

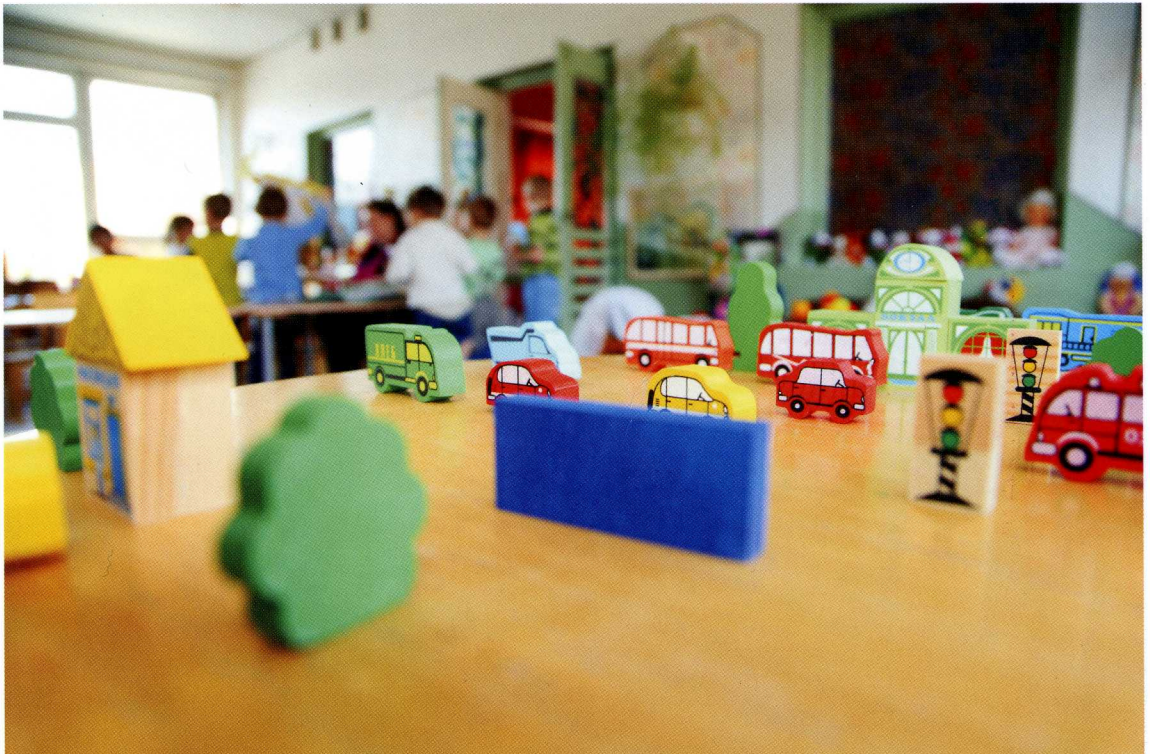
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*Different Approaches to Early Childhood
Education and Cross-Cultural
Perspectives about Educating
Young Children*



ABSTRACT BOOK

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Building a Good Foundation: The

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The Problems Which The Managements of Independent Nursery Schools Meet In Terms of School Management Processes

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Abstract

Pre-School education is a conscious and systematic educational process which provides the group of 0-72 month old children with rich stimulating environmental facilities suitable to their developmental stage according to their individual characteristics and directs their physical, mental, emotional and social development according to the cultural values and properties of the society in the best way. Pre school period is a period in which the development of the child is quite fast. Nearly all the developmental theoreticians accept that the period of 0-6 years of age is the most important period for children in terms of physical, mental and social development as well as language acquisition and realizing and expressing himself/herself. (Kandır, 2001; Kaya, 2004). Bringing up children with healthy and desirable behaviors depends on knowing their developmental characteristics and what they need during these developmental stages. With the improvements in early child stage, now pre-school education is a subject far beyond what parents can cope with alone. Pre-school institutions have a lot of responsibilities to carry out in this matter. (Oktay, 1999). It is vital to have an efficient management in order to realize these responsibilities. Management is a process of using human resources in hand and materil resources co-efficiently to realize the organizational targets. Having an efficient management policy plays an important role for the organizations in reaching their determined targets. (Balcı, 2010; Şişman ve Turan, 2010; Bursalioğlu, 2010). Educational institutions have been set up in order to realize educational targets. There are quite a few factors such as human resources, educational programmes, financial resources and management in achieving these determined targets for the educational organizations set up for this aim. Among all these factors, the management plays the biggest role because it is the management's duty to plan and direct all these factors co-efficiently to realize the targets of the school. If there is no efficient management, then the effect of the other factors will be comparatively meaningless.

Pre-school educational institutions have management processes similar to the other educational institutions. These are such management processes as management services at school, management of students' affairs, management of teaching staff. However, although they have similar functions, it is possible for pre-school institutions to have different management problems. In recent years the number of independent pre-school institutios in Turkey has increased. This increase has also caused a lot of inexperienced teachers who have just started their job to take on the managerial posts at independent pre-schools. Teachers lacking managerial knowledge and skills have faced with quite a lot of problems about management. However, the school management is also said to be a leadership. Bass (1985) expresses that leadership is a process of affecting the group activities in reaching the targets of the group. According to Graen (1976) leadership is a two way attracting process between the leader and each follower. And according to Chapin (1924) leadership is put forward as the ability to give a special meaning for the cooperation of the group. Therefore, we can conclude that as leaders, the school managements must have the knowledge and skill which are necessary to attract their followers. However, the subject of management at pre-schools has still a long way to improve. So, the inefficiencies in this field can be said to be another factor increasing the problems already existing. Taking all these factors into consideration, in this study it is aimed to determine what kind of problems there are in terms of management of independent pre-school institutions as it is thought that it is necessary to make a deep analyse of the problems which independent pre-schools meet.

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This research is a descriptive study since it aims at expressing the problems encountered in the management of independent pre-schools as they are. Qualitative approach has been used in order to analyze the problem in detail. The data required in this study has been supplied through the interviews with the focus group. Interview with the focus group is good technique in terms of the fact that they help provide a rich set of data and that the individuals are affected by each other in a short time to produce more number of alternatives. (Yıldırım and Şimşek, 2008). The study group in this research is formed by all the headmasters of the five independent pre-schools in the center of the province of Kilis. While analyzing the data, descriptive analysis method which is one of the qualitative solution techniques has been used. According to this approach, the data obtained is summarized and evaluated according to the themes determined beforehand.

Two of the headmasters taking part in the research are men and the other three are women. All of them are the graduates of the departments of pre-school education faculties. They usually have experience of managerial positions varying between one and three years. As a result of the analyses done, it has been understood that the headmasters of the independent pre-school institutions have got problems in terms of all fields of management processes such as management services at school, management of students' affairs, management of teaching staff. The headmasters have expressed their opinion about the fact that educational inspectors can not contribute anything to their management processes. With the results of the research, as a new scope, another category of problems which is about the relations between the school and its environment has been added to the educational processes. With this respect, the educations of the parents, their reluctance to participate, their low level of socio-cultural status play important role in the problems between the school and its environment. Similarly they express that not having a personnel such as a civil servant and a vice principal employed to help and not having a proper managerial law and their financial problems make up the main point not allowing them to manage the institution inefficiently. According to the findings of the research it is understood that it is necessary for the educational inspectors to major in the field of pre-school education and that it is necessary to have new effective and widespread laws concerning the management of the independent pre-school educational institutions. What's more in terms of management, it is necessary to have vice-principals and civil servants in every independent pre-schools in order to provide human resources which is under the theme of the process of serving mechanism at school. In addition to this, it is crucial that every pre-school have a cook, a nurse, a doctor, a civil servant and similar personnel as supporting staff employed either full time or part time. The managing staff of the independent pre-school institutions must have occasional trainings about managerial processes.

Keywords : *The Managements of Independent Nursery Schools, Pre-School, School Management Processes.*

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