THE REFLECTIONS OF THE MEANINGS ATTRIBUTED TO THE INSTITUTION OF "FAMILY" ON MIND MAPS[*]

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Abstract

Today, with the effect of modernization, important changes have occurred in family structures. Many factors such as the roles of individuals in the family, functions of the family, family structure, and intra-family communication have been affected by this change. The perspective of young adults towards the family is also significantly affected by this difference in family structures.In this study, it is aimed to examine the family perceptions of preschool teacher candidates through mind maps. 50 preschool teacher candidates, who took effective communication and parent education course, participated in the study designed with a qualitative research design. With the mind maps used as a data collection tool, the mental images of the preschool teacher candidates about the concept of "family" were tried to be determined. The themes obtained from the mind maps of preschool teacher candidates were grouped under seven headings. These titles are it was determined as "basic concepts about family types, basic concepts about family functions, basic concepts about family members, basic concepts about feelings towards family, basic concepts about family values, basic concepts about communication, basic concepts about elements that disrupt family unity". Major branches were taken as basis in determining the themes and sub-branches were used in determining the codes. In the creation of the codes, pictures and words were considered and the codes were placed within the relevant themes. In addition, the analysis results were expressed as frequency, frequency averages and percentages. The basic concepts associated with family types in the research; settlement, authority, size, biological and foster family themes. In this category, it was concluded that the theme that preschool teacher candidates predominantly included in their mind maps was family according to size. The themes created in the classification made according to family functions; biological functions, psychological functions, educational functions, social functions, cultural functions, economic functions. It was determined that the theme with the highest frequency was social functions. In the research, the basic concepts associated with family members were gathered under the nuclear family and extended family themes, and it was concluded that the nuclear family theme was more dominant. Emotions towards the family were categorized under the sub-themes of positive and negative emotions. It has been observed that positive feelings towards the family are given more place in the mind maps of pre-school teacher candidates. Themes for the basic concepts associated with the values of the family; power, universalism, benevolence, tradition, conformity, and security. Benevolence and tradition are the themes with the highest frequency in this category. Basic concepts

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associated with communication; attitudes, communication with the environment, communication within the family, technology tools, and outputs of correct communication. Among these themes, the themes with the highest frequency are; attitudes and family communication. It has been concluded that the basic concepts of lovelessness and incompatibility have the highest frequency in the category of elements that disrupt family integrity. In this study, mind maps were effective in revealing the family perceptions of preschool teacher candidates.

Key Words: Mind Map, Family Perception, University Students, Parent/Child Relations, Parents.

"AİLE" KURUMUNA ATFEDİLEN ANLAMLARIN ZİHİN HARİTALARINA YANSIMALARI

Özet

Günümüzde modernleşmenin etkisiyle aile yapılarında önemli değişiklikler meydana gelmiştir. Bu değişimden ailedeki bireylerin rolleri, ailenin işlevleri, aile yapısı, aile içi iletişim gibi birçok faktör etkilenmiştir. Aile yapılarındaki bu farklılıktan genç yetişkinlerin aileye bakış açısı da önemli ölçüde etkilenmektedir. Bu çalışmada okul öncesi öğretmen adaylarının aile algılarının zihin haritaları aracılığıyla incelenmesi amaçlanmıştır. Nitel araştırma deseninde tasarlanan araştırmaya etkili iletişim ve aile eğitimi dersi alan 50 okul öncesi öğretmen adayı katılmıştır. Veri toplama aracı olarak kullanılan zihin haritaları ile öğretmen adaylarının "aile" kavramına ilişkin zihinsel imgeleri belirlenmeye çalışılmıştır. Öğretmen adaylarının zihin haritalarından elde edilen temalar yedi başlık altında toplanmıştır. Bu başlıklar; "aile türleri ile ilgili temel kavramlar, aile işlevleriyle ilgili temel kavramlar, aile üyeleriyle ilgili temel kavramlar, aileye yönelik duygularla ilgili temel kavramlar, aile değerleriyle ilgili temel kavramlar, iletişim ile ilgili temel kavramlar, aile bütünlüğünü bozan unsurlarla ilgili temel kavramlar" olarak belirlenmiştir. Temaların belirlenmesinde ana dallar esas alınmış ve kodların belirlenmesinde alt dallar kullanılmıştır. Kodların oluşturulmasında resim ve kelimeler dikkate alınmış ve kodlar ilgili temalar içerisine yerleştirilmiştir. Ayrıca analiz sonuçları frekans, frekans ortalamaları ve yüzdeler olarak ifade edilmiştir. Araştırmada aile türleri ile ilişkilendirilen temel kavramlar; yerleşim yeri, otorite, büyüklük, biyolojik ve koruyucu aile temaları altında toplanmıştır. Bu kategoride okul öncesi öğretmen adaylarının zihin haritalarında ağırlıklı olarak yer verdikleri temanın büyüklüğe göre aile olduğu sonucuna ulaşılmıştır. Aile işlevlerine göre yapılan sınıflandırmada oluşturulan temalar; biyolojik işlevler, psikolojik işlevler, eğitim işlevleri, toplumsal işlevler, kültürel işlevler, ekonomik işlevler olarak belirlenmiştir. En yüksek frekansa sahip temanın toplumsal işlevler olduğu saptanmıştır. Araştırmada aile bireyleri ile ilişkilendirilen temel kavramlar çekirdek aile ve geniş aile temaları altında toplanmış olup, çekirdek aile temasının daha baskın olduğu sonucuna ulaşılmıştır. Aileye yönelik duygular olumlu ve olumsuz duygular alt temalarında kategorize edilmiştir. Okul öncesi öğretmen adaylarının zihin haritalarında aileye yönelik olumlu duygulara daha çok yer verildiği görülmüştür. Ailenin sahip olduğu değerler ile ilişkilendirilen temel kavramlara yönelik temalar; güç, evrenselcilik, iyilikseverlik, geleneksellik, uyma ve güvenliktir. Bu kategoride iyilikseverlik ve geleneksellik en yüksek frekansa sahip temalardır. İletişim ile ilişkilendirilen temel kavramlar; tutumlar, çevre ile iletişim, aile içi iletişim, teknoloji araçları, doğru iletişimin çıktıları olarak temalara ayrılmıştır. Bu temalar içerisinde en yüksek frekansa sahip temalar; tutumlar ve aile içi iletişimdir. Aile bütünlüğünü bozan unsurlar kategorisinde sevgisizlik ve geçimsizlik temel kavramlarının en yüksek frekansa sahip olduğu sonucuna ulaşılmıştır. Bu çalışmada zihin haritaları öğretmen adaylarının aile algılarının ortaya çıkarılmasında etkili olmuştur.

Anahtar Kelimeler: Zihin Haritası, Aile Algısı, Üniversite Öğrencileri, Ebeveyn/Çocuk İlişkileri, Ebeveynler.

1. INTRODUCTION

The family environment is conceptualized as a multifaceted formation that encompasses a number of factors such as parental beliefs, babysitter-child interactions, home learning resources, and children's learning experiences (Guevara et al., 2020; Niklas et al., 2016). Considering the multidimensional nature of the family, the family structure inevitably differs from one household to another, even if the individuals of the society are in the same socio-cultural context (Xie et al., 2021). The family-centered approach gives researchers the ability to uncover more fundamental patterns of the phenomenon studied in a heterogeneous population (Lin & Li, 2019; Lin et al., 2020; Xie & Li, 2019). Many researchers have investigated the different roles of the home learning environment in influencing children's developmental outcomes (Rodriguez & Tamis-LeMonda, 2011). Parental beliefs rooted and shaped in the socio-cultural context differ in conceptualization and inferences across cultures (Jiang & Han, 2016). As a matter of fact, researching the family phenomenon in societies for the future does not only emphasize the cultural change in the family structure of societies. Research on family also plays an important role in parent behavior and parent-child relationships, children's physical, cognitive and mental development and in predicting future brain development patterns (Dahl, et al., 2018). Studies have shown that parental behaviors are associated with the prevalence of social, emotional, behavioral problems (Doyle et al., 2018; Kerr et al., 2019) and cognitive diseases (Kato et al., 2015; Racz & McMahon, 2011) in children. Consistent with these results, conflict in the family is associated with emotional, behavioral and social problems and depression in children (Harold & Sellers, 2018). As a result, parental behaviors and conflict affect children's cognitive control and risk-taking behaviors (Itahashi et al., 2019) cognitive skills and academic performance (Alaie et al., 2019).

The family structure of societies is an important factor in the functioning of household welfare (Makiwane et al., 2017). A series of transformations took place in family structures, family types, perception of the head of the family, and household size, for reasons such as industrialization and colonialism throughout the world in the 19th century (Amoateng & Setlalentoa, 2015). Therefore, studies on the impact of family structure has attracted great interest in the last decade. The effects of family structure and poverty level have been investigated in experimental studies conducted in various countries. Studies have mostly examined the effect of family income scales on family welfare. However, no study has been found that evaluates family components that have an impact on family structure with a holistic view (Anakpo & Kollamparambil, 2021).

The family, which forms the basis of society, has been affected by social changes throughout human history. Along with the working potential of the individuals in the family and the change from a patriarchal family structure to a democratic family structure, the educational task of the family has narrowed and formal education institutions have undertaken some of the functions of the family. This has made the family more involved and conscious. The increase in democratization in the family institution has revealed a family structure that values the individual more. Today, the functions of the family allow the individual to raise himself, to gain knowledge, skills and attitudes, and to develop the individual emotionally (Kır, 2011).

While dealing with the impact of the family on social change, the process should be evaluated within the dynamics of each family. In this context, issues such as the phenomenon of family, relationships within the family, the role of men and women in the family, children and marriage should be discussed in detail. This difference in family patterns greatly affects young adults' view of family (Tükel, 2018). In the context of family structure and dynamics, it is important that preschool teachers, who have the power to direct the family in the early period, should be made aware of the concept of family in their education and training processes. In this sense, effective communication and parent education courses given to preschool teacher candidates support them to have knowledge about family education models applied in the world and in our country, family structures, forms of communication within the family, and the basic elements that the family should have.Because the purpose of the teacher is to guide the family as well as educating the child. From this point of view, the aim of the study is to examine the perceptions of the students of the preschool education department, who take effective communication and parent education courses, towards the institution of "family".

2. METHOD

In this section, explanations about the research model, study group, data collection tools, data collection process and data analysis are given.

2.1.Model of the Research

In this study, researchers aimed to reveal students' views on the concept of "Family". For this purpose, this study was designed according to the basic qualitative research design, which is one of the qualitative research methods (Altheide & Johnson, 2011; Merriam, 2013). Qualitative research is a method that allows a problem or subject to be discovered or to examine that subject in depth (Creswell, 2013; Patton, 2014). According to Merriam (2013), researchers focus on the process and try to understand the process in basic qualitative research.

2.2.Study Group

Criterion sampling, one of the purposive sampling methods, was used to determine the participants in the study (Yıldırım & Şimşek, 2006). The study group was determined on a completely voluntary basis. Taking the "Effective Communication and Parent Education" courses was the criterion for the formation of the study group. As a result of these processes, the study group of the research consists of 50 preschool teacher candidates.

2.3.Data Collection Tools

In the study, mind maps prepared by preschool teacher candidates for the family institution were used as a data collection tool. "Mind map is a visual, holistic graphic thinking tool especially suitable for memory, creativity, learning and all kinds of brain functions" (Buzan & Buzan, 2021). In the study, by using mind maps, the pre-knowledge of the family was revealed by allowing preschool teacher candidates to think without limits.
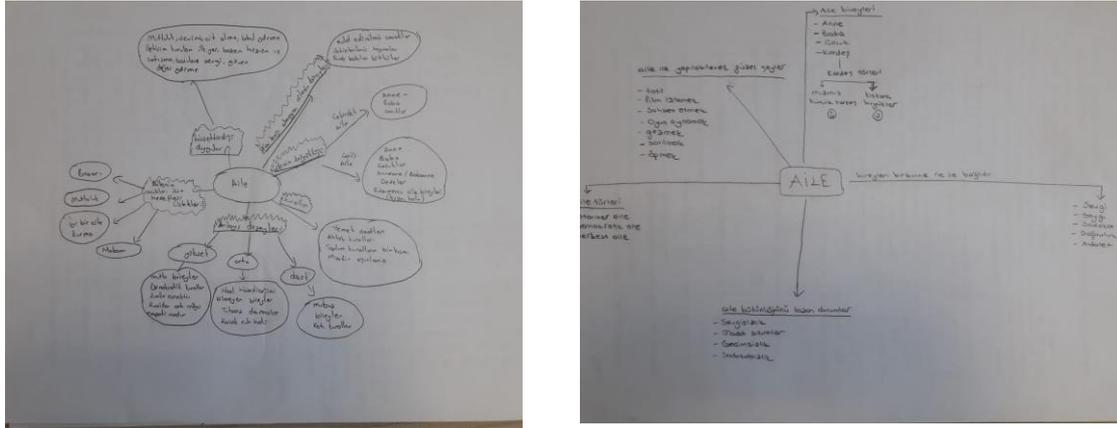
2.4. Data Collection Process

Preschool teacher candidates who participated in the study were first given theoretical and practical training on the functions and use of mind maps. Afterwards, the participants who took part in the study and volunteered were asked to create mind maps about the "family". In addition, the status of taking the courses of Effective Communication and Parent Education of the preschool teacher candidates whose mental images were examined were taken into account.

The opinions of three experts were consulted for the reliability of the study. In this process, if two experts in the field of pre-school education and an expert in the field of measurement and evaluation have the same opinion on the theme, it is accepted as an agreement, while if the researcher and experts have different opinions, this is accepted as a disagreement. The reliability of the study is demonstrated by the formula Reliability=Agreement / (Agreement + Disagreement) with a reliability coefficient of at least 70% (Miles & Huberman, 1994). An agreement of 90% (reliability) was obtained among the experts whose opinions were consulted for the reliability study conducted within the scope of the study.

2.5. Analysis of Data

The data obtained with the descriptive analysis technique used in the analysis of the data obtained from the study are presented to the reader in a logical and understandable way according to the previously determined themes. Descriptions are interpreted, some results are reached by examining cause-effect relationships (Yıldırım & Şimşek, 2006). The data obtained from the 50 participants taking part in the study were analyzed by 2 experts and 1 researcher in the field of pre-school education. During the analysis of the data, firstly, the themes were created according to the main branches in the mind maps drawn by the participants for the concept of "family", and the data were coded by considering the pictures and words in the sub-branches. Major branches were taken as basis in determining the themes and sub-branches were used in determining the codes. In the creation of the codes, pictures and words were taken into account and the codes were placed within the relevant themes. In addition, the analysis results were shown as frequency, frequency averages and percentages.

3. FINDINGS

Image 1. Examples of mind maps

Table 1. Basic Concepts Associated with Family Types

Themes	Basic Concepts	f.	%	f_ort
By Settlement	Rural family	4	33%	20%
	Urban family	4	33%	
	Slum (transition) family	4	33%	
By Authority	Matriarchal family	3	50%	10%
	Patriarchal family	3	50%	
By Size	Extended family	12	46%	43%
	Nuclear family	14	54%	
Biological Family	Heredity	4	100%	7%
Foster Family	People with emotional bond	6	50%	20%
	Adopted children	4	33%	
	Adopted animals	2	17%	

In Table 1, the basic concepts associated with family types are evaluated. According to the settlement, the concepts of 33% rural family, 33% urban family and 33% extended family come to the fore. Settlement constitute 20% of the general concepts. According to the authority, the concepts of 50% matriarchal family and 50% patriarchal family come to the fore. Authority constitute 10% of the general concepts. According to size, 46% extended family and 54% nuclear family concepts stand out. Size constitutes 43% of the general concepts. The biological family comprises 7% of the general concepts. According to the foster family structure, the concepts of 50% people with emotional bond, 33% adopted children and 17% adopted animals stand out. The foster family comprises 20% of the general concepts.

Table 2. Basic Concepts Associated with Family Functions

Themes	Basic concepts	f.	%	f$_{ort}$
Biological Functions	Marriage	1	3%	17%
	Population	2	6%	
	Social Order	3	10%	
	Blood Ties	3	10%	
	Legitimacy	1	3%	
	Having Children	2	6%	
	Physiological Need	1	3%	
	Continuity of generations	3	10%	
	Incapable	1	3%	
	Shelter	4	13%	
	Elderly Care	2	6%	
	Taking care of us	5	16%	
	Social Trust	3	10%	
Psychological Functions	The person supporting us	3	7%	23%
	The person sharing our burden	2	5%	
	Moral help	3	7%	
	Moral support	3	7%	
	The person giving a hand	4	10%	
	Assisting Parents	2	5%	
	Compassion	6	15%	
	The person loving us unconditionally	4	10%	
	Understanding	2	5%	
	Showing love	3	7%	
	Valuable Individual	2	5%	
	Self-confident individual	3	7%	
	Successful individual	2	5%	
	Creative thinking	2	5%	
Educational Function	Social learning	3	12%	14%
	Social Rules	2	8%	
	First Teacher	6	23%	
	Success	2	8%	
	Attending school	4	15%	
	Happiness	1	4%	
	School	4	15%	
	Guide	4	15%	
Social Functions	The person always standing for	6	8%	40%
	The person having a place in society	4	6%	
	Safe haven	1	1%	
	The person giving us confidence	4	6%	

	Looking forward the future with confidence	3	4%	
	Mutual responsibility of the individuals	2	3%	
	Parents' responsibility to their children	2	3%	
	Position	3	4%	
	Title	2	3%	
	Power	3	4%	
	Role modeling to each other	2	3%	
	Having Children	2	3%	
	Forming a good family	1	1%	
	Being friendly	3	4%	
	The person giving us peace	6	8%	
	Holiday	4	6%	
	Watching movie	4	6%	
	Chatting	3	4%	
	Playing games	1	1%	
	Wandering	2	3%	
	Problem solving	3	4%	
	Joy	2	3%	
	Sadness	1	1%	
	Pleasure	1	1%	
	Gratuitous giving	1	1%	
	Being altruist	2	3%	
	Happiness	4	6%	
Cultural Functions	Being ethical	3	100%	2%
Economic Functions	Making a living	3	33%	5%
	Economic support	2	22%	
	Financial support	1	11%	
	Having a profession	1	11%	
	Car	1	11%	
	House	1	11%	

In Table 2, the basic concepts associated with family functions are evaluated. The basic concepts associated with biological functions constitute 17% of the general concepts. When the biological function concepts are evaluated, 3% marriage, 6% population, 10% social order, 10% blood ties, 3% legitimacy, 6% having children, 3% physiological needs, 10% continuity of generations, 3% incapable, 13% shelter, %6 elderly care, 16% taking care of us and 10% social trust concepts stand out. The basic concepts associated with psychological functions constitute 23% of the general concepts. When the psychological function concepts are evaluated, 7% the person supporting us, 5% the person sharing our burden, 7% moral help, 7% moral support, 10% the person giving a hand, 5% assisting parents, 15% compassion, 10% the person loving us unconditionally, 5% understanding , 7% showing love, 5% valuable individual, 7% self-

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confident individual, 7% successful individual and 5% creative thinking concepts come to the fore. The basic concepts associated with educational functions constitute 14% of the general concepts. When the educational function concepts are evaluated, 12% social learning, 8% social rules, 23% first teacher, 8% success, 15% school attendance, 4% happiness, 15% school and 15% guiding concepts come to the fore. The basic concepts associated with social functions constitute 40% of the general concepts. When social function concepts are evaluated, 8% the person always standing for us, 6% the person having a place in society, 1% safe haven, 6% the person giving us confidence, 4% looking forward to the future with confidence, 3% mutual responsibility of individuals, 3% parents' responsibility to their children, 4% position, 3% title, 4% power, 3% role modeling to each other, 3% having children, 1% having a good family, 4% being friendly, 8% the person giving us peace, 8% holiday, 6% watching movies, 4% chatting, 1% playing games, 3% wandering, 4% problem solving, 3% joy, 1% sadness, 1% pleasure, 1% gratuitous giving, 3% being altruist and 6% happiness concepts stand out. The basic concepts associated with cultural functions constitute 2% of the general concepts. The basic concepts associated with economic functions constitute 5% of the general concepts. When the concepts of economic function are evaluated, the concepts of 33% making a living, 22% economic support, 11% financial support, 11% having a profession, 11% a car and 11% a house come to the fore.

Table 3. Basic Concepts Associated with Family Members

Themes	Basic Concepts	Images	f.	%	f_{ort}
Nuclear Family	Spouse	Emotional bond, loyalty, love, soulmate, the person catering for all the needs of the family	8	7%	73%
	Mother	Home, happiness, bridge, sincere, delicate, trouble, food, trust, indispensable part of life, affectionate, friend, compassion, unconditional love, mercy, gold, basic needs, decision maker, homemaker, work, illness, the person always thinking of me, innocence, dowery, the person holding together, complaining, patient, speaking, protection, peace, friendship, dream realizer, woman, bride, maternal, protective	29	27%	
	Father	Strong, resilient, reassuring, timidness, fear, pressure, distant, working, alimony, ATM, indifference, state, authoritative, leading actor, son, unconditional love, wallet, relative, decision maker, someone you can rely on, money, the person not showing love, indifferent, head of household, a	29	27%	

		shoulder to lean on, remote control, man, groom, equality, justice provider, the person resisting difficulties			
	Elder brother	Stress, restraint, accomplice, fun, annoying, help, fatherliness	4	4%	
	Elder sister	Sharing, confidant, love, maturity, role model	4	4%	
	Child	Center of attention, special being, individual, love, innocence, roof, effort, lots of love, life, peace, difficulty	14	13%	
	Sibling	whiny younger sibling, jealous elder, bestfriend, happiness, joy, friend, confidant, supporter, peace, fight, love, driving force, therapy, expense, comfort, childhood, feast, laughter, chocolate, equality, anger	16	15%	
	Non-blood-tied individuals	Adopted children, house plants, adopted animals	3	3%	
Extended Family	Grandmother	Endless advice, unconditional love, pocket money, favoritism	11	28%	27%
	Grandfather		6	15%	
	Unmarried family members (Aunt/Uncle/Aunt/Uncle)	Enjoyment, bank account, shopping, chatting, reading books	21	53%	
	Relatives (Brother-in-law/Cousin/Nephew)	Gossip, mother's side, father's side, friendliness, problems, mischief	2	5%	

In Table 3, the basic concepts associated with family members were evaluated. The basic concepts associated with the nuclear family constitute 73% of the general concepts. When the nuclear family concepts were evaluated, the concepts of 7% spouse, 27% mother, 27% father, 4% elder brother, 4% elder sister, 13% child, 15% sibling and 3% non-blood-tied relatives came to the fore. The basic concepts associated with the extended family constitute 27% of the general concepts. When the extended family concepts were evaluated, the concepts of 28% grandmother, 15% grandfather, 53% unmarried family members and 5% relatives came to the fore.

Table 4. Basic Concepts Associated with Emotions towards Family

Themes	Basic Concepts	Images	f.	%	f$_{ort}$
Positive Emotions	Peace	Comfort, mother, father, dinner table, holiday, happiness, crowd, chat, tea, time spent together	13	13%	89%
	Unity, togetherness	Feeling safe, support, sharing, order, cosiness	9	9%	
	Sacrifice		2	2%	
	Modesty		3	3%	
	Brotherhood	Fight, unconditional love, happiness, altruism	14	13%	
	Interest		2	2%	
	Tolerance		4	4%	
	Presence		3	3%	
	Trust	Loyalty, peace, happiness, solidarity, welfare, unity, responsibility, awareness, division of labor	13	13%	
	Understanding		3	3%	
	Gratitude		2	2%	
	Acceptance		2	2%	
	Love		10	10%	
	Belonging		6	6%	
	Commitment		4	4%	
	Empathy		1	1%	
	Mercy		5	5%	
	Joy		2	2%	
	Sincerity		2	2%	
	Problem solving		1	1%	
	Effort		1	1%	
	Good will		1	1%	
	Valueing		1	1%	
Negative Emotions	Sadness		3	23%	11%
	Anger		3	23%	
	Frustration		2	15%	
	Conflict		1	8%	
	Patience		1	8%	
	Lack of Understanding		3	23%	

In Table 4, the basic concepts associated with emotions towards the family are evaluated. Basic concepts associated with positive emotions constitute 89% of general concepts. When positive emotions are evaluated, The concepts of 13% peace, 9% unity, togetherness, 2% sacrifice, 3% modesty, 13% brotherhood, 2% interest, 4% tolerance, 3% presence, 13% trust, 3% understanding, 2% gratitude, %2 acceptance, 10% love, 6% belonging, 4% commitment, 1% empathy, 5% mercy, 2% joy, 2% sincerity, 1% problem solving, 1% effort, 1% goodwill, and 1% valueing come to the fore.

Table 5. Basic Concepts Associated with Family Values

Themes	Basic Concepts	f.	%	f$_{ort}$
Power	Materializm	3	100%	8%
Universalism	Justice	2	67%	8%
	Being democratic	1	33%	
Benevolence	Understanding	3	25%	32%
	Love	2	17%	
	Respect	1	8%	
	Tolerance	3	25%	
	Truthfulness	1	8%	
	Division of Labor	2	17%	
Tradition	Spirituality	2	17%	32%
	Culture	3	25%	
	Birthday	1	8%	
	Wedding	1	8%	
	National Holidays	1	8%	
	Religious Holidays	1	8%	
	Eating at the same table	3	25%	
Comformity	Getting on well with the younger	2	40%	13%
	Table manners	2	40%	
	Self-control	1	20%	
Security	Trust	1	33%	8%
	Loyalty	1	33%	
	Paying attention to the tone of voice when arguing	1	33%	

In Table 5, the basic concepts associated with the values of the family are evaluated. The basic concepts associated with power constitute 8% of the general concepts, the basic concepts associated with Universalism constitute 8% of the general concepts, the basic concepts associated with benevolence constitute 32% of the general concepts, the basic concepts associated with tradition constitute 32% of the general concepts, basic concepts associated with conformity constitute 13% of general concepts and basic concepts associated with security constitute 8% of the general concepts.

Table 6. Basic Concepts Associated with Communication

Themes	Basic Concepts	f.	%	f_{ort}
Attitudes	Inconsistent	3	10%	25%
	Authoritative	10	32%	
	Democratic	6	19%	
	Perfectionist	3	10%	
	Overtolerant	6	19%	
	Indifferent	3	10%	
Communication with The Environment	Friends	4	17%	18%
	School/Courses	4	17%	
	Teacher	4	17%	
	Public Transport Vehicles	3	13%	
	Cafe/Restaurant/Shopping Mall/Hospital/Bank etc.	4	17%	
	Social Environment of the family	1	4%	
	Gatherings attended with mother in which every visitor should contribute with a certain weight of gold	1	4%	
	Unwilling visits	1	4%	
	Unliked child of the visitor	1	4%	
Intra-Family Communication	Respect	2	6%	25%
	Understanding	2	6%	
	Emphaty	2	6%	
	Smiling	1	3%	
	Spending time together	2	6%	
	Sparing time	3	10%	
	Feeling the closeness	1	3%	
	Using the right words	4	13%	
	Eye Contact	4	13%	
	Right communication	3	10%	
	voice tone	4	13%	
	Promises given to child	1	3%	
	Conflicts within the family	2	6%	
Technology Tools	Various Programs	3	19%	13%
	Gain Benefit	1	6%	
	Digital applications	2	13%	
	Distancing from family and self	4	25%	
	Unnecessary Information Sources	6	38%	
Outcomes of The Right Communication	Happiness	10	40%	20%
	Peace	6	24%	
	Mutual Understanding	2	8%	
	Love	4	16%	
	Efficient use of time between parent and child	1	4%	
	Empathetic Behaviors	2	8%	

In Table 6, the basic concepts associated with communication are evaluated. Basic concepts associated with attitudes constitute 25% of general concepts, basic concepts associated with communication with the environment constitute 18% of general concepts, basic concepts associated with family communication constitute 25% of general concepts, basic concepts associated with technology tools constitute 13% of general concepts, basic concepts associated with the outputs of the right communication constitute 20% of the general concepts.

Table 7. Basic Concepts Associated with Factors That Disrupt Family İntegrity

Themes	Basic Concepts	f.	%	f_{ort}
Negative Factors That Disrupt Family Integrity	Lack of Love	4	29%	100%
	Financial Difficulties	2	14%	
	Caos	1	7%	
	Disordered life	1	7%	
	Disagreement	4	29%	
	Infidelity	2	14%	

In Table 7, the basic concepts associated with the factors that disrupt family unity are evaluated. When the negative factors that disrupt the integrity are evaluated, the concepts of 29% lack of love, 14% financial difficulties, 7% chaos, 7% disordered life, 29% disagreement and 14% infidelity come to the fore.

4.DISCUSSION and CONCLUSION

In this study, it is aimed to obtain the meanings that preschool teacher candidates attribute to the institution of "family" through mind maps. The themes obtained from the mind maps of preschool teacher candidates were grouped under seven headings. These are basic concepts associated with family types, basic concepts associated with family functions, basic concepts associated with family members, basic concepts associated with emotions towards family, basic concepts associated with family values, basic concepts associated with communication, basic concepts associated with factors that disrupt family integrity. In the study, themes were created within the scope of these titles, and concepts were described. The themes created below were discussed with the support of the relevant literature.

The basic concepts associated with family types in the research; settlement, authority, size, biological and foster family themes. In this category, it was concluded that the theme that preschool teacher candidates predominantly included in their mind maps was family according to size. Friedman et al. (2013) divides the family into three in their study. These are nuclear family, root family and extended family. According to this classification, the nuclear family is the family model consisting of the spouse, biological or adopted children. The root family is the family into which the individual is born. Extended family, on the other hand, is a family model that includes the nuclear family and other family members with blood ties such as grandparents, uncles, aunts or aunts (Suprajitno, 2019). The classification of family types in the study was handled more comprehensively than the classification of family types by Friedman et al. (2013). In addition, it is noteworthy that "the foster family", which is a prominent concept in the classification of family types, is frequently discussed in research today. Foster family

types are classified as unrelated foster family, kinship foster family, and adoptive family. Thanks to the existence of foster family practices, the deterioration of the adoption process is prevented (Akin, 2011; Festinger, 2002; Rolock & White, 2016). Studies in the literature have explained especially the positive effects of stabilization in the foster family and the negative developmental and social-emotional effects of continuous relocation of children in the institution (Chateauneuf et al., 2021; Clemens et al., 2018; Fisher et al., 2013; McGuire et al., 2018; Villodas et al., 2015). Similarly, it was determined that children who were placed with their relatives stayed with their foster families longer than children who were protected by unrelated families (Carnochan et al., 2013; Courtney & Prophet, 2011; Jedwab et al., 2019; Rice et al., 2017; Winokur et al., 2018).

The themes created in the classification made according to family functions are biological functions, psychological functions, educational functions, social functions, cultural functions and economic functions. The classification of family functions by Kır (2011), who takes a holistic approach to the classifications made by researchers such as Turner, Goode, Winch, Mayntz, Neidhardt, Ogburn, Ackerman, Elliot and Merill, Erkal, Skolnick, Nirun, regarding the functions of the family was taken as the basis while determining these themes. In this research, coding was made and themes were created based on the basic concepts and features. It was determined that the theme with the highest frequency was the theme of social functions. In the process of social relations, the factor that affects any development as a social organism is primarily "family-society". Mahmudov family; defines it as a product of the development of family relations and social life and a certain type of social relationship (Mahmudov, 2021). Azis and Mukramin (2020), on the other hand, in their study where they explain the functions that the family should have, expressed the family institution as the structure where socialization is first gained and the role and status in the society are learned. It is striking that both definitions emphasize the social functions of the family. In the studies, it is stated that social functions are important for individuals to acquire the norms and values of the society they live in, and in the light of this information, it is seen that the studies support the findings of our research. When the literature on other functions included in the research findings is examined, it is seen that psychological functions are emphasized as another important function of the family. With the existence of basic concepts such as love, respect and understanding, which are among the psychological functions, a strong bond is established between family members. In this respect, psychological functions are as important as physical needs in people's lives. The family institution is a protective structure that should provide individuals with both security and peace. In addition, the economic function, which is defined as making a living and managing the family, ensures the production and consumption in the family. Children learn social and moral judgments from their parents. From this point of view, children acquire the standards of good, beautiful and appropriate behaviors within the family. At this point, the family has the function of educating children before starting a formal education. In addition, with its educational function, it lays the foundations of the personality of the child starting from the birth of the child. (Salmiati & Zaman, 2021). When the classifications and definitions related to the functions of the family were examined in the literature, it was determined that similar classifications were made with the findings of the research. It has been determined that studies generally focus on the educational, psychological and social functions of the family.

In the study, the basic concepts associated with family members were classified under the themes of nuclear family and extended family. In addition to the basic concepts created in line with these themes, the images that the participants created for their family members were also included.

In the study conducted by Buunk and Solano (2010), families and young people consider the characteristics they care about in choosing a spouse, in the findings of the research, it is seen that the images of the basic concept of "spouse" in the nuclear family sub-theme are similar. Images such as happiness, bridge, sincere, delicate, trouble, food, trust, indispensable part of life, affectionate, friend, compassion, unconditional love emerged for the concept of "mother", another basic concept in the theme of nuclear family. These images, which are included in the mother-child relationship, which are important in laying the foundations of personality development from the birth of the child, have been a subject that many theorists focus on. The effects of images are explained in attachment-oriented studies, which are associated with these images and considered the basis of mother-child relationship. In her motherhood role acquisition and motherhood theory, Mercer stated that many factors are effective on motherhood role, which emerged as a result of Bertalanffy's research on mothers and newborns based on the general system theory (Meighan et al., 2006). The attachment occurs for the child, who develops sensitivity to the mother's voice while still in the womb, before s/he is born (Öktem, 1995). For this reason, a consistent, continuous, warm and secure mother relationship is considered necessary for the child's psychologically healthy development (Özkan, 2010). Although many psychoanalysts define the first relationships that play an important role in the child's establishing secure relationships and personality development (Bowlby, 1969, 1980, 1982; Cassidy, 2016; Yörükan, 2011), the most comprehensive definition describing the attachment established between the infant and the primary babysitter was made by the attachment theory developed by John Bowlby (Özteke, 2018). Attachment theory is based on "Object Relations Theory". In this theory, which is based on the relationship of the child with the people who have an important place in the child's life in early childhood, these people are the child's parents, especially the mother. The subconscious reflection of mother and father figures and the way the child internalizes their parents are also reflected in their relationships. Attachment theorists define the experience of establishing a supportive and protective bond as "attachment". Studies on attachment have mostly focused on the emotional bond between mother and child (Burger, 2006). Hazan and Shaver (1994) describe the basic features of attachment theory as maintaining intimacy (staying close and resisting separation), safe haven (returning to the attachment figure for comfort, support, and security), and secure base (using the attachment figure as a safe base for behaviors other than attachment). As a result, the fact that the attachment figure is supportive and easily accessible enables the child to gain a sense of trust. Otherwise, individuals question their social values and the intentions of others about them. These individuals maintain their relationships by creating emotion regulation strategies rather than seeking intimacy in their relationships (Mikulincer & Shaver, 2013). From an early age, the child and the attachment figure, especially the emotional bond between the child and his mother, and the mother figure s/he internalizes play an important role in his/her life. In this sense, it has been determined that the characteristics and expectations

attributed to the concept of "mother" in the relevant literature are in line with the findings of the study.

Another basic concept in the "nuclear family" theme in the study is "father". In this study, the meanings attributed to the father figure in the family were expressed with the images of "strong, resilient, reassuring, timidness, fear, pressure, distant, working, alimony, ATM, indifference, state, authoritative, leading actor, son, unconditional love, wallet, relative, decision maker, the person you can rely on, money, the person not showing his love, indifferent, breadwinner, a shoulder to lean on, the remote control, man, groom, equality, justice provider, the person resisting difficulties. The concept of paternity is based on the past of the patriarchal social structure in the historical process (Kocatepe & Bilgi, 2018). In the 17th and 18th centuries, fathers spent most of their time at home, as the work and home environment were not separated. The father figure, who was adopted as the head of the family at that time, is not only responsible for the education and supervision of the child, but also of the mother, with the thought that she does not have the ability to think logically (Zeybekoğlu 2013). In these centuries, "father" as parent and spouse was defined as "ethics teacher" with the responsibility of teaching his children craft and raising them in accordance with religious rules (Güngörmüş-Özkardeş 2012). With the industrialization in the 19th century, the influence of the father on the house and the children decreased with the increase in the amount of time he was at work, and the father began to be defined as "the breadwinner of the house" (Güngörmüş-Özkardeş 2012; Zeybekoğlu, 2013). However, the absolute authority of the father to discipline the child and to be the decision-maker about the family still continued at that time (Thoma, 2011). Due to the onset of World War II and the fact that men were in the war, the concern that children became effeminate began to arise. This led to the definition of the "acceptable father" who spends time with the son. Since the 1970s, this definition of the "father" figure has formed the basis of the "new father" image. Now, "fatherhood" has evolved into an emotional father identity, who, in addition to the responsibility of providing income, provides support to the mother in child care, plays with the child and spends efficient time with the child (Çubuklu, 2007). It is seen that the "distant", "authoritarian" father in the traditional family structure has turned into an educational, collaborative and democratic father model until today. In addition, the idea that childcare is a woman's job has been replaced by an educational father figure who helps his wife (Onur, 2012). Although there have been changes in the characteristics and expectations attributed to the concept of "father" over time, it is seen that the reassuring aspect of the father comes to the fore. In this sense, it is seen that the research findings are similar to the father definitions made in the related literature in the historical process.

In the study, mental images for the basic concepts of "elder brother", "elder sister", "sibling" were discussed as a whole. Cicirelli (1994) argues in his study that sibling status can be acquired biologically, as well as through parental adoption. In this respect, the findings of the research support the basic concept of individuals who are not related by blood, under the nuclear family theme. Furman and Buhrmester (1985), on the other hand, stated in their research that there are four basic factors that support the images related to the concept of "brother" in this study. These factors are intimacy, power, conflict and sibling rivalry. Intimacy refers to communication and closeness between siblings, power refers to the age difference between siblings, and conflict

and rivalry refers to the change in siblings' relationships as a result of jealousy, arguments and disagreements. Preschool teacher candidates included the basic concepts of grandmother and grandfather under the theme of extended family in their mind maps with expressions such as unconditional love, advice, giving pocket money, and favoritism. The actions and roles of the grandparents with the grandchildren in the family were mentioned in the studies. Some of these actions are joint activities, learning a game or skill, sharing the child's problems, giving advice, giving pocket money, mediating between children (Denham & Smith, 1989), providing support to grandchildren in crises that affect the family, such as illness or divorce, ensuring the economic security of children or families, caring for grandchildren (Herlofson & Hagestad, 2012), raising historical awareness by transferring family tradition and cultural heritage to their grandchildren (Schmid, 2018), contributing to the personality development of their grandchildren (Arpacı & Tezel Şahin, 2015). All these actions were found to be related to the images of grandparents included in the findings of this study.

There are various studies that explain the basic concepts of unmarried family members and relatives in the theme of extended family. The desire of human beings to feel belonging and trust in the cultural society in which they exist has increased the importance of kinship (Hero, 2021). Kinship systems, first discussed by Lewis H. Morgan (1871) at the end of the 19th century, were explained under two basic structures as acquired before marriage and after marriage in many societies. Kinship before marriage is the family pattern acquired by the blood ties into which individuals are born, while kinship after marriage is the family pattern in which two different kin groups are acquired as a result of the relationships of individuals. Both definitions of kinship are systems that include mutual social relations, duties and responsibilities (Guvenc, 2002).

The basic concepts associated with emotions towards family were classified under the themes of positive and negative emotions. In addition, the images of the emotions that preschool teacher candidates included in their mind maps were also included in the study.

Frankl (1963) states that "perceiving the meaning of life" is very effective while explaining the quality of life and that these feelings arise when individuals have works that they love, believe and can leave behind as a legacy in order for life to gain meaning. McCall (1975), on the other hand, emphasizes that quality of life is related to happiness. The increase in the level of meeting the "happiness demands/expectations" of individuals is directly proportional to the quality of life. Quality of life is defined by Quality of Life Research Center at the University of Toronto as the degree to which individuals enjoy important opportunities in their lives and the level of meeting their basic psychological needs in life (cited by Özmete, 2010). The most effective factor in meeting these needs of individuals is expressed as the family. A supportive family environment where the individual can "exist", "belong to" and "self-actualize" increases the quality of life of the individual and ensures the development of the individual (Bubolz & Sontag, 2009). In the study, the images of preschool teacher candidates regarding positive and negative emotions reveal that the first institution that provides support for meeting the physical and psychological needs of individuals is the family. Quality time spent with family members, being able to find solutions to problems together, existence of close and supportive relationships, living in a safe neighbourhood, being able to benefit from education and health

services are factors that increase the quality of individuals' family life (Andrews & Withey, 2012; Campbell et al., 1976). As a matter of fact, while individuals' happiness and self-confidence increase in friendly, safe and supportive environments, their tendency to psychological problems decreases inversely (Ünüvar et al., 2015). Increasing the positive emotions of individuals towards events and situations and minimizing negative emotions are seen as the purpose of life (Sarıcaoğlu, 2011). At this point, the most basic social life area that increases positive emotions and happiness is the family. As a result, the family is a natural environment where individuals can experience love, respect, compassion and close attention and improve their physical and psychological health (Aral & Sağlam, 2012). Building a healthy society is possible with families consisting of happy individuals. For this reason, the family should create the balance between the individual and the society (Arıkan, 1996). In line with all this information, the findings of the research include positive feelings as well as negative feelings towards family members. It has been found that the basic concepts included in positive emotions are elements such as peace, love, brotherhood, belonging, as stated in the relevant literature. Negative emotions are; anger, sadness, disappointment.

While creating the themes for the basic concepts associated with the values of the family, Schwartz's classification of values was taken as the basis. 10 basic value groups determined by Schwartz are power, achievement, hedonism, stimulation, self-direction, universalism, benevolence, tradition, conformity, and security (Schwartz, 1992). Concepts such as materializm, love, respect, self-control and trust, which emerged in the study, were placed within these themes. According to this theory of Schwartz, values are universal because they contribute to the satisfaction of three basic impulses. These are the need for societies to maintain their biological existence, to ensure the continuity of individuals' social ties and to live as a group. Individuals must be in contact with people in order to cope with these motives and reach them. This is possible only by using values (Schwartz & Bilsky, 1987; Schwartz, 2006). According to the results of the research, it was determined that the preschool teacher candidates mostly included the values of benevolence and tradition in their mind maps. The value dimension of "benevolence" in Schwartz's individual value classification is associated with the values of "being helpful, honest, forgiving, loyal, and responsible" (Kuşdil & Kağıtçıbaşı, 2000). The value dimension of tradition is associated with the values of "modest, moderate, religious, respectful to traditions, accepting the place in life" (Ünal et al., 2008). In this research, benevolence; It is associated with the concepts of love, respect, understanding, truthfulness and division of labor. Traditionality is; spirituality, religious and national holidays have been associated with culture. When the findings of the study are compared with the literature, it is seen that there are similar results.

The basic concepts associated with communication were divided into themes as attitudes, communication with the environment, communication within the family, technology tools, and outputs of right communication. In the parenting attitudes associated with communication within the family, the most used attitude by the families of the individuals participating in the study was determined as the authoritarian attitude. The authoritarian attitude that emerged as a result of the patriarchal structure in our society created the hierarchical system in the family. In this attitude, parents are considered as authority figures for children (Geçtan, 1984). Studies

conducted in the past revealed that authoritarian and oppressive parental attitudes lead to different developmental outcomes within the cultural context (Kağıtçıbaşı, 2005; Spera, 2005). Authoritarian attitude is defined by strict discipline, low sensitivity, high psychological control of the family. Studies show that cognitive development in children (Pears & Moses, 2003) and aggressive behaviors (Baumrind, 1967; Hart et al., 1998) are highly correlated with authoritarian attitudes. In addition, studies have concluded that the level of parents' authoritarian attitude varies between cultures (Deater-Deckard et al., 2011). The changing parental perception in societies over time also affects the parental perceptions of young adult preschool teacher candidates. In the findings of the research, it is seen that the attitude with the highest frequency is the authoritarian attitude. This situation is associated with authoritarian parenting behaviors that preschool teacher candidates are frequently exposed to in their childhood. In the study, regarding the theme of communication with the environment, family perceptions that preschool teacher candidates reflect on their mind maps include social environments such as friends, teachers, schools, courses and cafes with which they communicate the most. According to Erkan (2013), home and school must complement each other starting from the pre-school period for children. Bronfenbrenner's Theory of Ecological Systems argues that environmental layers such as family, school and peers, in which the child and the child interact, are composed of intertwined rings. According to the theory, the child is directly or indirectly affected by this environment in the learning and development process (Bronfenbrenner, 1977). Another of the themes that emerged as a result of the research is the theme of technological tools. From birth, the child is in constant interaction with his/her environment. According to Goodwin (2018), neural connections in children are formed through experiences and their relationship with the environment they live in. For this reason, the interaction and communication of parents with the baby from birth is very important in the formation of critical neural connections created during the developmental stage of the baby. In this period, which is called the information age, digital tools have become an integral part of our lives. Children who are introduced to technology in their first childhood may face the negativities brought by the digital world. Violence, insults, pornography, and abuse-containing dialogues are some of these contents (Livingstone & Haddon, 2009). In addition, the risk of adversely affecting children physiologically and psychologically leads to problems such as obesity, attention problems, sleep disorders and social regression (Epstein, 2015; Donohue, 2015). When the findings of the research were evaluated in the theoretical framework, it was determined that all the themes showed a stratification from near to far, as explained in the theory of ecological systems. The child's close environment, namely the microsystem, attitudes, family communication, and the outputs of correct communication are explained with themes. Elements related to mesosystem, exosystem and macrosystem are expressed with the themes of communication with the environment and technological tools. In the light of all this information, it has been determined that the results obtained are related to the relevant literature.

The basic concepts related to the theme of factors that disrupt family integrity are lack of love, financial difficulties, chaos, disordered life, disagreement, infidelity are included in the mind maps. Family integrity is expressed as the fulfillment of responsibilities by family members to each other (Antonovsky, 1993). Families with a sense of unity can cope with difficulties (Wickens & Greef, 2005). Communication, unity, appreciation and understanding

among family members strengthen the harmony of the family with each other. Love and closeness in the family prevents family members from conflicting with each other and displaying inconsistent behaviors (Arifin et al., 2021). As a result of the research, it was determined that the concepts determined as the elements that disrupt the integrity are related to the information in the relevant literature. In the literature, as in the results of the research, it is seen that the concepts of lovelessness and incompatibility come to the fore.

The results obtained in this study, in which the mind maps of preschool teacher candidates for the concept of family were examined, allowed to make a multidimensional evaluation on the subject. In this respect, mind maps are used as a convenient method for constantly revealing new and complex connections about the individual's learning and his own life. Perceptions and attitudes of individuals differ in proportion to changing experiences and environmental conditions. Mind maps, which are one of the best ways to organize the newly acquired knowledge of individuals, have been effective in revealing the family perceptions of pre-school teacher candidates.

SUGGESTIONS

In this study, it was aimed to obtain the "family" perceptions of preschool teacher candidates through mind maps. In the study carried out in this context, preschool teacher candidates were studied as the sample. In future studies, it may be possible to expand the research in different samples. In addition, the perception of family among generations can be examined starting from the early period. This study, which was carried out using mind maps as a data collection tool, can be performed with different data collection tools.

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Ethical Procedures

This study was approved with the Meeting Date and Number 20.01.2022/ 25236 by the Non-Pharmaceutical and Medical Device Research Ethics Committee of KTO Karatay University.

Conflict of Interest

All authors certify that they have no affiliations with or involvement in any organization or entity with any financial interest or non-financial interest in the subject matter or materials discussed in this manuscript.

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Author Contributions

All authors contributed to the study conception and design. Material preparation, data collection and analysis were performed by [Büşra Ergin], [Esra Ergin] and [Mert Demirsöz]. The first draft of the manuscript was written by all authors commented on previous versions of the manuscript. All authors read and approved the final manuscript.