THE VIEWS OF PRIMARY SCHOOL TEACHERS AND PRESCHOOL EDUCATION TEACHERS ABOUT "CLASSROOM MOTHERHOOD"

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In the classroom motherhood which is performed in Turkey as traditional, a substitute selects among the students’ mothers. Classroom motherhood has some duties like preparing the classroom, satisfying needs, satisfying child’s needs, helping to the teacher, making connection between parents and teacher out of the course time. Thus, the teachers’ and administrators’ work load can ease and teachers can allocate time to their students.

In a research investigating the experiences and approaches of classroom management by Akar, Tantekin Erden, Şahin (2010) was found that classroom motherhood was an affirmative method in the way of being a bridge between teachers and parents. However examining the researches were made in Turkey, although classroom motherhood performs frequently in Turkey, any research can’t be encountered about classroom motherhood. The aim of this study is to present the concept of "Classroom Motherhood" which is used in Turkey and evaluate the view point of primary school teachers and preschool education teachers to "classroom motherhood". With this aim answers to sub-goals specified below are searched:

1- Do the number of teachers using classroom motherhood method changed according to gender and the center of population working in?
2- Do the duties of classroom mothers change according to teacher’s gender and the center of population working in?
3- Are the teachers pleased to perform classroom motherhood?
4- How is the selection of classroom mothers?
5- Do classroom mothers help the connection between teachers and parents?

Method. The data were collected by using survey form which was prepared by researchers, was the name of "The Views of Teachers About Classroom Motherhood". The survey consists of which a part was the personal information including gender and the center of population (city, town and village), and also a part of questions were about classroom motherhood including yes-no questions and open-ended questions. 91 female and 17 male teachers with a total of 108 were participated in this study. 30 of these teachers were preschool teachers and 78 of them were primary school teachers.

41 of these teachers worked city center, 35 of them worked in town center and 32 of them worked in villages. In the statistical process, descriptive statistics were used to determine the frequencies and percentages.
Findings. 66% of teachers participated in the research had a classroom motherhood. 79% of teachers noticed that the classroom motherhood is a good and useful method and 72% of teachers thought that being classroom motherhood in the class made occupations easier. 67.9% of teachers indicated that the classroom mothers knew students’ names, 87.6% of teachers stated that classroom motherhoods made a bridge between teachers and parents and 55.5% of teachers explained that the classroom motherhoods organized social events with parents.

In order to select a classroom mother; 12.5% of teachers indicated that they preferred a person who parents had suggested; 76.25% of teachers had a preference between volunteers and 11.25 of teachers preferred a mother who favor for him/her. Besides, 63.4% of teachers indicated that the classroom motherhood changed every year.

With regards to center population the percentages of classroom mothers’ duties by the teachers who used classroom motherhood, summarized below: 1) Meeting with other parents and making a bridge with them (Male 36,3%, Female: 52,5%; City: 39%, Town: 62,9%, Village: 33,3%) 2) Helping to the teacher about the class’s financial problems. (Male: 27,27, Female: 44,3; City: 33, town: 48,15, village: 50); 3) Helping to the teacher about class’ needs and completing the lacking materials (Male: 27,27, Female: 36,1; City: %30, town: 37, village: 41,6); 4) Helping to the teacher about matters outside of class (Male: 36,36, Female: 21,3; city: %30, town: 14,8, village: 25); 5) Easing the teacher’s loads in some activities like trip, going to the cinema, theatre, end of the year entertainment (Male: 0, Female: 18; City: 12, town: 18,5, village: 16,6); 6) Making task-sharing among parents in order to organize fairs, celebration programs and the other special days (male: 9, female: 14,8; city: %12, town: 14,8, village: 16,6); 7) Picking up the class, providing the class to clean (Male: 0, Female: 11,5; city: 6,1, town: 14,8, village: 8,33); 8) Working with teacher for the students who were not a good economic conditions (male: 9, female: 0; city: 0, town: 3,74, village: 0)

Keywords:
Parental involvement, Homework management strategies, Adolescence, Self-regulation, Schoolwork monitoring

References: