MOVEMENT EDUCATION IN EARLY CHILDHOOD EDUCATION: THE VIEWS OF PARENTS AND SCHOOL ADMINISTRATORS

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

BY

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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE
IN
THE DEPARTMENT OF PHYSICAL EDUCATION AND SPORTS

SEPTEMBER 2008

Approval of the Graduate School of Social Sciences

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

MOVEMENT EDUCATION IN EARLY CHILDHOOD EDUCATION:
THE VIEWS OF PARENTS AND SCHOOL ADMINISTRATORS

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September 2008, 110 pages

The purpose of this study was to examine the views of parents and preschool school administrators about preschool movement education and the practices regarding the teaching movement education to young children in early childhood programs. Participants (8 preschool administrators and 21 parents) were from 8 randomly selected private preschool in the region of Çankaya, Ankara, Turkey. Semi structured interview and document analysis methods were used for data collection. Content analysis method was used for data analysis. The results suggested that play and movement activities had no effects on parents' school choice and parents did not seem to be influential on curriculum decisions about movement education activities. Structured play and movement activities were not considered as an academic subject by both groups. Instead participants perceived structured play and movement activities as a free play. Parents were aware of subjects as math, science and language; but they had limited knowledge about movement education activities. Parents generally focused on children's such sport specific activities as swimming, tennis, horse riding which were not developmentally appropriate for children's fundamental movement skills. Demands about the additional skills related with the movement education focused more on sport specialized activities and large

environments for children to play comfortable. To conclude, parents and administrators have little knowledge about movement education so they are needed to be informed about the subject through educative workshops or seminars given by the people who are professional in their field.

Keywords: Preschool movement education, parents, school administrators.

ÖZ

OKUL ÖNCESİ EĞİTİMDE HAREKET EĞİTİMİ: AİLE
VE OKUL YÖNETİMİ GÖRÜŞLERİ

Sevimli, Serap
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Eylül 2008, 110 sayfa

Bu çalışmada aile ve anaokulu yöneticilerinin okul öncesi eğitimde hareket eğitimi hakkındaki görüşleri ve okullarda uygulanan hareket eğitimi etkinlerinin incelenmesi amaçlanmıştır. Çalışmaya rastgele seçilmiş, Çankaya ilçesine bağlı 8 özel anaokulu yöneticileri ve bu okullara devam eden 21 çocuğun ailesi katılmıştır. Yarı yapılandırılmış görüşme ve döküman analizi metodu veri toplama aracı olarak kullanılmıştır. Veri analizinde içerik çözümlemesi yapılmıştır. Çalışmanın sonucunda planlanmış oyun ve hareket etkinliklerinin ailelerin okul seçimi üzerinde herhangi bir etkisi olmadığı ve ailelerin okul programlarının planlanmasında karar mekanizması olmadığı sonucuna varılmıştır. Yapılandırılmış oyun ve hareket etkinlikleri hem okul yönetimleri hem de aileler tarafından akademik ders olarak görülmeyip, serbest oyun olarak algılanmaktadır. Oyun ve hareket etkinliği olarak sunulan etkinliklerin gelişimsel olarak çocukların temel hareket becerilerini geliştirici olmaktan uzak, belirli sporlara yönelik etkinlikler olduğu saptanmıştır. Genel olarak aileler ve okul yönetimleri anaokullarında fiziksel gelişime bağlı olarak belirli sporlara yönelik etkinliklerin programlarında yer almasını istemişlerdir. Son olarak her iki grup da okullarda çocukların rahat bir şekilde oynayabilecekleri daha büyük mekanlara ihtiyaç olduğunu vurgulamıştır.

Sonuç olarak, aileler ve okul yönetimleri anaokulu hareket eğitimi hakkında yeterli bilgiye sahip değillerdir. Bu yüzden her iki katılımcı grubun da alanında uzman kişiler tarafından hazırlanan seminer ya da uygulamalı çalışmalar yolu ile konu hakkında bilgi düzeylerinin arttırılmaya ihtiyaçları vardır.

Anahtar Kelimeler: Anaokulu hareket eğitimi, aile, okul yönetimi

To My Family

ACKNOWLEDGMENTS

I wish to acknowledge the support of my thesis supervisor Assist. Prof. Dr. Sadettin Kirazcı and co-supervisor Assist. Prof. Dr. M. Levent İnce for their guidance, advice, criticism, encouragements and insight throughout the research. Their guidance has been invaluable in helping me to complete this work.

I also would like to thank to my thesis examining committee members; Prof. Dr. Feza Korkusuz, Assist. Prof. Dr. Yeşim Çapa Aydın and Assist. Prof. Dr. Özgür Mülazımoğlu Ballı for their valuable suggestions and comments.

I want to express my sincere gratitude to all preschool administrators and parents who participated in this study. It was a pleasure to work with and learn from them.

I wish also express my special appreciation to Esra Dülger, Hatice Duman, Deniz Hünük, Pınar Arpınar Avşar, and Leyla Saraç Yılmaz for their supports and suggestions throughout my research.

Without the support and encouragement of my parents, I could not have completed this study.

Finally, I would like to thank to my husband, Hüseyin, for his support, encouragement and love.

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CHAPTER I

INTRODUCTION

Early childhood education (ECE) is the systematic education which aims to improve all developmental areas of 0 to 6 years old children. It supports young children's development in social/emotional, cognitive, and psychomotor domains. Social/emotional development area concerns with awareness, feelings, and relationship with others while cognitive development area gives attention on how children think and react; and psychomotor development area is focused on physical growth and motor control. Researchers showed that quality ECE has positive and long-term benefits on children's school readiness, early mathematical and motor skills (Zembat, 1994; Browne & Gordon, 1995; Wylie, 1996; Oktay, 2003; Seçer & Sarı, 2006).

Osborn and Millbank (1987) found that children who have attended some form of preschool provision have better psychomotor and cognitive skills and also more successful at school with fever behavioral problems than those who have not attended. Zembat (1994) suggested that it is necessary attending preschool settings before beginning primary education for children to be social in their later life. Also, Oktay (2003) stated that experiences, opportunities and education taken at the very early ages have an effect on the formation of personality development.

Although ECE has existed since the foundation of kindergarten in the 1800s, a significant amount of interest to the subject of early childhood education has been seen in the recent decades. With increasing number of preschools and having strong effects of early experience on the motor, cognitive and social development, education of young children has become a central point of educational system.

Efforts have started to make ECE institutions widespread throughout Turkey. In Turkey, ECE, which is optional, includes the education of children in the 0 to 6 years of age group, who are not at the age for obligatory primary education. ECE is given in kindergartens, preparatory classrooms, application classrooms, day care nurseries, nursery schools, daycare homes, and child care homes by various ministries and institutions, and by the Ministry of National Education (MNE) most of all. The children can benefit from these institutions for a full or a half day. The goal of ECE is to help children develop physically, mentally and individually, and develop their ability to use language and prepare them for primary school. Where and according to what priorities, the ECE institutions will be opened is determined with a regulation prepared by the Ministry of National Education. Attempts are in progress for spreading ECE, for informing public opinion and for the development and standardization of educational materials and equipment.

There are some non-profit organizations such as Mother Child Education Program (MOCEP) who supports ECE with the idea that the age of seven is too late to start educating children. MOCEP (2006) proposed that the education begins with birth and being aware of it is very important for the child's further learning outcomes. When the child comes to the age of seven, s/he has completed most of his/her cognitive, psychomotor and language development. Thus, MOCEP highlighted the necessity of educating the parents, educators and even caregivers on early childhood education. In other words, it plays an important role to provide education to every child while supporting and educating their parents, teachers and caregivers also.

Seçer and Sarı (2006) found that attending preschools help children to develop their knowledge about moral and social rules. Demiriz and Dinçer (2001) also found that children who attend preschool education can develop their self care skills. In addition, Taner and Başal (2005) worked on the effect of preschool education on children's language development with a sample of 240 preschool

children. Results of their study suggested that children who have attended preschool education have better language skills than those who have not.

Vandell (1999) found that preschool experiences have also an influence on children's social competence. She observed that children who have attended preschools have better social competence, cooperation and less behavioral problems. In other words; the longer the children have spent times in the preschools, the more likely they are more cooperative and less likely to have behavioral problems. American Educational Research Association (2005) investigated the effects of high quality early childhood programs on children who are at risk. The results of the study indicated that at risk children who have participated in high quality early childhood programs have better language and cognitive skills in the first few years of elementary school than do similar children who have not have such type of experiences.

Literature related with the importance of ECE is generally focused on the cognitive, language and social emotional dimensions of the development, but little about the psychomotor dimension of the development. Education is whole and should support children's all developmental dimensions. According to Gabbard (1992), these early years have been recognized as the critical time in which building blocks for all future development are shaped. Thus, it is necessary to support the children's cognitive, social-emotional and psychomotor development equally.

Gallahue (1993) proposes that young children follow a developmental progression in the acquisition of their motor skills. Failure to properly develop these skills in early years can lead to later failure in games and sports. He believes that the motor and perceptual development cannot be left to chance. Fundamental movement skills are basic to the motor development and movement education programs for young children that must be mastered before learning more complex and specialized sport skills. Developmental sequences for these skills form the framework for the program in physical development.

Young children vary in the acquisition of fundamental movement depending on the kinds of physical experiences they have had. Therefore, the developmental movement programs should emphasize sequential movement skill acquisition and increased physical competence that is individualized to the developmental level of each child. Also early movement practices support children in becoming competent movers of their bodies and assist them to develop positive attitudes about the importance of daily physical activity.

Although movement education offers numerous advantages to children and can have a strong effect on their future physical development (Flinchum, 1988), many early childhood programs lack attention to movement development in the preschool settings. According to Ignico (1994), a developmentally appropriate curriculum for preschool children should include emphasis on the affective, cognitive and psychomotor areas; it is the psychomotor area that is usually ignored.

In the primary and elementary schools there is an increasing pressure on children to perform well on the tests so the value of physical education, arts, and music decreases. School administrators tend to direct their attention to more academic subjects that are tested in the exams. So the threats to reduce in the class hours of physical education, arts, and music programs continue.

According to Bennett (2002), the main academic focus for schools is always going to be in the areas of math, science, language and social studies; therefore, administrators give their priority to reach the aims enforced by testing in these areas. However, Graham et al. (2002) found that reducing time in physical education, art and music for concentrating on tested subjects in the standards of learning does not impact on test scores. Winner and Hetland (2001) claimed that physical education has a positive effect on the children's overall development. Physical education helps to stimulate different part of brain, so academic success achieved.

In Turkey; primary, elementary, high school and university education is also test-based and focused on more academic subjects. For this reason, little importance is given to the physical education programs. Sönmez and Sunay (2004) stated that the factors as lack of enough number of physical education teachers, outdoor/indoor play areas, equipment; the attitudes of parents and school administrators toward physical education; inadequate hours of physical education classes; and crowded classrooms affect the implication of the physical education programs in schools negatively.

Pica (1997) said that "Many parents, educators, and caregivers think the needs of mind should take priority over those of the body; thus they devote little time to physical activity". In Turkish preschool education system decision making mechanisms such as; MNE, school administrators and parents tend to push for more academic skills and placing less emphasis on motor skills.

MNE defined the curricular goals for the developmental domains of cognitive, social-emotional, self care and psychomotor for ECE programs. The program classifies the developmental characteristics of children who are 36 to 72 months of age. Goals are defined according to these developmental characteristics. When closely examining, it can be clearly seen that much more attention is given to the cognitive area which has seventeen goals. Social-emotional area has thirteen goals, psychomotor area has six and self care area has five curricular goals (See Appendix A).

Zembat (2001) investigated the characteristics of Turkish early childhood programs in the aspect of their developmental domains. The results of her study showed that in their programs schools gave much more attention to the cognitive domain (43.7 %), social-emotional domain (17.6 %), self care (10.1 %) and lastly psychomotor domain (9.9 %).

According to Özer (2002), parents of preschoolers also do not give much importance to the movement education activities so it affects the children's

later physical activity experiences negatively. In the study, it was found that least importance is given to the physical activity experiences and opportunities in the preschool settings by the parents.

In the preschool settings, the quality and implication of a curriculum can be affected by the understanding and views of the school administrators and parents. School administrators may have different views about how young children learn and develop their skills. So, the curriculum structures of different schools show variety in their context. Although three developmental domains as cognitive, social-emotional and psychomotor are equally important for development of children, some (e.g., cognitive) may have more allocation and some (e.g., psychomotor) less.

Parents also have significant effect on quality care and education of young children in that they are responsible for school choice by considering needs of their children and themselves. Also parents are role models for language, social-emotional, and physical behaviors and they are the transmitters and decision makers on their children education. The attitudes of parents toward an educational structure will have an effect on child's attitude toward that educational structure.

Both parents and school administrators are the keystones on curriculum on the planning process at preschool settings. Their views have significant effects on the implementation of the educational practices. Consequently, the views of school administrators and parents about the preschool movement education were investigated in terms of movement education in this particular study.

1.1. Purpose of the Study

The purpose of this study was to examine the views of parents and school administrators about the preschool movement education in the aspect of school

choice, curriculum planning, movement practices applied in the schools and demands about the movement education.

1.2. Research Questions

Giving importance to the preschool movement education in early childhood curriculum, the following research questions will guide this study:

1. What are the views of parents about preschool movement education?
2. What are the views of school administrators about preschool movement education?
3. What are the practices regarding with the movement education on young children in early childhood programs?
4. Is there an alignment between the views of parents and school administrators about preschool movement education?

1.3. Significance of the Study

According to the studies (Ignico, 1994; Zembat, 2001; Özer, 2002; & Sanders, 2002) and information taken from the MNE, it could be inferred that movement education is not considered as an important issue. So it is necessary to investigate deeply the reasons why movement education is disregarded by decision makers (MNE, school administrators, parents, etc). The reason of this might be the attitudes and/or views of parents, school administrators toward movement education.

Since parents and school administrators have strong influence on school policies, identifying the views of parents and school administrators about movement education is critical to developing and improving movement education practices. So, the study enables to plan programs that educate parents

and school administrators about the importance of preschool movement education in the aspect of fundamental skills. Moreover, this study attempted to fill the gap between early childhood education and physical education research literature to provide a better understanding about the views of parents and school administrators about movement education at preschools.

1.4. Limitations of the study

Limitations of this study should be taken into consideration when interpreting the data. The study is qualitative in nature and contains a smaller sample size. Therefore, findings can be generalized only to the population studied as the parents and school administrators in this particular study. Another limitation was that schools participated to this study were private preschools with high SES in the region of Çankaya.

1.5. Definition of Terms

Administrator: The term used to define the person who is the owner and/or the manager of the preschool.

View: A personal belief or judgment that is not founded on proof or certainty.

Curriculum: "The planned sequence of formal instructional experiences presented by the teachers to whom the responsibility is assigned" (Jewett, Bain, & Ennis, 1995).

Fundamental Movement Skills: Fundamental movement skills are the basic movement skills which are divided into following groups: stationary (e.g., balancing, rolling, transferring weight, turning, twisting and swinging), non-stationary (e.g., running, hopping, galloping, skipping, sliding, leaping and

climbing) and manipulative or object control skills (e.g., striking, kicking, punting, dribbling and volleying) (Gallahue & Ozmun 1998; Sanders, 2002).

Movement Education: Movement education as the lifetime processes of chance in motor behavior brought about by opportunities for practice, support, instruction and the ecology of the environment itself (Gallahue & Ozmun, 1998).

Preschool Children: Children who are three to six years old are considered as preschool children.

Parent: The term parent is used to refer the adults who are the child's legal guardians.

CHAPTER II

REVIEW OF THE LITERATURE

Within this literature review the following topics will be discussed: definition of preschool movement education, development of movement, theoretical framework, benefits of developmentally appropriate movement education programs for preschool children and the implementation of movement education programs in preschool curriculums.

2.1. What is Preschool Movement Education?

Early childhood educators widely use the term movement education to refer to developmentally appropriate movement activity programs for children three to six years of age. According to Kirchner and Fishburne (1995) the term physical education on the other hand, more commonly described the educational program of games, gymnastics, dance and fitness which is different than the preschool programs.

The preschool movement education is a child centered education designed to explore and develop basic fundamental motor patterns as well as movement skills and concepts (Gallahue & Ozmun, 1998). Preschool years is a lifelong process of change and this process of motor development and learning has begins in the womb and proceeds until death. Three to six years, children develop their fundamental movement skills more appropriately than any other stages and at the same time, mature forms of motor skills can take several years to develop.

To teach movement, it is necessary to know the children's motor development and developmental sequences of movement. When it is understood their

developmental patterns, it is easy to analyze and recognize movement and motor skill and also it is easy to recognize how these can differ from child to child. So it can be better to apply the appropriate movement activities for each child's needs.

2.2. Development of Movement

Gallahue and Ozmun (1998) stated that the period of early childhood is a critical time for the balanced and optimal development of psychomotor domains of human behavior. Even an infant (0-2 years) that has little control over his/her environment still capable of doing many things. The control increases year by year passing through stages of motor development. With the renewed interest in the study of motor development, several scales demonstrated a relationship between age and motor performance. Johnson (1962), using a large sample of boys and girls from grades one through six, found that the mean scores on a variety of motor performance items showed a significant upward trend until the fifth grade. Cratty and Martin (1969) presented age related sequences of acquisition for a variety of locomotor, manipulative and perceptual abilities of 365 children between the ages of 4 to 12 years old. Sinclair (1973) studied the motor development of 2 to 6 years old children. The results supported the basic assumption that movement is a developing process during the early childhood years.

The acquisition of competency in movement is an extensive processes beginning with the early reflexive movements of the newborn and continuing throughout life. In the first phase of motor development, reflexive phase-newborns mainly move through the use of reflexes. Through reflexes the newborn attains information about the immediate environment. The newborn's responses to touch, light, sounds and changes trigger involuntary movement activity. When voluntary control increases, motor learning occurs and the

effects of reflexes reduce. Then pass through the second phase which is rudimentary movement phase (Haywood & Getchell, 2005).

Rudimentary movement phase spans nearly the first two years of life and it is the first forms of voluntary movement. The movements in this phase are basic survival motor behaviors where infants are moving to gain control over some of their environment and themselves. The motor behaviors typically develop in a predictable sequence of appearance. This sequence is resistant to change under normal conditions. The rate at which these abilities appear vary from child to child and is dependent on biological, environmental and task factors.

The third phase is the fundamental movement phase which spans years two to seven. This phase of motor development represents a time in which young children are actively involved in exploring and experimenting with the movement capabilities of their bodies. It is a continuous process of modification which involves the interaction of several factors: (1) neuromuscular maturation; (2) the physical growth and behavioral characteristics of child; and (3) the residual effects of prior movement experiences. All of them take place in the context of the physical and a socio-cultural environment within which each child is grown up (Malina, 2004). The conditions of the environment, opportunities for practice, encouragement, and instruction play an important role in the degree to which fundamental movement patterns develop. The outgrowth of the fundamental movement phase is the specialized movement phase which spans seven years of age through adulthood. It is the time of improvement and refinement of fundamental skills (Gabbard, 1992).

Fundamental movement skills are basic observable patterns of behavior. A stationary skill includes the ability to maintain ones' relationship to force of gravity. Movement experiences designed to improve children' stability abilities help them to develop flexibility in postural adjustments as while they are moving in a variety of different ways (Sanders, 2002). The ability to sense a transfer in the relationship of the body parts that change ones' balance is

required for effective stability. The ability to compensate correctly for these changes with appropriate movements is also critical. These compensatory movements should ensure maintenance of balance. Children's stability abilities should be flexible so that they may make all kinds of movements under all sports of conditions and still maintain their fundamental relationship to the force of gravity (Gallahue & Ozmun, 1998). Activities such as swinging, swaying, dodging, bending, stretching, twisting, turning, pushing and pulling are the examples of stationary movements.

A non stationary skill, on the other hand, is a fundamental aspect of learning to move effectively and efficiently within ones' environment. It involves projection of the body into external space by altering its' location relative to fixed points on the surface (Gabbard, 1988). Walking, running, leaping, jumping, hopping, skipping, sliding and stopping are the examples of non stationary movements. The child is expected to use any one of the movements to reach the goal, to shift from one type of movement to another and to change each movement as the condition of the environment change. Development and refinement of these movement skills is necessary since they discover the world through them. Through such type of experiences children also discover and understand the value of manipulative movements refers to a relationship to objects and characterized by giving force to objects and receiving force from them. Throwing, catching, striking, kicking and rolling a ball are the examples of manipulative activities. Manipulative skills combine both stationary and non stationary movements so efficient use of them should not be expected at the same time that stationary and non stationary abilities are developing. Emergence of manipulative skills can be seen only after these skills have been established.

There is a common misconception about the development of fundamental movement skills in that these abilities are maturationally developed and little influenced by task and environmental factors. Even also some of the child development experts stated that children develop these abilities by growing

older. Although maturation plays an important role in the development fundamental movement skills, it should not be viewed as the only influence. Vygotsky (1896) underlined that development is affected by social interaction with environment. Environmental experience interacts with growth and maturation to influence motor development and proficiency. Miller (1978) investigated the facilitation of fundamental movement skill learning in children 3 to 5 years of age. The results of the study showed that programs of instruction can increase fundamental movement pattern development beyond the level achieved only through maturation. Also, it was found that an instructional program in skill development was more effective than free play program. Leudke (1980) found similar results, using two different methods of instruction for the mature stage of throwing with fourth grade boys and girls. Both instructional groups were more proficient in terms of form and performance than a non instructed control group.

Wang (2004) investigated the effects of a Creative Movement Program on motor creativity and gross motor skills of preschool children. Results of this study showed that students participating in the Creative Movement Program scored in motor creativity ($p<0.05$) and gross motor skills ($p<0.05$) significantly higher than those in the control group. Similar study was made by Zachopoulou et al. (2006) about the design and implementation of a physical education program to promote children's creativity in the early years. In their study they aimed to improve children's (130 boys and 121 girls with 4 to 5 years) creative thinking through the 20 physical education lessons. Children participated to the 10 week physical education program. The results of study demonstrated that children' creative fluency and imagination improved.

Labbe and Welsh (1993) measured the physical and psychological effects of running programs on school children. Their study showed that children who are participated in a running program during physical education classes showed higher locus of control and self efficacy.

The study conducted by Wrotniak et al. (2006) with a 65 children in 8 to 10 year-old examined the relationship between motor proficiency and physical activity in children. The results of the study showed that children in the greatest quartile of motor proficiency were the most physically active compared with children with lower levels of motor proficiency who had similar levels of physical activity.

Deli et al. (2006) made a study about implementing intervention movement programs for kindergarten children. In their study they investigated the effects of 10 week intervention programs on fundamental locomotor skill performance in kindergarten children. Seventy five children between the ages of 5-6 participated to the study. Children formed three groups of experimental group A with a movement program, experimental group B with music and movement program and group C with free play activities. The TGMD was used to assess the locomotor skills before and after program implementations. The results showed that both experimental groups' skills improved compared to the free play group.

Özbar and Kayapınar (2004) investigated the effect of movement education program implemented in kindergarten on hand-eye coordination of children. Their aim was to determine the effect of movement education program which was implemented regularly in preschool period on physical characteristics of 5-7 years of age kindergarten children. The subjects were 32 tests and 32 control groups consisted in preschool period. Total 64 boys and girls were randomly selected. Movement education program was implemented on the group 1 hour a day in a week during six months. According to the results of control and test groups pre-test, there wasn't significant difference (p>005) in; hand-eye coordination mistakes and times. At the same time the post-tests wasn't significant differences (P>005) in; test and control groups between time values. Test-control groups was significant difference (P<001) in; post-tests between mistake numbers. According to Test and control groups paired samples T Test results of test groups was significant difference (P<001) in; hand-eye

coordination pre-post tests between times and mistake numbers and control groups pre-post test between times. Control group was significant difference (P<005) in; hand-eye coordination pre-post tests between mistake numbers.

The primary goal of a person's motor development and movement education is to accept the challenge of change in the continuous process of gaining and maintaining motor control and movement throughout a lifetime. When we look at the process of motor development we need to look at it from a theoretical perspective. Each of us needs to have a theoretical framework to use as the basis of our actions.

2.3. Theoretical Framework: The Hourglass Model

The Hourglass Model is a helpful device for understanding the process of motor development. It is a life span model developed by Gallahue. In this model it is proposed that development is influenced by both environment and heredity. In this model he proposed that *"we need to place the stuff of life: "sand" into your hourglass"*. Sand enters your hourglass from two different containers (Figure 2.1). One is heredity container and the other is environment container. The heredity container has a lid and the amount of sand in the container is fixed. On the other hand, the environmental container has no lid and more sand can be put into hourglass.

The rate of movement skill acquisition shows differences from infancy throughout life. If an infant, child, or adolescent receives enough opportunities for practice from a conductive environment, acquisition of movement skills will be promoted. The absence of environmental stimulus will inhibit acquisition of movement skills (Gallahue, 1993).

Movement skill acquisition rate depends on the mechanism and requirements of the task. In the fundamental movement phase, boys and girls are beginning

to develop basic movement abilities such as; running, hopping, jumping, throwing, and catching. To perform these skills successfully children need combinations of practice opportunities, encouragement and instruction. These conditions are necessary to help them through each of stages within the fundamental movement phase. Therefore; teachers of young children at the fundamental movement phase should arrange an environment which is supportive and instructional in its nature. When the fundamental movement phase is completed successfully, then the child stars to learn more complex and sport specific skills in the specialized movement phase.

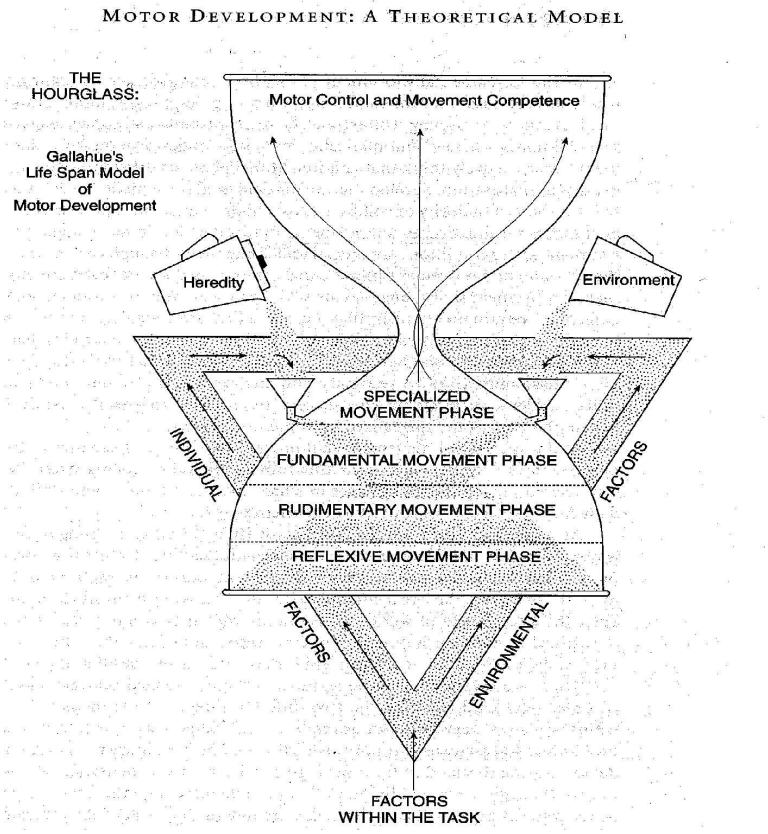

Figure 2.1. The Hourglass Model of Gallahue
(Source: Gallahue and Ozmun (1998), pp.92)

When turning over the hourglass the sand falls through two different filters. One is the heredity filter the other is the lifestyle filter. An individual may have inherited a predisposition toward coronary heart disease. The heredity filter is going to be either dense or easy to penetrate. On the other hand, in the lifestyle filter the dense of is determined by physical fitness, nutritional status, diet, exercise, stress and social well being. The lifestyle filter is environmentally based and we can control the rate of it; we can slow down the rate at which it falls.

We can directly influence how fast sand falls through our hourglass. For this reason, as an educators and parents we have an opportunity to move sand into many hourglasses. We should also help children to develop their own lifestyle filters that will slow the rates at which sand falls in their hourglasses (Gallahue, 1993).

The primary goals of a person's motor development and movement education are to accept the changes throughout a lifetime. Understanding the process of motor development helps explain how movement skill learning occurs, which is important for developmentally appropriate movement instruction.

2.4. Benefits of Developmentally Appropriate Movement Education Programs for Preschool Children

Developmentally appropriate practice (DAP) is a philosophy that guides the education of young children from birth to eight years. Developmentally appropriate practices derived from the theories of Piaget, Vygotsky, Erikson and Dewey. In the DAP, learning occurs with an interactive and constructive way. The main principle is child that constructs his/her own knowledge with the interaction of social and physical environment. According to Bredekamp and Copple (1997), DAP is a child centered learning. It includes the belief that children learn best by participating in social activities based on personal need

and interest 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.

Stafford et al. (2000) made a longitudinal study with low socio economic status children. Their progress was followed from kindergarten to third grade. In the study, 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.

Movement is a child's most natural and satisfying means of expression and has a value in itself. Children learn by observing and interacting with people around them, with play objects in their ever changing environment. They use movement to explore what is real and what is imaginary. This rich interplay of thoughts, feelings and actions help children make sense of their world and helps them to acquire knowledge and skills of movement while discovering its' joy and meaning. All these show the value of movement in children' lives. Certainly, movement education programs are meaningful components of today's school curriculum because both today's child and tomorrow's adult will benefit from them.

Developmentally appropriate teaching can help children to develop balanced fundamental movement abilities. Thus it is very important for this age group to focus on fundamental movement skills which serves as an important facilitator of cognitive and affective growth in young child, as well as an important means of developing both fine and gross motor skills. Learning basic fundamental movement skills and realizing potentialities in movement are significant

developmental task at this time. Once movement control has been achieved these mature patterns may be refined in terms of force production and accuracy in the specialized movement phase (Malina, 2004). Failure to attain proficiency in a wide variety of fundamental movement abilities will inhibit the development of efficient and effective movement skills that may be applied to game, sport, and dance activities that are characteristics of a child's culture (Ignico, 1994). Early interventions with developmentally appropriate movement education programs have a significant influence on the child's quality of life in later years.

In a study (Derri, Zachopoulou & Tsapakidou, 2004), the researchers investigated the effects of a developmentally appropriate music and movement program on motor performance of ninety children (42 girls boys and 48 boys, 4 to 6 years of age). Fifty of the children were in an experimental group and participated to the music and movement program lasted 2 months. The rest were in the control group and participated physical education program at the same time. The researchers assessed children's jumping and dynamic balance with a MTO 4-6. The results showed that experimental group improved significantly in both jumping and dynamic balance. They concluded that developmentally appropriate music and movement program has a positive effect on jumping and dynamic balance of preschool children.

Developmentally appropriate movement activities at an early age are an ideal way for children to develop their skills. Children are learning to use their bodies so how well they use their bodies depends on the quantity and quality of movement experiences they have. According to Gallahue and Ozmun (1998) developmental movement education programs focus on the 'process' or qualitative performance rather than on the 'product' or quantitative performance of fundamental motor skills. Pica (2000) also stressed the importance of using elements of movement to differ the way skills are performed.

According to Robert (1999), developmentally appropriate preschool movement education programs are important to improve the skill level and movement concept formation of young children. Also, those experiences not only influence how skillfully preschool children move, but also whether these children will include in movement activities in their lifestyles as they grow older.

Developmentally appropriate movement programs for young children provide an important first step toward becoming a physically educated person. In this period motor development of children is so essential in their lives that one who has not achieved fundamental movement skills is at disadvantage. To become competent movers, preschool children need appropriate instruction in movement. National Association for the Education of Young Children (NAEYC, 1996) stated that *"development in one domain influences and is influenced by development in other domains"*. Movement experiences are necessary for the development in all domains and they have many benefits on those domains. Therefore, it is very important to arrange an environment where children are supported to be active and are challenged to discover different ways of moving.

2.4.1. Cognitive Benefits

Children are actively involved in enhancing their cognitive skills in a variety of ways. These early years are the period of the development of cognition which involves the relationship between mind and body. Jean Piaget (1971) well-known for his theory of cognitive development is an example of a theorist who recognizes the important role of movement, particularly during the early years of life. The Swiss educator studied how children form symbols by internalizing movement. In his theory, he stressed that perceptual motor development and academic concept readiness can be improved through movement. The movement practices assist cognitive development so through positive

movement experiences a child develop his/her self esteem which gives the confidence to challenge his/her physically and cognitively.

Movement also helps young children to learn how to communicate, how to follow rules and directions how to recognize objects and shapes, how the body move through the environment, how to solve problems and concepts such as; high/low; fast/slow; near/far; and over/under. While they are moving they think and feel at the same time so higher level of movement activities lead to higher academic success.

Research shows a positive relationship between physical activity and academic achievement. In a longitudinal research of Bailey (1976) who conducted a study with an elementary school children examined the effect of physical activity on academic achievement. He found in his study that experimental group were not only showed progress in health, fitness, discipline and enthusiasm but also in academic achievement. In other study, Caterino and Polak (1999) found that mental focus and concentration levels in young children improved significantly after participating in a structured physical activity.

Chugani's (1998) study with young children on brain research introduced new concept referred as "windows of opportunity". There are critical periods that nature opens some windows for experience to get the greatest effect. At birth, these windows begin to open and then narrow as a child grows older so it is important to catch these windows for developing motor control, language, vision and feelings at an early in life.

Jensen (2000) investigated the effects of physical activity on mind. He suggest that physical activity has a positive effect on learning since it helps to increase heart rate and circulation, supports spatial learning, allows cognitive maturation and stimulates releases of beneficial chemicals.

Carlson and her colleagues (2007) made a longitudinal study with kindergarten children through fifth grade. In their study, they looked at relationship between time spent to the physical education and academic achievement with a sample of kindergarten students (n=5316). They collected the time spent in physical education (minutes per week) and academic achievement (math and science) scores from an item response theory scale. They found that girls had a small benefit from having the highest level of exposure to physical education. They did not find any association among boys. They conclude that more time spent with physical education may helps students perform better academically.

Dwyer et al. (2001) examined the relationship between academic and physical performance of children. 7,961 students were rated according to their scholastic ability and these results were compared to physical activity and fitness measurements. Data were obtained relating to the students' involvement in exercise and sport, date of birth, ethnicity, health related behaviors and socioeconomic status. Results of the study indicated that scholastic ability was associated with two measurements of physical activity, as well as a number of measurements for physical fitness and capacity. They concluded that physical activity and fitness made a contribution to academic performance.

Hervet (1952) made a longitudinal study and investigated the influence of enhanced physical activity on the academic performance. Academic instruction was limited to the mornings. The progress of an experimental group was compared with that of a control group. The students in the experimental group appeared to be more calm and attentive, with few disciplinary problems than encountered in the control group. Moreover, the average number of days of absence for sickness was fewer for the experimental than for control classes.

Sallis et al. (1999) investigated the effect of health related physical education on academic achievement. 759 children were participated to the study and they took a metropolitan achievement tests before and after the program. Schools were randomly assigned to three conditions. In the first condition the specialist

taught the physical education curriculum. In the second condition classroom teachers were trained to teach the curriculum and in the last condition control group continued their normal program. At the end of the study, although participated twice as many minutes per week to physical education as controls, the health related physical education did not infer the academic achievement. Thus, health related physical education programs may have a positive effect on students' academic achievement.

Godfrey (1963) studied the effect of motor therapy programs on the academic achievement of children who are low achievers in school. In the study, children who are in the experimental group have received a physical education program consisting of gross motor activities which focuses on problem solving. At the end of the program, the children who are in the experimental group showed significant improvements in school achievement. So, physical education program showed the role of the motor development in perceptual and symbolic consciousness.

2.4.2. Affective Benefits

The establishment of a self concept is very important for proper affective development in a young child because it has an effect on both cognitive and psychomotor functions. Erikson (1963) describe the term affective domain as the developmental area concerning with awareness, feelings and relationship with others. In early years, children are active and they engage in new practices through the movement such as; climbing, jumping, running, hopping, skipping, sliding, throwing and catching objects. They are testing their limits as well as the limits of the others around them. They are pushing out into the world in many complex and wondrous ways (Malina, 2004). Thus, educators must be aware of their developmental characteristic, their limitations and their potentials. Just in this way we can effectively structure developmental

experiences that accurately reveal children's needs, interest and their levels of ability.

Movement helps young children to develop their communication, cooperation, leadership and interpersonal skills. While moving they form friendships, they learn to take responsibility of themselves and others. Movement also teaches children how to deal with winning and losing; it provides a vehicle for risk taking and helps them to develop self discipline and self concept.

Ekeland et al. (2005) investigated the 10 week daily perceptual motor training impact on the development of self concept. The results of the study showed that self concept improved in the experimental group, but not in control group who received no specialized intervention.

Hassmen et al (2000) made a study about the effects of a regular physical activity on the psychological well being. They reported that regular physical activity help to reduce stress, anxiety, and depression. They concluded that claimed that well-planned and presented sporting activities can improve psychological health in young people. In a similar study Norris et al (1992) investigated the effects of physical activity on well being of young Britain adolescents. In the study, 147 young people aged between 13-17 years old completed self-report of exercise and psychological stress and well-being. Participants were assigned to either high or moderate intensity aerobic training, flexibility training or a control group. Subjects undergoing high intensity exercise reported significantly less stress than subjects in the remaining three groups. The relationship between stress and anxiety/depression/hostility for the high intensity group was considerably weakened at the end of the training period. So they concluded that this experiment provides evidence to suggest that in an adolescent population, high intensity aerobic exercise has positive effects on well-being.

The Canadian researchers (Gibbons, Ebbeck & Weiss, 1995) made a study to examine the effect of participation in educational activities selected from the program Fair Play for Kids on the moral judgment, moral reasoning, intention, and pro social behavior of 452 children in 4th and 6th grades. The results of the study showed that deliberate structuring of fair play activities in the physical education classroom is sufficient for effecting changes in moral indexes.

Alpert, Field, Goldstein, and Perry (1990) evaluated a group of 3 to 5 year-olds who engaged in 30 minutes of aerobic exercise each day for 8 weeks. Improvements for the aerobic group contained decreases in exercise heart rate and increases in agility and self-concept. Even in preschool children, aerobic exercise is related with beneficial physical and psychological changes.

Theodorakou and Zervas (2003) conducted a study about the influence of two physical education methods, the creative movement teaching method and traditional teaching method. Harter's Self-Perception Profile for Children was used to investigate 107 elementary school children (49 boys and 58 girls, aged 11-12 years).The results suggested both teaching methods had a positive influence on all five subscales as well as general self esteem. However, the creative movement teaching method was most effective in improving the cognitive, social and physical areas of self-esteem, as well as general self-esteem.

According to Harrison and Naraya (2003), time spent with friends during physical activities is very important for the social-emotional development of children. They are not only learning how to communicate and respect with each other in the physical activity settings but also learning how to solve their problems in a socially accepted manner.

2.4.3. Physical Benefits

Movement opportunities given in the early years help children to learn the basic fundamental movement skills such as; running, jumping, hopping and walking. While moving children also recognize their environment by touching, sensing, smelling and feeling. They start to be aware of their personnel and general spaces so they can control their bodies. The more the child move, the more s/he physically capable in his/her motor control.

The learning cycle of the children progresses from motor to the sensory to the association or integrating phase. Therefore, development of a motor functions allows children to discover their environment, to create connections and to develop perceptual skills (Porter, 1964). The development of fundamental movement abilities is essential to the motor development of children.

Mülazımoğlu (2006) made a study about the validity and reliability of Bruininks-Oseretsky Motor Proficiency Test (BOMPT) and the effects gymnastics education program on motor development of 5 to 6 years old children. Samples of the study for validity and reliability part were 128 children and 96 children were participated to the gymnastic education program. The gymnastic education program applied to the experimental group with 12 weeks twice in a week to improve their motor development. The results of the study showed that BOMPT is valid and reliable for 5-6 years old children. Also significant differences were found between the groups on BOMPT's balance, bilateral coordination, strength, upper limb coordination subtests and gross and total motor composites scores and upper limb speed and dexterity for experimental group.

Carson (1994) studied the effects of quality daily physical education on preschool children and found that children who experience a skill theme and movement concepts based movement education programs are more likely to

make the complex transition from being a basic, ineffective mover to a successful competent mover.

Since movement often involves physical activity, it is closely relate to the development and refinement of children's gross and fine motor skills and their body awareness. As children vigorously use their bodies with movement exercises, they simultaneously refine and develop skills that enable them to feel confident and secure (Berk, 2002).

According to Jess and his colleagues (2004), in early childhood, movement development helps children to support their current physical activity participation and strengthens their future health and performance-related physical activity through two related components: First one is the lifestyle physical activity, which consist of all the different physical activities children participated in during their normal daily living, e.g. physical play, walking, etc. Second one is the basic movement skill activity, which helps them access physical activities requiring a degree of movement competence. Both types of physical activities are essential for preschool children since they have a potential to help them form positive physical activity habits early in life and can also support with current and future participation in activities requiring movement competence.

Trudeau et al. (1999) investigated the influence of a daily primary school physical education program on physical activity levels, attitudes towards physical activity, and perceptions of barriers to physical activity during adulthood. Two groups of men and women (147 in an experimental group and 720 in a control group) participated to complete an identical questionnaire on their past and current physical activity levels. The results indicated that daily physical education at the primary school level had a long-term positive effect on exercise habits on women, and a significant influence on men by greatly reducing the risk of regular current cigarette smoking.

Moore et al. (1995) made a longitudinal study and examined the effect of preschool physical activity on the change in body fatness from preschool to first grade. 106 children between the ages of 3 to 5 years old participated to the study. Physical activity of the children was assessed twice yearly for 5 days with an electronic motion sensor. The authors measured change in the child's level of body fat from preschool to first grade with the slopes of triceps and subscapular skinfolds and body mass index. At the results of the study, active girls gained 1.0 mm in their triceps skinfolds from baseline to first grade, on the other hand, inactive girls gained 1.75 mm. Active boys lost an average of 0.75 mm in their triceps, while inactive boys gained 0.25 mm. When age, television viewing, energy intake, baseline triceps, and parents' body mass indices were controlled for, inactive preschoolers were 3.8 times as likely as active preschoolers to have an increasing triceps slope during follow up. Preschool children with low levels of physical activity gained substantially more subcutaneous fat than did more active children.

Blair et al. (1989) hypnotized that an active child is more likely to become an active adult. They also highlighted that when the levels of physical activity show steadiness over time, then children primarily observed to be inactive relation to their peers would most likely become inactive adults. Sallis and McKenzie (1991) reported that adults who participate habitual physical activity influenced by the habits achieved early in life. For this reason, preschools would be an ideal place to help children develop patterns of regular physical activity.

Sallis et al. (1997) studied the effect of health related physical education program on 4^{th} and 5^{th} grade students. Seven schools (955 students) were participated to the study and three conditions were applied in a quasi experimental design. Health-related physical education was taught by physical education specialists or trained classroom teachers. Students spent more minutes per week being physically active in specialist-led (40 min) and teacher-led (33 min) physical education classes than in control classes. Results

of the study showed that after 2 years, girls in the specialist-led condition were better to girls in the control condition on abdominal strength and endurance and cardio respiratory endurance. There were no effects on physical activity outside of school. A health-related physical education curriculum can offer students with significantly more physical activity during physical education classes. Improved physical education classes can potentially benefit 97% of elementary school students.

Trost et al. (2003) investigated the weight related differences in physical activity during the preschool. The researchers compared the physical activity of overweight and non overweight children between the ages of 3 to 5 year olds. 245 children (127 girls, 118 boys) and their parents participated to the study from 9 preschools. In the study, direct observations and accelerometers were used on multiple days. The results of the study showed that, although no weight related activity differences were found in girls, overweight boys were less active than normal weight boys. For this reason, overweight children may be at risk in body fat because of low physical activity in the preschool settings.

2.5 Implementation of Movement Education Programs in Preschool Curriculums

NAEYC (1994) described the term curriculum as follows:

> Curriculum is more than a collection of enjoyable activities. Curriculum is a complex idea containing multiple components, such as goals, content, pedagogy, or instructional practices. Curriculum is influenced by many factors, including society's values, content standards, accountability systems, research findings, community expectations, culture and language, and individual children's characteristics.

High quality learning environments are necessary for children to prepare them for future and implementing a curriculum that meets the all needs of children is a way for quality learning. Curriculum is not only reflection of the programs'

philosophy, goals, aims and objectives for children but also guide for teachers to help them how to target children's development in the social, cognitive and physical domains. Curriculum provides a framework about what happens in a planned environment and this also framework allows guiding the evaluation criteria that are appropriate for the program.

School administrators in the child-care industry are becoming aware of the importance of quality programming as a part of care giving. Moreover, parents are increasingly becoming interested in their children's opportunity for learning in the preschool years. They seek quality early childhood education programs for children. According to Mitchell (1989) parents want choices. Parents have different needs for preschool programs. They want centers to be affordable, convenient and easy to choose, and they want them to reflect their own values and child-rearing practices.

Noble (2007) investigated the parents' choice of early childhood education and care services. Single semi structure interviews were conducted with the 23 parents. Result of the study showed that parents choose schools that center staff developed a respectful relationship with the family. Location of the schools was another factor stated by parents. Meeting the children's needs, interest and abilities as well as meeting the family needs was another factor most commonly stated. The most important factor for parents while choosing a school was holding the similar perspectives. Parents stated that sharing similar values about childhood is a very important factor for them to choose a school.

Hausman and Goldring (2000) found in their study that parents' choice was based on academics, values, discipline, and safety concerns. Parents do not choose schools for one reasons, instead they take into consideration a wide variety of issues. The study stated that educational factors were an important factor for parents while choosing a school for their children. Parents, who choose value reasons when compared to other reasons, are more likely to be involved and satisfied with their choice of school and they have influence over school decisions. In the study, although education and convince factors stated

commonly by the parents, the effect of parent's values in the selection process might be just as significant to recognize the school selection process and its possible outcomes.

According to Raywid (1992), school choice provides mechanism for parent influence in school decision making. While choosing a school parents may try to influence decisions at the schools in an effort to affect policies. Parents who choose school may be more commended to try influence school policies to ensure that schools remain dependable with their values.

In an Ajzen's (1991) theory of planned behavior three types of concerns direct the human action. Behavioral beliefs that are the beliefs about the possible outcomes of the behavior, normative beliefs that are the belief about the normative expectations of other, and control beliefs that are the beliefs about presence of factors which may assist performance of the behavior. Behavioral beliefs make favorable or unfavorable thoughts toward the behavior, normative beliefs result in perceived social pressure, and control beliefs give rise to perceived behavioral control. In combination, attitude toward the behavior, subjective norms, and perception of behavioral control direct to the formation of a behavioral intention. As a guide, the more positive the attitude and subjective norm and the greater the perceived control, the stronger must be the person's intents to performed the behavior in question.

From an educational perspective of view, parents can be a part of this system. For instance, if parent have positive attitudes toward the application of movement education to their children, it will be essential to try to change the administrator's view. It has proposed that parent's thoughts toward educational practices are affected by their mental models of what goes on in good classrooms and schools (Dodd, 1994). In regards to the implementation and integration of early childhood movement programs into a preschool's curriculum, parents' views about the benefits of movement education may influence the teachers and school administrators. It could be supposed that

movement education programs may be welcomed and even requested by the parents who give importance to the movement activities as vehicle for learning. Therefore, their views are critical element about the implementation of the movement education programs in school curriculums.

Mulvihill, Rivers and Aggleton (2000) studied the influential role of parents during children's early physical activity experiences. They claimed that children who were encouraged by parents starting at an early age for participating to the physical activities usually seem to participate it in later years and are eager to continue. Besides, Pellegrini and Smith (1998) claimed that parental attitudes towards activity may have an effect on the child's activity level and toward activity. Parents are the first role models of the children and children tend to model many behaviors from their parents. So, parental physical activity is likely to be a powerful influence on their children's activity level.

Rodriquez (2005) made a study about the factors that influence movement instruction to preschool children. In the study, interviews with classroom teacher, school administrators and parents were conducted. At the result of the study, teachers highlighted that parents have an influence on classroom and overall school policies. They also stated that parents had a pressure on the administrators for school policies and curriculum. Although parents' influence on school policies, in the study teachers stated that none of the parents requested movement education activities. Instead, they requested more facilitation related with summer swimming classes.

Mulvihill, Rivers and Aggleton (2000), investigated the factors influencing children's involvement in physical activity with 60 children aged 5-11 years old. Also 38 parents were interviewed in groups. The results of the study showed that participation to sport activities was influenced by perceived enjoyment and social and cultural aspects. In group discussions it was also recognized that parents play in an important in influencing how physically

active their children are. Parents participated to the study had a high awareness that physical activity was beneficial for their children.

Deborah (2006) investigated the parents' perceptions of their child's 5th grade physical education program. It is a qualitative case study and 27 parents were interviewed. Results of the study showed that parents have inaccurate information about their 5th grade child's physical education program. Researcher stated that the amount of information taken by the parents based on the interest and persistence of the parent. Parents participated to the study gave much more attention to such lessons as; math, science and language. They thought that physical education and art lessons did not have an effect on children's learning. The study concluded that parents saw physical education lessons as an unimportant subject in the curriculum.

National Association for Sport and Physical Education (NASPE) conducted a survey about publics' attitudes toward physical education. Interview was made with the sample of 1017 adults (18 years of age and older) and 500 teens, ages 12-17. The results of the study showed that the majority of adults and teens strongly agree that physical education helps children to be healthy and also it helps them to build social relations. The vast majority of adults (91%) think that physical education does not interfere with academic needs of children. On the other hand, 15% adults and 21% teens thought that concentrating on academic subjects are very important than physical activities. Generally both adults and teens participated to this study thought that physical education is important to stay healthy and fit and also it is important to become social.

Knop, Theeboom, Huts, Hoecke and Martelaer (2007) made a study about the quality of school physical education in Flemish secondary schools. Parents, administrators and teachers participated to the study. In the qualitative study in-depth interviews were organized individually with 60 participants. Teachers, school principles and parents thought that physical activity is important in the school curriculum for social skills, sense of responsibility, team spirit, self

confidence, cooperation and character development. But due to limited number of hours, lack of appropriate material and interest of young people toward physical activity make difficult to reach the objectives of physical education.

Sallis et al. (1996) studied the elementary administrators' perceptions about school physical education. An interview was conducted with 110 administrators participated the study. The results of the study displayed that administrators believed that high quality physical education program will contribute to each of the listed educational and health related outcomes identified in the survey. They also cited that lack of time and lack of teacher training were main barriers for the quality physical education programs. They also thought that children enjoyed being physically active and being prepared for youth sports.

Dowda et al. (2004) made a study about the effects of school policies on moderate to vigorous physical activity (MVPA) of 3–5 year old preschool children and overall quality of preschools. 266 children from nine preschools were observed for 1 hour on 3 different ways. In the study, physical activity of children was observed twice per minute and scored 1 for stationary to 5 for fast movement. Also, structured interview was done with school administrators about their physical activity practices. The results of the study showed that children who attend preschools offered more field trips, and more collage educated teacher participated more to the MVPA. On the other hand, children who attend preschools with lower quality spent were more sedentary. Children in preschools which may have more resources and better quality show more MVPA.

Deborah et al. (2006) investigated the school principles' perceptions of academic importance and accountability in physical education with a sample of 213 elementary and primary school principles from 25 school districts. Participants were asked to examine the subjects in the curriculum they value as high and low priority and provide justification for those priorities. Principles

were asked to identify from 11 subjects those they viewed as academic subjects. The results of the study demonstrated that principles do not view the art and physical education subjects as an academic subject since they ranked them lastly. Their reason for low ranking music, physical education and art was that those subjects were not vital to the schools' functioning. In a study, physical education is not viewed as important for the principles as the main subjects of language, math and science. They did not view physical education as an academic subject and placed it at the bottom of the list.

Reflections of parents and school administrators toward movement education whether positive or negative largely based on their beliefs, values or views about the subject. According to Goodlad and Su (1992), curriculum decisions are based on one's values beliefs.

Maier and Verser (1982) represented a theory based on the needs for decision makers to take into consideration two critical elements: high quality decisions and the likelihood that others will accept it. High quality decision means to objective decisions in the problem solving process that deal with reaching the goals maintaining control. On the other hand, decision acceptance means to the degree of acceptance for the application of the decision. Acceptance is very important when the administrator dependent on others for application the decision. In the preschool setting, administrators dependent on parents and also they are accountable to them.

It can be clearly seen that literature researches about the beliefs, values, views and perceptions of parents and school administrators about movement education commonly based on the elementary or primary physical education. In Turkey, there is scarcely any literature about this issue so the aim of this study is to investigate the views of the school administrators and parents.

CHAPTER III

METHOD

In this chapter, the methodological procedure that was followed in the study was introduced. This chapter consists of six major sections: (1) Demographic Information of the Participants (2) Data collection procedures and instrumentation (3) Pilot study (4) Data analysis (5) Internal validity of the study and (6) Ethical concerns.

3.1. Demographic Information of the Participants

The participants involved in this study were the preschool administrators and parents of children enrolled in private preschools in Ankara. Schools were selected by using random sampling method described by Patton (1990). The researcher listed 45 private preschools in the region of Çankaya, Ankara, Turkey and 16 schools were selected randomly (8 of them were the substitute schools). Then, the researcher telephoned the school administrators to arrange an interview and to request their permission to solicit parents from their schools. All administrators accepted making an interview with their parents except three administrators due to school's privacy policy. Therefore, those schools were excluded from the study and first three schools were contacted from the substitute schools. In the study, interviews had planned out with the 8 school administrators and 3 parents from each school. However, from 3 different schools only 2 parents accepted to participate in the study. So, there were 21 parents rather than 24 in this study. All of the participants except two were working parents. The sample generally comprised mother, although both mothers and fathers were invited initially to participate. 19 of parent participants were mothers and only 2 of them were fathers (mean age 33.8 ± 4.7 years). As mentioned above, 8 administrator participants joined in the

study. Seven of them were female and only one of them was male (mean age 44.8 ± 11.5 years). The professions of administrator participants was psychology (*n*=3), child development (*n*=3) and business management (*n*=2). The mean professional experience of administrator participants was 14 with a standard deviation of 9.2 years. Six of administrator participants were both the owner and administrators of the preschools and the other two were only the administrators of the school.

In the study, sport experience of the parent and administrator participants was explored. Expressing more than one sport experience was accepted if applicable. First of all parents' data were presented. Eight parents (*n*=8) had not engaged any sports at their past. Other 13 parents had engaged sports such as volleyball (*n*=5), swimming (*n*=3), tennis (*n*=3), taekwondo (*n*=1), basketball (*n*=1), judo (*n*=1), football (*n*=1), cross-country (*n*=1), and boxing (*n*=1). Currently, 10 parents have not participated in any sports. Of 11 parents, 4 indicated that they do walking, swimming (*n*=4), fitness (*n*=1), table tennis (*n*=1), cross-country (*n*=1), running (*n*=1), bicycling (*n*=1), and skiing (*n*=1).

Similarly, school administrators had experienced some sports in their past as: volleyball (*n*=4), swimming (*n*=3), tennis (*n*=2), step (*n*=2), table tennis (*n*=1), boxing (*n*=1), and fitness (*n*=1). At present, half of the administrators (*n*=4) have not any sport experiences. However; some (*n*=2) swim, one (*n*=1) walks and one (*n*=1) does yoga.

3.2. Data Collection and Instrumentation

Data were collected by using semi structured interview method in which there is a list of questions that was explored in the course of the interview. Also, documents supplied from schools were analyzed. In this study, the semi structured interview method was chosen since it appeared to be the most appropriate approach for obtaining insights into the world of the participants.

The purpose of interviewing was asking questions to find out what is in and on someone else's mind, and to enter into the person's perspective. Patton (1990) summarized the benefits of a structured interview method as "It helps the interviewer to carefully plan the time available to the participants. It also provides a framework for developing questions, sequencing questions and selecting appropriate probes choices".

The aim of the study was to gain insights about the views of parents and administrators about early childhood movement education. Therefore; structured interview questions (lasting approximately 30 minutes) were asked to parents and school administrators individually (see Appendix B and C for the administrator and parent interview respectively). The researcher interviewed with the participants from October 2007 to January 2008. Before the interview, the participants and the researcher agreed on a day, time and place that best accommodate their schedules for the interview. Administrators' and eleven parents' interviews were conducted in an available room at schools. Ten parents' interviews were conducted at their work places. Audio recording of the interviews were used to produce verbatim transcriptions of the interviews and the accuracy of the transcriptions was checked against the original recordings.

Documents are the printed and other materials relevant to a study involving public records, personnel documents or physical artifacts. In a school setting some of the documents include lesson plans, photographs, school philosophy statements or memos between teachers and parents (Patton, 1990). The document analyzed in this particular study was the movement activities within the school curriculum as the second data collection method. This document offered important insight on the implementation of movement activities. The following questions can be answered by the document, movement activities in the school curricula. (1) What are the placements of movement activities in preschool curriculum settings? (2) What are the planned movement activities

that are applied in the schools? (3) How many hours were given into the implementation of movement activities?

3.3. Pilot Study

Procedures for the main study were examined and improved as a result of a pilot study with four administrators (mean age 50.2 ± 5.7 years) and 12 parents (mean age 34.1 ± 4.3 years). The pilot study was carried out so modifications could be made prior to the actual study. The interviews were performed in schools for both administrators and parents. Another aim of the pilot interviews was to improve the interviewer's capability to ask questions, look for explanation and clarification of related information. The initial interview questions were evaluated and re-designed in the light of findings on the pilot study.

3.4. Data analysis

According to Patton (1990), content analysis is the process of identifying, coding and categorizing the primary patterns in the data. This means analyzing the content of interviews. In this particular study, data analysis involved an initial general review of all information. Then each transcript, any field notes made during or soon after the interviews, any reflective notes and memos produced about the data were evaluated. Next, data were reduced via meaning condensation of longer passages and decontextualized via categorization through the development of cluster codes that were used to sort the data. Finally, the data were interpretively recontextualized into emergent patterns (Patton, 1990).

Throughout the data analysis process, the researcher used member checking to ensure the interpretations and analyses. The researcher gave administrators and

parents a copy of their transcribed interview and asked each to comment on its accuracy and edit or extend parts that may be inaccurate or only partially explained. Eight administrators and seven parents accepted to do member checking. Almost all of the transcriptions were in agreement. One administrator wanted to exclude some part of her speech about the number of students enrolled to the preschool. Thus, those parts were excluded from the transcriptions. Another administrator wanted to add something about the practices that are given in the center. In addition, two parents added some activities such as ice skating, modern dance, and ballet. One of the parents wanted to add something about the main benefits of physical activity for preschoolers.

3.5. Ethical Concerns

All participants gave informed consent according to the guidelines of the Human Research Ethics Board of Middle East Technical University to participate in this study. The researcher informed the participants during the initial contact about the nature of the study, researcher and participant roles and expectations, protection of participant privacy, and participants' freedom to withdraw from the study at anytime. Then, the participants who agreed to take part in the study signed the consent form (Appendix D).

3.6. Internal Validity

One significant way to strengthen a study design is through triangulation, or the combination methodologies in the study of the same phenomena or programs. For this reason, to ensure the validity the researcher used triangulation method by comparing the administrators' answers with the parents' answers and the school curriculum content. Also, member checking (Yıldırım & Şimşek, 1999) with fifteen participants was used to ensure internal validity.

CHAPTER IV

RESULTS

The purpose of this study was to answer four major questions. The four primary questions that the research attempted to answer were: (1) views of parents about preschool movement education (2) views of school administrators about preschool movement education (3) movement education practices at the preschools (4) the alignment between the views of parents and school administrators about preschool movement education.

Some selected answers of the participants were given in the following sections. Firstly Turkish phrase of the answers and then English translation of the Turkish phrase was given. The answers of the parent participants were coded with 'P' in English phrases and 'V' in Turkish phrases. Similarly, the answers of the administrator participants were coded with 'A' in English phrases and 'Y' in Turkish phrases. In addition, the participants were coded with numbers. For example, 'P-5' means answer of the fifth parent.

4.1. Research Question 1: What are the views of parents about preschool movement education?

This research question was investigated through the following interview questions. (1) What are the main reasons you choose to enroll your child at this preschool? (2) Please order the following subjects according to its importance. Order from (one) most important to (nine) least important. (3) Why did you rate play and movement activities as you did among the other activities listed? (4) Write five words or phrases that describe physical activity for preschoolers (5) What do you know about planned physical activity for preschoolers at your centre? (6) Who makes the play and movement activities? (7) How many hours

spend to play and movement activities? (8) As a parent how do you rate your current level of knowledge and understanding about physical activity for preschoolers? (9) What additional skills\competencies of knowledge relating to preschoolers physical activity and physical development would you like to see developed at your child' center? (10) Does your child attend any activity other than the school? (11) If yes, do any of them include physical activity or movement? (12) What do you think about your child's physical development? (13) What do you think about the benefits of physical activity for preschool children?

The answers of the first interview question were presented below:

The analysis of parents' answers to this question revealed the following themes: reference (*n*=9), school staff (*n*=7), education (*n*=6), physical conditions (*n*=6), location or proximity to home or workplace (*n*=4), openness (*n*=3), cleanliness (*n*=1), and security (*n*=1).

In their responses, parents commonly highlighted that their choice were influenced by the opinion of others within the social context. In this aspect, parents gathered information about the preschools by the opinions of other parents who have experienced those preschools before.

> *"Benim için en önemlisi okulu ve personelini bilmem, bu yüzden en iyi yol çocuklarını bu okula daha önceden vermiş ailelerle konuşmak"* (V-5).
>
> *"It is very important for me to know the school and the school staff so the best way to learn this is asking other people whose children attended to this school before"* (P-5).

Parents' choice of preschool was also influenced by the way the school staff was seen to be able to cater to their needs. Within this theme, parents highlighted the ways in which their choice of preschool was mediated by how

the school was perceived to meet the needs of their child as well as those of their family. They were looking for a service that was able to treat the child as an individual while at the same time accepting and catering to the needs of their family. Also, the way the staff communicated with the children as well as with the family was an important consideration stated by parents.

> *"Okulumuzun aile danışmalığı servisi ve psikoloğu var, galiba seçimimde etkili oldu çünkü sadece çocuklarımızın ihtiyaçlarını değil bizim ihtiyaçlarımızı da karşılıyorlar. Ben çocuğumun problemleri hakkında her hafta konuşmaya çalışıyorum ve kızcağız çok yardımcı oluyor"* (V-4).
>
> *"Our school has a family counseling service and we have a psychologist, I think it affected my choice because they meet not only our children' needs but also our needs. I try to speak with our psychologist every week about my child's problems and she is very helpful"* (P-4).

Another pragmatic influence on parent choice of preschool was the educational reputation of the school. Most of the parents stated that educational reputation of the school was an influential while choosing a school. They expressed that taking a good education starts with selecting a sounded school. So they choose schools which are good at in their education. Within an education theme, they also emphasized that studying some lessons such as; art, music, gymnastics and computer with a specialized teacher was a remarkable factor while they were choosing.

> *"Okul seçerken bence iyi bi okul olması önemli bi faktördü. Eğer iyi bi okul seçerseniz çocuğunuzun eğitim altyapısı iyi olur ama eğer kötü bi okul seçerseniz çocuğunuzun eğitim altyapısı kötü olur. Bende sürekli X okulunun iyi olduğunu duyuyordum ve çocuğumu buraya vermeye karar verdim"* (V-3).

"I think the reputation of the school was important factor for me while selecting the school. If you select good schools your child's educational background will be good, but if you select bad schools your child's educational background will be worse. So I always heard that X school is good and I decided to attend my child to this school" (P-3).

"Dersleri alanlarında uzman kişilerden almaları çocuklarımız için iyi" (V-17).

"It is good for our children to take the lessons from the teachers who are specialized in their field" (P-17).

Project based education was another factor that captures parents while choosing a school. Parents also focused on the need for the child to be viewed and treated as an individual and they expressed the idea that the physical environment and the resources provided within that environment, needed to allow children to develop independence in order to maximize their potential. Parents made some statements such as;

"Büyük bi alanda olması bi kere benim için çok önemli, burda istediği gibi merdivenlerden iniyor, yok spor salonu, yok oyun salonu yok DVD salonu", V-1.

"It is very important for me that school has a big area; here he can go wherever he wants, to the gym, to the play area, to the DVD hall" (P-1).

"Okulun dış fiziki görünümü iyiydi, uyku odası var ve ferah, aydınlık, güneş içinde. Bide çok fazla oyuncak vardı, oyuncak kapasitesi ve renkliliği benim için önemliydi" (V-4).

"The outer physical appearance of the school was good. It has a sleeping room that is well lighted, sunny, and bright. Also, there were lots of toys, the capacity of toys and their colorfulness was important for me" (P-4).

Some parents expressed their choice as being influenced by convenience of location or proximity to home or workplace. Parents were of the view that it was important for schools to give detail information about their children and school whenever they want; they want to watch their children from cameras to see what they were doing at a particular time. Thus being openness for a school was an important factor to be chosen. Parents also commented on how their choice of preschool was not only influenced by the cleanliness but also by the security of the school.

The answers of the second interview question were presented below:

In responding to this question, 9 parents put the structured play and movement activities at first. Most commonly they stated the social-emotional benefits of play such as; learning to share, taking responsibility, establishing a good communication, expressing themselves and building personality. 3 of the parents pointed out that play and movement activities is a vehicle for learning in that while children were playing they also learn the concept of colors, numbers or songs. Most of the parents focused that play was in their nature and should be a part of in children's lives. They also mentioned that children need to play because they are very young and play helps them to burn out their extra energy. In their responses, they were commonly used the term "play" instead of "play and movement". Some of their answers are represented below:

> *"Paylaşmasını öğrensin (tek çocuk olduğundan), arkadaşlarıyla iyi diyalog kurmasını istediğim için öne aldım*" (V-7).
> *"I put at first because I want my child to learn how to share, (he is a single child) and communicate well with his friends"* (P-7).

> *"Oyun çocuğu bunlar, oyunla bi çok şeyi öğreniyolar; paylaşmayı, sorumluluğu oyunla öğreniyolar"* (V-17).
> *"They are the children of play; they learn many things through play; sharing, responsibility"* (P-17).

"Çocuklar oyunu çok severler; yaşlarının tipik özellliği" (V-20).

"Children like to play very much; it is the typical characteristic of their age" (P-20).

There were 5 parents who put structured play and movement activities at second. Their responses commonly focused on the effect of play activities on the children's social-emotional development such as; personality development, communication and sharing with friends. They also stated the important effect of play activities on learning concepts. In general, their responses based on play activities that are free. Only one parent (P-11) highlighted the importance of structured play and movement activities on the development of children. Her response was presented at the following:

"Çocukların yaşları çok küçük ve yaşama oyunla hazırlandıklarını oyunla bi çok şeyi öğrendiklerini düşünüyorum ama biliçli oynatılan oyunlarla yani serbest etkinlik olarak koymuyorum onu, oyunu çocukların yaşamlarında etkili görüyorum, hareketide bir insanın beyinsel, fiziksel gelişimi için önemli görüyorum özellikle enerjilerini boşaltmaları".

"They are small and I think they get ready to the life and they learn many things through play which is a structured not free, I see play as an influential on children's life, I see movement also important for people' cognition and physical development, especially energy releasing".

Generally, parents saw the structured play and movement activities as just a free play for children. Parent who put them at third place stated that *"the more he plays at school, the better he go to sleep at home"* (P-14). One parent put them at a fourth place and she made a statement such as; *"since play is the thing that he can do always at home, school should be based on more academic subjects"* (P-1). In her statement, it was clear that she did not see the play and movement activities as an academic subject. Also, one parent (P-8)

who put them at fifth place gave the priority to the subjects of Drama, Music and Art. She highlighted that *"those subjects were more important than the others so I rated them at first"*. A parent who put them at sixth place stated that *"play was everywhere; within the drama, field trips and music so it was not necessary to see play activities as a separate subject"* (P-12). In her statement, she did not saw the play and movement activities as a curricular subject. Instead, she thought that play is already provided in all sort of activities so no need to be seen as an independent activity.

In their responses, parents even who put them at first highlighted the aspects of play rather than the movement. All they called "play and movement" as a "play". They commonly focused on the social-emotional benefits of play on children. Also they stressed the effect of play on the learning process. Some parents did not want to call play and movement activities as an academic subject. They saw them as a part of other activities.

The answers of the third interview question were presented below:

Parents most commonly describe physical activity for preschool children as play (*n*=9), jumping (*n*=8), drama (*n*=7), dance (*n*=5), running (*n*=4), sport (*n*=4), hopping (*n*=3), somersault (*n*=3), swimming (*n*=2), climbing (*n*=2), pulling (*n*=2), movement (*n*=2), striking (*n*=2), cut and paste (*n*=2), painting (*n*=2). In their responses, parents most commonly highlighted the aspect of play and fundamental movement skills in physical activity. They also focused on gross motor development promoted through whole body activities such as; jumping, climbing, running, pulling and striking which may be difficult to provide in a home setting with limited space but which parents saw as essential for coordination and skillful movement by young children.

There was great variety in parents' responses to this question acknowledging hugging, winter garden, play dough, karate, taekwondo, boxing, hide-and-seek, aerobic, headstand, hand movements, using body language, free play,

gymnastics, group games, running with direction, active games, verbal activities, yoga, physical education, drawing activities, grasping a fork and spoon, shoe tie, button sewing, necktie tie, learning with touching, theater, walking, tangram, concept activities, turning around himself, football, basketball, reaching, fun, energy excretion, ascending and descending. The summary of the parents' responses was presented in Table 4.1.

Table 4.1 Common words used by parents to describe physical activity

Common words that describe physical activity	**Frequency**
Play	9
Jumping	8
Drama	7
Dance	5
Sport	4
Running	4
Somersault	3
Hopping	3
Swimming	2
Movement	2
Music	2
Cut and paste	2
Painting	2
Climbing	2
Pulling	2
Striking	2
Other	37

The answers of the fifth interview question were presented below:

Many parents sure of what happened at their child's center in relation to physical activity for preschoolers. They commonly focused on the aspect of specialized movement activities such as; ballet (*n*=10), horse riding (*n*=6), yoga (*n*=6), dance (*n*=6), drama (*n*=5), swimming (*n*=5), gymnastics (*n*=3), taekwondo (*n*=3) and ice skating (*n*=1). The parents pay extra money for all of those lessons. Seven parents mentioned about physical education lesson that were planned for preschoolers. When the researcher asked them to explain what their children were doing at their physical education lessons, they were unsure about the content of lesson and highlighted that they knew from the descriptions of their children or the centre operated on a daily curriculum plan which was pinned on the notice board each day for information.

There was a spread in parents' responses in relation to planned physical activities such as; folk dances, sport, playing at a garden, music, plastic art, holding scissors and pencils, learning to paint, chess, musical songs, theater, org and finger plays. Less commonly, parents' responses included activities that were the basic fundamental movement skills such as; climbing (*n*=1), running (*n*=1), jumping (*n*=1) and walking on balance board (*n*=1). Generally, parents aware of the lessons that were more focused on specialized movement skills rather than the fundamental movement skills which are essential for the physical development of preschoolers. Their responses seemed indicative of parents' reflecting upon children's diverse interests and abilities in physical activity.

The answers of the sixth interview question were presented below:

Their responses commonly focused on the lessons that are specialized. Eleven parents mentioned that there was a specialized physical education teacher, outside from the school, responsible for specialized lessons such as; ballet, swimming, tennis, taekwondo, yoga, modern dance and ice skating. Those

parents mentioned that schools have branch teachers for every branch lessons such as; physical education, art, music and drama. Since most of them believe the importance of taking lessons from an expert, they were very glad for this kind of approach. On the other hand, 10 parents highlighted that kids took their sport specific lessons such as; ballet, swimming, yoga, tennis, taekwondo and ice skating from their specialized physical education teacher and took their play activities with their classroom teachers. From their responses, it can be understood that specialized sports lessons were given by the specialized physical education teachers and play and movement activities were given by the classroom teachers. They commented that it was important for their children to learn how to swim well or how to play tennis, so they supported the idea of taking such kind of lessons from an expert.

Most of the parents were also more concerned about the time of those specialized lessons and gave exact time of the lessons. With respect to parents' responses, horse riding, taekwondo, yoga, dance, ballet, swimming, gymnastics and physical education were practiced 20 minutes to 1 hour. Five parents did not know the times of those lessons and they stated that they had no idea (Table 4.2). Some of them were unsure about the time of play and movement activities and their responses are shown at the following excerpt:

> *"Oyunu zaten hergün oynuyolar bunun tam zamanını bilemeyiz ama 30 dakikalık bi yoga dersleri var ben sadece bunu izliyorum…"* (V-5).
> *"They play everyday so we cannot know its exact time but there was a 30 minutes yoga class and I only follow this class…"* (P-5).

> *"Oyun zamanlarını bilemeyiz ki, çünkü her zaman oynuyo, oynuyo, oynuyolar"* (V-13).
> *"We do not know the time of play, because every time they play, play and play*" (P-13).

"Sanırsam oyunlarını hergün oynuyorlar ve eğleniyorlar" (V-20)

"I think they play everyday and they have fun" (P-20).

Table 4.2 Play and movement activity times stated by parents

Schools	**S-1**	**S-2**	**S-3**	**S-4**	**S-5**	**S-6**	**S-7**	**S-8**
Activities by the 1st parents	HR (60)	NI	D (60)	G (120)	B (45)	NI	PE (20)	NI
	-	-	-	-	-	-	Y (30)	-
	-	-	-	-	-	-	-	-
Activities by the 2nd parents	NI	Y (30)	Y (60)	G (120)	NI	B (60)	PE (40)	S (60)
	-	-	D (60)	-	-	-	-	-
	-	-	PE (15)	-	-	-	-	-
Activities by the 3rd parents	Ta (60)	NTP	Y (60)	G (120)	Te (45)	B (60)	NTP	NTP
	-	NTP	-	-	B (45)	-	NTP	NTP
	-	NTP	-	-	HR (45)	-	NTP	NTP

'S-1' denotes the first school in the study, and similarly 'S-2' the second one and goes on. 'Activities by the first parents' denote for the specified activities performed in the schools by the first parents, and goes similarly. The activities coded as 'HR': Horse Riding, 'NI': No Idea, 'D': Dance, 'G': Gymnastic, 'B': Ballet, 'PE': Physical Education, 'Y': Yoga, 'Ta': Taekwondo, 'S': Swimming, 'Te': Tennis. The number in parenthesis near the activity abbreviation presents the duration of the activities in minutes. 'NTP' means no third parent joined the study for this particular school. Format of the Table was prepared according to three different activities however some parents specified less; so, '-' used if less than three different activities specified.

The answers of the seventh interview question were presented below:

Twelve parents rated their current knowledge and understanding in relation to physical activity opportunities for preschoolers as non-existent, 5 of them rated as adequate and 4 of them rated as minimal. The high number of parents who listed their current knowledge as non-existent could mean that there is a need for improved communication in this area between school and parents. However, the results may also mean that more information and research is necessary to establish what parents know and think about children's physical activity. These were interesting responses from parents and certainly highlight

a need to pursue the "why" of this question further. Parents (n=12) who rated their current knowledge as non-existent made statement such as:

> *"Ben daha çok akademik derslere önem veriyorum ve bunların önemine inananıyorum bu yüzden bu konu hakkında bilgi sahibi olmamam çok normal"* (V-1).
> *"I give more importance to the academic lessons and I believe their importance so it is normal not to have a knowledge about this subject"* (P-1).

> *"Fiziksel etkinlik hiç ilgim olmayan bi konu bu yüzden bilgim yok"* (V-5).
> *"Physical activity is an issue that I do not have any interest on it so I do not have knowledge"* (P-5).

Parents rated their knowledge as adequate made statement shown at the followings:

> *"Bende sporla uğraşan biri olarak çocuğum için ne iyi olur biliyorum"* (V-3).
> *"I am the one who also engages in sport so I know what is good for my child"* (P-3).

> *"Onu oyun parkında yönlendiriyoruz, çarpışan arabaları sürmesini sağladık"* (V-15).
> *"We direct him at playground, we provide him to drive a dodgem cars"* (P-15).

The answers of the eighth interview question were presented below:

Parents gave different responses to this question. Some of them (*n*=9) thought that school had enough physical activities and they were satisfied with what they currently do. They thought that children were very young and it was enough for them such a busy lesson content. They also stated that if they had any request, the schools meet their needs. Up to now, none of them wanted a request related with physical activity or physical development for their children. In responding to this question, 7 parents wanted such kind of physical activities as; basketball, volleyball, ballet, gymnastics, dance, physical education and some basketball and football tournaments in their schools. Five parents stressed the importance of swimming and they thought that schools should have swimming pools. Some of them expressed the positive effect of swimming on children and they thought that early years were crucial to learn how to swim. One parent especially wanted a swimming pool which is both for children and their parents. She made a comment;

> *"Okulda yüzme havuzu olmasını istiyorum. Yüzme küçük küçük yaşta öğretilmesi gereken bi spor. Keşke ailelerin ve çocukların birlikte kullanabileceği bi havuz olsa"* (V-18).
>
> *"I want a swimming pool in the school. Swimming is a sport which has to be taught in early years, I wish we had a swimming pool used by children and their parents"* (P-18).

Three parents commented on the necessity of the larger areas at schools. According to parents the play areas were too small and parents wanted the areas that were used only for play activities. One of the parents gave a clear example about small play areas and safety issue:

> *"Oynadıkları alan çok küçük ve her an yaralanmalar olabilir. Hatta bununla ilgili bi örnek veriyim geçen hafta okuldan aradılar beni ve çocuğumun yaralandığını, okula gelmem gerektiğini (bak anlatırken bile tüylerim dikenlendi) okula gelmemi çünkü durumunun ciddi olduğunu burnunun kanadığını söylediler (o an sanki buz kesildim)*

hemen gittim nasıl oldu dedim oyun oynarlarken Arda'nın koşup düştüğünü ve yere çarptığını söylediler. Valla çok kızdım nasıl ya siz bu küçük alanda niye koşturuyonuz madem dedim. Çocuğumun yaralanmasından onlar suçlu" (V-1).

"The play area is too small to play and there can be some injuries while they are playing. I want to give an example that we had last week. They called me (school administrator) that my child was injured and I had to be there because his situation was serious, his noise was bleeding. When I asked them what happen to my child, they told me that while all they were playing, Arda (her child) was running around the classroom, and he felt down and hit the ground. I got angry to them and said that why did you allow children to run such a small area. It was their fault my child to be injured" (P-1).

Since it is important to prepare the body to the exercise, one parent (P-1) highlighted the importance of warm ups and she wanted from the school doing warm up sessions before activity begins. She stated that;

"Bizim ortaokul zamanlarında beden dersleri vardı ve bu derste biz çok fazla ısınma hareketi yapardık, nerdeyse 30 dakika. Buda bizi iyi hissettiriyodu. Ama şimdi kendi çocuğumun beden dersine bakıyorum, valla hiç ısınma hareketi yapmadan paldur puldur başlıyolar. Bence bu çok önemli ve bu tür şeyler görmek isterim doğrusu".

"In our elementary school years, we had a physical education classes and we did lots of warm up activities (nearly 30 minutes). That made us feels to be good. But now, I look at my child's physical education class and they started the activity without any warm ups. I think it is very important and I want to see these kind things".

One parent (P-3) pointed out another issue. She was complaining about the money that is given to the specialized lessons such as; swimming, horse riding and ice skating (70 YTL for one lesson in a month). She thought that those

were the subjects that should be free like any other lessons i.e., music, art and drama. Her reason for this request was at the following:

> *"Zaten okula çok fazla ödüyoruz. Bence okulun ücreti çok yüksek ve de yüzme yada atçılığa ayretten para ödemek çok anlamsız bence, bunu anlamıyorum".*
>
> *"We pay lots of money to the school. I think the school fee is too high and to pay extra money for swimming or horse riding is meaningless for me, I do not understand that".*

Parent's requests from their schools focused more on specialized lessons such as; swimming, dance, ballet, basketball, volleyball and gymnastics. Especially, swimming (*n*=5) is a lesson that is more popular between parents. Some of them also focused on the space that children play. They wanted bigger spaces for their children to play comfortably. One of them pointed out the safety issue around the play areas. None of them made any requests on physical development of their children except one. P-8 wanted from the school to add some fine motor skills such as; buttoning, shoe tying, hanging objects for their fine motor skills and cooking. She thought the importance of teaching that kind of skills at early years, so she wanted to see those kinds of activities at their schools.

The answers of the ninth interview question were presented below:

Seventeen parents stated that their children did not participate in any physical activity program in other than the school. Their reasons for not attending any program differed in their responses. Some of them said that their children' age was small, some other said that "*we were searching a lesson that best suits to our child, and I think we started to the swimming lessons"* (P-10). Swimming (*n*=5), horse riding (*n*=2), basketball (*n*=1) and ballet (*n*=1) are the lessons that parents thought to send their children. Only 4 parents highlighted that their

children were participating to a physical activity program other than the school such as; taekwondo, ballet and swimming.

The answers of the tenth interview question were presented below:

Parents generally stated the importance of physical activity in the aspect of social- emotional, physical and cognitive benefits for preschoolers and their answers revealed the following themes: physical and health benefits (*n*=19), social- emotional benefits (*n*=13) energy burning (*n*=5), and cognitive benefits (*n*=2). Some of their statements were presented below:

> *"Fiziksel aktivite fiziksel gelişim için çok önemli; esneklik sağlıyo bide obeziteyi önlüyo"* (V-6).
> *"Physical activity is very important for the physical development; it helps to give flexibility and it helps to prevent obesity"* (P-6).
>
> *"Çocuğun gelişimi için önemli. Kalem tutmasına, makas tutmasına ve çatal tutmasına etkisi var. Vücudunu daha iyi kontrol etmesine yardım eder"* (V-8).
> *"It is important for the development of the child. It has an effect on the holding a pencil, scissors and fork. It helps him to control his body better"* (P-8).
>
> *"Çocuğun kendine öz güvenini geliştirmede yardımcı olur, kendsini anlatmada yardımcı olur. Bide eğlenmesine ve mutlu olmasına yardımcı olur"* (V-12).
> *"It helps to increase the child's self confidence, it helps child to express himself. Also it helps children to enjoy and to be happy"* (P-12).
>
> *"Zeka gelişimi açısından etkisi var. Kavramları fiziksel aktivite yoluyla öğrenirler"* (V-16).

"It has an effect on the cognitive development. They learn concepts through physical activity" (P-16).

The answers of the eleventh interview question were presented below:

Parents also gave common responses to the question about their children's physical development. Seven parents stated that their children were too active and they were afraid of being their children hyperactive. Some parents (*n*=7) made statements about their children's large and small motor skill. Their excerpt presented below:

"Genel olarak çocuğumun yürümesi, koşması, zıplaması ve bunun gibi şeyler akranlarına göre iyi bundan dolayı onun fiziksel gelişimiyle ilgili bi problemimiz yok allaha şükür" (V-5).
"Generally my child's walking, running, jumping and that kind of things are good according to his peers so we do not have any problem about his physical development" (P-5).

"Fiziksel olarak yapamadığı bişey yok ama taklayla ilgili küçük bi problemimiz var, bence sevmediği için yapamıyor" (V-9).
"There is not anything that he cannot do physically but we have small problem with how to somersault, I think he can not do it because he does not like it" (P-9).

"Kızım ellerini parmaklarını nası diyosunuz ona …. küçük kaslarını (küçük kaslarını kelimesi araştırmacı tarafından söylenmiştir) çok iyi kullanır. Mesela; kendi ayakkabısını bağlayabiliyo, kendi kendine giyinebiliyo. Ben kızların bunları erkeklerden daha önce geliştirdiğini düşünüyorum çünkü kız olarak her zaman annelerine mutfakta, temizlikte ve alışverişte yardım ediyorlar. Benim kızım bana herzaman yardım eder bu yüzden küçük kasları iyi gelişmiş" (V-12).

"My daughter uses her small muscles very well. For example she can tie her shoes, she can dress herself. I think girls get these skills earlier than boys because as a girl they always help their mother in the kitchen, in the cleaning, and at the shopping. My daughter always helps me so her small muscles develop very well" (P-12).

Being clumsy, having low attention span, having a problem with breakfast were other remarkable answers given by the parents about their children's physical development.

4.2. Research Question 2: What are the views of school administrators about preschool movement education?

This research question was investigated through the following interview questions. (1) what are the factors that influence parents while choosing your school? (2) what are the factors in designing your school curriculum? (3) please order the following subjects according to its importance: order from (one) most important to (nine) least important. (4) write five words or phrases that describe physical activity for preschoolers? The answers of the school administrators to those questions presented below one by one.

In the first interview question, the researcher aimed to find out the priority of movement education activities on parents while they were choosing a preschool. The analysis of administrators' answers of this question revealed such themes as; content of the educational program (n=6), openness (n=5), collaboration (n=4), institutionalized (n=4), reference (n=1), and provided opportunities (n=1). Within the content of educational program theme, administrators drew attention to the project based programs in their schools. One of them (A-1) stated that *"as a school, working on a project based is an important factor for parents while they were choosing our preschool"*. This administrator also highlighted that in her school they gave a French lesson and

this has an influence on parents while they were choosing their preschool. Another administrator mentioned the important effect of project based programs on children's study habits as a group. She thought that working as a group in a project gave children freedom and ability to cope with their problems. One administrator (A-6) mentioned that parents choose their schools because they have such lessons as; English, Music, Drama, Chess, Gymnastics and Computer. According to her statement, lessons given by the schools affect parents while choosing a school for their children. But when looking at the answers of these preschools' parents, none of the three stated the effect of lessons on their choices (4^{th} research question).

Being openness as a school was another theme stated by 5 administrators. One of them (A-5) stated that *"it was important for parents to be satisfied from school so when parents come to my school, I take them on a tour of the school and show them around it. If they satisfied they choose our school"*.

Another administrator (A-4) pointed that *"parents were our first priority and we gave freedom to them. They have a right to know about their child's education, what's going on inside; how their child feels at this time, does s/he eat his meal, does s/he sleep well and is s/he happy. We gave them detail information that they need about their children and it is our biggest plus"*.

Generally, being openness stated by administrators is a mean of giving information about the school and children to the parents. Parents want to take information and administrators aware of it and give necessary information to them as being openness. Collaboration is another theme stated by administrators as a reason for parents while choosing their schools. Four administrators stated the importance of collaboration with parents and its' effect on the school choose. One of the administrators (A-2) made the following statement about their school's family counseling service:

"Okulumuzda aile danışmalığımız mevcut ve aileler okula gelip bunu duyduklarında çocuklarını yazdırmak istiyorlar. Bi tane psikoloğumuz var ve ailelerimiz ihtiyaç duyduklarında her zaman onunla konuşabiliyor."

"We have a family counseling service in our school and when parents come to our school and hear about it, they want to enroll their children to our school. We have a psychologist and our parents can talk to her every time they needed."

One administrator (A-5) pointed out the importance of first impression on parents while choosing a school and made the statement below:

"Ailelerin kendi ifadelerine göre, ilk önce benimle olan iletişimlerinden memnun kalıyorlar ve bize karşı güven duyuyorlar. Bence ilk konuşmada iyi bi intiba bırakmak ailelerin okul seçiminde çok etkili çünkü kendilerini bu çevrede güvende hissetmek istiyorlar. Eğer onlara istediklerini verirsek bizi seçerler".

"According to parents' expressions, they satisfied with our first conversation and they feel confidence toward us. I think making a good impression for the first conservation is an influential factor for parents' school choice because they want to feel secure in this environment. If we can give them what they want, they can choose us".

"We over come the problems together and find new solutions and develop new methods from those problems, I think that's the reason. Our feedbacks are good and no one leaves from our school" (A-5).

"Sorunları birlikte aşıp, yeni çareler buluyoruz ve o sorunlardan yeni bi yöntem geliştiriyoruz, bence sebep bu. Geri dönüşlerimiz iyi oluyo, okuldan ayrılan olmuyo" (Y-5).

Being a good school, having experience and good working were the sub categories of being institutionalized theme stated by 4 administrators as a school choice factors. One administrator mentioned the reference as a factor on parents while choosing a school. Lastly, one administrator mentioned about their school's physical conditions as a factor on parent's school choice.

In general school administrators did not mentioned about the effect of movement activities on the selection processes. They commonly highlighted such themes as educational program, openness, collaboration, and being institutionalized on school choice. According to their statements, it can be understood that movement activities are not considered as a factor while choosing a school. Another interview question which is about the curriculum planning was asked to the administrators by the researcher to find out the schools' educational priorities while planning.

In responding to this question, 7 administrators put emphasis on individual differences while designing their school curriculum. They mean from individual differences that children are unique and need to be supported according to their age, characteristics and development. All of them mentioned about the importance of individual differences and made such statements:

> *"Birincil önceliğimiz çocuk. Çocukların yaş düzeylerine gore planlarımız oluyo. Küçük yaşlar için daha basit, eğlenceli ama öğretici; büyük yaşlar için daha aktif, daha öğretici, proje tabanlı"* (Y-7).
>
> *"Our first priority is the child. We have a curriculum that arrange according to children's age level. Simple, enjoyable but educational for younger ages; active, educational, project based for older ages" (*A-7).

> *"Önce çocuğun ihtiyaçları diyoruz. Aileden gerekli bütün bilgileri alıyoruz ki uygulamaya uygun olmayan bişey koymayalım; program çocuğa gore yapıyoruz"* (Y-4).

"First of all we say the needs of child. We take necessary information about children from their parents so we do not put inappropriate things into practice; we make the curriculum according to child" (A-4).

"Tamamıyla çocuklara gore program oluşturuyoruz. 6 çocuğumuz var biraz geriden geliyo açıkçası onlara daha çok bilişsel etkinlik koyup diğerlerini biraz başka merak ettikleri şeyleri pekiştirme yoluyla bi araya getirmeye çalışıyoruz" (Y-3).

"We make our curriculum completely according to children. We have 6 children who have a delay and we support them with more cognitive activities, we support others that they are more interested in doing" (A-3).

Some of them (*n*=6) also mentioned about their educational approach while designing their school curricula. They highlighted the importance of project based education, active learning environments and social activities. Implementations of the lessons are carried out through the projects, trips to the places and arranging social activities. Moreover, educational content was another theme stated by the administrators while designing their curriculum. In their curriculum content they gave the priority to the art, music and society knowledge. They try to teach lessons through the art and music activities and inspiring children about the knowledge of society. Last theme was the learning institution (*n*=1) that mentioned as a factor while designing school curricula. The administrator made the statement below:

*"Dünyadaki çalışmaları takip ediyoruz. Türk çocuklarına uygulanabilecek şeyleri uyguluyoruz. Amacımız çocuklar Türk mili eğitim sistemine girdiklerinde donanımlı olsunlar, sadece bilgi açısından değil, davranışlar hem sosyal hem bu beceriler konusundaki donanımlar açısından önemli bunlara bakıyoruz" (*Y-8).

"We follow the studies around the world. We apply the things that applicable for Turkish children. Our aim is to be equipped when

children come to Turkish Ministry Education System. They are to be equipped not only in terms of knowledge but also behavior and social skills; we look at them" (A-8).

The responses of administrators conclude that, schools arrange their curriculums according to children's individual needs and implications that are more appealing to children. To find out the importance and placement of play and movement activities on the school curriculum the researcher asked another interview question to the participants to order the subjects according to its importance.

Putting the study subjects in an order, 2 of the administrators gave their first priority to the play and movement activities. Their reason to give the first priority was using play and movement activities as a vehicle for learning. They use those activities to teach some concepts such as; colors, numbers or shapes. According to their explanations, it can be inferred that play and movement activities are not used for their own purposes instead they are used for another purposes like teaching something to children. Their statements were presented below:

"Oynarken çok fazla şey öğreniyolar.. Hayal güçlerini geliştiriyolar, kendilerini geliştiriyolar bu yüzden yaşlarının gereği diye düşünüyorum. Bide oyun oynarken kavramları daha iyi öğreniyolar" (Y-5).

"While playing they learn lots of things. They improve themselves and their imagination for this reason I think that it is the requirement of their ages. Also they learn the concepts better while playing" (A-5).

"3-6 yaş oyun yaşı. Gerçek dünyalarını oyunla ifade ederler, hayal ve imgelem alanı oyunla ortaya çıkar. Çocukların zihinsel ve psikolojik gelişimleri önemli." (Y-6).

"The age of 3-6 is the age of play. They express their real worlds trough play, their imagination comes out with the play. It is important for children's cognitive and psychological development" (A-6).

Although, play and movement activities are connected closely to each other and placed in a curriculum together, most of the administrators named them as a play instead of saying play and movement. Three administrators put the play and movement activities in a second priority. Similar to the previous respondents, those administrators also focused on the effects of play activities on learning and its using as a vehicle for teaching something. Their statements presented below:

"Ben oyunun hep çocuğun işi olduğunu savunanlardanım. Herşeyin içinde oyun var; deneylerimizin, sanatın, müziğin ve dramanın içinde. Çocuk önce serbest oynamalı kendi tercihlerini seçmeli, kendi grubunu kurmalı ki daha sonra öğrenme gerçekleşsin" (Y-4).

"I always argue that play is the child's job. Play is in everything; our experiments, art, music and drama. First of all child should play freely, make his/her choices and form a group so learning occurs later. Play is the best tool here" (A-4).

"Oyunun çocuğun işi olduğunu düşünüyorum. Çocuğu birebir tanımada yardımcı olacağını düşünüyorum. Oyun ve hareket etkinliklerinin içinde matematiğin temeli olan analitik düşünme var. Oyun ve hareket hepsini kapsıyor" (Y-3).

"I thought that play is the job of child. I think It helps to understand the child closely. In the play and movement activities there is an analytic thinking which is the bases of mathematic. Play and movement covers all of them" (A-3).

One administrator (A-8) who put the play and movement activities to the third priority made an explanation like; *"the most important subjects for me Turkish*

and Mathematic. Play and movement is also important but not as important as Turkish and Mathematic". Two other administrators hold the same opinions with the former. They gave their first priorities to the Drama, Turkish, Art and Free Play. Commonly they have the idea that play is in children's nature and it develops naturally, but other subjects should be taught in the school and not naturally developed. To understand deeply, the researcher asked the participants to describe what physical activity means for preschoolers. Their answers presented in the following paragraph.

Overall, the sample of 8 administrators saw physical activity for preschool children as referring to running (*n*=5), jumping (*n*=4), play (*n*=4), climbing (*n*=3), movement (*n*=3), hopping (*n*=2), fun (*n*=2), dance (*n*=2). They also described the physical activity for preschool children as taekwondo, communication, crawling, fighting, sport, somersault, aerobic movements, yoga, rhythm and purpose. It can be seen that administrators focused on the aspect of fundamental movement skills such as running, jumping, climbing, movement and hopping while describing physical activity for preschoolers. The summary of administrators' responses is presented in Table 4.3.

Table 4.3 Common words used by administrators to describe physical activity:

Words/phrases	Frequency
Running	5
Jumping	4
Play	4
Climbing	3
Movement	3
Hopping	2
Fun	2
Dance	2
Taekwondo	1
Communication	1
Crawling	1
Somersault	1
Aerobic movements	1
Yoga	1
Rhythm	1

4.3. Research question 3: What are the practices regarding the teaching movement education to preschool children?

To understand the implications related with the movement education at school settings, the researcher asked questions to the school administrators about the physical activity opportunities, hours, people who plan and apply the activities, their current knowledge and additional skills to be developed at the schools. Those are the concerns investigated through the following interview questions: (1) what are the opportunities do you currently provide for preschoolers in your center that are provided to encourage them to engage in physical activity? (2) who does plan the play and movement activities? (3) who does apply the play and movement activities? (4) how many hours given to play and movement activities? (5) what are the opportunities do you currently provide for preschoolers in your center that are provided to encourage them to engage in physical activity? (6) in your curriculum planning what are you doing for

individual physical differences? (7) as an educator how do you rate your current level of knowledge and understanding about physical activity opportunities for preschoolers? (8) what additional skills\competencies of knowledge relating to preschoolers physical activity and physical development would you like to see developed at your center? The responses of school administrators to those questions were presented below:

Administrators provide a wide variety of experiences at their centers and settings to support children's physical development. Rhythmic gymnastics (*n*=5), ballet (*n*=5), horse riding (*n*=4), playing at a school garden (*n*=4), yoga (*n*=4), running (*n*=3), swimming (*n*=3), sport saloon activities (n=2), jumping (*n*=2) and free play (*n*=2). Taekwondo, ice skating, catching, climbing, throwing, dance, bowling, balance activities, gross motor activities, tennis, drama, clay, group games were another opportunities provided at the schools. Activities generally focused on the sport specific skills as shown at the Table 4.4.

Table 4.4 Physical Activity Experiences Provided at the Schools

Experiences	**Frequency**
Rhythmic gymnastics	5
Ballet	5
Horse Riding	4
Playing at a school garden	4
Yoga	4
Running	3
Swimming	3
Indoor gym activities	2
Jumping	2
Free play	2
Others	15

In one of the schools (S-6), play and movement activities are planned by only the specialized physical education teacher. In the S-4 and S-5, both administrator and specialized physical education teacher planned the activities. In other 5 schools, play and movement activities are planned by administrators, classroom teachers and specialized physical education teacher. Their results are shown at the table 4.5.

Table 4.5 People who plan the play and movement activities

S-1	**S-2**	**S-3**	**S-4**	**S-5**	**S-6**	**S-7**	**S-8**
A	A	SPET	A	A	SPET	A	A
CT	CT	CT	SPET	SPET	-	CT	CT

'S-1' denotes the first school in the study, and similarly 'S-2' the second one and goes on. 'A' denotes for 'Administrator', 'CT' denotes for 'Classroom Teacher', 'SPET' denotes for 'Specialized Physical Education Teacher'.

In all of the 8 schools play and movement activities were applied by the classroom teachers. Play and movement activities are the building blocks of motor development of children and they should be given in an appropriate way. So having knowledge about this developmental area is necessary for teachers who deal with children. Moreover, administrators stated in their responses that specialized physical education teachers applied activities such as; ballet, swimming, dance, horse riding, tennis, gymnastics and taekwondo. Their responses were presented at table 4.6. It can be understood from their answers that schools hire teachers who are experts in their field for the specialized sport lessons.

Table 4.6 People who apply play and movement activities

S-1	**S-2**	**S-3**	**S-4**	**S-5**	**S-6**	**S-7**	**S-8**
CT	CT	CT	CT	CT	CT	CT	CT

'S-1' denotes the first school in the study, and similarly 'S-2' the second one and goes on. 'A' denotes for 'Administrator', 'CT' denotes for 'Classroom Teacher'.

In their responses, administrators did not give exact hours of play and movement activities, but they gave the hours of such lessons as; swimming, ballet, tennis, yoga, gymnastics, horse riding, taekwondo and dance. To understand deeply, the researcher took each school's yearly, monthly and weekly curriculum and looked at the hours of play and movement activities. All of the schools participated to the study, arranged their curriculums according to Turkish Ministry of National Education objectives in that they aimed to improve children's gross and fine motor development. When looking at the activities applied to support children's gross and fine motor development, activities seems to be inappropriate to support their development. Most of the play and movement activities served as a free play and more specialized sport activities were imposed on children. It was also seen in their curriculums that activities served as a play do not encourage participation by all children and only a few children are active at any given time; the rest simply watch.

The load of play and movement activities and specialized sport lessons such as; ballet, tennis, swimming, yoga, gymnastic, horse riding and dance examined within the school curriculums. The results are shown at table 4.7.

Table 4.7 Time given to the play and movement activities

Activities	**S-1**	**S-2**	**S-3**	**S-4**	**S-5**	**S-6**	**S-7**	**S-8**
Play and movement activities	NS	NS	NS	NS	NS	NS	NS	NS
Rhythmic gymnastics	-	60	20	NS	-	60	-	60
Ballet	60	-	-	-	45	60	-	30
Horse Riding	60	-	60	-	45	-	-	45
Yoga	-	60	60	-	45	-	40	-
Taekwondo	60	-	-	-	-	-	-	-
Ice skating	60	-	-	-	-	-	-	-
Dance	-	-	-	-	45	-	-	-
Tennis	-	-	-	-	45	-	-	-
Swimming	-	-	-	-	45	60	-	30

'S-1' denotes the first school in the study, and similarly 'S-2' the second one and goes on. The number in the cells presents the duration of the activities in minutes. 'NS' means that the duration of the activity was not specified. '-' means that particular activity was not performed in the corresponding school.

The activities such as; rhythmic gymnastics, ballet, horse riding, yoga, taekwondo, ice skating, dance, tennis and swimming presented in the table 4.5 were offered as an extracurricular activities. Parents choose from those activities that they want for their children to be participated. They pay extra money for those activities (75 YTL for one activity). It can be seen from the table that some schools (S-1, S-5, S-8) offer more than 3 extracurricular activities. The administrator of the S-5 made the statement below:

> *"Ailelerimizden bazıları çocuklarını baleye bazıları yogaya göndermek istiyor, hepsinin farklı istekleri oluyor bu yüzden bizde okul olarak onlara birsürü aktivite sunuyoruz ki onlarda seçsin diye.*
>
> *"Some of our parents want to attend their children ballet or yoga, all they have different demands so as a school we offer them lots of activities then they choose between them".*

Schools have different opportunities for preschoolers to encourage them to engage in physical activity. Of the administrators interviewed, 8 gave very

different responses which made aggregation difficult. Common points were that staff had a responsibility to contribute to children's physical development to encourage them to engage in physical activity in various ways by:

> *"Aktiviteye başlamadan önce öğretmenleriyle tanışıyorlar. Bazen aileler kendi istiyo çocuklarının aktivitelere katılmalarını, çocuğumun tekvando almasını istiyorum diyorlar. Bide, tüm çocukları ilk etapta dahil ediyoruz aktivitelere ve zamanla öğretmenleri hangi çocuğun devam edeceğine karar veriyo. Aileleriyle konuşuyoruz ve bu çocukların devam etmeleri için onaylarını alıyoruz. Öğretmenlerin seçimleri benim için çok önemli"* (Y-1).
>
> *"They meet their teachers before starting the activity. Sometimes, parents want their children to join activities; they said that I want my child to take taekwondo. Also we integrate all children to the activities for the first time and throughout the time their teachers make a decision about which child can continue. We talk their parents and take their approval to continue with those children. Teachers' choices are very, important for me"* (A-1).

> *"Yogayı ve cimnastiği zorunlu kılıyoruz ve extra para almıyoruz. Ayrıca, hergün 20 dakikalık cimnastik dersimiz ve oyun aktivitelerimiz var"* (Y-3).
>
> *"We offer yoga and gymnastics lessons as a must course and we do not take extra money from those lessons. Also, we have 20 minutes gymnastics lessons and play activities"* (A-3).

> *"Pazartesi günleri eşofmanla gelmelerini istiyoruz"* (Y-5).
>
> *"We want them to come with their sportswear at Mondays"* (A-5).

Administrators suggested several ways in which they encourage engagement by children, including action songs, games, music, using environment, tone of voice, outdoor sessions and encouraging speaking such as "let's play, let's

dance, and let's jump" used by teachers. One of the administrators (A-7) stated that *"children were not needed to be encouraged because they had already ready to move"*.

Administrators were also asked about what they are doing for individual physical differences in their curriculum planning. In relation to curriculum planning for individual capabilities, all of the administrators' responses addressed provision play activities for children to use at their own level of skills and confidence. One of the administrators (A-3) developed these ideas further, by discussing how staff observes, plan and record individual children's tasks specifically designed to meet their needs. Often this was accomplished by working on a 1:1 basis with a child within a small or larger group rather than isolating them. Strategies included targeting a particular child and working with them to develop body awareness or balance. These strategies were backed up by observation, planning, documentation of individual progress and one to one supervision and assistance.

However, another administrator (A-4) who is mindful of respecting children and their interest suggested that *"children are free to play whatever they want"*. Such a response may encourage thinking, planning and decision making by children and caters for specific individual interest. Overall, extension and enhancement of individual capabilities were grounded in observation, assessment of individual need and subtle planning in order to assist children and to promote confidence and enjoyment of physical activity.

In other interview question the researcher wanted administrators to rate their current level of knowledge about physical activity opportunities for preschoolers. 6 of the administrators rated their current level knowledge as enough and 2 of them as minimal. Administrators (n=6) who thought their knowledge as enough commonly mentioned about their university education as sufficient. Some of them stated that reading well known books about the

subject and observing a specialized physical education teacher can be useful to get idea about the physical activity for preschoolers.

As an additional skills or competencies of knowledge relating to preschoolers physical activity and physical development, administrators stated their desires that they would like to see at their schools. Commonly administrators (*n*=7) indicated that wider areas were needed at their schools. One of the administrators (A-6) made the statement below:

> *"Daha geniş alanlarımız olsun isterdim, cimnastik odası, tırmanma ve zıplama için kullanılan ve hep temiz kalan köşeler mesela".*
> *"I wanted to have wider areas; for example; gymnastics room, separate corners that are always clean and used for climbing and jumping".*

> *"Büyük bi mekan, Sırf baleye ait bi salon, sırf voleybol, tenis oynayabilecekleri bi salon. Minderlerin olması cimnastik için. Bunların herbiri ayrı ayrı olmalı ki bi grup bi bale yaparken diğer grup voleybol oynayabilmeli"* (Y-5).
> *"Bigger space; salon for only ballet, volleyball, tennis. Mats for gymnastics. Those should be separate so while one group making ballet, another group can play volleyball"* (A-5).

Administrators (*n*=5) advocated for teaching swimming to preschoolers and they wanted to have a swimming pool at their centers. One of the administrators (A-2) complaining about not having a gymnastics lesson everyday and she wanted to make gymnastics lesson more often with a specialized physical education teacher. Want to have a theatre salon, handball field and winter garden were another demands stated by the administrators that would like to develop at their centers. Bigger swings and slides were other desires stated by administrators. One administrator (A-7) stated that a few

parents from her school wanted horse riding lessons and with more demands they thought to put horse riding lesson.

The researcher also asked administrators about their equipments in their schools. Generally, schools have enough equipment for play and movement but most of the administrators highlighted not using them so much. The reason for not using them is the storage problem. There are not enough spaces for equipment to put them in a fixed place so every time they carry the equipments one place to another and this decreases the likelihood of using equipments.

Balls, bicycles, ball pools, slides, swings, climbing ladders, teeter-totters, sand pools, hullo hoops, mats, ropes, baskets, ribbons, tennis balls, racket, basketballs, traffic cones, walking steps, and bounce balls were some equipment that schools have. Although schools have many equipments for the physical activities and physical development of the children, frequency of using those materials are fairly seldom because of space problem stated by the school administrators.

4.4. Research question 4: Is there an alignment between the views of parents and school administrators about preschool movement education?

Within the answers of both groups there are some alignments between the views of school administrators and parents about preschool movement education. In the first question of the interview which was about the school selection and the effect of movement activities such as; swimming, horse riding, yoga and etc. on the school selection of parents. The question was asked to the both of the groups and there can be seen some similarities and differences between the answers of both groups. Parents generally stated the effect of significant others (references), school staff, education of the school, physical conditions, location or proximity to home or workplace, openness, cleanliness and security while choosing a preschool. On the other part,

administrators most commonly focused that parents choose their school because of their educational program (project based, language based and etc...), openness, collaboration, institutionalized, references and provided opportunities. There can be seen that reference, education, and openness were the common themes stated by the both groups. None of the groups mentioned about the effect of movement activities on school selection. Thus, it can be said that movement activities does not have an effect on the school selection for both groups. Table 4.8 shows the both groups' answers given to the first question.

Table 4.8 Reasons for parents' school selection

Administrators		**Parents**	
Reason	**Frequency**	**Reason**	**Frequency**
Educational program	6	Reference	9
Openness	5	School staff	7
Collaboration	4	Education	6
Institutionalized	4	Physical condition	6
Reference	1	Location	4
Provided Opportunities	1	Openness	3
-	-	Cleanness	1
-	-	Security	1

To learn about the priority of play and movement activities within the school curricula, both groups were asked to rank the school lessons according to its importance. In their responses, parents commonly (n=9) gave their first priority to the play and movement activities. On the other hand, only 2 administrators gave their first priority to the play and movement activities. Administrators commonly stated the importance of such lessons as Math, Turkish, Drama, Music and Art. As a general, parents and administrators saw the play and movement activities as just a play. They did not mention about the movement part of the activity, instead they only mentioned play part of the activity. In their explanations both groups mentioned about the necessity of play in

children's life and also they believed that play is in child's nature so not needed to be supported. Parents and administrators who even put play and movement activities in a first priority thought about differently for those activities than the other school subjects such as; Math, Science, Drama and Turkish which were seen more academic lessons by both groups.

Both groups were also asked to explain the benefits of physical activity for preschoolers. There were variety of answers to this question but the common point both groups stated was the effect on children' physical development. All they stated that physical activity is important for the development of children and it is necessary for the development of muscles, joints, height, weight and whole body. Administrators also focused on the learning effect of physical activity and they saw the physical activity as a vehicle for learning. They highlighted the using physical activities as a vehicle while teaching concepts of numbers, colors and shapes.

In other question, both groups were asked to describe physical activity for preschoolers. In their responses, administrators commonly described physical activity as running, jumping, play, climbing, movement and hopping. On the other hand, parents most commonly described physical activity as play, jumping, drama, dance, sport, running, somersault, hopping, swimming, movement, music and etc. Within the data collected from participants, physical activity was perceived as a play by parents (n=9) and administrators (n=4). The table 4.9 demonstrates the results of both groups.

Table 4.9 Description of physical activity for preschoolers

Parents		Administrators	
Activity	**Frequency**	**Activity**	**Frequency**
Play	9	Running	5
Jumping	8	Jumping	4
Drama	7	Play	4
Dance	5	Climbing	3
Sport	4	Movement	3
Running	4	Hopping	2
Somersault	3	Fun	2
Hopping	3	Dance	2
Swimming	2	Taekwondo	1
Movement	2	Communication	1
Music	2	Crawling	1
Cut and paste	2	Fighting	1
Painting	2	Sport	1
Climbing	2	Somersault	1
Pulling	2	Aerobic	1
Striking	2	Yoga	1
Other	37	Rhythm	1

Another question which was about the physical activity opportunities provided in the schools was asked to both groups. In their responses, generally parents and administrators mentioned about the physical activities that are specialized movement skills such as; taekwondo, ballet, ice skating, horse riding, yoga, dance, tennis and gymnastics. Only 2 administrators mentioned about their physical activities that are fundamental movement skills (jumping, running, gross motor activities, balance, throwing, catching). Although in their curriculum, hours given to the play and movement activities not specifically determined, hours given to the sport specific activities determined exactly. Also, when asking to the participants about the hours of play and movement

activities, both of the groups did not give the exact hours allocated to play and movement.

Participants were also asked to rank their current knowledge about play and movement. Administrators (n=6) generally rated their knowledge enough but most of the parents (n=12) rated their knowledge as none.

In other interview question, both groups were asked to tell the additional skills or competencies that can be developed related with the children's physical development in the schools. Although responses show variety the common desire for both groups was having a swimming pool. There is an alignment between the responses of both groups to this question. Almost all participants stated the lack of swimming pools in their schools and wanted to a have swimming pool. Not having enough spaces for physical activities was another concern stated by most of the participants. All they wanted to have bigger spaces for active games, play, physical activities and equipment storage. It was observed by the researcher that school building types are duplex and triplex with a small garden and there are limited spaces for children to play in the outside. This may be an obstacle in the implementation of play and movement activities.

As a general, questions asked to the both parents and school administrators do not show huge differences but show some similarities. Both groups see the play and movement activities as a play of children. They give more attention to such subjects as Math, Turkish, Art, and Drama. They do not see play and movement as an academic subject even there are not determined hours for those activities. Hours of activities which are sport specific were determined and given by the trained teachers. Play and movement activities were given by the classroom teachers. In their curriculum, most of their play activities were inappropriate and not included movement skills. Usually, both groups were aware of the importance physical activities on the development of children and they generally saw the physical activities as a vehicle for learning.

CHAPTER V

DISCUSSION

The purpose of this study was to examine the views of parents and school administrators about the preschool movement education in early childhood. To achieve this goal, structured interviews were conducted and analyzed by qualitative data analysis methods. In this chapter, the findings of the study will be discussed for each research question category.

5.1. Research Question 1: What are the views of parents about preschool movement education?

To find out the answers of this research question parents were asked several structured interview questions related with their school choice, effects of movement activities on the selection processes, priority of play and movement activities within the school curricula, their knowledge about play and movement activities provided at the school and their demands about the physical competences or skills from their schools.

The descriptions of the parents interviewed about their school selection demonstrated that the social context of the community impacted on school choice. Local knowledge had a significant influence on school choice. The impact of significant others outside the family has an influence on their school choice which is supported in the literature (Noble, 2007). Parents also highlighted the fact that, their choice was mediated by pragmatic concerns as well. They chose schools that met the practical needs of families in terms of school staff, education for their children, physical conditions, location or proximity to home or workplace, openness, cleanliness, and security. Some parents made their choice based on pragmatic considerations alone, as meeting

the needs of the family is seem to be most important (Ceglowski & Bacigalupa, 2002). In responses of parents, play and movement activities seem to not have any effect on parents' school choice since none of the participants mentioned about those activities on school choice. It can be inferred that priorities of parents were more focused on the immediate needs of child and parents for their school selection (Raywid, 1992).

Although, parents did not give priority to the play and movement activities while choosing a school, most of them ranked those activities as the first priority among lessons as Math, Turkish, and Science. Parents highlighted the importance of play in children's life as children are so young for taking too much academic lessons however children need to play (Pica, 1997; Bennet, 2002; Özer, 2002; Sönmez & Sunay, 2004; Knop, Theeboom, Huts, Hoecke, & Martelaer, 2007). In the light of this explanation, it can be suggested that play and movement activities are not considered as an academic lesson but rather just as play.

Moreover, most of the parents described physical activities for preschoolers as play and drama. Drama is an activity that allowed the body to move while expressing feelings, thoughts and actions. Drama was perceived as a physical activity or movement by the most of the parents participated to the study yet drama is different than. In drama; feelings, thoughts and actions are expressed through body movements; on the other hand, in physical activity, play and movement, the aims is to gain a physical competency. The difference between drama and physical activity should be clarified. For this reason, schools should set lesson objectives clearly and inform parents about the lessons especially play and movement activities which were rated by the most of the parents as a minimal or non-existent knowledge. In spite of inadequate knowledge about the play and movement activities, parents did not make any request from their schools related with this inadequacy. Similar with Rodriquez' (2005) results, parents wanted more sport specific activities to be developed such as

swimming. The request of having a swimming pool was stressed commonly by the most of the parents.

Parents focused commonly on sport specific activities in school settings. Parents had detail knowledge about sport specific activities as the lengths of activity, the teachers of the activities, and the place where the activities are performed. The reason of this attention could be the additional charge of the activities. In other words, the extracurricular activities are not only optional but also expensive.

Generally, parents are needed to be informed about the importance of play and movement activities for their children. Parents ought to know that play and movement activities are not just play; instead, they are important for their children's physical development, physical competency and well being (Sallis et al., 1997). Parents should be aware of the fact that development of fundamental movement skills is more important than the sport specific activities. When the child fails to develop his/her fundamental movement skills, this can lead to later failure in games and sports (Gallahue, 1998).

Moreover, it must be realized that play and movement activities are also academic subjects and as important as other academic subjects (e.g., math, science, language) for whole development of children (Pica, 1997; Bennet, 2002; Özer, 2002; Sönmez & Sunay, 2004).

5.2. Research Questions (2): What are the views of school administrators about preschool movement education? (3) What are their practices regarding the teaching movement education to preschool children?

School administrators participated in the study did not mention about the effects of play and movement activities on school choose of parents. It could be inferred from the explanations of school administrators that play and

movement activities are not considered as a factor on parent's school choice. This idea was supported with the answers of parents as they did not mention any effect of play and movement activities on their school choice.

Although school administrators mentioned the importance of the individual differences and age appropriateness in curriculum planning, most of the physical activity practices were not proper for the age level of children. Activities were generally sport specific rather than fundamental movement based so not suitable for young children. It is so important to support children's fundamental movement skills since children become competent movers by using their bodies efficiently (Gallahue, 2006).

School administrators determined the length of sport specific activities yet they did not determine the length of play and movement activities which are important for the development of fundamental movement skills. According to NASPE (2002), sixty minutes structured play and a movement activity for preschoolers in a day is needed for refinement of fundamental movement skills. However, the result of the study showed that schools did not allocate sixty minutes to structured play and movement activities. Also, it could be understood from the curriculum of the schools that activities are served as play and movement not include so much movement skills. On the contrary, the activities were commonly free or group play activities that involve waiting turns or elimination which are not focusing on fundamental movement skills.

The exact length of play and movement activities were not specified in curriculums in contrast, generally the spare time between eating, sleeping or departure allocated for these activities. Schools reserved mornings (9:30 to 12:00 am) for educating "academic" subjects however play and movement activities did not appear within these hours. Play and movement activities just appear as free play in the times arrival, departure, etc. From this point of view, it could be said that schools do not give enough attention to the play and movement activities which are so important for the development of children that affect the later in life (Pica, 1997). This might be related with the

administrators' current knowledge about the play and movement activities since some of the administrators rated their knowledge as minimal. Also, there was a contradiction on the answers of administrators who rated their knowledge as enough. Since, the practices provided at their schools were not suitable for the age level of children.

Another contradiction was that the administrators who rated their knowledge as minimal have not any willing to increase knowledge on play and movement. Instead, most of the school administrators were complaining about not having a swimming pool in their schools. School administrators commonly mentioned about the benefits of swimming in children's life; however, when they were asked about the kind of benefits of swimming, they commonly pointed out the fun of swimming. Furthermore, it was observed that schools should have wider spaces for play and movement activities and this deficiency was stated by most of the administrators. This finding is similar to the findings of Güven's study (2006). Most of the sport specific activities were taught in different centers away from schools. Not having enough spaces and/or suitable infrastructure for sport, play, and movement activities might be an obstacle for the implication of those activities.

In addition, schools hire teachers for sport specific activities but play and movement activities were applied by only the classroom teachers. Teachers are the cornerstones of the application of the play and movement activities. So they should be well-educated in terms of movement education in their training. For this reason, it is important to explore the preschool teacher education programs in the universities to find out the quality and impact of the education given on physical activity and movement education (Güven, 2006).

In general, administrators perceive play and movement activities as just play. Administrators did not give enough importance play and movement activities as given to the Math, Science, Turkish and Drama. There is a need to inform the school administrators, who are the decision makers of curriculum planning,

about the importance of movement education. If administrators became aware of this importance, they would change their attitudes and practices.

5.3. Research Question 4: Is there an alignment between the views of parents and school administrators about preschool movement education?

There was an alignment between the answers of the parents and school administrators. They mostly perceive play and movement activities as play and not give so much importance on the movement aspect of the activities. For this reason, both parents and school administrators should to be informed about the movement education and especially about the fundamental movement skills.

Both parents and school administrators are the decision makers on the curriculum planning. So, if they had enough knowledge about movement education, schools would focus more on fundamental movement skills of children.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions, recommendations for preschool movement education and further research studies.

6.1. Conclusions

The results of the study suggested that play and movement activities were not considered as a factor on the school selection. Besides, play and movement activities were perceived as free play by most of the schools participated in the study. Most of the practices aimed to support children's physical development were sport specific skills such as ballet, swimming, horse riding, ice skating and tennis rather than fundamental movement skills.

Schools also do not focus on the development of children's fundamental movement skills. Most of them perceive play and movement activities as a non-academic subject. Although most of the participants had little knowledge about play and movement, no attempt was observed to improve knowledge in these issues. Instead parents and administrators ask for more sport specific activities such as swimming.

In all schools, play and movement activities were given by the classroom teachers yet sport specific activities were given by the specialized physical education teachers. While schools have informed the exact length of lessons such as swimming, ballet, horse riding and tennis; the length of play and movement activities were not specified.

It was also observed that the play areas of the schools were too small to move and play comfortable for children. More open and wide areas are needed for the application of play and movement activities.

6.2. Recommendations for preschool movement education

In the light of the findings of the current study, following recommendations were drawn for the preschool movement education:

1. There is a need to inform parents and school administrators about the importance of movement education in the aspect of fundamental movement skills. Seminars or workshops prepared by the people who are professional in their fields can be helpful to give information about the subject.

2. Generally, schools have provided variety of physical activity opportunities but their quality and benefits for the children should be investigated in terms of developmental appropriateness.

3. It may be more beneficial to prepare and apply the structured play and movement activities with the people who are professional in their branches.

4. Preschool children should accumulate at least daily 60 minutes structured play and movement activities and they should be active as much as possible. Therefore; preschools should arrange their play and movement activity opportunities to achieve this goal.

5. Preschools should provide opportunities for developmentally appropriate play and movement activities in a safe and enjoyable environment. Curriculum, lesson and other activities should be age appropriate and activity focused. Schools also responsible to offer activities that develop children' fundamental movement skills.

6. Parents and school administrators should be encouraged to serve as positive role models to join school and community sport activities.

6.3. Recommendation for further studies

1. This study was a broad look at the views of parents and school administrators about the preschool movement education. Therefore, future research may focus on the views of classroom teachers and specialized physical education teachers as well.

2. Schools participated to this study were private preschools so further research might focus on public preschools.

3. It is difficult to reach classroom and specialized physical education teachers at preschool settings so future study may focus on the views of those teachers with a quantitave study (questionnaire of their views about preschool movement education).

4. Parents were generally comprised of mothers in this particular study. For this reason, in the future study fathers are also encouraged to participate.

5. Re-application of this study with a wider sample should also be considered.

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APPENDICES

APPENDIX A

36-72 Aylık Çocukların Eğitimleri İçin Belirlenen Hedefler

PSİKOMOTOR ALAN

Hedef 1. Bedensel koordinasyon gerektiren hareketleri yapabilme

Hedef 2. Farklı büyüklüklerdeki nesnelerle çeşitli hareketleri yapabilme

Hedef 3. El ve göz koordinasyonu gerektiren hareketleri yapabilme

Hedef 4. Denge gerektiren hareketleri yapabilme

Hedef 5. Büyük kaslarını kullanarak güç gerektiren hareketleri yapabilme

Hedef 6. Küçük kaslarını kullanarak güç gerektiren hareketleri yapabilme

ÖZBAKIM BECERİLERİ

Hedef 1. Giysilerini giyip çıkarma ile ilgili davranışları gösterebilme

Hedef 2. Dengeli beslenme ile ilgili davranışları gösterebilme

Hedef 3. Sağlıklı yaşayabilmek için gerekli temizlik kurallarını uygulayabilme

Hedef 4. Sağlıklı yaşayabilmek için dinlenmeyle ilgili davranışları gösterebilme

Hedef 5. Kendini kazalardan ve tehlikelerden koruyabilme

SOSYAL-DUYGUSAL ALAN

Hedef 1. Duygularını fark edebilme

Hedef 2. Duygularını kontrol edebilme

Hedef 3. Kendi kendini güdüleyebilme

Hedef 4. Başkalarının duygularını fark edebilme

Hedef 5. Canlılara ve farklı özellikte olan kişilere karşı olumlu tavır gösterebilme

Hedef 6. Başkalarıyla ilişkilerini yönetebilme

Hedef 7. Toplumsal yaşamın nasıl sürdüğünü fark edebilme

Hedef 8. Atatürk ile ilgili etkinliklere ilgi gösterebilme

Hedef 9. Çevresindeki olgu ve olayların estetik özelliklerini fark edebilme

Hedef 10. Çevresini estetik bakımdan düzenleyebilme

Hedef 11. Estetik özellikler taşıyan özgün ürünler oluşturabilme

Hedef 12. Çeşitli sanat dallarındaki eserlerin özelliklerini fark edebilme

Hedef 13. Yaşamın iyileştirilmesinde ve korunmasında sorumluluk alabilme

BİLİŞSEL ALAN

Hedef 1. Gözlem yapabilme

Hedef 2. Verilen nesne, durum, olay, sayı ya da sözcükleri hatırlayabilme

Hedef 3. Verilen nesne, olay ya da varlıkları çeşitli özelliklerine göre eşleştirebilme

Hedef 4. Verilen nesne, olay ya da varlıkları çeşitli özelliklerine göre gruplayabilme

Hedef 5. Verilen nesne, durum ve olayları çeşitli özelliklerine göre sıralayabilme

Hedef 6. Verilen nesneleri sayabilme

Hedef 7. Tek basamaklı sayılarla basit toplama ve çıkarma işlemleri yapabilme

Hedef 8. Günlük yaşamda kullanılan belli başlı sembolleri tanıyabilme

Hedef 9. Mekânda konum kavramı ile ilgili verilen yönergeleri uygulayabilme

Hedef 10. Zamanla ilgili bazı kavramlar ile belirli etkinlikler arasında ilişki kurabilme

Hedef 11. Belli durumlarla ve olaylarla ilgili neden-sonuç ilişkisi kurabilme

Hedef 12. Verilen bir problem durumunu çözebilme

Hedef 13. Çeşitli durumlarda kullanılan sözcüklerin anlamlarını kavrayabilme

Hedef 14. Belli bir nesne, varlık ya da olayı tanımlayabilme

Hedef 15. Sesleri ayırt edebilme

Hedef 16. Atatürk.ün yaşamı ve kişiliği ile ilgili özellikleri fark edebilme

Hedef 17. Atatürk'ün Türk toplumu için önemini fark edebilme

APPENDIX B

Okul Yöneticisi Görüşme Soruları

Mülakat Yeri:
Milakat Tarihi:
Mülakat Kodu:

- Kaç Yaşındasınız?

- Bu okuldaki göreviniz nedir?
  Yönetici () Sahibi ()

- Uzmanlık alanınız nedir?

- Kaç yıldır bu mesleği yapıyorsunuz?

- Okuldaki öğrenci sayısı nedir?

- Sınıflardaki öğrenci sayısı nedir?

1. Ailelerin sizin okulunuzu seçmesindeki sebepler nelerdir?

2. Okul programınızı planlamada etkili olan faktörler nelerdir?

3. Aşağıdaki etkinlikleri sizce önemine göre sıralayınız: çok önemli (1), önemli değil (9)

Serbest zaman
Anadili
Matematik/fen
Müzik
Sanat
Oyun ve hareket
Okuma yazma

Drama

Alan gezileri

4. Oyun ve hareket etkinliklerine kaçıncı sırada yer verdiniz? Niçin?

5. Okulunuzda anaokulu çocuklarının fiziksel gelişimini desteklemek için hangi tür etkinlikler sunuyorsunuz?

6. Programınızda oyun ve hareket etkinliklerini kimler belirlemektedir?

7. Oyun ve hareket etkinliklerini kimler yaptırmaktadır?

8. Bir haftada oyun ve hareket etkinliklerine ayrılan süre ne kadardır?

9. Öğretimde bir araç olarak oyun ve hareket etkinlikleri hakkında ne düşünüyorsunuz?

10. Anaokulu çocukları için fiziksel aktiviteyi tanımlayan 5 kelime ya da cümle söyler misiniz?

11. Okulunuzda çocukların fiziksel etkinliğe katılmasını teşvik etmek için ne gibi olanaklar sunuyorsunuz?

12. Programınızda fiziksel olarak birey ya da sınıf farklılıklarını gözetmek için neler yapıyorsunuz?

13. Aşağıdaki araç-gereç ve malzemelerden hangileri kurumunuzda mevcuttur? (Birden fazla seçenek işaretleyebilirsiniz).

( )Küçük toplar	( )Bisiklet	( )Top havuzu
( )Kaydırak	( )Salıncak	( )Futbol kalesi
( )Ağlı tırmanma	( )Tahterevalli	( )Kum havuzu
( )Çember	( )Minder	( )İp
( )Basketbol potası	( )Labut	( )Kurdele

( )Tenis topu	( )Raket	( )Basketbol topu
( )Futbol topu	( )Trafik hunisi	( )Voleybol topu
( )Trambolin	( )Zıplama topu	( )Yürüme tahtası

14. Eğitimci olarak anaokulu çocukları için fiziksel etkinlik planlamayla ilgili bilgi düzeyinizi nasıl görüyorsunuz?

-Bilgim yok -Az -Yeterli - Mükemmel

15. Okulunuzda hareket ve fiziksel gelişime bağlı olarak görmek ya da uygulamak istediğiniz beceri ve yeterlilikler nelerdir?

16. Geçmişte sporla uğraştınız mı? Hangi Spor Branşı?

Şu an sporla uğraşıyor musunuz?

APPENDIX C

Ebeveyn Görüşme Soruları

Mülakat Yeri:

Milakat Tarihi:

Mülakat Kodu:

- Mesleğiniz nedir?

- Kaç yaşındasınız?

- Çocuğun?

  Annesi ( ) Babası ( )

- Çocuğunuz kaç yaşında?

- Çocuğunuzun cinsiyeti nedir?

  K ( ) E ( )

- Kaç yıldır bu anaokuluna devam ediyorsunuz?

- Genel olarak çocuğunuzun okulundan memnun musunuz?

1. Çocuğunuzu bu okula kaydettirmenizdeki temel sebep nedir?

2. Aşağıdaki etkinlikleri sizce önemine göre sıralayınız: çok önemli (1), önemli değil (9)

Serbest zaman
Anadili
Matematik\fen
Müzik
Sanat
Oyun ve hareket
Okuma yazma
Drama

Alan gezileri

3. Oyun ve hareket etkinliklerine kaçıncı sırada yer verdiniz? Niçin?

4. Okul dışında çocuğunuz herhangi bir program veya etkinliğe katılıyor mu?

5. Bunlardan herhangi birisi fiziksel aktivite ya da hareket içeriyor mu?

6. Çocuğunuzun hareket/fiziksel gelişimi hakkında ne düşünüyorsunuz?

7. Anaokulu çocukları için fiziksel aktiviteyi tanımlayan 5 kelime ya da cümle söyler misiniz?

8. Ebeveyn olarak sizce anaokulu çocukları için fiziksel aktivitenin temel yararları nelerdir?

9. Bu okulda anaokulu çocukları için planlanan oyun ve hareket etkinlikleri hakkında ne biliyorsunuz?

10. Okulda oyun ve hareket etkinliklerini kimler yaptırmaktadır?

11. Bir haftada oyun ve hareket etkinliklerine ayrılan süre ne kadardır?

12. Ebeveyn olarak anaokulu çocukları için oyun ve hareket ile ilgili bilgi düzeyinizi nasıl görüyorsunuz?

-Bilgim yok -Az -Yeterli -Mükemmel

13. Çocuğunuzun okulunda hareket ve fiziksel gelişime bağlı olarak görmek istediğiniz diğer beceri ve yeterlilikler nelerdir?

14. Geçmişte sporla uğraştınız mı? Hangi Spor Branşı?

Şu an sporla uğraşıyor musunuz?

APPENDIX D

Consent Form

Bu araştırma, ODTÜ' de Araştırma Görevlisi olarak çalışan Serap Sevimli ve Yrd. Doç. Dr. Sadettin Kirazcı tarafından yürütülen bir çalışmadır. Çalışmanın amacı, okul öncesi eğitimin önemi. Çalışmanın sonucunda okul öncesi kurumlarındaki eğitimin mevcut durum değerlendirmesi yapılacaktır. Yapılan bu değerlendirmeler ileriki çalışmalara alt yapı oluşturacaktır. Sizden çalışmaya beklenen katkınız yaklaşık olarak 30 dakika sürecek olan sözlü mülakatta sorulan sorulara cevap vermenizdir.

Çalışmaya katılım tamimiyle gönüllüdür. Mülakat sırasında sizden kimlik belirleyici hiçbir bilgi istenmeyecektir. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır.

Mülakat, genel olarak kişisel rahatsızlık verecek soruları içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp herhangi bir yaptırıma maruz kalmadan katılımdan vazgeçilebilirsiniz. Mülakat sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz.

Çalışma hakkında daha fazla bilgi almak için Beden Eğitimi ve Spor Bölümü öğretim üyelerinden Yrd. Doç. Dr. Sadettin Kirazcı (Oda: EF 411; Tel: 210 44 18; E-posta: kirazci@metu.edu.tr) ya da araştırma görevlisi Serap Sevimli (Oda:EF 404; Tel: 210 41 75; E-posta: seserap@metu.edu.tr) ile iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (İmzaladıktan sonra uygulayıcıya geri veriniz).

Tarih _____ İmza _____

APPENDIX E

Formal Correspondences

T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

BÖLÜM : Strateji Geliştirme
SAYI : B B.08.4.MEM.4.06.00.04-312/ 1131 03../12/2007
KONU : Serap SEVİMLİ
(araştırma izni)

VALİLİK MAKAMINA

İLGİ : a) M.E.B. Bağlı Okul ve Kurumlarda Yapılacak Araştırma ve Araştırma Desteğine Yönelik İzin ve Uygulama Yönergesi.
b) Orta Doğu Teknik Üniversitesi Sosyal Bilimleri Enstitüsü 09.10.2007 tarih ve 400-7425 sayılı yazısı.

ODTÜ. Sosyal Bilimler Enstitüsü Beden Eğitimi ve Spor Ana Bilim Dalı, Yüksek Lisans Öğrencisi Serap SEVİMLİ **"Okul Öncesi Dönemde Hareket Eğitiminin Önemi: Okul Yönetiminin Hareket Eğitimi Hakkındaki Farkındalıkları"** konulu tezi ile ilgili, İlimiz, Okullarında anket uygulama isteği ilgi (a) yönerge doğrultusunda Müdürlüğümüz Değerlendirme Komisyonu tarafından incelenmiş olup, Kaset Kaydının ve (24 soru 2 sayfadan oluşan)anketlerin gönüllülük esasına dayalı olarak uygulanması Müdürlüğümüzce uygun görülmüştür.

Makamlarınızca da uygun görüldüğü takdirde Olurlarınıza arz ederim.

Murat Bey BALTA
Milli Eğitim Müdürü

OLUR
30./11./2007
Mehmet KURDOĞLU
Vali
Vali Yardımcısı

EKLER :
EK 1- Anket ve formlar (2 sayfa, 24 soru)

İl Milli Eğitim Müdürlüğü-Beşevler
Strateji Geliştirme Bölümü
Bilgi İçin: Kamil COŞGUN
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Beden Eğitimi ve Spor
BSE/2007-1039

T.C.
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SOSYAL BİLİMLER ENST.
Ev. Arş. Md.

BÖLÜM : Strateji Geliştirme
SAYI : B.B.08.4.MEM.4.06.00.04-312/ 1145 05.../12/2007
KONU : Serap SEVİMLİ

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
(Sosyal Bilimler Enstitüsü)

İLGİ : a) ODTÜ. Sosyal Bilimler Enstitüsü 09.11.2007 tarih ve 400-7425 sayılı yazısı.
b) 03.12.2007 tarih ve 1131 sayılı Valilik Oluru.

Üniversiteniz Sosyal Bilimler Enstitüsü Beden Eğitimi ve Spor Ana Bilim Dalı, Yüksek Lisans Öğrencisi Serap SEVİMLİ'nin ilgi (a) yazınız ekindeki araştırma yapabilme isteği ilgi (b) Valilik Oluru ile uygun görülmüş olup, konu hakkında araştırmanın yapılacağı İlçe Milli Eğitim Müdürlüğüne bilgi verilmiştir.

Mühürlü anket örnekleri (Kaset Kaydı ve 24 soru 2 sayfadan oluşan) ve uygulanacak okul listesi ekte gönderilmiş olup, uygulama yapılacak sayıda çoğaltılması ve çalışmanın bitiminde iki örneğinin (CD/disket) Müdürlüğümüz Strateji Geliştirme Bölümüne gönderilmesi hususunda bilgilerinizi ve gereğini rica ederim.

Murat Bey BALTA
Vali a.
Milli Eğitim Müdürü

EKLER :
1 : Valilik Oluru (1 sayfa)
2 : Onaylı Anket Örnekleri
(2 sayfa, 24 soru)

10.12.07 018436

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