

Parents Educational Concerns about Their Middle School Children

Aysel Ateş¹

Ministry of Education

Ali Ünal²

Necmettin Erbakan University

Abstract

This study intends to define the educational concerns of Turkish parents whose children at middle school. The study is conducted a phenomenon science pattern one of the qualitative research approaches. Data were collected by two focus group meetings from 22 parents, live in three different districts in Istanbul in the 2019-2020 academic year. The criterion sampling method, which is one of purposeful sampling method, was used to select participants. Data construed by content analysis. The study result indicates that the parents whose children in middle school, stable concern about education policies that change frequently in consequence of not paying attention to the goals and principles of the educational system, uncertainty that occurs because of the way practitioners understand and implement educational policies and not trust neither education system nor administrator and teachers. Besides these basic concerns, parents also have some expectancies. They desire that their children are advanced as a whole not only academically but also socially and psychologically on the base of their individual feature. They believe their children can not get the education which helps them to get a good job and make them successful in life. Some suggestions are made for policymakers and practitioners.

Key Words

Parents' concerns • Education system • School • Teacher and administrator qualification

¹ **Correspondance to:** Aysel Ateş (PhD), Teacher, Ministry of Education, İstanbul, Turkey. E-mail: ates.aysel@yahoo.com **ORCID:** 0000-0001-7582-6243

² Department of Education Sciences, Necmettin Erbakan University, Konya, Turkey. E-mail: aliunal37@hotmail.com **ORCID:** 0000-0003-2967-2444

Citation: Ateş, A., & Ünal, A. (2020). Parents educational concerns about their middle school children. *Research on Education and Psychology (REP)*, 4(1), 73-97.

"I'm looking for a house with a view of Science High School!" The phrase is the title of an article written by the author of a local newspaper (İlmak, 2017). The author used this title to emphasize that parents have begun to ask the question "Am I at the right address" as a result of the changes made by Ministry of Education (MoNE) at the beginning of the 2017-2018 academic year, which are about transition systems from primary to secondary education and the address-based school enrollment that came to the agenda within the scope of these changes. As İlmak (2017) states that although there is no such evidence that whether parents have moved close to qualified schools or not, it is likely to happen. As a matter of fact, the increase or decrease in house prices is a situation occurred in Singapore because the parents move close to the schools that they consider qualified (Ng, 2019).

Parents want the best for their children and are worried about it, hoping that their children will have a better future than themselves (Ng, 2019). Parents' concerns about their children affect their parenting behavior, which has an impact on their child's well-being (Restall & Borton, 2010). For this reason, it can be said that parents having positive expectations and concerns about their children is one of the positive aspects of parenting (Algarvio & Leal, 2016). İlmak (2017), in his article mentioned above, talks about five different types of parents who have different types of stances on the subject: those who are satisfied with the public school of their children are currently studying (satisfied ones); those who enroll their children in a private school of their choice (relaxed ones); those who care a little bit about the subject but say "I can not change something even if I want it" (desperate ones), "never worry about such issues" (disinterested ones) and those who are not in any of the four groups counted (anxious ones). According to the author's observation, those who are looking for better education (anxious ones) make up the majority of the parents (55-60%). Determining what parents are looking for, and what their concerns are about the education of their children can help to adjust education and school policies and direct practices. For this reason, parents' concerns about the education of their children have been identified as the subject of the study.

Slater et al. (2010) found that Australian parents are concerned about the health and well-being of their children, violence, substance and alcohol abuse, and mostly their education. Researchs by Burgess, Greaves, Vignoles and Wilson (2014) and Rubie-Davies, Peterson, Irving, Widdowson and Dixon (2010) indicate that among the expectation of parents towards their children, there is to show a high academic success. In this context, it can be said that it is an expected condition that parents are concerned about their children's education in Turkey as primarily there are problems with the academic success of students. The international indicator of these problems is PISA and TIMSS results. Even if the average score of Turkey increases in time, it is still below the Organisation for Economic Co-operation and Development [OECD] average (Education Reform Initiative [ERI], 2018; Ministry of National Education [MoNE], 2018; OECD, 2019; Turkish Education Association [TEA], 2017; TEA, 2018). The national indicator of educational problems is the exams made in university entrance and transition from primary to secondary education. For example, in the Basic Proficiency Test in the 2019 Higher Education Institutions Exam, the average of Turkish in 40 questions is 14.6, Basic Math is 5.7; In 20 questions, the average of Social Sciences is 6.7 and the average of Science is 2.2 (Measuring, Selection and Placement Center [OSYM], 2019). As it is seen, secondary school seniors or graduates are unable to answer even half of the questions on average, and they can answer almost only 10 percent in science. A similar situation exists in the 8th Grade students' Central Exam for Secondary Education Institutions. Among the subtests with twenty questions, the average number of correct answers of the students; In Turkish, 11.75; In mathematics, it is 5.09. With ten questions, T.R. The History of Revolution and Kemalism is 6.88 and the average of Foreign

Language is 4.65. Students can not even answer half of the questions on average in the numerical section (MoNE, 2019).

Coldron and Boulton (1991) maintained that not only academic success is sufficient for parents but also their children have the expectations and desires to be safe and happy at school. Moreover, Francis and Archer (2005) found that parents mediate their children's adaptation to society, their development, and moral values. Ryan, Casas, Kelly-Vance, Ryalls, and Nero (2010) revealed that Latin-American families expect both academic success and social skill acquisition from education in their study with Latin-American families living in the United States. Unlike Latin families, American families expect their children to gain social skills/success from education. As noted by Schneider, Marschall, Teske and Roch (1998) in their research that families with low education levels prefer standard test success-oriented education so that their children can settle in a good university and have a profitable income. Saçkes (2013), noticed that the social-emotional development of children is preferred mostly from families with a higher income level in Turkey than middle-income families. In another study of Saçkes (2014), it was found that families with lower and middle-income levels care about reading, writing, and mathematics in preschool education, while families with high-income levels care about ethics and arts education. As we have seen, both in Turkey and other countries, different parent groups have various expectations rather than only academic success, such as values, social skills, emotional development, adapting to society as well. By putting a goal like: "All our students will be provided with the knowledge, skills, attitudes, and behaviors in line with the common values of our civilization and humanity and the requirements of the age," to the 2019-2023 Strategic Plan at the Ministry of National Education (MoNE), not only in the academic success of the students; revealed that there is a problem in their skills, attitudes, and behaviors (MoNE, 2019). Considering that the vision document has been prepared to solve the current problems, it may be possible for parents to see the issues that they should be concerned about their children's education (MoNE, 2018). For example, the vision of "The Ministry's All Decisions Would Be Based on Data" in the vision document is of concern about the way decisions are taken before the vision document. Apart from this, it is understood from the vision document that MoNE itself has identified problems in teacher training, security, hygiene, identification and education of gifted individuals, and foreign language teaching. Accordingly, it can be mentioned about the problems detected by the Ministry of National Education, academic success and other problems that parents should worry about in terms of their children's education.

The education received by the individual affects both the quality of their economic activities and the labor force participation rates, and the labor force participation rates are expected to increase as the level of education increases (Kavak, 1997). However, as of September 2019 the unemployment rate in Turkey was 13.9%, youth (15-24) unemployment rate was 26.1% (Turkish Statistical Institute [TSI], 2019). This may be an indicator that education does not help young people to find a job, given that the enrollment rate has increased recently. As such, considering the educational-employment correlation, parents can be expected to be anxious about their children's education.

According to Wentzel's (1998) study, parental beliefs are a meaningful and independent predictor of children's educational attainment. Spera, Wentzel, and Matto (2009) found that four-fifths of families in America want their children to receive at least a bachelor's degree. Accordingly, parents who have high educational expectations for their children can be expected to be concerned about whether their children can go to university.

Turkish education system; It is possible to talk about many problems such as differentiated education practices, professional development and supervision of teachers, high teacher turnover in schools and psychological pressure of education on students (Abu, Bacanak & Gökdere, 2016; Can, 2019; ERI, 2019; Gedikoğlu, 2005; Özdemir & Kaplan, 2017; Özyılmaz, 2017; Ünal & Sürücü, 2018; Yeşil & Şahan, 2015; Yılmaz & Altınkurt, 2011). It can be said that all of the problems mentioned are of a concern for parents who care about their child's education. To get rid of this concern, some of the parents prefer to send their children to a private school, while some choose to take private lessons from the academic lessons that their child needs support or send them to study centers, and some go to choose a school-teacher (Çetin & Ünsal, 2018; Demir & Yılmaz, 2019; Keskin & Turna, 2010; Pulat, 2019; Taşkın & Aksoy, 2018; Yurttaş Kumlu & Çobanoğlu, 2019). Some of the parents have all the options counted for the education of their children, while others do not. There is a 15 times difference between the expenditures of the poor and the expenditures of the rich, and the expenditures of the rich increase while the expenditure of the poor decreases (Kömüş, 2019). Consequently, the poor do not seem to have any choice but to be satisfied, hopeless, indifferent or worried about the education of their children. Almost all the researches aimed at identifying the problems of the education system have been carried out either from the perspective of teacher candidates, teachers or school administrators. However, changing education paradigms point out that parents, who are important stakeholders of education, their concern should also be considered about their children's education. Therefore, it can be expected that the determinations to be made regarding the problems of education based on the concerns of the parents about the education of their children will contribute to decision making for both education/school administrators, teachers and education policymakers. The study, it was aimed to determine the concerns of parents ,who have the child in secondary school, about their children's education.

Method

Research Model

The research was carried out in the phenomenology pattern, which is one of the qualitative research patterns. The purpose of using the phenomenology pattern is to examine parents' concerns about the education of their children. Because phenomenology focuses on the cases which we are aware of but also does not have a detailed and in-depth understanding. We can encounter these facts in the world we live in as experience, orientation, event, perception, situation or concept (Yıldırım & Şimşek, 2016).

Study Group

The criteria sampling method, one of the purposeful sampling methods, was used in the selection of the study group. The purpose of using the criterion sampling method is that this sampling method allows observation units to be situations, objects or people with certain characteristics. For this purpose, first of all, demographic data that parents should have were determined. Demographic data include the gender of the parent, education level, marital status; the gender of the child, the type of school, the level of success and the environment in which the school is located. After the determination of demographic data, schools were selected. Considering the location and easy accessibility of researchers, the websites of secondary schools in Beylikduzu, Kucukcekmece and Avcılar districts of Istanbul were examined and how many students were placed in Anatolian and Science high schools who took students with an exam in the High School Entrance Exam (HSEE). Some criteria were taken into consideration to decide which school takes place in the sample. The criteria were that the school whose

students were enrolled in high schools that selected students according to results of HSEE the most and the least were chosen. According to these criteria, two middle and two religious middle schools from Beylikduzu district, one middle and one religious middle school from Kucukcekmece district and one private middle school from Avclar district were picked up. In these schools, 22 (twenty-two) parents who agreed to participate in the research with demographic data determined in the 2019-2020 academic year constituted the working group of the research. Among the parents, 9 (nine) of them are middle school students' parents, ten (10) of them are religious middle school students' parents and 3 (three) of them are private middle school students' parents. As 7 (seven) of the middle school parents and 8 of the religious middle school parents are the parents of the middle schools in the same district, the parents of the other 2 (two) middle schools and 2 (two) religious middle schools are the parents of the schools in different districts. 3 (three) private middle school parents live in a district different from the two groups. While 11 (eleven) parents' children are academically successful, 11 (eleven) children are academically unsuccessful. The criterion of the academic success of the child was taken to be 80.00 of weighted average grade in the previous academic year. The demographic information of the parents who make up the study group are shown in Table 1. Parental names were code names given to parents.

Table 1

Participant Demographics

Parents' code names	Parent Gender	Parent Education	Marital Status	Gender (Student)	School (Student)	Success (Student)	School Neighborhood
Ayşe	Female	University	Married	Girl	Middle School	Successful	Urban
Fatma	Female	High School	Married	Boy	Middle School	Successful	Urban
Yasemin	Female	High School	Married	Girl	Religious Mid. Sch.	Unsuccessful	Suburban
Ahmet	Male	University	Married	Girl	Religious Mid. Sch.	Successful	Suburban
Aylin	Female	Middle School	Married	Boy	Religious Mid. Sch.	Unsuccessful	Urban
Mehmet	Male	High School	Divorced	Boy	Middle School	Unsuccessful	Suburban
Mustafa	Male	Associate Degree	Widow	Boy	Religious Mid. Sch.	Unsuccessful	Suburban
Canan	Female	Middle School	Married	Girl	Religious Mid. Sch.	Unsuccessful	Urban
Ali	Male	University	Married	Girl	Middle School	Successful	Urban
Filiz	Female	High School	Married	Boy	Religious Mid. Sch.	Successful	Suburban
Zehra	Female	Primary School	Divorced	Boy	Religious Mid. Sch.	Successful	Suburban
Oya	Female	Middle School	Married	Girl	Middle School	Unsuccessful	Urban
Hasan	Male	High School	Married	Boy	Middle School	Unsuccessful	Suburban
Hüseyin	Male	University	Married	Boy	Middle School	Successful	Urban
Sibel	Female	High School	Divorced	Boy	Religious Mid. Sch.	Unsuccessful	Suburban
Nurcan	Female	High School	Married	Girl	Religious Mid. Sch.	Successful	Urban
Hakan	Male	University	Married	Girl	Private Mid. Sch.	Unsuccessful	Urban
Burcu	Female	University	Divorced	Boy	Private Mid. Sch.	Successful	Urban
Aslı	Female	High School	Married	Girl	Private Mid. Sch.	Successful	Urban
Yusuf	Male	Middle School	Married	Boy	Middle School	Unsuccessful	Suburban
Osman	Male	University	Married	Boy	Religious Mid. Sch.	Successful	Suburban
Kaan	Male	Associate Degree	Widow	Boy	Middle School	Unsuccessful	Urban

Data Collection Tools

Two focus group interviews were conducted to collect research data. The first of the interview was held in September 2019 and the second in October. The first interview was conducted with the participation of 15 (fifteen), the second interview with the participation of 7 (seven) parents. The interviews took place in the study room of a library in Beylikduzu district of Istanbul, the first one took 160 minutes and the second one 75 minutes. The moderator of the interviews was the first researcher living in Istanbul. The interviews were recorded with a voice recorder with the permission of the participants. "What are the issues that concern you most about your child's education?" was asked. The first and second interview record was written in Times New Roman font in Word format with a single line spacing. The first interview text was 10105 words and 30 (thirty) pages, the second interview text was 8,095 words and 21 pages.

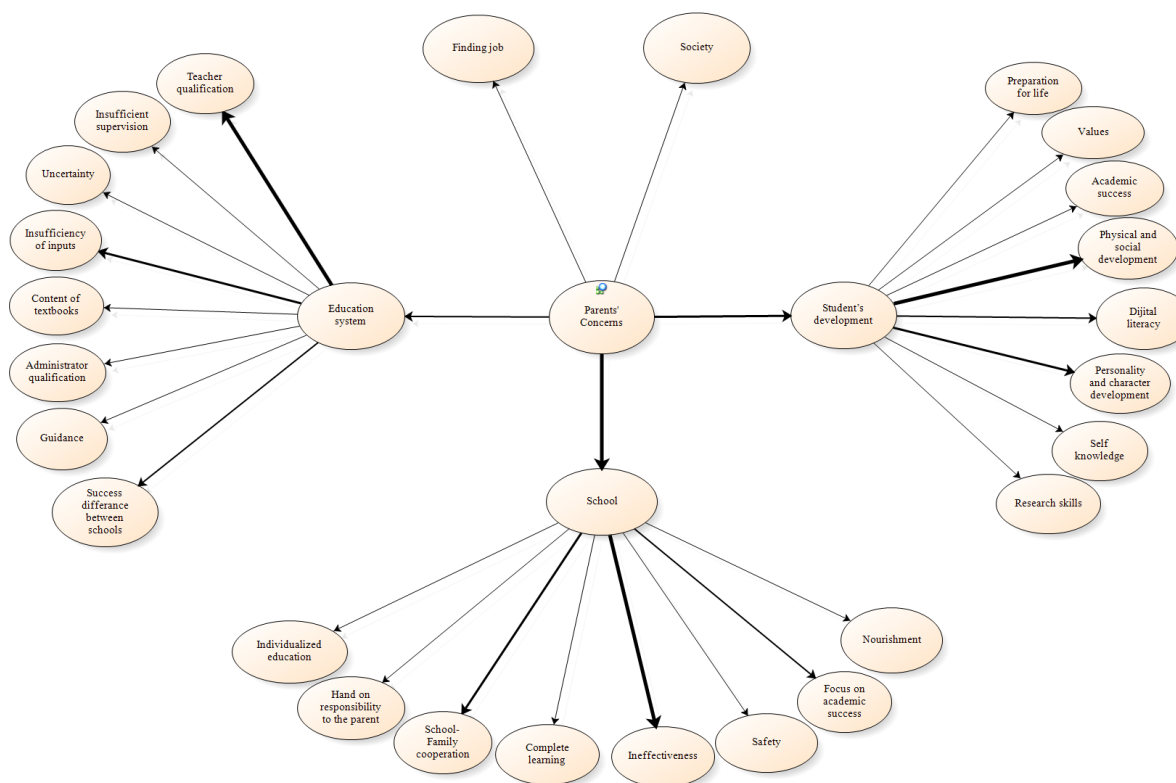
The analysis of the data obtained from the interviews was carried out by the content analysis method. Firstly, two researchers coded the data separately. The creation of themes after coding was carried out in two stages. In the first stage, the first researcher categorized the codes under the themes by categorizing themes, and the second researcher examined the themes created by the first researcher and stated their opinions. The first researcher rearranged the themes, taking into account the views of the second researcher. In the second stage, both researchers decided on the themes together. In this way, the reliability of the research was tried to be increased. Also, before the focus group interviews, the participants were informed that participation was on a voluntary basis, the data would be used only for scientific purposes and not to be shared with the people who are not involved in the research. In this way, an environment was prepared for the participants to convey themselves and their concerns without hesitation in the focus group meeting and the reliability of the research was trying to be ensured.

For the validity of the research, 17 (seventeen) participants with an e-mail address were first sent to the transcript of the interview and then the findings of the research were received for confirmation. 14 (fourteen) of the parents returned to report their confirmation. Transcript and findings of the interview were delivered to 5 (five) participants without an e-mail address. Parents stated that they confirmed both the transcript and the findings. A further meeting was held with these participants to convey the findings of the research and their approval was obtained. In the presentation of the findings, detailed quotations from the participants' opinions were supported. In this way, it is aimed to create an image about the environment in which the data is collected in the mental world of the reader and to easily reach the results of his own environment (Merriam, 2013).

Findings

Research findings cover the themes and their sub-themes obtained as a result of the content analysis of their answers to the question "What are the issues that concern you most about your child's education?". Parents' concerns about the education of their children are integrated at the themes of; the education system, school, student development, finding job and society. In Figure 1, the themes and sub-themes created regarding the concerns of the parents about the education of their children are shown as models.

Figure 1

Parents' Concerns

1. Education system: One of the concerns parents have about the education of their children is related to the education system itself. Parents, regarding the education system; they are concerned about the uncertainty of the system, success difference between schools for their children, the insufficiency of the inputs of the system, the lack of supervision, the content of the textbooks, the quality of the teacher, the quality of the administrator and the guidance.

Uncertainty: Participating parents are concerned about the uncertainty or frequent change of the education system's policies on behalf of their children, according to their views integrated under this theme. The reason for concern is that their children experience an uncertainty about what kind of education they will receive. While expressing this situation, Fatma said, "... but he still hasn't been able to decide where he wants to arrive, what he wants to give his own children to his generation..." Mehmet said, "...the new minister said that the system will not change for our students, but in a word, our concerns do not end..." it has.

According to parents, the reasons for the uncertainty or frequent change of policies may be the practitioners or the size of the system. Ahmet said: "... we want to see those goals in applications. I have to see that the objectives stated by the principal live in the classroom and my child..." about this situation. According to the participants who related the problem to the size of the system, the system is so large that it has become unmanageable. This situation was expressed by Mustafa in the following words. "... add teachers, parents, retainers... that makes too many people. This is a ministry that affects so many people. We don't know that when the minister says so, does everyone do what he says?..."

Success Difference Between Schools: Parents are concerned about the difference in success between schools on the education of their children. It is among the parents' concerns that secondary education institutions, where their children will continue after primary education, are determined by central examinations and that the child will continue their education life in that school. Filiz expressed her concern towards this situation as "...they will be placed in high schools according to the results of the exam. If they do not get the score they want, they have to choose some schools according to the placement system or they will go to open education high school..." Parents want their children to have more school options and even to switch between secondary schools. Canan expresses her concern in this regard with the words: "...there must be a chance, an opportunity for the child, as you could not do it in the exam anymore, the imprisonment of this high school should not be imposed..."

Insufficiency of Inputs: Another theme that concerns parents in the education of their children are the insufficiency of inputs and resources allocated to education. While the lack of input results in the insufficient number of schools and classrooms according to the parents; their inadequacy brings crowded classes. Zehra says, "... they say that the existing ones will decrease. I swear to Allah, It is not at all, our class has been 48 people this year. We are 48 people because we are in a suburb neighborhood..." and Ahmet said, "... but it is important to have physical conditions to help the teacher. Just accept that the teacher is squeezed between the four walls to the class..." Aylin, as another reflection of the insufficiency of inputs, points out the physical differences between schools "... the teacher will do physical education, there is no gym; I passed the gym, the simplest is basketball, there is no basketball ball or volleyball ball. Music teacher, is going to teach to play an instrument without a specific music class This time he plays in the classroom, the side class complains because there is sound..." Fatma, one of the other participants, talks about the physical differences between schools "... there are many differences among public schools, friends. You are looking at a public school, even worse than a village school, in Istanbul. Then you are looking at another one, you think you are entering the door of a private school..." Speaking of physical differences between schools, parents expressed that many schools do not have areas such as a library, gymnasium, painting workshop, and science laboratory.

Moreover, as a result of insufficient inputs, about crowded classes, Hüseyin said "... though my child is not a child who participates in every class, but who knows, maybe if there were few, maybe he would behave differently in the class, attracting more attention from the teacher because of his current situation..."

Insufficient Supervision: On the education of their children, parents also state that they receive support from outside but the school. Among these institutions, talent courses and study centers are shown as examples. Parents think that out-of-school institutions are not supervised and do not act responsibly. They express that their children are in an uncontrolled environment, especially in the institutions that are visited. Hasan's "... no follow-up, no supervision. We send it for the sake of goodness, but we do not know if it will be good..." words express his concern. Ayşe explains the irresponsibility of those courses by saying "...who will approach my son, what will he do in those study centers, this makes me too nervous..."

Content of The Textbooks: The visuals, insufficient information and spelling mistakes in the textbooks are a source of parents' concerns. For example, Aylin expressed her concerns about the accuracy of the information in the textbooks as follows: "...actually, the accuracy of the information in the books should be debated and discussed..." Mehmet also expressed his concern about the visuals in the textbook by saying "...something is written under the picture... This is the book that given by the Ministry of Education... the child looks to picture

first, then reads the text... My child needs to be protected about this too, at least I should not worry about this one, should I?!..."

Teacher Qualification: Parents are particularly concerned about teacher quality. Parents are concerned about teachers' communication skills, professional knowledge, responsibility, pedagogy knowledge, professional development, and psychological health. While Oya highlighted the communication skills of the teachers with the words "...while the majority of teachers are only talking about the problem, only one teacher communicates with the student. Why they do not try to solve the problem?..."; Sibel expresses the importance of professional knowledge by saying "... even though my child is shy, he raised his hand and asked a question. It is a huge thing for him. Considering the reaction of the teacher, I am wondering whether if he knew the answer to the question or not. A teacher must be able to answer a question that is related to his lesson..." At the same time, parents have beliefs that teachers do not take responsibility for the learning of the child and this creates concern in them. Ahmet expresses his concern about this by saying "... so you are a teacher, why don't you wonder that this student does not attend to class, why are you not interested about why he is not asking any questions? Is this is all about being a teacher, is being a teacher is only telling parents that your child can do this and can not do this? Don't you feel bad when a student can not learn well?..." Canan expressed her concern about the competencies of teachers regarding pedagogy knowledge by saying "...the kid got a low grade as he struggles. So what is the point of making him sit at the back row, I don't know. So is the teacher only going to be the teacher of the successful ones?..." About the same issue, Kaan said "...are we going to bump into teachers who will understand my child one day? These kinds of teachers exist or are they just a myth?..." which shows the concern about this issue. The professional development of the teacher is among the parents' concerns about the quality of the teacher. According to Hüseyin's words: "...how many books a teacher is reading in his own branch, how many scientific meetings he attends, how much he follows innovations, how much he goes to the theater, how much he reflects in the class..", it can be said that parents can be considered anxious about this as the participation of the teacher in these activities will have positive effects on the students and if the participation not happens it will lead to negative outcomes on the students. Ali's speech "... The teacher's mood is reflected in our children. If the teacher shouts and yells in the classroom even in the smallest thing, what will the child learn from that lesson? What kind of people educate my child?..." indicates that among the anxiety of parents, there is also the psychological health of the teacher.

Administrator Qualification: Parents find some of the behaviors of school administrators concerning. For instance, they think that school administrators are not based on the interests of children when determining school rules. Oya expresses her opinion on this subject with the words "...if you are not going to help the child's goodness, why are you sitting on that chair..? What is the purpose of a manager, creating excuses or actually trying to do something?..." By giving examples, parents also explain that school administrators do not put enough effort to find solutions to problems, moreover, they are far from identifying the problem correctly. For example, Hakan said, "... we show a solution. Finally, they announced that they would give permission to the students who have a doctor's report. I think rather than school, the administrators are the source of the problem here..."

Guidance: Parents are concerned that their children are not adequately guided for higher education institutions where they can go after school. They also believe that neither they nor their children are informed

about the educational opportunities available to their children, and they are concerned that they think that they will not be able to access any information on these issues. Yasemin conveys her concern by saying "... they can go to which schools in Turkey, which opportunities they have offered by the state, I can take advantage of what, which other schools that I can send my daughter to?..." On the other hand, Hakan expresses his concern with those words "... not only in Turkey but also is there any other school that provides an opportunity for them? I can not reach to all kinds of this information and I do not how to..."

2. School: As a result of the integration of parents' views, it was observed that some of the parents' concerns were related to the school. School concerns include focusing on academic success, ineffectiveness, school-family cooperation, hand on the responsibility to parents, safety, nourishment, individualized education and complete learning.

Focusing on Academic Success: When the participants' opinions are evaluated, it is seen that the parents are concerned about the schools to focus only on their academic success instead of the student's overall development. Burcu expresses her concerns by saying "... it is also important to communicate and express yourself... That would be very nice if they do it at school..." Osman says "...you can not make it without a foreign language... If you want to apply to a decent job, that is impossible without knowing a second language..." Aslı said, "... we do not say she should obey the order or she should not obey...In our opinion, these are inseparable things..." expressing their concerns on this issue by stating that education should not only improve academic success but also self-care skills. Hasan's concerns about education were shared by other parents. Hasan said, "... if my child is not creative, if he does not have the ability to communicate if he can not speak English, what else will my child do when the school is over?..." He pointed out that education should develop the child in the fields of creativity and communication. Also Mustafa supports this idea by saying "...school should not be a place where children only learn about science, math and Turkish..." Burcu has expressed her anxiety about schools focusing only in academic success "... they have opened a drama course but they are studying maths in that time..."

Ineffectiveness: One of the sub-themes that supported the school theme was ineffectiveness. Aslı, who expressed her view of ineffectiveness, said "...students do not listen to the class, they walk around and talk to each other..." About the same topic, Ahmet said "... these troubled children must be closely cared for ... Our ancestors said if you lie down with dogs, you will rise up with flees.." With the phrase "...if there is such a class at school, he should learn, shouldn't he? I mean where could it be the most correct place rather than school..." Yasemin refers to the responsibility of the school on the cognitive level, referring to the fact that she could not do this. Hakan shares the ineffectiveness of the school towards the cognitive field with the words "...when I ask the price of a certain product while shopping, my daughter can not calculate even a simple price of a product and suggests me to use a calculator instead of multiplying..." Another parent Ali points out the ineffectiveness of the school towards the cognitive domain by saying "...I said that my daughter cannot crash, divide ... we sent her to school so that she could get a better education. The teacher says that we make examples in the classroom, we answer students' questions, but..."

School-family Cooperation: Regarding the education of their children, it is seen that parents are concerned about insufficient school-family cooperation. Within the framework of cooperation, parents express their opinions about the fact that they find schools' studies on parent education inadequate. On the other hand, they

have concerns that the school and teachers are not cooperating with themselves to increase student success. They have the belief that cooperation on these issues will be a guide for them. While Osman states this situation by saying "...if there are training about education, especially child education, education about correct methods, for example..." , Nurcan says "...someone should guide us, keep a track of us and lead us..."

Parents think that the school is inadequate to cooperate with them and find it alarming that they do not cooperate adequately with the school. For example, some parents are concerned that the school is not supported at home. They think that the school and the house should be in correlation. Ali expresses his concerns in this direction with his words "... parents should know how to act with the teacher. Parents should not this is wrong at home what the teacher teaches at school..." They are aware that their cooperation with the teacher will benefit their children.

Hand on The Responsibility to The Parent: Parents are especially concerned about their child's problems being imposed on them and they think that the solution is for the school rather than the family. Hüseyin's words "... the teacher says take care in each meeting, as if I do not see, I do not know the situation, but I cannot afford to solve it. The school just says the problems but does nothing to solve them..." can be considered as an example that the child sees the school as a place of solution. Parents see behavioral and academic success problems related to the child as the problem of the school and believe that they should attempt to solve these problems instead of trying to explain them to parents. They are concerned that problems are not resolved and that the solution is expected from them. While Aslı explains this situation by saying "...when I think of my own child, her attitude... I do not know if the school can keep this up on a regular basis if it can, that would be wonderful, I think the school should solve these problems..." Zehra says "...shall I work alone, get home problems or my son's problems at school?..."

Safety: As a result of the analysis, it is seen that one of the parents' concerns is school safety. Parents think that their children are not safe enough in the school environment. They are particularly concerned about their children being exposed to peer bullying. Hasan points out an unpleasant event by saying "...they were harassing the child at the first break. Without letting him go to the canteen and buy something, they try to get his money..." Parents are not only concerned about the school environment but are also concerned about the safety of the school's district. In order to share her concern, Fatma said, "...I am thankful that my son went to school safely. Our school is in a quite problematic neighborhood..." The school's security concern also covers the building security of the school building. Zehra said, "... how safe is our schools physically? What about an earthquake, because we have just lived, what about a fire, it may be rain or flood..." expresses her concern about this issue.

Nourishment: Parents are concerned about their children's nutrition. Exposure of their children to intense fast-food consumption and unhealthy canteen food is a source of anxiety for them. Parents want their children to at least have access to healthy food at school. Fatma's words: "... will there be chips or coke in a school canteen? Children buy it when they see it. Healthier things should be sold in canteens as well..." Ayşe says, "... is it outdated or is it stored properly in the canteen?" Also prices should be affordable. Every child should be able to take it..." expresses his concern in this matter.

Individualized Education: Parents are worried that they cannot receive education on the basis of their children's needs for individualized education. Especially, determining the individual problems and needs of the

children and doing homework based on needs are the parents' concerns in the field of individualized education. While Mustafa expressed his concern on this issue by saying "... their primary concern is not trying to find the best way to educate the student and give specific homework for the children..." Hakan said "...I want my child to learn as much as her capacity let and want her teacher to act in that way..."

Complete Learning: Parents think that complete learning in their children's education could not have happened and therefore they are concerned. As they state that they observed their children's academic learning remained at the level of memorization, not analysis, synthesis, with the following views "...it turns out he just memorized. Of course, when time enters, he forgets to intervene... (Hakan)", "... when my son encounters a different kind of question, he becomes vacant and prefers to answer the questions that are the same type but do not require to think over them... (Hasan) "

3. Student's Development: Another theme that created by parental concerns was the development of the student. Parents' concerns about this theme; life preparation, academic success, self-knowledge, digital literacy, physical and social development, personality and character development, research skills and value are integrated into sub-themes.

Preparation For Life: Parents think that their child's education should prepare them for life, and they are concerned about this. Sibel stated her opinion on this subject as "...the education of the child should not only prepare the child for this day but also teach and give what it needs when the child is an adult. Is there any kind of concern in our schools?..." Canan identifies this problem that education only focuses on children's daily behaviors by conveying the same concern with the words that "...education... focuses on the more daily behaviors of the students, the student should not write down the desk, should not damage the door, should not draw the wall, get along well with friends, follow the rules of the school, do his homework..." Filiz said, "...can this education system of our children prepare them for the uncertainty they will experience when they face the real face of life? I think we should leave everything aside and talk about this..." Mehmet, on the other hand, is concerned about the same issue "...I would like him to keep in mind that he is responsible for the world and that he is a part of the world. His education needs to integrate him into the World..." with his words.

Academic Success: Although parents expressed their concern about schools focusing only on academic success, in other words, not on the overall development of children, this does not mean that they ignore academic success. Parents are concerned about their children to fail in courses such as mathematics, science, foreign language and Turkish. They want their children to be successful in these lessons. For example, Ayşe says this "... my son's high school will be determined according to the score he will get from this exam. The high school will also determine the university to go to. My son should be successful at high school entry exam..." and Burcu talks about the same issue and says "...but that doesn't mean that he should not know math, science, English. It doesn't mean he should not understand what he reads..."

Self Knowledge: Another skill that is concerned and desired to be acquired is that the self-knowledge. In this regard, Zehra's words can be considered as an example of "...how will the person explain himself to the other side without knowing himself ... how much the education my child gets will help get to know himself..." Fatma pointed out the self-knowledge theme by saying "...a person does not know in which area he needs to improve himself, he learns it through education. We need exactly nothing but this..."

Digital Literacy: Digital literacy is another concern of parents about their children. They believe that their children are inadequate to use the technology in the correct way and avoid harmful content. Parents are aware that they cannot keep their children away from technology, but they prefer to use technology as well as being aware of its harms. About this issue, Sibel said "...how does he know if he has not watched it before, he obviously watched it. Nonsense videos, news, etc..." About the same issue, Ashi said "...they should not stay away from the technology but also they should know that for which purposes they need to use the technology. Without the internet, a computer is almost completely useless nowadays..." Again about the same topic, Oya pointed out that "...I wish they knew for what purposes they should use technology..."

Physical and Social Development: Parents are concerned about their children's physical and social development. They think that they need to acquire various skills (such as foreign language, arts, and sports skills, vital skills, values) within the framework of their children's physical and social development, but they are concerned that their children cannot acquire these at school. Ayşe said, "...I always need to support it from the outside of the school... the course of the sports is outside, the painting course is outside, the language course is outside... if all this will be outside, why is there a school?..." expressed in words. Hüseyin strengthened his idea that the schools are insufficient in terms of bringing skills with the words "...so let's take it to the next level, the state should not force us to send our children to school, we should choose the course and send our children ourselves..."

Personality and Character Development: Parents are also concerned about their child's personality. Parents think that schools should support their children in defending their rights, having personal truths and expressing themselves. Filiz stated her expectations towards her child by saying "...I want him to have an idea, stand for it and express himself..." and Mehmet expressed his concern and said "...this is a boy. This boy will have a family, have a home, he should be able to speak for himself and defend his idea. He should not wait in his corner with silence..."

Parents not only have concerns about their children having a personality but are also concerned about their children's character development. Parents draw attention to the elements of fairness, not surrendering to power and self-confidence in character development. "...I can say a few things right away but I think the most important thing is that he should not bend before the power...(Aylin)" "...if he believes that the thing that said is true, he should agree with it or he should do what he is told. He should explain his own opinion too, he should be able to say that is how I think....(Zehra)"

Research Skills: Parents who share their concerns expect their children to access information through research and are concerned about their ability to acquire research skills at school. The reason for this is that parents observe their children use the first information they reach without making an in-depth research and without checking its accuracy. Burcu expresses her concern about this issue by saying "...that he should write more about it. He has to learn to double-check the information he learned from the internet and has to learn how to do more research..." Parents are also concerned about their child's ability to collect data on a topic, interpret and evaluate the data they obtain. Osman shares his concern with the words "... they should know how to collect information, how to interpret and evaluate them..."

Values: One of the other skills that the child is asked to acquire but also leads parents to feel concerned about is having values. Aylin conveys these values as "...being hard working, being moral, not being selfish and caring

about other people..." Oya also adds being humble to those values by saying "...our features such as thinking about someone else, helping, being frugal, being humble are forgotten..."

Parents also express that they need to have national emotions during their education and are concerned about the possibility of not having national emotions. Mehmet explained this situation with words "...he should be devoted to his country, his nation. If he is not, his education would be incomplete for me..." While Zehra said "...I would be really concerned if my child did not know the history of his country, his nation, his people..."

4. Finding a Job: A main and another concern of parents is whether their children can go to university. The concern about whether their children can go to university lies in their concerns that if their children cannot go to college, they will not be able to find a job or find a job with a good income. Mehmet summarizes this situation with the words "...I am constantly thinking, what will my child do and how will he get a job if he can not manage to go to college? How will he maintain his living standards and earn money?..." On the other hand, Yasemin expresses her concern with these words "...of course, I want her to have high-quality life standards and to provide those standards, I want her to have a high salary job. It is a must for her to go to a college and for serious, she needs to go to a good college..."

5. Society: Parents are concerned about the system, the school and many other areas, as well as they think and have concerns that the society shaped by education does not support education adequately. Filiz states her opinion about how society ignores its responsibility against education by these words "...if we see some young people gathered around, we will pass nearby them quickly and think that whether they are drug addicts or not. Education is not only schools' responsibility..." In addition, Zehra indicates that parents also question the responsibility of society and school against education by words "...so a school is a building with teachers and janitors inside of it and a principle. Are they really capable of making those changes?..." Also, Yusuf explains that the school is left alone and can not answer the needs of the changing world by these words "...to add, we as a society, have changed rapidly and it would be so cruel to expect from school to keep up with it..."

Discussion

In this study, where the aim is to identify the concerns that the parents have about their children's education, it is determined that the concerns of parents are revolving around the education system, school, the development of students, finding a job and the support of the society for education. During this research, although the participant parents were asked about the concerns about their children's education, the parents stated their concerns based on the problems that were already identified in the previous studies of the education system (Abu et al., 2016; Can, 2019; Çalikoğlu & Başar, 2019; ERI, 2018; 2019; Gedikoğlu, 2005; Kasapoğlu, 2016; OECD, 2019; Özdemir & Kaplan, 2017; Özyılmaz, 2017; TEA, 2017; 2018; Ünal & Sürücü, 2018; Yeşil & Şahan, 2015; Yılmaz & Altınkurt, 2011). In this respect, it can be conceived that the parental concerns found in this research reveal the problems of the Turkish education system in general, or that the problems of the Turkish education system concern the parents.

One of the parents' concerns about the education system is linked to uncertainty. Parents believe that there is a constant change in the education system and they are concerned about the uncertainty created by this constant change. The system changes made especially for the placement of their children in middle school education institutions create an environment of uncertainty for the parents and cause concern. Indeed transition to the

middle school education system in Turkey has changed 5 times over the last 20 years with the last alteration made in 2017 (Korlu, 2019). Previous studies on the problems of the education system have also shown that changes are constantly made in the education system and this situation leads to uncertainty, students cannot graduate with the system which they had started with and that this situation weakens students' ability to propel forwards (Çalikoğlu & Başar, 2019; Kasapoğlu, 2016; Ünal & Sürücü, 2018).

Another concern of parents about the uncertainty of the education system is that practitioners do not set educational policies according to goals or that they simply ignore the goals. This finding made by Sarpkaya (2014) regarding the problems of the Turkish education system is in line with the findings that the education system is moving away from the basic goals and principles and that the system is destined to destroy itself rapidly. The decision affects the action because, as Bursalıoğlu (1994) stated, the decision is "the heart of management is the axis of other processes" (p. 82). In this respect, the fundamental decision which has been agreed upon about the educational aims and principles in Turkey is the National Education Fundamental Law, numbered 1739. In this context, the main problem with the uncertainty that is the root of the Turkish education system's parents' concerns may be that those who manage the education system do not consider this Fundamental Law for educational purposes, either intentionally or unintentionally. When the goals and principles in the fundamental law are not taken into account, in every management change the perception of uncertainty in the education system increases, as the policies and practices change in some way in violation of the fundamental law.

Other concern of parents about the education system is the size of the system. Indeed, regardless of the decisions of the decision-makers in the center, the managers and teachers in the provinces will implement the decision. Considering that the Ministry of National Education has over one million employees, all employees are unlikely to perceive, interpret and implement the decision in the same way. Therefore, it is natural that one of the sources of uncertainty that causes parents to worry about is the size problem. Based on all this, it can be maintained that the parents' concerns about the uncertainty of the education system consist of three main sources: constant change, the state of implementation being unparalleled with goals, and size. It can be suggested that parents are worried on behalf of their children due to the uncertainty caused by the constantly changing education policies and the way practitioners understand and apply education policies as a result of failing to pay attention to the goals and principles of the Turkish education system. In this context, it can be proposed that MoNE implements its education policies after sharing them with society, ensuring their discussion and adoption by the citizens. Otherwise, parents may interpret the actions of the National Ministry of Education as completely different and assume that every new administrator randomly does whatever they desire with no regard for education purposes.

Another concern of parents about the education system is the discrepancies in success among schools. Parents think and worry that their children do not have enough alternatives for middle school education institutions to choose from having completed their current school. Parents' thoughts and concerns have robust and realistic reasons. PISA 2018 results show that there is a discrepancy in success among schools and that discrepancy continues to grow (MoNE, 2019). Due to the discrepancies in success among schools, almost all of the students attended the High School Entrance Exam (HSEE), although middle schools that did not accept students by exam in 2018 and 2019 were in the majority. The reason for this wide participation is the

discrepancies in success and opportunities among middle schools that accept students with exam scores and schools that receive students with an address based settlement system (Korlu, 2019). In other words, parents' thoughts and concerns about the discrepancies in success among schools result in almost all students entering HSEE, although it is not compulsory. Since the transitions between schools are also made according to the student's HSEE score, parents are also concerned about the loss of motivation in their children who were unable to settle in a good school in the first place. Success discrepancies among schools are not just a problem experienced in Turkey. For example, parents in Japan expect the authorities to focus on discrepancies among schools and take measures for disadvantaged students (with familial, behavioral and academic problems) rather than changing the curriculum (Maruyama, Kanoh & Adachi, 2017). MoNE should also be aware of the problems arising from the discrepancies in success among schools since it has set one of its targets to reduce the discrepancies in success among schools at all levels in its 2023 Education Vision (MoNE, 2018). Also, it may be possible for students to continue to take exams even if the discrepancies in success among schools are reduced as a result of all precautions because the perception of a good school in the minds of the parents does not change easily, the parents continue to compete relentlessly for their children to settle in good schools (Ng, 2019). Parents' concerns about higher education institutions and the educational opportunities that their children can enjoy are probably due to this competition. Even though schools do not offer information about their education facilities and opportunities, students and parents are informed about them through press and broadcast organs, internet or peer communication. Parents who are worried that their children may be left behind in the competition are likely to think that schools are not informing themselves, worrying that they might miss something.

Participating parents are also concerned about the insufficient inputs of the education system. They defined the insufficiency of inputs through the insufficient number of teachers and schools, overcrowded classes and paid teachers. The size of public resources devoted to education and its share in the gross domestic product is one of the indicators of the importance given to education in the country. While the ratio of the education budget to the GDP should be in the range of 4-6% to achieve quality education, Turkey got close to this ratio by 3.2% in 2014 (ERI, 2017). In this case, it can be argued that parents' concerns about insufficient public resources are unwarranted. Park (1994), Zachos and Panagiotidou (2019) have found similar findings in their work to assess parents' concerns. These findings suggest that the insufficiency of resources allocated to education and the concerns associated with it are not specific to Turkey. Considering that education can serve as a central determinant and also a remedy for current political and social trends that can lead to increased inequality in society (Schnepf, Klinger, Volante & Jerrim, 2019), it can be pointed out that the public resources allocated to education should be increased. Countries that have been successful in education see education as an investment rather than expenditure, and even in times of crisis, rather than reducing the budget they allocate for education, they increase it (Ng, 2019).

One of the parents' concerns about the system for the education of their children is to be unsure whether educational practices in non-school institutions such as schools and courses are controlled, and whether their children will find themselves in situations in which they are exposed to good practices or whether their children will encounter educators carrying out good practices during their education. The main concern in this context is that educational institutions and education workers are not inspected/supervised. In recent years, educational inspection/supervision practices in Turkey are either almost eliminated or are done improperly (Ünal, 2018).

Abolition of educational supervision practices or improper implementation may be the reason why parents are not sure of the practices and practitioners in schools and out-of-school educational institutions. Today, supervision is seen as the process of enhancing teaching by collaborating with the teacher (Ünal, 2018). Therefore, inadequate supervision practices will not contribute to the professional development of the school principal and teachers. In this context, it can be maintained that problems related to the supervision of the education system also contribute to the source of the parents' concerns about the content of the textbooks, the quality of the teacher and the quality of the manager. Parents' concerns about the professional development of the teacher can be overcome with an understanding that improves the supervision, learning and teaching processes, especially the teachers' communication skills, knowledge of the field, taking responsibility, pedagogy knowledge, psychological health, and the child's lack of responsibility for learning. Likewise, the decision-making behaviors of school administrators can be improved through supervision practices and their administrative qualities and behaviors can also be improved. There are many problems with the selection, training, and appointment of teachers and administrators. In this context, it should be emphasized that the supervision cannot be a remedy for every problem mentioned.

Parents not only have concerns about schools focusing on academic success while ignoring preparing for life, getting aware of your ownself, digital literacy, physical and social development, research skills and value development but also, at the same time, have concerns about schools failing to achieve their academic goals. Although this does seem like a contradiction, the goals of schools include both achieving academic success and helping the children socialize and have good communication skills as expected. Parents are also concerned about the development of their children, both academically and socially, while also worrying about whether they will be bullied at and/or outside school, whether they can be fed cheaply, healthily at school, and whether the teachings of the school satisfy the personal characteristics of their children. Accordingly, it can be said that what parents expect is actually in line with the Fundamental Law of National Education Numbered 1739 which encourages the upbringing of a child as a whole. However, international indicators such as PISA and TIMSS (ERI, 2018; MoNE, 2018; OECD, 2019; TEA, 2017; 2018) and Higher Education Institutions Exam (ÖSYM, 2019) indicate that academic success has not been achieved. According to the participating parents, middle schools do not improve students' social and communication skills either. All in all, parents are concerned about the ineffectiveness of public schools both academically and socially. Accordingly, it can be specified that parents are concerned about the ineffectiveness of schools. Some parents send their children to private schools because they think private schools are more effective (Aslanargun & Emiroğlu, 2011). According to MoNE data (MoNE, 2016; 2019), the number of students attending private schools is constantly increasing. For example, while the number of students attending private schools for middle school education was 472.611 (11.1%) in the 2015-2016 academic year, it was 581.693 (13.7%) in the 2018-2019 academic year. One of the reasons why parents, whose numbers are increasing every year, are likely to send their children to private middle schools is their concerns about the ineffectiveness of public schools. In addition to private schools, the old private tutoring schools, which are thought to support students' academic/exam success, were decided to be shut down in 2019 but still operates under the name of the study center in 2020. In other words, concerned parents send their children to private schools or study centers or both depending on their economic conditions. Apart from this, parents who think that the schools are only concerned with the academic success of their children send their children to art and sports courses irrespective of what type of schools their children go to, let it be a private or public school, provided that

their financial conditions allow them to do so. The statement that needs to be highlighted in the last sentence is the expression "provided that their financial conditions allow them to do so" because those who can afford an education outside of the school stifle their concerns by taking the education that is not given at school elsewhere whereas those who cannot afford such an education continue to worry about their children.

Another source of concern about school is the insufficiency of school-family cooperation. Parents expect from the school and teachers not only to hear their children's problems but also to hear suggestions for solutions to these problems and to cooperate to solve the problems. While parents are waiting for schools to solve their children's problems, they are worried that the school will refer the problems to them and that they will not have been equipped with the right gear to solve the problems themselves as parents. These findings are in line with the finding of Ünal, Yıldırım, and Çelik (2010) that the principal and teachers see parents as uninterested parties on the one hand, and on the other hand do not see them as their partners and expect parents to do only what they say. Parents do not expect to be told about the problem of their children but expect the school to solve their problem, or at least to solve it with the school. Apart from indifferent parents, the expectations of the participating parents can be said to be justified. When professionals who are paid for and knowledgeable about education refer to the problem of the child to the parent instead of solving the problem themselves, they are unfair to the parents and this application has a low potential to solve the student's problem.

Parents' concerns about their children finding jobs for the future also shape their academic expectations from their children. In their studies, Yurttaş Kumlu, and Çobanoğlu (2019) showed that parents considered academic courses more important because these courses directly affected the success of the central exams. The education of the individual affects the quality of their economic activities and the possibility of finding a job and also as the level of education increases, the employability increases proportionately (Kavak, 1997). Considering the above-mentioned arguments and also the magnitude of the unemployment rate of the young population in Turkey, it can be claimed that it is quite natural that parents place great importance in academic courses and central exams (TSI, 2019). Also, in their studies, Coşkun (2018) and Hill et al., (2019) concluded that students with research skills (thinking/problem solving, independent learning, research/knowledge access, time management, laboratory skills) are more likely to be able to solve future problems. Similarly, parents have voiced their concerns about schools failing to imbue their children with skills similar to the 21st-century skills in general. In this regard, parents can be said to have concerns because they expected the education system and schools to follow the economic, social and technological developments closely and to raise their kids accordingly, however, the systems did not meet their expectations and the society did not/could not support the education system.

In the light of the discussions, it can be said that the parents whose children study in the middle school have concerns about the education of their children, mainly due to failing to trust the education system, school, school employees such as principals and teachers. To overcome these concerns of parents, MoNE may cooperate with universities and implement practices to ensure that teachers and administrators continue their professional development after their selection and appointment. In addition to not trusting the education system, school, school principal and teachers, parents expect their children to be trained academically, psychologically and socially per their children's personality characteristics, however, they are concerned that their expectations are not met, and their children are not subject to an education which help them achieve success and increase their employability chance. To remedy these concerns, the importance of developing a school theory in Turkey should

be thoroughly stressed. Thanks to this theory, the perception of a good school, a good manager and a good teacher can be clarified by revealing what and how to teach in school. Otherwise, there will be a constant concern and criticism about what the school and teacher do and what they should do.

Although it can be thought that the results of this research cannot be generalized due to the usage of qualitative research method, it can be asserted that the findings reflect the concerns of middle school parents about their children based on the fact that the findings are in line with the literature and researchers' expectations. However, the fact that the study was conducted in a big city like Istanbul, the absence of participants representing villages, towns, and parents of disabled students in the study group constitutes the limitation of the study. Therefore, it is possible to identify different parental concerns through studies where different study groups and research methods are used. Also, the identified parental concerns will likely be different for each school according to the environment and parental characteristics. For this reason, evaluating the prevalence of the concerns identified in this study through making use of quantitative methods at the regional and school levels can help education policymakers, school administrators, and practitioners in direct contact with students and parents in preventing and solving problems.

Ethics Committee Approval

We declare that the research was conducted in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards. Informed consent was obtained from all individual participants included in the study. There is no conflict of interest in the research. The study approved by Social and Humanities Research and Publication Ethics Committee of Necmettin Erbakan University on decision 2020/36 on 8th May, 2020. The authors received no financial support for the authorship, research, and/or publication of this article.

References

- Abu, N. K., Bacanak, A., & Gökdere, M. (2016). Öğretmen Adaylarının Türk Eğitim Sisteminin Sorunlarına İlişkin Görüşlerinin İncelenmesi [Prospective teachers' views about the problems of Turkish Educational System]. *Amasya Üniversitesi Eğitim Fakültesi Dergisi* [Amasya Education Journal], 5(1), 287-307. doi:10.17539/aej.07102
- Algarvio, S., & Leal, I. (2016). Parental concerns definitions: A literature review. *Psicologia, Saúde e Doenças*, 17(3), 423-440. doi: 10.15309/16psd170310
- Aslanargun, E., & Emiroğlu, H. (2011). Anne-babaların çocuklarını özel okula gönderme nedenleri [Internet]. Paper presented at I. International Education Programs and Teaching Congress, Eskişehir, Turkey. Retrieved from https://www.pegem.net/akademi/kongrebildiri_detay.aspx?id=128457
- Burgess, S., Greaves, E., Vignoles, A., & Wilson, D. (2014). What parents want: School preferences and school choice. *The Economic Journal*, 125(587), 1262-1289. doi: 10.1111/eoj.12153
- Bursalıoğlu, Z. (1994). *Eğitim yönetiminde yeni yapı ve davranış* (9ht. ed.). Ankara, Turkey: Pegem Akademi Yayıncılık.
- Can, E., 2019. Öğretmenlerin meslekî gelişimleri: Engeller ve öneriler [Professional Development of Teachers: Obstacles and Suggestions]. *Eğitimde Nitel Araştırmalar Dergisi* [ENAD] 7(4), 1618-1650. doi: 10.14689/Issn.2148-2624.1.7c.4s.14m
- Coldron, J., & Boulton, P. (1991). "Happiness" as a criterion of parents' choice of school. *Journal of Education Policy*, 6(2), 169-178. doi: 10.1080/0268093910060205
- Coşkun, L. (2018). *İlkokul 4. sınıflarda fen bilimleri dersinin araştırmaya dayalı öğrenme yaklaşımıyla işlenmesi: Bir eylem araştırması* [Conducting science classes through inquiry-based approach in a fourth grade primary school classes: an action research] (Master's thesis, Hacettepe University, Ankara, Turkey). Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Çalikoğlu, H. Ö., & Başar, M. A. (2019). Öğretmen Adaylarının Türk Eğitim Sistemine İlişkin Metaforik Algıları. [Prospective teachers' metaphorical perceptions regarding Turkish Education System]. *Trakya Eğitim Dergisi* [Trakya Journal of Education], 9(4), 892-906. doi:10.24315/tred.537471
- Çetin, A., & Ünsal, S. (2018). Merkezi sınavların öğretmenler üzerinde sosyal, psikolojik etkisi ve öğretmenlerin öğretim programı uygulamalarına yansımaları [Social, psychological effects of central examinations on teachers and their reflections on teachers' curriculum implementations]. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi* [Hacettepe University Journal of Education], 34(2), 304-323. doi: 10.16986/HUJE.2018040672
- Demir, S. B., & Yılmaz T. A. (2019). En iyisi bu mu? Türkiye'de yeni ortaöğretime geçiş politikasının velilerin görüşlerine göre değerlendirilmesi [Is this the best one? An Evaluation of new policy of transition to secondary education in Turkey with regard to parents' views]. *Bolu Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi* [BAİBUEF], 19(1), 164-183. doi: 10.17240/aibuefd.2019.19.43815-445515

- Education Reform Initiative [ERI] [Internet]. Eğitim izleme raporu 2017-2018. [cited 2019 Oct 22]. Retrieved from <http://www.egitimreformugirisimi.org/egitim-izleme-raporu-2017-18-2/>
- Education Reform Initiative [ERI] [Internet]. Eğitimin Yönetişimi Ve Finansmanı Eğitim İzleme Raporu 2019. [cited 2019 Oct 15]. Retrieved from https://www.egitimreformugirisimi.org/wpcontent/uploads/2010/01/EIR_E%C4%9Fitimin_Y%C3%B6netisi_mi_ve_Finansman%C4%B1.pdf
- Francis, B., & Archer, L. (2005). British-Chinese pupils' and parents' constructions of the value of education. *British Educational Research Journal*, 31(1), 89-108. doi: [10.1080/0141192052000310047](https://doi.org/10.1080/0141192052000310047)
- Gedikoğlu, T. (2005). Turkish education system in the process of European Community: Problems and solutions. *Mersin University Journal of the Faculty of education*, 1(1), 66-80.
- Hill, M. A., Overton, T. L., Thompson, C. D., Kitson, R. R., & Coppo, P. (2019). Undergraduate recognition of curriculum-related skill development and the skills employers are seeking. *Chemistry Education Research and Practice*, 20(1), 68-84. doi: [10.1039/C8RP00105G](https://doi.org/10.1039/C8RP00105G)
- İlmak, S. [Internet]. Fen Lisesi manzaralı ev arıyorum! [cited 2019 Dec 12]. Retrieved from: <https://www.gazetepusula.net/2017/09/29/fen-lisesi-manzarali-ev-ariyorum/>
- Kasapoğlu, H. (2016). Analysis of teacher candidates perception's of Turkish national education system through metaphors. *Educational Administration: Theory and Practice*, 22(1), 59-80. doi: [10.14527/kuey.2016.003](https://doi.org/10.14527/kuey.2016.003)
- Kavak, Y. (1997). Eğitim, istihdam ve işsizlik ilişkileri. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi* [Hacettepe University Journal of Education] 8(13), 21-26.
- Keskin, H. D., & Turna, G. B. (2010). Ailelerin devlet ya da özel okul tercihlerini etkileyen faktörler Rize örneği [Factors influencing parents' private or public school choice: The case of Rize]. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi* [Journal of Çukurova University Institute of Social Sciences], 19(2), 411-426. Retrieved from <https://dergipark.org.tr/en/pub/cusosbil/issue/4384/60209>
- Korlu, Ö. Toplumsal eşitsizlikler ortaöğretime nasıl yansıyor? Fikir Turu. [cited 2019 Dec 26]. Retrieved from <https://fikirturu.com/2019/12/26/toplumsal-esitsizlikler-ortaogretime-nasil-yansiyor/>
- Kömüş, M. (2019). Eğitimde sınıfsal fark. BİRGÜN. [cited 2019 Nov 28]. Retrieved from <https://www.birgun.net/haber/egitimde-sinifsal-fark-281939>
- Maruyama, Y., Kanoh, H., & Adachi, K. (2017). A Preliminary Investigation into Parents' Concerns about Programming Education in Japanese Primary Schools. *In Society for Information Technology & Teacher Education International Conference* (s. 44-49). Association for the Advancement of Computing in Education (AACE).
- Merriam, S. B. (2013). *Nitel araştırma: Desen ve uygulama için bir rehber*. (Selahattin Turan, Trans). Ankara, Turkey: Nobel akademik yayıncılık.
- Ministry of National Education [MoNE]. Milli Eğitim İstatistikleri: Örgün Eğitim 2018/19. [cited 2019 Dec 17]. Retrieved from

https://sgb.meb.gov.tr/meb_iys_dosyalar/2019_09/30102730_meb_istatistikleri_orgun_egitim_2018_2019.pdf

Ministry of National Education [MoNE] [Internet]. 2019 Ortaöğretim Kurumlarına İlişkin Merkezi Sınav. Milli Eğitim Bakanlığı, Eğitim Analiz ve Değerlendirme Raporları Serisi No: 7. [cited 2019 Dec 16]. Retrieved from <https://www.memurlar.net/common/news/documents/837830/dosya.pdf>

Ministry of National Education [MoNE] [Internet]. Milli Eğitim Bakanlığı 2019-2023 Stratejik Planı. [cited 2019 Dec 16]. Retrieved from http://www.meb.gov.tr/stratejik_plan/

Ministry of National Education [MoNE] [Internet]. PISA 2018 Türkiye Ön Raporu. [cited 2019 Dec 15]. Retrieved from

http://www.meb.gov.tr/meb_iys_dosyalar/2019_12/03105347_PISA_2018_Turkiye_On_Raporu.pdf

Ministry of National Education [MoNE] [Internet]. 2023 Eğitim Vizyonu. Milli Eğitim Bakanlığı. [cited 2019 Dec 15]. Retrieved from http://2023vizyonu.meb.gov.tr/doc/2023_EGITIM_VIZYONU.pdf

Ministry of National Education [MoNE] [Internet]. Milli Eğitim İstatistikleri: Örgün Eğitim 2015/16. [cited 2019 Dec 14]. Retrieved from

https://sgb.meb.gov.tr/meb_iys_dosyalar/2016_03/30044345_meb_istatistikleri_orgun_egitim_2015_2016.pdf

Ng, P. T. (2019). *Singapur eğitim sistemi: Zıtlıkların gücü*. (A.Ünal ve Ü.Cura, Trans). Ankara, Turkey: Anı Yayıncılık.

OECD. Bir bakışta eğitim: OECD Göstergeleri Türkiye Raporu. [cited 2019 Dec 14]. Retrieved from <https://www.oecd.org/education/skills-beyond-school/EAG2017CN-Turkey-Turkish.pdf>

ÖSYM. (2019). Yüksek Öğretim Kurumları Sınavı Sayısal Bilgiler. [cited 2019 Dec 13] Retrieved from <https://dokuman.osym.gov.tr/pdfdokuman/2019/YKS/sayisalbilgiler18072019.pdf>

Özdemir, F., & Kaplan, A. (2017). Öğretmen adaylarının bakış açısından Türk Eğitim Sisteminin sorunları ve bu sorunlara yönelik çözüm önerileri [Problems of Turkish Education System and solution proposals for these problems according to the perspective of prospective teachers]. *Electronic Turkish Studies*, 12(28). doi: /10.7827/TurkishStudies.12426

Özyılmaz, Ö. (2017). *Türk milli eğitim sisteminin sorunları ve çözüm arayışları*. (6.ed.). Ankara, Turkey: Pegem Akademi.

Park, J. (1994). *Estimation of sheepskin effects and returns to schooling using the old and the new cps measures of educational attainment* (No. 717). Princeton University, Department of Economics, Industrial Relations Section.

Pulat, A. (2019). *İlkokul velilerinin özel okul tercihlerine etki eden faktörlerin incelenmesi* [The study of influencing factors on parents' private school preferences] (Master's thesis, İstanbul Sabahattin Zaim üniversitesi, İstanbul, Turkey). Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/>

Restall, G., & Borton, B. (2010). Parents' concerns about their children's development at school entry. *Child: Care, Health & Development*, 36(2), 208-215. doi:10.1111/j.1365-2214.2009.01019.x

- Rubie-Davies, C. M., Peterson, E., Irving, E., Widdowson, D., & Dixon, R. (2010). Expectations of achievement: Student teacher and parent perceptions. *Research in Education*, 83(1), 36-53. doi: [10.7227/RIE.83.4](https://doi.org/10.7227/RIE.83.4)
- Ryan, C. S., Casas, J. F., Kelly-Vance, L., Ryalls, B. O., & Nero, C. (2010). Parent involvement and views of school success: The role of parents' Latino and White American cultural orientations. *Psychology in the Schools*, 47(4), 391-405. doi: [10.1002/pits.20477](https://doi.org/10.1002/pits.20477)
- Saçkes, M. (2013). Children's competencies in process skills in kindergarten and their impact on academic achievement in third grade. *Early Education & Development*, 24(5), 704-720.
- Saçkes, M. (2014). How often do early childhood teachers teach science concepts? Determinants of the frequency of science teaching in kindergarten. *European Early Childhood Education Research Journal*, 22(2), 169-184. doi: [10.1080/1350293X.2012.704305](https://doi.org/10.1080/1350293X.2012.704305)
- Sarpkaya, R. (Eds.). (2014). *Türk eğitim sistemi ve okul yönetimi*. Ankara, Turkey: Anı Yayıncılık.
- Schneider, M., Teske, P., Marschall, M., & Roch, C. (1998). Shopping for schools: In the land of the blind, the one-eyed parent may be enough. *American Journal of Political Science*, 42, 769-793. doi: [10.2307/2991729](https://doi.org/10.2307/2991729)
- Schnepf S.V., Klinger D.A., Volante L., & Jerrim J. (2019) Cross-National trends in addressing socioeconomic inequality in education. In: Volante L., Schnepf S., Jerrim J., Klinger D. (eds) *Socioeconomic Inequality and Student Outcomes*. Education Policy & Social Inequality, 4. Springer, Singapore.
- Slater, A., Bowen, J., Corsini, N., Gardner, C., Golley, R., & Noakes, M. (2010). Understanding parent concerns about children's diet, activity and weight status: an important step towards effective obesity prevention interventions. *Public Health Nutrition*, 13(8), 1221-1228. doi: [10.1017/S1368980009992096](https://doi.org/10.1017/S1368980009992096)
- Spera, C., Wentzel, K. R., & Matto, H. C. (2009). Parental aspirations for their children's educational attainment: Relations to ethnicity, parental education, children's academic performance, and parental perceptions of school climate. *Journal of Youth and Adolescence*, 38(8), 1140-1152. doi: [10.1007/s10964-008-9314-7](https://doi.org/10.1007/s10964-008-9314-7)
- Taşkın, G., & Aksoy, G. (2018). Öğrencilerin ve Öğretmenlerinin TEOG Sistemi Görüşleri Işığında Ortaöğretime Geçiş Sisteminden Beklentileri [Students' and teachers' expectations from the transition to secondary education system in the light of TEOG system views of them]. *International Journal of Active Learning*, 3(1), 19-43. Retrieved from <https://dergipark.org.tr/en/pub/ijal/issue/35833/367421>
- Turkish Education Association [TEA] [Internet]. 2017 Eğitim değerlendirme raporu. [cited 2019 Dec 24 Retrieved from <https://tedmem.org/download/2017-egitim-degerlendirme-raporu?wpdmdl=2564&refresh=5e4ed137294e51582223671>
- Turkish Education Association [TEA] [Internet]. 2018 Eğitim değerlendirme raporu. [cited 2019 Dec 25] Retrieved from <https://tedmem.org/download/2018-egitim-degerlendirme-raporu?wpdmdl=2933&refresh=5e4ecc892a31b1582222473>
- Turkish Education Association [TEA]. *Ortaöğretime ve yükseköğretime geçiş sistemi*. Ankara: Türk Eğitim Derneği Yayınları; 2010.

- Turkish Statistical Institute [TSI] [Internet]. İşgücü İstatistikleri - Dönemi: Eylül 2019. [cited 2019 Nov 27 Retrieved from http://www.tuik.gov.tr/PreTablo.do?alt_id=1007
- Ünal, A. (2018). Okulda denetim ve rehberlik hizmetlerinin yönetimi. (N.Cemaloğlu, M.G. Gülcan, eds.), *Kuramdan Uygulamaya Okul Yönetimi*. Ankara, Turkey: Pegem A Yayıncılık.
- Ünal, A., & Sürücü, A. (2018). PDR öğrencilerinin gözünden Türk Eğitim Sistemi'nin sorunları. IV. International Academic Research Congress 30 October-3 November, 2018 in (2057-2064).
- Ünal, A., Yıldırım, A., & Çelik, M., (2010). İlköğretim Okulu Müdür ve Öğretmenlerinin Velilere İlişkin Algılarının Analizi [Analysis of perceptions of primary school principals and teachers about parents]. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 23, 261-272.
- Wentzel, K. R. (1998). Parents' aspirations for children's educational attainments: Relations to parental beliefs and social address variables. *Merrill-Palmer Quarterly*, 44(1), 20-37. Retrieved from www.jstor.org/stable/23093391
- Yeşil, R., & Şahan, E. (2015). Öğretmen adaylarının türk eğitim sisteminin en önemli sorun, neden ve çözüm yollarına ilişkin algıları [Perceptions of teacher candidates about the most important problem of Turkish Education System, its reason and its solutions]. *Journal of Kirsehir Education Faculty*, 16(3), 123-143.
- Yıldırım, A., & Şimşek, H. (2016). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara, Turkey: Seçkin Yayıncılık.
- Yılmaz, K. & Altınkurt, Y. (2011). Öğretmen adaylarının Türk eğitim sisteminin sorunlarına ilişkin görüşleri. [Prospective teachers' views about the problems of Turkish Educational System]. *Uluslararası İnsan Bilimleri Dergisi*, 8(1), 942-973.
- Yurttaş Kumlu, G. & Çobanoğlu, R. (2019). Çocukların eğitiminde merkezi sınav başarısı ile ilgili dersler daha mı önemli? Aile görüşü ve ilişkili faktörler [Are school courses related to central exam success more important in children's education? Parental view and related factors]. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 1-22. doi: [10.9779/pauefd.561551](https://doi.org/10.9779/pauefd.561551)
- Zachos, D. T. & Panagiotidou, A. (2019). Roma Parents' Perceptions on Education. *Journal of Advances in Education Research*, 4(1), 13-23. doi: [10.22606/jaer.2019.41002](https://doi.org/10.22606/jaer.2019.41002)