

# The Views of the Teachers Related to The Problems the Nursery Class Teachers Encounter in Personnel Services and General Services\*

Eren Ertör\*, Durdağı Akan\*\*

Makale Geliş Tarihi: 24/04/2016

Makale Kabul Tarihi: 02/06/2016

## Abstract

In this study, it was aimed to analyze the problems that the nursery school teachers, who worked in primary schools of Ministry of National Education in Ağrı city center in 2014-2015 academic years, experience in personnel services and general services according to the views of the teachers. In the direction of this purpose, phenomenology design, one of the qualitative researches, was used in the study. The sample of the study consisted of 24 teachers selected from 12 primary schools who had nursery class within itself in Ağrı city center. The findings of the study are as follow; the students have difficulty in waking up early in the morning in terms of personnel services, the teachers have difficulty as they do not have breaks and recess, the nursery class students utilize the opportunities of the school less because the hour of work is half-day, they have inadequate auxiliary staff, and it was determined in terms of general services that the classroom space is not adequate, the classroom is not heated properly, the materials are inadequate, the classroom does not get proper light, and sharing the classroom with others create problems.

**Key Word:** Pre-school, general services, personnel services

## Anasınıfı Öğretmenlerinin Personel Hizmetleri ve Genel Hizmetlerde Yaşadıkları Sorunlara İlişkin Öğretmen Görüşleri

### Özet

Bu araştırmada, 2014-2015 eğitim-öğretim yılında Ağrı İl Milli Eğitim Müdürlüğüne bağlı ilkokullarda görev yapan anasınıfı öğretmenlerinin personel hizmetleri ve genel hizmetlerde yaşadıkları sorunlara ilişkin öğretmen görüşlerinin incelenmesi amaçlanmıştır. Bu amaç doğrultusunda nitel araştırma modellerinden olgu bilim (fenomenoloji) deseni kullanılmıştır. Araştırmanın çalışma grubunu Ağrı ili merkezinde, bünyesinde anasınıfı bulunan 12 ilkokuldan uygun örneklem yöntemi ile belirlenen 24 anasınıfı öğretmeni oluşturmaktadır. Araştırmanın bulguları; personel hizmetlerinde öğrencilerin sabah erken saatte uyanmakta zorluk çektikleri, teneffüs ve ara imkânları olmaması nedeni ile öğretmenlerin zorluk yaşadığı, mesai saatlerinin yarım gün olması nedeni ile anasınıfı öğrencilerinin okulun imkânlarından daha az yararlandığı, yardımcı personellerin yetersiz olduğu, genel hizmetler konusunda ise sınıf alanlarının fiziksel olarak yetersiz olduğu, sınıfın yeteri kadar ısınmadığı, materyallerin yetersiz olduğu, sınıfın yeteri kadar ışık almadığı ve ortak sınıf kullanılmasının sorunlar yarattığı şeklindedir.

**Anahtar Kelimeler:** Anasınıfı, genel hizmetler, personel hizmetleri.

\*This study was produced from the dissertation study conducted under the counseling of Asst. Dr. Durdağı Akan

\*\*Ağrı İbrahim Çeçen Üniversitesi, Sağlık Hizmetleri MYO, Çocuk Bakımı ve Gençlik Hizmetleri Bölümü, Ağrı, Türkiye, [certor@agri.edu.tr](mailto:certor@agri.edu.tr)

\*\*Atatürk Üniversitesi, Kazım Karabekir Eğitim Fakültesi, Eğitim Bilimleri Bölümü, Erzurum, Türkiye, [durdagiakan@atauni.edu.tr](mailto:durdagiakan@atauni.edu.tr)

## 1. Introduction

Preschool period is the period when all the zones of development of the children are supported, the basis of their characteristics are shaped and the children are prone to learning the most (Ural & Ramazan, 2007). Preschool education includes the age range in which the children enter educational environment in a professional way. The effect of this period is reflected on the children's latter academic and social life and all zones of their development (Aral, Kandır & Yaşar, 2000).

Preschool education is the most important process in preparing the child for the life. Today, the changing technology, environmental conditions and life styles prove the necessity of educational institutions for the education of the children along with parents (Milli Eğitim Bakanlığı [MEB], 2006).

Besides there are various institutions that provide preschool education for the children in preschool period in our country, the most common ones are the nursery classes within the primary schools. It has been realized better day by day that the fact that individuals should get education in proper educational environments starting from early ages has many advantages, so the demand for nursery classes, notably, and other institutions providing early childhood education has been increased as the women have actively participated in work life. It can be said that it hasn't been reached the targeted point yet even though the number of the institutions which provide early childhood education in the direction of this demand have been increased rapidly.

No doubt that the teachers are the primary responsible individual for the children in preschool educational environment. The teachers should improve quality by undertaking functions like being a model for the students, guide the students in addition to their fundamental task which is to facilitate learning. It is not possible to mention quality in an education system in which there is no qualified teachers.

Although curriculum are developed and modern equipment is bought with the aim of improving quality in education, teaching period is set and organized according to the physical environment; the desired objectives cannot be reached if the teachers do not have the necessary qualities to utilize all these elements in the period of study appropriately. In this context, the teachers are the one who determine the peace and happiness, the quality of the education provided in the schools (Karademir, 2013).

Administrative characteristics are another factor that directly affects the period of study in addition to the peace and happiness of the teachers in the institutions in which preschool education is provided (Ada, Küçükali, Akan & Dal, 2014). It is considered that administrative applications in the schools are the determinants of the quality of the education at a considerable amount.

Bursalıoğlu (2011) states that administration is all the actions related to making the objective of the organization real, and these actions are called management processes or the elements of the management process. Tok (2002) defines school

management as “School management takes place with the application of educational administration to the school just like educational administration takes place with the adaptation of administration to education. From this point of view, it should be remembered that administrative applications in a school are one of the most important factors in determining the quality of the education and reaching the objectives of the school.

Lately, there has been a distinct increase in the number of the students who continue to get preschool education depending upon the developments in the schooling rate in our country. This increase is a positive development, however, it brings many problems in general services, personnel services, school and classroom management, budget keeping, supervision and in curriculums along with it.

Considering all these factors, it is expected that there should be an administrative mentality in an organization, a healthy communication based on this mentality and a qualified synergy of the manager, teacher and other personnel to provide a qualified education (Başaran, 2008; Bursalıoğlu, 2011; Taymaz, 2011). Thus, the administrative application in the school are among the fundamental variables that determine the quality of the education.

Considering this fact, it is thought that knowing the problems that the preschool teachers experience in personnel services and general services and creating solutions to these would contribute to the development of this process.

In this study it was aimed to determine the problems that the preschool teachers working in the nursery classes of the primary school of Ministry of National Education experience in personnel services and general services through the views of the teachers, and to create solutions to these problems.

### **1.1. The Reason and importance of the Study**

The main objective of the spreading preschool education is, no doubt, to provide the children to gain the acquisitions that the curriculum presents before they pass to primary school. The most important responsibility in fulfilling this is preschool teachers'. That the nursery class teachers work in a peaceful and happy environment would help them provide an effective and productive service. Considering that it is hard for an individual to be successful when s/he is unhappy, it is obvious that the situations that make nursery class teachers unhappy should be researched. In this sense, it is of higher importance that the problems that makes nursery class teachers unhappy should be determined and eliminated. With this study, it is aimed to determine the problems that the teachers experience in personnel services and general services. Moreover, it is thought that this study would be an advisor for the services towards the teachers related to the determination of the problems that the teachers experience. It is expected that the result of the study would reveal the problems mentioned above and would contribute to improving the quality of preschool education.

A great number of studies (Arslan 2004; Gök & Gürol 2002; Gündoğan 2002; Güneysu 2005; Nural, Atay & Çömez 2009; Oktay 2002; Sabancı & Ömeroğlu 2013; Yavuz 2001; Zembat 2005) which have been conducted on the effects of preschool education on the development of the child proves the positive effects of early childhood education. Early childhood education is the investment but with low-costs providing high income not just to children but also to the parents, society and economy (Kaytaz, 2005). As several studies emphasizes the importance of early childhood education, early childhood education is provided most commonly in the nursery classes within official primary schools in our country. This study is important as the qualitative education provided in the early childhood would determine the behaviors of the children in the future and today's children would form the future of the society. On the other hand, although there are several studies conducted on the determination of the problems experienced in the management processes in preschools, this study is important as there is no other study about this towards the nursery classes within primary schools in our country and as it would help creating solutions to the problems that the nursery class teachers experience. It is also considered to be important as it would reveal the problems in this field.

## **1.2. The Purpose of the Study**

Answers to the question below are sought in this study which aims to determine the problems that the nursery school teachers working in primary schools of Ministry of National Education experience in personnel services and general services.

- 1- What are the problems that you encounter in personnel services?
  - a) What are the problems related to hour of work?
  - b) What are the problems related to auxiliary staff?
  - c) What are the problems related to in-service trainings?
- 2- What are the problems related to general services?
  - a) What are the problems related to classroom space?
  - b) What are the problems related to playground?

## **2. Method**

In this study, it was aimed to determine the views of the teachers related to the problems that the teachers experience in personnel services and general services. For this purpose, phenomenology design, one of the qualitative researches which focuses on the facts that we are aware of but have no deep and detailed understanding, was used as the research design (Yıldırım & Şimşek, 2006). 24 preschool teachers from 12 different primary schools participated voluntarily in the study which was conducted in Ağrı. The data obtained through interviews was analyzed with content analysis and descriptive analysis.

## 2.1. Participants

The research staff of the study consists of 24 preschool teachers who were selected with appropriate sampling method, one of the random sampling methods, from 12 different schools which have nursery classes within themselves.

## 2.2. Data Collection Tools

Interviews are the basic data collection source for phenomenological studies. Interviews enable the researcher to see the perspectives and past experiences of the participants related to the subject within the related context. The researcher should create an environment based on trust and empathy for the participants to reveal their views and experiences related to the subject (Yıldırım & Şimşek, 2006, p.74). Basic purpose of in-depth interviews is neither to get a reply for the questions asked nor to test a hypothesis. Interview is to understand the experiences of the others and what they have gained as a result of these experiences. They provide a deep manifestation of the social, political and educational events, processes and problems. Because, these events and problems are the abstractions and perceptions of the people based on their concrete experiences (Rubin & Rubin, 2005, p.3; Seidman, 2006, p.7).

In this study, literature review was first done to develop interview forms. Semi-structured interview questions were prepared to collect interview data by utilizing the information obtained as a result of the review. The prepared interview questions were reviewed after asking for three experts' opinions. As the study is a qualitative research, necessary corrections and controls have been done throughout the study.

## 2.3. Collection of the Data and Analysis

During the data collection process, the school managers and the teachers were informed first about the study and the path to be followed during the study by going to the schools in which the study was planned to be conducted, and then the researcher entered a room which the nursery class teacher answering the question voluntarily stated that s/he could feel more comfortable. After entering the interview room, the worries of the interviewer were eliminated by informing the interviewer that his/her name and views would be used in the study anonymously and would not be shared with anyone else. As the interviews were recorded, personal information was taken as written before the interview. The interviews took almost 34 minutes and the interviews were got through by thanking the participants for their contributions.

In the analysis of the data obtained through the interviews, content analysis and descriptive analysis were used in the analysis of the data obtained from the interviews. Content analysis is defined as a systematic, renewable technique in which some words of a text are summarized with smaller content categories with the codes based on specific rules (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2012, p. 240). In the study, the recordings of the interviews were put down on computer and the written document and recording were sent to another researcher to be analyzed. It was determined that there was no difference between the conducted analyses by two

different researchers. Then, the written interview recordings were read by the participants with the intent of controlling and it was determined that there were no differences between the mutual controls and then analysis were started to be done. During the analyses, the codes were determined from the interview data and the themes were created from the codes. Another researcher was asked to create codes and themes for the reliability of the codes and themes, and it was determined with Cohen Kappa formula .73 that the congruence between the codes created by two researchers was at reliable level (Field, 2009), and necessary corrections were done and it was finalized. In the descriptive analysis part of the study, it was aimed to reach a conclusion by describing, interpreting and revealing cause-effect relations of the data systematically and clearly. Thus, it was regarded to use the terms that the participants used in their own expressions by paying attention to the words, terms and sentences of the participants while analyzing the views of the participants. In addition, partial quotations from the expressions of the participants were done and it was watched to report directly the quotations. During the analysis of the data obtained from the interviews of the participants, the codes appropriate to the categories determined in the beginning of the study were grouped according to their similarities and differences (Zembar, 2012, p. 207). Each teacher in the study was represented with the letter T and the names of the teachers were kept anonymous and numbers from 1 to 24 were used for each teacher.

### 3. Results

Table 1.  
Category Table

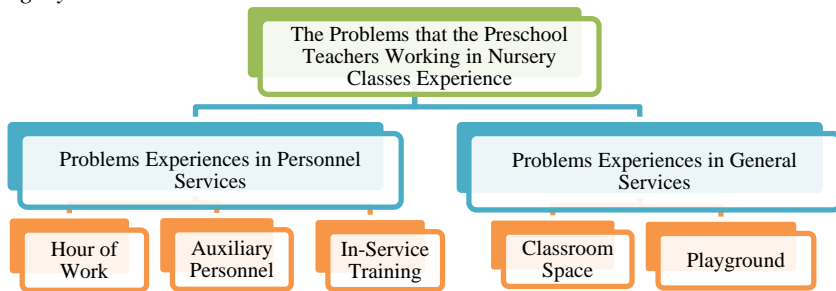


Table 2.  
*Findings related to the Problems that the Teachers working in Nursery Classes within Official Primary Schools Experience*

Theme	Category	Coded View of the Teacher	f
Hour of Work		Students have difficulty in waking up early in the morning	4
		Teachers do not have break and recess opportunities because of continuous education	3
		Hour of work is half-day	2

<b>Personnel Services</b>	<b>Auxiliary Personnel</b>	Inadequate auxiliary personnel	8
		Unqualified auxiliary personnel	6
		Turkish Employment Agency sends auxiliary personnel behind time	11
	<b>In-service Training</b>	Inadequate in-service training	13
		The school management does not support to attend in-service training	5
		Being uninformed about in-service training	8
		People who organizes (teaches) in-service training does not give due importance	7
		Teachers are not supported financially to attend in-service trainings	4
		Each branch gets the same training in in-service training	3

In Table 2, personnel services management theme was analyzed under three categories as 1- Hour of Work, 2- Auxiliary Personnel and 3- In-service Training. In the hour of work, three problems were detected as Students have difficulty in waking up early in the morning, Teachers do not have break and recess opportunities because of continuous education, Hour of work is half-day.

### 3.1. Findings related to Hour of Work

- The first category of personnel services management theme is the category of hour of work. This category consists of three codes as “Students have difficulty in waking up early in the morning, Teachers do not have break and recess opportunities because of continuous education, and Hour of work is half-day.”

✓ *Students have difficulty in waking up early in the morning*

9 of the teachers (T1, T2, T6, T8, T11, T12, T16, T21, T24) participated in the study stated that there was problem related to hour of work. The most important problem of these is that the students have difficulty in waking up early in the morning. 4 of the teachers (T1, T6, T16, T24) stated that the students have difficulty in waking up early in the morning and because of the severe winter conditions the children cannot go to school at the wee hours and thus, the number of the students are low. Because the education starts early in the morning, T1 and T16 stated that:

“The parents demanded that the classes should start at 9 instead of 8, and we demanded from the management that the start time of the classes should be set at 9 as the former was too early for the children.” (T1).

“Our hour of work is between 8-12, that is not a problem for me, but the parents and the children have difficulty as it is very early in the morning and the winter conditions are harsh in the region. The parents have difficulty in waking their children early in the morning and many children go to school without having breakfast.” (T16).

✓ *Teachers do not have break and recess opportunities because of continuous education*

Another problem experienced in work of hour is that there are no recess or break opportunities the teachers have as the preschool education is a continuous one. 3 of the teachers (T2, T12, T21) stated the problem of having no recesses. T21 stated that *“There is no recess opportunity in preschool education, in addition, we don’t have auxiliary staff in our classroom. In an emergency, we cannot leave the classroom. I think that having no breaks and breaks is our biggest problem”*, T12 stated the problem with its two dimensions that:

“The biggest problem that the preschool teachers experience is that they do not have recess or breaks to rest. This reduces our performance and also lays a great deal of burden on us. I worked in other cities. Same problems have been mentioned in group teacher meetings and regional group teacher meeting but even though it is mentioned no solution has yet to be found. On the other hand, when compared to the teachers working in primary schools, we get paid the same additional course tuition with them although we do not have recess or break opportunities. This, I think, is an important problem which needs to be solved.”

✓ *Hour of work is half-day*

One of the problems experienced in hour of work is that the education span is half-day. Two of the teachers (T8, T11) stated that the students in the nursery class come together at a specific time and because of that the number of the students is very high, and the children spend the rest of the day at home unproductively. T8 stated that:

“There are a lot of children at the preschool period around our school and the number of our students is very high. After the children get out of the school at noon, they spend their time either on the street or in front of the TV without the interest of their parents. Thus, the education should continue until at least 4 p.m., and the fact that the children spend more time in school would be for the good of the children”.

and T11 stated that *“As the number of students (35) in our class is high, that the education should be conducted as full-day education would be for the good of both the children and the teachers.”*

### **3.2. Findings related to Auxiliary Staff**

Auxiliary personnel category is the second category of personnel services management. This category consists of three codes as inadequate auxiliary personnel, unqualified auxiliary personnel, Turkish Employment Agency sends auxiliary personnel behind time.

✓ *Inadequate auxiliary personnel*

8 of the teachers (T1, T2, T3, T4, T5, T9, T10, T12) stated that there is a problem related to inadequate auxiliary personnel. Teachers stated that:



“In our school, there is only one personnel as auxiliary personnel and he is responsible for cleaning the whole school. That is, we do not have personnel in the class. We have many problems in meeting the needs of the students to use the bathroom. We cannot leave the class if one student needs to use the bathroom. Trainee students help most of the time, but they do not come every day” (T2),

“My auxiliary personnel is a student in the university, so she sometimes cannot come and has to leave early from time to time. I have several problems in meeting the needs of the children to use the toilet and in other tasks when she’s absent.” (T3)

T4 stated the problem comparing the other schools she worked before that,

“I’ve been appointed to Ağrı this year. We had auxiliary personnel in the school I worked before, but we do not have here and it’s a big problem. I try to come to terms with the students before starting the activities like let’s meet our needs altogether and we should be seated during the activities, but as the children are children, we try to meet their needs during the activities and this creates problems.” (T4)

“This is my third year in the occupation. In the previous years, I had auxiliary personnel but this year I don’t have any. This causes much trouble for me. The students need to use the bathroom and wash their hands, we should clean the kitchen and we should do the activities at the same time and I cannot handle all at the same time.” (T5)

✓ *Unqualified auxiliary personnel*

6 of the teachers (T13, T18, T19, T21, T22, T23) stated a problem related to the unqualified auxiliary problem. The problems are caused mostly because of the inadequacy of the personnel in communication with the children and childcare. Teachers stated that:

“Auxiliary personnel is sent by Turkish employment agency. They call the students with nicknames, they do not know how to communicate with parents and children. During the courses, s/he comes in and goes out and that distracts the attention of the children. The one who is going to be an auxiliary personnel should be well educated about these subjects” (T13),

“It is one of the biggest problems we experience that the auxiliary personnel sent to the school have no idea about child development. As the auxiliary personnel do not have adequate knowledge and skill to work in nursery class, we try to educate them about this for a few months.” (T21),

“The auxiliary personnel is generally sent to our school by Turkish employment agency and they are not qualified because people who have no knowledge

related to this field are sent. I would like people who have a degree from child development and who are interested in this field to be assigned to this duty. That's the only way to contribute to us and the children." (T22),

T18 and T23 stated their problems asserting that the auxiliary personnel do not do their jobs carefully like cleaning the classroom and the needs of the children to use the bathroom and thus they constantly had problems. T19 stated that:

"My auxiliary personnel was sent not by Ministry of National Education but by Turkish employment agency without considering his knowledge about the field. Most of the time, as he doesn't help me, I have to do the cleaning and meet the needs of the children to use the bathroom, I'm constantly interrupted during the courses and I lose classroom management. And thus, both my students and I get difficulty in concentrating on the lesson again."

✓ *Auxiliary personnel is sent two months late by Turkish employment agency and cleaning problem*

11 teachers (T2, T4, T5, T6, T8, T9, T10, T13, T18, T19, T23) expressed the problem related to that the auxiliary personnel is sent two months late by Turkish employment agency and cleaning problem, under the sub-titles of personnel services. T6 stated the problem being experienced related to the mentioned institution's sending the personnel late that,

"Our auxiliary personnel was sent 6 weeks late after the term had started by Turkish employment agency. During that 6-week time, I had to do all the things in the classroom by myself, alone. Meeting the needs of the children to use the bathroom, doing the cleaning and doing the activities all alone is a really big problem"

and T8, T9 and T13 stated that the auxiliary personnel was sent two months late and during these two months it was hard to deal with all the works alone and besides changing the personnel each year causes problems as the former one leaves after learning the job and the process and a new one who has no experience and knowledge about the job replaces. T19 stated that,

"The auxiliary personnel aren't sent at the beginning of the term and I have to do all the work and this causes problems. As we are a nursery class under a primary school, our bathroom is outside. If I take one student to the bathroom, other students stay alone in the classroom compulsorily. On the other hand, I have to vacuum the classroom after the breakfast. All these really burn the teacher out."

### **3.3. Findings related to in-service training**

In-service training is the third category of personnel services management. This category consists of six categories as "Inadequate in-service training", "The school

management does not support to attend in-service trainings”, “Being uninformed about in-service training”, “People who organizes (teaches) in-service training does not give due importance”, “Teachers are not supported financially to attend in-service trainings”, “Each branch does not get the same training in in-service training.”

✓ *Inadequate in-service training*

Teachers stated about the inadequacy of the in-service training that

“These in-service trainings are not productive. The in-service training works organized by the directorate of national education is conducted as a joint work in which all the teachers in the city participate. When these seminars are conducted on the internet, the connection is constantly lost, and this causes to lose attention. Instead of gathering the teachers in the same room and giving them from different branches the same education by educational supervisors, the productivity can be increased by organizing separate training for each branch and even the teachers can do research, prepare a report and present it related to the subject” (T12).

“The in-service trainings are not related to the subjects we need to learn, on the contrary, they are about irrelevant subjects. Instead of this, different seminars should be organized for each branch. If seminars related to the subjects like problems encountered in the classroom and coping strategies with these problems, maintaining the relationships with the parents, etc. are organized, I think that this will be more useful for the preschool.” (T15).

“We only attended to the in-service trainings at the beginning and at the end of the year, but it was useless” (T5),

“The seminars do no good to the teachers who participate, right now is the time for the seminar but because the participation between 09:00 and 12:00 is mandatory, we just sit here. Not a lecture is given most of the time as it’s been told, we just spend time here. I took seminars through distant learning before. All the teachers just watched and listened to what they’ve already learnt during their bachelor’s degree through projection. I think these trainings should be more of applicable and for the branches.” (T19).

✓ *The school management does not support the teachers to attend in-service training*

That the school management does not support the teachers to attend in-service training is another problem we encountered in the in-service training category, the third title of personnel services theme. 5 teachers (T1, T9, T20, T22, T23) reported their views related to this problem. T20 stated that,

“Last year, an academician from the university organized an in-service training in a building opposite to our school. When we applied to attend this seminar to

our school management, we got the response that as it was the hour of work, it wouldn't be appropriate to attend. We are not even allowed to attend to the trainings that close to us"

and the other participants reported their views supporting this.

✓ *Being uninformed about in-service training*

One of the subtitles of personnel services is that the teachers are uninformed about the in-service trainings. These education seminars are apart from the mandatory seminars. 8 teachers (T2, T4, T6, T8, T10, T20, T22, T24) reported problem related to being uninformed about the in-service trainings. T2 stated that *"We do not get any information or direction from our school management related to the in-service trainings. Each teacher tries to get informed from the internet or somehow to improve himself"*, T24 stated that *"In-service trainings are not conducted each year, if so, we should be more informed about these activities. Some schools are chosen as pilot schools and only those schools get the seminars, and naturally, we cannot utilize these activities."* T4 and T20 stated that *"I think we are very unlucky as a region in terms of in-service trainings. Because, the seminars are not frequently organized in our city, even if they are rarely organized, either we are uninformed or we cannot get permission to attend."*

✓ *People who organizes (teaches) in-service training does not give due importance*

Another subtitle of personnel services is that people who organizes (teaches) in-service training does not give due importance. 7 teachers (T1, T5, T6, T12, T14, T18, T19) reported views related to this problem. That the people who organized in-service training does not give due importance was reported by T19 that,

*"Right now, we are in a seminar period. We are to get seminar in our school from 09:00 to 12:00. But, we just go to school and sit idle, doing nothing. If those who give the seminar are supervised, the seminars will be more productive."*

✓ *Teachers are not supported financially to attend in-service trainings*

Another subtitle of personnel services is that teachers are not supported financially to attend in-service trainings. 4 teachers (T7, T8, T10, T20) reported related to this problem. T10 stated that *"In-service trainings should be supported financially. Because some of the teachers work in remote regions and it shouldn't be forgotten that each teacher need different education"*, and T20 stated that:

*"We wanted to organize an in-service training with my colleagues about the subjects we need in our school. There were going to be expanses like bringing an educator, food and beverages. We gave up because our school had shoestring budget. If such activities were supported by the state, it would be much better."*

✓ *Each branch gets the same training in in-service training*

The last code we have encountered under in-service training category is that each branch gets the same training in in-service training. 3 teachers (T12, T15, T19) reported related to this problem. T15 and T19 stated the problem that the educations are the same for each branch that:

“Each branch addresses a different field. In the seminars, the same education is given to anyone without considering any branch, but everybody experiences different problems. Hence, if the educations were given according to the branches, it would be more useful.”

Table 3.

*Findings related to Problems experienced in General Services Management in the Nursery Classes within Primary Schools*

<i>Theme</i>	<i>Category</i>	<i>Coded Views of the Teachers</i>	<i>f</i>
General Services	Classroom Space	The classroom space is not adequate	21
		The classroom is not heated properly	9
		The materials in the classroom are inadequate	8
		The classroom does not get proper light	6
		Sharing the classroom with others	1
	Playground	Playground does not have toys	18
		The danger arousing from the shared use of the playground	24
		The playground does not have green-field	13

As it can be seen in Table 3, general services management theme was analyzed under two categories as 1- Classroom space, 2- Playground. The first category, classroom spaces, consists of 5 codes as “The classroom space is not adequate”, “The classroom is not heated properly”, “The materials in the classroom are inadequate”, “The classroom does not get proper light”, “Sharing the classroom with others.”

### 3.4. Findings related to classroom space

The first category of general services management theme is classroom space. This category consists of 5 codes as the classroom space is not adequate, the classroom is not heated properly, the materials in the classroom are inadequate, the classroom does not get proper light, sharing the classroom with others.

✓ *The classroom space is not adequate*

In this category, the most important code which 21 teachers (T1, T2, T3, T4, T5, T6, T8, T9, T10, T11, T12, T13, T14, T15, T16, T17, T20, T21, T22, T23, T24) reported the problem is that the classroom space is not adequate. Teachers states related to the inadequate classroom that,

“I think classroom space in the nursery classes within primary schools are not built appropriately. The smallest space of the school is given to the nursery class

and this is not adequate for the nursery class. As the classroom space is limited, conducting education, playing games with that children in a limited space is very difficult” (T1).

“Although the number of our students is 28 in this term, the classroom space is not appropriate for this number. We have enough desks and chairs but as the space is limited we place them next to each other. Even though we place the materials like sardines, we don’t have enough room to play games. We have many problems as we don’t have another play room.” (T3).

“Our classroom space is not enough. While doing the activities, we put the tables in the center, if we play games, we put them in the corners so that we can have a play room. As it is narrow, the children cannot move comfortably. This is a dangerous condition which may cause the children to fall and get hurt.” (T5).

✓ *The classroom does not get heated properly*

Another code we can see in classroom space category is that the classroom does not get heated properly. 9 teachers (T2, T4, T5, T7, T11, T12, T18, T22, T23) reported about this problem. T5 stated that “*The temperature of the classroom is definitely not enough. We are in a cold city like Ağrı, the doors and the windows are not cold-proof. The classroom is not appropriate for education at all*”, T4, T7 and T12 stated that “*The heating of our classroom is not adequate, we use electric stove in addition to central heating to heat our class.*”

✓ *The classroom does not get proper light*

Another code among the classroom space is that the classroom does not get proper light. 6 teachers (T5, T15, T16, T18, T23, T24) stated this as a problem. T5 stated that “*we have two nursery classes but the classes don’t get light because both have no windows. As there is no sunlight during the daylight, we have to turn the lights on*”, T18 stated that “*our class does not get light. We have to turn the lights on during the day time and conduct the lesson.*” T24 stated giving more detail that “*Although preschool education class normally should be on the side which gets lots of sunlight, our class is on the basement and faces north. Thus, our classroom never gets light.*”

✓ *The materials in the classroom are inadequate*

Another code held in the classroom space is that the materials in the classroom are inadequate. 8 teachers (T1, T2, T3, T6, T14, T20, T21, T22) reported problem related to this. T3 stated that “*Our materials in the classroom is very shortcoming. Thus, we cannot enrich our activities*”, T20 stated that “*in my classroom, we don’t have a computer. So, I cannot neither do my own paperwork nor prepare different activities for the children*”.

✓ *Sharing the classroom with others*

Another code held in the classroom space is that sharing the classroom with others. 1 teacher (T19) reported problem related to this. He stated that:

“We use the classroom as one group before until the noon and another group after the noon. That is, all the materials in the classroom are used common. And this causes us to experience a lot of problems both in the classroom order and the use of the materials.”

3.2. The second category of general services management theme is playground category. This category consists of three codes as the playground does not have toys, the danger arousing from the shared use of the playground, the playground does not have green-field.

✓ *The playground does not have toys and gardening tools*

One of the problems observed in the second category of general services management themes is that the playground does not have toys. 18 teachers (T1, T2, T4, T5, T7, T8, T9, T10, T11, T12, T13, T15, T17, T18, T19, T21, T22, T23) reported this as a problem.

T2, T4, T5, T7 and T9 stated that “*Our playground is only asphalt and is covered with pebbles, nothing else. In this case, we cannot let the children in the playground*”, T18, T19 and T22 stated that “*There is nothing in our playground but two basketball hoops and pitcher granite. We cannot do any activities with nursery class students in the playground. There must be a divided and organized space with park materials for nursery class.*”

✓ *Common use of the playground with the elder age groups*

It is understood in the findings related to the playground theme that the most troubled category is as all the teachers reported that they have problems because of the common use of the playground and there is no divided space for nursery class. Particularly, preschool period is a quiet important period for the child to explore his/her environment. Because of that we, the adults, are responsible for creating appropriate environments for the children to explore and investigate safely.

The problem of common use of playground was reported by teachers.

“Our nursery class uses the playground commonly with the primary school. Primary school children run and move comfortably in the playground as the nature of their ages but we cannot use the playground as their presence together with nursery class students is dangerous.” (T6).

“We use the playground commonly with the elder age groups. I cannot let the children out because the playground is too crowded during the recess. During the course time, they have gym class. I cannot do any outdoor activities because there is no separate place for nursery class.” (T23).

On analyzing the expressions of all the teachers participating in the study related to this category, it is seen that they all experience this problem in terms of the common use of the playground in the schools they work.

✓ *The playground does not have green-field*

Another problem determined in the playground category about which 13 teachers (T3, T4, T5, T7, T9, T11, T12, T14, T15, T17, T19, T20, T22) reported problem is that the schoolyard has no green-field. T4 stated that “*We have neither green-field nor anything else in our playground. There should definitely be a green-field in a nursery class playground*”, T22 stated that:

“The playground of our school is covered completely with pavement. There isn’t a little bit of a green-field. I think the planting should be done immediately, it should be forested and even some part of it should be covered with grass so that we can do activities comfortable in that field.”

#### **4. Discussion, Conclusion and Recommendations**

In this section of the study, the problem that the teachers, working in nursery class, experience are analyzed and interpreted in two major topics as problems experienced in personnel services and problems experienced in general services.

As a result of the interviews done with the nursery class teachers, in terms of personnel services, it was determined that the students have difficulty in waking up early in the morning, the teachers do not have recess or break opportunities as the education in the primary schools is continuous, the students utilize less from the school as the hour of work is half-day. The results of this study show parallelism with the result of the study conducted by Tok (2002) to determine the management problems in preschool education institutions. It was determined in the study that the hour of work is too much, participation in in-service training is inadequate, the subjects of in-service trainings are about different subjects, the number of the auxiliary personnel is inadequate, the supervision is inadequate, the teachers are unwilling to improve themselves, the parents do not attend the contact meetings and they do not cooperate with the teachers, the number of the students in the classrooms is high, the school does not have medical personnel, the budget of the school is inadequate and they have problems in the purchase of tools, and the parents do not pay the contribution on time. The fact that most of the problems which were determined by Tok in his study 13 years ago are still experienced by today’s teachers makes us think that although there is rapid growth in the quantity of preschool education, the quality of the preschool education haven’t shown a parallel growth. This can be seen in the findings of several other researches (Ada, Küçükali, Akan, Dal, 2014; Arslan, 2004; Gök & Gürol, 2002; Gündoğan, 2002; Güven & Cevher, 2005; Nural, Atay & Çömez, 2009; Sabancı & Ömeroğlu, 2013).



The findings of the study are parallel with the study conducted by Nural, Atay & Çömez (2009) to determine the problems experienced by the school managers working in primary schools which have nursery classes. As a result of the study, the school managers reported that the nursery classes do not have recesses, the children at the preschool period are not sent to school by their parents. Other findings related to the personnel services management are inadequacy of in-service trainings, school management does not support the teachers in terms of attending the in-service trainings, the teachers are not informed about the in-service trainings, the people who organize in-service trainings do not give them the due importance, attending to in-service trainings is not supported financially, the same education is given to all the branches. The findings of Ada, Küçükali, Akan & Dal (2014) such as the teachers have problems in in-service trainings, the teachers consider in-service trainings useful but they have problems in reaching it, in-service trainings should be more reachable and should be about the subjects about which the teachers have shortcomings show parallelism with the results of our study such as the contents of the in-service trainings organized by the directorates of national education are not organized according to the needs, each branch is given the same education, in addition they also have problems in being informed about the seminars and attending to the seminars.

Some of the findings obtained from the personnel services theme are that the auxiliary personnel is inadequate, the auxiliary personnel is unqualified, and the auxiliary personnel is sent by Turkish employment agency. These findings are parallel to those of the study conducted by Zembat (2012) in order to analyze the conflict situations of the preschool teachers in the context of their colleagues, school manager and parents, and to those of the study conducted by Ada et al. (2014) to determine the problems experienced by the teachers working in preschool institutions in the context of management functions.

On analyzing the answers of the nursery class teachers to the questions related to general services management, it was substantially determined that problems like that the classroom space is not adequate, the materials in the classroom are inadequate, and common use of the classroom are experienced. In the study conducted by Kök, Küçükoğlu, Tuğluk & Koçyiğit (2007) in order to determine the views of the teachers related to the problems of preschool education, it was determined that the classrooms are not appropriate for the needs of preschool education and the students, the classrooms are physically inadequate, the tools and the materials are lacking and inadequate, and the school does not have environmental planning and playground or has inadequate playground. The results that the researchers obtained are parallel to the results of our study.

In the study conducted by Ada et al. (2014) to determine the problems experienced by the teachers working in preschool institutions in the context of management functions, it was determined that the classroom space is generally adequate. The study differs from our study with this aspect. This difference is considered to be originated

because of the institutions under which the nursery classes are. Considering the fact that not planning where the nursery class should be while designing the primary school and classes are first designed in the independent preschools, the difference becomes clearer. Moreover, it is known the lack of the materials in the classrooms is a problem which can be solved by the school management. Additionally, the fact that the playground does not have park materials, some dangerous situations can occur because of the common use of the playground, almost all the schools do not have green-field are the results obtained in this section of the study. It makes us think that not creating a divided space for the nursery classes within the primary schools in which nursery class students can play safely, the school management does not behave sensitively enough about this subject. It is well known that the nursery class students have the right as much as the elder ones to use the playground. It is though that accidents would be inevitable if the younger and elder age groups are altogether in the playground and the floor is concrete and asphalt. In addition, the fact that there is no green-field in the playground of all the schools in which the study was conducted shows that the importance to planting and green areas is not adopted culturally in the region. This shows that no matter how much the educators have to talk about the importance of the trees and green, they do not make adequate efforts in practice. On the other hand, it should not be forgotten that early ages are important to gain love of the trees and environmental consciousness. The findings related to playground are parallel to those of Ada et al. (2014) and Turla, Şahin & Avcı (2001). It is considered that all of the problems related to the playground can be solved by the school management with a set of organizations like creating a divided space for the nursery class, creating a green-field in the playground, and providing park materials.

## Reference

- Ada, Ş., Küçükali, R., Akan, D. & Dal, M. (2014). Okul öncesi eğitim kurumlarında yönetim sorunları, *Middle Eastern & African Journal of Educational Research*, Issue (12), 32-49.
- Aral, N., Kandır, A. & Can Yaşar, M. (2000). *Okul öncesi eğitim ve anasınıfı programları*. İstanbul: Ya-pa Yayıncılık.
- Arslan, Ü. (2004). Bünyesinde Anasınıfı Bulunan İlköğretim Okullarındaki Müdürlerin Okul Yönetimine İlişkin Roller (Giresun ve Trabzon İlleri Örneği). *OMEP 2003 Dünya konsey toplantısı ve konferansı bildiri kitabı, 2. cilt*. G. Haktanır ve T. Güler (Ed.). Ankara: Ya-pa Yayıncılık. s:394-412.
- Başaran, İ. E. (2008). *Türk eğitim sistemi ve okul yönetimi*. Ankara: Ekinoks Yayınları.
- Bursalıoğlu, Z. (2011). *Okul yönetiminde yeni yapı ve davranışlar*. Ankara: Pegem Akademi Yayınları.
- Büyüköztürk, Ş., Çakmak, E. K., Akgün, Ö. E., Karadeniz, Ş. & Demirel, F. (2012). *Bilimsel araştırma yöntemleri*. Ankara: Pegem Akademi.
- Field, A. (2009). *Discovering statistics using SPSS* (3rd Edition). London: Sage.

- Gök, H. & Gürol, M. (2002). Zaman ve ergonomik açıdan ilköğretim okul binalarının kullanım durumu (Elazığ İli Örneği), *Fırat Üniversitesi Sosyal Bilimler Dergisi*, 12(2), 263-273.
- Gündoğan, A. (2002). *Okul öncesi eğitim kurumlarında çalışan öğretmenlerin karşılaştıkları sorunlar (Denizli ili örneği)*. Yayınlanmamış yüksek lisans tezi. Pamukkale Üniversitesi, Denizli.
- Güneysu, S. (2005). Erken çocukluk eğitimi hizmetlerinde kalite, *Okul öncesi eğitimde kalite: Üniversitelerin rolü toplantısı*. İstanbul: AÇEV.
- Karademir, A. (2013). *Bağımsız anaokulu yöneticilerinin ve öğretmenlerinin bakış açısından okul ikliminin eğitim-öğretim hizmetlerine yansımaları*. Yayınlanmamış yüksek lisans tezi. Anadolu Üniversitesi, Eskişehir.
- Kaymaz, M. (2005). *Türkiye’de okul öncesi eğitimin fayda-maliyet analizi*. İstanbul, AÇEV.
- Kök, M., Küçüköğlü, A., Tuğluk, M.N. & Koçyiğit, S. (2007). Okul öncesi eğitimin sorunlarına ilişkin öğretmen görüşleri (Erzurum ili örneği). *Kazım Karabekir Eğitim Fakültesi Dergisi*, 16, 160-171.
- MEB. (2006). *36-72 aylık çocuklar için okul öncesi eğitim programı*. İstanbul: Ya-Pa.
- Nural, E., Atay, D. & Çömez, A. (2009). Bünyesinde anasını bulunan ilköğretim okul müdürlerinin karşılaştıkları sorunlar. *IV. Ulusal Eğitim Yönetimi Kongresi Bildiriler Kitabı*. Ankara: Sözkese Matbaacılık, 332-343.
- Oktay, A. (2002). *Yaşamın sihirli yılları: Okul öncesi dönem*. İstanbul: Epsilon.
- Rubin, H. J. & Rubin, I. S. (2005). *Qualitative interviewing the art of hearing data*. ABD: Sage Publications.
- Sabancı, A. & Ömeroğlu, M. (2013). Bağımsız anaokulu öğretmenlerinin il eğitim denetmenlerinin gerçekleştirdiği denetime ilişkin görüşleri. *International Online Journal of Educational Sciences*, 5(3), 685-700
- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. (3. Ed.) New York: Teachers college press.
- Taymaz, H. (2011). *Okul yönetimi*. Ankara: Pegem A Yayınları.
- Tok, E. (2002). *Okul öncesi eğitim kurumlarında yönetim sorunları*. Yayınlanmamış yüksek lisans tezi. Pamukkale Üniversitesi, Denizli.
- Turla, A., Şahin, T.F. & Avcı, N. (2001). Okul öncesi öğretmenlerinin fiziksel şartlar, program, yöntem, teknik, sınıf ve davranış yöntemi sorunlarının bazı değişkenlere göre incelenmesi. *Milli Eğitim Dergisi*, 151.
- Ural, O. & Ramazan, O. (2007). Türkiye’de Okul Öncesi Eğitimin Dünyü Bugünü. *TED Eğitimde yeni ufuklar III sempozyumu: ‘Okul Öncesi Eğitim ve İlköğretimin Sorunları: Geleceğe Bakış.’* 12-13 Nisan, Ankara.

- Yavuz, K. E. (2001). *Eğitim-öğretimde çoklu zekâ teorisi ve uygulaması*. Özel Ceceli Okullar Eğitim Dizisi-1, Ankara: Nadir.
- Yıldırım, A. & Şimşek, H. (2006). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seçkin Yayıncılık.
- Zembat, R. (2005). *Okul öncesi eğitimde nitelik*. (Yay. Haz.: A, Oktay ve Ö. P, Unutkan. Okul Öncesi Eğitimde Güncel Konular. İstanbul: Morpa Kültür Yayınları.
- Zembat, R. (2012). Okul öncesi öğretmenlerinin okul yöneticisi, meslektaşları ve aileler bağlamında algıladıkları çatışma durumlarının incelenmesi. *Eğitim ve Bilim*, 37(163), 203-215.

### Genişletilmiş Özet

Bu araştırmada, 2014-2015 eğitim-öğretim yılında Ağrı İl Milli Eğitim Müdürlüğüne bağlı ilkokullarda görev yapan anasınıfı öğretmenlerinin personel hizmetleri ve genel hizmetlerde yaşadıkları sorunlara ilişkin öğretmen görüşlerinin incelenmesi amaçlanmıştır. Bu amaç doğrultusunda nitel araştırma modellerinden olgu bilim (fenomenoloji) deseni kullanılmıştır. Araştırmanın çalışma grubunu Ağrı ili merkezinde, bünyesinde anasınıfı bulunan 12 ilkokuldan uygun örneklem yöntemi ile belirlenen 24 anasınıfı öğretmeni oluşturmaktadır. Araştırmada veriler yarı yapılandırılmış görüşme formu ile toplanmıştır. Görüşme sorularını geliştirmek amacıyla öncelikle alan yazın taraması yapılmıştır. Yapılan tarama sonucu elde edilen bilgilerden yararlanılarak görüşme verilerini toplamak amacıyla yarı yapılandırılmış görüşme soruları hazırlanmıştır. Hazırlanan görüşme soruları üç ayrı uzman görüşü alınarak tekrar gözden geçirilmiştir. Ağrı ilinde yürütülen bu çalışmaya öğretmenler gönüllülük esası ile katılmıştır. Veri toplama sürecinde çalışmanın yapılacağı okullara gidilerek çalışma ve izlenecek yol hakkında önce okul müdürü ve öğretmenler bilgilendirilmiş daha sonra gönüllü olarak soruları yanıtlamak isteyen anasınıfı öğretmeni ile görüşmenin sağlığı açısından okul içerisinde öğretmenin rahatça görüşlerini ifade edebileceği bir salona geçilmiştir. Görüşme salonuna geçildikten sonra görüşmecinin görüşlerinin bilimsel çalışmada isim verilmeden kullanılacağı ve başkası ile paylaşılmayacağı belirtilerek görüşmecinin varsa bu yöndeki kaygıları giderilmiştir. Görüşmeler ses kaydı alınarak yapıldığı için kişisel bilgiler görüşme öncesi yazılı olarak alınmıştır. Katılımcılarla yapılan her bir görüşme yaklaşık 34 dakika sürmüştür.

Araştırmada öncelikle görüşme kayıtları bilgisayar ortamında yazıya geçirilmiştir. Bu yazılı doküman ve ses kaydı başka bir araştırmacıya incelemesi amacıyla gönderilmiştir. Yapılan incelemeler arasında farklılık bulunmamıştır. Daha sonra yazıya geçirilen görüşme kayıtları kontrol amacı ile katılımcılara okutulmuş ve

yapılan ikili kontroller sonrasında farklılık olmadığı tespit edilerek analize geçilmiştir. Analiz kısmında öncelikle görüşme verilerinden kodlar tespit edilmiş, kodlardan temalar oluşturulmuştur. Kod ve temaların güvenilirliği açısından başka bir araştırmacıdan kod ve temalar oluşturması istenmiş, bu iki araştırmacının oluşturduğu kodlar arasındaki uyuma Cohen Kappa fomülüyle (0.73) güvenilir düzeyde bulunmuş (Field, 2009) ve gerekli düzenlemeler yapılarak son hali verilmiştir. Araştırmanın betimsel analiz kısmında ise, elde edilen verilerin sistematik ve açık bir şekilde betimlenmesi, yorumlanması ve neden sonuç ilişkilerinin ortaya koyulması gerçekleştirilerek bir sonuca varılmak amaçlanmıştır. Bu nedenle katılımcıların görüşleri incelenirken kullandıkları, kavram ve cümlelere dikkat edilerek özellikle kendi ifadelerinde yer verdikleri kavramların kullanılmasına dikkat edilmiştir. Ayrıca katılımcıların ifadelerinin yer yer alıntılar yapılarak bire bir aktarılmasına özen gösterilmiştir.

Araştırmanın bulgularına bakıldığında personel hizmetlerinde öğrencilerin sabah erken saatte uyanmakta zorluk çektikleri, teneffüs ve ara imkânları olmaması nedeni ile öğretmenlerin zorluk yaşadığı, mesai saatlerinin yarım gün olması nedeni ile anasınıfı öğrencilerinin okulun imkanlarından daha az yararlandığı; yardımcı personellerin yetersiz olduğu, yardımcı personellerin nitelsiz olduğu, yardımcı personelin İŞKUR tarafından geç gönderildiği; hizmet içi eğitimlerin verimsiz geçtiği, hizmet içi eğitime katılım konusunda okul idaresinin desteklemediği, hizmet içi eğitimlerden haberdar olunmadığı, hizmet içi eğitimi düzenleyen (veren) kişilerin gereken önemi vermediği, hizmet içi eğitimlere katılımın maddi olarak desteklenmediği sonuçlarına ulaşılmıştır. Genel hizmetler konusunda ise sınıf alanlarının fiziksel olarak yetersiz olduğu, sınıfın yeteri kadar ısınmadığı, materyallerin yetersiz olduğu, sınıfın yeteri kadar ışık almadığı ve ortak sınıf kullanılmasının sorunlar yarattığı; okul bahçesinde park materyallerinin olmadığı, okul bahçesinin ortak kullanımından tehlikeler oluştuğu, okul bahçesinde yeşil alan olmadığı şeklindedir. Sonuç olarak tespit edilen sorunlara bakıldığında her birinin il milli eğitim müdürlükleri ve okul idaresi tarafından yapılabilecek birtakım düzenlemeler sayesinde büyük oranda çözüme kavuşabileceği düşünülmektedir.