

PARENTS' CURRICULUM ORIENTATION PREFERENCES FOR A PARENT ACADEMY IN PRIVATE PRESCHOOLS

PREFERÊNCIAS DE ORIENTAÇÃO CURRICULAR DOS PAIS PARA UMA ACADEMIA DE PAIS EM PRÉ-ESCOLAS PRIVADAS

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Abstract

The primary objective of this study is to identify the curriculum orientation preferences (subject-centered, learner-centered, and problem-centered) of parents whose children attend private preschools, specifically for a prospective "Parent Academy" program. Furthermore, the study investigates whether parents' constructivist and traditional pedagogical beliefs serve as predictors for these curriculum orientation preferences. Employing a correlational research design, the study involved 135 volunteer parents from private preschool institutions in Istanbul. Data were collected using the "Curriculum Orientations Preference Form" and the "Constructivist and Traditional Teaching Beliefs Scale," and were subsequently analyzed through Multinomial Logistic Regression. The findings indicate a significantly low preference for the subject-centered curriculum design. Conversely, parents demonstrated a strong inclination towards learner-centered and problem-centered approaches. It was also determined that parents hold strong constructivist beliefs alongside moderate traditional teaching beliefs. The predictive analysis revealed that pedagogical beliefs significantly explain curriculum preferences. An increase in constructivist beliefs correlated with a higher probability of choosing learner- and problem-centered designs, whereas a rise in traditional beliefs was associated with an increased likelihood of preferring the subject-centered design. These results underscore the necessity of designing effective and sustainable parent education programs that align with contemporary paradigms—ones that are flexible,

Resumo

O objetivo principal deste estudo é identificar as preferências de orientação curricular (centrada na disciplina, centrada no aluno e centrada no problema) de pais cujos filhos frequentam pré-escolas particulares, especificamente para um possível programa de "Academia de Pais". Além disso, o estudo investiga se as crenças pedagógicas construtivistas e tradicionais dos pais servem como preditores para essas preferências de orientação curricular. Empregando um delineamento de pesquisa correlacional, o estudo envolveu 135 pais voluntários de instituições pré-escolares particulares em Istambul. Os dados foram coletados utilizando o "Formulário de Preferência de Orientações Curriculares" e a "Escala de Crenças de Ensino Construtivista e Tradicional", e posteriormente analisados por Regressão Logística Multinomial. Os resultados indicam uma preferência significativamente baixa pela concepção curricular centrada na disciplina. Por outro lado, os pais demonstraram uma forte inclinação para abordagens centradas no aluno e centradas no problema. Também foi determinado que os pais possuem fortes crenças construtivistas, juntamente com crenças moderadas de ensino tradicional. A análise preditiva revelou que as crenças pedagógicas explicam significativamente as preferências curriculares. Um aumento nas crenças construtivistas correlacionou-se com uma maior probabilidade de escolher modelos centrados no aluno e no problema, enquanto um aumento nas crenças tradicionais foi associado a uma maior probabilidade de preferir o modelo centrado no



participatory, experience-oriented, and responsive to the expectations and philosophical beliefs of the parents.

Keywords: Parent Academy. Private Pre-school Education. Curriculum Orientations. Constructivist Beliefs.

sujeito. Esses resultados reforçam a necessidade de elaborar programas de educação parental eficazes e sustentáveis, alinhados aos paradigmas contemporâneos — flexíveis, participativos, orientados para a experiência e responsivos às expectativas e crenças filosóficas dos pais.

Palavras-chave: *Academia de Pais. Educação Pré-Escolar Privada. Orientações Curriculares. Crenças Construtivistas.*

1 INTRODUCTION

The family serves as the foundational unit of society, playing a pivotal role in the development of a child's unique abilities and preparing them for the future by imparting social rules and moral norms. A child's education commences informally within the family, a responsibility primarily shouldered by the parents. Given that parenting skills are acquired rather than innate, the need for parents to continuously learn is perpetual. It is widely accepted that a parent's knowledge and skills in child development and education play a predictive role in fostering positive developmental outcomes (Bolat et al., 2016). In this context, parent education programs are of critical importance for enhancing parental competencies and preventing minor, avoidable issues from escalating into more severe behavioral problems (Preuhs et al., 2022).

Early childhood represents one of the most crucial stages of life, shaping an individual's cognitive and socio-emotional development and profoundly influencing lifelong skills. The first five years are particularly critical for establishing the foundations of cognitive and socio-emotional competencies (Babaroğlu, 2018; Vardi & Demiriz, 2021). Quality preschool education offered during this vital period provides enriched stimuli to maximize a child's developmental potential (Ministry of National Education [MEB], 2013). The active participation of the family in this educational process yields significant contributions to the child's development (Atabey & Tezel Şahin, 2011; Ekinci Vural & Kocabaş, 2016; Güven, 2011; Toran & Özgen, 2018). This underscores the need to develop programs that strengthen school-family collaboration and support a child's school readiness (Welsh et al., 2014).

1.1 Problem statement

Historically, parent education programs in Turkey and globally have predominantly focused on families facing socioeconomic disadvantages or those identified as high-risk (Ailincai & Weil-Barais, 2013; Kızıldağ, 2023). Over time, the scope of these programs has evolved from a risk-mitigation model to one that aims to optimize child development through the participation of all parents, irrespective of their risk status. Despite this shift, a significant majority of parents in Turkey still do not participate in any form of parent education (Erşan, 2019). This study deliberately shifts its focus to a different parent profile. It is well-established that social class and socioeconomic status profoundly influence the meaning families attribute to education, their patterns of engagement, and their expectations. Specifically, families from higher socioeconomic strata who choose private schools for their children's education often exhibit more intensive demands and distinct patterns of participation. Therefore, rather than focusing on preventing a risk or remedying a deficiency, this research seeks to understand the needs and programmatic preferences of a parent group that is already strongly engaged with education. The central question is how to sustain and further enhance their existing functional involvement.

The heightened demand for educational engagement from this parent profile raises a crucial issue: what is the "nature of parental involvement" that is truly needed?. An examination of current practices, such as the Parent Academies Project conducted by the Istanbul Provincial Directorate of National Education, reveals that these initiatives are generally structured as seminars and conferences designed to inform parents, thus adopting a "subject-centered" curriculum design approach (MEB, 2022; MEB, 2023). However, the functionality of such programs depends on their being planned with consideration for the community's culture, values, and the contemporary challenges parents face (Koç et al., 2022). Ensuring active and sustained participation in parent education programs is directly linked to how well the parents' own needs are considered during the content creation process (Ünal, 2018). This reveals a scientific gap: What are the expectations of parents in private educational institutions for a Parent Academy program designed to enhance school-family relations, and which curriculum design approach (subject-centered, learner-centered, or problem-centered) do these expectations most closely align with?. The primary problem of this study is, therefore, to determine

the curriculum design preferences of parents in private preschools for Parent Academy programs and to investigate whether their constructivist and traditional educational beliefs are predictive of these preferences.

1.2 Conceptual and theoretical background

This research is built upon several theoretical frameworks grounded in family-school interaction and curriculum development. Bronfenbrenner's (1979) Ecological Systems Theory conceptualizes child development within a set of nested systems. According to this theory, the family and school reside within the child's most immediate environment, the microsystem, and the interaction between these two systems (the mesosystem) has a profound impact on the child's development. Therefore, establishing a strong bond between family and school is essential for supporting the child's learning process. Similarly, Epstein's (2011) Model of Overlapping Spheres of Influence offers a holistic approach to the relationship between the school, family, and community, with the child at the center. This model emphasizes that families can be involved in their children's education in six key areas (parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community) and underscores the school's responsibility to support this participation (Epstein, 2018).

The "Parent Academy" emerges as a model designed to strengthen these partnerships, aiming to support student achievement through parental engagement by offering a variety of courses, activities, or workshops to families (Sinay et al., 2009). The fundamental purpose of such programs is to enhance parental competencies, sustain school-based collaboration, and bring families together to support student development (Guilbert, 2006; Adam, 2022). The success of any educational program is intrinsically linked to its underlying design approach. The literature widely recognizes three primary curriculum design approaches: subject-centered, which focuses on content delivery; learner-centered, which prioritizes the interests and needs of the learner; and problem-centered, which is oriented around societal issues (Kozikoğlu & Uygun, 2018; Ornstein & Hunkins, 2016).

Learner-centered and problem-centered approaches are closely associated with the constructivist philosophy, which posits that knowledge is actively constructed by the learner. In contrast, the subject-centered approach aligns with the principles of traditional

teaching, where knowledge is transmitted from a teacher to a student (Aytaç & Kaygısız, 2021). This research aims to make a significant contribution to the literature by identifying which design approach parents prefer for a Parent Academy program and uncovering the educational beliefs (constructivist or traditional) that underpin these preferences.

1.3 Purpose of the study and research questions

In line with the framework outlined above, the primary purpose of this research is to determine which curriculum design approach is preferred by parents for a potential Parent Academy program developed for those with children in private preschool institutions. An additional aim is to examine whether parents' levels of belief in constructivist and traditional education play a predictive role in determining these curriculum design preferences.

To achieve this purpose, the following research questions were addressed:

1. Which curriculum design approach (subject-centered, learner-centered, or problem-centered) do parents prefer for the Parent Academy program?
2. What are the levels of parents' beliefs regarding constructivist and traditional teaching?
3. Do parents' levels of belief in constructivist and traditional teaching significantly predict their preferences for a Parent Academy curriculum design approach?

2 METHOD

This section provides a detailed account of the research model, participant characteristics, data collection instruments, and the procedures for data collection and analysis.

2.1 Research model

This study employed a quantitative correlational research design to identify the curriculum orientation preferences for a Parent Academy in preschool education and to determine the variables that predict these preferences. Correlational research is a method

aimed at determining the existence and degree of a relationship or co-variation between two or more variables. In this particular study, the current situations of the participants were first described. Subsequently, the extent to which the criterion variable—curriculum orientation preference—was predicted by the predictor variables (constructivist and traditional teaching beliefs) was examined.

2.2 Participants

The population for this research comprises parents whose children are enrolled in private preschool institutions in the province of Istanbul. The study sample consists of 135 parents selected using a random sampling technique. Of the participants, 85.9% (n=116) were female and 14.1% (n=19) were male. The age distribution reveals that the vast majority of participants (65.2%; n=88) were in the 31-40 age range, and 97% (n=131) were married. Regarding educational attainment, 54.8% (n=74) held a bachelor's degree, 18.5% (n=25) had an associate's degree, and 10.4% (n=14) possessed a master's degree.

An analysis of the participants' socioeconomic profiles indicates that the group generally possesses a middle to upper-middle social status. A significant majority of the participants have completed undergraduate or postgraduate education (54.8% bachelor's, 14.8% postgraduate). The distribution of monthly household income supports this profile, with a substantial portion of the parents reporting an income three times the minimum wage or higher. The parents' subjective assessments of their own social status were consistent with these objective findings; participants generally rated their educational level, income, and professional prestige in the middle to upper tiers on a 10-point scale.

2.3 Data collection instruments

A demographic information form, two standardized scales, and a form developed by the researcher were utilized to collect data for this study.

Demographic Information Questionnaire: This was prepared by the researcher to ascertain the basic demographic characteristics of the participants, such as gender, age, marital status, and number of children.

Objective and Subjective Social Status Scale: This instrument was used to define the profile characteristics of the participants. The scale is a composite adaptation

for the Turkish sample, combining the MacArthur Subjective Social Status Scale (Adler et al., 2000) and Kuppuswamy's Socioeconomic Status Scale (Kumar et al., 2007).

Curriculum Orientations Preference Form: Curriculum Orientations Preference Form: Developed by the researcher with support from the relevant literature (Sills, 1996), this form was designed to measure parents' preferences for different curriculum design approaches (subject-centered, problem-centered, and learner-centered). The development process involved consulting expert opinions and conducting pilot studies with parents to finalize the instrument. The form encompasses nine dimensions, including curriculum objectives, teacher role, learning, and assessment, offering options that represent the three core curriculum design approaches for each dimension.

Constructivism Scale: The "Traditional Teaching" and "Constructivist Teaching" belief dimensions of the "Epistemological Beliefs and Beliefs about Teaching and Learning Scale," originally developed by Chai, Teo, and Lee (2009) and adapted into Turkish by Kınca, Şahin, and Kartal (2010), were used in this study. For this research, the internal consistency coefficients (Cronbach's Alpha) were calculated as .943 for constructivist beliefs and .926 for traditional teaching beliefs.

2.4 Data collection process

Research data were gathered via an online survey platform (Microsoft Forms). Necessary permissions were obtained from the Çanakkale Graduate School of Education Ethics Committee and the Istanbul Eyüpsultan District Directorate of National Education. The survey link was distributed to parents through school principals and teachers at private preschool institutions in the Eyüpsultan district of Istanbul. Additionally, participation on a voluntary basis was encouraged by distributing business cards with QR codes and displaying informational posters to parents during school drop-off and pick-up times.

2.5 Data analysis

The collected data were analyzed using a statistical software package. The assumption of normal distribution was checked using skewness and kurtosis values,

which were found to be within the acceptable range of -2 to +2. Participants' demographic characteristics and scale scores were presented using descriptive statistics such as frequency, percentage, arithmetic mean, and standard deviation. To address the third research question—testing whether curriculum orientation preferences are predicted by constructivist and traditional teaching beliefs—a Multinomial Logistic Regression analysis was performed. This method was chosen because the dependent (criterion) variable is nominal and has more than two categories (subject-centered, learner-centered, problem-centered). Prior to the analysis, assumptions such as the absence of multicollinearity and outliers were checked, confirming the data's suitability for analysis.

3 FINDINGS

In this section, the findings obtained from the analyses conducted to answer the three core research questions are presented. The findings are structured to reveal parents' curriculum design preferences, their levels of teaching beliefs, and the predictive relationship between these two variables.

3.1 Parents' preferences for the parent academy curriculum design approach

The first research question aimed to determine which curriculum design approach (subject-centered, learner-centered, or problem-centered) parents preferred for the Parent Academy program. The distribution of parents' preferences across the nine different program dimensions (objective, teacher role, learner role, learning, instructional structure, content, individual differences, activities, and assessment) is presented in Table 1.

Table 1: Distribution of Parents' Preferences for Curriculum Orientations in the Parent Academy Curriculum

Dimension	Item	Curriculum Orientations			
		Learner-Centered	Problem-Centered	Subject-Centered	
Curriculum Objectives	1. As a learner, what do you think should be the primary objective of the Parent Academy program you would attend?	f	63	60	12
		%	46.7	44.4	8.9
Teacher Role	2. As a learner, what do you think the teacher's role should be in the Parent Academy program you would attend?	f	22	89	24
		%	16.3	65.9	17.8
Learner Role	3. As a learner, what do you think your role should be in the Parent Academy program you would attend?	f	78	44	13
		%	57.8	32.6	9.6

Learning	4. In the Parent Academy program you would attend as a learner, how do you think learning should occur?	f	53	70	12
		%	39.3	51.9	8.9
Instructional Structure	5. Which of the following best describes the structure and instructional approach of the Parent Academy program you would attend as a learner?	f	80	47	8
		%	59.3	34.8	5.9
Content	6. In your opinion, who or what should determine the content of the Parent Academy program you would attend as a learner?	f	49	62	24
		%	36.3	45.9	17.8
Individual Differences	7. In the Parent Academy curriculum you would attend as a learner, how do you think the individual differences and needs of the learner (the parent) should be addressed?	f	57	59	19
		%	42.2	43.7	14.1
Activities	8. In the Parent Academy curriculum you would attend as a learner, which activities do you think should be most frequently implemented?	f	30	98	7
		%	22.2	72.6	5.2
Assessment	9. In the Parent Academy curriculum you would attend as a learner, which type of assessment activities should be most common?	f	33	96	6
		%	24.4	71.1	4.4

Source: Authors

An examination of the findings clearly shows that parents' inclination towards the subject-centered approach is remarkably low across all dimensions. For instance, in the program's assessment activities, the "Assessment with grades/scores" option (subject-centered) was chosen by only 4.4% of the participants, while "Textbooks and linguistic activities" (subject-centered) was the least preferred option for program activities at 5.2%.

In contrast, parents' preferences were concentrated in the problem-centered and learner-centered design approaches. While some dimensions showed a balanced distribution between these two approaches, in others, one was distinctly favored. For example, regarding program activities, 72.6% of parents preferred "Real-life experiences" (problem-centered), and in the assessment dimension, 71.1% selected "Assessment through real-life experiences" (problem-centered). Similarly, when asked about the teacher's role, 65.9% of parents responded with "Should guide me by creating suitable learning situations" (problem-centered). On the other hand, in dimensions such as the learner's role (57.8%) and the program's instructional structure (59.3%), parents showed a strong tendency towards the learner-centered approach, favoring statements like "Learning by doing, experiencing, and making my own decisions" and "Inquiry-based/discovery approaches." Overall, it was concluded that parents desire a parent education program that is experience-oriented, considers individual differences, and functionalizes active learning and responsibility.

3.2 Parents' levels of constructivist and traditional teaching beliefs

The second research question examined the levels of parents' beliefs regarding constructivist and traditional teaching. The mean and standard deviation scores for their beliefs in these two approaches are summarized in Table 2.

Table 2: Parents' Belief Scores Regarding Constructivist and Traditional Teaching Approaches

	Constructivist Teaching Beliefs	Traditional Teaching Beliefs
Mean	4.03	2.83
Standard Deviation	.76	.79

Source: Authors

According to the findings in Table 2, the mean score for parents' beliefs in the constructivist teaching approach ($\bar{x}=4.03$) corresponds to a level of "strongly agree," whereas the mean score for their beliefs in the traditional teaching approach ($\bar{x}=2.83$) is at the "partially agree" level. These results indicate that parents find the constructivist approach more effective in any educational process but do not completely reject the traditional approach.

3.3 The predictive level of teaching beliefs on curriculum design preferences

The third and final research question aimed to determine whether parents' levels of belief in constructivist and traditional teaching could significantly predict their preferences for a Parent Academy curriculum design approach. A summary of the results from the multinomial logistic regression analyses conducted to answer this question is presented in Table 3. The detailed predictive analysis results for each program dimension are available in the master's thesis upon which this article is based (Kut, 2024).

Table 3: Summary Table of the Prediction Results of Constructivist and Traditional Teaching Beliefs on Curriculum Orientations Preferences

Dimension	Model Fit	Fit Index	Parameter Estimates			Predictor Variable
			Subject-Centered	Learner-Centered	Problem-Centered	
Curriculum Objectives	NO	YES	N/A	N/A	N/A	Constructivist
			N/A	N/A	N/A	Traditional
Teacher Role	YES	YES	Negative*	Not significant	Positive*	Constructivist
			Not significant	Not significant	Not significant	Traditional
Learner Role	YES	YES	Negative*	Positive*	Negative*	Constructivist

			Positive*	Negative*	Negative*	Traditional
Learning	YES	YES	Negative*	Positive*	Positive*	Constructivist
			Positive*	Negative*	Negative*	Traditional
Instructional Structure	YES	YES	Not significant	Positive*	Negative*	Constructivist
			Positive*	Negative*	Negative*-	Traditional
				Positive*		
Content	YES	YES	Negative*	Positive*	Positive*	Constructivist
			Positive*	Negative*	Negative*	Traditional
Individual Differences	YES	YES	Negative*	Positive*	Negative*	Constructivist
			Positive*	Negative*	Negative*-	Traditional
				Positive*		
Activities	NO	YES	N/A	N/A	N/A	Constructivist
			N/A	N/A	N/A	Traditional
Assessment	YES	YES	Negative*	Not significant	Positive*	Constructivist
			Positive*	Not significant	Negative*	Traditional

* Denotes that the corresponding belief variable is a significant predictor of the curriculum preference for the indicated dimension, and specifies the direction (positive/negative) of the effect.

Source: Authors

Overall, the findings reveal that parents' constructivist and traditional educational beliefs significantly predict their curriculum design preferences for the Parent Academy program. As indicated in Table 3, statistically significant predictive relationships were identified in seven program dimensions (teacher role, learner role, learning, instructional structure, content, individual differences, and assessment). The model did not have significant predictive power for the objective and activities dimensions.

A consistent pattern emerged when examining the direction of the predictive relationship: as parents' constructivist beliefs increase, their likelihood of preferring learner-centered and problem-centered curriculum designs also increases. In other words, parents who adopt an educational philosophy where the learner is active, constructs their own knowledge, and solves problems also want the Parent Academy to be designed according to these principles. Conversely, as parents' traditional teaching beliefs increase, their probability of choosing the subject-centered curriculum design rises. This finding suggests that parents who believe knowledge should be transmitted by an authority (the educator) expect the Parent Academy program to follow a similar structure.

4 DISCUSSION

The findings of this research reveal that the expectations of parents in private preschool institutions for a prospective Parent Academy program align significantly with contemporary educational paradigms. The parents' preferences for curriculum design approaches, the educational beliefs underlying these choices, and the strong predictive

relationship between these two variables offer insights that can illuminate the future design and philosophical foundations of parent education programs.

The study's first finding indicates a clear tendency among parents to favor contemporary learner-centered and problem-centered designs over traditional subject-centered ones. This result is critical as it suggests a paradigm shift is occurring not only among practitioners (teachers) or pre-service teachers but also among parents, one of the most vital stakeholders in education. Numerous studies examining the curriculum design orientations of teachers and teacher candidates have similarly reported a higher preference for learner- and problem-centered approaches compared to the subject-centered approach (Börekci & Uyangör, 2021; Burul, 2018; Pehlivan, 2019; Yıldız, 2018). This indicates that parents demand the same educational philosophy for themselves, when they are in the position of a "learner," as they desire for their children. Reflecting a postmodern perspective, parents reject being passive recipients of knowledge and instead aspire to an educational environment where they can develop their own potential, learn by doing and experiencing, and generate solutions to real-life problems. This demand sends a powerful message that parent education programs must evolve from being mere information-transfer seminars into participatory, experiential, and transformational structures where attendees play an active role.

Secondly, an examination of parents' educational beliefs showed that their constructivist beliefs were high, while their traditional beliefs were at a moderate level. This finding implies that parents are in a "transitional period" mentally. While they largely embrace the core tenets of constructivism (e.g., student-centeredness, critical thinking, knowledge construction), they have not entirely abandoned certain elements of traditional education (e.g., teacher authority, knowledge recall). This situation parallels findings from studies on teacher belief systems, where teachers, despite often professing constructivist beliefs, have been observed to maintain traditional roles in their classroom practices (Hamurcu & Altuncu, 2023; Kaymakamoğlu, 2018). This dual structure can be interpreted as a reflection of the coexistence of contemporary philosophies officially adopted by the education system and the traditional school culture embedded in the collective memory. As "education consumers," parents demand the individual development and active participation promised by modern pedagogy, yet they cannot completely detach from the traditional beliefs rooted in their own learning histories and societal expectations. This suggests that for programs to be functional, they should

perhaps be "eclectic" in structure, bridging these two philosophies rather than being either entirely traditional or radically constructivist.

The most striking and philosophically profound result of this research is the strong predictive relationship established between parents' educational beliefs and their curriculum design preferences. The findings demonstrated that a belief in constructivism significantly and positively predicts a preference for learner- and problem-centered designs, while a traditional belief predicts a preference for the subject-centered design. This result proves that epistemological beliefs (beliefs about the nature of knowledge) are not merely abstract philosophical positions but possess a concrete and practical power that directly shapes individuals' expectations of education and their preferred pedagogical structures. This consistency between educational philosophies and curriculum design orientations has also been identified in studies conducted with teachers (Aslan, 2022; Kozikoğlu & Uygun, 2018). It is philosophically consistent for a parent who believes that knowledge is a subjective and contextual product actively constructed by the individual (a constructivist epistemology) to expect a program to enhance their personal potential and focus on real-life problems. Similarly, it is equally consistent for a parent who believes that knowledge is an objective, universal "package" to be transmitted by an authority (a traditional/objectivist epistemology) to prefer a program that imparts cultural knowledge with a central role for the educator. In this context, the research reveals that designing programs like a Parent Academy is not merely about selecting content or methods; it is a profound act that requires understanding the implicit epistemological and philosophical assumptions of the target audience. The expectations of parents are fueled by their fundamental assumptions about what constitutes "good education" and "effective learning." Therefore, the success of programs aiming to empower parents and ensure their active participation in education depends on the capacity of these programs to establish a dialogue with and respond to these core belief systems.

5 CONCLUSION

This research has conducted an in-depth examination of the expectations of parents with children in private preschool institutions for a prospective Parent Academy program, as well as the educational beliefs that underlie these expectations. In achieving its primary goal of identifying parent preferences and beliefs, the study concludes that

parents no longer desire traditional, passive learning environments based on information transmission. Instead, they demand contemporary educational models that center on their individual development, encourage active participation, and are based on inquiry and problem-solving. Parents overwhelmingly reject the subject-centered curriculum design while showing a strong inclination towards learner- and problem-centered designs. This preference is consistent with and significantly predicted by their high level of constructivist educational beliefs. The findings have substantiated that parents' educational beliefs function as a fundamental philosophical ground that shapes their curriculum design preferences. Parents who believe in constructivism prefer learner- and problem-centered programs, while those who believe in traditional teaching prefer subject-centered programs. Consequently, this study demonstrates that the path to developing effective and sustainable Parent Academy programs lies in understanding the expectations, needs, and, most importantly, the fundamental philosophical beliefs about education held by parents as "learners." Practitioners and policymakers aiming to increase parental involvement should design programs that move beyond a one-size-fits-all, top-down model, and instead create flexible, participatory, and experience-oriented structures that respond to these contemporary educational demands from parents.

NOTES

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Authors' Contribution

Both authors contributed equally to the development of this article.

Data availability

All datasets relevant to this study's findings are fully available within the article.

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