İÇİNDEKİLER

NESİBE AYDIN EDUCATION INSTITUTIONS
JOURNAL OF EDUCATION AND FUTURE

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Yıl: 2021 Sayı: 20
20. Sayı Hakemleri

Year: 2021 Issue: 20
Reviewers of the 20th Issue

Editörden

Nesibe Aydın Eğitim Kurumları tarafından yayımlanan *Eğitim ve Gelecek Dergisi* yirminci sayısında sizinle buluşuyor. Dergimizin yirminci sayısında yer alan çalışmaları siz değerli okurlarımıza sunuyoruz.

Fatih Aydoğdu, Burçin Aysu, Neriman Aral ve Figen Gürsoy tarafından hazırlanan *"Annelerin Özyeterlik Düzeyleri ile Çocukların Pskiyatrik Belirti Şiddeti ve Psikososyal Gelişim Sorunları Arasındaki İlişkinin İncelenmesi"* başlıklı çalışmanın evreni, Erzincan ilindeki Aile Sağlık Merkezlerine başvuran bir-üç yaş çocuğu olan annelerdir. Örneklemi ise, Erzincan il merkezinde bulunan Aile Sağlık Merkezlerinden rasgele seçilen dört Aile Sağlık Merkezine başvuran 128 anne oluşturmuştur. Araştırma sonucunda; annelerin özyeterlik düzeyleri ile çocukların psikiyatrik belirti şiddet düzeyleri arasında negatif yönde ve zayıf, piskososyal gelişim düzeyleri arasında pozitif yönde ve zayıf ilişki bulunmuştur. Özyeterliğin hem çocukların psikiyatrik belirtilerinin hem de psikososyal gelişimlerinin anlamlı yordayıcısı olduğu saptanmıştır. Ayrıca anelerin özyeterlik düzeyinde sadece öğrenim düzeyinin anlamlı yordayıcı olduğu bulunmuştur.

Nazire Burçin Hamutoğlu, Deniz Mertkan Gezgin, Orhan Gemikonaklı ve Steven Camilleri tarafından hazırlanan *"Çevrimiçi Ortamlarda Bilgiye Nasıl Ulaşılır? Y Kuşağı Teknolojik İletişim Araçları Kullanımının Karşılaştırılması"* başlıklı araştırmada farklı gelişmişlik düzeyine sahip İngiltere, Malta ve Türkiye olmak üzere üniversite öğrencilerinin bilgiye ulaşmada kullandıkları yeni nesil çevrimiçi araçlar ve mobil teknolojilerin kullanımının karşılaştırmalı olarak araştırılması amaçlanmıştır. Elde edilen sonuçlar, ülkelerin bilgiye erişimde kullandıkları sosyal ağların Facebook, Instagram, Twitter ve Snapchat açısından farklılaştığını ortaya koymaktadır. Bununla birlikte mobil teknolojik cihazlar açısından bakıldığında bilgiye erişmede Notebook, Tablet ve Akıllı Telefon kullanımının da ülkeler açısından farklılaştığını ilişkin bulguya rastlanmıştır. Son olarak, ülkelerin bilgiye ulaşmada çevrimiçi bilgi kaynaklarının kullanımına ilişkin olarak farklılaştığını göstermektedir. Buna gore, arama motoru, wiki, sosyal ağlar, blog, dijital kütüphane açısından farklılık tespit edilirken dijital gazete açısından ülkeler arasında herhangi bir farklılık görülmemektedir.

Zeliha Özgen ve Mesude Atay tarafından hazırlanan *"Farklı Erken Çocukluk Yaklaşımlarında Aile Katılımına Yönelik Öğretmen Tutumlarının İncelenmesi"* başlıklı çalışma betimsel araştırma yöntemlerinden tarama modeline göre yürütülmüştür. İstanbul iline bağlı Kadıköy, Maltepe, Ataşehir ilçelerinde bulunan Montessori ve Reggio Emilia ilhamlı anaokullarında ve MEB okul öncesi eğitim programını uygulayan kurumlarda görev yapan toplam 81 öğretmen araştırmanın çalışma grubunu oluşturmuştur. Reggio Emilia ilhamlı okul öncesi öğretmenlerinin tutum puanlarının Montessori yaklaşımını temel alarak uygulamalar yapan ve MEB okul öncesi eğitim programını uygulayan öğretmenlerin tutum puanlarından yüksek olduğu belirlenmiştir.

Seçil Yücelyiğit tarafından hazırlanan *"STEM Atölye Çalışmalarının Okul Öncesi Eğitimcilerinin Erken Çocuklukta STEM Uygulama Algılarına Etkisi"* başlıklı çalışma karma yöntem tasarımlarından biri olan eşzamanlı üçgenleme stratejisine göre tasarlanmıştır. Araştırmanın katılımcıları, erken çocukluk için bir STEM atölyesine katılan 44 okul öncesi öğretmenidir ve maksimum varyasyon / heterojen amaçlı örnekleme oluşturmaktadır. Araştırmanın sonunda, okul öncesi öğretmenlerinin erken dönem STEM eğitimine ilişkin bakış açılarının anket öncesinden sonrasına göre önemli ölçüde değiştiğini ortaya koymaktadır. Tematik analizin bulguları, okul öncesi öğretmenlerinin katıldıkları STEM çalıştayının etkisine ilişkin görüşlerinin ve STEM çalıştayı için önerilerinin her ikisinin de altı kategori oluşturduğunu ortaya koymaktadır.

Emre Aydın ve Mustafa Yavuz tarafından hazırlanan *"Temel Eğitim Kurumları Yöneticilerine Göre Yönetim Süreçlerinin Değerlendirilmesi"* başlıklı çalışmada nitel araştırma yöntemi ve fenomenolojik araştırma deseni tercih edilmiştir. Çalışma grubu 30 okul yöneticisini kapsamaktadır. Veriler yarı yapılandırılmış görüşme formu ile toplanmış, betimsel analiz ve içerik analizine tabi tutulmuştur. Çalışma sonuçlarına göre kararlar mevzuat ve bürokrasi çerçevesinde şekillenmekte, planlama sürecinde merkeze öğrenci alınmaktadır. Örgütleme sürecinde mevzuat ve yetkinlik temel alınırken, iletişim sürecinde formal ve informal iletişim biçimleri kullanılmaktadır. Etkileme sürecinde formal ve informal yollar kullanılırken, eşgüdümleme sürecinde toplantılar önemli görülmektedir. Değerlendirme sürecinde ise öğrenci ve öğretmen değerlendirilmektedir. Çalışmada devlet okulu ve özel okulların yönetim süreçleri açısından bazı noktalarda farklılaştığı görülmüştür.

Faruk Yeter ve Nuray Kurtdede Fidan tarafından hazırlanan *"Çocuk Dergilerinde "Yardımseverlik" Değeri"* başlıklı çalışmada nitel araştırma yöntemlerinden doküman inceleme yöntemi kullanılmıştır. Çalışma grubunu Türkiye'de yayınlanan ve en fazla okuyucuya sahip ilk dört çocuk dergisi oluşturmuştur. Araştırmacılar tarafından hazırlanan "Değer Tespit Formu" yardımıyla dergilerde yer alan yardımseverlik değeri içerik analizi yöntemiyle iki farklı araştırmacı tarafından analiz edilmiştir. Analizler sonucunda, dergilerde yardımseverlik değerine önemli ölçüde rastlanılmıştır. Bu doğrultuda yardımseverlik değerinin tespit durumlarına göre dergiler *TRT Çocuk*, *National Geographic Kids*, *Araştırmacı Çocuk* ve *Bilim Çocuk* dergisi olarak sıralanmıştır. Ayrıca sayılar açısından bakıldığında da dergilerin incelenen her sayısında yardımseverlik değerine yer verdiği tespit edilmiştir.

Eğitim ve Gelecek Dergisi olarak gösterdiğiniz ilgi ve değerli katkılarınız için teşekkür ediyorum.

Gelecek sayıda buluşmak üzere…

Prof. Dr. Erten GÖKÇE

Eğitim ve Gelecek Dergisi Baş Editörü

Editorial

Journal of Education and Future published by Nesibe Aydın Education Institutions, meets you with the twentieth issue. We present the studies in the twentieth issue of JEF to our valuable readers.

In the article titled *"An Examination of the Relationship between Mothers' Self-Efficacy Levels and Children's Psychological Problems and Psychosocial Developments"*, which is prepared by **Fatih Aydoğdu, Burçin Aysu, Neriman Aral and Figen Gürsoy**, mothers with one-three-year-old children and who refered to Family Health Centers in Erzincan, constitute the universe of the research. Also, the sample of the research consists of 128 mothers who applied to four Family Health Centers randomly selected from Family Health Centers located in Erzincan city center. As a result of the research; it was determined that there was a negative and weak relationship between the self-efficacy levels of the mothers and the psychiatric symptom severity levels of the children, and there was a positive and weak relationship between the self-efficacy levels of the mothers and the psychosocial development levels of the children. It was also found that self-efficacy was a significant predictor of both children's psychiatric symptoms and psychosocial developments. In addition, only education level was found to be a meaningful predictor of mothers' self-efficacy level.

In the article titled *"How to Get Information in Online Environments? A Comparison of the Use of Net Generation Tools"*, which is prepared by **Nazire Burçin Hamutoğlu, Deniz Mertkan Gezgin, Orhan Gemikonaklı and Steven Camilleri**, differences are investigated for three countries having different levels of development: the United Kingdom, Malta, and Turkey. Findings show differences between the three countries in the use of social networks such as Facebook, Instagram, Twitter and Snapchat. In addition, there are differences in the use of mobile technology devices Notebook, Tablet and Smartphones in accessing information. Finally, differences were identified in the use of information sources in accessing information. These differences are in the use of search engines, wiki, social networks, blogs, and digital libraries. No differences were found in terms of digital newspapers.

The article titled *"Comparison of Teachers' Attitudes to Family Participation in Different Early Childhood Approaches"*, which is prepared by **Zeliha Özgen and Mesude Atay**, was carried out in descriptive research (survey) method. The study group was composed of 81 teachers working at Montessori, Reggio Emilia-inspired and MoNE preschools in Kadıköy, Maltepe and Ataşehir districts of İstanbul. As a result of the study; the attitude scores of the teachers working in the Reggio Emilia-inspired preschools were higher than the Montessori-inspired and MoNE preschools. In this context, it was detected that the Reggio Emilia approach is determinative on the teachers' attitudes regarding the family participation practices in preshools included in the study.

The article titled *"Effects of Workshops on the Early Childhood Educators' Perceptions of STEM Practices"*, which is prepared by **Seçil Yücelyiğit**, adopted a concurrent triangulation strategy with maximum variation/heterogeneous purposive sampling. The participants of the study are 44 preschool teachers who participated in a STEM workshop designed for preschool teachers. The analysis revealed that preschool teachers' perceptions of early STEM education changed significantly from pre to post-survey. Thematic analysis was employed to examine the qualitative data. Findings of the thematic analysis revealed that both the preschool teachers' views about the effects of STEM workshops and their recommendations for an effective STEM workshop fall under six categories.

In the article titled ***"Evaluation of Management Processes according to the Managers of Basic Education Institutions"***, which is prepared by **Emre Aydın and Mustafa Yılmaz**, qualitative research method and phenomenological research design were preferred. The working group includes 30 school principal. Data were collected through a semi-structured interview form and subjected to descriptive and content analysis. According to the results of the study, decisions are shaped within the framework of legislation and bureaucracy, and student are admitted to the center during the planning process. While the organization process is based on legislation and competence, formal and informal forms of communication are used in the communication process. While formal and informal ways are used in the influence process, meetings are considered important in the coordination process. In the evaluation process, students and teachers are evaluated. In this study, it has been seen that public and private schools differ in terms of management processes at some points.

In the article titled ***"Value of "Helpfulness" in Children's Magazines"***, which is prepared by **Faruk Yeter and Nuray Kurtdede Fidan**, document analysis, one of the qualitative research methods, was used in the study. The sample of the study include four children's magazine published in Turkey which have the highest circulation. With the "Value Assessment Form" that is developed by the authors, the value of helpfulness in the children's magazines was analyzed by two different researchers using the content analysis method. The findings of the study indicate that the value of helpfulness is significantly covered in magazines analysed. The order of the children's magazines in terms of containing the value of helpfulness is as follows: *TRT Çocuk* (TRT Children's magazine), *National Geographic Kids*, *Araştırmacı Çocuk* (Researchers Kids) and *Bilim Çocuk* (Science Kids). In each issue of all magazines this value is found to be covered.

Thanks for your interest and valuable contributions for *Journal of Education and Future*.

Look forward to meeting in the next issue…

Prof. Dr. Erten GÖKÇE
Editor in Chief of
Journal of Education and Future

An Examination of the Relationship between Mothers' Self-Efficacy Levels and Children's Psychological Problems and Psychosocial Developments

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Abstract

This research was intended to predict the self-efficacy of mothers, and the psychiatric problems and psychosocial development of childrenaccording to some variables, to determine whether there is a relationship between maternal self-efficacy and children's psychiatric problems and psychosocial development. Mothers with one-three-year-old children and who refered to Family Health Centers in Erzincan, constitute the universe of the research. Also, the sample of the research consists of 128 mothers who applied to four Family Health Centers randomly selected from Family Health Centers located in Erzincan city center. In the study, self-efficacy of mothers were stated with the Self-Efficacy Scale in Parenting Skills, and the determination of children's psychiatric symptom severity and psychosocial development problems with the Social and Emotional Assessment Scale. Correlation and regression analysis were used to evaluate the data. As a result of the research; it was determined that there was a negative and weak relationship between the self-efficacy levels of the mothers and the psychiatric symptom severity levels of the children, and there was a positive and weak relationship between the self-efficacy levels of the mothers and the psychosocial development levels of the children. It was also found that self-efficacy was a significant predictor of both children's psychiatric symptoms and psychosocial developments. In addition, only education level was found to be a meaningful predictor of mothers' self-efficacy level.

Keywords: Self-efficacy, psychiatric symptoms, psychosocial development, infant, child.

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Annelerin Özyeterlik Düzeyleri ile Çocukların Pskiyatrik Belirti Şiddeti ve Psikososyal Gelişim Sorunları Arasındaki İlişkinin İncelenmesi

Fatih Aydoğdu[*] **Burçin Aysu**[**]
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Öz

Bu araştırma, annelerin özyeterlikleri, çocukların psikiyatrik sorunları ve psikososyal gelişimlerinin bazı değişkenlere göre yordanması ve anne özyeterlik düzeyi ile çocukların psikiyatrik sorunları ve psikososyal gelişimleri arasında ilişki olup olmadığının belirlenmesi amacıyla yapılmıştır. Araştırmanın evreni, Erzincan ilindeki Aile Sağlık Merkezlerine başvuran bir-üç yaş çocuğu olan annelerdir. Örneklemi ise, Erzincan il merkezinde bulunan Aile Sağlık Merkezlerinden rasgele seçilen dört Aile Sağlık Merkezine başvuran 128 anne oluşturmuştur. Araştırmada annelerin özyeterlikleri Anne Babalık Becerilerinde Özyeterlik Ölçeği ile çocukların psikiyatri belirti şiddetleri ve psikososyal gelişim sorunlarının belirlenmesi ise Sosyal ve Duygusal Değerlendirme Ölçeği ile belirlenmiştir. Verilerin değerlendirilmesinde korelasyon ve regresyon analizleri kullanılmıştır. Araştırma sonucunda; annelerin özyeterlik düzeyleri ile çocukların psikiyatrik belirti şiddet düzeyleri arasında negatif yönde ve zayıf, piskososyal gelişim düzeyleri arasında pozitif yönde ve zayıf ilişki bulunmuştur. Özyeterliğin hem çocukların psikiyatrik belirtilerinin hem de psikososyal gelişimlerinin anlamlı yordayıcısı olduğu saptanmıştır. Ayrıca anelerin özyeterlik düzeyinde sadece öğrenim düzeyinin anlamlı yordayıcı olduğu bulunmuştur.

Anahtar Sözcükler: Özyeterlik, psikiyatrik belirti, psikososyal sorun, bebek, çocuk.

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Introduction

Having a child with marriage is an important condition. The baby is the establishment of the family and the transition to the next cycle of the family. Although having a child and the meaning attributed to a child varies from society to society, the birth of the baby is considered the most important element for the family, which is the foundation of society (Baran and Yurteri Tiryaki, 2016). After birth, they are all living and non-living things that affect the individual in the society in which the baby lives in its outer environment. The baby's needs such as the place he lives in, every entity he / she is in contact with, feeding style, temperature, and light form its physical and social environment (Yalçın, 2010). Being a parent enables the individual to plan, give birth and care for a child in the process of becoming a parent of his child (Paul et. al., 2018). Parents make an effort to quickly adapt to a baby, who trusts them for all her physical and emotional needs right after birth, in order to give the baby the right care and establishing a positive relationship with her (Burrow Sanchez and March, 2006). Parents who have new babies are expected to make arrangements at many points in their lives such as maternity leave, breastfeeding, family leave, working life and home order. In addition to adapting to the new baby joining the family, adults in this period also need to make arrangements to support the development of the baby. Parents have many responsibilities at this point, and they are faced with problems such as the reorganization of their relationships, the responsibilities of the baby's care and development. With the increase in stress factors in the family during this period, the support received by the family is important for the re-establishment of the family balance. Pregnancy, childbirth, and the postpartum process affect the parents to a great extent, and in particular, they cause the mother to face many new physical, emotional and social situations. There are many situations in which women need to adapt, such as changes in the hormone system, physical and psychological changes, being primarily responsible for the baby's basic needs such as care and nutrition (Baran and Yurteri Tiryaki, 2016). With the birth of the child, the mother's emotions, thoughts, education and attitudes change and create a new structure. Because the human continues to grow and develop in three factors, including physiological, sociological and psychological. Therefore, psychological conditions are also effective in growth and development. It is known that the development of children who have to complete their development in difficult psychological conditions is also affected. In other words, the effect of psychological state on growth and development is great. In this respect, providing appropriate care for the child and providing an educational environment positively affect the development of the child (Yalçın, 2010).

Factors such as the mother's relationship with her own mother in her childhood, her perspective on herself as a mother and her perspective on her baby, anxiety about keeping her child alive and growing up, and whether there is a supportive environment affect the mother's rearrangement of her maternal identity. This is an important process for the child's health (Doğan et. al., 2005). Providing the mother with the right care for her baby and establishing a positive relationship with her also ensure that the baby clings to life and adapts (Burrow Sanchez and March, 2006). Infancy is a critical period for children to regulate their emotions and develop bonds with others, thanks to the relationship between mother and child (Wenzel, 2006). Parents' behavior is one of the most important indicators in determining the psychosocial risk of the baby (Teti and Gelfand, 1991).

Especially the fact that mothers have a primary importance in child development requires that their beliefs about fulfilling the competencies, duties, and responsibilities required by motherhood should be in a positive way (Coleman and Karraker, 2003). Therefore, mothers are primarily expected to have a self-efficacy regarding parenting (Coleman and Karraker, 2003; Büyüktaşkapu, 2012).

When it comes to parenting self-efficacy, parents' judgments and beliefs about their own capacities about certain duties related to the care and upbringing of their child come into play (Montigny and Lacharite, 2005). Values are explained as general principles that support beliefs. Beliefs are certain ideas that people take as true. In other words, values are abstract standards of goodness and beliefs are subjects that individuals call right or wrong (Oktay, 2018). When the literature is examined; parental self-efficacy (PSE) is a concept defined as their trust or belief in their ability to successfully carry out parenting duties (Vance and Brandon, 2017). Parental self-efficacy also affects mothers' coping skills (Paul, et. al., 2018). Self-efficacy of mothers can be determinant in child development (Jones ve Prinz, 2005) and problem behaviors (Choi et al., 2020). For self-efficacy,

the individual must first see the ability to carry out in a competent and influential way in a specific task (Kendall and Bloomfield, 2005). If a mother with parental self-efficacy believes that her behavior can have a favourable effect on her child's development, she can solve the problems her encounters in this direction (Bandura, 1997).

Knowing and supporting mothers' self-efficacy levels can help support child development. In fact, if mothers have a baby for the first time, they may have more difficulties. At this point, it is necessary to facilitate a smooth transition to parenthood (Amin et. al., 2018). It is known that children who encounter the right approach in the early period depending on the self-efficacy levels of mothers can manage stressful situations well in the future (Burrow Sanchez and March, 2006). In the study conducted by Oliver et al. (2009), it was found that the parent's personality and parenting behaviors were associated with behavioral problems in adolescents in the long term. Although it is known that mothers 'self-efficacy levels affect children's social skills-self-care (Büyüktaşkapu, 2012), academic skills (Yuan et. al., 2016), quality of life (Kan et. al., 2020), the relationship between mothers' self-efficacy and children's psychiatric symptoms It has not been found in any research that has been examined. This research is expected to fill this gap in the field.

Purpose of the Study and Research Questions

This research was purposed in order to predict the self-efficacy levels of mothers, psychiatric problems and psychosocial development of children between the ages of one and three according to some variables, and to determine whether there is a relationship between maternal self-efficacy and children's psychiatric problems and psychosocial developments.

The research question can be stated more specifically as follow:

1) Is there a relationship between self-efficacy of mothers and children's psychiatric problems and psychosocial development?

2) Is there predict children's psychiatric problems mother's self-efficacy, number of children, education level and working status?

3) Is there predict children's psychosocial development mother's self-efficacy, number of children, education level and working status?

4) İs there predict mothers' self-efficacy levels mother's number of children, education level and working status?

Method

Research Design

This study investigated the relationship between mothers' self-efficacy levels and children's psychosocial development and psychiatric symptom levels, was designed in the relational survey model (Büyüköztürk et al., 2017).

Study Group

Mothers with one-three-year-old children, and who refered to Family Health Centers in city center of Erzincan, constitute the universe of the research. Sampling was selected from the population and 128 mothers and their children who applied to four Family Health Centers randomly selected from the Family Health Centers in city center of Erzincan and engaged in the study willingly were added. In this context, it was determined that 60.2% of the mothers incorporated into the research were 30 years old and under, 70.3% were working, 60.9% had high school and above education, and 53.1% had at least two children, 54.7% of the children were girls.

Research Instruments and Procedures

In the study, the Personal Information Form which was developed by the researchers, the Parenting Self-Efficacy Scale in Parenting Skills, and the Social and Emotional Assessment Scale (Short Form 1-3 years) were used. The Personal Information Form contains questions on the number of children, mother's working-education status and the gender of the child.

First research instrument

The mothers' self-efficacy was evaluated with the Parenting Skills Self-Efficacy Scale developed by Emde (1989) and transcribed to Turkish by Elibol et al. (2007). The scale, which is Likert type, consists of 53 items. As a consequence of the adaptation of the scale to Turkish, the number of items was structured as 51. Parenting Skills Self-Efficacy Scale is 5-point Likert type. In the scope of the research, the Cronbach alpha worth was found to be .84.

Second research instrument

Social and Emotional Assessment Scale (Short Form 1-3 Years) was developed by Briggs-Gowan and Carter (2002), and the validity and reliability work of the scale was realised by Karabekiroğlu et al. (2007). The scale is used to determine psychiatric symptom severity and psychosocial development problems in children aged 1-3 years. Of the 42 items in the scale, 31 assess psychiatric problems and 11 evaluate psychosocial development. Higher psychiatric problem score indicates higher level of psychiatric problems, and higher psychosocial development score indicates better psychosocial development. In this research, the Cronbach's alpha worth was examined, and it was found to be .77 for the psychiatric symptom severity sub-dimension and .71 for the psycho-social development sub-dimension.

Data Analysis

Throughout the process of data collection, permits were obtained primarily for the application of the measuring tools. After obtaining the permission of the ethics committee (Protocol number: 03/28, Date: 30/03/2020), the directors of the family health centers included in the study were interviewed and the goal of the study was explained, the environment where the application could be performed was determined and prepared. Data were obtained via face to face meetings with mothers who refered to Family Health Centers.

Pearson Product Moments cor analysis was realized to investigate the relationship between the self-efficacy of the mothers included in the study and the psychiatric symptoms and psychosocial development levels of the children. Pearson's correlation coefficient ranges from +1 to -1.

The relationship value ranges from +1 to -1. The direction and level of the relationship are determined according to the relationship value (Öztuna et al., 2008). Multiple regression analysis was realised to determine whether the self-efficacy, number of children, mother's education status and mother's working status predicted children's psychiatric symptom and psychosocial development, and whether the number of children, educational status and working status predicted the self-efficacy of mothers. Before correlation and regression analysis, normality, linearity and multiple connection problems were examined. In the analysis, it was determined that the data were normally distributed, the relationships in the binary correlation analysis between variables did not create a multiple connection problem (Topal et al., 2010).

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Results

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Findings of the First Research Question

Table 1

Results of the Relationship between Self-Efficacy of Mothers and Children's Psychiatric Symptom Severity Levels

	Self-Efficacy	Psychiatric Symptom Severity	Psychosocial Development
Pearson Correlation	1	,-275*	,293*
Sig 2(tailed)		,002	,001
N	128	128	128

As seen in Table 1, a negative relationship between the parenting self-efficacy levels of the mothers and the psychiatric symptom severity levels of the children has been found and there is a

positive and weak relationship between the parenting self-efficacy levels of the mothers and the psychosocial development levels of the children.

Findings of the Second and Third Research Question

Table 2
Results of Analysis to Establish the Effects of Mothers' of Self- Efficacy, Number of Children, Education and Working Status on Children's Psychiatric Symptom and Psychosocial Development Levels

Sub-dimensions	Variable	B	Standard Error	β	t	p
Psychiatric symptom	Constant	40,048	8,424		4,754	,000
	Self-efficacy	-,095	,036	-,249	-2,632	,010
	Number of children	,276	1,319	,020	,209	,834
	Mother's education status	-,992	1,368	-,072	-,725	,470
	Mother's working status	-,838	1,400	-,055	-,599	,550
	R=,303	**R²=,092**	**F=2,419**		**p< 0,05**	
	Variable	B	Standard Error	β	t	p
Psychosocial development	Constant	,023	4,285		,005	,996
	Self-efficacy	,064	,018	,321	3,474	,001
	Number of children	1,234	,672	,175	1,836	,069
	Mother's education status	,197	,699	,027	,282	,779
	Mother's working status	,994	,709	,126	1,401	,164
	R=,356	**R²=,127**	**F=3,521**		**p< 0,05**	

When Table 2 is examined, it has been defined that the self-efficacy, number of children, mother's education and working status, and self-efficacy together show a relationship (R = .303, R^2 =, 092) with children's psychiatric symptom levels (R = .303, R^2 =, 092) and psychosocial development levels (R = .356, R^2 =, 127). These variables explain 9.2% of the psychiatric symptom level and 12.7% of the psychosocial development level. Considering the meaningfulness tests of the regression coefficients, it is seen that only self-efficacy, among the predictive variables, is a significant predictor on psychiatric symptoms and psychosocial development. As a result, it is possible to claim that as the self-efficacy points of the mothers increase, the psychiatric symptom scores of the children will decrease and the psychosocial development scores will increase.

Findings of the Fourth Research Question

Table 3
Results of Analysis to Determine the Effect of Mothers' Number of Children, Education Level and Working Status on Self-Efficacy Levels

Variable	B	Standard Error	β	t	p
Constant	153,268	16,576		9,246	,000
Number of children	-4,400	3,098	-,124	-1,420	,158
Education level	10,964	3,305	,300	3,317	,001
Working status	4,899	3,517	,123	1,393	,166
R=,342	**R²=,117**	**F=5,444**		**p< 0,05**	

Upon the examination of Table 3, it is seen that the number of children, education level and working status together reveal a relationship with the self-efficacy levels of the mothers (R = .342, R^2 =, 117). These variables explain 11.7% of the self-efficacy level. Considering the meaningfulness tests of the regression coefficients, it is seen that among the predictive variables, only the education level is a significant predictor of the self-efficacy level.

Discussion, Conclusion and Recommendations

Upon the examination of the findings, it can be said that as the self- efficacy of the mothers increases, the psychiatric symptoms of the children decrease and their psychosocial development levels increase. Mothers with high levels of self-efficacy perceive themselves as competent in matters related to the care and upbringing of their children, have a positive perception of the ability to perform effectively, their motivation and performance increase, and they become successful and emotionally well. Mothers with these skills, namely parental self-efficacy, can better support children's social development (Bandura, 1997; Kendall and Bloomfield, 2005; Montigny and Lacharité, 2005). In the study conducted by Sevigny and Loutzenhiser (2010), a relationship was found between mothers' general self-efficacy and relational functionality levels and their children's psychosocial adjustment. In another research, it was recorded that parental self-efficacy is determinant on children's goal orientation and well-being (Curelaru et al., 2020). Bojczyk et al. (2018) found that high self-efficacy in mothers created a more effective home learning experience for the child, and emphasized the link between the home learning experience and theirs vocabulary skills. Baharudin and Luster (1998) found that mothers with high family income, less children and higher marital standard provide more supportive home atmosphere, and the quality of the home environment is related to the success of their children. Binda et al. (2019) emphasized that in healthy babies at psycho-social risk, poor-quality mother-child interaction has a risk of adversely affecting the development of babies. Büyüktaşkapu (2012) found that the children of mothers with high self-efficacy perception are advanced in the field of social skills-self-care. In addition, mothers' self-efficacy levels affect children's perceived parental attitudes (Yılmaz, 2018), verbal interaction practices used by mothers (Gözübüyük, 2015), and the provision of a stimulating home environment for their children (Özdemir, 2019). Based on its effect on children, it can be said that studies on the self-efficacy of mothers will have favorable effects on children's development. In other words, studies show that mothers' self-efficacy levels affect their children's development. Findings from this study also contribute to the field in terms of showing that mothers' self-efficacy levels are determinative on their children's psychosocial development levels and psychiatric symptoms. In line with the principle that development is a whole, a deviation in one development area affects other areas of development. At the point of these studies, it is important to provide resources that will develop the knowledge and skills of the mother who has a baby, regarding the development of the baby. Examples of these resources are "to ensure that children receive education in the early years", "to provide regular education to mothers", "to deliver child follow-up to all children". The importance of early years, the importance of providing supportive stimuli during this period, and the necessity of having different experiences can be emphasized (Baran and Yurteri Tiryaki, 2016).

Sener and Cimete (2016), a weak negative correlation has found between mothers' self-efficacy and theirs democratic attitudes and their children's problem behaviors. The weakness of the relationship in this study, too, can be explained by the fact that not only mothers' self-efficacy determines the psychiatric symptoms and psychosocial development of children, but also other variables may also be effective. For example; If the marital relationship is strong before having a child, parents are usually able to find more support in their relationships after the baby is born, can estimate realistically what changes will happen in their lives regarding their responsibilities, and they are generally more satisfied with their lives after the child is born, most importantly, they can manage the responsibilities of a new baby better (Burrow Sanchez and March, 2006). For this reason, it is recommended to conduct empirical and longitudinal studies to determine the effects of mothers' self-efficacy levels on the child (Jones and Prinz, 2005). In addition, in-depth studies investigating the effects of different variables on children's psychiatric symptom severity levels can be planned. In the study conducted by Curelaru et al. (2020); it was found that mothers' high self- efficacy caused children to have high learning self-efficacy, and high learning self-efficacy caused lower depressive symptoms. In the study conducted by Teti and Gelfand (1991), it was emphasized that parenting behavior can play a substantial role in determining the psychosocial risk of the baby. Rotheram Fuller et al. (2018) found that maternal depression is effective on children's behavioral problems.

In another finding of the research; it has been found that the self- efficacy, number of children, mother's education and working status together reveal a relationship with children's psychiatric

symptom levels and psychosocial development levels. In addition, these variables explain 9.2% of the psychiatric symptom level and 12.7% of the psychosocial development level, and it has been exhibited that only self- efficacy is a significant predictor on psychiatric symptoms and psychosocial development. Zorbaz (2018) determined that conflict with the child is a predictor of parental self-efficacy; he emphasized that when children exhibit behaviors such as aggression and breaking the rules, parents may experience conflict with their child and this may lead to a self-perception of inadequateness.

It can be said that the child's psychosocial symptom severity is influenced by the number of children, birth order, maternal education level, and parental attitudes and social support systems of the parents as well as the mother's working status. The repetitive experiences of the children with their mother, with whom they are in a primary relationship, form the relationship schemes, and these relationship schemes, which include emotional and motivational components, guide the child's future relationships. Children who are associated with timely and adequately received care have more attention control in the future, their academic skills, social and emotional development levels are higher, and they can manage stressful situations well (Burrow Sanchez and March, 2006). For this reason, when professionals working with children think that the source of various problems seen in children is family, they can also examine parents' self-efficacy levels in family interviews and offer preventive or interventional services for this (Zorbaz, 2018).

It is known that mother-father-child relationships have an crucial effect on children's social development and behaviors and that there are many variables belonging to the child and the parent that affect this (Kırman and Doğan, 2017). Derman and Başal (2013) observed at least one or more behavioral problems in 60.6% of the children included in their study, and it was found that unwanted parental attitudes were effective in children's behavioral problems. In the studies conducted; It is seen that parents' attitudes and behaviors that are pressure, discipline and overprotective have negative effects on children and adolescents (Kırman and Doğan, 2017; Sümer et al., 2010). Sümer et al. (2010) also investigated the psychological effects of parent attitudes and behaviors; he emphasized that the studies carried out in early and middle childhood are few. It can be said that this research is conducted in an age group with relatively few studies and it is an example for future studies in terms of its subject.

It can be said that the higher the education level of the mothers included in the study, the higher the self-efficacy scores. In general, every level of education aims to provide individuals with desired behaviors in society. It is thought that an individual with a high level of education will consider better adaptation to the environment. At this point, the high education level of the mother also affects her behavior towards her children in a positive way (Özyürek and Tezel Şahin, 2010). Kurt and Aslan (2020) found in their study that the self-efficacy of university graduate mothers was significantly higher than mothers who graduated from primary, secondary and high school. Mothers with a high level of education can provide the necessary stimuli to support all developmental areas of the child and can communicate with the child correctly. It can observe its development and prevent potential problems with timely measures when necessary. In addition, as children learn by modeling, mothers' behaviors and therefore their education and education levels have an important place in their perspective on life, life habits, and the development of moral values (Deniz, 2018). Education level affects parenting behavior. Yaşar Ekici (2015) found that there was a relationship between children's social skills and their mother's educational status, and stated that children whose mothers graduated from undergraduate and associate degrees had more social skills than those whose mothers were primary and secondary school graduates. Higher education graduate mothers are more sensitive to and more interested in the clue behaviors they show to reveal their children's needs (Burrow Sanchez and March, 2006).

From birth, the child, while trying to adapt to the environment, receives the greatest support from his family and therefore from the caregiver. Here, the mother has an important place. Because the mother is effective in the child's ability to express himself from early years, become a self-sufficient individual and integrate with the society. The first years of childhood are the period in which the child gains most of the behaviors and habits that will affect him throughout his life (Gürsoy and Özaslan,

2014). The mother's ability to feel competent about parenting, her narrow belief in this issue and positive values affect the psychosocial development levels of her children positively.

At this point, the importance of increasing the perception of the mother's parental duty and motivation and performance comes to the fore. It can be said that the results obtained from this study on the self-efficacy level of mothers and psychiatric symptoms in children with normal development will guide the studies to be conducted.

Based on the research results, the following recommendations can be given:

- In-depth studies can be planned to determine the factors that affect mothers' self- efficacy levels

- Issues related to mothers' self- efficacy can be included in television programs and social platforms. Public service announcements can be created on the subject.

- Within the scope of early intervention, couples can be trained on parental self- efficacy before marriage.

- Family training activities can be used to raise self-efficacy through education. Self- efficacy levels can be increased with the training given to mothers with low educational level.

- Mixed-design studies can be conducted in which qualitative and quantitative studies are conducted on the effect of mothers' self-efficacy levels on children's psychiatric symptom severity and psychosocial development levels.

- Studies can be conducted on factors that predict children's psychiatric symptoms and psychosocial development.

Limitations

This study contributes to revealing the relationship between mothers' self-efficacy levels and their children's psychosocial development levels and psychiatric symptoms. However, the correlational relationship of the data does not enable causal interpretations of these relationships. Longitudinal studies are required to provide evidence of causal pathways between these variables. In addition, in studies on self-efficacy, the relationship of children with different developmental areas should be evaluated and more studies should be conducted with different age groups. In addition, only mothers were studied in the study, and studies including fathers can be planned.

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How to Get Information in Online Environments? A Comparison of the Use of Net Generation Tools

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Abstract

It is anticipated that there will be differences in the use of the Internet and mobile technologies in accessing information amongst the new generations (digital natives) depending on the development level of the country they live in. Globalization further reinforces these differences. In this study, these differences are investigated for three countries having different levels of development: the United Kingdom, Malta, and Turkey. A total of 443 participants are chosen from university universities studying in different departments in 2017-2018 spring term. Variance analysis (ANOVA) has been used in identifying the differences between the study groups' access to information of the three countries. Findings show differences between the three countries in the use of social networks such as Facebook, Instagram, Twitter and Snapchat. In addition, there are differences in the use of mobile technology devices Notebook, Tablet and Smartphones in accessing information. Finally, differences were identified in the use of information sources in accessing information. These differences are in the use of search engines, wiki, social networks, blogs, and digital libraries. No differences were found in terms of digital newspapers. The findings are discussed comparatively with reference to the scholarly work done in the field and recommendations are given.

Keywords: Accessing information, ANOVA, net generation tools, comparative study.

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Çevrimiçi Ortamlarda Bilgiye Nasıl Ulaşılır? Y Kuşağı Teknolojik İletişim Araçları Kullanımının Karşılaştırılması

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Öz

Yeni nesil olarak ifade edilen dijital yerlilerin küreselleşme ile birlikte bilgiye ulaşmada internet ve mobil teknolojileri kullanım davranışlarının ülkelerin gelişmişlik düzeylerine göre farklılaşacağı düşünülmektedir. Bu çalışmada farklı gelişmişlik düzeyine sahip İngiltere, Malta ve Türkiye olmak üzere üniversite öğrencilerinin bilgiye ulaşmada kullandıkları yeni nesil çevrimiçi araçlar ve mobil teknolojilerin kullanımının karşılaştırmalı olarak araştırılması amaçlanmaktadır. Çalışma grubu 2017-2018 bahar döneminde üniversitelerin farklı bölümlerinde öğrenim görmekte olan toplam 443 öğrenciden oluşmaktadır. Çalışmada değerlendirilen ülkeler arasındaki farklılıkların belirlenmesinde ANOVA kullanılmıştır. Elde edilen sonuçlar, ülkelerin bilgiye erişimde kullandıkları sosyal ağların Facebook, Instagram, Twitter ve Snapchat açısından farklılaştığını ortaya koymaktadır. Bununla birlikte mobil teknolojik cihazlar açısından bakıldığında bilgiye erişmede Notebook, Tablet ve Akıllı Telefon kullanımının da ülkeler açısından farklılaştığını ilişkin bulguya rastlanmıştır. Son olarak, ülkelerin bilgiye ulaşmada çevrimiçi bilgi kaynaklarının kullanımına ilişkin olarak farklılaştığını göstermektedir. Buna gore, arama motoru, wiki, sosyal ağlar, blog, dijital kütüphane açısından farklılık tespit edilirken; dijital gazete açısından ülkeler arasında herhangi bir farklılık görülmemektedir. Çalışmada elde edilen sonuçlar alanyazın temelinde kültürel karşılaştırmalı olarak tartışılmış ve öneriler sunulmuştur.

Anahtar Sözcükler: Bilgiye erişim, ANOVA, yeni nesil dijital araçlar, karşılaştırma.

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Introduction and Literature Review

The introduction of new technology enabled approaches to education has reached a point that educationalists have no choice but finding ways of the best use of these approaches. The Net Generation come with their own tools and approaches to learning, so that even the most conservative teaching and learning environments are forced to accept these tools and approaches. Recent statistics published by the International Telecommunications Union (ITU 2019) show that while there is a decline in the subscription to fixed telephone devices, subscription to mobile devices is estimated to exceed 100% worldwide (including individuals with multiple cell phones). The same source states that while more than 100% of the population has active mobile broadband subscriptions, the same is around 75% in the developing world. When tablets and other portable, wireless devices are considered alongside mobile phones, mobile systems have become the main technology in accessing online systems. Considering that access to broadband services is also widely provided by institutions, it becomes clear that important percentages of people access online systems worldwide (48% of females and 58% of males worldwide (53.6% combined)). When broken down according to development levels, access to the Internet is 86.6% and 47% for the developed and the developing world respectively. Hence, the important role of these devices in accessing information, and promoting education become undeniable. As such developments facilitate effective communication, online information resources and social networks provide platforms for not only socializing and entertainment but also sharing information, and collaboration.

Sanders and Morrison (2007) describe the net generation as "the cohort of young people born between 1982 and 1991 who have grown up in an environment in which they are constantly exposed to computer-based technology." The definition of digital natives to identify the 21st century children and youth reflects the level of the use of the new mobile technologies such as smartphones, Notebooks, PDAs, and tablets (Prensky, 2001). The mobile applications developed for these devices are widely used for entertainment, socialization, and access to information (Tonta, 2019) as well as for teaching and learning (Gülbahar, Kalelioğlu, and Madran, 2010) by students. Their experience in the use of online systems such as social networks, blogs, wikis etc., result in a different approach to learning compared to previous generations. Investigating the net generation's reading preferences with reference to print and e-books, Saleh and Mashhur (2015) conclude that although e-book growth is slowing, it is still substantial. According to the study, the majority of book readers believe that e-books will become more popular than the printed books in the future.

The digital natives prefer to access knowledge through search engines and social media rather than printed material (Bilgiç, Duman, and Seferoğlu, 2011). The digital natives reach the desired knowledge speedily using their skills and technology (Taş, Demirdöğmez, and Küçükoğlu, 2017, s.103). They are born into a world of technology and hence demonstrate a different approach to life, socialization, the perception of knowledge, and decision making compared to the previous generations (Artemova, 2018, p.8). Although this approach is attributed to technological developments, (Leitch and Warren, 2011), it is essential to understand their aims of using the existing technologies. Gezgin, Hamutoğlu, Samur and Yildirim (2018) showed that mobile devices are predominantly used for accessing the social media. Similarly, Norman et al. (2015) highlights that mobile social media learning is an amalgamation of "mobile learning" and "social media", thereby creating a scenario where mobile technology is used within the learning process. When reviewing learning, it is imperative to consider the parties that are engaged within the domain; instructors and students. The studies referenced above show the importance of understanding which devices are used by the new generation students in accessing knowledge and learning. This way, the characteristics of the mostly used Web 2.0 technologies can be identified and integrated into learning environments to enhance teaching and learning.

Web 2.0 has enabled better functionality of the Internet-based web technologies and facilitated sharing information freely and easily over the Internet (Karaman, Yıldırım, and Kaban, 2008). Blogs, microblogs (e.g. Twitter and Tumblr), Wikis, bookmarking (e.g. Delicious), media sharing sites (e.g. Youtube and Flickr), podcasts, virtual worlds (e.g. Secondlife), and social networks (e.g. Facebook,Instragram, Myspace, and Friendfeed) are the most popular examples of Web 2.0 applications (Sahin, Kaynakçi, and Aytop, 2016). In addition, the increasing use of social networks which are popular amongst digital natives (e.g. Facebook, Instagram, Twitter, Myspace, Linkedin, and Google Plus) gave

rise to the widening of the accessible sources of information (Togay, Akdur, Yetişken, and Bilici, 2013). The List of Millennial Characteristics state that the fast development of social networks, tablets and smart applications during the era digital natives are born and developed helped them to develop skills in the use of technology (Lucky, 2017). Although the typical characteristics of digital natives stem from the technological devices used to access and share information brought by globalization, it is essential to investigate their use of technological devices in accessing information based on the level of development of the countries they live in.

The Aim and Significance of the Study

While it may be expected that the usage behavior of the Internet and other technologies will demonstrate similarities across the world due to globalization, there may be differences amongst countries due to the cultural diversity, the level of development impacting on the policies of the use of technology in education, technological transformations, and economical factors. Alongside technological transformation, the emerging technologies of 21st century (e.g. machine learning and artificial intelligence) may increase the differences between human groups or countries leading concerns of uncertainty for the future (UNDP, 2019). To alleviate inequalities, it is essential to have effective access to technology to succeed in transforming the societies from basic capabilities to more advanced ones. It is concerning to see that masses lag behind in accessing technology and this further increases inequalities in acquiring technological capabilities. As the Human Development Index Report indicates, effective access to technology and access to information and life changing technologies are vital for development and living standards of societies. Turkey's ranking in the human development indexes published in 2018 is 59. The UK and Malta occupy 15th and 28th places respectively (UNDP, 2019). Considering the contribution of digital natives to human development, an understanding of the differences between the digital natives' access to information in developing and developed countries will give an insight into these rankings. It worth noting that just like the UK, in Malta English is the dominant language used in technological development as well as education and both countries invest into the use of technology in education significantly. PISA 2018 reports show that after a sharp fall in 2015, Turkey's performance in education improved to the highest level of the past 15 years (PISA, 2018). This can be attributed to the investment into technological infrastructure and improvements in accessing information through the use of technology. Societies have differences in the use of mobile communication devices, social networks, and online information resources. Hence, it is important to investigate how these differences portray themselves. In this context, this study investigates the use of Net Generation Tools to access information through online systems comparing three countries: The UK, Turkey, and Malta. Answers are sought for the following research questions: (1) What are the differences in the use of social network types among countries for accessing information? (2) What are the differences in the use of mobile technological devices among countries for accessing information? (3) What are the differences in the use of online information resources among countries for accessing information?

Method

This study presents quantitative research designed around an exploratory survey design model (an approach aiming at describing a situation the way it exists) in an attempt to compare cultural differences in Net Generation university students' interaction with online systems especially in their education in three different countries. The sampling method of the study is a kind of convenience sampling. In convenience sampling, when subjects are chose because of the close proximity to a researcher, that is, the ones that are easier for the researcher to access (Etikan, Musa and Alkassim, 2016, p.1). Addition to this, the survey design studies do not have effort to change or influences on the fact that is the subject of the study. Accordingly, as stated in the study of Fraenkel and Wallen (2006) in the survey design studies the distribution of participants in the sample is more important than the reasons of properties and opinions.

Sample

Participants of the study consist of 443 students studying in the spring semester of 2017-2018. These students study in a department on technology in Turkey, Malta and the United Kingdom. The universities where data collected are University of Sakarya (Turkey), and Middlesex University with

participation from London and Malta campuses. The reason for obtaining data from those countries and departments is related with the conveinced sampling method of the study.

Data Collection Tools

Through a survey, the students were asked questions such as "Which social networks do you use to get information?", "Which of the following technology/technologies do you use to aid your learning?", and "What means do you use to access information?"

Data Collection Procedure

The data has been collected from three countries; Turkey, Malta, and the United Kingdom. Participants were chosen from amongst students studying at technology related departments of universities in these countries. The reason for obtaining data from those countries and departments is related with the conveinced sampling method of the study. A total of 443 students responded to the questionnaire studying in different departments in 2017-2018 spring term. Participation was voluntary. Both a hardcopy and an electronic version of the questionnaire were used in data collection. For the electronic version Google Forms was used and the link was shared with the students electronically.

Data Analysis

The data collected was analyzed by Statistical Package for Social Sciences (SPSS) 23. The datasets collected in different countries were successfully checked for normality ($p>.05$) enabling the application of parametric tests. To establish the differences between the countries considered, ANOVA was used during the analyses for the independent variables of the use of social networks, the use of mobile technologies, and the use of online information resources.

Ethical Permits of the Research

In this study, all the rules stated in the "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. None of the actions specified under the second section of the Directive, "Scientific Research and Publication Ethics Actions" have been carried out.

Findings

The findings of research conducted in order to identify the characteristics of, and the differences between university students studying at different countries, in terms of the use of social networks, mobile devices, and online resources are presented in the order of the research questions stated above.

Statistics of the Use of Digital Environments

Results of the percentages (%) and frequencies (f) for comparing variation of the use of digital environments by participants based at different countries are presented in Table 1.

Table 1
Statistics of the Use of Digital Environments

Type	Choices	Turkey		Malta		UK	
		N	%	N	%	N	%
The use of Social networks	Facebook	181	90	115	98.3	96	76.8
	Twitter	104	51.7	21	17.9	42	33.6
	Instagram	162	80.6	51	43.6	73	58.4
	Swarm	91	45.3	0	0.0	1	0.8
	Snapchat	107	53.2	35	29.9	60	48.0
The use of Mobile Technologies	Notebook	191	95	117	100	124	99.2
	Tablet PC	37	18.4	39	33.3	44	35.2
	Smartphone	197	98.0	87	74.4	98	78.4
The use of Online Information Resources	Search engine	199	99.0	116	99.1	124	99.2
	wiki	195	97.0	106	90.6	118	94.4
	social networks	186	92.5	91	77.8	103	82.4
	blog	188	93.5	99	84.6	97	77.6
	digital libraries	186	92.5	114	97.4	120	96.0
	digital newspapers	170	84.6	99	84.6	96	76.8

Table 1 shows that the social network, Facebook has the highest percentage of use compared to other social network tools in Turkey (X_T=90.0), Malta (X_M=98.3), and the UK (X_{UK}=76.8). In addition to this, while smartphone has the highest usage percentage (X_T=98.0) compared to notebook usage (X_T=95.0) and tablet pc (X_T=18.4) in Turkey, notebook (X_M=100.0; X_{UK}=99.2) is the most used mobile technology compared to tablet pc (X_M=33.2; X_{UK}=35.2) and smartphone (X_M=74.4; X_{UK}=78.4) in Malta and the UK. Finally, while search engine (X_{TR}=99.0; X_M=99.1; X_{UK}=99.2) is the most used tool as an online information resource in all three countries; social networks (X_M=77.8; X_{UK}=82.4) and blogs (X_M=84.6; X_{UK}=77.6) are not preferred as online information resources in Malta and the UK compared to Turkey's usage of social networks (X_{TR}=92.5) and blogs (X_{TR}=93.5).

The Use of Social Networks

Results of the ANOVA test for comparing variation of the use of social networks by participants based at different countries are presented in Table 2.

Table 2
ANOVA Test based on Usage of Social Networks

	Source of variation	Sum of squares	df	Means of squares	F	p	Significant Variation
Facebook	Among groups	2.881	2	1.440	15.002	0.00**	
	Within groups	42.248	440	0.096			1-3, 2-3
	Total	45.129	442				
Twitter	Among groups	8.737	2	4.369	20.168	0.00**	
	Within groups	95.308	440	0.217			1-2, 1-3, 3-2
	Total	104.045	442				
Instagram	Among groups	10.789	2	5.394	26.207	0.00**	1-2, 1-3, 3-2
	Within groups	90.570	440	0.206			
	Total	101.359	442				
Snapchat	Among groups	4.122	2	2.061	8.574	0.00**	1-2, 3-2
	Within groups	105.77	440	0.24			
	Total	109.892	442				

*p<.05, **p<.01, 1-Turkey, 2-Malta, 3-UK

Table 2 shows that a meaningful difference is found in the results of the ANOVA test among countries for *Facebook* (F = 15.00, p < .01); *Twitter* (F = 20.17, p < .01); *Instagram* (F = 26.21, p < .01), and *Snapchat* (F = 8.57, p < .01). Post hoc significant difference (Scheffe) results were interpreted in order to find which countries had differences on the use of web 2.0 tools. Results show differences in the use of *Facebook* between the UK and Turkey, as well as the UK and Malta; in the use of *Twitter* and *Instagram* between Turkey and Malta, between Turkey and the UK, and between Malta and the UK. Finally, there is a difference in the use of *Snapchat* between Turkey and Malta, and Malta and the UK.

Positive responses from the participants regarding the use of social media, can be summarised as follows in descending order:
- *Facebook*: Malta (X_M = 0.98), Turkey (X_T = 0.90), UK (X_{UK} = 0.77),
- *Twitter* and *Instagram*: Turkey (X_T = 0.52 and X_T = 0.81), UK (X_{UK} = 0.34 and X_{UK} = 0.59), Malta (X_M = 0.18 and X_M = 0.44).
- *Snapchat*: Turkey (X_T = 0.53), UK (X_{UK} = 0.48), Malta (X_M = 0.30).

The Usage of Mobile Technological Devices

Results of the ANOVA test for comparing the use of mobile technologies in each country are presented in Table 3.

Table 3
ANOVA Test based on Usage of Mobile Technological Devices

	Source of variation	Sum of squares	df	Means of squares	F	p	Significant Variation
Notebook	Among groups	0.232	2	0.116	4.871	0.008**	
	Within groups	10.494	440	.024			2-1
	Total	10.727	442				
Tablet	Among groups	2.793	2	1.397	7.255	.001**	
	Within groups	84.701	440	.193			2-1,3-1
	Total	87.494	442				
Smartphone	Among groups	5.204	2	2.602	24.157	.000**	1-2, 1-3
	Within groups	47.396	440	108			
	Total	52.600	442				

*p<.05, **p<.01, 1-Turkey, 2-Malta, 3-UK

In Table 3, a significant difference is shown among countries in the use of *Notebook* ($F = 4.87$, $p < .01$); *Tablet* PC ($F = 7.26$, $p < .01$); and *Smartphone* ($F = 24.16$, $p < .01$). Post hoc significant difference (Scheffe) results were interpreted in order to find which countries had difference on the use of mobile technologies. As it can be seen from these results, the difference in the use of *Notebook* is between Turkey and Malta; for the use of *Tablet PC* and *Smartphone* between Turkey and Malta, and the UK as well.

The use of *Notebooks* is very popular amongst participants with Malta leading ($X = 1.0$), closely followed by the UK ($X_{UK} = 99.2$) and Turkey ($X_T = 0.95$).

While participants from Turkey lead in positive responses regarding the use of *Smartphones* ($X_T = 0.98$) followed by the UK ($X_{UK} = 0.78$) and Malta ($X_M = 0.74$), the UK participants take the lead in the use of *Tablets* ($X = 0.35$) followed by Malta ($X_M = 0.33$), and Turkey ($X_T = 0.18$).

The Usage of Online Information Sources

Results of the ANOVA test for comparing variation of participants in different countries based on the information sources are presented in Table 4.

Table 4
ANOVA Test based on the Usage of Online Information Sources Variable

	Source of variation	Sum of squares	df	Means of squares	F	p	Significant Variation
search engine	Among groups	3.951	2	1.975	5.330	.005	1~2
	Within groups	163.065	440	.371			
	Total	167.016	442				
wiki	Among groups	67.307	2	33.654	31.661	.000	1~2. 1~3. 3~2
	Within groups	467.686	440	1.063			
	Total	534.993	442				
social networks	Among groups	88.246	2	44.123	28.891	.000	1~2. 1~3
	Within groups	671.984	440	1.527			
	Total	760.230	442				
blog	Among groups	49.541	2	24.770	20.986	.000	1~2. 1~3
	Within groups	519.353	440	1.180			
	Total	568.894	442				
digital libraries	Among groups	28.625	2	14.312	12.361	.000	2~1. 3~1
	Within groups	509.439	440	1.158			
	Total	538.063	442				
digital newspapers	Among groups	.119	2	.059	.043	.958	no significant
	Within groups	613.981	440	1.395			
	Total	614.099	442				

*p<.05, **p<.01, 1-Turkey, 2-Malta, 3-UK

Table 4 shows a significant difference in the results of the ANOVA test among countries for the use of *search engines* (F = 5.33, p < .01); *wiki* (F = 31.66, p < .01); *social networks* (F = 28.89, p < .01); *blogs* (F = 20.99, p < .01); *digital libraries* (F = 12.36, p < .01); *Libraries* (F = 4.29, p < .05); *printed newspapers* (F = 10.61, p < .01); *printed scientific journals* (F = 4.80, p < .01); *printed books* (F = 5.18, p < .01); and *printed lecture notes* (F = 21.67, p < .01). Post hoc significant difference (Scheffe) results were interpreted in order to find which countries had differences on the use of information sources. According to this, the difference in the use of *search engines* and *printed books* is between Turkey (X = 4.78 and X = 3.43) and Malta (X= 4.56 and X = 3.03). In the use of *social networks* (X_T= 3.53, X_M= 2.48, and X_{UK} = 2.86), *blogs* (X_T= 3.16, X_M= 2.50, and X_{UK} = 2.48), *digital libraries* (X_T= 3.15, X_M= 3.74, and X_{UK} = 3.55), and *printed lecture notes* (X_T= 4.05, X_M= 3.25, and X_{UK} = 3.54) is between Turkey and Malta, and Turkey and the UK respectively as well. The differences in the use of *Libraries* and *printed scientific journals* is between Turkey (X = 2.85 and X = 2.69) and the UK (X= 3.22 and X = 2.31), respectively. Finally, in the use of *wiki* a significant difference exists between Turkey and Malta (X_T= 3.77, X_M= 2.83), Turkey and the UK (X_T= 3.77, X_{UK}= 3.29), and Malta and the UK (X_M= 2.83, X_{UK}= 3.29).

Discussion, Conclusion and Recommendations

The findings of this study, which is based on the usage levels of social networks, mobile technologies, and online information sources frequently used in accessing information, have shown significant differences in terms of the types of social networks used in the UK, Malta, and Turkey. According to this, Facebook is used more in Malta and Turkey than the UK. Twitter, Instagram and Snapchat are used more in Turkey and the UK in comparison to Malta. When these findings are considered together with the work carried out by Özerbaş and Kuralbayeva (2018), the findings can be explained in terms of the differences in digital literacy between countries. In addition to this, the findings of the work carried out by Aydın (2016) are important in explaining the findings of this work. The findings show that in Turkey, university students use social networks to communicate with their friends, and the one mainly used is Facebook. At this point, the information accessed becomes more important. In their work, Odabaş, Odabaş and Sevmez (2018) questioned the trends amongst university students about the sort of reading environments and materials. The responses were that students preferred to access information through social networks and did not prefer reading digital books/e-books. According to the digital report collaboratively prepared by We are Social and Hootsuite (2018), the use of Instagram is in rise in Turkey; so much that they call it the lovemark of the Turks. Sarı and Kunt (2014) stated that as the seniority of students increases, the use of the Internet is increasingly used for socialising and chats in addition to accessing information. Taking this into account, it is expected that the use of social networks to access information in Turkey will be more than the other two countries. However, while the use of social networks reaches 67 percent in the UK, the same is only 63 percent in Turkey (We are Social and Hootsuite, 2019). It is important to look into the reasons behind less use of the social media in the UK in accessing information compared to Turkey, while the former has a higher rate of access to information. It will be fair to say that, in the UK, the students are more conscious of the untrustworthiness of social media in accessing correct information; this is an indication of the level of literacy and awareness.

When the differences in the use of mobile technologies in accessing information in the UK, Malta, and Turkey are compared, while the use of notebooks leads in Malta, the main communication technology used in Turkey is smartphones. In the use of tablets to access information, Malta and the UK are ahead of Turkey. Research shows that amongst the countries leading in reading books, France and the UK lead with 21 percent (UNESCO, 2017). The advantage of reading books tablets offer because of their larger screens may be the reason behind the preference of digital publications (articles, novels etc.). The same research showed that percentage of the population reading books is at 0.1. Each of these three countries, follow educational policies in favour of providing tablets and notebooks to students and teachers as part of technology integration into education. This indicates that Turkey is lagging in technology integration aiming at the use of technology to access information. In a study carried out by Pamuk, Çakır, Ergun, Yılmaz and Ayas (2013) on the Fatih project, one-to-one and group interviews with students showed that the use of tablets is a lot less than the use of smart boards. The main reason behind this has been identified as technical limitations of tablets and lack of

resources/contents. The same study showed that in addition to students, teachers rarely use tablets too. This can be explained by socio-economic and cultural structures of the society as well as habits the population has. According to the findings of the Global Mobile Users questionnaire carried out by Deloitte (2018a), in Turkey, the use of mobile services is in rise, so that 92 percent of the participants own a smartphones followed by 81 percent of laptop and 63 percent of tablet ownership. It is also stated that, in 2014, 1.57 billion people owned a smartphones. This number is projected to reach to 2.87 billion by 2020 (BTK, 2018, from TRT Haber, 2019). In addition to this, the percentage use of smartphones in The UK is 77 followed by 64 percent usage of tablets (Deloitte, 2018b). Following from this, it is believed that the limited use of smartphones in accessing information in The UK is caused by the subjects on media literacy taught as part of the curriculum, and the effective implementation of technology integration in education. It can only be added that, due to the teaching stated above, the students are conscious of the negative aspects of the use of smartphones and behave accordingly (Tanrıverdi and Apak, 2010). The influence of British culture on Maltese education and culture, in general, explains the findings of the work done.

When the findings on the online resources used to access information in the UK, Malta, and Turkey are compared, Turkey leads in the use of Search Engines, Wikis, Social Networks, and Blogs. Only in the use of Digital Libraries, Turkey lags behind both Malta and the UK. This may well be linked to the low rate of book reading in Turkey (UNESCO, 2017). After all, a population that does not read is not expected to use digital libraries much. This situation can be used as an opportunity by educationalists in Turkey. Social networks can be used for educational purposes together with digital stories and blogs to deliver information to students and develop reading habits. In the UK, the use of Wikipedia by university students was studied. It is found that the use of Wikipedia in the UK is not for academic purposes (Knight and Pryke, 2012). This is because educational establishments discourage the use of Wikipedia considering it unreliable. Although access to Wikipedia is not allowed in Turkey, it is well known that students use Wikipedia rather than digital libraries in completing their homework as well as final projects. This is because the digital databases students can access in Turkey demand payment, students are not aware of the digital databases universities subscribe to, and students do not know how to use digital databases for research.

The findings of this work show that Turkey is ahead of the UK and Malta in the use of digital environments. When the level of development is considered, this does not look right. Although Turkey leads in the use of digital resources, this does not reflect in production and development. This is supported by the fact that while ICT and programming courses offered in the curriculum aimed at developing literacy in these fields in Turkey, the same courses are used to enable students to develop systems by the use of computing technologies (Barut and Kuzu, 2017). In Turkey, however, in teaching science and technology at primary schools, the use of ICT is supported which partially reflects in benefits, and level of education students have. Göldağ and Kanat (2018) state in their work that the increased use of the Internet by students does not reflect in digital literacy. The interpretation of these findings is that students do not use internet sites consciously; they rather use the Internet for entertainment and chats. A comparative study carried out by Tanrıverdi and Apak (2010) showed that in countries having a well-developed education system such as Finland and Ireland, media literacy course is offered as a unit in the curriculum to develop skills, behaviour, values and understanding, and rather than protecting individuals it aims at developing awareness. On the other hand in Turkey, media literacy is focused on accessing information and understanding subject with application and skill development at times. This is an area where the effects of differences in knowledge and behaviour on the changes in digital literacy can be researched. In Turkey, it is possible to have functional politics on focus on the activities on the use of correct sources to access correct information. In introducing digital literacy into the curriculum, the first step should be having correct policies. At this point, the graduates of Computer and Teaching Technologies Education can play an important role. The importance of socio-economic and cultural aspects should also be taken into consideration in any work to follow. It is anticipated that a society that reads one minute a day on average has fundamental problems. Because the majority of university students do not read unless they have to (Odabaş, Odabaş, and Sevmez, 2018), it looks almost impossible to enable the favourable use of latest technologies and digital literacy, unless the educational system and students views on literacy are changed, and their awareness of such technologies is increased. To overcome this problem, it is important to offer digital literacy education

at all levels of educational life and include parents in there too. This will provide a common platform for all members of society. This may enable young children to overcome the risks such as content, behaviour, and contact in digital environments; university students develop their strategies to access correct information learning how to use these strategies in using their universities digital libraries and databases and shaping their learning attitudes accordingly to help their scientific research skills; parents will develop an awareness of applications and behaviours that are important in their children's psycho-social and cultural development helping them in their development and digital literacy. In addition, it is important to investigate why students from different cultures use different applications and equipment in accessing information. It is also possible to integrate digital literacy education into national curriculum and every field of university education as well as lifelong learning programs.

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Comparison of Teachers' Attitudes to Family Participation in Different Early Childhood Approaches[*]

Zeliha Özgen**   **Mesude Atay*****

Abstract

The purpose of this study is to examine the teachers' attitudes working in preschool education institutions that implement the practices of Montessori, Reggio Emilia, and the Ministry of National Education (MoNE) program. This study was carried out in descriptive research (survey) method. The study group was composed of 81 teachers working at Montessori, Reggio Emilia-inspired and MoNE preschools in Kadıköy, Maltepe and Ataşehir districts of İstanbul. "Attitude Scale for Family Participation Studies for Teachers" was used as a data collection tool. In the analysis of the data, Kruskal Wallis and Mann Whitney U tests were used. As a result of data analysis; the attitude scores of the teachers working in the Reggio Emilia-inspired preschools were higher than the Montessori-inspired and MoNE preschools. In this context, it was detected that the Reggio Emilia approach is determinative on the teachers' attitudes regarding the family participation practices in preshools included in the study. According to the findings of the research, it was concluded that family participation studies of different educational approaches should be considered and implemented as an integrated approach according to the needs in Turkey.

Keywords: Family participation, different approaches, preschool education.

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Farklı Erken Çocukluk Yaklaşımlarında Aile Katılımına Yönelik Öğretmen Tutumlarının İncelenmesi*

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Öz

Bu araştırmanın amacı, Montessori ve Reggio Emilia yaklaşımlarını temel alarak uygulamalar yapan okul öncesi öğretmenleri ile Milli Eğitim Bakanlığı (MEB) programını uygulayan öğretmenlerin aile katılımına yönelik tutumlarını incelemektir. Bu çalışma, betimsel araştırma yöntemlerinden tarama modelinde yürütülmüştür. Araştırmanın çalışma grubunun belirlenmesinde amaçlı örnekleme yöntemi kullanılmış ve İstanbul iline bağlı Kadıköy, Maltepe, Ataşehir ilçelerinde bulunan Montessori ve Reggio Emilia ilhamlı anaokullarında ve MEB okul öncesi eğitim programını uygulayan kurumlarda görev yapan toplam 81 öğretmen araştırmanın çalışma grubunu oluşturmuştur. Veri toplama aracı olarak "Öğretmenler İçin Aile Katılım Çalışmaları Hakkında Tutum Ölçeği" kullanılmıştır. Elde edilen verilerin analizinde ise Kruskal Wallis ve Mann Whitney U testlerinden yararlanılmıştır. Verilerin analizi sonucunda; Reggio Emilia ilhamlı okul öncesi öğretmenlerinin tutum puanlarının Montessori yaklaşımını temel alarak uygulamalar yapan ve MEB okul öncesi eğitim programını uygulayan öğretmenlerin tutum puanlarından yüksek olduğu belirlenmiştir. Bu bağlamda araştırmaya dahil edilen okul öncesi öğretmenlerinin aile katılım çalışmalarına yönelik tutumları üzerinde Reggio Emilia yaklaşımının belirleyici olduğu tespit edilmiştir. Araştırmadan elde edilen bulgular doğrultusunda farklı eğitim yaklaşımlarına ait aile katılım çalışmalarının ülkemizde ihtiyaca göre bütünleştirilmiş yaklaşım olarak ele alınıp uygulanması ve desteklenmesi gerektiği sonucuna ulaşılmıştır.

Anahtar Sözcükler: Aile katılımı, farklı yaklaşımlar, okul öncesi eğitim.

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Introduction

Parental attitudes and behaviors have a significant effect on many different skill areas, especially in social-emotional development. Nowadays, with the increasing interest in the importance of parents in connection with education processes, a new concept has been introduced, and the concept of family participation has taken its place in the literature in the last decade. Considering the fact that the first education process commence in the family, the educational mission of parents continues throughout life (McClelland & Morrison, 2003). The success of early childhood education which is structured, planned and organized within a certain program is realized with the cooperation of the school and the family (Zembat & Unutkan, 1999). Therefore, the active involvement in education is considered as one of the most crucial ingredients supporting school-family cooperation (Kurtulmuş, 2016). The purpose of parent involvement is to ensure continuity of education between home and school. Thus, it will be possible to achieve the desired behavioral changes in children in a safe and controlled manner (Tezel Şahin & Ünver, 2005). Moreover, studies have shown that family participation in the preschool period affects many variables such as a child's personality, language development, social-emotional skills, school success, and overall development (Cohen & Anders, 2020; Epstein, 2011; Henderson et al. 2007; Rimm-Kaufman et al. 2003; Sheldon, 2003; Taylor, Clayton & Rowley 2004; Wentzel, 2015). Nowadays, following the change in the perception of early childhood education in the world, many international programs place emphasis on school-family cooperation and family participation in supporting children's education. It is accepted that the role of the family in the cognitive, emotional, and social development of the child is of primary importance in different educational approaches that arise with the rising awareness of the importance of preschool education in the world (Greenwood & Hickman, 1991; Souto-Manning & Swick, 2006). Montessori and Reggio Emilia approaches, which come to the fore with family participation studies, emphasize that active participation of families in education is necessary in order to positively support children's development process (Yıldız & Durmuşoğlu, 2018).

Montessori education is widely applied in various countries and the number of Montessori-inspired preschools in Turkey is increasing day by day (Mutlu, et al. 2012). According to the studies carried out in Turkey, the Montessori approach has more positive effects on children's acquisition of concepts than the curriculum of MoNE. Additionally, meaningful differences have been reported amid children who acquired an education through the Montessori approach and MoNE's curriculum in school readiness, direction/position, self/social awareness, texture/material, quantity, positive behaviours and time/sequence areas (Eratay, 2011; Toran & Temel, 2012; Toran & Temel 2014). Family participation is considered as crucial dimension of the program and the parents are complementary to the education given to the child in the early childhood period (Korkmaz, 2005). Teachers attach great importance to family recognition and networking of families with each other through mutual information sharing. Thus, parents meet the teacher and observe the child's activities in the classroom behavior in connection with the child's, understanding based on the purpose of pedagogy and to support their children's holistic development (Oğuz & Köksal Akyol, 2006). Education programs are organized for families to understand the Montessori philosophy, objectives, and goals including family participation (Danışman, 2012). Taking into account of the literature, it is believed that the principles of the approach are effective through increasing family participation. According to the Caedmon School Report (2010), a six-month research project at the Caedmon School in New York City has reported that family participation rates have increased due to Montessori educational practices and that families have been involved in the project and the design of the school building voluntarily. In a research project carried out by Roth (2015) in a private Montessori Children's House in the Midwestern United States region, it was concluded that family participation studies conducted with 22 participating families helped parents feel more committed to the school. In addition, it was revealed that the family profile studies created within the scope of the technology network established in Montessori School, where children of low-income families continue to have effect terms of increasing school-family communication (Business Center, 2010). Yıldız (2018) revealed in the study that, Montessori Training Program for Mothers (MTPM) increased their children's mathematical skills while the same outcome was recorded with mothers supporting the development of their children's daily life skills.

The Reggio Emilia approach is based on the principle that school, family, and the community should work in cooperation (Edmiaston & Fitzgerald, 2000). Educational activities are carried out by the effective and harmonious collaboration of child-family-teacher elements (Smith, 2014). With the "open-door policy", families can easily enter and leave the school at any time and be part of the education by being both observers and participants in the classes (Edwards, 2002). Teachers can turn the presence of families into an effective learning opportunity for children. In this process, families share the interests of the child with teachers and employees of the school and act in cooperation with the school during the planning and evaluation stages (Amus, 2006). Kayır (2015) stated that in the scope of the project works which are inspired from the Reggio Emilia approach in Turkey showed that majority of teachers gave positive feedbacks on family participation and the benefits of documentation in the approach of that project studies also attract the teachers and families participating in the research. Similarly in the study conducted by Özalp and İnan (2020), teachers working in the Reggio Emilia-inspired kindergartens stated that, the families came to the school and they worked with their children and in that way, cooperation was carried out in family participation studies effectively. Participants used parent's bulletins, telephone, family participation activities, contact books, family trainings, and portfolios in establishing teacher-family relationships. Participants stated that families come to school and organize activities with their children, organize activities with their children at home, ask for material support for the projects planned to be carried out at school, and present the children's project work to their families through demonstrations or presentations. Akar Gencer and Gönen (2015) revealed in the study that, projects improve children's creativity. According to the participants, applications for the Reggio Emilia approach contribute to the communication skills of teachers in addition to their personal and professional development. Baldacchino (2010), in his research supporting this finding, examined three kindergartens in Prince Edward, which conducts Reggio Emilia-based practices. In the study, it was concluded that teachers' communication and collaborative working skills improved, their self-confidence increased and they discovered aspects that they were not aware of. In addition to these, according to the participants, practices based on the Reggio Emilia approach contribute to the formation of a happy, confident and creative society.

The Ministry of National Education (MoNE) program was prepared as a child-centered schedule. Family participation is expected in the education process and the diversification of the child's learning experiences is considered important. The program envisages the use of daily life experiences and opportunities of the immediate environment for educational purposes and places more emphasis on family participation than in previous programs. Within the scope of school-family cooperation, which has special significance in the MoNE Preschool education program, the child and the parents are considered as a whole and they should be included in the education. Furthermore, the flexible structure of a program enables the family participation dimension of the Montessori and the Reggio Emilia approach to teaching activities. In this context, it is aimed to take into consideration the characteristics of the family and the environment in which education programs are prepared and to ensure the effective involvement of the child and family in the educational process (MEB, 2013). The above-mentioned aims and principles of family participation in MoNE preschool education program coincide with the basic assumptions about the family participation dimension of Montessori and Reggio Emilia approaches. The educational approaches that form the basis of these programs are also reflected in the family participation studies and their importance varies in practice.

Although Montessori and Reggio Emilia education models are being widely used in Turkish preschools in recent years, there are no sufficient studies including the family participation dimension of these approaches in Turkish preschools. There has been many observations made out in the literature that these studies have not included in family participation in different educational approaches. Therefore, the current study is important in addressing family participation in different frameworks and it may contribute to the development of projects aimed at revealing the effects of family participation practices and enabling families to participate more effectively in education. In Montessori and Reggio Emilia approaches, it is assumed that the implementation of family participation can be taken as a model in order to increase the social awareness of families in Turkey. On the other hand, it is important to determine the programs increasing the family participation level in the preschools. In line with these objectives, the present research aims to determine whether the attitudes of the teachers implementing the practices of Montessori, Reggio Emilia approach, and MoNE program regarding family participation differ.

Method

Research Design

This study is descriptive research which is carried out using the survey model as it aims to examine teachers' attitudes towords working in institutions that implement Montessori-based, Reggio Emilia-based and MoNE program methods regarding family participation in terms of educational approach variables. The aim of descriptive research is to describe a phenomenon and its characteristics (Nassaji, 2015). This research is more concerned with what, rather than how or why something has happened. Therefore, survey tools are often used to gather data. In such researches, the data may be collected qualitatively, but it is often analyzed quantitatively, using frequencies, percentages, averages, or other statistical analyses to determine relationships. (Karasar, 2006).

Study Group

The study group of the research consisted of 81 preschool teachers in Kadiköy, Maltepe and Ataşehir districts of Istanbul province in the 2018-2019 academic year. In line with the purposive sampling method, 6 Montessori-inspired preschools, 3 Reggio Emilia-inspired preschools and 6 preschools that implement MoNE Program a total of 15 schools were determined. Purposive sampling is a non-probability sampling approach. Preferred purposeful sampling is required when one or more specific cases are intended to meet specific criteria or have specific characteristics; depending on the purpose of the research, it allows for in-depth research by selecting information-rich situations (Koç Başaran, 2017). Table 1 shows the personal details of preschool teachers.

Table 1

Personal details of the study group

Education Approach	N	%		N	%
Montessori-inspired	29	35.8	Public schools	15	18.5
Reggio Emilia-inspired	22	27.2	Private schools	66	81.5
MoNE program	30	37.0			
Age			**Seniority**		
Less than 25	25	30.9	1 to 5 years	30	37.0
Between 26 and 30	14	17.3	6 to 10 years	18	22.2
Between 31 and 40	31	38.3	11 to 15 years	18	22.2
Between 41 and 50	9	11.1	16 to 20 years	9	11.1
50 or over	2	2.5	20 years and over	6	7.4
Level of Education					
Associate Degree	37	45.7			
Bachelor Degree	38	46.9			
Master Degree	6	7.4			

As seen in Table 1, a total of 81 preschool teachers participated in the study. 35.8% of the teachers work in preschools that implement Montessori activites, 27.2% Reggio Emilia activities and 37% activites of MoNE program. 81.5 (66) of the teachers work in private schools whilst 18.5% (15) work in public schools. 30.9% (25) of the participating teachers are younger than 25, 17.3% (14) aged between 26 and 30, 38.3% (31) aged between 31 and 40, 11.1% (9) aged between 41 and 50, and 2.5% (2) aged 50 or over. 37% (30) of the teachers have an experience of 1 to 5 years, 22.2% (18) an experience of 6 to 10 years, 22.2% (18) an experience of 11 to 15 years, and 7.4% (6) an experience of 20 years or more. In addition, 45.7% (37) of the teachers have associate degree in child development, 46.9% (38) a bachelor's degree in preschool education, at the same time, 7.4% (6) a master degree in preschool education program.

Research Instruments and Procedures

"Attitude Scale for Family Participation Studies for Teachers" and "Information Form" were used as research instruments for the research. The scale that Bayraktar developed to examine the attitudes of preschool teachers towards family participation is a Likert-type scale consisting of 18 questions that measure "parents' interest in participation" and "participation level". Cronbach's Alpha reliability coefficient was found to be 0.89 to determine the reliability of the scale. As the reliability coefficient of Likert-type scales should be close to 1, the reliability of the scale was found to be high according to this result (Bayraktar, Güven & Temel, 2016). Information Form developed by the researcher to determine the personal details of teachers (workplace, education approach, age, seniority, level of education). First of all, permission to use scale was received from Research Assistant Dr. Vedat Bayraktar during the data collection process. The other permission was received from Istanbul Provincial Directorate of National Education for the application process of the scale. Afterwards, the school headmasters were contacted to provide information about the scope of the research and the necerrary permissions were obtained for the survey application. The participation of the preschool teachers included in the study group was based on the principle of volunteering. Writing consents were obtained from teachers who wanted to participate in the study. The completed scales were reveived by the researcher.

Data Analysis

The gathered raw data recorded with the consent of the participants were transferred to the SPSS 24 Program. Nonparametric tests were used for independent groups in order to determine whether the sum attitude points gained from the sub-dimensions of the scale differ according to an educational approach. These nonparametric techniques were chosen because they did not show the normal distribution in each category of independent variables. A normality test was performed for normality assumption. According to normality test results, when the number of people is more than 50, the Kolmogorov-Smirnov significance level is taken into account, and when it is less than 50, the Shapiro-Wilk significance level is taken into account. Significant significance (p<0.05) means that the distribution of scores in the universe differs from the normal distribution. According to normality test results, descriptive statistics were analyzed at the stage where the distribution of scores in the universe differed from the normal distribution. In this respect, the fact that the average and the media are close to each other, and the coefficients of skewness and kurtosis between -1 and +1 are an indication that the data do not deviate excessively from normal (Büyüköztürk, Bökeoğlu & Köklü, 2009). It was concluded that the data did not show a normal distribution. In this context, Mann Whitney U and Kruskal Wallis H Tests were used since the mean scores of these samples were not normally distributed in all groups in relation to the unrelated and dependent variable samples (Kalaycı, 2006). In addition, Mann Whitney U test was used to determine the differences between the groups in the sub-dimensions of the attitude scale.

<div align="center">

Results

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The aim of the study is to determine whether the attitudes of the teachers working in preschool institutions implementing the practices of Montessori, Reggio Emilia approaches and MoNE program regarding family participation differ. The teachers' scale scores were continuous and the education approach variable was categorical. This mean scores were compared with the Kruskal Wallis H test because the measurements of the independent variables were not normal in all groups. The findings are provided in Table 2.

Table 2

Kruskal Wallis H Test Results of Teachers' Attitudes towards Family Participation according to Different Educational Approaches

	N	Mean Ranks	sd.	x^2	p
Montessori-Inspired	29	32.81			
Reggio Emilia-Inspired	22	57.93	2	16.280	.000*
MoNE program	30	36.50			

*p<.05,**p<.01

As seen in Table 2, the attitude scores of the teachers who implement principles of different approaches regarding Montessori, Reggio Emilia, and MoNE programs showed a significant difference according to teachers' educational approach variables [x2=16.280, p<0.05]. It is clear that teachers' attitude scores working in the Reggio Emilia-Inspired preschools were greater than other teachers' attitude scores.The data obtained were evaluated by Mann Whitney U test to reveal the differences between the groups. The findings are shown in Table 3.

Table 3

Mann Whitney U Test Results regarding Teachers' Attitudes towards Family Participation according to Different Educational Approaches

	N	Mean Ranks	Sum of Rakings	u	z	p
Montessori-Inspired	29	18.52	537.00	102.000	-4.178	.000*
Reggio Emilia-Inspired	22	35.86	789.00			
Montessori-Inspired	29	29.29	849.50	414.500	-.313	.754
MoNE program	30	30.68	920.50			
Reggio Emilia-Inspired	22	33.57	738.50	174.500	-2.915	.004*
MoNE program	30	21.32	639.50			

*p<.05,**p<.01

It is understood from Table 3 that the preschool teachers' attitudes towards the family participation practices showed a statistically significant differences according to the education approach category. "Montessori-inspired"-"Reggio Emilia-inspired" showed a difference according to the education approach category [U=102.000, p<0.05]. Besides that, "Reggio Emilia-inspired"-"MoNE program" showed a difference in the same category [U=174.500, p <0.05]. However, it was found that the attitude scores of the preschool teachers regarding the family participation studies did not show differences according to the "Montessori-inspired-MoNE program" category [U=414.500, p>0.05]. The results reveal that teachers working in the Reggio Emilia-Inspired preschools have higher scores towards the family participation in all categories and the whole scale. In this sense, an inference can be made that family participation is carried out more effectively in Reggio Emilia-inspired preschools and teachers have a positive view in line with the principles of approach. However, it is noteworthy that there are differences between the teachers' attitude scores working in Montessori-inspired and Reggio Emilia-inspired preschools. In this sense, the parents whose children acquire education in Montessori-inspired preschools may have lower expectations of participating in education or less information about Montessori education.

Discussion, Conclusion and Recommendations

The current study was carried out to compare the attitudes of preschool teachers implementing the family participation activities of Montessori, Reggio Emilia approaches, and MoNE program. According to the findings of this study, the attitude scores of the teachers implementing different methods regarding family participation statistically showed a significant difference. Clearly, the teachers working in Reggio Emilia-inspired preschools have more positive views on family participation levels than the teachers implementing the practices of the Montessori approach and MoNE program. There might be several possible explanations for the difference in attitudes between teacher groups. Firstly, the Reggio Emilia approach and its' principles might affect the level of family participation and strengthening the connection between school and home. Kayır (2015) similarly revealed that in the scope of the project works which are inspired from the Reggio Emilia approach in Turkey showed that majority of teachers gave positive feedbacks on family participation and the benefits of documentation in the approach, and that project studies inspired by the Reggio Emilia method also attracted the teachers and families participating in the research. Secondly, it is argued in the approach that families should be an essential part of the school rather than playing a limited role in a certain part of the school structure (Bennet, 2001). There are important messages behind respecting parents as "partners" according to the approach. Families can contribute positively to children's learning and development by providing a permanent and comprehensive learning environment and have the right to play a central role in making decisions about their child's care and education at all levels (Thornton

& Brunton, 2015). Additonally, studies (Baeck, 2010; Kurtulmus, 2016; Murray et al., 2015; Souto-Manning & Swick, 2006) have shown that including families in classroom activities, organizing home visits activities, and keeping positive interaction with parents at a high level play an essential role in carrying out family participation activities effectively. Considering the related literature, the main reason why a greater number of parents participating in Reggio Emilia-inspired preschools may be linked to the implementations, principles, and philosophy of the approach. Therefore, family participation practices are being carried out more effectively in the Reggio Emilia-inspired preschools, teachers and parents develop positive views in line with the principles of the approach. On the other hand, a significant difference was detected between the groups of the teachers working at "Montessori-inspired and Reggio Emilia-inspired preschools. In the research conducted by Özerem and Kavas (2013), it was found that the family participation level is moderate according to views of teachers who implement the Montessori method in Turkey, and the vast majority of teachers only provide information verbal or in written about the training programs to families. In the study carried out by Yıldız (2012) it was concluded that the parents of children who have acquired Montessori education have lower expectations about participating in education and this contradictory situation reflected that families could have little knowledge about the Montessori education. Therefore, the results mentioned above reveal that family participation programs should be encouraged in order to promote greater awareness for families in Turkey regarding the Montessori approach. Taking into account previous studies, the results obtained from the study appears to be in line with the literature.

Similarly, the findings of the current study, which did not provide a significant difference for the family participation in relation to the Montessori approach in connection with the Ministry of National Education program reveals that, it is important to consider the obstacles of family participation in the preschools. For this reason, examining the factors that prevent family participation mentioned in previous studies can be a guide in determining the reasons for the teachers' attitudes scores in the current study. Considering related researches, it has been determined that the factors adversely affecting the involvement might be grouped in different ways as barriers stemming from family and school. Köksal Eğmez (2008) determined in the study that family participation activities are not sufficiently carried out in preschool education institutions. Şahin and Turla (2003) similarly revealed that family meetings were held in preschool education institutions, individual interviews were carried out only in instances of problems, and also participation studies were not included in the early childhood education program of families. On the other hand, Ensari and Zembat (1999) argues that teachers and school administrators do not have detailed information about family participation programs in preschool education institutions and involvement is difficult due to lack of information about how to run the program. Koyuncu, Şahin (2018) reached a similar result as well. According to survey results generated from the preschool teachers and school administrators working in different regions and cities in Turkey showed that, since the school administration remained in the background regarding family participation and the management did not give the necessary importance and support to school-family cooperation, communication with families were blocked and family participation adversely affected. Additionally, it was detected that families' time problems, indifferent and unwilling attitudes towards school are the other obstacles of communication between school and family. Previous studies (Borg & Mayo, 2001; Grolnick & Slowiaczek, 1994; Kim, 2009; Sheldon, 2002) stated that the negative attitudes of parents towards family participation activities is an important obstacle in carrying out family participation. Erdoğan and Demirkasımoğlu (2010) emphasized in their study that most of the families are unwilling and passive about participating in the education process. Similarly, Koçyiğit (2015) revealed that parents are prevented from participating in the activities due to reasons such as indifference, unwillingness, and inability to allocate time for school. As it can be explicitly noticed, situations such as prejudice, non-adoption, indifference towards family participation activities are mentioned as factors that prevent family participation. On the other hand, the study carried out by Bilaloğlu and Arnas (2018), determined that, although families are willing to communicate with the school and participate in their children's education, they do not have enough information about family participation. Taking into consideration the results of previous studies, the lack of involvement of parents is a major obstacle to school participation and can be grouped as barriers stemming from parents or school administration. In line with the above-mentioned points, it is believed that these factors may affect the preschool teachers' attitude scores in the current study.

In conclusion, some recommendations can be made based on the research results. Collaborative effort might be attached to the importance of effective realization of family participation activities. Practices regarding family participation in preschool education institutions should be analyzed in detail and the problems encountered in the operation should be determined. Additionally, family participation programs should be encouraged in order to promote greater awareness for families in Turkey regarding the Montessori approach. Activities and environments that encourage family participation might be organized. Futhermore, implementations which will enhance proper development and enrich the relations of parents with the preschool should be planned. For instance, project-based and documentation activities inspired by the Reggio Emilia approach can be expanded in preschools since these practices increase school-family cooperation. In this context, family participation studies of different educational approaches should be considered as an integrated approach according to the need and should be implemented and supported. Different studies might be developed by taking inspiration from early childhood education approaches applied in the world to involve and inform the parents in preschool education. Principles and good examples of effective early childhood education programs should be considered and applied by the school managements. In this way, the positive examples of different approaches can be adapted as models to raise social awareness and encourage families in Turkey.

Limitations

Like any other studies, the current study had several limitations in itself. This research is limited to teachers working in preschool education institutions that implement Montessori, Reggio Emilia and MoNE program methods regarding family participation only in Kadıköy, Maltepe and Ataşehir districts of Istanbul province. Therefore, comparative studies should be conducted in a broader working group from teachers, school administrators, and families in different regions and cities should be formed to obtain more comprehensive results.

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Effects of Workshops on the Early Childhood Educators' Perceptions of STEM Practices

Seçil Yücelyiğit∗

Abstract

This study aimed at exploring the effects of early STEM workshops on preschool teachers' perceptions of STEM practices in the early childhood classroom. The research adopted a concurrent triangulation strategy with maximum variation/heterogeneous purposive sampling.The participants of the study are 44 preschool teachers who participated in a STEM workshop designed for preschool teachers. The study utilized two instruments for data collection. For the quantitative data, a survey and a rubric to score the survey is developed and the qualitative data is collected by a semi-structured interview form developed by the researcher. Paired samples t-test was performed to determine if preschool teachers' perceptions about early childhood STEM education differed after the STEM workshop they participated. The analysis revealed that preschool teachers' perceptions of early STEM education changed significantly (p = .000, N = 44) from pre to post-survey. Thematic analysis was employed to examine the qualitative data. Findings of the thematic analysis revealed that both the preschool teachers' views about the effects of STEM workshops and their recommendations for an effective STEM workshop fall under six categories. The contribution of this study to the field is to provide quantitative data on the effect of STEM workshops on preschool teachers' perceptions of early STEM practices and to determine the needs of preschool teachers to improve STEM implementations in their classrooms. The research concludes with the discussion of its findings and recommendations for further research.

Keywords: STEM education, STEM workshop, professional development, STEM practices, early childhood educator, preschool teacher.

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STEM Atölye Çalışmalarının Okul Öncesi Eğitimcilerinin Erken Çocuklukta STEM Uygulama Algılarına Etkisi

Seçil Yücelyiğit*

Öz

Bu çalışma, erken dönem STEM atölye çalışmasının okul öncesi öğretmenlerinin erken çocukluk sınıfındaki STEM uygulamalarına ilişkin algıları üzerindeki etkilerini araştırmayı amaçlamaktadır. Araştırma, karma yöntem tasarımlarından biri olan eşzamanlı üçgenleme stratejisinde tasarlanmıştır. Araştırmanın katılımcıları, erken çocukluk için bir STEM atölyesine katılan 44 okul öncesi öğretmenidir ve maksimum varyasyon / heterojen amaçlı örnekleme oluşturmaktadır. Çalışmanın nicel verileri araştırmacı tarafından geliştirilen anket ve puanlama tablosu aracılığıyla, nitel verileri ise yarı yapılandırılmış görüşme formu aracılığıyla toplanmıştır. Okul öncesi öğretmenlerinin katıldıkları STEM çalıştayından sonra erken çocuklukta STEM eğitimine bakış açılarının farklılaşıp farklılaşmadığını belirlemek için eşli örneklem t-testi yapılmıştır. Analiz, okul öncesi öğretmenlerinin erken dönem STEM eğitimine ilişkin bakış açılarının anket öncesinden sonrasına göre önemli ölçüde değiştiğini (p = .000, N = 44) ortaya koymaktadır. Nitel veri analizi için, yarı yapılandırılmış görüşme formlarının değerlendirilerek temaların oluşturulduğu tematik analizden yararlanılmıştır. Tematik analizin bulguları, okul öncesi öğretmenlerinin katıldıkları STEM çalıştayının etkisine ilişkin görüşlerinin ve STEM çalıştayı için önerilerinin her ikisinin de altı kategori oluşturduğunu ortaya koymaktadır. Bu çalışmanın alana katkısı, STEM atölye çalışmalarının okul öncesi öğretmenlerinin algılarına etkisine yönelik nicel veri sunması ve okul öncesi öğretmenlerinin sınıflarında STEM uygulamaları geliştirebilmeleri için duyulan ihtiyacın belirlenmesidir. Uygulama önerileri ve ileri çalışmalar araştırmanın bulguları doğrultusunda tartışılmıştır.

Anahtar Sözcükler: STEM eğitimi, STEM atölyesi, mesleki gelişim, STEM uygulamaları, erken çocukluk eğitimcisi, okul öncesi öğretmeni.

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Introduction

In the last few years, there has been a striking increase in the studies of STEM approach during the early years. The results of the research conducted on STEM education in early childhood have revealed the necessity of starting STEM practices in the preschool period (Akgündüz & Akpınar, 2019; Brennaman, Lange & Nayfeld, 2019; Bybee, 2013; MacDonald & Rafferty, 2016; Moomaw, 2013). Campbell, Speldewinde, Howitt, and MacDonald (2018) define the early years as the critical period when children lay the foundation for their future STEM understandings. STEM education assembles science and mathematics with engineering discipline to find solutions to the problems encountered or to develop innovative products by integrating technology in the process (Bybee, 2013; Çorlu, Capraro and Capraro, 2014; Moomaw, 2013). Research on experimental studies that focus on STEM practices and address the preschool children report the significant contribution of the implemented practice on children's learning or development (Alade, Lauricella, Beaudoin-Ryan & Wartelle, 2016; Aldemir & Kermani, 2017; Bers, Seddighin & Sullivan, 2013; Dejonckheere, Wit, Keere & Vervaet, 2016; Kermani & Aldemir, 2015; Master, Cheryan & Meltzoff, 2017). There are also descriptive survey studies that set the scene for further research and steps to be taken for effective and qualified implementations on early STEM education (Ong et al. 2016; Polat & Bardak, 2019; Yıldırım, 2020). The findings of these studies are in need to be evaluated rigorously and steps need to be taken by considering the recommendations.

Literature review on pre-school teachers' perceptions and interests in STEM subjects indicates that a considerable number of prospective preschool teacher trend low towards science and mathematics subjects (Copley and Padrón 1999; Greenfield et al., 2009; Uğraş and Genç, 2018). In their study Günşen, Uyanık and Akman (2019) concluded that 60% of the participating teachers do not know how to use the STEM approach in their classes. On the other hand, the Ministry of National Education (MoNE) emphasizes integrating STEM in the education program and curriculum starting from preschool level (MoNE, 2018) as it is the case for the developed and developing countries like the USA, Germany, Australia, Singapore, Taiwan and more others (MacDonald, Huser, Sikder & Danaia, 2019; Ndijuye & Tandika, 2020). Preschool teachers who are expected to integrate STEM approach in their teaching need to be supported to be more equipped in fulfilling this expectation.

The research results determine the teachers' motivation to enrich their program with STEM practices and their aspirations for getting trained on the STEM subjects that they feel weak (Yıldırım, 2018; Yıldırım 2020; Wang, Moore, Roehrig & Park, 2011). It is thought that presenting the opportunity to the preschool teachers who demand training on STEM subjects, will contribute to the implementation of STEM practices and the intended effects of them on children. Workshops are regarded as an opportunity to develop hands-on implementations on a subject after being instructed about the theoretical framework and basic principles of a specific subject by a professional expert. The last decade witnessed a growing number of workshops for teachers who are interested in their professional developments on various subjects and STEM education is one of them (Chen, Huang & Wu, 2020; Nadelson, Seifert, Moll & Coats, 2012; Havice, Havice, Waugaman, & Walker, 2018). When the target group of STEM workshops offered for teachers is analyzed, it is seen that most of them address the elementary or high school level (Altuger-Genc, & Issapour, 2015; Çavaş, Yar, Bula Turuplu, & Gürcan, 2019; Yıldırım, 2020). Considering the emphasis on the early start for STEM practices, it is recommended that the workshops should be planned to target the same period.

Studies about professional development for teachers on STEM approach provide a framework that determines the purpose and components of an effective STEM workshop. The results of Brenneman, Lange and Nayfeld (2019) and Aşık, Doğança Küçük, Helvacı and Çorlu's (2017) studies conclude that the workshops should address the needs of teachers, provide hands-on opportunities that can be implemented in their classes and be adapted to their own teaching environment. Both of these studies offer four sessions of workshops as part of their professional development program. Findings of a study by Gardner, Glassmeyer and Worthy (2019) indicate that the workshop on STEM education that meets the middle and secondary school teachers' needs have a positive impact on their professional development.

Equipping preschool teachers with STEM subjects is expected to make a difference in preschool children's achievement in STEM. This reveals the importance of early period STEM workshops

provided for preschool teachers. Although the research on the effects of STEM workshops on teachers' perceptions about STEM practices exist, they address the level later than the preschool period. In this study, the effects of STEM workshops on preschool teachers' perceptions of STEM practices in early childhood education are explored. In this regard, a mixed-method study is conducted with the aim of collecting both quantitative and qualitative data. Given this goal the research questions are set as follows:

1) Is there a meaningful difference in preschool teachers' perceptions of early STEM practices after participating in the STEM workshop?

2) Does the change in preschool teachers' pre and post workshop scores differ significantly according to their demographic charecteristics?

3) How do the preschool teachers reflect on the effects of the STEM workshop on their perception of STEM practices in early childhood?

Method

Research Design

This mixed-method study adopted a concurrent triangulation strategy in which quantitative and qualitative data is collected concurrently in one phase and merged in another phase. In this research the purpose to use the concurrent triangulation design is to determine and interpret the difference in preschool teachers' perceptions on early STEM practices after participating in STEM workshop. The quantitative data were collected by a survey and evaluated by a rubric designed for the study. The qualitative data were collected via semi-structured interview forms. Below, the research design is presented in a diagram (Figure1).
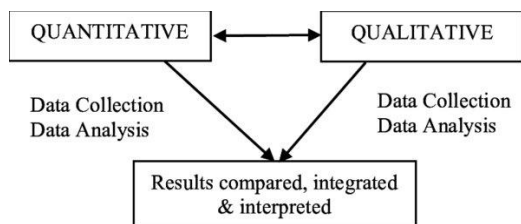
Figure 1. *Research design of the study in diagram*

As seen in Figure 1 the quantitative and the qualitative data is collected and analyzed concurrently and the findings are interpreted together. This design not only establishes the validity of the study but also elaborates and complements the findings by integrating results from different methods (Creswell & Creswell, 2017).

Research Sample

The participants in the study constitute a maximum variation/heterogeneous purposive sampling. This type of sample provide as much insight as possible into the event or phenomenon under examination. The sample consisted of 55 in-service preschool teachers who participated in the STEM workshop. All of the participants were female, 39 of them were familier with STEM approach, 5 of them had experience of designing STEM activities in their classes. 11 of the participants had missing information in their survey and had to be excluded from the data analysis. The demographics of the valid participants (n=44) are presented in Table 1 below.

All of the participants signed the consent form which declared that they are authorized to drop out of the study if they choose to do so without any questioning. The researcher assured the data confidentiality of the obtained data and kept all the data anonymized without sharing with other parties.

Table 1
The Demographic Informantion of the Participants (n=44)

School-type	N
State	39
Private	5
Graduation	**N**
Vocational high school	6
Undergraduate	32
Graduate (MSc)	6
Experience	**N**
4-5 years	4
6-10 years	12
11-20 years	19
More than 21	9

Research Instruments and Procedures

The STEM workshop was designed by the researcher as a result of an extensive and rigorous literature review. The workshop is specifically planned for the in-service preschool teachers. The researcher had the experience of giving STEM integration lectures to prospective preschool teachers. The workshop aimed at 1) introducing what is meant by engineering skill at preschool level 2) presenting a step by step model to involve engineering and technology in integrated early science and mathematics concepts 3) collaboration on hands-on early STEM activities and 4) enhancing the group works after the feedbacks and discussions with all participants.

The workshop took two days (16 hours) in four sessions. As intended with the workshop, first, the theoretical framework for the STEM approach and STEM education in the early years was presented. Second, the samples were shared and discussed. Third, the participant practice session was held. Finally, participants presented and shared their works and detailed feedback was provided for each group for evaluation.

The study utilized two instruments for data collection. The first tool is Preschool STEM Practices Perception Survey and the rubric to score the survey. The second tool is the semi-structured interview form on the preschool teachers' perceptions of the effects of the STEM workshop they participated in.

Preschool STEM Practices Perception Survey

The survey included six questions to measure participant preschool teachers' level of perceptions on using integrated science and mathematics activities enhanced with technology and engineering design in early childhood education. The questions include participant preschool teachers' aspiration to use in-class science and mathematics activities, the way they apply the activities, use of technology and use of engineering design skills during science and mathematics activities, their opinion about the suitability and the feasibility of integrated STEM activities at the preschool level. The answers of the participants were scored as 0 for negative answers and 1 for positive answers (for the question about the way they use science and mathematics activities, integrated was scored as 1 and separated was scored as 0) and accordingly the total test score range was between 0-6.

Effects of STEM Workshops Interview Form

The second tool, semi-structured interview form consisted of two open-ended questions. The questions are as follows:

1. How do you define the effect of the workshop you participated in, on your perception of using STEM activities in the preschool classroom?

2. What would your recommendations be to enhance the effect of this workshop?

Reliability and Validity of the Measurements

The questions of the survey and semi-structured interview form were selected by a group of academics on early childhood education, science and mathematics education and an educational technologist from a list of more questions prepared after an extensive literature review. Six questions for Preschool STEM Practices Perception Survey and two questions for Effects of STEM Workshops Interview Form were found to be proficient and expedient to achive the goals of the study by the consulted expert group. For the reliability, the answers of the pilot test was scored by two different raters to see if the survey score is consistent. The scores of the two raters for the survey were coherent and the group of consulted experts validated that the survey can be used for the intended purpose. To establish coding credibility of the interview forms, a colleague was asked to code the same data. The similarities and differences between the two sets of codes were discussed and reached a consensus on internal and external data consistency. After all, the measurement tools were found to be valid and reliable to be used for the purpose of the study.

Data Analysis

Both the quantitative and qualitative data collected in the research were saved digitally on a computer without any alteration or correction and analyzed separately. In the study, the sample size with valid data is 44. Since the sample size is large enough, the central limit theorem ensures the normal distribution. Since Shapiro Wilk test results stronger for the samples less than 50, the normality assumption was tested with the Shapiro Wilk test (Büyüköztürk, 2013). The result for the test of normality is calculated as .805 (p<.001). After ensuring the normality of the difference between pairs, a paired t-test was conducted to examine the effect of the workshop on preschool teachers' perceptions about early STEM education. The paired t-test is used to determine whether the mean of a dependent variable differs in a group (Büyüköztürk, 2013). In this study, the means for pre and post-test results are examined as the dependent variable before and after the intervention which is the STEM workshop. The data were also analyzed for their effect by demographics of the participants. Levene's statistic was taken into consideration for the homogeneity of the variance for the participant teachers' in-service experience period, school-type they work and the school they graduated from. For the quantitative data analysis SPSS (Version 21) was utilized.

Thematic analysis was employed to examine the qualitative data and to form the themes drawn on the semi-structured interview forms. The participants were indexed as K1, K2, … to K44 for the confidentiality of personal information so that the names remained anonymous. Then the answers to the open-ended questions were coded. Coding refers to the identification of topics, issues, similarities, and differences revealed through the participants' narratives (Sutton & Austin, 2015). For the thematic analysis of the data, MaxQDA (2018 Version) was utilized.

Results

The t-test, and ANOVA results are shared in this section along with the major themes defined by thematic analysis. Table 2 summarizes the means and standard deviations of the pre and post-survey data. Paired samples t-test was performed to determine if preschool teachers' perceptions on early years STEM education differed after the STEM workshop they participated.

Table 2
Paired Samples t-test Statistics and Results for the Pre and Post-Test (n=44)

	Mean	Std. Dev.	t	p
Pre-survey	1,75	1,102	12,974	,000*
Post-survey	5,16	1,346		

*p<.01

The results from the pre-survey (*M = 1.75, SD = 1.1*) and post-survey (*M = 5.16, SD = 1.3*) indicate that the STEM workshop they participated resulted with a significant difference in the participant teachers' perceptions of early years STEM education, t(44) = 12.97, p = .000.

One way ANOVA was performed to determine if the pre and post survey scores differ significantly according to the demographics of the participants and the results are shared in Table 3 below.

Table 3
ANOVA Results for the Difference of Pre and Post-Test by Demographics (n=44)

		Sum of Squares	df	Mean Square	F	p
School type	Between-groups	,202	3	,067	,636	,596
	Within groups	4,230	40	,106		
	Total	4,432	43			
Graduation	Between-groups	1,865	3	1,776	1,197	,323
	Within groups	20,771	40	,896		
	Total	22,636	43			
Experience	Between-groups	5,329	3	.067	1,983	,132
	Within groups	35,830	40	.106		
	Total	41,159	43			

The results in Table 3 indicate that there was no significant difference in participants' pre and post survey scores according to their demographic information on school type they work, school they graduated from and their in-service experience period.

The qualitative data set consists of two open-ended questions. Based on the interview transcripts, the themes for the first question are categorized as shown in Table 4.

Table 4
Themes and Frequency for Question 1 of Effects of STEM Workshops Interview Form

	f
Knowledge acquisition	29
Alternating view-point	14
Deficiency make-up/correction	3
Contribution of implementation	1
Colleague interaction	1
No comment	8

Table 4 shows that the preschool teachers' views about the effects of STEM workshop they participated falls under six categories which are knowledge acquisition (29 participants), alternating view-point (14 participants), deficiency make-up/correction (3 participants), contribution of implementation (1 participant), colleague interaction (1 participant) and finally the participants who did not declare their view about this question was categorized as no comment (8 participants).

As it is seen in Table 4 majority of the participants (29) defined the effect of the STEM workshop in relation with knowledge acquisition which is an evidence that most of the participants lacked the knowledge about STEM approach in early childhood. Some of the participant teachers' views about knowledge acquisition effect are as follows:

K27 (Undergraduate, working in a state school, having an experience over 21 years): "*I was trying to implement STEM activities in my classroom but in this workshop I learned practical knowledge that I can apply such as the priorities and some other tips that make it easier. I think I deepened my knowledge. The samples shared at the beginning of the workshop and the one we tried ourselves later on, have also contributed to my understanding.*"

Of the 44 participants in total, 14 of them preferred to point out the effect of the STEM workshop under alternating viewpoint theme. Views of K9 can be regarded as an example for this.

K9 (Graduate (MSc), working in a state school, having an experience of 11-20 years): "*Before participating in the workshop, I was assuming that STEM approach is only about robotics, electronics and stuff like that. But I realized that this is not the case, we need to focus on suitability and applicability to everyday life. I realized that I could improve myself more and apply in my classes. I am leaving in accordance with my purpose of participation. Thank you.*"

Regarding the deficiency make-up/correction theme, view of 3 participants represented this category. One of the participants in the study said:

K17 (Undergraduate, working in a state school, having an experience of 11-20 years): "*The workshop was definitely effective. I have noticed that there are some stages that I have applied incorrectly and I believe that I will do more conscious implementations from now on.*"

Based on the interview transcripts, the themes for the second question are categorized as shown in Table 5.

Table 5
Themes and Frequency for Question 2 of Effects of STEM Workshops Interview Form

	f
Duration of the workshop	9
Expansion of capacity	9
Number of samples shared	8
Frequency of the workshop	6
Practice group size	2
Other	2

Table 5 shows that the preschool teachers' recommendations about the ways to enhance the effect of STEM workshop they participated falls under six categories which are duration of the workshop (9 participants), expansion of capacity (9 participants), number of samples shared (8 participants), frequency of the workshop (6 participants), practice group size (2 participant) and finally other theme (2 participants).

As it is seen in Table 5, 9 of the participants made recommendations about the duration of the workshop to enhance the effect of it. One of the participants in the study said:

K28 (Undergraduate, working in a state school, having an experience of 11-20 years): "*It may take a little longer to be more effective. I think the examples will multiply the effect and reinforce better if it is longer.*"

Some participants suggested that the expansion of the capacity may have role in enhancing the effects of it. K31 said:

K31 (Undergraduate, working in a state school, having an experience of 11-20 years): "*The workshop was very efficient and instructive. I think these workshops should be compulsory for all educators. In the developing-renewed world, educators should be able to learn and use different teaching approaches actively in their classes.*"

About the sample implications shared in the workshop, 8 participants suggested that this theme is in relation with the effects of the STEM workshops. Views of K39 can be regarded as an evidence for this theme.

K39 (Graduate (MSc), working in a state school, having an experience over 21 years): "*The energy of our instructor was impressive and her examples were distinguished and very useful. I'm not sure if more could have been done during this time period, but the effect of the workshop would have been even greater if the number of samples could be increased. The sample implications can be increased.*"

6 of the participants made recommendations about the frequency of the workshop to enhance the effect of it. All of the six participants suggested to organize workshops that they can participate free of charge more frequently. K25 said:

K25 (Undergraduate, working in a state school, having an experience over 21 years): "*I suggest organizing more frequent workshops. In this way, we can achieve permanent effect with more repetitions.*"

2 participants suggested that the practice group size may have role in enhancing the effects of the workshop. One of them said:

K4 (Undergraduate, working in a state school, having an experience of 11-20 years): "*The group size could be fewer.*"

Discussion, Conclusion and Recommendations

The findings of the research reveal that early STEM workshop offered for the preschool teachers had a significant and positive effect on participant preschool teachers' perceptions of early STEM practices. Although a comparison could not be made since there was no similar study that produced quantitative data conducted with preschool teachers, it can be said that parallel findings were obtained by making a comparison with the effect of applied studies with preschool children on STEM education. In this regard, it can be argued that the significant change in preschool teachers' perceptions about early STEM education from pre to post-test in this study is parallel with the findings of the study by Alade,

Lauricella, Beaudoin-Ryan and Wartelle (2016), Aldemir and Kermani (2017), Bers, Seddighin and Sullivan (2013), Dejonckheere, Wit, Keere and Vervaet (2016), Kermani and Aldemir (2015), and Master, Cheryan and Meltzoff (2017). The results of the studies about the effects of STEM workshops on secondary school teachers' beliefs, knowledge or practice are also in line with the findings of this study (Gardner, Glassmeyer & Worthy, 2019; Altuger-Genc, & Issapour, 2015; Çavaş, Yar, Bula Turuplu, & Gürcan, 2019; Yıldırım, 2020) Another comparison can be made with the qualitative studies that reveal the positive change in the scope of participant teachers' perceptions (Bozkurt Altan & Ercan, 2016; Doğan & Saraçoğlu, 2019; Özbilen, 2018; Yıldırım 2018; Ring, Dare, Crotty & Roehrig, 2017). The contribution of this study is that it provides the opportunity to articulate the significance in numbers.

The qualitative analysis results indicate that preschool teachers find the STEM workshop they participated effective in six domains. The first and most focused effect is the opportunity it provides for knowledge acquisition which will be discussed together with correction /make-up in the existing knowledge. Although most of the participant teachers informed that they have already had a level of information what STEM approach is, the majority has declared that they had learned about the philosophy of the STEM approach in early childhood, why it is necessary, how it can be practiced with young children, the methodology of implementation including the planning, implementation and evaluation phases or had the chance to become aware of some misunderstandings they had. There are national and international studies pointing out the necessity of equipping teachers in STEM subjects and methods of integrating them for an effective STEM education (Eroğlu & Bektaş, 2016; Chen, Huang & Wu, 2020; Çavaş, Yar, Bula Turuplu & Gürcan, 2019; Esen, Gümüşer, Ayverdi & Avcu, 2019; Havice, Havice, Waugaman & Walker, 2018; Kalemkuş, 2019; Siew, Amir & Chong, 2015; Toma & Greca, 2018; Uğraş & Genç, 2018; Yıldırım, 2020). The participant preschool teachers' priority in manifesting the effects of STEM workshop underpin that the workshop they participated contributed to their knowledge of STEM subjects and helped to deepen their understandings of the ways to apply appropriately what they learned.

Another effect that is concluded in the study is the effect of STEM workshop on providing alternative view point in developing early childhood STEM activities and the colleague interaction during this process. Workshops allow participants to share their existing ideas and to give shape to these ideas in interaction in the implementation phase. MacDonald, Huser, Sikder & Danaia (2019, p.362) discuss a similar outcome of the program they evaluate and conclude that it provided the participants '*a space to exchange ideas and practices, and share exemplars.*' Although the main purpose of the workshop is not intended on alternating view-point, it is seen that applied studies may emphasize the secondary effects such as enriching perspectives of their participants. Colleague interaction and contribution of the implementation opportunity are the other two dimensions that can be investigated in the same scope. Studies of Bell, Morrison-Love, Wooff and McLain (2018) and MacDonald, Huser, Sikder and Danaia (2019) pointed that collaborative learning networks and learning spaces are the mechanisms that lead to the achievement of the workshop's goals.

After completion of all the procedures, the participants were asked for their recommendations for an effective early childhood STEM workshop that they think will work to motivate for sustainable implementations of STEM practices in preschool classroom. Their recommendation list headed the duration of the workshop and the expansion of the capacity. The list continues with the number of samples shared, frequency of the workshop and size of the groups that performed together in their implementations. The suggestions of the participants are in accordance with the studies that determine the characteristics of effective professional development programs (Aşık, Doğança Küçük, Helvacı and Çorlu, 2017; Nadelson, Seifert, Moll and Coats, 2012; Yıldırım 2020). The findings of this study reveal that after the workshop delivered to preschool teachers, participants' STEM awareness was increased, they generated ideas for their in-class STEM implementations, compensated the knowledge they lacked or overcome the misconceptions they had about STEM implementations in early childhood and had the opportunity to interact with colleagues. However the effects are limited with one workshop which took two days. It can be recommended to conduct a number of follow up studies after the workshop is delivered. The other limitation of this study is its sample size. Although the results indicate a significant difference in preschool teachers' perceptions of early STEM practices it can not be generalized to larger

populations. Nevertheless, it can be considered as a step taken for the academy-practitioner cooperation proposed by Aşık, Doğança Küçük, Helvacı & Çorlu (2017).

Preschool teachers are demanding more opportunities such as hands-on experiences where they get informed about how they can implement STEM practices in their classrooms. It has been determined that the STEM workshops provide an understanding that increases the sustainability of preschool teachers' in-class implementations. Apart from the knowledge and practical contribution of the workshop, it was determined that other components inherent in the STEM approach, such as peer interaction, creating an innovative and sharing climate were also observed in the study. It can be concluded that more STEM workshops for preschool teachers can be designed with longer duration and they can be disseminated and delivered to more preschool teachers.

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Evaluation of Management Processes
according to the Managers of Basic Education Institutions[*]

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Abstract

Schools, which are one of the organizations in social life, have been managed with different management approaches until today. One of these approaches is the management processes approach, one of the classical management theories, pioneered by Fayol. This approach focuses on the management to increase efficiency in the organization, so it has examined the management in processes. In this study, it is examined how the managers of state and private basic education institutions use the management processes. Qualitative research method and phenomenological research design were preferred in the study. The study was carried out in the 2017-2018 academic year. The working group includes 30 school principal. Data were collected through a semi-structured interview form and subjected to descriptive and content analysis. According to the results of the study, decisions are shaped within the framework of legislation and bureaucracy, and student are admitted to the center during the planning process. While the organization process is based on legislation and competence, formal and informal forms of communication are used in the communication process. While formal and informal ways are used in the influence process, meetings are considered important in the coordination process. In the evaluation process, students and teachers are evaluated. In this study, it has been seen that public and private schools differ in terms of management processes at some points.

Keywords: Management processes, basic education, manager.

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Temel Eğitim Kurumları Yöneticilerine Göre Yönetim Süreçlerinin Değerlendirilmesi*

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Öz

Toplumsal yaşamda yer alan örgütlerden birisi olan okullar günümüze kadar farklı yönetim yaklaşımları ile yönetilmişlerdir. Bu yaklaşımlardan birisi de öncülüğünü Fayol'un yaptığı, klasik yönetim kuramlarından birisi olan yönetim süreçleri yaklaşımıdır. Bu yaklaşım örgütteki verimliliği artırmak için yönetime odaklanmış bu nedenle yönetimi süreçler halinde incelemiştir. Bu çalışmada devlet ve özel temel eğitim kurumları yöneticilerinin yönetim süreçlerini nasıl kullandıkları incelenmiştir. Çalışmada nitel araştırma yöntemi ve fenomenolojik araştırma deseni tercih edilmiştir. Çalışma 2017-2018 eğitim-öğretim yılında gerçekleştirilmiştir. Çalışma grubu 30 okul yöneticisini kapsamaktadır. Veriler yarı yapılandırılmış görüşme formu ile toplanmış, betimsel analiz ve içerik analizine tabi tutulmuştur. Çalışma sonuçlarına göre kararlar mevzuat ve bürokrasi çerçevesinde şekillenmekte, planlama sürecinde merkeze öğrenci alınmaktadır. Örgütleme sürecinde mevzuat ve yetkinlik temel alınırken, iletişim sürecinde formal ve informal iletişim biçimleri kullanılmaktadır. Etkileme sürecinde formal ve informal yollar kullanılırken, eşgüdümleme sürecinde toplantılar önemli görülmektedir. Değerlendirme sürecinde ise öğrenci ve öğretmen değerlendirilmektedir. Çalışmada devlet okulu ve özel okulların yönetim süreçleri açısından bazı noktalarda farklılaştığı görülmüştür.

Anahtar Sözcükler: Yönetim süreçleri, temel eğitim, yönetici.

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Introduction

Management science aims to establish rules that ensure the realization of the objectives of the organization, and to benefit from the organization's human and substance resources in the most efficient way (Aydın, 2014). When considered from this point of view, the concepts of organization and management are intertwined concepts that cannot be considered separately (Ağdelen & Ağdelen, 2007). Since 1850s, organizations have gradually grown in number and size with the effect of the industrial revolution, how these organizations should be managed was seen as a problem, and solution to that has been sought (Öztaş, 2017). The first approaches suggested at this juncture were classical management theories; then evolved approaches were those of neoclassical, modern and postmodern theories (Alpaslan & Kutaniş, 2007). Classical management theory proposes philosophies related to the management of the organization that were developed in the late 19th century (Ferdous, 2016). Since the common purpose of classical management theories is to increase organizational productivity, human factor has been ignored (Aydoğan, 2013). In this respect, they are consistent with the closed system and McGregor's X theory (Yavuz, 2009).

One of the approaches that make up the classical management theory is Fayol's management process approach. (Aydoğan, 2013). Fayol, proposed the theory of a universal set of management functions that constitute the functions of management (Bacud, 2020). In the following periods Gregg listed them with the order of decision making, planning, organizing, communicating, influencing, coordinating and evaluating (Aydın, 2014). Being the first of the management processes, decision making is defined as selecting the most appropriate option among all the options that serve to the purpose (Özdemir, 2016). Bursalıoğlu (2015) states that organizations survives by taking decisions and that management processes are basically decision processes, that decisions are used in order to make changes in the organization, resolve conflicts and influence the members of the organization. At this point, decision participation plays an important role in balancing personal and organizational goals (Taş, 2002).

Planning is an intellectual preparation process in which the activities to be performed before implementation are designed in advance (Bursalıoğlu, 2015). If the manager involves his colleagues in the preparation of the plans, more functional and applicable plans emerge (Can, 2013). The organization step includes the topics about explanations of by whom and how the tasks handled in the organization, determination of the authority and responsibilities, and arrangement of those who make the decisions (Çetin, 2013). The organization also includes providing appropriate human, financial and material resources (McLean, 2011). The organizational structure of the schools is generally organized in a hierarchical manner according to formal understanding. However, informal organizational structure reflects the feeling of cooperation between management and teachers (Özdemir, 2016).

Organizational communication is defined in the organization as the process of transmitting and receiving a message to person or groups verbally, non-verbally or in writing (Bakan and Büyükbeşe, 2004). In an organization where communication is sufficient, organizational objectives are expected to be understood correctly and members of the organization are expected to cooperate towards these objectives (Aydın, 2014). Influence is defined as what managers try to direct the behavior of employees in order to achieve organizational goals (Balcı, 2010). After the structure and manpower required in the organization step is provided for the objectives determined in the planning process, the operation of this structure is realized through the impact process (Öztaş, 2017).

According to Fayol (1917), coordination means making the studies suitable for achieving the targets (Şengül, 2007). Combining the individual works for common purposes is one of the tasks of management. In this context, the coordination process involves motivation and influence of employees (Memişoğlu, 2013). The last of the management processes is named in the body of literature by different names such as evaluation, audit and control (Bursalıoğlu, 2015). The main function of this process for the schools is to evaluate the consistency of the education and training purposes and to improve the quality of the elements of the process (Ekinci & Karakuş, 2011).

Management processes, a common classification developed for all organizations, have found application areas in various levels of management of educational organizations and schools (Küçüker, 2015). In order to achieve the targeted success, the school management should operate the management

processes in harmony. (Polat & Küçük, 2012). In this framework, it is important for administrators to make plans within the scope of management processes, to ensure effective communication and coordination with teachers and other employees during the implementation of these plans, and to ensure that the activities are evaluated carefully in accordance with the plans (Büte & Balcı, 2010).

In terms of schools, basic education institutions provide children with basic knowledge and skills such as reading and writing, basic mathematical operations, and using their mother tongue correctly and effectively, which are necessary for them to adapt to society and live better. These knowledge and skills have the characteristics of prerequisite for further learning (Sarıbaş & Babadağ, 2015). In this sense, basic education encompasses the most important educational steps in the Turkish education system that covers pre-school and primary education, preparing for secondary and higher education and preparing the person for life. These institutions need to be managed effectively in order to perform their functions. It is seen as an important need to consider the management processes of public and private schools in a holistic and in-depth manner and to reveal their different aspects. Therefore, the aim of this study is to evaluate the management processes according to the opinions of the managers of basic education institutions.

Method

Research Design

In this study, phenomenological research design, that is a qualitative research method and a qualitative research approach, was used. Qualitative researches are accepted as a research method that emphasizes words over quantification in interpreting the data and aims to present the participants' perspectives (Özden and Saban, 2017). In phenomenological researches, it is aimed to reveal the way the participant perceives, conceptualizes and evaluates the event or events related to the research topic (Özdemir, 2010). The phenomenon discussed in this study is determined as the management processes and it is aimed to reveal the perceptions and experiences of school administrators belonging to this phenomenon.

Study Group

In this study, a total of 30 principals (consisting of 19 public and 11 private school principals) were interviewed. With the idea that each school's management processes are different and that they have access to different information about the management processes, the working group was formed by selecting schools with different socio-economic characteristics in order to constitute the maximum diversity sampling among purposeful sampling methods. In addition, it was sought that the managers should have worked for at least 2 years in order to clearly demonstrate their perceptions and experiences regarding all management processes. Thus, criterion sampling method was used. The interviewed school managers were coded as (M1, M2, M3… M30); their associated school types were also included as "S" for state schools, for private school as "P", and their associated school levels were coded with "A" for kindergarten, "B" for primary school, and "C" for secondary school.

Research Instruments and Procedures

In the study, the data were collected with a personal information form and a semi-structured interview form that included interview questions about management processes. For the semi-structured interview form, a draft interview form was prepared by the researcher based on the detailed body of literature review. In order to ensure the validity of the interview form and to examine the questions in terms of their meanings and clarity, they were presented to two faculty members specialized in the field of education management. Necessary corrections were made on the interview form in line with the recommendations of the experts. A pilot interview was conducted with this form and it was concluded that there was no problem with the form. The semi-structured interview form consists of 7 main questions in the context of management processes and 18 sub-research questions associated with the main questions

Data Analysis

The data were subjected to descriptive analysis and content analysis. In this direction, firstly the themes were determined during the descriptive analysis stage and the data were collected under the

related questions within the framework of the research questions. In the content analysis, the data was carefully read and divided into meaningful sections and coded by finding the conceptual equivalent of each section. Similar codes were collected in the same group and categories were formed. The meaningfulness and consistency of the generated codes were constantly reviewed and edited. In addition to the researcher, it was checked by two faculty members whether the generated codes represent the category in which they were assigned and all codes; and, the categories were unanimously agreed.

Results

Decision Process

According to the participatory views on the decision process, decisions are taken largely in the context of legislation and bureaucracy. The decisions are impressed by principals and deputy principals in the school management and district and provincial education directorates in the senior management. In private schools, it is stated that the board of directors affects the decisions.

The participant views on the decision process are as follows:

We are a state institution, a school affiliated with the Ministry of National Education. The laws, regulations, directives and circulars to which we are bound to are the factors that affect our decision-making processes to the greatest extent. The point of views of provincial and district directorates of national education affects us inevitably (M1, S, C).

We make a meeting every morning with our deputy principals. We talk about the school's agenda in those weeks. We are looking for answers to what we are going to do this week. Decision making usually takes place there (M8, S, B).

There is a board of directors in our school. Four of our members are educators. Decisions are taken by the board of directors based on our ideas (M21, P, C).

Planning Process

According to the participant opinions about the planning process, the student is put at the center of planning. Planning is made to support the interests and abilities of students in kindergarten and primary schools and academic success-oriented planning in secondary schools. Academic success is more prominent in terms of private schools and the planning process differs due to their responsibility to create their own resources.

The participant views on the planning process are as follows:

In our school, academic success is at the forefront when we are planning. We are making plans to increase academic success. This is important when planning (M15, S, C).

When planning in primary schools, we aim to improve the social aspect of children rather than academic success. Academic achievement is currently not a very significant indicator in primary schools (M17, S, B).

For us, academic success is at the forefront. Of course, the cost part is also considered, but it is more of interest to the founder. If our decisions and innovations will take academic success one step further, we will try to make that decision (M20, P, C).

Organization Process

According to the participant views on the organization process, firstly the legislation and then the competence of the person are taken into consideration in determining the duties of the individuals and groups. Similar processes are experienced in public and private schools, but private schools can be more autonomous in the recruitment process and select employees according to the job description.

The participant views on the organization process are as follows:

In the regulations it is clear who is going to do what. The duties of the servant, the guidance counselor and the deputy principal are in the regulations (M4, S, A).

One of the most important characteristics of an administrator should be to filter the characteristics of the persons who will work. If you get to know people, you can predict which job they will be suitable for. Among the teachers, if the work is going to be a social

activity, you choose people according to it and do the division of labor. If it is an academic activity, you choose people according to it and do the work sharing (M12, P, BC).

I decide according to what people can do. According to people's abilities. If you share the work according to what people can do, you get better results (M18, P, C).

Communication Process

According to the participant views on the communication process, formal-informal communication is used in this process. Written communication within the scope of formal communication; as the communication direction, top-down, bottom-up and horizontal communication are used. Within the scope of informal communication, verbal and nonverbal communication techniques are used.

The participant views on the communication process are as follows:

Both are available in terms of communication direction. It's going down from the top if it has to be an order. There may be an order regarding the functioning of a school planning or a distribution of tasks. But teachers also can use communication from bottom up. According to the process, both are used (M5, S, A).

We follow official works in writing. We follow the rest of the works in the old-style, verbal and informal way. Because this is a private school, so many activities take place etc. That's why it's hard to write in a sudden job. We generally prefer to meet with parents face to face. Both communications are in use (M19, P, B).

We use both formal and informal. Verbal communication is especially important. People get bored of formal communication. Therefore, we try to use in-formal means of communication. The direction of communication is mutual. It's sometimes from bottom to top, sometimes from top to bottom (M20, P, C).

Influence Process

According to the participant views on the influence process, formal-informal ways of influencing are used. In the scope of formal influence, the power-based reward-punishment methods are used; In the context of informal influencing, ways like motivating, appreciating, remembering special days, being exemplary and showing examples are used.

The participant views on the influence process are as follows:

I don't hesitate to reward working teachers or appreciate employees. If he's really done his job, and he's really a plus to this school, I always appreciate it. At the point of punishment, if this will disrupt the functioning of the institution, I do whatever should be done to it. I use my authority there. It doesn't mean use the direct authority. I try to improve it, if it's no go, I use authority as the final stage (M5, S, A).

Being overly motivate (encourage) is a typical characteristic of Turkish people. Our people function with tons of motivation. We like to be praised. I'd like to motivate people, but I say things when there's something wrong. We do not behave offensively to our teachers within the community. When we praise, we praise in society. This increases our reputation (M12, P, BC).

We have formal authority, of course. In addition, we use our informal power and leadership. We use the reward method. So far, we have not had inflict punishment. Usually we tend not to punish. There is a formal authority given to us by the regulations, but for example we informally invite the teacher to interview. As a result of our interview, we are able to turn a subject that is considered negative to positive (M17, S, B).

Coordination Process

According to the participant views on the coordination process, coordination is made with meetings with school stakeholders and activities such as school fair, trips, activities, guidance activities, and parent visits.

The participant views on the coordination process are as follows:

I meet with deputy principals once a week. Who did what this week? What should be done this week? How much did we do? Do we know about each other's work? I'm evaluating these (M3, S, B).

We invite them to school, we often organize programs such as conferences and informative seminars. We often meet with parents. We organize activities with students and parents. We invite them on special occasions (M20, P, C).

We do a lot of activities for our parents. We give seminars, organize training programs. We organize adaptation activities in kindergarten and 1st grade. We care about our school openings. We make decorations, serve refreshments. We give awards to students. We make small privileges to win people. When parents and students are valued here, their perspectives turn positive (M29, S, B).

Evaluation Process

According to the participant views on the evaluation process, teacher and student assessments are done. While stıdents are tried to equipped with basic skills and evaluations are made accordingly in kindergartens and primary schools, academic achievement is at the forefront in secondary schools. Teacher assessment is largely provided by course supervision and it is aimed to increase the efficiency of teacher.

The participant views on the evaluation process are as follows:

Our teacher evaluation is as follows; I enter classes in the middle of the semester and make an observation. At the end of the semester we are going to the course supervision. There are certain criteria in course supervision. As criteria; I am planning to make an evaluation according to the topics such as course planning, application, introduction to the course, tools and equipment used in the course, application methods and techniques, course presentation, functioning, student participation, classroom management and teaching formation gains, assessment and reinforcement. I think this work is fruitful (M10, S, B).

The academic achievement of students is evaluated statistically in the teachers' board. At the year-end teachers' board meeting, we extracted and evaluated the statistics of the first and second semesters of each class (M15, S, C).

Since we do not have an academic objective, we do not measure academic performance. The teacher gives whatever the curriculum is to the students. With respect to events, we are trying to improve our performance. We are making a learning outcome evaluation exam on the 4th grade students (M25, S, B).

Discussion, Conclusion and Recommendations

The provision of public services in countries that have adopted centralized management is carried out through detailed legislation as well as bureaucratic mechanisms (Özmantar & Sincar, 2017). According to the made in this context to results of researches; the conclusion that school principals act in accordance with laws and regulations in decision process and practices (Dönmez, Uğurlu & Cömert, 2011), in the decision-making process, the requests of senior managers affect school principals (Sezer, 2016), the school principals first applied to the deputy principals to consult in the decision process (Bakioğlu & Demiral, 2013) coincides with the findings of this study. Unlike public schools, it is observed that the board of directors affects the decision-making processes in private schools, as the principals work under the board of directors. The decisions taken in schools under the influence of legislation and bureaucracy create the impression of a centralist and normative approach. In this respect, the school managers trying to manage the school by being extremely dependent on the legislation causes them to act to protect the current situation. To avoid this situation, principals can encourage their staff to participate in decisions.

The school manager should closely monitor student learning by comparing learning outcomes with predetermined standards in order to take the necessary measures to improve the quality of education and training practices taking place in the school (Abat, 2010). Within this scope, it is stated that school principals consider students' satisfaction and love of school as one of the important criteria when planning (Özkan Hıdıroğlu & Tok, 2018) and one of the aims of the strategic plans is to increase the academic achievement of the students (Zincirli, 2012). School principals should give due importance to

planning in order to carry out educational activities as desired. In addition, private schools are required to plan resources because of their responsibility to create their own resources.

It is stated that efficiency will increase thanks to the clear definition of rules, powers and responsibilities in performing the tasks in the organization (Topaloğlu, 2011). The results of this study support the findings that the school administrators' behaviors of distribution of tasks in accordance with the legislation are "sufficient" (Deliceırmak, 2005) and that the school administrators take into account the professional competencies (Özgan & Aslan, 2009). In this sense, performing the duties of the school employees in a manner that does not contradict the legislation is considered important in terms of effective functioning of the organization by preventing the confusion of authority and role. Also, private schools seem more advantageous as they can choose their own staff.

Organizations take action towards their goals through communication. The issues in the organization such as how to do the works, by who and how they will be done transmitted to the relevant person through the communication (Timuroğlu & Balkaya, 2016). It was found on the researches that the administrators gave information to the teachers and listened to them, that information was exchanged between the same levels, and that the administrators used written and verbal communication styles (Ağdelen & Ağdelen, 2007). The findings indicate that communication channels are open in schools and that horizontal and vertical communication is used and it is consistent with the findings of this study. In this context, it can be said that the administrators should give importance to the internal communication styles in order to create a positive communication climate in the school.

In many cases, it is more effective for school administrators to use different ways of influencing rather than implementing a rigid control system. In this context, being appreciated and remembered makes employees feel that labor is seen and positive for their motivation (Özgan & Aslan, 2008). However, school managers emphasize that they have little authority in terms of different motivation methods such as financial reward and seniority increase in terms of influencing process (Karagöz, 2006). In this study, it can be said that almost half of school principals use formal ways of influence and this is in line with the findings of the body of literature. At this point, it is important that school managers lead the employees to organize activities that increase their motivation in terms of achieving the aim of influencing process.

School managers try to harmonize the human resources and material resources in the school towards the aims of the school through the coordination process as whole. Uncoordinated works prevent the emergence of the desired potential (Başaran & Çınkır, 2013). The meetings held at the school play an important role in ensuring coordination. In Şahin's (2013) study, it was concluded that school administrators held periodic meetings with school stakeholders. Erdoğan and Demirkasımoğlu's (2010) study states that the main communication between school and family is provided through parent meetings, school fairs or activities on special days, and families participate voluntarily in these activities. It is considered important for school administrators to create environments where school stakeholders can come together to increase communication and to ensure coordination.

As a teaching leader, the school principal should work in collaboration with teachers to guide the planning, implementation and evaluation of teaching activities and improve teaching by receiving feedback on activities (Gülbahar, 2013). In the studies, school principals; elementary school students tried to measure their social skills (İnci and Deniz, 2015), they emphasized the achievement of educational goals and academic achievement of the school (Sezer, 2016), monitored student development, evaluated the teaching process and tried to increase academic achievement (Şahin, 2013) supports the findings of this study. In terms of teacher evaluation, it is considered important for school administrators to move away from exhibiting bureaucratic behaviors and make evaluation with teachers in order to create a positive climate in the school (Çalık & Şehitoğlu, 2006). As a matter of fact, school administrators also require supervision in terms of the effective implementation of the programs in line with the aims of the school, the realization of education and training activities as planned, and the provision of teachers' working discipline (Kurt, 2009). It is thought that appreciation and giving feedback about teachers' professional activities will be beneficial for teachers to develop themselves and set an example for other teachers. Conducting supervision practices in cooperation with teachers is considered important in terms of providing a developmental impact.

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Value of "Helpfulness" in Children's Magazines[*]

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Abstract

Many different methods of acquisition of values are described in the previous studies. Some secondary resources may also be required when using these methods. Children's magazines, one of such helpful sources, should be given importance in this regard. Considering the ease of access to children's magazines and their interesting content, it can be said that their content has very significant effects on children. Their content is important in terms of the acquisition of values. The aim of this study is to analyse the content of children's magazines in acquisition of values to children. Document analysis, one of the qualitative research methods, was used in the study. The sample of the study include four children's magazine published in Turkey which have the highest circulation. With the "Value Assessment Form" that is developed by the authors, the value of helpfulness in the children's magazines was analyzed by two different researchers using the content analysis method. The findings of the study indicate that the value of helpfulness is significantly covered in magazines analysed. The order of the children's magazines in terms of containing the value of helpfulness is as follows: *TRT Çocuk* (TRT Children's magazine), *National Geographic Kids*, *Araştırmacı Çocuk* (Researchers Kids) and *Bilim Çocuk* (Science Kids). In each issue of all magazines this value is found to be covered.

Keywords: Children's magazines, document analysis, helpfulness, social studies, values education, qualitative research.

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Çocuk Dergilerinde "Yardımseverlik" Değeri[*]

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Öz

Değerlerin kazandırılmasının alanyazında pek çok farklı yöntemi açıklanmıştır. Bu yöntemler kullanılırken de bazı yardımcı kaynaklara ihtiyaç duyulabilir. Bu yardımcı kaynaklardan biri olan çocuk dergileri de bu noktada dikkat çekmektedir. Zamanımızda çocuk dergilerine ulaşmanın kolaylığı ve dergilerin ilgi çekiciliği göz önüne alınırsa içeriklerinin çocukları etkilemede oldukça önemli bir yerinin olduğu söylenebilir. Bu kadar etkili bir kaynağın değer kazandırma noktasında içeriklerini ne şekilde düzenlediği bu noktada önemli görülmüştür. Bu sebeple araştırmada çocuk dergilerinin yardımseverlik değerine ne oranda ve ne şekilde yer verdiğini belirlemek amaçlanmıştır. Araştırmada nitel araştırma yöntemlerinden doküman inceleme yöntemi kullanılmıştır. Çalışma grubunu Türkiye'de yayınlanan ve en fazla okuyucuya sahip ilk dört çocuk dergisi oluşturmuştur. Araştırmacılar tarafından hazırlanan "Değer Tespit Formu" yardımıyla dergilerde yer alan yardımseverlik değeri içerik analizi yöntemiyle iki farklı araştırmacı tarafından analiz edilmiştir. Analizler sonucunda, dergilerde yardımseverlik değerine önemli ölçüde rastlanılmıştır. Bu doğrultuda yardımseverlik değerinin tespit durumlarına göre dergiler *TRT Çocuk*, *National Geographic Kids*, *Araştırmacı Çocuk* ve *Bilim Çocuk* dergisi olarak sıralanmıştır. Ayrıca sayılar açısından bakıldığında da dergilerin incelenen her sayısında yardımseverlik değerine yer verdiği tespit edilmiştir.

Anahtar Sözcükler: Çocuk dergisi, doküman inceleme, yardımseverlik, sosyal bilgiler, değerler eğitimi, nitel araştırma.

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Introduction

From early periods socities have attempted to make children acquire the values that are regarded as significant. Therefore, it can be stated that both formal and informal attempts have existed for a long time. Because certain set of principles and understanding should exist in the society and be transmitted to children to make its continuation possible and to develop a democratic society. Particularly efficient transmission of the values through the educational systems has crucial effects on society and the future of the nations. As a result values have been given great importance and considered to be significant, and the discussions on how to transmit these value to future generations have been always on the agenda (Kurtdede Fidan, 2019). The values which have important roles to play in people's behaviour towards the others (Ulusoy & Dilmaç, 2016) were included in formal education over time (Gudmunsdottir, 1991).

Values are considered to have two basic functions: social functions and individual fundtions. Basic social functions of values include the following: controlling the society, showing the ideals for society, preparing necessary environment for social solidarity, shaping social culture, organizing daily life and guiding social behavior. Major individual functions of values are as follows: supporting individuals to socialize by improving their personalities, improving positive character traits among individuals, contributing individuals to make choices over alternatives, behavior assessment and guidance (Keskin, 2016a). Values education involves the development of the individual's personality and social responsibility beyond just transferring information to individuals. This development, which is provided through the values education, increases their sense of belonging to the society they live in and enables them to adapt to the society (Ulusoy & Arslan, 2016). In order to raise a generation that loves their homeland special attention should be paid to values education (Dinçer & Gözel, 2019).

It is difficult to identify the correct time and place of values education. However, it may be suggested that it can be given anytime and anywhere. On the other hand, given that the foundations of personality development are laid from a young age, the starting point of values education can be stated as the family environment (Gündüz, 2020; Keskin, 2016b). Although family environment is the most productive setting for values education (Yılmaz, 2013) educational institutions, particularly basic education schools, have very significant role to play in values education (Kurtdede Fidan, 2016). Students can internalize the values that they acquire at schools through the help of social environment. Therefore, schools should be cognitive-based and make use of all kind of social and educational sources that may have positive effects on value development of students (Chaitanya, 2017).

The course thatcontain and employ such sources seems to be that of social studies. Given that social studies courses have a historical dimension, a multi-disciplinary nature and contain cultural experience of different societies it can be considered a kind of values education course. In addition, one of the major goals of social studies courses is to produce citizens that requires a focus on values education (Kan, 2010). Research indicates that social studies courses contain numerous secondary sources which may be used to transmit values to students. More specifically, such secondary sources may include newspapers, tales, stories, cartoons, public spots, banners and games (Kurnaz, 2012). Another educational source that can be employed in the social studies courses is children's magazines. Mamık (2020) carried out a study on the use of children's magazines as a teaching and learning material in social studies courses and concluded that in these courses students both have fun and have higher levels of academic achievement. In recent years access to children's magazines has expanded due to some factors, including the increasing number of children's magazines, the introduction of educational information network (EBA) by the Ministry of National Education, improvements in socioeconomic status of the families and increase in the use of Internet. Therefore, children's magazines have become one of the mostly read publications by children. Periodicals targeting children including children's magazines have always attracted the children's interest (Balcı, 2003). Children's magazines have significant contributions to the education of children which cannot be neglected (Yıldız, 2012). Children's magazines are one of the publications towards the development of children (Alabay et. al., 2018) and have their own features (Duran & Özkul, 2018). Earliest examples of children's magazines in Turkey date back to the second half of the 1800s (Kaptan & Sürmeli, 2011; Sarıkaya, 2010; Sezgin, 2019). Following the establishment of the Republic these publications became much more popular. The alphabet reform has many positive effects on the publication of children's

magazines. These magazines attempted to meet the educational needs of children including their literacy development. These magazines, which were published in order to convey certain messages to children, paid special attention to their design and content in order to enable children to understand the messages correctly. It is seen that today's children's magazines continue their development in a way that is in line with technological and scientific developments. Regardless of the period when magazines were published, conveying certain messages to the readers is still one of their common features to create a behavior change which is related to the educational dimension of the magazines (Hazar & Işık, 2017; Kaptan & Sürmeli, 2011; Kuyucu, 2016; Sürmeli, 2010).

It is reported that children's magazines are among the significant educational tools in the social studies courses in introducing both the content of the topics and the values (Yılmaz & Duman, 2018). Particularly magazine content on the ethical topics is crucial to teach children certain behaviours (Kardaş, 2015). Yiğitbaşı (2014) found that the children's magazines included in the sample attach importance to traditional values. Research indicates that children's magazines published in Turkey can be employed as supplementary educational devices to transmit values to children (Alabaş & Kamer, 2016; Alabay, Can, Kandemir & Güney, 2018; Güler, 2019; Okumuş, 2018). Social studies courses are one of the courses in which values are taught to the students. One of the values that are covered in these courses as significant values is that of helpfulness. It can be stated that the value of helpfulness is an universal and important value that is identified with social studies courses. Producing charitable individuals has been always crucial to realize social integrity and to strengthen societies. One of the earliest categorizations of values was developed by Spranger (1928) in which the value of helpfulness is considered to be among the social values whereas Rokeach (1968) regarded the value of helpfulness as one of the ways to gain the core values. In the classification of Schwartz (1992) this value is one of the universal values. The value of helpfulness has alsways been contained in the social studies curriculum.

There are studies on the children's magazines in terms of content, educational uses and advertisements (Hazar & Işık, 2017; Holiday 2018; Kaptan & Sürmeli, 2011; Karagöz 2019; Kuyucu, 2016; Sürmeli, 2010; Zur, 2014). The studies dealing with the analysis of values in children's magazines are also carried out (Alabay, Can, Kandemir & Güney, 2018; Güler, 2019; Korkusuz, 2020). However, there is no study on the analysis of the value of helpfulness in the social studies curriculum. Children's magazines can be considered as important educational tools in raising awareness about the value of helpfulness. It can be argued that examining children's magazines, which can be used as supplementary resources in social studies courses, from this point of view is important in terms of values education. This study is considered to be important since it provides information to classroom teachers who will use children's magazines as supplementary teaching materials in values education, researchers and publishers. Children's magazines were analyzed within the framework of the helpfulness value, which is considered to be part of the social values. In this context, the aim of this study is to determine the inclusion level of the helpfulness value in the children's magazines which is covered in the social studies curriculum. In parallel to this aim the study attempts to answer the following research question:

1) To what extent is the value of helpfulness included in the content and visuals covered in children's magazines?

Method

Design of the study

The study is designed as a qualitative research and the data were collected using the content analysis. Qualitative research attempts to understand the reasons for social experiences and events (Hancock, Ockleford & Windridge, 2009). In addition, it can be said that qualitative research is the most appropriate method to solve the problems of which variables are unknown and that should be discovered (Creswell, 2012). Vanderstoep and Johnston (2009) argue that content analysis refers to the definition and interpretation of verbal or nonverbal images. The content analysis, on the other hand, is the examination of written and spoken materials that include information about the study topics.

Data source

The data source of the study includes four children's magazines that had the highest circulation based on the data from Turkuvaz Distribution Marketing and YAYSAT (2017) in August 2017 in Turkey (TRT Çocuk, Araştırmacı Çocuk, Bilim Çocuk, and National Geographic Kids). The criterion sampling was used to select the magazines. In the criterion sampling the criteria were developed by researchers (Suri, 2011; Yıldırım & Şimşek, 2018). The criteria used in selecting the children magazines are as follows: children's magazines published in Turkey of which target audience is students who are 6-10 years old and children magazines having the highest circulation in August 2017. As mentioned above four children's magazines, namely TRT Çocuk (TRT Children's magazine), National Geographic Kids, Araştırmacı Çocuk (Researchers Kids) and Bilim Çocuk (Science Kids*)* are selected for the study which all have the required criteria. Given that *Araştırmacı Çocuk* publishes six volumes per year, the first six volumes of the other magazines were included in the sample.

Data collection and data analysis

In qualitative research texts are among the major data collection tools. The texts were examined using the content analysis which is a reliable and viable method in qualitative research (Bowen, 2009; Hancock, Ockleford & Windridge, 2009; Creswell, 2012; Karasar, 2014). Cohen, Manion and Morrison (2007) state that in content analysis the following texts can be used: diaries, magazines and journals, voice recordings, biographies, autobiographies, time tables, meeting reports, books, newspapers, photographs, story books, brochures and advertisements, etc. Ajagbe et. al. (2015) argue that mass media including magazines are reliable documents that can be used in document analysis. The document analysis method, which can be used as an secondary method in qualitative research, can also be used as a main data collection method (Yıldırım & Şimşek, 2018). The following steps were followed in the content analysis (Karasar, 2014).

Accessing the sources	Reading	Taking notes	Evaluation

Figure 1. Steps of content analysis (Karasar, 2014).

In the first step, accessing the sample, the author sent emails to the editors of the magazines to access the first six issues of the magazines. Following this the issues required were sent to the author which was followed by the second step, namely reading the samples. Each issue of the magazines included in the study was read. Each article in the magazines were coded if they covered any reference to the value of helpfulness. These codes were then transferred into the "Form of Value Analysis" which was developed based on the expert views. The references to the helpfulness in the magazines in the form of helping people, seniors, disabled individuals, friends, animals and nature and of the help in the case of natural disasters and within the social projects are all recorded in this form. The rate of the inclusion of the value of helpfulness in the content and visuals was found. At the last step, namely evaluation, the codes about the value of helpfulness were analysed to find their frequency and percentage. In the discussion of the findings direct statements about these codes are included.

In the analysis of data, the content analysis, which is the process of converting written texts into numerical data by coding based on the pre-established criteria (Balcı, 2016), was employed. The purpose of this method is to reach concepts and relationships in order to account for the data collected (Yıldırım & Şimşek, 2018). Therefore, both textual and visual materials in the magazines were analysed. In this way, it was tried to find out to what extent the magazines included the value of helpfulness. The findings are discussed using the samples from the magazines analysed in the study. Samples used in the discussion of the findings are given together with abbreviations for the title, publication year, issue number and page number, such as AÇD, 2017, 1, 33. In the study through the triangulation method the credibility factor of the study was improved. In addition, this method can be

employed with techniques such as triangulation of sources, methods and researcher (Yıldırım & Şimşek, 2018). In the current study it was achieved through the diversification of researchers. Therefore, an expert involved in the study. The code analysis carried out by these two researchers was presented to the expert opinion and the disputes between the researchers were resolved with the feedback. The fit index between them was calculated using the formula developed by Miles and Huberman (1994) which produced 0.88. The ethical permisson was taken from the related body (Afyon Kocatepe University, Scientific Research and Publication Ethics Council dated 17.08.2020, and numbered 2020/132).

Results

In this section the findings are discussed regarding the distribution of the content about the value of helpfulness in the children's magazines analysed, namely *Araştırmacı Çocuk, Bilim Çocuk, National Geographic Kids* ve *TRT Çocuk*. Graphic 1 presents the distribution of such content in these magazines.
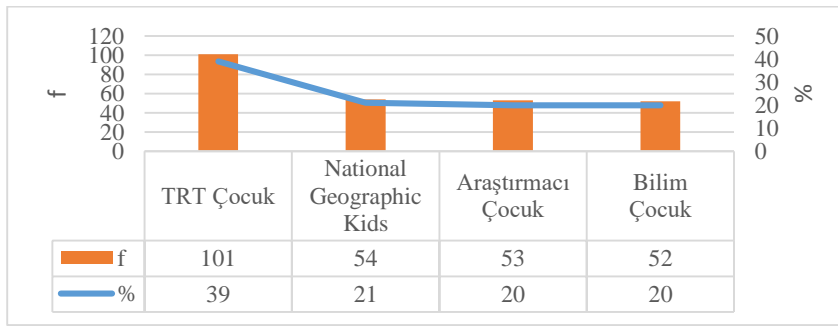
Graphic 1. *Distribution of the Value of Helpfulness in Children Magazines' Analysed in the Study*

As can be seen in Graphic 1 there are much more content in *TRT Çocuk* magazine in terms of materials concerning the value of helpfulness (f=101). The order of the magazines in this regard is found to be as follows: *National Geographic Kids* (f=54), *Araştırmacı Çocuk* (f=53), and *Bilim Çocuk* (f=52). In short, the topics related to the value of helpfulness are much more frequent in *TRT Çocuk* magazine in contrast to other three magazines. The frequency of these topics is very similar in the remaining three magazines.

Table 1

Frequency and percentage of the materials related to the value of helpfulness in the issues of the magazines analysed

Magazines\Magazine issues	Issue 1	Issue 2	Issue 3	Issue 4	Issue 5	Issue 6	Total f	%
TRT Çocuk (TRT Children's Magazine)	33	15	15	18	10	10	101	39%
National Geographic Kids	5	8	14	9	12	6	54	21%
Araştırmacı Çocuk (Researchers Kids)	13	6	3	7	18	6	53	20%
Bilim Çocuk (Science Kids)	9	12	7	13	5	6	52	20%

Table 1 presents the frequency and percentage of the materials related to the value of helpfulness in the issues of the magazines analysed in the study. In this regard the magazines differ from one another in terms of their coverage of the value of helpfulness. In other words, the magazines included in the study sample focus on the value of helpfulness in different periods of time. Some examples of the value of helpfulness covered in the magazines are given as follows:

Figure 2. A sample from *TRT Çocuk* magazine in regard to the value of helpfulness (Source: *TRTÇ*, 2017, 4: 22)

In Figure 2 there is a visual material that is about the value of helpfulness. In the visual there a child helping her mother and both of them are happy in this situation. It can be stated that through this material the magazine attempt to acquisition of values of helpfulness to its readers.

Figure 3. *A sample from National Geographic Kids magazine in regard to the value of helpfulness* (Source: *NGK*, 2017, 3: 13).

Figure 3 depicts that Canadian policemen help a duck family passing the street. They stopped the traffic to enable them to pass the street. This shows that helpfulness is not limited to people, but it is also about other living beings. The news is supported by various materials which all contribute to the acquisition of values of helpfulness by the readers.

Figure 4. *A sample from Araştırmacı Çocuk magazine in regard to the value of helpfulness* (Source: *AÇD*, 2017, 1: 22).

As can be seen in Figure 4 the text in the magazine is about a child's memory concerning his visit to the muppet shop. The statement of the child which depicts his enjoyment in helping others is an indication of the attempt to transmit the helpfulness value to children.

Figure 5. *A sample text reflecting the value of helpfulness in Bilim Çocuk magazine* (Source: *BÇD*, 2017, 5: 43).

Figure 5 depicts a piece used in the section of the magazine entitled "what is friendship?" In the text given in Figure 5, friendship is represented as a way to help each other, and the author expresses satisfaction with this situation. It is thought to convey the value of helpfulness to the readers.

Figure 6. A sample text reflecting the value of helpfulness in *TRT Çocuk* magazine (Source: TRTÇ, 2017, 6: 23).

Figure 6 shows the happiness of children who help an elderly person, prepare an iftar table for her and do their best to have an iftar with her son. In addition, the positive effects of benevolence on people are expressed with the statements in the speech bubble. It can be said that these expressions are attempts to bring the value of benevolence among the audience.

Figure 7. A sample text reflecting the value of helpfulness in *National Geographic Kids* magazine (Source: *National Geographic Kids* magazine, 2017, 02: 39).

The magazines also feature several examples of helpfulness in different countries in the case of natural disasters. In Figure 7 there is a photo showing the avalanche disaster in Italy and the efforts of the volunteers trying to help those injured in this incident. The importance of people with benevolence value becomes much more evident in major disasters such as the incident given in this example. Because individual efforts are not sufficient in such events, and acting collectively ensures that the troubles are resolved in a shorter time. Therefore, more individuals should have the value of helpfulness.

Figure 8. A sample text reflecting the value of helpfulness in *Araştırmacı Çocuk (Researchers Kids) magazine*, (Source: AÇD, 2017, 6: 44).

Figure 8 shows a part of the conversation between the mother and her daughter who asks for permission to do her homework. The mother, who gave permission to the child she requested, reminded her that she can get help from them if she needs. It is thought that giving such an example in the magazine is important in terms of presenting an opinion about the people whom children will receive assistance from.

Figure 9. A sample text reflecting the value of helpfulness in *Bilim Çocuk Dergisi* (*Science Kids*) *magazine*, (Source: BÇD, 2017, 3: 13).

Picture 9 shows two friends playing in the playground and use the toy by helping each other. Benevolence is a value that increases the relations of people of all ages and brings people closer to each other at every moment of life. This situation is conveyed with the image through two children playing in the park.   .

Figure 10. A sample text reflecting the value of helpfulness in *TRT Çocuk Magazine* (*TRT Children's magazine*) *magazine*, (Source: *TRT Çocuk* (*TRT Children's magazine*), 2017, 01: 16).

The magazines analysed in the study contain both images and texts about helping people with disabilities. As can be seen in the figures above, the value of helpfulness is featured in magazines with all its dimensions. Helping the elderly, friends, disabled people, children and animals in different schools is discussed in the magazines. It can be said that there are many visuals and texts on the value of helpfulness in the children's magazines covered in the sample of the study. It may be suggested that teachers may benefit from children's magazines in relation to the learning outcomes in social studies courses and within the scope of the helpfulness value.

Discussion, Conclusion and Recommendations

Visual or textual materials related to the value of helpfulness were found in each issue of the children's magazines examined in the study. It can be seen as a great support in the acquisition of the helpfulness value to children through children's magazines. As stated earlier in regard to the acquisition of the value of helpfulness the order of the magazines is found to be as follows: *TRT Çocuk, National Geographic Kids, Araştırmacı Çocuk* and *Bilim Çocuk*. In short, TRT Çocuk magazine has much more references to the value of helpfulness in contrast to other three children's magazines sampled in the study. Although it is determined that all issues of the magazines analysed include the value of helpfulness, this value should be regularly emphasized and transferred to the readers.

The results of the study indicate that the value of helpfulness is significantly covered in children's magazines. Helpfulness is an important value that increases the relationships between people of all ages and brings people closer to each other. Tulumcu (2015) states that the helpfulness value is included in current children's magazines (*Bilim Çocuk, Gonca, National Geographic Kids* and *TRT Çocuk*). Güler (2019) argues that the value of helpfulness is emphasized in the magazines *Mavi Kırlangıç, TRT Çocuk, Kids 7 to 70* published in 2016-2017. It is seen that children's magazines contain the value of helpfulness, which is an important value in terms of establishing healthy communication in social life, increasing social cohesion and finding solutions to common problems. It is seen that magazines include the value of helpfulness in regard to the family members, animals, friends and the elderly. In addition, the positive effects of helpfulness on people are also featured in magazines. The need for people with the helpfulness value arises especially in major disasters. Because it is difficult to deal such events individually, but acting collectively ensures that the troubles are eliminated in a shorter time. Helpfulness is one of the universal values that is very important for both individuals and society. The value of helpfulness is found in elementary school educational programs, textbooks, educational media products and literary products, etc. It is one of the values that should be constantly emphasized in such platforms and which individuals should have. Therefore, it can be expected that children's magazines and all other sources, which target children, should focus on teaching this value.

The results of this study and the other related studies show that children's magazines include the value of helpfuless that individuals should have. The findings of the studies examining the children's media products are generally consistent with the findings obtained in this study. Özaydın (2020) and Korukcu Güngör and Ardahanlı (2015) argue that helpfulness is the most frequent value depicted in cartoons mostly watched by children. The results of the studies on cartoons are also similar with the results of this study. İnan (2016) and Şahin (2019) stated that the value of helpfulness was the most emphasized value in cartoons broadcast on TRT Kids channel. Özgökbel Bilis (2014) also found the same for the movie "Planes", Karakuş (2015) for the "Niloya" cartoons and Selanik Ay and Korkmaz (2017) for the "Küçük Hezarfen" cartoons. In this context, it can be stated that children's magazines are an important teaching material that can be used to transmit the values in social studies lesson. In the studies (Alabaş & Kamer, 2016; Alabay et al., 2018; Okumuş, 2018; Yeter, 2019), it was determined that children's magazines significantly include the values which are contained in the primary school curriculum (such as life studies, social studies and Turkish language). Özdaş (2018) analysed Muzaffer İzgü's book entitled *Ökkeş* and Akkaya (2017) tales of Cyprus, Kılcan (2016) and Kantar (2014) children's books in terms of values. It is found in these studies that the value of helpfulness is the most emphasized value in these materials. This shows how helpfulness value is seen and represented in Turkish literature and in mass media which target children. In the study conducted on the use of children's magazines as a teaching material in social studies courses, it was concluded that children's magazines are effective in achieving the acquisitions stated in the social studies curriculum (Mamık, 2020).

In this study, it is seen that children's magazines are found to significantly include the value of helpfulness and the importance of this value is emphasized to a great extent as it is done to teach this value in social studies courses. In this respect, it can be said that children's magazines can be used in values education as part of the social studies courses. Based on the findings of the study the following suggestions are offered:

➢ In the transmission of the value of helpfulness to children magazines can be employed.

➢ The coverage of other values in children's magazines can also be analysed.

➢ The coverage of the value of helpfulness can be improved in children's magazines.

➢ The effects of the coverage of the value of helpfulness in children's magazines can be analysed.

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