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Educational Expectations of Parents within the Framework of Ecological Systems Theory

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Abstract

This study, which aims to explain the expectations of families in primary education, was designed with an exploratory sequential mixed method approach. While a checklist developed by the author, whose validity and reliability has been proven, was used for quantitative data, a semi-structured interview form was used for qualitative data. The participants of the research consist of 261 parents whose children are enrolled in a public primary. According to the results, the main expectations of the parents are “national-religious values” and “moral education” within the macrosystem. The microsystem dimension, which includes individual development and academic success, is in second place. While first grade parents prioritize academic success, national-religious-moral values are expected to be taught in the upper grades. The least expected concepts are “migration” and “family structure” within the chronosystem theme. In addition, awareness and sensitivity should be increased towards disadvantaged students whose parents’ expectations and knowledge levels are lower. According to the findings obtained from the study, the ecological systems theory is an appropriate tool for explaining parents' expectations from education. In order for school-family collaboration to progress healthily and for parents to meet their expectations, it is recommended that efforts be made at both the school level and within general educational policies, based on respect for ethnic and cultural differences, with a focus on national, religious, and moral values.

Keywords: Parent, expectation, primary school, ecological systems theory.

Introduction

Proper communication between family and school makes a significant contribution to the individual’s academic, emotional, and social development (Burns et al., 1992; Decker & Decker, 2005; Nuri et al., 2022) In this context, Bronfenbrenner’s (1979) ecological systems theory states that both home and school are two different but closely intertwined microsystems while explaining the influence of parents on child’s development (Rimm-Kaufman & Pianta, 2000). Friends, parents, educators and other community members further interact with these intertwined systems and develop an order that will positively affect the children’s development (Holmes et al., 2021). For sure there are certain responsibilities and duties that the schools undertake within the scope of this order. Expanding the common culture to new generations, building a national awareness and training qualified manpower are cited as examples of the government’s expectations from an instructional educational institution (Ministry of National Education [MoNE], 1973). While meeting these expectations of the government, the school further has to get to know the individual, which is its raw material, and its socio-cultural surrounding in all its aspects (Aydın, 2000). Encountering certain conflicts or problems is an expected situation in an institution whose pillars are people and human relations. School administrators, students, parents and teachers are affected by the functioning of this process while the most affected elements are the teachers who are in close contact with all groups (Tezcan, 1996).

The changing living conditions of the century that we live in along with the factors such as all members of the family having to work or each individual having to acquire a profession has differentiated parents’ expectations from school (Gordon, 1993). Findings obtained in line with the purpose of the studies conducted to find out the extent of family participation in the academic process and the expectations of parents from education institutions revealed that the

parents' expectations are generally categorized under teaching moral attitudes, providing efficient study skills and the habit of reading books as well as preparing the student for taking central exams (Aslan, 1994; Can, 2010; Eroymak, 1997; Özçınar, 2003; Şişman, 2002).

Ecological systems theory, which is more like the scientific explanation of the Native American proverb "It takes a village to raise a child", was put forward by Bronfenbrenner (1979) and effectively addressed the development of the individual within the context of the relationship with the environment. The theory explains the developmental stages of the individual through intertwined and interrelated circles ranging from the one-on-one interaction to a broader societal belief structure (Eliasa, 2012; Espelage & Swearer, 2003; Härkönen, 2007). These intertwined and interrelated systems include the microsystem, mesosystem, exosystem, macrosystem and chronosystem, from the closest to the most general (Eliasa, 2012; Grzywacz, 2000).

Figure 1.

Ecological Systems Theory and its Relationship with Education

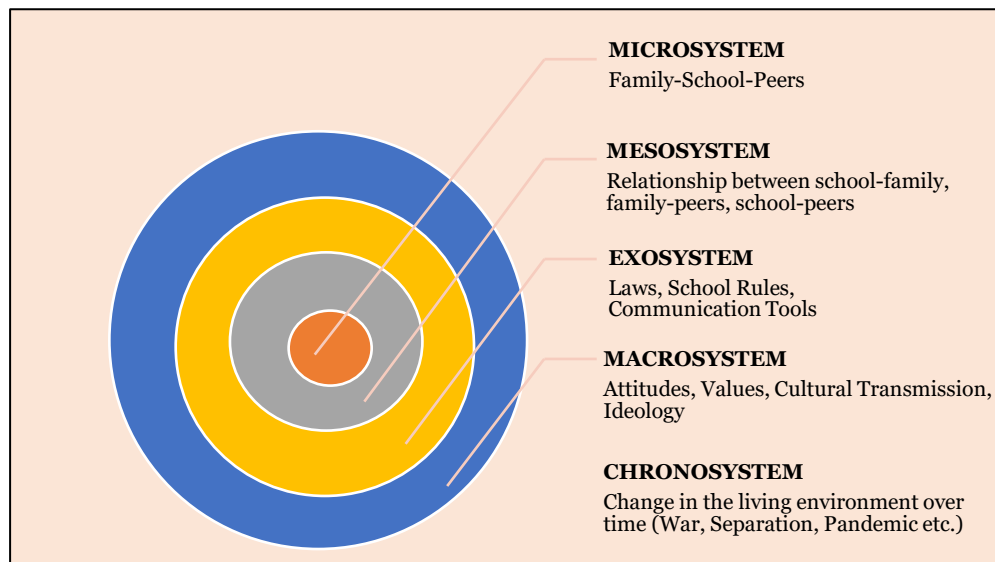


Figure 1 presents an illustration of Bronfenbrenner's (1979) ecological systems theory within the framework of education and school. The microsystem, which represents the circle closest to the individual, consists of family, peers, school and teacher factors that directly interact with the student. The Mesosystem, on the other hand, addresses the relationship between microsystems representing the ring below. The interaction, harmony and incompatibility between school and family are examples of this circle. exosystem includes interactions that the students are not directly involved in but that affect their development. Problems between the parents, parents' work stress, and interaction between the school administration and teachers are examples of this circle. The macrosystem includes the cultural codes, values, belief systems, and socio-economic status of the society in general and, though it does not directly affect the student, has effects on issues such as character development, creating a perspective and the shaping of thought. The Chronosystem, which includes all other systems and interacts with each of them, relates to shifts and transitions to each ring over the child's lifetime. Considering the case from an academic perspective, the change in the child's current school due to relocation exemplifies this layer of the theory. As relocation will affect

the child's peers and school environment, it will cause a shift in the microsystem and mesosystem.

The education-training process is compatible with the ecological systems theory as it represents a structure formed by diverse components such as students, teachers, family, school administration and society (Espelage & Swearer, 2003). Pursuant to the data announced by Turkish Statistical Institute [TurkStat] in 2022 the percentage of children aged between 5-9 in our country constitutes 26.5% of the entire population. When considered together with their families, it is possible to argue that approximately 40 million of the total population is affected within the scope of primary school education. Based on this finding, both school administrators who aim to attain academic achievement on a minimal scale and further public administrators who aim to attain achievement in country politics on a broader scale should pay attention to the relationship between family-school as much as to the relationship between the student and teacher (Akbaşlı & Kavak, 2008). Educational institutions tasked with meeting these expectations of families can sustain their existence and grow to the extent they succeed in fulfilling them (Balkar, 2009). However, Aytaç (2000) argued that educational institutions have gradually been facing difficulties in meeting the expectations of the society, therefore they may fail to maintain a healthy relationship with the parents. As a consequence of poor communication, some parents who think they have been treated unfairly may have an increasing propensity for violence (Debarbieux, 2003). Teachers, who constantly cooperate with families, become the victims of violence (Rodriguez et al., 2014). Gradually increasing number of studies focusing on acts of violence committed by parents over the recent years indicate that the conflict between the parents and the teacher generally increases in line with the socioeconomic status of the parent and this situation stands out as an international problem (Atmaca & Öntaş, 2014; McMahon et al., 2017; Ngakane et al., 2012; Özdemir, 2012; Valencia & Black, 2002).

It is necessary to listen to the expectations of parents and to take their demands into consideration in order to improve the quality of education provided and to meet the expectations of society. The government further imposes certain responsibilities on educational institutions which are expected to effectively organize the society and realize the desired change. Educational institutions which undertake the task of ensuring the harmony and balance between society and the government should primarily take into account the demands and get to know very well the human factor, which is their raw material, in order to achieve this goal. This study which aims to examine the expectations of primary school students' parents from the educational institution within the framework of ecological systems theory was designed in line with an exploratory sequential mixed method. This approach both offers the opportunity to reach a larger number of parents quantitatively and to examine the subject thoroughly for the purpose of qualitative analysis. For this purpose, answers to the following questions were sought:

1. What do parents of primary school students expect from education in accordance with ecological systems theory?
2. Do the educational expectations of primary school students' parents differentiate based on their grades in accordance with ecological systems theory?

3. Do the educational expectations of primary school students' parents differentiate based on their demographic characteristics (gender, income, education, age) in accordance with ecological systems theory?

4. Have new dimensions been added to the current themes of the ecological systems theory, which is referred to for the quantitative analysis purposes, at the end of the interviews held for qualitative analysis?

Method

This research is designed in line with an exploratory sequential mixed methods approach consisting of two different analysis, namely quantitative and qualitative analysis (Creswell & Plano Clark, 2007). For the purpose of this approach, quantitative data is collected and analyzed in the first step. Then, qualitative data is collected to help explain in detail the quantitative data collected in the first step. The second-tier qualitative analysis is built on the first-tier quantitative analysis and these two steps are further correlated in the middle of the study. The reason for adopting such an approach was to make the statistical results more meaningful by thoroughly investigating the generalizable data collected within quantitative data through qualitative analysis (Rossman & Wilson, 1994; Tashakkori & Teddlie, 1998).

The steps of the research constituted in line with the determined research design are presented in Figure 2.

Figure 2.

Steps of the Research

Literature review and identifying the themes within the framework of Ecological Systems Theory



Collecting and analyzing quantitative data

1. Determining the measurement tool (checklist)
2. Editing and administering the measurement tool
3. Analyzing quantitative data (descriptive statistics, group comparisons)
4. Reporting the results of the quantitative analysis



Collecting and analyzing qualitative data

1. Collecting qualitative data (semi-structured interview forms)
2. Determining the study group to be interviewed
3. Analyzing qualitative data (thematic analysis)
4. Reporting the results of the qualitative analysis



Combining the results

1. Analyzing both quantitative and qualitative data as a whole
2. Making interpretations by combining all data

Quantitative Analysis

253 parents were included in the quantitative analysis, which is the first step of the exploratory design. The convenience sampling method, which is referred to as working with closest and easy-to-reach groups, was used to determine the parents to be included in the study (Yıldırım & Şimşek, 2011). Demographic characteristics of the sample are presented in Table 1.

Table 1.

Demographic Characteristics of the Sample used for Quantitative Analysis Purposes

	Variables	<i>f</i>	%
Gender	Female	167	66
	Male	86	34
Age	20-30 years of age	30	11.9
	30-40 years of age	155	61.3
	40-50 years of age	68	26.9
Education	Primary school	20	7.9
	Secondary school	35	13.8
	High school	102	40.3
	Associate/bachelor's degree	81	32
Income	Post graduate degree	15	5.9
	Low income	30	11.9
	Middle income	124	49
Grade	High income	99	39.1
	1. grade	55	21.7
	2. grade	71	28.1
	3. grade	70	27.7
Total	4. grade	57	22.5
		253	100

Table 1 indicates that the number of female participants (66%) is significantly higher than that of male participants (34%). The ages of the participants ranged between 20 to 50 and the majority (61.3%) were between 30-40 years of age. High school graduates (40.3%) take the lead among the participants. It was determined that the majority of the participants were in the middle-income group (49%). When determining parents, care was taken to ensure that students from all grades of primary school were represented. accordingly, the parents of 1. grade (21.7%) students, 2. grade (28.1%) students, 3. grade (27.7%) students and 4. grade (22.5%) students were included in the study.

A checklist developed by the author and whose validity and reliability were confirmed was used for the purpose of collecting quantitative data. Collected data were then transferred to the SPSS program to calculate the frequency and percentage values. A pilot scheme was administered on a small group, with characteristics similar to the main sample, in order to determine to what extent, the checklist, which was finalized in line with the feedback, met the reliability and validity expectations with a different method. Büyüköztürk (2005) argued that a group of 5% of the sample size will be sufficient to perform a pilot scheme for consisting of independent questions measuring opinions and behaviors on a certain subject. In this regard, a pilot scheme was administered to 23 parents. For the purpose of this stage, participants were asked to submit items that were unclear, incomplete and that needed to be improved. In line with the feedbacks, the statements in two items were rephrased to be more comprehensible. The finalized form was administered to the respondents via face-to-face interview method. It

took an average of 10 minutes to answer each checklist. Collected forms were then transferred to the statistic program where the mean and percentage values were calculated for variables. Developed checklist was presented in Figure 3.

Figure 3.

Checklist

As a parent, please tick the options that you think reflect your views about the educational institution and your expectations from the education process. (You can tick more than one item)

- 1. Should ensure that my child becomes a self-confident and responsible individual.
- 2. Should identify and improve my child's specific talents or interests.
- 3. Should provide the necessary education that will allow my child to acquire a good profession the future.
- 4. Should contribute to my child for becoming a sophisticated and well-trained individual.
- 5. Should ensure the means of collaboration between school and family.
- 6. Should keep the child away from the harmful habits in the environment.
- 7. Should employ teachers who are experts in their fields.
- 8. Should offer equal opportunities to all children regardless of their economic status.
- 9. The school administration should be at equal distance to teachers and students.
- 10. Should focus on social activities.
- 11. The guidance and counseling department should provide effectual and effective information about child's development processes.
- 12. Should inculcate religious, national and moral values.
- 13. Should inculcate moral values such as respect, integrity and honesty.
- 14. Should place emphasis on the activities aimed at eliminating the educational deficiencies of disadvantaged students (immigrants, disabled individuals etc.).
- 15. Should follow and adapt to developing educational approaches in the world.

Options 1-2-3-4 in the checklist were related to the microsystem theme. Options 5-6 in the checklist addressed the mesosystem, options 7-8-9-10-11 addressed the exosystem, options 12-13 addressed the macrosystem and options 14-15 addressed the chronosystem theme. Mean values of the items under each theme were taken into consideration while performing the analyses.

Qualitative Analysis

Phenomenology, which aims to reveal the participants' perceptions and experiences of a phenomenon, was used for qualitative analysis (Creswell, 2012). Phenomenology is a qualitative research design in which it is possible to get to the roots of people's experiences regarding a phenomenon and discover common points between individuals (Swanborn, 2010).

The participants of the research were determined by purposive sampling method. This non-probability sampling approach allows the researchers to reach out to specific participants who are well-versed on a certain subject and have certain characteristics in accordance with the research purpose (Büyüköztürk et al., 2012). Accordingly, the research sample consisted of 8 parents who have children studying at any level of primary education from the 1st grade to the 4th grade and who took part in the quantitative analysis of the research. A semi-structured interview form was used to collect data in the study. Brinkmann and Kvale (2018) define the interview as a narrative-based method that is produced in mutual interaction, seeks answers to research questions, and gains meaning from its context. In order to ensure compliance with ethical principles in the interviews held with participants, the names of the individuals were

anonymized and each parent was coded as P1, P2, P3. Demographic characteristics of the participants are presented in Table 2.

Table 2.

Demographic Characteristics of the Sample used for Qualitative Analysis Purposes

Participant	Gender	Age	Education	Profession	Income	Grade of the student
P1	Female	41	Bachelor's degree	Housewife	Middle income	Third grade
P2	Female	33	Secondary school	Housewife	Middle income	First grade
P3	Male	42	High school	Laborer	Middle income	Second grade
P4	Female	34	Secondary school	Housewife	Low income	Fourth grade
P5	Male	37	Bachelor's degree	Public servant	High income	Third grade
P6	Female	48	Primary school	Housewife	Low income	First grade
P7	Female	30	High school	Laborer	Middle income	Second grade
P8	Female	41	Bachelor's degree	Public Servant	High income	Fourth grade

According to Table 2, six of the participating parents were female and two were male. Mean age of the participants varied between 30 and 48. Participants were parents with a bachelor's degree (3) or high school (2), secondary school (2) and primary school (1) graduates. Four of the female parents did not work. One of the male participants worked as a laborer and one worked as a public servant. Participants generally defined themselves as middle income (4). Two parents stated that they had a high income and two parents stated that they had a low income. When determining parents to be included in the research, utmost care was taken to involve representatives with children from each grade and two parents with children from each grade with different socioeconomic levels were interviewed.

Interviews were conducted personally with each participant. Before the interview, the purpose of the research was clearly explained to the participants, attention was paid to take cultural and social differences into account and an appropriate environment was tried to be created to ensure a sincere and collaborative approach (Kahn & Canell, 1957). It was further explained that audio recording was necessary to prevent data loss and not to disrupt the flow during the interview process and to make detailed analysis in the future and necessary permission was obtained from the participants in this regard (Borg, 1963).

While developing the semi-structured interview form, the question types defined by Patton (2002) were taken as basis. Accordingly, the interview started with questions with regard to the experiences that the participant could easily answer for warm-up purposes; then, the process was expanded with questions regarding the opinions, emotions and knowledge level of the participants. Developed questions were submitted to the approval of an expert of the field along with a linguist and the interview form was finalized in line with their approval. Then, the interview continued with questions developed within the framework of ecological systems theory. The questions asked in the interview are presented in Table 3.

Table 3.

Interview Questions

Components of the Ecological System Theory	Questions related to the theme
Microsystem	1. What kind of benefits do you think school provides to students? Or what kind of gains should it provide?
Mesosystem	2. Does the interaction between the school and the family affect a student's education? 3. Does the interaction between the family and the teacher affect a student's education? 4. Does the relationship between the mother and the father affect a student's education? 5. Does the circle of friends affect a student's education?
Exosystem	6. How do school rules be too strict or too loose affect the education process? 7. Does the school administration's communication with teachers and the management approach affect the quality of education? 8. Do the times of arrival and departure at school or the physical facilities of the school affect the quality of education?
Macrosystem	9. What values would you like the school to inculcate to the child? 10. Is school alone sufficient to inculcate such values in children?
Chronosystem	11. What could lag behind the child's declining/increasing academic or social achievement? 12. What changes in a child's life affect the quality of education?

A preliminary meeting was held with the parents before the interview to inform them about the process and the purpose. In addition, parents were asked to sign a letter of consent documenting their voluntary participation in the research. Interview appointments were scheduled taking into account the appropriate time intervals for the interviewer-participant-school components. Data regarding the interview process held with each parent is presented in Table 4.

Table 4.

Interviews with Each Parent

Participant	Date	Hour	Duration	Means of Recording	Place
P1	20.02.2024	14.35	25:00	Voice recorder	Meeting room
P2	21.02.2024	14.50	10:00	Voice recorder	Meeting room
P3	22.02.2024	14.30	27:00	Voice recorder	Meeting room
P4	23.02.2024	14.35	32:00	Voice recorder	Meeting room
P5	26.02.2024	14.45	30:00	Voice recorder	Meeting room
P6	27.02.2024	14.45	26:00	Voice recorder	Meeting room
P7	28.02.2024	14.35	34:00	Voice recorder	Meeting room
P8	29.02.2024	14.40	32:00	Voice recorder	Meeting room

The interviews took place between a minimum of 22 minutes and a maximum of 32 minutes. As the building is crowded during school hours and it is assumed that the meeting room may be frequently visited for use, hours outside the school hours were preferred in order not to adversely affect the interview atmosphere. Following the interview process, the audio recordings and notes of each interview were analyzed. The themes already available within the framework of the theory were used for the interviews which were then transferred to a Word file. For the purpose of this type of coding, which starts with already-available codes based on the conceptual framework, new sub-themes can be added in addition to the themes created before the analysis (Yıldırım & Şimşek, 2011). New sub-themes related to education were

reached based on the answers and expressions provided by the parents during the interview process. These codes were then included in the five themes within the theory.

Ethical Permits of Research:

In this study, all the rules specified to be followed within the scope of “Higher Education Institutions Scientific Research and Publication Ethics Directive” were complied with. None of the actions specified under the heading “Actions Contrary to Scientific Research and Publication Ethics”, which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation = Harran University Social and Humanities Ethics Committee

Date of ethical review decision = 15.02.2024

Ethics assessment document issue number = 2024/72

Findings

With the checklist developed for the purposes of quantitative analysis, parents’ opinions were collected and analyzed within the framework of Ecological Systems Theory [EST]. The findings as “What do parents of primary school students expect from education in accordance with Ecological Systems Theory?”, are presented in Table 5.

Table 5.

Expectations of Parents in Accordance with EST

Expectations	<i>n</i>	<i>M</i>	<i>SD</i>
Microsystem	253	.78	.41
Mesosystem	253	.75	.43
Exosystem	253	.58	.49
Macrosystem	253	.87	.32
Chronosystem	253	.33	.52

Pursuant to Table 5, parents’ expectations from primary school primarily consist of options within the macrosystem ($M=.87$). This section, involving the options paraphrased as “Should inculcate religious, national and moral values” and “Should inculcate moral values such as respect, integrity and honesty”, covers variables such as attitudes, values, ideology and cultural transfer in the individual’s environment.

The second place in the parents’ expectations from primary school education pertained to the options within the microsystem of the EST ($M=.78$). This theme covering options like “Should ensure that my child becomes a self-confident and responsible individual”, “Should identify and improve my child’s specific talents or interests, if any”, “Should provide the necessary education that will allow my child to acquire a good profession in the future.” and “Should contribute to my child for becoming a sophisticated and well-trained individual”, addresses parents’ expectations within the framework of individual development and academics.

The third place in the parents’ expectations from primary school education pertained to the options within the Mesosystem of the EST ($M=.75$). This theme covering options like “Should ensure the means of collaboration between school and family” and “Should keep the

child away from the harmful habits in the environment” addresses expectations such as the relationship between the parents’ children and their immediate surrounding.

The fourth place in the parents’ expectations from primary school education pertained to the options within the exosystem of the EST (M=.75). This theme covering options like “Should employ teachers who are experts in their fields”, “Should offer equal opportunities to all children regardless of their economic status”, “The school administration should be at equal distance to teachers and students”, “Should focus on social activities” and “The guidance and counseling department should provide effectual and effective information about child’s development processes” addresses expectations such as laws, school rules and communication.

The options under the chronosystem theme constitute the lowest expectations of parents from primary education (M=.33). This theme covering options like “Should place emphasis on the activities aimed at eliminating the educational deficiencies of disadvantaged students (immigrants, disabled individuals etc.)” and “Should follow and adapt to developing educational approaches in the world” addresses the options that change expectations and affect all other topics. The second question of the quantitative analysis dimension of the research sought answers to the question which was paraphrased as “Do the educational expectations of primary school students’ parents differentiate based on their grades in accordance with ecological systems theory?”. The findings derived as a result of the analyzes performed for this purpose are presented in Table 6.

Table 6.

Parents’ Expectations in terms of Their Children’s Grades

Child’s grade	Expectations	<i>n</i>	<i>M</i>	<i>SD</i>
1. grade	Microsystem	55	.74	.43
	Mesosystem	55	.69	.46
	Exosystem	55	.47	.50
	Macrosystem	55	.70	.45
	Chronosystem	55	.21	.62
2. grade	Microsystem	71	.71	.45
	Mesosystem	71	.81	.38
	Exosystem	71	.52	.50
	Macrosystem	71	.91	.28
	Chronosystem	71	.45	.55
3. grade	Microsystem	70	.90	.43
	Mesosystem	70	.85	.38
	Exosystem	70	.71	.50
	Macrosystem	70	.97	.28
	Chronosystem	70	.65	.59
4. grade	Microsystem	57	.78	.42
	Mesosystem	57	.75	.49
	Exosystem	57	.58	.48
	Macrosystem	57	.87	.33
	Chronosystem	57	.52	.60

Pursuant to Table 6, the greatest expectation of parents whose children are in the first grade of primary school were the academic expectations, categorized within the microsystem (M=.74). It was further determined that the lowest expectations of the parents were grouped under chronosystem, which covers all the effects that will change the child’s academic life (M=.22)

The greatest expectation of parents whose children are in the second grade of primary school were the national-religious-moral values (M=.91), categorized within the macrosystem. Lowest expectations of the parents were grouped under chronosystem (M=.45).

Greatest expectation of parents whose children are in the third grade of primary school were the national-religious-moral values (M=.90), categorized within the macrosystem. Lowest expectations of the parents were grouped under chronosystem (M=.65).

Greatest expectations of parents whose children are in the fourth grade of primary school were the national-religious-moral values (M= .87), categorized under the macrosystem. Lowest expectations of the parents were grouped under chronosystem (M=.52).

The third question of the qualitative analysis dimension of the research sought answers to the question “Do the educational expectations of primary school students’ parents differentiate based on their demographic characteristics (income, education, gender, age)?”. The findings derived as a result of the analyzes performed for this purpose are presented in Table 7.

Table 7.

Parents’ Expectations in terms of Their Demographic Characteristics

Demographic Characteristics		Microsystem (M)	Mesosystem (M)	Exosystem (M)	Macrosystem (M)	Chronosystem (M)
Gender	Female	.77	.80	.63	.86	.52
	Male	.80	.73	.56	.90	.48
Age	20-30 years of age	.66	.73	.56	.76	.51
	30-40 years of age	.80	.78	.58	.87	.47
	40-50 years of age	.79	.69	.60	.92	.45
Education	Primary school	1.00	.80	.60	1.00	.45
	Secondary school	.71	.71	.62	.85	.51
	High school	.78	.72	.56	.82	.50
	Bachelor’s degree	.75	.76	.58	.85	.62
	Post graduate degree	.86	.93	.66	.93	.65
Income	Low Income	.73	.76	.56	.90	.34
	Middle Income	.74	.74	.55	.88	.43
	High income	.86	.73	.61	.83	.45
	Very high Income	.84	.89	.73	.94	.42

Based on the data presented in Table 7, parents’ expectations were first analyzed in terms of gender. Analysis revealed that greatest expectations of both female (M=.86) and male (M=.90) participants concentrated on the acquisition of national-religious-moral values, categorized within the macrosystem. Lowest expectations of both groups were related to the items categorized within chronosystem (female, M=.52; male, M=.48).

Analyzes performed to examine the changes in parents’ expectations from school based on age groups revealed that the greatest expectation in all age groups, namely 20-30 years of

age (M=.76), 30-40 years of age (M=.87) and 40-50 years of age (M=.92) is related to the macrosystem, which involves items on inculcating national-religious-moral values. However, it is further observed that parents' expectations from school increased in direct proportion to the increase in age.

Analyzes aimed to examine the changes in parents' expectations from school based on their educational background revealed that the greatest expectation in all education groups is also related to inculcating national-religious-moral values (primary school M=.1.00; secondary school M=.85; high school M=.82; associate/bachelor's degree M=.85, post graduate degree M=.93). Second most important expectations of parents from the school are related to the academic expectations categorized within the microsystem. The findings further indicate that the expectations of primary school graduate parents, who are in fact the lowest group in terms of educational background, as well as the parents with a post graduate degree (the highest group in terms of educational background) are higher compared to other groups.

Analyzes aimed to examine the changes in parents' expectations from school based on their income revealed that the greatest expectation of parents who defined themselves in low-income group (M=.90), middle income group (M=.88) and very high-income group (M=.94) was related to "inculcating national-religious-moral values" whereas the greatest expectation of parents who defined themselves in high income group (M=.86) was related to "academic achievement".

The results of the research were found to be associated with five main themes identified within the framework of the ecological systems theory put forward by Bronfenbrenner (1979) and sub-themes derived as a result of the findings. The structure developed in line with the findings is presented in Figure 4.

Figure 4.
Themes and Sub-Themes Related to Parents' Expectations

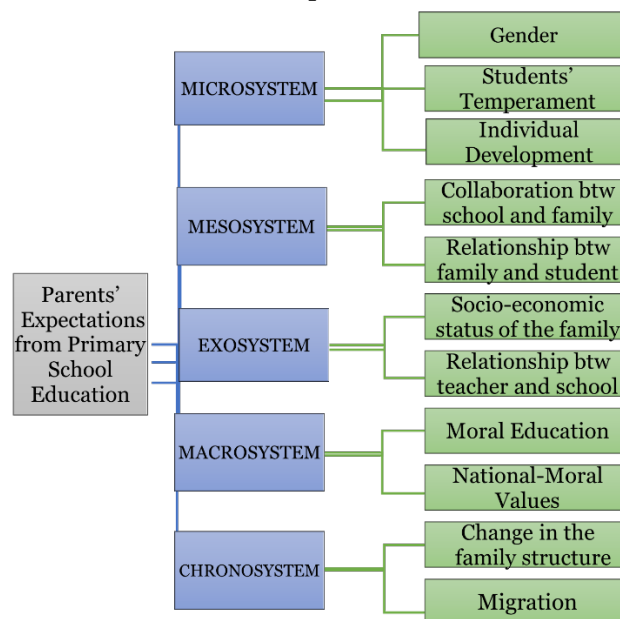


Figure 4 indicated that new sub-themes were added in the qualitative analysis dimension of the research as a supplement to the quantitative analysis.

Theme 1. Microsystem

Three different sub-themes were identified under the microsystem theme, namely “gender”, “students’ temperament” and “individual development”.

Gender: Three of the participants included statements in line with gender-related expectations. For instance, P4, a housewife whose child is in the fourth grade expressed her expectations by saying: “My son is really energetic, he perpetually wants to deal with something, my financial income is not enough to let him attend to a sports activity course; it would be very beneficial if the school could offer such sports activities.” Another participant P7 underlined the challenges of his working conditions and used an expression emphasizing gender by saying: “My daughter is really sensitive and introvert, I don’t want her to have to work in challenging conditions like me in the future, so I want her to have a comfortable profession that suits her female identity.”

Students’ temperament: Some parents expressed their expectations by emphasizing factors such as their children’s intelligence and temperament. P2 who has a son in the first grade saying: “My son was diagnosed with mild intellectual disability last year and he is repeating first grade this year. Thanks to our teacher, she is doing her best, but I think it is not enough. I think my son deserves more attention.” P5, emphasized that the crowded environment of the classroom was not suitable for his child’s calm temperament by saying: “As my son has grown up as an only child, he always had to play on his own. He told us, in his first days at school, that his classroom was too crowded and noisy, so he didn’t like to go to school.”

Individual development: P8, who has a child attending in the second grade, expressed his expectations concerning his child’s individual development by saying: “When I was a child, I refrained to raise my hand as I felt anxious of my teacher getting mad at me if I answered wrong, but I would never want my own child to experience such a situation. I make sure to raise her up as a self-confident child.”

Theme 2. Mesosystem

As a result of the interviews held with parents, two different sub-themes regarding the “collaboration between school and the family” and “the relationship btw family and student” were identified under the mesosystem theme.

Collaboration between school and the family: The findings revealed that school and family are currently generally disconnected from each other. For instance; P6 emphasized that the collaboration between school and family as of today is insufficient by saying: “While we were at school, everyone knew each other and our teacher knew everyone’s parents in person. Now that we can only see our teacher from meeting to meeting.”

Relationship between family and student: Besides parents stating that homework and exams negatively affect the communication with their children, two parents figured out that school should help them in establishing proper communication with their children. P6, whose child started first grade this year, stated that homework caused a problem in her communication with the child by saying: “At the beginning, both me and the child had nervous breakdowns at home every evening. There were days when we finished a one-page assignment in two hours.” P8, whose child is in the fourth grade, states that she has some

problems in communication with her child and that she has expectations from the school in this regard by saying: “Her behavior has completely changed this year. She used to directly tell me about what was going on in the classroom, but now I either hear it from her friends’ parents or I hear about it when the teacher complains about her misbehavior.”

Theme 3. Exosystem

There are two different codes under the exosystem theme: the socio-economic status of the family and the relationship between teacher and the school.

Socio-economic status of the family: P3, explained his expectations from primary school education as providing social status rather than economic gains by saying: “Thanks God, I have a job and I earn pretty well; however, I would not like my son to do my job. I would do my best to ensure him to have a prestigious office job.”

Relationship between teacher and school: While explaining their expectations from primary school education, parents touched upon teachers’ compliance and conflicts with the school. P1, whose child is in the third grade, emphasized the relationship between teachers and the school administration and the impact of this relationship on students by saying: “Actually, we love our teacher very much, but I wish she were a little bit more active. When the teacher is more active, children will benefit more from social activities.” P3, the parent of a second-grade student, expressed the effect of the relationship between the attendants and the school administration on education by saying: “My daughter says that sometimes the toilets are not that clean or there is no soap left.”

Theme 4. Macrosystem

It was determined that sub-themes of “moral education” and “national-moral values” were classified under this theme.

Moral education: To the author’s question about moral education, all parents answered “education begins in the family. For instance, P8 “The children spend a maximum of six hours at school, and the rest of the time they are with the family. No matter what the children learn at school, if that behavior is not reinforced at home, they cannot learn it!” P7, who told that her child was subjected to violence by his desk mate, further stated that school comes the second when it comes to moral education by saying: “What can a teacher do if the child is taught violence at home? I always remind my own child not to fight with friends, but there are also people who say the opposite.”

National-moral values: Another code that parents referred to when defining their expectations from primary school education was the national-moral values. Participant P5 explained her expectations with the words: “My greatest expectation from the school is to be sure that my child will be raised to be a good and decent person for his country and nation”. P6 expressed her expectations for national values to be taught at school by saying: “I want him to learn to love his country, to learn the official history, national days and wars.” Another theme that parents referred to when defining their expectations from primary school education was the macrosystem. It was determined that sub-themes of “moral education” and “national-moral values” were classified under this theme.

Theme 5. Chronosystem

Change in the family structure: Situations that will change parents' expectations from school consist of two sub-themes: "change in family structure" and "immigration". Participants P7 and P2 stated that changes in the environment would trigger a change in their expectations. In this context P7 said that: "I think boys need authority, but in case such an authoritarian person does not exist in the family, say a child who does not have a father, it would be more appropriate to prefer a male teacher in primary school." while P2 said: "My husband is in the army and sometimes he is away from home for months. My daughter is always more sensitive and fragile when her father is on duty. I inform my daughter's teacher about this while her father is away on duty. I tell her that my daughter may have problems and request her to notify me in such a case."

Migration: Under the "Migration" dimension, parents stated that a change of address within the city, intercity relocation (internal migration) or inter-country migration, the rules and the environment of the new school may affect their expectations. P4, stated that student's expectations from education have been lowered due to immigration by saying: "There is a Syrian student in my son's classroom. Actually, his scores weren't that bad. Maybe he would be more successful and reach better places if he were in his own country, but he strives to adapt." P1, on the other hand, stated that the address change caused a change in his expectations from the school by saying: "Our address changed last year as we bought a new house. As I didn't like the surrounding of our old neighborhood, I didn't expect much from the school. As this school has a better surrounding, I can send my child to school with peace of mind." While determining the parents' expectations from school under the chronosystem theme, they were asked to reply questions like: "You currently have certain expectations from primary school education. So, will these expectations change over time? What kind of a situation would change your expectations?" In line with the answers provided, two sub-themes were identified as: "change in the family structure" and "migration".

Discussion and Conclusion

For the purpose of the quantitative analysis dimension of this research, which aims to determine parents' expectations from primary school education, 5 themes were identified in line with ecological systems theory, and then these five themes were elaborated with different sub-themes in the qualitative analysis dimension.

As a result of the research, it was concluded that the most common expectation in all parent groups was the inculcation of religious-national-moral values. In a study supporting this finding, Sevinç (2006) examined mothers' expectations from pre-school education and concluded that the expectations of mothers with different educational backgrounds showed a similar structure. Considering the "income" variable; it was determined that the greatest expectation of parents who indicated that they have low, middle and very high income is to acquire national, religious and moral values whereas the expectation of parents who described themselves as earning a "good" income were mostly "academic success". The findings in other studies examining the parents' expectations from education revealing that income level affects expectations from education are in parallel with the results of the current research (Bulut, 2005; Şimşek & İvrendi, 2014).

Analyzes according to the child's grade revealed that the greatest expectation of the parents of second, third and fourth grade students is the inculcation of national, religious and moral values under the macrosystem whereas the greatest expectation of the parents of first grade students is the academic achievement. Studies indicating that the expectations of parents in early childhood education mostly focus on academic achievement support the findings of this research (Loughlin-Presnal & Bierman, 2017; Özen Altınkaynak & Yanıklar, 2014; Toran & Şahin, 2020).

The first concept related to the parents' expectations from education, within the framework of ecological systems theory, is the microsystem. The microsystem theme consisted of three sub-themes: Gender, Students' Temperament and Individual Development. Parents, who consider their expectations from education within the framework of gender, expect their daughters and sons to be directed to different professions and they think in terms of gender roles. Similarly, in a study conducted with mentally retarded students, Akıncı (1991) concluded that mothers' expectations from education are higher for their sons and lower for their daughters. Another finding is that parents' expectations from education under the microsystem theme may vary depending on the student's temperament (mental development, superior talents, emotions, aggression etc.). In line with the results of this study, Papageorgiou and Kalyva (2010) found that parents of children with autism, unlike others, have expectations such as healing, being understood, and being able to communicate effectively. Another expectation of parents within the microsystem theme is to have their children's individual development to be supported. These parents thought that the school should organize events, competitions and courses and teachers should be qualified and supportive in this regard in order for their children to be healthy and socially, psychologically, physically and spiritually in harmony with the environment. There are similar studies in the literature that revealed parental expectations requiring that children's individual development should be supported by teachers and that activities involving one-to-one interaction should be featured (Dahari & Bin Ya, 2011; Ivey, 2004; Kaya, 2022; Pratoomrat, 2008).

Parents' expectations within the mesosystem theme is discussed in two different dimensions, namely collaboration between school and the family and the relationship between family and student. There are studies in the literature indicating that the relationship between school and family has an impact on educational expectations. Bailey (1999) argues that the transition period from pre-school to primary school is particularly one of the most difficult stages in a child's life and that the close relationship established by the family with the school throughout this period improves the individual's academic success. There are similar studies in the literature concluding that a successful communication between parents and school contributes to the child's progress (Dockett & Perry, 2001; Fabian, 2002). It was further determined that the relationship between the family and the child, which constitutes another sub-dimension of the mesosystem, affects the educational expectations of parents. Studies indicating that the major predictor of a student's academic success is a healthy interaction between parent and child and the support provided therein further confirm the results of the current research (Çelenk, 2001; Diaz, 1989; Eastman, 1988; Satır, 1996).

In the qualitative analysis dimension of the research, the exosystem theme was further elaborated and two sub-dimensions emerged: the socio-economic status of the family and the relationship between teacher and school. Under the socio-economic status of the family sub-dimension, parents demanded their school to offer courses and social activities so that students from low-income families can have equal opportunities with their peers. Parents further demand their school to contribute to the improvement of their children's economic and social status through education. There are studies in the literature arguing that low-income parents' expectations from all areas of education are higher compared to other groups and these studies support the findings of the current study (Erşan, 2019; Sevinç, 2006; Şimşek & İvrendi, 2014). One other sub-theme that defines the parents' expectations from school under the exosystem theme is the relationship between teacher and the school. There were parents indicating that children can benefit from social activities more effectively if the teacher and the school administration work in harmony and that the teacher will execute the education process more effectively in case the school has the administrative power over the teacher. Further research arguing that the relationship between teachers and the school administration affects the overall school environment and that teachers motivated by the school administration work more efficiently confirm the findings of the current study (Doğan et al., 2014; Ekici, 2020; Öztürk & Dündar, 2003).

Another theme that explains parents' expectations from education, within the framework of the ecological systems theory, is the macrosystem. This theme, which deals with the attitudes, values and cultural transmission dimensions of education, stands out as the most emphasized and most frequently referred area by all parents. Parents, who agree that children should acquire religious, national and moral values at school, discussed this theme in two sub-dimensions: "moral education" and "national moral values". Agreeing that the process of acquiring moral values accepted by society, such as being reputable, honest, hard-working and determined, begins in the family within the framework of moral education, parent further expected these values to be inculcated at school. Opinions arguing that the family is the significant factor in the child's learning of certain attitudes, behaviors and values are supported by different studies (Akman, 2011; Aktepe, 2014). Nevertheless, it is further discussed in the literature that families expect values such as "integrity", "justice", "loyalty", "trust", "love" and "respect" should also be taught at school (Arpacı, 2014; Ülaver & Veisson, 2015). Another sub-dimension of the macrosystem in parents' expectations from primary school education was determined as "national-moral values". Knowing and valuing national and religious days, devotion to one's nation and flag, and education of religion and ethics are considered as the most prominent expectations particularly emphasized by the parents. Yiğittir (2010), who reached a similar finding, concluded that the values that families primarily expect to be taught at school are "hard work", "respect for the National Flag and the National Anthem" and "patriotism". 4 of the 12 values identified by World Values Survey data as the values that children should acquire at home were adopted by society and most frequently accepted value was found to be religiosity (35%), followed by determination and perseverance (28%), frugality (26%) and obedience (12%) (Esmer, 1999). As the parents in the current study expected national and religious values to be taught primarily at school, the results herein do not fit in this context.

Another theme that explains parents' expectations, is the chronosystem which affects all dimensions. For the purpose of the qualitative analysis dimension of the research, the chronosystem is divided into two sub-dimensions: change in the family structure and migration. Parents argued that a change in family structure (divorce, death, separation) would cause a difference in their educational expectations. Similarly, Bayındır (2023) examined the effect of divorce on academic achievement and concluded that parents should be guided within the scope of the collaboration between school and the family and should be supported throughout the process. There are similar studies that discuss divorce within the framework of ecological systems theory, arguing that divorce affects the academic and social development of the child and that the process should be facilitated by the student-school-family coordination (Arslan, 2018; Reçber, 2020; Şeker, 2009).

Another factor that will affect parents' expectations from school was identified as "migration". Nar's (2008) study examining the communication problems with the school administration due to language problems of migrating families along with Karakuş (2006), arguing that children coming from villages to cities due to internal migration lag behind their peers academically and experience communication problems supported the findings of the current study.

Recommendations

School-family conflicts are mentioned among the most fundamental education problems of today. It is essential to reveal the expectations of the parties in order to suggest a solution for these conflicts. Within a structure such as a school, which requires taking into account both individual differences and the impact of the environment, ecological systems theory maintains its validity. The findings of the study revealed that ecological systems theory is a suitable tool to explain parents' expectations from education. The subcomponents of the theory explain the expectations of the parents from the specific to the general, thereby indicates that it is possible to examine the existing components in more detail in the qualitative analysis dimension of the research. In conclusion;

It was determined that the greatest expectations of parents, regardless of their age, gender and educational background, were inculcation of national-religious-moral values while the lowest expectations were related to students who had migrated and whose family structure had changed. While parents' expectations from first grade education focus on academic achievement, from the second grade onwards the emphasis shifts to the inculcation of national-religious-moral values. Examining the expectations against "education" variable; it was determined that the expectations of parents with primary school education, which is the lowest level of education, and parents with a postgraduate degree, which is the highest level, are higher compared to other parent groups. The analysis of parents' expectations from education in accordance with their age revealed that expectations from school increased in line with the parent's age.

The results herein provide significant ideas to schools, policy makers and non-governmental organizations about how to solve the conflicts and support parents. A unique contribution is provided to the literature in terms of developing solution-oriented ideas in order to ensure the healthy functioning of primary education institutions, which concern

almost half of the society in terms of size, and to meet the expectations of both the government and the public.

The results of the research indicated that the society's greatest expectation regarding education is on national-religious-moral values, categorized within the macrosystem. Starting from this point of view, it is recommended to meet the parents' expectations within the framework of respect for ethnicity and cultural differences and through a universal language. The dimensions of "migration" and "family structure", categorized under the chronosystem that parents least referred to when explaining their expectations, need to be carefully considered. In order to inform parents who are deemed uninterested in these issues, social support should be provided within the framework of both the school rules and general education policy. Gender inequality, economic opportunities, physical and mental disabilities are also among the expectations emphasized by the parents. More attention needs to be paid to disadvantaged students and their families within the framework of inclusive education. Accordingly, the opinions and expectations of parents, who are significant stakeholders of the society, will be taken into account, and the government's expectations from education institutions will be realized by identifying and supporting weaknesses. For further studies, it is recommended to examine and compare parents' expectations at preschool and secondary school levels. Further studies conducted in different regions, cities and institutions will also enhance and develop existing results.

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Ekolojik Sistemler Kuramı Çerçevesinde Ebeveynlerin Eğitimden Beklentileri

Özet

Bu çalışma, ilkokulda ebeveynlerin eğitimden beklentilerini açıklamayı amaçlamakta olup, keşfedici sıralı karma yöntem yaklaşımıyla tasarlanmıştır. Nicel veriler için geçerliliği ve güvenilirliği kanıtlanmış, araştırmacı tarafından geliştirilen bir kontrol listesi kullanılırken, nitel veriler yarı yapılandırılmış görüşme formu aracılığıyla toplanmıştır. Çalışmanın katılımcıları, çocukları bir devlet ilkokulunda öğrenim gören 261 ebeveynden oluşmaktadır. Araştırma sonuçlarına göre, ebeveynlerin birincil beklentileri makrosistem içinde yer alan “millî-dinî değerler” ve “ahlak eğitimi” dir. Bireysel gelişim ve akademik başarıyı içeren mikrosistem boyutu ise ikinci sırada yer almaktadır. Birinci sınıf velileri akademik başarıya öncelik verirken, üst sınıflardaki veliler millî, dini ve ahlaki değerlerin daha fazla vurgulanmasını beklemektedir. En az önemsenen kavramlar ise kronosistem teması içinde yer alan “göç” ve “aile yapısı”dır. Ayrıca, dezavantajlı öğrencilere yönelik farkındalığın ve duyarlılığın artırılması gerekmektedir, çünkü ebeveynlerin bu gruba ilişkin beklentileri ve bilgi düzeyleri görece düşük bulunmuştur. Çalışma sonucu elde edilen bulgulara göre; ekolojik sistemler kuramı ebeveynlerin eğitimden beklentilerini açıklamada uygun bir araç niteliğindedir. Okul-aile iş birliğinin sağlıklı bir şekilde ilerlemesi ve ebeveynlerin beklentilerinin yerine getirebilmesi için hem okul bazında hem de genel eğitim politikasında etnik ve kültürel farklılıklara saygı çerçevesinde millî-dini-ahlaki değerlere yönelik çalışmalar yapılması önerilmektedir.

Anahtar Kelimeler: Ebeveyn, beklenti, ilkokul, ekolojik sistemler kuramı.

Giriş

“Bir çocuğu yetiştirmek için bir köy gerekir.” diyen Kızılderili atasözünün bilimsel açıklaması niteliğindeki ekolojik sistemler kuramı, Bronfenbrenner (1979) tarafından ortaya atılmış ve bireyin gelişimini çevreyle ilişki bağlamında etkili bir biçimde ele almıştır. Kuramda bireyin birebir etkileşiminden, toplumsal inanç sistemine doğru bir genişleme söz konusudur (Eliasa, 2012; Espelage & Swearer, 2003; Härkönen, 2007). Birbiri içine yerleşmiş ve etkileşim halinde olan bu sistemler en yakından en genele doğru mikrosistem, mezosistem, ekzosistem, makrosistem ve kronosistem bölümlerinden oluşmaktadır (Eliasa, 2012; Grzywacz, 2000). Bireye en yakın halka olan mikrosistem, doğrudan öğrenci ile etkileşim içinde olan aile, arkadaş, okul ve öğretmen faktörlerinden oluşmaktadır. Mezosistem ise bir alt halkada yer alan mikrosistemler arasındaki ilişkiyi kapsamaktadır. Ekzosistem, öğrencinin doğrudan içinde yer almadığı ancak gelişimini etkileyen etkileşimleri kapsamaktadır. Ebeveynler arası sorunlar, ebeveynlerin iş stresi, idare ve öğretmenler arasındaki etkileşim bu basamağa örnek oluşturmaktadır. Makrosistem, toplumun genelindeki kültürel kodlar, değerler, inanç sistemleri, sosyo-ekonomik durumları kapsamakta ve öğrenciyi doğrudan etkilemese de karakter geliştirme, bakış açısı oluşturma, düşünceyi biçimlendirme gibi etkileri bulunmaktadır. Diğer tüm sistemleri kapsayan ve her biri ile etkileşim içinde olan kronosistem ise zamanla her bir halkada oluşan değişimlerden oluşmaktadır.

Türkiye İstatistik Kurumu [TÜİK] (2022) verilerine göre 5-9 yaş arası kapsayan ilköğrencileri toplam nüfusun %27,6'sını oluşturmaktadır ve aileler de hesaba katıldığında yaklaşık 40 milyon vatandaş ilköğrenci kapsamında yer almaktadır. Buradan yola çıkılarak minimal bazda okul, geniş çapta ülke politikasında başarı yakalamayı hedefleyen idareciler; öğrenci ve öğretmen kadar aile-okul ilişkisine de önem vermelidir (Akbaşlı & Kavak, 2008). Aile ve okul arasında kurulacak iletişimin önemi üzerine gerçekleştirilen çalışmalar doğru etkileşimin çocukların akademik, duygusal ve sosyal gelişimine katkı sunduğunu göstermektedir (Burns vd., 1992; Decker & Decker, 2005; Nuri vd., 2020). Bronfenbrenner'in (1979) ekolojik sistemler kuramı da ebeveynlerin çocuk gelişimi üzerindeki etkisini açıklamakta ve hem evin hem de okulun farklı ama iç içe geçmiş iki yakın mikrosistem olduğunu belirtmektedir (Rimm-Kaufman & Pianta, 2000). Arkadaş, ebeveyn, eğitimci ve diğer toplum üyeleri bu iç içe geçmiş sistemlerde etkileşime girerek çocukların olumlu etkileneceği bir düzen geliştirirler (Holmes vd., 2021). Yaşanılan yüzyılın değişen yaşam şartları ile birlikte ebeveynlerin okuldaki beklentilerinde farklılaşma oluşmuştur. Bu noktada devletin okuldaki beklentilerinin yanına toplumun da okuldaki beklentilerini eklemek mümkündür (Gordon, 1993). Ailenin eğitime katılımı ve eğitimden beklentileri ile ilgili çalışmalar incelendiğinde, genellikle ahlaki davranışlar, verimli ders çalışma becerisi, kitap okuma alışkanlığı kazandırma ve sınavlara hazırlama şeklinde bulgulara rastlanmaktadır (Aslan, 1994; Can, 2010; Eroymak, 1997; Özçınar, 2003; Şişman, 2002). Okulların birey ve toplumun değişen ihtiyaçlarına yanıt bulabildiği ölçüde gelişimini sürdürmesi söz konusudur (Balkar, 2009). Ancak Aytaç'a (2000) göre Türkiye'de okul, toplumun ihtiyaçlarını giderme konusunda her geçen gün yetersiz kalmakta ve dolayısı ile okul-veli ilişkisi sağlıklı bir şekilde yürümektedir. Bu iletişimsizliğin sonucu olarak olası sorunlarda haksızlığa uğradığını düşünen ebeveynlerin şiddete yönelme eğilimleri artmaktadır (Debarbieux, 2003). Ailelerle sürekli iş birliği içerisinde olan öğretmenler şiddet olayının mağduru durumuna düşmektedir (Rodriguez vd., 2014).

Toplum ve devlet arasındaki uyum ve dengeyi sağlama görevini üstlenen eğitim kurumlarının bunu gerçekleştirebilmesi için öncelikle talepleri göz önünde bulundurması ve ham maddesi olan insan faktörünü iyi tanıması gerekmektedir. Bu amaçla ilköğrencilerinin ebeveynlerinin okuldaki beklentilerini ekolojik sistemler kuramı çerçevesinde incelemeyi amaçlayan bu çalışma hem nicelik olarak fazla ebeveynlere ulaşabilme hem de niteliksel olarak daha derin inceleme imkânı sunmasından dolayı açılımlı sıralı desene göre tasarlanmıştır. Bu amaç doğrultusunda şu soruların yanıtları aranmaktadır:

1. Ekolojik sistemler kuramına göre ilköğrencilerinin ebeveynlerinin eğitimden beklentileri nelerdir?
2. Ekolojik sistemler kuramına göre ilköğrencilerinin ebeveynlerinin eğitimden beklentileri sınıf düzeyine göre anlamlı farklılık göstermekte midir?
3. Ekolojik sistemler kuramına göre ilköğrencilerinin ebeveynlerinin eğitimden beklentileri demografik değişkenlere göre (cinsiyet, gelir, eğitim, yaş) anlamlı farklılık göstermekte midir?

4. Nicel boyutta temel alınan ekolojik sistemler kuramına ait temalara nitel boyuttaki görüşmeler sonucunda yeni boyutlar eklenmekte midir?

Yöntem

Bu araştırma, nicel ve nitel iki farklı aşamadan oluşan açımlayıcı sıralı desene göre düzenlenmiş bir karma yöntem çalışmasıdır (Creswell & Plano Clark, 2007). Bu desene göre öncelikle nicel veriler toplanıp analizleri gerçekleştirilir. Sonrasında nitel veriler toplanır ve ilk aşamada elde edilen nicel verilerin ayrıntılı bir şekilde açıklanmasına yardımcı olur. İlk sırada yer alan nicel aşamanın üzerine ikinci sıradaki nitel aşama inşa edilir ve bu iki aşama çalışmanın ortasında ilişkilendirilir. Böyle bir yaklaşım benimsenmesinin nedeni nicel verilerle elde edilen genellenebilir verileri, nitel çalışma aracılığı ile derinlemesine soruşturarak istatistiksel sonuçları daha anlamlı hale getirmektir (Rossman & Wilson, 1994; Tashakkori & Teddlie, 1998).

Açımlayıcı desenin ilk aşaması olan nicel boyutta 253 ebeveyn ile çalışılmıştır. Ebeveynlerin belirlenmesinde yakın ve erişilmesi kolay gruplarla çalışma esasına dayanan kolay ulaşılabilir örnekleme yönteminden yararlanılmıştır (Yıldırım & Şimşek, 2011). Nicel veriler toplanırken araştırmacı tarafından geliştirilen, geçerliği ve güvenilirliği sağlanmış kontrol listesi formundan yararlanılmıştır. Ulaşılan veriler SPSS paket programına aktarılmış, frekans ve yüzde değerleri belirlenmiştir. Araştırmanın nitel boyutunda katılımcıların bir olguya dair algılarını ve yaşantılarını ortaya çıkarmayı amaçlayan olgubilim deseninden yararlanılmıştır (Creswell, 2012).

Araştırmanın katılımcıları amaçlı örnekleme yöntemi ile belirlenmiştir. Olasılık temelli olmayan bu örnekleme yaklaşımında araştırma amacına göre bilgi açısından zengin ve belirli özelliklere sahip özel durumlar ile çalışılmaktadır (Büyüköztürk vd., 2012). Bu doğrultuda araştırma örneklemini, 1. sınıftan 4. sınıfa kadar herhangi bir düzeyde çocuğu olan ve araştırmanın nicel boyutunda yer almış olan 8 ebeveyn oluşturmaktadır. Araştırmada veri toplamak amacıyla yarı yapılandırılmış görüşme formu kullanılmıştır. Brinkmann ve Kvale (2018) görüşmeyi, karşılıklı etkileşim içerisinde üretilen, araştırma sorularına yanıt arayan, içinde bulunduğu bağlamdan anlam kazanan, anlatıma dayalı bir yöntem olarak tanımlamaktadır. Katılımcılarla yapılan görüşmelerde etik ilkelere uygunluk açısından kişilerin isimleri yerine her ebeveyn için E1, E2, E3 şeklinde kodlama yöntemine gidilmiştir. Katılımcı ebeveynlerin altısı kadın ve ikisi erkek katılımcılardan oluşmaktadır. Katılımcıların yaş ortalamaları 30 ve 48 aralığında değişmektedir. Katılımcılar lisans (3), lise (2), ortaokul (2) ve ilkokul (1) mezunu ebeveynlerdir. Kadın ebeveynlerin dördü çalışmamaktadır. Erkek katılımcılardan biri işçi ve biri kamu görevlisi olarak çalışmaktadır. Katılımcıların yarısı kendilerini orta gelir düzeyinde olarak tanımlarken iki ebeveyn iyi gelirleri olduğunu, iki ebeveyn ise düşük gelir düzeyine sahip olduğunu belirtmiştir. Ebeveynler belirlenirken her sınıf düzeyinden temsilci bulunmasına dikkat edilmiş ve her sınıf için farklı-sosyoekonomik düzeyde ikişer veli ile görüşülmüştür.

Görüşmeler her katılımcı ile bire bir şekilde gerçekleştirilmiştir. Görüşmeye başlamadan önce hangi amaçla soruları cevaplayacakları açıkça anlatılmış, kültürel ve sosyal farklılıkları göz önünde bulundurmaya dikkat edilmiş, içten ve işbirlikçi bir yaklaşım

sağlamaları için uygun ortam oluşturulmaya çalışılmıştır (Kahn & Canell, 1957). Görüşme sürecince veri kaybını önlemek, akışı bozmamak, aynı zamanda daha sonra ayrıntılı analizler yapabilmek adına ses kaydı alınması gerektiği belirtilmiş ve katılımcılardan bu konuda izin alınmıştır (Borg, 1963).

Yarı yapılandırılmış görüşme formu hazırlanırken Patton (2002) tarafından tanımlanan soru türleri temel alınmıştır. Bu doğrultuda katılımcının kolay cevaplayabilmesi ve ısınması için sürece deneyim soruları ile başlanmış sonrasında ise görüş soruları, duygu soruları, bilgi soruları şeklinde süreç genişletilmiştir. Hazırlanan sorular bir alan uzmanı ve bir dil uzmanı ile paylaşılmış ve onaylar doğrultusunda son şekli verilmiştir.

Araştırmanın Etik İzinleri:

Bu çalışmada “Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi” kapsamında uyulması gerektiği belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan “Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler” başlığı altında belirtilen eylemlerin hiçbiri gerçekleştirilmemiştir.

Etik Kurul İzin Bilgileri:

Etik değerlendirmeyi yapan kurulun adı = Harran Üniversitesi Sosyal ve Beşerî Bilimler Etik Kurulu

Etik Kurul Etik inceleme karar tarihi = 15.02.2024

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Bulgular

Günümüzde temel eğitim sorunları arasında okul-aile çatışmaları yer almaktadır. Çatışmaların bir çözüme ulaşması için tarafların beklentilerinin ortaya konulması esastır. Bu noktada ekolojik sistemler kuramının temelinde yer alan bireysellik yerine etkileşim halinde olunan çevrenin de hesaba katıldığı bir yapıdan yola çıkılmalıdır. Okul gibi hem bireysel farklılıkları hem de çevre etkisini göz önünde bulundurmayı zorunlu kılan bir yapıda ekolojik sistemler kuramı geçerliliğini sürdürmektedir. Çalışma sonucu elde edilen bulgulara göre kuram, ebeveynlerin eğitimden beklentilerini açıklamada uygun bir araç niteliğindedir. Ekolojik sistemler kuramının alt bileşenleri ailenin beklentilerini özelden genele, yakından uzağa açıklamakta ve araştırmanın nitel boyutunda mevcut bileşenleri daha ayrıntılı olarak ele almanın mümkün olduğunu göstermektedir. Sonuç olarak;

Araştırma sonucunda yaş, cinsiyet, eğitim düzeyi fark etmeksizin ebeveynlerin en yüksek beklentilerinin millî-dini-ahlaki değerlerin kazandırılması olduğu, en düşük beklentilerinin ise göç etmiş ve aile yapısı değişmiş öğrenciler ile ilgili olduğu görülmüştür. Ebeveynlerin birinci sınıfta beklentisi akademik başarı iken ikinci sınıftan itibaren düzey arttıkça millî-dini-manevi değerlerin öğretilmesi şeklinde beklentiler ağırlık kazanmaktadır. Gelir düzeyine göre beklentiler incelendiğinde sadece “iyi” gelir düzeyinde olan ebeveynlerin akademik başarıyı öncelendiği, ekonomik düzeylerini; çok iyi, orta ve zayıf olarak niteleyen ebeveynlerin en yüksek beklentilerinin yine millî-dinî-ahlaki değerlerin kazandırılması olduğu tespit edilmiştir. Ebeveynlerin eğitim düzeyine göre beklenti ortalamaları incelendiğinde en düşük eğitim düzeyi olan ilkökul ile en yüksek grup olan lisansüstü eğitim düzeyindeki

ebeveynlerin beklenti ortalamalarının diğer gruplara göre daha fazla olduğu tespit edilmiştir. Ebeveynlerin yaşa göre eğitimden beklentileri incelendiğinde yaş ortalaması arttıkça okula dair beklentilerin de arttığı görülmüştür. Ebeveynlerin mikrosistem içerisindeki beklentileri; cinsiyet, öğrenci yapısı ve bireysel gelişim olarak alt temalara ayrılmaktadır. Mezosistem boyutunda beklentiler açıklanırken okul-aile ve aile-çocuk ilişkisine değinilmiştir. Ekzosistem boyutunda beklentilerini sosyo-ekonomik durum ve öğretmen-okul ilişkisi olarak ifade eden ebeveynler, makrosistemde ahlaki ve millî-manevi değerleri vurgulamaktadır. İç içe bir yapı gösteren bu dört alanın her birini etkileyen boyut olan kronosistemi ise aile yapısındaki değişim ve göç kavramları ile ilişkilendirmektedirler.

Tartışma ve Sonuç

İlkokul düzeyinde ebeveynlerin eğitimden beklentilerinin belirlenmesinin amaçlandığı bu araştırmanın nicel boyutunda ekolojik sistemler kuramı doğrultusunda 5 temaya ulaşıldığı nitel boyutta ise bu beş temanın farklı alt temalarla detaylandırıldığı belirlenmiştir.

Araştırma sonucunda ebeveynlerin eğitim düzeyi, yaşı ve cinsiyeti fark etmeksizin tüm gruplarda en sık rastlanan beklentinin makrosistem içerisinde yer alan millî-dinî-ahlaki değerlerin kazandırılması olduğu görülmüştür. Bulguyu destekleyen çalışmada, annelerin okul öncesi dönemde eğitimden beklentilerini inceleyen Sevinç (2006), her eğitim düzeyindeki annelerin beklentilerinin benzer bir yapı gösterdiği sonucuna ulaşmıştır. Gelir düzeyine göre incelendiğinde ise alt, orta ve çok iyi ekonomik düzeyde olduğunu belirten ebeveynlerin en büyük beklentisi millî-dinî-ahlaki değerlerin kazandırılması iken kendisini “iyi” ekonomik düzeyde betimleyen velilerin beklentilerinin daha çok akademik başarı üzerine olduğu tespit edilmiştir. İlkokul ve okulöncesi düzeyde ebeveynlerin eğitimden beklentilerini inceleyen çalışmalarda ekonomik düzeyin eğitimden beklentileri değiştirdiğine yönelik elde edilen bulgular mevcut bulguyu desteklemektedir (Bulut, 2005; Şimşek & İvrendi, 2014).

Ebeveynlerin eğitimden beklentilerinin çocuğun sınıf düzeyine göre nasıl bir yapı sergilediğini belirlemek amacıyla yapılan analizler sonucunda ikinci, üçüncü ve dördüncü sınıf öğrencileri için ailelerin en büyük beklentisini makrosistem altında yer alan millî-dinî-ahlaki değerler oluştururken yalnızca birinci sınıf velilerinin mikrosistem içerisinde yer alan akademik başarıyı öncelikledikleri tespit edilmiştir. Erken çocukluk döneminde ebeveynlerin çoğunlukla akademik beklentiler içerisinde olduğuna dair çalışmalar, bu bulguyu desteklemektedir (Loughlin-Presnal & Bierman, 2017; Özen Altınkaynak & Yanıklar, 2014; Toran & Şahin, 2020).

Ekolojik sistemler kuramı çerçevesinde ebeveynlerin eğitimden beklentilerinin ilk bölümünü mikrosistem teması oluşturmaktadır. Bulgular sonucunda mikrosistem teması cinsiyet, öğrenci yapısı ve bireysel gelişim olmak üzere üç alt temadan oluşmaktadır. Eğitimden beklentilerini cinsiyet çerçevesinde ele alan veliler kız ve erkek çocuklarının farklı mesleklere yöneltilmesini beklemekte ve toplumsal cinsiyet rolleri içerisinde düşünmektedirler. Benzer şekilde Akıncı (1991), zihin engelli öğrencilerle gerçekleştirdiği çalışmada annelerin eğitimden beklentilerinin erkek çocukları söz konusu olduğunda daha yüksek olduğu, kız çocukları için ise daha düşük beklentili oldukları sonucuna ulaşmıştır. Mikrosistem teması altında ebeveynlerin eğitimden beklentilerinin öğrenci yapısına (zihinsel

gelişim, üstün yetenekli, duygusal, agresif vb.) göre değişebildiği elde edilen bir diğer bulgudur. Papageorgiou ve Kalyva (2010), mevcut bulguyu destekleyen çalışmaları sonucunda otizmlili çocukların ebeveynlerinin, diğerlerinden farklı olarak iyileşme, anlaşılma ve etkili iletişim kurabilme gibi beklentilere sahip olduğunu tespit etmiştir. Mikrosistem teması içindeki bir diğer alt boyutta ebeveynlerin beklentileri çocuklarının bireysel gelişiminin desteklenmesidir. Ebeveynler çocuklarının sosyal, psikolojik, fiziksel ve ruhsal açıdan çevre ile uyum içinde ve sağlıklı olması için okulun etkinlikler, yarışmalar ve kurslar düzenlemesi, öğretmenlerin de bu konuda bilgili ve destekçi olmaları gerektiğini düşünmektedirler. Öğretmenler tarafından çocuğun bireysel gelişiminin desteklenmesi ve bire bir etkileşim içeren faaliyetlerin önemsenmesi yönündeki ebeveyn beklentilerini ortaya koyan benzer çalışmalar literatürde yer almaktadır (Dahari & Bin Ya, 2011; Ivey, 2004; Kaya, 2022; Pratoomrat, 2008).

Bireyin yakın çevresinin birey üzerindeki etkisini kapsayan mezosistem teması içerisinde ebeveynlerin beklentileri okul-aile iş birliği ve aile-çocuk ilişkisi açısından iki farklı boyutta ele alınmaktadır. Okul ve aile arasındaki ilişkinin eğitimle ilgili beklentiler üzerinde etkili olduğuna dair çalışmalara literatürde rastlanmaktadır. Bailey (1999), özellikle okul öncesinden ilkökula geçiş döneminin çocuğun hayatındaki en zor evrelerden biri olduğunu, bu dönemde ailenin okulla kurduğu yakın ilişkinin bireyin eğitim başarısını arttırdığını belirtmektedir. Ebeveyn ve okul arasındaki başarılı iletişimin çocuğun ilerleme hızına katkı sağladığına yönelik benzer çalışmalar da literatürde yer almaktadır (Dockett & Perry, 2001; Fabian, 2002). Mezosistemin bir diğer alt boyutunu oluşturan aile-çocuk ilişkisinin, ebeveynlerin eğitim beklentilerini etkilediği tespit edilmiştir. Öğrencinin akademik başarısının en önemli yordayıcısının ebeveyn ile çocuk arasındaki sağlıklı etkileşim ve sunulan destekten geçtiğini ortaya koyan çalışmalar mevcut bulguyu desteklemektedir (Çelenk, 2001; Diaz, 1989; Eastman, 1988; Satır, 1996).

Ekolojik sistemler kuramına göre ailelerin okuldan beklentilerinin bir diğer boyutunu da okul sistemlerini ve kuralları kapsayan, öğrenciyi dolaylı yoldan etkileyen değişkenler oluşturmaktadır. Araştırmanın nitel boyutunda ekzosistem teması daha da ayrıntılanmış ve ailenin sosyoekonomik durumu ve öğretmen-okul ilişkisi olmak üzere iki alt boyut ortaya çıkmıştır. Sosyoekonomik düzeye yönelik ebeveynler, düşük ekonomik düzeydeki öğrencilerin akranları ile fırsat eşitliği yakalayabilmeleri için okul içi kurslara ve sosyal faaliyetlere ağırlık verilmesini talep etmişlerdir. Ayrıca ebeveynler eğitim aracılığı ile çocuklarının ekonomik düzeylerinin ve toplumsal statülerinin artmasını talep etmektedirler. Düşük gelir düzeyindeki ebeveynlerin eğitimin her alanından beklentilerinin diğer gruplara göre daha yüksek olduğuna dair çalışmalar alan yazında yer almakta ve mevcut bulguyu desteklemektedir (Erşan, 2019; Sevinç, 2006; Şimşek & İvrendi, 2014). Ekzosistem teması altında ebeveynlerin okuldan beklentilerini tanımlayan bir diğer alt tema ise öğretmen-okul ilişkisidir. Öğretmen ve idarenin uyum içinde çalışması durumunda çocukların sosyal faaliyetlerden daha fazla yararlanabileceği, idarenin öğretmen üzerinde yaptırım gücü olması halinde öğretmenin eğitim sürecini daha etkili yürüteceğine yönelik ebeveyn görüşleri tespit edilmiştir. Öğretmen ve idare arasındaki ilişkinin okul ortamını genel olarak etkilediğine, idare tarafından motivasyonu arttırılan öğretmenlerin daha verimli çalıştığına yönelik araştırmalar mevcut bulguyu desteklemektedir (Doğan vd., 2014; Ekici, 2020; Öztürk & Dündar, 2003).

Ekolojik sistemler kuramına göre ebeveynlerin eğitimden beklentilerini açıklayan bir diğer tema makrosistemdir. Eğitimin tutum, değer ve kültürel aktarım gibi boyutları ile ilgilenen bu tema tüm ebeveynler tarafından en çok vurgulanan ve üzerinde durulan alan olarak dikkat çekmektedir. Çocuğunun okulda millî-dinî-ahlaki değerleri kazanması gerektiği konusunda fikir birliği içerisinde olan ebeveynler bu temayı “ahlak eğitimi” ve “millî manevi değerler” olmak üzere iki alt boyutta ele almışlardır. Ahlak eğitimi çerçevesinde saygılı, dürüst, çalışkan ve azimli olmak gibi toplum tarafından kabul görülen ahlaki değerlerin edinilme sürecinin ailede başladığını kabul etmekle birlikte yine de bu değerlerin okul tarafından kazandırılmasını beklediklerini belirtmişlerdir. Çocuğun tutum, davranış ve değerleri öğrenmesinde ailenin en önemli faktör olduğu farklı çalışmalarla desteklenmektedir (Akman, 2011; Aktepe, 2014). Ancak yine de ailelerin dürüstlük, adalet, sadakat, güven, sevgi, saygı gibi değerlerin okulda da öğretilmesi gerektiğine dair beklentileri olduğu alan yazında yer almaktadır (Arpacı, 2014; Ülavere & Veisson, 2015). Ebeveynlerin eğitimden beklentilerinde makrosistemin bir diğer alt boyutu “millî manevi değerler” olarak belirlenmiştir. Millî ve dinî bayramların bilinmesi, değer verilmesi, vatan ve bayrak sevgisi ve din bilgisi ebeveynlerin üzerinde durduğu beklentiler olarak görülmektedir. Benzer bir bulguyu elde ettiği çalışmasında Yiğittir (2010), ailelerin okulda kazandırılmasına öncelik verdiği değerlerin öncelikle “çalışkanlık”, “Türk bayrağı ve İstiklal Marşı’na saygı” ve “vatanseverlik” şeklinde devam eden değerler olduğunu tespit etmiştir. Dünya Değerler Araştırmasının verilerine göre çocukların evde kazanması gereken 12 değerden 4 tanesi Türk toplum yapısı bakımından kabul görmüş ve bu değerlerin en çok kabul göreninin dindarlık (%35) olduğu, sonrasında azim ve sebat (%28), tutumluluk (%26) ve itaatkârlık (%12) değerlerinin geldiği görülmüştür (akt. Esmer, 1999). Mevcut çalışmada ebeveynler millî ve dinî değerlerin okul eğitimi ile karşılanmasını öncelikle bekledikleri için sonuçlar uyum sağlamamaktadır.

Ekolojik sistemler kuramına göre ailelerin beklentilerinin bir diğer boyutu ise tüm boyutları etkileyen kronosistemdir. Araştırmanın nitel boyutunda kronosistem kendi içerisinde aile yapısındaki değişim ve göç olmak üzere iki alt boyuta ayrılmıştır. Ebeveynler aile yapısının değişmesinin (boşanma, ölüm, ayrı kalma) eğitim beklentilerinde farklılık oluşturacağını belirtmişlerdir. Benzer şekilde Bayındır (2023), boşanmanın akademik başarıya etkisini incelediği çalışmada ebeveynlerin okul-aile iş birliği kapsamında yönlendirilmesi ve süreç boyunca desteklenmesi gerektiğini söylemiştir. Boşanma durumunu ekolojik kuram perspektifinden ele alan benzer çalışmalarda boşanma sürecinin çocuğun akademik ve sosyal gelişimini etkilediği ve öğrenci-okul-aile koordinasyonu ile sürecin desteklenmesi gerektiği belirtilmektedir (Arslan, 2018; Reçber, 2020; Şeker, 2009).

Ebeveynlerin okuldan beklentilerini değiştirecek bir diğer etken olarak “göç” faktörü belirlenmiştir. Nar (2008), dış göç sonucu ailelerin dil bilmemesi nedeniyle okul yönetimi ile oluşan iletişim sorunlarına değindiği çalışması ile Karakuş (2006) ise iç göç ile köyden kente gelen çocukların akademik olarak akranlarından geri kaldığını ve iletişim problemleri yaşadığını belirten çalışması ile mevcut bulguyu desteklemektedir.

Öneriler

Elde edilen bulgular sorunların çözümü ve ebeveynlerin desteklenmesi amacıyla nasıl bir yol izlenebileceği hakkında okullara, politika yapıcılara ve sivil toplum kuruluşlarına önemli fikirler sunmaktadır. Büyüklük itibari ile toplumun neredeyse yarısını ilgilendiren ilköğretim kurumlarının sağlıklı işleme ve hem devletin hem halkın beklentilerini karşılayabilmesi için çözüme yönelik fikir oluşturmada alan yazına orijinal bir katkı sunulmaktadır.

Araştırma sonucunda toplumun eğitimle ilgili en büyük beklentisinin makrosistem içerisinde yer alan millî-dinî-manevi değerler üzerine olduğu görülmüştür. Buradan yola çıkarak etnik ve kültürel farklılıklara saygı çerçevesinde ve evrensel bir dille ebeveynlerin beklentilerinin karşılanması önerilmektedir. Ebeveynlerin en az beklenti içerisinde olduğu kronosistem teması altında yer alan “göç” ve “aile yapısı” boyutlarının dikkatle ele alınması gerekmektedir. Bu konularda ilgisiz görülen ebeveynleri bilgilendirmek amacıyla sosyal destek çalışmaları hem okul hem de genel bir eğitim politikası çerçevesinde gerçekleştirilmelidir. Cinsiyet eşitsizliği, ekonomik imkânlar, fiziksel ve zihinsel engeller de ebeveynlerin üzerinde durduğu beklentiler arasında yer almaktadır. Kapsayıcı eğitim çerçevesinde dezavantajlı öğrencilere ve ailelerine yönelik daha fazla ilgi gösterilmesi gerekmektedir. Bu şekilde hem toplumun önemli bir paydaşı olan ebeveynlerin görüşleri ve beklentileri dikkate alınacak hem de yetersiz alanlar belirlenip desteklenerek devletin eğitim kurumlarından beklentileri gerçekleştirilecektir. Bundan sonraki araştırmalarda okul öncesi ve ortaöğretim düzeyinde ebeveyn beklentilerinin incelenmesi ve karşılaştırılması önerilmektedir. Ayrıca farklı bölgeler, şehirler ve kurumlar ile gerçekleştirilen çalışmalar mevcut bulguyu zenginleştirecek ve geliştirecektir.