



International Journal of Research Publication and Reviews

Journal homepage: www.ijrpr.com ISSN 2582-7421

Problems Experienced by Preschool Teachers

Elif Beşiktaşlı, Gorkem Celik Öztur, Suphi Yedier

Ertuğrulgazi Ana Okulu, Turkey

SUMMARY

In this study, the problems experienced by teachers working in pre-school education institutions with administrators and parents were examined. The descriptive survey model was used as a model in the research. The findings obtained within the scope of the field research were interpreted. The universe of the research consists of teachers working in pre-school education institutions. In the research, the study was carried out on 62 teachers working in pre-school education institutions. Questionnaire form was used as data collection tool in the research. Questionnaire forms consist of three parts. In the first part, questions about personal information, in the second part, the problems between the administrator and the teacher, and in the last part, the problems between the family and the teacher were examined. The problems that teachers have with both administrators and parents can negatively affect their attitudes towards work. This situation can reduce the productivity of teachers. The decrease in the productivity of teachers negatively affects the quality of pre-school education.

Keywords: Preschool Education, Teacher, Problems

I. GENERAL INFORMATION

In this part of the research, general information about preschool education will be given and theoretical information will be given about the problems that preschool teachers have with administrators and teachers.

1.1. Pre-school education

Pre-school education is defined as the educational process that prepares children for this education and develops them cognitively, emotionally and physically before they enter the compulsory education life. The main purpose of pre-school education is to support the development of children before compulsory education (MEB, 2012).

With pre-school education, the developmental characteristics of children are supported and it is aimed to provide children with positive behaviors before school life. Pre-school education provides the development of children with the rich stimulants it offers to children. Pre-school education has an important place in revealing the potential of children (Turaşlı, 2014).

1.1.1. Purpose and Importance of Preschool Education

The 0-6 age period is considered as the most critical period of the individual. 0-6 age periods are important in shaping the attitudes and behaviors of individuals. The training given to individuals in the 0-6 age period supports their development in a positive way. The skills acquired by the child in the 0-6 age period will have an impact on the future life of the individual. For this reason, pre-school education has an important place in the life of the individual (Koçyiğit, 2012).

The aims of pre-school education have been determined by the Ministry of National Education. These are as follows.

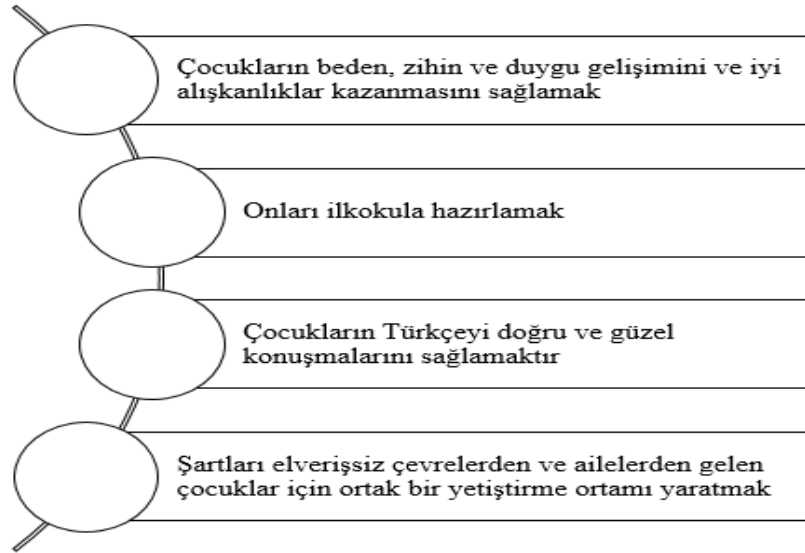


Figure 1. Objectives of pre-school education

Source: MEB, 2013.

The pre-school education program offered to children in the best way is considered important in supporting children's future lives in a positive way. Children can gain social experience with pre-school education. Social skills of children who gain social experience will increase and their future lives will be positively supported (Koçyiğit, 2012).

Preschool education has an important place in the mental, emotional and physical development of children. With pre-school education, different developmental areas of children are supported and the child is prepared for life. The following figure shows the supported development areas of children.

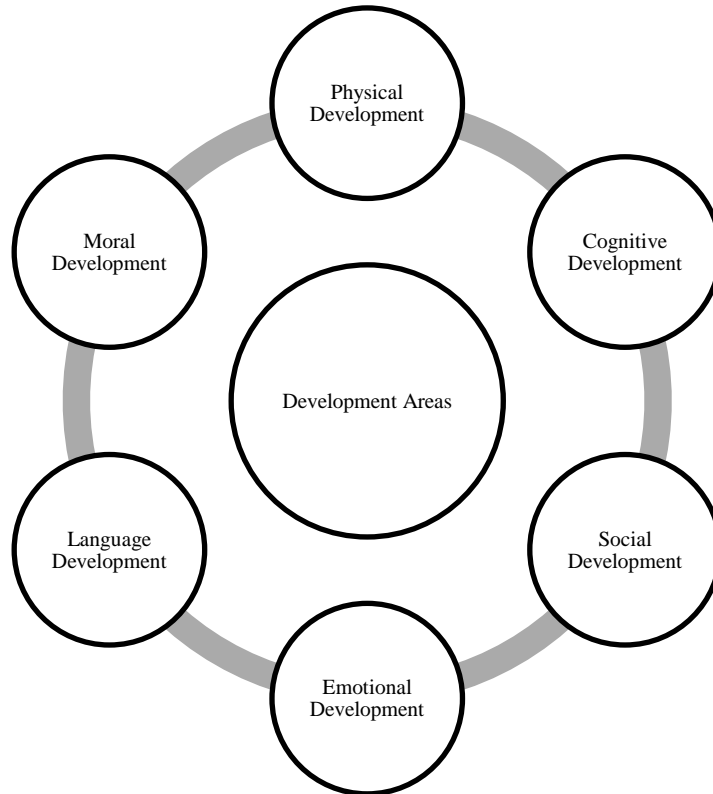


Figure 2. Development Areas Supported by Preschool Education

Source: Şahin, 2013.

Preschool education gives children important experiences. Thanks to these experiences, children gain experience and knowledge about which behavior is good and which behavior is bad. Preschool education enables children to learn social values and adopt their culture. Pre-school education is seen as an important step in the adaptation of the individual to society (Şengül & Yükselen, 2015).

Preschool education provides children's social skills and language development. During this period, children interact with other people and get to know their surroundings. In pre-school education, children provide the opportunity to communicate with their peers and learn to adapt to the community within the framework of social rules. With pre-school education, children's adaptation to the environment is ensured and their relations with their peers are tried to be strengthened. This situation supports the child's social development positively and prepares the child for the next life (Sen, 2007).

The social skills gained by preschool education are listed as follows (Gülşay & Akman, 2009):

- leadership skill
- Understanding the reasons for social rules
- be aware
- Protecting your own rights
- To express yourself
- do not respect
- Participate in group games
- show respect
- queue waiting
- Sharing
- role playing
- Compliance with the rules

It is important to develop social and language skills in order for individuals to have strong communication skills and not have problems in communicating. In achieving this, the effectiveness of pre-school education comes to the fore as the first step. With pre-school education, both school and work life of children can be supported positively (Şen, 2007).

Preschool education is considered as the first stage in shaping the attitudes and behaviors of individuals. The fact that children have a high perception capacity in the 0-6 age period increases the importance of the education given in this period. Some principles come to the fore in the success of pre-school education. The principles taken by the Ministry of National Education as a basis in pre-school education are given in the table below (MEB, 2013).

Table 1. Basic Principles of Preschool Education

İlkeler	Açıklama
İlke 1	Okul öncesi eğitim çocukların ihtiyaçlarına uygun olmalıdır.
İlke 2	Okul öncesi eğitim çocukların bireysel farklılıklarına uygun olmalıdır.
İlke 3	Okul öncesi eğitim ile çocukların öz bakım becerileri desteklenmelidir.
İlke 4	Okul öncesi eğitim ile dil becerileri desteklenmelidir.
İlke 5	Okul öncesi eğitim hazırlığında okulun ve çevrenin şartları göz önünde bulundurulmalıdır.
İlke 6	Eğitim süreci çocuğun bildiği kavramlarla başlanmalı ve ilerleyen zamanlarda yeni kavramlarla desteklenmelidir.
İlke 7	Eğitim ile çocuğun kendisine güven duyması sağlanmalıdır.
İlke 8	Çocuklarla olan iletişimde onların kişiliklerini zedeleyecek tutum ve davranışlardan kaçınılmalıdır.
İlke 9	Çocukların ihtiyaçları karşılanmalı ve yardım talepleri desteklemelidir.
İlke 10	Çocukların kendilerini ve başkalarını fark etmeleri sağlanmalıdır.
İlke 11	Eğitim sürecinde ailenin aktif şekilde rol alması sağlanmalıdır.
İlke 12	Okul öncesi eğitim aşamalarıyla rehberlik hizmetleri bir bütün olarak sağlanmalıdır.
İlke 13	Çocuğun gelişimi düzenli olarak değerlendirilmelidir.

Source: MEB, 2013.

The following figure shows the individual and social benefits of pre-school education.

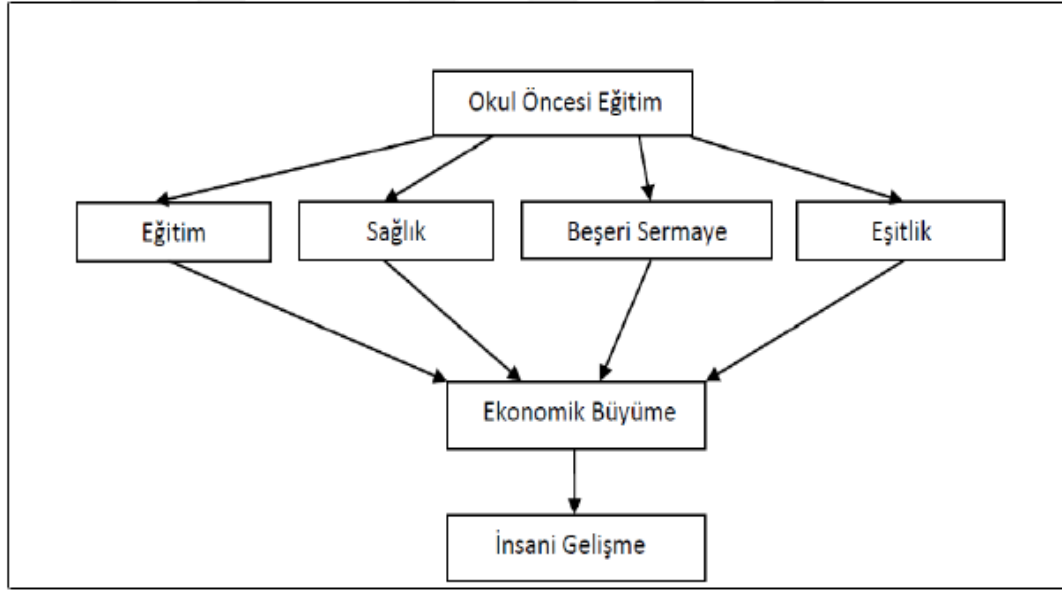


Figure 3. The Contribution of Preschool Education to Human Development and Economic Growth

Source: Notifier, 2017

The following figure shows the age earnings profile. Accordingly, it is seen that pre-school education provides significant benefits to the child.

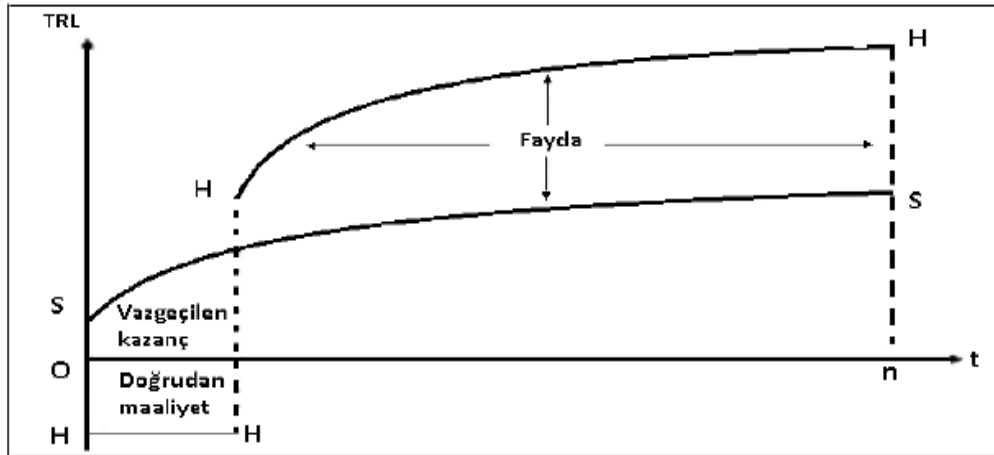


Figure 4. Age Earnings Profile

Source: Kaytaç, 2005.

Although pre-school education is important in the development of children, the quality of education is important in terms of supporting the development of children in a positive way. The quality of pre-school education institutions is important in terms of supporting the development of children in a positive way.

1.1.2. Pre-School Education Institutions

Pre-school education institutions are institutions that provide education to children in the 0-6 age period. The shaping of educational institutions in pre-school education institutions by considering environmental and social factors is seen as important in supporting the development of children. In pre-school education institutions, trainings are given by teachers who are experts in their fields. The support given by pre-school education institutions to children is shaped according to the budget of the preschool education institution (Poyraz & Dere, 2003).

Pre-school education is not compulsory in Turkey. However, the importance of pre-school education is often emphasized in social studies. In Turkey, pre-school education is considered as a part of the entire education system and activities of institutions are carried out within the framework of certain laws. Pre-school education institutions can act and carry out activities within the framework of the determined laws.

The figure below shows the general structure of the Turkish education system. Pre-school education institutions constitute the basic structure in the Turkish education system.

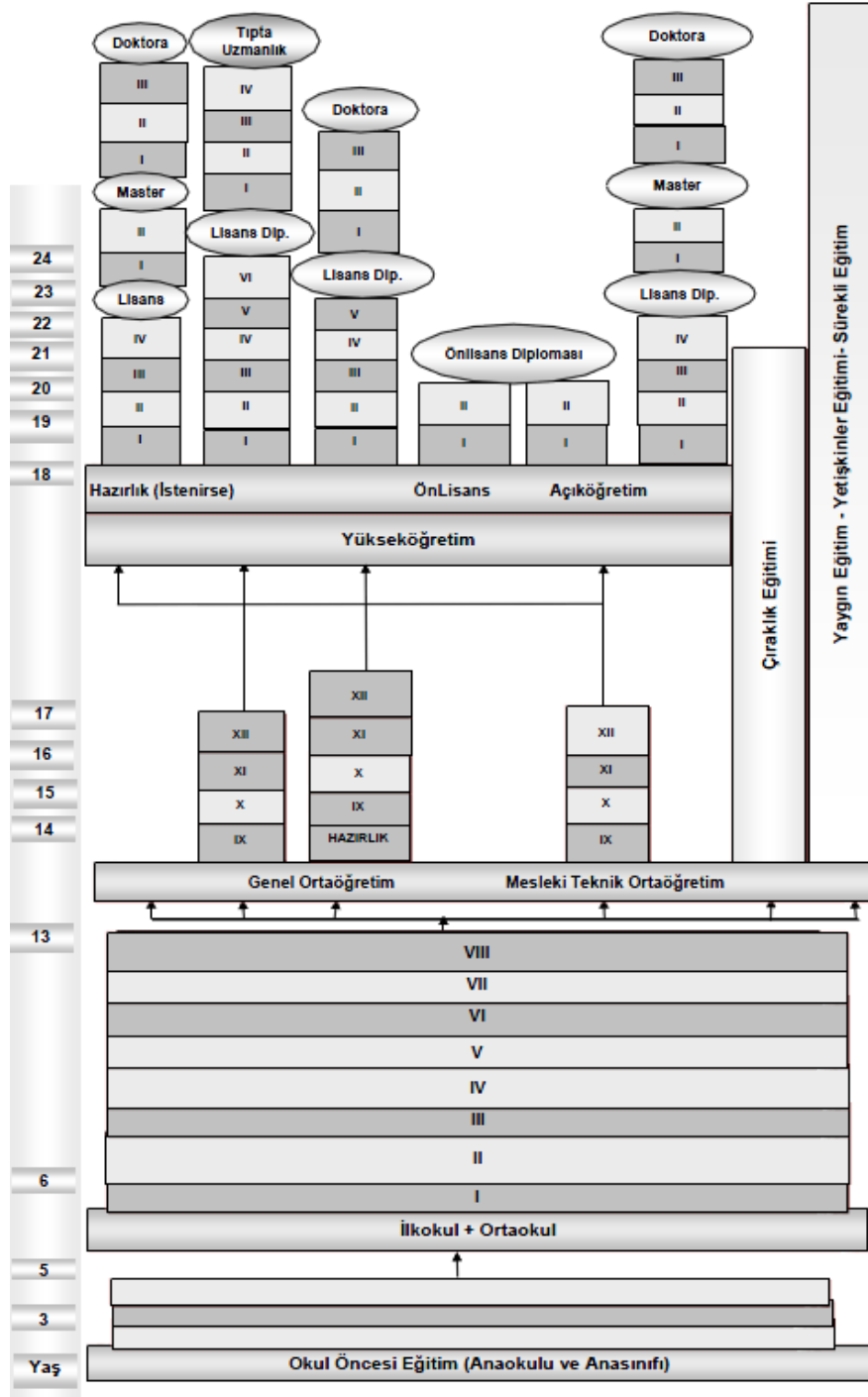


Figure 5. Turkish Education System

Source: MEB, 2017.

There are pre-school education institutions basically in the Turkish education system. The education system starts with pre-school education. This situation increases the importance of pre-school education institutions. The table below shows the number of children attending pre-school education institutions in Turkey.

Table 2. Net Schooling Rate in Pre-School Education

	Age	Net Schooling Rate		
		Total	Male	Woman
2009/10	3-5 years	26.92	27.34	26.48
	4-5 years old	35.55	39.17	37.91
2010/11	3-5 years	29.85	30.25	29.43
	4-5 years old	43.10	43.70	42.47
2011/12	3-5 years	30.87	31.23	30.49
	4-5 years old	44.04	44.56	43.50
	5 years old	65.69	66.20	65.16
2012/13	3-5 years	26.63	26.94	26.31
	4-5 years old	37.36	37.88	36.80
	5 years old	39.72	41.03	38.33
2013/14	3-5 years	27.71	28.23	27.15
	4-5 years old	37.46	38.28	36.58
	5 years old	42.54	44.27	40.72
2014/15	3-5 years	32.68	33.11	32.22
	4-5 years old	41.57	42.23	40.87
	5 years old	53.78	55.27	52.21
2015/16	3-5 years	33.26	33.63	32.87
	4-5 years old	42.96	43.53	42.36
	5 years old	55.48	56.74	54.16

Source: MEB, 2017.

The number of children attending pre-school education institutions in Turkey is increasing every year. This situation shows that the importance given to pre-school education institutions in Turkey is constantly increasing.

The basic structure of pre-school education institutions in Turkey is as follows:

Those affiliated with the Ministry of National Education;

- independent kindergartens,
- Kindergartens in primary education,
- Practice kindergartens within girls' vocational schools
- Application classes.

Those affiliated to the Social Services and Child Protection Agency;

- kindergartens,
- nurseries,
- kids clubs
- children's homes

Those affiliated with various universities;

- Kindergartens
- Private nurseries
- day care homes
- Similar institutions opened by workplaces for their own members

There are continuous improvement studies in Turkey regarding the structuring and activities of pre-school education institutions. Particular attention is paid to the training of teachers in order to increase the quality of education. The table below shows the number of schools, students and teachers in pre-school education.

Table 3. Number of Schools, Number of Students and Teachers in Preschool Education, 2015-2016 Academic Year

	Number of Institutions	Number of Students	Number of Teachers
Pre-school education (official)	3.074	1,017,436	17,493
Kindergarten (official)	2.326	305,278	15,791
Kindergarten (official)	20,061	687,659	36,652
Institutions not affiliated with MoNE (official)	748	24,499	1,702
Pre-school education (private)	3.714	191,670	14,970
Kindergarten (private)	2.328	106,925	8.575
Kindergarten (private)	944	37,925	3.113
Institutions not affiliated with MoNE (private)	1,386	46,820	6.395

Source: MEB, 2017.

The services provided in pre-school education institutions vary depending on the age of the children. Each institution offers special educational activities for the age group.

1.2. Problems Between Teacher and Administrator in Preschool Education

In addition to the knowledge and skills of the teacher, working conditions gain importance in providing education with the desired qualifications in pre-school education institutions. Teachers' dissatisfaction with their working life will also weaken the quality of education. The most common problem faced by teachers is seen as problems stemming from administrators. The problems experienced between teachers and administrators in pre-school education institutions are listed as follows (Acar, 2006):

- Poor communication skills of school administrators
- Failure to comply with laws and regulations at school
- intra-school competition
- Nepotism at school
- Teachers not solving problems
- Inadequate management skills of school principals
- School administrators taking sides
- School's financial inadequacies
- Insufficient functioning of the reward and punishment system at school

- Teachers' irresponsible behavior

Although many reasons can be effective in the problems experienced between school administrators and teachers, especially communication problems are seen as important problems.

1.3. Problems Between Teachers and Parents in Preschool Education

Problems can often occur between teachers and parents in pre-school education institutions. These problems, which weaken the role of teachers in the education program, bring along important problems if they cannot be solved. Various problems experienced by teachers with parents can reduce the quality of education and cannot adequately meet expectations from pre-school education. This situation can be considered as an important problem in achieving the purpose of pre-school education. The problems between teachers and parents in pre-school education can be listed as follows (Kurtuldu, 2010):

- Communication problems between parents and teachers
- Parents' unwillingness to exchange information
- Negative attitudes of teachers
- child's failure
- Asking for money
- Having a formal climate in schools
- financial inadequacy
- Parents not paying enough attention to meetings
- Not believing in the benefits of school
- Too much work for teachers
- Home is far from school

II. METHOD

In this part of the research, the method information that will be applied within the scope of the field research will be included.

2.1. Model of the Research

The descriptive survey model was used as a model in the research. The findings obtained within the scope of the field research were interpreted.

2.2. Universe and Sample

The universe of the research consists of teachers working in pre-school education institutions. In the research, the study was carried out on 62 teachers working in pre-school education institutions.

2.3. Data collection tool

Questionnaire form was used as data collection tool in the research. Questionnaire forms consist of three parts. In the first part, questions about personal information, in the second part, the problems between the administrator and the teacher, and in the last part, the problems between the family and the teacher were examined.

The scale for examining the questions between the administrator and the teacher consists of 25 questions. The scale was created by benefiting from Kelece's (2009) master's thesis. The scale is one-dimensional.

The scale for examining the questions between parents and teachers consists of 37 questions. The scale was created by benefiting from the master's thesis study of Survived (2010). The scale is one-dimensional.

2.4. Data analysis

Data analysis in the research was done in SPSS 16 package program. Frequency, percentage, mean, standard deviation, t test and ANOVA test statistics were used to analyze the data.

III. RESULTS

3.1. Findings Regarding Personal Information

Table 4. Findings Related to Gender

	Frequency	%
Woman	56	90.3
Male	6	9.7
Total	62	100.0

90.3% of the teachers participating in the research are female and 9.7% are male.

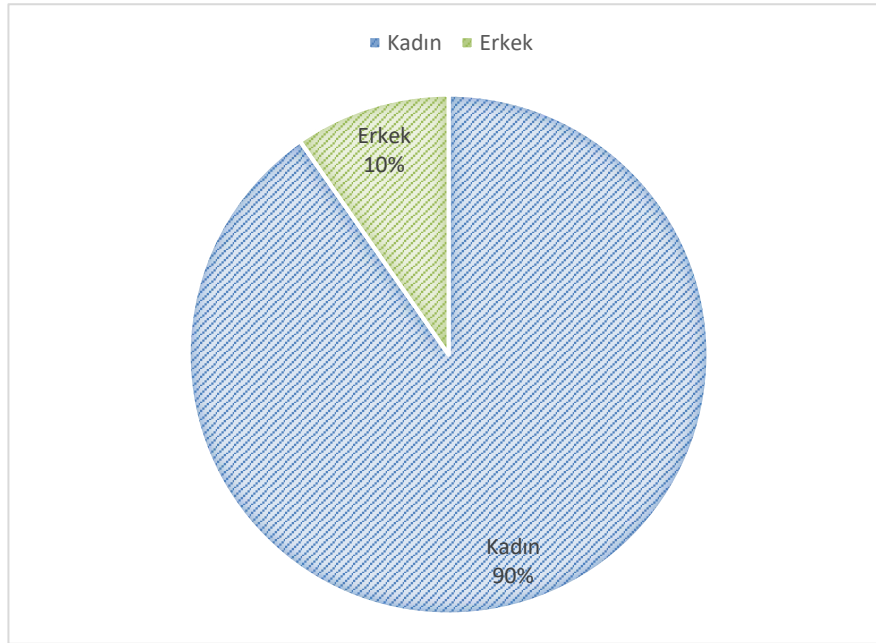


Figure 6. Findings Regarding Gender

Table 5. Findings Regarding the Institution Served

	Frequency	%
Independent Kindergarten affiliated to MEB	50	80.6
Primary school with kindergarten under the Ministry of National Education	12	19.4
Total	62	100.0

80.6% of the teachers participating in the research work in an independent kindergarten affiliated to the Ministry of National Education, and 19.4% in a primary school with a kindergarten affiliated to the Ministry of National Education.

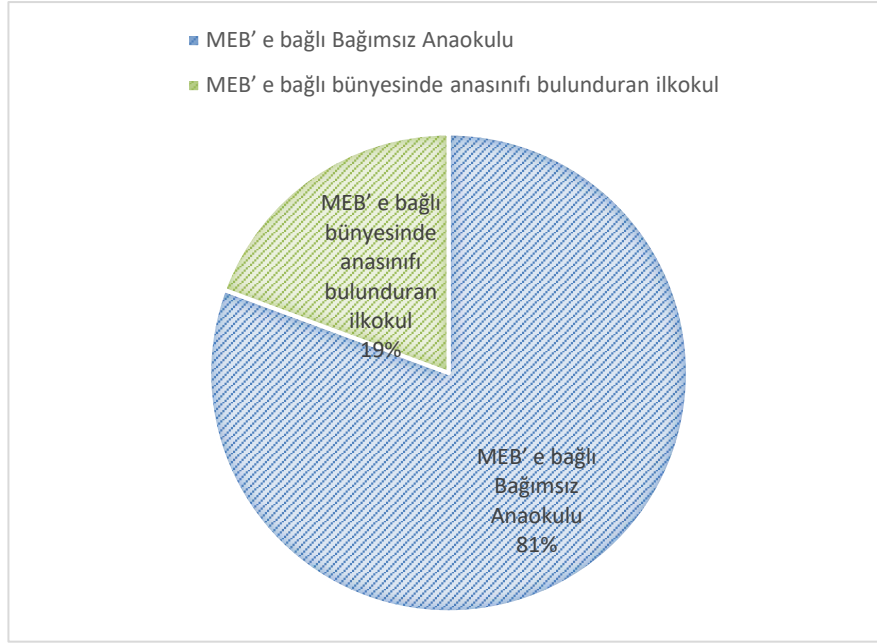


Figure 7. Findings Regarding the Institution Served

Table 6. Findings Regarding Graduation Status

	Frequency	%
associate degree	18	29.0
Licence	31	50.0
graduate	13	21.0
Total	62	100.0

29% of the teachers participating in the research are associate degree, 50% undergraduate and 21% graduate.

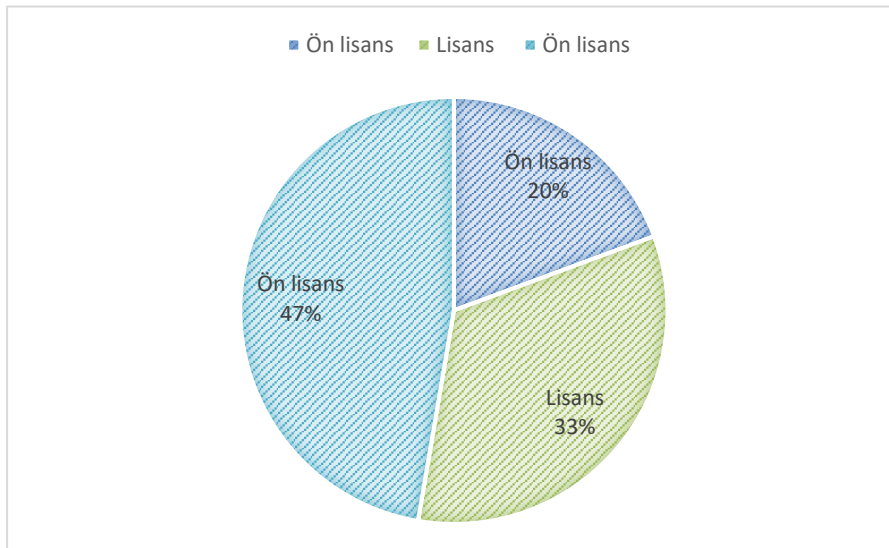


Figure 8. Findings Regarding Graduation Status

Table 7. Findings Regarding Seniority

	Frequency	%
0-5 years	24	38.7
6-10 years	38	61.3
Total	62	100.0

38.7% of the teachers participating in the research have 0-5 years of seniority and 61.3% of them have 6-10 years of seniority.

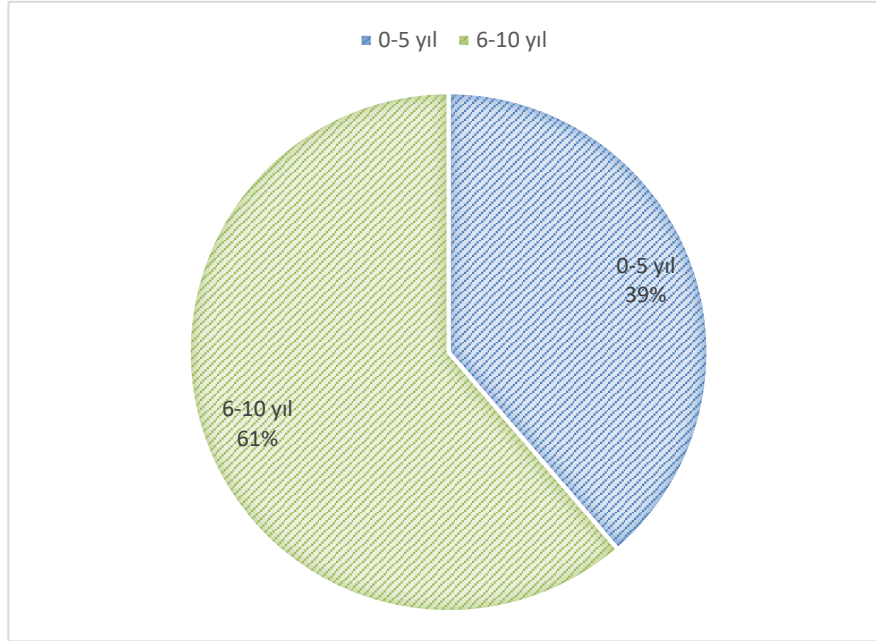


Figure 9. Findings Regarding the Institution Served

3.2. Findings Regarding the Problems Between the Administrator and the Teacher

Table 8. Findings Regarding the Problems Between the Administrator and the Teacher

	N	Minimum	Maximum	Average	Std. Deflection
1. Teachers share their problems with administrators.	62	one	5	4.15	,956
2. Öğretmenler elde ettikleri başarıları yöneticilerle paylaşır.	62	2	5	3.94	,990
3. Öğretmen ve yöneticiler arasındaki temel ilişkide saygı vardır.	62	one	5	3.85	1,084
4. The status difference between the teacher and the administrator does not matter.	62	one	5	3.95	1,047
5. Yöneticiler, öğretmenlere emir ve görev verirken öğretmenlerin özelliklerini dikkate alırlar.	60	one	5	3.90	1,217
6. Yöneticiler ve öğretmenler, karşılıklı olarak birbirlerine güvenirlir.	62	one	5	3.90	1,197

7. Administrators seek teachers' opinions on issues that concern teachers.	62	one	5	4.11	,994
8. Administrators and teachers are open to criticism against each other.	60	3	5	4.38	,585
9. Yönetici ve öğretmenler, iletişim sırasında kendilerini birbirlerinin yerine koyarak (empati kurarak), anlamaya çalışırlar.	62	3	5	4.45	,619
10. Yöneticiler ve öğretmenler, aralarındaki siyasi görüş, kültür vb. farklılıklarına karşı hoşgörülüdürler.	62	2	5	4.29	,837
11. Yönetici ve öğretmenler, aralarında yüz yüze iletişime önem verirler.	62	one	5	4.26	,974
12. Yönetici ve öğretmenler, bilgilerini karşılıklı olarak paylaşırlar.	62	2	5	4.21	,832
13. Yönetici ve öğretmenler, ders dışı sosyal içerikli toplantılarda bir araya gelirler.	62	one	5	3.65	1,332
14. Managers and teachers do not reflect their private problems in their official relations.	62	one	5	3.89	1,243
15. Administrators do not discriminate between teachers (act fairly).	62	2	5	4.05	,895
16. Yöneticiler, sözlü ve yazılı mesajları öğretmenlere zamanında ulaştırırlar.	62	3	5	4.29	,687
17. Yönetici ve öğretmenler arasında, dedikoduya izin vermeyen, olumlu bir iletişim ortamı vardır.	62	one	5	3.71	1,233
18. Yöneticiler, öğretmenleri okulla ilgili alınacak kararlara katarlar.	62	2	5	3.81	1,069
19. Administrators provide a healthy communication environment between teachers at school.	62	2	5	4.16	,853
20. Administrators encourage solidarity among teachers.	62	one	5	4.37	,683

21. Yönetici ve öğretmenler arasında, formal iletişimin yanında informal iletişim kanalları da açıktır.	62	one	5	3.66	1,402
22. Yönetici ve öğretmenler, aralarında yakın ilişki sürdürme konusunda içten bir çaba gösterirler.	62	one	5	3.76	1,155
23. Yönetici ve öğretmenler, eğitim ve okulun amaçlarını aynı şekilde anlar ve yorumlar.	62	one	5	3.63	1,258
24. Yönetici ve öğretmenler birbirlerinin olumlu davranışlarını öne çıkarmaya çalışırlar.	62	one	5	3.90	1,082
25. Managers and teachers are good listeners in their communication.	62	one	5	3.84	1,244

When the problems experienced by the teachers with the administrators are examined, it is seen that all of the averages are above 3. This shows that there is no significant problem between teachers and administrators. However, the statement “the administrators and teachers understand and interpret the aims of education and school in the same way” has the lowest average. This situation shows that administrators and teachers have some problems about education and school goals. Different perspectives of teachers and administrators may cause different perceptions of school and educational goals. One of the other low statements is “Informal communication channels are open between the administrators and teachers besides the formal communication.” has the expression. This situation shows that there are communication problems between administrators and teachers from time to time.

Table 9. The Effect of Gender on Problems Between Teachers and Administrators

	Average	t	p
Woman	90.83	0.501	0.619
Male	92.08		

When the effect of gender on the problems between the teacher and the administrator was examined, it was determined that the problems experienced between the teacher and the administrator depending on gender did not create a statistically significant difference ($p>0.05$). The gender of the teachers was not identified as an important factor in the problems they had with the administrators.

Table 10. The Effect of the Institution on Problems Between Teachers and Administrators

	Average	t	p
Independent Kindergarten affiliated to MEB	90.00	0.820	0.415
Primary school with kindergarten under the Ministry of National Education	92,00		

When the effect of the institution working on the problems between the teacher and the administrator was examined, it was determined that the problems experienced between the teacher and the administrator, depending on the institution, did not create a statistically significant difference ($p>0.05$). The institution where the teachers work has not been identified as an important factor in the problems they have with the administrators.

Table 11. The Effect of Graduation Status on Problems Between Teachers and Administrators

	Average	F	p
associate degree	99.50	0.523	0.603
Licence	91,00		
graduate	97.08		

When the effect of the graduation status on the problems between the teacher and the administrator was examined, it was determined that the problems experienced between the teacher and the administrator depending on the graduation status did not create a statistically significant difference ($p>0.05$). Graduation status of teachers has not been identified as an important factor in the problems they have with administrators.

Table 12. The Effect of Seniority on Problems Between Teachers and Administrators

	Average	t	p
0-5 years	91.72	0.749	0.457
6-10 years	93.25		

When the effect of seniority on the problems between the teacher and the administrator was examined, it was determined that the problems experienced between the teacher and the administrator depending on the seniority did not create a statistically significant difference ($p>0.05$). The seniority of the teachers has not been determined as an important factor in the problems they have with the administrators.

3.3. Findings Regarding the Problems Between Parents and Teachers

Table 13. Findings Regarding the Problems Between Parents and Teachers

	N	Minimum	Maximum	Average	Std. Deviation
1 Parents are not cooperative.	60	one	5	2.52	1,444
2 Velilerde öğretmenlere karşı güven eksikliği vardır.	62	one	5	2.31	1,510
3 There is no easy communication with parents.	61	one	5	3.27	1,224
4 Veliler öğretmenlere karşı olumsuz tutumlara ve önyargılara sahiptir.	62	one	5	2.45	1,339
5 Veliler çocukları ve aileleri hakkında öğretmenlerle karşılıklı bilgi alışverişinde bulunmak istememektedir.	62	one	5	2.84	1,283
6 Veliler okulöncesi eğitimi öğretmenleri birer eğitici olarak değil, çocuklarının bakıcıları olarak görmektedir.	62	one	5	2.27	1,484
7 Veliler öğretmenlerden kendilerinin çocukları üzerinde başaramadıkları konularda başarı beklemektedir.	60	one	5	2.73	1,191
8 Veliler öğretmenlerin şikayetleri olduğunda görüşmek istemektedir.	62	one	5	2.63	1,321
9 Parents do not trust the administrators.	62	one	5	2.71	1,206
10 Veliler parasal(Okul aidatları v.b.) konularda problem çıkarmaktadır.	61	one	5	2.85	1,108
11 Parents do not participate sufficiently in classroom activities.	62	2	5	3.65	1,202

12 Anne babanın çalışıyor olması okul ile aile arasında kopukluğa neden olmaktadır.	62	one	5	2.05	1,093
13 As the education level of the parents decreases, their relationship with the school also decreases.	62	2	5	2.95	,982
14 Velilerin ekonomik problemleri okul etkinliklerine katılmalarını ve okulla olan ilişkilerini engellemektedir.	62	one	5	2.84	1,104
15 Veliler okulu, programı ve öğretmeni yeterince tanımamaktadır.	62	one	5	2.97	1,040
16 Veliler okula ve öğretmene yeterince destek olmamaktadır.	60	one	5	2.93	1,177
17 Veliler, çocuk eğitiminde okul ve aileyi eğitimde bir bütün olarak görmemektedir.	62	one	5	2.90	1,197
18 Parents do not care enough about the school and the necessity of pre-school education.	62	one	5	3.11	1,057
19 Parents do not take care of their children enough.	60	3	5	3.35	,659
20 Veliler çocuklarıyla ilgili kararları alırken öğretmenlerin fikirlerini yeterince önemsememektedir	62	3	5	2.44	,617
21 Veliler çocuklarının olumsuz yönlerini kabullenmek istememektedir.	62	2	5	2.29	,837
22 Veliler çocuk eğitimi konusunda yeterli bilgiye sahip değildir.	62	one	5	2.26	,974
23 Parents blame the school for their children's negative behaviors.	62	2	5	3.27	,772
24 Parents are concerned with their children's cognitive achievements, not their social and emotional behaviors.	62	one	5	2.79	1,230
25 Veliler okulla yalnızca çocukları ile ilgili bir sorun olduğunda görüşmek istemektedir.	62	one	5	2.77	1,348

26 Veliler çocukları başarılı olduklarında ödüllendirmemekte ancak çocukları başarısız olduğunda cezalandırmaktadır.	62	2	5	2.98	,949
27 Parents behave excessively authoritarian towards their children.	62	3	5	2.29	,687
28 Veliler, öğretmenler tarafından çocuklarıyla ilgili yapılan önerileri dikkate almamaktadır.	62	one	5	2.94	1,084
29 Veliler çocuklarının okul tarafından düzenlenen sosyal etkinliklere katılmasını istememektedir.	62	2	5	2.71	1,165
30 Parents do not provide their children's educational materials on time.	62	2	5	2.10	,918
31 Aile içindeki sorunlardan dolayı çocuklarda olumsuz davranışlar gözlenmektedir ve aileler bunu kabul etmemektedir.	62	one	5	2.31	,759
32 Parents do not participate sufficiently in parent meetings.	62	one	5	2.84	1,333
33 Veliler veli toplantılarında öğretmenlerin söylediklerini yeterince önemsememektedir.	62	one	5	2.66	1,214
34 Healthy and functional school-family meetings cannot be held.	62	one	5	2.68	1,238
35 Veliler veli toplantılarını ekonomik amaçlı toplantılar olarak görmektedir.	62	one	5	2.85	1,114
36 Veliler, Okul-Aile Birliği hakkında yeterli bilgiye sahip değildir.	62	one	5	2.94	1,158
37 Parents do not care about school-parent unions.	61	one	5	2.57	1,396

When the problems experienced by the teachers with the parents were examined, it was determined that the following problems were particularly noteworthy:

- Unable to communicate easily with parents
- Parents do not participate sufficiently in classroom activities
- Parents do not care enough about the school and the necessity of pre-school education.
- Parents do not take care of their children enough
- Parents blame the school for their children's negative behavior

The most important problem between parents and teachers is communication problem. However, the fact that the parents are not sufficiently involved with the school and that they are in the position of blaming the school in any case cause various problems between the teacher and the parents.

Table 14. The Effect of Gender on Problems Between Teachers and Parents

	Average	t	p
Woman	92.16	0.358	0.701
Male	90.26		

When the effect of gender on the problems between the teacher and the parents was examined, it was determined that the problems experienced between the teacher and the parent, depending on gender, did not create a statistically significant difference ($p>0.05$). The gender of the teachers was not identified as an important factor in the problems they had with the parents.

Table 15. The Effect of the Institution on Problems Between Teachers and Parents

	Average	t	p
Independent Kindergarten affiliated to MEB	93.72	0.055	0.947
Primary school with kindergarten under the Ministry of National Education	94.06		

When the effect of the institution working on the problems between the teacher and the parent was examined, it was determined that the problems experienced between the teacher and the parent, depending on the institution, did not create a statistically significant difference ($p>0.05$). The institution where the teachers work has not been identified as an important factor in the problems they have with the parents.

Table 16. The Effect of Graduation Status on Problems Between Teachers and Parents

	Average	F	p
associate degree	90.69	0.227	0.797
Licence	90.88		
graduate	99.10		

When the effect of the graduation status on the problems between the teacher and the parents was examined, it was determined that the problems experienced between the teacher and the parents, depending on the graduation status, did not create a statistically significant difference ($p>0.05$). Teachers' graduation status has not been identified as an important factor in the problems they have with parents.

Table 17. The Effect of Seniority on Problems Between Teachers and Parents

	Average	t	p
0-5 years	97.07	0.346	0.709
6-10 years	93.88		

When the effect of seniority on the problems between the teacher and the parent was examined, it was determined that the problems experienced between the teacher and the parent depending on the seniority did not create a statistically significant difference ($p>0.05$). The seniority of the teachers was not determined as an important factor in the problems they had with the parents.

CONCLUSION AND RECOMMENDATIONS

Preschool education is critical to the development of children. Preschool education institutions play an important role in the healthy progress and orientation of children's physical, emotional and cognitive development. The knowledge and skills acquired in pre-school education shape the future lives of children. For this reason, the quality and functionality of pre-school education has an important place in the future school and business life of the child. In addition, the child, who learns to establish social relations with his peers through pre-school education, acquires social skills. Social skills positively support the child's communication skills in the future.

The effectiveness of pre-school education institutions gains importance in achieving the desired goals in pre-school education. It is possible for pre-school education institutions to continue their activities effectively only with teachers who love their job and have knowledge and skills in their field. The business success of teachers will only be possible with a problem-free school life. The problems that teachers have with both administrators and parents can negatively affect their attitudes towards work. This situation can reduce the productivity of teachers. The decrease in the productivity of teachers negatively affects the quality of pre-school education.

In this study, the problems experienced by teachers working in pre-school education institutions with administrators and parents were investigated. As a result of the research, the following findings were reached.

- The most important source of the problems that teachers experience with administrators is the lack of a common understanding in education and school purposes.
- Teachers cannot easily communicate with parents.
- Parents' participation in classroom activities is limited.
- Parents do not care enough about the school and the necessity of pre-school education.
- Parents do not pay enough attention to their children.
- Parents blame the school for the negative behaviors of the children.

As a result of the research, the problems experienced by preschool teachers, especially with parents, come to the fore. Suggestions to reduce these problems can be listed as follows:

- Various in-school and out-of-school activities can be organized in order to strengthen the communication between teachers, administrators and parents. Thus, interaction among school stakeholders can be ensured in social environments.
- Parent meetings should be held in appropriate physical conditions in order to establish a correct communication between teachers and parents.
- Lack of knowledge of parents about child education can cause problems. Various seminars can be organized at schools in order to eliminate the lack of knowledge of parents about child education.
- Teachers can act as a bridge between school and parents by making home visits.
- It is important for parents to convey their observations about their children to teachers. For this, programs can be organized to encourage the voluntary participation of parents.
- In order to prevent financial problems in pre-school education institutions, it may be important to distribute school materials free of charge in pre-school education institutions, as the state does in formal education.
- In order to convey the importance of pre-school education to parents, parent meetings can be held and trainings for parents can be offered by experts in their fields.
- Determining the expectations of parents from the school and comparing what the school will offer to the child can be seen as important in preventing future problems. For this reason, informative studies and meetings can be organized for parents.
- In order to reduce the problems experienced in pre-school education institutions, it is important for teachers to deal with students, allocate time for them, engage in behavior-changing activities, solve problems, interview and inform parents, or share information with parents. In order to achieve all these, the fact that the class size is not high can be considered as important.
- Communication is important in solving problems between the teacher and the administrator. Various social activities can be organized to strengthen communication.
- School and education goals should be clearly stated in order to ensure that administrators and teachers perceive school and educational goals in the same way.

SOURCE

Acar, S., Teachers' Views on the Visionary Leadership Roles of Primary School Administrators, Master's Thesis, Fırat University, Elazğı, 2006

Notifier, Z. (2017). Comparative Analysis of Preschool Education Economy in Türkiye and Europe. Marmara University Institute of Social Sciences. Master Thesis

Gülay, H. and Akman, B. (2009). Social skills in preschool period. Ankara: Pegem

Kaymaz, M. Cost-Benefit Analysis of Preschool Education in Turkey, Mother Child Education Foundation, 2005.

Keleş, M. (2009). Communication Problems Between Administrators and Teachers in Primary Schools (The Case of Gaziosmanpaşa District of Istanbul Province). Beykent University Institute of Social Sciences, Department of Business Administration. Master Thesis.

Koçyiğit, S. (2012). Definition, purpose, importance and principles of pre-school education. R. Zembat (Ed.). Introduction to Preschool Education. Ankara: Target, pp.14-25.

Survived, BS (2010). Evaluation of Problems Experienced in School-Family Relationships in Preschool Education Based on Teachers and Parents' Views. Institute of Social Sciences, Department of Child Development and Home Management, Department of Child Development. Master Thesis.

MEB (2017). National Education Statistics, Formal Education 2015-2016. MEB.

Ministry of National Education [MEB]. (2013). Preschool education program. Ankara.

Ministry of National Education, (2012). Pre-school education, http://mebk12.meb.gov.tr/meb_iys_dosyalar/80/04/747201/icerikler/okul-oncesi-egitim_109573.html

Poyraz, H. and Dere, H. (2003). Principles and methods of preschool education (2nd ed.). Ankara: Moment

Şahin, S. (2013). Motor development in preschool period. F. Turan (Ed.). Development in Preschool Period. Ankara: Target, pp.226-236.

Sen, S. (2007). Basic characteristics and needs of preschool children. G. Haktanir (Ed.). Introduction to Preschool Education. Ankara: Memoir Publishing, pp.34-60.

Şengül, EA and Yükselen, A.İ. (2015). Social and emotional development in infancy F. Turan and A.İ. Rising. (Ed.). Preschool Education in All Aspects -1. Ankara: Target, pp.186-202.

Turaşlı, N. (2014). Definition, scope and importance of pre-school education. G. Haktanir (Ed.). Introduction to Preschool Education. Ankara: Memoir, p. 1-24. 1-24)).