

MOTIVES THAT ATTRACT PARENTS TO SEND THEIR CHILDREN TO  
CURRICULUM LABORATORY SCHOOLS AND STUDENTS' SATISFACTION  
WITH THE SERVICES PROVIDED

A THESIS SUBMITTED TO  
THE GRADUATE SCHOOL OF SOCIAL SCIENCES  
OF  
MIDDLE EAST TECHNICAL UNIVERSITY

BY

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IN PARTIAL FULFILLMENT OF THE REQUIREMENT  
FOR  
THE DEGREE OF MASTER OF SCIENCE  
IN  
THE DEPARTMENT OF EDUCATIONAL SCIENCES

JULY 2005

Approval of the Graduate School of Social Sciences

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## **ABSTRACT**

### **MOTIVES THAT ATTRACT PARENTS TO SEND THEIR CHILDREN TO CURRICULUM LABORATORY SCHOOLS AND STUDENTS' SATISFACTION WITH THE SERVICES PROVIDED**

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**July 2005, 116 pages**

The aim of this study was to identify the reasons of parents' preferring Curriculum Laboratory Schools (CLSs) for their children's education and to investigate whether the students attending Curriculum Laboratory Schools are satisfied with the physical, instructional and social opportunities (services) offered at these schools. The sample of the study consisted of 440 seventh grade students and 14 parents from seven curriculum laboratory schools in the province of Ankara. Two instruments were used for data collection; interview questions for parents and a questionnaire for students. To analyze quantitative data, descriptive statistics such as

frequency analyses and percentages were conducted. The open-ended questions in the parents' interview were analyzed through content analysis. The results indicated that parents preferred these schools for several reasons including convenient location, technological opportunities, physical conditions and instructional opportunities. However, the availability of the opportunities was not as defined in the CLS model. Nevertheless, the students who were attending CLSs were moderately to highly satisfied with the services provided in the CLSs.

**Keywords:** Curriculum Laboratory Schools, school choice, student satisfaction, parents' preferences

## ÖZ

### VELİLERİN MÜFREDAT OKULLARINI TERCİH ETME NEDENLERİ VE BU OKULLARDA OKUYAN ÖĞRENCİLERİN SUNULAN İMKANLARA YÖNELİK MEMNUNİYET DÜZEYLERİ

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Temmuz 2005, 116 sayfa

Bu çalışmanın amacı, ailelerin çocuklarının eğitimi için Müfredat Laboratuar Okullarını tercih etme sebeplerini ve öğrencilerin, bu okullarda sunulan fiziksel, eğitsel ve sosyal imkanlardan memnun olup olmadıklarını saptamaktır. Araştırma deseni, Ankara ilinde bulunan 7 Müfredat Laboratuar Okulunda okuyan 440 tane 7. sınıf öğrencinden anket yoluyla ve bu okullarda çocuğu okuyan 14 veliden görüşme yoluyla toplanan verilere dayanmaktadır. Veri toplama aracı olarak, veliler için görüşme soruları ve öğrenciler için anket hazırlanmıştır. Çalışmada toplanan nicel

verilerin analizi, betimsel istatistikler; frekans ve yüzdeler kullanılarak yapılmıştır. Velilere yöneltilen açık uçlu sorular ise, içerik analizi yoluyla çözümlenmiştir. Bulgular, velilerin Müfredat Laboratuvar Okullarını uygun mevkide olmaları ve de sahip oldukları teknolojik olanaklar, fiziksel koşullar ve eğitsel olanaklar sebebiyle tercih ettiğini ortaya koymuştur. Fakat, öğrencilere sunulan imkanların MLO Modelinde belirtildiği ölçüde olmadığı, yine de bu okullarda okuyan öğrencilerin kendilerine sunulan imkanlardan orta ve ortanın üstünde memnun oldukları saptanmıştır.

**Anahtar Kelimeler:** Müfredat Laboratuvar Okulları, okul seçimi, öğrenci memnuniyeti, ailelerin okul tercihleri

**To the Memory of My Grandfather**

## **ACKNOWLEDGEMENTS**

I would initially express my deepest gratitude to my supervisor Assist. Prof. Dr. Ahmet Ok for his encouragement, support and realization of this study. I would like to thank for his sincerity, tolerance, and understanding.

I would also like to express my gratitude to my jury members: Prof. Dr. Fersun Paykoç and Assist. Prof. Dr. M. Levent İnce for their valuable feedback, suggestions and their sincerity.

I would like to express my love and gratitude to my family: my mother, my sister and my husband for their support, encouragement and understanding during the completion of my study.

I am also thankful to the students and parents who participated in the study. I would also like to convey my gratitude to the teachers and administrators who spent time and effort for the realization of this study.

Lastly, I am grateful to my dear friends Cevriye Güneş, Sacip Toker and Sibel Özbek for their valuable encouragement and help.

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## CHAPTER 1

### INTRODUCTION

#### 1.1 Background to the Study

The aim of education has always been to help people get access to the information they need and to provide the learners with better learning environments. Today, technology allows for such enrichment. Schools are among the main formal institutions where information is transferred to the learners by more knowledgeable people in more enriched settings. In order to make learners acquire the knowledge and the skills that increase their personal, social and intellectual development, some school development models have been developed for years (Dönmez, 2002a). One of these models in Turkey is the Curriculum Laboratory Schools model and the origin of these schools is the laboratory schools in the U.S. and dates back to the beginning of the nineteenth century.

Although their origin is older, most of the laboratory schools in the U.S. were founded and operated in the early 1900s. They have undergone some changes over time, however, the main aim of these schools has always been to provide appropriate settings where the innovations and educational theories are tested and practiced. That is, laboratory schools are like a bridge between the theory and the practice- the

university and the schools. That requires these schools to be in close contact with educational faculties (Colleges of Education or Teacher training institutions). Because laboratory schools are based on educational research and practical experience, they are assumed to be models for better education. Thus, the laboratory schools have always been an important force in education and teacher training (McCarthy & Bertani, 1987).

Likewise, in 1990, a similar study came into force in Turkey. "Turkish National Education Development Project" was designed to make reforms in the schools and school curricula in Turkish education system and to catch up with the developments in the modern world (Genç & Gürbüzürk, 2000). Turkish National Education Development project which was supported by World Bank had three main goals: (1) to increase the quality of elementary and secondary education and to increase students' achievement to the level of OECD countries, (2) to achieve the standards of OECD countries in terms of teacher training (programs') quality and (3) to be more effective and economical in using resources of Ministry of National Education through improving the skills and practice (application) of management (MEB, 2002, pp. 1-2).

As a part of this project, Education Research and Development General Directorate (EARGED) was founded in 1995 to observe and evaluate the technological developments in the education in Turkey and abroad. One important factor to increase the quality and student success of elementary and secondary schools was to develop the curriculum laboratory schools model. EARGED aimed to improve the

quality of education by implementing new instructional methods in curriculum laboratory schools and to reflect the technological developments to the education before applying them nationwide (Genç & Gürbüzürk, 2000). 208 schools in seven regions of Turkey have been chosen by the Ministry as the model schools to try and test the newly-developed curricula, course books, new methods, to use the new technology and to adapt counseling and inspection systems before applying them countrywide. In order to realize that goal, Curriculum Laboratory Schools (CLSs) have been aimed to be model schools equipped with the necessary human, financial and physical resources.

Because increasing students' achievement is very important in the project, the education was aimed to be student-centered in the CLS model. Students who are attending CLSs are expected to be self-reliant since they learn easier in modern conditions. It is also hoped that these students enjoy learning more and they can use and analyze knowledge they have learnt in daily life as well (Avcı, n.d., lines 74-77). The understanding of student-centered education directs the aims of education toward students' personal development and needs (MEB, 2002, p. 24). In order to achieve the modern education system, the Curriculum Laboratory Schools aim to be provided with enough physical and human resources (Genç & Gürbüzürk, 2000). The CLSs are supposed to have many educational and social units such as library, computer laboratory, guidance and psychological counseling center, study rooms for teachers, music room...etc (MEB, 1999). The teachers and the administrators working in curriculum laboratory schools have been assigned more responsibility and authority to help improving this model (Dönmez, 2002b). Both the teachers and

administrators are expected to have at least 5 years of experience in teaching and the administrators should have post-graduate studies to work in a CLS. Teachers of CLSs are expected to be adapted to technological developments and use them in their classes. The expected class size is 30 in CLSs. Parents are also expected to cooperate with the schools to support their children's education and they should play more active role in the activities in the curriculum laboratory schools (MEB, 2002, p. 46).

These characteristics differentiate curriculum laboratory schools and in Turkey, curriculum laboratory schools are in more demand than other public schools. There is a common understanding that sending children to these schools is better, because they have a different name "CLS." They are regarded as different schools but the reasons of why parents tend to prefer these schools for their children's education are not clear enough.

## **1. 2 Purpose of the Study**

To catch up with the newly developed technology and to reflect these into the educational settings has become crucial in the present world education. Similarly, there is a kind of belief that Curriculum Laboratory Schools which have been designed to reflect these aspects into Turkish education system have been popular among the students and parents in the last decade. These schools receive more attention from the public and they are preferred more than other public schools. There is limited research in Turkey that explores the reasons of why these schools

are preferred more by the parents and the students. The aim of this study is to identify the reasons of parents' preference for CLSs for their children's education and to investigate whether the students are satisfied with the services provided at CLS. Based on the aim of the study, the following research questions are addressed:

1. Why do parents prefer Curriculum Laboratory Schools?
  - a.) What is the profile of parents who send their children to CLS?
  - b) Which factors make CLSs attractive to parents?
  - c) How consistent are the aims of CLS with the parents' reasons of choosing these schools?
2. How satisfied are the students of Curriculum Laboratory Schools with the (technological, instructional and social) services offered in these schools?

### **1. 3 Significance of the Study**

Though there are studies underlying the reasons of parents choice of schools in the U.S., studies on the factors that attract parents to CLSs seems rare. This study mainly, will aim at determining the motives underlying the preference of CLSs by the parents and identifying the students' satisfaction level of the available services provided at these schools in Turkey. It is hoped that the findings will indicate the profile of the parents who prefer CLSs and their reasons of preference. This may help to understand what kinds of parents are attracted to these schools more and why.

Furthermore, the results will provide data whether the parents' preferences coincide

with the foundation aims of these schools. In other words, it may be possible through this study to identify whether or not the aims of CLS and parents' perceptions fit into each other and whether the CLS project has successfully drawn the attention of the public or not. It may give clues about whether the parents are aware of the specialties and characteristics of CLSs or not.

Next, the study will reveal whether the students attending CLSs are content or not with the services offered in these schools. The study aims to get information about the students' ideas of these newly structured schools. Because all these efforts and work are done for the goodness and improvement of the students, it may be good to see if these efforts are pleasing them or not. Having this information will enable us to picture out if the parents' preferences and the students' confrontations coincide or not.

#### **1.4 Definition of Terms**

**Curriculum Laboratory School:** CLSs are model schools in which new technology, new curricula and new methods are tested and carried out in the scope of Turkish National Education Development Project. There are 208 public CLSs in Turkey.

**Parents:** Parents refer to the mothers and fathers of the students who attend to CLS.

**Profile:** Profile (of the parents) is designed as the family size, income, education and occupation of the parents and their residences based on the data gathered from the students.

**Services:** Services refer to the instructional, technological and social opportunities offered at CLSs as perceived by the students.

## **CHAPTER 2**

### **REVIEW OF THE LITERATURE**

In this chapter, the research literature relevant to the purpose of this study is reviewed. Effective schools, different school models, laboratory schools abroad and in Turkey and studies on parents' choice of schools are presented in separate sections.

#### **2.1 Effective Schools**

Because education is a goal-oriented process for the improvement, schools, which are the main institutions of education, have always aimed to achieve some specific purposes. Thus, their effectiveness has always played an important role. The studies related to effective schools research and the correlates of the effective schools are presented below.

##### **2.1.1 Effective Schools Research**

The schools which successfully promote and progress the learning and the development of all their students are usually called as effective schools. There is not

a single recipe to call schools as effective. Many factors are combined to make schools unique and, so effective (ACT Council, 2004, lines 3-5).

The history of effective schools research dates back to 1966. It emerged after the discussion of the effectiveness of American education. After examining the achievement of 600.000 students in 4.000 schools, in the Equality of Educational Opportunity study, Coleman reported that the students' family backgrounds influenced the students' success in school, thus his findings proposed that the homes from which children had come made great differences than did the schools they attended; that is, children of poor families could not learn well even in good schools (Raham, 2001).

Coleman's report formed the cornerstone for school effectiveness studies. Following this, another large study was carried out by Jencks's et al. (as cited in Scheerens, 1992, pp. 34-35) in 1972. The researchers used Coleman's findings, and findings from numerous smaller studies and they reanalyzed the statistical data at the national level. They found that school achievement is largely determined by the family circumstances of a pupil and all other factors are found as irrelevant.

As seen in their studies, both Coleman and Jencks supported that schools did not matter much in students' achievement. According to Scheerens (1992, p. 38), their surveys showed that the inequality of educational opportunity was the main problem. As a response and reaction to the results of studies like Coleman's and Jencks's, the effective schools research emerged. This movement was mainly based on research

and reform strategies which were established in the U.S.A. and the U.K. In the school effectiveness researches, the extent to which schools are different from others in levels of achievement is studied (p. 79).

After Coleman's proposition created controversy, as a reaction to his findings, Edmonds et al. (as cited in Robbins, 1996) identified successful schools and compared them with schools where children were not successful and they found achievement data from the schools whose students were comprised of poverty backgrounds and learning. Thus, they responded to Coleman's report vigorously declaring that the schools can make a difference to the kids of low income families. They supported that regardless of their family background, children from high-poverty backgrounds can also learn at high levels in public schools.

In his study, Edmonds (as cited in Lockheed & Levin, 1993) studied two different groups of schools to discover in what way they were different and he identified the following five characteristics of the effective schools in 1979:

- (a) strong leadership of the principal
- (b) emphasis on mastery of basic skills
- (c) a clean and orderly school environment
- (d) high teacher expectation of student performance
- (e) frequent assessments of student progress

This was identified as the "five-factor model of the school effectiveness". What he found started to be accepted as the basis for educational reform by a large number of

school authorities. As a result, many schools in the U.S. sought out training in effective school practices (Lockheed & Levin, 1993).

In his study, Schweitzer (as cited in Scheerens, 1992) also made use of Edmond's 5-factor-model of the school effectiveness. His hypothesis was that these factors account for a significant amount of variance in average achievement between the schools, and so could explain the differences between the schools. The study was conducted in a sample of 16 primary schools of an American city. A questionnaire was taken by the school heads and 456 teachers. In the questionnaire, data on the five school characteristics were collected. The correlations of these characteristics with the school achievement according to the teachers and heads are as follows:

Table 2.1

*The Correlates of School Achievement*

---

Characteristic	Teachers	School Heads
Educational leadership	0.58	0.09
Emphasis on achievement	0.79	0.44
Safe and orderly climate	0.50	0.28
High expectations	0.79	0.71
Frequent evaluation	0.68	0.21

---

Source: Schweitzer (as cited in Scheerens, 1992, p. 130)

Having a relatively high correlation between the school characteristics and average learning achievement, Schweitzer concluded that these five effective school characteristics are indeed significantly linked with the mean educational achievement of schools (Scheerens, 1992, p. 130).

Another effective schools research study was Mortimore et al's study (as cited in Scheerens, 1992). The research questions were as below:

- (1) Are some schools or classes more effective than others when controlled for variance in pupil intake?
- (2) Are some schools or classes more effective for certain groups of pupils?
- (3) If some schools or classes are more effective than others, what factors could account for this?

The study was carried out in a sample of 50 schools from the 600 primary schools. Data were collected on intake characteristics of pupils, cognitive achievement, and non-cognitive outcomes of the education system, school characteristics and environmental characteristics of the schools. Results showed that if a school is effective, it is beneficial for all kinds of students, no matter what kind of a background they have. To explain why a school is more effective than another, the researchers put forth twelve factors which were found in features of effective schools (Mortimore et al, as cited in Scheerens, 1992, p. 134):

1. Purposeful leadership of the staff by the head teacher
2. Involvement of the deputy head

3. Involvement of teachers
4. Consistency among teachers
5. Structured sessions
6. Intellectually challenging teaching
7. Work-centered environment
8. Sharp focus within sessions
9. Maximum communication between teachers and pupils
10. Record keeping
11. Parental involvement
12. A positive climate

To summarize, according to the study of Mortimore et al (as cited in Scheerens, 1992), an effective school has educational leadership at a distance, structured and well planned teaching and a positive and enthusiastic atmosphere that includes the involvement of the head and parents as well.

The result of all these studies was a set of scientific evidence which claim that schools do indeed make a difference. Empirical investigations and case studies of schools declared that all students can be taught the intended curriculum of basic skills if some factors are found in those schools.

### **2.1.2 Seven Correlates of Effective Schools**

Effective schools model is based on the belief that regardless of race, gender, SES, all children are able to learn the curriculum presented to them. The model indicates that some facts are more easily controlled by the schools and if the schools give priority over these variables, they can make greater difference in student achievement. Recently, there has been a growing consensus on a list of unique school characteristics that are correlated with high levels of student achievement. Such guiding principles that are correlated with student success are called as correlates of effective schools. Correlates are regarded as the means to achieve high and equitable levels of student learning (Robbins, 1996). These unique traits and processes were identified in high performing schools in many different schooling systems regardless of the students' backgrounds (Raham, 2001). They include:

- a. Clear and focused school mission: The effective school has a clearly articulated mission. The staff shares an understanding and a commitment to the school's mission, its academic purpose, goals, priorities and assessment projects. All the staff accepts the responsibility to promote learning.
  
- b. A safe and orderly environment: The school has an orderly, purposeful and businesslike atmosphere that is free from a threat of physical harm for the students. Moreover, the school atmosphere should not be oppressive and conducive to teaching and learning. Instead, the school environment nurtures interaction between the students and the teachers.

c. Instructional leadership: In the effective school, the principal is regarded as the coach and instructional leader who understands and applies the characteristics of instructional effectiveness in the management of the program. S/he also communicates the mission of the school to the students' parents and other staff.

d. High expectations for success: In effective school, there is a climate of expectations in which all the staff believe that all the students can attain a mastery of the basic skills and the whole staff also have the capability to help all students attain such mastery.

e. Frequent monitoring of student progress: In effective school, information on students' academic progress is obtained frequently. A variety of assessment techniques are used. The results are used to improve the students' performance, to improve the instructional program and to facilitate curriculum improvement. Feedback is given to the teacher and the students regularly.

f. Maximize learning opportunities: The teachers in effective school allocate a significant amount of classroom time to instruction in the essential skills. Students are engaged in whole class or large group teacher-directed and planned learning activities. That is, students are provided with maximum opportunity to learn during the school day.

g. Home-school relations: Parents understand and support the mission of the school and they have an important role in helping the school to achieve that mission because they are aware of the importance of their own role in achieving this mission. Thus, forming a partnership with the parents and community enables them to have the same goals and expectations (Lezotte, 1991; Raham, 2001, lines 35-41).

Lezotte (1991) stated that since school improvement is an endless journey, a number of schools across the U.S. have been relying on the effective schools research as the framework for their long term school improvement program. These seven correlates serve as the benchmarks for these schools. As a result, it has been found that when effective schools research is used as a school improvement process, the likelihood of students' achieving academic excellence either improves or at least remains the same (Robbins, 1996).

Similarly, ACT Council of Parents and Citizens Associations (2004, lines, 8-16) upon many research and consultations with parents has defined the indicators of an effective school as school environment, assessment, principal, teachers, organization, student welfare, philosophy, curriculum, and parent participation. The council identified nine characteristics of effective schools, some of which are similar to the seven correlates of effective schools. Environment, principal, parents, and assessment dimensions were common in two sets of characteristics; however, ACT Council added student welfare, organization, curriculum, and teachers dimensions as well in its nine effective school characteristics.

a. Strong and professional principal: The principle of an effective school is supposed to be qualified, competent and experienced and provide leadership who strives to improve the school. S/he works co-operatively with staff and students and promotes high morale and continuous learning and development of them.

b. Strong and professional teachers: The teachers are qualified and competent. They use a wide range of approaches and they elicit optimal student achievement by developing students' critical thinking. The teachers in effective schools are supposed to be sensitive to students' needs and be interested in continuous learning and professional development. Parent participation is welcomed by them.

c. Clear and positive philosophy: The school philosophy of an effective school involves high expectations for all students and teachers and aims to develop the full potential of them intellectually, emotionally, socially and physically. Recognizing that each child is an individual with different needs, backgrounds and aspirations, the effective school values and welcomes the diversity of students' backgrounds. An effective school also recognizes that education is a cooperative effort that involves teachers, students and parents.

d. Environment conducive to learning: An effective school's environment is safe, clean, secure and welcoming and an effective behavior management policy and it has sensible rules that are clearly defined. It stimulates the

students to learn and fosters positive relationships between people. The environment provides for student participation in aspects of school organization and life.

e. Effective student welfare system: An effective school has a student welfare system which supports the development of students to their full potential. Because the school is sensitive to individual students' needs and backgrounds, it addresses the difficulties experienced by students effectively. When needed, the school links with the community support services outside.

f. Strong organizational framework: There is sufficient administrative staff to meet the needs of the school. The organization of the school supports student learning, thus the resources are used effectively, and there is flexibility to organize student learning in a variety of ways. Time for planning, program development, reflection and collaborative decision-making are given much importance in effective schools. Class sizes are in line with the system-wide guidelines.

g. Broad and balanced curriculum: An effective school should provide a range of learning experiences recognizing the diverse backgrounds and needs of students. The curriculum progresses the social, personal and physical development of students as well as their academic development and helps students to develop life skills such as self-esteem, self-discipline and motivation. A range of extra-curricular activities are also provided and the

parents can see the progress in their child's academic, social, personal and physical development.

h. Meaningful assessment and reporting on student progress: An effective school provides reliable, constructive and supportive information about students' progress and allows parents to observe their child's progress. The problem areas are identified and these are worked on in partnership with parents.

i. Support for parent and community participation: An effective school encourages parent community to participate in school life because the school recognizes the importance of the partnership between parents and teachers and seek support from community. For example, the parents are present at many school activities and the school seeks and welcomes feedback from parents about their level of satisfaction with the school.

Similarly, in his book on effective schooling, Scheerens (1992, pp. 80-81) answers to the question "What makes schooling effective?" as:

- (1) The determination to achieve better results
- (2) Maximization of actual net learning time
- (3) Structured teaching

He summarizes his theory saying that when there is a serious commitment to succeed, there is more chance of succeeding and more instruction leads to more

results and lastly the best teaching techniques should be used to make school effective.

To sum up, as seen in most of the researches such as Edmonds et al's (as cited in Robbins, 1996), Schweitzer's (1984), Mortimore's (1988) (as cited in Scheerens, 1992), schools have an undeniable role in students' achievement. Their task starts with offering their students a good school management which means having good administrators, and discipline; a good environment which is safe, clean and conducive to learning; and professional teachers who give clear instructions effectively, assess the students regularly, and expect the students' achievement. Though the school itself is not the only factor that contributes to students' success, the schools which offer most of these characteristics are more likely to have a better achievement score than the ones which do not or cannot.

## **2.2 Different School Models**

For the last few decades, there has been an interest in creating new types of schools in the U.S. That increases the variety of options in public education and gives parents more chance and power to choose the school that most suits them. By having a greater variety of options, parents are more likely to find a school that is suitable for their educational values and educational needs of their children. Besides, they are more likely to be involved in their children's education (O'Neil, 1996).

Gamoran (1996) states that many people believe in the better academic opportunities

which are offered by the schools with specially defined missions. Charter schools, for example, are one of the newly created types of schools in the U.S. These are public schools which operate independently of their school district. These schools are created by a group of parents and teachers who want to have alternative options to the programs offered by the local districts. Charter schools are granted a charter either by the school board or the state and they receive public funding (O'Neil, 1996).

Likewise, magnet schools model is another type of school development model that contributes to the overall improvements in educational quality. Magnet schools which emerged during the late 1970s to provide choices for students in the public school system were a part of national reform efforts in order to make schools more effective. Educational program is strengthened in magnet schools and that contributes to the overall improvements in educational quality (PSPN, n.d.). These public schools have a particular educational philosophy, and they offer a special curriculum or special instructional approaches so as to improve all their students' achievement level, therefore they attract a big number of students of different racial backgrounds in a big metropolitan area (Hadderman, 2002). Enrollment to magnet schools is controlled and they include different admission criteria such as first come first served application, or lotteries.

To see how effective the magnet schools are, Gamoran (1996) compared the student achievement in magnet schools, comprehensive public schools, catholic and secular private schools. He found that magnet school students scored higher on their lessons

and concluded that achievement benefits of magnet schools were substantial. The reasons were the stronger social relationships and the effective use of resources to attract students.

Banks and Spencer (1997) also claimed the positive effects of magnet schools. They compared the effects of the magnet and non-magnet schools programs on education aspirations and achievement. The data they gathered showed that the graduates of magnet programs had higher educational aspirations than the ones who graduated from non-magnet programs.

In the same way, magnet high schools are thought to have the potential to positively affect measurable educational outcomes, such as student grades and scores. There are other academic benefits as well. For example, students in career magnet high schools have better attendance records, earn more credits toward graduation, and they think in more sophisticated ways about their career futures than the students in comprehensive high schools (Flaxman et al., 1999).

Another type of school established in the restructuring movement in education is professional development schools. Professional development schools are partnerships between schools and universities. Their ultimate goals are to improve teacher preparation and professional development and promote inquiry through collaborative research by the partnering institutions (State of Connecticut, Dept. of Education, 2003). These schools support the learning of prospective and beginning teachers by creating necessary conditions. Their most striking feature is the

collaboration because they allow school and university educators to engage in research together (Darling-Hammond, 1994, p. 9).

### **2.2.1 Laboratory Schools (in the USA)**

The first laboratory schools were founded in the early 1800s in the U.S. In those years, there was a new attitude towards the nature of childhood and children's potential for learning and there was freedom to inquire and experiment; therefore, the laboratory schools became a great march toward the new education (King, 1984). They became part of the university milieu and lab schools have born many names such as Normal School, Teacher Preparatory Schools, and Campus Laboratory Schools since their foundations. Apart from the U.S. and Europe, Japan also had laboratory schools under the name of “attached schools” (Hayo, 1993 cited in Cassidy& Sanders, 2002).

Many laboratory schools were opened all over the country as model schools in which teacher candidates could observe model teaching, model discipline and the newest equipment. They were created as the places for practice teaching and for observation of teaching as carried on in public schools. They were providing pre-service teachers with the teaching opportunities in controlled teaching environments (Cassidy & Sanders, 2002). At first, experimentation and research were minimal (Van Til, n.d.). Many people agree that the laboratory school at the University of Chicago which was founded by John Dewey in 1896 was the most research focused and successful of all the laboratory schools because it responded to the research inquiries of academic

departments in the university rather than to the needs and interests of a normal school (Rodgers, 1987). Dewey became the director until 1904 and he viewed his schools as a laboratory for exploring and verifying new educational theories and principles. The school emphasized testing theory and knowledge of teaching and learning (Hausfather, 2000).

From 1850 to 1950, laboratory schools thrived and they have undergone some changes throughout the history. In the early 1900s, they were designed to serve as laboratories for researchers where innovative programs and practices constructed a bridge between the educational theory and classroom practice. Their foundation aim was to serve as model schools and to provide opportunities for practical experiences for teachers in training. The delivery of curriculum and instruction was expected and encouraged further through experimentation (McCarthy & Bertani, 1987).

By the 1940s, laboratory schools were mainly established for teacher training in the university campuses. The conditions began to change in 1950s and a crisis of confidence concerning laboratory schools occurred. They were not perceived as reflecting the realities of school organization and student characteristics and also they were not considered as appropriate settings for student teaching experiences any more. Their environment was perceived as unrealistic. As a consequence, during the 1960s and 1970s, many laboratory schools were closed and they experienced a substantial decline in their numbers. Instead, public schools became the focus of student teaching and observations (McCarthy & Bertani, 1987).

Whereas many laboratory schools were forced to close, some schools were able to make necessary changes for survival. This reform movement made laboratory schools as an important force in education and teacher training. Today they are still an important component in the education of pre-service teachers. They remain firmly committed to an academically strong and broad curriculum which is enriched with a wide range of co-curricular activities and they give more emphasis on research and curriculum development functions (UCLS, n.d., lines 1-3).

McConnaha (2000) states that today over 100 laboratory schools are located in the U.S. campuses. These schools reflect the educational patterns that are found in other schools throughout the country. Some of these schools are large whereas some are small. There are childhood centers, elementary schools, middle schools and high schools. In the U.S., while some of the schools are composed of a single ethnic group, some others are reflective of the racial patterns found in their geographic regions. The sweeping and fundamental changes the laboratory schools have made include new instructional materials, new modes of instruction, new methods of organizational governance and new methods of teacher training. Thus, laboratory schools are committed to leadership in the improvement of education through the development of innovative ideas in research, curriculum development and modeling. These changes distinguish laboratory schools from the public and private schools.

### **2.2.1.1 How Do Lab Schools Differ from Public and Private Schools?**

According to King (1984) and McConnaha (2000), lab schools are different from public schools and private schools in several aspects:

- a. They collaborate with higher education, business, cultural institutions and surrounding school districts, and this collaboration is very well established. The laboratory schools can be a necessary bridge between the university and the schools.
- b. Laboratory schools are able to develop and implement the system and program changes easily, without having bureaucratic encumbrances.
- c. Because laboratory schools are known as developers of curriculum and training sites for the development of prospective teachers, they have a long history of strong management and curricular innovation.
- d. Laboratory schools are source of ideas and stimulations.
- e. Laboratory schools are the basis for educational experimentation, demonstration, modeling and training.
- f. Laboratory schools can select their students to fit the experiments and demonstrations it performs.

Laboratory schools' approach to education is also different. For instance, these schools see themselves as a community of students, teachers and parents. The methods used in laboratory schools also teach students to analyze and solve problems instead of simply absorbing the factual information. The lessons at laboratory

schools are highly individualized and keyed to milestones in intellectual, social and ethical developments. Students learn through active participation. What is more, laboratory schools believe that each student has different needs at different developmental stages. Students learn to be responsible and independent in their studies, they work on their own as well as others (UCLS, n.d., lines 4-6).

### **2.2.1.2 Essential Conditions in the Effective Functioning of Laboratory Schools**

Because laboratory schools are connected to the universities nearby, this connection provides them with many opportunities from high academic standards to the availability of the resources. Therefore, the concepts and the need for laboratory schools have been evident for many years. There are some conditions which are necessary for the laboratory schools to function effectively. The National Association of Laboratory Schools identifies these essential conditions as following: Lab schools should have autonomy over the school's program, curriculum and research. That is, they must have complete freedom and they have to be far from the constraints and regulations. Next, because the demands on laboratory schools are different, they must provide many services besides the ones required from normal public schools. They need to be models of a good education. They are supposed to have smaller class size and additional facilities for research and development and additional personnel. Another condition which is essential for laboratory schools is that, they must be close to a college or a university to facilitate the transportation and lessen the costs because laboratory schools are frequently used for research, demonstrations and teacher training. Furthermore, there is a need for controlled clinical experiences.

Laboratory schools must permit control to its laboratories for clinical experiences that are necessary and arranged for teacher training institution (McCarthy & Bertani, 1987).

### **2.2.2 Curriculum Laboratory Schools in Turkey**

As parallel to the counterparts in the USA, Curriculum Laboratory School model was established in Turkey in order to reflect the educational development and improvements in the world. Turkish CLSs are defined as the schools in which innovations, new methods, new curricula and new management approaches are tested and new technological developments are reflected into the instruction (Uslu & Kete, 2002). The CLS model is being applied in 147 elementary schools, 53 high schools and Anatolian high schools, and 8 Anatolian teacher high schools in the country.

These 208 schools from all the regions of Turkey are supposed to lead other schools through their prior experiences (MEB, 2002, p. 9). Due to their heavy responsibility, the laboratory schools have been provided with necessary physical and human resources to make them model schools (Genç & Gürbüzürk, 2000). In order to function effectively, TCLSs have to provide many services as designed in the model, which makes these schools different from other public schools. For instance, as they need to be models of a good education, TCLSs should have smaller class sizes and additional facilities like the laboratory schools abroad. They are supposed to have some units such as science and computer laboratories, library, sport centre, music room, and guidance and counseling units. Besides, TCLSs are provided with financial support and the classrooms are equipped with necessary tools and

equipments. In the classrooms of laboratory schools, there are cupboards and desks for each student. The schools should also have TV, tape-recorder, video, VCD player, computer, slide projector, projection panel, photocopy machine and laboratory tools to be used by the teachers and students when needed. Moreover, to draw the attention of the students and to motivate the personnel, TCLSs should be painted in attractive and bright colours (Bikir, n.d.). What differs in normal school and CLSs is that continuous development is aimed at in CLSs, thus, they become models for other schools.

#### **2.2.2.1 Characteristics of Turkish CLS**

The principles and the standards of CLS were determined by the Turkish and international scholars. All these principles and standards were considered as a whole to implement student-centered education.

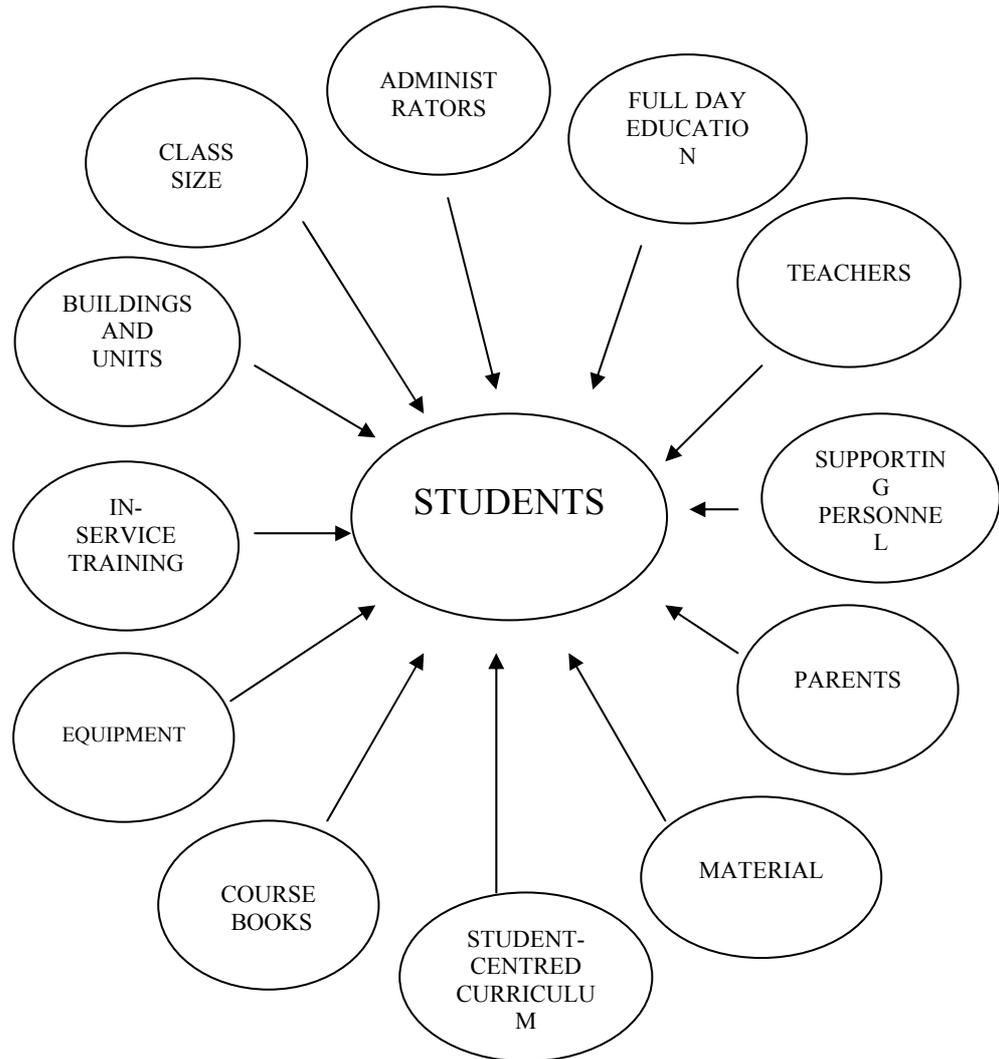
- a) Student-centered curriculum and teachers' books: The CLSs have a student-centered curriculum and they should provide the teachers with the teachers' books to help them in their lessons.
  
- b) Students: The students in the CLSs have different characteristics, because they are assumed to have different backgrounds, different personality development, different attitudes towards learning, and different levels of learning as they are located in different regions of the cities.

- c) Teachers: Teachers working in CLS are supposed to have at least 5-year experience in teaching. They are supposed to be experts in their fields and open to developments. Besides, as CLSs are technology-oriented schools, the teachers of CLSs should be competent in using technology when needed.
  
- d) Parents: The parents are expected to be in close relationship with the schools. They are expected to cooperate with the teachers and school administration.
  
- e) Administrators: The administrators are required to have at least five-year-experience in teaching. They are preferably supposed to have a master's degree in either educational administration or public administration. The administrators are also expected to know the curriculum well, to support teachers and students for further learning and to have good communication skills, which is quite an important characteristic in relation to the schools' philosophy.
  
- f) In-service training: All the personnel working in CLS are required to have in-service training. They are expected to attend one course at least every two years.
  
- g) Class size: The optimum class size should be maximum 30 in CLSs. By this way, it is expected that there will be more interaction between the

students and the teacher; the teacher will get to know her/his students more closely and deal with their problems more attentively.

- h) Full day education: There should be single shift education in CLSs.
  
- i) School buildings and units: The CLSs have many units in their buildings. There are labs, sport centers, libraries, music rooms, and study halls and all these should be painted by the attractive colors in order to increase the motivation of the students and school personnel.
  
- j) Equipment: Equipment is defined by Nadler & Nadler (1994) as the items which are expected to have a life beyond a single use. The CLSs have necessary equipment such as over head projector, photocopy machine, slide projector, computer, laboratory tools, boards, wall panels with the learning activities and they should be designed as visual, audible and computer-based. The course books must be explanatory and they should provide knowledge that is appropriate with the objectives and learning activities. Besides, there are some tools the students use in their classrooms such as desk, cupboard, board, panel, bookcase and curtains in the CLSs.
  
- k) Course books and instructional materials: The instructional materials should be integrated.

- l) Materials: Materials are expandable items which are used in a training program (Nadler & Nadler, 1994). These are the necessary consumer materials such as paper, pencil, pen, board marker, eraser, adhesive, floppy disk, and cartoon in the CLS model. These materials should be available in the schools and they should be given to the teachers free of charge.
- m) Supporting personnel: There is a librarian, a computer instructor, laboratory assistant, a civil servant, security guard and a few people to clean and run errands in CLS (MEB, 2002, pp. 39-40).



*Figure 2.1.* The Characteristics of Turkish Curriculum Laboratory Schools

Source: MEB, 2002, p. 38

### **2.2.2.2 The Student Profile in the CLS Model**

The students who attend CLSs are supposed to have some characteristics. These expectations are defined by Bikir (n.d.). According to him, the students who attend to CLSs should be able to use technology effectively as they are attending technology-oriented schools. They should also be creative, productive and cooperative. Instead of memorizing, they can question, research and reach the knowledge through their

thinking ability. They can interact with their environment and share the knowledge they have acquired. In other words, the students of CLSs can realize themselves. Lastly, these students are expected to be responsible for the common values of humanity.

### **2.2.2.3 Technical and Instructional Opportunities of CLS in Turkey**

There are a few studies done in Turkey about the technical and instructional opportunities of the curriculum laboratory schools. One is carried out by Dönmez (2002b) on the evaluation of the use of Curriculum Laboratory Schools as a school improvement model. The purpose of the study was to identify the perceptions of school administrators and teachers regarding curriculum laboratory schools. Data were gathered through a questionnaire in the 11 CLSs in the provincial center of Malatya. 13 questions were asked to the teachers and administrators working in these schools. There were four independent variables: job classification, gender, experience in the school and experience in teaching. The teachers and the administrators were supposed to choose among the five alternatives: never, little, medium, much, too much. Among the questions, the ones related to the technological and instructional aspects and the respective responses are presented as following:

The participants were asked whether their schools had the standards of the CLSs. The teachers and administrators working in those schools stated that they perceived their schools' standards as quite high. Next, they were asked whether the technical resources given to their school reflected the latest developments. The assistant-

principals were seen to be more optimistic than the teachers about the reflection of the latest developments concerning technical resources. The reason may be their effort in obtaining these possibilities to their school. The difference between the less-experienced and more-experienced teachers was found significant. The responses of six to ten years of experienced teachers focused on medium alternative whereas the responses of 21 or more-experienced teachers focused on 'much' alternative.

Another question was "To what extent are teaching aids and materials used in teaching?" Most of the teachers and administrators stated that the frequency of the use of the aids and materials in instruction was quite high. That showed that the schools had the standards of CLS in terms of technical opportunities and their application. When they were asked to what extent they thought lessons were student centered in their schools, the responses given to the question clustered on the 'medium' alternative and indicated that there was not enough student-centered teaching and learning in these schools although the main purpose of the project was to succeed in improving the student-centered approach.

Results of the study showed that infrastructure and the technical opportunities in the CLSs in Malatya were perceived as highly sufficient. However, insufficiency was related to the human dimension of the school system.

Özdemir (2000) conducted a survey study on the usage of educational materials by the teachers in CLS. The research was done in seven different geographical regions in Turkey. From each region, two cities were chosen and the study was carried on in

55 CLSs, including 1100 teachers working in these schools. The teachers were surveyed on how effectively they used the educational materials in the classroom. The results indicated that educational equipment that require high technical skills and knowledge, such as slide projector, opaque projector were rarely used by teachers whereas the equipment which don't require high technical skills and knowledge such as TV, tape-recorder, video, over head projector were frequently used by the teachers.

Moreover it was revealed that teachers who had either pre-service or in-service training about educational equipment beforehand were using them more frequently than the teachers who didn't take any course about using these materials. There were some reasons of teachers' not adequately benefiting from the educational equipment. Firstly, educational materials were not sufficient in quality and quantity in the schools. Secondly, there was lack of knowledge and skills in using the materials. Next, there were not sufficient sources to develop materials and finally, the least used materials were not recognized by the teachers.

Uslu and Kete (2002) explored the effective usage of educational materials and computers in biology lessons in the CLSs. The study was conducted in four curriculum laboratory high schools in İzmir. The students and the teachers were surveyed about the teachers' use of educational materials. 374 students and ten biology teachers answered the questions. The results revealed that using educational materials in the lessons motivated students, facilitated solving tests and increased the students' success level. The teachers emphasized that using such materials increased

the productivity of the lesson and themselves as well as the students' success. What the teachers complained was that they did not have enough in-service training for the usage of educational materials and that computers were broken and not ready for using when they needed. Moreover, in some of the schools, the laboratories and lab materials were not adequate.

When we examine the studies on the technological and instructional opportunities of the CLSs, it is seen that CLSs in Turkey have most of the necessary physical resources; however, the personnel working in these schools lack the knowledge of using these resources in the lessons because they are not given the necessary pre-service or in-service training. In other words, the CLSs are equipped with most of the technological opportunities. However, the teachers cannot use them effectively, which indicates that there is a problem in the personnel dimension of the model.

### **2.3 Research Studies on Parental Choice of Schools**

One of the most important decisions that parents make about their children's lives is to choose the best school for their education. They consider many factors when evaluating a school. In the field of parental choice of schools, there is a considerable amount of research regarding how the parents choose the best schools for their children. The studies done abroad will be discussed in this chapter.

Bradley (1996) conducted a research on parental choice of schools in England. Four public schools in close geographically proximity were chosen and the survey was

done just after parents had chosen a school and allocated their children in these schools. The questionnaire focused on how parents found out the schools and why they chose these particular schools. When they were asked how they found out the schools, the most frequent response was visits and meetings at school (93 %). It is followed by the school brochures, and booklets (82 %), parents of other pupils (57 %), friends or neighbors (42 %), and brothers or sisters at the school (39 %).

To find out their reasons of choice, the parents were given 30 statements of which they were supposed to choose the five most important factors in making their decisions. Ten of them which were mostly chosen were as follows:

- 1 .Our child prefers the school.
2. We think our child would be happier there.
3. The school has a reputation for better discipline.
4. The school is in better accommodation and well equipped.
5. It is easier to get to the school.
6. The school has a better examination record.
7. Our child's friends attend the school.
8. The school makes its pupil's work harder.
9. The school offers a wide range of courses.
10. We prefer the attitude of the school towards uniform.

According to the results of Bradley's survey, it is seen that the majority of parents make choices based on their perceptions of what the schools can offer and give to their children such as better discipline, equipment, wide range of sources.

In a recent study, Washington Post education reporter, Matthews (2003) listed the main factors in school selection after he had asked the readers the factors they thought were the most important in selecting a good school. The author added his own impressions as well and produced a list of the top factors in school selection. The selected items included the people's own emotional reactions towards the school, administrators and teachers, test scores, other parents who had already allocated their children in the schools, level of challenge, diversity of the schools' student body and extracurricular activities, the availability of tutoring and extra learning sessions and not having bad stuff such as student absenteeism or student drop-out rate. Banks (2002) provides information and resources that may be helpful for parents when they are faced with a school choice. The school characteristics which he listed are necessary to know beforehand. These are school's philosophy and policy, instructional approaches of the school, the school facilities and personnel resources (library or lunchroom), school reputation, school safety, curriculum and the issues related to family and community involvement.

Holsman and Golding (1999) made a study on parents' school choice among three school types in an urban school district: magnet school, integrated non-magnet school and non-integrated non-magnet school. The study explored the questions below:

1. To what extent do parents choose among different types of public schools in an urban context?

2. What are the characteristics of parents making school choices?
3. What are the parents' reasons for choice, including the role of dissatisfaction in the choice process?

26 schools were included in the study as sample schools in St. Louis. All schools were visited by the researchers and anonymous surveys were given to the 5<sup>th</sup> grade students. Reasons for parental choice were determined by parents' responses to a list of reasons for choosing that particular schools. There were four main reasons with sub-factors: Academic, convenience, discipline and safety, and value community. The parents who preferred magnet schools did so due to the strong academic reputation and the special programs in those schools. The parents' main reasons for choosing non-magnet schools, however, included proximity and convenience.

In terms of the characteristics of the parents, the study revealed that high income parents (more than 50,000 dollars) were more likely to choose magnet schools than were lower income parents. Furthermore, the parents who choose magnet schools were more likely to be employed full time with a college education. Another conclusion derived from the study was that because parents were dissatisfied with other public schools, they preferred magnet schools.

In another study Holsman and Golding (2000) investigated the relationships between parents' reasons for choice and their levels of satisfaction, involvement and influence with their chosen magnet schools. The research question was "To what extent are parents' reasons for choosing a magnet school related to their levels of satisfaction,

involvement and influence with their children's school?" Eighteen elementary magnet schools from two urban school districts were included in the study. The parents of all 5<sup>th</sup> grade children in these 18 sample schools were distributed anonymous surveys. They were asked to report their reasons for choosing their child's school. Four variables (consistent with their previous research) on parental reasons for choice were selected: academic, convenience, discipline and safety, values. Magnet school parents indicated that they based their choice mostly on academic, values and discipline and safety reasons. Convenience was the least chosen factor among all by those parents. The study also indicated that the parents were highly satisfied with their chosen schools. However, once they made a choice on schools, parents did not appear to have much power because they reported relatively low levels of influence in school decision making.

Bomotti (1996) carried out a study in three alternative elementary schools in one Colorado district and sought to find out who used the schools and how satisfied were the parents with their choice. The alternative schools were the Core Knowledge School which uses the cultural literacy curriculum and stresses character education and discipline; the laboratory school which emphasizes a small pupil-teacher ratio and child-centered developmental curriculum; and the Harris Bilingual Immersion School which offers strong-bilingual language skills and cross-cultural knowledge to Spanish-speaking and English-speaking elementary students. The researchers conducted telephone interviews with a 20 percent random sample of families with children enrolled in these schools. The parents basically had a good grasp of school differences and chose these schools for all the right reasons. For example, at the

laboratory school, parents were mainly interested in small classes, individualized teaching and learning and more parental involvement. The findings also raised the issue that choosing parents appeared to be more highly educated and have higher incomes than non-choosing parents. In the sample from the lab school, for example, 60 percent of families had an annual income of more than 50,000 dollar and 75 percent of mothers were college graduates or had post-graduate degrees.

Dukess (1998) carried out a study and guided the parents through the basic steps in choosing a school for their children. The steps to consider when choosing a public school were: (1) to find out the school district in which the child resides, (2) to find the school the child is entitled to attend, (3) to find other schools or programs that may be appropriate and (4) to apply to school in other districts.

Hsieh and Shen (2000) investigated the factors that influence the parents' decision to choose a school for their children. The data were gathered from the parents of children from 3<sup>rd</sup> grade to 12<sup>th</sup> grade in 50 states. 12680 parents were interviewed. The acquired data were grouped into three categories: assigned school, chosen school and private school. Among all the parents, 10017 chose assigned schools, 1382 chose chosen schools and 1281 parents chose private school. During the process, parents' education level and their income affected their choices. The purposes of the study were to inquire the characteristics of the parents who made choices within the public schools and who did not make a choice within the public schools. Parents who wanted proximity, safe school, and median school size preferred assigned schools and parents who chose chosen schools did not give as much importance as the

parents of private or assigned schools. It was found in the study that parents' education, income and race played an important role in school choice.

#### **2.4 Research Studies on Student Satisfaction**

Students attend the schools which their parents or they, themselves chose. Whereas some students leave their schools with satisfaction, some students leave with dissatisfaction. This probably depends on the opportunities offered to them by the schools. There are some studies done on student satisfaction from their schools. They will be presented in this chapter.

Pieper (2004) did a research on student satisfaction in charter schools in Texas, U.S.A. The purpose was to examine the factors that influence school choice and students' satisfaction with charter schools. 61 schools were randomly selected and the students in these schools were surveyed about their own characteristics, their reasons for preferring these schools, their grades and satisfaction with charter schools. When asked why they had chosen charter schools, they responded as "good teachers at this school", "parents think this school is better", "small class size", "school is close to home", "friends attend this school", "poor grades at this school", "more challenging classes". Of all the reasons, teacher quality (82 %) and parents' opinions of the school (82 %) were the most important factors influencing their decisions to attend the charter schools. The results from 5159 students also indicated that they were satisfied or very satisfied with their decisions because they felt safer at the school and they learned more in their school.

Another similar study was carried out in Queensland, Australia. King and Bond (2001) aimed to determine the levels of satisfaction of parents and students with the uses of information technology in government schools. A total of 36.000 parents and 40.000 students over 1.200 government schools across the country participated in the survey study. Results revealed that overall satisfaction levels were high. 81 % of all parents and 75 % of all students reported that they were satisfied or very satisfied with their schools. However, students generally exhibited less satisfaction than parents. They expressed the least satisfaction from the technological items. This may be due to their being better able to compare the level of accessing to computer at school to their home and most of the students were likely to have a better availability at home, so they might have found the opportunities at school insufficient.

To summarize, similar to the different school models abroad, CLSs in Turkey aims to improve the quality of the education. They were founded in Turkey as a part of the project of National Education Development Project to be the model schools as a further step towards the quality education. CLSs are also expected to offer a special curriculum like magnet schools abroad. Another similarity with other school models is that according to the principles of CLS model, TCLSs should be in close proximity with the higher education institutions like professional development schools so that they could promote inquiry through research.

When we look at the lab schools in the USA and in Turkey, it is seen that the schools in both countries are assigned the leadership of improving the education through curriculum development, modeling and research. In the USA, various methods are

used in laboratory schools to teach students to analyze and solve problems and in the same way, Turkish CLSs base their foundations to student-centered learning; thus, students are expected to learn through analyzing, synthesizing and experiencing. To enable this, more equipment, more technologic tools and more methods are encouraged. For example, students use laboratories more often than in normal public schools. One more common criterion is that in both countries, smaller class size is essential.

Different from the counterparts in the USA, lab schools in Turkey cannot select their students. There is not an admission criterion in the TCLSs except the proximity of the residence.

## **CHAPTER 3**

### **METHOD**

In this chapter, the method of the study will be presented including the overall design of the study, sample, data collection instruments, data collection procedure, data analysis procedure, and limitations of the study.

#### **3.1 Overall Design of the Study**

The overall design of the study was survey. Survey research is a versatile method of collecting data on the same characteristics from a substantial number of respondents. It aims to gather information about a population and it is very effective in learning about demographic characteristics and people's opinions, attitudes, knowledge, beliefs, behaviors and perceptions in a short time. The data can be collected in different ways such as face-to-face structured interviews, mailed questionnaires, telephone structured interviews, and web-based questionnaires. It may be about the respondent or others (Özoğlu, 1993). According to Fraenkel and Wallen (2000), survey studies have three major characteristics. The first one is that information is collected from a group of people so as to describe some characteristics or aspects of the population. Next, the data are usually collected through asking questions to the people. Lastly information is mostly collected from a representative sample rather

than the total population. The major purpose of all surveys is to describe the characteristics of a population. The sample is surveyed and the description of the population is inferred from the data gathered from the sample.

In this study, many steps were taken into consideration while preparing the instruments. After the selection of the CLSs through random sampling, the instruments - an interview and a questionnaire - were administered to the parents and to the students in those schools. The subjects of the study were selected through purposive sampling. The selected parents were interviewed about their children's schools and the interviews were tape-recorded. The purpose of interviewing parents of CLS students was to find out what they thought and how they felt about CLSs. The students who had been selected through purposive sampling were given a questionnaire to find out whether they were contented and satisfied with the opportunities at their schools or not. The data collected through interviews were analyzed through content analysis. The data obtained from the students' questionnaire were analyzed by using descriptive statistics.

### **3.2 Participants**

There are 19 elementary CLSs in the province of Ankara. 18 of these CLSs are available in the seven central towns of Ankara. Stratified random sampling was used in the selection of the schools to produce a representative sample. One school from each town was sampled in this study. That is, seven schools were included in the study and the likelihood of representativeness increased because each school is in

different region of Ankara. Among the visited schools, five of them had double-shift education. Only Etimesgut Elementary School and Mamak Elementary School had single shift education, which is one of the important characteristics of the CLSs. Two schools had study specific classrooms (derslik sistemi) in which teachers had classrooms and students change classes in each lesson. All the schools had separate desks for each student and in some schools, there were separate cupboards in the corridors for each student. In terms of physical appearance, the schools were painted colorfully, but the inside of the schools were not attractive enough. Only Hamdullah Suphi Elementary School had very colorful walls, which are quite attractive and motivating for students. In Mamak Elementary School, there was a panel near the gate which shows and compares the prior conditions (before being a CLS) and the present conditions of the school. Regarding equipment, a few schools had equipment rooms and some other schools had a TV, VCD, OHP in each classroom.

As for the students, two 7<sup>th</sup> grade classes from these schools were chosen. The reason of choosing 7<sup>th</sup> grade students was their being the most convenient grade level among the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders. The 6<sup>th</sup> grade students were not considered to be mature and old enough as they were one year younger. Furthermore, some of the 6<sup>th</sup> grade students may have just started attending CLSs since the study was conducted in the first term of the school year, thus they may not have been familiar enough with these schools. The 8<sup>th</sup> grade students were not preferred either because they would mostly be focused on their lessons due to the high school entrance exam. Since they were busy with studying during the time of the survey process, they would probably not be attentive enough to the questionnaire. The 7<sup>th</sup> grade students who were

considered as the most appropriate group were delivered the questionnaire after they were chosen through purposive sampling. In purposive sampling, the sample is selected through prior information or judgement that the sample will provide the data the researcher needs (Fraenkel & Wallen, 2000). In each school, the researcher asked the administrators to arrange two 7<sup>th</sup> grade classes which they thought would be available. Thus, the classes were selected through the advices or guidance of the school administration. 440 students were administered the questionnaire; however, 433 of the questionnaires were valid, since seven students did not complete the whole questionnaire as presented in Table 3.1. They did not fill in some of the tables given in the questionnaire. Thus, their questionnaires were invalid as they provided with insufficient information.

From the selected schools, two parents were chosen for the interview through purposive sampling and convenience sampling. In each school, the researcher interviewed with some parents who were present at the school at that time. She asked the parents whether they would be volunteer to be interviewed. When the researcher failed to find available parents at school, she asked the administrators or teachers to arrange a meeting with the parents whom they think will be suited to the intent of the study or be volunteer to participate. They were invited to the schools and the interviews were done in the schools. All the individual interviews with 14 parents were conducted at the schools, either in the directors' rooms or any available empty room in the school. Ten of the parents were female whereas four of them were males. There were five housewives, four civil servants, one teacher among female parents. Their ages were between 30 and 40. Among the male parents, two of them were civil

servant, one was teacher and one of them was worker. They were aged between 40 and 55.

Tablo 3.1

*Distribution of the Participants by Schools*

<b>Name of the school</b>	<b>Number of 7<sup>th</sup> classes in the schools</b>	<b>Number of student responded</b>	<b>Number of valid questionnaire</b>	<b>Percentage of the students in the sample</b>	<b>Return rate</b>
Etimesgut İ.Ö.O.(Etimesgut)	7	76	72	16.6 %	95 %
Mamak İ.Ö.O. (Mamak)	3	51	49	11.3 %	96 %
Evliya Çelebi İ.Ö.O. (Altındağ)	3	58	58	13.3 %	100 %
Hamdullah Suphi İ.Ö.O. (Çankaya)	8	51	51	11.7 %	100 %
Hüseyin Güllüoğlu İ.Ö.O. (Keçiören)	8	75	74	17.0 %	98 %
İsmail Erez İ.Ö.O. (Yenimahalle)	4	71	71	16.3 %	100 %
Ahmet Andiçen İ.Ö.O. (Sincan)	6	58	58	13.3 %	100 %
<b>Total</b>	<b>39</b>	<b>440</b>	<b>433</b>	<b>99.5 %</b>	<b>98.4 %</b>

### **3.3 Data Collection Instruments**

In this study, two instruments were used to collect the data. Both of the data collection instruments were developed by the researcher. Any available instruments, questionnaires and surveys prepared by other researchers were investigated beforehand.

#### **3.3.1 Student Questionnaire**

A questionnaire is a self-report instrument used for collecting information needed for the survey and it consists of many questions or items which the respondents read and give answers (Akbarak, 2000). The questionnaire which was applied to the students was prepared by the researcher. It is composed of four parts. The first part is the demographic information part. Students were asked about their residence, their family sizes, their parents' occupations and education levels and the income of their families. In the following parts, items related to technological services, instructional services and social services offered in CLSs were included. Checklists and 5-point Likert type rating scales were used. The student participants in the study were asked to put a tick in the boxes if the service was available in their school. After the availability part, they were asked to express the frequency of use of the available equipments, units and services, by rating each statement on a five point Likert scale ranging from never =1, little =2, sometimes =3, often =4, and very often =5. After stating the frequency, the students were asked to express their degree of satisfaction

of these opportunities in their schools by rating each item as never satisfied at all =1, unsatisfied =2, neutral =3, satisfied =4, and quite satisfied =5.

In terms of technological opportunities, the students were asked what kind of equipment was available in their schools, how often they used this equipment and whether or not they were satisfied to have these equipment and opportunities in their schools.

In the third part of the questionnaire, the students were asked some questions about the instructional activities at their schools and their degree of satisfaction of these activities. They were asked what kind of teaching methods were used by their teachers and how frequent these methods were used in their lessons. Moreover, there were some close-ended questions related to the instructional activities.

In the last part, the social services and opportunities in the CLSs were inquired. Here, the researcher aimed to find out what type of social units and extra-curricular activities were offered to the students, how often the students made use of such units and activities and their degree of satisfaction of these units and services.

For the student questionnaire, the content face validity, which refers to the content and format of the instrument was examined by the expert opinions. It was given to the 5 instructors at METU. Some changes were made in the direction of their advices. Besides, the questionnaire was shown to some elementary school 7th grade students. The researcher asked students to read the items and express what they

understood from each item. There were some unclear parts, which were difficult to understand for the students and they were revised. For example, the size of the tables in the questionnaire were altered and made more clear and understandable. Some columns were criticized as being so narrow and they were enlarged to be clearer. The names of the teaching and learning methods given in the instructional opportunities part were not found clear enough to be understood by the students, therefore explanations or examples for most of the methods were written in the parentheses. “Student-centered” and “teacher-centered” terms also were explained in the parentheses so as to make them more understandable for the students. After these changes, the instrument was finalized for the actual administration.

### **3.3.2 Parents’ Interview**

Interview is defined by Akbayrak (2000) as a controlled conversation which the interviewer obtains data from the respondents through asking serious questions. All the interviews require careful and serious preparation. In this study, the interview questions that were asked to the parents of CLSs were developed by the researcher in order to obtain data to find out the reasons of attracting parents to CLSs. There were 13 questions and the selected 14 parents were interviewed about their reasons of choosing CLSs and their expectations from these schools. The content validity of the interview questions was also examined with the expert judgments. The questions were examined by the instructors who are experts in the field of educational sciences at METU. After their feedback, some questions were changed, some new questions were added and some questions were combined. The questions were also shown to

some parents in order to see how clear and understandable they were. Upon the advices of some specialists, at the beginning of the interview, the parents were asked what kind of school their children were attending and the aims of the school were asked as well. Moreover, in order to restrict and better organize the responses about the differences between CLSs and other public schools, some sub-questions were added like in terms of aims, in terms of procedures, in terms of curriculum and in terms of personnel.

To measure reliability, triangulation was used in this study. The availability of the items asked to the students in the questionnaire was also verified by the parents through the individual interviews and by the informal observations of the researcher. During the interviews, the researcher asked the parents what kind of technological and social opportunities were being offered to their children in the CLSs. The same questions were asked to the students in the form of checklists as well. The parents said most of the items given in the student questionnaire. The researcher, herself, also informally observed some units in most of the schools.

### **3.4 Data Collection Procedure**

Before administering the student questionnaire, the researcher requested a legal permission from the Ministry of National Education. After the permission was taken, the researcher visited the schools. Then, the classes were arranged and the researcher informed the students about the purpose of the questionnaire and made explanations about how to fill in the instrument. The researcher was present in the classrooms while the students were completing the questionnaire and helped the students when

they failed to understand. In some classes, the teacher was present as well. It took the students 15 to 20 minutes to complete the questionnaire.

The interviews with the parents were carried out individually. Before starting the interview sessions with the parents, the researcher informed the interview participants about the purpose of the interview. The interview sessions were conducted orally and recorded by using a tape recorder with the permission of the interviewees. For the participants who did not wish to be recorded, the researcher wrote down verbatim notes. The interviews were conducted in an empty room in the schools. The duration of the interviews changed between 15-20 minutes. The researcher asked the questions in the order prepared in the interview. All data collection was carried out in December 2004.

### **3.5 Data Analysis Procedures**

The researcher conducted descriptive statistics and used SPSS package to analyze the data gathered by the student questionnaire. Frequency analysis, percentages, means and bar graphs were used for descriptive purposes. During the study, the interview data gathered from the parents who let the researcher tape-record them were transcribed from the cassettes. The qualitative data were analyzed using content analysis. There are 4 main steps in analyzing qualitative data. The first step is to code the data gathered through the questions. After preparing a code list, the themes are extracted from the similar concepts. In the third step, the data are organized and defined according to the codes and themes. As the last step, the findings are

interpreted (Yıldırım & Şimşek, 2003). The purpose of the content analysis is to reach the themes and relationships that explain the obtained data. In this study, the answers given by the parents to each question were analyzed and the similar concepts were organized under some categories. Then, some themes were extracted and they were interpreted by the researcher.

### **3.6 Limitations of the Study**

The study was based on only a sample of CLS in Ankara. It was not possible to represent all the CLSs in the country. Thus, the scope of the study is limited to the data collected from the students at CLSs in Ankara province.

## **CHAPTER 4**

### **RESULTS**

This chapter presents the findings of the study. It will mainly focus on the reasons of parents' preference to send their children to the curriculum laboratory schools, and the satisfaction level of the students attending CLSs from the services at those schools. Under the heading of parents' choosing CLSs, the following areas will be covered: the profile of parents, the factors that make CLSs attractive to the parents and the consistency between the aims of CLSs and the perception of the parents of these schools. Under the heading of satisfaction from the services, the technological, instructional and social services will be presented separately.

#### **4.1 Preference for Laboratory Schools**

The purpose of the first research question was to find out why parents prefer CLSs in Turkey. This question was explored with 3 sub-research questions. In the first sub-research question, the profile of the parents who preferred CLS was explored. In the second sub-research question, the factors which make CLSs attractive to the parents were examined. In the last sub-research question, the researcher explored the consistency of the aims of CLSs and parents' reasons for choosing these schools.

#### **4.1.1 The Profile of the Parents**

In the study, the first sub-question was stated as “What is the profile of the parents who send their children to the CLSs?” In order to collect data about parents’ occupation, educational level, income, the families’ residence and the family size, students were asked to answer seven items on the information sheet attached to the student questionnaire.

Among the 433 participants involved in the study, 430 of them indicated where they lived. The distribution of the families’ residence was as follows: 18.2 % of the families resided in Keçiören, followed by 17.3 % in Yenimahalle, and 16.9 % in Etimesgut. 13.6 % of the families lived in Altındağ and 13.4 % of them lived in Sincan. Other provinces were Mamak (11.1 %) and Çankaya (8.8 %). Descriptive analysis of the data indicated that students were evenly distributed over the 7 provinces of Ankara. The largest portion of students was from Keçiören and the smallest portion was from Çankaya province. These provinces at the same time represent a socio economic background of Ankara. Whereas Çankaya is accepted to be the the richest town of Ankara, Mamak is accepted to have a low SES level in the city (Yeni İleri Gazetesi, 2005).

In terms of family size, 48.7 % (n=211) of the participants stated that their families were composed of four people, including themselves, whereas 30.3 % (n= 131) of them were five people in their houses. The percentage of three-person-families is 8.8 %. The remaining 10.8 % of the students defined their family sizes as six, seven,

eight, and ten people. 0.9 % (n=4) of the students indicated that they lived with only one parent. Concerning the whole group, most of the families were nuclear families with two or three children.

Data on the parents' level of education shows that a big percentage of the mothers (38.3, n=166) were graduates of elementary school whereas the percentage of the elementary school graduate fathers was low (14.5, n=63) as shown in Table 4.1. There were not many university graduate mothers (12 %) whereas one fourth of the fathers were higher education graduates. The post-graduates in either parent were quite few. In relation to mothers' and fathers' educational level, it was found that as it is a similar tendency in the country, fathers possess more education compared to mothers (SIS, 2001). In general, the parents who preferred CLSs had medium-level education.

Table 4.1

*The Educational Level of the Parents*

Level of education	Mother	Responses	Father	Responses
Elementary	38.3 %	n=166	14.5 %	n= 63
Lower Secondary	21.5 %	n= 93	22.9 %	n= 99
Secondary	26.1 %	n= 113	33.3 %	n=144
Higher	12.0 %	n= 52	25.6 %	n=111
Post graduate	0.9 %	n= 4	2.1 %	n= 9

As for parents' occupation, descriptive data analysis indicated that 81.3 % (n=352) of the students' mothers were housewives. Among the working mothers, the most frequent occupations were civil servant (4.4 %), teacher (4.2 %), and worker (2.5 %). 4 % of mothers were distributed over nurse, engineer, administrator, banker, tradeswoman, chemist and psychologist. Apart from these, 1.8 % of the mothers were retired as presented in Table 4.2.

In relation to the fathers' occupations, half of the students' fathers were self-employed (27 %) or worker (23.1 %). The percentage of civil servant fathers was 13.9 % whereas the percentage of tradesman fathers was 8.8 %. One fifth of the fathers had other jobs such as administrator, teacher, engineer, officer and 5.8 % of them were retired. The distribution of the parents' occupations is presented in Table 4.2. When both the mothers' and fathers' occupations were examined, it is obvious that the fathers of the students were working as a worker or self-employed whereas the mothers of the students did not work.

Table 4.2

*The Occupation of Mothers and Fathers*

Mother			Father		
Occupation	%	Responses	Occupation	%	Responses
Housewife	81.2	n=352	Self-employed	27.0	n= 117
Civil servant	4.4	n= 19	Worker	23.1	n=100
Teacher	4.2	n= 18	Civil servant	13.9	n= 60
Worker	2.5	n= 11	Tradesman	8.8	n= 38
Officer	1.8	n= 8	Retired	5.8	n= 25
Self-employed	0.9	n= 4	Administrator	4.4	n= 19
Banker	0.9	n= 4	Teacher	3.7	n= 16
Nurse	0.9	n= 4	Engineer	3.2	n= 14
Engineer	0.9	n= 4	Policeman	2.5	n= 11
Tradeswoman	0.5	n= 2	Officer	2.3	n= 10
Chemist	0.2	n= 1	Banker	0.9	n= 4
Psychologist	0.2	n= 1	Doctor	0.7	n= 3
Administrator	0.2	n= 1	Farmer	0.5	n= 2
			Instructor	0.2	n= 1
			Football coach	0.2	n= 1

The last descriptor of the parents profile considered in this study was family income. Descriptive data analysis of 416 students responses to family income item indicated that 26.3 % of families had an income between 500.00 – 749.00 TRY / month, 22.6 % of families earned the least; between 300.00 – 499.00 TRY, and 21.7% of families earned between 750.00 – 999.00 TRY. Only one fifth of families earned between 1000.00 -1999.00 TRY. The remaining 5 % of families earned more than 2000.00 TRY or more. In Turkey, according to data of SIS (State Institute for Statistics) and the Turkish Confederation of Workers Union (a non governmental organization), the minimum survival income for a 4-individual-family is estimated to be 520 TRY, whereas the minimum poverty income is 1.581 TRY (Memurlar Web Page, 2005). Concerning the whole group, the families were usually low-income families.

#### **4.1.2 The Factors that Make the CLSs Attractive to the Parents**

In order to collect data about the factors which are attractive in their school choice, 14 parents were interviewed individually in the schools. After collecting data, the responses given by the interviewees were analyzed using content analysis. When the answers given to the question “What were the reasons of your preference of CLSs, and what attracted you most?” were analyzed, most of the parents gave several reasons to prefer those schools. Their responses can be summed up into 4 major themes: convenient location, technological advantages, physical conditions, and instructional opportunities.

**Convenient location:** The first reason of parents’ preference of CLSs was the

schools' being in convenient location. Some parents indicated that the schools were in close proximity with their houses, so they preferred CLSs not to send their children to the further schools. Parent A preferred the CLS because of its proximity to the place she worked in. Some other parents stated that they preferred CLSs because these schools offered a better-educated environment compared to other public schools. They emphasized that they knew the area in which the schools were in and liked the environment because of its being safer and more pleasant. However, the schools' being close to their houses is not always the only motive which attracted parents.

**Technological opportunities:** Another reason why parents preferred CLSs was that these schools offered computer lessons which are applied in computer laboratories, which means students learn practically. As well as computer labs, the schools provided their students with science laboratories. Six of the parents emphasized the computer education the schools provided as the first and most important reason of their choices. This was the most frequent reason given by the parents. Parent B even stated that "Though there is a closer school to our house, we wanted this school because of the computer lessons." Similarly, the availability of such tools as OHP, VCD in the schools was another important reason for parents. They generally stated that compared to other public schools, CLSs offered more technology to their children.

**Physical Conditions:** The third theme of the preference reasons is physical

conditions of the CLSs. 5 of the parents stated that they chose CLSs due to their smaller class size, which is the second most frequent answer given to this question. They expressed that there were 30-35 students in the classes, which is quite few considering the class sizes in general public schools. Besides, the schools' being cleaner and in better physical conditions was another important point which had been considered by the parents. Parent C said that the classrooms and the toilets of the school are very clean, which he stated as the most effective reason.

**Educational/ Instructional opportunities:** Another important reason for parents is the quality of the education and instructional opportunities provided in the CLSs. Three parents indicated their reasons as schools' being curriculum laboratory schools. Some others stated that these schools offered better, more reliable and more effective education; therefore they sent their children to those schools. Parents D, E, and F stated that "We preferred this school because it is a good and successful school. My son has difficulty because he comes to school by dolmuş. Despite this, we wanted this school for our child's education". A few other parents said that their children were given English lessons in these schools, which may not be available in other public schools. Another reason that was indicated by two parents is that these schools had discipline and order over the students. They stated that the teachers and the school administrators had control over the students, so the students were usually well-behaved and there is a better order in these schools compared to other schools.

Then, the parents were asked whether they had been influenced by anyone, whether they had been given advice, and whom or where they had gathered information

before deciding about children's school. Most of the parents stated that they had been given advice by their relatives, or acquaintances to choose those schools. A few parents indicated that they had decided upon their own observations and experiences. Besides, three parents stated that their elder children attended the same school, and that they were contented with the schools, which was a big factor.

Next, the parents were inquired about the characteristics they liked most about their children's schools. The results were similar to the themes above: physical conditions and equipment, the education of the school, social environment, and the personnel of the school. Physical characteristics include smaller class size, having library, laboratories, and equipment like OHP, slide projectors, and schools' being clean and tidy as one parent stated "this is the cleanest school I have ever seen so far".

The second quality is related to the education the schools offer. Some parents indicated that the schools offered student-centered education; therefore, their children learned by experiencing as one parent said "They use lots of equipment like OHP, projector machine in their lessons, so the students learn their lessons by doing, experiencing and practicing." Moreover it was stated that the schools were open to new applications and they provided better education.

Another item stated as one of the major characteristic is social environment of the schools. Many of the parents were very contented from the environment in the schools and emphasized that there was a good and close relationship between the schools and the parents, and they helped each other a lot. One of the parents even

stated as “The environment at school is so good that the school and we are like a family”. Another one stated that “The sharing and helping one another is a very good quality of this school. If something happens, everyone helps; the school is like a family.” It is also indicated by the parents that the schools had discipline and control over the students.

The last characteristic which was liked most by the parents is the attributes of the personnel working in the school. The parents stated that the teachers and the administrators worked a lot for the goodness of their students. Some parents agreed that there were permanent teaching personnel in their schools, which is quite important for them. Moreover, most of the parents indicated that they were aware of these characteristics before sending their children to these schools, which shows that they were quite conscious about their preference of schools.

Then, the parents were asked separately about the services the schools offered. Firstly, they were inquired about the technological services. The most agreed upon technological unit was the computer laboratory. It was followed by the equipments such as OHP, VCD, and TV. Most parents agreed that the CLSs had more technological opportunities compared to other general public schools; nevertheless, it was not found quite sufficient, either.

According to the results, the parents were quite satisfied with the instructional opportunities offered in these schools. They were contented with the fact that all the teachers were available in the schools, so the students’ class time was used

efficiently at schools. Only a few parents stated that they were not completely happy with the education and the teachers in their children's schools.

In terms of social activities, the parents were asked what types of services were offered to their children. The mostly emphasized social services were sport activities, trips, theatre and folklore. Other activities that were mentioned by the parents were chorus, cinema, spring festivals, drama courses and chess. One of the parents stated that there should also be competitions between the classes, so that the students become more competitive.

#### **4.1.3 The Consistency of the Aims of CLSs and the Parents' Perception**

At the beginning of the interview, the parents were asked to give information about the school to which their children were attending, and they were asked the aims of their school. The purpose was to find out how much the parents knew about their children's schools. When the responses were analyzed, 12 of the parents stated that their children's school was a CLS. One parent said that she had no idea about the school and its aims. Another one did not mention about its being a CLS. Although the parents knew that the schools are CLSs, most of the parents were not aware of the aims of these schools. They stated as "I have no idea, I do not know much". A few of the aims which were mentioned are as follows: "Its aim is to provide good education", "The aims are to offer quality education and to be the best among its counterparts.", "The aim of the school is to raise good and successful students". However, the main aim of the CLSs is student-centered education, and only one of

the parents mentioned about this saying that “The aim is to offer student-centered education to its students.” Another aim of CLSs is to integrate the students with the technology by using it in the classroom. To achieve this aim, the CLSs are provided with computer laboratories to deliver computer lessons by experiencing. When asked their reasons of choosing CLSs, half of the parents focused on the technological opportunities that these schools offered, especially giving computer lessons was the factor which attracted the parents most. The results reveal that parents prefer CLSs because these schools offer more technology to their students as stated in the CLS model. In that aspect, the main aim of the CLSs and the main factor of parents’ preferring CLSs coincide to a great extent.

In relation to the differences between the aims of CLSs and other general public schools, some parents stated that “It offers computer education.”, “It raises successful, well-educated, technology-friendly students.”, “It offers student-centered education”. Concerning the procedures followed in CLSs and public schools, the differences were mostly about the class size, physical and technological equipment, full and permanent staff positions, and student-centered education. As for the curriculum followed in CLSs and public schools, though some of them were not completely sure, all of the parents explained that there were no differences between the curricula of CLSs and other general public schools and that the same curricula were being applied in all the schools. Finally, all the parents were quite satisfied with the teachers and the administrators working in the CLSs. They stated that the teachers were quite competent and always interested in their students and the parents.

The administrators also were regarded as quite self-sacrificing, hard-working, active, and interested in their students and the parents.

When the parents were asked whether the CLSs met their prior expectations (before choosing these schools), 11 parents responded as “yes”. One parent said that “It met our expectations partly”, while another one expressed that “The school met my expectations in the first five years, but we could not find the same outcome in the last two years.” One of the parents stated that they had expected so much from the school as they had come from another city; therefore, they could not find their expectations from the school. The results revealed that as most parents were satisfied with these schools, it could be said that for these parents, the aims of these schools were mostly realized.

Then, the parents were asked what they were expecting from CLS in the future for the benefit of their children, and the responses can be examined in two parts: in terms of education, and in terms of the personal development of their children. Most of the parents’ expectations were the same; they expected their children to receive good education and the basic education in the best way. A few of them expressed their wishes as “To be successful in the secondary school entrance exam”. As well as educational dimension, some parents stated that they wanted their children to become well-educated, foresighted individuals who are self-confident and self-expressive. In other words they expected from the school to develop their children’s personalities.

## **4.2 Services / Opportunities Offered in CLSs**

The second research question was stated as: “How satisfied are the students of CLSs from the (technological, instructional, and social) services offered in these schools?”

The aim was to find out what kind of services were available for the students in the CLSs, how often the students used these equipments (if any), and how satisfied the students were of having them in their schools. In order to find out the answers to this question, the data were gathered in the last three parts of the students’ questionnaire and were analyzed using descriptive statistics; mainly frequencies and percentages. The findings in response to this question are presented under three sub-titles; technological opportunities, instructional opportunities and social opportunities. Under each of these sub-titles, data in relation to the availability, frequency of use and degree of satisfaction are included respectively.

### **4.2.1 Technological Opportunities**

As a part of the second research question, technological opportunities of the CLSs were investigated first. The results are presented in Table 4.3.

Table 4.3

*Technological Opportunities Offered in the CLSs*

Equipments	Availability		*Frequency of using them in the lessons					** Degree of satisfaction				
	Yes	No	1	2	3	4	5	1	2	3	4	5
ForeignLang.Lab	3	430	1	-	1	-	1	-	-	-	2	1
ComputerLab.	433	-	5	51	60	149	168	7	20	38	150	218
Science Lab.	433	-	48	110	129	74	72	34	46	70	134	149
Television	399	34	156	121	80	19	23	105	51	67	81	95
Video/ VCD	371	62	112	145	72	23	19	77	53	65	82	94
OHP	430	3	20	49	115	98	148	17	20	45	156	192
Tape-recorder	360	73	79	112	106	35	28	44	46	62	89	119
Slide Projector	246	187	69	77	56	22	22	49	37	56	50	54
Video Camera	172	261	83	40	28	11	10	46	16	36	32	42
Other, if any (...)	3	430	-	-	1	1	1	-	-	-	1	2

\* frequencies: 1 = never, 2 = little, 3 = sometimes, 4 = often, 5 = very often

\*\*degree of satisfaction: 1 = never satisfied at all, 2 = unsatisfied, 3 = neutral, 4 = satisfied, 5= quite satisfied

Table 4.3. indicates that except language laboratory (0.7 %), other equipments and laboratories were almost available in these schools. On the other hand, it was observed that for some students, slide projectors (43.2 %) and video cameras (60.3 %) were not available. Student responses in relation to the frequency of the use of these equipments and laboratories show variety (as seen in Table 4.7.). It was observed that 73.2 % students “often” and “very often” used computer labs and they were "satisfied and very satisfied" with the use of computer laboratories (84.9 %). However, science laboratories (SL) were not used as frequently as computer laboratories. Student responses indicated that 29.8% of them used SL sometimes,

25.4 % used SL little, whereas 33.7 % used SL often or very often. As for the satisfaction with the use of SL, findings indicated that 65.3 % of students were satisfied or quite satisfied, the rest of the students were either neutral, or not satisfied.

The next item was television and 92.1 % of the students stated that TV was available in their schools. However, only 9.7 % of the students stated that they used it, which shows that TV is rarely used in their lessons. In relation to the frequency of the use of VCD or video, it is seen that they were not used often because 25.9 % of the students never used them, 50.1 % of the student used it “little” or “sometimes”. Results on the satisfaction with the use of VCD or video show variety as shown in Table 4.3.

Of 430 students, 56.8 % of them “often” and “very often” used the overhead projector in their lessons, 26.6 % of them sometimes used it. Overhead projector is the second most frequently used equipment by the teachers. Accordingly, the results reveal that the students were highly satisfied of using OHP in their lessons (80.3 %). On the other hand, despite its high availability rate, tape recorder was not used in these schools, for only 14.6 % of the students stated that they used it frequently. Though it is not used often, 48.1 % of the students were happy about having tape recorders in their schools.

Slide projector was not used in these schools, either; because only 10.2 % of the students stated that they “often” or “very often” used it. As the students may not be familiar with the slide projector, the satisfaction percentage was distributed

moderately over the choices. It appears that equipments and laboratories other than these included in the questionnaire such as slide projector, camera were not available or not known by the students.

#### **4.2.2 Instructional Activities (Opportunities)**

As for the second sub-question of the second research question, students were asked to respond to six main items (questions) that covered, library (item 1 and 2), teaching learning methods (item 3), approach to teaching (item 4 and 5), and individual projects (item 6).

Findings indicated that most of the CLSs included in this study had a library (75, 5 %). Library at one of the CLS was under construction. In relation to the frequency of the use of libraries, data revealed that students rarely used it. 35.6 % of students stated that they never used the library, on the other hand 17.1 % used library one or twice a week, 13.4 % used it once or twice a month and 10.4 % of students used it one or twice a year.

In relation to the instructional approach which was used in the lessons, results revealed that around one-fourth of students (27.9 %) perceived instructional activities as student-centered, another quarter of students (27.9 %) perceived instruction as teacher centered whereas 48.8 % responded as no idea. The variation may be because of the students' not having fully grasped the meanings of these terms. Regarding the frequency of group work, 89.6 % of students reported that they were "quite often" or

“sometimes” involved in such a cooperative activity. Moreover data analysis revealed that students were “quite often” or “sometimes” assigned individual project work (70.1 %).

.Regarding the methods used by teachers in their lessons, Table 4.4. summarizes the results of descriptive analysis.

Table 4.4

*Teaching Methods Used by the Teachers*

Methods	Yes	No	<i>f</i>				
			1	2	3	4	5
Lecture	392	41	32	36	76	133	116
Question and Answer	411	22	9	34	93	14	131
Experimentation	391	42	49	61	108	78	95
Discovery Learning	338	95	46	65	99	85	44
Field-trip Observation	301	132	82	77	87	28	27
Dramatization	280	153	59	69	79	43	30
Discussion	395	38	42	60	102	111	79
Research	371	62	36	52	107	104	72
Demonstration	206	227	45	54	53	35	21
Others (if any)	3	430	-	1	-	-	2

\* frequencies: 1 = never, 2 = little, 3 = sometimes, 4 = often, 5 = very often

Results reveal that varieties of methods were used by teachers of CLSs. Among several ones demonstration (12.9 %) and field-trip observation (12.7 %) were used

the least. As for the frequency of the use of the methods, Question and Answer (63.8 %) and Lecture (57.5 %) were the most frequently used ones, which shows that traditional methods are (still) usually used in the CLSs. The next most frequently used methods were Discussion (43.8 %) and Research (40.6 %). Methods like Discovery learning, Dramatization were used “little or sometimes”. Besides the methods given in the table, three students stated that the lessons were presented by the students

### **4.2.3 Social Opportunities**

In order to explore what kind of social units and social opportunities are available in the CLSs, to what extent they are used in the lessons and how satisfied are the students of having these opportunities was the last part of the second research question. The data related to the social units were analyzed, and the results are presented in Table 4.5.

The table shows that these social units were available in most of the schools. However, some schools lacked some units such as music room, conference saloon, or art studio which in fact should be available in all the CLSs. When their frequencies were analyzed, it appears that the frequencies of the use of some units were moderately distributed. The unit which was used most frequently by the students was arts and crafts room, 82.7 % of the students indicated that they “often” or “very often” used this unit for their Handcraft (İş teknik eğitimi), or Home economics lessons. It is followed by the sports hall (55.8 %) which is used for physical education lesson. The percentages of guidance and counseling service were

distributed moderately, over the choices as 20.1 % of the students never used it, 21.9 % little used it, 23.6 % sometimes used it and 39.1 % of them often or very often used it. However, this unit does not have to be used by all the students as it is only used by the students who have some problems. The data reveals that music room and conference room were not used much because around one fourth of students stated that they never or little used them.

The results on the satisfaction with the use of social units reveal that as parallel to its frequency of use, the students were highly satisfied (87.8 %) of having the arts and crafts room in their schools. It is followed by the guidance and counseling service with 66.9 % and then the sports hall with 63 %. The degree of satisfaction with other units like music room, art studio, and conference room was all around 40 %.

Table 4.5

*Social Units Available in the CLSs*

Social Units	Yes	No	*Frequency of Use					** Degree of Satisfaction				
			1	2	3	4	5	1	2	3	4	5
Guidance Service	410	23	87	95	102	56	70	33	23	64	114	176
Music Room	287	146	75	32	28	60	92	52	23	33	65	114
Art Studio	311	122	110	39	41	52	69	63	22	48	79	99
Arts and Crafts R	429	4	47	15	49	136	222	7	14	28	142	238
Sports Hall	338	95	13	15	68	95	147	19	15	30	77	197
Conference Room	296	137	43	68	108	46	31	36	23	62	92	83
Other	8	425	2	-	2	1	3	1	-	1	-	6

\* frequencies: 1 = never, 2 = little, 3 = sometimes, 4 = often, 5 = very often

\*\*degree of satisfaction: 1 = never satisfied at all, 2 = unsatisfied, 3 = neutral, 4 = satisfied, 5= quite satisfied

After the social units, the students were asked what kind of social activities were offered to them in their schools, how often they participated in these activities and how satisfied they were of having them in their schools.

Table 4.6. indicates that all the activities were taking place in these 7 schools. However, the social activity which was done most frequently in all the schools was competitions like poem, essay,..etc competitions (93.5 %), followed by the various sport tournaments (90.8 %) and musical activities (87.1 %). The activity which was done least was panel, debate and seminar with the percentage of 59.1.

The students' attendance to these activities shows variety. Around 21 % to 35 % of the students never or little participated in the social activities that took place in their schools. The social activity which was most attended by the students was the competitions (50.6 %), sport tournaments (45.5 %). Results show that 9 % of the students never attended any kind of trips whereas around one fifth of the students often and very often participated in the trips.

Though the students usually did not participate in the social activities, they seemed satisfied with having them in their schools. Results on the satisfaction with the social activities reveal that around half of the students were satisfied or quite satisfied with most of these activities. Some examples are sport tournaments (58.9 %), exhibitions (52.2 %), competitions and fun-purposed trips (50.6 %), music activities (50.1 %), field trips (45.5 %). Between 11.8 % and 19.4 % of the students were neutral towards the activities which are organized in their schools.

Table 4.6

*The Social Activities Offered in the CLSs*

Facilities	*Frequency of students' attendance							** Degree of satisfaction				
	YES	NO	1	2	3	4	5	1	2	3	4	5
Education-purposed trips (museum, exhibition)	345	88	39	86	126	48	46	38	41	69	86	111
Field trips (picnic,...)	337	96	39	100	111	43	44	34	33	51	89	130
Sport tournaments	393	40	50	67	79	107	90	42	22	74	102	153
Competitions, (poem, essay,..)	405	28	47	47	92	135	84	29	25	84	140	127
Musical activities(chorus, concert,)	377	56	65	86	87	71	68	44	35	81	108	109
Theatre studies	307	126	49	63	106	52	37	36	37	62	85	87
School clubs (chess, literature, math.)	280	153	51	63	73	53	40	32	32	81	66	69
Folklore	320	113	74	55	76	67	48	44	38	68	91	79
Exhibition (picture,.....)	355	78	37	67	110	82	59	30	24	75	110	116
Panel, debate, seminar	256	177	47	63	65	49	32	33	32	53	66	72
Other (.....)	1	432	1	-	-	-	-	-	-	-	-	1

\* frequencies: 1 = never, 2 = little, 3 = sometimes, 4 = often, 5 = very often

\*\*degree of satisfaction: 1 = never satisfied at all, 2 = unsatisfied, 3 = neutral, 4 = satisfied, 5= quite satisfied

Concerning both the first and second research questions, the responses given were consistent with each other. Two of the important factors that attract parents to CLSs were physical conditions and technological opportunities. The research questions reveal that the students who were attending CLSs used and liked the technological opportunities and the available units in their school. They were quite satisfied with these opportunities offered in the CLSs. Similarly, the parents were satisfied with their children's having these opportunities in their schools.

## CHAPTER 5

### CONCLUSION AND IMPLICATIONS

This chapter is devoted to the discussion of the results of the study, implications for practice and implications for further research.

#### 5.1 Conclusion

This study aimed to find out the reasons of parents' preference for CLSs and to find the degree of students' satisfaction from the services in the CLSs. Discussion will be presented in the same sequence with the research questions. In the following part, the inferences that can be drawn from the results of the study are presented and discussed together with the findings in the available literature.

In the first sub question, when the profile of the parents who send their children to CLSs is considered, it is seen that most of the families tended to send their children to a school in their own residence. For example, of all the students participated in the study, the percentage of the students in Etimesgut Elementary School is 16.6 (n=76) and the percentage of the parents who reside in Etimesgut is 16.9 (n= 73). The percentage of the students in Mamak Elementary School is 11.3 whereas the percentage of the families who reside in Mamak is 11.1. The student percentage of

Evliya Çelebi Elementary School which is in Altındağ is 13.3 and the percentage of families who live in Altındağ is 13.6. The percentage of the students in Hüseyin Güllüoğlu Elementary School is 17 and the families who live in Keçiören makes up 18.2 % of the total number. Similarly, the student percentage in the school in Yenimahalle is 16.3 whereas the families who reside in Yenimahalle constitute 17.3 % of the total participants. The smallest difference was in Sincan. Whereas the student percentage of this town is 13.3, the families' percentage is 13.4. The biggest difference was in Emek. The students of the school in Emek composed of 11.7 % of the sample and the families in Emek composed of 8.8 % of the sample. This shows that only 75 % of the students who attended to Hamdullah Suphi Elementary School were living in Çankaya residence, which indicates that this school accepts one fourth of its students from other towns as well. When the percentages of the students in each school and the percentages of the provinces are matched, it is obvious that parents preferred a school in their own residence. This is consistent with the reasons for choosing CLSs. Parents revealed that the schools' being in close proximity with their houses is one of the important factors that attract them to these schools.

Regarding the family size, a great majority of families (79 %) were composed of four or five people, probably the parents with 2 or 3 children. This finding validates the findings of the study conducted by Başaran (2004). These findings about family size are very similar to the average of Turkey. According to the 2000 census, the average family size in the country is 4.5, whereas it is 3.82 in Ankara (DIE Web Page, 2000) which shows that the family size in the group is larger than the average in Ankara.

When the results concerning the education level of parents was considered, it was found out that fathers received more education than mothers, which is a similar trend in the country. This is very similar to the study done by Workshop report (2002) by Internet Kurulu (Internet Kurulu Çalıştay Raporu) and Başaran (2004) in which fathers have higher educational qualifications compared to the mothers.

As a parallel to their education level, a very big majority of the mothers (81.3 %) were housewives, which is quite common in Turkey. In the study done by Workshop report, 62.5 % of the mothers, and in the study of Başaran (2004), 74.9 % of the mothers were housewives. However, half of the fathers were worker or self-employed. This is very typical in the country. More fathers than mothers have professions which require higher education level and higher qualifications as stated in the studies above. Besides, the distribution of the fathers' occupation shows variety compared to the mothers'.

Regarding the family income, almost one forth of the families lived on under the minimum survival income and over 70 percentage of families lived on under the minimum poverty income according to the TURKIS (Memurlar Web Page, 2005). As most of the families could not afford a private school, they preferred a public school (a curriculum laboratory school) whose conditions were better compared to a general public school.

When all these results are considered, it can be inferred that the parents who prefer CLSs are typical families who chose a school in their own residence and who are in

low to medium socio-economic status according to the TURKIS research; the families with two or three children, working fathers, non-working mothers, with a low to moderate income. The reason of this may be that people who cannot afford a private school for their children's education try to choose the best school in their own residence which offers some additional facilities. The profile of parents sending their children to CLSs is highly similar to the population of the state. That is; the data collected from parents may reflect and can be generalized to the other regions of the country.

In the second sub-question, the results concerning the factors which make CLSs attractive for the parents were considered and they were similar to some studies done abroad. Two of the main factors which attracted the parents to CLSs were convenience, and academic reasons in this study. These two factors were also found as two important factors in the studies of Holsman and Golding (1999) and Bradley (1996). Academic reasons include additional learning opportunities such as group work or student-centered learning as stated in seven correlates of effective schools. In this study, other two important factors that attracted the parents to the CLSs were the physical conditions and technological opportunities of these schools. Physical conditions that include safe, clean, welcoming environment is also found among the indicators of effective schools defined by ACT Council (2004). This shows that parents give importance to the proximity and any kind of services the schools offer while making their choices. The services include technological, instructional, and physical opportunities. When asked, most parents stated that these CLSs were good schools. By saying "good", they meant the schools which are orderly and well-

organized with teachers and administrators who care for their students and work for the sake of them and which had a good parent-school relationship. In other words; they emphasized all kind of services the schools could offer to their children.

Next, the results provide evidence that during the decision-making period, the parents took advice from the relatives or acquaintances about the school. Visits to the school and observations were other factors that made parents aware of these schools. These results are similar to Bradley's study (1996) in which parents mostly found out schools through the visits and meetings (93 %), parents of other pupils (57 %), friends or neighbors (42 %). That is; this study generated consistent results about parents' choice of school with the available literature. It can be stated that parents follow similar patterns when selecting schools.

The third sub-research question of the study aimed to find out the consistency between the aims of CLSs and the perceptions of parents. In this study, the perceptions of parents were explored through the interview with the parents. Content analyses indicated that parents preferred CLSs because they had some common expectations such as smaller class size, advanced technological equipment (especially computer), quality education, and quality personnel. Indeed, according to the characteristics of TCLS, all the CLSs should have these items. These features distinguish the CLSs from other general public schools, and they really attract parents because the parents look for these factors while deciding their children's schools. In other words, having such characteristics enables CLSs to be attractive and to be preferred more compared to other general public schools. However, the main

aim of CLSs, which is to offer student-centered education is not known by the parents and apparently it is not the reason that attracts parents to the CLSs. Actually, there are some strategies that the CLSs follow to implement student-centered education. For example, the schools are equipped with technological tools and equipment, social units are developed, extra-curricular activities are organized, class sizes are decreased and physical conditions are improved in order to attract students and make them love their schools (MEB, 2002, pp. 75-76). These are all parts of the student-centered education and these items are actually among the factors that attract parents. Therefore, it is revealed that the strategies that CLSs follow to achieve the main aim of CLSs, “student-centeredness”, also match with the perceptions of the parents.

The second research question of this study aimed to find out the degree of students’ satisfaction from the services offered in the CLSs. Frequency analyses indicated that a few of the schools lack some of the necessary equipment and laboratories which in fact should be in the TCLSs. However, the results show that computer and science laboratories were available in all these seven schools. Foreign language laboratory, on the other hand, was not available in any of these schools. As for the three students who stated that there was a foreign language laboratory in their schools, they might have mistaken them with their English classrooms. Some students’ not marking some equipment might be caused by their little awareness of these opportunities. On the whole, it is seen that most of the CLSs had the necessary equipment which must be available in these schools according to the CLS model. The availability of the equipment was verified by the teachers and parents as well.

This is similar to Dönmez's (2002b) study in which the CLSs in Malatya were regarded as quite sufficient in terms of the technological equipment. The results revealed that the students of CLSs were highly satisfied of having technological equipment in their schools.

When the instructional opportunities were evaluated, it was found that all the schools had a library for the use of students though the students did not use them very frequently. The library of one of the schools was under construction and about to re-open in a week time. In relation to the teaching method in the CLSs, frequency analyses indicated that all kinds of methods were being used in the CLSs, however, when their frequencies of use in the lessons were analyzed, it is obvious that "Lecture" and "Question and Answer" methods are still the ones which were used most by the teachers. Other methods were not used as much as these two methods. The reason may be that the teachers working in CLSs have not yet grasped the importance of student-centered approach. However, according to the TCLS model, all these teaching and learning methods -except Lecture method- aim to provide student-centered lessons (MEB, 2002, p. 79). This proves that the CLSs do not follow all the strategies to implement student-centered education as required in the theory.

Regarding the instructional approach, it is interesting that the percentage of students who thought that their lessons were student-centered and who thought that their lessons were teacher-centered were the same. That is, whereas 27.9 % of the students stated their lessons as student-centered, other 27.9 % of the students stated that their

lessons were teacher-centered. The rest of the students were undecided. This may show that the term “student-centeredness” might not have been clear enough for the students. The results of this study reveal similar results with Dönmez’s study (2002b). In the CLSs in Malatya, the lessons are not regarded as student-centered as must be in the standards of CLSs model.

In terms of the social units in these schools, it is seen that not all these schools had the social units given in the questionnaire. Whereas these units are supposed to be available in the TCLS according to the CLS Model, some of these schools lacked art studio, music room or conference room. That shows that CLSs are not equipped with these social units as required in the CLS Model. It is clear that the most frequently used unit by the students in CLSs was arts and crafts room. Concerning the range of the degree of students’ satisfaction of available units, it is seen that students are moderately to highly satisfied with the units.

In the TCLS Model, it is quite important to offer extra-curricular activities to the students in order to improve them mentally and physically and to develop their social skills. The social units above such as music room, art studio, sports hall aim to provide necessary places for such activities (MEB, 2002, p. 92). Regarding the social activities offered to the students, it can be inferred that all these activities are available in most of these schools. However, students did not take part in these activities much, and thus the percentage of the students who were neutral in attending these activities is high concerning the whole group. One tenth to one fifth of the students were neither satisfied nor dissatisfied of all these activities since they

were not attending much. Regarding the whole percentages, it can be inferred that students are satisfied with the social activities which take place in their schools.

## **5.2 Implications for Practice**

Based on the results of the study, the following implications for practice might be offered:

The aims of the TCLSs are not known much by the parents. Therefore, the goals and advantages of TCLSs over other public schools should be specified and announced to the parents and students. Both the parents and the students should be informed about the goals and characteristics of the schools they have chosen.

The results have shown that TCLSs cannot function effectively enough in terms of technological opportunities as required in the model because some of the schools lack the technological equipments that should be in all TCLSs. That shows that the funds allocated by the government are not sufficient and not all schools are provided with the necessary equipment. The equipment should be revised and all TCLSs should have all the technological equipment as required in the CLS model to function more effectively.

The results show that these available equipments are not used much by the teachers either because they do not know how to use or because they do not give enough importance to use them. Thus, teachers should be qualified and competent enough to

keep up with the technological developments taking place. They should be trained to use the equipments while teaching either through pre-service training or in-service training.

Frequency analyses as reported by the students have indicated that various teaching methods which support student-centered education are not used much by the teachers of TCLSs. However, the main purpose of the project is to succeed in improving the student-centered education and the model requires teachers of CLSs to use such methods more often to implement student-centered education. The teachers working in CLSs should try to use other methods more frequently so as to improve student-centered education in their schools. Moreover, as teachers of CLSs are supposed to be given pre-service or in-service training to use technological equipment and to use different teaching methods, they should not be appointed freely by the Ministry of National Education. They should only be transferred from one CLS to another CLS.

Results show that some social units also are not available in some schools. However, each TCLS should have counseling and guidance service, a music room, an art studio, a technical studio, a sports hall, and a conference room according to its design in the model. However, in practice this is not the case and some schools lack some of these units. More efforts should be done by the schools to be in accordance with the model. Inadequate physical conditions in both technological equipments and social units in some of these schools in the study points to the fact that the funds allocated to the TCLSs should be increased.

In terms of social development of the students, they should be further encouraged to take part in the social activities. It is clear from the results that lots of activities are provided to the students; however, students may not be willing enough to participate in them. Teachers and administrators should attempt to make these social activities seem interesting, more attractive and helpful to the students, so that the students build more interest and curiosity for these activities.

### **5.3 Implications for Further Research**

In this part, recommendations for future research are presented.

1. In the present study, only one curriculum laboratory school from each of seven region of Ankara province was included, which makes seven CLSs in the city. Similar studies can be carried out with larger samples across the country.
2. In the further research studies, the differences between the graduates of TCLSs and the graduates of other general public schools in terms of technological capability and ability to use technology can be investigated.
3. Similar studies can be carried out to compare the differences between the graduates of CLSs and other general public schools in terms of higher order thinking skills or critical thinking skills
4. A further study can be conducted to compare the success rate of the graduates of TCLSs and graduates of other general public schools in the high school

entrance exam by controlling such variables as family backgrounds, private courses, success of the students.

5. In the further research studies, actual classrooms of CLSs can be observed directly in order to see whether CLSs have student-centered approach in the lessons or not.
6. A further study can be conducted to have a deep descriptive analysis of school environment and observation in CLSs.
7. A further study can be conducted to examine the characteristics of teachers and administrators who work in CLSs.

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## APPENDICES

### APPENDIX A

#### LIST OF CURRICULUM LABORATORY SCHOOLS IN ANKARA

<b>Çankaya:</b>	Arjantin Elementary School
	Anıttepe Yücepete Elementary School
	Emek Hamdullah Suphi Elementary School
<b>Mamak :</b>	Mamak Elementary School
	60. Yıl Elementary School
<b>Yenimahalle:</b>	İsmail Erez Elementary School
	Yunus Emre Elementary School
<b>Keçiören:</b>	Çağrıbey Elementary School
	Kocatepe Elementary School
	Hüseyin Güllüoğlu Elementary School
	Tarhuncu Ahmet Paşa Elementary School
<b>Altındağ:</b>	Halim Şaşmaz Elementary School
	Ayşe Numan Konakçı Elementary School
	Evliya Çelebi Elementary School
<b>Etimesgut:</b>	Etimesgut Elementary School
	Zekiye Güdüllüoğlu Elementary School
	Bahar Elementary School
<b>Sincan:</b>	Ahmet Andiçen Elementary School
<b>Haymana:</b>	12 Eylül Elementary School

## **APPENDIX B**

### **PARENTS INTERVIEW QUESTIONS**

The purpose of this interview is to identify the reasons of parents' choosing curriculum laboratory schools and to identify their expectations from these schools. The data obtained from our interview will be kept strictly confidential. If you give permission, I would like to record our interview. Would that disturb you? Thank you very much for your contribution.

Nehir Taşkın Çelik

METU Educational Sciences Department

MA Student

1. Since when your child has been attending the CLS? Which grade s/he is in?
2. Can you give some information about the school of your child? What kind of a school is it? What are the aims of the school?
3. What were the reasons of your preference of this school for your child's education? Which characteristics of the school drew your attention?
4. How did you decide to send your child to CLS? Were you influenced by anyone or any institution? Whom / Where did you get information? Did you get advice?
5. Did your child herself /himself want to go to that school? If yes, what were her/his reasons?
6. What are the characteristics which you like most about your child's school? Were you aware of these characteristics beforehand?
7. Are the CLSs different from other public schools? What are the main differences between them
  - in terms of aims?
  - in terms of procedures?

-in terms of curriculum?

-in terms of personnel?

8. How do you appraise CLS (.....Elementary school) in terms of technological opportunities it offers? Is technological equipment available in the school? What type of equipment does your child use in the lessons? Do you think your child gains much / enough information in her/his school?
9. How do you appraise CLS (.....Elementary School) in terms of instructional opportunities it offers? Do you find it sufficient? What do you think about the teachers' quality?
10. How do you appraise CLS (.....Elementary School) in terms of social opportunities it offers? What kind of extra-curricular activities are being carried out in this school? Is your child being encouraged to participate in these facilities? Apart from the available ones, what kind of facilities would you like for your child?
11. How often are teacher-parent meetings held in .....Elementary School? How is the relationship between parents and the school? Is there an active relationship? Can you get information about your child's progress any time you want?
12. What do you expect from CLS regarding yourself and your child? Are your expectations before you sent your child to this school and your present expectations the same/ alike? In other words, did the school meet your expectations?
13. Have you got any other or and suggestions you would like to add?

## APPENDIX C

### VELİ GÖRÜŞME FORMU

Merhaba,

Ben Nehir Taşkın Çelik ve Orta Doğu Teknik Üniversitesi'nde yüksek lisans öğrencisiyim. Velilerin Müfredat Laboratuvar Okullarını tercih etme nedenleri üzerine bir araştırma yapıyorum ve sizinle bu konu üzerine görüşme yapmak istiyorum. Bu çalışmanın amacı, çocuğunuzun öğrenim gördüğü Müfredat Laboratuvar Okulunu tercih etme nedenlerinizi ve bu okuldan beklentilerinizi saptamaktır. Bana görüşme sürecinde söyleyeceklerinizin tümü gizlidir ve vereceğiniz bilgileri herhangi bir başka kişinin görmesi mümkün değildir. İzin verirseniz görüşmeyi kaydetmek istiyorum. Bunun sizce bir sakıncası var mı? Bu araştırmaya katılmayı kabul ettiğiniz için şimdiden çok teşekkür ederim.

Nehir Taşkın Çelik  
ODTÜ Eğitim Bilimleri Bölümü  
Yüksek Lisans Öğrencisi

1. Çocuğunuz kaç senedir .....İ.Ö.Okulu'na devam ediyor? Kaçınıcı sınıfta?
2. Çocuğunuzun öğrenim gördüğü okul hakkında biraz bilgi verir misiniz? Ne tür bir okul? Okulun amaçları nelerdir?
3. Çocuğunuzun eğitimi için Müfredat Laboratuvar Okulu'nu tercih etme nedenleriniz nelerdi? Okulun hangi özellikleri dikkatinizi çekti?
4. Okul tercihi aşamasında, Müfredat Laboratuvar Okulu'nu tercih ederken nasıl karar verdiniz? Etkilendiğiniz kişi ya da kuruluşlar oldu mu? Kimlerden bilgi aldınız? Tavsiye yoluyla mı karar verdiniz?

5. Çocuğunuzun Müfredat Laboratuvar Okulu'na gitme konusunda bir talebi oldu mu? Olduysa, hangi nedenlerden dolayı talep etti?
6. Çocuğunuzu göndermekte olduğunuz okulda (..... İlköğretim Okulu'nda) en çok beğendiğiniz, memnun olduğunuz özellikler nelerdir? Çocuğunuzu göndermeden önce bu özelliklerden haberdar mıydınız?
7. Müfredat Laboratuvar Okullarını diğer devlet okullarından farklı mı? MLO'yu farklı kılan temel özellikler sizce nelerdir?
  - amaç bakımından
  - işleyiş "
  - program "
  - personel "
8. Müfredat Laboratuvar Okulunu (.....İlköğretim Okulu'nu) sunulan teknolojik olanaklar açısından nasıl değerlendiriyorsunuz? Okulda teknolojik ekipmanlar mevcut mu? Çocuğunuz derslerde ve ders dışında ne tür ekipmanlar kullanıyor? Sizce çocuğunuz okulda önemli teknolojik bilgiler ve beceriler kazanıyor mu?
9. Çocuğunuzun gitmekte olduğu okulu verdiği eğitim açısından nasıl değerlendiriyorsunuz? Yeterli buluyor musunuz? Sizce, okuldaki öğretmen kalitesi nasıl?
10. Çocuğunuzun gitmekte olduğu okulu sosyal etkinlikler açısından nasıl değerlendiriyorsunuz? Ne tür ders dışı faaliyetler yapılıyor? Çocuğunuz sosyal etkinliklere yönlendiriliyor mu? Bunlardan başka ne tür etkinliklerin olmasını istersiniz?
11. Çocuğunuzun öğrenim gördüğü okulda veli toplantıları ne sıklıkta yapılıyor? Okul-veli ilişkisi nasıl? Okulda aktif bir okul-veli işbirliği var mı? Çocuğunuzun dersleri, gelişimi hakkında sizlere yeterli bilgi veriliyor mu?
12. Müfredat Laboratuvar Okulundan kendiniz ve çocuğunuz açısından ne gibi beklentileriniz var? Çocuğunuzu bu okula göndermeden önceki beklentileriniz ve okul hakkında şu andaki düşünceleriniz benzer mi/ aynı mı? Okul, sizin beklentilerinizi karşıladı mı?
13. MLO ile ilgili olarak belirtmek istediğiniz başka görüş ve önerileriniz var mı?



## **B )TECHNOLOGICAL OPPORTUNITIES AT SCHOOL**

1. Identify the technological equipments available in your school by putting “X” to the ‘**available**’ column. Then, if they are available, circle the appropriate number which best describes your frequency of using them in your lessons and your satisfaction level of having them in your school.

<u>Equipments</u>	<b>A V A I L A B L E</b>	<b><u>Frequency of using them in the lessons</u></b> (1= never 2= little 3= sometimes 4= often 5= very often)					<b><u>Degree of satisfaction</u></b> (1= never satisfied at all, 2= not satisfied, 3= neutral, 4= satisfied, 5= quite satisfied)				
		1	2	3	4	5	1	2	3	4	5
Foreign Language Lab.		1	2	3	4	5	1	2	3	4	5
Computer Laboratory		1	2	3	4	5	1	2	3	4	5
Science Laboratory		1	2	3	4	5	1	2	3	4	5
Television		1	2	3	4	5	1	2	3	4	5
Video/ VCD Player		1	2	3	4	5	1	2	3	4	5
Overhead Projector		1	2	3	4	5	1	2	3	4	5
Tape-recorder		1	2	3	4	5	1	2	3	4	5
Slide projector		1	2	3	4	5	1	2	3	4	5
Video camera		1	2	3	4	5	1	2	3	4	5
Other, if any (... )		1	2	3	4	5	1	2	3	4	5

## **C.) INSTRUCTIONAL ACTIVITIES AT YOUR SCHOOL**

1. Is there a library in your school? Put a checkmark (√) in the appropriate box.  
 a) Yes .....       b) No .....      c) I don't know .....
2. If yes, how often do you use the library? Put a checkmark (√) in the appropriate box.  
 a.) I don't use it     b.) Once or twice a year     c.) Once or twice a month   
 d.) Once or twice a week     e.) I use it everyday

3. Put an “X” to the ‘**available**’ column if your teachers use the methods below. Next, circle the appropriate number which best describes the frequency of your teachers’ using the methods you have chosen.

<u>METHODS</u>	<b>A V A I L A B L E</b>	<b><u>Frequency of your teachers’ using them</u></b> (1= very little, 2=little, 3= sometimes, 4= often, 5= very often)				
Lecture ( The method of teacher’s teaching the subject)		1	2	3	4	5
Question and answer		1	2	3	4	5
Experimentation (Learning through doing experiments in the classroom or laboratories)		1	2	3	4	5
Discovery method (Learning through discovering)		1	2	3	4	5
Field-trip observation (Learning out of school environment)		1	2	3	4	5
Dramatization		1	2	3	4	5
Discussion (Telling one’s ideas as a group or individually )		1	2	3	4	5
Research (Learning through researching)		1	2	3	4	5
Demonstration (Learning a subject from an expert of this subject)		1	2	3	4	5
Other, if any(.....)		1	2	3	4	5

4. Is your lessons done student-centered (the active part is the students) or teacher-centered (the active part is the teacher)? Put a checkmark (√) in the appropriate box.  
 a.) student-centered       b.) teacher-centered       c.) I have no idea

5. How often do you do group work in your lessons? Put a checkmark (√) in the appropriate box.  
 a.) often       b.)sometimes       c.) never

6. How often do you do individual projects in your lessons? Put a checkmark (√) in the appropriate box.  
 a.) often       b.)sometimes       c.) never

**D. )SOCIAL UNITS AND FACILITIES IN YOUR SCHOOL**

1. ) Identify the social units available in your school by putting an “X” in the ‘**available**’ column. Then, circle the appropriate number which best describes your frequency of using them and your satisfaction level of having these units in your school.

<u>Social units</u>	<b>A V A I L A B L E</b>	<u>Frequency of using them</u>					<u>Degree of satisfaction</u>				
		(1= never 2= little 3= sometimes 4= often 5= very often)					(1= never satisfied at all, 2= not satisfied, 3= neutral, 4= satisfied, 5= quite satisfied)				
Guidance and Counseling Service		1	2	3	4	5	1	2	3	4	5
Music Room		1	2	3	4	5	1	2	3	4	5
Art Studio		1	2	3	4	5	1	2	3	4	5
Arts and Crafts Room		1	2	3	4	5	1	2	3	4	5
Sports Hall		1	2	3	4	5	1	2	3	4	5
Conference Saloon		1	2	3	4	5	1	2	3	4	5
Other (if any.....)		1	2	3	4	5	1	2	3	4	5

2. ) Identify the facilities which are done in your school by putting an “X” in the ‘available’ column. Then, circle the appropriate number which best describes your frequency of taking part in them and your satisfaction level of having them in your school.

<u>Facilities</u>	A V A I L A B L E	<u>Frequency of your attendance</u>					<u>Degree of satisfaction</u>				
		(1= never 2= little 3= sometimes 4= often 5= very often)					(1= never satisfied at all, 2= not satisfied, 3= neutral, 4= satisfied, 5= quite satisfied)				
Field trips (museum, exhibition)		1	2	3	4	5	1	2	3	4	5
Fun-purposed trips (picnic,...)		1	2	3	4	5	1	2	3	4	5
Various sport Tournaments		1	2	3	4	5	1	2	3	4	5
Competitions, (poem, essay,...)		1	2	3	4	5	1	2	3	4	5
Various musical activities (chorous,concert,...)		1	2	3	4	5	1	2	3	4	5
Theatre studies		1	2	3	4	5	1	2	3	4	5
School clubs (maths, chess, literature)		1	2	3	4	5	1	2	3	4	5
Folklore		1	2	3	4	5	1	2	3	4	5
Exhibition ( picture,....)		1	2	3	4	5	1	2	3	4	5
Panel, debate, Seminar		1	2	3	4	5	1	2	3	4	5
Other (.....)		1	2	3	4	5	1	2	3	4	5

## APPENDIX E

### ÖĞRENCİ ANKETİ

Sevgili Öğrenciler,

Bu anketin amacı, öğrenim gördüğünüz Müfredat Laboratuvar Okulunun sağladığı olanakları belirlemek, bu olanaklardan ne kadar faydalandığınızı ve ne derece memnun olduğunuzu saptamaktır.

Anket, 4 bölümden oluşmaktadır (A, B, C, D). Lütfen açıklamaları dikkatle okuyup, gereken işaretlemeleri yapınız. Verdiğiniz bu bilgiler sadece bilimsel araştırma amacıyla kullanılacaktır. Bu nedenle verdiğiniz bilgilerin eksiksiz olması çok önemlidir. Katıldığınız için çok teşekkür ederim.

ODTÜ Eğitim Bilimleri Bölümü  
Yüksek Lisans Öğrencisi  
Nehir Taşkın Çelik

#### A) AİLENİZ İLE İLGİLİ BİLGİLER

1. Oturduğunuz semt:.....

2. Ailenizdeki kişi sayısı (kendiniz dahil):.....

3. Annenizin mesleği:.....

4. Babanızın mesleği:.....

5. Annenizin eğitim düzeyi:

a.) ilkokul      b.) ortaokul      c.) lise      d.) üniversite      e.) lisansüstü

6. Babanızın eğitim düzeyi:

a.) ilkokul      b.) ortaokul      c.) lise      d.) üniversite      e.) lisansüstü

7. Ailenizin aylık geliri yaklaşık olarak ne kadardır?

a.) 300 - 499 milyon      b.) 500 - 749 milyon      c.) 750 milyon - 999 milyon

d.) 1 - 1.49 milyar      e.) 1.5 – 1.99 milyar      d.) 2 milyar ve üstü

## **B ) OKULUNUZDAKİ TEKNOLOJİK OLANAKLAR**

1. Okulunuzda bulunan tesis ve ekipmanları **mevcut** sütunundaki kutucuğa **X** koyarak işaretleyiniz. Ardından **mevcut olanları** derslerde **ne sıklıkta kullandığınızı** ve bu tesis ve ekipmanlardan **ne derecede memnun olduğunuzu** rakamları **yuvarlak** içine alarak işaretleyiniz.

<u>Tesisler/ Donanımlar</u>	<b>M E V C U T</b>	<b><u>Derslerde kullanılma sıklığı</u></b> (1= hiç 2=az 3= ara sıra 4= sık 5= çok sık)					<b><u>Memnuniyet Dereceniz</u></b> 1= hiç memnun değilim, 2= memnun değilim, 3= kararsızım, 4= memnunum, 5= çok memnunum				
		1	2	3	4	5	1	2	3	4	5
Y. Dil Laboratuvarı		1	2	3	4	5	1	2	3	4	5
Bilgisayar laboratuvarı		1	2	3	4	5	1	2	3	4	5
Fen Bilgisi laboratuvarı		1	2	3	4	5	1	2	3	4	5
Televizyon		1	2	3	4	5	1	2	3	4	5
Video/ VCD Player		1	2	3	4	5	1	2	3	4	5
Tepegöz		1	2	3	4	5	1	2	3	4	5
Kaset çalar / Teyp		1	2	3	4	5	1	2	3	4	5
Slayt projektörü		1	2	3	4	5	1	2	3	4	5
Video kamera		1	2	3	4	5	1	2	3	4	5
Diğer, var ise yazınız (..... )		1	2	3	4	5	1	2	3	4	5

## **C. OKULUNUZDAKİ EĞİTSEL AKTİVİTELER**

1. Okulunuzda kütüphane var mı? İlgili kutucuğu işaretleyiniz (√).

a) Evet.  ..... b) Hayır.  ..... c) Bilmiyorum...  ..

2. Eğer varsa, kütüphaneyi ne sıklıkta kullanıyorsunuz?

İlgili kutucuğu işaretleyiniz (√)

a.) hiç kullanmıyorum       b.) yılda 1-2- defa       c.) ayda 1-2- defa   
d.) haftada 1-2- defa       e.) her gün kullanıyorum

3. Öğretmenleriniz dersleri işlerken aşağıdaki yöntemlerin hangilerini kullanıyorlar, **mevcut sütunundaki kutucuğa X** koyarak işaretleyiniz. Ardından, işaretlediğiniz yöntemlerin öğretmenleriniz tarafından **ne sıklıkta kullanıldığını** rakamları yuvarlak içine alarak işaretleyiniz.

<u>YÖNTEMLER</u>	<b>M E V C U T</b>	<b><u>Öğretmenlerinizin kullanma sıklığı</u></b>				
		1= çok az, 2=az, 3= ara sıra, 4= sık, 5= çok sık				
Düz Anlatma (Dersin büyük ölçüde öğretmen tarafından anlatılması)		1	2	3	4	5
Soru-cevap		1	2	3	4	5
Deney yöntemi (Sınıf içinde veya laboratuarda deney yaparak öğrenme)		1	2	3	4	5
Buluş yöntemi (Öğrencilerin birey veya grup olarak bazı konularda verilen bir soru veya soruna kaynaklardan yararlanarak çözüm ve ya çözümler bulmaya çalışması)		1	2	3	4	5
Gezi-gözlem-inceleme (Müze, çevre vb. okul dışı ortamlarda öğrenme)		1	2	3	4	5
Drama-canlandırma		1	2	3	4	5
Tartışma (Sınıf veya grup halinde bir konuda öğretmen ve öğrencinin fikirlerini söylemesi)		1	2	3	4	5
Araştırma yöntemi (Sorunları araştırarak öğrenme)		1	2	3	4	5
Gösteri yöntemi (Bir konuyu, alanında uzman kişilerden öğrenme)		1	2	3	4	5
Diğer(.....)		1	2	3	4	5

4. Dersleriniz daha çok öğrenci merkezli mi (sınıfta öğrencinin aktif olması) yoksa öğretmen merkezli mi (sınıfta öğretmenin aktif olması) yapılıyor? İlgili kutucuğu işaretleyiniz (√).

a.) öğrenci merkezli  b.) öğretmen merkezli  c.) fikrim yok

5. Derslerinizde ne sıklıkta grup çalışması yapıyorsunuz? İlgili kutucuğu işaretleyiniz (√).

a.) sık sık yapıyoruz  b.) ara sıra yapıyoruz  c.) hiç yapmıyoruz

6. Derslerinizde ne sıklıkta bireysel projeler yapıyorsunuz? İlgili kutucuğu işaretleyiniz (√).

a.) sık sık yapıyoruz  b.) ara sıra yapıyoruz  c.) hiç yapmıyoruz

#### **D.) OKULUNUZDAKİ SOSYAL TESİSLER VE FAALİYETLER**

1. Okulunuzda bulunan üniteleri ve sosyal tesisleri, **mevcut** sütundaki ilgili kutucuğa **X** koyarak belirtiniz. Mevcut olanları kullanma sıklığınızı ve bu faaliyet mekanlarının okulunuzda bulunmasından duyduğunuz memnuniyeti ilgili rakamları yuvarlak içine alarak işaretleyiniz.

<u>Okulunuzda bulunan birimler/ tesisler</u>	<b>M E V C U T</b>	<b><u>Kullanma sıklığınız</u></b>					<b><u>MemnuniyetDereceniz</u></b>				
		1= hiç,	2=az,	3= ara sıra,	4= sık,	5= çok sık	1=hiçmemnundeğilim,	2= memnun değilim,	3= kararsızım,	4= memnunum,	5= çok memnunum
Psikolojik danışma ve rehberlik servisi		1	2	3	4	5	1	2	3	4	5
Müzik odası		1	2	3	4	5	1	2	3	4	5
Resim atölyesi (odası)		1	2	3	4	5	1	2	3	4	5
İş teknik atölyesi		1	2	3	4	5	1	2	3	4	5
Spor salonu		1	2	3	4	5	1	2	3	4	5
Konferans salonu (büyüktoplantı salonu)		1	2	3	4	5	1	2	3	4	5
Diğer.....		1	2	3	4	5	1	2	3	4	5

2. Okulunuzda aşağıdaki etkinliklerden hangileri yapılıyor, yapılanları önce **mevcut** sütununa **X** işareti koyarak işaretleyiniz, Siz bu etkinliklere **ne sıklıkta katıldığınızı** “katılma sıklığınız” başlıklı sütundaki sayılardan size uygun olanı **yuvarlak** içine alarak işaretleyiniz. Katıldığınız etkinliklerden **memnuniyet durumunuzu** ilgili sütundaki sayılardan size uygun birini **yuvarlak** içine alarak işaretleyiniz.

<u>Okulunuzda düzenlenen etkinlikler</u>	<b>M E V C U T</b>	<u>Katılma sıklığınız</u>					<u>MemnuniyetDereceniz</u>				
		(1= hiç, 2=az, 3= ara sıra, 4= sık, 5= çok sık)					(1=hiçmemnun değilim, 2= memnun değilim, 3= kararsızım, 4= memnunum, 5=çokmemnunum)				
Eğitim amaçlı geziler (müze,sergi..)		1	2	3	4	5	1	2	3	4	5
Eğlence amaçlı geziler (piknik,...)		1	2	3	4	5	1	2	3	4	5
Çeşitli Spor turnuvaları		1	2	3	4	5	1	2	3	4	5
Yarışmalar (resim, şiir, kompozisyon,..)		1	2	3	4	5	1	2	3	4	5
Çeşitli müzik aktiviteleri (koro,konser,...)		1	2	3	4	5	1	2	3	4	5
Tiyatro çalışmaları		1	2	3	4	5	1	2	3	4	5
Okul kulüpleri (satranç,edebiyat, matematik.)		1	2	3	4	5	1	2	3	4	5
Folklor		1	2	3	4	5	1	2	3	4	5
Sergiler ( resim,...)		1	2	3	4	5	1	2	3	4	5
Panel, münazara, seminer		1	2	3	4	5	1	2	3	4	5
Diğer (.....)		1	2	3	4	5	1	2	3	4	5

## APPENDIX F

Table 4.7  
*Percentages Of Technological Opportunities Offered in the CLSs*

Equipment	Availability				Frequency of using them in the lessons										Degree of satisfaction									
	Yes		No		1		2		3		4		5		1		2		3		4		5	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Foreign Lang. Lab	3	0.7	430	99.3	1	0.2	-	-	1	0.2	-	-	1	0.2	-	-	-	-	-	-	2	0.5	1	0.2
Computer Lab.	433	100	0	0	5	1.2	51	11.8	60	13.9	149	34.4	168	38.8	7	1.6	20	4.6	38	8.8	150	34.6	218	50.3
Science Lab.	433	100	0	0	48	11.1	110	25.4	129	29.8	74	17.1	72	16.6	34	7.9	46	10.6	70	16.2	134	30.9	149	34.4
Television	399	92.1	34	7.9	156	36	121	27.9	80	18.5	19	4.4	23	5.3	105	24.2	51	11.8	67	15.5	81	18.7	95	21.9
VCD/Video	371	85.7	62	14.3	112	25.9	145	33.5	72	16.6	23	5.3	19	4.4	77	17.8	53	12.2	65	15	82	18.9	94	21.7
OHP	430	99.3	3	0.7	20	4.6	49	11.3	115	26.6	98	22.6	148	34.2	17	3.9	20	4.6	45	10.4	156	36	192	44.3
Tape Recorder	360	83.1	73	16.9	79	18.2	112	25.9	106	24.5	35	8.1	28	6.5	44	10.2	46	10.6	62	14.3	89	20.6	119	27.5
Slide Projector	246	56.8	187	43.2	69	15.9	77	17.8	56	12.9	22	5.1	22	5.1	49	11.3	37	8.5	56	12.9	50	11.5	54	12.5
Camera	172	39.7	261	60.3	83	19.2	40	9.2	28	6.5	11	2.5	10	2.3	46	10.6	16	3.7	36	8.3	32	7.4	42	9.7
Other	3	0.7	430	99.3	-	-	-	-	1	0.2	1	0.2	1	0.2	-	-	-	-	-	-	1	0.2	2	0.5

\*f: 1 = never, 2 = little, 3 = sometimes, 4 = often, 5 = very often \*\*degree of satisfaction: 1 = never satisfied at all, 2 = unsatisfied, 3 = neutral, 4 = satisfied, 5= quite satisfied

Table 4.8

*Percentages of Teaching Methods Used by the Teachers*

Methods	Availability				*Frequency of students' attendance									
	Yes		No		1		2		3		4		5	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Lecture	392	90.5	41	9.5	32	7.4	36	8.3	76	17.6	133	30.7	116	26.8
Question & Answer	411	94.9	22	5.1	9	2.1	34	7.9	93	21.5	145	33.5	131	30.3
Experimentation	391	90.3	42	9.7	49	11.3	61	14.1	108	24.9	78	18	95	21.9
Discovery	338	78.1	95	21.9	46	10.6	65	15	99	22.9	85	19.6	44	10.2
Field trip	301	69.5	132	30.5	82	18.9	77	17.8	87	20.1	28	6.5	27	6.2
Dramatization	280	64.7	153	35.3	59	13.6	69	15.9	79	18.2	43	9.9	30	6.9
Discussion	395	91.2	38	8.8	42	9.7	60	13.9	102	23.6	111	25.6	79	18.2
Research	371	85.7	62	14.3	36	8.3	52	12	107	24.7	104	24	72	16.6
Demonstration	206	47.6	227	52.6	45	10.4	54	12.5	5	12.2	35	8.1	21	4.8
Other	3	0.7	430	99.3	-	-	1	0.2	-	-	-	-	2	0.5

\* frequencies: 1 = never, 2 = little, 3 = sometimes, 4 = often, 5 = very often

Table 4.9

*Percentages of Social Units Available in the CLSs*

Social Units	Availability				* Frequency of use										** Degree of satisfaction									
	Yes		No		1		2		3		4		5		1		2		3		4		5	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Guidance Service	410	94.7	23	5.3	8	20.1	95	21.9	102	23.6	56	12.9	70	16.2	33	7.6	23	5.3	64	14.8	114	26.3	176	40.6
Music Room	287	66.3	146	33.7	75	17.3	32	7.4	28	6.5	60	13.9	92	21.2	52	12	23	5.3	33	7.6	65	15	114	26.3
Art Studio	311	71.8	122	28.2	110	25.4	39	9	41	9.5	52	12	69	15.9	63	14.5	22	5.1	48	11.1	79	18.2	99	22.9
Arts and Crafts ..	429	99.1	4	0.9	7	1.6	15	3.5	49	11.3	136	31.4	222	51.3	7	1.6	14	3.2	28	6.5	142	32.8	238	55
Sports Hall	338	78.1	95	21.9	13	3	15	3.5	68	15.7	95	21.9	147	33.9	19	4.4	15	3.5	30	6.9	77	17.8	197	45.5
Conference R.	296	68.4	137	31.6	43	9.9	68	15.7	108	24.9	46	10.6	31	7.2	36	8.3	23	5.3	62	14.3	92	21.2	83	19.2
Other	8	1.8	425	98.2	2	0.5	-	-	2	0.5	1	0.2	3	0.7	1	0.2	-	-	1	0.2	-	-	6	1.4

\* frequencies: 1 = never, 2 = little, 3 = sometimes, 4 = often, 5 = very often

\*\*degree of satisfaction: 1 = never satisfied at all, 2 = unsatisfied, 3 = neutral, 4 = satisfied, 5= quite satisfied

Table 4.10

*Percentages of the Social Activities Offered in the CLSs*

Facilities	Availability				*Frequency of students' attendance										** Degree of satisfaction										
	Yes		No		1		2		3		4		5		1		2		3		4		5		
	N	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	
Field trips	345	79.7	88	20.3	39	9	86	19.9	126	29.1	48	11.1	46	10.6	38	8.8	41	9.5	69	15.9	86	19.9	111	25.6	
Fun purposed	337	77.8	96	22.2	39	9	100	23.1	111	25.6	43	9.9	44	10.2	34	7.9	33	7.6	51	11.8	89	20.6	130	30	
Sport Tourn.	393	90.8	40	9.2	50	11.5	67	15.5	79	18.2	107	24.7	90	20.8	42	9.7	22	5.1	74	17.1	102	23.6	153	35.3	
Competitions	405	93.5	28	6.5	47	10.9	47	10.9	92	21.2	135	31.2	84	19.4	29	6.7	25	5.8	84	19.4	140	32.3	127	29.3	
Music Activities	377	87.1	56	12.9	65	15	86	19.9	87	20.1	71	16.4	68	15.7	44	10.2	35	8.1	81	18.7	108	24.9	109	25.2	
Theatre	307	70.9	126	29.1	49	11.	63	14.5	106	24.5	52	12	37	8.5	36	8.3	37	8.5	62	14.3	85	19.6	87	20.1	
School clubs	280	64.7	153	35.3	51	11.8	63	14.5	73	16.9	53	12.2	40	9.	32	7.4	32	7.4	81	18.7	66	15.2	69	15.9	
Folklore	320	73.9	113	26.1	74	17.1	55	12.7	76	17.6	67	15.5	48	11.1	44	10.2	38	8.8	68	15.7	91	21	79	18.2	
Exhibitions	355	82	78	18	37	8.5	67	15.5	110	25.4	82	18.9	59	13.6	30	6.9	24	5.5	75	17.3	110	25.4	116	26.8	
Panel, debate..	256	59.1	177	40.9	47	10.9	63	14.5	65	15	49	11.3	32	7.4	33	7.6	32	7.4	53	12.2	66	15.2	72	16.6	
Other	1	0.2	432	99.8	1	0.2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0.2

\* frequencies: 1 = never, 2 = little, 3 = sometimes, 4 = often, 5 = very ofte \*\*degree of satisfaction: 1 = never satisfied at all, 2 = unsatisfied, 3 = neutral, 4 = satisfied, 5= quite satisfied