

The Assessment of School Managers' Perspectives about Proactive Service Programmes at Primary Schools

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Abstract

The topic of this research is "The assessment of school managers' perspectives about proactive service programmes at primary schools". In this context, the aim of this study is to determine the proactive service perceptions of school managers working in the sample group. The universe of the research is İstanbul province, and sample group contain 51 school managers who worked in Bakırköy and Bahçelievler districts in İstanbul. The qualitative method is used in the research. To obtain the data, a questionnaire, prepared by researchers was applied to sample group. The questionnaire consists of two parts. The 5 questions in the first part is dealing with demographic data of participants and the second part has 10 questions with yes or no answers to obtain data about school manager's perspectives of proactive service programmes at primary schools. In addition, 5 structured interview questions are asked to 11 school managers by face to face relation to evaluate the results of questionnaire in detail. The data is analysed by frequency, chi-square, and content analysis. When the answers of school managers for Proactive Service Survey are analysed, no significant difference was seen according to gender, age, marital status, seniority or educational back ground. School managers thought the application of Proactive Service Programme makes a major contribution to education. However, the result has also shown that school managers do not apply dyslexia test, hyperactivity attention deficit disorder test or dyscalculia test to the students who will start the first grade and school readiness test was not applied. Also all school managers agree the statement "Students are provided necessary lesson equipment's which are convenient for their levels." The awareness about proactive service program and education of school managers about them can be recommended.

Key Words: Primary Schools, Proactive Service Programme, Manager, Assessment.

1. Introduction

1.1. Problem Status

Education is essential to have been built according to the students' needs from the period they start school until they finish it. Predetermining the maturation necessary when starting school and the child becoming ready for going to school, is important in regard of qualities of acquisitions she/he will achieve in the future. Starting school requires attendance. It requires emotional, mental, physical and social maturation in this regard. Learning preparation of child; is under the effect of many factors such as visual and aural detection, language skills, kinetic skills, ability to follow directives, number knowledge and showing interest in group activities. The progression that a child starting school newly, makes in these kinds of skills depends on home conditions, intelligence, health, social adaptation, physical condition and experiences.

Any lack that may occur in these kinds of factors, may cause a child who is starting first grade, difficulty in learning (Çataloluk, 1994). It is known that a child who has reached to necessary maturation will be more successful in school life as well as in his/her further educational life. The deficiencies that children live at preschool process and exist must be removed over time. It is known that deficiencies which have not been removed at this stage, will make a negative effect on child's learning at primary school and subsequent stages. It will appropriate to perform trustable and high validity tests aimed at both identifying the needs of child and the development level he/she is located at and removing negativenesses that he/she might encounter at this development level. The support that children need must be provided after identifying their sufficiencies also at social, physical, cognitive development, emotional, self care and creativity fields beside academic success. Identifying the levels of children who are newly starting school, will make guidance for both teacher and the family at planning the learning events that may occur in the future (Unutkan, 2003). All of the children may not be ready for school at equal level. In this kind of condition it is necessary to prepare different education and support programmes for them.

It is necessary to know interests, development levels, needs, skills and environmental conditions of children in order to be able to occur an efficient education. This information enables us have an opinion about the problems that children confront. If we don't have information about individual differences, precautions taken will not be enough too. Recognising the children must be evaluated with the environment, not only with itself. And for this, children needs for planned progressional approaches and school experiences (Meisels, 1987; Acarlar, 1991 (akt., Çıkrıkçı, 1999). In Turkey each child who has filled his/her 6th age, is being started school without considering their personal differences and situation of getting preschool education. Among the children who are starting school, which of them has reached the necessary maturation is determined by their family. The children, who are not ready for starting school, are being diagnosed by sending to guidance service after starting school and facing difficulties. Forcing into education in an environment where child is not ready, causes an reaction in him against school. Performed environmental arrangements will support the child to get a soft transition to primary school life (Yılmaz, 2003).

2. Purpose and Importance of the Study

In USA, the year 1908 is accepted as beginning of works of prevention. In 1960s in France, as part of principle of revealing skills of individual as much as possible, orientation of students to profession, schools and separate programs was delayed. Orientating and the decision to pass to higher education, must be delayed until 16 years old, was also adopted in England (Canbulat & Tuncel, 2012). Preventive service applications have become the most important element of education system in developed countries. For example; Finland is one of the countries that apply preventive services the most abundant in Europe. In Finland education system, families are constantly informed about the studies of their children at school. In Finland school preparedness tests are very common. In the result of evaluation made by using these tests, child's starting school age may be 1 year earlier or 1 year later. Preparedness tests are tests which are applied to a planned learning unit in order to specify the students' level of knowledge and skill. With preparedness test, what kind of deficiency will students face before entering learning units, is tested. It is very essential to have knowledge about the cognitive, physical, lingual, emotional and social preparedness level of children in order to specify that in what kind of field do they have deficiency (Canbulat & Tuncel, 2012). And its benefit in terms of system is, the system and the program will be made more functional by specifying sufficiency criterion of student (while entering the system). In light of these informations, school psychological counselors may schedule consultancy services and class teachers their annual and daily plans. Both studies should be in the form that contains applications. Individual's characteristics (difference) may also take a part in these plans.

School psychological counselors can operate consultancy services for class and branch teachers. It can be transferred that he/she should not proceed lesson in the worry of transferring only those written in the program exactly to students, and also the importance of control of students at which level do they have reached their learning aims. Teachers and psychological counselors can also focus on students' powerful sides besides their weak sides while preparation of plans (Eryılmaz, 2013). In this situation school managers can make the problems decrease. Embracing of preventive service programs by school managers, is prior condition for these programs to reach success. There will also be a comfort in the management as the result of carrying out preventive services efficiently. This comfort is for sure an appeal for the managers. Foresighted managers will take their place in this comfort.

Preventive services will be more efficient by trainings given to parents and teachers which means with indirect preventive works instead of being presented directly to students. This study is important in the means of evaluation of perspective of school managers to preventive service programs in Turkey. In this regard pre enquiry has been done for preventive service programs that can be put into practice, which will enable to present various suggestions.

2.1. Problems and Sub Problems

How is the perspective of School Managers About Preventive service programs at primary schools?

As a sub problem according to this:

- Has significant criterions been considered while separating 1st class branches?
- Has preparedness test been applied for the students who will start 1st class?
- Has learning disorder (dislexia, hyperactivity and concentration, dyscalculia) test been applied for the students who will start 1st class
- Has seminars (or on-the-job education) ben given to class teachers about preventive service progarm?
- Do our class teachers have sufficient knowledge and experience about preventive service program?
- The answers that participants gave suvery questions: Does it significantly change according to sex, age, occupational seniority, marital status, educational status variables?

2.2. Finitenesses

The quantitative datas gathered in order to reach the research which has beendone, for its purpose; is only limited with the answers that directors of 51 primary schools, located at Istanbul, Bahcelievler and Bakirkoy.

2.3. Background of the Study

In a research made by Gullo & Burton (1992) academic preparedness had been examined according to some variables. 4539 children of whom 104 aged 3, 1234 aged 4 and 3201 aged 5, whom already started state school had attended for the research that had been made. "Metropolitan Preparedness Test" had been applied to children as data gathering device during the study. It had been observed that the results of "Metropolitan Preparedness Test" of children who started school at the age of 3 and 4 are higher than the children who started school at the age of 5. In the study named Tulley, Chiu and Huwang (1995), what kind of behaviours do intern teachers see as a discipline problem, what are the preventive and analyst strategies they use against these problems and which strategy is effective and which is not effective had been observed. According to the result of this study; preventing (63%), not obeying directive (20%) and distractibility (9%) behaviours had been formed many of the behaviours which are discipline problems. At the incident where the preventive behaviour is, of which 79 had been efficient, 80% had not been inefficient at 14 of 16 total incidents (Yıldız, 2006).

Purpose of this research conducted by Karataş & Başbay (2014) is specifying the regression level of critical thinking tendencies of teacher candidates, general self proficiencies and academic successes with the relation between self managed preparedness levels for learning and their self managed preparedness levels for learning in terms of theirtendencies of critical thinking, general self proficiencies and academic successes. This study, conducted, had been applied on 649 students who are studying at Ege University, faculty of education. Prioritising; critical thinking tendency, academic success and variances of general self proficiency significantly predict level of self managed preparedness for learning, finding had been obtained. Based on these findings it had been concluded that as critical thinking tendencies, academic successes and general self proficiencies of teacher candidates increases, so will their self managed preparednesses for learning and their self managed preparednesses can be predicted by looking at their critical thinking tendency, academic successes and general self proficiencies.

3. Research Method

This research which has been conducted to aim "Evaluation of Perspective of School Managers About Preventive Service Programs at Primary Schools", is a qualitative research. The survey, about the 51 directors located at paradigm group, consist of 5 demographic questions and 10 questions which had been prepared in order to reveal their preventive service understandings, had been applied in scanning model and at the same time an interview made of 5 semi structured questions, had been conducted, in order to support the results of the survey or to obtain different implication, with 11 directors chosen indiscriminately out of this paradigm group.

Scanning model; it is a research method that depicts, aims to describe the situation that existed or exist at the present time, as it is. The thing that is being wanted to researched in scanning model is obvious. Aim is to observe correctly and state the described thing (Karasar, 2008:79). Interview is a process which is performed verbally between at least two people. Interview, can be described as gathering data from the relevant people as part of the questions whose answers are sought at research (Büyüköztürk 2012:150). Directors of 51 primary schools, located at İstanbul province, Bahçelievler and Bakırköy counties, form the study group of the research.

3.1. Instruments

Two surveys which had been prepared by the researcher, had been used in order to collect the required datas in the research being conducted. In first unit personal information form that has 5 questions in order to reveal the demographic features of participants and in the second unit survey form consist of 10 questions with yes/no answers in the purpose of "Evaluation of Perspective of School Managers About Preventive Service Programs at Primary Schools" had been used. He/she used expert's opinions in order to determine validity of appearance of survey form.

Also after each question examined in the purpose of appearance validity its relation with the subject had been examined. Beside this, survey was made to cover all the subject. Survey was applied one-to-one by researcher to the directors and half structured interview was made also with 11 directors from same paradigm group. These questions were asked in the interview:

1. According to which criterions do you form class branches?
2. Do you apply any kind of test to class students (appointer of his/her preparedness)? If yes, which tests are applied? If no, why it is not applied?
3. According to what do you choose the teacher who are to teache 1st classes?

3.2. Analysis of Data

Demographic datas consist of 14 questions and the survey results aiming to get perspective of managers about preventive service applications, have been evaluated making frequency and chi-square analyses. Datas obtained from the questions in the interview form have been evaluated making content analyse by researchers. Content analyse; is a scientific approach that enables to analyse the dates obtained by verbal and written materials, objectively and in a systematic way (Tavşancıl & Aslan, 2001). According to Miles & Huberman (1994), trustworthiness of interview form; (trustworthiness = reconciliation number / reconciliation number + not reconciliation number) was calculated and reconciliation coefficient was found to be 94 %. Researchers enabled reconciliation to be 100% by arguing on the results obtained and forming the last shape of analyses.

4. Findings

4.1. Demographic Information's of Directors Participated in the Research

It can be seen that 3,9 % of school managers according to age variance is between 21-30 group of age, 41,2 % is between 31-40 group of age and lastly 54,9 % is 41 and above group of age. It can be seen that 78,4 percent of school directors are male, 21,6 % is female. It can be seen that school directors are between seniority years of 11,8 % 1-5 years, 13,7 % 6-10 years, 21,5 11-15 years, 23,5 16-20 years, and 29,4 21 years and after. School directors according to the program being graduates: it was informed that 11,8 % of them Associate degree, 62,7 Bachelor's degree, 21,6 % Post graduate and 3,9 % other program graduate. School directors according to marital status variance: it was seen that 78,4 % are married and 21,6 % are single.

4.2. School Directors Who Participated in the Research Findings Regarding "Evaluation of Perspective of School Managers About Preventive Service Programs at Primary Schools"

When at frequency of answers given to the interview questions, made in order to determine the perspective of school directors (f=51) to preventive service programs at primary school looked; It has been determined that for the question " we have considered significant criterions while forming 1st class branches" 94,11 % (f=48) of school directors in the paradigm group, replied yes, and 5,8 (f=3) % of them replied no. According to this, it can be said that at 51 schools generally significant criterions are paid attention while making 1st class branches. It can be seen that for the question " preparedness test have been applied to students who are about to start 1st class" 20 out of 51 directors (39,2%) replied as yes, while 31 (60,8%) of them replied as no. In this terms at majority of schools study in order to determine preparedness level is not being executed. Also attendance levels of school directors for other articles are as follows:

It can be seen that for the proposition “dislexia (learning disorder) test have been applied to student who are about to start 1st class” 9 out of 51 school directors (17,6%) replied as yes, and 42 of them (82,4%) replied as no. It has been seen that at many schools no preventive work has been executed aimed at learning disorder. It can be seen that for the proposition “Hyperactivity and lack of focus tests have been applied to students who are about to start 1st class.” 9 out of 51 school directors (17,6%) replied as yes, and 42 of them (82,4%) replied as no. In this terms it has been seen that at many schools preventive precaution intentioned works have been executed aimed at hyperactivity and lack of focus. It can be seen that for the proposition “Dyscalculia (maths disorder) test have been applied to students who are about to start 1st class.” 6 out of 51 school directors (9,8%) replied as yes, and 45 of them (90,2%) replied as no. It can be seen that dyscalculia work has not been applied by many of schools. It can be seen that for the proposition “Required equipment appropriate for level of students have been supplied.” 45 out of 51 school directors (82,4%) replied as yes, and 6 of them (17,6%) replied as no.

It can be seen that for the proposition “Appropriate working environment have been prepared in order to be able to maintain regularly the preventive service program” 37 out of 51 school directors (72,5%) replied as yes, and 14 of them (27,5%) replied as no.

It can be seen that for the proposition “A cooperation has been done with class teacher, guidance teacher and parents in order to maintain preventive service program” 36 out of 51 school directors (70,6%) replied as yes, and 15 of them (29,4%) replied as no.

It can be seen that for the proposition “Seminar has been given to class teacher about preventive service program” 20 out of 51 school directors (39,2%) replied as yes, and 31 of them (60,8%) replied as no. It can be seen that for the proposition “Our class teachers have sufficient information and knowledge background about preventive service program” 37 out of 51 school directors (72,5%) replied as yes, and 14 of them (27,5%) replied as no. In chart 4.7 score averages of “Evaluation of Perspective of School Managers About Preventive Service Programs at Primary Schools” According to Sex Variance, survey and Chi-Square results have been given.

According to chart, when answer of school directors for “Evaluation of Perspective of School Managers About Preventive Service Programs at Primary Schools” survey is based on, its significance levels according to sex variance, are as follows:

When “we have considered significant criterions while forming 1st class branches” proposition is based on, according to the result of Chi-Square test that is done according to sex variance, there is no significant difference between women and men has arose ($p > 0,05$).

When “preparedness test have been applied to students who are about to start 1st class” proposition is based on, according to the result of Chi-Square test that is done according to sex variance, there is no significant difference between women and men has arose ($p > 0,05$).

When “dislexia (learning disorder) test have been applied to student who are about to start 1st class” proposition is based on, according to the result of Chi-Square test that is done according to sex variance, there is no significant difference between women and men has arose ($p > 0,05$).

When proposition “Hyperactivity and lack of focus tests have been applied to students who are about to start 1st class” proposition is based on, according to the result of Chi-Square test that is done according to sex variance, there is no significant difference between women and men has arose ($p > 0,05$). “Dyscalculia (maths disorder) test have been applied to students who are about to start 1st class” proposition is based on, according to the result of Chi-Square test that is done according to sex variance, there is no significant difference between women and men has arose ($p > 0,05$). “Required equipment appropriate for level of students have been supplied” proposition is based on, according to the result of Chi-Square test that is done according to sex variance, there is no significant difference between women and men has arose ($p > 0,05$).

“Appropriate working environment have been prepared in order to be able to maintain regularly the preventive service program” proposition is based on, according to the result of Chi-Square test that is done according to sex variance, there is no significant difference between women and men has arose ($p > 0,05$). “A cooperation has been done with class teacher, guidance teacher and parents in order to maintain preventive service program” proposition is based on, according to the result of Chi-Square test that is done according to sex variance, there is no significant difference between women and men has arose ($p > 0,05$).

“ Seminar has been given to class teacher about preventive service program” proposition is based on, according to the result of Chi-Square test that is done according to sex variance, there is no significant difference between women and men has arose ($p>0,05$). “Our class teachers have sufficient information and knowledge background about preventive service program” proposition is based on, according to the result of Chi-Square test that is done according to sex variance, there is no significant difference between women and men has arose ($p>0,05$). In chart 4.8 score averages of “Evaluation of Perspective of School Managers About Preventive Service Programs at Primary Schools” according to age variance, survey and Chi-Square results have been given. Findings about suggestions in material analyze result which is done according to age variance, are as follows:

No significant difference between age variances have been come across according to propositions; “Evaluation of Perspective of School Managers About Preventive Service Programs at Primary Schools” ($p>0,05$), “Evaluation of Perspective of School Managers About Preventive Service Programs at Primary Schools” ($p>0,05$), “ we have considered significant criterions while forming 1st class branches” ($p>0,05$), “ preparedness test have been applied to students who are about to start 1st class” ($p>0,05$), “dislexia (learning disorder) test have been applied to student who are about to start 1st class” ($p>0,05$), “Hyperactivity and lack of focus tests have been applied to students who are about to start 1st class” ($p>0,05$), “Dyscalculia (maths disorder) test have been applied to students who are about to start 1st class” ($p>0,05$), “Required equipment appropriate for level of students have been supplied” ($p>0,05$), “Appropriate working environment have been prepared in order to be able to maintain regularly the preventive service program” ($p>0,05$), “A cooperation has been done with class teacher, guidance teacher and parents in order to maintain preventive service program” ($p>0,05$), “ Seminar has been given to class teacher about preventive service program” ($p>0,05$) and “Our class teachers have sufficient information and knowledge background about preventive service program” ($p>0,05$). In chart 4.9 score averages of “Evaluation of Perspective of School Managers About Preventive Service Programs at Primary Schools” according to occupational seniority, survey and Chi-Square results have been given. Findings about suggestions in material analyze result which is done according to occupational seniority, are as follows:

No significant difference between occupational seniority groups have been come across according to propositions; “Evaluation of Perspective of School Managers About Preventive Service Programs at Primary Schools” ($p>0,05$), “Evaluation of Perspective of School Managers About Preventive Service Programs at Primary Schools” ($p>0,05$), “ we have considered significant criterions while forming 1st class branches” ($p>0,05$), “ preparedness test have been applied to students who are about to start 1st class” ($p>0,05$), “dislexia (learning disorder) test have been applied to student who are about to start 1st class” ($p>0,05$), “Hyperactivity and lack of focus tests have been applied to students who are about to start 1st class” ($p>0,05$), “Dyscalculia (maths disorder) test have been applied to students who are about to start 1st class” ($p>0,05$), “Required equipment appropriate for level of students have been supplied” ($p>0,05$), “Appropriate working environment have been prepared in order to be able to maintain regularly the preventive service program” ($p>0,05$), “A cooperation has been done with class teacher, guidance teacher and parents in order to maintain preventive service program” ($p>0,05$), “ Seminar has been given to class teacher about preventive service program” ($p>0,05$) and “Our class teachers have sufficient information and knowledge background about preventive service program” ($p>0,05$). In chart 4.10 score averages of “Evaluation of Perspective of School Managers About Preventive Service Programs at Primary Schools” according to education level variance, survey and Chi-Square results have been given. Findings about suggestions in material analyze result which is done according to education level variance, are as follows:

No significant difference between education level variances have been come across according to propositions; “Evaluation of Perspective of School Managers About Preventive Service Programs at Primary Schools” ($p>0,05$), “Evaluation of Perspective of School Managers About Preventive Service Programs at Primary Schools” ($p>0,05$), “ we have considered significant criterions while forming 1st class branches” ($p>0,05$), “ preparedness test have been applied to students who are about to start 1st class” ($p>0,05$), “dislexia (learning disorder) test have been applied to student who are about to start 1st class” ($p>0,05$), “Hyperactivity and lack of focus tests have been applied to students who are about to start 1st class” ($p>0,05$), “Dyscalculia (maths disorder) test have been applied to students who are about to start 1st class” ($p>0,05$), “Required equipment appropriate for level of students have been supplied” ($p>0,05$), “Appropriate working environment have been prepared in order to be able to maintain regularly the preventive service program” ($p>0,05$), “A cooperation has been done with class teacher, guidance teacher and parents in order to maintain preventive service program” ($p>0,05$), “

Seminar has been given to class teacher about preventive service program” ($p>0,05$) and “Our class teachers have sufficient information and knowledge background about preventive service program” ($p>0,05$). Score averages of “Evaluation of Perspective of School Managers About Preventive Service Programs at Primary Schools” survey and Chi-Square results have been given. According to chart, when answer of school directors for “Evaluation of Perspective of School Managers About Preventive Service Programs at Primary Schools” survey is based on, its signification levels according to marital status variance, are as follows:

When “ we have considered significant criterions while forming 1st class branches” proposition is based on, according to the result of Chi-Square test that is done according to marital status variance, there is no significant difference between married ones and singles has arose ($p>0,05$). When “ preparedness test have been applied to students who are about to start 1st class” proposition is based on, according to the result of Chi-Square test that is done according to marital status variance, there is no significant difference between married ones and singles has arose ($p>0,05$).

When “dislexia (learning disorder) test have been applied to student who are about to start 1st class” proposition is based on, according to the result of Chi-Square test that is done according to marital status variance, there is no significant difference between married ones and singles has arose ($p>0,05$). When “Hyperactivity and lack of focus tests have been applied to students who are about to start 1st class” proposition is based on, according to the result of Chi-Square test that is done according to marital status variance, there is no significant difference between married ones and singles has arose ($p>0,05$).

When “Dyscalculia (maths disorder) test have been applied to students who are about to start 1st class” proposition is based on, according to the result of Chi-Square test that is done according to marital status variance, there is no significant difference between married ones and singles has arose ($p>0,05$).

When “Required equipment appropriate for level of students have been supplied” proposition is based on, according to the result of Chi-Square test that is done according to marital status variance, there is no significant difference between married ones and singles has arose ($p>0,05$).

When “Appropriate working environment have been prepared in order to be able to maintain regularly the preventive service program” proposition is based on, according to the result of Chi-Square test that is done according to marital status variance, there is no significant difference between married ones and singles has arose ($p>0,05$).

When “A cooperation has been done with class teacher, guidance teacher and parents in order to maintain preventive service program” proposition is based on, according to the result of Chi-Square test that is done according to marital status variance, there is no significant difference between married ones and singles has arose ($p>0,05$).

When “ Seminar has been given to class teacher about preventive service program” proposition is based on, according to the result of Chi-Square test that is done according to marital status variance, there is no significant difference between married ones and singles has arose ($p>0,05$).

When “Our class teachers have sufficient information and knowledge background about preventive service program” proposition is based on, according to the result of Chi-Square test that is done according to marital status variance, there is no significant difference between married ones and singles has arose ($p>0,05$).

4.3 Findings Regarding the Answers that School Directors Who Have Participated in The Research, Gave To Interview Form

In this section comments of questions that is located at interview form, take place. In addition to survey questions, 5 questions, by taking opinion of experts, have been addressed. The directors with whom interview has been done, have been coded as N1, N2

While formation of class branches; 8 of school directors indicated that 1st class students were generally chosen in regard of age and sex while being distributed to branches. Alongside this, other directors replied as: “N3: distribution is being made according to sex, number and whether went to primary school or not.”

“N7: designated by lot.”

“N9: designated according to demand.”

The tests applied to 1st classes;

Majority of participant directors (f=9) stated that they have not applied any test to the student who have begun first class. Apart from this 2 directors have replied as follow;

“N6: no face to face meeting is being applied.”

“N7: no meeting with parents is being conducted in regard to obtain general informations about students.”

Election of the teacher who will teach first classes:

All of the participant directors (f=10) stated that for the teachers who will teach first classes, they gave assignment again to the teachers who have finished fourth class.

Meeting with the parents of students who will begin first class:

For the question; Do school directors, school guidance teacher and class guidance teacher make meeting with parents before the school starts, in order to get detailed information about students who are at first class? 9 participants stated that they make meeting with parents at first registry and 2 participants stated that they don't make.

5. Conclusion and Discussion

It is obvious that efficient performing of preventive services will benefit both asmaterial and nonmaterial. And to make this efficient performing it is only possible by bein,g the importance and necessity of preventive services, an important piece of school directors' vista. Preventive services must have a corporate basis. Preventive works are not the works that can be carried out only by guidance service. These works might success if directors, teachers and parents cooperate. A cooperation can also be made with the peers of individuals who are interlocutor to preventive works. These works can be conducted by also getting support from different profession groups. Good planned, long term works need to be conducted. Purpose of this study is ‘Evaluation of Perspective of School Managers About Preventive Service Programs at Primary Schools’. In this regard, with the help of gathered datas, it has been provided to determine at what level school directors are ready for preventive service programs which are possible to be built in our country.

The datas of research that contains directors of 51 primary schools located at Istanbul porvince, Bahçelievler and Bakırköy counties, have been summed up with personal information form and ‘Evaluation of Perspective of School Managers About Preventive Service Programs at Primary Schools’ survey and interview form. When demographic structures of school directors who have participated in the research, are examined it is seen that 78,4% of them are men and 21,6% of them are women. Also 3,9% of them are between 21-30 age group, 41,2% of them are between 31-40 age group and lastly 54,9% of them are at 41 and above age group. It has been seen that 11,8% of school directors are at 1-5 years, 13,7 of them are at 6-10 years, 21,5% of them are at 11-15 years, 23,5% of them of them are at 16-21 years, 29,4% of them are at 21 years and after, of seniority year range. Beside this when their education levels are examined they have stated that , 11,8% of them are associate degree, 62,7% of them are bachelor's degree, 21,6% of them are post graduate and 3,9 of them are other program graduates. Lastly it has been seen that according to marital status variance 78,4% of school directors are married and 21,6% of them are single (Chart 1-5).

When we take a look at frequencies of answers given to interview questions in order to determine ‘Evaluation of Perspective of School Managers about Preventive Service Programs at Primary Schools’;

It has been determined that for the question ‘‘ we have considered significant criterions while forming 1st class branches’’ 94, 11% (f=48) of school directors in paradigm group replied as yes and 5, 8% (f=3) of them replied as no. According to this it can be said that at 51 schools significant criterions are considered while making 1st class branches. It has been stated that in the interview that is done face to face with participants class branches are generally chosen in regard of age and sex criterions.

It has been determined that for the question ‘‘ preparedness test have been applied to students who are about to start 1st class’’ while 20 out of 51 school directors replied as yes (39, 2%), 31 school directors replied as no (60, 8%). In this regard at majority of schools, work aimed to determine level of preparedness is not being conducted.

In addition, in the interview that is done face to face, participant school directors stated that they have not applied any kind of test to the students who have begun first class. When given answers beside these are examined, some of directors stated that they have made face to face interview and parent meeting.

In the interview done face to face; majority of participants for the question, Do school directors, school guidance teacher and class guidance teacher make meeting with parents before the school starts, in order to get detailed information about students who are at first class? stated that they make parents meeting at first time registry. It can be seen that for the question "dislexia (learning disorder) test have been applied to student who are about to start 1st class" 9 out of 51 school directors replied as yes (17.6%), 42 school directors replied as no (82.4%). At majority of schools work aimed for learning disorder is not being conducted. As it is known these kinds of tests are required in order to establish preventive services in real terms. Unfortunately, it is seen that preventive service in this aspect remains deficient in our country. It is important to know when children start education at what level of learning stage they are and at what level do lack of focus affects their learning levels. For this reason, these must be known before they start the schools that they get education and planning must be made according to these. It is also important to predetermine the dyscalculia, which is known that is seen especially at 5% of children, and take a precaution.

It is also known that when students confront dyscalculia they live serious distresses in skill of doing four operations, separating into groups, clustering, correct selecting and correct writing of numbers, understanding problems and expressing them with mathematics symbols and unless a precaution is not taken they will have issues in mathematic field. In this regard, it is important to apply these preventive tests especially to students who newly started school. *In one of the researches, that reveal people who have dyscalculia, have other learning and psychological disorders, it was observed that 17% of children who have dyscalculia, have dyslexia and 26% of them are hyperactive. Because of these reasons, it is hard to put an independent diagnosis for dyscalculia* (Butterworth, 2005).

No action occurs without reason. If students have learning issues, then it must be considered that there must be a reason. Teachers must not think that always individuals who are willing to learn come before them. However also in the present day, learning is built on this hypothesis. However, this hypothesis is not realistic. Because it is known that, each student's learning levels are different from others. For this reason it is of importance that to know which student is ready for learning. Arrival of a student to school ready for learning first of all requires preparedness of cognitive, affective, social, and physical. To think of all these exist in a student at the age of six or seven. In this regard, teachers primarily should provide to get aid from family, school administration and guidance service for existing lacks, by determining preparedness level of student. Success level of an individual who comes ready to school is higher than others are, is seen in many studies (Gullo and Burton; 1992). In this regard, it is requisite to conduct works aiming increase of preparedness level.

It can be seen that for the proposition "Hyperactivity and lack of focus tests have been applied to students who are about to start 1st class" 9 out of 51 school directors replied as yes (17.6%), 42 school directors replied as no (82.4%). In this regard it is seen that majority of schools preventive precaution purposed works are being conducted. It can be seen that for the proposition "Dyscalculia (maths disorder) test have been applied to students who are about to start 1st class" 6 out of 51 school directors replied as yes (9.8%), 45 school directors replied as no (90.2%). It is seen that at majority of schools mathematic disorder works are not being conducted.

It can be seen that for the proposition "Required equipment appropriate for level of students have been supplied" 45 out of 51 school directors replied as yes (82.4%), 6 school directors replied as no (17.6%). As it is known that as lesson equipment attracts students' attention and gives motivation, it also increases permanence it forms visual stage of learning. In this regard, it is important to use lesson equipment appropriately. It is seen that participants are positive at aiding to prepare the equipment in appropriate format.

It can be seen that for the proposition "Appropriate working environment have been prepared in order to be able to maintain regularly the preventive service program" 37 out of 51 school directors replied as yes (72.5%), 14 school directors replied as no (27.5%). Also it can be seen that for the proposition "A cooperation has been done with class teacher, guidance teacher and parents in order to maintain preventive service program" 36 out of 51 school directors replied as yes (70.6%), 15 school directors replied as no (29.4%).

In our country it is important to carry out preventive services as providing of necessary lesson equipment, proper environment and cooperation; but not sufficient. It is also thought-provoking that when preventive service is mentioned only this aspect of it being perceived. Factors such as constructing necessary infrastructure, supply of surveys to be used, solving the place issue and the cooperation to be appropriate must be fulfilled in order to be able to perform preventive services.

It is necessary to identify the schools that preventive service is not being conducted, hardware support must be given, and education problem of appliers must be removed. Problems regarding these factors must be eliminated in order to sturdily perform preventive service.

It can be seen that for the proposition "Seminar has been given to class teacher about preventive service program" 20 out of 51 school directors replied as yes (39.2%), 31 school directors replied as no (60.8%). It is seen that perception of school directors about preventive service is not sufficient. Besides not identifying the problem by making tests in scientific means; being stated idea about active participation of guidance teachers, indicates that they are not active about this subject. In a research conducted by Connell and Prinz (2002), effects of preparedness of children for school on their social skills, were examined. At the end of the research, it was seen that child caring and child communication in family affects preparedness at school positively. It is necessary for school directors to be ready for preventive services and to be able to specify preparedness levels of students by proper tests. For this reason, directors must be ensured to participate in activities such as in-service training etc. aimed to enhance preparedness level of directors, at necessary situations. Articles of survey named "Evaluation of Perspective of School Managers about Preventive Service Programs at Primary Schools":

No significant difference have been found between sex, occupational seniority, age, education level and marital status variances according to " we have considered significant criterions while forming 1st class branches" " preparedness test have been applied to students who are about to start 1st class", "dislexia (learning disorder) test have been applied to student who are about to start 1st class", "Hyperactivity and lack of focus tests have been applied to students who are about to start 1st class", "Discalculia (maths disorder) test have been applied to students who are about to start 1st class", "Required equipment appropriate for level of students have been supplied", "Appropriate working environment have been prepared in order to be able to maintain regularly the preventive service program", "A cooperation has been done with class teacher, guidance teacher and parents in order to maintain preventive service program", " Seminar has been given to class teacher about preventive service program" and "Our class teachers have sufficient information and knowledge background about preventive service program" propositions.

It can be seen that sex, age, seniority, graduation, and marital status are not as a determinant variance for preventive service survey questions.

Chart 4.1: Frequency and Percentages According to Sex Variance

Sex	N	%
Male	40	78,4
Female	11	21,6
Total	51	100,0

Chart 4.2: Frequency and Percentages According to Age Variance

Age	N	%
21-30	2	3,9
31-40	21	41,2
41+	28	54,9
Total	51	100,0

Chart 4.3: Frequency and Percentages According to Occupational Seniority Variance

Seniority	N	%
1- 5	6	11,8
6-10	7	13,7
11-15	11	21,6
16-20	12	23,5
21+	15	29,4
Total	51	100,0

Chart 4.4: Frequency and Percentages According to Education Level Variance

Education	N	Percentage
Associate Degree	6	11,8
Bachelor's Degree	32	62,7
Post Graduate	11	21,6
Other	2	3,9
Total	51	100,0

Chart 4.5: Frequency and Percentages According to Marital Status Variance

	N	Percentage
Married	40	78,4
Singe	11	21,6
Total	51	100,0

Chart 4.6.: Frequency Analyze of Answers Given to "Evaluation of Perspective of School Managers About Preventive Service Programs at Primary Schools"

	Survey questions	Yes (f)	%	No (f)	%
1	we have considered significant criterions while forming 1st class branches	48	94,11	3	5,8
2	preparedness test have been applied to students who are about to start 1st class.	20	39,2	31	60,8
3	dislexia (learning disorder) test have been applied to student who are about to start 1st class	9	17,6	42	82,4
4	Hyperactivity and lack of focus tests have been applied to students who are about to start 1st class.	9	17,6	42	82,4
5	Discalculia (maths disorder) test have been applied to students who are about to start 1st class.	6	9,8	45	90,2
6	Required equipment appropriate for level of students have been supplied.	45	82,4	6	17,6
7	Appropriate working environment have been prepared in order to be able to maintain regularly the preventive service program.	37	72,5	14	27,5
8	A cooperation has been done with class teacher, guidance teacher and parents in order to maintain preventive service program.	36	70,6	15	29,4
9	Seminar has been given to class teacher about preventive service program.	20	39,2	31	60,8
10	Our class teachers have sufficient information and knowledge background about preventive service program.	37	72,5	14	27,5

Chart 4.7: Chi-Square Values of Survey of "Evaluation of Perspective of School Managers About Preventive Service Programs at Primary Schools" According to Sex Variance

	Sex		
	Sd	X ²	P
s1	50	1,26	0,6
s2	50	1,48	0,8
s3	50	1,89	0,35
s4	50	1,85	0,34
s5	50	1,13	0,29
s6	50	1,33	0,56
s7	50	2,3	0,65
s8	50	2,27	0,98
s9	50	3,26	0,77
s10	50	2,6	0,70

Chart 4.8: Chi-Square Values of Survey of ‘‘Evaluation of Perspective of School Managers About Preventive Service Programs at Primary Schools’’ According to Age Variance

	Age		
	Sd	X ²	P
s1	48	4,5	0,11
s2	48	1,4	0,48
s3	48	1,48	0,64
s4	48	1,8	0,64
s5	48	1,9	0,64
s6	48	1,6	0,43
s7	48	1,2	0,57
s8	48	3,5	0,19
s9	48	1,7	0,42
s10	48	1,2	0,54

Chart 4.9: Chi-Square Values of Survey of ‘‘Evaluation of Perspective of School Managers About Preventive Service Programs at Primary Schools’’ According to Seniority Variance

	Occupational Seniority		
	Sd	X ²	P
s1	49	8,76	0,67
s2	49	6,06	0,19
s3	49	1,35	0,58
s4	49	3,2	0,52
s5	49	10,2	0,06
s6	49	12,1	0,06
s7	49	2,2	0,71
s8	49	2,16	0,8
s9	49	1,2	0,92
s10	49	1,15	0,96

Chart 4.10: Chi-Square Values of Survey of ‘‘Evaluation of Perspective of School Managers About Preventive Service Programs at Primary Schools’’ According to Education Level Variance

	Education Level		
	Sd	X ²	P
s1	49	1,7	0,55
s2	49	4,2	0,56
s3	49	5,3	0,9
s4	49	6,5	0,47
s5	49	5,4	0,48
s6	49	4,7	0,67
s7	49	7,8	0,19
s8	49	8,8	0,85
s9	49	8,07	0,77
s10	49	6,7	0,74

Chart 4.11: Chi-Square Values of Survey of ‘‘Evaluation of Perspective of School Managers About Preventive Service Programs at Primary Schools’’ According to Marital Status Variance

	Marital Status		P
	Sd	X ²	
s1	50	4,5	0,25
s2	50	2,7	0,35
s3	50	66,8	0,62
s4	50	5,6	0,85
s5	50	7,6	0,55
s6	50	6,6	0,74
s7	50	2,3	0,77
s8	50	2,7	0,65
s9	50	4,3	0,67
s10	50	3,5	0,44

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