

Needs Assessment of The Families With The Children At The Age Basic Education In Terms of Social Development

*Aylanur ATAĞLI**

Özet

Toplumsal yapı içerisinde yer alan ailenin eğitim gereksinimlerinin incelendiği bu araştırma, ilköğretim okullarında çocuğu olan 400 aile üzerinde yapılmış ve şu sorulara cevap aranmıştır: 1-Aileler kendilerini nasıl değerlendirmektedirler? 2-Aileler, okul ile iletişimlerini nasıl değerlendirmektedirler? 3-Aileler, kendilerine yönelik eğitim programlarına katılmak istemekte midirler? 4-Ailelerin eksikliğini hissettikleri konular nelerdir? 5- Aileler eğitim programlarında hangi yöntemlerin kullanılmasını istemektedirler? Anket sonucu toplanan veriler % olarak değerlendirilmiş olup, bulgulardan birkaçı aşağıda verilmiştir: Ailelerin, çocuklarının okul yaşamına dönük yaşantılarda kendilerini yeterli hissetmedikleri; geçmişte kendi okul yaşantılarından memnun olmadıkları; öğretmenlerle görüşmeye sıkça gitmedikleri; okul toplantılarına katıldıkları; çocuğa yardımcı olabilmek için pek çok konuda eğitim almak istedikleri ve bu eğitimin belirli gün ve saatte bir öğretmen tarafından verilmesini arzuladıkları saptanmıştır.

Anahtar Kelimeler: Aile, eğitim, gereksinim.

Abstract

The present study that deals with the analysis of the educational needs of families involves 400 families whose children are at the age of basic education. This study attempts to respond the following questions: 1-How do the families evaluate themselves? 2-How do they evaluate their communication with the schools to which their children attend? 3-Do the families want to participate in the family education programs? 4-In which respects, do the families regard themselves as insufficient? 5-Which methods do the families want to be used in the educational programs? The results drawn from survey questionnaire were assessed in terms of percentages. Some findings of the survey are as follows. The families studied do not feel themselves adequate while dealing

* Assoc. Prof. Hacettepe University, Vocational School of Health Services.

with their children's school experience; they were not satisfied with their own school experience and they do not frequently meet with their child's teacher but they attend to school meetings. And also they want to be trained to help children in many ways. They want the family education to be provided by a teacher at certain times.

Key Words: Family, education, need.

Introduction

As education is a major means of nation's development, today's societies attempt to increase the educational and cultural levels of masses to reach at a certain development stage. Nearly all societies of the world stress the reorganization of education due to importance of education, but basic qualities of the school organisations seem to remain the same (Johnston and Hedeman, 1994: 126).

The focal point in an educational system is the student. Therefore since the educational activities within an educational system attempt to educate the children according to the prespecified goals, the families of the children are required to show self-denial. This fact entails that before educating families it seems not to be possible to educate their children. Concerning the concept of family, some scholars argue that family must be defined generally and that its boundaries within a certain society or within a certain culture must be specified and that it must be treated as a single subject of study (Bolchemier 1997, Wallestein and Smith, 1990).

Family is defined as "an economic and a social unity consisting of parents, their children and their relatives" (Gökçe,1991: 202). Or family is defined as "a human community consisting of related people through marriage, kinship who live in the same house and who share the same income and who influence each other through various social roles they play" (Şahinkaya, 1991:38) Levy and Fallers state that family should not be regarded as a single social unit the members and functions of which are predetermined, but instead it should be defined as a small group which is organized according to kinship principle and which performs various aspects of its functions (Levy and Fallers, 1995: 12). Although many scholars define family broadly, in this study, the educational need of the family refer to those of the parents.

Family has played an important role in the development and education of children. This role in the industrial societies appears to be more extensive and more common than that in the traditional societies. Approaching to the industrial societies, knowledge and culture have been rapidly accumulated and the number of occupations has been increased. Therefore, knowledge and skills necessary to this increased amount of occupations have been left to the specialists of the related fields: And it leads to the fact that family has transferred the education of its children to the educational institutions. However this transformation has not reduced the role of family in the education of children. Instead today the role of family in the education of children is still important.

The research suggests that the effects of the home environment are more dominant in the children's success at school than those of the educational programs and that the parents' inefficient knowledge concerning education has negative effects on children. Also related research indicates that when families are trained concerning the education of children, there arise positive changes in their children. It has been also found out that the children of the families who have lack of communication with their children's school cannot be successful in the school (Ballantine 1983, 73; Webb and Villiamy, 1996 303). Many scholars agree on the importance of family in their children's success in school: Many educational activities which begin in the school are completed in the child's family (Taymaz 1998: 127). Schools spend time and energy to correct "the wrongs" which children bring from their families to the schools (Sağlam, 1994: 26). The children who cannot succeed in school are the children of families who are not interested in the school activities and the educational goals. (Finders and Levis, 1994: 50-54; Pierre and Desmet, 1989: 69-101). The students who do not read books due to familial reasons and who come to school without having breakfast constitute a major problem for teachers (Legotlo and Westhuizen, 1996: 405).

As it is seen, the family element which play an important educational role in a democratic society must be treated in terms of relationships with both principal and teacher. It also requires that the families must be provided with the necessary education. Past approach which closes the school to the families must be replaced by a new one which opens it to the families. Without such an approach, it is not possible to provide continuity in education (Oktay, 1998: 27). However, the family education is considered at the pre-school education level and it generally does not include at the primary and secondary education levels. Basic education is the first level of formal education within the Turkish education System and any basic education institution cannot work isolated from the families whose children attend to those institutions. Families must have knowledge and spiritual values. Otherwise the families' cooperation with school become more difficult. "Only a conscious family can recognise the child's interest and help the teacher" (Baltimore, 1985: 135). However many studies carried out concerning the subject indicate that families feel themselves insufficient in various respects (Ulusavaş, 1988; Bilgin, 1997: 31-40; Ersoy, 1997: 138; Fege, 1997: 76-79; Belter, 1997: 84-86; Klicka and Douglas, 1997: 80-83).

In this study which argues that to educate children, families must be educated, the following questions are taken into consideration:

- 1-How do the families evaluate themselves?
- 2-How do they evaluate their communication with school?
- 3-Do the families want to participate in the family education programs?
- 4-In which respects, do the families regard themselves as insufficient?
- 5-Which methods do the families want to be used in the educational programs?

Method

The subjects of the study are the parents whose children attend to the public basic schools within the Ankara province in the 1997-98 school year. Specifically 450 families which were randomly specified from the 60 basic education schools in the subdistricts form the study subjects. The basic education schools were also identified randomly. 450 families were excluded due to various reasons. Therefore this study involves 400 families. The data were collected through a questionnaire developed by the author. The developed questionnaire was pretested at two levels. At the first level, a discussion was held with the specialists to have information about its validity and reliability. At the second level, the questionnaire was administered to the experiment group consisting of families and some revisions were made based on their views about the questionnaire. Since the rate of nucleus families in Turkey is 82,8 % (The Family Research Institute, 1995: 61). It was required that the questionnaire must be filled by either the mother or father. The results drawn from the questionnaire were evaluated in terms of percentage.

Findings

The findings of the study are listed below. However, personal data about the subjects are not presented here, but included in the original forms.

Self -Assessment of The families

As Table-1 indicates, less than the half of the families (53,5 %) regards themselves adequate when they educate their children in home. The rate of families who regard themselves adequate in helping their children's school work is 41,75 % of families, 52,75 % percent state that their school experience was not satisfactorily.

Table-1: Families' Self- Assessment

	n:400	Yes	No	Sometimes
1-Do you feel yourself adequate and skilled when you educate your child in home?	f: %:	214 53,5	76 19	110 27,5
2-Do you feel yourself adequate and skilled when you help your child's school work?	f: %:	167 41,75	135 33,75	98 24,5
3-Do you think your own school experience as satisfactorily?	f: %:	124 31.	211 52,75	65 16,25

Families Assessment Regarding Their Communication With School

Table-2: Families Self-Assessment Regarding Their Communication With School

	n:400	Yes	No	Sometimes
1-Do you meet with your child's teacher/ teachers frequently?	f: %:	153 38,25	196 49.	33 8,25
2-Do you meet with the principal of school frequently?	f: %:	85 21,25	281 71,75	34 8,5
3-Do you regularly attend to the PTA meetings?	f: %:	250 62,5	104 26.	46 11,5
4-Are you pleased by your child's education?	f: %:	186 46,5	120 30.	94 23,5
5-Do you want to participate in the educational activities conducted by your child's school, if necessary?	f: %:	123 30,75	177 44,24	100 25.

As seen above, 49 percent of the families do not meet with their children's teachers and 71,75 per cent with the principal of the school. Majority of the families (62,5 %) attend to PTA meetings regularly and almost half of the families (46,5 %) is pleased by their children's education. The rate of the families who wish to participate in the school's activities is 30,75 %.

Families' Views On The Participation In The Family Education Programs

Table-3: The Level of Families' Wish to Participate In The Family Education Programs.

Question: Do you want to participate in the family education programs to know your child better and help him/her better?	Yes	No	Uncertainly
	257	96	47
	62,25	24.	11,47

As seen above, 62,25 per cent of the families want to participate in such on education program.

The Behaviors Which The families Have Difficulty To Do

As seen in Table 4, they state that they have difficulty to perform most of the behaviors. Few behaviors which they do not have difficulty to do are as follows; providing opportunity the child to do his/her own work (52,75 %), showing love to him/her and helping him/her to develop the sense of love (56 %), knowing how to talk about the

child's teacher in front of him/her (46,25 %), giving him/her cleaning habits (52,75 %), discovering his/her abilities (40 %), communicating with the child (% 45) and helping him/her to spend their spare time productively (77,75 %).

The Behaviors Which The Families Have Difficulty To Do

Table-4: The Behaviors Which The Families Have Difficulty To Do

	n:400	No	Less Difficult	A little Difficult	Very Difficult
1-Being a good model to the child.	f:	125	158	77	40
	%:	31,25	39,5	19,25	10.
2-Teaching the social rules.	f:	152	140	90	18
	%:	38,35.	35.	22,5	4,5
3-Behaving consistently.	f:	146	126	99	29
	%:	36,5	31,5	24,75	7,25
4-Being patient and tolerant.	f:	130	122	84	64
	%:	32,5	30,5	21.	15,25
5-Spending time with the child.	f:	86	95	130	88
	%:	21,5	23,75	32,5	22.
6-Providing opportunity to him/her to do his/her own work.	f:	211	82	67	40
	%:	52,75	20,5	16,75	10.
7-Showing love to him/her and helping him/her to develop the sense of love.	f:	224	93	46	37
	%:	56.	23,25	11,5	9,25
8-Helping him/her having friends.	f:	151	110	79	60
	%:	37,75	27,5	19,75	15.
9-Helping him/her avoiding from being shy, fear and bad will.	f:	158	133	62	47
	%:	39,5	33,25	15,5	11,75
10-Teaching him/her to be happy with what she/he has.	f:	151	109	79	61
	%:	37,75	27,25	19,75	15,25
11-Using reward and punishment efficiently.	f:	109	79	151	61
	%:	27,25	19,75	37,75	15,25
12-Knowing how to talk about his/her teacher in front of the child.	f:	185	104	36	75
	%:	46,25	26.	9.	18,75
13-Planning his/her play time and study time.	f:	103	97	102	98
	%:	25,75	24,25	25,5	24,5
14-Giving him/her cleaning habit	f:	52	97	211	40
	%:	52,75	24,25	52,75	10.
15-Helping his/her school work.	f:	155	90	88	67
	%:	38,75	22,5	22.	16,75
16-Discovering his/her abilities.	f:	164	103	85	48
	%:	41.	25,75	21,25	12.
17-Choosing tools appropriate for his/her age.	f:	156	86	91	67
	%:	39.	21,5	22,75	16,75
18-Choosing books appropriate for his/her age.	f:	154	101	99	46
	%:	11,5	24,75	24,75	11,5

19-Listening to him/her.	f:	185	89	80	46
	%:	46,26	22,25	20.	11,5
20-Making the child obedient.	f:	95	93	116	96
	%:	23,75	23,75	29.	24.
21-Knowing the balanced nutrition.	f:	109	151	79	61
	%:	27,25	37,75	19,75	15,25
22-Answering the sexual questions.	f:	81	22	187	110
	%:	20,25	5,5	46,75	27,5
23-Arranging his/her sleeping period.	f:	117	63	136	84
	%:	27,75	15,75	34.	21.
24-Communicating with the child.	f:	180	147	50	23
	%:	45.	36,75	12,5	5,75
25-Having knowledge about his/her developmental age.	f:	60	193	130	17
	%:	15.	48,25	32,5	4,25
26-Giving him/her reading and studing habits.	f:	47	63	191	99
	%:	11,75	15,75	47,75	24,75
27-Helping him/her to spend their spare time productively.	f:	311	50	25	14
	%:	77,75	12,5	6,25	3,5
28-Having health care knowledge.	f:	105	47	203	45
	%:	26,25	11,75	50,75	11,25
29-Knowing the child's friends' parents (This was suggested by the parents).	f:	---	---	---	261
	%:	---	---	---	65,25
30-The father's participation (This item was introduced by the mothers).	f:	---	---	---	84
	%:	---	---	---	21.

The Methods Which the Families Want To Be Used In The Family Education Programs

Table-5 states that more than half of the group (60,25 %) want to participate in a family education program which will be conducted in a certain period of time.

Table-5:The Methods Which the Families Want to be Used In The family Education Programs

	n:400	f	%
1-An education program delivered by a teacher in certain days and answering the question by the teacher.		241	60,25
2-Publishing of booklets containing the subjects in which families feel themselves inadequate and distributing them to the families		86	21,5
3-An education program delivered through television		73	18,25

Discussion and Implications

It is not possible to think that families have traditional mother and father roles and that each family has its own style. In order for families to be a model to their school age

children, they must have necessary education. On the other than “teachers think that families are not interested in their children’s education” (Casonova, 1996:31). This fact brings the issue of family education to the point. Research also indicates the benefits of the family education (Kağıtçıbaşı 1990: 25, Üstünoğlu 1990: 40-48). The educated family would have the sense of confidence when meeting with the teacher and the principal (Bursalıoğlu, 1994:52).

This study which is based on the assumptions that family education and formal education influence one another and that families must be educated before the child’s education has reached the following consequences:

Table-1 indicates that families have less difficulty in educating their children at home but they have more difficulty in helping their children’s school work. This fact implies that families do what they observed in their parents at home but these methods do not produce efficient results in dealing with the child’s school work. The families’ statement concerning their dissatisfaction show experience is interesting and it is similar to the findings of another research (Finders and Lewis, 1994: 50-54).

As Table 2 shows, families reported that they do not meet with their children’s teacher/teachers and with the principals of the schools frequently. However, the quality of education is directly influenced by the close relationships between family and school. Because the service of the school is provided indirectly to the families (Davies and Ellison, 1995: 12). Majority of the families surveyed stated that they regularly attend to the PTA meetings (62,5 %) and that they are pleased by their children’s education (46,5 %). However only 44,25 per cent want to participate in the schools’ activities which seems to be an interesting finding.

Table 3 reveals that more than half of the families wishes to take part in the family education programs. This finding is also confirmed by the research mentioned in the introduction part.

Table 4 depicts that families have difficulty to do many activities for their children. These deficient behaviours must be corrected immediately and they must develop self-confidence since it is a requirement of a developed society.

Table 5 indicates that families wish to participate in a family education program which would be provided by a teacher in certain time periods.

This study reveals the fact that the families studies do not have necessary behaviours to support their children’s education but they want to acquire them. To overcome these problems, family education problems must be developed and delivered. The content of such a program must involve such subjects as communication, friendship, overcoming the negative attitudes, reward-punishment, play and study time, academical help to children, tools and books, nutritions, health care, sexuality and sleeping habits. While developing family education programs, teachers and academicians must be asked to provide

contribution and also parents should take part in the process and the family education should be delivered twice in a year. On the other hand, those who are not satisfied with their own school experience should change their attitude. They must be encouraged to communicate with principals and teachers more and to participate in the educational activities. Schools must become a parent education centre for all parents with different social levels and educational background. Because parents are the most important members of the family which are the primary structure in the society.

References

- Ballantine,H. Jeanne. (1983). **The sociology Of Education**, A. Systematic Analysis, New Jersey: Prentice Hall Inc. p.73.
- Belter,A. Catherine. (1997). "Parental Rights Legislation: A Bad Idea" **Educational Leadership**, 95 (3),84-89
- Beltimore, maryland. (1985). "Final Recommendations of the Commission on Quality Teaching" **ERIC**. 20 (1), p.135
- Bilgin. Asude. (1997). "Ana-Babaların Çocuklarının Yetenek, İlgi ve değerlerini Algılamaları, **Eğitim ve Bilim Dergisi**, 21 (104). S.31-40.
- Bokhemier, Janet. L. (1997). "Rediscovering Families and Households: Restructuring Rural Society and Rural Sociology", **Rural Sociology**, 62 (1), p.1-20.
- Bursalıoğlu Ziya. (1994). **Okul Yönetiminde Yeni Yapı ve Davranış**, Ankara: Pegem Yayını no: 9, s.52.
- Casonova, Ursula.(1996). "Parent Involvement: A Call for Prudence" **Educational Researcher**, 25 (8), p.31.
- Davies, Brent and Linda Ellison. (1995). "Improving The Quality of Schools. Ask the Clients?", **School Organization**. 15 (1). p.12.
- Ersoy, Ali, Fuat. (1997). "Aile içi Etkileşim ve Ailede Meydane Gelen bazı Sorunlar Üzerine Bir Araştırma", **Türkiye Sosyal Araştırmalar Dergisi**, 1 (1), s138.
- Fege, F. Arnold. (1997). "Parental Rights: Yes! Parental Rights Legislation: No! **Educational Leadership**, 95 (3), p.76-79.
- Finders, Margaret and Cynhia, Lewis. (1994). "Why Some Parent's Don't Come to School", **Educational Leadership**,51 (8), p.50-54.
- Giddens, Antony. (1989). **Sociology**. Polity Ptes. P.384.
- Gökçe. Birsen. (1991). "Aile ve Aile Tipleri Üzerine Bir İnceleme", **Aile yazıları 1 Temel Kavramlar Yapı ve Tarihi Süreç** içinde (205-224). (der) Beylü Dileçligil ve Ahmet Çiğdem. Ankara: T.C. Başbakanlık Aile Araştırma Kurumu.
- Jary, David and Julia, Jary. (1995). **Collins Dictionary of Sociology**. (sec ed) Glasgow: Harper Collins Publishers. P.223.
- Johnston, Sue and Maree, Hedeman. (1994). "With Devolution Comes Collaboration, but it's Easier said Than Done", **School Organization**, 14 (2), p.136.
- Kağıtçıbaşı, Çiğdem. (1990). **İnsan, Aile, Kültür**. İstanbul: Remzi Kitapevi, s.25.
- Klicka, J. Christopher and W. Phillips, Douglas. (1997). "Why Parental Rights Laws Are Necessary", **Educational Leadership**, 95 (3), p.80-83.
- Legotlo, Marekwa and Philip C. Van der Westhuizen, (1996). "Problems facing New Principal's in

- Developing Countries”, **Educational Management and Administration**, 24 (1), p.405.
- Levy, Marison. J. And A. Lloyd, Fallers (1996). “The Family: Some Comparative Consideration”, **Kinship and Family Organization**, içinde (10-13), (ed) Bernard Farber, New York: John Wiley Sons, Inc. p.12.
- Oktaç, Ayla. (1998).”Türkiye’de Öğretmen Eğitimi”, **Milli Eğitim Dergisi**, sayı 137, s.27.
- Pourtois, Jean, Pierre and Huguette, desmet. (1989). **Education familiale Francaise de Pedagogie**, no 86, p.69-101.
- Sağlam, Emin. (1994). “Bir Eğitim Kurumu Olarak Aile”, **Çağdaş Eğitim Dergisi**, sayı 199, s.26.
- Şahinkaya, Rezan. (1991). “Türk Aileleri Hangi Yönlerden Birbirlerinden Farklılıklar Gösterirler”, **Aile Yazıları 1 Temel Kavramlar Yapı ve Tarihi Süreç** içinde (39-42) (der). Beylü Dileçligil ve Ahmet Çiğdem, T.C. Başbakanlık Aile Araştırma Kurumu, s.38.
- Taymaz, Haydar. (1995). **Okul Yönetimi**, Ankara: s.127.
- T.C. Başbakanlık Aile Araştırma Kurumu. (1995). **Aile İçi Şiddetin Sebep ve Sonuçları**. Ankara: Genel yayın no 86, s.61.
- Ulusavaş, Mualla. (1988). **Bursa İli Resmi Kreşlerinde Çocuğu Olan Ana-Babaların Öğrenme Gereksinimleri ve Ana-Babalık Yeterliklerine Dayalı Bir Ana-Baba Eğitimi Programı Önerisi**, Yayınlanmamış Doktora Tezi.
- İstünoğlu, İlkü. (1990). “Ailelerin Okul Öncesi Dönemin Önemi Konusunda Bilinçlendirilmesi”, **Türkiye’de Aile Yılığ**, Ankara: Başbakanlık Aile Araştırma Kurumu Yayını, s.40-48.
- Wallestein, Immanuel and Joan, Smith. (1990). “Households as an Institution of the World-Economy”, **Fashioning Family Theory New Approaches** içinde (ed). Jetse Sprey. Sage Publications.
- Webb, Rosemary and Graham Villiamy. (1996). “The Changing Role of The Primary School Headteacher”, **Educational Management and Administration**, 24 (3), p. 303.