

## **A COMPARATIVE ANALYSIS OF THE VIEWS OF TEACHERS ON THE IMPLEMENTATION OF MoNE 2013 PRESCHOOL PROGRAM ON THE BASIS OF PROVINCES<sup>1</sup>**

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### **ABSTRACT**

The aim of this study is to determine whether there is a difference between Gaziantep and Ankara provinces in terms of some variables in the implementation of Ministry of National Education 2013 Preschool Education Program. In the research, the screening model has been used because it aims to describe the past or present situation as it is. The study group consisted of 262 pre-school teachers working in kindergartens and primary / secondary preschools in Ankara (Çankaya, Mamak, Yenimahalle Districts) and in Gaziantep (Şahinbey, Şehitkamil Districts). After the literature review, data has been collected using the Form of Teacher Views on the Implementation of MoNE 2013 Program developed by the researcher to collect data. In both provinces, more than half of the teachers who participated in the research have not received in-service training related to the MoNE 2013 Preschool Education Program. As a result of the research, it is found significant to evaluate the teachers' monthly training plan at the end of each month and to evaluate the daily training flow at the end of the day; It is also concluded that the majority of the participants who have found it reasonable to make an evaluation with children at the end of the activity and to make time to evaluate the day with the children at the end of the day that these evaluations have been logical and significant in order to have information about the level of achievements. Classroom sizes can be arranged in such a way that educators and children benefit most from preschool education. When creating and updating programs, teachers who are the implementer of the program can be involved in further program development studies.

**Keywords:** Preschool Education Program, Preschool Teacher, Preschool Education

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## **INTRODUCTION**

Education is a process that starts with birth and lasts until death, aiming to develop people, revealing their talents, directing them to good and beautiful and creating desired behavior changes. This process can be called as the process of acculturation aimed at ensuring the adaptation of individuals to society (Şişman, 2008: 2; Koçak, 2014: 3-4; Arı, 2011: 3).

Preschool education includes the time spent from the birth of the child until the day of primary education and has an important place in the future lives of children; physical, psychomotor, social-emotional, mental and language development is completed to a large extent and personality is shaped, during this period that this is the process of education in families and institutions. The aim of this education process is to educate children with positive behaviors, to protect them against possible accidents and to prepare the child for primary education which is a one step further higher institution (Aral, Kandır, Can Yaşar, 2002: 14).

Various programs have been used for preschool education in our country since 1952. As in all things in the changing and developing world, the change in preschool education program in our country was needed. The preschool education program developed in 2006 was revised in 2011. In 2013-2014, a preschool education program with the necessary pilot implementations was started to be implemented in our country (Işık, 2015:2).

Tükel (2017) conducted a research in order to evaluate the 2013 Preschool Education Program, which was put into practice in the 2013-2014 academic year, in line with the views of the teachers. When the findings of the research are analyzed, it is seen that preschool teachers gave positive opinion in favor related to the gains and indicators of pre-school teachers about 2013 Preschool Education Program, daily plans and daily education plan flow, activities, general evaluation of pre-school education program, conversion of annual plans to monthly plans, establishment of learning centers, family participation and cooperation, home visits and adaptations. Inability to establish learning centers due to physical insufficiency, insufficiency of materials and equipment in the classroom, insufficient content and number of the magazine distributed by the Ministry of National Education were stated as problems encountered in the implementation of the program.

In the literature, there are many studies related to preschool education program and its components. But it is seen that no comparative studies were conducted on the implementation of Ministry of Education Pre-School Education Program 2013 in provinces of Turkey. There is a need to investigate the implementation of this program which was developed for every region and every single province. In this direction, this study related to 2013 preschool education program was needed.

## **METHOD**

This research is a study that aimed at revealing similarities and differences between teachers' views about the implementation of MoNE 2013 program central districts of Gaziantep and Ankara. The screening model will be used in the research.

Screening model is a research approach that aims to describe past or present situation as it is. The subject, individual or object, which is the subject of the research, is tried to be defined within its own conditions and as it is ( Karasar, 2008:77).

### Study Group

**Table 1.** Demographic Features of Participants

		Gaziantep	Ankara
Teachers	Permanent	102	94
	Contractual	19	0
	Paid	33	14
Gender	Female	145	101
	Male	9	7
Education level	High school	0	1
	Associate degree	7	5
	Bachelors degree	143	101
	Master's degree	4	1
Department graduated	Child development and education	8	9
	Child development	3	2
	Child development and education teacher education	0	2
	Child development and home management teaching	3	1
	Child development and preschool education	8	14
	Preschool teaching	132	78
	Child health and education	0	1
Age	Kindergarten teaching	0	1
	18-24	22	6
	25-31	55	14
	32-38	57	46
	39-45	17	27
	46-52	1	12
Seniortiy	53 or more	2	3
	Less than 1 year	15	7
	1-5	43	7
	6-10	55	42
	11-15	27	28
	16-20	8	10
Type of school	21-25	6	8
	26 or more	0	6
Age group	Independent kindergarten	104	57
	Primary/decondary kindergarten	50	51
	36-47	11	9
	48-59	57	44
	60-72	83	53
	48-72	1	2
In-service training	50-70	1	0
	36-60	1	0
Class size	Yes	49	36
	No	105	72
	10-14	12	6
	15-20	54	48
	21-26	87	49
Class size	27-32	1	1
	5-9	0	4

When Table 1 is examined, it is seen that the participants are 102 permanent teachers from Gaziantep and 94 permanent teachers from Ankara; 19 contractual teachers from Gaziantep; 33 paid teachers from Gaziantep and 14 paid teachers from Ankara. The participants are 145 female and 9 male from Gaziantep and 101 female and 7 male from Ankara. The age range of majority of participants in the two provinces is 32-38. Most of the participants in both provinces have seniority between 6-10 years. 104 of the participants in Gaziantep work at independent kindergarten while 57 participants work at primary/secondary school kindergarten. 50 of participants in Ankara work at independent kindergarten while 51 of them work at primary/secondary school kindergarten. The age group of most of the participants in both cities is between 60-72. Most of the participants in both provinces did not have in service training on 2013 MoNE preschool education program. The class size of most of the participants change between 21-26.

### **Data Collection Tools**

After the literature review in the research, data was collected using “the Form of Teacher Views on the Implementation of MoNE 2013 Program” developed by the researcher in order to collect data. At the preparation stage of the questionnaire, firstly the literature of the field was searched, 2013 Preschool Education Program was examined and as a result a draft questionnaire was created. The draft created was presented to 5 experts, 4 preschool education and 1 educational science expert to get their opinion and in line with the opinions of experts; The form consisting of 2 divisions was divided into 3 sections, the first question in the first part was corrected, 4 questions were added to the 2nd section, 1 question is added to the 3rd section, and 14 questions were corrected in the 3rd section of the form. A new questionnaire consisting of 3 sections and 45 questions was created. 5 preschool teachers working in preschool education institutions in Ankara and Gaziantep provinces were applied to determine the clarity of the questionnaire questions. As a result of this application, it was seen that there were no items not understood in the survey and the content validity was ensured.

### **Data Collection Process**

Firstly, permission was obtained from the General Directorate of Innovation and Educational Technologies through the Gazi University Institute of Educational Sciences in Ankara and Gaziantep. The questionnaires were left to the administrative staff of the schools designated by the researcher, and received at the end of five working days.

### **Data Analysis**

Quantitative data obtained from the personal information part of the questionnaire were tabularized using frequency and percentage information. Open ended questions were analyzed by content analysis. Content analysis is needed firstly to arrange the collected data related to concepts logically and determine the units that explain data (Yıldırım ve Şimşek, 2003). The obtained data were analyzed in SPSS 22.0 package program.

**FINDINGS (RESULTS)**

In this study , the findings obtained in order to determine whether there are differences between Gaziantep and Ankara provinces in terms of some variables in the implementation of the Ministry of National Education 2013 Preschool Education Program are presented below.

**Table 2.** Table on Whether Evaluating Monthly Training Plan at the End of Each Month is Significant

			Gaziantep	Ankara	Total
Monthly evaluation	Yes	N	120	72	192
		%	77,9%	66,7%	73,3%
	No	N	34	36	70
		%	22,1%	33,3%	26,7%

When Table 2 is examined, 77.9% (n = 120) of the teachers working in Gaziantep and 66.7% (n = 72) of the teachers working in Ankara found it significant to evaluate the monthly training plan at the end of each month. 22.1% (n = 34) of the teachers working in Gaziantep and 33.3% (n = 36) of the teachers working in Ankara did not find it significant to evaluate the monthly training plan at the end of each month.

**Table 3.** The Chi-Square Test Results about Whether Evaluating Monthly Training Plan at the End of Each Month is Significant

		Monthly evaluation
Province	Chi-square	4,107
	df	1
	Sig.	,043*

When Table 3 was examined, a significant relationship was found between whether it was significant to evaluate the monthly training plan at the end of each month and province variables (P = 0.043)

**Table 4.** Table on The Reasons of Whether Evaluating Monthly Training Plan at the End of Each Month is Significant

			Gaziantep	Ankara	Total
Reasons	To determine the achievements level	N	82	58	140
		%	53,2%	53,7%	53,4%
	To have an idea forthe next month	N	36	14	50
		%	23,4%	13,0%	19,1%
	I see my own failures to fulfillment	N	2	0	2
		%	1,3%	0,0%	0,8%
	Waste of time	N	5	4	9
		%	3,2%	3,7%	3,4%
	I find it unnecessary	N	16	23	39
		%	10,4%	21,3%	14,9%
	It is only a paperwork load	N	12	7	19
		%	7,8%	6,5%	7,3%
	It doesn't reveal the reality	N	1	2	3
		%	0,6%	1,9%	1,1%

When Table 4 is analyzed, 53.2% (n = 82) of the teachers working in Gaziantep and 53.7% (n = 58) of the teachers working in Ankara indicated that the reason why they evaluate the monthly training plan at the end of each month is to determine achievement level while 23.4% (n = 36) of the teachers working in Gaziantep province, 13.0% (n = 14) of the teachers working in Ankara province indicate that the reason is to see their own failures to fulfillment. 3.2% (n = 5) of the teachers working in Gaziantep and 3.7% (n = 4) of the teachers working in Ankara stated that it was a waste of time to evaluate the monthly training plan at the end of each month. 10.4% (n = 16) of the teachers working in Gaziantep and 21.3% (n=23) of teachers working in Ankara stated that evaluating monthly training plan at the end of each month unnecessary. 7.8% (n = 12) of the teachers working in Gaziantep and 6.5% (n = 7) of the teachers working in Ankara stated that evaluating the monthly training plan at the end of each month was only a paperwork load. 0.6% (n = 1) of the teachers working in Gaziantep and 1.9% (n=2) of teachers working in Ankara stated that evaluating monthly training plans at the end of each month doesn't reveal the reality.

Akkaya (2009) in this research, a decision can be made considering the children's interest and educational needs and the frequency of receiving an objective and gain in the annual plan. Akkaya's (2009) research supports the research.

**Table 5.** Table about Whether Evaluating Daily Training Flow at the End of Each Day is Significant

			Gaziantep	Ankara	Total
Daily Evaluation	Yes	N	106	73	179
		%	68,8%	67,6%	68,3%
	No	N	48	35	83
		%	31,2%	32,4%	31,7%

When Table 5 is examined, it is seen that 68,8% (n=106) of teachers working in Gaziantep and 67,6% (n=73) teachers working in Ankara stated that they found it significant to evaluate the Daily training plan at the end of each day. 31,2% (n=48) of teachers working in Gaziantep and 32,4% (n=35) of teachers working in Ankara stated that they found it insignificant to evaluate the Daily training plan at the end of each day.

Bağ and Ay (2017) in their research, it has been concluded that teachers consider themselves less competent than other fields in terms of evaluating the curriculum. The results of this research contradict the results of the research.

**Table 6.** Chi-Square Test Results related to Whether Evaluating Daily Training Flow at the End of Each Day is Significant

		Province
Daily evaluation	Chi-square	,045
	df	1
	Sig.	,832

When Table 6 was examined, there was no significant relationship between the status of the province variable and whether it was significant to evaluate the daily training flow at the end of the day (P = 0.832)

**Table 7.** Table on The Reasons of Whether Evaluating Daily Training Flow at the End of Each Day is Significant

		Gaziantep	Ankara	Total	
Reasons	To determine achievement level	N	100	73	173
		%	64,9%	67,6%	66,0%
	Getting information about children's interest	N	6	0	6
		%	3,9%	0,0%	2,3%
	Waste of time	N	14	7	21
		%	9,1%	6,5%	8,0%
	Only on papers	N	8	7	15
		%	5,2%	6,5%	5,7%
	Unnecessary	N	24	21	45
		%	15,6%	19,4%	17,2%
	Don't reveal reality	N	2	0	2
		%	1,3%	0,0%	0,8%

When Table 7 is examined, %64,9(n=82) of teachers who work in Gaziantep and %67,6(n=58) of teachers who work in Ankara stated that the reason why they evaluate Daily Training Flow at the end of the day is to determine achievement level; while 3.9% (n = 6) of the teachers working in Gaziantep stated that they aimed to provide information about the interest of children. 9.1% (n = 14) of the teachers working in Gaziantep and 6.5% (n = 7) of the teachers working in Ankara stated that it is a waste of time to evaluate the daily training flow at the end of the day. 5.2% (n = 8) of the teachers working in Gaziantep and 6.5% (n = 7) of the teachers working in Ankara stated that the evaluation of the daily training flow at the end of the day is just on paper. 15.6% (n = 24) of teachers working in Gaziantep and 19.4% (n = 21) of teachers working in Ankara stated that they found it unnecessary to evaluate Daily training flow at the end of the day. 1.3% (n = 2) of the teachers working in Gaziantep stated that evaluating the daily training flow at the end of the day did not reflect the reality .

Kay (2015) in the study conducted in the Batman province of 2013 preschool education program has reached the conclusion that leads to unnecessary paperwork density. Kay (2015) the results of the research in the research 'stay in the document' supports the finding.

**Table 8.** Table about Whether It is Reasonable to Evaluate an Activity at the end with Children

		Gaziantep	Ankara	Total	
Activity evaluation with children	Yes	N	131	70	201
		%	85,1%	64,8%	76,7%
	No	N	23	38	61
		%	14,9%	35,2%	23,3%

When Table 8 is analyzed, 85.1% (n = 131) of the teachers working in Gaziantep and 64.8% (n = 70) of the teachers working in Ankara found it reasonable to make an evaluation with the children at the end of the activity. %14,9(n=23) of the teachers working in Gaziantep and %35,2(n=38) of the teachers working in Ankara found it unreasonable to make an evaluation with the children at the end of the activity.

**Table 9.** Chi-Square Test Result of Whether It is Reasonable to Evaluate an Activity at the end with Children

		Province
Activity evaluation	Chi-square	14,574
	df	1
	Sig.	,000*

When Table 9 was examined, a significant relationship was found between the provincial variable and Whether It is Reasonable to Evaluate an Activity at the end with Children (P = 0.000)

**Table 10.** Table on The Reasons of Whether It is Reasonable to Evaluate an Activity at the end with Children

			Gaziantep	Ankara	Total
Reasons	Achievement Level	N	88	46	134
		%	57,1%	42,6%	51,1%
	I see children's interest	N	20	7	27
		%	13,0%	6,5%	10,3%
	Waste of time	N	26	19	45
		%	16,9%	17,6%	17,2%
	Providing child participation	N	20	3	23
		%	13,0%	2,8%	8,8%
	I think it's unnecessary	N	0	19	19
		%	0,0%	17,6%	7,3%
	We repeat what we have learned	N	0	9	9
		%	0,0%	8,3%	3,4%
	Improves the expression skills in children.	N	0	5	5
		%	0,0%	4,6%	1,9%

When Table 10 is examined, %57,1(n=88) of teachers working in Gaziantep and %42,6(n=46) teachers working in Ankara state that making evaluation at the end of activity gives them information about achievement level. %13,0(n=20) of teachers working in Gaziantep and %6,5(n=19) of teachers working in Ankara state that evaluating with children at the end of activity provide them information about the interests of children. %13,0(n=20) of teachers working in Gaziantep and %2,8(n=3) of teachers working in Ankara stated that evaluating with children provides participation of children. %8,3(n=9) of teachers working in Ankara stated that making evaluation at the end of activity provide repetition for the things learned. %4,6(n=5) of teachers working in Ankara stated that it provides improvement expression skills in children. %16,9(n=26) of teachers working in Gaziantep and %17,6(n=19) of teachers working in Ankara stated that it is waste of time to make evaluation at the end of activity with children is waste of time. %17,6(n=19) of teachers in Ankara stated that it is unnecessary to make evaluation at the end of activity with children.

**Table 11.** Table Related to Whether it is Reasonable to make time to Evaluate the day at the end of the day with children

			Gaziantep	Ankara	Total
Evaluating the day with children	Yes	N	123	69	192
		%	79,9%	63,9%	73,3%
	No	N	31	39	70
		%	20,1%	36,1%	26,7%

When Table 11 is examined, 79.9% (n = 123) of the teachers working in Gaziantep and 63.9% (n = 69) of the teachers working in Ankara found it reasonable to make an evaluation with the children at the end of the day. 20.1% (n = 31) of the teachers working in Gaziantep and 36.1% (n = 39) of the teachers working in Ankara did not find it reasonable to make evaluations with children at the end of the day.

**Table 12.** Chi-Square Test Result related to Whether it is Reasonable to make time to Evaluate the day at the end of the day with children

		Province
Day evaluation with children	Chi-square	8,281
	df	1
	Sig.	,004*

When Table 12 was examined, a significant relationship was found between the provincial variable and whether or not it was reasonable to make time to evaluate the day at the end of the day with the children. (P = 0.004)

**Table 13.** Table on The Reasons of Whether it is Reasonable to make time to Evaluate the day at the end of the day with children

		Gaziantep	Ankara	Total
Reasons	I determine the achievement levels	N 90	42	132
		% 58,4%	38,9%	50,4%
	I determine children's interests	N 13	9	22
		% 8,4%	8,3%	8,4%
	Providing childrens' participation	N 18	6	24
		% 11,7%	5,6%	9,2%
	Waste of time	N 32	18	50
		% 20,8%	16,7%	19,1%
	Children are not mature enough to do evaluation	N 1	1	2
		% 0,6%	0,9%	0,8%
	I think it is unnecessary	N 0	20	20
		% 0,0%	18,5%	7,6%
	We repeat what we have learned	N 0	8	8
		% 0,0%	7,4%	3,1%
It improves the ability of expression in children	N 0	4	4	
	% 0,0%	3,7%	1,5%	

When Table 13 is examined, %58,4(n=90) of teachers working in Gaziantep and %38,9(n=42) of teachers working in Ankara stated that making evaluation at the end of the day with children provide them information about whether achievement levels achieved or not. %8,4(n=13) of teachers working in Gaziantep and %8,3(n=9) of teachers working in Ankara stated that making evaluation at the end of the day with children help them determine childrens' interests. %11,7(n=18) of teachers working in Gaziantep and %5,6(n=6) of teachers working in Ankara stated that it provides the participation of children. %7,4(n=8) of teachers working in Ankara stated that making evaluation at the end of the day with children provide repetition after learning. %3,7(n=4) of teachers working in Ankara stated that making evaluation at the end of the day improves the ability of self-expression in children. %20,8(n=32) of teachers working in Gaziantep and %16,7(n=18) of teachers working in Ankara stated that it is waste of time. %18,5(n=20) of teachers working in Ankara stated that they thought

making evaluation at the end of the day with children is unnecessary. %0,6(n=1) of teachers working in Gaziantep and %0,9(n=1) of teachers in Ankara stated that children are not mature enough to make evaluations.

Kandır, Özbey and İnal (2009) Ankara and Afyon it is concluded that most of the teachers have difficulty in the evaluating for various reasons. This situation contradicts the results of the research. In the research, the majority of the teachers found it reasonable to make time to evaluate the day at the end of the day.

## **CONCLUSION and DISCUSSION**

The majority of the participants in Gaziantep and Ankara found it important to evaluate the monthly training plan at the end of each month. A significant relationship was found between the provincial variable and whether or not it was reasonable to evaluate monthly training plan. In both provinces, the reason for a reasonable assessment of monthly training plan was answered by the majority of the participants as "to determine the level of achievements". Tukul (2017), in the study of evaluating teachers' opinions about the preschool education program in 2013, concluded that the teachers found the evaluation of monthly plans in terms of children, teachers and programs positive.

The majority of the participants in Gaziantep and Ankara found it significant to evaluate the daily training flow at the end of the day. There was no significant relationship between the provincial variable and the status of evaluating daily education flow at the end of the day. In both provinces, the reason for finding the significant evaluation of the daily training flow at the end of the day was answered by the majority of the participants to determine the level of achievements. In addition, the majority of the participants who did not find it significant to evaluate the daily training flow at the end of the day in the two provinces stated that they found this application unnecessary. Işık (2015) found that teacher, child and program evaluation rates in the daily education flow were lower compared to the monthly plan evaluation. He also stated that the evaluation process of teachers was confusing and detailed as the reasons for not being able to do the evaluation aspect of the program, that they did not receive training on how to do it, that it is unnecessary to write the same things every day, and that there is no time to fill the classroom each day.

The majority of the participants in Gaziantep and Ankara found it reasonable to make an assessment at the end of activity with the children. A significant relationship was found between the provincial variable and whether or not it was reasonable to evaluate children at the end of activity. In both provinces, the reason for a reasonable assessment with children at the end of activity was answered by the majority of the participants as "to determine the level of achievements". In addition, the majority of the participants in Gaziantep who do not find it reasonable to make an evaluation at the end of activity with the children stated that they consider this work a waste of time. The majority of the participants in Ankara who did not find it reasonable to make an evaluation at the end of activity with the children stated that they thought this was a waste of time and unnecessary. Özsirkinti, Akay and Bolat (2014) found that the pre-school teachers' views about the pre-school

education program (Adana province example) is that the teachers found it positive to make assessments with descriptive, affective, gains and correlations with life. Tukul (2017), in the evaluation of teachers' views on the preschool education program in 2013, concluded that activity evaluations based on vital, gains and descriptive questions contributed to the teaching process.

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## **SUGGESTIONS**

This study can be conducted in different provinces and regions of Turkey as this one is limited to Ankara and Gaziantep, and the research results can be compared.

Preschool teachers can receive detailed in-service training on the content and implementation of the MoNE 2013 Preschool Education Program.

During the program development studies, teachers who are the practitioners of the program can be included and their opinions about the program and its requirements can be obtained.

Many components of the program can be discussed in detail in different provinces.

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