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Personality Types and Their Relationships with Expectations from Preschooling: A Cross-sectional Study

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Abstract

Aim: This study aimed to investigate the opinions and expectations of a Turkish-speaking sample concerning preschool education and to compare the responses with personality types and demographic features.

Methods: Using the snowball sampling method, a descriptive, cross-sectional study was conducted. The study questionnaire was hosted at Google Forms querying demographic information, expectations from preschool, and the Taştan Personality Inventory. The responses were graded using a 7-point Likert scale.

Results: The highest agreement among participants was in assisting the child in respecting nature. Also approved was the idea that parents and the school should cooperate in the education of the child. Distributions of the perfectionist, helper, achiever, romantic, observer, loyalist, adventurer, challenger, and peacemaker personality types were 5.2% (n=18), 27.8% (n=96), 13.9% (n=48), 8.4% (n=29), 11.0% (n=38), 3.5% (n=12), 9.9% (n=34), 2.0% (n=7), and 18.3 (n=63), respectively. Participants with a challenger personality type opined higher for rewarding students, while observers and adventurers expected less rewarding ($p<0.05$). The mean scores of the items were compared according to the age categories, which demonstrated significant differences in informing children about the daily schedule, having a pet in preschool, religious/cultural education, and concentrating on few or broad areas of development.

Conclusion: Although there are no peculiar differences regarding personality types, special attention should be given to some personalities when discussing areas such as individual vs. group, mixed vs. same age interaction, having pets in preschool, and rewarding. Finally, professionals of preschool should be aware of the different expectations from preschool depending on age.

Keywords: Child, Preschool; Parental Age; Expectations; Personality Inventory; Education; Curriculum

Introduction

Preschool education became a norm in the Western world during the nineteenth century [1]. There are many approaches to early childhood educations worldwide, which emerged essentially from the features and needs of different eras. Thus, different educational philosophies emerged depending on time as well as economic, cultural, religious, and social influences. As an example, the Regio approach arose after World War II by the pedagog Loris Malaguzzi and parents in the villages around Reggio Emilia in Italy [2].On the other hand, from economic and time-period perspectives, the High Scope approach emerged, aiming to balance the educational disparities of children, resulting from economic injustice between social classes during the 1960s in the USA [3].

Furthermore, preschool education is also affected by the perspectives of scholars who founded the system. From this view, the origins of some schools are based on more scientific theories such as the High Scope [4], while others like Waldorf [5]are more affected by approaches constructed on the philosophical ground. In the current time of globalization, the different educational approaches have spread all over the world, adopted advantages of each system, and continue to develop in light of new scientific and technological achievements in a continuous search for improvement. Despite the common grounds, each method remains unique in its essential features[6].

Besides the many investigated factors contributing to the educational methods, there are areas requiring further elaboration. We hypothesized that personality types may affect the educational preferences of the individuals. A connection between personality types and learning preferences was already shown among adults. It has been advised to consider individual personalities in recruiting, counseling, as well as teaching students in dentistry [7] and pediatrics [8]. Thus, we assumed that expectations of adults on preschool education could change according to the individual personality styles as measured by the Enneagram personality test [9].

Objectives

This study aimed to investigate the opinions and expectations of a Turkish-speaking sample concerning preschool education and to compare the responses with personality types and demographic features.

Methods

Study design and setting

A descriptive, cross-sectional study was conducted. All participants of the online survey were informed about the study objectives. The study questionnaire was hosted at Google Forms (https://docs.google.com/forms/d/e/1FAIpQLSdPl92AqMj3ek1hOAC096AhW4TJlsl33JVT4RvhUMH1wXUHzQ/viewform). Data were collected anonymously without asking personal identifying information during December 2019. Participants were asked to respond to the questions using the following instruction: "Please answer the preschool questions by considering your children or your childhood."

Participants

The population of the study consisted of Turkish speaking adults with internet access. Participants were selected by the snowball sampling method. The researcher submitted the survey link to 91 of her contacts, meeting the inclusion criteria. The invited persons were asked to respond to the questions and forward the invitation to other people.

A total of 359 participants have completed the online survey. Fourteen responses (3.8%) were excluded due to repeated submissions (n=6), conflicting information (n=1), and missing data (n=7) (Figure 1).Data for 345 participants were analyzed.
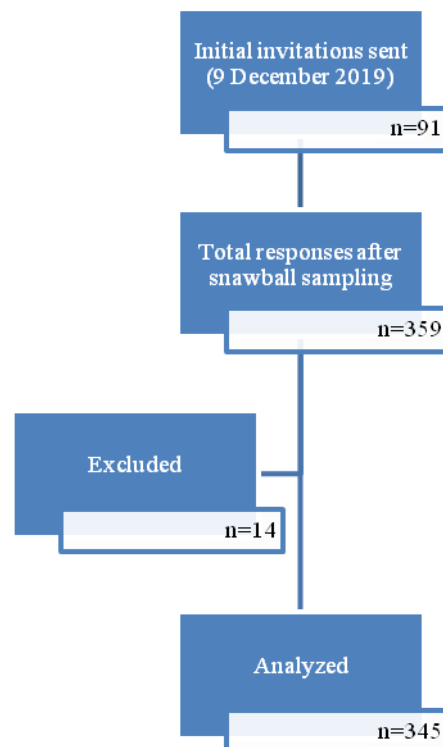
Figure 1: Study flow chart

Variables

The survey questionnaire included demographic information (3 items), questions about the child (if any) (3 items), expectations from preschool (31 items), and the Taştan Personality Inventory (TPTI) (44 items). Participants could complete the data collection form in around 20-30 minutes. Items on participant expectations were prepared after a rigorous literature search and seeking specialist advice. For this purpose, a Google Scholar search was conducted using the following search terms: "types of preschool programs," "preschool education programs," "early childhood curriculum," and "preschool curriculum." The consulted expert panel included professors of preschool education, medicine, and psychiatry as well as parents with children at preschool age.

The responses were graded using a 7-point Likert scale (Scoring of the TPTI is made by a 7-point Likert scale, ranging from 0 to 6). The Cronbach's Alpha value for internal consistency of the 31 items was calculated as 0.646, which is considered as fair[10].

The TPTI attempts to identify the leading personality and one personality wing based on the Enneagram theory [11]. Scoring of the TPTI is made by a 7- point Likert scale, ranging from 0 (Strongly No) to 6 (Strongly Yes). The mean scores of the nine components were calculated. The Cronbach's alpha internal consistency score of the TPTI was calculated as0.858.

Bias

To prevent bias, the initial invitations were sent out to all eligible persons from the contacts of the researcher. Also, duplications due to repeated submissions of the same responses were checked from the timestamp and eliminated. Finally, data checking and debugging was done after transferring the responses into the statistics software.

Study size

A post-hoc sample size calculation was performed based on the outcome variable "Should the child's achievements be rewarded?" To compare the mean scores between the nine personality types using the one-way ANOVA test, the effects size from the given means was calculated as 0.23 (small). Taking an alpha error of 0.05 and a sample size of 345 participants provides a power of 88.0% [12].

Statistical methods

The data was analyzed using the Statistical Package for the Social Sciences (SPSS) version 25.0 software (SPSS Inc., Chicago, IL, USA.(The results were presented as frequencies, percentages, means, and standard deviations(SD). TheChi-square, independent samples t-test, Pearson correlation analysis, and one-way ANOVA were used to compare groups. A p-value of ≤0.05 was considered as statistically significant.

Results

Most participants (n=308, 89.3%) were university graduates or university students, whereas 9 (2.6%) had primary school degrees, and 28 (8.1%) were high school graduates. Age distribution was between 17-66 years (mean 37.67±11.5), and the majority (64.3%; n=222) were women. Two hundred and thirty-two (67.2%) participants had children, and among them, 14.8% (n=51) had children registered in a preschool.

The highest agreement between the participants was in assisting the child in respecting nature. Also approved was the idea that parents and the school should cooperate in the education of the child (Table 1).

Table 1: Descriptive findings of the preschool preference questions

Item		Mean	SD
1. Would you like the child to participate in group or individual activities?	0=Individualistic, 6=Group	4.23	1.18
2. Should the children review and talk about what they did during the day?	0=Not at all, 6=A lot	5.26	1.05
3. Should the daily schedule be the same in kindergarten?	0=Different, 6=Same	1.60	1.49
4. Should the child be informed what they will do for the day?	0=Not necessary, 6=Necessary	4.71	1.69
5. Should activities be spent outside or in the classroom?	0=Classroom, 6=Outdoors	3.22	1.23
6. How often should the teacher keep written notes about the child?	0=Never, 6=Often	4.42	1.43
7. Should the child be free to choose the activity, or should the teacher dominate?	0=Free, 6=Teacher-centered	2.59	1.29
8. How important is it that school materials are natural and handmade?	0=Not imp., 6=Extremely imp.	4.79	1.51
9. Should the kindergarten prepare for primary school or social and psychological life?	0=Social life, 6=Primary sch.	4.35	1.99
10. Should there be a "class culture" in the kindergarten or should children be able to spend time with different friends in different activity rooms according to their wishes?	0=Class, 6=Mixed	4.00	1.80
11. Should the child be only with their own peers or in a mixed age group?	0=Same age, 6=Mixed age	1.80	1.86
12. Should the child adhere to a single teacher and co-teacher or to many teachers?	0=One teacher, 6=Many teachers	3.26	2.02
13. If a child does not want to engage in an activity, should he/she be convinced?	0=No, 6=Yes	3.17	1.73
14. Should the child be active in everyday work that we would normally attribute to an adult? (Such as helping set up the table, sweeping the floor, grating an apple ...)	0=No, 6=Yes	4.67	1.57
15. To what extent should parents and the school cooperate in the education of the child?	0=Little, 6=Much	5.29	1.10
16. Should there be a religious/spiritual understanding at school?	0=No, 6=Yes	3.07	2.24
17. Should the kindergarten approach include the local culture or should it be universal?	0=Local, 6=Universal	4.16	1.67
18. How important is it to integrate the child for the future classical education system?	0=Not important, 6=Important	3.82	1.78
19. Should the child be intertwined with technology in kindergarten?	0=No, 6=Yes	3.13	1.87
20. Should there be items that are open to interpretation, or ready-made toys?	0=Interpretable items, 6=Toys	1.24	1.40
21. Should the child concentrate on an area or develop equally in all perspectives?	0=One area, 6= Equal	4.60	1.58
22. Should the child's achievements be rewarded?	0=No, 6=Yes	4.26	1.67
23. Should the child's bad behaviors be punished?	0=No, 6=Yes	2.67	1.85
24. Should vaccinated pets be present in kindergarten?	0=No, 6=Yes	4.05	2.06
25. Should there be cultural teachings in kindergarten?	0=No, 6=Yes	4.99	1.30
26. Should national values and ideas be taught?	0=No, 6=Yes	4.85	1.60
27. Should there be an environment for the child to learn about gender equality?	0=No, 6=Yes	4.99	1.51
28. Should there be an environment for the child to learn about minorities/refugees?	0=No, 6=Yes	3.90	2.08
29. Should there be an environment for the child to learn respecting nature?	0=No, 6=Yes	5.76	0.72
30. Should there be informative content about sexuality in the kindergarten?	0=No, 6=Yes	2.92	2.19
31. Is it important to adapt the child to the society or to assist developing own values?	0=Adapt to society, 6=Own rules	3.01	1.85

Considering the personality types, the most commonly encountered one was the "helper." Distributions of the perfectionist, helper, achiever, romantic, observer, loyalist, adventurer, challenger, and peacemaker personality types were 5.2% (n=18), 27.8% (n=96), 13.9% (n=48), 8.4% (n=29), 11.0% (n=38), 3.5% (n=12), 9.9% (n=34), 2.0% (n=7), and 18.3 (n=63), respectively.

There were differences in the mean scores of some preschool expectation questions concerning the personality types. Participants with a challenger personality type opined higher for rewarding students, while observers and adventurers expected less rewarding (Table 2). The mean scores of the significant variables are given in Figure 2.

Table 2: Distributions of the mean scores of preschool expectation questions regarding the personality types

Item	Perfectionist		Helper		Achiever		Romantic		Observer		Loyalist		Adventurer		Challenger		Peacemaker			
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	F	p
1	4.22	1.00	4.06	1.19	4.54	1.20	4.24	1.09	3.95	1.06	3.83	1.11	4.00	1.04	4.57	1.40	4.56	1.29	1.966	**0.050**
2	4.83	1.34	5.39	0.92	5.19	1.14	5.38	0.73	5.39	1.00	5.25	1.22	5.18	0.97	4.71	1.60	5.21	1.15	0.983	0.449
3	2.17	1.15	1.45	1.41	1.81	1.57	1.48	1.81	1.53	1.29	2.17	2.29	1.97	1.55	1.14	1.21	1.35	1.36	1.407	0.192
4	4.94	1.47	4.75	1.70	4.54	1.88	4.55	1.94	4.92	1.28	4.58	2.11	4.62	1.69	4.00	2.52	4.83	1.51	0.424	0.906
5	3.00	1.41	3.22	1.18	2.90	1.13	3.14	1.19	3.26	1.20	2.83	1.34	3.47	1.21	3.00	1.73	3.51	1.27	1.302	0.241
6	3.89	1.53	4.56	1.34	4.38	1.42	4.72	1.65	4.37	1.42	3.83	1.53	4.44	1.33	4.57	1.99	4.35	1.43	0.885	0.529
7	2.50	0.99	2.54	1.11	2.60	1.22	2.41	1.30	2.68	1.44	3.17	1.64	2.82	1.53	2.00	1.15	2.51	1.40	0.769	0.630
8	4.94	1.11	4.84	1.43	4.40	1.71	4.52	1.77	4.95	1.59	5.00	1.35	4.74	1.44	4.57	1.51	5.02	1.45	0.845	0.564
9	3.72	2.11	4.41	1.97	3.94	2.05	4.69	1.81	3.87	2.15	5.08	1.93	4.71	1.83	3.29	2.36	4.70	1.86	1.743	0.088
10	4.17	1.50	4.35	1.53	3.56	1.91	3.62	1.90	3.97	2.01	3.50	2.24	4.00	1.61	4.29	1.70	3.98	1.96	1.148	0.330
11	1.56	1.85	2.15	1.95	1.65	1.66	1.41	1.86	2.18	1.86	2.42	2.35	2.03	2.12	1.71	1.70	1.19	1.48	1.974	**0.049**
12	2.89	1.78	3.61	1.87	2.92	1.81	3.41	2.38	3.63	1.99	2.83	2.44	2.82	2.02	3.57	2.23	3.05	2.16	1.179	0.311
13	2.50	1.62	3.27	1.68	3.04	1.68	3.76	1.68	2.89	1.77	3.83	1.59	3.18	1.70	3.29	1.70	3.08	1.89	1.200	0.298
14	4.11	1.84	4.66	1.65	4.48	1.47	5.03	1.35	5.03	1.24	4.92	1.78	4.18	1.80	4.86	1.57	4.81	1.47	1.364	0.212
15	5.11	1.49	5.45	0.96	5.15	1.27	5.59	0.78	5.16	1.24	5.17	1.19	5.29	1.00	5.43	0.98	5.16	1.12	0.882	0.532
16	3.56	1.98	2.90	2.35	3.35	2.08	3.38	2.29	2.53	2.24	3.92	1.98	3.21	2.19	3.00	2.89	2.95	2.23	0.877	0.536
17	4.06	1.86	4.32	1.52	4.00	1.77	4.00	2.05	4.11	1.67	4.17	2.25	4.44	1.46	3.71	1.11	4.08	1.66	0.411	0.914
18	3.06	1.76	4.09	1.60	3.63	1.59	3.90	1.92	3.92	1.89	3.92	2.23	3.41	1.84	4.29	1.70	3.81	1.92	1.081	0.376
19	3.39	1.58	3.33	1.76	2.98	1.90	2.97	1.80	3.11	1.97	3.33	2.10	3.29	1.93	3.86	1.57	2.75	2.03	0.762	0.637
20	1.33	1.28	1.39	1.46	1.06	1.17	1.83	1.75	1.11	1.31	1.58	1.78	1.24	1.62	1.57	1.27	0.84	1.08	1.723	0.092
21	4.22	1.90	4.67	1.40	4.17	1.81	4.72	1.62	4.76	1.42	5.00	1.28	4.50	1.54	3.71	1.98	4.87	1.60	1.310	0.237
22	4.28	1.81	4.65	1.42	4.56	1.64	4.28	1.69	3.84	1.91	3.92	1.38	3.76	2.12	5.14	1.21	3.94	1.54	2.166	**0.030**
23	2.28	1.60	2.97	1.90	2.83	1.75	2.66	1.93	2.34	1.76	3.00	2.04	2.32	1.92	2.71	2.43	2.54	1.82	0.840	0.568
24	3.83	2.12	4.05	1.98	3.79	2.16	4.55	2.28	5.08	1.38	3.58	1.73	3.76	1.94	2.86	1.95	3.81	2.30	2.131	**0.033**
25	4.83	1.62	5.00	1.33	4.98	1.34	5.17	1.07	4.74	1.57	5.17	1.19	4.82	1.19	5.00	1.53	5.13	1.10	0.466	0.880
26	4.28	1.78	5.04	1.53	4.75	1.58	4.62	1.92	4.74	1.91	5.08	1.08	4.71	1.68	5.57	0.79	4.94	1.41	0.845	0.564
27	4.61	1.72	5.05	1.27	5.00	1.52	5.28	1.39	5.13	1.40	4.58	1.78	4.94	1.63	5.29	1.50	4.84	1.78	0.554	0.815
28	4.28	2.30	3.77	2.09	3.46	2.16	3.97	2.01	4.13	2.06	4.08	2.23	4.03	2.11	4.14	2.27	4.00	1.97	0.507	0.851
29	5.89	0.32	5.78	0.58	5.54	1.25	5.86	0.44	5.79	0.62	5.83	0.39	5.65	0.92	5.86	0.38	5.83	0.49	0.921	0.499
30	1.89	2.11	2.75	2.07	2.81	2.22	3.55	2.18	3.66	2.00	2.17	2.25	3.21	2.13	3.43	2.57	2.78	2.34	1.793	0.077
31	3.11	1.78	3.10	1.72	2.48	2.03	2.93	1.98	3.42	1.67	3.17	2.17	2.59	1.74	3.57	1.13	3.16	1.97	1.144	0.333

1. Would you like the child to participate in group or individual activities?, 2. Should the children review and talk about what they did during the day?, 3. Should the daily schedule be the same in kindergarten?, 4. Should the child be informed what they will do for the day?, 5. Should activities be spent outside or in the classroom?, 6. How often should the teacher keep written notes about the child?, 7. Should the child be free to choose the activity, or should the teacher dominate?, 8. How important is it that school materials are natural and handmade?, 9. Should the kindergarten prepare for primary school or social and psychological life?, 10. Should there be a "class culture" in the kindergarten or should children be able to spend time with different friends in different activity rooms according to their wishes?, 11. Should the child be only with their own peers or in a mixed age group?, 12. Should the child adhere to a single teacher and co-teacher or to many teachers?, 13. If a child does not want to engage in an activity, should he/she be convinced?, 14. Should the child be active in everyday work that we would normally attribute to an adult? (Such as helping set up the table, sweeping the floor, grating an apple ...), 15. To what extent should parents and the school cooperate in the education of the child?, 16. Should there be a religious/spiritual understanding at school?, 17. Should the kindergarten approach include the local culture or should it be universal?, 18. How important is it to integrate the child for the future classical education system?, 19. Should the child be intertwined with technology in kindergarten?, 20. Should there be items that are open to interpretation, or ready-made toys?, 21. Should the child concentrate on an area or develop equally in all perspectives?, 22. Should the child's achievements be rewarded?, 23. Should the child's bad behaviors be punished?, 24. Should vaccinated pets be present in kindergarten?, 25. Should there be cultural teachings in kindergarten?, 26. Should there be national values and ideas be taught?, 27. Should there be an environment for the child to learn about gender equality?, 28. Should there be an environment for the child to learn about minorities/refugees?, 29. Should there be an environment for the child to learn respecting nature?, 30. Should there be informative content about sexuality in the kindergarten?, 31. Is it important to adapt the child to the society or to assist developing own values?
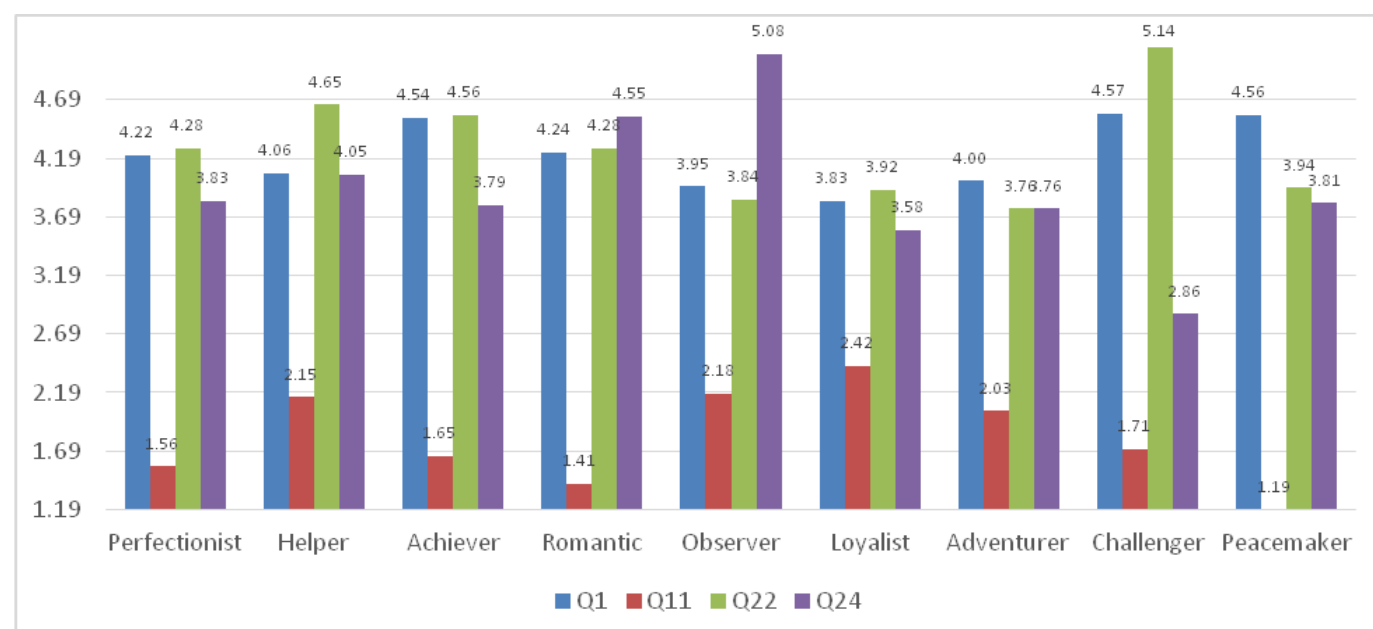

Figure 2: Distributions of the mean scores of significant variables between the personality types

After adjusting for sex, having children, and having children in the kindergarten, the mean scores of the preschool expectation questions were compared according to the age categories, which demonstrated significant differences in some items. A trend could be observed increasing or decreasing with age (Table 3).

Table 3: Comparisons of the mean preschool expectation scores according to the age groups

Item	<21y Mean	<21y SD	21-30y Mean	21-30y SD	31-40y Mean	31-40y SD	41-50y Mean	41-50y SD	>50y Mean	>50y SD	F	p
1	3.81	1.16	4.14	1.02	4.16	1.25	4.26	1.32	4.52	1.15	1.337	0.256
2	5.01	1.27	5.39	1.00	5.29	0.95	5.36	1.04	5.16	1.05	0.651	0.627
3	1.52	1.44	1.49	1.42	1.49	1.39	1.55	1.62	1.64	1.52	0.124	0.974
4	3.90	2.28	4.11	1.94	4.71	1.79	4.84	1.53	5.27	1.16	4.069	**0.003**
5	3.33	0.91	3.08	1.31	2.96	1.27	3.47	1.23	3.18	1.38	2.325	0.056
6	4.07	1.50	4.13	1.33	4.41	1.54	4.55	1.42	4.53	1.29	0.791	0.532
7	2.27	1.11	2.67	0.94	2.67	1.26	2.77	1.51	2.41	1.48	0.968	0.425
8	4.01	1.95	4.53	1.73	4.71	1.63	4.95	1.52	5.12	1.23	1.789	0.131
9	3.77	2.53	4.64	1.67	4.55	1.94	4.26	2.11	4.51	1.90	0.569	0.685
10	3.99	2.09	3.51	1.73	3.92	1.93	4.35	1.66	3.81	2.14	1.924	0.106
11	2.55	2.13	1.60	1.71	1.44	1.99	1.65	1.90	1.84	1.75	0.799	0.526
12	3.35	2.24	2.99	1.96	2.83	2.30	3.53	2.04	3.67	1.85	2.523	0.041
13	2.64	2.08	3.32	1.57	3.27	1.89	3.17	1.79	3.24	1.70	0.207	0.934
14	4.73	1.51	4.95	1.36	4.78	1.57	4.69	1.63	4.49	1.66	0.659	0.621
15	5.22	1.71	5.36	1.12	5.29	1.02	5.33	1.03	5.29	1.07	0.055	0.994
16	1.13	1.98	3.37	1.87	3.36	2.21	3.75	2.12	3.00	2.23	2.878	**0.023**
17	4.47	1.84	3.94	1.89	3.68	1.80	4.48	1.59	4.32	1.71	3.288	**0.012**
18	3.47	2.06	4.08	1.66	3.72	1.80	4.32	1.85	3.66	1.69	2.436	**0.047**
19	3.30	2.51	3.11	1.59	2.74	1.87	3.24	1.91	3.01	1.93	0.999	0.408
20	0.85	1.47	1.62	1.57	1.25	1.47	1.13	1.27	1.29	1.50	0.924	0.450
21	4.08	2.03	4.63	1.55	5.20	1.23	4.69	1.63	4.19	1.60	5.219	**<0.001**
22	4.01	2.18	4.21	1.44	4.13	1.84	4.40	1.58	4.37	1.55	0.474	0.755
23	2.87	2.30	2.55	1.86	2.58	2.03	2.97	1.65	2.65	1.87	0.824	0.510
24	5.28	1.26	4.27	1.63	3.43	2.32	3.87	2.18	4.36	1.75	3.136	**0.015**
25	4.62	1.94	4.91	1.18	5.17	1.10	5.01	1.36	5.00	1.28	0.525	0.717
26	4.35	2.43	4.93	1.53	4.99	1.46	5.14	1.29	4.90	1.39	0.679	0.607
27	5.59	0.77	4.85	1.49	5.13	1.44	4.78	1.80	4.97	1.31	0.933	0.445
28	4.24	2.54	3.78	1.67	3.87	2.10	3.87	2.16	3.83	2.07	0.055	0.994
29	5.78	0.75	5.71	0.62	5.80	0.51	5.76	0.78	5.75	0.66	0.126	0.973
30	2.99	2.27	2.63	2.06	2.70	2.53	2.91	2.02	3.07	2.02	0.457	0.767
31	3.61	1.53	3.32	1.65	2.77	1.98	2.61	1.94	3.04	1.87	1.461	0.214

Discussion

This study revealed the preferences of a Turkish speaking adult sample on preschool education. Most participants preferred assisting the child to respect nature, cooperate with the parents in the education of the child, and allow the child to review and talk about what has been done during the day. The most commonly encountered personality type was the "helper." Besides, there were differences in the mean scores of some preschool expectation questions concerning the personality types. Participants with a challenger personality type opined higher for rewarding students, while observers and adventurers expected less rewarding. On the other hand, compared to the challenger type personalities, observers preferred more to have a pet in the school. There were also some differences between the age groups concerning expectations. As age increased, the participants became less concerned about the significance of religious/spiritual or cultural contents in the curriculum.

The results of this study should be interpreted with some caution. First, the study sample is not representative of a well-defined population. Participants of the research were selected by a convenient method for the authors using snowball sampling. However, a reasonable sample size could be achieved with a relatively wide age range, covering male vs. female as well as people with and without children. Still, the educational level of the respondents is comparatively higher than the Turkish averages. Also, the self-reported nature of questionnaire studies bears some limitations concerning the correlations of the expressions with real-life behaviors. Furthermore, the total number of study items were relatively high.

Participants of this study expressed strong preferences in some dimensions of preschool education, while some questions received average scores. As an example, teaching cultural and national values was emphasized by the participants. Right-wing political ideologies have ruled throughout the majority of Turkish history [13]. Even one of the six pillars of the main opposition party Republican People's Party (CHP) is 'nationalism' [14]. Thus, it can be regarded as an expected finding that our participants esteemed national values. In parallel, the desire to include educational content about minorities or refugees was relatively low in our study. The significant variations between younger and older participants, older respondents attributing more importance to the tradition-religiosity, supports the evolving nature of the values in Turkey [15].

Teaching children about gender equality was deemed important. On the contrary, violence against women and gender discrimination is still a hot topic in Turkey [16]. Thus, the expressions about gender equality are not in accordance with the general public behaviors in Turkey. We believe that the current growth in women's movements [17] may have contributed to these responses. The wide variability in the responses concerning informative content about sexuality in the kindergarten suggests that there is no agreement in the sample regarding this issue. As age was not a significant factor, other affecting variables need still to be elaborated.

Responses such as respecting nature, gender equality, use of interpretable toys can be regarded as positive attitudes of the participants. However, the reflections of these thoughts into real-life behaviors have to be studied with observational studies.

On the other hand, although rewarding children received relatively high scores, there was no such agreement in punishment. Although discipline and corporal punishment are distinct entities, the global community has adopted laws banning all forms of corporal punishment. However,

corporal punishment is legal in private schools in the United States [18]. Hence, this issue seems to be controversial in our sample too.

'Helper' type of personality was most commonly encountered in our study. Authors of the Turkish Enneagram instrument have reported a similar finding. It was stated that 20.4% of the people in a mixed population were helpers, according to the Enneagram [19]. In general, "the perfectionist" personality type believes in the correctness of moral values, the "helper" personality type believes his/her importance, and the "achiever" believes his/her perfectness. While the "romantic" personality type gives importance to own freedom, the "observer" believes in the power of knowledge. For the "loyalist" personality type, the trust provided by the people is important; for the "adventurer," the materiality is important, and power is crucial for the "challenger". Lastly, personality type number nine "peace-maker", relies on peace. In our study, the mean scores of some preschool expectation questions varied according to personality types. Participants with a challenger personality type voted higher for rewarding students, which is the expected behavior of this personality. On the other hand, while most personality types wished to have vaccinated pets in the kindergarten, this proportion was significantly lower among the challengers. Challengers don't prefer drifting from the main cause. If they see the aim of a preschool is to teach the simplest behavioral norms like learning rules: washing hands before and after eating, obeying to a schedule, learning basic elements (seasons, numbers, etc.), they may see the pets as unnecessary and as a distraction.

After adjusting for sex, having children, and having children in the kindergarten, it was observed that in general, as age increased, the participants became less concerned about the significance of religious/spiritual or cultural contents in the curriculum. It was observed in a worldwide study that adults under age 40 are less likely to say religion is "very important" in their lives compared to more elderly people [20]. Although there might be geographical and nationwide differences, it is accepted that there is an interaction between age and culture. Our findings have shown that in the 20-40 group, a preference for the locality was higher than <21 and >50 age groups. We believe that the 20-40 age group are employed people more affected by the local culture. However, there might be other affecting factors requiring further elaboration.

Another sustained trend with age was increased wish to inform children about the daily activities at the beginning of the day. It seems that younger participants have a more liberal approach, and as age increases, they get close to a disciplined lifestyle. In fact, 'I don't want to commit myself yet' is a classical saying of younger people [21]. Moreover, although all age groups supported equal development rather than development in a few areas, the age 31-40 (Millenials) supported the equal development most. This age group consists of mostly working-class people, who require a wider range of skills and competencies in daily life. The same reason may apply to want pets in the preschool. In the hectic of a busy schedule, the employed may fear that children getting used to animals might want pets at home as well.

Conclusion

This study demonstrated expectations of a Turkish-speaking sample from kindergarten. Prominent attitudes of the studied sample were most agreed on teaching to respect nature, parent-teacher cooperation, and teaching national values. On the contrary, there was a division of

opinion concerning religious and sexuality teaching. Although there are no particular differences regarding personality types, special attention should be given to personality types when discussing some areas such as individual vs. group, mixed vs. same age interaction, having pets in preschool, and rewarding. Finally, professionals of preschool should be aware of the different expectations from preschool depending on age.

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Conflict of Interest

None declared.

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