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EVALUATION OF THE PRE-SCHOOL CURRICULUM ACCORDING TO THE OPINIONS OF TEACHERS, STUDENTS, PARENTS AND SCHOOL ADMINISTRATORS

(Research article)

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Abstract

This research aims to evaluate the 2013 Preschool Curriculum by teachers, parents, students, and school administrators. In this study, a mixed research model was used, in which qualitative and quantitative research methods were considered together. The study group of the research was preschool teachers, parents, students and school administrators. The data were obtained from teachers, parents, and school administrators using a semi-structured interview form and "Primary School Readiness Scale". The data collection process lasted thirty-three days by audio recording face-to-face or via Zoom application. The scale was administered to the students by their teachers within a period of one week. Content and descriptive analysis techniques were used in the analysis of qualitative data, and descriptive analysis techniques were used to analyse quantitative data. Looking at the results of the research, the teachers found the curriculum sufficient in terms of achievements but insufficient in terms of 21st-century skills; the parents had no idea about the achievements in the curriculum and that were in favor of activities such as mathematics and intelligence games; the school administrators found the curriculum sufficient but inadequate in terms of values education, 21st-century skills, and adaptation to primary school.

Keywords: Preschool education, curriculum, curriculum evaluation, opinions

1. Introduction

Preschool covers the period between zero-six years of age, from when a child is born to when he or she starts primary school (Dusek & Donmez, 2012). Preschool is the period when the rate of development and learning capacity are at their maximum level. Experiences during this period affect the child's future personality structure, value judgments, and habits (Oktay, 2010). Preschool is a critical period in which the child develops basic concepts and speaking skills by experiencing them. During this period, children are taught concepts that are the cornerstone of knowledge through rich, stimulating environments, and it is observed that the speaking skills of children who structure these concepts develop (Unver, 2016). It has been determined that the education given in the pre-school period, which covers the most critical years of life in terms of development, affects the individual's school success, business life, and living conditions in the following years (Kağıtcıbası, Bekman, Sunar & Cemalcılar, 2005). For these reasons, the necessity of providing quality, qualified, and structured education in the pre-school period has arisen. Discussions about how important it is to carry out planned activities in the preschool period and develop the child with a rich, stimulating environment have been replaced by questions about how we can increase the quality of preschool education and the schooling rate, increase the quality of preschool education. It is

of great importance to improve physical facilities, meet personnel needs, and increase the quality of the curriculum, as well as investments to be made in this field. For this reason, children are more active and support creative thinking and problem-solving skills; The quality of education can be increased by developing a curriculum with a modern understanding in which the teacher is more of a guide (Temel, 2005). Increasing the quality of pre-school education enables children to develop physically and spiritually as a whole and acquire correct behaviors, provides a common upbringing opportunity for children from families with poor conditions, prepares children for primary school and helps them speak Turkish properly (Ministry of National Education [MNE], 2013). The quality of pre-school education can be increased by increasing investments in pre-school education, implementing healthy and planned policies, meeting personnel needs, improving physical conditions and developing quality curricula.

MNE continued its curriculum evaluation and development studies because of the developments in Turkey and the world. While the 1994 and 2002 Preschool Education Curricula were prepared based on the behaviorist approach, the 2006 Preschool Education Curriculum was developed based on the multiple intelligence theory and constructivist approach (Tuncer, 2015). This situation shows that there has been a transition from the educational philosophy of perennialism and essentialism, which focuses on the teacher, to the educational philosophy of progressivism, in which the student is active (Demirel, 2020). The 2013 Preschool Education Curriculum, which is currently being implemented and developed most recently, has a flexible, spiral, balanced structure that accounsiders the child's developmental characteristics, interests and needs, and where the subjects are tools rather than goals. It has been noticed that in previous curriculums, subjects were given more priority than achievements. Accordingly, while achievements were highlighted in the 2013 Preschool Education Curriculum, units were not included (MNE, 2013). As a matter of fact, the evaluation results of the 2013 Preschool Education Curriculum, which draws attention to the continuous multiple evaluation of the curriculum, can also be used to develop a new curriculum (Unver, 2016). According to a study conducted by Tuncer (2015), although the 2013 Preschool Curriculum aims to support all development areas and provide an education in which the student is active, it was concluded that the student is more passive, and the teacher is more active. This shows differences in the curriculum's implementation and the basic educational philosophy that dominates the curriculum. On the other hand, evaluated the most recently published Preschool Curriculum by consulting only teachers' opinions to reveal its strengths, criticize its weaknesses, and make suggestions (Paksoy,2020). This indicates that multiple evaluations are not considered. To develop a qualified curriculum, the first thing to do is to evaluate the curriculum according to certain criteria (Unver, 2016). Curriculum evaluation is the last important and dynamic part of the curriculum development process that requires continuity (Özdemir, 2009). Curriculum evaluation, which is an important stage of curriculum development, is a process, and the results obtained in this process are used to make the curriculum more qualified (Varış, 1988).

All curricula must be evaluated again and again as a result of all the changes in science and technology, in social, cultural, economic and community life, and in the biological structures of the people who will be educated (Sönmez, 2020). There are many approaches and models in the literature on evaluating curricula. Double, triple or more curriculum evaluation classifications are made by different authors (Uşun, 2016, Ornstein & Hunkins ,2004). The most well-known curriculum evaluation models are Tyler Goal-Based Curriculum Evaluation Model, Metfessel-Michael Evaluation Model, Provus Evaluation Model with Differences Approach, Stake's Suitability Probability Evaluation Model,

Stufflebeam's Context Input Process and Product Model, Eisner's Educational Criticism Evaluation Model. In this research, the Metfessel-Michael Evaluation Model, one of the goal-based curriculum evaluation models that centers on educational goals, was used.

Metfessell-Michael Evaluation Model is a model that includes the opinions of all stakeholders affected by the curriculum in the evaluation (Çelik, Kandemir & Ok, 2017). emphasized that the Metfessell-Michael Evaluation Model is a goal-based evaluation model consisting of suggestions that guide the evaluation of curricula (Yakar & Saracaloğlu, 2016). Metfessell-Michael Evaluation Model aims to include everyone directly or indirectly involved in education, including administrators, parents, students and teachers, in the evaluation process, to analyze the data obtained by observation using statistical methods, to develop measurement tools to determine the effectiveness of the curriculum, to evaluate general and specific evaluations depending on the situation. suggests revisiting goals, learning processes and tools (Kuo & others, 2012).

Changes and developments in the context of the globalizing world and developing technology not only change the human characteristics that are raised and desired to be raised but also cause changes in the function of education. This situation requires re-evaluating education and training curricula according to the changes experienced. He concluded in his research that the curriculum in practice should be updated (Ozturk,2023). Training curricula that are very suitable in theory may lose their effectiveness over time, even if they are very successful in practice. From this perspective, research on curriculum evaluation is important data in determining the success, efficiency and effectiveness of curricula in practice (Dincer, 2013). While training curricula are being implemented, it should be evaluated how much they are assimilated and understood by the teachers who implement the curriculum. should be redeveloped within the scope of this evaluation. This research was conducted taking into account the Metfessell-Michael Evaluation Model in order to evaluate the 2013 Preschool Curriculum. For this purpose, the following questions were sought to be answered:

1. What are the opinions of teachers regarding the 2013 Preschool Curriculum?
2. What are the opinions of parents regarding the 2013 Preschool Education Curriculum?
3. What are the opinions of school administrators regarding the 2013 Preschool Curriculum?
4. What are the scores of the children who applied for the 2013 Preschool Curriculum on the “Primary School Readiness Scale”?

2. Method

The research model, study group, data collection tools, data collection process, and data analysis sections are discussed in this part of the research.

2.1. Research Model

A mixed research model in which qualitative and quantitative research methods were used together was used in the research. The mixed method is a research model in which the researcher examines multiple data obtained using different methods and techniques to draw a framework (Metin, 2014).

In the qualitative part of the mixed method used in the research, a case study design was used to investigate the opinions of teachers, parents, and school administrators about the 2013 Preschool Curriculum. The case study is a qualitative research design that investigates one or more cases as a whole (Yıldırım and Simsek, 2016).

In the quantitative part of the mixed method used in the research, descriptive survey design was used to determine the readiness of children who received pre-school education for primary school. The survey model, a type of quantitative research, is a research design that examines the attitudes and skills of participants about a subject (Metin, 2014).

2.2. Study Group

The study group of this research consisted of pre-school teachers; parents of children who have completed the pre-school education; school administrators; and students who have received pre-school education.

Table 1. *Study Group Demographics*

Study Group	Variable	Subgroup	n	Total
Teachers	Institution	Kindergarten	6	12
		Primary School	4	
		Middle School	2	
Parents	Institution the child attends	Kindergarten	7	16
		Primary School	5	
		Middle School	4	
School Administrators	Institution	Kindergarten	4	10
		Primary School	3	
		Middle School	3	
Students	Age	72 Months & Above	83	120
		69-71 Month	22	
		66-68 Month	15	

As it is seen Table 1, the participating students consisted of 65 girls and 55 boys. Out of total, 83 of them were 72 months old and over, 22 were 69-71 months old and 15 were 66-68 months old.

The participating teachers, who were selected using maximum variation sampling method, were 12 pre-school teachers working in Görele district of Giresun. Maximum diversity sampling was used by examining whether teachers worked in villages, cities, kindergartens, primary schools with kindergartens, and secondary schools. Maximum diversity sampling is the type of sampling used to determine the group from which data containing different situations will be collected (Christensen, Johnson, & Turner, 2020). Table 1 shows that 6 of the teachers work in kindergarten, 4 work in primary school, and 2 work in secondary school.

The participating parents were composed of 16 parents whose children received pre-school education in the 2021-2022 shool year in Görele district of Giresun. A mixed sampling method was used in the selection of parents. Mixed sampling is a type in which more than one sampling type is used together in qualitative research (Baltacı, 2018). In this research, criterion and maximum diversity sampling methods were used together. Criterion sampling is the method in which the sample is selected according to predetermined criteria (Yıldırım & Şimşek, 2016). In this study, the criterion was determined to be parents whose children received pre-school education in the 2021-2022 academic year. Maximum diversity sampling is the type of sampling used to determine the group from which data containing different situations will be collected (Christensen, Johnson, & Turner, 2020). In Table 1, some of the parents sent their children to kindergarten, while some sent their children to primary or secondary schools that had a kindergarten.

The school administrators in the study, who were selected via maximum diversity sampling method, consisted of 4 kindergarten administrators, 3 primary school administrators with kindergarten classes, and 3 secondary school administrators working in Görele district of Giresun.

The participating students comprised 120 volunteer students who enrolled in the first grade of primary school in Görele district of Giresun in the 2022-2023 academic year.

2.3. Data Collection Tools

Five different data collection tools were used in this study. These are the teacher interview form, parent interview form, school administrator interview form, primary school readiness scale, and observation form.

In the study, interview forms were created for teachers, parents, and school administrators by scanning the relevant literature. To ensure content validity in the interview forms, the opinions of 2 faculty members working in the field of curricula and teaching were taken. To determine the reliability of the interview forms, interview forms were administered to one participant each who was not included in the research. Interview forms are data collection tools that allow the researcher to obtain information systematically, consisting of two parts: personal information and interview questions (Yıldırım & Şimşek, 2016).

In the study, the Primary Education Readiness Scale prepared by Canbulat and Kırıktaş (2016) was applied to the students. Scales are data collection tools that try to determine people's attitudes and skills with a numerical rating (Oral and Süer, 2016). Exploratory and confirmatory factor analysis was performed for the original version of Canbulat and Kırıktaş's (2016) Primary Education Readiness Scale to determine its validity level. According to the results of the exploratory factor analysis of the scale, the scale consists of 4 factors and the exploratory factor value is "85.6%". Confirmatory factor analysis values of the scale are $\chi 2$= 1843.25, $\chi 2$/df= 5.05, RMSEA= 0.098, GFI= 0.89, AGFI= 0.91, CFI= 0.90 and NNFI= 0.91. Cronbach's Alpha Coefficient "0.982" was calculated to determine the scale's reliability. Prepared to determine students' readiness levels for primary school, the Primary Education Readiness Scale is a 33-item scale consisting of four dimensions with an internal consistency coefficient of ".991", from which valid and reliable results can be obtained. Items are scored as 5 completely adequate, 4 adequate, 3 moderately adequate, 2 not adequate, and not at all adequate. The lowest score on the scale is 33, and the highest is 165. A high score on the scale indicates good readiness. The Cronbach Alpha value of the Primary Education Readiness Scale applied in the research was calculated as 0.973. Since Büyüköztürk (2011) stated that for a scale to be reliable, the Cronbach Alpha coefficient should be 0.70 and above, the scale was accepted as reliable.

Another data collection tool prepared in the research is the observation form. The researcher prepared the observation form by examining the relevant literature and consisting of three parts. The data collection technique that allows us to analyse events in their natural environment is observation (Oral & Süer, 2020). To ensure the content validity of the observation form, the opinions of one faculty member working in the education curricula and teaching field were taken. For the reliability of the form, 1 preschool teacher, who was not included in the research, was asked to fill out the form during game time.

2.3.1. Validity and reliability studies for qualitative data

In qualitative research, various strategies are used to ensure internal and external validity and confirmability in order to ensure reliability (Creswell & Miller, 2000). In the qualitative aspect of this research, internal validity was ensured by using multiple data collection methods with different study groups, supporting the obtained data with direct quotations,

obtaining expert opinions, and providing participant confirmation. Triangulation is a strategy in which qualitative and quantitative data are used independently in the same research, and the results support each other (Metin, 2014). In this study, attention was paid to the triangulation strategy, and the 2013 Preschool Curriculum was evaluated by interviewing (qualitative) teachers, parents, and school administrators and by applying a scale (quantitative) to children who received preschool education. The internal validity of the research was tried to be ensured by giving qualitative and quantitative data and interpreting them together. While preparing the interview questions, separate expert opinions were obtained for the teacher, parent and school administrator interview forms, which contributed to increasing validity. In the method section of the research, external validity was ensured by describing in detail the characteristics of the participants, sampling types, data collection tools, and data analysis techniques. In order to ensure confirmability, the analyses and comments obtained from the interviews were sent to one participant from each working group, and the accuracy of the analyses was confirmed by asking whether their answers reflected the facts. In addition, when coding data is obtained from interview questions in qualitative research, consistency between coders increases validity and reliability. In this context, while creating themes and codes, the opinions of 2 different coders were taken, and the consistency coefficient was calculated. The consistency coefficient was calculated with the formula "Reliability=Consensus/Consensus + Dissensus" (Miles & Hubermen, 2016). According to this formula, the inter-coder consistency coefficient is 0.88 for the codes obtained from teachers, 0.90 for the codes obtained from parents, and 0.87 for the codes obtained from school administrators. Regarding the reliability of the study, the consistency coefficient should not be less than 80% (Baltacı, 2017).

2.4. Data Collection Process

The data obtained from 12 preschool teachers; 16 parents; and 10 administrators in the 2022-2023 school year. The data of the interviews were completed in thirty-three days via Zoom application or face-to-face.

2.5. Data Analysis

Descriptive analysis and content analysis methods were used together in the analysis of qualitative data. While descriptive analysis is conducted according to previously determined themes, in content analysis, data is first conceptualized and then the identified concepts were collected under specific themes and analyzed (Yıldırım & Şimşek, 2016). During the analysis of the data, attention was paid to the order and type of interviewers and teachers were coded using the abbreviations T1, T2…; parents P1, P2…; kindergarten administrators KGA1, KGA2…; primary school administrators PSA1, PSA2… and secondary school administrators SSA1, SSA2…. MaxQda 2020 program was used in the analysis of qualitative data.

In the analysis of quantitative data, the descriptive analysis technique was used, in which numerical data collected from a specific group was examined (Büyüköztürk, Çoklu and Köklü, 2020). The data obtained from the Primary School Readiness Scale were analyzed using the SPSS 2022 package program.

3. Findings

3.1. Findings from the Interviews

3.1.1. Findings obtained from teachers' opinions

The opinions of preschool teachers about the 2013 Preschool Curriculum are given under the themes of the adequacy of the curriculum in terms of achievements and indicators, the negative and positive aspects of the curriculum.

3.1.1.1. *Preschool Teachers' views on the adequacy of the 2013 preschool curriculum*

The findings obtained from the opinions of the pre-school teachers who participated in the research regarding the adequacy of the 2013 Pre-School Curriculum in terms of achievements and indicators are given in Table 2.

Table 2. *Findings regarding the adequacy of preschool teachers in terms of achievements and indicators of the 2013 preschool curriculum*

Theme	Code	f
Sufficient	General	7
	Parallel With Developmental Characteristics	3
(f=12)	Sufficient According To The Conditions	2
Insufficient	Insufficient (21st Century Skills))	7
	General	3
(f=12)	Lack Of Infrastructure	2
Total		24

When looking at Table 2, the opinions of preschool teachers regarding the adequacy of the 2013 Preschool Curriculum in terms of achievements and indicators are gathered under 24 opinions, 2 different themes and 6 different codes. While most of the teachers found the curriculum sufficient in general, they found it insufficient in terms of 21st century skills.

The opinions of some of the teachers who participated in the research regarding the adequacy of the 2013 Preschool Curriculum are as follows:

"Considering today's human structure and today's world, it is not enough. Technology, the internet are in our lives, on the one hand, epidemics, increasing types of diseases or migration problems, all of these are changing the center of human needs. But on the other hand, children who are instilled with a sense of inadequacy and who can reach whatever they want with an overprotective family structure are increasing. The curriculum can be updated by taking into account today's conditions and today's human characteristics, which I have not even thought of yet, and by conducting a detailed study. (T8)"

3.1.1.2. Preschool teachers' views on the negative aspects of the 2013 preschool curriculum

The list of themes and codes regarding the negative aspects of the 2013 Pre-School Curriculum of the pre-school teachers who participated in the study is given in Table 3.

Table 3. *Findings on the negative aspects of the 2013 preschool curriculum*

Theme	Code	f
General (f=25)	Superficial	5
	Too Child Centered	5
	Overly Flexible	4
	Lack of Age Groups in Outcomes	3
	Confusion In Assessment	2
	Outmoded	2
	Uncertainty Of Educational Policy And Philosophy	2
	Lack Of Values	1
	Emphasis On Parent Involvement	1
Measurement and Evaluation	Dysfunctional	8
	Inadequate	5

(f=24)	No Continuity	4
	Unqualified	3
	Insufficient Time	3
	Parent Focused	1
Documents (f=12)	Schedules Workload	7
	Daily Evaluation Chore	2
	Monthly Plans Redundancy	2
	Insufficient Audits	1
Educational Environment (f=12)	Lack Of Material	4
	Small Environment	3
	Uniform Environment	2
	Contradictory to Curriculum	2
	Crowded Environment	1
Types of Events (f=9)	Insufficient	5
	Outdated	3
	Low Number Of Logs	1
Total		82

Table 3 shows the findings regarding the negative aspects of the 2013 Pre-School Curriculum of pre-school teachers consist of 82 views, five different themes and 29 different codes. The teachers who participated in the research generally stated that the curriculum was very superficial (f=5) and child-centered (f=5), dysfunctional in terms of measurement and evaluation (f=8), workload in terms of documents (f=7), lack of materials in terms of the educational environment (f=4), and insufficient in terms of activity diversity (f=5).

Examples of statements made by some of the teachers who participated in the study regarding the negative aspects of the 2013 Pre-School Curriculum are given below:

"The charts would be valuable if you are planning to use data-based management. It is important to collect numerical data in some way. However, since the current things we have do not provide the citizenship skills we aim for, it is also unnecessary at this point in proportion to the curriculum. If the quality of the curriculum were increased, it would be more meaningful if we collected numerical data and analyzed it accordingly, maybe we would be more willing. In summary, these achievement indicators, concept charts seem unnecessary. (T12)"

"I think there is confusion about evaluation. There is such a thing as the teacher's own evaluation, how can one be impartial about this issue? This is a hollow application; I don't think we are sincere when filling in these parts. Also, the curriculum emphasizes learning by experience, but when you go into the field, the schools' resources do not allow this. (T5)"

3.1.1.3. Preschool teachers' views on the positive aspects of the 2013 preschool curriculum

The theme and code list of the pre-school teachers participating in the study regarding the positive aspects of the 2013 Pre-School Curriculum is given in Table 4.

Table 4. *Findings on the positive aspects of the 2013 preschool curriculum*

Theme	Code	f
Documents (f=25)	Useful Daily Training Flow	9
	Useful Monthly Plans	8
	Schedules Helpful	4
	Daily Plans Adequate	4
Types of Event (f=11)	I Like	9
	Sufficient	2
General (f=10)	Play- Based	2
	Assessment	2
	Spiral	2
	Structure Of Plans	1
	Flexible	1
	Child-Centred	1
	Integrated Activity	1
Measurement and Evaluation (f=8)	Observation Form Useful	5
	I Like	2
	Portfolio Very Effective	1
Educational Environment (f=4)	Learning Centers Are Useful	3
	Teachers Can Design	1
Total		58

When Table 4 is examined, it is seen that the positive views of preschool teachers regarding the 2013 Preschool Curriculum consist of 18 different codes from 5 different themes. In Table 7, teachers stated that the daily education flows (f=9) are helpful in terms of documents, they like the activity types in terms of activity types (f=9), and they generally find the game-based (f=2), spiral (f=2), and evaluation (f=2) features of the curriculum positive. While teachers find the observation forms useful (f=5) in measurement and evaluation, they find the learning centers helpful in the educational environment (f=3).

Some of the teachers who participated in the research have the following views on the positive aspects of the 2013 Pre-School Curriculum:

"The existing activities are good but can be added to and enriched. I often use the development observation form, one of the measurement techniques, and I take notes about the event that the child is experiencing at that moment. (T2)"

3.1.1.4. Preschool teachers' suggestions regarding the 2013 preschool curriculum

The sub-theme and code list consisting of the suggestions of the pre-school teachers who participated in the research about the 2013 Pre-School Curriculum is given in Table 5.

Table 5. *Preschool teachers' suggestions regarding the 2013 preschool curriculum*

Theme	Code	f
Achievements (f=42)	Should Be Separated By Age Group	7
	Should Progress According To Education Period	5
	Values Education	5
	Use Of Technology	5
	Media Literacy	4
	Abstract Achievements Should Be Removed	4
	Some Of Self-Care Achievements Should Be Removed	3
	Atatürk, National Consciousness	2
	Robotic Coding	2
	Should Be Clarified	2
	Simple English	1
	Stem	1
	Protection From Epidemics	1
Measurement and Evaluation (f=23)	Quality Measurement Tool	10
	Symbol Report Card	6
	Daily Evaluation Should Be Created	3
	Reports Should Be Transferred To The Upper Level	3
	Systematic Portfolio	1
General (f=19)	Teachers And Administrators Should Be Provided WithTraining	7
	Activities Should Be Diversified	4
	Education Policy And Philosophy Should Be Determined	3
	Curriculum Must Be Updated	3
	Teachers' Opinions Should Be Taken In Transitions To Primary School	2
Facilities (f=11)	Qualified Source	6
	Physical Conditions	4
	Material Support	1
Total		95

When looking at Table 5, it is seen that the suggestions of preschool teachers about the 2013 Preschool Curriculum consist of 4 different themes and 26 different codes.

In Table 8, teachers suggested that in the theme of achievements, more achievements should be separated by age group (f=7), and in the theme of measurement and evaluation, a quality measurement tool (f=10) should be developed. Regarding the suggestions, teachers generally stated that training should be provided to teachers and administrators regarding the 2013 Preschool Curriculum (f=7). In the theme of opportunities, more qualified resources should be developed from the existing resources (f=6).

Some of the suggestions made by the preschool teachers who participated in the study regarding the 2013 Preschool Curriculum, based on their own statements, are as follows:

"First of all, the ministry needs to determine an education policy. This education policy should include the following: what do we expect from students when they leave school as an output or what does society expect from them, what is their benefit to society? According to the education policies it creates in this direction, a curriculum should be created by looking at the share that falls on preschool. As I said, concretely, in terms of achievement, we should address what the 21st century citizenship skills want and what the world of tomorrow wants

from us. For example, a recycling related to global climate change. Although it is not fully included in the curriculum, there is a recycling issue for preschool education, but this needs to be made more systematic and programmed. For example, the scarcity of resources in global climate change. How individuals should evaluate these resources and how they should be used. In addition to these, there may be technology literacy. (T12)"

3.1.2. Findings obtained from parent opinions

The opinions of parents whose children aged 5-6 have completed preschool education about the 2013 Preschool Curriculum are given under the headings of their thoughts about preschool education, the features they take into consideration when choosing a preschool education institution, the activities they want to be removed from preschool education and to be emphasized, and their suggestions.

3.1.2.1. Parents' thoughts about preschool education

The theme code list containing the thoughts of mothers or fathers who have children between the ages of 5 and 6 who have completed pre-school education about pre-school education is given in Table 6.

Table 6. *Parents' thoughts about preschool education*

Theme	Code	f
General (f=18)	Importend	7
	Helpful	7
	Critical Years	3
	Fun	1
Achievement (f=16)	I Have Very Little Idea	10
	I Have No Idea	6
Contents (f=16)	I Like Topics	10
	Justice In Practice	6
Total		48

When Table 6 is examined, it is seen that the thoughts of mothers or fathers with children between the ages of 5-6 about preschool education consist of 3 different themes and eight different codes. Most parents generally see preschool education as important (f=7) and useful (f=7). Most parents stated that they have very little idea about the gains (f=10) and that they like the subjects about the content (f=10).

Some of the statements made by parents whose children aged 5-6 who participated in the study and who have completed preschool education regarding their thoughts on preschool education are as follows:

"I don't know much about the gains in preschool education, but we have seen great benefits from the activities. I know that these years are critical in terms of the child's language development, socialization, and character development. (P1)"

3.1.2.2. Parents' opinions on the features they consider when choosing a preschool education institution

The opinions of the parents whose children are between the ages of 5 and 6, who participated in the research and who have completed pre-school education, regarding what they pay attention to when choosing the pre-school education institution where their children will receive education, are given in Table 7.

Table 7. *What parents pay attention to when choosing a pre-school education institution*

Theme	Code	f
Difficulty (f=16)	Proximity To Work- Home	9
	Working Mother- Father	7
General (f=13)	Quality Education	6
	Attention	3
	Security	2
	Hygiene	2
Facility (f=12)	Food	5
	Physical Structure	3
	Age Group	2
	Number Of Students	2
Employee (f=5)	Teacher	4
	Other Employee	1
Total		46

Table 7 shows the four themes and 12 codes that parents of 5-6-year-old children who participated in the research pay attention to when choosing the preschool education institution where their children will receive education. In Table 10, it is seen that most of the parents pay attention to the pre-school education institution being close to home or work (f=9) in the theme of necessity, the institution providing quality education in the theme of general (f=6), food in the theme of opportunities (f=5), and teachers in the theme of personnel (f=4).

Below are statements made by parents whose children aged 5-6 have completed preschool education, regarding what they pay attention to when choosing a preschool education institution:

"The fact that our school is very careful about issues such as hygiene and security and that I have no doubts about the quality of education provided made me choose this school. The interest and smiling face of our teacher, the fact that our son gets along very well with her, and the opportunities offered by the school also made us make our decision clear. (P3)"

3.1.2.3. Parents' views on the activities they want to focus on in preschool education

The themes and codes consisting of the activities that the parents of children aged 5-6 who participated in the study and who have completed pre-school education want to see emphasized in pre-school education are given in Table 8.

Table 8. *Activities that parents want to focus on in preschool education*

Theme	Code	f
CognitiveDomain (f=24)	Mathematics	11
	Brain Games	6
	Chess	6
	Use Of Technology	1
Social-Emotional Domain (f=15)	Travel	8
	Values Education	4
	Drama	2
	Family Participation	1
Physical Domain (f=9)	Sports Activities	5
	Garden Games	3
	Kitchen Activities	1
Language Domain (f=2)	English Education	2
Total		50

When Table 8 is examined, it is seen that the activities that the parents of children aged 5-6 who participated in the research and who have completed preschool education want to be given more importance in preschool education consist of 4 themes and 12 codes. In Table 11, the parents want the most importance to be given to mathematics (f=11) in the cognitive field, more trips (f=8) in the social-emotional field, sports activities (f=5) in the motor field, and English education (f=2) in the language field.

Here are some of the views of parents whose children aged 5-6 who participated in the study and have completed preschool education about the activities they want to focus on in preschool education:

"Actually, I would like to have a wide variety of activities like in private schools. For example, English, chess, and sports activities, but of course, these require different planning, but I would like to have at least one of them. In addition, I would like to see more emphasis on mathematics, more frequent activities with families, and activities that require the use of technology to keep up with our age. (P3)"

3.1.2.4. Parents' views on activities they want to remove from preschool education

The themes and codes consisting of the activities that the parents of 5- or 6-year-old children who participated in the research wanted to be given more importance in pre-school education are given in Table 9.

Table 9. *Activities that parents want to remove from preschool education*

Theme	Code	f
Yes (f=13)	Animation, Cartoon	7
	Painting	4
	İdeological Education Activities	2
No (f=7)		7
Total		20

Table 9 shows the activities that parents of 5-6-year-old children who participated in the research want to be given more importance in preschool education, consisting of 2 themes and three codes. In Table 12, most of the parents stated that there is no activity they want to

be removed (f=7). In contrast, some stated that activities such as animation and cartoons (f=7) can be removed from preschool education.

Some of the opinions of the parents whose children aged 5-6 who participated in the research and who have completed preschool education regarding the activities they would like to see removed from preschool education are as follows:

"In the classroom, teachers should not aim to fill their time as soon as possible and then leave. Children should not be made to watch animations and cartoons under the name of educational videos so that they can stay calm; in other words, such activities should be eliminated. (P8)"

3.1.2.5. Parents' suggestions for preschool education

The themes and codes consisting of the suggestions for pre-school education of the parents of 5–6-year-old children who participated in the research are given in Table 10.

Table 10. *Parents' suggestions for preschool education*

Theme	Code	f
Requests (f=26)	Well- Equipped School	6
	Equal Opportunities	6
	Qualified Resources	4
	Strong Communication	3
	School with a Big Garden	3
	Variety of Activities Should Be Increased	3
	1st Class Rehearsal	1
Criticisms (f=13)	Television Should Not Be Used	7
	Lack of Support Staff	4
	No İdeological Education	2
Total		38

When Table 10 is examined, it is seen that the parents' suggestions for pre-school education consist of 2 themes and 10 codes. In the theme of requests in Table 13, parents want schools that are more equipped (f=6) and offer equal opportunities (f=6). In the theme of criticism, they mostly criticize excessive television use (f=7).

Some of the suggestions for preschool education from parents whose children aged 5-6 have completed preschool education are as follows:

"Schools should be designed with large gardens where children can run and play freely and have all the necessary equipment. (P1)"

"There needs to be an auxiliary staff in preschool classes because the teacher cannot do his/her own job because of the toilet and cleaning. I would like the resources used to be of better quality, but we cannot get them anyway. Also, schools, especially primary schools, should be designed more usefully for kindergarten classes. (P4)"

3.1.3. Findings obtained from the opinions of school administrators

The opinions of the administrators of kindergartens and primary and secondary schools with kindergarten classes about the 2013 Pre-School Curriculum are given under the themes of adequacy of the curriculum, school facilities and suggestions.

3.1.3.1. Opinions of school administrators regarding the adequacy of the curriculum

The sub-theme and code list consisting of the opinions of the kindergarten, primary school and secondary school administrators who participated in the research regarding the adequacy of the 2013 Pre-School Curriculum in terms of achievements is given in Table 11.

Table 11. *Administrators' findings regarding curriculum adequacy*

Theme	Code	f
Insufficient (f=14)	Values Education	4
	Insufficient (21st Century Skills)	3
	Adjusting To Primary School	3
	Maths	2
	Applicability Of Achievements	2
Sufficient (f=9)	Preparation For Primary School	5
	Achievements	4
No Idea (f=3)		3
Total		26

Table 11 shows the opinions of kindergarten, primary school and secondary school administrators participating in the research regarding the adequacy of the 2013 Pre-School Curriculum, consisting of 2 themes and eight codes. When Table 14 is examined, the majority of school administrators find the curriculum inadequate in terms of values education (f=4), while some administrators find it inadequate in terms of 21st-century skills (f=3) and adaptation to primary school (f=3). While most school administrators find the curriculum sufficient in terms of preparation for primary school (f=4) and achievements (f=3), some school administrators stated that they have no idea about this issue (f=3).

Some of the opinions of the kindergarten, primary school, and secondary school administrators who participated in the research regarding the adequacy of the 2013 Pre-School Curriculum are as follows:

"…considering the developmental characteristics of this age group, the gains in the curriculum are sufficient. However, there may be gains that can be added or removed. (KGA3)"

"Since we are at the primary school level, I think it is a very good curriculum for preparation for primary school. Children who do not receive pre-school education in the first grade of primary school have a hard time. (PSA2)"

3.1.3.2. Opinions of school administrators regarding school facilities in terms of implementation of the 2013 preschool curriculum

The list of themes and codes consisting of the opinions of kindergarten, primary school and secondary school administrators participating in the research regarding the adequacy of the physical structures and material facilities of their schools to implement the 2013 Pre-School Curriculum is given in Table 12.

Table 12. *Administrators' findings regarding school facilities*

Theme	Code	f
Physical Structure (f=10)	Insufficient	6
	Sufficient	4
Materiel (f= 10)	Insufficient	6
	Sufficient	4
Total		20

Table 12 shows the opinions of kindergarten, primary school, and secondary school administrators who participated in the study regarding the adequacy of their schools' physical structure and material resources to implement the 2013 Preschool Curriculum, consisting of 2 themes and four codes.

When Table 12 is examined, most school administrators find their schools inadequate regarding physical structure (f=6) and materials (f=6).

Here are some of the opinions of the school administrators who participated in the study regarding the adequacy of their schools' physical structure and materials to implement the 2013 Preschool Curriculum:

"It is definitely not enough, our garden is wide, our school is also very good, our classrooms and corridors are wide but it is not suitable for preschool education, they still adapted our classroom to this, it is a very large classroom with a kitchen inside but for example the toilets are outside which makes it difficult for the teacher and the students, in other words the school's facilities are not suitable for preschool education. (MSA1)"

3.1.3.3. School administrators' suggestions for the 2013 preschool curriculum

The list of themes and codes consisting of suggestions from kindergarten, primary school and secondary school administrators participating in the research for the effective implementation of the 2013 Pre-School Curriculum is given in Table 13.

Table 13. *Recommendations of administrators regarding preschool education*

Theme	Code	f
Facilities (f=15)	Physical Structure	6
	Materiel	4
	Support Staff	4
	The Variety Of Events Should Be Increased	1
In-Service Training (f=8)	Teacher	5
	Administrator	3
Outcomes(f=8)	Must Be Updated	6
	Adaptation to Primary School	2
	Local Differences	1
Total		32

Table 13 shows the suggestions of the kindergarten, primary school, and secondary school administrators who participated in the study regarding the effective implementation of the 2013 Pre-School Curriculum, consisting of 3 themes and nine codes.

When Table 16 is examined, most of the school administrators suggested that the physical structure (f=6) should be improved in the theme of opportunities, in-service training should be provided to teachers (f=5) in the theme of in-service training, and the theme of achievements, the achievements should be updated (f=6).

The suggestions of some of the kindergarten, primary school, and secondary school administrators who participated in the study regarding the 2013 Pre-School Curriculum are as follows:

"…The curriculum should be updated and developed by considering the opinions of experts on the subject and the opinions of the teachers who implement the curriculum. Local differences should be taken into consideration during development. Village schools and central schools should not be expected to implement the same curriculum, or it would be a mistake to expect a fully equipped school and a school in the countryside to provide the same education and achieve the same gains. For the curriculum to be implemented fully and efficiently, the classroom environment foreseen in the curriculum must first be created. (KGA3)"

3.1.4. Findings obtained from the primary school readiness scale

The average scores of the items in the scale determining the primary school readiness levels of the students who participated in the study and completed preschool education and started primary school are given in Table 14.

Table 14. *Primary school readiness scale item mean scores*

Expressions	N	$\bar{x}$	Ss
Performs movements requiring a certain amount of strength using small muscles (e.g. holding a pencil, using scissors, coloring without moving the shape).	120	4.73	0.498
Performs specific movements that require hand and eye coordination (folding-cutting-gluing paper, connecting dots and creating a new shape).	120	4.65	0.589
It makes holding the pencil easy.	120	4.77	0.444
It moves with rhythm and music.	120	4.73	0.498
Expresses verbally what he/she has learned.	120	4.63	0.607
It is enough for her/him to learn vocabulary.	120	4.60	0.627
Understands the meaning of a text or story read by the teacher.	120	4.51	0.698
Reads visual materials (e.g., creates stories from pictures).	120	4.45	0.765
Introduces his/her own characteristics.	120	4.78	0.458
Introduces the characteristics of family members.	120	4.75	0.454
She/he tries to finish the work she/he started.	120	4.66	0.601
Expresses one's own emotions (anger, love, happiness, etc.).	120	4.72	0.553
Notices other people's emotions (anger, love, happiness, etc.).	120	4.70	0.588
Takes responsibility and fulfils the responsibility she/he has taken.	120	4.62	0.735
Demonstrates appropriate behaviour in group activities.	120	4.65	0.617
Demonstrates appropriate behaviour when playing with friends.	120	4.68	0.568
Asks for permission when using friends' belongings.	120	4.73	0.498
Shares his/her belongings (toys, pencils, erasers, etc.) with friends.	120	4.68	0.550

Follows the rules in different environments (e.g., thanking, requesting, apologizing, waiting in line, showing patience).	120	4.58	0.616
Counts objects to 20.	120	4.78	0.471
Recognize geometric shapes.	120	4.79	0.483
Recognizes symbols used in daily life (e.g.: WC, danger, traffic).	120	4.65	0.513
Matches objects based on their characteristics (e.g., shape, color, size, length, quantity).	120	4.73	0.530
Groups objects according to their properties (e.g., shape, color, size, length, quantity).	120	4.73	0.549
Sorts objects according to their properties (e.g. shape, color, size, length, quantity).	120	4.70	0.574
Draws by copying an object (ex: Triangle, tree, pencil).	120	4.30	0.894
Understands the relationship in a pattern.	120	4.54	0.755
Uses course materials regularly.	120	4.70	0.574
Puts on and takes off clothes without any problems.	120	4.83	0.403
Protects itself from accidents and dangers.	120	4.79	0.447
Goes to the toilet on her/his own	120	4.87	0.365
Applies cleaning rules.	120	4.85	0.403
Feeds without help.	120	4.87	0.332

When looking at Table 14, it is seen that the average scores of all items are above 4.3 out of 5. The items “Goes to and from the toilet on his/her own” and “Feeds without help” in the scale had the highest scores with 4.87 points. The item “Draws by copying an object (e.g. triangle, tree, pencil)” had the lowest score with 4.30 points.

The average scores of students who were administered the Primary School Readiness Scale by month are given in Table 15.

Table 15. *Average scores of students who received pre-school education on the scale by month*

Month	n	$\bar{x}$	ss
66-68	15	144.73	15.60
69-71	22	150.27	14.40
72 and above	83	157.75	11.95

According to Table 15, when the primary school readiness scale is examined according to the month status of the students, it is seen that the 66-68-month-old children who can go to primary school upon the request of the parents have a lower average score than the 69-71-month-old and 72 and above group of children of compulsory primary school age who can postpone compulsory primary school registration with a report although they should be registered. Again, it was revealed that the 69–71-month-old children have a lower average score than the 72 and above month-old children. It is seen that the group with the highest average score belongs to the children of compulsory registration age who are 72 and above months. When the scores of the children who received preschool education are examined, it can be evaluated that the 2013 Preschool Curriculum is a curriculum aimed at “preparing the child for primary school.”

The primary school readiness scale was examined according to its sub-dimensions, and the results are presented in Table 16.

Table 16. *Analysis results according to sub-dimensions of the primary school readiness scale*

Format	N	Min. Point	Max. Point	$\bar{X}$	Ss
Cognitive Skills	120	59	90	83.78	8.25
Affective Skills	120	19	35	32.62	3.48
Psychomotor Skills	120	9	15	14.15	1.39
Self-Care Skills	120	18	25	24.21	1.78

When Table 16 is examined, the cognitive skills sub-dimension of the primary school readiness scale has a minimum score of 59, a maximum score of 90, and an average score of 83.78. The affective skills sub-dimension has a minimum score of 19, a maximum score of 35, and an average score of 34.62. The psychomotor skills sub-dimension has a minimum score of 9, a maximum score of 15, and an average score of 14.15. The self-care skills sub-dimension has a minimum score of 18, a maximum score of 25, and an average score of 24.21.

4. Conclusion, Discussion and Recommendations

In the study's discussion section, similarities and differences with other studies are included. Teachers found the 2013 Preschool Curriculum sufficient in terms of achievements and indicators in general but insufficient in terms of 21st-century skills. Similarly, Tükel (2019), in his study titled Evaluation of Teachers' Views on the 2013 Preschool Curriculum, teachers expressed positive opinions about the adequacy of achievements and indicators. In Yalçın and Özyurt's (2021) study titled Evaluation of the Preschool Curriculum in the Context of Teachers' Views According to the CIPP Model, it was concluded that the curriculum content met the developmental needs of children. This result is similar to the result that the achievements in the 2013 Pre-School Curriculum were found sufficient by the teachers. The fact that the curriculum was inadequate in terms of developing technological skills supports the result that the curriculum was inadequate in terms of 21st-century skills achieved in the study of Yalçın and Özyurt (2021). Tuğluk and Özkan (2019) concluded that the curriculum was inadequate in their study, examining the 2013 Pre-School Curriculum in terms of 21st century skills. Regarding the 2013 Preschool Curriculum, teachers have expressed negative views that the curriculum is too flexible and that the child-centered approach is exaggerated. The 2013 Preschool Curriculum has flexible and child-centered features (MNE, 2013). When the preschool curricula published between 1994 and 2013 are examined, it can be seen that child-centered education was taken into account in all of them. In our country, it is seen that attention is paid to child-centered education at other levels such as preschool education (Eskidemir & Tezel, 2023). Contrary to this result, some studies conducted with teachers have expressed positive views about the child-centered and flexible features of the curriculum (Yalçın & Özyurt, 2021; Tükel, 2017; Başaran & Ulubey, 2018). This difference between the results may be due to different interpretations of the concepts of flexibility and child-centeredness. This difference may have been caused by teachers moving away from the child-centered approach using ready-made plans (Şanal, 2014; Göle, 2014). The negative view that the achievements in the curriculum were not separated according to age groups is consistent with the conclusion that the achievements should be separated

according to age groups found in the studies of Başaran and Ulubey (2018) and Paksoy (2020). The conclusion that values education is inadequate is supported by the view that values are inadequate in the study of Yalçın Ağgül and Yalçın (2018), in which they investigated the problems of preschool teachers related to preschool education.

Some studies support the negative views of teachers about the measurement and evaluation in the curriculum, and that the measurement and evaluation is a waste of time and that more qualified measurement tools can be developed (Kılınç, 2019; Özyurt & Yalçın, 2021; Başaran and Ulubey, 2018). The negative views of teachers regarding the documents included in the curriculum are similar to the results of Şanal (2014) study, where teachers see the documents filled out in preschool education as a burden, and Başaran and Ulubey's (2018) study, where daily evaluation is difficult, especially in crowded classes. Tükel (2017), in his study, stated that teachers expressed positive views regarding the monthly plans and evaluations included in the documents. It can be said that this difference is due to the increase in the feelings of boredom as the seniority of the teachers in the profession increases or the lack of in-service training. In the theme of educational environment, teachers made negative comments about crowded classrooms and insufficient small materials. Similar results were found in the literature regarding preschool education environment (Can and Kılıç, 2021; Oral & Ergenekon, 2020; Paksoy, 2020; Tükel, 2017; Köksal, Dağal, and Duman, 2016). In the activity type theme, teachers commented negatively about insufficient activities. The protective roles of the curriculum, which helps prevent behavioural problems, can be increased by focusing on game activities that improve children's emotional control, language and attention skills (Buğun, Çorapçı, & Ada, 2022). Similarly, they concluded in their studies that activities that include achievements such as technology use, human rights, and financial literacy should be included in the curriculum (Başaran and Ulubey, 2018).

In their positive views about the curriculum, teachers stated that the daily education flows and monthly plans were useful in the theme of documents. When the literature was examined, positive comments were made about the documents in similar studies ((Paksoy, 2020; Tükel, 2017). In the theme of activity types, teachers commented that they liked the activity types and found them sufficient. There are ten different activity types in the 2013 Preschool Curriculum (MNE, 2013). Teachers stated that they liked the curriculum's flexibility, spiral, and child-centered nature within the general theme of positive opinions. Oral and Ergenekon, 2020; Özsırkıntı, Akay and Bolat, 2014, Köksal et al., 2016, Can and Kılıç, 2021 also found similar results in their studies. Teachers stated that they liked the measurement and evaluation methods in the curriculum. He concluded that most of his teachers used development reports and observation forms in his study (Kılıç, 2019). Regarding the educational environment theme, teachers commented positively that they liked the learning centers. Similarly, they concluded that learning centers are beneficial for children (Köksal & others, 2016). Differently, they concluded that educational environments are not suitable for creating learning centers in their study (Can & Kılıç, 2021). This may be due to the different educational environments in which the research was conducted.

Parents who have children between the ages of 5-6 who have completed preschool education stated that they find preschool education important and useful and that the preschool period is the critical year. He reached similar results in his research with parents of preschool children in his study (Ersan, 2019). In the theme of achievements, parents stated that they had no idea about the achievements in preschool education. In his research conducted with parents of children who received preschool education Çelebi (2018) concluded that parents did not have sufficient knowledge about the preschool curriculum. Parents stated that they liked the content in preschool education. When the field scan was conducted, similar studies indicated that parents of children who received preschool

education liked the practices in preschool education (Konca, 2020; Ceylan, 2019; Argon & Akkaya, 2008). When parents were asked what they paid attention to when choosing a preschool, they answered that it was close to home or work, both parents were working, security, cleanliness, food, number of students, and teachers. Çelebi, 2018; Ceylan, 2019; Da Silva & Wise, 2006; Erşan, 2019 reached similar results in their research. The answers given by the parents to the question of what activities they want to be given priority in preschool education are gathered under themes such as mathematics, travel and values education. When the field scan is done, similar results are found in similar studies (Çelebi, 2018; Erşan, 2019). The answers given by the parents to the question of what activities they want to be removed from preschool education are gathered under the themes of cartoons, painting and ideological education activities. In MNE, 2013, It is stated that play is the most appropriate education method for children. Akın and Arslan, 2014 stated that ideological activities in education lead to outcomes such as raising a single type of person and dulling creativity in their research.

Regarding the adequacy of the 2013 Preschool Curriculum in terms of achievements, school administrators stated that they found the curriculum inadequate regarding values education, adaptation to primary school, 21st century skills and mathematics. While some school administrators found the curriculum sufficient in terms of adaptation to primary school, others stated that they had no opinion on this issue. Similarly, in their research, they concluded that school administrators did not know the preschool education curriculum (Can &Kılıç,2021; Ünüvar, 2011). Regarding the applicability of the curriculum, some school administrators stated that their schools were sufficient in terms of physical structures and material adequacy, while others found them insufficient. Saklan & Erginer ,2016; Can & Kılıç ,2021; Kaya & Köse ,2020 reached similar conclusions in their research.

In the study, it was observed that the teachers had two different disagreements regarding the themes of general, measurement and evaluation, documents, educational environment, and activity types regarding the 2013 Pre-School Curriculum, positive and negative. It can be thought that these differences are due to the teachers' different teaching approaches, different classroom structures and opportunities, their use of ready-made plans, and the lack of supervision and guidance by the Ministry of National Education. In the study, parents of children receiving preschool education stated that they had no idea about the achievements in the 2013 Preschool Curriculum, that they liked the content of preschool education, that they wanted activities such as mathematics and intelligence games to be emphasized, but that they wanted activities such as animation and painting to be removed. This situation shows that although the parents are not informed about the outcomes, they are somehow aware of the pre-school education activities carried out both in their own classes and other classes, and that the parents want their children to develop in all aspects. In the study, school administrators stated that they found the 2013 Pre-School Curriculum sufficient in terms of preparation for primary school and achievements but insufficient in terms of values education, 21st-century skills, adaptation to primary school, mathematics, and applicability of achievements. In addition, some school administrators stated that they had no idea about the curriculum. It is seen that school administrators have different opinions about the adequacy of the curriculum. This situation can be thought to be due to different school types and the attitude of the school administrator towards preschool education. Based on the scores of the first-grade primary school students who received preschool education on the Primary Education Readiness Scale, it can be assessed that the 2013 Preschool Curriculum is a curriculum aimed at "preparing the child for primary school." In this case, it can be considered that the 2013 Preschool Curriculum is a qualified curriculum in terms of preparation for primary school.

It is seen that the 2013 Preschool Curriculum does not clearly include the curriculum's educational philosophy and policy. Educational philosophy, educational policy, and educational model can be clearly included in the curriculum. While developing the curriculum, attention can be paid to considering regional differences in line with the principle of equal opportunity in education as well as the development of children. More qualified and useful measurement tools can be developed for preschool education by conducting comprehensive studies on measurement and evaluation in education. In preschool education, the physical structures of schools, school gardens, and classroom environments can be designed in accordance with the developmental levels of preschool children, taking into account quality standards. Preschool education classes can be removed from secondary schools and placed in primary schools in accordance with the developmental levels of preschool children. Pre-service and in-service training can be provided to teachers and school administrators on topics such as curriculum literacy, effective communication, the importance of preschool education, and classroom management. A digital planning application can be designed to help teachers prepare daily and monthly plans suitable for their own educational regions and students' developmental characteristics. More qualified educational resources can be prepared based on children's developmental characteristics, interests, and needs. In terms of the applicability of the curriculum, activities that cause time loss, such as cleaning, food distribution, and children's toilet needs, which create a workload for teachers, can be solved by eliminating the need for auxiliary personnel.

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