



## INVESTIGATION OF THE OPINION, EXPECTATION AND METAPHORIC PERCEPTIONS OF PARENTS FOR PRESCHOOL EDUCATION – THE EXAMPLE OF MERSIN CITY, TURKEY

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### Abstract:

The purpose of this study is to examine opinions, expectations and metaphorical perceptions of parents about preschool education. In the research, cross-sectional design, one of the survey model types, was used. The sample of the study consists of 1080 parents, 873 of whom are females and 207 of them are males, whose students are living in the central districts of Mersin. The data of the research were collected by using Personal Information Form, Opinion and Expectation Determination Survey for Preschool Education, Open-ended Questions Form, Metaphoric Perception Determination Form. While the analysis of quantitative data was done with frequency and percentage calculations, content analysis was made for qualitative data. According to the results of the research, the parents stated that the education received in the preschool period will positively affect the future education of the children and they stated the necessity of providing training for foreign language education, art education in preschool education. Besides, it was determined that the parents send their children to preschool education institutions for general development. It was seen that the parents take into account such criteria as teacher efficiency, providing family attendance and the quality of physical conditions in an effective preschool education. It was determined that the priority of the parents was the gaining of social skills in preschool education. It was determined that the metaphorical senses of the parents focus on such words as sapling, the basement of the house, untreated dough, preparation for life about preschool education.

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## 1. Introduction

Preschool period covers the range from birth to the beginning of compulsory primary education and training activities. Discovering the interests and abilities of the individual and gaining talent, skill, attitude and habits take place in the preschool period. In addition to the preparation process for primary school education and training activities, the acquisition of the desired knowledge and skills of the individual and shaping their behaviors takes place in the preschool period. The preparation of the individual to form the basis of his future personality with the development of physical, social and cognitive intelligence is provided with preschool education in this period.

## 2. Literature Review

It has been revealed by researches that children who have received preschool education start in primary school more advantageously in many ways than children who have not received preschool education, and that children with preschool education are more participative, sociable, compatible and have higher academic success (Anders, Grosse, Rossbach, Ebert, Weinert, 2013; Barnett, 2008; Barnett, Carolan, Fitzgerald, Squires, 2012; Dickinson and Porche, 2011; Duncan and Magnuson, 2013; Erbay, 2008; Esaspehlivan, 2006; Gordon, Hofer, Fujimoto, Risk, Kaestner, Korenman, 2015; Kaiser and Bauer, 2017; Manigo and Allison, 2017; Oktay, 2003; Oktay and Unutkan, 2005; Toluç, 2008; Stipek and Byler, 2001; Yeşil, 2008).

Parents need to participate and support the child's education process, since parents have an impact on this process as well as educators in the successful execution of what is expected of the individual from the preschool education program (The National Parent Teacher Association, 2015). Parents are valuable collaborators in their preschool experience and research (Siraj-Blatchford, Muttock, Sylva, Gilden, Bell, 2002). In this context; inclusion of parents in the process of preschool education will enable them to take an active role in both in-school and out-of-school process and contribute to the success of the preschool education program implemented. In this context; parents being one of the contributors to the preschool education program has led to the need to identify parents' opinions and expectations about preschool education. When the literature is examined, the existence of a large number of studies to examine the views and expectations of the parents indicates that determining the opinions and expectations of the parents regarding preschool education is of great importance in the field of preschool education (Doğrul and Akay, 2019; Başal and Kahraman, 2018; Yaman and Saçkes, 2017; Manigo and Allison, 2017; Bayrak and Köksal, 2017; Avcu, 2016; Oya Ramazan, 2015; Baroody and Diamond, 2013; Einarsdóttir, 2010; Hsieh, 2008). When we examine the studies in the literature; although studies that examine the opinions and expectations of

the parents are frequently included, there is no study of parents' opinions, expectations and metaphoric perceptions being examined at the same time. Also, considering the decrease in the number of studies conducted in recent years, it is important to reveal whether there is a difference in the views and expectations of parents in recent years or not. When we examine the studies in the literature, there is no study in which parents' views and expectations regarding their metaphoric perceptions about preschool education are examined. *“Metaphor is that words or a phenomenon relate to other meanings in similarities and create symbolic recalls.”* (Çocuk, Yokuş, Tanrıseven, 2015). Metaphors are a linguistic analogy that includes embodying and visualizing abstract concepts, transferring information from a known area to a new and unknown area (Mert, 2013).

The aim of this research is to determine the opinions, expectations and metaphorical perceptions of parents about preschool education and process in preschool education. Also, considering the decrease in the number of studies conducted in recent years, it is important to reveal whether there is a difference in the views and expectations of parents in recent years. In this respect, it is thought that the study carried out will contribute to preschool education programs and practices in terms of parental involvement in terms of providing concrete suggestions.

For this purpose, the problems and sub-problems of the research are stated below.

### **3. The Problem of the Research**

- What are the parents' opinions, expectations and metaphorical perceptions about Preschool Education?.

The sub-problem sentences of the study are listed as follows:

#### **3.1 Sub-problems of the Research**

- 1) What are the parents' opinions on preschool education?
- 2) What are the parents' opinions on the features that should be present in preschool education?
- 3) What are the expectations of parents for preschool education?
- 4) What are the metaphoric perceptions of parents for preschool education?

### **4. Methodology**

This section includes the research model, working group, data collection tools and data analysis, respectively.

#### **4.1 Research Model**

Survey model was used in the research. It is a quantitative research pattern in which researchers collect information by making a sample to explain the attitudes, views, behaviors, or properties of a universe (Creswell, 2017). In the study, cross-sectional screening pattern, which is one of the survey model types, was used. In a cross-sectional

study, current attitudes, beliefs, opinions or practices can be examined (Creswell, 2017). The purpose of this study is to determine the parents' perceptions, expectations and metaphoric perceptions about preschool.

#### 4.2 Research Group

The target population of this research is the parents of children in preschool period in Mersin province in 2017-2018 academic year. The target universe is the abstract universe that the researcher wants to reach, but is difficult to reach and reflects his ideal choice (Büyüköztürk, 2012). The accessible universe is the parents of preschool children studying in the central districts of Mersin. The accessible universe is the concrete universe with realistic selection that the researcher can reach (Büyüköztürk, 2012). In the research, stratified sampling method, one of the non-random sampling methods, was used as a sample. The stratified sampling method is a sampling method that aims to determine the subgroups in the universe and to represent them in the sample with their ratio within the size of the universe (Büyüköztürk et al., 2013). For the stratified sampling method, firstly, homogeneous subgroups should be determined in the universe according to a factor (variable) that research is thought to be effective on the problem (Büyüköztürk, 2012). In this study, the parents of children who received preschool education in the central districts of Mersin were determined as stratified sampling criteria. The sample of the study consists of 1080 parents of preschool children. 873 of the parents are females and 207 of them are males.

**Table 1:** Information on Parents Participating in the Questionnaire to Determine Their Views and Expectations about Preschool Education (N = 1080)

	f	%
<b>Gender</b>		
Female	873	80.8
Male	207	19.2
<b>District</b>		
Akdeniz	254	23.5
Mezitli	242	22.4
Yenişehir	274	25.4
Toroslar	310	28.7
<b>Education Status</b>		
Primary School	213	19.7
Middle School	155	14.4
High School	294	27.2
Associate Degree	117	10.8
Undergraduate	268	24.8
Illiterate	33	3.1
<b>Age</b>		
20 and below	15	1.4
21-30	286	26.5
31-40	610	56.5
41-50	158	14.6

51 and below	11	1
<b>Number of Children</b>		
1	242	22.4
2-3	732	67.8
4-5	89	8.2
6 or more	17	1.6
<b>Working Status</b>		
Yes	421	39
No	659	61
<b>Preschool Education Status</b>		
Yes	222	20.6
No	858	79.4
<b>Parenting Status in Preschool Education</b>		
First time	527	48.8
More than once	553	51.2
Total	1080	100

When Table 1 is analyzed, it was found that 80.8% of the parents are female and 19.2% are male and they mostly live in Toroslar district (28.7%). Education levels of parents are generally high school graduates (27.2%), age ranges are generally between 31-40 years old (56.5%), and the number of children is generally 2-3 (67.8%). It was found that they did not have a permanent job in general (61%), mostly did not receive preschool education (79.4) and that they were previously in preschool education process (51.2%).

### 4.3 Data Collection Tools

Data were collected via "Personal Information Form" in order to reach the personal information of the parents participating in the research; "Opinion and Expectation Determination Survey for Preschool Education" in order to determine the opinions and expectations of the parents about preschool education; "Open Ended Questions Form" in order to determine the opinions of parents about the criteria and expectations of an effective preschool education; "Metaphoric Perception Determination Form" in order to determine the meanings they place on their preschool education and preschool education expectations. Information on the data collection tools used in this study is detailed below.

#### 4.3.1 Personal Information Form

The "Personal Information Form" created by the researchers was used in the analysis of variables that may be related to parents' preschool education opinions, expectations, and metaphoric perceptions (gender, age, education status, number of children, permanent work situations, preschool education).

#### 4.3.2 Opinion and Expectation Determination Survey for Preschool Education

In the research, a questionnaire was prepared by the researchers in order to determine the opinions and expectations of the parents regarding preschool education. In the first 16 items of the questionnaire, 3-point likert was used to determine the general opinions about preschool education and term, In the last 5 items of the questionnaire, multiple

choice statements were used in order to determine the opinions that more than one factor related to preschool period and education may be effective.

#### **4.3.3 Open Ended Questions Form**

For the qualitative data used in the research, "Open-ended Questions Form" created by the researchers was used. According to Reja, Manfreda, Hlebec, Vehovar (2003), individuals provide the opportunity to answer open-ended questions naturally and internally, independent of the researcher, and this also enables the researcher to reach the truth. In this context, it can be ensured that parents can express their thoughts freely by using open-ended questions.

#### **4.3.4 Metaphoric Perception Determination Form**

In the research, "Metaphoric Perception Form", which was created by the researchers, was used to determine the metaphorical perceptions of the parents about preschool education. According to Lakoff and Johnson (2010), metaphor is the idea and reasoning that can be used by ordinary people in daily life to better understand certain concepts better and is not based on similarity.

### **4.4 Data Analysis**

#### **4.4.1 Quantitative Data Analysis**

##### **4.4.1.1 Personal Information Form Quantitative Data Analysis**

In the Personal Information Form, questions such as parents' gender, age, educational status, number of children, permanent job status, preschool education status, being in the process of preschool education, residence districts are discussed as variables. Quantitative data obtained from the study were analyzed in SPSS 20 program. Frequency and percentage values were used for the analysis.

##### **4.4.1.2 Opinion and Expectation Survey for Preschool Education Quantitative Data Analysis**

The final version of the questionnaire was given by making additions and editions by the researchers inspired "Opinion and Expectation Survey for Preschool Education" created by Oya Ramazan (2015) in Opinion and Expectation Survey for Preschool Education. 16 items of the questions in the questionnaire are 3-point Likert statements and 5 items are multiple choice statements. In the research, quantitative data obtained from this questionnaire were analyzed in SPSS 20 program. Frequency and percentage values were used for the analysis.

#### **4.4.2 Qualitative Data Analysis**

##### **4.4.2.1 Analysis of Open-Ended Questions**

Content analysis was conducted to evaluate open-ended questions. Content analysis is a scientific approach that helps systematically analyze data. The main purpose in content analysis is to reach concepts and relationships that will make it easier to explain the collected data. The purpose of the content analysis is to reveal the themes that will make the information obtained and become understandable (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, Demirel, 2013).

The criteria that parents find important for an effective preschool education and their answers to their expectations about preschool education were independently identified by two different experts and then these themes were compared. The reliability formula suggested by Miles and Huberman (2016) was used to calculate the reliability of the research and the reliability value exceeding 0.80 indicates that the research results are reliable (Miles and Huberman, 2016; trans: Akbaba Altun and Ersoy).

Open-ended questions form reliability coefficient values are given in Table 2.

**Table 2:** Open-ended Questions Form Reliability Coefficient Values

<b>Question Number</b>	<b>Miles and Huberman (Consensus / Consensus + Disagreement) Reliability Coefficient Value</b>
1.	0.88 (Open-ended question form first question)
2.	0.90 ( Open-ended question form second question )

When Table 2 is examined, the reliability coefficient for the first open-ended question is 0.88, and the reliability coefficient for the second open-ended question is 0.90.

#### **4.4.2.2 Metaphoric Perception Form Analysis of Questions**

The metaphoric responses of the parents towards effective preschool education and expectations were determined independently by two different experts, and then these themes were compared. The reliability formula suggested by Miles and Huberman (2016) was used to calculate the reliability of the research. The reliability over 0.80 indicates that the research results are reliable (Miles and Huberman, 2016; trans: Akbaba Altun and Ersoy).

**Table 3:** Metaphoric Perception Form Reliability Coefficient Values

<b>Question Number</b>	<b>Miles and Huberman (Consensus / Consensus + Disagreement) Reliability Coefficient Value</b>
1.	0.91 (Open-ended question form first question)
2.	0.84 ( Open-ended question form second question )

When Table 3. is examined, the reliability coefficient for the first open-ended question was 0.91 and the reliability coefficient for the second open-ended question was 0.84.

## **5. Findings**

### **5.1 Findings for the First Sub-Problem**

Frequencies and percentages of parents' opinions about preschool education are given in Table 4.

**Table 4:** Percentage (%) and Frequency (f) Values (N = 1080)  
 Regarding Parents' Opinions about Preschool Education

Question	Participation Level	Frequency percentage	
		(f)	(%)
1. Book (fairy tale, story). Should be read to preschool children everyday.	I agree	938	86.9
	Neutral	91	8.4
	I disagree	51	4.7
2. The child does not need to receive preschool education when there is someone to take care of the child at home.	I agree	87	8.1
	Neutral	41	3.6
	I disagree	954	88.3
3. Education in pre- school period positively affects the future education of the child.	I agree	1016	94.1
	Neutral	27	2.5
	I disagree	37	3.4
4. Pre-school education should be compulsory for all children.	I agree	930	86.1
	Neutral	77	7.1
	I disagree	73	6.8
5. There should be strict discipline in preschool institutions.	I agree	310	28.7
	Neutral	142	13.1
	I disagree	628	58.1
6. Children should play outside summer and winter in preschool education institutions.	I agree	261	24.2
	Neutral	116	10.7
	I disagree	703	65.1
7. Reading and writing education should be started in preschool education institutions.	I agree	362	33.5
	Neutral	200	18.5
	I disagree	518	48
8. Simple addition-substraction operations should be started in preschool education.	I agree	778	72
	Neutral	106	9.8
	I disagree	196	18.1
9. Foreign language education should be started in preschool education institutions.	I agree	771	71.4
	Neutral	121	11.2
	I disagree	188	17.4
10. Computer teaching should be started in preschool education institutions.	I agree	424	39.3
	Neutral	186	17.2
	I disagree	470	43.5
11. Values education should be started in preschool education institutions their school	I agree	870	80.6
	Neutral	142	13.1
	I disagree	68	6.3
12. Preschool children should be given the opportunity to play with their friends outside of school.	I agree	915	84.7
	Neutral	80	7.4
	I disagree	85	7.9
13. Preschool children should collect their own toys at home.	I agree	1046	96.9
	Neutral	19	1.8
	I disagree	15	1.4
14. Parents should read books about preschool education and children of this period.	I agree	1008	93.3
	Neutral	43	4
	I disagree	29	2.7
15. Parents should attend seminars and meetings about education arranged in preschool institutions.	I agree	993	91.9
	Neutral	68	6.3



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	I disagree	19	1.8
16. Art education ( art, music, theatre) should be given in preschool education institutions.	I agree	996	92.2
	Neutral	63	5.8
	I disagree	21	1.9
17. Reason for sending to preschool education	For general development	866	41.9
	Preparation for primary school	636	30.8
	For mental development	415	20.1
	To provide necessary care	64	3.1
	As there is no one to look after at home	61	3
	Other	24	1.2
18. Types of behaviour when mistakes are made.	Telling the mistake	922	62.8
	Change of behaviour according to mood	204	13.9
	Punishment	162	11
	Irritability	77	5.2
	Forgiveness, disregard	73	5
	Other	22	1.5
19. Criteria to be considered when buying toys.	Brute force	8	0.5
	Suitability of the child's age	721	12.8
	Being educative and didactic	686	12.2
	Contribution to mental development	548	9.8
	Contribution to child's development	516	9.2
	Develoing creativity	493	8.8
	Creating no danger	482	8.6
	Being entertaining	386	6.9
	Suitability of the child's desire	356	6.3
	Not complaining violence (weapon)	356	6.3
	Being interesting	290	5.2
	Taking advantage of for a long time	265	4.7
	Being solid	214	3.8
	Not getting bored immediately	172	3.1
	Buying on a special day	116	2.1
Other	15	0.3	
20. Effective preschool education criteria.	Teacher competence	853	31.1
	Classroom materials	474	17.3
	Number of students	460	16.8
	Program competence	451	16.4

	School or classroom physical conditions	448	16.3
	Other	60	2.2
21. Priority skill. Areas for preschool education	Social skills	921	17.4
	Linguistic skills	737	13.9
	Cognitive skills	717	13.5
	Self care skills	681	12.8
	Motor skills	678	12.8
	Art skills	659	12.4
	Values and moral skills	629	11.9
	Religious skills	281	5.3
	Other	2	0.

When Table 4 is examined:

When the opinions of the parents regarding preschool education are examined, the opinions given by the participants in the form of participation, indecision and disagreement are as follows.

- "Preschool children should collect their toys at home." 1046 people (96.9%) stated "I agree",
- "Reading and writing education should be started in the preschool education institution." 200 people (18.5 %) stated "Neutral",
- "When there is someone to take care of the child at home, the child does not need to go to the preschool education institution." 952 people (88.3%) stated that they disagree.

When the answers given to the multiple choice statements regarding the opinions about preschool education are examined;

- "How do you behave when your child makes a mistake?" 922 times (62.8 %), "I tell his/her mistake."
- "What are the criterias to be considered when buying toys?" 721 times (%12.8), "Suitability for the child's age"
- "What conditions do you think an effective preschool education depends on?" 853 times (%31.1), "Teacher competence"
- "Which skills should be a priority in preschool education?" 921 times (%17.4),
- "Social Skills (Following Rules, Helpfulness, Cooperation etc.)" was found that they expressed these opinions.

## 5.2 Findings for the Second Sub-Problem

The opinions of the parents regarding the criteria that they find important for an effective preschool education are given in Table 5.

**Table 5:** Parents' Opinions on the Criteria They Find Important  
 for an Effective Preschool Education (N = 1080)

Theme	Codes	f	%
Competence	Teacher Competence	479	74.7
	Program Competence	162	25.3
School Conditions	Physical Conditions of School	641	100
	School Culture	214	52.1
	School Culture	67	16.3
	School Belonging	65	15.8
	Security at School	48	11.7
	School Administration Attitudes	17	4.1
	Total	411	100
	Total	411	100
Classroom Conditions	Materials in the classroom	117	49.6
	Number of Students	96	40.7
	Classroom mates	23	9.7
	Total	236	100
Parents Conditions	Attendance of Parents	72	77.4
	Awareness of Parents	21	22.6
	Total	93	100
Other	Discipline	49	62
	Education System	23	29.1
	Homework	2	2.5
	Total	79	100

When Table 5 is examined, regarding the criteria that parents find important for effective preschool education;

- In the theme of "Qualifications", Teacher Competence 479 times (74.7%),
- In the theme of "School Conditions", The Physical Conditions of the School 214 times (52.1%),
- In the theme of "Class Conditions", Materials in Classroom 117 times (49.6%),
- In the theme of "Parental Status", Parental Participation 72 times (77.4%),
- In the theme of "Other", Discipline 49 times (62%), was found that they expressed their opinions.

### 5.3 Findings for the Third Sub-Problem

The findings obtained from the expectations of parents for preschool education are given in Table 6.

**Table 6:** The findings obtained from the expectations of  
 parents for preschool education (N=1080)

Theme	Codes	f	%
Supporting Development Areas	Supporting General Development	124	26.7
	Supporting Linguistic Development	100	21.5
	Supporting Mental Development	88	18.9
	Supporting Self-care Development	63	13.5
	Supporting Motor Development	59	12.7

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	Supporting Physical Development	31	6.7
	Total	465	100
Acquisition of Social Skills	Socialisation	199	32
	Self-confidence	80	12.9
	Love	70	11.3
	Sharing	65	10.5
	Spending Quality Time	52	8.4
	Respect	30	4.8
	Helping each other	30	4.8
	Happiness	26	4.2
	Empathy	25	4
	Responsibility	25	4
	Tolerance	11	1,8
	Solidarity	9	1,4
	Total	622	100
Acquisition of Rule and Culture Belonging to a Specific Place	School Rules and Culture	45	60
	Society Rules and Culture	20	26.7
	Etiquette	10	13.3
	Total	75	100
Acquisition of Cognitive Skills	Maths Skills	24	61.5
	Reading-writing Skills	15	38.5
	Total	39	100
Development of Adaptation Skill	Adaptation to School	70	50.7
	Adaptation to Friends	48	34.8
	Adaptation to Society	20	14.5
	Total	138	100
Acquisition of Linguistic Skills	Expressing Yourself	72	51.1
	Strong Communication	69	48.9
	Total	141	100
Impact for The Future	Preparation for Primary School	186	71.3
	Academic Success	38	14.6
	Having a Good Education	2	0.8
	Discovering of Ability and Skills	35	13.4
	Total	261	100
Acquisition of Values and Moral Skills	Belonging to Homeland	45	56.3
	Being a Good Person	25	31.3
	Being a Moral Person	10	12.5
	Total	80	100
Development of Art Skills	Playing an Instrument (Music)	17	81
	Painting	3	14.3
	Theatre	1	4.8
	Total	21	100
Development of Motor Skills	Development of Handcraft	51	77.3
	Acquisition of Origami Technique	15	22.7
	Total	66	100
Other	Foreign Language Teaching	5	26.3
	Development of Visual Memory	2	10.5
	Development of Creativity	12	63.2
	Total	19	100

When Table 6 is examined, as parents' expectations for preschool education:

- In the theme of “Supporting Development Areas”, 124 times (%26,7) Supporting General Development
- In the theme of “Acquisition of Social Skills”, 199 times (%32) Socialisation
- In the theme of "Acquiring the Rules and Culture of a Specific Place", 45 times (60%) School Rules and Culture
- In the theme of "Acquisition of Cognitive Skills", 24 times (61.5%) Math Skills
- In the theme of "Development of Adaptation Skill", 70 times (50.7%) Adaptation to the School
- In the theme of “Acquisition of Linguistic Skills, 72 times (51.1%) Expressing Yourself
- In the theme of “Impact for the Future”, 186 times (71.3%) Preparation for Primary School
- In the theme of “Acquisition of Values and Moral Skills”, 45 times (56.3%) Belonging to Homeland
- In the theme of “Development of Art Skills”, 17 times (81%) Playing an Instrument
- In the theme of “Development of Motor Skills”, 51 times (77.3%) Development of Handcraft
- In the theme of “Other”, 12 times (63.2) Development of Creativity were found as findings.

#### 5.4 Findings for the Fourth Sub-Problem

In Table 7 below, Findings related to the question of “Preschool education resembles ..... . Because .....” are given in the first question of the metaphoric perception determination form of the parents.

**Table 7:** Findings from the Metaphors Determined  
 by the Parents for Preschool Education (N = 1080)

Categories	Codes	f	%
Nature	Sapling	59.7	80
	Tree	26	19.4
	Sap	7	5.2
	Underripe fruit	6	4.5
	Bird learning to fly	5	3.7
	Sun	3	2.2
	Seasons	2	1.5
	Light	2	1.5
	Rock	1	0.7
	Rainbow	1	0.7
	Cocoon	1	0.7
	Total	134	100
First	First Foundation of the House	60	50
	First Step of the Baby	46	38.3
	First Button	6	5
	First Step to Society	3	2.5

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	First Time on Stage	2	1.7
	First Tooth	1	0.8
	First Time Driving a Car	1	0.8
	First Stop in Life	1	0.8
	Total	120	100
Taste	Breast Milk	6	50
	Salt of Food	2	16.7
	Pasta with Sauce	1	8.3
	Curd	1	8.3
	Coffee with milk	1	8.3
	Chocolate	1	8.3
	Total	12	100
Empty and Unprocessed	Raw Dough	27	75
	Empty Plate	2	5.6
	Unprocessed Sculpture	2	5.6
	Empty Computer	1	2.8
	Empty Painting Book	1	2.8
	Empty Pot	1	2.8
	Uncultivated Field	1	2.8
	Untreated Marble	1	2.8
	Total	36	100
Family	Home	44	34.4
	Family Warmth	34	26.6
	Mother-Father	29	22.7
	New born baby	20	15.6
	Mother's womb	1	0.8
	Total	128	100
Planned Discipline Process	Military	5	35.7
	Training	4	28.6
	Art Studio	3	21.4
	Apprenticeship Training	1	7.1
	Scouting Training	1	7.1
	Total	14	100
Entertainment	Amusement Park	6	37.5
	Cube Game	3	18.8
	Puzzle Game	2	12.5
	A Happy Day	1	6.3
	Fairy Tale Book	1	6.3
	Cartoon	1	6.3
	Hobby	1	6.3
	Chess	1	6.3
	Total	16	100
Life	Preparation for Life	48	69.6
	Life itself	13	18.8
	Future Life	6	8.7
	Getting Used to Life	1	1.4
	Window to Life	1	1.4
	Total	69	100
Other	Mirror	2	25

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	Dream	2	25
	Car Engine	2	25
	Shelter	1	12.5
	Inverted Triangle	1	12.5
	Total	7	100
Irrelevant Answer		106	
No Answer		446	

When Table 7 is examined, metaphoric perceptions of parents towards preschool education and their expectations from preschool education

- 80 times Sapling (59.7%) in the "Nature" category,
- 60 times the First Foundation of the House (50%) in the "First" category,
- 6 times Breast Milk (50%), in the "Taste" category,
- 27 times Unprocessed Dough (75%) in the "Empty and Unprocessed" category,
- 44 times Home (34.4 %) in the "Family" category,
- 5 times military service (35.7%) in the "Planned Discipline Process" category,
- 6 times Amusement Park(37.5%) in the "Entertainment" category,
- 48 times Preparation for Life (69.6%) in the "Life" category,
- 2 times (25%) Mirror, 2 times (25%) Dream, 2 times (25%) Car Engine in the "Other" category were found as findings.

In the Table 8 below findings from the metaphors determined by parents about their preschool education were found to be answered as above.

**Table 8:** Findings from the Metaphors Determined by Parents  
 about Their Preschool Education Expectations (N = 1080)

Theme	Sub-theme	f	%
Supporting Development Areas	Supporting General Development	72	39.6
	Supporting Mental Development	46	25.3
	Supporting Physical Development	27	14.8
	Supporting Self-care Development	12.6	23
	Supporting Motor Development	14	7.7
	Socialisation	109	23.2
Acquisition of Social Skills	Love	80	17.1
	Self-confidence	61	13
	Happiness	9.4	44
	Sharing	40	8.5
	Respect	30	6.4
	Spending quality time	6.2	29
	Helping Each Other	20	4.3
	Responsibility	19	4.1
	Empathy	18	3.8
	Tolerance	11	2.3
Acquisitions of Rule and Culture for a Specific Place	Solidarity	8	1.7
	School Rules and Culture	33	68.8
	Society Rules	11	22.9
	Etiquette	4	8.3

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Acquisitons of Adaptation Skill	Adaptation to School	45	60.8
	Adaptation to Friends	20	27
	Adaptation to Society	9	12.2
Acquisitions of Cognitive Skills	Reading-writing	12	50
	Maths	12	50
Acquisitions of Linguistic Skills	Expressing Yourself	67	83.8
	Strong Communication	13	16.2
	Preparation for Primary School	80	37.6
Impact for Future	A Good Education	67	31.5
	Academic Success	39	18.3
	Discovery of Ability and Skills	27	12.7
Acquisitions of Values and Moral Skills	Belonging to Homeland	20	55.6
	Being a Good Person	8	22.2
	Being a Moral Person	8	22.2
Acquisitons of Art Skills	Playing Instrument	10	58.8
	Painting	4	23.5
	Theatre	3	17.6
Acquisitions of Motor Skills	Hand-craft	21	75
	Origami	7	25
Acquisitions of Other Skills	Creativity	10	76.9
	Visual Memory	2	15.4
	Foreign Language	1	7.7
	Total	1184	
Irrelevant Answer		27	
No Answer		400	

When Table 8 is examined, as the metaphors of the parents about their expectations from preschool education:

- In the theme of “Supporting Development Areas” 72 times (%39.6) Supporting General Development,
- In the theme of “Acquisiton of Social Skills” 109 times (%23.2) Socialisation,
- In the theme of “Acquisitions of Rule and Culture for a Specific Place” 33 times (%68.8) School Rules and Culture,
- In the theme of “Acquisitions of Adaptation Skills” 45 times (%60.8) Adaptation to School,
- In the theme of “Acquisitions of Cognitive Skills” 12 times (%50) Reading-writing,
- In the theme of “Acquisitions of Linguistic Skills” 67 (%83.8) times Expressing Yourself,
- In the theme of “Impact for Future” 80 times (%39.6) Preparation for Primary School,
- In the theme of “Acquisitions of Values and Moral Skills” 20 times (%55.6) Belonging to Homeland,
- In the theme of “Acquisitions of Art Skills” 10 times (%58.8) Playing Instrument,
- In the theme of “Acquisitions of Motor Skills” 21 times (%75) Hand-craft,
- In the theme of “Acquisitions of Other Skills” 10 times (%76.9) Creativity were found as findings.



## 6. Results and Discussion

Parents stated that there should be no strict discipline in the preschool education institution. Parents have the opinion that preschool education institution and education-training process should be in a more democratic, more libertarian environment. When the studies in the literature are examined, it is determined that parents are in disagreement about the necessity of strict discipline in the preschool education institution. Barbarin et al. (2006) and Oya Ramazan (2015) concluded that parents stated that they should not have strict discipline in preschool period; Crosnoe et al. (2010) in their study, it was concluded that parents stated that they should have strict discipline in preschool period. The result of this study shows parallelism with the results of study of Barbarin et al. (2006) and Oya Ramazan (2015); however, the result of this study does not show parallelism with the results of study of Crosnoe et al (2010).

Parents stated that it is necessary to start foreign language education in the preschool education institution. Since the 0-5 age period is the period in which the brain functions of the children are the most intense, this period of the children is a critical period for foreign language learning (Anşın, 2006). The aim of teaching foreign languages to children at an early age is to make children realize that there are other languages and cultures other than their own language and culture, to teach them to be tolerant towards these cultures and to ensure that children develop a positive attitude towards learning foreign languages (Karakoç, 2007). In this context, language education received in preschool period contributes positively to the social, individual and cultural development of children (İlter & Er, 2007). The result of this study shows parallelism with the results of Doğrul and Akay (2019); Hsieh (2008) and Oya Ramazan (2015).

It was found that parents stated that children should be given art education (painting, music, etc.) in the preschool education institution. According to Özalp (2009), preschool period is the first step of developing and shaping the creativity and imagination existing in the child by receiving art education. According to Ulutaş and Ersoy (2004), when art education is prepared properly in preschool period, there is a great potential that improves children's creativity. Children in this period also express themselves through art activities. In this context, children are satisfied by creating their own artistic products. In addition, educators can learn about their emotions and thoughts from children's interactions with art. The result of this study shows parallelism with the results of studies of Cryer et al. (2002) and Doğrul and Akay (2019).

Parents expressed the opinion that an effective preschool education depends on teacher competencies. These competencies can be the university the teacher graduated from, professional experience, the personality of the teacher, the attitude and behaviours of the teacher. The result of this study shows parallelism with the results of studies of Başal and Kahraman (2018); Bayrak and Köksal (2017), Topaç et al. (2012); Tuğrul and Tokuç (2007).

Parents stated that the adequacy of the physical conditions of the school is important to ensure effective preschool education. According to Maxwell (2016) school

buildings, which encourage students to come to school in some way and whose physical conditions are in good condition, give the feeling that students are cared and that there is a positive environment in the school. It causes the students to come to school more; therefore, their sense of belonging to school develops. The result of this study shows parallelism with the results of studies of Aktaş Arnas (2002); Yaman and Saçkes (2017).

Parents stated that they found it important to ensure parental involvement so as to provide an effective preschool education. In their study, Seyfullahoğlları (2012) and Vidali (1998) reached the conclusion that parents stated that effective parental participation was effective in providing an effective preschool education. In studies on parental involvement, it is stated that parents should also be part of school life (Seçkin & Koç, 1997; Zembat & Unutkan 2001). The result of this study shows parallelism with the results of studies of Seyfullahoğlları (2012) and Vidali (1998).

Metaphoric perceptions of parents about preschool education and their expectations from preschool education are interpreted and discussed in line with the findings obtained. There are no studies in the literature regarding the metaphorical perceptions of parents about preschool education and their expectations from preschool education.

It was found that the metaphoric perceptions of the parents about preschool education are mostly focused on the metaphors of Sapling, First Foundation of the House, Breast Milk, Unprocessed Dough, Home, Military Service, Amusement Park, Preparation for Life, Mirror. It has been considered that the parents focus on these metaphors because with the metaphor of first foundation of the house, they put the preschool education process into the foundation of the life. They put the readiness of their children into the metaphor of unprocessed dough, a newly planted sapling due to the process of them at home from birth. They perceive the metaphor of preparation of life as the process they will spend on their life and education. They perceive the things they will feel during the preschool education period as the home metaphor. They have the perception that preschool education will protect children like breast milk as the education they have received will make children more prepared for life and education process.

## **7. Suggestions**

In the light of the opinions, expectations and metaphorical perceptions of the parents, the preschool education programs can be improved by revising the areas such as foreign language education and art education (instrument playing, theater education, drama education etc.) in a way that will contribute to preschool education by considering the functionality.

Parents with low educational status can be trained on the parental awareness and parental involvement they need by training and seminars on the general characteristics of preschool children and preschool education that can be organized at the beginning of the school education process.

## 8. Conclusion

As a result, in the light of opinions, expectations and metaphorical perceptions of parents about preschool education, the preschool education program and its application process are: in the categories determined according to the expectations of parents from preschool education, it has been found that it focuses on the metaphors of mostly "Supporting of General Development, Socialization, Acquisition of School Rules and Culture, Adaptation to School, Acquisitions of Reading-Writing Skills, Acquisition of Mathematics Skills, Expressing Yourself, Preparing for Primary School, Homeland Belonging, Playing Instrument, Improving Hand Skill, Improving Creativity".

It was found that their children are expected to be prepared well for primary school. It has been observed that parents are expecting from their children to gain math skills such as rhythmic counting, simple addition and subtraction and gaining arithmetic skills.

Parents stated that they sent their children to the preschool education institution to ensure their child's general development. Parents stated that preschool education should be given intended for social skills.

Parents think that the quality of foreign language education and art education should be more functional during the preschool education program and implementation process. They think that language education and art education to be taken in this period will contribute positively to the future school personality structure of their children.

We see that parents consider family participation as one of the criteria for the success of the preschool education program. In this context; the parents are in the expectation of more systematic planning of parental involvement in preschool education program and education process and taking part in the program applicably.

It was concluded that parents with low level of education need to increase their awareness about preschool education and that the preschool education program and implementation process do not meet this need.

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