

Solution Proposals of Prospective Teachers on the Problems of Pre-School Education

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Abstract

In this research, the proposals of prospective teachers in pre-school training about the problems of pre-school education which are defined by the literature analysis have been put forward. 700 solution proposals are gathered from 140 prospective teachers who are included in the research by providing 5 solution proposals each. When analyzing the gathered proposals, 140 prospective teachers concluded on highly important 5 solution proposals out of 40 solution proposals which they have already specified. These are in order 'arranging the pre-school buildings and classrooms conditions according to the characteristics of childrens' development', 'reducing the classroom size', 'explaining the importance of pre-school education to the parents and improving the cooperation and communication with them', 'enlarging the classroom space', 'mainstreaming inclusive education'. These prospective teachers concluded on the least important 5 solution proposals as follow: 'electing the pre-school prospective teachers by an interview', 'employment of doctors and nurses in the pre-school education institutions', 'emphasis more on skills like music and painting in the pre-school education process of prospective teachers', 'provision of experiential and informational support by the retired pre-school teachers', 'shortening the pre-school lesson hours'.

Keywords: *Pre-school Education, Compulsory Basic Education, problem, prospective teacher, solution proposal*

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Introduction

The researches on the childhood history reveals that the initial information which indicates the difference of pre-school period in the process of child development disclosed in Ancient Greek. However, rediscovery of the childhood and focusing on it by the philosophers begins at around the 16th-17th centuries. Nowadays, the terms and concepts of 'pre-school period, pre-school education, institutions and programs of pre-school education' becoming more commonly used in educational references. The studies done about the child psychology in various countries supports the idea that the period between 0-6 ages in childhood has great influence on determining ones own future. The problems in these countries includes providing a better quality in pre-school education for the children more than urging them to get benefit from pre-school education (Oktay, 2002).

Historical background of pre-school education institutions goes back to the ages just before the period of II. Constitutional Monarchy in Ottoman Empire. In these years pre-school education institutions opened in many different cities of the country. It is known that there opened some private nursery schools in some cities before the 28th July in 1908 (Declaration of 2nd Constitutional Monarchy) and after the date they opened these schools in İstanbul as well (Akyüz, 1996; Öztürk, 1998). Famous pedagogue Satı Bey opened a private nursery school in İstanbul, Beyazıt (Akyüz, 1996). Within the period of Constitutional Monarchy, pedagogue Kazım Nami Duru opened a private nursery in Thessaloniki after his trip to the schools where educating the teachers of 'Children's Garden' in Austro-hungarian Empire (Oktay, 1999). Therefore, it is understood that the first formation of pre-school education institutions in our country dates back to Infant Schools (Sıbyan Mektepleri) in Ottoman Empire. While the first private nursery schools were being opened just after the declaration of the 2nd Constitutional Monarchy in 1908, the official nursery schools were agreed to open and make common all over the country with the amendment called 'Nursery School Regulations' (Ana Mektepleri Nizamnamesi) in 1915 (Şahin, 2005).

Since the conditions were required considering the priority of primary education, the quantity of pre-school education institutions didn't increase as the Turkish Republic established. Many of the resources were invested on the development of primary schools as the Young Republic has been aimed to develop a new type of fellow-citizen. Therefore, the necessities of pre-school education were carried out by parents and local authorities at that time (Oktay, 2002).

In the beginning of Turkish Republic, there were 80 nursery schools in 38 different cities and totally 5880 children were getting pre-school education in the process (Başal, 1998). In 1960, the Department of Child Development and Education was opened in the Girls' High Technical School of Pedegogy in order to train teachers who would be employed in the pre-school education. In 1962 there was launched the 'Regulations of Kindergardens and Nurseries'. Through the following periods, to popularise and to indicate

the significance of pre-school education, the issue was highlighted in government programs, national development plans, committee on national education and the meetings of National Education Council. Within the general structural framework of Turkish National Education, pre-school education was agreed to place into the formal education process by the Basic Act of National Education - No.1739 that launched in 1973. Because of the increasing significance of pre-school education in the country, General Directorate of Pre-School Education was established by the Act No.3797 launched in 1992 (Şahin, 2005).

It is stated that pre-school teacher trainings began in a class in Darülmüallimat in İstanbul in 1913-1914, the courses in the training program were similar what includes the teacher training programs today and was made possible to implement Froebel method in the country (Oktay, 1999). There was no need to get a Bachelour Degree to be employed as a teacher in pre-school education till 1970s in Turkey. The alumni from the Department of Child Development in Vocational Collages could be employed in the field in general. The first Collage on Early Childhood Development Teacher Training programs opened in 1980. These collages transformed to the faculties afterwards in 1991. On the other hand, teacher training programs in education faculties restructured firstly in 1998 and later on in 2006 by the Council of Higher Education [YÖK & AÇEV-ERG, 2013].

Indeed, the subject policies maintained about the early childhood education in Turkey do not lead sufficient and integral developments. In its 2010-2014 Strategic Planning, Ministry of National Education aimed to reach %70 schooling rate in 2014 where 48-72 months children get educated. In accordance with the schooling age re-formulated by the Act '4+4+4' launched in 2012-2014, the foreground age group in pre-school education re-regulated as 48-66 months old and the schooling rate for this group of age range has been determined as %55 in 2013, and %70 in 2014. In spite of this, in the Tenth Development Plan announced in 2013 the gross enrolment rate for 4-5 years old children has been aimed as %70 for the year 2018. Therefore, it is observed that there appear remarkably inconsistency between the goals of different political declarations and documents. The goal set for 2018 in Development Plan falls behind the goals set by the Ministry of National Education - MONE (MEB) for the year 2014, and do not purpose any progress between the years 2014-18 (Oral, Yaşar & Tüzün, 2016). It is reported that % 70 of the 15 years old pupils in Turkey informed that they did not get any pre-school training by 2012, and it is informed that this is the lowest rate among the 65 countries which took part in PISA (Programme for International Student Assessment). It has been determined that children who have received pre-school education are at least one year ahead of their peers and those who have not received pre-school training are twice as likely to perform at the lowest level, especially in mathematical skills (Oral, Yaşar & Tüzün, 2016).

Pre-school teachers are observed to face with many problems in all of the subjects as occupational services, general services, education programs, student services, budgetary services and supervision. In this research, the solution proposals of prospective teachers regarding the pre-school education problems tried to

be defined by analyzing many researches. It is observed that the problems and solution proposals regarding pre-school education have not been addressed before on the basis of prospective teachers. The basic question of this research is the solution proposals of prospective teachers on the problems of pre-school education determined by the literature review.

Methodology

Research Design

In the study, among the qualitative research methods, descriptive case study method was used. The case studies are intended to provide a detailed, integral and in-depth analysis of a pre-determined topic, event, or pattern in its context (Yin, 2003).

Participants

The study group of the research consists of 140 pre-school prospective teachers who are studying at Çanakkale Onsekiz Mart University Faculty of Education and voluntarily participated in the research. For the research, a semi-structured data collection tool was developed for the collection of data. Participants were asked to provide five solution proposals for the problems of pre-school education, in a written form.

Data Collection Tools

A total of 700 solution proposals were gathered in the study. Getting more opinions of prospective teachers in a written form was appreciated to be more reliable rather than getting an oral interview with a small group since it is important to know to what extent prospective teachers figure out the pre-school education system and how they define the solution proposals for the problems. Distribution of pre-school prospective teachers participating in the survey by sex is presented in Table 1

Table 1: *Distribution Of Pre-School Prospective Teachers By Sex Participated In The Survey*

Sex	f	%
Female	129	92,1
Male	11	7,9
Total	140	100

According to data, %92,1 of total participants is female while %7,9 participants is male.

Data Analysis

Descriptive analysis technique (Yıldırım & Şimşek, 2005) was used in the analysis of research data. According to the results obtained in the research, in the formulation process of the sub-themes, the 2 specialists have read all the data and have classified them by specific headings and formulated sub-themes, which are independently determined by the participants as solution proposals for pre-school education

problems. Afterwards, the specialists concluded with a consensus by discussing the opinions on the sorted out data which they have already evaluated as separate themes. The reliability of the study was calculated by the formula as "Reliability = Consensus / (Consensus + Dissensus) x100" (Miles and Huberman, 1994). The reliability rate among the specialists in the study was computed as 82%.

Findings and Comments

140 pre-school prospective teachers who participated in the research wrote a total of 700 solution proposals. When these proposals were analyzed, it was revealed that 40 different solution proposals were determined by these prospective teachers. These proposals are also presented in tabulated forms indicated as decreasing frequency.

Table 2: *Solution Proposals With The Frequency Greater Than 30*

Sequence of Significance	Solution proposal	f	%
1	Arranging the pre-school buildings and classrooms conditions according to the characteristics of childrens' development	42	30,0
2	Reducing the classroom size	38	27,1
3	Explaining the importance of pre-school education to the parents and improving the cooperation and communication with them	36	25,7
3	Enlarging the classroom space	35	25,0
3	Mainstreaming inclusive education	35	25,0
4	Enrollment of preschool education in compulsory education	34	24,3
5	Separating pre-school buildings from the primary and secondary school buildings	33	23,6
6	Better and more frequent supervision of pre-school teachers	31	22,1
7	Supporting pre-school teachers more and in necessary matters in-service training / seminar / project etc.	30	21,4
7	Supporting the art, sports and science events, activities and spaces	30	21,4

When analysing Table 2, the most important proposal of prospective teachers in pre-school training about the problems of pre-school education concluded as "arranging the pre-school buildings and classrooms conditions according to the characteristics of childrens' development". Prospective teachers of % 30 in pre-school training considers the most important element among the problems of pre-school education is 'arranging the pre-school buildings and classrooms conditions according to the characteristics of childrens' development'. Prospective teachers of %27 in pre-school training scores the subject 'reducing the classroom size' as one of the other important solution proposals. 'explaining the importance of pre-school education to the parents and improving the cooperation and communication with them' is scored by the %25'7 of prospective teachers as a solution proposal while 'enlarging the classroom space' and 'mainstreaming inclusive education' are scored as more effective ways in solving problems by one out of every four prospective teachers. As being one of the late implementations, unfortunately, in Turkey 'enrollment of preschool education in compulsory education' is also among the solution proposals of prospective teachers (%24,3). In the sequence of significance, the proposal 'Separating pre-school buildings from the primary and

secondary school buildings' ranked as 5th order (%23,6). While 22% of the pre-school prospective teachers consider that there should be "the better and more frequent supervision of the pre-school teachers", 21.4% of them thinks that 'Supporting pre-school teachers more and in necessary matters in-service training / seminar / project etc.' and 'supporting the art, sports and science events, activities and spaces' would be effective in problem solving in pre-school education.

Table 3: *Solution Proposals With The Frequency Between 20-30*

Squence of Significance	Solution proposal	f	%
8	Providing more financial support to the pre-school institutions	29	20,7
9	Arranging a wider outdoor area-garden for pre-school institutions	27	19,3
9	Locating the classrooms in primary schools at lower floors, in light, safe and noise-free areas	27	19,3
10	Opening more state and private pre-shool institutions	25	17,9
11	Maintaning free pre-school education	23	16,4
12	Self-improvement of pre-school teachers about classroom management models	21	15,0

When evaluating the solution proposals with a frequency of 20-30, it is seen that the solution proposal with the 8th priority order (20.7%) is "providing more financial support to the preschool institutions". The solution proposal at the 10th order in the squence of significance as follows: "arranging a wider outdoor area-garden for the pre-school institutions" and 'locating the classrooms in primary schools at lower floors, in light, safe and noise-free areas'. While 17.9% of the prospective teachers regards "opening of more state and private preschool institutions " as necessary, the less prospective teachers consider 'maintaning free pre-school education' necessary. Pre-school prospective teachers of % 15 believe that "Self-improvement of pre-school teachers about classroom management models" would be effective for solving the problems.

Table 4: *Solution Proposals With The Frequency Between 10 And 20*

Squence of Significance	Solution proposal	f	%
13	Better and more frequent supervision of pre-school institutions	19	13,6
14	Installing monitor system to the pre-school classes	17	12,1
15	Giving motivational awards (salary, teacher of the year, teacher of the province) to the pre-school teachers	15	10,7
15	Supplying assistants to the classes	15	10,7
16	Proliferating of open-air activities for the pupils	14	10,0
17	Proficiency examination / interview instead of KPSS for placement	12	8,6
18	Encouraging old teachers to become retired	11	7,9
19	Providing breaks to pre-school pupils and teachers	10	7,1

Within the solution proposals with a frequency of 10-20, "better and more frequent supervision of pre-school institutions" much more voted than the other items in this category (13.6%). "installing monitor system to the pre-school classes", which can be considered as one of the extraordinary solution proposals, was chosen by 12,1% of the prospective teachers. Suggestions considering 'presenting motivational awards

(such as salary, teacher of the year, teacher of the province) to the prospective pre-school teachers', 'provision of assistants to the classes' and 'proliferation of open-air activities for the pupils' were evaluated as a solution by approximately one-tenth of the pre-school prospective teachers. The proposal for the problem that prospective teachers would inevitably face with, (ranked 8.6%) was "proficiency examination / interview instead of KPSS (Public Personnel Selection Exam) for placement". Ultimate solution proposals in this category were the issues concerning employee teachers like "encouraging old teachers to become retired" and "providing breaks to pre-school pupils and teachers".

Table 5: *Solution Proposals With The Frequency Between 6-10*

Sequence of Significance	Solution proposal	f	%
20	Not recruiting and placing non- preschool graduates to the pre-school education process	9	6,4
20	Testing of preschool teachers at certain intervals (such as 5 years to 7 years)	9	6,4
20	More emphasis on the code of behaviour in the classrooms	9	6,4
20	Dividing the spaces for games, resting, eating, sleeping and sports	9	6,4
21	Practising home and family visits by the pre-school teachers	8	5,7
21	Increasing security measures in pre-school institutions	8	5,7
21	Creating separate classes for each age level	8	5,7
22	Supporting pre-school teachers for experimental / field trips	7	5,0

The solution proposals with a frequency of 6-10 includes the solution proposals preferred by 5-6% of the prospective teachers; "more emphasis on the code of behavior in the classrooms" and "dividing the spaces for games, resting, eating, sleeping and sports", "testing of pre-school teachers at certain intervals (such as 5 years to 7 years)" were recommended only by the nine of the 140 prospective teachers. Additionally, eight prospective teachers rated for each of the following items as important in problem solving; these items are "practising home and family visits by the pre-school teachers ", "increasing security measures in pre-school institutions " and "creating separate classes for each age level " as important in solving the problems. Only 5% of the prospective teachers agreed that " Supporting pre-school teachers for experimental / field trips".

Table 6: *Solution Proposals With The Frequency Between 0 And 5*

Sequence of Significance	Solution proposal	f	%
23	Increasing guidance and counselling services at pre-school institutions	5	3,6
24	Augmenting the practicing hours of pre-school prospective teachers	4	2,9
24	Building of earthquake resistance pre-school institutions	4	2,9
25	Electing pre-school prospective teachers by interview	3	2,1
25	Employment of doctor & nurse in pre-school institutions	3	2,1
26	Emphasis more on skills like music and painting in the pre-school education process of prospective teachers	2	1,4
26	Provision of experiential and informational support by the retired pre-school teachers	2	1,4
26	Shortening the pre-school lesson hours	1	0,7

Reviewing Table 6 presents the least preferred solution proposals disclosed by 1 to 5 pre-school prospective teachers regarding the problems of pre-school education. These are; " increasing guidance and counselling services at pre-school institutions ", " augmenting the practicing hours of pre-school prospective teachers ", " building of earthquake resistance pre-school institutions ", electing pre-school prospective teachers by interview ". In addition, solution proposals such as "employment of doctor & nurse in pre-school institutions", "emphasis more on skills like music and painting in the pre-school education process of prospective teachers" and "Provision of experiential and informational support by the retired pre-school teachers" rated by very few pre-school prospective teachers The proposal concerning the working hours of preschool teachers rated just by one of the pre-school prospective teachers so got the lowest frequency. This proposal presented as " Shortening the pre-school lesson hours "

Results, Discussion and Suggestions

The research can be regarded as one of the first studies in Turkey to reflect the perspective of the next-generation teachers about the solution of problems of pre-school education. In the research, 140 prospective teachers concluded on highly important 5 solution proposals out of 40 solution proposals as follow in order: 'arranging the pre-school buildings and classrooms conditions according to the characteristics of childrens' development', 'reducing the classroom size', 'explaining the importance of pre-school education to the parents and improving the cooperation and communication with them', 'enlarging the classroom space' and 'mainstreaming inclusive education". The 5 solution proposals that the prospective teachers perceive as the least important are the followings: 'electing the pre-school prospective teachers by an interview', 'employment of doctors and nurses in the pre-school education institutions', 'emphasis more on skills like music and painting in the pre-school education process of prospective teachers', 'supporting prospective teachers with the experience and information of the retired pre-school teachers', 'shortening the pre-school lesson hours'. Another important result of this research is the sensitivity of prospective teachers participating in the research to the solution of preschool education problems. Since there is no corresponding or matching research with this one, the results of the research tried to be explained and discussed under the illumination of similar researches.

The most important solution proposal for prospective teachers in the research is "*arranging the pre-school buildings and classrooms conditions according to the characteristics of childrens' development*". The organization of educational institutions according to the needs of students is that great importance for the personal and social development of students (Friend and Cook, 2007; Fullan, 2006; Waldron and Mcleskey, 2010).In recent years, pre-school education and pre-school education institutions are rapidly becoming widespread in Turkey. However, despite this rapid widespreading, it is noteworthy that ergonomics and equipment in preschool institutions are still not satisfying enough. The buildings constructed for pre-school education can perform efficiently providing that the educational environment and equipments are

conveniently arranged for the age and health characteristics of the children who will be educated in them (Karadağ and others, 2003).

The second significant solution proposed by the prospective teachers in the research is "*reducing the classroom size*". According to the 'Pre-school Education Institutions Regulation', the number of children in a group mustn't be less than 10 and more than 20; providing that the class capacity is in favorable conditions, the number of children in the group can be increased up to 25. The average standard in OECD countries is in favour of 18 students per teacher. Non-OECD countries where present accessible data, 15 pupils per teacher is the available average standard (AÇEV-ERG, 2013).

Among solution proposals that the prospective teachers rated as the third most important item in the research is "*explaining the importance of pre-school education to the parents and improving the communication and cooperation with them*". According to Kaya's (2013) study conducted in 50 provinces of Turkey, the 208 pre-school teachers rated the most important proposal as 'raising the awareness throughout the community about the significance of promoting pre-school education with the help of organizing various activities like seminars, conferences, exhibitions, etc.' by 53%. The study reveals the necessities about the subject.

The third most prominent solutions proposed by prospective teachers in the research is "*enlarging the classroom space*". In Norway, the related regulation ensures at least 4m² per child in closed areas of nursery schools, while the OECD average is 2.9m²; this area in Turkey narrows to 1.5m². On the other hand, the OECD average is 7m² per child for outdoor space while this outdoor space allocated per child in Turkey is 2m² (ACEV-ERG, 2013).

The latest third proposal presented by the prospective teachers in the research is "*mainstreaming inclusive education*". Education at early ages is not only a necessity for the individuals who displays the normal physiological development, but also for the handicapped individuals who need special education (Odluyurt, 2012). Pre-school education is highly important for the handicapped children who need special education as much as for the ones who displays normal development. The aim of pre-school education is to accelerate the development of special needs children in all developmental areas, to increase the possibility of using common education environments when they become school-age children and to reduce the emotional and social problems experienced by their families (Akçamete, 1998).

Prospective teachers rated another item as the fourth important one. The item considers "*enrollment of preschool education in compulsory education*". The age of compulsory schooling in the world countries varies between 4 and 7 years according to the characteristics of the countries of origin, and in most cases it is obligatory (such as Germany, Austria, Belgium) (Star and Vulture, 2013: 1745). According to Kaytaz's (2005: 8) pre-school education benefit-cost analysis in Turkey, each unit investment made in early childhood

education, in other words in pre-school education, provides a return of about 6.3 TL to the country's economy. This result in the research reveals the necessity and prevalence of pre-school education. The study of Göğebakan (2011: 67); confirms that the mothers who let their children to get pre-school education agreed about the necessity of at least one year of compulsory pre-school participation. The features of mothers and their agreement rates as follow: 83.9% of primary school graduate, 82.6% of secondary school graduate, 88.5% of high school graduate and 94.6% of university graduated mothers.

The fifth solution proposal the prospective teachers presented in the research is "*Independent pre-school buildings from the primary and secondary school buildings*". This situation has become more and more remarkable especially after launching 12-year compulsory intermittent training. Primary and secondary schools have been separated from primary education buildings, but pre-school classes still going on their studies in these buildings.

The sixth solution proposal that prospective teachers chose in the research is "*better and more frequent supervision of pre-school teachers*". Prospective teachers may proposed this solution particularly to the problems that arise from the impressions they received from their school experience and teaching practice courses.

Among the most important proposals of the seventh solution that prospective teachers presented is "*Supporting pre-school teachers more and in necessary matters in-service training / seminar / project etc.*" Different research results also support the fact that such activities have enriched the experience of teachers and prospective teachers at different levels of education in the classroom (Mc Mullen, 2001; Lee et al., 2006; Işıkoğlu, 2008). As stated in the "Pre-School Education Process Internal Audit Report" dated 2010, the vast majority of in-service training, seminars and professional development activities at local level for pre-school teachers do not meet the needs and expectations of preschool teachers and this situation consequently influence the quality of teachers negatively (MEB, 2010). According to Kaya's (2013) study made with the help of 208 primary and secondary school teachers in 50 province of Turkey, 37.5% of the teachers have participated in in-service training activities organized by the Ministry of National Education when they are carrying out their professions.

In the research, one of the other seventh solution proposals that prospective teachers emphasized on is "*supporting the art, sports and science events, activities and spaces more*". Oktay (2007) defined the preschool period as the most critical period of human life in terms of enabling the opportunities provided or not provided to the child physically and socially in the pre-school period in order to realize child's own potential to the highest level in the future.

The proposal located in the eight position by the prospective teachers is "*providing more financial support to the pre-school institutions*". International researches and studies in Turkey underline the fact that

the return on investment in Early Childhood Education -ECE is very large as the development speed of children is high and the related investment costs are relatively low. The ECE benefit-cost analysis has shown that there becomes 7 TL social return in the future on for each 1 TL invested (Kaytaz, 2005). The level of education in families and household income are one of the most basic elements associated with the access to pre-school education. A study conducted in 56 countries revealed that having low income families and / or having mum in low education level, regardless of factors such as age, sex, and residence, were the main obstacles to access to early childhood education (Aran et al., 2009). However, when the findings of the research conducted by Cömert and Aktan Kerem (2006) on the problems of preschool education in Siirt province were examined, among the problems that the teachers who participated in the research defined as "Never Important", finance ranks the 3rd insignificant element with the 1.7%.

Among the ninth solution proposals that prospective teachers mostly emphasis on in the research is *"the arrangement of a wider outdoor area-garden for preschool institutions"*. It is highly favourable for a preschool education institution to have a building in single-storey or two-storey in terms of children's safety and fulfilling its functional goals. The project builders need to be attentive to the facts that the playrooms look to the south, the windows are low, the entrance is large enough to prevent the troubles on the school gate, as well as to the organization of necessary divisions required for the schedule, while building the project (Zembat, 2001). Open-air areas should be organized appropriate to a specific plan and program as in the inside of the school building, the ideal measurement of open-air areas should be at least twice as wide as the school building (Yılmaz, 1994).

The next important ninth solution suggested by the prospective teachers is that *"Locating the classrooms in primary schools at lower floors, in light, safe and noise-free areas"*. In the study conducted by Göçhan (2011), it was emphasized that within the dissemination efforts of pre-school education, there arised equipment problems while transforming the academic units into the kindergartens and the situation of deficient transformed classes caused decreasing of quality in education process in pre-school education classes.

The most important tenth solution proposal for prospective teachers in the research is *"opening more state and private pre-school institutions"*. Although the level of schooling in pre-school education is the lowest in the Turkish National Education System, the schooling rate in pre-school education in developed countries have been tried to be increased up to 100% as well as starting preschool education at a younger age. However, the enrollment rate in pre-school education is still neither quantitative nor qualitative enough in Turkey (Derman-Taner and Başal, 2010). In the pre-school education, the student population increased by an annual average of 110 thousand throughout the seven years from 2004 to 2010. Nevertheless, MoNE has built an average of 900 classrooms annually in kindergartens or nursery schools. In other words, one classroom was constructed for each 131 children stepping in the education system during this period (AÇEV-

ERG, 2013). On the other hand, when the findings of the research done by Cömert and Aktan Kerem (2006) about the problems of pre-school education in Siirt province are analysed, among the problems that pre-school education teachers participated in the research consider "Not so important" is, the disseminating of pre-school education ranks in the 2nd insignificant position with the rate 2.2%.

In the research, the eleventh solution proposal prospective teachers emphasised on is "*maintaining free pre-school education*". Among the European countries, Turkey is the only country in which pre-school education is not in free of charge and families are not supported in any way for this education period, as well. Within this context, the following suggested policy options can be questioned and put on the countries agenda like maintaining free pre-school education for all the kids, legally ensuring the right to get pre-school education and / or taking steps for providing financial support for pre-school education of those who has inconvenient socio-economic conditions (AÇEV -ERG, 2013). It is necessary to increase public resources and use of them in a balance in pre-school education. It is estimated that public resources allocated to pre-primary education in Turkey corresponds to 0.1% of GDP. The average rate of OECD countries is 0.4%, and the World Bank's suggestion for Turkey is 0.23%. An important indicator that the public may offer free pre-school education is the removal of university fees. Government authorities pointed out that the central budget effect of removing university fees is about 1.3 billion TL. This amount is equivalent to about 0.1% of Turkey's 2011 GDP. In other words, the removal of university fees and the expenditures made by the public for school education are equal to the removed fees effect on central budget. (AÇEV-ERG, 2013). Since the period of planned development in Turkey, it has been aimed to widespread the pre-school education however have not been reached the enrollment rates in the developed countries. Pre-school education costs a lot for the families. Therefore, poor families benefits much less out of pre-school education when compared to the wealthy ones. The situation leads to an obvious inequality of opportunities in pre-school education. Furthermore, the contributions of business world, voluntary organizations and local authorities is insufficient for the pre-school education (Eğitim-Bir-Sen, 2010).

The twelfth solution proposal that the prospective teachers underlined in the research, is "*self-improvement of pre-school teachers about classroom management models*". Teachers have to improve themselves on the preventive and developmental model against the behavioral problems that stems from the features of modern life style (late marriage, soon divorce, single-child families, computer-mobile phone dependency, etc.).

The thirteenth solution proposal that the prospective teachers highlighted as important in the research is "*better and more frequent supervision of pre-school institutions*" and the fourteenth solution proposal is "*Installing monitor system to the pre-school classes*". The qualitative research carried out by Ada, Küçükali, Akan and Dal (2014), figured out some problems as follows: the school supervisors are not master on the field and they do not accept this reality, the supervisors visit the schools very rarely and they inspect much

more than guiding, deficiency of supervisors master on the field, their lack of innovative thinking and their tendency towards following up the old practices.

Among the proposals, one of the fifteenth solution that the prospective teachers have most emphasized in the research is "*giving motivational awards (salary, teacher of the year, teacher of the province) to the pre-school teachers*". The International Student Assessment Program (PISA), which is implemented by the Organization for Economic Co-operation and Development (OECD) every three years on students in the age group of 15 in various countries of the world, involves useful information on ECE (Early Childhood Education). Finally, according to the data of the PISA evaluation conducted in 2012, among the OECD countries, the math score of students who express that they got more than one year of pre-school education is 53 points higher than their peers who express that they did not get any pre-school education. This gap on score is approximately equal to the ultimate target of a school year (Oral, Yaşar and Tüzün, 2016). For this reason, to motivate the teachers of this highly important stage of training is crucial.

In the research, the next most important fifteenth solution proposed by the prospective teachers is "*supplying assistants to the classes*". The majority of pre-school institutions are located in major city centers. This situation can be explained by the fact that working women and large workplaces are found more in big cities, however it is highly important to open preschool education institutions in towns and villages in order to provide equal opportunity and to decrease the education gap among the families. It is expected to maximize the number of these institutions and to accelerate their works especially in order to minimize the differences among them (Eğitim-Bir-Sen, 2010: 20). Within this process, it is also fundamental to provide assistants to the class teachers who work without any break.

The sixteenth solution proposal that the prospective teachers reached a consensus in the research is "*proliferating of open-air activities for the pupils*". Independency of pre-school education institutions is one of the leading factors that will stimulate the positive effect on the situation.

The seventeenth and eighteenth solutions proposed by the prospective teachers are "*proficiency examination / interview instead of KPSS for placement*" and "*encouraging old teachers to become retired*". Both proposals stem from the placement problems of teachers. In spite of the fact that pre-school teachers can be placed more easily than the other brach teachers, they defined these items also significant.

The nineteenth solution was proposed by the prospective teachers in the study is "*providing breaks to pre-school pupils and teachers*". This item can also be illuminated with the evaluation of fifteenth item that suggests '*giving assistant staff to the teachers*'.

The twentieth solutions proposed by the prospective teachers in the study are "not recruiting and placing non- preschool graduates to the pre-school education process", "testing of preschool teachers at

certain intervals (such as 5 years to 7 years), " more emphasis on the code of behaviour in the classrooms ", and "dividing the spaces for games, resting, eating, sleeping and sports ". Within the framework of the three-year protocol signed between the General Directorate of Pre-School Education and Anadolu University in 2000, the teachers who get two-year theoretical courses and practice the profession for one year, can teach as a "temporarily employed master trainer" in pre-school education institutions. This regulation contributes to increasing the number of children for their enrollment in pre-school education. However, this implementation is not sufficient enough to cover the deficiency in the field and furthermore it can negatively affect the quality of pre-school education in long-term as well (Eğitim-Bir-Sen, 2010). According to the results of the study conducted by Gündüz and Çalışkan (2013), it is observed that the 60-66 month old children have lower maturity characteristics of their school-age, 66-72 and 72-84 month old children have average maturity characteristics of their school-age, and 72-84 month old children have the highest level of all maturity characteristics of their school age.

The twenty-first solution proposed by the prospective teachers is " practising home and family visits by the pre-school teachers ", "increasing security measures in pre-school institutions " and " creating separate classes for each age level ". This result supported by Cevher- Kalburan's (2014) study. That study examined to prospective preschool teachers' reveal problems and solutions. The importance of pre-school education is largely associated with the child's academic success in older ages and the future of the country, rather than being addressed with a pedagogical perspective on the current improvement of the child. To evaluate the situation just from the point of view of human capital and latest official figures, prevents to grasp the specific situations of Turkey. That's why it would be a misevaluation to associate the low pre-school enrollment rates to the 'lack of awareness of the society about the necessity and importance of pre-school education'. Beyond all, the investments made in pre-school education in developed countries are directly associated with the women's employment participation rate. In the study conducted by OECD (2006) with the participation of twenty countries for the period between the years 1998-2004, it seems that the most concrete reason for investing pre-school education in these countries, is the conditions of women in the society (reported: Gür & Çelik, 2009)

Twenty-second solution proposal that prospective teachers highlighted is " *supporting pre-school teachers for experimental / field trips* ". The findings supported by Cevher- Kalburan's (2014) study. The Cevher - Kalburan's (2014) study indicated that prospective teacher's emphasize that the number of practice courses needs to be increased. Teaching methods and techniques are also crucial for the pre-school education. In the education process of formal education it will be a good beginning for the children especially to get their education out of the intramural environment.

The twenty-third solution that the prospective teachers underlined is "*increasing guidance and counselling services at pre-school institutions*". Disagreements between the parents, deterioration of family

integrity (Sezer, 2006), growing up in a stressful family environment (Beautrais, Fergusson and Shannon1982), poverty (Sezer, 2006; Anselmi et al., 2004), absence of father, being insensitive of the family to children, training of the child away from the family for a long time, abandonment of the child by one of the parents (Ziyalar, 1984) can cause some problems for the child like eating nails, lying, stubbornness, unwillingness to go to school, loss of appetite and stealing (Sezer, 2006).

The most important twenty-fourth solution proposals for the prospective teachers in the study are "*augmenting the practicing hours of pre-school prospective teachers*" and "*building of earthquake resistance pre-school institutions*". In recent years, the number of academicians in many universities are becoming insufficient for students because of increasing quantity of the departments of pre-school education teachers and the situation may prevent the students to get a qualified education. During the four-year university education, the practice and traineeship courses that the teachers will get likely the most benefit and develop themselves during their professional career, do not reach the targeted goal due to the inadequacy of the faculty members (Oral, Yaşar and Tüzün, 2016). In the study conducted by Küçüköğlü and Kızıldaş (2012), pre-school teacher training programs in England, Germany, France, Italy, Russia and Turkey were compared. According to the results of the research, it is found that teaching professional practicing courses in Turkey much more focused on than the other countries in the study; however there is no additional period of time left exactly just for implementation as it is in France. To sum up, it is obvious that the process devoted to practice and qualified teacher studies is not sufficient in the department program in Turkey. Natural disasters are the facts of Turkey. The initial expectation is constructing the public institutions and buildings according to this reality.

Twenty-fifth of the solution proposals that the prospective teachers rated as the most important in the study are "*electing pre-school prospective teachers by interview*" and "*employment of doctor & nurse in pre-school institutions*". The other precautions that can be taken for the earthquake are as the appointment of a doctor-nurse to the preschool institutions. Besides, for entering the faculties of pedagogy, it would be better to elect the students by interviewing instead of choosing prospective teachers according to their test scores.

The least important solutions proposed by the prospective teachers in the study are "*emphasis more on skills like music and painting in the pre-school education process of prospective teachers*" and "*provision of experiential and informational support by the retired pre-school teachers*" and "*shortening the pre-school lesson hours*". According to Kaya's (2013) study conducted in 50 provinces of Turkey with the 208 pre-school teachers, 66.8% of the teachers found themselves proficient about pre-school education, in their pre-school education courses during the training process. Hassard, (1999) states that dialogues that the prospective teachers make with the teachers and children can influence positively or negatively the feelings and thoughts of the children and may affect their choices of profession about being a teacher or not. For this reason, it is necessary to organize educational environments in which prospective teachers should not get any

negative experiences and should prepare themselves for teaching profession. Experiences gained by prospective teachers in schools allow them to create their own knowledge by practicing on real life problems (cited in Oguz, 2004).

In the last decade, important developments have been experienced in preschool education and the subject has started to be included in education policies. In 2008, the Ministry of National Education (MONE) announced its goal of 100% schooling for pre-school education for 5 years old children. However, due to the "4 +4 +4" education system implemented in the 2012-13 academic year, starting age to the primary education is lowered and the pre-school education is not included in the scope of compulsory education. This regulation caused a considerable loss of the gains obtained since 2008 regarding preschool education (Oral, Yaşar and Tüzün, 2016). A qualified early childhood education and compulsory education are inevitable requirement of prerequisites for maintaining national development and sustainable competing on the international platform. Today's executives and decision-makers have to invest in education in order to build a safe and confident future in Turkey. Additionally they have to take actions to solve educational problems within a systematic integrity beginning from pre-school and primary education. This is an essential role and obligation much more than an option. (Özdemir, Bacanlı & Sözer, 2007).

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