




Investigating the Effect of Preschool Teacher Candidates' Attitudes Towards Children's Rights on Their Pedagogical Views

Okul Öncesi Öğretmen Adaylarının Çocuk Haklarına Yönelik Tutumlarının Pedagojik Görüşleri Üzerindeki Etkisinin İncelenmesi

Sayfa | 1013

Ali Yigit KUTLUCA , Assoc. Prof. Dr., Istanbul Aydın University, alikutluca@aydin.edu.tr

Geliş tarihi - Received: 19 March 2024
Kabul tarihi - Accepted: 4 July 2024
Yayın tarihi - Published: 28 August 2024



Abstract. The main purpose of this study is to examine the attitudes and pedagogical conceptualizations of preschool teacher candidates towards children's rights. To achieve this aim, mixed methods research design was used. 72 preschool teacher candidates studying at a foundation university in Istanbul participated in the study. Of the participants selected according to criterion sampling, one of the purposeful sampling methods, 30 were third grade students and 42 were fourth grade students. During the data collection process, all participants were first administered the attitude scale towards children's rights. Low and high groups of five people were formed according to the level of the participants' scores from this scale. Then, three case scenarios about children's rights were directed to preschool teacher candidates in the low and high groups, which included questions on which they could reflect their pedagogical views. The groups first read each case scenario, then answered the questions about the relevant case scenario and discussed it. While the collected quantitative data were analyzed with descriptive statistics, the qualitative data were evaluated with the help of inductive content analysis. As a result of the data analysis, it was determined that the attitudes of the preschool teacher candidates who participated in the study towards children's rights were at a high level. However, it has been revealed that the pedagogical views of preschool teacher candidates regarding children's rights are shaped around the developmental characteristics of the child, family-based processes, management-based barriers and the roles of the teacher. On the other hand, preschool teacher candidates with higher attitudes were more aware of children's rights in the United Nations Convention on the Rights of the Child (UNCRC). Necessary suggestions were given as a result of discussing the results obtained within the scope of the study based on the existing literature. **Keywords:** Preschool education, early childhood, preschool teacher candidates, children's rights, attitudes towards children's rights.

Öz. Bu araştırmanın temel amacı, okul öncesi öğretmen adaylarının çocuk haklarına yönelik tutumlarını ve pedagojik kavramsallaştırmalarını incelemektir. Bu amaca ulaşmak için karma yöntem araştırma tasarımından yararlanılmıştır. Araştırmaya İstanbul'daki bir vakıf üniversitesinde öğrenim gören 72 okul öncesi öğretmen adayı katılmıştır. Amaçlı örnekleme yöntemlerinden ölçüt örnekleme göre seçilen katılımcılardan 30'u üçüncü sınıfta öğrenim görürken 42'si ise dördüncü sınıf öğrencisidir. Veri toplama sürecinde tüm katılımcılara öncelikle Çocuk Haklarına Yönelik Tutum ölçeği yönetilmiştir. Katılımcıların bu ölçekten aldıkları puanların düzeyine göre beşer kişilik alt ve üst gruplar oluşturulmuştur. Ardından alt ve üst gruptaki okul öncesi öğretmen adaylarına içerisinde pedagojik görüşlerini yansıtabilecekleri sorular barındıran çocuk hakları ile ilgili üç örnek olay yöneltilmiştir. Gruplar, her bir örnek olayı önce okumuş, ardından ilgili örnek olaya ilişkin sorulara yanıtlar verip karşılıklı fikirlerini öne sürmüşlerdir. Toplanan nicel veriler betimsel istatistik ile analiz edilirken nitel veriler ise tümevarımsal içerik analizi yardımıyla değerlendirilmiştir. Veri analizi sonucu, araştırmaya katılan okul öncesi öğretmen adaylarının çocuk haklarına yönelik tutumlarının yüksek düzeyde olduğu tespit edilmiştir. Bununla birlikte okul öncesi öğretmen adaylarının çocuk haklarına ilişkin pedagojik görüşlerinin çocuğun gelişimsel özellikleri, aile temelli süreçler, yönetim temelli bariyerler ve öğretmenin rolleri etrafında şekillendiği ortaya çıkmıştır. Diğer yandan tutumları daha yüksek düzeyde olan okul öncesi öğretmen adayları Birleşmiş Milletler Çocuk Hakları Sözleşmesinde (BMÇHS) yer alan çocuk haklarının daha farkındaydılar. Araştırma kapsamında ulaşılan sonuçların mevcut literatüre dayalı olarak tartışılması sonucu gerekli öneriler verilmiştir.

Anahtar Kelimeler: Okul öncesi eğitim, erken çocukluk, okul öncesi öğretmen adayları, çocuk hakları, çocuk haklarına yönelik tutumlar.

Kutluca, A. Y. (2024). Investigating the effect of preschool teacher candidates' attitudes towards children's rights on their pedagogical views. *Batı Anadolu Eğitim Bilimleri Dergisi, 15(2), 1013-1035.*

DOI. 10.51460/baebd.1455470



Genişletilmiş Özet

Giriş. Çocuk, doğduğu anda kendine özgü özellikleriyle birlikte ailesi, akrabaları, komşuları, mahallesi ve giderek genişleyen çevresi tarafından büyütülür. Gelişim sürecinde gösterdiği ilerleme, çevresel etkilerden her anlamda etkilenir. Bir birey olarak çocuk, kolektif olarak çocuklar ve okul çağına altındaki çocuklar için bir olgu olarak çocukluk, çocuk haklarına ilişkin bir tartışmanın odak noktasına getirilmesi için gereklidir. Bu, aynı zamanda perspektiflerle ve çocukların bakış açılarını almanın ne anlama geldiğiyle de ilgilidir. Daha doğrusu bireysel ve kolektif olarak çocuğun neyi algıladığını ve ona göre hareket ettiğini anlamakla da ilgilidir (Qvaresell, 2005). Bu nedenle erken çocukluk eğitimi, çocukların bilişsel, duygusal, sosyal ve fiziksel açıdan sağlıklı, bilinçli ve hak ve yükümlülüklerinin bilincinde bireyler olarak yetiştirilmesi için önemlidir. Çocukların yaşama ve gelişme haklarını kullanmalarına fırsat tanıyan okul öncesi dönem, ahlaki ve sosyal değerlerin öğrenildiği, sağlıklı bireylerin yetiştiği, eşitsizliğin azaldığı ve değişen topluma ayak uydurmanın sağlandığı bir süreçtir (Myers, 2013). Bu nedenle, okul öncesi dönemde alınan çocuk hakları eğitimi, çocukların demokrasi ve insan haklarına saygılı vatandaşlar olarak gelişmeleri için kritik öneme sahiptir. Ailelerinden sonra çocukları etkileyen ve kişiliklerinin şekillendirilmesini sağlayan yetişkinlerin öğretmenler olduğu gerçeği, öğretmenlerin çocuk haklarıyla ilgili rol ve sorumluluklarını ön plana çıkarmaktadır (Jerome, 2010). Öğretmenlerin çocuk haklarına ilişkin temel sorumlulukları çocukların haklarını bilen ve savunan bireyler olarak korunaklı bir çevrede yetiştirilmelerine katkıda bulunmaktır. Bu kapsamda okul öncesi öğretmenlerinin çocuk haklarını tanıyabilmeleri, koruyabilmeleri, uygulayabilmeleri ve ailelere rehberlik edebilmeleri için hizmet öncesi eğitimde gerekli bilgi ve becerileri kazanmaları gerekmektedir (Türkoğlu ve Gültekin-Akduman, 2016). Diğer yandan okul öncesi öğretmen ve öğretmen adaylarının erken çocukluk eğitiminde çocuk hakları ile ilgili olumlu tutumlara sahip oldukları fakat bunu eğitimsel sürece entegre etme konusundaki pedagojik araç ve deneyimlerinin sınırlı bir yapıda olduğu da bilinmektedir (Banko, 2017; Kunt ve Avci, 2023; Platin ve Ahmetoğlu, 2020). Bu durum, okul öncesi öğretmen adaylarının çocuk katılımına yönelik olumlu bir bakış açısına sahip olduklarını göstermektedir. Ayrıca öğretmen adaylarının çocuk katılımını sağlamaya yönelik uygulamalar konusunda deneyim kazanmak isteme eğiliminde oldukları da söylenebilir (Akyol ve Erdem, 2021). Dolayısıyla bu rasyonel, okul öncesi öğretmen adaylarının çocuk haklarına ilişkin tutumlarının pedagojik görüşlerine nasıl yansıdığını keşfetme gerekliliğini doğurmuştur. Bu araştırmanın amacı; okul öncesi öğretmen adaylarının çocuk haklarına yönelik tutumlarının çocuk haklarına ilişkin pedagojik görüşlerini nasıl etkilediğini tespit etmektir. Bu kapsamda, aşağıdaki araştırma problemlerine yanıt aranmıştır:

1. Okul öncesi öğretmen adaylarının çocuk haklarına yönelik tutumları ne düzeydedir?
2. Okul öncesi öğretmen adaylarının çocuk haklarına yönelik tutumları, çocuk haklarına ilişkin pedagojik kavramsallaştırmalarını nasıl etkiler?

Yöntem. Bu çalışma, karma yöntem araştırması aracılığıyla gerçekleştirilmiştir. Karma yöntem araştırmaları, nicel ve nitel veri toplama ve analizinin tek bir çalışmada veya bir araştırma programında entegre edilmesini içerir. Bu çalışmada ise öncelikle çocuk haklarına yönelik tutum ölçeği aracılığıyla okul öncesi öğretmen adaylarının tutum düzeyleri belirlenmiştir. Ardından çocuk haklarına yönelik tutumları en yüksek ve en düşük düzeyde olan dörder okul öncesi öğretmen adayının oluşturduğu grupların belirli örnek olaylar yardımıyla öne sürdükleri pedagojik görüşler ortaya çıkarılmıştır. Bu çalışmada nitel veriler ağırlıktadır. Bu nedenle araştırmanın tasarımı sıralı açıklayıcı (explanatory)



karma yöntem araştırmadır (Creswell ve Plano-Clark, 2018). Bu araştırma, İstanbul'daki bir vakıf üniversitesinde öğrenim gören 72 okul öncesi öğretmen adayının katılımıyla gerçekleştirilmiştir. Katılımcılar, amaçlı örnekleme yöntemlerinden ölçüt örnekleme göre seçilmiştir (Sandelowski, 2000). Dolayısıyla bu araştırmaya, okul öncesi öğretmen adaylarının çocuğu tanıma ve değerlendirme, çocukta davranış yönetimi insan hakları ve demokrasi eğitimi derslerini başarıyla tamamlamış olması ölçütlerine dayanarak üçüncü ve dördüncü sınıfta öğrenim gören 72 okul öncesi öğretmen adayının katılımı sağlanmıştır. Katılımcıların 30'u üçüncü sınıf, 42'si ise dördüncü sınıf öğrencisidir. Veri toplama sürecinde tüm katılımcılara öncelikle Çocuk Haklarına Yönelik Tutum ölçeği yönetilmiştir. Katılımcıların bu ölçekten aldıkları puanların düzeyine göre beşer kişilik alt ve üst gruplar oluşturulmuştur. Ardından alt ve üst gruptaki okul öncesi öğretmen adaylarına içerisinde pedagojik görüşlerini yansıtabilecekleri sorular barındıran çocuk hakları ile ilgili üç örnek olay yöneltilmiştir. Araştırmacı tarafından geliştirilen örnek olaylar için okul öncesi eğitim ve çocuk hakları alanlarında uzman iki akademisyenden uzman görüşü alınarak iç geçerlik ve dış denetim ölçütleri sağlanmıştır (Armour ve Williams, 2022). Gruplar, her bir örnek olayı önce okumuş, ardından ilgili örnek olaya ilişkin sorulara yanıtlar verip karşılıklı fikirlerini öne sürmüşlerdir. Toplanan nicel veriler betimsel istatistik ile analiz edilirken nitel veriler ise tümevarımsal içerik analizi yardımıyla değerlendirilmiştir.

Bulgular. Veri analizi sonucu, araştırmaya katılan okul öncesi öğretmen adaylarının çocuk haklarına yönelik tutumlarının yüksek düzeyde olduğu tespit edilmiştir. Bununla birlikte okul öncesi öğretmen adaylarının çocuk haklarına ilişkin pedagojik görüşlerinin çocuğun gelişimsel özellikleri, aile temelli süreçler, yönetim temelli bariyerler ve öğretmenin rolleri etrafında şekillendiği ortaya çıkmıştır. Diğer yandan tutumları daha yüksek düzeyde olan okul öncesi öğretmen adayları BMÇHS'nde yer alan çocuk haklarının daha farkındadırlar.

Sonuç ve Tartışma. Bu araştırmada ulaşılan sonuçlar, okul öncesi öğretmen adaylarının çocuk haklarına ilişkin tutumlarının yüksek olduğunu ve pedagojik görüşlerinin çocuğun gelişimsel özellikleri, aile temelli süreçler, yönetim temelli bariyerler ve öğretmenin rolleri etrafında şekillendiğini göstermiştir. Bu sonuçlar, çocuk haklarına ilişkin tutum ve farkındalıkları yüksek olan öğretmen adaylarının öğrenme ortamlarını yönlendirme, çocukların öğrenme deneyimlerini zenginleştirme ve bireysel ihtiyaçlara duyarlı bir şekilde rehberlik etme bağlamında daha etkin olabilecekleri fikrini ortaya çıkarmıştır (Pyle ve Bigelow, 2015; Howard vd. 2022). Diğer yandan çocuk haklarına ilişkin tutumları yüksek düzeyde olan öğretmen adaylarının Türkoğlu ve Gültekin-Akduman'ın (2016) öne sürdüğü gibi okul öncesi öğretmenlerinin çocuk haklarını tanıyabilmeleri, koruyabilmeleri, uygulayabilmeleri ve ailelere rehberlik edebilmeleri için hizmet öncesi eğitimde gerekli bilgi ve becerileri kazanmaları gerektiği rasyoneline uygun bir konumda olduklarını göstermektedir. Bu da öğretmenlerin rollerinin toplumun kendilerinden beklentilerini yansıttığını ve sosyal olarak inşa edildiği fikrini desteklemektedir (Darling-Hammond ve Hylar, 2020; Keiler, 2018). Bu sonuçların mevcut literatüre dayalı olarak tartışılması sonucu aşağıdaki öneriler verilmiştir.

1. Çocuk haklarıyla ilgili erken çocuk eğitimi paydaşlarının (çocuk, aile, öğretmen, yönetici) birlikte yer aldığı araştırmaların gerçekleştirilmesi, yeni bilgilerin ortaya çıkmasını sağlayacaktır.
2. Erken çocukluk eğitiminde çocuk hakları ile ilgili okul kültürüne odaklanan araştırmalara yer verilebilir.



Introduction

From the moment the child is born, he or she is raised by his or her family, relatives, neighbors, neighborhood and increasingly expanding environment, along with his/her unique characteristics. The child's progress in development is affected by environmental influences in every sense. Senemoğlu (2013) summarizes this situation as a combination of heredity, hormones, personality traits and environmental interactions in the development of preschool children. Childhood as a phenomenon for the child as an individual, for children as a collective, and for children under school age needs to be placed at the center of a debate on children's rights. This is also about perspectives and what it means to take children's perspectives. More precisely, it is about understanding what the child perceives and acts accordingly, individually and collectively (Qvarsell, 2005). Therefore, early childhood education is important for raising children as individuals who are cognitively, emotionally, socially and physically healthy, conscious and aware of their rights and obligations. Additionally, early childhood education is critical to maximizing children's potential and providing a solid foundation for lifelong learning (Barnett, 2011). Preschool period, which provides children with the opportunity to exercise their rights to life and development is a process in which moral and social values are learned, healthy individuals are raised, inequality is reduced, and it is possible to keep up with the changing society (Myers, 2013). Therefore, child rights education received in pre-school period is of critical importance for children's development as citizens who respect democracy and human rights. This reveals the necessity of examining children's rights in early childhood education. Within the framework of the Universal Declaration of the Rights of the Child and various international instruments, children have fundamental rights such as education, health and security (UNICEF, 2018). It is important to examine the implications of these rights in the educational context. Children's rights education plays a critical role in preparing the child for a responsible life in society. Through this education, children learn their roles in the democratic system and at the same time they understand that rights are not abstract concepts, but rather values that can be felt concretely at every moment of life (Atik-Yıldız, 2017). Education for children's rights is more than just an issue. It is a way of thinking about the world, incorporating and applying the principles of human rights, respect for human dignity, acceptance of diversity, tolerance and equality. It is not enough for a teacher to have knowledge about child rights education. Since students learn from what teachers do rather than what they say, they must also demonstrate and convey values to students through their behavior and teaching methods (Lutaj & Duka, 2023).

The fact that teachers are the adults who influence children and shape their personalities after their families, highlights the roles and responsibilities of teachers regarding children's rights (Jerome, 2010). The main responsibilities of teachers regarding children's rights are to contribute to the upbringing of children in a protected environment as individuals who know and defend their rights. In order to teachers to fulfill this responsibility, they must have theoretical and practical knowledge about children's rights, act as role models and guides to teach children their rights, and exhibit behaviors to protect children in cases of rights violations (Bajaj, 2011). Teachers' awareness of children's rights and their sense of protectiveness can affect both their own behavior and the behavior of their students' families (Pedük et al. 2021). In this context, preschool teachers need to gain the necessary knowledge and skills in preservice education in order to recognize, protect and implement children's rights and guide families (Türkoğlu & Gültekin-Akduman, 2016). From a sociocultural perspective, preschool

Kutluca, A. Y. (2024). Investigating the effect of preschool teacher candidates' attitudes towards children's rights on their pedagogical views. *Batı Anadolu Eğitim Bilimleri Dergisi, 15(2), 1013-1035.*

DOI. 10.51460/baebd.1455470



teachers collaborate with their students in constructing knowledge. Preschool children are active knowledge creators, continually learn and construct their own knowledge of the world through interactions with their sociocultural environment and communication with peers and adults (Vygotsky & Cole, 1978). Far from being passive learners, preschool children are capable citizens with the right to subjectivity (Einarsdottir, 2014). They learn to respect, listen and identify with each other; furthermore, they develop knowledge and work together to solve problems (Dahlberg et al. 2007). Research has reported that teachers' roles reflect society's expectations of them (Darling-Hammond & Hyler, 2020) and are socially constructed (Keiler, 2018). It can also be said that these roles vary depending on culture and context (Huang & Teo, 2020). As a matter of fact, Jerome et al. (2015) states that teacher training constitutes the most important field of action in the implementation of child rights education. The fact that prospective teachers have a positive perspective on child participation will affect the way they realize children's participation rights and the quality of practices in their future professional lives. Considering all the above, in this study is focused on the pedagogical views of preschool teacher candidates in the context of their attitudes towards children's rights.

Importance of the study

While the educational measures taken for children for the last 50 years have been predominantly on an individual basis, childhood and children as a collective phenomenon have not been given due respect both in theory and in practice. This is a pedagogical dilemma that relates to education and care and the difficulties that can be perceived in spaces of free action compared to spaces of encouraged action (Reed, 1993). The debate about children and children's rights is mostly about schoolchildren's opportunities to influence their own circumstances. Focusing on very young children who cannot verbally express their wishes, feelings and thoughts also raises questions regarding opportunities for the recognition of their rights.

Raising individuals who are cognitively, emotionally and psychosocially healthy, conscious and aware of their rights and obligations will be possible by providing supportive environments where they can have positive experiences in family, school and society. For this, children must first know their rights and freedoms, be able to express their ideas easily and make qualified decisions on issues that concern them. Achieving success in early childhood education is only possible with a participatory pedagogy. It is vital to provide space and time for children to share their thoughts and opinions in decisions concerning children (de Sousa et al. 2019). This situation points to the right of children to participate in early childhood education. It is true that education is a right for all children, but education should not be interpreted only as schooling or the measures taken by teachers for students. Children's desire to learn is often based on curiosity as well as reciprocity. This combination will, in a sense, guarantee children the opportunity to act collectively and individually and structure important knowledge, while also eliminating learning barriers. For young children, this may be possible by allowing them to use iconic and operational means of representation, not just symbolic means of communication. Young children's right to co-construct their own understandings in play and other shared activities depends on the presence of peers and caring and listening rather than on educational professionals (Qvarsell, 2005).



Teaching children's rights in the preschool period not only helps children become citizens who are aware of their rights in the future, but also helps them develop a positive personality. Integration of children's rights into preschool education policies is also an important factor in increasing justice for children. Therefore, children's rights play an important role in the development of preschool education policies (Smith & Haslett, 2017). Accordingly, many countries demand that the pre-school education process be carried out within a framework that respects human values and freedoms, and that children and educators exhibit behaviors and attitudes that reflect human rights (Quennerstedt, 2016). In this context, preschool education teachers and schools are responsible for creating an educational environment where children have rights and children's rights are implemented (Brantefors & Quennerstedt, 2016). This requires that preschool teachers and teacher candidates who will teach in the future have knowledge and skills about children's rights. The role of preschool teachers is discussed in the context of directing learning environments, enriching children's learning experiences, and providing guidance sensitively to individual needs. In this context, references are made to current literature on how teachers embrace cultural diversity and integrate digital technologies in education (Pyle & Bigelow, 2015; Howard et al. 2022).

For the happiness of children, teachers who believe in children's rights and are well-educated in this field are needed. In order to this situation to occur, it is thought that in addition to training prospective teachers, in-service training should be provided to teachers on child neglect and abuse and child rights (Bağçeli-Kahraman et al. 2020). On the other hand, it is also known that preschool teachers and teacher candidates have positive attitudes about children's rights in early childhood education, but their pedagogical tools and experiences in integrating this into the educational process are limited (Banko, 2017; Kunt & Avci, 2023; Platin & Ahmetoğlu, 2020). This can be seen as an element that shows that preschool teacher candidates have a positive perspective on participation and tend to want to gain experience in practices to ensure participation (Akyol & Erdem, 2021). Therefore, this rationale necessitated exploring how pre-school teacher candidates' attitudes towards children's rights are reflected in their pedagogical views. In the international literature, it is noteworthy that there are studies examining the views, awareness, knowledge and practice levels of parents, preschool teachers and teacher candidates regarding children's rights (Cudjoe et al. 2021; Lawal & Ajayi, 2020; Olsson, 2020). In the national literature, research has been conducted on the attitudes, perceptions, opinions of preschool teachers and teacher candidates towards children's rights and their awareness of children's participation rights (Banko, 2017; Hareket, 2019; Pilatin & Ahmetoğlu, 2020; Sop & Topçu-Bilir, 2021). However, there is no research to determine how attitudes towards children's rights affect pedagogical views. Therefore, the aim of this research is to determine how preschool teacher candidates' attitudes towards children's rights affect their pedagogical views on children's rights. In this context, answers were sought to the following research problems:

1. What is the attitude of preschool teacher candidates' towards children's rights?
2. How do preschool teacher candidates' attitudes towards children's rights affect their pedagogical conceptualizations of children's rights?



Research Design

This research was conducted through mixed methods study. Mixed methods study involves integrating quantitative and qualitative data collection and analysis into a single study or a research program. This form of research is more than collecting both quantitative and qualitative data. It has a changing structure depending on how the data will be integrated, related or mixed at any stage of the research process (Creswell et al. 2003). When used in combination, both quantitative and qualitative data provide a more complete analysis and complement each other. Migiro and Magangi (2010) suggested that trying to solve any research problem through mixed method research provides advantages to the researcher in many ways. For example, this approach enables triangulation, which refers to using different data collection methods in a study to make sure the data tells you what you think it tells you. That is, it makes it easier to compare quantitative and qualitative data sets to reach well-validated conclusions. It also allows quantitative and qualitative data to complement each other. Mixed methods study has emerged as an approach in which researchers explicitly integrate quantitative and qualitative research approaches by leveraging their complementary strengths and differences to best understand a research problem (Hesse-Biber & Johnson, 2015). That is, mixed methods study involves the synergistic combination of different aspects of quantitative and qualitative research, including different perspectives, purposes, research questions, data sources, analytical techniques, and interpretations associated with these two approaches. In this research, first of all, the attitude levels of preschool teacher candidates were determined through the attitude scale towards children's rights. Then, the pedagogical views put forward by groups of four preschool teacher candidates with the highest and lowest attitudes towards children's rights were revealed with the help of certain case scenarios. Qualitative data predominates in this research. However, first quantitative data collection and analysis processes were carried out to determine the participants' attitudes towards children's rights. Then, qualitative data collection and analysis processes were carried out to better explain and detail the quantitative results obtained. For this reason, the design of the research is explanatory sequential mixed methods research design (Creswell & Plano-Clark, 2018).

Participants

This study was conducted with the participation of 72 preschool teacher candidates studying at a foundation university in Istanbul. Participants were selected according to criterion sampling, one of the purposeful sampling methods (Sandelowski, 2000). Criterion sampling requires working with rich cases that meet certain predetermined importance criteria in order to provide insight and in-depth understanding rather than empirical generalizations (Patton, 2002). Therefore, 72 preschool teacher candidates studying in the third and fourth grades participated in this study, based on the criteria that the preschool teacher candidates had successfully completed the child recognition and evaluation, behavior management in children and human rights and democracy education courses. 30 of the participants are third grade students and 42 are fourth grade students.



Determination of the subsample

Preschool teacher candidates who participated in the research were grouped into two groups (upper-lower) with the lowest score and the highest score, according to their attitudes towards children's rights. This application was carried out according to outlier sampling, one of the purposeful sampling methods (Palinkas et al. 2015). For this purpose, first of all, the Attitude Scale towards Children's Rights (CRAS) was applied to all participants. Participants were divided into two subgroups of five people according to the scores they received from this scale. The subsample was determined as follows. Participants with scores higher than the sum of the arithmetic mean and standard deviation of all participants were included in the upper group. Participants with scores lower than the difference between the arithmetic mean and standard deviation of all participants were included in the low group (Fraenkel et al. 2018). Information about the participants in the subsample is presented in Table 1.

Table 1.
Participants in the Subsample

Group	Participant	Gender	Grade Level	CRAS Score
Upper	CRU-1	Female	4	110
	CRU-2	Female	3	110
	CRU-3	Male	4	109
	CRU-4	Female	4	109
	CRU-5	Female	4	109
Lower	CRL-1	Female	3	87
	CRL-2	Female	3	87
	CRL-3	Female	4	76
	CRL-4	Female	4	74
	CRL-5	Female	4	74

As seen in Table 1, the highest score from the scale is 110 and the lowest score is 74. Four of the teacher candidates in the upper group are female and one is male. All participants in the lower group consist of female students. In terms of grade level, one of the teacher candidates in the upper group is a third-grade student. All of the teacher candidates in the subgroup are fourth grade students.

Data collection tools

In order to find answers to the research questions within the scope of this study, two different data collection tools were used: the Attitudes Towards Children's Rights Scale (CRAS) and Case Scenarios. These tools are introduced in detail below.



Attitudes towards children's rights scale (CRAS)

The Attitude Scale Towards Children's Rights (CRAS), developed by Karaman-Kepenekçi (2006), was used to determine the level of attitudes of preschool teacher candidates participating in the research towards children's people and to divide the participants into sub-samples. CRAS, which has a single-factor structure, contains a total of 22 items on a five-point Likert scale. The lowest score that can be obtained from this scale is 22 and the highest score is 110. The normative average score that can be obtained from the scale is 66. High scores from the scale indicate that the participant's attitude towards children's rights is high. The measurement reliability of the CRAS in this research was determined as 0.76.

Case scenarios

Three case scenarios consisting of fictional stories are included to enable preschool teacher candidates, who are in the lower and upper groups according to their attitude levels towards children's rights, to reflect their pedagogical views on children's rights in early childhood. There are also questions at the end of each case scenario for group members to answer and to reason and discuss different pedagogical views. Details of the case scenarios are presented in Table 3.

Table 2.
Case Scenarios

Name	Focused Theme	Explanation
Will You Protect My Rights?	Right to Rest Right to Information Right to Entertainment Right to Participate	This scenario, which was prepared based on the information in the United Nations Convention on the Rights of the Child and covers the child's rights to rest, information, entertainment and participation, has a plot that allows the teacher and the institution administrator to look at it with empathy. The aim of the scenario was for the participants to interact with each other during the interview, make evaluations and reveal their own mental perceptions.
Lets! Know me	Equality Education right Fair Treatment	Based on this fiction, which focuses on equality, non-discrimination, education and emotional abuse, it is aimed for the participants to express their opinions by considering the impact on the child and the outside world.
What Do I Feel?	Right to Play Participation Emotional Abuse	This scenario deals with the process of ignoring the rights and principles included in the United Nations Convention on the Rights of the Child, such as playing, participation, seeking the child's opinion, emotional abuse, and non-discrimination. It aimed to measure the perceptions of institutional administrators and teachers on children's rights by evaluating the frame in which they look at fictionalized events and facts.

Following each case scenario detailed in Table 2, there are questions that will allow group members to expand and deepen their answers. Details about the questions are as follows:

Kutluca, A. Y. (2024). Investigating the effect of preschool teacher candidates' attitudes towards children's rights on their pedagogical views. *Batı Anadolu Eğitim Bilimleri Dergisi, 15(2), 1013-1035.*

DOI. 10.51460/baebd.1455470



1. In this scenario, is there any neglect or abuse of the child's rights?
 - a. If you think that the child's rights are neglected and abused, can you tell us which rights were neglected and abused and why?
2. If you were in the teacher's place, how would you proceed? Why?
3. How did you find the way the process was managed? Is it positive or negative? Why?
4. How would you manage the school climate to avoid such a scenario in your school?
5. How would you model implementation so that children could learn their rights better?

Expert opinions were obtained from two academicians who are experts in the fields of preschool education and children's rights to ensure internal validity and external control of the case scenarios developed by the researcher (Armour & Williams, 2022). Following expert opinions, a pilot application was conducted with four preschool teacher candidates who were outside the sample, and the case scenarios were given their final form.

Data collection process

Ethics Committee Approval processes were completed before starting the data collection process, which took three weeks in total. First of all, based on the previously mentioned criteria, 30 teacher candidates among 48 third-grade students and 42 teacher candidates among 66 fourth-grade students participated. At the beginning of the process, all participants were informed about the scope and content of the study and the objectives. During the data collection process, CRAS was first applied to 72 preschool teacher candidates. This application was completed in approximately 10 minutes. In this way, the level of the group's attitudes towards children's rights was determined and lower and upper-groups were created. Then, small group discussions were held with the help of case scenarios. Voice recorders were used to capture the pedagogical views of the groups more reliably. Small group discussions using each case scenario lasted 15-20 minutes.

Data analysis

To answer the first sub-problem of this study, descriptive statistical analysis was performed on the quantitative data from the participants' responses to the CRAS. In this way, interpretations were made based on the CRAS average scores, minimum and maximum scores and standard deviation values of the participant group. To answer the second sub-problem of the study, inductive content analysis was conducted on the basis of the constant comparative method on the qualitative data coming from the pedagogical opinions put forward by preschool teacher candidates in the lower and upper groups through case scenarios (Kyngäs, 2020). Inductive content analysis, used in cases where previous theories or research findings are absent or limited, the researcher looks for similarities and differences in the data described as categories and/or themes at various levels of summarization and interpretation (Graneheim et al. 2017). Likewise, in this study, first the codes or concepts regarding the answers of the lower and upper groups were obtained, and then the conceptual categories or themes representing these concepts were reached. (Krippendorff, 2018). In this context, firstly, open coding was performed on the qualitative data received in line with the case scenarios. The codes characterizing the views of the lower and upper groups on each case scenario were written one under the other, and a coding catalog containing analytical comparison choices was created by comparing Kutluca, A. Y. (2024). Investigating the effect of preschool teacher candidates' attitudes towards children's rights on their pedagogical views. *Batı Anadolu Eğitim Bilimleri Dergisi, 15(2), 1013-1035.*



the answers given by the participants. Conceptual categories were then created to group these codes under higher-level headings. In this process, the method of constant comparison was adhered to in order to distinguish conceptual similarities, improve the discriminatory power of categories, and discover possible patterns (Kolb, 2012). Constant comparison was made throughout the entire process of creating categories, determining the boundaries of the categories, assigning sections to categories, and summarizing the content of each category (Tesch, 2013). This also serves external validity in that it provides a solid basis for generalizing concepts and the relationships between them to units that are not in the sample but represent the same phenomenon (Boeije, 2002). On the other hand, an independent researcher was involved in the analysis process to ensure internal validity and external auditing of the analyses. In addition, it was aimed to ensure the reliability of the analyzes by determining the inter-coder reliability percentage. As a result of the analyzes carried out at different times and places by an independent researcher who was involved in the process of creating the coding catalog and assigning the codes reached under conceptual categories, the inter-coder reliability was 85% (Lombard et al. 2010).

Findings

The first sub-problem addressed within the scope of this research is to determine the level of preschool teacher candidates' attitudes towards children's rights. For this purpose, descriptive statistical analysis was performed on the quantitative data from CRAS applied to the participants and the findings are presented in Table 3.

Table 3.
CRAS Descriptive Statistics Results

CRAS	N	Minimum	Maximum	\bar{X}	Standard deviation
	72	74	110	101,8	7,93

Table 3 shows the minimum, maximum and average values of the scores the participants received from CRAS. The minimum value (74) for the scores obtained from this scale by preschool teacher candidates studying in the third and fourth grades is and the maximum value is (110). In addition, the average of the scale scores of preschool teacher candidates was determined as (\bar{X} =101.8). Accordingly, it was concluded that the average scores of the participants from CRAS were much higher than the normative value (66). This result revealed that the attitudes of preschool teacher candidates who participated in the research towards children's rights were at a high level.

The second sub-problem addressed in this research was to determine how preschool teacher candidates' attitudes towards children's rights affected their pedagogical views. In this context, the pedagogical opinions of the participants in the lower and upper groups, put forward through three case scenarios, were evaluated with inductive content analysis. The concepts and themes reached are presented in Table 4. Accordingly, the first theme cited by the lower and upper groups is related to *Children's Rights*. First of all, the findings in Table 4 show that the conceptual structures of preschool teacher candidates in the upper group regarding children's rights are broader. Here, it was revealed Kutluca, A. Y. (2024). Investigating the effect of preschool teacher candidates' attitudes towards children's rights on their pedagogical views. *Batı Anadolu Eğitim Bilimleri Dergisi, 15(2), 1013-1035.*



that both groups emphasized similar concepts in the UNCRC, but the upper group expanded their explanations in the light of more reasoned arguments and by focusing on the child, while the lower group made explanations with a more teacher-centered approach.

CRL-4: There is an oversight here. When the child joins the party, his right to rest is taken away. If he attends bedtime, his right to education is taken away. Actually, children are not respected here.
CRU-2: Private schools pay great attention to these; the students are officially selected. The right to equality and the right to education are individual. The child is also an individual and this needs to be taken into consideration. He has the right to receive education wherever he wants. While the child's well-being should have been taken into consideration, it was violated. This is a situation that will even affect the child's lifelong learning.

The participant in the upper group approached the situation more child-centered, arguing that the child was valuable as an individual and that even a small wrong practice had the potential to negatively affect his or her future life. Although the participant in the lower group also refers to concepts such as the right to rest and sleep, they tend to evaluate the situation momentarily. The second theme that emerged when preschool teacher candidates' responses to case scenarios specific to children's rights were evaluated was *child-based processes*. Lower and upper group participants also referred to similar concepts here. For example, both groups tend to take into account the developmental characteristics of the child.

CRL-3: The way it is formed is important. The 3-6 age period is so important that the child takes all positive and negative behaviors as a role model and reflects them to us, his environment and his family. After the family, he reflects it to the friends around him. She/he applies it the way he learned it.

CRU-1: I think yes. After all, if he's a three-year-old and he needs to sleep, he should. Aren't these programs designed for children anyway, according to the child's development and needs? Then the kids need to sleep at that time so they can do the next show. So I think children's rights have been defeated. Also, since they are three years old, they need to rest.

As seen in the sample quote above, CRL-3 focuses on the behavioral characteristics of the child aged 3-6, while CRU-1 emphasizes the right to sleep as a developmental need of the three-year-old child. Here CRU-1 also talked about the right to rest. In addition, upper group members tend to attach importance to the consideration of children's rights in terms of their impact on the child's social emotional development.

CRU-3: We need to be able to take a stance. Children should also be able to see it from us and think, "So I have to take this stance when my rights are violated." That's why we shouldn't accept it either.

As can be seen, the importance of children learning their own rights was emphasized. Additionally, in the context of values education, the importance of ensuring their social emotional development was also mentioned.



Batı Anadolu Eğitim Bilimleri Dergisi, (2024), 15 (2), 1013-1035.
Western Anatolia Journal of Educational Sciences, (2024), 15 (2), 1013-1035.
Araştırma Makalesi / Research Paper

Table 4.
Pedagogical Views on Children's Rights

Lower Group		Higher Group	
Theme	Concept	Theme	Concept
Children's Rights	Equality, Fun, right to rest Play, Protection, Education Personality, Participation	Children's Rights	Right to sleep (3) / Right to play (3) / Equality (5) Right to education (5) / Right to expression (3) Right to participate / Right to development
Child Based Processes	Fatigue, Habit Acquisition Individual differences, Awareness Discrimination, Prejudice, Cultural differences Behavior problems, Developmental features	Child Based Processes	Developmental features, Social emotional development Needs of the child, Children with special needs Caring about the child, respecting children's rights Individual differences, Emotional neglect
Teacher's Roles	Being a role model, Experience Attitudes and behaviors Don't care about the child Communication with the child Recognizing and evaluating the child	Teacher's Roles	Recognizing and evaluating the child (6) Developmental assessments (4) Teacher attitudes and behaviors Creating a positive classroom climate Communication with children (3), Positive communication, Positive discrimination (2) Culturally responsive teaching, Organizing the environment, Integration with activity (2), Play activity, Developing awareness of responsibility

Kutluca, A. Y. (2024). Investigating the effect of preschool teacher candidates' attitudes towards children's rights on their pedagogical views. *Batı Anadolu Eğitim Bilimleri Dergisi, 15(2)*, 1013-1035.

DOI. 10.51460/baebd.1455470



Batı Anadolu Eğitim Bilimleri Dergisi, (2024), 15 (2), 1013-1035.
Western Anatolia Journal of Educational Sciences, (2024), 15 (2), 1013-1035.
Araştırma Makalesi / Research Paper

Sayfa | 1027

Management Based Barriers	Manager's Branch Private school/public school distinction Goals and vision of the school Emergency Action plan, Orientation Parent-teacher education	Management Based Barriers	Limitation of the teacher Communication with the administration, attitude of the school administration (3) Role of the manager, Authoritarian management (4) Private/Public school distinction (5), Negative management style (3), Objective and transparent evaluation School culture, School rules, School goals and vision, Commercialization of education, Inclusive thinking
Family Based Processes	Communication with parents, Parental expectations Racial/Cultural differences Lifestyle, Prejudice, Labeling	Family Based Processes	Characteristics of the family (4), Prejudice and antipathy Parental expectations, Communication with parents (5) Communication barriers, Human relations Negative attitudes, Labeling (4) Racial/Cultural discrimination (3) Cultural/Racial Bias (3)

Kutluca, A. Y. (2024). Investigating the effect of preschool teacher candidates' attitudes towards children's rights on their pedagogical views. *Batı Anadolu Eğitim Bilimleri Dergisi, 15(2)*, 1013-1035.

DOI. 10.51460/baebd.1455470



It can be said that the upper group participants are more conscious of caring about the child compared to the lower group participants. In addition, during the participants in the subgroup talk about child-centered processes, they tend to consider discrimination, prejudice, and cultural differences as characteristics specific to the child and associate behavior problems in the classroom with these concepts.

Sayfa | 1028

CRL-5: Especially a refugee child may feel alienated in his/her environment. We should also consider that if the child's personality is introverted or not, this may cause him to isolate himself from his environment. We should even consider that this behavior may exacerbate the problems.
CRU-1: There is currently an antipathy towards Syria among families. Many have negative thoughts about Syria and statements such as "don't be friends with Syrians" can be heard. This situation is present in most of us, which should not be the case with teachers, but prejudice and antipathy towards Syria is quite common among families. While Alex's situation is more manageable since there is not such intense antipathy towards German students, I think Hüseyin may be more affected by this situation.

On the other hand, there is a tendency for upper group participants to argue that the social environment, especially the family, is effective in terms of the child's acquisition of his rights. In particular, the idea that cultural differences spread to their children as racial prejudice and discrimination at the family level was frequently encountered in the statements of the upper group participants. For this reason, it has emerged among the themes that *family-based processes* are also effective in practices related to children's rights. Accordingly, while the participants in the upper group discussed parental expectations as a whole, the participants in the lower group referred to parental expectations.

CRL-2: With panic, its effects on some families can be very evident in the flashbacks. This situation may negatively affect the child's lifelong learning process by placing an excessive burden on the child.

CRU-3: There is an idealistic female figure in the family. The family is not happy about this at all because the answers are rude words such as "your child is very good, he is great, he is suitable for this school, we want him". The family may consider itself to be at a higher level. This may have enabled them to raise prejudiced children.

As can be seen in the sample quotations above, CRL-2 suggests that children may be negatively affected by this due to the family's expectations, while CRU-2 states that family expectations may be reflected in the child's behavior along with the social environment. At this point, both groups have focused on the concept of *communication with parents*.

CRL-5: I would share this situation with the parents. I would say something like this would happen. I would make an explanation that I adjusted the extra rest time by shortening it here.

CRU-4: First of all, I think it is important to observe children carefully. Perhaps the child exhibits these behaviors because he does not feel like he belongs in the classroom environment. I would definitely investigate the underlying reasons for these behaviors and share this issue with my guidance counselor. Additionally, I would definitely contact the family and evaluate this situation, taking into account the repetition and frequency of the behavior. I would focus on the problem to understand exactly in what situations the behavior occurs, whether it is towards a specific friend.

Kutluca, A. Y. (2024). Investigating the effect of preschool teacher candidates' attitudes towards children's rights on their pedagogical views. *Batı Anadolu Eğitim Bilimleri Dergisi, 15(2), 1013-1035.*

DOI. 10.51460/baebd.1455470



As can be seen in the explanations above, the lower group participants' ideas about communication with parents and their approach to any problematic behavior are quite naive, while the upper group participants have a tendency to turn to alternative solutions and multiple communication sources. For example, while CRL-5 stated that he could only make a simple explanation about communication with the parent, CRU-4 claimed that he would diversify the information he obtained from communication with the parent with his own observations and expert feedback. Therefore, the explanations made by the groups in terms of the theme of the *teacher's roles* are naturally different. In this respect, when the two groups are compared, it can be said that the upper group has more expanded arguments in terms of teacher competence and the pedagogical tools they use.

CRL-3: The teacher should be a role model. It is possible to see in the child how the teacher behaves, his movements, his manner of behavior, his tone of voice, his intention in his behavior, that is, the same character, temperament, attitude and behavior of the teacher. Therefore, the teacher has a very sensitive task here in terms of communication.

CRU-5: First I would try to understand the situation. Instead of a judgmental attitude, that is, instead of destroying, I would adopt an attitude of building. I would listen to the two of them, I could create common playgrounds together so that they could get more used to it.

For example, according to the sample explanations above, CRL-3 emphasizes that the teacher should be a role model in terms of their roles and have the ability to guide children with their own behavior. On the other hand, CRU-5 mentioned that an approach should be taken that will make communication with the child effective. She/he suggested that he could do a game activity for this purpose.

CRU-1: I would regularly engage the children in an activity process once a week about rights and responsibilities. In fact, I wrote twelve activities about it. For example, each child can be given a new list of responsibilities regarding a responsibility every week. Children can also match those responsibilities with information such as "I cleaned my table where I played games today" or "I shared my toy with my friend today" and collect them in a jar.

Another upper group member stated that various activities related to children's rights and responsibility awareness development could be focused on within the context of the theme of teacher roles. It is emphasized here that children's rights can be well adopted within the concept of *integration with activity*.

CRL-4: We may be constantly on the defensive because they don't know if this is appropriate for preschoolers. I think these issues are not very important to them. They have the idea that we should register the child, no matter what.

CRU-2: Ultimately, I think we are an example for children in teaching certain behaviors through activities. Frankly, there is no one who observes the child's development and how he behaves in the classroom better than us. However, even if the administrators are primary school teachers, they do not have a sufficient understanding of the pre-school field, so they try to reflect many of their wishes into the activities, and in this sense, they limit the teachers. Still, teachers should display an attitude that defends child development and children's rights.



The statements made by the participants in the lower and upper groups, referring to concepts such as child assessment and evaluation and taking into account the developmental characteristics of the child, revealed that teachers may experience difficulties, especially due to management-based barriers. This situation reveals that management-based barriers are also effective in addressing children's rights. Here, the most important concept put forward by the teacher candidates in the lower and upper groups is the private school/public school distinction.

CRL-1: I wouldn't want to teach in a private school. Since I am a person directly against the concept of private school, it does not seem positive to me from the very beginning. I don't like segregating people. But you cannot do anything, the school's vision and mission are clear.

CRU-3: First of all, this is one of the things that I am most against and one of the things that I see as very wrong. Making children experience such a stressful school process, as if they were taking an exam. I think this has become a more widespread feature among schools, especially in private schools, with the effort to teach reading and writing in kindergartens in order to look good and pleasant to the parents. This is a completely wrong attitude for me.

As seen above, both groups of teacher candidates have the idea that children's rights to education and equality are damaged due to the concept of private school/public school distinction. Accordingly, it is seen that both groups focus on similar themes, but the upper group expands their explanations and answers in the context of more reasoned arguments. In addition, upper group participants pointed out the problems experienced due to the authoritarian management style of the principal.

CRU-5: The principal did whatever he wanted. He thinks neither about the teacher nor the children. He is just trying to act according to his own decisions. Because he is a hasty person. He thinks it should be over immediately. The teacher wanted to communicate effectively, explained the reasons, but could not find a response and failed.

According to the idea put forward by CRU-5, one of the most important factors that limit teachers in protecting children's rights is the principal's authoritarian management in the decision-making process. In addition, both groups pointed out the goals and vision of the school and stated that the role of the administrator was shaped accordingly.

CRL-3: If the school has a certain vision and mission, it is its natural right to select students accordingly.

CRU-2: In my opinion, since we are talking about the same school, the final decision here is the administrator's. As you said, the manager acts in accordance with the vision and mission, but the other one has a more commercial view. This means that the student can be transferred to another branch quite easily.

Conclusion and Discussion

The main purpose of this study is to determine the pedagogical views of preschool teacher candidates in the context of their attitudes towards children's rights. CRAS was applied to 72 teacher



candidates who participated in the study, and they were included in lower and upper groups of five people according to the scores they received from this application. The pedagogical views put forward by each group with the help of case scenarios on children's rights were evaluated through inductive content analysis. The first conclusion reached as a result of data analysis is that preschool teacher candidates' attitudes towards children's rights are high. This result is an expected result, as found in similar studies in the literature (Kunt & Avci, 2023; Platin & Ahmetoğlu, 2020). This finding shows that participant preschool teacher candidates tend to provide space and time for children to share their thoughts and opinions in decisions concerning children (Sousa et al. 2019). On the other hand, it was determined that preschool teacher candidates with high attitudes towards children's rights tended to contextualize their views with early childhood education processes more than participants with lower levels and presented opinions based on more justified arguments. In addition, preschool teacher candidates with higher attitudes are more aware of children's rights in the UNCRC. This finding revealed the idea that teacher candidates with high attitudes and awareness of children's rights can be more effective in directing learning environments, enriching children's learning experiences, and guiding them sensitively to individual needs (Pyle & Bigelow, 2015; Howard et al. 2022).

Another finding of this research is that participants with high attitudes towards children's rights tend to put forward discrimination, prejudice and cultural differences not only as characteristics specific to the child, but also by associating them with family-based processes. This is consistent with the research findings of Akyol and Erdem (2021). In addition, this finding can be supported by the view in the literature that situations regarding children's rights are also affected by family-related contexts (Faiz & Kamer, 2017; Kardeş et al. 2017). Therefore, it can be said that the family's effects on children's rights are important (Lawal & Ajayi, 2020). Another finding reached specifically in this research in terms of practices regarding children's rights in early childhood education environments is related to the roles of the teacher. Preschool teacher candidates who participated in the research, especially those with high attitudes towards children's rights, emphasized various pedagogical tools such as *child assessment and evaluation, creating a positive classroom climate* and *integrating them with the activity* in the context of the teacher's roles. As suggested by Türkoğlu and Gültekin-Akduman (2016), this finding supported the view that preschool teacher candidates who have high attitudes towards children's rights need to gain the necessary knowledge and skills in preservice education to be able to recognize, protect and implement children's rights and guide families. This supports the idea that teachers' roles reflect society's expectations of them and are socially constructed (Darling-Hammond & Hyler, 2020; Keiler, 2018). On the other hand, the idea that teachers' awareness of children's rights can affect both their own behavior and the behavior of children's families is also proven by the findings of this study (Pedük et al. 2021). However, preschool teacher candidates who participated in the research put forward the idea that the most important factor that may challenge them in practices related to children's rights is administrative barriers. This finding supports the results reached in similar studies in the literature. For example, Gömleksiz et al. (2008) and Uçuş and Şahin (2012), working with the participation of administrators and teachers, concluded that administrators' knowledge of children's rights is insufficient. On the other hand, Karatay (2022) found that the practices of education administrators towards children's rights in schools are not effective or have a limited effect on the development of children's rights. In addition, the references made by the participants, especially those with high levels of attitudes towards children's rights, to the roles of administrators in terms of concepts such as school culture and the goals and vision of the school, can also be associated with the Kutluca, A. Y. (2024). Investigating the effect of preschool teacher candidates' attitudes towards children's rights on their pedagogical views. *Batı Anadolu Eğitim Bilimleri Dergisi, 15(2), 1013-1035.*



literature (Karadağ & Özdemir, 2015; Ruiz-Casares et al. 2017; Soylu, 2021). For this reason, it can be said that practices regarding children's rights in early childhood education are shaped not only by the perspectives of teachers and parents but also by the school administration.

Recommendations

Sayfa | 1032

The results obtained in this study showed that preschool teacher candidates' attitudes towards children's rights are high and their pedagogical views are shaped around the developmental characteristics of the child, family-based processes, management-based barriers and the teacher roles. The following recommendations are given as a result of discussing these results based on the existing literature.

1. It may be recommended that preservice training, specifically on child rights, be given not only theory-based but also practice-based practices.
2. Conducting research on child rights involving early childhood education stakeholders (children, families, teachers, administrators) will enable new information to emerge.
3. Research focusing on school culture regarding children's rights in early childhood education can be included.
4. New study can be conducted to identify possible differences between private and public schools regarding the treatment of children's rights in early childhood education. In these studies, the opinions and awareness of children, families, teachers and administrators can be focused separately.



References

- Akyol, T., & Erdem, H. (2021). Children's participation from the perspective of teachers. *Journal of Pedagogical Research, 5*(1), 188-202. <http://dx.doi.org/10.33902/JPR.2021167549>
- Armour, R., & Williams, B. (2022). Reliability and validity in quantitative and qualitative research. *Introducing, Designing and Conducting Research for Paramedics, 69-72.*
- Atik-Yıldız, A. (2017). Okul öncesi dönem çocuk kitaplarında çocuk hakları. *Uluslararası Eğitim Bilimleri Dergisi, 13*, 88-99.
- Bağçeli-Kahraman, P., Kartal, T., & Yıldız, S. (2020). Resimli çocuk kitaplarında çocuk hakları. *Çocuk Edebiyat ve Dil Eğitimi Dergisi, 3*(2), 138-163. <https://doi.org/10.47935/ceded.801810>
- Banko, Ç. (2017). Okul öncesi öğretmenlerinin çocuk haklarına ilişkin tutum, davranış ve görüşlerinin incelenmesi (*Yayımlanmamış Yüksek Lisans Tezi*). Ankara: Hacettepe Üniversitesi.
- Bajaj, M. (2011). Teaching to transform, transforming to teach: Exploring the role of teachers in human rights education in India. *Educational Research, 53*(2), 207-221. <https://doi.org/10.1080/00131881.2011.572369>
- Barnett, W. S. (2011). Effectiveness of early educational intervention. *Science, 333*(6045), 975-978.
- Boeije, H. (2002). A purposeful approach to the constant comparative method in the analysis of qualitative interviews. *Quality and quantity, 36*, 391-409. <https://doi.org/10.1023/A:1020909529486>
- Brantefors, L., & Quennerstedt, A. (2016). Teaching and learning children's human rights: A research synthesis. *Cogent Education, 3*(1), 1247610. <https://doi.org/10.1080/2331186X.2016.1247610>
- Creswell, J. W., Clark, V. L. P., Gutmann, M. L., & Hanson, W. E. (2003). *Advanced mixed*. Handbook of mixed methods in social & behavioral research.
- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). SAGE Publications.
- Cudjoe, E., Abdullah, A., & Manful, E. (2021). Parents' perceptions on the outcomes of children's participation in child protection meetings in Ghana. *Journal of Child and Family Studies, 30*, 1071-1081. <https://doi.org/10.1007/s10826-021-01918-2>
- Dahlberg, G., Moss, P., & Pence, A. (2007). *Beyond quality in early childhood education and care: Languages of evaluation*. Routledge.
- Darling-Hammond, L., & Hyler, M. E. (2020). Preparing educators for the time of COVID... and beyond. *European Journal of Teacher Education, 43*(4), 457-465. <https://doi.org/10.1080/02619768.2020.1816961>
- de Sousa, J., Loizou, E., & Fochi, P. (2019). Participatory pedagogies: Instituting children's rights in day to day pedagogic development. *European Early Childhood Education Research Journal, 27*(3), 299-304. <https://doi.org/10.1080/1350293X.2019.1608116>
- Einarsdottir, J. (2014). Children's perspectives on the role of preschool teachers. *European Early Childhood Education Research Journal, 22*(5), 679-697. <https://doi.org/10.1080/1350293X.2014.969087>
- Faiz, M., & Kamer, S. T. (2017). Prospective teachers' opinions concerning children's rights. *Journal of Education and Learning, 6*(3), 118-128. <https://doi.org/10.5539/jel.v6n3p118>
- Fraenkel, J., Wallen, N., & Hyun, H. (2018). *How to design and evaluate research in education (10th ed.)*. McGraw-Hill.
- Gömleksiz, M., Kilimci, S., Vural, R. A., Demir, Ö., Koçoğlu-Meek, Ç., & Erdal, E. (2008). Okul bahçeleri mercek altında: şiddet ve çocuk hakları üzerine nitel bir çalışma. *İlköğretim Online, 7*(2), 273-287.
- Graneheim, U. H., Lindgren, B. M., & Lundman, B. (2017). Methodological challenges in qualitative content analysis: A discussion paper. *Nurse Education Today, 56*, 29-34. <https://doi.org/10.1016/j.nedt.2017.06.002>
- Hareket, E. (2019). Temel eğitim bölümü öğrencilerinin çocuk haklarına yönelik bilişsel algıları. *Başkent University Journal of Education, 6*(2), 167-180.

Kutluca, A. Y. (2024). Investigating the effect of preschool teacher candidates' attitudes towards children's rights on their pedagogical views. *Batı Anadolu Eğitim Bilimleri Dergisi, 15*(2), 1013-1035.

DOI. 10.51460/baebd.1455470



Batı Anadolu Eğitim Bilimleri Dergisi, (2024), 15 (2), 1013-1035.
Western Anatolia Journal of Educational Sciences, (2024), 15 (2), 1013-1035.
Araştırma Makalesi / Research Paper

- Hesse-Biber, S. N., & Johnson, R. B. (Eds.). (2015). *The Oxford handbook of multimethod and mixed methods research inquiry*. Oxford University Press.
- Howard, S. J., Neilsen-Hewett, C., de Rosnay, M., Melhuish, E. C., & Buckley-Walker, K. (2022). Validity, reliability and viability of preschool educators' use of early years toolbox early numeracy. *Australasian Journal of Early Childhood*, 47(2), 92-106. <https://doi.org/10.1177/183693912111061188>
- Huang, F., & Teo, T. (2020). Influence of teacher-perceived organizational culture and school policy on Chinese teachers' intention to use technology: An extension of technology acceptance model. *Educational Technology Research and Development*, 68(3), 1547-1567. <https://doi.org/10.1007/s11423-019-09722-y>
- Jerome, L. (2010). From children's rights to teachers' responsibilities—identifying an agenda for teacher education. *Children's Identity and Citizenship in Europe*, 148-162.
- Jerome, L., Emerson, L., Lundy, L. & Orr, K. (2015). *Teaching and learning about children's rights*. London: UNICEF.
- Karaman-Kepenekci, Y. (2006). A study of university students' attitudes towards children's rights in Turkey. *The International Journal of Children's Rights*, 14(3), 307-318.
- Karatay, M. (2022). Eğitim yöneticilerinin ve öğretmenlerin çocuk haklarının eğitim ortamlarında uygulanmasına ilişkin görüşleri. *Uluslararası Anadolu Sosyal Bilimler Dergisi*, 6(2), 736-757. <https://doi.org/10.47525/ulasbid.1097670>
- Karadağ, N., & Özdemir, S. (2015). Okul kültürünün oluşturulması ve geliştirilmesine ilişkin okul müdürü görüşleri. *International Journal of Sport Culture and Science*, 3(4), 259-273. <https://doi.org/10.14486/IJSCS387>
- Kardeş, S., Banko, Ç., Eren, S., & Antakyalıoğlu, Ş. (2017). Okul öncesi öğretmen adaylarının çocuk haklarına ilişkin görüşleri. *The Journal of Academic Social Science*, 5(54).
- Keiler, L. S. (2018). Teachers' roles and identities in student-centered classrooms. *International journal of STEM education*, 5, 1-20. <https://doi.org/10.1186/s40594-018-0131-6>
- Kolb, S. M. (2012). Grounded theory and the constant comparative method: Valid research strategies for educators. *Journal of emerging trends in educational research and policy studies*, 3(1), 83-86.
- Krippendorff, K. (2018). *Content analysis: An introduction to its methodology*. Sage Publications.
- Kunt, M., & Avcı, N. (2023). Preschool teachers' understanding of children and childhood: rights, responsibilities and working with children. *Journal of Teacher Education and Lifelong Learning*, 5(2), 477-500. <https://doi.org/10.51535/tell.1296676>
- Kyngäs, H. (2020). Inductive content analysis. In: Kyngäs, H., Mikkonen, K., Kääriäinen, M. (eds) *The Application of Content Analysis in Nursing Science Research*. Springer, Cham. https://doi.org/10.1007/978-3-030-30199-6_2
- Lawal, T. O., & Ajayi, H. O. (2020). Parents and children's awareness and knowledge of child rights act and its application on children in Nigeria. *Annual Journal of Technical University of Varna*, 4(1), 1-11. <https://doi.org/10.29114/ajtuv.vol4.iss1.127>
- Lombard, M., Snyder-Duch, J., & Bracken, C. C. (2010). Practical resources for assessing and reporting intercoder reliability in content analysis research projects. *Retrieved February, 3*, 1-18.
- Lutaj, L., & Duka, A. (2023). Students-Teachers of the future, citizenship, and inclusive rights in education. *Interdisciplinary Journal of Research and Development*, 10(2), 45-51. <https://doi.org/10.56345/ijrdv10n206>
- Migiro, S. O., & Magangi, B. A. (2011). Mixed methods: A review of literature and the future of the new research paradigm. *African Journal of Business Management*, 5(10), 3757-3764.
- Myers, B. K. (2013). *Young children and spirituality*. Routledge.
- Olsson, Å. (2020). Children's rights in Swedish teacher education. *Human Rights Education Review*, 3(2), 49-67. <https://doi.org/10.7577/hrer.3925>
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and policy in mental health and mental health services research*, 42, 533-544. <https://doi.org/10.1007/s10488-013-0528-y>
- Kutluca, A. Y. (2024). Investigating the effect of preschool teacher candidates' attitudes towards children's rights on their pedagogical views. *Batı Anadolu Eğitim Bilimleri Dergisi*, 15(2), 1013-1035.



- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage
- Pedük, Ş. B., Ahmetoğlu, E., & Yavuz, E. A. (2021). Okul öncesi öğretmen adaylarının televizyon ve internette izlediği reklamlardaki çocuk haklarına ilişkin görüşleri. *Erken Çocukluk Çalışmaları Dergisi, 5(2)*, 495-525. <https://doi.org/10.24130/eccd-jecs.1967202152320>
- Platin, G., & Ahmetoğlu, E. (2020). Okul öncesi öğretmen adaylarının çocuk haklarına ilişkin tutumlarının incelenmesi. *Ondokuz Mayıs University Journal of Education Faculty, 39(3)*, 117-136.
- Pyle, A., & Bigelow, A. (2015). Play in kindergarten: An interview and observational study in three Canadian classrooms. *Early Childhood Education Journal, 43*, 385-393.
- Reed, Edward S. (1993). The intention to use a specific affordance. In Robert H. Wozniak & Kurt W. Fischer (Eds.), *Development in Context. Acting and Thinking in Specific Environments* (pp. 45–76). Hillsdale, NJ: Erlbaum.
- Ruiz-Casares, M., Collins, T.M., Tisdall, E. K. M., & Grover, S. (2017). Children's rights to participation and protection in international development and humanitarian interventions: Nurturing a dialogue. *The International Journal of Human Rights, 21(1)*, 1-13. <https://doi.org/10.1080/13642987.2016.1262520>
- Sandelowski, M. (2000). Combining qualitative and quantitative sampling, data collection, and analysis techniques in mixed-method studies. *Research in Nursing & Health, 23(3)*, 246-255. [https://doi.org/10.1002/1098-240X\(200008\)23:4%3C334::AID-NUR9%3E3.0.CO;2-G](https://doi.org/10.1002/1098-240X(200008)23:4%3C334::AID-NUR9%3E3.0.CO;2-G)
- Senemoğlu, N. (2013). *Gelişim, öğrenme ve öğretim*. Ankara: Yargı Yayınevi.
- Smith, H. A., & Haslett, S. J. (2017). Children's rights in education research: from aims to outcomes. *Cambridge Journal of Education, 47(3)*, 413-438. <https://doi.org/10.1080/0305764X.2016.1190316>
- Sop, A., & Topçu-Bilir, Z. (2021). Üniversite öğrencilerinin çocuk katılım hakkı farkındalıklarının incelenmesi. *Disiplinlerarası Çocuk Hakları Araştırmaları Dergisi, 1(1)*, 26-45.
- Soylu, D. (2021). *Okul öncesi eğitim kurumlarında görev yapan yönetici ve öğretmenlerin çocuk haklarına ilişkin kavramsallaştırmalarının incelenmesi: Bir olgubilim çalışması* (Yayımlanmamış Yüksek Lisans Tezi). İstanbul Aydın Üniversitesi Lisansüstü Eğitim Enstitüsü, İstanbul.
- Quennerstedt, A. (2016). Children's human rights at school—as formulated by children. *The International Journal of Children's Rights, 24(3)*, 657-677.
- Qvarsell, B. (2005). Early childhood culture and education for children's rights. *International Journal of Early Childhood, 37*, 99-108.
- Tesch, R. (2013). *Qualitative research: Analysis types and software*. Routledge.
- Türkoğlu, D., & Akduman, G. G. (2016). Okul öncesi dönem çocuğu olan babaların babalık rolü algısı ile çocuklarının sosyal becerileri arasındaki ilişkinin incelenmesi. *Karadeniz Sosyal Bilimler Dergisi, 7(3)*, 224-241.
- Uçuş, Ş., & Şahin, A. (2012). Çocuk Hakları Sözleşmesi'ne yönelik öğretmenlerin ve okul yöneticilerinin görüşleri. *Adnan Menderes Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Dergisi, 3(1)*, 25-41.
- UNICEF. (2018). *Levels and trends in child malnutrition*. eSocialSciences.
- Vygotsky, L. S., & Cole, M. (1978). *Mind in society: Development of higher psychological processes*. Harvard University Press.