A STUDY ON THE STRUCTURAL AND PROCESS QUALITY OF EARLY CHILDHOOD EDUCATION AND CARE CENTERS IN ANKARA

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ABSTRACT

A STUDY ON THE STRUCTURAL AND PROCESS QUALITY
OF EARLY CHILDHOOD EDUCATION AND CARE CENTERS
IN ANKARA

Tekmen, Belkıs

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Due to the recognition of the significance of early childhood years worldwide there has been a dramatic increase in the number of early childhood education programs in Turkey. However, the increase in the quantity of such programs brings the question of quality. İn this study structural and proces quality of early childhood education and care centers in Ankara is investigated and compared depending on the institutions thay are affiliated to. The data for this study is gathered through a combination of quantitative and qualitative methods.

Keywords: Early childhood education, structural quality, process quality.

ÖZ

ANKARA İLİNDEKİ OKULÖNCESİ EĞİTİM KURUMLARININ YAPISAL VE İŞLEVSEL KALİTESİ ÜZERINE BİR ÇALIŞMA

Tekmen, Belkıs

Yüksek lisans, İlköğretim Bölümü Okulöncesi Eğitimi

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Okulöncesi dönemin öneminin dünya genelinde anlaşılmasına bağlı olarak, ülkemizdeki okulöncesi kurumlarının sayısında da çarpıcı bir artış görülmektedir. Ancak bu niceliksel artış beraberinde nitelik sorgulanmasını da gündeme getirmektedir. Bu çalışmada, Ankara il merkezindeki okulöncesi eğitim kurumlarının yapısal ve işlevsel kalitesi araştırılmış ve bağlı oldukları kurumlar bazında karsılaştırmaları yapılmıştır. Bu çalışmanın veri toplama ve analizinde nitel ve nicel araştırma teknikleri kullanılmıştır.

Anahtar Kelimeler: Okulöncesi eğitim, yapısal kalite, işlevsel kalite.

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CHAPTER I

INTRODUCTION

During the latter half of the twentieth century, the demand for early childhood education increased extremely in both industrialized and developing countries because of two reasons mainly; an increase in the number of women with young children employed outside the home, and a growing awareness of the development of children's cognitive and social skills during the early years, which is a critical time for such development that can be fostered by participation in early childhood programs (Olmsted & Montie, 2001).

Although there is not a magical recipe for an early education and care program which is effective and beneficial for all age ranges, cultures, and needs, it is widely accepted that the high quality early childhood education and care should take into consideration the family, the community and the professionals. Throughout the world, governments at both the local and national levels, as well as the voluntary agencies, are spending large amounts of money and effort on programs and projects of different types to support early childhood education.

By the emergence of new theories, ideas and issues relating to the education and care of young children and the quest to provide educationally and developmentally appropriate programs keep challenging early childhood professionals to determine what is best for young children and their families

(Morrison, 1991). Ecological systems theory is one of these theories that view the child in an ecological perspective, in which an individual's experience is nested within interconnected systems (Bronfenbrenner, 1989). Briefly, in this theory, microsystems, such as families and child-care centers, are characterized by face-to-face connections among individuals. Mesosystems consist of two or more microsystems and the linkages or processes that combine or connect them. These mesosystems exist within the larger context of the exosystem, those centers in which the child does not directly participate but that influence the lives of parents and other adults in the child's world, such as a parent's workplace, educational institutions that train child-care teachers and providers, and government agencies that set regulations for child-care facilities or establish welfare-reform policies. The mesosystems and exosystems operate within the context of macrosystem of societal and cultural beliefs and practices. These systems are not static, but may change over time.

Using ecological systems theory as a framework, to study in the early childhood education field there should be an understanding of links between structural indicators of quality and children's development and also need to understand the mechanisms by which structural quality affects process quality, which requires examining what actually happens in the early childhood education care centers. Structural characteristics include the staff: child ratio (the number of children per teacher), the group size (number of children in the center), and the education and specialized training of teachers, principals and other staff working in this field. The features of structural quality can be regulated, but on the other

hand, process quality refers to the nature of the care that children experience—the warmth, sensitivity, and responsiveness of the caregivers; the emotional tone of the setting; the activities available to children; the developmental appropriateness of activities; and the learning opportunities available to children. Unlike the features of structural quality, process quality is not subject to state or local regulations, and it is harder to measure.

Another important framework for studying quality in early childhood education and care is *developmentally appropriateness, which* is both a philosophy and a guideline to support the development of the whole child. Based on theories of Dewey, Vygotsky, Piaget, and Erikson, developmentally appropriate practices reflect an interactive, constructivist view of learning (Bredekamp, 1987). Key to this approach is the principle that the child constructs his or her own knowledge through interactions with the social and physical environment. The child is viewed as intrinsically motivated and self-directed, effective teaching capitalizes on the child's motivation to explore, experiment, and to make sense of his or her experience (Novick, 1996).

Parents select particular types of childcare, of varying quality, for children of different ages and these decisions vary with family structure, parental characteristics, geographical location, and other factors.

1.1. Purpose and significance of the study

The educational system in Turkey is centralized and all types of education, governmental or nongovernmental, are under the responsibility of Ministry of

National Education (MONE). Compulsory education includes the age range of 6 to 14 year in primary education and preschool education is not included in the compulsory education.

Early childhood education and care centers, which include preschools and day cares, are under the supervision of two different institutions. Preschools that serve children from 3 to 6 years are affiliated to MONE and the daycares that serve children from 0 to 6 years are affiliated to the Social Service and Child Protection Agency (SSCPA). Early childhood education and care centers either private or governmental (public) should be licensed by one of them. In addition, there are nursery classes serving children from 5-6 years in the primary schools under the supervision of MONE, and experimental preschools serving children from 3 to 6 years under the supervision of universities and vocational high schools.

Due to the recognition of the significance of early childhood years worldwide there has been a dramatic increase in the number of early childhood education programs in many countries and also in Turkey. In 1983-1984 academic year there were only 2,784 centers of early childhood education and care and 78,981 children were enrolled in them, but today the total number of these centers is a 16,016 and there were 434,771 children enrolled in them (MEB, 2005).

However, the increase in the quantity of such programs brings the question of quality. On the other hand, as the centers are supervised by two different institutions there comes the question of possible differentiations among their

applications. Their structural and process dimensions that affect the benefit of children enrolled in them should be studied.

1.2. Research Questions

In this study answers of three main research questions were investigated.

1. How is the structural quality of the early childhood education and care centers in Ankara characterized in terms of DAP including "supervision and licensing", "admission policy", "physical description", "teacher training", "availability of ancillary services and outside resources", and "parent involvement"?

2. Are there any significant differences in structural quality of early childhood education and care centers in Ankara depending on the institutions they are affiliated to?

3. How is the process quality of the early childhood education and care centers in Ankara characterized in terms of DAP?

1.3. Definition of the terms

Early Childhood Education and Care (ECEC): Education and care of children under 6 years of age before the compulsory primary education.

Early Childhood Education and Care Centers: This term includes the preschools under the supervision of Ministry of National Education and the daycares under the supervision of General Directorate of Social Service and Child Protection Agency.

Structural Quality: It includes the quality of structural components refer to regulatable aspects of childcare and education, such as staff: child ratio, group size, and teacher characteristics.

Process Quality: It includes the quality of child's experiences while in the settings such as the provision of developmentally appropriate activities.

Developmentally Appropriate Practice: It is a set of guidelines suggesting curriculum content and practice serving children birth through age 8 to encourage early childhood programs to provide an educational environment that responds to the needs and interests of children.

CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction

In this chapter, after presenting the different views to define quality in early childhood, the most common components of overall quality which are structural and process characteristics of early childhood education are discussed by the help of the recent researches. Relating child outcomes with quality improvement, how to measure the quality in early childhood education is viewed by giving research findings on this subject. As one of the important consumers of quality, parents' perceptions on quality are described by example studies. Lastly, some examples of the researches made in Turkey about the early childhood education are described.

2.2. Defining Quality in Early Childhood Education

"To understand why an early childhood service is *good quality* or *bad quality*, it is necessary to understand *the quality* of the service" (Moss, 1994, p.2).

Attempts to conceptualize quality have resulted in the development of a variety of definitions. McGurk (1995 as cited in Alcock, 1996), distinguished the aspects of quality as:

- Quality structures, such as staff: child ratio, group size,

- Quality processes, involving the quality of the child's experiences at the centre, and
- Quality outcomes, which result from a combination of quality structures and quality processes.

Balageur, Mestres, and Penn (1992 as cited in Alcock, 1996) listed ten categories of quality indicators, which comprise structural and process aspects of quality: (1) Accessibility and usage, (2) The community, (3) Environment, (4) Valuing diversity, (5) Learning activities, (6) Assessment, (7) Relationships, (8) Cost benefits, (9) Parents' views, (10) Ethos. Researchers and pedagogues together use these dimensions to document and evaluate the quality of learning in early childhood centers. Together they develop an action plan that the pedagogues implement and monitor. Researchers assist pedagogues in a reflective process of researching *for* rather than *about* quality (MacNaughton, 1996).

In her study, Olmsted (2002) described the framework of quality in early childhood programs as a complex concept influenced by values and beliefs and closely bound up with culture and contexts. It is also a dynamic concept, with definitions evolving and changing over time. Within this complex, dynamic context, it is still possible to identify certain indicators of quality that are of interest to most countries. These include *input indicators*, *process indicators*, and *outcome indicators*.

Input indicators, which refer to the structural characteristics of early childhood settings or informal services, include such things as training and qualifications of staff and availability of materials and equipment. In formal

settings, input indicators may also include group size and staff: child ratio. *Process indicators* include the actual happenings within a setting. These may include communication styles, interpersonal relationships, and the experiences of children in settings.

Outcome indicators refer to the impact of the program in terms of effectiveness and include children's health, developmental status, and school adjustment (Olmsted and Montie, 2001).

The present early childhood regulations are concerned with quality structures mostly and the evaluative perspective which is one of the four primary ways that we can assess early childhood education and care programs using a combination of structural and process variables. Katz (1993) describes these four perspectives —from above, below, outside and inside a program (figure 2.1).

The "above", "adult" or *top-down perspective,* is from first hand experience. In the U.S. this is the perspective in use when licensing consultants, accreditation validators, and the host of other "experts" who inspect and regulate programs come in from outside to assess its quality. Through the top-down perspective, both structural and process factors are examined. It focuses on program attributes and consists of structural, global, process components. Structural quality includes group size, staff qualifications and levels of experience, and child/teacher ratio. Global quality entails classroom practices and environments that promote children's growth and learning. Process quality entails adult responsiveness to and behavior with children. The top-down perspective has been utilized in every major study of childcare quality. The *bottom-up or* "child"

perspective investigates quality from the child's vantage point and includes information about children's comfort, level of acceptance, and engagement in activities. The *outside-in* or parents' perspectives on quality entail program flexibility and staff responsiveness to family needs. The *inside out* or "staffs' perceptions of quality include administrative, collegial, parental, and sponsor relationships (McMullen, 2003).

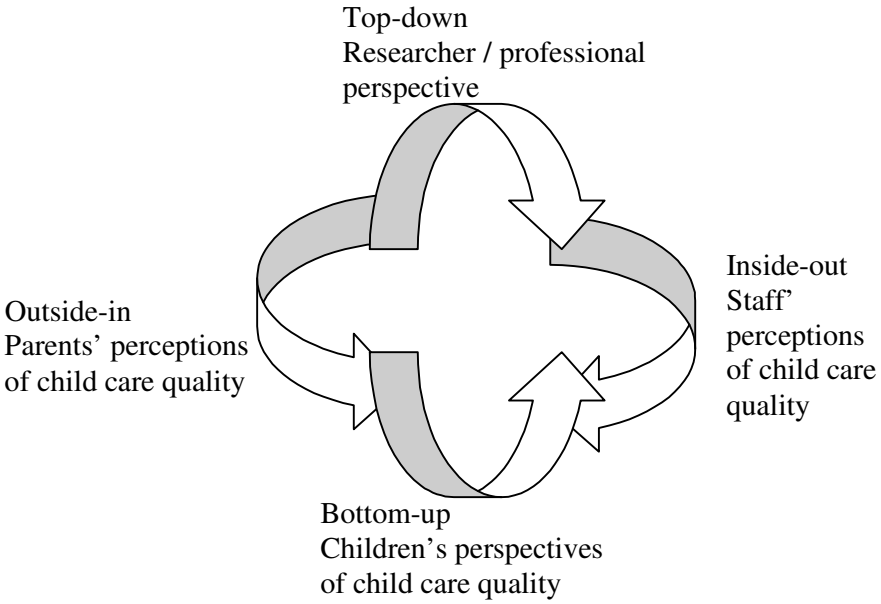

Figure 2.1 Four perspectives of quality (Katz, 1993, p.8)

On the other hand, Moss (1996) pointed out that most of the quality perspectives are exclusionary, being exclusive to a particular stakeholder group and they propose the development of an inclusionary perspective of quality which

reflects the perspectives of all stakeholder. In fact, quality in early childhood services is a constructed concept, subjective in nature and based on values, beliefs and interest, rather than an objective and universal reality. "Quality childcare is, to a large extent, in the eye of the beholder and that beholder can be anyone or any group from among a range of stakeholders, each with an interest in early childhood services (Moss, 1996, p.172).

All citizens benefit from quality early childhood services. As an aid to stakeholders' understandings of the various quality perspectives, Moss (1996) suggested that the process of defining quality for the various stakeholder groups is an important area for future early childhood research.

The social and cultural legitimating of early childhood education and care depends on pedagogues adopting, articulating and demonstrating a broad macro perspective of early childhood education and quality. To do these, pedagogues need to be aware of quality in early childhood education from the perspectives of all stakeholders; parents, children, researchers and the wider community. Ultimately all members of all societies are stakeholders because the future of all societies depends on children.

Recently, discussions of childcare quality have focused on the classroom composition, curriculum and program philosophy, physical environment, staff characteristics, staff-child interactions and parent-staff communication. Among these factors physical environment is a widely recognized indicator of quality from the researcher/professional perspective. Researchers agree that health and safety criteria must be met first. Additional factors such as the amount of space

per child, the presence of age appropriate toys and materials, accessibility of materials to children, and even aesthetic considerations such as the amount of "soft" materials in the environment also play a role in the quality of the physical environment (Howes, 1983).

Another set of factors that researchers and professionals have included in their quality definition on characteristics of childcare is staff. The most important factors in this area are (1) the amount and content of staff training/education, and (2) stability of staff (Howes and Hamilton, 1993). Staff education is linked with higher quality care in all settings—home, center, and relative care. Staff with formal training in early childhood education are more likely to recognize children's interests, ask and answer questions, speak at the child's eye-level, be sensitive to children's needs, and generally be warm and attentive to children (Bredekamp and Copple, 1997). Also, it is found that frequency of parent–caregiver communication was positively correlated with quality (Ghazvini and Readdick 1994).

In the study of Ceglowski (2004), five major identifiers of quality of child care programs are discussed: (1) structured programs that offer learning activities to children and provide culturally responsive care; (2) group sizes that are at or below licensing requirements, low staff turnover, and staff ratios that are at or above licensing requirements; (3) adequate facilities and equipment that are safe and a nutrition program that offers wholesome meals; (4) programs that are parent friendly and help parents locate needed community resources and support; (5)

programs that seek accreditation and offer staff higher wages and more benefits. Ratings for the responses were as follows:

Parents most frequently mentioned a structured environment that provides culturally responsive care (45%) as a hallmark of quality childcare programs. Parents also indicated that programs that welcome and support parents (24%) are important. Parents discussed safety and adequate facilities in 18% of the responses. Like parents, family and center-based childcare staff most frequently mentioned a structured environment that provides culturally responsive care as characteristics of quality programs (36%). They also indicated that communicating and supporting parents (27%) and a safe, well-equipped facility (18%) were important factors.

Program administrators and teacher educators most frequently mentioned group size and teacher/ child ratios as the most important characteristics of quality child care programs (28%). They also frequently discussed safety and facilities (21%) and communicating with and supporting parents (20%). Resource and referral staffs' responses were similar to parents and providers in most frequently discussing a structured environment that provides culturally responsive care as characteristics of quality programs (37%). They also indicated that safety and facilities (30%) and group size and teacher/child ratios (16%) were important factors. Childcare licensers discussed a structured environment that provides culturally responsive care (52%) as characteristics of quality programs. They also indicated that communicating and supporting parents (23%) and accreditation and salaries (16%) were important characteristics of quality programs.

As Ceglowski (2004) suggests,

> By expanding the current definition of child care quality to include these viewpoints we might better understand the child care landscape and influence the choices available to families, program types, and staff support and professional development opportunities (p.110).

The childcare definition of different variables in figure 2.2 also shows the multidimensional view of quality.

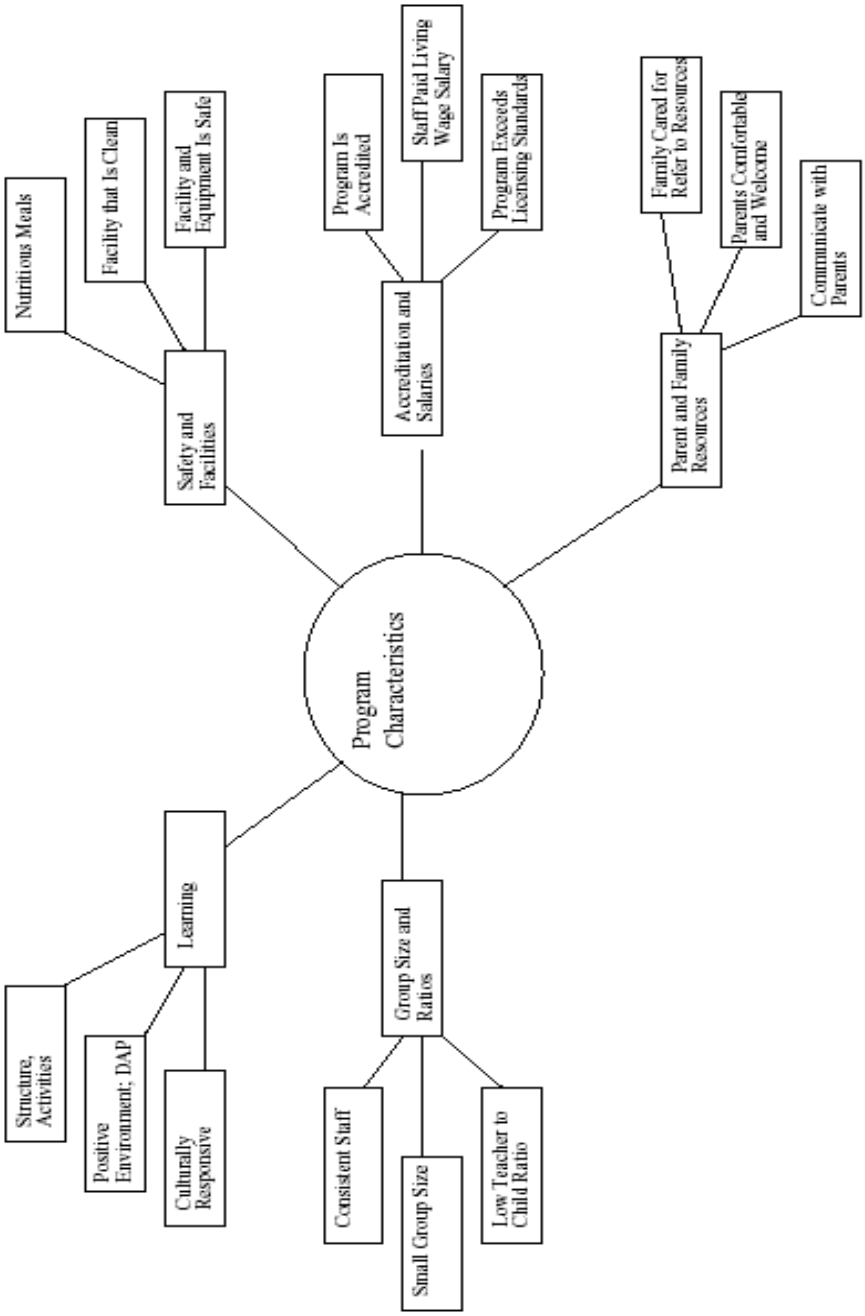

Figure 2.2 Program characteristics of childcare quality (Ceglowski, 2004, p. 110).

2.3. Total Quality in Early Childhood Education

Another important issue about quality is, as a concept it encompasses more than structures and minimum standards. It is an intangible, dynamic process dependent on supportive structures, but not a direct outcome of those structures. Quality also encompasses diverse values reflecting various perspectives of quality. Systems and policies are also important for effective management in quality assurance perspectives (Alcock, 1996). However, people and processes are the essential elements of quality in service organizations. Therefore quality assurance in early childhood services is best analyzed form a total quality management perspective in which people, leadership and processes are the essence of quality.

Williams (1995) described the characteristics of the three most common approaches to quality, which are Total Quality Management, Quality Assurance and Quality Control (Table 2.1.). He suggested that the total quality approach was the most appropriate one for early childhood services.

Because quality is a complex, multi-dimensional and dynamic concept, one has to consider many elements that affect it. Fitzgerald (2004) listed elements of total quality management in education as follows:

- Awareness and Commitment for Everyone
- A Clear Mission
- A Systems Planning Approach
- Teaming Replacing Hierarchy, and Enablement - Empowerment
- Focus on Mastery Learning

- Management by Measurement, and Development of Student TQM Skills

All of these elements have necessity in each level of education and so does early childhood education when we consider it as a system that needs continuous improvement. For example, the "awareness and commitment for everyone" item supports that every stakeholder in the early childhood education and care system must be aware of the characteristics of the quality in an early childhood education and care program and commitment of everyone to the process must be established by participation of parents, teachers, principals, policy makers and other staff working in this field. Moreover, to have a clear of mission of the goals and outcomes of the structure and process quality, every little step about the procedures and standards must be stated clearly and open to everyone without any confusion. Also the other elements such as focus on mastering learning supports the idea that every child has its own way and pace of learning and it is the responsibility of both the teachers and parents to find the best way to help the child. Fitzgerald (2004), also suggests that by portfolio assessments which are the dynamic records of constant improvement, children can take great pride because of their own development.

TQM is built on a foundation of ethics, integrity and trust. It fosters openness, fairness and sincerity and allows involvement by everyone. This is the key to unlocking the ultimate potential of TQM (William, 1995). In early childhood education, as for any other service these key elements are valid.

Table 2.1 Three approaches to quality (Williams, 1995).

Characteristics	Quality / Total Quality	Quality Assurance	Quality Control
Works Through	People	Systems	Standards
Purpose	Improve Outcomes for Users	Efficiency of System	Uniformity of standard
Responsibility	Of everyone but led by managers	Of each division or each unit	Of inspectorate or QA unit
View of Quality	Opportunity	Preventive	Problem
Primary Concern	Impact	Coordination	Detection of Error
Popular Forms of Expression	Total Quality Management, Continuous Improvement	Quality Assurance Systems	Inspection, Research, Assessment

The idea of involving every stakeholder is about defining the quality according to the goals of parents, children, pedagogues and the wider society. Researcher perspectives on quality may differ from the regulations, for example in relation to group size, ratios and staff qualifications. Market perspectives of quality will be related to the concept of customer satisfaction so may differ again from other perspectives.

One could argue that the quality of early childhood programs depends on the quality of the pedagogues. Where, pedagogues reflect collaboratively, consciously and critically on the program and their practices, quality evolves as an implicit part of the process of the change. In this sense quality may be described as a process of continuous improvement (Alcock, 1996).

2.4. Structural and Process Quality

Determining quality and developmentally appropriateness within early childhood settings will no doubt continue to be a difficult task (Bryant, Burchinal, Lau, and Sparling, 1994). Childcare quality traditionally has been defined as including both structural and process components. Structural components refer to regulatable aspects of care and education, such as staff: child ratio, group size, and teacher characteristics. Process quality refers to child's experiences while in the setting such as the provision of developmentally appropriate activities (Bryant et al., 1994).

There is a body of literature that examines the impact of structural characteristics on early childhood education and process quality. This impact is of special interest since many structural characteristics, such as staff: child ratios or teacher qualifications are considered responsible to regulation and can thus be used to influence the quality of care and education provided by the early childhood education programs.

The examination of structural characteristics in early education and care settings is important for both practical and theoretical reasons. Structural

characteristics are of practical importance because most are easy to measure objectively and thus serve as standards that can be monitored. They also provide the foundation for the more subjective features such as the dynamics of the interaction between teacher and the child (Love, Schochet & Meckstroth, 1996).

ECE processes include the activities that are carried out to protect children's health and safety and to encourage their positive physical, language, intellectual, emotional, and social development. Interactions between adults and children, the types of materials and activities that children can access, and the personal care routines provided are all considered when evaluating process quality.

Process quality is most proximally influenced by the structural variables that actually exist within the classroom, such as teacher characteristics or staff: child ratio. Teachers organize the classroom, provide activities for children, manage personal care routines, and interact with children. Thus the characteristics of teachers should be directly and strongly related to the process quality that children experiences. The amount of ECE training that teachers have received has been related to positive caregiver behaviors. A higher level of formal education has been shown to relate to more positive teacher behaviors (Arnett, 1989)

In practice, structural and process variables work together in an early education and care program in such an interrelated fashion as to be nearly inseparable. It is quite difficult and much less meaningful, for instance, to examine a teacher's relationship to individual children in her classroom (a process

factor) without considering the number of children and adults in the environment (a structural component).

Bronfenbrenner (1989) in his *ecological systems theory* explains the complex interplay not only between humans and the environment but also the various environmental factors affecting the child. It is particularly relevant to understanding the impact of structural characteristics and the factors that shape them. In Bronfenbrenner' s theory the environment is conceptualized as having several levels, all of which impact directly or indirectly on the developing child they can be thought of as varying from the most proximal to the most distal in relationship to the child. The most proximal level, which comprises the child's daily experiences, is the *microsystem*, the pattern of activities, roles and interpersonal relations experienced by children in a given face-to-face setting. The *mesosystem* consists of the linkages and the processes taking place between two or more settings such as the child's care setting and the home. The exosystem consists of the linkages between the two or more settings, at least one of which does not include the child. The *macrosystem* the most distal one to the child consists of the micro, meso, and the exosystems characteristics of a given culture, and other broader social contexts.

According to the ecological theory, ECE processes can be embedded within various spheres of influence, including the center in which the classroom operates as well as the community, at the local level and a broader level as well. The surrounding spheres include the structural variables that can influence classroom processes. These structural variables can be categorized as proximal,

having a more direct impact on the processes that children experience, or distal, impacting the processes less directly. It is theorized that the more proximal variables will impact process quality more strongly than the more distal. The outer sphere in the figure represents the macrosystem in which a classroom exists and consists of variables such as the national cultural or economic conditions (figure 2.3). These can be assumed to influence all the lower spheres of influence in which ECE processes occur (Bronfenbrenner, 1979 as cited in Cryer, Tietze, Burchinal, Leal and Palacios, 1999).

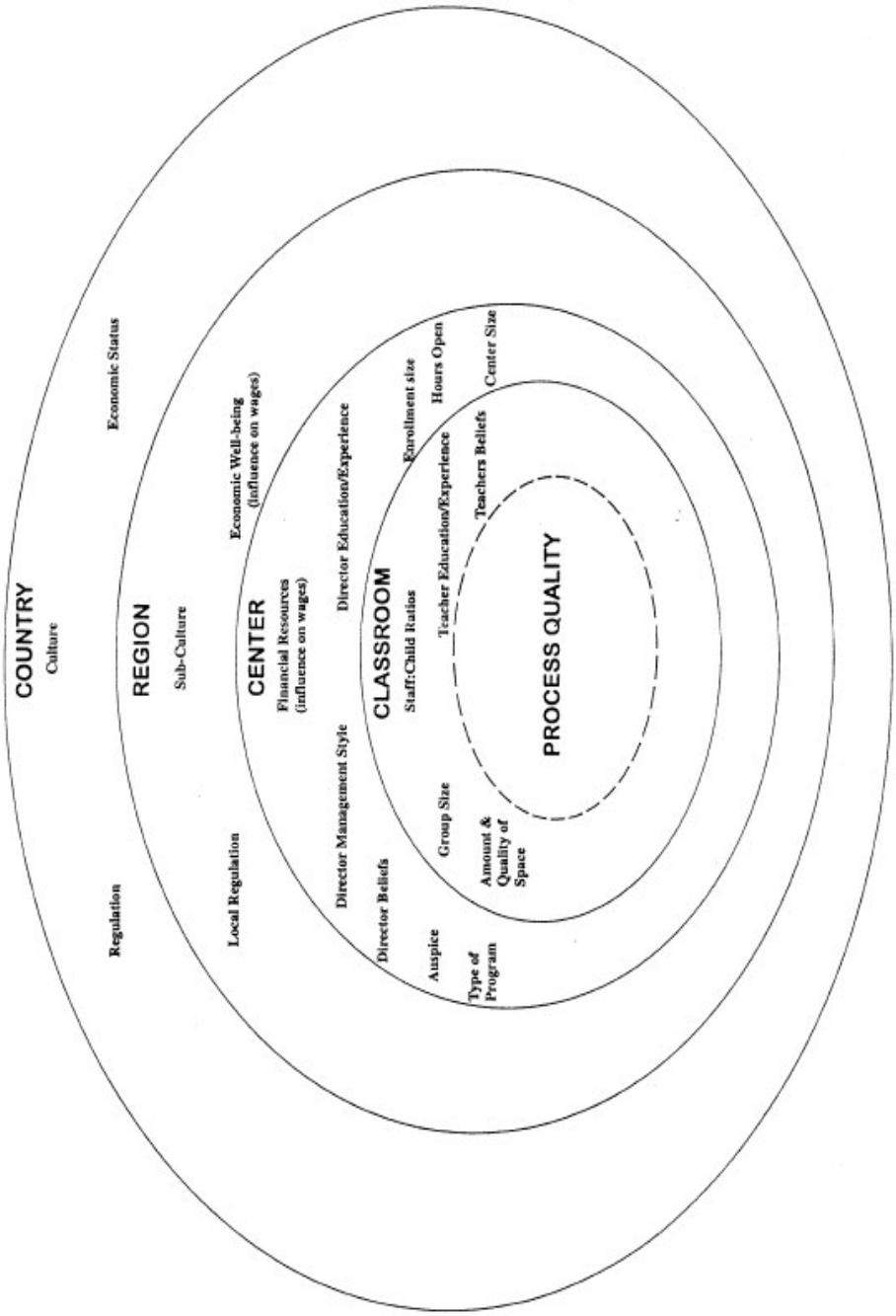

Figure 2.3 Spheres of influence on ECE programs (Cryer, 1999).

2.5. Relating Quality with Child Outcomes

Childcare quality has been studied extensively since the 1970's. Early research focused on the effects of infant-maternal attachment, later in the late 1970's, many researchers turned their attention to the question of how variations in childcare affected children's development, especially cognitive and social development (Anderson, Nagle, Roberts, & Smith, 1981, cited in Ceglowski, 2004). Child-care quality has been positively related to cognitive development and social competence of preschoolers in studies that controlled family background characteristics such as socioeconomic status, maternal education, or family structure (McCartney, Scarr, Phillips, Grajek, and Schwarz, 1982 cited in Ceglowski, 2004).

In terms of quality structural factors are easier to actually observe than process factors and thus, easier to measure and regulate, but they are considered to only indirectly impact outcomes for children. Process variables, on the other hand, are factors that are considered to have a direct influence on children; however, these factors, sometimes described as "dynamic", are much more difficult to directly measure and usually require the interpretation of experts. Process variables include professionals' actual ways of behaving, their personal characteristics and dispositions, the quality of their relationships with the children, parents, and other adults in their care and education environments, and caregiver stress and burnout (Olmsted and Montie, 2001).

Results of a wide spread study, The Cost, Quality, and Child Outcomes Study (CQCO Study Team, 1995) brought early childhood issues closer to the

forefront of public attention by documenting the status of center-based child care in America. The study team observed a total of 400 childcare centers across four case study states: North Carolina, Colorado, Connecticut, and California. Results of the study underscored the need for, and the importance of, better care and education for infants, toddlers, and preschoolers. These settings were evaluated using, in part, the Early Childhood Environmental Rating Scale (ECERS) (Harms & Clifford, 1980) and many were found to provide "poor to mediocre" care. In many of these childcare centers the levels of warmth and nurturing, learning opportunities, and health and safety requirements received ratings below the threshold of appropriate development and care, particularly for infants and toddlers. There was a positive relationship between quality of care and child development; that is, children in high quality centers scored higher on developmental indices than children in lower quality centers (Gallagher, Rooney, and Campbell, 1999).

In the same study, a sub sample of children was followed through 2 years of childcare and the first 3 years of formal schooling (kindergarten through second grade). Children were assessed for receptive language skills, reading ability, and math skills. Childcare and school teachers rated the children's cognitive/attention skills, sociability, and problem behaviors each year. Longitudinal hierarchical linear models examined relations between the childcare quality composite collected at age 4 and children's developmental outcomes through grade 2. In all analyses, selection factors (maternal education, child's gender and ethnicity) were controlled statistically. It is found that high quality childcare had positive effects

on the children's language ability and sociability through kindergarten as well as on their math ability, thinking/ attention skills, and problem behavior through second grade.

In an other study that assessed the links between structural quality, process quality, and children's outcomes, the NICHD Early Child Care Research Network (2002) found that the relation between caregiver training and child: adult ratio, on the one hand, and children's cognitive and social competence, on the other hand, was mediated by process quality— that is, higher levels of caregiver training and lower ratios of children to adults in child-care settings were associated with higher levels of process quality, which were, in turn, associated with children's greater cognitive and social competence (Marshall, 2004).

In the study of Burchinal & Cryer (2003), the National Institute of Child Development in USA examined the association between the childcare quality and development through 3 years for over 1,100 children. Families were recruited at the child's birth, and childcare settings chosen by families were observed. Quality of care for children in a wide variety of settings (centers, childcare homes, babysitters in child's home, and care by relative including grand parents) was measured by a standard rating scale when the children were 6, 15, 24, and 36 months of age. Children's cognitive and language development at 15, 24, 36 months, and social skills at 24 and 36 months were found to be related to the observed quality in the analyses of the child care settings.

Other research has considered longer-term associations between childcare quality and children's social-emotional outcomes. Howes (1983) focused on one

particular aspect of process quality, childcare socialization practices, in relation to children's subsequent developmental outcomes. Caregivers' involvement and investment in child compliance were measured during naturalistic observations in the childcare setting. Having a more involved and invested caregiver during the first 3 years was associated with kindergarten teachers' reports that the children had fewer behavior problems and better verbal IQs.

Carefully crafted preschool programs have shown significant effects repeatedly on young children's cognitive growth and occasionally on their social development. Responsive and stimulating childcare at the ECE programs, as well as at home are linked theoretically and empirically to better cognitive and social outcomes for young children (Bronfenbrenner, 1989).

An example of longitudinal studies showing the effect of early intervention is Carolina Abecedarian Project (Campbell and Ramey, 1995). This clinical trial began at 6 weeks postpartum and included (1) a randomized control group (n = 23) that received family support social services, pediatric care, and child nutritional supplements, (2) an experimental group (n = 25) that received the services of a high-quality center-based intervention for the first 5 years and additional educational support services from kindergarten to grade two, (3) an experimental group (n = 24) that received only the early intervention, and (4) an experimental group (n = 24) that received only the K-2 educational support. IQ scores at 8 years and 12 years were significantly higher for preschool participants than for other children. Furthermore, children who had participated in the preschool program had higher scores on tests of reading and mathematics

achievement at 8 and 12 years. They were less likely to be retained a grade at ages 8, 12, and 15, and they were also less likely to be placed in special education. The most recent follow-up report from this research team (Early Learning, Later Success: the Abecedarian Study, 1999 cited in Wandell and Wolfe, 2000) included findings to 21 years. Intervention children were reported to be older, on average, when their first child was born and to have been more likely to attend a four-year college (Wandell and Wolfe, 2000).

2.5.1. Outcome Research on Structural Quality

Underlying the importance of staff: child ratios of early childhood education and care centers is the belief that, adult caregivers mediate children with the physical and social environment. Verbal interaction, physical contact, social games are opportunities to practice and enjoy social exchanges and a sense of security and self-worth (Phillips and Howes, 1987, as cited in Olmsted and Montie, 2001).

The National Child Care Staffing Study (NCCSS, Whitebook et al., 1989) investigated the relationship of teacher characteristics and work environment to quality of care. Two hundred and twenty seven early childhood education and care centers in five metropolitan areas in the United States participated in the study and teacher and director interviews, classroom observations and child development measures were the data collecting instruments. Researchers included staff: child ratios and group size as structural environmental measures. It is found that lower staff: child ratios predicted more positive teacher- child interactions and more

children language competency. However the group size was not related to teacher behaviors (as cited in Olmsted and Montie, 2001).

Using the same structural indicators, which are staff: child ratio and group size, Howes, Smith, and Galinsky, (1995) investigated the relationship between the structural and process quality by using ECERS for assessing process quality and children's social development. They found a strong relationship between the quality of the caregiving and the number of children per adult. Additionally, just one child to the classroom made a difference; preschool children in classrooms with 8 or fewer children per one caregiver were more likely to receive caregiving rated "very good" than were children in classroom with 9 children. Also, classrooms with 18 or fewer children were more likely to experience developmentally appropriate activities than children in classrooms with more than 18 children per one adult.

There is a relationship between the structure of the space in childcare settings and behavior of those who work and play in that space. Piagetian theory argues that children learn and develop through their interactions with the environment, and also it is important to recognize the influence of the culture on the perception of privacy, room size and the arrangement of the space. For instance, in some cultures privacy is rare and not necessarily a desired quality, while other cultures highly value individuals' space and time to be alone (Greenman, 1988 as cited in Olmsted and Montie, 2001).

Well-organized space with clear boundaries for separate activities has been associated with positive adult involvement, increased child exploratory behavior,

more cooperation between children and beer cognitive performance (Moore, 1986 cited in Olmsted and Montie, 2001).

2.5.2. Outcome Research on Teacher Training and Experience

The amount and the type of the education that the preprimary practitioners affect their practices in the work place and the quality of the education and care children receive. Both inservice and preservice education have been found to be effective in improving the skills of teachers and the caregivers, and programs that focus on child-related issues and emphasize practical application and likely to have the greatest effect on the teacher behavior (Arnett, 1989, Whitebook et al, 1989, and Cost, Quality, and Child Outcomes Study 1995).

Results from a study (Arnett, 1989 cited in Olmsted and Montie, 2001), examined the effects of four levels of teacher education. Level 1 participants had no previous training, level 2 participants had completed the first two courses in the Bermuda College Teacher Training Program, level 3 participants had completed the entire program which was including four courses, and the level 4 participants had obtained four -year degree in early education. It was assumed that there were few preexisting differences between the participants in all the levels. As expected, level 4 teachers were distinctly different from other groups, their attitudes and behaviors toward children were more positive. Caregivers at level 2 and 3 were found to be very similar in their interactions with children, both groups were more positive than the first level with no training.

In addition to the formal training, researchers have documented that inservice training affects the quality of the children's experiences in preprimary centers (Whitebook et al, 1989). Inservice training beyond formal teacher's formal education is a significant predictor of program quality and more developmentally appropriate practices.

In contrast to the research on teacher education and training, there is little evidence in the literature to show the amount of experience teachers have has an effect on the teacher behavior or child outcomes. In the Cost, Quality, and Child Outcomes Study (1995), it was found that although the experience of the teachers were not related to the child care quality, administrator's experience was one of the most important factors related to the quality of the care (the others were staff-child ratio, group size and staff education).

2.6. Developmentally Appropriate Practices (DAP)

DAP is a philosophy that guides the education of young children from birth through eight years. It is based on current empirical knowledge of child development derived from research and recognized theory. Based on theories of Dewey, Vygotsky, Piaget, and Erikson, developmentally appropriately practices reflect an interactive, constructivist view of learning (Bredekamp and Copple 1997). Key to this approach is the principle that the child constructs his or her own knowledge through interactions with the social and physical environment. Because the child is viewed as intrinsically motivated and self-directed, effective

teaching capitalizes on the child's motivation to explore, experiment, and to make sense of his or her experience (Bredekamp and Copple, 1997).

In 1987, the 90,000 member of NAEYC published the first generally agreed upon set of professional standards detailing appropriate and inappropriate practices in programs serving for the early childhood education and care. A widespread support for this theory and research based standards have also emerged especially in United States and in less than 7 years, over 3,500 programs were accredited by these standards (National Academy of Early Childhood Programs, 1994 as citied in Parmar and Hoot, 1995). The primary intend of DAP guidelines was to enhance the quality experiences afforded to young children enrolled to early childhood education settings (Bredekamp and Copple, 1997). These guidelines can be summarized in three essentials: (a) using child growth and learning principles for making curriculum and care decisions; (b) relying on child initiated and directed activities; and (c) recognizing play as the primary vehicle for encouraging development and learning (Bredekamp and Copple, 1997).

The essential element of DAP is child-centered learning. This includes the belief that children learn best by participating in social activities based on personal need and interest (Dewey, 1902; 1956; 1916), as well as the notion that children literally construct their own logical structures, and thus their own intelligence, in order to interact with their environment (Piaget, 1926; 1959). The teacher's role is conceptualized as that of a mediator or facilitator who provides the support, opportunity, and scaffolding that children need to achieve their

maximum developmental potential, much like Vygotsky's (1934; 1962) zone of proximal development. In this interactive approach to learning, the role of the teacher has been variously described as one who guides, observes, facilitates, poses problems, extends activities, and in Vygotsky's (1978) words, "creates a natural moment" in the child's environment. Children's spontaneous play promotes learning by providing opportunities for concrete, hands-on experiences. These experiences not only help the child to master his/her environment but allow the child to develop the capacity for self regulation, abstract thought, imagination, and creativity. Child learns to begin action, to explore, to imagine as well as feeling remorse for actions and need independence to initiate with the help of the environment organized for him\her. (Erikson, 1950) A major theme in DAP is to make learning meaningful for the individual child, using practices which reflect both the age and individual needs of the child. A strong emphasis is placed on learning to think critically, work cooperatively, and solve problems (Novick, 1996).

Especially with the publication of position statements on developmentally appropriate practice (DAP, Bredekamp,1987) and the application of DAP criteria into accreditation model by the National Association for the education of Young Children (NAEYC), the discussion on the definition of quality of ECE was evoked. Although there has been an assumed consensus over DAP, there is a considerable difference in actual beliefs of practitioners on what would be the developmentally appropriate practice (Walsh, 1991). *Developmental appropriateness* can be defined in terms of two dimensions: age appropriateness

and individual appropriateness. Early childhood learning environments and experiences are age appropriate when they are consistent with knowledge of how young children of the particular age span typically develop. They are individually appropriate when they respond to the unique "pattern and timing of growth, as well as individual personality, learning style, and family background" of each child in the group (NAEYC, 1996).

Developmentally appropriate practices occur within a context that supports the development of relationships between adults and children, among children, among teachers, and between teachers and families. Such a community reflects what is known about the social construction of knowledge and the importance of establishing a caring, inclusive community in which all children can develop and learn.

However in 1997, Spodek and Saracho stated that DAP reflected maturation-oriented perspectives more than constructivist developmental theories, contradictory to the NAEYC arguments. Jipson (1991) addressed the value-laden, culturally affected nature of curriculum and criticized the underlying values of DAP as being Western and modernistic (e.g., valuing individualism, autonomy, success orientation, and logical thinking). On the other hand, in her article, Lubeck (2001), argued about the role of culture on program improvement and believed that less attention has been paid to issues of diversity and to particular ways in which children—and communities–differ, and also there cannot be categories for everything to fit into and that need to agree to disagree and then communicate about it. She also noted the limitations of Piagetian theory, to which

the NAEYC often refers as a theoretical basis, in that the theory is based on inaccurate assumptions of invariant, universal stages, and ignores sociocultural aspects of learning and development.

After such critics, the revised edition of the DAP (1996), answered to the critics who felt that DAP should be culturally aware. Early conceptions of DAP described two major components: that which is age appropriate and that which is individually appropriate (Bredekamp, 1987; Charlesworth, Hart, Burts, & DeWolf, 1993; Gestwicki, 1995). In a recent update of its policy the National Association for the Education of Young Children (NAEYC; Bredekamp & Copple, 1997) added a third component: that which is socially and culturally appropriate. Research on child development forms the basis for structuring age appropriate activities for children, while professionals conduct their own research daily in the classroom to determine what is individually appropriate for each child. Recognizing social and cultural experiences unique to each individual child based on social and cultural differences among people rounds out the major components requisite to DAP (Gestwicki, 1995).

According to Charlesworth (1998), DAP is characterized as a child-centered approach that views the child as the primary source of curriculum and recognizes young children's unique characteristics. It emphasizes the whole child (physical, social, emotional, and cognitive), while taking into account gender, culture, disabilities, socioeconomic status, family factors and any other important elements in order to meet the individual child's needs, developmental level and learning style.

The revised guidelines for developmentally appropriate practice (Bredekamp & Copple, 1997) explicitly describe the role of teacher-directed activities and are careful to use "both/and" language when referring to teaching approaches. They also clearly delineate the role of the cultural and social context in developmentally appropriate practice. According to the revised guidelines, learning is facilitated by teachers who make instructional decisions based on three important kinds of information or knowledge (Bredekamp & Copple, 1997, p. 36): 1) what is known about child development and learning; 2) what is known about the strengths, interests, and needs of each individual child; and 3) knowledge of the social and cultural contexts in which children live.

2.6.1. Research on Developmentally Appropriate Practice and Quality

In the study of Lee & Walsh (2004), the definition of quality in early childhood programs and what social and cultural conditions have influenced those definitions were investigated. An analysis of questionnaire responses from evaluators and interviews with early childhood practitioners was also conducted in order to explore underlying social and cultural conditions of each quality definition. The authors conclude that, in order to be valid and meaningful, evaluation of early childhood programs should be based on in-depth understanding of dynamic program processes and diverse stakeholders' perspectives on program quality. Evaluation should challenge and expand the dominant perspectives on early childhood program quality.

In a longitudinal study (Stafford, Rensburg& Greene, 2000) of low socio-economic-status children who had attended Head Start programs, student progress was followed from kindergarten through third grade. Both achievement and teachers' perceptions of academic and social progress were investigated. Children's academic achievement and teachers' perceptions of children's affective, academic, and social growth were compared among schools in which instruction was categorized along a continuum of high, medium, or low levels of DAP. High DAP teacher's perceptions of children's affective and academic growth were significantly higher than medium or low DAP teachers' perceptions, but children's academic achievement consistently showed no significant differences between groups.

Another research, carried by Charlesworth, Hart, Burts, and DeWolf (1993), investigated if they could predict which teachers would be most likely to have beliefs or do activities that are in accord with developmentally appropriate practice. Hey wanted to determine if classroom characteristics (class size, grade level, and number of children with disabilities in the class) or teacher characteristics (major, certification, years of experience, and beliefs about their relative influence on their classroom curriculum) would predict teacher beliefs or practices. Since reform efforts usually focus on changing teachers rather than changing classroom characteristics (Mangione, 1995).

Results showed that developmentally appropriate and developmentally inappropriate beliefs and practices can be predicted by classroom and teacher characteristics. The relationships are small, as they are in many preliminary

studies of beliefs or human behavior. Although there are many factors that potentially contribute to beliefs and practices, the significant prediction of teacher beliefs and practices by these variables was encouraging, especially because the associations among variables were in the expected directions (Buchanan, Burts, Bidner, White and Charlesworth, 1998).

Although there is a range of quality exists among ECE and care settings, there is a general agreement that DAP practices serve at least as a minimum of foundation for quality. The primary intent of DAP guidelines was to enhance quality of experiences afforded to young children enrolled in early childhood education settings (Bredekamp & Copple, 1997). Actions deemed essential to understanding DAP guidelines are: a) using child growth and learning principals for making curriculum and care decisions; b) relying on child initiated and directed activities; and c) recognizing play as the primary vehicle for encouraging development and learning (Bredekamp, 1987).

2.7. Early Childhood Environment Rating Scale (ECERS)

While there is consensus that quality matters, there is less consensus about what quality is or how it should be measured. Two different approaches to measuring quality can be distinguished. The first attempts to assess overall or global quality by including measures of a range of attributes associated with quality care. Most popular measures of *global or overall* quality of the classroom environment based on the DAP guidelines are the Infant-Toddler Environment Rating Scale (ITERS; Harms, Cryer, & Clifford, 1990), the Early Childhood

Environment Rating Scale (ECERS; Harms & Clifford, 1980), and the assessment profile for early childhood programs (Abbot-Shim & Sibley, 1987). Such observational instruments measure quality of the physical setting, curriculum, caregiver–child interactions, health, safety, scheduling of time, indoor and outdoor play spaces, teacher qualifications, play materials, center administration, and meeting staff needs.

Comprehensiveness and durability have made the Early Childhood Environmental Rating Scale (ECERS) (Harms and Clifford, 1980) and its associated measures, the Infant Toddler Environmental Rating Scale (ITERS) (Harms, Cryer, & Clifford, 1990) and the Family Day Care Environmental rating Scale (FDCERS), among the most widely used measures of the quality of care in child-care settings (Perlman, Zellman, Le, 2004). The ECERS was first presented in 1983 by Harms and Clifford, and included 37 items grouped into seven subscales on the basis of face validity. These items were drawn from research, from performance indicators of quality child care and early childhood programs, and from nominations by child-care practitioners. Validity was determined through use of an expert panel who rated the importance of the selected items as indicators of the quality of early childhood programs. A 1998 revision updated and expanded the ECERS, now 43 items, to reflect changes in the early childhood field, including items that address issues surrounding children with disabilities and increased cultural sensitivity. The ECERS-R also incorporated feedback from researchers concerning difficulties with particular items, and added indicator items to help scorers more reliably assign numerical values to items. It replaced

the original seven subscales with seven revised ones (Perlman, Zellman, Le, 2004).

Although no single accepted process measure of developmentally appropriateness exists, the Early Childhood Environment Scale (ECERS, Harms & Clifford, 1980) has been used widely to capture the essence of quality classrooms in both practical and research settings (Bryant et al., 1994). ECERS has important strengths, including having good psychometric properties and being relatively easy to use reliably. An extensive set of field tests of the ECERS-R was conducted in 45 classrooms in 1997, the scale as reliable at the item and the indicator level, and also at the level of total score. The percentage of agreement across the 470 indicators in the scale is 86.1% and the internal consistency level of the scale was 0.92. Also widespread use of the scale means that cross-study comparisons are possible (Vandel and Wolf, 2000).

La Paro, Sexton, & Synder (1998) used ECERS in their study to investigate the program quality characteristics in community-based early childhood settings. A total of 58 classrooms, 29 segregated and 29 inclusive, located in a metropolitan area of a large southern city in United States and the teachers in these classrooms were part of the study. Observations of the environment and the classroom practices were conducted in the classrooms by ECERS and teachers completed questionnaires related to beliefs and implementation of DAP. Results indicated that segregated and inclusive settings were generally similar across measures of program quality and levels of quality

were moderately good in both types of settings. The similarity in selected quality characteristics may reflect ongoing convergence in practice and quality in ECE.

With respect to specific items from the ECERS, findings from their study were similar to the Bailey, Clifford, and Harms, (1982) study. Items met only minimally adequate criteria for both types of settings. % 50 of the programs involved in the study met or exceeded the minimal criterion for a good or developmentally appropriate setting (a mean ECERS score of 5 or higher) was substantially higher than percentages reported in studies of other early childhood environments.

The reliability and validity of the ECERS have been examined with good results in the USA, Europe (Tietze et al., 1996) and in Chile (Herrera et al., 2002). "The ECERS provides a comprehensive assessment of the day-to-day quality of education and care environment for pre-school children, including such aspects as organization of space, equipment, planning, adult supervision and interaction with children" (Herrera et al., 2002, p.54). Results showed that Chilean education and care programs with a profile of care practices and adult/child interactions at an adequate level, with provision for fine and gross motor development, but with very limited learning opportunities from other materials and activities, like art, music or dramatic play. ECERS social development standards were also represented at a minimal or inadequate quality level. Informal use of language approached a good level, but display of books and pictures and use of language to develop reasoning skills were minimal in many cases. Space and furnishing for

staff scores approached “good”, but opportunities for the professional growth of staff were also limited.

In another cross-national study (Creyer, Tietze, Burchinal, Leal and Palacios, 1999), the relations between structural and process quality in preschool classrooms are examined and compared across four countries—Germany, Portugal, Spain , and the United States. Process quality was assessed using ECERS and the Caregiver Interaction Scale. Structural quality variables include classroom, center, wage, and regional characteristics. Hierarchical regression, in which blocks of structural variables were entered according to their relative proximity to process quality, indicated that despite the diversity of the national systems, many of the same structural features have an impact on process quality. However, no one consistently powerful predictor of process quality was found, and there was no single block of variables with an overwhelming influence. The findings are viewed in terms of possibilities for improving process quality through manipulation of structural characteristics.

Another example of international use of ECERS was the study of Turkish adaptation of the scale. Tovim (1996) conducted a study on the Turkish translation and reliability of ECERS. The study was carried out in three phases; the translation of ECERS, the transliteral equivalence, and reliability studies of the Turkish form of the ECERS. The researcher and a colleague applied the whole scale in five classes of two early childhood education and care centers. The result of the study showed that with some work on the “adult needs” subscale, the

Turkish form of the ECERS would be similar to the original one and could be used in the field of early childhood education.

2.8. Parent Involvement and Parents' Perceptions on Quality

The theoretical background for promoting parent involvement in early childhood education derives from the ecological systems theory of Bronfenbrenner (1989). The linkage between the home and the child care setting is important for the consistency and predictability of the child's environment (the mesosystem). However parent involvement is much more than sharing information, it means to involve parents to the program and enhance parent's knowledge of child development and parenting skills through the educational programs. On the other hand by this participation program quality improves because of the staff's understanding the values and concerns of the parents (Olmsted and Montie, 2001).

Parent-staff communication has been associated both with children's behavior and quality of communication. In one of the first investigations on this subject it is found that there is small but significant correlation between the quality of the parent-staff communication and the children's behavior in kindergartens of New Zealand (Smith and Hubbard, 1988 as cited in Olmsted and Montie, 2001). When communication between parents and staff is warm and reciprocal, children are more likely to talk with their teachers and it also affects the peer relation at the child care center.

However, early childhood program staff generally does not actively encourage the parents to spend large amounts of time in the centers. Thus, parents have little opportunity to accurately assess the quality of care and education that their children received.

2.9. Research in Turkey on Quality of Early Childhood Education

Although the rapid increase in the number of center-based early childhood education and care in Turkey, studies on the nature of the existing system is not very comprehensive. One of the first projects investigated the effects of social class and types of early childhood education and care centers on child and staff behaviors were held in 12 preschools (Bekman, 1982). Total sample consisted of 120 children and 32 staff members in Istanbul. Another study was a four-year longitudinal study (Kagitcibasi, Sunar, and Bekman, 1988), which aimed to develop an intervention model which could be applied in economically and socially disadvantaged environments. Six preschools were participated in the study, three of them educational and three were custodial. Preschools were differentiated depending on their purpose either educational or custodial and under the supervision of MONE or SSCPA. All had a full day session and teachers were graduated from the Child Development Departments of Vocational High schools. Checklists to evaluate the physical environment, interviews with the principals and child development indicators such as Stanford-Binet IQ test, Tizard six level rating scale observations were used. In both projects the centers showed differences with respect to the factors which determine the nature of preschool.

Not surprisingly, the different types of physical and psychological environments provided by centers with different objectives had differential effects on child and staff behavior. The educational preschool setting founded to be more supportive than the custodial preschool setting for the development of children.

Because of the lack of standardization in the field of early childhood education and care, and accepting early childhood period as related only to custodial procedures not the educational, early childhood education could not get the priority in the education system in Turkey. When we look at the research on early childhood education and care in Turkey we cannot see much study related to quality of the centers.

In a recent study concerning the structural quality of the ECEC centers in Ankara, the outdoor design criteria for preschool education centers were investigated (Erdem, 2003). It was aimed to determine the principals of exterior place design of preschool education centers including the social, physical, emotional, cognitive and motor development of preschool children. It was recognized that preschool education and games had paramount importance on child development. In the study, exterior place settings in preschool education institutions were examined in respect to the characteristics of architecture and found that the exterior characteristics of the preschools were inadequate and far from meeting the needs of children. Another study (Dincer, 2000 as cited in Erdem, 2003) was also supported the similar findings. Eighty-eight preschools in Ankara were examined regarding to the outdoor play area and found that there

was a great need to improve the current situation of the exterior places of the centers.

In a descriptive study conducted in Ankara (Turla, Sahin, and Avci, 2001), the characteristics of the preschool teachers (years passed in their occupation and the schools they graduated from) and the problems they faced about the physical and program characteristics of the preschool they were working at are investigated and analyzed if there were any relations between the teachers experience and the problems they noticed in the field. Results showed that among the 440 teachers participated in the study in the early childhood education and care centers located in Ankara, as the years passed in the formal education and the more experience they received, the teachers were more realistic in realizing the problems of the field and the center they worked at.

In another study considering the preschool teachers, (Is, 2003), the adequacy of the preschool teachers about their success to meet the institutional duties (Targets stated by MEB) was investigated. Data was collected by questionnaires from 145 administrators and teachers in Gaziantep. Responses were not as predicted, 66% of the subjects thought that they were not adequate and not pleased with their performance. However this also showed that the administrators and the teachers were aware of their inadequacy and this might be the first step to find out their deficiency and to improve their performance.

To look at the subject from a different component of the field, Koksal, Aral& Aktas (2000), conducted a study to determine general aspects of private preschools in Ankara and to find out expectations of administrators and teachers

working in these centers from the parents. Fouty-nine administrators and 105 teachers were included and questionnaire was used to collect data. Results showed that 23.07% of the owners and the 32.69% administrators were child development and education experts. 34.62% of these centers have education experts, 17.31% have psychologists, 17.31% have social workers, 7.7% have dietician. 37.665 have stated that parents should think the preschool education centers as the centers which their children gain self-care skills and learn socialization. Also 98.05% of the subjects thought that parents should know about the education programs of these centers. Also they found that only 7.8 % of the parents continue education given in centers at home.

As the number of parents demanding the early childhood education and care centers increase, their expectations from these centers will also get higher. To increase their comprehension on the benefits of their children, researchers, teachers and policy makers must work together and increase the level of the quality of early childhood education and care centers.

2.10. Summary of the Major Points

Quality in early childhood education and care has two main components structural and process quality. Structural quality includes staff: child ratio, teacher training and experience, health and safety regulations, ancillary services and availability of materials and equipments, parent and staff communication. Process quality includes the experiences of children and the staff at the center.

The higher the quality at the center, the more the children benefit for their development. Children in high quality centers scored higher on developmental indices than the ones in the lower quality centers. Especially higher levels of teacher training and lower levels of staff: child ratio associated with level of quality.

DAP guidelines serve as the most accepted standards of early childhood quality both or structural and process quality characteristics. ECERS is also one of the most popular process quality measures of the early childhood environment based on DAP. An adaptation study of ECERS was also conducted in Turkey and found reliable to be used in process quality studies.

Research in Turkey on early childhood education and care need more emphasis on quality. Recent studies about the structural quality especially on the physical characteristics of the centers showed that there is a need of revision of the regulations and applications of the ECEC centers in Turkey. Moreover, differentiation in the supervision types and aims of the ECEC centers increases the necessity of standardization.

CHAPTER III

METHOD

This chapter describes the overall design of the study, research questions, population and sample selection, data collection instrument, data collection procedures, data analysis procedures and limitations of the study.

3.1. Overall Design of the Study

An early childhood education program can be viewed as a system that is characterized by both its structural and process characteristics. These two components cannot be separated to have a complete understanding of the overall quality of the program and the setting. The purpose of this study is to determine the structural quality of the early childhood education and care centers in Ankara and see whether if there is a significant difference depending on the institutions they are affiliated to. In addition to the structural quality of the centers, process quality of a randomly selected sample is also investigated in the study.

Both quantitative and qualitative research methods are employed to carry out this study. A survey research is conducted to gather information about the structural characteristics of the Early Childhood Education and Care (ECEC) Centers. The subjects of this study involve 260 principals of the 260 early childhood education and care centers locating in central Ankara. 190 of them is

private day care, 3 of them is public daycare, 24 of them is public preschool, and 43 of them is private preschool. Of all the 260 centers 193 of them is under supervision of SSCPA and 67 of them is under the supervision of MONE.

For data gathering about the structural quality, Provider Survey -Organized Facility (Group Setting) Section I: Director Questionnaire and section II: Teacher / Caregiver Questionnaire developed for the International Association for the Evaluation of the Educational Achievement (IEA) Preprimary Project (1992) Phase 2 are administered as the quantitative measure.

For data gathering about the process quality, Early Childhood Environment Rating Scale- Revised (ECERS-R) developed by Harms and Clifford (1998) is used as the qualitative measure.

3.2. Research Questions

The following research questions guided this study:

1. How is the structural quality of the early childhood education and care centers in Ankara characterized in terms of DAP including "supervision and licensing", "admission policy", "physical description", "teacher training", "availability of ancillary services and outside resources", and "parent involvement"?

2. Are there any significant differences in structural quality of early childhood education and care centers in Ankara depending on the institutions they are affiliated to?

3. How is the process quality of the early childhood education and care centers in Ankara characterized in terms of DAP?

3.3. Context and Sample Selection

For the structural quality investigation of the study, the Structural Quality Questionnaire is mailed to every ECEC Center (260) to be answered by the principals. For the process quality part of the study by clustered sampling method ECERS-R is conducted in (9) ECEC Centers by two observers.

Nursery Classes serving children 5-6 years which are under the administration of primary schools and Application Schools serving children 3-6 years which are under the administration of Universities and Vocational Schools are not included in the sample. Nursery classes are attached to primary schools and administered by primary school principals and regulations, as they are not independent as other preschools, including them in the same study was not appropriate for the purpose of the study. Application schools' main aim is to train the students having education in early childhood field. Most of the candidate teachers are part of this training program and are not graduate teachers. Moreover they are under the supervision of the universities or vocational schools which make them inappropriate for this study.

3.4. Data Collection Instruments

3.4.1. Structural Quality Questionnaire

Structural Quality Questionnaire was developed by the IEA Preprimary Project (1992) researchers. It was used in the IEA Phase 2 study in 15 countries which were Belgium, China, Finland, Greece, Hon Kong, Indonesia, Ireland, Italy, Nigeria, Poland, Romania, Slovenia, Spain, Thailand, and United States to investigate the structure characteristics of child care centers.

It has 34 questions under 11 headings.

(1) Fee Structure

(2) Meals and Transportation

(3) Supervision or Licensing

(4) Admission Policy

(5) Physical Description

(6) Staff structure and Role Differentiation

(7) Teacher Training and Experience

(8) Inservice Training

(9) Patterns of Operation

(10) Availability of ancillary services and outside resources

(11)Parent Involvement

3.4.2. Early Childhood Environment Rating Scale (ECERS-R)

For the process quality part of the study, Early Childhood Environment Scale –Revised Edition (1997) is used. It is revised version of a rating scale

developed by Harms and Clifford in 1980. It has a broad definition of the environment including spatial, programmatic, and interpersonal features that directly affect children and adults in an early childhood center. It has 7 subscales and 43 items.

The seven subscales are:

(1) Space and Furnishings

(2) Personal Care Routines

(3) Language- Reasoning

(4) Activities

(5) Interaction

(6) Program Structure

(7) Parents and Staff

Each 43 item expressed as a 7-point scale with descriptors for 1 (in adequate), 3(minimal), 5(good), and 7(excellent). 2, 4, 6 are the mid points for example, 4 is a score that means between minimal and good. These quality levels are consistent with developmentally appropriate practices (DAP). The focus is on the needs of children and how to meet those needs to the best of our understanding (Harms and Clifford, (1997).

To determine the differences between "Minimal," "Good," and "Excellent" on the ECERS-R, here is an example:

Language and Reasoning: Item 16 (Must be scored yes on all indicators.)

Minimal:

3.1 Some activities are used by staff with children to encourage them to communicate.

3.2 Some materials are accessible to encourage children to communicate.

3.3 Communication activities are generally appropriate for the children in the group.

Good*:*

5.1 Communication activities take place during both free play and group times. (Ex.: Child dictates story about painting; small group discusses trip to store.)

5.2 Materials that encourage children to communicate are accessible in a variety of centers. (Ex.: Small figures and animals in block area; toys for dramatic play—outdoors or indoors.)

Excellent:

7.1 Staff balance listening and talking appropriately for age and abilities of children during communication activities. (Ex.: Leave time for children to respond; verbalize for children with limited communication skills.)

7.2 Staff link children's spoken communication with written language. (Ex.: Write down what children dictate and read it back to them; help them write note to parents.)

An extensive set of field tests of the ECERS-R was conducted by the researchers in the spring and summer semester of 1997 in 45 classrooms. It was found that the scale was a reliable indicator at the item level and at the level of the total score. Interrater reliability was 86.1% and the correlation between the two

observers was .921 product moment correlation (Pearson) and 0.865 rank order (Sperman). These are all within the generally accepted range with the total level of agreement being quite high.

As stated in the literature review chapter, ECERS-R is a widely used quality assessment tool with high reliability and validity. It was also translated into a number of languages including Italian, Swedish. German, Portuguese, Spanish and Icelandic and used in international studies (Tietze, Cryer, Bairrao, Palacious, and Wetzel, 1996 cited in Harms and Clifford, 1997).

3.5. Pilot study for the Instrument Adaptation

The questionnaire was translated to Turkish by the researcher. Then, it was translated back by a professional translator and the necessary changes were made. In order to assure its validity and reliability, one expert in the field of Turkish language and two experts in the field of early childhood education reviewed the questionnaire and necessary changes were made. For the pilot study, an initial pilot testing was conducted with 21 principals and teachers who were also studying in the early childhood education field in order to examine the reliability of the questionnaire. They were asked to fill out the questionnaire and make comments about the statements themselves for clarity.

On the other hand for the qualitative study conducted by the ECERS-R, to fill out the rating scale observation method was used. Establishing the validity of the observation, triangulation was used as a method to overcome the observer-bias in this study. For that purpose two observers trained in the early childhood

education field conducted ECERS-R at the same centers, at the same classes, and at the same time after the training and piloting study in the pilot ECEC center which was not included in the sample. Inter rater agreement of the scale was 0.77 (p=0.01).

Often the purpose of triangulation in specific contexts is to obtain confirmation of findings through the convergence of different perspectives. There are four basic types of triangulation. They are data triangulation, investor triangulation, theory triangulation, methodological triangulation, and environmental triangulation in qualitative researches (Fraenkel and Wallen, 2003). In this study, investor triangulation is conducted.

Investor triangulation involves using multiple investigator/ observer in the process. In order to triangulate, each observer studies the measure using the same qualitative method and findings of each observer is compared. If the findings from the different researchers arrive at the same point then validity has been established (Marshall and Rossman, 1999).

3.6. Data Collection Procedures

First, the researcher sent a proposal explaining the aim of the study to the Department of Educational Sciences at The Middle East Technical University, which in return was sent to the Ministry of National Education for permission and approval. The Structural Quality Questionnaires (see Appendix) were mailed to 260 ECEC centers (return envelopes were also included in the questionnaire envelopes), which included 187 private daycares, 43 private preschools, 3 public

daycares and 24 public preschools in central Ankara in February 2005. 165 ECEC centers returned the filled questionnaires to the researcher until April 2005.

ECERS_R was conducted in the 9 ECEC centers selected by clustered sampling by the two observers from March 2005 to May 2005. In each center observers spent approximately 4, 5 hours, which the minimum time spent in the center, was 3, 5 hours.

After the permission and the approval taken from the Ministry of National Education, permissions were taken and appointments were made with each principal of the randomly selected center to conduct the observation in randomly selected classrooms. Observers employed the research as non –participant observers in the centers. "In a non-participant observation study, researchers do not participate in the activity being observed but rather "sit on sidelines" and watch; they are not directly involved in the situation they are observing." (Fraenkel and Wallen, 2003, p.451).

3.7. Data Analyses Procedures

In this study, both quantitative and qualitative data were collected. Descriptive statistics such as frequency, percentages and chi-square were used to describe the data. All the statistical analyses were carried out by the Statistical Package for the Social Sciences (SPSS) for Windows 11.5 package program. The 0.05 level was established as a criterion of statistical significance for all the statistical procedures performed.

In addition to the observations made in the centers, some informal interviews were also made with both the principals and the teachers to have more information on some items that cannot be observed at that time about the process.

3.8. Limitations of the study

Data collected by the Structural Quality Questionnaire is filled by the principals (self-reported) and information they gave about the centers was considered as true. The study was limited to the information obtained by the principals employed in preschools and daycares in central Ankara. Besides the questionnaire some observation and interview in each school would be very helpful to have more accurate information on the structural quality of the centers.

Because of the nature of the observation, the sample of the process quality study was small. To include more centers in process quality study having research teams to employ ECERS-R would be useful.

CHAPTER IV

RESULTS

This chapter is devoted to a presentation of the results of the study which were obtained by analyzing the data in the way described in the preceding chapter. The findings concerning the structure and process quality of the early childhood and care centers are presented in two sections. The first section deals with the results related to structural characteristics of the centers obtained by the Structural Quality Questionnaire and the second section presents the results concerning process quality obtained by the Early Childhood Environment Rating Scale.

4.1. Overview of the Participants

260 Early Childhood and Care Center in central Ankara were asked to participate in the study, 165 of them returned the Structural Quality Questionnaires as valid. The distribution of the ECEC centers depending on the institutions they are affiliated to is presented in Table 4.1.

Table 4.1 Number of ECEC centers depending on the institutions they are affiliated to.

		N of the center
MONE		
	Private preschool	43 (36)
	Public preschool	24 (22)
SSCPA		
	Private daycare	187 (127)
	Public daycare	3 (0)
Total		260 (165)

Note: The numbers in parentheses indicate returned questionnaires.

4.2. Result Concerning the Structural Quality of ECEC Centers

To have an overall picture about the structural quality of the ECEC centers in Ankara, percentages of the given responses on the Structural Quality Questionnaire were described according to the order of the criteria listed in the method chapter.

4.2.1. Supervision and Licensing

For the criteria of *supervision and licensing*, percentages of the responses given to the licensing authorities consider in the inspection process of the center criterion are like this:

Availability of physical space and facilities 89.1%, amount and nature of equipment 83%, teacher and caregiver characteristics 80.6%, staff; child ratio 66.7%, curriculum and the activities 87.9%, fee structure 73.9%, staffing 87.5%, management 86.1%, child care food program 87.5%, health regulations 84.2%, and safety regulation 73.9%.

4.2.2. Admission Policy

For the criteria of *admission policy*, percentages of the responses given to the selection of the children criterion are like this:

Age of the child 89%, ability to care for self 30.9%, understanding and speaking skills 16.4%, motor developmental skills 24.8%, and special needs of the children 43%.

Percentages of the responses given to the categories of families who are targeted for recruitment or given priority of enrolment criterion are like this:

Low-income families 9.7%, high-income families 7.3%, single-parent families 11.5%, working parents 34.5%, and student parents 13.9%.

4.2.3. Physical Description

For the criteria of *physical description,* percentages of the responses given to the physical description of the property criterion are like this:

Single floor building 21.85%, double floor building 38.2%, building with more than two floors 37.6%, a detached building 49.7%, have an outdoor play area 89.7%, and have an indoor play area 68.5%.

All of the centers participated in the study reported that their centers were furnished and structured for use by children which includes, child sized tables and chairs, child sized toilet and sinks, shelves long enough for children to reach safely and books/toys/equipment appropriate for children served at the center.

Percentages of the responses given to the equipment for safety and health criterion are like this:

Fire alarm system 69.7%, fire extinguisher system 61.2%, fire extinguisher 94.5%, kitchen 100%, wash basins/flush toilet (indoor) 100%, water tank 49.1%, electric generator 10.3%, first aid supplies 93.9%, refrigerator 95.8%, bath/shower 49.1%, air conditioner 62.4%, heating system 93.9%, and car in working order 56.4%.

4.2.4. Teacher Training and Experience

For the criteria of *teacher training and experience* percentages of the responses given are presented in figure 4.1 and figure 4.2.

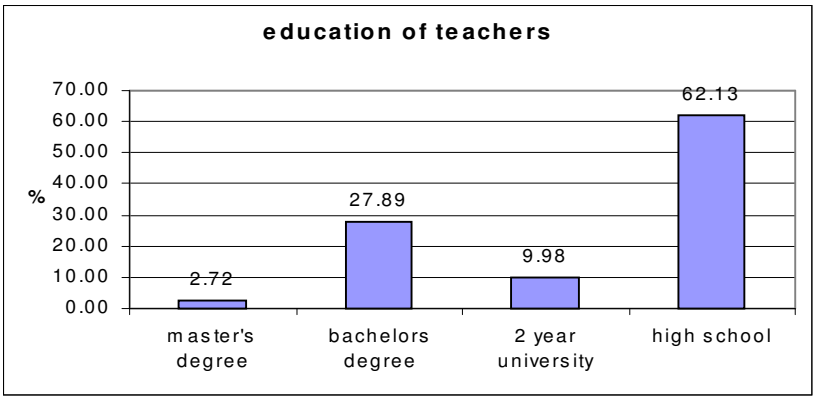

Figure 4.1 Percentages of education levels of teachers.

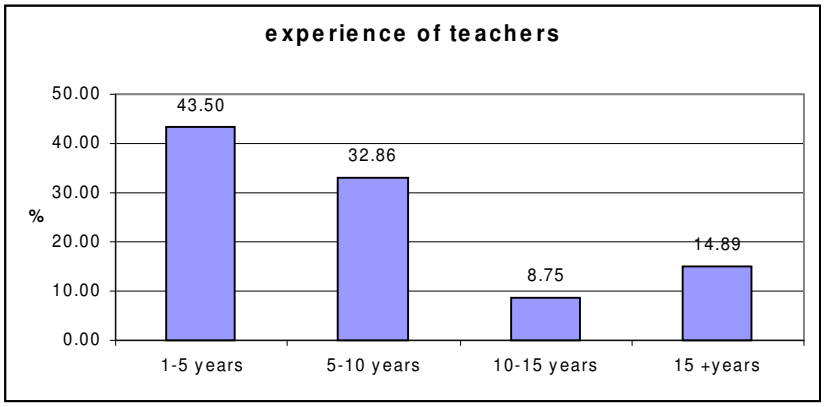

Figure 4.2 Percentages of the years of experience of teachers

Experiences of the principals working in the early childhood education and care centers also play an important role on the child outcomes as stated in the literature review chapter. Percentages of the responses given to that criterion are presented in figure 4.3.

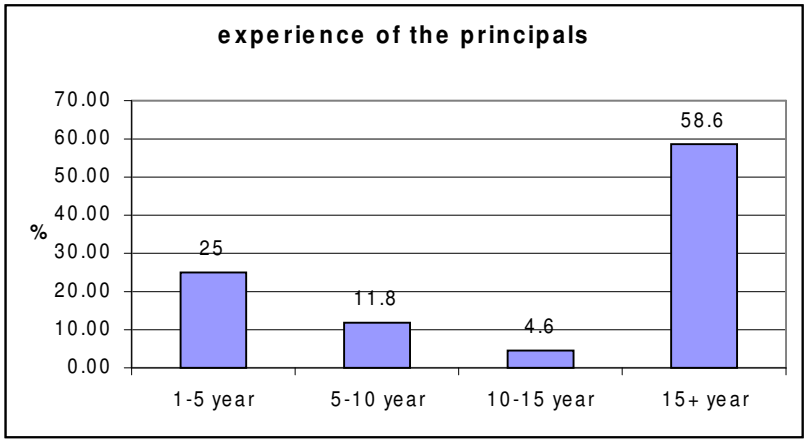

Figure 4.3 Percentages of the years of experience of the principals

4.2.5. Availability of Ancillary Services and Outside Resources

For the criteria of *availability of ancillary services and outside resources*, percentages of the "available" responses given to the availability of ancillary services criterion are like this:

Child psychological services 39.2%, developmental assessment 78.5%, educational evaluation of the children 81%, medical services 70.3%, nutritional services 34.8%, parent training 55.7%, second language training 38.6%, social work services 12.7%, and special education 14.6%.

Percentages of the "available once in a week" responses given to the availability of outside resources criterion are like this:

Art teacher 37.6%, music teacher 47.1%, dance teacher 49%, drama teacher 61.1%, librarian 10.2%, local field trips/community helpers 22.9%, athletics 11.5%, and swimming 8.3%.

4.2.6. Parent Involvement

For the criteria of *parent involvement*, percentages of the "once in a week" responses given are like this:

Home visits with parents 5.8%, newsletters or general notes to parents 55.8%, individual notes or phone calls to parents 77.6%, meetings with individual parents at the center 32.5%, parent group meetings 9.6%, parent participation on the advisory board 10.3% and parent volunteering on special occasions 7.1%.

4.3. Results Concerning the Differences in the Structural Quality Characteristics of the ECEC Centers

Chi-square test was employed to see if there are significant differences in the structural quality characteristics of ECEC centers depending on the institutions they are affiliated to (MONE / SSCPA).

4.3.1. Supervision and Licensing

In order to see if there is a significant difference of the responses given to the licensing and inspection criteria between the centers depending on the institutions they are affiliated to, chi square test was employed. The results according to the list of criteria in the questionnaire are given below in Table 4.2.

Table 4.2 The result of chi-square tests of the criteria licensing authorities consider in the inspection process of the center.

ITEMS		MONE		SSCPA		Chi-square
		N	**%**	**N**	**%**	
Availability of physical space and facilities	yes	55	94.8	92	86	0.08
Amount and nature of equipment	yes	54	93.1	83	77.6	0.01*

Table 4.2 (continued)

Teacher/ caregiver characteristics	yes	53	91.4	80	74.8	0.01*
Staff: child ratio	yes	34	58.6	76	71	0.10
Curriculum and the activities	yes	57	98.3	88	82.2	0.00*
Fee structure	yes	42	72.4	80	74.8	0.74
Staffing	yes	52	89.7	92	86	0.49
Management	yes	54	93.1	88	82.2	0.05
Child care food program	yes	51	87.9	93	86.9	0.85
Health regulations	yes	48	82.8	91	85	0.70
Safety regulations	yes	48	82.8	74	69.2	0.57

*p= 0.05, df= 1

As it is seen on the Table 4.2 the items which have a significant difference are “amount and nature of equipment”, “teacher and caregiver characteristics”, and “curriculum and activities”. Principals of centers under supervision of MONE see these three licensing criteria that authorities consider in the inspection process of the center more important than the principals of centers under the supervision of SSCPA do.

4.3.1.1. Staff: Child Ratio

According to the responses given to the average staff: child ratios, centers under the supervision of MONE have an average staff: child ratios of 1: 22 and centers under the supervision of SSCPA have an average score of 1: 17 at the age range of 4-6.

4.3.2. Admission Policy

In order to see if there is a significant difference in the responses given to the criteria of selection of the children between the centers depending on the institutions they are affiliated to, chi square test was employed. The results according to the list of criteria in the questionnaire are given below in Table 4.3.

Table 4.3 The result of chi-square tests of the criteria related to the selection of the children for the center.

ITEMS		MONE		SSCPA		Chi-square
		N	**%**	**N**	**%**	
Age of the child	yes	54	93.1	93	86.9	0.22
Ability to care for self	yes	24	41.4	27	25.2	0.03*
Understanding and speaking skills	yes	9	15.5	18	16.8	0.82
Motor developmental skills	yes	11	19	30	28	0.19
Special needs of the child	yes	21	36.2	50	46.7	0.19

*p= 0.05, df= 1

As it is seen on the table, “Understanding and speaking skills”, “Motor developmental skills”, and “Special needs of the child” are not seen as criteria of selection of the children for the center by both types of the centers. Only the answers given to the criteria for “Ability to care for self” is significantly different between the centers affiliated to SSCPA and MONE. More principals of centers under MONE see “Ability to care for self” as a criteria of a selection of child for the center than the principals of centers under SSCPA.

Another point to consider in the admission policy of the centers is the categories of families who are targeted for recruitment or given priority of enrollment. Table 4.4 describes the analyses of the answers given to that question.

Table 4.4 The result of chi-square tests of the categories of families who are targeted for recruitment or given priority of enrollment.

ITEMS		**MONE**		**SSCPA**		Chi-square
		N	**%**	**N**	**%**	
Low-income families	yes	5	8.6	11	10.3	0.73
High-income families	yes	6	10.3	6	5.6	0.37
Singe-parent families	yes	7	12.1	12	11.2	0.87
Working parents	yes	22	37.9	35	72	0.51
Student parents	yes	9	15.5	14	13.1	0.66

*p= 0.05, df= 1

In order to see if there is a significant difference of the responses given to the criteria of categories of families who are targeted for recruitment or given priority of enrollment between the centers depending on the institutions they are affiliated to, chi-square test was employed. Results show that none of the categories are significantly different (Table 4.4).

4.3.3. Physical Description

Both preschool (under supervision of MONE) and daycare (under supervision of SSCPA) buildings differ a great deal from one another. In order to see if there is a significant difference in the physical description of the buildings between the centers according to the institutions they are affiliated to, the following chi-square tests were employed and presented in Table 4.5.

Table 4.5 Physical description of the property

ITEMS		MONE		SSCPA		Chi-square
		N	**%**	**N**	**%**	
Single floor building	yes	17	29.3	19	17.8	0.08
Double floor building	yes	29	50	34	31.8	0.02*
Building with more than two floor	yes	12	20.7	50	46.7	0.00*
A detached building	yes	30	51.7	52	48.6	0.70

Table 4.5 (continued)

Have an outdoor play area	Yes	48	82.8	100	93.5	0.03*
Have an indoor play area	Yes	30	51.7	83	77.6	0.00*

*p= 0.05, df= 1

Results of the chi-square tests on the table 4.5 showed that the items which have significant differences are "having an outdoor play area" and "having an indoor play area". More centers affiliated to SSCPA have outdoor and indoor play area than the centers affiliated to MONE. On the other hand, items of having double floor building and having more than double floor building have significant difference depending on the institutions they are affiliated to.

All of the centers participated in the study answered "yes" to the question "*Is the center furnished and structured for use by children and have the following criteria?"* The items have the following criteria on Structural Quality Questionnaire:

- Child sized tables and chairs
- Child sized toilets and sinks
- Shelves long enough for children to reach safely
- Books/ toys/ equipment appropriate for children served at the center.

When we look at the Table 4.6 the results of the chi-square test in order to see if there is a significant difference of the responses given to the criteria of having equipments of the centers for safety and health between the centers depending on the institutions they are affiliated to show that responses given to the items; “Fire alarm system”, “Bath/ shower”, and “Air conditioner” are significantly different, and more centers under SSCPA have these equipments available at their centers.

Table 4.6 Equipment for safety and health

ITEMS		MONE		SSCPA		Chi-square
		N	**%**	**N**	**%**	
Fire alarm system	Yes	29	50	86	80.4	0.00*
Fire extinguisher system	Yes	37	63.8	64	59.8	0.61
Fire extinguishers	Yes	56	96.6	100	93.5	0.49
Kitchen	Yes	58	100	107	100	
Washbasins/ flush toilet (indoor)	Yes	58	100	107	100	
Water tank	Yes	33	56.9	53	54	0.36
Electric generator	Yes	4	6.9	13	12.1	0.28

Table 4.6 (continued)

First aid supplies	Yes	55	94.8	100	93.5	1.00
Refrigerator	Yes	56	96.6	102	95.3	1.00
Bath/shower	Yes	22	37.9	59	55.1	0.03*
Air conditioner	Yes	24	41.4	79	73.8	0.00*
Heating system	Yes	56	96.6	99	92.5	0.49
Car in working order	Yes	29	50	64	59.8	0.22

*p= 0.05 ,df= 1

4.3.4. Teacher Training and Experience

Teacher characteristics is one of the most important indicators of the structural quality in ECEC centers as supported by the recent researches described in the literature review chapter. The bar charts below presents the education and the experience of the teachers in the participant centers depending on the institutions they are affiliated to (Figure 4.4 and Figure 4.5).

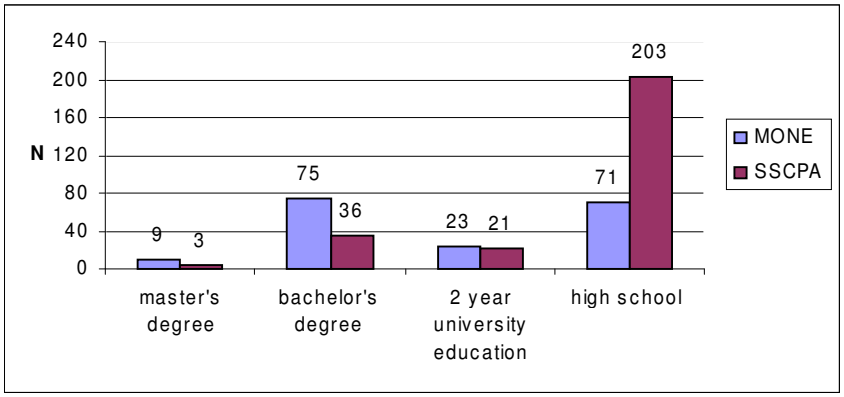

Figure 4.4 Level of the education of the teachers in ECEC centers under MONE and SSCPA

In figure 4.5 years of experiences of the ECEC teachers are presented. Most of the teachers (184 teachers) in the participant centers have experience between 1-5 years in early childhood education and 129 of them work in centers under SSCPA, while 55 of them work in centers under MONE.

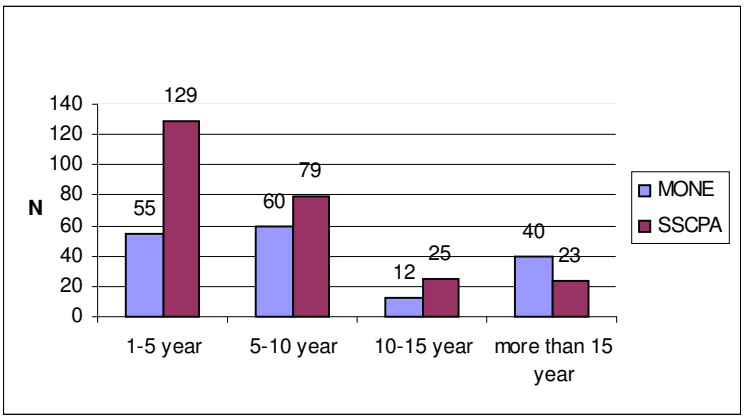

Figure 4.5 Years of the experiences of teachers in ECEC centers under MONE and SSCPA

As described in the literature review chapter, experience of the principals of ECEC centers is one of the structural quality indicators. Experience of the principals of the participated centers is shown in figure 4.3.

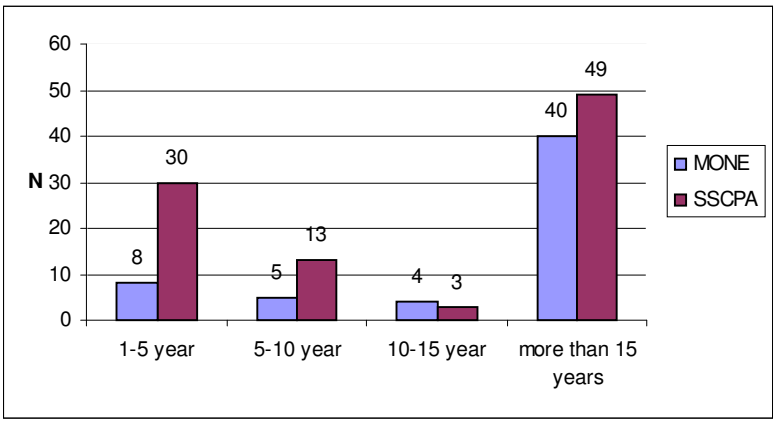

Figure 4.6 Years of the experiences of the principals of ECEC centers under MONE and SSCPA

Of 152 principals who answered the "experience in early child education" part of the questionnaire (13 of them did not answer this part), 89 principals have experience more than 15 years in early childhood education.

4.3.4.1. Inservice Training

The analyses of the chi-square test in order to see if there is a significant difference of the responses given to the availability of the inservice training at the

centers depending on the institutions they are affiliated to show that there is not any significant difference (table 4.7).

Table 4.7 The availability of the inservice training for the teachers

		MONE		SSCPA		Chi-square
		N	**%**	**N**	**%**	
Inservice training is available	yes	24	42.1	51	49.5	0.36

p=0.05, df=1

4.3.5. Availability of the Ancillary Services and the Outside Resources

All the participant centers in the study answered that they serve "morning snack", "lunch", and "afternoon snack" to the children in the center daily.

In the questionnaire a list of ancillary services was asked if they are *available on site, available by referral* or *not available* for the children in the center. Chi-square test of significant difference of the answers between the centers depending on the institutions they are affiliated to is given in table 4.8.

Table 4.8 Availability of ancillary services

Items		MONE		SSCPA		Chi-square
		N	**%**	**N**	**%**	
Child psychological services	Av.	15	27.3	47	45.6	0.05
	Av. Re.	9	16.4	17	16.5	
	Not Av.	31	56.4	29	37.9	
Developmental assessment	Av.	45	81.8	79	76.7	0.10
	Av. Re.	0	0	8	7.8	
	Not Av.	10	18.2	16	15.5	
Educational evaluation of the child	Av.	45	81.8	83	80.6	0.31
	Av. Re.	0	0	4	3.9	
	Not Av.	10	18.2	16	15.5	
Medical services	Av.	31	56.4	80	77.7	0.02*
	Av. Re.	11	20	10	9.7	
	Not Av.	13	23.6	13	12.6	
Dental services	Av.	12	21.8	36	35	0.20
	Av. Re.	9	16.4	12	11.7	
	Not Av.	34	61.8	55	53.4	
Nutritional services	Av.	16	29.1	39	37.9	0.43*
	Av. Re.	6	10.9	7	6.8	
	Not Av.	33	60	57	55.3	
Parent training	Av.	39	70.9	49	47.6	0.01*
	Av. Re.	6	10.9	12	11.7	
	Not Av.	10	18.2	42	40.8	
Second language training	Av.	15	27.3	46	44.7	0.09
	Av. Re.	9	16.4	11	10.7	
	Not Av.	31	56.4	46	44.7	
Social work services	Av.	3	5.5	17	16.5	0.11
	Av. Re.	3	5.5	3	2.9	
	Not Av.	49	89.1	83	80.6	

Table 4.7 (continued)

Special education	Av.	6	10.9	17	16.5	0.14
	Av. Re.	8	14.5	6	5.8	
	Not Av.	41	74.5	80	77.7	

*p= 0.05 , df= 2

As presented in the table 4.8 only the answers given to items “parent training” “nutritional services”, and “medical services” are significantly different. More centers under SSCPA have “medical services” and “nutritional services” available than the centers under MONE, but more centers under MONE have “parent training” available than centers under SSCPA.

Outside resources part of the questionnaire investigates if the centers use any outside resources to enhance their program and also how often they use them. In table 4.9 the results of the chi-square test in order to see if there is a significant difference of the responses given to the availability of the outside resources at the centers depending on the institutions they are affiliated to, are presented.

Table 4.9 Availability of outside resources

Items		MONE		SSCPA		Chi-square
		N	**%**	**N**	**%**	
Art teacher	none	36	66.7	53	51.5	0.02*
	once a week	13	24.1	46	44.7	
	once a month	5	9.3	4	3.9	
Music teacher	none	37	68.5	44	42.7	
	once a week	16	29.6	58	56.3	
	once a month	1	1.9	1	1.0	
Dance teacher	none	34	63	27	50	
	once a week	19	35.2	26	48.1	
	once a month	1	1.9	1	1.9	
Drama teacher	none	27	50	27	26.2	
	once a week	26	48	70	68	
	once a month	1	1.9	6	5.8	
Librarian	None	47	87	68	66	0.12*
	once a week	4	7.4	12	11.7	
	once a month	3	5.6	23	22.3	
Local field trips/ community helpers	None	24	44.4	33	32	0.28
	once a week	10	18.5	26	25.2	
	once a month	20	37	44	42.7	
Athletics	None	43	63	48	46.6	0.00*
	once a week	11	20.4	7	6.8	
	once a month	9	16.7	48	46.6	
Swimming	None	40	74.1	59	57.3	0.08
	once a week	2	3.7	11	10.7	
	once a month	12	22.2	33	32	

*p= 0.05 , df= 2

4.3.6. Parent Involvement

"The child experiences continuity across environments when parents and staff members share information and agree on consistent approaches to problem solving and daily routines. It is important for the communication to flow in both directions…" (Doherty- Derkowski, 1991 as cited in Olmsted and Montie, 2001, p.36).

Answers given to the parent involvement criteria are investigated by chi-square test in order to see if there are significant differences in the responses between the centers depending on the institutions they are affiliated to (table 4.10).

Table 4.10 Parent involvement

Items		MONE		SSCPA		Chi-square x^2
		N	**%**	**N**	**%**	
Home visits with parents	none	33	60	64	63.4	0.88
	once a week	3	55.5	6	5.9	
	once a month	19	34.5	31	30.7	
Newsletter or general notes to parents	none	4	7.3	20	19.8	0.07
	once a week	31	56.4	56	55.4	
	once a month	20	36.4	25	24.8	
Individual notes or phone calls to parents	none	4	7.3	17	16.8	0.02*
	once a week	42	76.4	79	78.2	
	once a month	9	16.4	5	5	

Table 4.10 (continued)

Meeting with individual parents at the center	none	3	5.5	16	16.2	0.09
	once a week	22	40	28	28.3	
	once a month	30	54.5	55	55.6	
Parent group meetings	none	24	43.6	28	27.7	0.12
	once a week	4	7.3	11	10.9	
	once a month	27	49.1	62	61.4	
Parent participation on advisory board	none	40	72.7	77	70.9	0.65
	once a week	5	9.1	11	5.5	
	once a month	10	18.2	13	23.6	
Parent volunteering on special occasions	none	39	70.9	81	80.12	0.15*
	once a week	3	5.5	8	7.9	
	once a month	13	23.6	12	11.9	

*p= 0.05, df= 2

Results in the table 4.10 show that only the responses given to two items "parent volunteering on special occasions" and "individual notes or phone calls to parents" are significantly different. More centers under SSCPA use these way of parent-staff communication than the ones under SSCPA.

4.4. Results Concerning the ECERS-R Scores of the ECEC Centers

Table 4.11 describes the subscale and total score of ECERS-R of randomly selected ECEC centers. 3 of the centers were under the supervision of MONE and 6 of them were under SSCPA. Environments of the centers related to space and furnishings, personal care, language reasoning, activities, interaction, program

structure, and parent and staff are observed and forty-three items are rated on a seven-point likert-type rating scale ranging from inadequate 1 (in adequate), 3(minimal), 5(good), and to 7(excellent). 2, 4, 6 are the mid points for example, 4 is a score that means between minimal and good. These quality levels are consistent with developmentally appropriate practices (DAP).

Table 4.11 ECERS-R scores of the centers

Subscale of ECERS-R	**Centers under MONE**			**Centers under SSCPA**						
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**Total**
Space and Furnishings	3.38	2.75	3.00	2.00	4.38	2.00	2.25	4.31	2.31	**2.90**
Personal Care Routines	3.41	3.41	3.25	2.63	4.48	3.00	1.65	3.92	1.75	**3.09**
Language-Reasoning	4.50	3.25	2.13	1.63	4.88	2.00	2.75	3.42	3.38	**3.12**
Activities	3.00	1.80	1.80	1.50	4.05	2.00	1.90	3.60	1.75	**2.36**
Interaction	4.80	5.40	2.10	3.00	6.60	3.00	2.70	4.20	4.20	**4.03**
Program Structure	3.33	2.98	2.15	1.65	5.10	2.45	1.15	3.95	2.00	**2.76**
Parents and Staff	3.58	3.48	3.85	1.92	5.05	2.13	1.90	4.25	1.83	**3.14**
Total	**3.71**	**3.09**	**2.69**	**2.02**	**4.75**	**2.87**	**2.07**	**4.01**	**2.36**	

Each score on the table indicates the average score of the two observers rated the scale at the same center. Interrater agreement of these items was 0.77, which indicates a high level for these kinds of studies. There is not any intention of generalizing the results to the all centers in central Ankara, but in the small sample of the participant centers we can say that although many characteristics of the structural quality are met in centers, process quality of centers are at the minimal level as seen on table 4.11.

The highest subscale score obtained is the "interaction" (4.03-level between the minimal and good), which includes the items of supervision of gross motor activities, general supervision of children, discipline, staff-child interactions, and interaction among children. The lowest score obtained is on the "activities" (2.36- level between the inadequate and minimal) which includes the items of fine motor, art, music/ movement, blocks and sand/ water, dramatic play, nature/ science, math/ number, use TV/ computers and promoting acceptance of the diversity.

CHAPTER V

DISCUSSION AND IMPLICATIONS

This chapter includes an interpretation and synthesis of the findings in relation to relevant literature, conclusions drawn from those findings, discussion and implications for practice and future research.

5.1. Discussion

One of the purposes of the present study was to investigate the structural characteristics of the ECEC centers in central Ankara, for the identification of the structural quality. Structural Quality Questionnaire, an adaptation of the "Provider Survey -Organized Facility" developed for the Preprimary Project, (1992) was used to collect data related to the structural characteristics of the ECEC centers. For the process quality part of the study, Early Childhood Environment Rating Scale (Harms and Clifford, 1997) was employed in ECEC centers by clustered sampling.

Results of the chi-square tests of the questionnaire for the structural quality and the scores obtained by the observation in the rating scale are presented in the previous chapter. Findings for each research question will be discussed in this chapter.

How is the structural quality of the early childhood education and care centers in Ankara characterized in terms of DAP including "supervision and licensing", "admission policy", "physical description", "teacher training and experience", "availability of ancillary services and outside resources", and "parent involvement"?

As one of the most important criteria of structural quality, the staff: child ratio is approximately 1:20 among the ECEC centers in Ankara. This ratio is adequate for the licensing regulations of both MONE and SSCPA. On the other hand staff: child ratio is seen as the least important criterion of the inspection that the authorities consider by the principals. Availability of the physical space and facilities criterion is the most rated one on the questionnaire. Only half of the centers have a detached building, and only 68.5 % of the centers have an indoor play area. Nearly 7% of the centers do not have first aid supplies and half of them do not have a water tank.

Supported by the research, teacher training is related with child outcomes. Only 2.72% of the teachers have master's degree and 27.89% of them are graduated from a 4-year university. When it comes to the educational evaluation of the child, it is available at 81% of the centers, but only 14.6% of them have special education as an ancillary service.

The last criteria which is the parent involvement is included both in structural and process quality characteristics of a center. Principals or may be the parents themselves prefer individual conversations, not group meetings and

besides getting information about their child, volunteering on special occasions is not very popular in parent involvement. Parents tend to spend little time at a center when they drop off or pick up their children, or attend parent meetings. Most of the information that the parents receive is second hand, either from the child, the teacher or the administrator staff, or in the materials the child brings home, such as art works or newsletters.

Are there any significant differences in structural quality of early childhood education and care centers in Ankara depending on the institutions they are affiliated to?

As seen in the result chapter, the significant difference in reporting the licensing and inspection criteria between the centers indicates that teacher characteristics and curriculum/activities items have more emphasis in the centers under MONE than in the centers under SSCPA. Although it may be seen as an indicator of a more developmentally appropriate curriculum and activities, in the process quality part of the study during the observations in centers, the related subscale scores of ECERS-R were not much different between the centers of both types. Average of the program structure score of centers under MONE was 2.82 which means a quality level between inadequate and minimal, while the centers under SSCPA have an average score of 2.72 indicates the same level. Activities sub scores in both types of the centers were also similar. Besides, during the observations in the centers in both types, it was observed that having a well

planned written curriculum does not always mean that the children will experience proper activities. It is much more related with the teacher characteristics.

The difference of the responses given to the teacher characteristics is in line with the education level of the teachers in the centers. Teachers at the centers under MONE have a higher education level than the ones at the centers under SSCPA. Moreover, teachers of centers under MONE are more experienced than the ones in centers under SSCPA.

As supported by the relevant literature in chapter II, staff: child ratio is an important level of quality at the early childhood centers. Responses given to this item show that staff: child ratios of both types of centers are in adequate position which process quality observations also support the same (20 children per one adult). However, this information does not include that at what age range of the children these ratios are valid. NAEYC guidelines point out that the number of children in a group and the ratio of the adults to children must be considered together. A group of 20 children with two adults does not provide the same psychological environment for children as a group of 40 with 4 adults. Ratios will vary depending upon the program activities and inclusion of children with special needs (National Academy of Early Childhood Programs, 1991, cited in Olmsted and Montie, 2001). Staff: child ratios in many European countries fall between these two extremes, with an average of 1 or 2 adults per 18-23 children for 4-6 year olds (Olmsted and Montie, 2001).

In general admission to public and private ECEC centers depends on the economic factors of the family. Centers mainly enroll children at 3-6 year old and rated the “age of the child” as the most important factor of the admission. Many of the principals who rated the criteria “Ability for care themselves” also noted that toilet skill is important for enrollment. In addition, principals of all participant centers reported that they do not give any priority to any of the family category. This result also means that no matter if a family has low income or working parents; no priority is given to receive early childhood education and care.

Although all of the centers with no exception reported that their center is furnished and structured appropriate for child use, centers could only get a score of 3 (minimal) on the average from the ECERS-R sub scale “space and furnishings” in the field observations. The licensing and inspection criteria of both MONE and SSCPA related to the physical description of the early childhood education and care properties include the minimum standards of developmentally appropriate criteria, but none of the observed centers have a sand pool or water pool in indoor play area, which is a standard item, related to motor play equipments in ECERS-R. Moreover, during the observations, centers constructed by joining two flats of an apartment, outdoor play area with unsafe floors were observed. Only half of the centers have detached building and 48.3% of the centers under the supervision of MONE and 22.4% of the centers under SSCPA do not have indoor play area.

Analyses of the responses of other physical characteristics that should be at the ECEC centers related to safety and health services show that only half of the centers under MONE have alarm system while 80.4 % of the centers under SSCPA have. Another interesting point is that nearly half of the centers of both types do not have water tank which is very important about health, since running out of water is sometimes a problem. During the observation of a center the picture was like that; there was a problem of running out of water and there was not a water tank or such other supply and the principle of the center was praying that no child need to go to toilet**.**

Having first aid supply available at the center is also an important criterion to consider, although the number is little, there are centers without first aid supplies. In ECERS-R study, regarding the fact that the center did not have first aid supplies, the response was "We are not so far from the hospital."

For the ancillary services availability at the centers, the interesting point is that developmental and educational assessment of the child got the most common answer from the both types of the centers, but social work service and special education got the least. There is not a significant difference indicating different applications related to the support services. However when it comes to the availability of the outside resources, centers under MONE have a different situation, for all kinds of the outside resources, the percentage of the "none" responses in centers under MONE are more than the other.

The last characteristic of the structural quality in the questionnaire is the parent involvement types at the centers are also investigated as a subscale of the ECERS-R. Among the centers the least common type of parent involvement is parent volunteering on special occasions, 70.9% of centers under MONE and 80.2% of the centers under SSCPA never use this type of parent involvement at their centers. Using individual notes and making phone calls once in a week are the most common types of parent involvement at both centers.

How is the process quality of the early childhood education and care centers in Ankara characterized in terms of DAP?

The physical environment of the preschool setting should reflect knowledge of and respect for the safety, physical well-being, intellectual stimulation, and social support of the child. Materials should be closely connected to the desired outcomes of quality preschool education, which are universally required for the full development of the child for later school success and competence in adult life. Although the quality of space and materials is dictated by cultural, geographic, and economic realities in different nations, environments for children should always reflect concern for all aspects of child development; physical, cognitive, social, and emotional which means the whole child. Space and materials for preschoolers should enhance sociality**,** support a sense of emotional safety, and reflect respect for the familial and cultural experiences of the child.

In the same manner, process quality including space and furnishings, personal care routines, language- reasoning, activities, interaction, program structure, and parents- staff are measured in a sample of ECEC centers by ECERS-R and found that the total process quality is approximately at the minimum level (3.07) among the selected centers. Moreover when we look at the total scores of each center participated in the study, we see that none of them could get a score of good (5) or more. At the sub subscale level "activities" got the least score among other sub scales which is between the inadequate and minimum (2.36). One reason for this might be the lack of understanding of the developmentally appropriate practices among the teachers. On the other hand, the highest scored (4.03 -between minimal and good) subscale is the "interaction" which includes the interaction of teachers and between children.

Although there are some differences, which are statistically significant as stated in previous paragraphs, we cannot claim that there are major differences in neither structural nor process quality of these centers. In the preschools, which are under the supervision of MONE, because of the inspection procedure, more emphasis is attached on the documentation of educational ingredients such as daily plans, samples of child products and management factors. Besides, at daycare centers under the supervision of SSCPA, the control of the supervisor authority is carried out for the documentation of health and care supplies of the children. The most important point is that the inspection procedure is the same. At one of the centers observed for process quality, inspection time was closer and all the staff was hurrying to complete the papers and stated that if the papers were

okay then there would be nothing to worry. The assessment of the process quality of the centers is very complicated, time consuming and often needs replication. Although the sample was a very small one, the process quality study part of this research was more tiring, time and effort consuming than the other part.

5.2. Implications

Determining quality is no doubt a difficult concept and as indicated in the literature review, the most common way of studying the overall quality of the early childhood education centers is to consider two main components, structural and process quality. These two main components include many subcomponents and intersections within the components occur since the quality is a multidimensional concept including many features. As in every system in which early childhood education and care can be considered as one, for the continuous improvement, quality characteristics of the ECEC centers should be continuously licensed and inspected by the supervisor institutions. Before giving approval to new centers, the present centers should be re-licensed and their level of quality must be improved. The inspectors working in this field should be trained in the early childhood education and care to have a better view of both the structural and process characteristics of the centers, not only on the theoretical part but also in practice.

More emphasis should be given to the educational and developmental evaluation of the children enrolled in the ECEC centers, to understand the affect of the education and care received from the center. By having an objective and

professional look at the development of children, the effect of the quality of the center can understood.

Another important characteristic that affects the quality of the experiences of the child is the teacher training and experience. Supported by the research, as the level of the teacher education gets higher, the effectiveness of the interaction between the teacher and children gets higher, too. At ECEC centers under MONE level of the education of the teachers are higher than at the centers under SSCPA. One possible reason for this might be the preferences of the centers under MONE to have higher educated teachers and on the other hand, the preferences of the teachers especially who have bachelor's degree to work in centers that are supervised by MONE. Since knowledge is a dynamic matter, which never stays the same, the implications depending on this knowledge should also improve continuously. Effective inservice training should be available for all the teachers, caregivers and other staff working in this field, and also they should be encouraged to participate in such kind of training programs.

During the conversations conducted by the authorities of both institutions, it is understood that there is confusion about the licensing and inspection process of the ECEC centers. Because of the lack of the training in early childhood education and care, inspection procedures cannot go further than the control of the documentation. It is also reported that gathering of all the early childhood services under MONE is planned in the future to overcome the confusion of both the licensing and inspection procedures.

For further research, to have the participation of all the centers in the country can help to have a clearer and meaningful look at the overall quality of the ECEC centers in Turkey. Conducting the process quality study which was carried out by the ECERS-R to the whole centers that participated in the structural quality part of the study will also help to obtain more accurate information on the quality.

In addition, a study on the criteria of the selection of the ECEC centers from the parents view will be noteworthy. Investigation on which characteristics of the centers they predict the quality of the centers, and their other perceptions and expectations of education and care that their children receive will help to reach a better level of quality of early childhood education and care for the benefit of children.

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APPENDIX

YAPISAL NİTELİK BİLGİ EDİNME FORMU

Yöneticiliğini yaptığınız okul öncesi eğitim kurumunun yapısal niteliklerinin belirlenmesi amacıyla aşağıdaki sorular hazırlanmıştır. Okul öncesi eğitim kurumlarının mevcut durumunun tespiti için yapılan bu çalışma ile iyileştirme çalışmalarına yardımcı olmak amaçlanmaktadır.

Formun doldurma süresi yaklaşık **15 dakika**dır. Arastirma kapsamindaki okullarin isimleri veri toplanmasinin takibi disinda bir amac icin kesinlikle kullanilmayacaktir. Yardımlarınız için teşekkür ederiz.

Aşağıdaki soruları okuduktan sonra her sorunun yanındaki alana uygun seçeneği işaretleyiniz, açık uçlu soruları yanında veya altında boş bırakılmış alana cevaplayınız.

(Okulun adi:.....)

A. Mali Durum

1. Kurumunuzun açılış izni aldığı kuruluşun karşısındaki alanı işaretleyiniz.
   _____Milli Eğitim Bakanlığı
   _____Başbakanlık Sosyal Hizmetler ve Çocuk Esirgeme Kurumu

2. Kurumunuzun resmi ya da ozel oldugunu belirtiniz.
   _____Resmi
   _____Ozel

3. Ailelerden alınan ücretin belirlenmesini etkileyen nedenler var mı, varsa işaretleyiniz. (MEB ücret tespit komisyonunun belirledigi alt ve üst ücret sınırları arasında hangi kriterlere gore belirleme yaptığınızı belirtiniz).

   _____Çocuğun yaşı
   _____Aynı aileden iki ya da daha çok çocuk
   _____Çocuğun engellilik durumu(Belirtiniz).....
   _____Anne ya da babadan birinin, bağlı olduğunuz kurum çalışanı olması
   _____Ailenin sosyo ekonomik durumu
   _____Cevrenin sosyo-ekonomik durumu
   _____diger (Belirtiniz).....

.

4. Ailelerden alınan **yıllık** eğitim ve bakım ücretinin toplam miktarını yazınız.
   .....TL

5. Varsa ek ucrete tabi etkinlikler nelerdir belirtiniz.

   Etkinlik adi Suresi

   ....
   ....

B. Beslenme ve Ulaşım

6. Çocuklara verilen öğün sayısı ve türü nedir?
   _____Kahvaltı
   _____Öğle yemeği
   _____İkindi kahvaltısı
   _____Akşam yemeği

7. Verilen öğünler için ailelerden ek ücret alınıyor mu, alınıyorsa aylik miktarı belirtiniz.
   _____Evet (TL) .....
   _____Hayır

8. Çocukların ulaşımı kurumunuz tarafından mı karşılanıyor, karsilaniyorsa aylik miktari belirtiniz.
   _____Evet (TL).....
   _____Hayır

C. Denetlenme

9. Kurumunuz kaç yıldır bu sektörde hizmet veriyor?
   _____Bir seneden az
   _____1-3 yıl
   _____3-5 yıl
   _____5- 10 yıl
   _____10 yıldan fazla

10. Kurumunuz hangi kuruluş tarafından denetleniyor?
    _____Milli Eğitim Bakanlığı
    _____Başbakanlık Sosyal Hizmetler ve Çocuk Esirgeme Kurumu

11. Denetleme sırasında göz önünde bulundurulan kriterlerin karşısındaki alanı işaretleyiniz.
    _____Fiziksel alanların yeterliği ve uygunluğu
    _____Araç-gereçlerin miktarı ve nitelikleri
    _____Öğretmen özellikleri
    _____Yetişkin/ çocuk oranı
    _____Planların hazırlanışı
    _____Ücretlendirme
    _____Personel
    _____Yönetim
    _____Beslenme programı
    _____Sağlık düzenlemeleri
    _____Güvenlik önlemleri
    _____Diğer (Belirtiniz).....

D. Öğrenci Kabulü

12. Kurumunuzda bulunan çocuk sayısı ve yaş aralığı nedir,yazınız.
    _____kız
    _____erkek
    _____yaşları arası

13. Kurumunuza kabul edilecek çocuklar için kriterleriniz nelerdir, işaretleyiniz.
    _____Yaş
    _____Dil becerilerinin yeterli olması
    _____Öz bakım becerilerinin yeterli olması
    _____Büyük-motor becerilerinin yeterli olması
    _____Özel eğitime gereksinim duymaması
    _____Diğer (Belirtiniz).....

14. Öğrenci kabulünde öncelik verdiğiniz aileler var mı,varsa işaretleyiniz.
    _____Düşük gelirli aileler
    _____ Yüksek gelirli aileler
    _____Tek ebeveynden oluşan aileler
    _____Çalışan anne-babalar

_____Öğrenci anne-babalar
_____Bağlı olduğunuz kuruluşun çalışanı olan anne-babalar
_____Diğer (Belirtiniz).....

15. Sürekli olarak güncellemelerini yaptığınız kayıtlar hangileridir,işaretleyiniz.
_____Her çocuk için kişisel bilgi formu
_____Devam çizelgesi
_____Sağlık kayıtları
_____Gelişimsel testler
_____Genel değerlendirmeler

E. Fiziksel Donanım

16. Kurumun genel fiziksel özellikleri nelerdir, uygun maddeleri işaretleyiniz.
_____Tek katlı
_____İki katlı
_____İkiden çok katlı
_____Bağımsız bina
_____Çocukların oynamasına ayrılmış uygun **açık alanı** var
_____Çocukların oynamasına ayrılmış uygun **kapalı alanı** var

17. Tuvalet, banyo, mutfak hariç çocukların kullanımına açık ve uygun kaç odanız var ?
.....

18. Aynı anda her odada ortalama kaç çocuk bulunabilir?
.....

19. Gruplardaki/ siniflardaki **ortalama** yetiskin: cocuk orani nedir?
.....

20. Çocukların kullanımına ayrılmış odalar çocuklar için uygun şekilde yapılandırılmış mı? Uygun olan seçenekleri işaretleyiniz.

a.Çocuk boyutlarında masa- sandalye	
b.Çocuk bouytlarında tuvalet –lavabo	
c.Çocukların ulaşabileceği güvenlikte raflar	
d.Çocukların gelişim düzeyelerine uygun oyuncaklar, kitaplar, araç-gereçler	

21. Sadece yetişkinlerin kullanımına ayrılmış kaç odanız var ?
.....

22. Aşağıdaki donanımlardan hangileri kurumunuzda **çalışır** durumda bulunmaktadır?

a.Yangın uyarı sistemi	
b.Yangın söndürme sistemi	
c.Yangın söndürme cihazları	
d.Mutfak	
e.Tuvaletler-Lavabolar	
f.Su deposu	
g.Jeneratör	
h. ilkyardım araçları	
I.Buzdolabı	
j.Duş/banyo	
k.Havalandırma	
l.Isıtma sistemi	
n.Acil durumlar için araç	

F. Personel Yapısı ve İşbölümü

23. Kurumunuzdaki **idari düzenlemeleri** belirleyen kim veya neresidir? (Çocuk kabulü, ücret, çocuk sayısı, yetişkin/çocuk oranı, personel ücretleri, çalışma saatleri, beslenme ve ulaşım gibi durumları.)
.....

24. Kurumunuzda uygulanan eğitim programlarındaki **müfredatı ve etkinlikleri** belirleyen kim veya neresidir?
.....

25. Kurumunuzda çalışan personelin sayısını ve tam zamanlı / yarı zamanlı / ücretli ya da gönüllü olup olmadığını belirtiniz.

	Sayısı	Tam zamanlı	Yarı zamanlı	Ücretli	Kadrolu	Gönüllü
a.Müdür						
b.Müdür yardımcısı						
c.Uzman						
d.Öğretmen						
e.Yardımcı öğretmen						
f.Sınıf bakıcısı						
g.Hemşire						
hTemizlik görevlisi						
iAşçı						
j.Şoför						
k.Güvenlik görevlisi						
l.Teknisyen						
(Bunlardan başka)						

G. Personelin Eğitim Durumu

26. Kurumunuzda çalışan öğretmenlerin, idari personelin ve yardımcı hizmetlilerin eğitim durumları, yaşlarıve deneyim süreleri ne şekildedir?

	Eğitim durumu	Yaşı	Deneyim süresi (yıl)
a.Müdür			
b.Müdür Yardımcısı			
c.Uzman(1)			
d.Uzman(2)			
e.Öğretmen(1)			
f.Öğretmen(2)			
g.Öğretmen(3)			
h.Öğretmen(4)			
(Bunlardan baska)			

H. Hizmet İçi Eğitim

27. Kurumunuzda hizmet içi eğitim olanakları var mıdır?
.....

28. Hizmet içi eğitim giderlerini kim karşılamaktadır?

_____Katılımcılar
_____Çalıştıkları okul
_____Bağlı olunan kurum

I.Çalışma Programı

29. Kurumunuz yılın kaç haftası hizmet vermektedir?
.....
30. Kurumunuz haftanın hangi günleri hizmet vermektedir?
.....
31. Kurumunuzun günlük çalışma saatleri nelerdir?
.....

J. Destek Hizmetler

32. Kurumunuz tarafından sağlanan ek hizmetler nelerdir?

	Sağlanıyor	İsteğe bağlı	Sağlanamıyor
a.Çocuk psikolojisi danışmanlığı			
b.Çocuğun gelişimsel değerlendirilmesi			
c.Çocuğun eğitimsel değerlendirilmesi			
d.Sağlık hizmetleri			
e.Diş sağlığı hizmeti			
f.Beslenme danışmanlığı			
g.Aile eğitimi			
h.İkinci dil öğretimi			
I.Sosyal hizmet servisi			
j.Özel eğitim			
(Bunlardan başka varsa belirtiniz)			

33. Kurumunuz eğitim programını desteklemek için kurum dışından uzman yardımı alıyor mu, alıyorsa hangi araliklarla belirtiniz.

	Yok	Haftada bir	Ayda bir	3 ayda bir	6 ayda bir	Yılda bir
a.Sanat eğitimi						
b.Müzik eğitimi						
c.Dans eğitimi						
d.Drama eğitimi						
e.Kütüphane						
f.Yerel geziler						
g.Atletizm/ yuzme						
h. .Bunlardan başka varsa belirtiniz.						

K. Aile Katılımı

34. Kurumunuzda aile katılımı ne şekilde ve hangi sıklıkta gerçekleşmektedir?

	Yok	Haftada bir	Ayda bir	3 ayda bir	6 ayda bir	Yılda bir
a.Ev ziyaretleri şeklinde						
b.Eve gönderilen bilgi notları ve değerlendirmelerle						
c.Ailelerle bireysel telefon görüşmeleri ne şekilde						
d.Kurumda bireysel aile görüşmeleri şekilde						
e.Ailelerle grup görüşmeleri şekilde						
f.Ailelerden oluşturulan danışman kurulu ile						
g.Ailelerden gerektiğinde gonullu destek eleman olarak						

TEŞEKKÜRLER...