social topics and for raising a kid as well: it is different for each and every child. They talk about 51 percent, not the remaining 49 percent. They helped me in general, but there are a lot of parts I would criticize. (Parent 7, father, 36, librarian) (Appendix E.8)

Parent 13 thought that parent education seminars were useful to learn easy ways to cope with the problem of child rearing:

The most interesting part (of the seminars), as I also mentioned to my spouse, is that the things they talk about are so basic, while you listen, you can't help but think that you can easily figure these out by yourself. In reality, what I know is that we never did see the most basic things on our own, and once they tell you, 'you should do this like...', you know that it is obviously easy, but you've never thought of it yourself even though/because of it is so simple. This is what I

observed in those seminars. I am not at a position to say if they are adequate, or not. Still did they work for me? Yes, they did. (Parent 13, father, 35, electronic engineer) (Appendix E.9)

However, Parent 2 claimed that she could learn by experiencing the parenting not with seminars etc., and that attending seminars was not among her priorities:

I could not attend any of the seminars. In fact I have not ever seriously considered attending. When my baby was born, I had not had any experience with children before. I was skimming a lot of books, and was thinking that this must be the way to learn. Apparently people learn through experience as well, so I do not think that I should be going to the seminars, I learn as I experience. With all the other things that I have to do, the seminars do not have priority. (Parent 2, mother, 39, academic staff) (Appendix E.10)

Parents' Preferences for Parent Education Subjects

Survey

As different from the interview, in the survey, before asking for their preferred subjects for parent education, respondent parents were requested to evaluate themselves in terms of the adequacy of their knowledge about the following child related topics: child health and nutrition, child and parent relationships, the child and discipline, the child and social development, the child and cognitive development, the child and physical development, the child and emotional development, the school readiness, home activities with children.

Child Health and Nutrition: The majority of the parents (%63.8) (%71.6 of mothers and %55.2 of fathers) reported that they were 'adequate' on 'child health and nutrition'. %34 of the parents reported that they were 'somewhat adequate' and only %2.1 of the parents reported that they were 'inadequate' (Table 15).

Table 15. Parents' Perception of Their Knowledge on Child Health and Nutrition

	Mother		Father		Total	
	N	%	N	%	N	%
Adequate	53	71.6	37	55.2	90	63.8
Somewhat adequate	20	27.0	28	41.8	48	34.0
Inadequate	1	1.4	2	3.0	3	2.1
Total	74	100	67*	100	141	100

*2 cases missing

Child and Parent Relationships: The majority of the parents (%72.5) evaluated themselves 'adequate' on 'child and parent relationships'. %26.1 of the parents evaluated themselves 'somewhat adequate' and only %1.4 of the parents evaluated themselves 'inadequate' (Table 16).

Table 16. Parents' Perception of Their Knowledge on Child and Parent Relationship

	Mother		Father		Total	
	N	%	N	%	N	%
Adequate	57	77.0	46	67.6	103	72.5
Somewhat adequate	15	20.3	22	32.4	37	26.1
Inadequate	2	2.7			2	1.4
Total	74	100	68*	100	142	100

*1 case missing

Child and Discipline: %51.8 of the parents evaluated themselves 'somewhat adequate' on 'child and discipline'. %43.9 of the parents evaluated themselves 'adequate' and only %4.3 of the parents evaluated themselves 'inadequate' (Table 17).

Table 17. Parents' Perception of Their Knowledge on Child and Discipline

	Mother		Father		Total	
	N	%	N	%	N	%
Adequate	29	39.2	32	49.2	61	43.9
Somewhat adequate	42	56.8	30	46.2	72	51.8
Inadequate	3	4.1	3	4.6	6	4.3
Total	74	100	65*	100	139	100

*4 cases missing

Child and Social Development: The majority of the parents (%65.5) evaluated themselves 'adequate' on 'child and social development'. %29.5 of the parents evaluated themselves 'somewhat adequate' and %5 of the parents evaluated themselves 'inadequate' (Table 18).

Table 18. Parents' Perception of Their Knowledge on Child and Social Development

	Mother		Father		Total	
	N	%	N	%	N	%
Adequate	49	66.2	42	64.6	91	65.5
Somewhat adequate	21	28.4	20	30.8	41	29.5
Inadequate	4	5.4	3	4.6	7	5.0
Total	74	100	65*	100	139	100

*4 cases missing

Child and Cognitive Development: The majority of the parents (%67.1) evaluated themselves 'adequate' on 'child and cognitive development'. %27.9 of the parents evaluated themselves 'somewhat adequate' and %5 of the parents evaluated themselves 'inadequate' (Table 19).

Table 19. Parents' Perception of Their Knowledge on Child and Cognitive Development

	Mother		Father		Total	
	N	%	N	%	N	%
Adequate	51	68.9	43	65.2	94	67.1
Somewhat adequate	21	28.4	18	27.3	39	27.9
Inadequate	2	2.7	5	7.6	7	5.0
Total	74	100	66*	100	140	100

*3 cases missing

Child and Physical Development: The majority of the parents (%66.2) evaluated themselves 'adequate' on 'child and physical development'. %31.7 of the parents evaluated themselves 'somewhat adequate' and only %2.2 of the parents evaluated themselves 'inadequate' (Table 20).

Table 20. Parents' Perception of Their Knowledge on Child and Physical Development

	Mother		Father		Total	
	N	%	N	%	N	%
Adequate	49	66.2	43	66.2	92	66.2
Somewhat adequate	24	32.4	20	30.8	44	31.7
Inadequate	1	1.4	2	3.1	3	2.2
Total	74	100	65*	100	139	100

*4 cases missing

Child and Emotional Development: The majority of the parents (%61.4) (%71.2 of mothers and %50.7 of fathers) evaluated themselves 'adequate' on 'child and emotional development'. %32.9 (%26 of mothers and %40.3 of fathers) of the parents evaluated themselves 'somewhat adequate' and %5.7 of the parents evaluated themselves 'inadequate' (Table 21).

Table 21. Parents' Perception of Their Knowledge on Child and Emotional Development

	Mother		Father		Total	
	N	%	N	%	N	%
Adequate	52	71.2	34	50.7	86	61.4
Somewhat adequate	19	26.0	27	40.3	46	32.9
Inadequate	2	2.7	6	9.0	8	5.7
Total	73*	100	67**	100	140	100

*1 case missing **2 cases missing

School Readiness: %44.7 of the parents evaluated themselves 'adequate' on 'school readiness'. %41.7 of the parents evaluated themselves 'somewhat adequate' and %13.6 of the parents evaluated themselves 'inadequate' (Table 22).

Table 22. Parents' Perception of Their Knowledge on School Readiness

	Mother		Father		Total	
	N	%	N	%	N	%
Adequate	33	47.8	26	41.3	59	44.7
Somewhat adequate	27	39.1	28	44.4	55	41.7
Inadequate	9	13.0	9	14.3	18	13.6
Total	69*	100	63**	100	132	100

*5 cases missing **6 cases missing

Home Activities with Children: %49.6 of the parents evaluated themselves 'somewhat adequate' on 'home activities with children'. %44 of the parents evaluated themselves 'adequate' and %6.4 of the parents evaluated themselves 'inadequate' (Table 23).

Table 23. Parents' Perception of Their Knowledge on Home Activities with Children

	Mother		Father		Total	
	N	%	N	%	N	%
Adequate	32	43.2	30	44.8	62	44.0
Somewhat adequate	38	51.4	32	47.8	70	49.6
Inadequate	4	5.4	5	7.5	9	6.4
Total	74	100	67*	100	141	100

*2 cases missing

In the questionnaire, after they evaluated themselves in terms of child related topics,

parents were asked to rank the topics that they wanted to get education in as first, second and third. Parents had the chance to choose from a list of topics or to write their own preferences.

Subjects ranked as the first choice: %26.6 of the parents ranked 'child and discipline' as the first. %15.6 of the parents ranked 'child and cognitive development' and %14.1 of the parents ranked 'child and parent relationships'.

Subjects ranked as the second choice: %21.8 of the parents ranked 'child and cognitive development' as the second. %13.7 of the parents ranked 'child and emotional development', and %13.7 of the parents ranked 'child and social development' as the second.

Subjects ranked as the third choice: %21 of the parents ranked 'child and emotional development' as the third. %15.1 of the parents ranked 'home activities with children', and %13.4 of the parents ranked 'school readiness' as the third (Table 24).

Table 24. Parents' Top Three Preferences for Parent Education Subjects

	Mother			Father			Total		
	1. choice	2. choice	3. choice	1. choice	2. choice	3. choice	1. choice *	2. choice **	3. choice ***
Child and discipline	20 (%29.4)	8 (%11.8)	5 (%7.7)	14 (%23.3)	7 (%12.5)	2 (%3.7)	34 (%26.6)	15 (%12.1)	7 (%5.9)
Child and cognitive development	13 (%19.1)	13 (%19.1)	3 (%4.6)	7 (%11.7)	14 (%25.0)	5 (%9.3)	20 (%15.6)	27 (%21.8)	8 (%6.7)
Child and parent relationship	11 (%16.2)	8 (%11.8)	7 (%10.8)	7 (%11.7)	5 (%8.9)	6 (%11.1)	18 (%14.1)	13 (%10.5)	13 (%10.9)
Child health and nutrition	7 (%10.3)	4 (%5.9)	5 (%7.7)	8 (%13.3)	5 (%8.9)	3 (%5.6)	15 (%11.7)	9 (%7.3)	8 (%6.7)
Child and social development	6 (%8.8)	8 (%11.8)	12 (%18.4)	7 (%11.7)	9 (%16.1)	4 (%7.4)	13 (%10.2)	17 (%13.7)	16 (%13.4)
Child and emotional development	4 (%5.9)	10 (%14.7)	14 (%21.5)	8 (%13.3)	7 (%12.5)	11 (%20.4)	12 (%9.4)	17 (%13.7)	25 (%21.0)
School readiness	5 (%7.4)	6 (%8.8)	8 (%12.3)	5 (%8.3)	6 (%10.7)	8 (%14.8)	10 (%7.8)	12 (%9.7)	16 (%13.4)
Home activities with children	2 (%2.9)	4 (%5.9)	8 (%12.3)	4 (%6.7)	2 (%3.6)	10 (%18.5)	6 (%4.7)	6 (%4.8)	18 (%15.1)
Child and physical development	0	7 (%10.3)	3 (%4.6)	0	1 (%1.8)	5 (%9.3)	0	8 (%6.5)	8 (%6.7)

*15 cases missing

**19 cases missing

***24 cases missing

Interview

As different from the survey study, during interviews, parents were asked on which topics of parenting skills did they get contribution from the center. Nine parents stated their views on that question.

Four parents reported that the center contributed in terms of children's behavior and parents' reactions to those behavior. Three parents said that they got answers from the center on their questions about different needs of the children in

different age groups. Parent 1 told of the difficulties she faced during different age stages of her child:

It is different in every stage: why he didn't eat when he was a baby. How he walks, what he does later on. When the kid starts to socialize, how he treats his friends or why he uses a specific phrase at home. Or, what I should do. During a period around when he was two years old, we had an experience of never ending 'me-me-me!' stubbornness, and I absolutely didn't know what to do. It would have been really hard if there hadn't been any guidance (from the preschool). (Parent 1, mother, 43, academic staff) (Appendix E.11)

Parent 15 thought that she got the contribution from the center most in 'problem solving'. She also mentioned the benefits of the children's books that she borrowed from the center:

To resolve the disagreements between children, even between Fikret (our child) and ourselves. What should I do when he is being stubborn? In reality, your books were also helpful. But above all, the children's books: from time to time, the way the parents in the children's book behave gives good pointers. We benefited mostly when it comes to problem solving. (Parent 15, mother, 34, academic staff) (Appendix E.12)

According to Parent 12, the center contributed most to having good times at home with her children:

How to have a good time with my kids: that is the part I benefited most from. How I can support them alongside the care given by the preschool and how I can take part and enjoy doing it. (Parent 12, mother, 36, civil servant) (Appendix E.13)

Parents interviewed mentioned various topics that they got information about through educational activities organized by the center. Those topics were communication with the child, anger control for the parents, activities for children which can be carried out at home, school readiness, problem solving, nutrition, information about different age groups, child psychology, creativity, discovering the

tendencies of the children, the changing world and children, technological tools and children.

Parent 1 said that she had some problems getting nervous quickly and that it would be good if there was a parent education activity about anger control:

How to communicate with our children, how to treat them... I guess, I would especially benefit from pointers on 'how to control my anger'. How can I deal with my kid when I am really angry in an instructive way without hurting him? Either with job related stress, or maybe it is due to my own character, I easily loose control and start shouting when I am angry. I think it would be excellent to learn about these. (Parent 1, mother, 43, academic staff) (Appendix E.14)

Parent 3 requested an activity about improving the abilities of children and about what parents can do at home with their children:

It could be about how we can help them develop manual and social skills. I would opt to follow your way of teaching them, painting for example. What I can apply at home as well. (Parent 3, mother, 40, academic staff) (Appendix E.15)

Parent 7 wondered about the limits of using technological tools for children:

Raising children is tough. The possibilities through technology are endless. How can we incorporate the classical education system in the modern era? What should be the age of children for the initiation to computers? My daughter is delighted whenever she sees violence on the news. What should be the age restriction for television programming? (Parent 7, father, 36, librarian) (Appendix E.16)

Parent 12 said that she needed information about discipline for children:

One of the things that I am really pressed is discipline. My kids are great now, but still I feel that we do not act according to the rules, behave over-independently, freely. I would like to learn about what the proper limits should be. (Parent 12, mother, 36, civil servant) (Appendix E.17)

She also requested information about school readiness (primary school):

I would also like to learn about preparation for the elementary school.

We won't have enough time again in all the daily hassle. I want to receive direction from the teachers. In the latest education system there are homework, projects etc., which the parents themselves do in reality. I would like to have support about these. (Parent 12, mother, 36, civil servant) (Appendix E.18)

Unlike the other parents interviewed, Parent 8 hesitated to pronounce specific topics and made an explanation for it:

We do not see the kids as projects that can be attained. More like another person living in the house. If there is not a big problem, no need to delve into it. The differences between children are extensive, hence I do not embrace the methods that stereotype them. This is easily observable for me since we have twins. Even though they live in the same household, they have different development paths from each other, which is nothing like in the schemes. (Parent 8, father, 41, academic staff) (Appendix E.19)

Parents' Preferences for the Type of Educational Activities

Survey

%45.8 (%55.4 of mothers and %35.3 of fathers) of the parents reported 'seminars' among the most preferred type of educational activity. The second most preferred educational activity type reported by %37.3 (%40.5 of mothers and %33.8 of fathers) of the parents was 'conversation meetings' and the third was 'written material' (%31.7) (%24.3 of mothers and %39.7 of fathers) (Table 25).

Table 25. Preference of Parents for the Educational Activities

	Mother		Father		Total	
	N	%	N	%	N	%
Seminar	41	55.4	24	35.3	65	45.8
Written material	18	24.3	27	39.7	45	31.7
Conversation meetings	30	40.5	23	33.8	53	37.3
Workshops	20	27	13	19.1	33	23.2
Total	74		68*		142	

The total is more than 100 per cent because respondents gave more than one reply.

*1 case missing

Interview

In terms of the most preferred educational activities, three parents stated that they prefer written material. Parent 2 and Parent 8 claimed reasons for this:

For me, the written material has more appeal. I can read it whenever I want. (Parent 2, mother, 39, academic staff) (Appendix E.20)

I prefer them to be given in writing, so that we (mother/father) can sit down, read and discuss together. (Parent 8, father, 41, academic staff) (Appendix E.21)

However, Parent 7 expressed a negative opinion towards the written material.

I do not think that giving written instructions is applicable. They give flyers from all over, which mostly end up ignored. (Parent 7, father, 36, librarian) (Appendix E.22)

Twelve parents said that they prefer interactive and small discussion groups as educational activity. Parent 14 suggested that learning might occur in interactive settings:

When it comes to education, I do not believe that a single seminar will cause a significant, apparent difference in my life; some things take a long time to accumulate. For that reason, I would like to participate in small groups where families get together to discuss and share in a social gathering interactively, learning through interaction, which would be more productive. (Parent 4, mother, 33, librarian) (Appendix E.23)

Four of the parents interviewed said that they would prefer conferences and seminars as well. Parent 9 preferred conferences as well as interactive activities depending on the topic of the activity:

Both interactive activities and seminars have their own place in this. Instead of talking about a subject that I have no idea about, I prefer to listen to an expert, of course. We need both approaches depending on the subject. (Parent 9, mother, 33, academic staff) (Appendix E.24)

Parent 4 expressed her hesitation about the interactive educational activities:

Interactive instruction has a disadvantage: you know that parents always think that their kids are the best. We experience this in parent meetings as well. People keep talking about their children, my son this, my daughter that, regardless of this being a common platform to talk about common problems, some parents use this time to praise their children. I do not believe that any of these discussion groups are enlightening. (Parent 4, mother, 33, librarian) (Appendix E.25)

Barriers and Reasons for Nonparticipation

Survey

%74.3 of the parents (%66.2 of mothers and %83.3 of fathers) reported that they couldn't attend the parent education activities organized by the center because of 'work'. %20.7 of the parents reported that they weren't aware of the activities and %20.7 of the parents (%32.4 of mothers and %7.6 of fathers) reported that they didn't face any barriers (Table 26).

Table 26. Barriers and Reasons for Nonparticipation in Parent Education Activities

	Mother		Father		Total	
	N	%	N	%	N	%
Because of work	49	66.2	55	83.3	104	74.3
I don't face any barriers	24	32.4	5	7.6	29	20.7
I'm not aware of the activity	16	21.6	13	19.7	29	20.7
Other	3	4.1	4	6.1	7	5.0
Because the topic of the activity is not interesting	3	4.1	2	3.0	5	3.6
I think that my knowledge of the topic of the activity is adequate	1	1.4	3	4.5	4	2.9
Because I'm too shy to attend that kind of an activity			2	3.0	2	1.4
Total	74		66*		140	

The total is more than 100 per cent because respondents gave more than one reply.
*3 cases missing

Interview

Twelve parents showed 'time conflict with work' as the reason of nonparticipation in parent education activities. Parent 1 thought that the reason of nonparticipation was the working hours. However she added that spending the lunch break for those kind of activities might also be a burden for parents:

I cannot say that the workshops are not advertised enough; they send emails, put notices on the boards. To be honest, here (the school) does everything that it is supposed to be doing, short of sending text messages to the cellphones. If you look at it, of course we have lunch breaks at noon, we can drop by after a hurried 15 minute lunch. But if you are tired, and have only one hour to rest, it is something extra, even though you think that this may be important to attend for you and your child. (Parent 4, mother, 33, librarian) (Appendix E.26)

Parent 1 saw parents' lack of interest as the reason for nonparticipation:

No matter what you do, if there is no interest, nobody would attend I presume. In general, the parents take more action if there is a problem, thinking 'Gosh, I need to do something about this.' The more negative the problem, the more they pay attention. (Parent 1, mother, 43, academic staff) (Appendix E.27)

Parent 1 reported that not facing ourselves about faults and needs and shyness might be reasons for nonparticipation:

Most people, including all parents, think that they do their best for their children. When there is a problem with the kids, they do not look for the source in themselves. Instead they either focus on the teachers, school, or the kid herself/himself. In my opinion, the biggest difficulty for parents is to be able to face themselves openly and honestly, and say that whatever I am, here I see mirrored in this child. When they cannot do this, they inevitably find themselves unrelated. And when it comes to social activities such as these, they experience feelings of reluctance, timidity, unable to share and express the problems with their kids, or thinking that if they do, this will be regarded as being unacceptable. (Parent 1, mother, 43, academic staff) (Appendix E.28)

Parent 12 thought that neglect was also among the reasons for nonparticipation:

We say it's the struggle to earn a living: you go to work, come back home with even more things that you have to handle. I am talking with respect to the mother's contribution mostly. Even though they (the kids) are our most precious things, we often leave them at the end of the list of things we need to deal with. (Parent 12, mother, 36, civil servant) (Appendix E.29)

Suggestions from Interviews

Eleven parents suggested using e-mail to inform the parents about the parent education activities of the center. Parent 1 shared a practice they had as the parents of her children's classroom to make a suggestion about how to motivate the parents to participate in educational activities:

One option may be for those who attend the parent participation (day) to share with the other parents how much they benefitted from this via e-mail. For example, in our class we started an e-mail group in which parents, especially the first-timers at the parent day, write an email about their experiences, how pleasant and beneficial it was etc. This was a good motivation; afterwards everybody started to write about what they did together and shared with their kids. You can do something like this. (Parent 1, mother, 43, academic staff) (Appendix E.30)

Almost all of the parents suggested having weekend activities for parents who had problems in attending the parent education activities organized by the center because of the time conflict with work, as Parent 8 and Parent 10 stated:

There may be activities outside regular working hours, such as weekends, in which children can have a picnic, while we attend a seminar. It is hard to arrange such outings during working days, it is so for me. (Parent 8, father, 41, academic staff) (Appendix E.31)

If it is at all possible, they can put weekends to good use. People work during the weekdays, they get tired and fed up, but we can get together on the weekend once every two months. It can even be once every three months, or four times in a year. One of these weekends may be dedicated to education, the other just a social gathering with tea and crumpets. Different things can be tried for the others. People would join for the sake of their children, if you ask me. (Parent 10, father, 35, civil servant) (Appendix E.32)

Three parents required more informal meetings where parents share their experiences on certain subjects with the other parents, as Parent 9 reported:

Maybe we should arrange parent get-togethers to initiate exchange of ideas between parents, to know who is doing what in a given situation. There may be an exchange of ideas, or if someone is having difficulty at one point that s/he finds impossible to deal with, s/he can ask how the others are managing under such circumstances. We do not need an expert to attend all the time. It can be more informal: just exchanging ideas together over a cup of tea or coffee. (Parent 9, mother, 33, academic staff) (Appendix E.33)

Parent 1 emphasized the message which should be given to the parent, that they are not alone, and that every parent experiences problems:

To get over this, you should give the message that you are not alone. Every parent goes through this; everybody makes mistakes, but we also learn from these mistakes etc. This must be stressed frequently. In all mother-father-child relationships, there are some problems, difficulties, but let us outline these and aim for a solution. One or two principal families may be chosen to propagate this message. (Parent 1, mother, 43, academic staff) (Appendix E.34)

Parent 5 and Parent 6 suggested that the center make an attempt to make the fathers attend the activities:

Fathers do not participate as much. Maybe if they were to be called specifically to attend, one-on-one, via phone or e-mail, this would change. (Parent 5, father, 44, civil engineer) (Appendix E.35)

Maybe you should focus more on the fathers. This is a very mother-centered preschool. You should be communicating with the fathers more, since they feel left behind next to mothers. (Parent 6, mother, 39, librarian) (Appendix E.36)

Parent 12 complained about the problem of getting permission from the bosses to attend parent education activities when it conflicts with working hours and made her suggestions to solve this problem:

Actually, this is my dream: I wish the attendance was mandatory, together with sending the superiors letters and everything. Because I do not believe that the only educator is the teacher: mother is also one, for life. So this must be compulsory. We should be on leave from our other responsibilities, just like having a lunch break. It must be a given right. It would be great to have such an awareness. We are volunteering instructors, we are raising the future generations; we need to be social, and not behave like civil servants working day-in day-out and not being concerned with anything else. It must be compulsory. This may even increase one's personal development, and boost the turnout. (Parent 12, mother, 36, civil servant) (Appendix E.37)

Other suggestions to solve the problem of nonparticipation in educational activities which were obtained from interviews were the following: making need assessment for preferred subjects, distributing materials like CD's after the parent education activities, organizing seminars considering the different age groups, announcing the topic of the activity more effectively, choosing interesting titles when announcing the event, and letting the parents (especially the academic ones) fill a 'free times' schedule form in the beginning of each semester to be able to find the best days and times for educational events which are suitable for the majority of parents.

Communication Channels at the Center

In this section communication channels are reviewed as the following: knowledge about the educational program, parent conferences, weekly bulletins, announcement boards, communication with the teachers, communication with the administration, and communication with other parents.

Knowledge About the Educational Program

Survey

%72.5 of the parents reported that they received information about the educational program of the center via weekly bulletins, %51.4 received information got the knowledge from the teacher (%68.9 of the mothers and %32.4 of the fathers). %33.8 of the parents received information about the educational program from the child.

Announcement boards (%28.9) (%37.8 of mothers and %19.1 of fathers), parent conferences (%22.5) (%32.4 of mothers and %11.8 of fathers) were among the other means of receiving information about the educational program of the center (Table 27).

%83 of the 18 parents (14 fathers and 1 mother) who signed the ‘other’ option for this question said they got the information about the educational program of the center from their spouses. The remaining %17 of 18 parents didn’t report any alternatives.

Table 27. Ways of Receiving Information about the Educational Program of the Center

	Mother		Father		Total	
	N	%	N	%	N	%
Weekly bulletins	58	78.4	45	66.2	103	72.5
From the teacher	51	68.9	22	32.4	73	51.4
From the child	23	31.1	25	36.8	48	33.8
Announcement boards	28	37.8	13	19.1	41	28.9
Parent conferences	24	32.4	8	11.8	32	22.5
Other	2	2.7	16	23.5	18	12.7
Classroom observations	10	13.5	5	7.4	15	10.6
I’m not informed	2	2.7	6	8.8	8	5.6
Total	74		68*		142	

The total is more than 100 per cent because respondents gave more than one reply.

*1 case missing

Interview

Ten of the parents reported that they received information about the educational program of the center through the parent conferences carried out in the beginning of the school year. However only four of the parents thought they had adequate knowledge about the program. The general view was that the parents were told about the educational program but they felt incapable of telling about the program if they

were asked. What Parent 4 and Parent 7 said described that feeling:

Our teacher informed us, in general, at the parent meeting discussions. From the beginning, they stressed the importance of ‘high scope’ curriculum; I also read about it in the bulletins. Other than that, I saw a book at the library on this subject. Ok, our teacher keeps on mentioning the high scope education system. They talk about what kind of instruction they use. I also read about it; but I keep on forgetting. It is not something I always find at the tip of my tongue, in my thoughts. (Parent 4, mother, 33, librarian) (Appendix E.38)

Yes, I’ve heard about it every year at the opening ceremony. They explained it pretty straight forwardly. But still I cannot say that I know the education program. I observe that it is amazing through its effects (on the kids). But if you ask me what it is, I cannot answer. (Parent 7, father, 36, librarian) (Appendix E.39)

Parent 2 talked about the worries she felt in the previous year when her child was attending the ‘baby class’ (1-2 year old group). She had felt uninformed about what was going on in the center in terms of education:

It happened at the first meeting. I didn’t have much information on it last year. Still it felt as if they were not applying it very much. In the meeting, they outlined the curriculum in detail, and mentioned it in the bulletins as well. I learned more about it from the dialogues with the teacher, and Baran talks about it. I felt uneasy about not knowing what was done during the last year. I was thinking they do not do anything. I had no clear idea about the details. You don’t read much about the baby class in the bulletins, either. The parents should be informed about what takes place (in the baby class). Even when the program was being explained, I would become suspicious if it was really being applied. But this year, I feel at ease. (Parent 2, mother, 39, academic staff) (Appendix E.40)

Parent 9 required more knowledge about the program, especially the daily routine of the center for the children:

I would like to learn more about the education program. What I know is only in general terms. I do not know exactly how they spend a given day. You point and say: this corner; what does it mean, how does it

work, what do they do there? I have no idea. More examples can be given. The program takes place around the daily events. Hence it is important to know the details. (Parent 9, mother, 33, academic staff) (Appendix E.41)

Parent 5 wondered about the center's system of discipline and needed some clues to how to apply that system at home:

I don't think there exists a punishment system. I guess I can have more information about the discipline system: no shouting, no screaming, no hitting. And still the children refrain (from unwanted behaviour) and behave. How come? How can we apply these rules at home? (Parent 5, father, 44, civil engineer) (Appendix E.42)

Parent 9 made a suggestion which might make the parents contribute to the program more:

You do follow subjects. So maybe, we can be notified about the annual schedule, and know what will be covered each week. This way, if we know what is coming, and have source material about the subject, we can share it with you (and the kids) before hand. As an example, if I know someone who can visit (the preschool) to talk about the topic, I can be a go-between. (Parent 9, mother, 33, academic staff) (Appendix E.43)

Parent Conferences

Survey

%54.2 of the parents (%36.5 of mothers and %73.5 of fathers) reported that they didn't attend general parent conference carried out in the beginning of the first semester. %26.8 of the parents found that parent conference adequate, %17.6 of the parents found it partially adequate and only a minority (%1.4) found it inadequate (Table 28).

%27 of the 77 parents (20 fathers and a mother) who didn't attend that parent conference defined the reason for nonparticipation as 'their spouse attended'. %32 (10 mothers and 15 fathers) defined it as 'because of work'. Eight parents (%10) claimed that they weren't aware of that conference. %31 of 77 parents didn't report any reason for their nonparticipation.

Table 28. Adequacy of the General Parent Conference

	Mother		Father		Total	
	N	%	N	%	N	%
Yes	32	43.2	6	8.8	38	26.8
Partially	14	18.9	11	16.2	25	17.6
No	1	1.4	1	1.5	2	1.4
I didn't attend	27	36.5	50	73.5	77	54.2
Total	74	100	68*	100	142	100

*1 case missing

%44.7 of the parents (%24.3 of mothers and %67.2 of fathers) reported that they didn't attend the classroom parent conference carried out in the beginning of the first semester. %35.5 of the parents found that parent conference adequate, %17.7 of the parents found it partially adequate and only a minority (%2.1) found it inadequate (Table 29).

%25 of the 63 parents (15 fathers and a mother) who didn't attend that parent conference defined the reason for nonparticipation as 'their spouse attended'. %35 (6 mothers and 16 fathers) defined it as 'because of work'. Three parents (%4.7) claimed that they weren't aware of that conference. %37 of those 63 parents didn't report any reason for their nonparticipation.

Table 29. Adequacy of the Classroom Parent Conference

	Mother		Father		Total	
	N	%	N	%	N	%
Yes	42	56.8	8	11.9	50	35.5
Partially	13	17.6	12	17.9	25	17.7
No	1	1.4	2	3.0	3	2.1
I didn't attend	18	24.3	45	67.2	63	44.7
Total	74	100	67*	100	141	100

*2 cases missing

Interview

Eight of the parents who told their opinions about the parent conferences carried out in the beginning of the school year thought that those conferences were satisfying and adequate:

I have attended a general parent meeting. It was adequate, fulfilling, warm and satisfying. The program included sections where parents could pose the questions they had, and receive answers. (Parent 8, father, 41, academic staff) (Appendix E.44)

Parent conferences were not sufficient for Parent 7 and he had some suggestions for it:

The meetings may be enhanced via visual cues: they can present the classroom activities through photos and video clips, saying 'this is what we do, it is not only in theory, but also is a part of our life. This is a visual proof about the realities for this unit, and not one in the States.' (Parent 7, father, 36, librarian) (Appendix E.45)

Weekly Bulletins

Survey

The majority of the parents (%65.7) (%74.3 of mothers and %56.5 of fathers) thought that the weekly bulletins prepared by the center was adequate and %23.1 thought that those were partially adequate. %7 of the parents (%1.4 of mothers and %13 of fathers) reported that they didn't read the bulletins, and %4.2 of the parents found the weekly bulletins inadequate (Table 30).

Four parents (fathers) who reported that they didn't read the bulletins defined the reason 'their spouses read them'. Three parents wrote that they didn't get the bulletins.

Table 30. Adequacy of the Weekly Bulletins

	Mother		Father		Total	
	N	%	N	%	N	%
Yes	55	74.3	39	56.5	94	65.7
Partially	16	21.6	17	24.6	33	23.1
No	2	2.7	4	5.8	6	4.2
I don't read the bulletins	1	1.4	9	13.0	10	7.0
Total	74	100	69	100	143	100

Interview

Ten of the parents viewed the weekly bulletins as sufficient. In addition to his positive view toward the bulletins, Parent 5 mentioned the content of the bulletins:

In my opinion, the bulletins are adequate. At least, we learn what has been covered that week at the school, what the plan is for the next week, and upcoming day trips. We also see what the other children do. (Parent 5, father, 44, civil engineer) (Appendix E.46)

Parent 8 viewed the bulletins' regularity as the most important quality:

Through the bulletins, we realize what (the children) are doing at school, and what we should be doing to complement this. I read the bulletins. The seminars are good, but how many times can one attend them, anyway? The bulletins provide regularity, and in my opinion, that is the most important element. (Parent 8, father, 41, academic staff) (Appendix E.47)

Parent 15 was pleased that the rules and the order of the center were repeated since - according to her- parents might have the tendency to forget or neglect those:

You keep mentioning a lot of stuff, but we either forget or neglect most of them: what (not) to make them wear, not to be late etc. The bulletin is good in this respect. It is really useful to repeat such rules in writing from time to time. I find the content very good. (Parent 15, mother, 34, academic staff) (Appendix E.48)

As a father, Parent 11 stated that he didn't read the bulletins but gave them to his spouse. He said that he didn't feel any discomfort about it since he trusted the educational team of the center and his spouse:

We receive the weekly bulletins. I do not read them that frequently, but my spouse does so methodically. Even though she is outside the field, she constantly follows the bulletins. I know that a professional team prepares the educational program, and I trust them. That's one of the reasons why I feel at ease. I trust both the staff here, and my spouse for checking on the process. (Parent 11, father, 39, academic staff) (Appendix E.49)

Suggestions from Interviews

Interviewee parents made suggestions for the weekly bulletins like sending the bulletins to parents via e-mails, making it more legible by not using small letter fonts size, being careful about the consistency of writings added in different times, and preparing bulletins separately for each age group or classrooms.

Parent 14 mentioned the importance of visuality on the bulletins and strongly suggested that the center informs the parents about the function of the bulletins in order to increase the interest for reading those.

I would like to see more pictures (in the bulletins). There is too much writing, like an academic article. It is not visually pleasing. The distribution can be a little different as well; sometimes I find it in between the kid's bed sheets. There may be a distribution method that stresses its importance. Nobody told us about its existence, and suddenly we started to spot them in boxes or in the bags. What I mean is that, somebody should remind us why this is important, why it is important that we should read this, what you try to say in this document. Because, we do not have a reading custom, it is not part of our life. Hence, I do not think that people care that much. If children's pictures would be included, as an example, the parents would skim through it even if just to see if their kid's picture is there. (Parent 14, father, 33, academic staff) (Appendix E.50)

Announcement Boards

Survey

%46.9 of the parents thought that the boards on the center's walls were partially adequate and %32.2 (%40.5 of mothers and %23.2 of fathers) thought that they were adequate. %18.2 (%9.5 of mothers and %27.5 of fathers) of the parents reported that they didn't take a look at the boards, and only %2.8 of the parents found the boards inadequate (Table 31).

%54 of the 26 parents (11 fathers and 3 mothers) who reported that they didn't look at the announcement boards defined the reason as 'because of the hurry to go to work'. %23 (three mothers and three fathers) said that their spouses look at the announcement boards. The remaining %23 of those 26 parents didn't report any reason.

Table 31. Adequacy of the Announcement Boards

	Mother		Father		Total	
	N	%	N	%	N	%
Yes	30	40.5	16	23.2	46	32.2
Partially	34	45.9	33	47.8	67	46.9
No	3	4.1	1	1.4	4	2.8
I don't look at the announcement boards	7	9.5	19	27.5	26	18.2
Total	74	100	69	100	143	100

Interview

Seven of the parents interviewed said that they found the announcement boards on the wall of the center adequate, as Parent 7 stated:

I am so happy with the class boards. It has parts on the topics. The one outside, that one is nice as well. I look at them definitely whenever I pass by, to see if there is anything new posted. (Parent 7, father, 36, librarian) (Appendix E.51)

Four parents said that they didn't follow the announcement boards much. Parent 1 stated that the reason was the quick arrival to and departure from the center as well as her own fault:

I would be lying if I say that I follow the postings on either the entrance or in front of the classroom (boards). Since dropping off and picking up (the kid) is so quick most of the time, I do not look in detail for the contents. But this is my fault. Sometimes the teacher

reminds me to do so, if there is something I need to see, such as an upcoming day trip. (Parent 1, mother, 43, academic staff) (Appendix E.52)

Parent 8 stated his concern about the credibility of the writing hanged on the announcement boards:

I do look over the boards. It is important that they should contain reliable information. Sometimes you read things in the health sections of some newspapers: I do not trust them much. I should be certain that anything that is posted on the message boards at the preschool should have passed the checks and approved by an expert on the subject. (Parent 8, father, 41, academic staff) (Appendix E.53)

Two parents thought that the announcement boards on the walls of the center were insufficient. Moreover, Parent 2 asked a question which summarized her view:

Is there anything other than signatures on it? It looks like I never even noticed the one in front of my classroom. (Parent 2, mother, 39, academic staff) (Appendix E.54)

Parent 9 suggested a more regular updating of the announcement boards:

More rapid turnaround can be provided, and I do not mean only just to hang something on the wall. If there is anything new, that can be hanged. (Parent 9, mother, 33, academic staff) (Appendix E.55)

Communication With the Teachers

Survey

In the questionnaire, the topics that the parents talk about with the teachers about their children's state at the school, the adequacy of the knowledge the parents have about their children's state at the school, the topics that parents tell the teachers about their children and the family and the adequacy of the communication with the

teachers were asked.

The majority of the parents (%61.5) (%75.7 of mothers and %46.4 of fathers) reported that they talked with the teachers of their children about their children’s behavior at school. %51.7 of the parents considered the social relations of their children, %46.2 of the parents considered eating habits, and %35 of the parents considered their children’s participation in the school activities among the topics talked about with the teachers. %18.9 of parents (%2.7 of mothers and %36.2 of fathers) stated that they didn’t meet with the teacher. (Table 32).

17 parents (all fathers) from 27 parents who reported that they didn’t meet with the teacher stated that their spouses met with teachers. Eight parents (all fathers again) reported that they couldn’t meet the teacher because of ‘work’.

Table 32. Topics Talked About with Teachers about the Child’s State at the School

	Mother		Father		Total	
	N	%	N	%	N	%
Behavior at the school	56	75.7	32	46.4	88	61.5
Social relations	44	59.5	30	43.5	74	51.7
Eating	42	56.8	24	34.8	66	46.2
Participation in the activities	34	45.9	16	23.2	50	35.0
Areas in which the child is talented	23	31.1	18	26.1	41	28.7
Sleeping	19	25.7	16	23.2	35	24.5
Areas which need to be improved	20	27.0	14	20.3	34	23.8
I don’t meet with the teacher	2	2.7	25	36.2	27	18.9
Other	2	2.7	1	1.4	3	2.1
Total	74		69		143	

The total is more than 100 per cent because respondents gave more than one reply.

%49 (%56.8 of mothers and %40.6 of fathers) of the parents thought that their knowledge about their children’s state at the school was adequate whereas %39.2 of the parents thought that it was partially adequate. %11.9 of the parents reported that they didn’t have adequate knowledge about their children’s state at the school (Table 33).

Table 33. Adequacy of the Knowledge of the Parents about Their Children’ State in the School

	Mother		Father		Total	
	N	%	N	%	N	%
Yes	42	56.8	28	40.6	70	49.0
Partially	24	32.4	32	46.4	56	39.2
No	8	10.8	9	13.0	17	11.9
Total	74	100	69	100	143	100

The majority of parents (%62.7) (%77 of mothers and %47.1 of fathers) reported that they informed the teachers of their children about illnesses and drug usage of their children. %51.4 of the parents (62.2 of mothers and 39.7 of fathers) considered ‘behavior in the house’ and %29.6 of the parents considered ‘school absence of their children’ among the topics that they informed the teachers about (Table 34).

%52 of 29 parents (14 fathers and a mother) who stated that they didn’t inform the teacher, reported that their spouses inform the teachers about their children. %20 defined the reason of not informing the teachers as ‘because of work’. The remaining %28 of those 29 parents didn’t report any reason.

Table 34. Topics Reported to Teachers by Parents About their Children

	Mother		Father		Total	
	N	%	N	%	N	%
Illness and drug use	57	77.0	32	47.1	89	62.7
Behavior in the house	46	62.2	27	39.7	73	51.4
Absence	26	35.1	16	23.5	42	29.6
I don't inform the teacher	4	5.4	25	36.8	29	20.4
Changes in the house	20	27.0	7	10.3	27	19.0
Routine in the house	19	25.7	8	11.8	27	19.0
Changes in the family	13	17.6	4	5.9	17	12.0
Other	5	6.8	3	4.4	8	5.6
Total	74		68*		142	

The total is more than 100 per cent because respondents gave more than one reply.

*1 case missing

The majority of the parents (%60) (%75 of mothers and %44.1 of fathers) thought that they had adequate communication with the teachers of their children. %27.1 (%19.4 of mothers and %35.3 of fathers) of the parents thought that that communication was partially adequate and %12.9 (%5.6 of mothers and %20.6 of fathers) of the parents thought that that communication was inadequate (Table 35).

Table 35. Adequacy of the Communication with the Teacher

	Mother		Father		Total	
	N	%	N	%	N	%
Yes	54	75.0	30	44.1	84	60.0
Partially	14	19.4	24	35.3	38	27.1
No	4	5.6	14	20.6	18	12.9
Total	72*	100	68**	100	140	100

*2 cases missing

**1 case missing

Interview

During interviews, the frequency of conversations with the teacher, and the adequacy of those conversations as perceived by parents, the topics that they talk with the

teachers about their children, and the topics that they inform the teachers about their children were asked.

Nine of the parents interviewed thought that the frequency of meetings and the communication with the teacher was adequate. They reported that they talked with teachers when they brought and took the child from the center. They also had a longer one-by-one meeting with the teachers at the end of every semester.

Parent 5 and Parent 3 stated that they found the communication with the teacher adequate and that they knew that they would be responded to when they asked something:

I find the meeting frequency sufficient. I do not like to talk that much, but I know that if I talk and/or ask something, I will always receive a response/ answer. There is no problem at this point. For instance, I see some parents. If they think that they experience a problem with the child, they feel in trouble, they are able to talk about it. (Parent 5, father, 44, civil engineer) (Appendix E.56)

I ask while dropping/picking up, if I have any questions. I never specifically make an appointment. There is a regular meeting hour, which has adequate frequency, in my opinion. Even though I know that I can always get an appointment, I also know that I can talk with them at noon. (Parent 3, mother, 40, academic staff) (Appendix E.57)

Six of the parents reported that they needed more and detailed meetings with the teachers. Parent 14 complained about the superficiality of the give and take with the teachers:

When I am here, I ask the teachers: how Mahmut was; how Fatma was; if there was any problem during the day; if s/he ate her/his meal; how s/he got along with others. They reply, saying everything was fine, and that's the end of it. Hence I assume that everything is normal, and there is nothing more to it. (Parent 14, father, 33, academic staff) (Appendix E.58)

Parent 2 reported her need to have regular notes of observations about her child:

What I find most advantageous is one on one meetings. I wish they were more frequent. If they could write one or two sentences for everyone, that would be great. They may even be some general observations. It doesn't matter. You cannot meet with everybody all the time. That is impossible. But at least if they'd share the last week's or month's observations in writing, we would have something tangible at hand. (Parent 2, mother, 39, academic staff) (Appendix E.59)

Parent 4 complained about the inadequacy of the opportunities to talk with the teacher when there was something important:

Naturally, if something extraordinary had happened during the day, the last minute talks while picking up the kid is not enough. Since it's a big hassle, especially in the evening hours: the corridors are so narrow, full of parents and children with all the hustle and bustle; it is impossible. I ask the teacher: how was Taner today? He was fine. But at the same time, you need to talk about an important event, for example there was a fight. Hikmet's face was scratched. He pulled someone else's hair etc. You want to learn what caused all these from the teacher, but it is not possible. I am not alone in this. All parents want to know. They may invite the parent at noon to explain such happenings and address their concerns. (Parent 4, mother, 33, librarian) (Appendix E.60)

Nine of the parents mentioned 'the social behavior of their children in school' as the topic they asked the teachers most. Two parents mentioned their children's 'eating' and 'sleeping' habits in the school as the topics they asked most. Four parents just said that they talked with the teachers about every subject related to their children:

Before all else, I talk about her/his behavior, towards his environment, with friends, teachers, sitters. We also discuss discipline issues: does he sleep during the naptime, refuse to eat, was restless etc. (Parent 1, mother, 43, academic staff) (Appendix E.61)

He is not an active child physically, unable when it comes to somethings. That's what I wonder about mostly. I have some observations, but I inquire if they are valid when he is here as well. Or, does he play with other children? Also, I have questions about meal times. (Parent 2, mother, 39, academic staff) (Appendix E.62)

In terms of the topics that the parents inform the teachers about, nine parents stated it specifically.

For example, Parent 1 said that she confessed to the teacher when she shouted at her child the previous night:

Sometimes I lose my temper in the evenings and start to scream and shout, which I feel terrible about later laying in bed. Come the morning, I confess all these here, letting you know about the things that took place the night before, to see if it is going to reflect in his behavior during the day. (Parent 1, mother, 43, academic staff) (Appendix E.63)

Three parents said that they informed the teachers only when there was a change in the life of their children, as Parent 3 and Parent 15 reported:

I mention the changes, for example we moved house. But other than that, I do not share in detail. I've never felt that such a thing was expected. (Parent 3, mother, 40, academic staff) (Appendix E.64)

I travel a lot. I know that this affects Erhan very much, not only directly, but indirectly as well since he knows that it also affects me. So I let them know that I will be away between such and such dates, if I am traveling. (Parent 15, mother, 34, academic staff) (Appendix E.65)

Two parents stated that they informed the teachers about the illnesses and absenteeism, as Parent 9 said:

They never asked for it specially, but we do share it with the teachers if there are any health issues. Or I let them know if he won't be able to attend for, say, ten days. Still, there were times when I wished to talk about something, but was unable to do so due to time constraints. (Parent 9, mother, 33, academic staff) (Appendix E.66)

Two parents said that they told the teachers when their children were bad-tempered that morning. As Parent 4 says:

If he is cranky in the morning and has a negative disposition, I say: he woke up on the wrong side of the bed this morning. Godspeed!
(Parent 4, mother, 33, librarian) (Appendix E.67)

Parent 11 reported that he talked with the teacher about the at-home-behavior of his child:

Whenever we talk about some points, or her/his behavior, I also mention her/his attitude at home. (Parent 11, father, 39, academic staff) (Appendix E.68)

Parent 13 answered this question by making an interpretation of mother and father difference:

At this point, men and women react differently. We (men) do not know how to express ourselves, maybe have a tendency to run away. I do not talk much (with the teachers), but I see other parents do it: mostly always mothers, never fathers. Mothers inform the teacher. If men do not do so, it has nothing to do with them keeping their distance from a female teacher, it is the their own kid that they keep apart from themselves. (Parent 13, father, 35, electronic engineer) (Appendix E.69)

Suggestions:

Most of the parents interviewed reported that they would be happy if they got written evaluation reports about their children monthly or once in a semester.

Additionally, some parents mentioned their hesitation to take the time of the teacher for meetings. So they suggested that those channels should be formalized:

On the one hand, we have such discussions. On the other hand I experience uneasiness thinking you may be inconvenienced by this. I didn't receive any complaints from the teachers, but still, if such arrangements can be more formalized, one can reach out without feeling reluctant. (Parent 2, mother, 39, academic staff) (Appendix E.70)

Parent 14 pointed the importance that the teachers know the routine of the child at home to be able to provide a continuity between home and school:

They may learn about the children's daily routine at home (the school can give out a simple form): S/he sleeps at this hour, wakes up that hour, we do such activities together etc. For instance, if the child mostly paints at home, the teacher may guide her/him to to something different at the school. (Parent 14, father, 33, academic staff) (Appendix E.71)

Moreover, he went on with a request that the center informs parents about the sitters since they also were a channel of communication in the center as is the teacher:

I learn part of the stories about the day from the sitters. But I do not know in detail. For example, what the management expects from the sitters, or what kind of participation they have in the classroom, and there is no way to observe these personally. The directors themselves should explain these details and their observations about the sitters, such as what is the level of their contribution to the education of the children. I even wonder how they (the sitters) feed the kids at school. (Parent 14, father, 33, academic staff) (Appendix E.72)

Communication With the Administration

Survey

%49.3 of the parents thought that they had a partially adequate communication with the administration of the center. %31.4 of the parents (%45.8 of mothers and %16.2 of fathers) thought that that communication was adequate and %19.3 of the parents (%6.9 of mothers and %32.4 of fathers) thought that that communication was inadequate (Table 36).

Table 36. Adequacy of the Communication with the Administration

	Mother		Father		Total	
	N	%	N	%	N	%
Yes	33	45.8	11	16.2	44	31.4
Partially	34	47.2	35	51.5	69	49.3
No	5	6.9	22	32.4	27	19.3
Total	72*	100	68**	100	140	100

*2 cases missing

**1 case missing

Interview

Eleven of the parents reported that they had adequate communication with the administration of the center. One parent stated that he didn't need to have a communication with the administration.

Parent 15 thought that the communication with the administration was sufficient. However she underlined the importance of their presence during the beginning and the end of the school day:

In general, they are pretty open. If they are present during our arrival times, we talk more often. Over all, there is nothing important to talk about that may require us to get an appointment. It is possible to ask your questions on the go. Up till now, the administration gave us countless pointers, which affected us positively. (Parent 15, mother, 34, academic staff) (Appendix E.73)

Parent 12 saw the center as a family and part of her family:

They attend to (everybody) here. I shouldn't say that asking more than that would be considered ungrateful, but still... The preschool is part of our family. They treat us as part of the family. If I can discuss my private life not only with my daughters' teacher, but also with the director of the preschool, as if they are part of my family, which they are, this indicates well established communication. (Parent 12, mother, 36, civil servant) (Appendix E.74)

Three parents stated that there were some problems in communication with the administration as stated by Parent 2 and Parent 4:

There were times when I thought that it was not possible to communicate with the administration. Most probably due to not being able to express the questions in my mind properly at the time, I felt that they misunderstood me and the dialogue was broken. (Parent 2, mother, 39, academic staff) (Appendix E.75)

I feel a little suspicious about the management. They keep behaving as if they know what they are doing, and doing everything necessary, which arouses such a feeling. (Parent 14, father, 33, academic staff) (Appendix E.76)

Parent 6 claimed that there was discrimination in terms of the status of the parents (like academic staff or administrative staff):

Even though they would deny this, here, at preschool, there is discrimination amongst parents, teaching and regular staff members. They say it does not exist, but it is true. It may be psychological, but even some teachers make you feel this way. Just look at the sitters, all subserviant and obedient. There is definitely a differentiation. If you have a little trouble at expressing yourself, you may be treated as if you are nobody. One needs to show her/his dominance. It is very common here. (Parent 6, mother, 39, librarian) (Appendix E.77)

Suggestions:

To improve the communication between parents and the center's administration, Parent 1 suggested that the center should give a message of 'equality':

But this is also how it is perceived around the university. Consequently, the parents may be feeling that they should pull themselves back into the background, this is the case in all possibility. Something needs to be done to pull them back inside the decision process. As I said, the administration has no reservations against the parents. I even heard stories that relate to the fact that they (the parents) thought that nobody would value their ideas, but that they had received attention (from the administration). This message should be advertised. (Parent 1, mother, 43, academic staff) (Appendix E.78)

Moreover, she added that parents also carry a responsibility to build good communication with the administration of the center:

Also parents may try to be in a closer relationship (with the preschool). Nothing is one hundred percent perfect, neither the school you attend, nor your work place. It is important to find a common ground, which both sides should aim to reach. It doesn't pay off to come and complain about things that do not work out. Instead one should inquire about what can be done to overcome such predicaments, without waiting for the otherside's move. Such an approach feels more appropriate. (Parent 1, mother, 43, academic staff) (Appendix E.79)

Communication With the Other Parents

Survey

%52.9 of the parents thought that they had partially adequate communication with the other parents of the center. %23.9 (%11.1 of mothers and %37.9 of fathers) of the parents thought that that communication was inadequate and %23.2 (%33.3 of mothers and %12.1 of fathers) of the parents thought that that communication was adequate (Table 37).

Table 37. Adequacy of the Communication with the Other Parents

	Mother		Father		Total	
	N	%	N	%	N	%
Yes	24	33.3	8	12.1	32	23.2
Partially	40	55.6	33	50.0	73	52.9
No	8	11.1	25	37.9	33	23.9
Total	72*	100	66**	100	138	100

*2 cases missing

**3 cases missing

Interview

Five parents found the communication with other parents adequate and good without giving a detailed explanation for it. Five parents thought that there was not much

communication with other parents. However they were not sure of the need for it, as

Parent 1 stated:

There are no barriers among parents, but there is no meeting outside school, either. I am not even sure if it is necessary. Maybe, through extra effort on the parents part, we may arrange some common weekend activities; but I am not sure if this is needed. (Parent 1, mother, 43, academic staff) (Appendix E.80)

Parent 11 was also against forcing much communication with other parents, and according to him being mothers and fathers effected those kinds of relationships:

There isn't much interaction. And I don't think this should be regulated, either. The parents who feel such a need would do so by getting together anyway. It would matter to mothers and fathers in different ways as well. I know from my spouse that, when we meet with friends who have children in a similar age group, the topic of kids are really important among mothers. When we (fathers) speak, our kid's affairs do not dominate the conversation. (Parent 11, father, 39, academic staff) (Appendix E.81)

Five parents reported that the communication with other parents was very important and as Parent 3 stated, should be improved:

In my opinion, it would be nice if this is implemented. But I am not sure if everybody can spare time for it. If we and the children get together more often, it will make children happier as well. Of course you cannot force anybody. Everybody should arrange their schedule and put aside free time for this. More frequent parent meetings can be arranged. (Parent 3, mother, 40, academic staff) (Appendix E.82)

Volunteering in the Center

In terms of volunteering, attendance of the parents in the half-day classroom visit practice of the center was asked both in the questionnaire and interview. Beyond the half-day visits, the preferences of the parents for the volunteer activities to be organized in the center were asked in the questionnaire and the suggestions for volunteering activities were asked during the interviews.

Half-Day Classroom Visit

Survey

The majority of the parents (%63.1) (%37.5 of mothers and %89.9 of fathers) didn't attend the half-day classroom visits, and %36.9 (%62.5 of mothers and %10.1 of fathers) of the parents attended the half-day classroom visits. (Table 38)

Table 38. Attendance in Classroom Visit

	Mother		Father		Total	
	N	%	N	%	N	%
Yes	45	62.5	7	10.1	52	36.9
No	27	37.5	62	89.9	89	63.1
Total	72*	100	69	100	141	100

*2 cases missing

In the survey study, %29 of 89 parents (24 fathers and two mothers) who didn't attend classroom visits stated that their spouses had attended. %24 (16 fathers and five mothers) reported that they couldn't attend because of work. %16 (seven mothers and seven fathers) reported that they were unaware of the visits. %10 stated that there is no such practice in their children's age group. %21 of those 89 parents

didn't report any reason for nonparticipation in the classroom visit.

%50 of 52 parents who attended the classroom visit reported that they had the chance to observe their children's daily routine at the center. %46 parents reported that they observed their children's social behaviors. %8 mentioned their pleasure in sharing more time with their children. Another %8 said that they used this opportunity to observe the teachers and to learn the educational program of the center.

Interview

Seven parents said that they attended half-day classroom visits. Parent 1 stated that the tasks of the teacher were really difficult and that she was pleased to observe her child's social behavior in the classroom:

I realized once more, that the teacher's and caregiver's jobs are really hard. I loved them all over again, I should say. I am convinced once more that (my kid) is in good hands. In the previous years, his peer interaction was limited. He would always play in a corner with his own toy, alone. I observed them all together talking/playing for the first time, and that was fun. (Parent 1, mother, 43, academic staff) (Appendix E.83)

Parent 2 requested attending more classroom visits. However she had some hesitations about the attitude of the center about it:

I brought batteries to supplement the topic of the week (energy). Of course, this happened according to the teacher's suggestion. I made (my kid) happy also, I assume me being with him. The other children show interest as well. I feel as if the preschool does not want to over-encourage this; I would like to come around here more often. But it could disrupt the system of the preschool, or children would come to expect to see us around more. I do not know. For example, I would love to bring something during the breakfast hour and sit around with

them. I would like this to happen not only once a year, but a couple of times at least. (Parent 2, mother, 39, academic staff) (Appendix E.84)

Parent 15 stated that during the visit she learned much from the teacher:

That day, I learned a lot from the teacher myself. I saw how things work over there. (Parent 15, mother, 34, academic staff) (Appendix E.85)

Eight parents said that they didn't attend that practice. Parent 5 was planning to attend the visit and he had some plans about what to share with the children:

I haven't attended one yet, but I am planning to. I procrastinated. In the mean time thought about what I can do, how I can be of help. During our theater workshops, they gave us tongue twisters etc. I thought, maybe, we can do something like that (together). (Parent 5, father, 44, civil engineer) (Appendix E.86)

Parent 14, one of the parents who didn't come for the half-day visit, criticized the center for not preparing a background of this practice for the parents:

If there is no guidance given to the parents to implement an awareness of how to raise children, it does not matter how much you insist on inviting parents to the preschool. Without preparing the foundation, coaching the parents to feel at ease here, creating the social interaction/communication environment, open dialogue with teacher(s)... everything is connected here, nothing is separate. When one comes here, it is a totally different social existence, in a way. (Parent 14, father, 33, academic staff) (Appendix E.87)

Preferences of the Parents for the Volunteer Activities

Survey

%50 of the parents reported that they would volunteer to support the campaigns organized for the children in need. %48.5 of the parents mentioned ‘preparing educational materials for the center’ among what they can do as volunteer. Giving information to children about their professions and hobbies (%35.3), cooking for the children in the center (%34.6) (%51.4 of mothers and %15.6 of fathers) and ‘helping in field trips’ (%27.2) were also in ‘activities to be involved in as a volunteer’ lists of the parents. (Table 39)

Table 39. Preferred Vounteering Activities

	Mother		Father		Total	
	N	%	N	%	N	%
Campaigns for children in need	40	55.6	28	43.8	68	50.0
Educational materials	40	55.6	26	40.6	66	48.5
Giving info. about the professions	23	31.9	25	39.1	48	35.3
Cooking	37	51.4	10	15.6	47	34.6
In field trips	23	31.9	14	21.9	37	27.2
I don't think that parents should volunteer	6	8.3	11	17.2	17	12.5
Other	4	5.6	3	4.7	7	5.1
Total	72*		64**		136	

The total is more than 100 per cent because respondents gave more than one reply.

*2 cases missing

**5 cases missing

Interview

Nine parents reported that they would give support by sharing knowledge about their professions or hobbies with children when there is a demand from the center. Five parents said that they would support the center by cooking some food for children. Seven parents stated that they were bringing some disposal materials to the center.

Parent 15 stated that she internalized doing something for the center:

For example, I go to the bookfair, and try to collect hand-outs not only for ourselves, but also for here (the preschool), thinking I browse around for you as well. I assign myself for this duty. (Parent 15, mother, 34, academic staff) (Appendix E.88)

Parent 2 suggested administering a questionnaire to parents to learn their qualifications in terms of hobbies and professions:

Not every parent may be able to do so, but there may be some parents who may contribute in more applied aspects, such as music, painting etc. Maybe, a contribution like this can be implemented by polling parents every year about their strong points. These can be collected in the suggestion boxes as well. (Parent 2, mother, 39, academic staff) (Appendix E.89)

There were suggestions of parents for volunteer activities to help the teachers, the administration of the center and other parents. Parent 7 and Parent 12 made suggestions to help teachers as volunteers:

They can volunteer for classroom activities, such as preperation, cutting, kneading the dough, or picking up after the children while they are busy working on the activities. (Parent 7, father, 36, librarian) (Appendix E.90)

Ingenuity and simplicity goes hand in hand. Even a simple idea from a mother can open new horizons for the teachers. That would be great participation. No one can guess the outcomes beforehand. Such

gatherings can be organized. (Parent 12, mother, 36, civil servant)
(Appendix E.91)

Parent 1 and Parent 10 talked about what parents can do to help the administration of
the center as volunteers:

Parents can support (the preschool) through various obstacles. It does not always take a very high level person to be able to do so. As an example, for the first time ever, this year the roads were cleaned properly when it snowed, because Hrant's father arranged it himself and worked together with his team on it. When I saw him later on, thanked him personally, he said 'Oh, I enjoyed it'. For instance, every year they were calling maybe 50 times, asking for salt to put on the roads. Nobody would bring even one bag. (Parent 1, mother, 43, academic staff) (Appendix E.92)

We can support the management through their demands about their needs. The management knows their difficulties and shortages, whereas the parent may have no idea. (Parent 10, father, 35, civil servant) (Appendix E.93)

Parent 1, Parent 12 and Parent 15 made suggestions about helping other parents as
volunteers:

I guess, parents of older age groups have a lot to say to the parents of younger-age groups, such as you'll go through this, you'll experience that. Once each semester, all groups (of parents) might be brought together to share. (Parent 1, mother, 43, academic staff) (Appendix E.94)

Aside from this, some parents might be of more limited-means than others. For example, there are people who would like to take their kids to a weekend activity, but are unable to do so. Either financial or other impossibilities get in the way. Such families in need would be notified, saying there may be other families that can offer help with that, taking 3 kids to the theater on the weekend. I would easily do that. (Parent 1, mother, 43, academic staff) (Appendix E.95)

Now that they (the children) can go (stay) other places alone as well, it would be beneficent to look after each other's kids for an hour or so in case of emergencies. Not everybody has a grandmother living close

by to deal with situations like this. (Parent 15, mother, 34, academic staff) (Appendix E.96)

We do not know what other people go through. Here we always stress the importance of reaching the children psychologically, since it is so important. But we need to know their material needs, who are in need. I came up with this for myself, but in all possibility, there are other people who are worse off than myself. Here there are some parents who would consider it a small donation that in fact may cover the tuition for two to three students. Such support would be great. (Parent 12, mother, 36, civil servant) (Appendix E.97)

Contribution to ‘Learning-at-Home’

Contribution to ‘Learning-at-home’ were investigated by getting information about the most effective means the center uses to contribute to children learning at home as perceived by parents, and the topics that parents want to get more information on from the center to be able to support their children’s learning more.

The Means that Contribute to Learning at home

Survey

%54 of the parents considered ‘teachers’ suggestions’ as contributions for the home learning process of their children. Weekly bulletins (%41.6) (%51.4 of mothers and %30.8 of fathers) were also among the most selected means which contributed to home-learning. (Table 40)

Table 40. Means of Contribution to Learning-at-Home

	Mother		Father		Total	
	N	%	N	%	N	%
Teacher's suggestions	41	56.9	33	50.8	74	54.0
Weekly bulletins	37	51.4	20	30.8	57	41.6
Homework	19	26.4	16	24.6	35	25.5
Parents' library	14	19.4	3	4.6	17	12.4
I don't think that there is such a contribution	6	8.3	10	15.4	16	11.7
Boards	12	16.7	3	4.6	15	10.9
Other	5	6.9	6	9.2	11	8.0
Total	72*		65**		137	

The total is more than 100 per cent because respondents gave more than one reply.

*2 cases missing

**4 cases missing

Eleven parents signed the 'other' option for the means of contribution to learning-at-home. Among those, eight parents considered the activities, games, songs, etc. contributing to their children's further learning at home. Two parents reported that socialization of their children with the help of the school helped them when they tried to do some educational activities with their children. A parent considered 'the discipline that the child gets from the school' as a contribution.

Interview

Six of the parents reported that they got support from the teachers about what to do at home to make a contribution to their children's learning.

Parent 11 mentioned that he consulted the teacher of his child but also he didn't want his child to get bored with lots of educational activities at home:

I consult with the teacher about the best way to easily instruct (my child). I also do not want to over-goad him around to educate this or that way. I would like him to have an enjoyable childhood. For that

reason, most of the activities we arrange around home is mixed with play. (Parent 11, father, 39, academic staff) (Appendix E.98)

Four parents reported that they got support from the weekly bulletins most as Parent 2 and Parent 15 state:

Since the subject of the day is also posted in the bulletins, I brush up at home as well. For example, if the topic is the colors, I check if he can tell primary colors, but how about the secondary colors? I check to see if he can distinguish grey, for instance. (Parent 2, mother, 39, academic staff) (Appendix E.99)

Our teacher did not give such directions. Still we try the suggestions on the bulletins such as weekly game plans, provided that they are suitable for our age group. Some weeks they are more applicable for older kids. Then we simplify the instructions a bit. (Parent 15, mother, 34, academic staff) (Appendix E.100)

Five parents considered the educational activities carried out in the center and the habits the children got through the center as supportive to the time periods when the children and parents were together.

Parent 1 compared his child to other children who were not attending the center:

Also there are the habits that he picks up at the preschool, such as reading a book. He always takes a book and starts browsing while sitting; none of my friends' kids are like this. This prompts us to follow his steps (through such habits). (Parent 1, mother, 43, academic staff) (Appendix E.101)

Parent 7 claimed that the socialization of his child through the center contributed to their relationship as father and child.

I can declare easily that the socialization of my kid made the relationship between my kid and myself as a father stronger. She is sharing the things she learned from preschool with me, we sing together. Asking me to do activities together, she even corrects me

along the way asking to proceed in a specific way; she directs me.
(Parent 7, father, 36, librarian) (Appendix E.102)

Twelve parents viewed the parent library in the center as also supportive to at home learning. Nine of twelve parents thought that the library was adequate. Parent 1 and Parent 5 stated:

We bought some just once. I thought it was enough. There are an adequate number of books in the classrooms, anyway. The idea of a library is nice. The habit of borrowing books from the library and returning them is a good thing to plant in the kids' lives. (Parent 1, mother, 43, academic staff) (Appendix E.103)

I borrow children's books. In my opinion, the library is adequate, but the parents' do not put it into good use. The teachers may also point this out to the parents, since sometimes even if you know that something is there, we neglect it. One always thinks getting a book on loan, then says: maybe, later. (Parent 5, father, 44, civil engineer) (Appendix E.104)

Three of twelve parents who viewed the parent library as supportive reported that the number of books might be increased:

We may try to increase the number of the books (on the shelves). We (parents) can assist this process. Another thing I had on my mind was to send the books (at the library) for binding. (Parent 6, mother, 39, librarian) (Appendix E.105)

Three parents reported that they didn't use the parent library and moreover they didn't know how parents use it. Parent 2 stated:

I looked into (the library) a couple of times when I came (to pick him), but I could not figure out how exactly it all worked out. Should we select (the books) from a catalogue, or can we pick one up while browsing through them, I do not know. (Parent 2, mother, 39, academic staff) (Appendix E.106)

A different perspective, Parent 8 underlined the fact that the children didn't have much time to be involved with educational activities at home since they attended a full day school:

We try to implement in this age group such activities that cannot only be educational, but also in which (the children) can also have a good time. There are things they learn at school, like how to use scissors; when we see this, we sample similar materials for home and attempt similar activities in the house. The children do not have that much spare time anyway. They come back home at five in the evening, have dinner, evening baths, followed by playtime and/or a movie, then they sleep. (Parent 8, father, 41, academic staff) (Appendix E.107)

Support Topics for Home-learning

Survey

%51.8 of the parents demanded support about 'songs, rhymes, stories, etc.. %51.1 of the parents preferred support about music and movement activities. Preparing materials (%48.2), art activities (%43.9) and waste materials usage (%33.1) (%41.1 of mothers and %24.2 of fathers) were also among the most preferred topics on which parents need support. Only %6.5 of the parents (%1.4 of mothers and %12.1 of fathers) reported that they didn't need any support from the center in terms of home-learning. (Table 41)

Table 41. Support Areas for Learning-at-Home

	Mother		Father		Total	
	N	%	N	%	N	%
Songs, rhymes, stories, etc.	42	57.5	30	45.5	72	51.8
Music and movement activities	41	56.2	30	45.5	71	51.1
Preparing materials	37	50.7	30	45.5	67	48.2
Art activities	34	46.6	27	40.9	61	43.9
Waste Material use	30	41.1	16	24.2	46	33.1
Math-science activities	18	24.7	18	27.3	36	25.9
I don't need such support	1	1.4	8	12.1	9	6.5
Other	1	1.4	3	4.5	4	2.9
Total	73*		66**		139	

The total is more than 100 per cent because respondents gave more than one reply.

*1 case missing

**3 cases missing

Interview

Four parents complained that their children didn't listen to them and pay attention when they were trying to do something with them, and they said that they needed support to solve this problem. Parent 7 stated:

It is hard to be with Türkan. She cannot concentrate, finds it hard to focus. We lament this fact. Support may be given in this respect.
(Parent 7, father, 36, librarian) (Appendix E.108)

Parent 15 needed a strategy about how to transfer what her child can do at school to home:

For example, I would like him to take off his own pyjamas. I know that he does so here. He should be able to put on his shoes. I would like to learn how we can manage this at home. I would like to talk about him doing the errands belonging to him around the house.
(Parent 15, mother, 34, academic staff) (Appendix E.109)

Parent 9 suggested that the teachers give them homework which the parents would do with their children:

As an example, you can try giving homework, such as go and look at these pictures with your mom and expect a feedback. This is also homework for us, since otherwise, it is easy to neglect (such activities). Hence if you sent it out as compulsory, we may feel that we have to, and it motivates the family. Or, you may give something specifically for the father, not the mother. (Parent 9, mother, 33, academic staff) (Appendix E.110)

Parent 15 reported that she needed the support of the center in terms of home activities with children mostly during winter when the families had to be more at home rather than outside:

It would be great if you could offer activities for home in the winter time. For example, we do a lot together in the kitchen: pizza, cake etc. That could be start. Or simple experiments, natural sciences activities. You can supply us with tips about what we should discuss during these activities. If someone can demonstrate these in a small workshop as if we are the kids, I believe we would easily turn into micro-teachers. It would be easier for us to learn. This would interest mothers as well. If they say that they will teach us the experiments that we can do with our kids, I am sure the attendance would be high. (Parent 15, mother, 34, academic staff) (Appendix E.111)

Parents' Participation in Decision Making

In this section, the preferred ways parents may participate in decision making processes of the center, parents' attendance at the parent representative election and their awareness of the parent representative's tasks were examined.

The Ways to Participate in Decision Making

Survey

%41.6 of the parents thought that parents might participate in the administration of the center in commissions organized for specific topics (meal, field trips, budget, etc.). %32.8 of the parents (%40.8 of mothers and %24.2 of fathers) thought that parents might form representative groups organized according to the age groups of the children in the center. %32.1 of the parents mentioned ‘parent representation’ as the way to participate in the administration. %16.1 considered parents’ participation in the administration of the center as unnecessary. (Table 42)

Table 42. Parents’ Preferences on How to Participate in Decision Making

	Mother		Father		Total	
	N	%	N	%	N	%
Commissions for specific topics	32	45.1	25	37.9	57	41.6
Representative groups by age groups	29	40.8	16	24.2	45	32.8
Parents representative	22	31.0	22	33.3	44	32.1
I don’t think participation is necessary	9	12.7	13	19.7	22	16.1
Other			2	3.0	2	1.5
Total	71*		66**		137	

The total is more than 100 per cent because respondents gave more than one reply.

*3 cases missing

**3 cases missing

Question 30 in the survey questionnaire was an open question which investigated the parents’ views about in which subject may parents participate in the administration of the center. To respond to that question, 19 parents reported that parents may be involved with deciding on ‘meals and foods’ their children were eating. 13 parents suggested that parents may organize field trips for children. 12 parents answered that

parents may be involved in every subject which is related to their children. Nine parents suggested that parents may work on 'creating resources' for the center.

Interview

Five parents interviewed thought that having a parent representative was sufficient for parents' participation in decision making. However seven parents reported that having only one representative was not adequate. Those parents advocated having representative groups formed according to age groups of children, specific topics like meals, field trips, financial resources, etc., and also the status of parents like being academic staff or administrative staff.

Parent 2 required information about the current system of parent representatives but also suggested that every age group had to have its own representative:

If the parent representative works effectively, that is enough. But the limits of his duties should not be determined solely by the representative himself: we should do it all together. We should be informed about the existing norms to begin with. Each age group should have its own representative, since the necessities are different at every age. I didn't know that there is only one representative, for example. I really needed such an institution during the baby class.
(Parent 2, mother, 39, academic staff) (Appendix E.112)

Parent 9 strongly recommended more than one parent representative:

There may be more than one representative, each for a different aspect such as meals, activities, day trips, financial etc. Different people attending each committee may be more beneficial. Or we may do this according to age groups (of children), like infant class etc. But there must be more than one representative; at least five parents that can get together and interact to organize some activities. (Parent 9, mother, 33, academic staff) (Appendix E.113)

Parent 7 suggested representatives according to working status of the parents:

Here, there should also be representatives for each bracket of society according to the participatory democracy: academic staff, administrative staff, 4Bs etc. Since there is such a demarcation within the administration. I don't believe that the concept of parent representative is working. Or at least instead of a single representative, we can increase the number to four or five, which can agree on a leader amongst themselves. (Parent 7, father, 36, librarian) (Appendix E.114)

Two parents reported that parents shouldn't participate in the administration of the center. Parent 15 stated that parents might have only the right to speak but not to vote:

Depending on the attendance at the time, the decisions change direction easily. Our people have a tendency to claim black is white, and vote in an unexpected way provided that someone influential speaks for it. Democracy should not be the norm under such conditions. People consider only themselves in some decisions. Maybe we should not even be talking about voting, but the right to speak at the meetings. (Parent 15, mother, 34, academic staff) (Appendix E.115)

Parent 4 was also against the participation of parents to the administration of the center:

The parents should not participate in the administration. Everybody's environment, way of life, and education level is different. This would cause more trouble than benefit. (Parent 4, mother, 33, librarian) (Appendix E.116)

Parent 1 thought that much parent participation in administration might have negative effects. However she underlined that listening to what the parents say and sometimes being flexible had to be among the characteristics of the administration:

Frankly speaking, I do not think that parents do participate in administration. When they reach a decision, they notify the parents to let them know. Over-cooperation may be detrimental, but at least people should be encouraged to partake in the decisions regarding

their own classes. I understand that there must be some strict rules, since the aim here is not to make everybody happy, but satisfy the majority. In other words, it is not to approve every demand. But sometimes it would be better to at least seem like listening to every woe. Occasionally, the administrative board looks uncompromising: saying at the last meeting we reached such a decision, and that is final. (Parent 1, mother, 43, academic staff) (Appendix E.117)

As a different perspective, Parent 8 put forward that he didn't need a mediator like a parent representative to reach the administration of the center:

In the current configuration, instead of talking with the parent representative initially, I can discuss matters with her/his teacher or even with the director. In such an atmosphere where I can talk with everybody directly, I do not think it is necessary to introduce a new layer of conduct. There is straightforward communication already. (Parent 8, father, 41, academic staff) (Appendix E.118)

Moreover he was against parents interfering in the administration of the center too much:

But I do not like the idea of a parent making demands about everything s/he learns from unknown sources which may have no basis, not knowing if it is even sound or not. I don't support overinterfering with the system here, which has a scientific methodology. Everything is laid out in detail: from classroom arrangements, to activities, selection of topics, and scheduling, there is well-defined system. Parents should not be taken for an inspector. (Parent 8, father, 41, academic staff) (Appendix E.119)

Parent Representative Election

Survey

A great majority of the parents (%86.4) didn't vote in the parent representative election. Only %13.6 of the parents (%19.4 of mothers and %7.4 of fathers) reported that they voted in the election. (Table 43)

Table 43. Attendance in the Parent Representative Election

	Mother		Father		Total	
	N	%	N	%	N	%
Yes	14	19.4	5	7.4	19	13.6
No	58	80.6	63	92.6	121	86.4
Total	72*	100	68**	100	140	100

*2 cases missing

**1 case missing

%16 of 121 parents (11 mothers and eight fathers) who didn't attend the parent representative election reported that they couldn't attend because of work. %8 (six mothers and four fathers) stated that they were not aware of the election. %7 (six mothers and 3 fathers) wrote that their spouses attended the election. %12 couldn't attend because their children were not enrolled in the center when the election was held. The remaining %57 of those 121 parents didn't report any reasons for their nonparticipation in the election..

%46.8 of the parents (%35.6 of mothers and %58.8 of fathers) reported that they didn't know the tasks of the parent representative. %38.3 of the parents (%45.2 of mothers and %30.9 of fathers) reported that they knew the tasks partially, and %14.9 of the parents reported that they knew the tasks of the parent representative. (Table 44)

Table 44. Parents' Awareness about the Tasks of the Parent Representative

	Mother		Father		Total	
	N	%	N	%	N	%
Yes	14	19.2	7	10.3	21	14.9
Partially	33	45.2	21	30.9	54	38.3
No	26	35.6	40	58.8	66	46.8
Total	73*	100	68**	100	141	100

*1 case missing

**1 case missing

Interview

Four parents reported that they attended to the election of the parent representative.

Parent 10 stated how he supported the candidates:

Of course I participated. I wasn't a candidate, but I talked for people who should have been, to endorse them. Since I knew that there were other people who would be more proficient than I am when it comes to expressing our concerns to the preschool administration, I supported them. I did good. (Parent 10, father, 35, civil servant) (Appendix E.120)

Eight parents said that they didn't attend the election although they were informed because of conflict with other important things.

Parent 1, one of the parents who didn't attend the election, expressed that he was uninformed about the election procedure:

I didn't participate even though I was aware of it. I haven't thought about becoming a candidate. I am not even sure if one is supposed to announce her/his candidacy, or needs to be endorsed by someone else. (Parent 1, mother, 43, academic staff) (Appendix E.121)

Three parents reported that they didn't have any information about the parent representative elections and the tasks and responsibilities of the parent representative.

Parent 2 reported:

I have no idea. I don't even know when the election for the parent representative took place. I don't know his duties. As a matter of fact, I even missed the general meeting; but maybe you can talk about such communication layers and how they function during initial meetings, next to the school's education philosophy. We need to know who these people are and how to reach them. We must know in what matters they will be representing us, and what their boundaries are. (Parent 2, mother, 39, academic staff) (Appendix E.122)

As different from the questionnaire, the expectations of the parents from the parent representative were asked.

Nine parents who expressed their views about their expectations from the parent representative uttered the need for regular and irregular meetings with the parent representative to be able to convey their opinions to him/her.

Parent 1 saw the parent representative as a bridge between the parents and the administration of the center:

The parent representative should be able to speak for us in the administrative board meetings, when a decision is being made, should be able to outline other parents opinions. To be able to do so, s/he must know our opinions. It works both ways, of course. S/he must share the board's demands and ideas with the parents, working as a go-between. (Parent 1, mother, 43, academic staff) (Appendix E.123)

Parent 2 complained about the absence of communication with the parent representative except for voting for him/her:

After voting for her/him, we do not hear much from her/him. The representative also must talk at the meetings, make her/his statement about the position s/he supports in representing us. We should be notified about the details of the meeting s/he attended. Ideally, there must be parents-only meetings, once or twice a year; we may get together more often under special conditions. Otherwise, it is just make-believe to think that s/he will be able to represent the parents without actually knowing our points of view. (Parent 2, mother, 39, academic staff) (Appendix E.124)

Parent 12 explained what qualities a parent representative had to have according to her:

S/he must be able to represent me. To be honest, there is a class distinction amongst us: we are mostly people who work in the administrative side, unable to present our demands in a proper way (to the university), we lack this quality. Hence the person who knows our worries and collects our demands should be able to represent us to the governing body of the university befittingly. Consequently, I do not believe that the parent representative should be someone from the administrative staff; that would be inadequate. Instead, I opt for

someone from academics: that way, s/he would have both the capacity to understand (the rest of the) parents and the ability to stand for us at higher level administration. And this covers all the bases in describing a parent representative. (Parent 12, mother, 36, civil servant) (Appendix E.125)

Collaborating with the Community

‘Collaborating with the community’ practices of the center were investigated in the survey study by asking parents a question (Question 33 in the survey questionnaire) about their perception for the necessity of the information that the center provides them about various exterior resources, and in interviews by asking questions about the parents’ evaluation of the center’s practice of information giving and their needs and preferences about getting information of exterior resources. Moreover, in the interviews, parents’ perception of the adequacy and efficiency of using the resources in the University and the neighbourhood by the center and their suggestions about it were asked.

Informing Parents About the Exterior Sources

Survey

As it can be seen from the Table 45, the responses of parents were not very different from each other in terms of their perception for the necessity of the information that the center provides for them about the exterior resources. More than half of the parents (except Book, Journals, etc., %47.6) stated that they considered the center informs them about the psychological counseling services, health services, educational services for children, culture and art activities and scholarship

opportunities as ‘very necessary’. Only very few parents reported that it was unnecessary, that the center informs them about the services and resources other than the ones the center provides itself (Table 45).

Table 45. Parents’ Perception for the Necessity of Getting Information on Exterior Resources Through the Center

	Very Necessary			Necessary			Unnecessary		
	Mother	Father	Total	Mother	Father	Total	Mother	Father	Total
Psychological counseling services	47 (%68.1)	33 (%52.4)	80 (%60.6)	22 (%31.9)	29 (%46.0)	51 (%38.6)	0	1 (%1.6)	1 (%0.8)
Parent education activities	45 (%66.2)	30 (%50.8)	75 (%59.1)	22 (%32.4)	27 (%45.8)	49 (%38.6)	1 (%1.5)	2 (%3.4)	3 (%2.4)
Health services	41 (%63.1)	35 (%54.7)	76 (%58.9)	22 (%33.8)	26 (%40.6)	48 (%37.2)	2 (%3.1)	3 (%4.7)	5 (%3.9)
Educational services for children	41 (%61.8)	30 (%50.8)	72 (%56.7)	25 (%36.8)	28 (%47.5)	53 (%41.7)	1 (%1.5)	1 (%1.7)	2 (%1.6)
Culture and art activities	38 (%57.6)	33 (%53.2)	71 (%55.5)	27 (%40.9)	28 (%45.2)	55 (%43.0)	1 (%1.5)	1 (%1.6)	2 (%1.6)
Scholarship opportunities	40 (%64.5)	24 (%40.7)	64 (%52.9)	18 (%29.0)	33 (%55.9)	51 (%42.1)	4 (%6.5)	2 (%3.4)	6 (%5.0)
Book, journal, etc.	34 (%53.1)	25 (%41.7)	59 (%47.6)	28 (%43.8)	32 (%53.3)	60 (%48.4)	2 (%3.1)	3 (%5.0)	5 (%4.0)

Interview

Seven parents stated that there was no systematic sharing of information but the center canalized you to a resource when you asked. Parent 1 and Parent 9 stated:

I receive answers whenever I ask a question. I am being guided. There is similar information on the boards from time to time, but they are not maintained systematically, I guess. (Parent 1, mother, 43, academic staff) (Appendix E.126)

There is no direct instruction, in my opinion; but they show you the way if you ask for it. For instance, I remember needing to talk with a pedagogue, and when I consulted you to ask for a recommendation, I was able to get referral for a couple of names. (Parent 9, mother, 33, academic staff) (Appendix E.127)

All of the interviewed parents suggested a more effective use of e-mail circulation

through an e-mail group, and effective use of announcement boards in order to inform parents about the cultural events like cinemas, theaters, concerts, etc.. Again, all of the parents recommended that the center encourages parents to share those kinds of information with the center. Parent 1 summarized the above mentioned views in her answer:

The message boards may be used more effectively. They can add a small two line paragraph to the bulletins titled weekend activities. They can quote the relevant web pages' links, or ongoing festivals etc. Also, when it is summer break here (at the preschool), we do not go on holiday for a month; there may be information provided alternatively on how to spend the summertime better (with/for the kids), like camping, and other options. The parents can relay such information, through an actively managed website, for example, and everybody can add/read messages and follow the information. (Parent 1, mother, 43, academic staff) (Appendix E.128)

Parent 15 put into words her difficulty in finding health professionals who are specialists for children like dentist, pediatric, etc.:

It can be about health. As an example, I want to take Fikret to a dentist, but I have no idea where I can take him. (I need references for) a good pediatric dentist, or optometrist. They say that at two years, every child needs to be checked by an optometrist: finding a doctor who would undertake such an appointment is tough. The same is true for a psychologist: I was referred to BUPAM, which I was not happy with in the end. After that, they were reluctant to give another referral; which does not make sense, we need your direction and experience. You may contain and process a lot of information, but I do not think that you are good at distributing such knowledge. (Parent 15, mother, 34, academic staff) (Appendix E.129)

Parent 12 spoke of her wish to find a scholarship for her child:

I wish there was a school that I could send my child to on scholarship, or a foundation that can offer it. I would like to know how to get in touch with such institutions. (Parent 12, mother, 36, civil servant) (Appendix E.130)

Using the Sources of the University and Neighbourhood

Interview

Different from the questionnaire, during interviews parents were asked if they thought that the center used the resources of the university and the neighbourhood efficiently.

Five parents reported that the center used the resources of the university adequately. However eight parents recommended that the center use the resources more. Parent 1, Parent 4, Parent 15 and Parent 13 stated:

I do not think that it is utilized enough. It could be possible to make better use of it. One needs to be demanding. The role of the parent representative is very important. S/he can use her/his relations with the university to ask for more resources. (Parent 1, mother, 43, academic staff) (Appendix E.131)

There are lots of social clubs (at the university): folklore, music etc, and our kids may wonder about their activities. There are sports competitions. They should at least observe what it is, how entertaining it can be. I'd like them to know about these activities. We do not participate in such exercises, and nobody in the preschool talks about them. (Parent 4, mother, 33, librarian) (Appendix E.132)

In fact, there are a lot of activities in the university, such as music bands; we can call upon them. If it would be put in the schedule, you can find more than enough numbers of groups that may come and play (for the kids) till August. The same is true for the theater folks. It would be great if you could take (the kids) to the ceramic studio for them to observe the work and maybe practice there as well. These may interest the children immensely, and all can be performed within the university limits for free. (Parent 15, mother, 34, academic staff) (Appendix E.133)

I suppose it is not utilized adequately. I think, they could have found support from the university about English language education: For 3-4 days a week, 2 hours a day tutoring in the preschool, the university could offer scholarships to the university students, especially to those from the department of English education. It does not serve us as well, but we, parents could provide financial support to this end, engaging a university student to tutor at least for two days a week for a couple of hours. (Parent 13, father, 35, electronic engineer) (Appendix E.134)

In terms of using the resources of the neighbourhood, six parents thought using those resources was adequate. Parent 11 compared the opportunities children had through the center to his childhood:

Let me compare my child to myself: When I was his age, I hadn't been to either a movie complex or the theater; Nikos attended both. He even went to a classical music concert. In that respect, they are pretty active here. Day trips are being arranged: They went to the Emirgan forest, the university library. The first time I ever saw a library was when I was in junior-high. From this respect, they utilize the facilities of both the university and the environment. (Parent 11, father, 39, academic staff) (Appendix E.135)

As a different perspective, Parent 1 requested more field trips for the children.

However she stated the limitation of activities for the early childhood period:

The number of (day-out) field trips should be increased. I can't think of many examples. It is hard to find kid-friendly activities in Turkey. As an example, we wanted to visit the zoo in May, when we were in the States, and when we were there, saw a great number of students, on a field trip, there also as a part of their natural sciences class work. Turkey is a kind of wasteland in this respect. For instance, when we visited the Istanbul Museum of Modern Art with Osman, and asked to attend the workshops there together, they refused since he is younger than 6. (Parent 1, mother, 43, academic staff) (Appendix E.136)

CHAPTER V

DISCUSSION AND CONCLUSION

This chapter begins by providing a summary of the study as a whole. Then, the summary and the discussion of the findings of the study are presented. Lastly, implications of the study for program planning, limitations of the study and suggestions for further research are presented.

Summary

Using Epstein's model of family-school partnership, the focus of this research was to reveal the views, barriers and suggestions of parents whose children enroll in the Boğaziçi University Preschool Center regarding parent involvement practices of the center. Because the data were collected both from the mothers and the fathers, it provided the opportunity to get an idea about the differences and similarities between the views of mothers and fathers. Moreover, with the help of the views, barriers and suggestions of the parents regarding parent involvement issues, the collected data contributed to implications for program planning for a parent involvement program.

Both qualitative and quantitative methodological approaches were used for this research. Fifteen parents participated in the interviews and 143 parents participated in the survey study.

The two data collection methods were semi-structured interviews and a survey questionnaire. The semi-structured interview guide was developed by the

researcher. After the interviews were transcribed, the survey questionnaire was developed by the research according to the finding of the interviews. The findings of the survey were analyzed through a statistical software package for Windows (SPSS 14.0).

The overall findings of the study was that parents consider the center as contributing to their parenting skills through various ways such as weekly bulletins, parent education seminars, meetings with teachers, etc. Although they suggested some aspects be improved, they had positive attitudes for the communication between themselves and the teacher, the administration of the center, and other parents. In terms of volunteering, most of the parents were willing to volunteer in various ways if they were directed and motivated by the center. Involving themselves in their children's learning at home was also an appealing aspect for the parents, and it seemed, according to their reports, that any attempt of the center to support the parents related to this aspect would be welcomed very much by the parents. In terms of the participation of parents in decision making processes of the administration of the center -as another appealing area for the parents-, almost all of the parents, except for a few advocated that parents should have a say in administration through ways like parent representatives groups. Lastly, regarding 'communicating with the community', most of the parents expressed a need to be informed by the center about the exterior resources such as psychological counseling services, health services, cultural events, educational activities, etc.

Summary of the Finding and Discussion

This section was divided into three parts for the easy reading: demographic characteristics of the participants, views, and barriers. In each part, except the demographic characteristics, the findings of the study are discussed according to Epstein's model for family-school partnership and the related literature. However, since a great deal of data in terms of various aspects of parent involvement practices were collected, only the findings which make more sense in terms of the study's purpose are discussed. Suggestions collected from the parents by interviews regarding parent involvement practices were interpreted to have implications for program planning.

Before starting to discuss the findings, giving a short description about the parent involvement practices of the Boğaziçi University Preschool Center may help to understand the context of the study better.

Regarding the parent involvement activities, the center organizes parent conferences in the beginning of each educational year. Those conferences are held in two ways: one for all the parents of the center and one for each classroom. Moreover, the classroom teachers meet with the parents one by one at the end of each semester. During the year, there are parent education seminars in various topics.

The center distributes weekly bulletins to the parents which inform them about the educational activities of the center, news from the center, etc. The parent library at the center serves as a resource for the parents with its children books and educational books for adults.

There is also the 'half day classroom' visit practice of the center. For this practice, in the second semester the parents of each child are invited to spend half a day in the classroom of their children.

In terms of the parents' participation in the administration of the center, the center has a parent representative who attends the educational commission and executive committee meetings when there are important decisions concerning other parents. The parent representative is elected by other parents during the parent representative election carried out once a year in September.

Demographic Characteristics of the Sample

In the survey study, the majority of the parents fell into the range of 30 to 39 years of age (%61.3). %29.9 of the parents were between 40-49 years old. As for the educational level, %59.5 of the parents had bachelor and higher degrees, %28 of the parents had high school degrees. Only a minority of parents (%2.1) had primary and middle school degrees. This shows that the majority of the parents of the center are well educated. When we consider the majority, there are not great distances between the educational levels of parents.

In terms of the parents' working status, the results showed that %60.2 of the parents were working at Boğaziçi University (%44.1 as administrative staff, %16.1 as academic staff), %37.8 of the parents were not.

Views

Epstein's 'Parenting' type of parent involvement was studied in this research by investigating how the center contributed and may contribute to the parenting skills of the parents.

Parents who participated in the survey study reported that parent education seminars, meetings with the teachers, weekly bulletins, announcement boards and parent conferences contributed to their parenting skills most.

In addition, %33.6 of parents (%16.9 mothers and %52.4 fathers) didn't have any idea about parent education seminars. It seems that mothers participated more in the parent education seminars than the fathers.

The interviews showed that when it comes to the contribution of the center to their parenting skills, all the parents mentioned the parent education seminars. Gordon (1976) explains that parents' most common role in involvement is as an audience. Moreover, parents reported the contributions of the teachers, director and weekly bulletins on their parenting skills. They considered themselves as also getting educated with their children which is as in the model of family centered child care of Spodek & Saracho (2005). The family centered child care approach views parenthood as a stage in the adults life span development and according to that approach, families are seen as the client of the schools along with the children. Additionally, 'other parents' were also referenced by the interviewed parents as contributing to their parenting skills.

When parents' perceived knowledge about various child development related issues were asked in the survey study, almost all parents -regardless of whether they

were a mother or father- evaluated themselves as being adequate or partially adequate. However, when parents were asked to rank their top three topics for parent education, 'child and discipline' was at the top of the list, 'child and cognitive development' the second, and 'child and emotional development' the third. It seemed that there was not a big difference between the subject preferences of the mothers and the fathers.

Interviewed parents also reported a need to get education regarding discipline, how to improve the skills of children and communication between the child and parents.

When the parents' preference for the educational activities were asked in the survey study, %45.8 (%55.4 of mothers and %35.3 of fathers) of the parents reported 'seminars' among the most preferred type of educational activity. The second most preferred educational activity type reported by %37.3 (%40.5 of mothers and %33.8 of fathers) of the parents was 'conversation meetings' and the third was 'written material' (%31.7) (%24.3 of mothers and %39.7 of fathers).

It seems that mothers prefer seminars and conversation meetings more than the fathers. In addition, fathers prefer written materials more than mothers do. Although it is not apparent that there is such a difference between mothers and fathers in the interviews, it can be interpreted according to the reports of the interviewed fathers that they are not willing to take part in social gatherings like seminars or more informal conversation meetings. This may be the reason why they prefer written materials more.

The 'Communication' type of parent involvement was studied by investigating how parents were informed about the educational program of the center

and how they evaluated the parent conferences, weekly bulletins, announcement boards, communication with teachers, administration of the center and other parents.

In the survey study, %72.5 of the parents reported that they received information about the educational program of the center via weekly bulletins, %51.4 received information from the teacher (%68.9 of the mothers and %32.4 of the fathers). Different from survey results, interview findings showed that the parents in the interview received information about the educational program through the parent conferences most.

From those results, we see that weekly bulletins and teachers were strong communication channels to inform parents about the educational program of the center and that mothers reported more than the fathers that they got the information about the educational program from the teachers. Interview results proved this implication since most of the fathers interviewed reported that they didn't prefer to talk with the teachers very much. They said that mostly their spouses (mothers) built this interaction with the teacher.

As to parent conferences, there was a problem of nonparticipation observed in the findings of the survey study. %54.2 of the parents (%36.5 of mothers and %73.5 of fathers) didn't attend the general parent conference and %44.7 of the parents (%24.3 of mothers and %67.2 of fathers) reported that they didn't attend the classroom parent conference carried out in the beginning of the first semester. Again we see that nonparticipation of fathers was more than mothers. It was not the case for the interviews however. Most of the parents reported that they attended parent conferences and by making a few suggestions they considered those satisfying.

As a strong communication channel mentioned above, weekly bulletins of the center were evaluated by the majority of the parents (%65.7) (%74.3 of mothers and %56.5 of fathers) as adequate which is also the case for the findings of the interview.

However this is not the case for the announcement boards of the center. Only %32.2 (%40.5 of mothers and %23.2 of fathers) thought that those were adequate (half of the parents in the interview). Moreover %18.2 (%9.5 of mothers and %27.5 of fathers) of the parents reported that they didn't take a look at the boards (%25 of the parents in the interview).

In terms of communication with teachers, administration and other parents, the majority of the parents (%60) (%75 of mothers and %44.1 of fathers) thought that they had adequate communication with their children's teachers. %31.4 of the parents (%45.8 of mothers and %16.2 of fathers) thought that the communication with the administration of the center was adequate. However %19.3 of the parents (%6.9 of mothers and %32.4 of fathers) thought that that communication was inadequate. %23.9 (%11.1 of mothers and %37.9 of fathers) of the parents thought that the communication with other parents was inadequate and %23.2 (%33.3 of mothers and %12.1 of fathers) of the parents thought that that communication was adequate.

We again see that the fathers had less communication with teachers, the administration, and other parents in the center.

Epstein's 'Volunteering' type of involvement was studied by investigating the parents' attendance in classroom visits, and their preferences for the volunteer activities in the center.

Half-day visits once a year was maybe the only volunteering activity of the center. However the participation was really low: The majority of the parents (%63.1) (%37.5 of mothers and %89.9 of fathers) didn't attend the half-day classroom visits. When considering the positive outcomes of the visits as reported by the parents from interviews and survey study, this practice should be strongly encouraged and advertised for the parents.

For the results of the interviews, most of the interviewed parents said they attended the half day classroom visits and they stated that they benefit alot such as observing their children in a social setting, observing the teacher's strategies to solve problems, etc.

Comer & Haynes (1997) interpret the apparent impassable borders between the parents and school as the following:

In many communities, parents are discouraged from spending time in classrooms and educators are expected to consult with family members only when a child is in trouble. The result, in too many cases, is misunderstanding, mistrust, and a lack of respect so that when a child falls behind, teachers blame the parents and parents blame the teachers.

When we think beyond the half-day visits in terms of volunteering at the center, %50 of the parents stated that they would be volunteers to support the campaigns organized for the children in need. %48.5 of the parents suggested 'preparing educational materials for the center' among what they can do as volunteer. Giving information to the children about their professions and hobbies (%35.3), and cooking for the children in the center (%34.6) (%51.4 of mothers and %15.6 of fathers) were among other volunteer activities.

For the preferred volunteer activities, mothers and fathers didn't differentiate except in 'cooking for children'.

'Learning-at-home' type was investigated by asking parents about the contribution of the center in their children's learning at home and their needs in getting support in that subject.

%54 of the parents considered 'teachers' suggestions' as contributing to the home learning process of their children. Weekly bulletins (%41.6) (%51.4 of mothers and %30.8 of fathers) were also among the most selected means which contributed to home-learning. Parents interviewed reported that the teachers, weekly bulletins and the parent library were supporting them in terms of their children's learning at home.

%51.8 of the parents demanded support in 'songs, rhymes, stories, etc.. %51.1 of the parents preferred support about music and movement activities. Preparing materials (%48.2), art activities (%43.9) were also among the most preferred topics in which parents need support. In the survey study, the preferences of mothers and fathers for the support topics were almost similar except for a few options. During interviews, the difference was the support request by the parents to solve the attention problems of their children.

'Decision making' type of involvement was investigated by revealing the views of parents about the ways the parents may participate in the administration of the center and their attendance in the parent representative election.

%41.6 of the parents thought that parents might participate in the administration of the center in commissions organized for specific topics (meals, field trips, budget, etc.). %32.8 of the parents thought that parents might form representative groups organized according to the age groups of the children in the center. %16.1 of the parents considered parents' participation in the administration of the center as unnecessary. In the interviews, most of the parents stated that only one representative was inadequate and that there should be at least four or five people to

represent parents.

When the attendance of the parents at the parent representative election were asked, again, a great deal of nonparticipation appeared: A great majority of the parents (%86.4) didn't vote in the parent representative election. Only %13.6 of the parents (%19.4 of mothers and %7.4 of fathers) reported they voted in the election. It was also the case for the interview results. 11 of the 15 parents reported they didn't participated in the election.

Studying the 'Collaborating with the Community' type of involvement in this research was limited to getting information about the exterior resources through the center and the use of the University and the neighbourhood by the center since there were limited practices in the center in terms of that type of involvement.

In the survey study, the responses of parents were not very different from each other in terms of their perception for the necessity of the information the center provides for them about exterior resources. More than half of the parents stated that they considered that the center informing them about the psychological counseling services, health services, educational services for children, culture and art activities and scholarship opportunities as 'very necessary'.

Different from the questionnaire, during interviews parents were asked if they thought that the center used the resources of the university and the neighbourhood efficiently. Eight of the fifteen parents suggested that the center use the resources of the university more and nine of the fifteen parents suggested that the center use the resources of neighbourhood more.

To sum up, the whole study showed that one way or another all the parents attached importance to parent involvement, as found in the studies of Mcghee

(2007), Crawford (2007) and DeBruhl (2006), Epstein (1990) (cited in Swap, 1993), Kaya (2002).

Barriers

According to the survey study, %74.3 of the parents (%66.2 of mothers and %83.3 of fathers) reported that they couldn't attend the parent education activities organized by the center because of 'work' which is consistent with the interview results. %20.7 of the parents reported that they weren't aware of the activities.

It seems that to be able to attend the parent education activities, fathers had more barriers related to work than the mothers. Moreover the number of parents who reported they weren't aware of those activities seems quite a lot and pointed to a problem of reaching parents in terms of announcing the activities.

The 'work' barrier is valid for the parent conferences as well. From the survey study, 22 parents (6 mothers and 16 fathers) who didn't attend the conferences declared it 'because of work'. We see that fathers had more problems with the 'work' barrier than the mothers as it is the case for the announcement boards as well: 14 parents from the survey study (11 fathers and 3 mothers) who reported that they didn't look at the announcement boards defined the reason as 'because of the hurry to go to work'. 'Work' is also a barrier in meeting with the teacher, mostly reported by fathers, again. However most of the fathers didn't feel uneasiness for that their spouses (mothers) had the necessary interactions with the teachers as reported by them.

For the communication with parents, the administration and other parents, the biggest barrier for the parents who were not working in Boğaziçi University was being away from the center and having little opportunity to come to the center during the work day. A barrier which some parents expressed as obstructing communication with the teachers was the hustle and bustle of the mornings and evenings.

‘Work’ is also a barrier for parents to be involved in volunteer activities like classroom visits as guests. In the survey study, 21 parents (16 fathers and five mothers) reported that they couldn’t attend the visits because of work. For some parents, being uninformed was a barrier in participating as 14 parents (seven mothers and seven fathers) reported that they were unaware of the visits.

19 parents (11 mothers and eight fathers) who didn’t attend the parent representative election reported that they couldn’t attend because of work. Ten parents (six mothers and four fathers) stated that they were not aware of the election.

To sum up, the whole study showed that the biggest barriers for nonparticipation in parent involvement activities were time conflict with ‘work’ - Henderson, Marburger & Ooms (1986) defined it as the pressure of time-, and ‘being uninformed’ about the activity.

Conclusion and Implications for Program Planning

The role of the family in educating the child and in serving as the child’s first teacher is crucial, and schools must work to encourage the families to make them fulfill that role with their best efforts. School, families and communities have a common goal: to guide their children to adulthood. Parent involvement in education was thus seen

as crucial, not as a method of enabling parents to learn from the teacher, but as a way of establishing links between the school and the community, and enabling parents to make a contribution to the school. The early childhood field has been a pioneer in building partnerships with parents.

Children learn best when the significant adults in their lives -parents, teachers, and other family and community members- work together to support them. This basic fact should be a guiding principle when answers are sought to the questions of how schools should be organized and how children should be taught (Comer & Haynes, 1997).

In conclusion to this study, suggestions of the parents regarding parent involvement practices which were revealed from the interviews were used to construct the following section. With the contribution of the suggestions of the parents, implications for planning a parent involvement program are presented below.

Implications for Program Planning

Since the main barrier of the parents in attending parent involvement activities was the time conflict with work, the timing of those kinds of activities is very significant. Beyond the times which address the majority, activities may be organized for the exceptional times like evening, weekends, etc. In addition, because different group of parents may have different interests and needs, those should be considered when planning the content of the activities. A needs assesment study which may be carried out beforehand may function for this purpose. Moreover the quality and variety of

the announcements of those kinds of activities is important to attract the attention of the parents. Various ways may be tried at the same time such as announcement boards, bulletins, handouts, e-mail and telephone calls. Since the participation of fathers is quite low, extra effort should be made to involve fathers in the school.

In terms of sharing the information about the educational program of the children with the parents, again various ways should be used like parent conferences, classroom visits, brochures, bulletins, etc. which focus on the daily routines of the children at the school since a daily program is the best resource which reflects the educational program and philosophy of the school. In order to make the parents more aware of their children's developmental progress, written reports of child observations may be given to the parents and the teachers also may request a written report about their children's daily routine at home to provide a continuity between the school and home.

To improve the communication channels in the school, the teachers and the administration should give a message to the parents that they are welcomed when they need to meet with teachers and the director. If needed there may be a 'teacher office hour' practice for the parents who have hesitations about distracting the teachers with the meetings through or without appointments. Moreover, social gatherings to bring parents together may be organized to improve the communication between the parents.

So as to provide the volunteer efforts of parents, parents may be encouraged to share their knowledge on certain issues, hobbies, talents, etc. with teachers and children which will in turn enrich the educational program of the school. In addition, the school should share its needs with parents so as to get help and support from them since most of the parents are willing to volunteer for the school they need

direction and motivation from the school to act. Moreover, the school may be a mediator in organizing parent-to-parent support activities like looking after one's child when there is an emergency, making campaigns for children in need, etc. which is in fact very crucial because at the present time the majority of the parents are nuclear families.

To support the parents in involvement in their children's learning better and efficiently at home, a collaborative effort should be made at school: The teachers may support parents with their suggestions and homework. Educational resources like books, CD's, materials may be provided to the parents through parent libraries. Besides, workshops for parents may be organized to provide them with the necessary and appealing information and experiences which they can transmit home for the time they share with their children.

For the parents' participation in the decision making processes of the school, parents' preferences about how to participate should be considered when forming a parent representation system. Then, there should be an effort to provide all the parents' awareness and interest for that system. More importantly, the school should give a message of 'equality' so that all the parents regardless of their socio economic statuses feel comfortable when communicating with the school administration.

In addition to their various functions, schools should function as information sharing channels. With various means like announcement boards, e-mail groups, bulletins, etc., the schools may inform parents about the exterior resources like health services, cultural and educational events, etc.. The school may also encourage the parents to share the information about exterior resources with the school. Then the school may transmit that information to the other parents.

Limitations of the Study

Although the parents who participated in the interviews and in the survey study seemed to report their views honestly, the researcher had some hesitations about this aspect because she was a teacher at the center and all the parents who participated in this study knew her. Though not much, there might be some hidden or manipulated data reported by the parents. This should be kept in mind when evaluating the results of the study.

The second limitation of the study was the lack of chi square analysis to see the relationship between the views of fathers and mothers regarding parent involvement because of the impropriety of the collected data for that kind of an analysis.

Another limitation of the study was that the interviews were carried out only with parents who were working at the University and who had higher education because of the availability. Therefore, detailed views of the parents who were working outside and who were less educated weren't possible in this study.

Suggestions for Further Research

This study tried to draw a general picture of the views, barriers and suggestions of parents regarding parent involvement issues by using Boğaziçi University Preschool Center as a case. Epstein's six type parent involvement model was investigated by using only the practices of the center. So, in further studies, Epstein's model may be studied in different schools which have different characteristics to be able to compare and contrast different practices.

By controlling the sample size and diversity and the data collecting instruments, relationships between SES and parent involvement and between gender and parent involvement may be studied.

Among those most active in parent involvement, a study may be designed for teachers to get their attitudes and views regarding the subject.

Lastly, starting from the implications of this study, a program planning study may be carried out with its application and evaluation processes including the parents, teachers and children.

APPENDIX A

Interview Guide in English & Turkish

INTERVIEW QUESTIONS

DEMOGRAPHIC INFORMATION

1. Your age?
2. Level of education? (What is the highest level of education you have completed?)
3. Your occupation?
4. Your affiliation and position?
5. How many children do you have?
6. Your child(ren)'s age and gender?
7. What is the age and gender of your child(ren) who are currently registered at the preschool?
8. For how many years have you been working with this preschool?

'PARENTING' QUESTIONS

9. Do you think that the preschool assists you as a mother/father in terms of parenting knowledge and skills?
 - *In which topics?*
10. Have you ever attended any of the educational seminars the preschool organizes?
 - *(If not) Why not?*
 - *How did it affect you?*
11. What other kinds of support would you like to receive from the preschool?
 - *What topics would you like to see covered in the further parent education programs the preschool may arrange in the future?*
 - *What type of educational activities would you prefer? Conferences, discussions, bulletins, booklets etc.*
12. What would you suggest to boost attendance in the parent education activities?
 - *In your opinion, what are the roadblocks the families face?*
 - *What type of arrangements can help us overcome these obstacles?*

‘COMMUNICATION’ QUESTIONS

13. Do you have any knowledge about the educational program the preschool applies for your child(ren)’s care?
- If your answer is yes, how did you acquire this knowledge?
14. Do you think you have adequate knowledge about the educational program at the center?
- What else would you like to learn about the program? In what way?
15. Have you attended the general and age class parent meetings at the beginning of the year?
- (If not) Why not?
- What were the topics covered in these meetings? Do you think these were sufficient? - What else could have been covered?
16. Do you read the weekly bulletins?
- (If not) Why not?
- Do you think you benefit from these?
- In your opinion, are the bulletins satisfactory? What other information should be included the bulletins?
17. Do you look at the announcement boards which are at the entrance and in the front of the classrooms regularly? *- (If not) Why not?*
- Do you think these are satisfactory?
- What kinds of information and news would you like to see on these boards?
18. What is your means of learning about your child(ren)’s condition at the preschool?
- How frequent do you talk with your child(ren)’s teacher? In what way?
- What are the main subjects you discuss? Do you think it is adequate?
- What kind of information would you like to receive about your child(ren)? In what way?
19. How do you notify the preschool about your child(ren)’s condition at home?
- Do you experience any obstacles in this respect?
20. Do you think that you are able to communicate with the teacher/ administration/ sitter/ other parents sufficiently?
- Are there any obstacles? -What can be done to overcome these?
21. What would you suggest to reinforce the preschool-family communication?
- What are your expectations from the preschool? (Administration/teacher)
- What can you do?

'VOLUNTEERING' QUESTIONS

22. Have you ever volunteered at the preschool? If your answer is yes, please elaborate.

- *Have you ever attended the half-day classroom visits that take place in the second semester? If so, how did it affect you?*
- *Have you ever contributed to the special day celebrations (birthdays, 23rd of April, end of semester etc) in any way?*
- *Have you ever shared your occupational and/or recreational skills and knowledge with the children?*
- *Have you ever contributed to the materials being used by the preschool?*

23. Are there any obstacles you experience/have experienced about volunteering? What can be done to overcome these obstacles?

24. What types of activities involving volunteering opportunities for parents should be organized at the preschool?

- *How/in what way can you support the teachers?*
- *How/in what way can you support the children?*
- *How/in what way can you support the administration?*
- *How/in what way can you support the other parents?*

'LEARNING AT HOME' QUESTIONS

25. Do you think the preschool aids your kids not only at the center, but also helps her/him to learn at home as well? In what way?

- *Have you ever utilized the parent library? What kinds of books have you borrowed?*
- *Do you think the library is adequate? What can be done to improve it?*
- *Does the teacher advise you about things you can do together with your child(ren) at home?*

26. Do you encounter any obstacles about teaching your child(ren) something at home?

- *What kind of support would you like to receive from the preschool? On which topics?*
- *In what way would you like yo receive such support?*

'DECISION MAKING' QUESTIONS

27. In your opinion, do you think the parents are able to participate in the administration?

How?

28. Have you attended the parent representative elections? (If not) Why not?

- *Were you a candidate? Did you think about running for the representative?*

- *Do you know the responsibilities of the parent representative? Do you think these are appropriate?*

- *What would you expect from the parent representative? What should be included in the job description?*

29. Other than the position of the parent representative, what do you think about parents participating in the preschool administration? What would you suggest?

- *Do you think the parent should be part of the administration? (If not) Why not?*

- *In what subjects must this participation be valid?*

- *What should be the means and channels for the parents to participate in the administration?*

'COLLABORATING WITH THE COMMUNITY' QUESTIONS

30. Are you being informed by the preschool about the outside sources that you can utilize for your child(ren)?

- *In what subjects are you being informed? In what way?*

- *Do you find this adequate?*

- *What other subjects would you like to receive information about? In what way?*

31. Do you think the preschool is employing the resources made available by the university and the environment it is located in properly (human resources, location, material etc.) ?

- *How can we benefit more from the university?*

- *In what subjects? In what way?*

- *How can we benefit more from the resources in the vicinity (social, cultural, economic etc)?*

32. What can the families do about this?

33. Do you have any other ideas/suggestions about parent participation/involvement in preschool?

GÖRÜŞME SORULARI

DEMOGRAFİK BİLGİLER

1. Yaşınız?
2. Eğitim Durumunuz (en son bitirdiğiniz okul)?
3. Mesleğiniz?
4. Çalıştığınız birim ve pozisyon?
5. Kaç çocuğunuz var?:
6. Çocuk(larınızın) yaşı ve cinsiyeti nedir?
7. Yuvaya şu anda kayıtlı çocuk(larınızın) yaşı ve cinsiyeti nedir?
8. Kaç yıldır yuvadan hizmet alıyorsunuz?:

“ÇOCUK YETİŞTİRME” İLE İLGİLİ SORULAR

9. Yuvanın anne/baba olarak size, anne/babalık bilgi ve becerileri konusunda katkısı olduğunu düşünüyor musunuz?
 - *Hangi konularda?*
 - *Bu katkı hangi yollarla sağlandı?*
10. Yuvanın düzenlediği eğitim seminerlerinden katıldığınız oldu mu?
 - *(Katılmadıysa) Neden katılmadınız?*
 - *Nasıl bir katkı sağladı?*
11. Yuvadan bu konuda daha başka nasıl bir katkı beklersiniz?
 - *Yuvanın düzenleyebileceği anne-baba eğitimi çalışmalarının hangi konularda olmasını tercih edersiniz?*
 - *Ne tür eğitim etkinliklerini tercih edersiniz? Konferans, tartışma, broşür, kitapçık, vb.*
12. Anne-baba eğitimi etkinliklerine katılımın daha çok olması için ne gibi önerileriniz olabilir?
 - *Sizce ailelerin yaşadıkları engeller neler olabilir?*
 - *Bu engeller ne tür düzenlemelerle aşılabılır?*

“İLETİŞİM” İLE İLGİLİ SORULAR

13. Yuvada çocuğunuzun eğitiminde uygulanan eğitim programıyla ilgili bilgi sahibi misiniz?
- *Ne şekilde bilgi sahibi oldunuz?*
14. Eğitim programıyla ilgili yeterli bilgi sahibi olduğunuzu düşünüyor musunuz?
- *Programla ilgili başka neleri öğrenmek istersiniz? Ne şekilde?*
15. Sene başında yapılan genel ve sınıf veli toplantılarına katıldınız mı?
- *(Katılmadıysa) Katılmama nedenleriniz neydi?*
- *Toplantılarda değinilen konular neydi? Sizce yeterli miydi?*
- *Başka nelerden bahsedilebilirdi?*
16. Haftalık bültenleri okuyor musunuz?
- *(Okumuyorsa) Okumama nedenleriniz nedir?*
- *Size nasıl katkısı oluyor?*
- *Bültenlersizce yeterli mi? Bültenlerin başka ne tür bilgiler içermesini istersiniz?*
17. Girişteki panoyu ve sınıfınızın panosunu düzenli olarak inceliyor musunuz?
- *(İncelemiyorsa) Neden incelemiyorsunuz?*
- *Yeterli buluyor musunuz?*
- *Panolarda ne tür bilgi ve haberler görmek istersiniz?*
18. Çocuğunuzun okuldaki durumuyla ilgili ne şekilde bilgi alıyorsunuz?
- *Çocuğunuzun öğretmeniyle hangi sıklıkta görüşüyorsunuz? Ne şekilde?*
- *Genellikle hangi konularda görüşüyorsunuz? Sizce yeterli mi?*
- *Çocuğunuzla ilgili ne gibi bilgilere ulaşmak istersiniz? Ne şekilde?*
19. Çocuğunuzun evdeki durumuyla ilgili okulu ne şekilde bilgilendiriyorsunuz?
- *Bu konuda yaşadığınız engeller var mı?*
20. Öğretmeniyle/ıdareyle/bakıcı hanımla/diğer velilerle yeterince iletişim kurulabildiğini düşünüyor musunuz?
- *Yaşanan engeller var mı?*
- *Bu engeller nasıl aşılabılır?*
21. Okul-aile iletişimini güçlendirmek için neler önerebilirsiniz?
- *Okuldan beklentileriniz? (İdare/Öğretmen)*
- *Sizin yapabilecekleriniz?*

“GÖNÜLLÜLÜK” İLE İLGİLİ SORULAR

22. Yuvada katıldığınız/yaptığınız gönüllü işler oldu mu? Olduysa neler?
- İkinci dönem yapılan yarım gün sınıf ziyaretlerine katıldınız mı?
Size nasıl bir katkı sağladı?
 - Özel gün kutlamalarında (doğumgünü, 23 Nisan, sene sonu, vb.) herhangi bir katkıda bulundunuz mu?
 - Mesleki ve/veya genel bilgi ve becerilerinizle ilgili çocuklarla bir paylaşımınız oldu mu?
 - Yuvada kullanılan malzemelerle ilgili bir katkınız oldu mu?
23. Gönüllülük ile ilgili yaşanan/yaşadığınız engeller var mı? Nasıl aşılabilir?
24. Yuvada anne-babaların katılabileceği ne tür gönüllü etkinlikler düzenlenmeli?
- Öğretmenlere hangi konularda/ne şekilde destek olabilirsiniz?
 - Çocuklara hangi konularda/ne şekilde destek olabilirsiniz?
 - Yönetime hangi konularda/ne şekilde destek olabilirsiniz?
 - Diğer velilere hangi konularda/ne şekilde destek olabilirsiniz?

“EVDE ÖĞRENME” İLE İLGİLİ SORULAR

25. Çocuğunuzun yuvanın yanı sıra evde de birşeyler öğrenmesine yuvanın katkısı oluyor mu? Ne şekilde?
- Veli kütüphanesinden yararlandınız mı? Ne tür kitaplar aldınız?
 - Sizce kütüphane yeterli mi? Nasıl geliştirilebilir?
 - Öğretmen evde çocuğunuzla yapabileceklerinize dair yönlendirmede bulunuyor mu?
26. Evde çocuğunuza bir şeyler öğretme konusunda yaşadığınız engeller var mı?
- Yuvadan nasıl bir destek almak istersiniz? Hangi konularda?
 - Bu desteğin hangi yollarla sağlanmasını tercih edersiniz?

“KARAR VERME” İLE İLGİLİ SORULAR

27. Sizce şu anda aileler yuva yönetimine dahil olabiliyorlar mı? Nasıl?
28. Veli temsilciliği seçimine katıldınız mı? (Katılmadıysa) Neden katılmadınız?
- *Aday oldunuz mu? Olmayı düşündünüz mü?*
 - *Veli temsilcisinin görevlerini biliyor musunuz? Sizce yeterli mi?*
 - *Veli temsilcisinden beklentileriniz nelerdir, ne gibi görevleri olmalı?*
29. Veli temsilciliği dışında ailelerin yuvanın yönetimine katılmasıyla ilgili neler düşünüyorsunuz/önerebilirsiniz?
- *Sizce aileler yönetime katılmalı mı? (Hayırsa) Neden katılmamalı?*
 - *Aileler hangi konularda yuva yönetimine katılmalı?*
 - *Aileler ne şekilde/hangi yollarla yuva yönetimine katılmalı?*

“TOPLUMLA İŞBİRLİĞİ” İLE İLGİLİ SORULAR

30. Çocuğunuzla ilgili yuva dışında kullanabileceğiniz kaynaklar konusunda yuva tarafından bilgi sahibi ediliyor musunuz?
- *Hangi konularda bilgilendiriliyorsunuz? Ne şekilde?*
 - *Bu bilgilendirme sizce yeterli mi?*
 - *Hangi konularda bilgi sahibi edilmek istersiniz? Ne şekilde?*
31. Sizce yuva, içinde bulunduğu üniversitenin ve çevresinin kaynaklarını yeterince kullanıyor mu? (İnsan kaynağı, mekan, materyal, vs.)
- *Üniversiteden nasıl daha fazla katkı sağlanabilir?*
 - *Hangi konularda? Hangi yollarla?*
 - *Çevredeki (sosyal, kültürel, ekonomik, vs.) kaynaklardan nasıl faydalanılabilir?*
32. Bu konuda ailelerin yapabilecekleri nelerdir?

33. Ailenin okula katılımıyla ilgili söylemek istediğiniz başka görüş ve önerileriniz var mı?

APPENDIX B

Survey Questionnaire Form in English & Turkish

**B.Ü Preschool Education Center
Parent Involvement Questionnaire Form**

This study, as the requirement of my master's thesis, aims to collect data from the parents whose children are registered in the Boğaziçi University Preschool Education Center about their views and suggestion on the parent involvement practices in the center. The data which I'll collect from you as mothers and fathers will contribute to develop a parent involvement program according to your demands and needs. Your responses won't be shared with anybody. It's very important for my research that your responses are your actual opinions. After the research has ended, the findings will be shared with you. Thank you for your support.

Işık SABIRLI ÖZİŞIKLI
Boğaziçi University
Adult Education Master's Program

*** Please sign the option which is proper for you like (x).

1) Mother () Father () 2) Your Age: _____

3) Your Educational State (the level that you last completed): _____

4) Your Occupation: _____

5) Do you work at Boğaziçi University?

Yes () Faculty () Staff ()

No ()

6) How many children do you have? _____

7) Your child(ren)'s Birth Date: _____ Sex: _____

 Birth Date: _____ Sex: _____

 Birth Date: _____ Sex: _____

8) Your child(ren)'s who is/are registered to the center Birth Date: _____ Sex: _____

 Birth Date: _____ Sex: _____

9) Do you think that the center contributes **to you**, as a mother/father in terms of parenting knowledge and skills, with the following ways below?

	Yes	Partially	No	No idea (eg. I never attended)
Parent Education Seminars	()	()	()	()
Talks with the teacher	()	()	()	()
Talks with the director of the center	()	()	()	()
Talks with the educational counselor	()	()	()	()
Weekly bulletins	()	()	()	()
Writings on the boards	()	()	()	()
Parent library	()	()	()	()
Parent conferences	()	()	()	()

10) How do you describe **your knowledge level** in the topics below? (Please think about the knowledge that you have in the topics, not your child's state on the topics.)

	Adequate	Partially adequate	Inadequate
Child's health and nutrition	()	()	()
Child and parent relationship	()	()	()
Child and discipline	()	()	()
Child and social development	()	()	()
Child and cognitive development	()	()	()
Child and physical development	()	()	()
Child and emotional development	()	()	()
School readiness	()	()	()
Home activities with children	()	()	()

11) Please write down three of the above topics (10. question) about which you want to get more information through an educational activity **according to the importance order**. (If there is a topic which is important to you but is on the list above, you can write it providing that it's in the ordering below.)

- 1- _____
- 2- _____
- 3- _____

12) Which type of educational activities do you prefer **most**?

- Seminar
- Written material (bulletin, brochure, boards etc.)
- Conversation meetings
- Workshop
- Other → Please define: _____

13) What are the barriers that you are facing most in attending the parent education activities organized by the center? (*you may sign more than one options if you need*)

- I am not faced with any barriers
- Because of work (time)
- The subject of the activities are not interesting
- Being too shy to attend those kind of activities
- Thinking that my knowledge relating to the subject of the activity is adequate
- I'm unaware of the activities
- Other → Please define: _____

14) Through which ways did you get information **most** about the **educational program** being applied in the center for your child's education? (*you may sign more than one options if you need*)

- I'm not informed
- Weekly bulletins
- From the teacher
- From what the child tells us
- Parent conferences
- Announcement boards
- From the classroom observations
- Other → Please define: _____

15) Did you find the general parent conference carried out in the beginning of the school year (which aimed at all the parents of the center) adequate in terms of your interests and needs?

- Yes
- Partially
- No
- I didn't attend → Please define your reason of nonparticipation _____

16) Did you find the classroom parent conference carried out in the beginning of the school year adequate in terms of your interests and needs?

- Yes
- Partially
- No
- I didn't attend → Please define your reason of nonparticipation _____

17) Do you find the weekly bulletins adequate in terms of your interests and needs?

- Yes Partially No
 I don't read the bulletins → Please define your reason of not reading: _____

18) Do you find the content of the announcement boards which are in the entrance and in front of the classrooms adequate in terms of your interests and needs?

- Yes Partially No
 I don't look at the boards → Please define your reason of not looking: _____

19) On which topics related to **your child's state in school** do you talk with his/her teacher **most?** (*you may sign more than one options if you need*)

- I don't meet with the teacher → Please define the reasons: _____
- His/her eating habits His/her Sleeping habits
 His/her behaviour at the school His/her social relations
 His/her participation in activities His/her talents
 Domains which should be improved Other → Please define: _____

20) Do you think that you have adequate information about your child's state at school?

- Yes Partially No

21) About which topics related to your child do you inform the teacher **most?** (*you may sign more than one options if you need*)

- I don't present such briefings to the teacher → Please define the reasons: _____
- School absence
 Illness and drug use
 Changes at home (guest, moving, etc.)
 Changes in the family (sibling, divorce, death, etc.)
 The routine in the house (meal, nap time, etc.)
 Child's behavior at home
 Other → Please define: _____

22) Do you think that the communication between you and your child's teacher is adequate?
 Yes Partially No
(If applies) What kind of problems do you experience? _____

23) Do you think that the communication between you and the preschool administration is adequate?
 Yes Partially No
(If applies) What kind of problems do you experience? _____

24) Do you think that the communication between you and the other parents is adequate?
 Yes Partially No
(If applies) What kind of problems do you experience? _____

25) Have you ever attended the half-day classroom visit at the preschool before?
 Yes → Please, list your impressions, benefits etc: _____
 No → Please, indicate your reasons for not attending: _____

26) On which of the following topics would you be **most willing** to offer your support voluntarily?
(you may sign more than one options if you need)

- I do **not** think that parents should volunteer for such activities.
- Supplying various educational material, and preparation
- Preparing various foods for the children
- Informing children about the parents' occupations and hobbies
- Supporting the teachers during field trips
- Campaigning for children in need.
- Other → Please list: _____

27) In what ways do you think that the preschool contributes **most** to the time spent with your child at home doing educational activities? (You may choose more than one option in the following.)

- I do not think such a contribution exists
- The teacher's suggestions and directions
- Homework
- Weekly bulletins
- Announcement boards
- Parent library
- Other → Please, list: _____

28) In what subject(s) do you think that the preschool should offer information about the time you spend with your child at home doing educational activities? *(You may choose more than one option in the following.)*

- I do not need such support.
- Art activities
- Natural sciences-mathematics activities
- Music-movement games
- Scrap-material usage
- Songs, tongue twisters, stories etc.
- Preparing materials (playdough, finger paint, simple toys etc.)
- Other → Please, list: _____

29) How should the parents participate in the preschool administration, in your opinion?

- I do not think it is necessary for parents to participate in the preschool administration (please, jump to Question 31).
- Parent representative
- A representatives group, with members from each age class.
- Commissions devoted to specific subjects (food, finding resources, day-trips etc).
- Other → Please, list: _____

30) In what aspects should the parents participate in the preschool administration, in your opinion?

Please explain:

31) Have you ever attended the parent representative election at the preschool?

Yes No → Please, explain why not: _____

32) Do you know the duties of the parent representative?

Yes Partially No

33) How would you evaluate the preschool informing you about the following outside services?

	Very important	Important	Not
Necessary			
Psychological counselling services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational services (tutoring, activities etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Culture-arts activities (movies, theater, concerts etc).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publications, such as books, magazines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scholarship opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent education activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34) Please write what you want to add and suggest in subjects about parent involvement.

Thank you very much for your time and the views that you shared...

B.Ü Okul Öncesi Eğitimi Uygulama Birimi Aile Katılımı Anket Formu

Yüksek Lisans tezim kapsamındaki bu çalışma, çocukları Boğaziçi Üniversitesi Okulöncesi Eğitimi Uygulama Birimi'ne kayıtlı anne-babaların, yuvada uygulanmakta olan aile katılımı uygulamalarıyla ilgili görüşleri ve önerileri üzerine bilgi toplamayı amaçlamaktadır. Anne-babalar olarak sizlerden toplayacağım bu bilgiler, istek ve ihtiyaçlarınız doğrultusunda bir aile katılımı programının geliştirilmesine katkı sağlayacaktır. Cevaplarınız hiç kimseyle paylaşılmayacaktır. Cevaplarınızın kendi samimi fikirleriniz olması araştırmam için çok önemlidir. Araştırma tamamlandığında, sonuçlar sizlerle de paylaşılacaktır. Desteğiniz için şimdiden teşekkürler.

Işık SABIRLI ÖZİŞIKLI
Boğaziçi Üniversitesi
Yetişkin Eğitimi Yüksek Lisans Programı

*** Lütfen () ifadeli yerlerde size uygun olan seçeneği (x) şeklinde işaretleyiniz.

1) Anne () Baba ()

2) Yaşınız: _____

3) Eğitim Durumunuz (en son bitirdiğiniz derece): _____

4) Mesleğiniz: _____

5) Boğaziçi Üniversitesi'nde mi çalışıyorsunuz?

Evet () Akademik () İdari ()

Hayır ()

6) Kaç çocuğunuz var?: _____

7) Çocuk(larınızın): Doğum Yılı: _____ Cinsiyet: _____

Doğum Yılı: _____ Cinsiyet: _____

Doğum Yılı: _____ Cinsiyet: _____

8) Yuvaya şu anda kayıtlı çocuk(larınızın): Doğum Yılı: _____ Cinsiyet: _____

Doğum Yılı: _____ Cinsiyet: _____

9) Yuvanın anne/baba olarak **size, anne/babalık bilgi ve becerileri konusunda** aşağıdaki yollarla katkıda bulunduğunu düşünüyor musunuz?

	Evet	Kısmen	Hayır	Fikrim yok (örn. hiç katılmadım)
Anne-baba eğitimi seminerleri	()	()	()	()
Öğretmenle görüşmeler	()	()	()	()
Yuva müdürüyle görüşmeler	()	()	()	()
Yuva eğitim danışmanı ile görüşmeler	()	()	()	()
Haftalık bültenler	()	()	()	()
Panolardaki yazılar	()	()	()	()
Veli kütüphanesi	()	()	()	()
Veli toplantıları	()	()	()	()

10) Aşağıdaki konu başlıklarında **kendi bilgi düzeyinizi** nasıl tanımlarsınız? (Lütfen cevaplar kendi çocuğunuzun durumunu değil, konulara dair sahip olduğunuz bilgiyi düşününüz.)

	Yeterli	Biraz yeterli	Yetersiz
Çocuk sağlığı ve beslenme	()	()	()
Çocuk ve anne/baba ilişkisi	()	()	()
Çocuk ve disiplin	()	()	()
Çocuk ve sosyal gelişim	()	()	()
Çocuk ve zihinsel gelişim	()	()	()
Çocuk ve fiziksel gelişim	()	()	()
Çocuk ve duygusal gelişim	()	()	()
İlkokula hazırlık	()	()	()
Çocukla evde yapılabilecek etkinlikler	()	()	()

11) Yukarıdaki (10. soru) konu başlıklarından, bir eğitim etkinliği aracılığıyla daha çok bilgi sahibi olmak istediğiniz üç tanesini **önem sırasına göre** lütfen yazınız. (Sizin için önemli olan fakat yukarıdaki listede yer almayan bir konu varsa, **bu sıralama içinde olacak şekilde** yazabilirsiniz)

1- _____

2- _____

3- _____

12) **En çok** hangi tür eğitim etkinliklerini tercih edersiniz?

- Seminer
 Yazılı materyal (Bülten, broşür, panolar vs.)
 Sohbet toplantıları
 Atölye çalışması (workshop)
 Diğer → Lütfen belirtiniz: _____

13) Yuvada düzenlenen anne-baba eğitimi etkinliklerine katılmada **en çok** karşılaştığınız engeller ve katılmama sebepleri nelerdir? (*dilerseniz birden çok seçenek işaretleyebilirsiniz*)

- Herhangi bir engel yaşamıyorum
 İş nedeniyle (Zaman)
 Etkinliğin konusunun ilgi çekici olmaması
 Bu tür etkinliklere katılmakta çekingenlik
 Etkinlik konusuna dair bilgimin yeterli olduğunu düşünmek
 Haberimin olmaması
 Diğer → Lütfen belirtiniz: _____

14) Yuvada çocuğunuzun eğitiminde uygulanan **eğitim programıyla** ilgili **en çok** hangi yollarla bilgi sahibi oldunuz? (*dilerseniz birden çok seçenek işaretleyebilirsiniz*)

- Bu konuda bilgi sahibi değilim
 Haftalık bültenler
 Öğretmenden
 Çocuğun anlattıklarından
 Veli toplantıları
 Panolar
 Sınıf gözlemlerinden
 Diğer → Lütfen belirtiniz: _____

15) Sene başında yapılan genel (yuvadaki tüm velileri kapsayan) veli toplantısını kendi ilgi ve ihtiyaçlarınız bakımından yeterli buldunuz mu?

- Evet
 Kısmen
 Hayır
 Toplantıya katılmadım → Lütfen katılmama sebebinizi belirtiniz: _____

16) Sene başında yapılan sınıf veli toplantısını kendi ilgi ve ihtiyaçlarınız bakımından yeterli buldunuz mu?

- Evet
 Kısmen
 Hayır
 Toplantıya katılmadım → Lütfen katılmama sebebinizi belirtiniz: _____

17) Haftalık bültenleri kendi ilgi ve ihtiyaçlarınız bakımından yeterli buluyor musunuz?

- Evet Kısmen Hayır
 Bültenleri okumuyorum → Lütfen okumama sebeplerinizi belirtiniz: _____

18) Yuvada girişte ve sınıfların önünde yer alan panoların içeriğini kendi ilgi ve ihtiyaçlarınız bakımından yeterli buluyor musunuz?

- Evet Kısmen Hayır
 Panoları incelemiyorum → Lütfen nedenleri belirtiniz: _____

19) Çocuğunuzun **okuldaki durumuyla ilgili** öğretmenle **en çok** hangi konularda görüşüyorsunuz?
(*dilerseniz birden fazla seçenek işaretleyebilirsiniz*)

- Öğretmenle görüşme yapmıyorum → Lütfen nedenleri belirtiniz: _____

 Yemek yeme durumu Uyku durumu
 Okuldaki davranışları Sosyal ilişkileri
 Etkinliklere katılımı Yetenekli olduğu alanlar
 Geliştirilmesi gereken alanlar Diğer → Lütfen belirtiniz: _____

20) Çocuğunuzun okuldaki durumuyla ilgili yeterli bilgi sahibi olduğunuzu düşünüyor musunuz?

- Evet Kısmen Hayır

21) Çocuğunuzun öğretmenini, çocuğunuzla ilgili **en çok** hangi konularda bilgilendiriyorsunuz?
(*dilerseniz birden çok seçenek işaretleyebilirsiniz*)

- Öğretmene böyle bir bilgilendirmede bulunmuyorum → Lütfen nedenleri belirtiniz: _____
 Okula devamsızlık
 Hastalık ve ilaç kullanımı
 Evdeki değişiklikler (misafir, taşınma, vs.)
 Ailedeki değişiklikler (kardeş, boşanma, vefat, vs.)
 Evdeki rutin (yemek, uyku saatleri, vs.)
 Evdeki davranışları
 Diğer → Lütfen belirtiniz: _____

22) Çocuğunuzun öğretmeniyle sizin aranızda yeterli bir iletişimin olduğunu düşünüyor musunuz?
() Evet () Kısmen () Hayır

(Varsa) Yaşanan zorluklar nelerdir? _____

23) Yuva yönetimiyle sizin aranızda yeterli bir iletişimin olduğunu düşünüyor musunuz?

() Evet () Kısmen () Hayır

(Varsa) Yaşanan zorluklar nelerdir? _____

24) Diğer velilerle sizin aranızda yeterli bir iletişimin olduğunu düşünüyor musunuz?

() Evet () Kısmen () Hayır

(Varsa) Yaşanan zorluklar nelerdir? _____

25) Daha önce hiç yuvada uygulanan yarım gün sınıf ziyareti uygulamasına katıldınız mı?

() Evet: → Lütfen size sağladığı katkıları belirtiniz: _____

() Hayır: → Katılmama sebebinizi lütfen belirtiniz: _____

26) Aşağıdaki konulardan **en çok** hangilerinde yuvaya gönüllü desteğinizi sunmayı düşünüyorsunuz?

(dileseniz birden fazla seçeneğe işaretleyebilirsiniz)

() Velilerin gönüllü etkinliklerde bulunmasını gerekli **görmüyorum**

() Çeşitli eğitim materyallerinin yapımında ve sağlanmasında

() Çocukların yiyeceği çeşitli yiyeceklerin yapımında

() Velilerin meslekleri ve yan uğraşları ile ilgili çocuklara bilgi vermesi konusunda

() Gezilerde öğretmenlere destek olunması konusunda

() İhtiyaç sahibi çocuklar için kampanya yürütülmesinde

() Diğer → Lütfen belirtiniz: _____

27) Çocuğunuzla evde, birlikte eğitici birşeyler yaparak geçirdiğiniz zamana yuvanın **en çok** hangi yollarla katkısı olduğunu düşünüyorsunuz? (*dilerseniz birden fazla seçenek işaretleyebilirsiniz*)

- Böyle bir katkı sağlandığını düşünmüyorum
- Öğretmenin yönlendirmeleri ve önerileri
- Eve verilen ödevler
- Haftalık bültenler
- Panolar
- Veli kütüphanesi
- Diğer → Lütfen belirtiniz: _____

28) Çocuğunuzla evde birlikte geçirdiğiniz zamanla ilgili yuvanın **size en çok** hangi konularda bilgi desteği sunmasını istersiniz? (*dilerseniz birden fazla seçenek işaretleyebilirsiniz*)

- Böyle bir desteğe ihtiyaç duymuyorum
- Sanat etkinlikleri
- Fen-Matematik etkinlikleri
- Müzik-hareket oyunları
- Artık materyal kullanımı
- Şarkılar, tekerlemeler, hikayeler, vb.
- Materyal hazırlama (oyun hamuru, parmak boyası, basit oyuncaklar, vb.)
- Diğer → Lütfen belirtiniz: _____

29) Sizce aileler ne şekilde yuva yönetimine katılmalı?

- Ailelerin yuva yönetimine katılmasını gerekli görmüyorum (*31. soruya geçiniz*)
- Veli temsilciliği
- Her yaş grubundan bir tane temsilcinin olduğu temsilciler grubu
- Konular özelinde komisyonlarla (yemek, kaynak yaratma, geziler, vs.)
- Diğer → Lütfen açıklayınız: _____

30) Sizce aileler hangi konularda yuva yönetimine katılmalı? **Lütfen belirtiniz.**

31) Daha önce yuvada veli temsilciliği seçimine katıldınız mı?

() Evet () Hayır → Lütfen katılmama sebebinizi belirtiniz: _____

32) Veli temsilcisinin görevlerini biliyor musunuz?

() Evet () Kısmen () Hayır

33) Yuvanın, **sizleri** dışarıdaki kurumların sunduğu aşağıda belirtilen hizmetlerle ilgili **bilgilendirmesini** nasıl değerlendirirsiniz?

	Çok gerekli	Gerekli	
Gereksiz			
Psikolojik danışmanlık hizmetleri	()	()	()
Sağlık hizmetleri	()	()	()
Eğitim hizmetleri (kurs, etkinlik, vs.)	()	()	()
Kültür-sanat etkinlikleri (sinema, tiyatro, konser, vs.)	()	()	()
Kitap, dergi, vb. yayınlar	()	()	()
Burs imkanları (ilkokul, vs.)	()	()	()
Anne-baba eğitimi etkinlikleri	()	()	()

34) Aile katılımıyla ilgili konularda eklemek ve önermek istediğiniz şeyleri lütfen yazınız.

Zamanınızı ayırdığınız ve görüşlerinizi paylaştığınız için çok teşekkürler...

APPENDIX C

Consent Letter of the Committee on Ethical Conduct of Boğaziçi University

Boğaziçi Üniversitesi
İnsan Araştırmaları Etik Kurulu

14 Mart 2008

Sn. Işık Sabırlı-Özışıklı
Boğaziçi Üniversitesi
Eğitim Bilimleri Bölümü
Bebek - İstanbul

Sn. Sabırlı-Özışıklı,


"Bir Üniversite Okul Öncesi Eğitim Merkezinde Aile Katılımı Çalışması: Program Planlama İçin Çıkarımlar" başlıklı projeniz ile ilgili olarak Boğaziçi Üniversitesi İnsan Araştırmaları Etik Kurulu'na yapmış olduğunuz başvuru (Protokol no: 2008/02) kurulumuzun 14 Mart 2008 tarih ve 2008/01 sayılı toplantısında değerlendirilerek uygun bulunmuştur. Bilgilerinize sunarız.



Doç. Dr. Ali İ. Tekcan, Başkan
Boğaziçi Üniversitesi
Psikoloji Bölümü Öğretim Üyesi

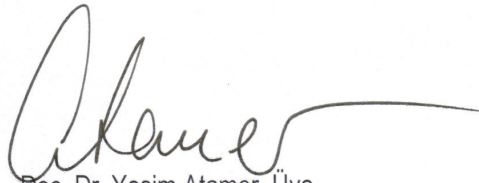


Prof. Dr. Yekta Ülgen, Üye
Boğaziçi Üniversitesi
Biyomedikal Mühendisliği Enstitüsü Müdürü



Prof. Dr. Diane Sunar, Üye
İstanbul Bilgi Üniversitesi
Psikoloji Bölümü Başkanı

Doç. Dr. Şemsa Özar, Üye
Boğaziçi Üniversitesi
Ekonomi Bölümü Öğretim Üyesi (izinli)



Doç. Dr. Yeşim Atamer, Üye
İstanbul Bilgi Üniversitesi
Hukuk Fakültesi Öğretim Üyesi

APPENDIX D

Informed Consent Form for Parents in English & Turkish

Informed Consent Form

Title of Research: A Study of Parent Involvement in a University Preschool Center

Investigator: Işık SABIRLI ÖZİŞIKLI

Address: Boğaziçi University Preschool Center, Bebek/ Istanbul

Phone: 0212 359 6551-6552

Dear parent,

I am a master's candidate at the Boğaziçi University, Faculty of Education on adult education. My thesis topic is called 'A study of Parent Involvement in a University Preschool Center'. The object of this research is to investigate the opinions and suggestions of the parents on parent involvement at the preschool, aiming to use the accumulated information to construct a parent involvement plan at preschools in general. During this investigation, a given number of parents will be interviewed one on one. The interviews will be forty minutes on average, and will be using a voice recorder in full to warrant no information loss. The records will not be disclosed to anybody. The actual names of the parents who participate in the survey will not be used in any portion of the finished thesis. This is a scientific study and the full confidentiality of all the participants will be maintained to the extent allowed by the law.

Participating in this study is absolutely voluntary. If you chose to do so, you have the right to pull your contribution out of the study at any level of development without further explanation. If you wish to receive detailed information about this thesis study, please contact Işık SABIRLI ÖZİŞIKLI. (Phone: +902123596551, Address: BoğaziçiUniversity Preschool Center)

If you accept participation in this study, please send this form back to us in a closed envelop after signing.

I, (participant's name)....., have read the information provided above, do understand the scope and aim of the proposed study and the responsibilities I accept through volunteering to participate in this study. I have had the opportunity to ask questions about the study. I was informed and acknowledge the fact that I can leave this study anytime I wish with no explanation necessary and without any repercussions.

Under these conditions, I accept participating in this study voluntarily, without any external pressure or coercion. I received a copy of this signed document.

Participant's Full Name:

Signature:

Address (if applicable Phone, Fax)

Date (day/month/year)

Bilgilendirilmiş Olur Formu

Araştırmanın adı: “Bir Üniversite Okul Öncesi Eğitim Merkezinde Aile Katılımı Çalışması”

Araştırmacının adı: Işık SABIRLI ÖZİŞIKLI

Adresi: Boğaziçi Üniversitesi Okulöncesi Eğitimi Uygulama Birimi, Bebek, İstanbul

Telefonu: 0212 359 6551-6552

Sayın veli;

Boğaziçi Üniversitesi Eğitim Bilimleri Anabilim Dalı Yetişkin Eğitimi Yüksek Lisans Programı tez öğrencisiyim, “Bir Üniversite Okul Öncesi Eğitim Merkezinde Aile Katılımı Çalışması” adı altında bir tez çalışması yürütmekteyim. Bu çalışmanın amacı, anne-babaların, ailenin okula katılımı hakkındaki görüş ve önerilerini öğrenip, okulöncesi kurumlarında uygulanmak üzere hazırlanacak bir aile katılımı programına faydalı olacak bilgileri elde etmektir. Çalışma kapsamında belirli sayıda anne-babayla birebir görüşmeler yapılacaktır. Görüşmeler ortalama 40 dakika sürecek, görüşmeler sırasında herhangi bir bilgi kaybı olmaması için ses kayıt cihazı kullanılacaktır. Kayıtlar kimseyle paylaşılmayacaktır. Çalışmaya katılan anne-babaların gerçek isimleri tezin hiçbir bölümünde geçmeyecektir. Bu araştırma bilimsel bir amaçla yapılmaktadır ve katılımcı bilgilerinin gizliliği esas tutulmaktadır.

Bu araştırmaya katılmak tamamen isteğe bağlıdır. Katıldığınız takdirde çalışmanın herhangi bir aşamasında herhangi bir sebep göstermeden onayınızı çekmek hakkına da sahipsiniz. Tez çalışması hakkında ek bilgi almak istediğiniz takdirde lütfen Işık SABIRLI ÖZİŞIKLI ile temasa geçiniz (Telefon: 0212 359 6551 Adres: Boğaziçi Üni. Okulöncesi Eğitimi Uygulama Birimi)

Eğer bu çalışmaya katılmayı kabul ediyorsanız, lütfen bu formu imzalayıp kapalı bir zarf içerisinde bize geri yollayın.

Ben, (katılımcının adı), yukarıdaki metni okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım. Çalışma hakkında soru sorma imkanı buldum. Bu çalışmayı istediğim zaman ve herhangi bir neden belirtmek zorunda kalmadan bırakabileceğimi ve bıraktığım takdirde herhangi bir ters tutum ile karşılaşmayacağımı anladım.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Formun bir örneğini aldım

Katılımcının Adı-Soyadı:.....

İmzası:.....

Adresi (varsa Telefon No, Faks No):.....

Tarih (gün/ay/yıl):...../...../.....

APPENDIX E

Interview Quotes in Turkish

1- Ben bir kere Osman'ı buraya getirerek, ben kendim de bir eğitimden geçtiğimi düşünüyorum. Anne-baba olmak çok zor bir şey hele de bizim gibi geç yaşta, bir takım prensiplerinizi ve kişiliğiniz çok fazla oturmuş oluyor ve onlardan vazgeçemiyorsunuz, bir taraftan çok büyük bir sevgi, öbür taraftan da tahammülsüzlük, hangi durumda ne yapacağını bilememek onu çocuk gibi görmeyip büyük gibi görmek ki bunları düzelttiğimi söyleyemem hala yapıyorum ama, her takıldığımda ben geldim, hep bu güne kadar yuvanın yönlendirmeleriyle ben birşeyler yaptım.

2- Teke tek konuşmalarda da psikoloğunuz olsun Yelda Hn. olsun, herhangi bir konuda konuşup da nasıl davranayım diye hep fikirlerini aldım ve şimdi şunu deneyin bakalım diyip söyledikleri şeylerin hep çok faydasını gördüm. Şu anda da öğretmenimizden çok yardım alıyorum, şu anda artık bizim evimize de arkadaşlar geliyor, annesi babası olmadan arkadaşlar da artık geliyorlar, aralarında çıkan anlaşmazlıkları çözmek için de mesela hep bu öğretmenimizle gözlemlediklerim benim çok işime yarıyor.

3- Bir de tabi şöyle iyi bir yanı var, başka annelerle de konuştuğunuz zaman, insan hep kendi yaşarken sırf kendisinin başına geldiğini zannediyor. Onlar da aa biz de bunun benzerini bir aydır yaşıyorduk dedikleri zaman o da rahatlatıcı bir şey. Görüyorsunuz ki hepsi birden aynı süreçten geçiyorlar ve birlikte atlatıyorlar.

4- Aslında bu tür merkezlere gidince çocuklar, anne katılıma bir şekilde kendini mecbur hissediyor. Eğitim sisteminin içine giriyorsunuz, bu çok güzel, yapabildiğinizi hiç değilse yapıyorsunuz, ya da yapmanız gerekenleri biliyorsunuz onlar içinden seçiyorsunuz, o açıdan güzel.

5- Çocuğu götürüp getirmenin muhakkak bir katkısı var. Bana katkısı konusunda bu bültenlerinizin muhakkak katkısı oldu. Tabi biz anneler kadar okuduğumuzu çok anlamıyor olabiliriz, götürür getirirken bir anne kolaylığı yok bizde, en basitinden bebekken altını değiştirirken babalar daha zorlanır, anneler yatkındır, kadınlar daha yatkın yuvaya da çocuğu getirip götürme konusunda da, ama bizi de muhakkak bir şekilde eğitti burası.

6- Pek fazla olduğunu düşünmüyorum, bültenlerden falan bakınca şöyle bir göz atıyorum, birazcık da panolarda falan ilgi çekici haberler konuyor, öyle gözüme çarparsa o şekilde, onun dışında öyle pek programlı bir katkının olduğunu düşünmüyorum. Babalar için özel bir şey yapıldığını, bilgilendirildiğini düşünmüyorum. Hem anneleri hem babaları içine alan bir model geliştirilebilir. Aileden birisinin gelmesi denince büyük oranda kadınlara topun atılması gibi oluyor çünkü.

7- Evde kaos ortamı olduğu zaman tabi ki hiçbir zaman sınırlarımıza hakim olamıyoruz. Bağırıyoruz çağırıyoruz, yapma etme, bunlara böyle periyodik olarak aslında, katıldığınız vakit o seminerlere bir yerde tekrar o geri noktaya dönüyoruz, başladığımız noktaya, o daha çocuk biraz daha sabırlı olmam lazım, biraz daha anlayışlı olmam lazım, o seminerler bize bazı şeyleri telkin ediyor. Aslında birçok şeyi biliyorsunuz ama birilerinin her zaman size hatırlatması gerekiyor.

8- Hepsine katıldım. Atladığım belki bir iki tanesidir. O seminerlerde genel katı kurallar anlatılıyor. Teoriyle pratik hayatta birbirine uymaz, sosyal konularda da böyle, çocuk yetiştirmede de böyle, çocuktan çocuğa değişiyor, onlar yüzde 51'i anlatıyorlar, yüzde 49'u anlatmıyorlar, çok katkısını da gördüm, ama eleştireceğim de çok şeyler var.

9- Onlarda enteresan olan, eşime de anlattım hep, anlatılanlar aslında çok basitti, düşününce bile bulabiliriz gibi geliyor dinlerken, ama çok basit olan şeyleri biz farketmemişizi gördüm, şunu şöyle yapmalısınız şeklinde anlatılınca, aaaa bunun ne kadar kolaymış çözümü gibi ipuçları yakaladım, hem basit hem de basit olduğu için de görmemizi zorlaştıran şeyleri o seminerlerde çok gördüm. Yeterli ya da yeterli değil diyecek bir pozisyonda değilim açıkçası, ama işime yaradığı konusunda, evet işime yaradı.

10- Seminerlere katılamadım, aslında çok ciddi katılmayı düşünmedim, çocuğum doğduğunda, hiç çocuk görmemişim, çok kitap karıştırıyordum, işte bu iş böyle öğrenilir gibi düşünüyordum, ama biraz insan tecrübesiyle de öğreniyor, aman seminerlere gideyim diye bir düşüncem yok, yaşayarak öğreniyorum. Yapmam gereken bir sürü şeyin yanında, seminerler öncelikli olmuyor.

11- Her döneminde farklı, bebekken niye yemedi? Nasıl yürüdü ne yaptı? Ondan sonra sosyalleşmeye başladığında, arkadaşına nasıl davrandı veya evde niye öyle bir söz söyledi. Ben ne yapmalıyım gibi. Bir ara bu iki yaş sırasında hep ben ben ben inatlaşmaları vardı, o dönem hiç geçmeyecekmiş gibi geldi ve hakikaten o dönem ne yapacağımı bilemiyordum, burda yönlendirme olmasaydı çok zor olurdu herhalde.

12- Çocuklar arasındaki problemleri çözme, Fikret'le kendi aramızda da problem çözme. Tutturduğu zaman ne yapayım? Kitaplarınızdan da faydalandık aslında. Çocuk kitaplarından daha çok faydalandık aslında. Çocuk kitabındaki ebeveynin davranışı da yol gösterici oluyor kimi zaman. En çok problem çözmede katkısını gördük.

13- En fazla katkısı, çocuklarımla iyi zaman geçirme konusunda oldu. Çocuklarıma yuvanın verdiği hizmetin yanında nasıl destek olabilirim, nasıl ilgilenebilirim.

14- Çocuklarımızla iletişimimiz, nasıl davranacağımız. Biraz şey çok faydalı olurdu benim için herhalde "sinirimi kontrol edebilmek", çok sinirlendiğimde çocuğa da zarar vermeden ama öğretici olacak şekilde nasıl başedebilirim. Çünkü iş stresiyle, biraz da herhalde karakter yapımla ilgili, ben sinirlendiğimde bazen bağırıveriyorum. Onu öğrenmek iyi olurdu diye düşünüyorum.

15- El becerileri olsun, sosyal becerileri olsun, nasıl geliştirebileceğimizle ilgili olabilir. Çocuklara neyi nasıl öğrettiğinizi tercih ederim, resim yapmak mesela, evde de benim uygulayabileceğim ne yapabilirim gibi.

16- Çocuk yetiştirmek bir problem. Teknolojik imkanların çok çok fazla olması. Klasik eğitim sistemi ve modern çağda yaşanan örtüşmenin ne şekilde olacağı. Çocuklarda bilgisayarın yaşı ne olmalı, veya nereye kadar faydalanmalı. Benim

kızım haberlerde şiddet görünce bayılıyor. Televizyon programlarındaki yaş sınırlamaları neler olabilir.

17- Benim en fazla zorlandığım konulardan birisi de disiplin, çocuklarımda su an çok iyiler aslında ama yine de kuralların dışında hareket ediyoruz, biraz fazla özgürce hareket ediyoruz gibi düşünüyorum. O sınırların ne olması gerektiğini öğrenmek isterim.

18- ilkokula hazırlık konusunda istiyorum. Yine fazla bir vaktimiz olmayacak, bir koşturma olacak. Öğretmenlerden, böyle bir çalışma istiyorum. Bu son eğitim sisteminde ödevler, projeler falan var, veliler yapıyorlar aslında bunları. Bu anlamda bir destek isterim.

19- Çocuğa ulaşılabilir bir proje gibi bakmıyoruz, o da evin bir yaşayanı, çok da büyük bir problem yoksa kurcalamaya çok gerek yok. Çocuklar arası farklılıklar da çok fazla, ben onları bir kalıba sokmaya çalışan yöntemleri pek kabul etmiyorum. İkiz oldukları için de bunu çok farkediyorum. İki çocuğun gelişimi çok değişik aynı evde olmasına rağmen, ikisi de gelişiyor, ama tablolardaki gibi olmuyor bu gelişme.

20- Benim için yazılı malzemenin cazip bir tarafı var, istediğim zaman alıp okuyabiliyorum.

21- Benim tercihim yazılı olarak verilmesi, anne baba oturup okuyup kendi aramızda da tartışma imkanı bulabiliriz.

22- Yazılı verilmesini çok geçerli görmüyorum. Her taraftan elimize bir şeyler tutuşturuluyor, o da geçiştirilebilir.

23- Ben eğitimde şuna inanmıyorum. Bazı şeyler uzun vadeli bir birikimle olur, ben bir seminerlik bir şeyin hayatımda bir değişiklik, gözlerimi açan bir şey olacağını düşünmediğim için hani böyle daha çok ailelerin birbiriyle konuştuğu, paylaştığı daha çok sosyal etkileşimin olduğu küçük gruplar şeklinde olması, o etkileşimli ortamda öğrenilmesini belki de birazcık daha sağlar.

24- Konferansın da interaktifin de yeri ayrı. Hiç bilgi sahibi olmadığım bir konuda boşu boşuna tartışmaktansa bilgili uzman birisinden bişiler dinlemeyi tercih edebilirim tabi ki, ona da ihtiyaç vardır diğerine de, konusuna göre değişir.

25- İnteraktif olduğu zaman bir dezavantajı var, anneler ve babalar biliyorsunuz ki çocuklarının her zaman en iyisi olduğuna inanırlar, yani biz veli toplantılarında da yaşıyoruz bunu, sürekli çocuğundan bahsetmek, benim oğlum şöyle böyle, ama burası ortak bir platform, biz burada ortak sorunlarımızı tartışmaya geldik, ama bu tartışma ortamları da çocuklarını övmek isteyen veliler için çok iyi bir zemin, ben tartışma platformlarının eğitici olacağına inanmıyorum.

26- Yeterli duyurusu yapılmıyor diyemem, e-maillerimize de geliyor, duyurusu asılıyor, aslında burası üstüne düşeni yapıyor, bir cep telefonlarımıza mesaj atmadığı kaldı, öğle saatleri aslında bizim yemek saatimiz, öyle bakarsanız 15 dakikada çabuk

çabuk yiyip de gelmek, onun için gerçekten bir çaba sarfetmek gerekir, ama yorgunsanız, bir saat dinlenme hakkınız varsa, onda da evet çocuğum için ve benim için önemli olan bir şey gitmem lazım diyebilirsiniz ama extra oluyor.

27- Siz ne yaparsanız yapın, ilgi yoksa katılmazlarmış gibi geliyor. Genelde anne babalar bir sorun varsa daha çok ilgileniyorlar, eyvah bir şey yapmam lazım gibi. Negatif durumlarda daha çok ilgileniyorlar sanki.

28- Bir çok insan, her anne baba çocuğu için en iyiyi yaptığına inanıyor, çocuğunda bir sorun olduğunda kendinde aramıyor hatayı, ya öğretmende buluyor ya okulda buluyor, çocuğun kendinde buluyor, bence en büyük zorluk anne babanın kendi kendiyile yüzleşmemesi, yani çok açık bir şekilde ve dürüst bir şekilde ben neysem benim aynam da bu çocuk diyebilmek, bunu kabullenemeyince belki soğuyor ve dışarda görüyor kendini. Ve böyle bir takım aktivitelere geldiğinde de belki çekingenlik, utangaçlık, paylaşamama, kendi çocuğuyla olan sorunları dile getirememe veya bu sorunu söylerse bunun ayıp karşılanacağı gibi çekinceleri olabilir.

29- Ekmek kavgası diyoruz, işte işe gidiyorsun eve geliyorsun, evde işlerin var, daha ziyade anne katılımı olarak konuşuyorum, biraz sona bırakmak aslında, en önemli varlıklarımız olmasına rağmen.

30- Katılan velilerin bir e-mail ortamında falan diğerleriyle ne kadar faydalandıklarını ne kadar öğrendiklerini paylaşmaları. Biz şey başlattık mesela bizim sınıfta, sınıfa veli katılımında her katılan veli, özellikle ilk katılan veli çok güzel bir e-mail yazdık, dedik ki şu kadar faydalı oldu, şöyle güzeldi falan gibi. Bu çok güzel bir motivasyon oldu, sonra herkes tek tek gitti, çocuklarla ne yaptığını, ne paylaştığını yazdı. Belki öyle bir şey olabilir.

31- Mesai saatlerinin dışında örneğin hafta sonu olabilir, çocuklar bir yerde piknik yapıyor, biz de seminere giriyoruz başka bir tarafta. Mesai saatleri içinde zor geliyor insana, bana zor geliyor.

32- Mümkünse hafta sonlarını değerlendirebilirler. Bu insanlar hafta içi çalışıyorlar bıkkın oluyorlardır ama iki ayda bir bir hafta sonu bir araya gelinebilir. Üç ayda bir olabilir ya da senede dört kere. Bir tanesinde eğitim olur, bir tanesinde çay günü olur, farklı şeyler yapılabilir. İnsanlar çocukları için gelir bence.

33- Belki ailelerin birlikte olup fikir alışverişinde buldukları, biz şu durumda sunu yapıyoruz gibi. Fikir alışverişi olabilir. Ya da zorlanılan bir nokta varsa yakındığı, bir türlü başa çıkamıyorum siz ne yapıyorsunuz gibi, kişiler kendi deneyimlerini paylaşabilir belli temalar çerçevesinde, illa uzman birisinin gelmesi değil de şu konuda biraraya geliyoruz çay kahve var falan, öyle daha informal bir ortamda, fikir alışverişi yapıyoruz.

34- Bunu aşmak için, yalnız değilsiniz mesajını vermek, her anne baba bunu yaşıyor, hepimiz hata yapıyoruz ama hatalarımızdan öğreneceğiz gibi. Bunu sık sık vurgulamak. Her anne çocuk veya anne baba çocuk ilişkisinde problemler yaşıyor

ama bunu ortaya koyup çözelim. Belki bir iki önder aile seçip onların da bu yaygın etkiyi sağlamaları.

35- Baba zaten az, birebir telefonla aranıp mutlaka gelin denebilir, e-maile çağrılabilir, etkili olabilir.

36- Belki babalara biraz yönelebilir. Burda çok anne ağırlıklı bir yuva. Babalarla olabilir iletişim kurulma. Çünkü biraz dışarda kalıyorlar, hep anneler anneler oluyor.

37- Aslında böyle bir hayalim var. Örneğin katılımlar keşke mecbur tutulsa. Hatta amirlere yazı gönderilse. Çünkü ben şuna inanıyorum, tamam öğretmen eğitimidir, ama anne de bir eğitimidir, ömür boyu sürecek bir eğitimidir, bu bir şart olmalı bence, o eğitim sırasında izinli gibi, nasıl öğle yemegine gidiyoruz o hak bize verilmiş, oyle bir bilinç olsa çok güzel olur. Biz de eğitim gönüllüsüyüz, biz gelecek nesilleri yetiştiriyoruz, bir de sosyal olmak, devlet memurluğu git gel çalış hani hiçbir şeyle ilgilenme. Zorunluluk olmalı. Bu senin kişisel gelişimini de artıracak, verimini de artıracak belki.

38- Öğretmenimiz genelde bizi bilgilendirdi. Veli toplantılarında bahseder kendisi. İlk başladığımızdan beri high scope eğitim programı, bunu hep anlattılar, bültenlerde de okumuştum, onun dışında kütüphanede gördüm üstünde high scope yazan bir kitap. High scope eğitim yöntemini tamam öğretmenimiz anlatıyor, nasıl bir eğitim verdiklerini anlatıyorlar, okudum da ama unutuyorum, sürekli her daim aklımda olan bir yöntem değil.

39- Evet. Her yıl açılışta, hepsini dinledim. Program çok güzel anlatıldı. Çok çok da eğitim programını bildiğimi söyleyemem. Ama yansımalarıyla çok çok güzel olduğunu görüyorum. Ama sorarsanız cevaplayamam.

40- Geçen sene pek bilgi sahibi değildim. Ama pek de uygulanmıyor gibi bir his vardı. Toplantıda bayağı bir programı anlattılar, bültenlerle de, ayrıca da öğretmeniyle konuşmaktan, Baran da anlatıyor. Geçen sene ne yapıldığını bilmemek beni huzursuz etti, hiçbir şey yapılmıyor duygusu, net bir fikrim olmuyordu. Bültende de bebek sınıfıyla ilgili bir şey yazmıyor. Yapılan şeyler varsa veliye aktarılmalı (bebek sınıfında). Program anlatıldığında dahi acaba uygulanıyor mu diye bir şüphe duyuyordum ama bu yıl rahatladım.

41- Daha fazla bilgi sahibi olabilirim eğitim programı hakkında. Çok genel olarak biliyorum. Bir gün nasıl geçiyor tamamen bilmiyorum, şu köşe diyorsunuz, ne işe yarıyor o köşe, orda neler yapılıyor, birazcık daha örneklendirilerek anlatılabilir, günlük akış oluşturuyor sonuçta programın çerçevesini, günlük akışı bilmek önemli o yüzden.

42- Ceza sistemi yok herhalde. Disiplin sistemine dair daha fazla bilgi sahibi olabilirim. Bağırma yok çağırma yok vurma yok, ama çocuklar yine de çekiniyorlar dinliyorlar nasıl oluyor? Bu kurallar eve nasıl dönüştürülebilir, evde nasıl uygulanır?

43- Üniteleri takip ediyorsunuz, yıllık plan önden görülebilir belki, hangi hafta ne yapılacak gibi, belki biz önden görürsek biz o konuya dair bir kaynağımız bilgimiz varsa onu daha önceden paylaşabiliriz, benim şöyle tanıdığım birisi var gelip konuşabilir gibi.

44- Genel veli toplantısına katılmışım. Yeterliydi, doyurucu, sıcak, tatmin ediciydi, velilerin de kendi akıllarına gelen soruları aktardıkları, yanıt aldıkları bir program vardı.

45- Toplantı, görsel şeylerle donatılabilirdi, sınıflarda yapmış olduğunuz şeyleri, fotoğraflar ve kamera görüntüleriyle gösterebilirlerdi. Biz bunu yapıyoruz, teoride kalmıyor, hayatımızın bir parçası, o birime ait görsel şeyler, gidip de amerikadaki değil.

46- Bültenler yeterli bence, en azından o hafta neler yapıldı, önümüzdeki hafta neler yapılacak, geziler hakkında bilgi sahibi oluyoruz. Diğer çocukların yaptığı şeyleri de görüyoruz.

47- Bültenlerle, hem ne yaptıklarının farkına varıyoruz, hem de biz tamamlayıcı oluyoruz. Bülteni okuyorum. Seminer tamam güzel ama kaç kere katılabilir ki insan. Bülten düzenli bir şey sağlıyor. En önemli kısmı o bence.

48- Bir çok şeyi hep söylüyorsunuz da biz unutuyoruz ya da ihmal ediyoruz. İşte ne giydirin, geç getirmeyin gibi. Bülten çok faydalı o yüzden. O kuralları bültende zaman zaman tekrar etmek çok işe yarıyor. İçeriği gayet iyi buluyorum.

49- Bize haftalık bültenler geliyor. Onu ben okumuyorum ama eşim düzenli olarak okuyor ve takip ediyor. Dışarda olmasına rağmen o daha çok takip ediyor. Ben de burada profesyonel bir kadro tarafından eğitim hazırlandığımı biliyorum ve güveniyorum. Biraz da o yüzden rahat davranıyorum. Hem buradaki kadroya güven hem de eşimin takip ettiğine güven.

50- Birazcık resim falan olsa, çok yazı var, makale sayfaları gibi, görsellik açısından. Dağıtım şekli biracık farklı hale getirilebilir, mesela gidiyorum bakıyorum çocuğun çarşafının arasından çıkıyor, onun önemini vurgulayacak bir dağıtım modeli olabilir. mesela onunla ilgili biz hiç bilgilendirilmedik birdenbire kutuların içinde ya da torbaların içinde görmeye başladık. Yani neyi anlatıyoruz burda, niçin yapıyoruz, niçin önemli okumanız falan gibisinden bir hatırlatma. Çünkü bizim böyle bir okuma alışkanlığımız yok. Bizim hayatımızın bir parçası değil. Dolayısıyla insanların pek aldırıldığını sanmıyorum. Çocukların resmi falan olursa daha çok göz atabilirler ah benim çocuğumun resmi de çıktı mı gibi.

51- Sınıf panomuzdan çok çok memnumun. Konuyla ilgili şeyler var. Dışardaki pano, o da çok güzel. Geçerken kesinlikle bakıyorum, ne var ne yok diye.

52- Sınıfın önündekini de giriştekini de çok fazla takip ediyorum desem yalan olur. Giriş çıkışlar çok hızlı olduğu için çok detaylı bakmıyorum ama o benim hatam.

Bazen öğretmen hatırlatıyor bakmam gereken bir şey olduğu zaman mesela geziyle ilgili falan.

53- Panoları inceliyorum. Güvenilir bilginin olması önemli. Bazı gazetelerin sağlık sayfalarından oluyor, ben çok güvenemiyorum gazetelere, ben şunu bilmeliyim ki, yuvada panoya asılmış bir yazı mutlaka çok iyi kontrol edilmiş ve bir uzman tarafından onaylanmış bir bilgi olmasında fayda var.

54- İmza dışında bir şey oluyor mu? Sınıfımın önündekini pek farkedememişim gibi görünüyor.

55- Dönüşüm daha çok sağlanabilir. İlla da buraya bir şey asalım diye değil de. Yeni bir şey varsa asılabilir.

56- Görüşme sıklığını yeterli buluyorum. Ben zaten çok sevmiyorum konuşmayı ama biliyorum ki bir şey sorsam veya konuşsam her zaman cevap alabilirim. O konuda bir sıkıntı yok. Mesela bazı anne babaları görüyorum, problemlide görüyorlarsa çocuklarını, bir sıkıntıları varsa onlar sürekli konuşabiliyorlar.

57- Giriş çıkışlarda soracağım bir şey olduğunda soruyorum. Özel randevu alıp gelmedim. Düzenli yaptığı bir randevu var. Görüşme sıklığını yeterli buluyorum çünkü ne kadar randevu almasam da biliyorum ki randevu alsam öğlen konuşabilirim.

58- Geldiğim zaman öğretmene Mahmut nasıldı Fatma nasıldı, herhangi bir problem var mı, yemeğini yedi mi, uykusu nasıldı, uyumu nasıldı, diye soruyorum, herşey güzeldi iyiydi deniyor ve bitiyor, ben de herşeyin normal olduğunu varsayıyorum, onun dışında ayrıntılı bir şey yok.

59- Esas çok faydalı bulduğum birebir olan toplantılar. Keşke daha sık olsa. Herkes için haftalık bir iki cümle yazılsa güzel olurdu. Çok genel birtakım gözlemler olabilir. Herkesle sürekli toplantı, olmayacak bir şey. Ama en azından yazılı olarak haftanın veya ayın gözlemleri paylaşılsa somut birşey olurdu elimizde.

60- Eğer özel bir durum olmuşsa o gün için yeterli olmuyor tabi ki, çünkü çok büyük bir hengame oluyor hele akşam saatleri, koridorlar çok dar, çocuklar veliler, bir itiş kakış, olmuyor, Taner nasıldı öğretmenim, iyiydi, halbuki o sırada çok önemli bir şey konuşmak lazım, diyelim ki kavga olmuş Hikmet'in yüzü çizilmiş, Hikmet başka bir çocuğun saçını çekmiş, niye böyle bir şey oldu onu konuşmak istiyorum öğretmenle pek mümkün olmuyor. Akşam saatleri çok uygun değil, her veli konuşmak istiyor. Öğlen çağırılabilir veli, bugün şöyle şöyle bir olay oldu, merak etmeyin, diye bir açıklama yapılabilir.

61- Ben davranışlarıyla ilgili öncelikle, genel olarak çevresiyle, arkadaşlarına karşı, öğretmeniyle, bakıcı teyzesiyle, bunun içerisinde uyumadı, yemek yemedi, huysuzluk yaptı gibi disiplinsiz hareketleri olduysa onları da konuşuyoruz tabi.

62- Fiziki olarak aktif bir çocuk değil, bazı şeyleri yapamıyor, onları merak

ediyorum. Benim bazı gözlemlerim var, burda da benzer mi değil mi merak ediyorum, başka çocuklarla oynuyor mu. Bir de yemek konusunda aklıma takılan şeyler oluyor.

63- Bazen ben akşam çok sinirlenip bağırıp çağırmış oluyorum gece yatınca pişman oluyorum, sonra sabah gelip burda itiraf ediyorum, işte dün gece böyle bir şey oldu, bakalım bugünkü davranışlarına yansıtacak mı diye.

64- Değişikliklerden bahsediyorum, taşındık mesela. Ama onun dışında bahsetmiyorum, öyle bir şey beklendiğini hissetmedim.

65- Eğer bir seyahat varsa, ben çok sık bir yerlere gidip geliyorum, bunun Fikret'i çok etkilediğini, beni çok etkilediği için onu etkilediğini biliyorum. Onu haber veriyorum şu günler arası olmayacağı gibi.

66- Öyle bir talep gelmedi ama yani bir hastalık bir şey varsa onu öğretmenle paylaşmak şeklinde. Veya 10 gün gelmeyecek onu bildiriyorum. Vakit sınırlamasından dolayı, bir şey söylemek isteyip de söyleyemediğim olmuştur.

67- O sabah çok huysuzsa, herşeye negatif bakıyorsa, bu sabah ters tarafından kalktı allah sabır versin diyorum.

68- Bazı konular konuşuldukça, davranışlarından bahsedildikçe, evde de ne şekilde davrandığını anlatabiliyorum.

69- Buralarda erkeklerle kadınlar birazcık ayrılıyor. Biz belki yansıtmasını pek bilmiyoruz. Bırakıp kaçma eğiliminde oluyoruz belki. Ben çok anlatmıyorum ama başka anneleri görüyorum babaları değil, onlar daha çok bilgilendiriyor, erkeklerin bayan öğretmene mesafesi değil de, erkeklerin çocuklarına olan mesafesinden.

70- Bir yandan böyle konuşmalar geçiyor, bir yandan da rahatsızlık veriyor muyum gibi kaygılar yaşayabiliyorum. Öğretmenenden böyle bir mesaj almadım ama sonuçta, o tip kanallar daha formalize edilirse, insanlar daha çekinmeden iletişim kurabilir.

71- Çocukların evde günlük rutinlerinin ne olduğu öğrenilebilir, okuldan böyle basit bir form verilebilir. Çocuğum şu saatte yatıyor, şu saatte kalkıyor, şunları yapıyoruz, etkinliklerimiz bu, mesela evde sürekli olarak boya yapıyorsa çocuk, okulda başka şeye yönlendirebilir öğretmen.

72- Gün içinde neler oldu bilgisinin bir kısmını da bakıcı hanımlardan alıyorum. Ama mesela yönetimin beklentisi nedir bakıcılardan, nasıl bir paylaşım oluyor sınıfta tam anlamıyla bilmiyorum, gözleyemiyoruz da işin açıkçası, yöneticiler kendileri bizimle paylaşırsa şöyle beklentilerimiz var bakıcılardan, gün içinde gözlemlediklerimiz bunlar derlerse iyi olur. Ne seviyede eğitimine katkıda bulunuyorlar, yemek yedirirken bile nasıl yedirdiğini merak ediyorum.

73- Normalde çok açıklar. Bizim geliş gidiş saatlerimizde ortada oldukları zaman daha çok konuşuyoruz, randevu alacak kadar önemli bir konunuz olmuyor belki ama onlara ayaküstü birkaç şey sorabiliyorsunuz. Bugüne kadar bir sürü tavsiyelerde bulundular, bizi olumlu yönde etkiledi idare.

74- Çok güzel bir sahiplenme var daha fazlasını istemek de açıkçası biraz nankörlük demeyeyim de... Burası bizim bir ailemiz. Bize aileden bir birey olarak yetişebiliyorlar. Biz de ailemiz gibi gidip konuşabiliyorsak zaten ki öyle de oluyor, yani özel bir problemimi bile ben paylaşabiliyorum bırakın kızlarımın öğretmenlerini, yuvanın müdürüyle bile ben paylaşabiliyorsam, birşeyler oturmuştur.

75- Ben orda çok kurulabildiğini düşünmediğim zamanlar oldu aslında. Birkaç kafamı kurcalayan şeyde ya ben o soruları iyi ifade etmeyi başaramadım, o soruları sormuş olmamın ters bir şekilde algılandığını ve böyle bir diyaloga zarar verdiğini hissettiğim zaman oldu.

76- Yönetimle ilgili bazı şüphelerim var, yani biz işimizi biliyoruz, herşeyi yapıyoruz gibi bir his uyandırıyor bende.

77- Burda her ne kadar yok deniyorsa da yuva için, veliler arasında, öğretim üyeleriyle normal personel arasında bir ayırım da söz konusu, buna yok deseler de böyle bir şey var, belki de psikolojik olarak öyle hissediliyor, mesela bazı öğretmenler de yapıyor bunu, bakıcılar zaten el pençe divan şeklinde, kesinlikle böyle bir ayırım var. Eğer biraz kendinizi ifade etmezseniz, hiç gibi bir tavır görebiliyorsunuz. Biraz baskınlığınızı uygulamanız gerekiyor. Bu çok yaygın burda.

78- Ama üniversitenin genelinde böyle bir algı var, akademik idari haliyle var, idarinin kendi içinde de var. Dolayısıyla belki o veliler o hissiyattan dolayı kendilerini geri plana çekiyor olabilirler, büyük ihtimalle öyle, onları biraz daha içeri çekmek için bir şey yapmak lazım. Dediğim gibi yönetimin öyle bir şeyi yok. Hatta şöyle şeyler duydum. Aa çok şaşırdım bizim sözümüz dinlenmez sandım ama söyledim dinlediler gibi. O mesajı vermek gerekiyor.

79- Aileler de daha açık bir şekilde daha yakın ilişki içerisinde olmak için çaba sarfedebilirler. Bir de gittiğimiz okul çalıştığımız işyeri yüzde 100 mükemmel olamaz, hani burda bir ortak mutabakatı bulabilmek önemli, onun için de her iki tarafın da gayret sarfetmesi gerekiyor. Gelip hep o olmuyor bu olmuyor gibi şikayet etmek değil, sen napabilirsin şikayet etmek yerine beğenmediğin bir şeyi düzeltmek için, hep karşı taraftan beklemek yerine. Böyle bir davranış biçimi sanki daha doğru geliyor.

80- Velilerle bir engel yok ama şu da yok, okul dışında herhangi bir görüşme yok. Gerekli mi onu da bilmiyorum. Belki velilerin de gayretiyle hafta sonu ortak aktivite yapılabilir ama gerekli mi değil mi tam emin değilim.

81- Fazla yok. Bunu zorlamaya gerek yok bence. İhtiyaç duyan veliler zaten birarada

şey yapacaklardır. Anne olma baba olma da etkiliyordur bence. Eşimden biliyorum, bizim arkadaşlarımızdan benzer yaşta çocukları olanlar var, biraraya geldiğimizde çocuklar çok önemli bir konu onlar arasında, biz konuşurken o kadar konu çıkmıyor çocukla ilgili.

82- Aslında bence geliştirilse iyi olur. Ama herkesin zamanı uygun mu bilemiyorum. Biz ve çocuklar bir araya daha sık gelsek çocuklar da mutlu olacak. Kimseyi de zorlayamazsınız tabi. Herkesin vaktini ayarlaması ve zaman ayırması gerekir. Daha sık toplu veli toplantısı olabilir.

83- Bir kez daha gördüm ki öğretmenin ve bakıcının işi gerçekten çok zor. Bir kez daha onları sevdim, öyle söyleyeyim. Bir kez daha emin oldum emin ellerde olduğundan. Daha önceki yıllarda arkadaş iletişimi sınırlıydı, hepsi bir köşede kendi oyuncuıyla oynuyordu. İlk defa hepsini birarada oynarken konuşurken gördüm o çok zevkliydi.

84- Haftanın konusuyla ilgili (enerji), pil getirmiştım. Öğretmenin de önerisiyle oldu tabi bu. Onunla beraber olmak da onu mutlu etmiştir. Diğer çocuklar da ilgi gösteriyor. Bunu yuva çok istemiyor gibi geliyor, ben daha çok gelmek isterdim, ama düzenini mi bozuyor yuvanın, çocuklar daha çok mu beklentiye girer bilemiyorum. Mesela kahvaltı saatinde bir şey getirip onlarla oturmak isterim, yılda bir kere değil de birkaç kere olmasını isterim.

85- Ben öğretmenden kendim çok şeyler öğrendim o gün. İşlerin orda nasıl yürüdüğünü öğrendim.

86- Henüz katılmadım, ama katılmayı düşünüyorum aslında. İhmal oldu bir de, ne yapabilirim nasıl yardımcı olabilirim diye düşündüm. Biz tiyatro eğitimi alırken orda tekerlemeler falan, belki o şekilde bir şey olabilir diye düşünüyorum.

87- Çocuk yetiştirmeye ilgili bir bilinç oluşturulamıyorsa siz istediğiniz kadar davet edin, zemini hazırlamadan, kişinin burda rahat hissetmesini sağlamadan, o sosyal iletişim ortamı oluşturulmadan, öğretmenle daha açık iletişim ortamı oluşturulmadan, bunlar yumak yumak gidiyor sanki birbirinden bağımsız şeyler değil, farklı bir sosyal ortama gelmiş gibi olacak çünkü gelen.

88- Mesela kitap fuarına gidiyorum sadece kendimiz için değil de burası için de gezdiğimi düşünüp broşür falan toplamaya çalışıyorum. Kendi kendimi atayaraktan böyle bir göreve.

89- Her anne baba belki olamaz, ama işte müzik, resim, vs. gibi daha görsel şeylerde katkıda bulunabilecek veliler olabilir. Belki şöyle bir şey yapılabilir her yıl şöyle bir ankette insanların güçlü oldukları yönleri yazmaları istenebilir, yine o öneri kutularına da atılabilir bu öneriler.

90- Sınıf içi etkinliklerinde gönüllü olabilirler. Etkinliklerin hazırlanmasında, kesmek olabilir, hamur hazırlanması, veya çocuklar yaparken dağınıklığı toparlayacak yardımcı olarak çağırılabilir.

91- Bir annenin de ki bu da bir vasıf, hani basitlikte deha vardır diye düşünürsek basit bir fikri bile güzel ufuklar açabilir, güzel bir katılım olur neler çıkabileceğini bilemeyiz, bu tür toplantılar organize edilebilir.

92- Buranın önüne çıkabilecek engellerde çeşitli veliler destek olabilir, öyle üst düzey birilerinin de olması gerekmiyor, mesela ilk defa bu sene, kar yağdığında buranın yolları mükemmel açıldı, çünkü Hrant'ın babası bizzat kendi, ekibini de toplayarak çalıştı. Ben de görünce teşekkür ettim, aa seve seve yaptım dedi. Mesela her sene 50 defa telefon açılıyordu burdan, bir torba tuz getirmiyorlardı.

93- Yönetimin önereceği, kendilerine destek olunması konusunda önerebileceği şeylere destek olunabilir. Yönetim sıkıntısını kendisi bilir. Yuvanın içindeki sıkıntıyı bilemeyebilir veli.

94- Belki daha büyük yaş grubundaki veliler, daha küçük yaş grubundaki velilere bakın siz de bunlardan geçeceksiniz, başınıza bunlar gelecek gibi bir şey olabilir. Dönemde bir kere o grupları biraraya getirerek bir paylaşım olabilir.

95- Mesela daha imkanları kısıtlı aileler olabiliyor, mesela hafta sonu bir etkinliğe götürmek isteyip de götürmeyenler olabiliyor, maddi manevi imkansızlıklar olabiliyor, belki öyle ihtiyacı olan aileler tespit edilip, belki denebilir ki şu üç çocuğu hafta sonu tiyatroya giderken götürmek ister misiniz gibi, mesela ben rahatlıkla götürürüm.

96- Biraz biraz şimdi yalnız da gidebildikleri için bir yerlere, birbirimizin çocuğuna birer saatlik bakıp da diğerinin gerçekten acil bir işi olduğu zaman yardımcı olmak, çünkü çoğu ailenin yakında böyle bir anane babane şeysi yok.

97- İnsanların neler yaşadığını bilmiyoruz, burda manevi olarak bu çocuklara yetişilebiliyor belki biz hep onun üstünde duruyoruz bu çok önemli çünkü, ama maddi olarak da bilmeliyiz ihtiyaç sahiplerini, ben bunu kendim için düşündüm, ama benden daha kötü durumda olan insanlar da vardır belki, burda hakaten ufak birkaç bağışıyla yılda iki üç öğrenci okutabilecek velirlerimiz var. Böyle bir destek güzel olurdu.

98- Ne şekilde en kolay öğretirim diye öğretmenine danışıyorum. Çok fazla da aman şöyle eğitimi yapalım böyle eğitimi yapalım diye çocuğun üzerine düşmek de istemiyorum, keyifli bir çocukluk geçirmesini de istiyorum, o yüzden evde yaptığımız herşey aslında oyunla karıştırılmış olarak yapılıyor.

99- Bültenlerde haftanın konusu yazıldığı için, evde de değiniyorum, mesela konu renklerse, işte renkleri biliyor ama ara renkleri biliyor mu, işte griyi biliyor mu diye soruyorum.

100- Öğretmenimizden böyle bir yönlendirme gelmedi ama, bültenlerde yazılan bu hafta da şunu oynayabilirsiniz gibi, veya ona benzer şeyleri yaşımıza uygunsa, bazıları büyük çocuklar için oluyor o hafta, veya biraz daha basitleştirerek falan yapıyoruz.

101- Bir de yuvada edindiği alışkanlıklar, mesela kitap okumak, hemen bir kitap alıp oturuyor mesela, diğer arkadaşlarının çocuklarında bu yok mesela, bize de öğretiyor alışkanlıklarını.

102- Çocuğumun sosyalleşmesi, bir baba olarak benimle çocuğumun ilişkisini daha da sağlamlaştırdığını söyleyebilirim. Yuvadın kazandığı şeyleri bana aktarıyor, şarkısına eşlik ediyorum, hadi baba şunu yapalım, onunla bir etkinlik yaptığınızda baba öyle değil şöyle yapalım diyor. O beni yönlendiriyor.

103- Bir kere aldık. Yeterli gibi geldi bana. Sınıflarımızda da zaten yeterli kitap var. Kütüphane fikri güzel. Kütüphane alışkanlığı, kitap alınır geri getirilir, o alışkanlık için bile yeterli bence.

104- Çocuk kitapları alıyorum. Bence kütüphane yeterli de sanki velilerin kullanımı çok yeterli değil. Öğretmenler de söyleyebilir velilere, çünkü bazen bilsek de ihmal ederiz. İnsan alayım alayım diyor sonra ihmal ediyor.

105- Biraz daha kitap sayısını çoğaltabilirsiniz, bu konuda biz de yardımcı olabiliriz aslında, benim şey gelmişti aklıma biz bunları ciltlettirebiliriz.

106- Bir iki geldiğimde bakındım, ama onun tam nasıl işlediğini anlamadım, listeden mi seçmemiz gerekiyor, kitaplara bakarak da seçebiliyor muyuz mesela bilmiyorum.

107- Biz şimdi bu yaş grubunda eğitim olsun diye değil de zamanlarını hoş geçirebilecekleri etkinlikleri uygulamaya çalışıyoruz. Onların yuvada öğrendikleri şeyler oluyor, bakıyoruz makas kullanıyor, biz de buna benzer malzemeler alıp, evde benzer şekilde etkinlikler yaptırabiliyoruz. Zamanları yok zaten çocukların 5'te eve gelip yemek yiyip banyolarını yapıp oynayıp ardından bir film seyredip uyuyorlar.

108- Türkan'la birarada olmak çok zor. Türkan konsantre olamıyor. Yoğunlaşmıyor. O konuda çok muzdaripiz. Bu konuda destek olunabilir.

109- Mesela ben isterim ki pijamalarını kendi çıkarsın evde, burda yaptığını biliyorum, ayakkabılarını kendi değiştirsın, evde bunu nasıl sağlarız onu öğrenmek isterim. Evde kendi işini kendi yapmasıyla ilgili konuşmak isterim.

110- Mesela şey olabilir belki, ödev gibi birşeyler, evde de anneyle oturup şu resme bakın gibi işte bir şey verilebilir ve bir dönüt beklenebilir. Bize de bir ödev gibi çünkü bazen insan es geçebiliyor belki böyle gelirse daha mecburi hissedebilir ve daha sistematige binebilir o, böyle de bir vakit ayırmam gerekiyor diye motive edebilir aileyi sanki. Mesela anne değil de babaya özel birşeyler verilebilir.

111- Kış için evde yapılabilecek aktiviteler önerilirse iyi olur. Biz mesela mutfakta çok aktivite yapıyoruz, pizza yapıyoruz, kek yapıyoruz falan, o tip şeyler olabilir. Basit deneyler, fen etkinlikleri olabilir. yaparken ne konuşmamız gerekiyor gibi bilgileri de vererek. Ufak bir workshopla demosuyla, çocuğa yaparmış gibi birisi bize bir kez yaparsa eminim ki biz de minik öğretmenler oluruz ondan sonra, öğrenmemiz çok kolay olur, böyle bir konuşma da annelerin ilgisini çok çeker. Çocuklarla

yapılacak olan deneyleri size öğretiyoruz falan dense eminim ki katılım da yüksek olur öyle bir şeyde.

112- Veli temsilcisi etkin çalışırsa yeterli gibi ama veli temsilcisinin belirlediği sınırlarla olmamalı bu görevler, hep beraber belirlenmeli. Şu an varolan durumla ilgili bir bilgilendirilme yapılmalı bence önce. Her yaş grubunun bir temsilcisi olmalı, ben bir kişi olduğumu bilmiyordum mesela. Bebek sınıfında ben çok ihtiyaç duydum mesela buna. İhtiyaçlar farklı çünkü her yaşta.

113- Birden fazla da olabilir temsilci. Belki yemekle ilgili, faaliyetlerle ilgili, gezilerle ilgili, maddi konularda ilgili gibi. Değişik komitelerle değişik kişilerin daha çok katkısı olur, kişi sayısı ne kadar fazla olursa katkı da o kadar fazla olur. Ya da seviye grupları olabilir. bebek grubu vs. gibi. Ama birden fazla olmalı. En azından beş tane falan veli gibi düşünüp, onlar da kendi aralarında etkileşimde bulunup bazı şeyler organize edebilirler.

114- Burda sınıfsal olarak da temsilcilerin olması gerekiyor, akademik personel, idari personel, 4b'liler, katılımcı bir demokrasi anlayışına göre. Yönetimde böyle bir ayırım var çünkü. Veli temsilcisi kavramının işlediğine inanmıyorum. Ya da bir temsilci değil de 4-5'e çıkarıp, onlar da aralarında bir baş temsilci gibi belirleyip uygulanabilir.

115- O andaki katılıma bağlı olarak çok kolay yön değiştirebilen kararlar olabiliyor, insanlarımız etkili birisi konuştuğu zaman karaya ak deyip başka bir oy kullanıyor falan. Demokrasinin fazlası ziyan böyle yerlerde, insan sadece kendini düşünebilir bazı kararlarda. Oy kullanmak olarak değil ama söz hakkı olabilir.

116- Aileler yönetime katılmamalı. Yetiştirdiğimiz çevre, aldığımız eğitim çok farklı farklı. Bu, katkıdan çok zarar da getirebilir.

117- Açıkçası yönetime ailelerin çok katıldığını düşünmüyorum, bir karar alındığında ailelere bilgi mahiyetinde iletiliyor, çok katılımcılığının da zararları olabilir belki ama herhalde kendi sınıfını etkileyen konularda olabilir. Şunu anlıyorum, bir takım kurallar olmak zorunda ve o kurallarda katı olmak zorunda çünkü herkesi memnun etmek değil burda amaç, geneli memnun etmek. Yani herkesin dediğine de evet demek değil. Ama bazen de dinliyormuş gibi görünmek bile iyi olabilir. Bazen çok katı olunabiliyor yönetim kurulumuz toplandı böyle bir karar aldı, bitti gibi.

118- Ama işte öyle bir yapı var ki ben veli temsilcisine gidip söyleyeceğime öğretmeniyle ya da müdürle konuşabilirim. Herkesle konuşabildiğim bir ortamda araya yeni şeyler sokmak gerekmiyor. Doğrudan bir iletişim var zaten.

119- Ben şeye de çok sıcak bakmıyorum, velinin nerden öğrendiği belli olmayan çok sağlıklı mı değil mi, gelip her öğrendiğini okula dayatması, çok müdahale etmesinden de taraf değilim, sonucta orda bir sistem var, bunun bir bilimi var, düşünülüp taşınılıp orda uygulanan yöntemler var, sınıfın düzenlenişinden tutun da, orda uygulanan etkinliklerin, konuların seçimine kadar, neyin hangi saatte

yapılacağına kadar, tasarlanmış bir sistem var. Veli müfettiş yerine konmamalı.

120- Katıldım tabi ki. Aday olmadım. Olması gerekenler için bir konuşma yaptım. Benden daha iyi ifade edecek yuvanın üzerindeki yönetime sesini daha iyi duyuracak insanların olduğunu gördüğüm için onları destekledim, iyi yaptım.

121- Katılmamıştım. Haberdardım. Aday olmayı düşünmemiştim. Aday da kendimiz mi oluyoruz, yoksa sen ol iyi olur mu deniyor bilmiyorum açıkçası.

122- Hiçbir bilgim yok. Veli temsilciği seçiminin ne zaman yapıldığını bile bilmiyorum. Görevlerini de bilmiyorum. Aslında genel toplantıya gelmemiştim ama bu tür toplantılarda okulun eğitim felsefesinin yanında bu tür diyalog kanalları ve nasıl işlediği de anlatılmalı. Onların kim olduğunu nasıl ulaşabileceğimizi bilmeliyiz, hangi konularda temsil edecekler bizi, sınırlar ne bilmeliyiz.

123- Veli temsilcisi yönetim kurullarında bizi temsil edebilmeli, bir karar alınırken velilerin de görüşleri şöyle şöyle diyebilmeli. Ama bizim görüşlerimizi bilmeli bunun için de. Köprü tek taraflı değil tabi, yönetim kurulunun da isteklerini de bu tarafa anlatmakla ilgili, bu tarafın yanlış anlayabileceği şeyleri anlatmakla yükümlü olabilir.

124- Seçmek dışında bizim diyalogumuz olmuyor, toplantılarda o da konuşmalı, bunun ne anlama geldiği falan. Nerelerde hangi konularda bizi temsil ettiğini bilmeliyiz. Katıldığı toplantılarda neler olduğu konusunda haberdar edilmeliyiz. İdeal olarak bence; sadece velilerin toplandığı bir şey de olmalı sadece veli temsilcisinin olduğu, senede bir iki, özel durumlarda ayrıca da toplanılabilir, yoksa temsil sanal bir şey bizim görüşlerimizi almazsa bizi temsil edeceği toplantılara katılmadan önce.

125- Beni temsil edebilmeli, şimdi açık konuşmak gerekirse belli bir sınıf farkı var, idari kesimde çalışan insanlarız çoğunlukla biz burda ve taleplerimizi çoğu zaman düzgün bir sunumla yapamıyoruz, yani bunun bir eksikliği var, dolayısıyla sorunlarımızı bilip, talepleri alacak kişinin uygun bir tarzda yönetime götürmesi lazım. Dolayısıyla ben asla, bir veli temsilcisi idariden biri olsun demiyorum, yetersiz kalır, akademik birisi olmalı, yani hem bizi anlayabilecek bize ulaşabilecek kapasitede olmalı hem de bizi bir üst yönetime sunabilecek de vasfa sahip olmalı. Zaten bu görev tanımını bir yerde bitiriyor.

126- Sorduğum zaman cevap alıyorum, yönlendiriliyorum da. Panolarda da zaman zaman bu tarz bilgiler oluyor ama çok sistematik yapılmıyor sanırım.

127- Bilgilendirme olmuyor bence ama sorulduğunda bir yerlere yönlendiriliyorsunuz. Şeyi hatırlıyorum bir keresinde bir pedagoğa görüşmek istemiştım, o zaman sizin tanıdığınız yönlendirebileceğiniz biri var mı dediğimde birkaç isim verilebilmişti.

128- Panolar biraz daha etkin kullanılabilir. Bültenlerde bu haftanın hafta sonu

etkinlikleri diye iki satırlık bir paragraf eklenebilir. Web sitelerinin linkleri verilebilir. Festivaller falan. Bir de yazın tatil olduğumuzda, alternatif olarak, bir ay tatile gidilmiyor burası kapalıyken nasıl daha iyi değerlendirilebilir yazı gibi bilgiler verilebilir. Kampvari seyler, alternatif yerler. Veliler iletebilir bu tür bilgileri, belki bir web sitemiz olabilir aktif kullanılacak, ordan takip edilebilir, oraya mesajlar eklenebilir bu şekilde.

129- Sağlıkla ilgili olabilir. Mesela ben Fikret'i dışıye götürmek istiyorum ama nereye götürebileceğim konusunda bilgim yok. İyi bir çocuk diş doktoru, çocuk göz doktoru falan. Mesela iki yaşında göz muayenesine götürün diyorlar hadi bulun bakalım iki yaşındaki çocuğu muayene edecek birini. Aynı şekilde psikolog için, mesela Büpam'a yönlendirilmişim memnun kalmadım, ondan sonra başka bir yere yönlendirme konusunda çok tereddüt ettiler, biz bir yeri tavsiye etmeyelim gibi, edin ama, bizim ihtiyacımız var buna, denenmiş şeylere. Çok iyi bir enformasyon başı olabilirsiniz, ama onu çok iyi dağıtmıyorsunuz.

130- Burslu çocuğumu vereceğim bir okul isterdim, burs alabileceğim bir vakıf isterdim, bu anlamda irtibat kurabileceğim yerleri öğrenmek isterdim.

131- Bence yeterince kullanmıyor. Daha da iyi kullanabilir. Talepkar olmak gerekiyor. Veli temsilcisinin rolü çok önemli, kaynak isteme konusunda üniversiteyle ilişkilerini kullanabilir.

132- Bir sürü klüplerimiz var, folklor klubü var, müzik klubü var, bizim de onların neler yaptıklarını merak eden çocuklarımız var, spor müsabakaları, en azından ne olduğunu görsünler, bunun zevkli bir şey olduğunu, bu tür etkinlikleri de tanımalarını istiyorum, bu tür etkinliklerde biz yokuz, yuvada da hiç konuşulmuyor.

133- Çok fazla aktiviteler var aslında üniversitede, müzik grupları var, onlar çağırılabilir. Şöyle bir sıraya konsa, ağustosa kadar size birşeyler çalacak birilerini bulabilirsiniz, tiyatrocularından da aynı zamanda faydalanabilirsiniz. Seramik atölyesine falan gitseniz de onlar orda çalışırken görseler, çalışsalar. Bunlar çocukların çok ilgisini çekebilecek şeyler, üniversite içinde ve ücretsiz yapabileceğiniz şeyler.

134- Muhtemelen kullanmıyor yeterince. İngilizce konusunda okulun içinde bir kaynak bulunabilirdi diye düşünüyorum, özellikle ingilizce öğretmenliğinde okuyan öğrencilerden, üniversite bir şekilde burslarını veremez miydi, yuvada haftada 3 gün 4 gün ikişer saatten dersler şeklinde. İşimize gelmiyor ama buna biz de sınıf içinde, para ile destek olup haftada iki gün olsun birkaç saatlik, bir öğrenciyi ayarlayabilirdik.

135- Ben kendi çocukluğumla karşılaştırayım, ben onun yaşındayken tiyatroya da sinemaya da gitmemişim, Nikos ikisine de gitti, klasik müzik konserine de gitti. Yani oldukça aktifler aslında burda, geziler düzenliyorlar, Emirgan parkına gittiler, üniversitenin kütüphanesine gittiler, ben ortaokulda görmüştüm ilk kütüphaneyi. O yüzden, hem üniversitenin hem çevrenin imkanlarından faydalanıyorlar.

136- Dışarıya yapılan geziler daha fazlalaştırılabilir. Çok da aklıma gelmiyor. Şimdi şöyle bir şey de var Türkiye’de çocukla yapılacak aktivite çok kısıtlı, bir hayvanat bahçesine götürüym diyorsunuz yok, mayısta amerikadaydık, hayvanat bahçesine gittik bir sürü öğrenci, field tripe geldik dediler, bütün gün orda fen tabiat bilgisi gibi derslerini orda yapıyorlar, burda çok kısır, mesela istanbul moderne gidiyoruz Osman’la, workshoplara girmek istiyoruz, 6 yaş altı olmaz diyorlar.

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