

EXAMINATION OF STRUCTURAL AND PROCESS QUALITY OF EARLY CHILDHOOD CLASSROOMS

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Abstract

Research studies reveal that quality of early childhood education have significant impacts on children's development and learning. Therefore, the expected benefits from early childhood education can be ensured by the schools providing high quality education. Physical conditions, educational curriculum teacher-child interaction, parent participation and program evaluation are defined as important factors contributed to the quality. These and other factors are identified as structural and process quality in the literature. This study aimed to examine the structural and process quality of early childhood education classrooms. The sample of this research was randomly chosen 55 public classrooms in Denizli. 14 open ended questions for measuring structural quality and Early Childhood Environment Rating Scale (ECERS) for measuring process quality was used to collect data. Data was collected through classroom observations that lasted for an instructional day. The structural and process quality scores for each classroom were calculated. Findings showed that schools were below the desirable level of process quality.

Key Words: Early childhood education quality, structural quality, process quality.