

**INVESTIGATING BEHAVIORAL PROBLEMS IN CHILDREN WITH
DIVORCED PARENTS: A PHENOMENOLOGICAL STUDY OF TEACHERS'
VIEWS AND PRACTICES**

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DIVORCED PARENTS: A PHENOMENOLOGICAL STUDY OF
TEACHERS' VIEWS AND PRACTICES**

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ABSTRACT

INVESTIGATING BEHAVIORAL PROBLEMS IN CHILDREN WITH DIVORCED PARENTS: A PHENOMENOLOGICAL STUDY OF TEACHERS' VIEWS AND PRACTICES

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The purpose of this study was to investigate the views and the classroom practices of early childhood teachers regarding behavioral problems in children with divorced parents. The participants were 15 early childhood teachers working in state early childhood education institutions in Duzce, Turkey. It was conducted as a phenomenology study within the scope of qualitative research method and data were collected through semi-structured interviews and observations. The findings revealed that teachers' content knowledge about behavioral problems and their ability to understand and manage behavioral problems were insufficient. The behavioral problems in children with divorce parents were more intense, longer-lasting and increasingly severity than the behavioral problems of other children and they encounter more violence and destructive behaviors. In addition, behavioral problems in children with divorced parents negatively affect the teaching-learning process. Teachers stated that they use one-to-one communication methods to cope with these behavioral problems, but it was observed that they mostly use reward, punishment or

deprivation methods. They mostly use the method of involving families/parents in the process as a collaborative approach. This study revealed that almost all teachers' theoretical knowledge they received at university was insufficient in the classroom, that in-service training did not contain practical information, that it was difficult for them to access information materially and morally as teachers, that it was not possible to create behavioral changes in children with special conditions such as divorce by using common methods and that for all these reasons, it has emerged that they need professional support from experts.

Keywords: early childhood education, early childhood teachers, divorce, behavioral problems

ÖZ

EBEVEYNLERİ BOŞANMIŞ ÇOCUKLarda GÖRÜLEN DAVRANIŞSAL PROBLEMLERİNİN İNCELENMESİ: ÖĞRETMENLERİN GÖRÜŞ VE UYGULAMALARININ FENOMENOLOJİK BİR ÇALIŞMASI

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Bu çalışmanın amacı okul öncesi öğretmenlerinin ebeveynleri boşanmış çocuklarda sınıf ortamında görülen davranışsal problemler hakkındaki görüşlerini ve sınıf içi uygulamalarını incelemektir. Çalışmanın katılımcıları, Düzce ilinde devlete bağlı okul öncesi eğitim kurumlarında çalışan 15 okul öncesi öğretmenidir. Çalışma, nitel araştırma yöntemi kapsamında bir olgu bilim çalışması olarak yürütülmüştür ve veriler yarı yapılandırılmış görüşmeler ve sınıf içi gözlemler aracılığıyla toplanmıştır. Bu çalışmanın bulguları, okul öncesi öğretmenlerinin davranış problemleri ile ilgili alan bilgilerinin ve davranışsal problemleri anlama ve yönetme becerilerinin yetersiz olduğunu ortaya koymaktadır. Öğretmenler, ebeveynleri boşanmış çocukların davranış problemlerini diğer çocukların davranışsal problemlerine göre daha yoğun, daha uzun süreli ve giderek artan şiddette bulmuşlardır. Öğretmenler, bu çocuklarda daha çok şiddet ve yıkıcı davranışlarla karşılaşıklarını bildirmiştir. Öte yandan öğretmenlere göre, ebeveynleri boşanmış çocuklarda görülen davranışsal problemleri öğrenme-

öğretme sürecini olumsuz etkilemektedir. Bu davranışsal problemler ile baş etme yöntemi olarak öğretmenlerin büyük çoğunluğu bire bir iletişim yöntemini kullandığını belirtmektedir ancak sınıf içi uygulamalarda daha çok ödül, ceza veya yoksun bırakma yöntemlerini kullandıkları görülmektedir. Öğretmenler, işbirlikçi yaklaşım olarak daha çok aileleri/ebeveynleri sürece dahil etme yöntemini kullandıklarını belirtmişlerdir. Bu çalışma, aynı zamanda öğretmenlerin üniversitede aldıkları teorik bilgilerin sınıfta yetersiz kaldığını, hizmet içi eğitimlerin uygulamalı bilgiler içermediğini, öğretmen olarak maddi ve manevi olarak bilgiye ulaşmakta zorlandıklarını, ortak yöntemlerle boşanma gibi özel koşullara sahip çocuklarda davranış değişikliği yaratmanın mümkün olmadığını ve tüm bu nedenlerle alanında uzman kişilerden profesyonel desteği ihtiyaç duyuklarını ortaya çıkmıştır.

Anahtar Kelimeler: okul öncesi eğitim, okul öncesi öğretmeni, boşanma, davranışsal problem

To my lovely mom...

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TABLE OF CONTENTS

PLAGIARISM	iii
ABSTRACT	iv
ÖZ	vi
DEDICATION	viii
ACKNOWLEDGMENTS	ix
TABLE OF CONTENTS.....	xi
LIST OF TABLES	xvii
LIST OF FIGURES	xix
CHAPTERS	
1.INTRODUCTION.....	1
1.1. Statement of the Problem	4
1.2. Purpose of the Study.....	6
1.3. Significance of the Study	7
1.4. My Motivation for the Study	13
1.5. Definition of Terms	14
1.6. Limitations.....	15
1.7. Summary	15
2.LITERATURE REVIEW	17
2.1. Divorce	17
2.2. Cultural Dimension of Divorce	18
2.3. The Effects of Divorce on Preschool Children.....	19
2.3.1. Short-Term Effects of Divorce on Preschool Children.....	20
2.3.2. Long-Term Effects of Divorce on Preschool Children	20

2.4.	Behavioral Problems.....	21
2.4.1.	Classification of Behavior Problems.....	22
2.4.2.	Assessment of Behavioral Problems in Early Childhood	22
2.4.3.	Coping with Behavioral Problems in Early Childhood.....	23
2.5.	Theoretical Background of Behavioral Problems in Children with Divorced Parents	25
2.5.1.	The Standard Family Environment Model.....	25
2.5.2.	Major Development Theories about Behavior Problems.....	26
2.6.	Divorce and Behavioral Problems in Early Childhood	28
2.6.1.	National and International Studies on Children with Divorced Parents and Behavioral Problems	29
2.7.	Summary.....	33
3.	METHOD.....	34
3.1.	Research Questions.....	34
3.2.	The Design of the Study	35
3.3.	Participants	36
3.4.	Instrumentation	38
3.4.1.	Demographic Information Form	38
3.4.2.	Semi-Structured Interview	39
3.4.3.	Observation	43
3.5.	Data Collection Process.....	44
3.6.	Data Analysis.....	45
3.7.	Trustworthiness of the Study	47
3.7.1.	Validity.....	47
3.7.2.	Reliability	47
3.8.	Summary.....	48
4.	FINDINGS	49

4.1.	Introduction	49
4.2.	Demographic Information of the Participants	49
4.3.	Teachers' Views on Behavioral Problems	50
4.4.	Research Question 1: What are the views of in-service early childhood teachers on behavioral problems in children with divorced parents in early childhood settings?.....	51
4.4.1.	RQ 1.a: Do the behaviors of children with divorced parents differ from those of other children, according to teachers?.....	51
4.5.	Research Question 2: What are the behavioral problems encountered in children with divorced parents in early childhood settings, according to teachers?.....	61
4.5.1.	Violent and Destructive Behaviors	62
4.5.2.	Communication Problems.....	64
4.5.3.	Socialization Problems.....	66
4.5.4.	Focus and Attention Problems	68
4.5.5.	Other.....	69
4.6.	RQ 2.a: In what conditions do children with divorced parents exhibit these behavioral problems, according to teachers?.....	70
4.6.1.	No special condition needed/in any condition	71
4.6.2.	In free playtime	72
4.6.3.	In activity time	72
4.6.4.	When child feel insufficient	73
4.6.5.	When child feel lonely	73
4.6.6.	When child feel insecure.....	73
4.7.	RQ 2.b: How often do children with divorced parents exhibit these behavioral problems, according to teachers?	74
4.8.	Research Question 3: How do behavioral problems in children with divorced parents affect the teaching-learning process, according to teachers?.....	74

4.8.1.	Negative Effects	75
4.8.2.	Neutral Effect	77
4.9.	Research Question 4: What are views of early childhood teachers on methods and techniques to cope with behavioral problems in children with divorced parents?.....	78
4.9.1.	Communication Based Methods	79
4.9.2.	Behavioral Approach Based Methods.....	82
4.9.3.	Organizing Teaching- Learning Process	84
4.9.4.	Other Methods.....	85
4.10.	RQ 4a: What are views of early childhood teachers on the effectiveness of these methods and techniques?.....	86
4.10.1.	Effective	87
4.10.2.	Not Effective	89
4.11.	Research Question 5: What are the classroom practices of early childhood teachers to cope with behavioral problems in children with divorced parents?....	91
4.11.1.	Observed behavioral problems in children with divorced parents in the classroom	92
4.11.2.	Observed classroom practices of early childhood teachers to cope with behavioral problems in children with divorced parents	94
4.12.	Research Question 6: What are views of early childhood teachers about the collaborative approaches for behavioral problems in children with divorced parents?.....	102
4.12.1.	Communication with parents	103
4.12.2.	Help from school counselor	105
4.12.3.	Out-of-school psychological support	106
4.13.	Key Findings.....	108
4.14.	Summary.....	116
5.	DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS	118

5.1. Summary of the Study	118
5.2. Discussion of the Findings	119
5.2.1. Demographic Information of Teachers	119
5.2.2. Views of early childhood teachers regarding behavioral problems in preschool children.....	120
5.2.3. Views of early childhood teachers regarding behavioral problems in children with divorced parents and other children	122
5.2.4. The views of early childhood teachers on the reasons for behavioral problems in children with divorced parents.....	124
5.2.5. Views of early childhood teachers regarding behavioral problems encountered in the classroom, in which situation and how often they encounter these problems in children with divorced parents	130
5.2.6. Views of early childhood teachers regarding the effects of behavioral problems on the teaching-learning process.....	134
5.2.7. Views of early childhood teachers regarding methods to cope with behavioral problems in children with divorced parents and effectiveness of these methods	136
5.2.8. Practices of early childhood teachers regarding behavioral problems in children with divorced parents.....	140
5.2.9. Views of early childhood teachers regarding collaborative approaches for behavioral problems in children with divorced parents	146
5.3. Implications	148
5.4 Recommendations for Further Studies	151
REFERENCES.....	153
APPENDICES	
A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE	177
B. APPROVAL OF THE MINISTIRY OF NATIONAL EDUCATION ETHICS COMMITTEE.....	178

C. DEMOGRAPHIC INFORMATION FORM.....	179
D. INTERVIEW PROTOCOL.....	181
E. CONSENT FORM.....	183
F. OBSERVATION FORM	185
G. OBSERVATION CHECKLIST	186
H. ANECDOTAL RECORD FORM.....	188
I. TURKISH SUMMARY / TÜRKÇE ÖZET	189
J. THESIS PERMISSION FORM / TEZ İZİN FORMU	208

LIST OF TABLES

Table 1. Demographic data of the study participants.....	37
Table 2. Interview questions.....	41
Table 3. Views of participants.....	51
Table 4. Views on reasons of behavioral problems in children with divorced parents.....	53
Table 5. Behavioral problems encountered in children with divorced parents.....	62
Table 6. Views on conditions for behavioral problems.....	71
Table 7. Views on frequency for behavioral problems.....	74
Table 8. Views on effect of behavioral problems.....	75
Table 9. Methods for behavioral problems.....	79
Table 10. Views of participants about the effectiveness of methods.....	87
Table 11. Demographic data of the observed teachers.....	91
Table 12. Demographic data of the observed children.....	91
Table 13. Observed methods to cope with behavioral problems in children with divorced parents.....	94
Table 14. Collaborative approaches of teachers.....	103

Table 15. Key findings of teachers views' regarding reasons of behavioral problems in children with divorced parents.....	108
Table 16. Key findings of teachers views' regarding behavioral problems encountered in children with divorced parents.....	110
Table 17. Key findings of teachers views' regarding conditions children with divorced parents exhibit behavioral problems.....	111
Table 18. Key findings of teachers views' regarding effect of behavioral problems in children with divorced parents on teaching-learning process.....	112
Table 19. Key findings of teachers views' regarding methods and techniques to cope with behavioral problems in children with divorced parents.....	113
Table 20. Key findings of classroom practices of teachers to cope with behavioral problems in children with divorced parents.....	114
Table 21. Key findings of teachers views' regarding collaborative approaches for behavioral problems in children with divorced parents.....	115

LIST OF FIGURES

- Figure 1. The Standard Family Environment Model 25

CHAPTER 1

INTRODUCTION

Early childhood is an important process that will affect the future life of the child (Skowronsky, 1996). Educational research and practices have revealed that it is necessary to begin education at a very young age in order to raise future generations with healthy and desired behaviors (Darling-Hammond et al., 2019). During the early childhood period, the main institution that gives children the opportunity to get to know the outside world and that fosters various habits is the family (Amato, 2010). Although there are many different definitions of the concept of family, most family theorists argue that the family is a social unit that shares a common place, includes two or more individuals, establishes emotional bonds, undertakes related social situations, roles and duties, and shares feelings of love and belonging (Allender & Spradley, 2005).

It is known that the family concept was formed by broad and patriarchal structures in the past, but today the structure of the family concept has changed (Turğut, 2017). With this rapid change, couples cannot adapt to changing roles and this situation disrupts the interaction and balance within the family. As a result of the difficulties experienced by family members, the structure of family is damaged and marriages end up divorced, which is, today, experienced more and more in increasing numbers (Kelly, 2012).

Today, the studies on divorce state that family status is not the determining variable. Divorce does not necessarily result in negatively in connection with the post-divorce adjustment process and family processes (Hetherington et al., 1979; Shybunko, 1989), and even that divorce does not end relationships, but only changes the form of these relationships (Lamb, 1997). It also has been understood that people who have

experienced divorce should not be considered a homogeneous group, that is, individuals can go through this experience in many different ways (Anderson & Sabatelli, 2000).

With the divorce, the usual lifestyle comes to an end, so the members will be deeply affected and their limits will be pushed. That's why divorce is one of the most stressful events (Anderson & Sabatelli, 2000). Each person will activate coping strategies to deal with this situation. This will determine the nature of the adjustment process in each family. Families have different breaking points, so tolerance levels for divorce will also differ. If there is stress that forces the coping capacity of the members, a crisis situation will be mentioned (Carter & Goldrick, 2000). It is during such periods that family members seem to be walking on fragile ground, but this does not necessarily bring about breaking. In fact, this period paradoxically carries the chance for personal development. The disturbance of the balance can also trigger various gains (Amato, 2000; Kurdek, 1981).

There are numerous studies on how children are affected by divorce. Most of them have revealed that children with divorced parents have adjustment problems, their anger levels and depression scores are high, their school success decreases during the divorce process, their loneliness levels are high, and their life satisfaction is low (Amato, 2010). Some children hold themselves responsible for their parents' divorce and feel worthless (Huurre et al., 2006). Children may experience some behavioral and emotional changes as a result of damage to or, fragmentation of the family structure or divorce (Janning et al., 2010). Considering the studies in our country revealing the effects of divorce on children, they mostly stated that the interactions and behaviors of family members with each other directly affect the child (Öngider, 2013). For this reason, if children experience parental divorce, their relationship with their environment is negatively affected and they may exhibit behavioral problems at school and with friends (Ertürk, 2016).

It is obvious that divorce is a stressful period for children, characterized by loss (Amato, 1993; Nastasi et al., 1987; Hetherington, 1979) however, the impact of divorce on children varies depending on various factors. Studies reveal that declining

parental support, domestic control, ongoing conflicts between parents, financial difficulties, and cascading changes put children under strain (Amato, 2000).

The importance of family processes, the meaning attributed to divorce, and the social support that family members receive after divorce (Hetherington, 1979) come to the fore to deal with it. In addition, emotional support from close people, stressful life events following divorce, and low income are other variables that affect adjustment (Amato, 2000). Making post-divorce arrangements taking into account the needs of the child, the balance of relations between parents, behaving in accordance with the age and development of the child, providing the support of the school and social environment are very important determinants in ensuring the adaptation of the child after the divorce (Amato, 2010).

In addition, in order to cope with the negative effects of divorce, children need emotional support, information, and advice from the parent, but some parents after a divorce may be too concerned with their own problems to help their children (Wallerstein & Lewis, 2004). Studies show that both cooperation with educational institutions and social support provided by teachers and peers will reduce children's exposure to the negative effects of divorce and increase children's adaptation to the post-divorce situation (Çetinkaya & Erçin, 2015). It is important for children to create a strong teacher-child relationship which is the reflection of a strong parent-child relationship in the classroom, because teachers may offer these children a creative way to express their emotions in a healthy way (Somody & Hobbs, 2007). Teachers may provide the sense of order and stability that children need due to the chaos in their home lives by creating routines at school (Oliver & Brosi, 2017). Especially, in the early childhood period, Amca (2020) emphasizes teachers' attitudes towards the children, the communication they establish with them, and the support they give to them are important in coping with the problems experienced in the family. Also, it is known that early childhood teachers are important role models and figures in children's life who are capable of recognizing their needs, expectations, and interests.

Accordingly, teachers' knowledge, experience, and implementation strategies have an important place in the early childhood education system, supporting the development of children with divorced parents, while addressing their behavioral problems, as well

as demonstrating desired behaviors to develop individuals who will exhibit self-control in the future. Therefore, they are often tasked with encouraging behavioral changes in children and building a positive climate by creating a certain order in the classroom environment and ensuring its continuity (Temiz, 2020). On the other hand, a difficult teacher-child relationship can worsen the stress of parental divorce effects that a child is undergoing, impeding positive interactions with classmates and elevating antisocial behaviors (Spira & Fischel, 2005). Thus, it is critical for early childhood teachers to be aware that they have a significant impact and contact in the lives of these children, that they can establish safe, strong, and encouraging relationships with them, and be ready to make careful observation of abilities, interests, and needs of these children.

Given this situation, the potential behavioral problems and the significant impact teachers have on the lives of young children experiencing divorce cannot be ignored; therefore, it is important to evaluate the views and observe the practices of teachers who serve these children.

1.1. Statement of the Problem

Early childhood is a critical period in terms of gaining healthy coping skills, increasing social support resources, and strengthening social skills, thus eliminating or reducing behavioral problems that have emerged or might arise in the future (Avşaroğlu, 2018). If no precautions are taken, these behavioral problems continue to increase steadily (Güder et al., 2018). International studies on the topic show that behavioral problems experienced in early childhood negatively affect adolescence and adulthood and trigger outcomes such as crime, violence, and depression (Bornstein Hahn & Haynes, 2010; Liu, 2004; O'Connell et al., 2009).

One of the reasons children exhibit behavioral problems in early childhood settings is the unconscious reinforcement of incorrect strategies by the teacher (Güder et al., 2018). Studies on coping with behavioral problems in the classroom have determined that teachers mostly use general strategies to address behavioral problems in early childhood settings. That is, teachers have little or no knowledge of more effective

strategies, such as making home visits, including resources on the subject, or addressing differences in children (Alabay, 2020).

When children enter the school environment in the early childhood period, they realize that this environment has rules to be followed and that it is a different environment from their home environment (Yavuzer, 2006). In this period, while children learn to share with others, not harm the emotional and physical rights of others, protect themselves, and claim their rights, they add new information to their own constructions (Er & Bartan, 2019). During this process, some of the behavioral problems observed in early childhood development may appear. This idea is greatly influenced by an ecological model (Campbell et al., 2000). According to Bronfenbrenner (1977), the developmental characteristics of children are the result of different interactions between the child's immediate settings, such as family and school, and a complex environmental network that extends to distant settings, such as the neighborhood. Because the ecological system consider the effects of a changing in one component on the other components, it provides a better understanding of changes in children' behaviors. Explanations made on the basis of the ecological model emphasize that the characteristics of these settings and the interactions between them during the early childhood years affect whether children develop positive or negative behaviors (Campbell et al., 2000). The ecological model helps us to anticipate that when a stressful situation occurs in one setting, disruptions may occur in other areas of childrens' lives. Separation of families or divorce has been accepted as an important stress factor for children (Kurtman, 2019), so if parents end their relationship, their children' relations with other settings are also negatively affected. This idea is supported by research on children with divorced parents in the literature.

When the coping processes of children were examined two years after their parents' divorce, it was found that the most common problems were nervousness, inability to cope with problems, impulsivity, and subsequently behavioral problems (Pırtık, 2013). Huurre et al. (2006) found that children with divorced parents show more behavioral problems than their peers, and these problems are also visible in the long term (Huurre et al., 2006). Also, Henke (2012) investigated whether differences in the level of problem behavior existed between children with divorced and married parents. The

results showed that parental divorce is significantly linked to increases in both externalizing and internalizing problem behaviors in children.

Early childhood teachers, who are key to the development of children, should have awareness about eliminating or reducing behavioral problems in children with divorced parents, while also developing their own perspective on the issue. They should serve as role models for appropriate behavior, collaboration, overcoming problems, empathizing, and understanding others' emotions. Their accepting and responsive attitudes towards children should contribute to, eliminate, or reduce behavioral problems in children with divorced parents (Avşaroğlu, 2018). Unfortunately, previous studies did not support this idea. Şahin and Altun (2013) revealed that primary school teachers had difficulties in the implementation of activities for children with divorced parents, and that they were insufficient in ensuring the participation of these children in classroom activities and in producing new methods and strategies. They also observed that the teachers did not get help from families, other educators, or strategy experts when facing behavioral problems in children with divorced parents. Also, Oliver and Brosi (2017) showed that preservice early childhood teachers had moderate awareness of the effects and stress responses that children can exhibit during and after a parental divorce. Actually, early childhood educators are among the first persons responsible for providing children with the desired behavior and skills and reinforcing the learned behavior and skills (Gürsoy et al., 2012) and early childhood is a critical period for this aim. For this reason, the researcher of this paper feels that teachers' lack of understanding of behavioral problems in children with divorced parents is an issue in need of more exploration.

1.2. Purpose of the Study

This current study aims to reveal the views and practices of in-service teachers regarding the behavioral problems in children with divorced parents in early childhood settings. In order to achieve this purpose and obtain detailed information about the views and practices of teachers who work in public early childhood institutions in the city of Düzce in Turkey, the researcher sought to answer the following questions.

1. What are the views of in-service early childhood teachers on behavioral problems in children with divorced parents in early childhood settings?
 - 1.a. Do the behaviors of children with divorced parents differ from those of other children, according to teachers?
 - 1.a.a. If yes, what are the views of early childhood teachers on reasons of behavioral problems in children with divorced parents?
2. What are the behavioral problems encountered in children with divorced parents in early childhood settings, according to teachers?
 - 2.a. In what conditions do children with divorced parents exhibit these behavioral problems, according to teachers?
 - 2.b. How often do children with divorced parents exhibit these behavioral problems, according to teachers?
3. How do behavioral problems in children with divorced parents affect the teaching-learning process, according to teachers?
4. What are views of early childhood teachers on methods and techniques to cope with behavioral problems in children with divorced parents?
 - 4.a. What are views of early childhood teachers on the effectiveness of these methods and techniques?
5. What are the classroom practices of early childhood teachers to cope with behavioral problems in children with divorced parents?
6. What are views of early childhood teachers about the collaborative approaches with families, educators and experts on behavioral problems in children with divorced parents?

1.3. Significance of the Study

The current study is significant for various reasons. Firstly, the family is the building block of society, and marriage is its foundation (Amato, 2010). Today's society were all children in the past, while today's children are the society of the future. It is thought that children can become physically, cognitively, and psychologically healthy individuals who are beneficial to the society of the future, if they are in a supportive and loving family atmosphere with effective communication (Kalkınç, 2013). On the

other hand, a divorced family environment has been seen to have pervasive weakening effects on children (Amato, 2010) and divorce is a very difficult and stressful process for children; it is one of the most shocking situations that children can experience (Bakırçioğlu, 2007; Türkarslan, 2007; Yavuzer, 2001; Yılmaz, 2003). In addition, childhood experiences are significantly effective in the development of personality, when evaluating the relationships between people's current attitudes and behaviors and their past. From this point of view, divorce is one of the most important adverse childhood experiences that potentially affect the development of individuals (Monnat & Chandler, 2015).

The problems faced by children after divorce are the breakup of the parents and the changes in their environment and conditions. As a result, it is stated that this period can be considered a crisis period (Öngider, 2013) and divorce is a traumatic event for many children (Amato & Cheadle, 2008; Marquardt, 2006). Although studies show that children who experience parental divorce can adapt over time and recover from the effects of divorce, 25% of children show long-term mental health and behavioral problems later on (Hetherington & Kelly, 2002). In longitudinal studies examining the effects of divorce on children, it has been found that children with divorced parents exhibit more behavioral problems than children with married parents (Westberg et al., 2002; Wood et al., 2004). After divorce, children become more depressed and exhibit more problematic behaviors (Öngider, 2013). Children with divorced or separated parents exhibit increased behavioral problems, and the marital conflict that accompanies parents' divorce places the child's social competence at risk (Morrison & Coiro, 1999). During a divorce, conflict between parents is often accompanied by less affection, less responsiveness, and more inclination to punish their children, which leaves their children feeling emotionally insecure (Amato, 2010). Especially in the early childhood period, children may have difficulties in feeling safe when they lose someone close to them (Şahin, 2009); all their development, and especially their social-emotional development may be interrupted (Kandır & Alpan, 2008). Such children are more likely to perceive their social milieu as unpredictable and uncontrollable (Monnat & Chandler, 2015). Therefore, children who engage in fighting and show behavioral problems at school are far more likely to come from divorced parents than are well behaved children (Amato, 2010).

In order to cope with the negative effects of divorce, children need emotional support, information and advice from the parent, but some parents after a divorce may be too concerned with their own problems to help their children (Wallerstein & Lewis, 2004). Studies show that both cooperation with educational institutions and social support provided by teachers and peers will reduce children's exposure to the negative effects of divorce and increase children's adaptation to the post-divorce situation (Çetinkaya & Erçin, 2015). Moreover, Amca (2020) emphasizes that early childhood teachers' attitudes towards the children, the communication they establish with them, and the support they give to them are important in coping with the problems experienced in the family. In fact, Amca suggests that early childhood teachers should have a high level of awareness of any divorce situation experienced by children in their class, and this awareness and knowledge should be especially included in teacher training programs. Also, Oliver (2012) states that many teachers may not be aware of the effects of divorce on children or their stress responses because the teacher may not have been prepared to help children with divorced parents during their educational training. Accordingly, teachers' knowledge, experience, and implementation strategies have an important place in the early childhood education system, supporting the development of children with divorced parents, while addressing their behavioral problems, as well as demonstrating desired behaviors so as to develop individuals who will exhibit self-control in the future. Previous studies have shown that younger children in divorced families can benefit more from interventions that dissuade them from internalizing and externalizing stress (Lansford et al., 2006). Early childhood teachers need to know how to recognize and respond to the known effects and stress responses exhibited by children whose families undergo divorce. It follows that teachers in these settings require accredited training and experiences suitable to meeting the needs of young learners with "diverse family and community characteristics" (NAEYC, 2010, p. 30). Clearly, studying teacher views regarding children with divorced parents is important not only for early childhood education but for how we equip preservice teachers with the theoretical and practical knowledge they need to plan and implement in their future classrooms.

While early childhood teachers aim to prevent or eliminate behavioral problems with in classroom management techniques, they also influence children's behavior

development processes as a role model (Özyürek, 2013). Social learning theory reveals that individuals learn by observing others and the behaviors observed by children have a serious effect on the permanence of learning. (Gürel, 2014). Therefore, it is important to note the views and practices of teachers addressing, especially, behavioral problems in children with divorced parents. Consequently, learning about their views and practices and the extent to which they are role models for children may bring about some practical implications for teacher education programs to regulate and improve pedagogical and curricular experiences provided for teacher candidates (Vera & Geneser, 2012; Sherwood & Riefel, 2013).

Secondly, since the views of teachers on the role of and the effects of teachers on the behavioral problems in children with divorced parents affect the adjustment of these children to divorce, it is important to study the views and practices of teachers on the subject. Divorced parents lack the factors that meet the needs of the child, such as time, energy and emotional availability, especially in the post-divorce period (Garg et al., 2007). This situation causes children not to be able to meet their emotional needs when they need support the most, makes them feel like they are forgotten, and increases their risk of adjustment problems. In fact, studies on the subject also support this situation. Studies show that children with divorced parents are at serious risk in terms of adjustment problems, especially in the post-divorce period (Miller et al., 2010). A secure, strong, and encouraging relationship with at least one biological parent or teacher acts as a buffer to reduce the risks associated with divorce and increases resilience for children (Faber & Wittenborn, 2010). Also, this buffer serves as a venue for children to become resilient in the classroom environment (Oliver, 2012). While, the promotive group environment created in the classroom increase children's connectedness to the teacher and their friends, teachers' creation of a safe environment in their classrooms that encourages children's creativity provides an outlet for children with divorced parents to express, uncover and process their stressors and struggles related to divorce (Somody & Hobbs, 2007). On the other hand, a difficult teacher-child relationship can worsen the stress of parental divorce effects that a child is undergoing, impeding positive interactions with classmates and elevating antisocial behaviors (Spira & Fischel, 2005). Thus, it is critical for early childhood teachers to be aware that they have significant impact and contact in the lives of these children,

that they can establish safe, strong and encouraging relationships with them and be ready to make careful observation of abilities, interests, and needs of these children. Nevertheless, the limited research that examined the behavioral problems teachers encounter in children with divorced parents and their teaching practices for these children in Turkey (Şahin & Altun, 2013), revealed that the solutions produced by classroom teachers are dysfunctional in these children, and that practices that aimed to improve the well-being of the children cause the children to feel worse. Gaining insight into early childhood teachers' views and practices about the issue might be helpful to prevent future professionals from such malpractices. In order to reach this goal, teachers need to reflect on and become aware of their views about teacher roles in behavioral problems in children with divorced parents and adapt them in a developmentally appropriate manner. Given this situation, the potential behavioral problems and the significant impact teachers have on the lives of young children experiencing divorce cannot be ignored; therefore, it is important to evaluate the views and observe the practices of teachers who serve these children (Oliver, 2012).

Moreover, Knight and Collins (2013) claim that early childhood teachers' views are remarkable indicators of positive changes in children. Also, there is a strong link between teachers' strategies for developing children's skills and their beliefs, attitudes, perceptions, and views. (Dupagne & Krendl, 1992). Kagan and Smith (1988) also state that teachers' behavior in the classroom is also significantly related to their views. Additionally, teachers are the most important component of the education system. Investigating their views about children with divorced parents can help us to understand the working and non-working parts and to find effective solutions for the good of all beneficiaries of the system. Teachers' views affect the ecology of their classroom that also affects children's participation and engagement in the activities in that classroom. Thus, this study is important in allowing an extensive understanding of early childhood teachers' views on behavioral problems in children with divorced parents.

Thirdly, as children usually look to their teachers for constancy and reliability, teachers also provide them with a sense of security and provide discretion that may assist them to cope with the stress of parental divorce (Morris et al., 2014). Additionally, it has

been found that child-adjustment and well-being benefit from the ongoing involvement and commitment of both parents with their children after the divorce (Nielsen, 2011). These findings highlight the important facilitating role teachers have in securing parental involvement in their child's schooling. Teachers can also fulfill a pivotal role, by helping them to obtain suitable support for the emotional needs of both the divorcing parents and children.

Fourthly, studies focusing on the behavioral problems in preschool children in the classroom and behavioral problems in children with divorced parents have been found in early childhood-oriented literature. Some studies reveal early childhood teachers' perspectives on behavioral problems in children and determine how they cope with these behaviors (Güder et al. 2018), while others determine the opinions of families about behavioral problems of children between 36-72 months (Bayhan, 2013). There are also studies that determine children's perceptions of divorce (Koçak et al. 2019), compare the behavioral problems of children with divorced parent and married parents (Özbey & Alisinanoğlu, 2009), and analyze children with divorced parents by focusing on self-esteem, anxiety and depression (Kasuto, 2017). The ultimate goal of this study is to obtain teachers' views and practices on behavioral problems in children with divorced parents in early childhood settings; to our knowledge, Turkish literature includes only one study on both social behaviors in early childhood and children with divorced parents. In the study undertaken by Amca (2015), the aim was to compare the social behaviors of children whose families were divorced and those whose families were married using Preschool Social Behavior Scale Teacher Form (PSBS-T). The results of the current research may provide a variety of learning opportunities for teachers by drawing attention to some uncovered topics, including what teachers know about behavioral problems in children with divorced parents; what they know about methods to cope with them; what they think about the effectiveness of these methods; what they think about collaborative approaches for behavioral problems in these children and what their in-class practices are. The intent of this focus is to create awareness and sensitivity in teachers about enhancing these skills and to draw attention to supporting the development of these skills in teachers.

1.4. My Motivation for the Study

My motivation for this study was formed by the internships I did during my undergraduate education. There were 21 five-year-old children in that class and I had the opportunity to observe the materials, activities, teacher, children and the needs of the children in the classroom during the two-week observation period at the beginning of the internship. During the observation weeks, I gained significant ideas about the children by observing them during their activity and free play times. After the observation weeks were over, I had the opportunity to plan an integrated activity each week and implement them in the classroom.

While planning and implementing these activities, I tried to take into account the development and needs of the children in the classroom, but this was the point where I had difficulties. There were many children with special circumstances in the class; children with divorced parents, a child whose mother died, a child living with grandparents, a refugee child and a child a stutter. I realized that I was lacking in planning activities suitable for the needs and development of these children, and that the same situation was experienced by the teacher of the class. It was much more difficult to involve these children in activities than their normally developing peers.

I had the opportunity to talk about this situation with the teacher, and she stated that she was not sufficient enough to meet the special needs of all of them, and that especially the children with divorced parents exhibited more behavioral problems than their peers with normal development. Stating that it is not the first time that the teacher worked with children with divorced parents, she mentioned that she does not have any difficulty in coping with these children when they exhibit internalized behavioral problems, but she experiences serious problems in classroom management when they exhibit externalized behavioral problems such as tendency to violence and aggression.

The behavioral problems I observed in the classroom in children with divorced parents, the behavioral problems I encountered while implementing the activities, and the teacher's views on this subject prompted me to research this subject. When I looked at the national and international literature, I realized that there were many studies, longitudinal studies, approaches, models and theories that reveal a strong relationship

between parental divorce experienced in early childhood and behavioral problems. While this is the case, the views of early childhood teachers in our country regarding children with divorced parents, their ability to cope with behavioral problems and what they have experienced in this regard attracted my attention as an important gap in the literature. While previous studies have revealed that behavioral problems in children with divorced parents negatively affect them in the short and long term, I have not come across any study that includes teachers' practices and views on this issue.

With this thesis, I tried to raise awareness on this issue by revealing the competence of early childhood teachers related to children with divorced parents in dealing with their behavioral problems.

1.5. Definition of Terms

Early Childhood Education: “NAEYC defines early childhood education to include any part- or full-day group program in a center, school, or home that serves children from birth through age eight, including children with special developmental and learning needs” (NAEYC, 1993, p. 2). In this study, early childhood education is specified as 3-6 years old children.

Behavioral Problem: Behavioral problems seen in children are behaviors that do not comply with their developmental period, are repetitive, disturb the environment and are noticed to be inappropriate. It is generally defined as the expression of some stress and strains experienced by the child. Behavioral problems are conceptualized in two broad categories; externalizing behavior problems consisting of impulsivity and aggressive behaviors; and internalizing behavior problems reflecting internal states such as anxiety, depression, and withdrawal (Stacks & Goff, 2008).

Divorce: The legal termination of the marriage (Hetherington, 1979).

View: “Reflecting something, a mood, viewpoint or idea/belief that is impacted by the interpretation and judgement of people” (Pajares, 1992, p.307).

Family: The smallest union in the society, which is based on marriage and blood ties, and is formed by relationships between wife, husband, children and siblings (TDK, 2011).

Classroom Management: “Classroom management refers to teaching and learning environments in which the physical setting is organized, procedures such as classroom rules and routines are set to monitor student behavior, and it provides students with optimum learning opportunities” (Evertson & Weinstein, 2006, p. 4).

1.6. Limitations

The current study has limitations regarding its participants, who were selected from a certain city only. Thus, the findings of the current study was limited to the responses, perspectives and practices of the early childhood teachers selected. More participants could improve the generalizability of the data collected. Therefore, the results from the current study cannot be generalized. In addition, because the data collection process is largely based on teachers' views, it is accepted and assumed that teachers are objective and do not have any prejudices about children with divorced parents.

As another limitation, the children observed are either 48-60 or 60-72 months old. It may be concluded that these children exhibit behavioral problems due to parental divorce, but since the children are very young, it cannot be said that they exhibit behavioral problems due to parental divorce. In other words, the behavioral problems of these children, who experience parental divorce for a maximum of three or four years after their consciousness develops, may be due to their temperament. Although studies investigating the long-term effects of parental divorce indicate that children who experience parental divorce at an early age will face serious problems in the future, it is not possible to see long-term effects due to the age of these children.

1.7. Summary

The main purpose of this study is to investigate the views and practices of early childhood teachers regarding behavioral problems in children with divorced parents in the classroom environment. In this section, the organization of the chapters in the content of the research is presented. Chapter 1 provides critical information for the

study, providing an introduction to the study. This chapter includes the problem statement, the purpose of the study, the research questions, the importance of the study, the definitions of terms, and the limitations of the study. Chapter 2 presents a detailed literature review on divorce and behavioral problems with explanations, theoretical background, and previous national and international studies. Chapter 3 presents the methodology of the study in detail. This section includes important sub-topics such as research design, participants, instrumentation, data collection process and data analysis. Chapter 4 presents the findings of the research in detail. For this purpose, visuals such as tables were used. Finally, Chapter 5 consists of the main findings, discussion of these findings, implications, and suggestions for future studies.

CHAPTER 2

LITERATURE REVIEW

This study focuses on the views and practices of early childhood teachers regarding behavioral problems in children with divorced parents. This chapter includes a relevant literature review to present the cornerstones of the current research. The literature review includes four parts. In the first part, the definition of divorce and the effects of divorce on preschool children are given. The effects of divorce are discussed in two sections; short-term effects and long-term effects. In the second part, behavioral problems in early childhood are briefly described. This part also contains the classification and assessment of behavioral problems in early childhood and coping with behavioral problems. The third part includes theoretical background of behavioral problems in children with divorced parents and major development theories. In the last part, divorce and behavioral problems are discussed together and related literature, including national and international studies on children with divorced parents and behavioral problems, are presented.

2.1. Divorce

Divorce is the termination of a marriage union within a legal framework without any connection between the couples and with the rights of the existing children reserved (Arikan, 1996). It was estimated that almost half of married couples was experienced divorce by the end of the 20th century (Amato, 2010), so as many as one-third of children witnessed parental divorce by the age of 18 (Kelly & Emery, 2003). Divorces are now accepted as a public health issue because the high level of divorce may bring along post-divorce adjustment problems for children (Støksen et al., 2006). The increasing rate of divorce in recent years has led many researchers to study the effects of divorce on children (Öngider, 2013).

2.2. Cultural Dimension of Divorce

A wide variety of family forms persist in different societies around the world. While there is no serious change in the traditional family structure of the society in the remote regions of Asian, African and Pacific countries; changes occur more rapidly in countries that are closer to European culture. Although the origin of this change has a complex structure, in general terms, with the spread of the romantic love concept in the West to other societies; it can be summarized as the fact that people affect and be affected by the national and political systems in which they live with this new way of life, and as a result, governments make effective efforts to change their traditional behavior patterns (Giddens, 2000). For example, in Western family tradition, the husband generally does not bear the expenses of his wife and children who have reached the age of majority however, in the current Turkish society, traditionally, children cannot leave their families without getting married or having a job. Considering that there are changes in the family structure in parallel with the development and change of societies, it is necessary to accept that the relationship between family and child may change over time. As the family progressed from the traditional extended family to the nuclear family structure, the individuality powers of men and women began to become more realistic and more effective. It is thought that the position of the children in the family will show similar development (Yıldırım, 2004).

Research on divorce shows that women's economic independence has made marriage less of a compulsory economic partnership than it used to be. This increase in overall well-being means that it is easier than before to open a separate home in case of marital problems. In addition, the fact that the bad stigma of divorced people in developed countries has decreased and even disappeared compared to Turkey, which accelerates divorces (Giddens, 2000).

Although there are differences, it is noteworthy that divorce is more common than in the past in countries where traditional factors have decreased and economic welfare has increased (Giddens, 2000). Normalization of divorce in developed countries enables parents to choose divorce when needed, to cope with the post-divorce process, and to ensure that children are less adversely affected by the post-divorce process. On

the other hand, countries with low divorce rates are countries where divorce is difficult compared to other countries and traditional effects are dominant. In these countries, it can be said that strong family ties on the one hand and religious beliefs on the other hand are effective (Amato & Beattie, 2011). It can be said that the negative perception traditionally attributed to divorce in our country affects parents and children negatively, complicates their adaptation to the post-divorce process, and otherizes individuals in their social environment after divorce.

In summary, since the cultural and social effects of divorce affect whether individuals choice to divorce and affect the post-divorce process, divorce cannot be considered independent of culture and social norms.

2.3. The Effects of Divorce on Preschool Children

Divorce is not only a process experienced between spouses, but rather an important process that takes place within a family and affects all individuals in that family, especially children. (Öngider, 2013). It brings about a series of changes that will potentially seriously affect their development. It is a ‘potential’ situation, because parental divorce is not inevitably harmful to children (Türkaslan, 2007). This being the case, the ability of children to overcome the problems encountered as they grow up is dependent on the social support, understanding, and empathy shown towards their situation in their close environment (Çetinkaya & Erçin, 2015).

Divorce before the age of six, when cognitive, affective, and social skills are important and continuing to develop, affects children more than divorce in families with older children (Öngider, 2013). Preschool children may experience multiple stress symptoms such as aggression, high irritability, anxiety towards strangers, excessive attachment and increased fear to people they trust (Cavanagh & Houston, 2006; Pickar, 2003). The situation of children who are negatively affected by divorces has been demonstrated in many studies for many years, and these effects are both short-term and long-term (Akkaya, 2010; Arabacı-Pişken, 2008).

2.3.1. Short-Term Effects of Divorce on Preschool Children

In studies on divorce, it is emphasized that the first two years after divorce are critical (Öngider, 2013). Depressive mood and withdrawal were reported to be the most common short-term effects of divorce on the child (Uzun, 2013). When the coping processes of children are examined two years after their parents' divorce, it was found that the most common problems were nervousness, inability to cope with problems, impulsivity, and subsequently behavioral problems (Pirtik, 2013). In terms of the emotional states of children with divorced parents, shock and unhappiness were the first feelings that the child experienced immediately after divorce; it was also found that loneliness, anger towards parents, and feelings of confusion are frequently observed (Amato, 2010). It is also said that most children face more difficulties in childhood after divorce, because the child experiences radical changes in many areas such as financial opportunities, social environment, school and friends. Therefore, many studies have indicated that in the short-term the effects of divorce cause negative impacts for the child (Amato, 2008).

2.3.2. Long-Term Effects of Divorce on Preschool Children

When talking about the long-term effects of divorce on a child, what is meant is usually more than two years after the divorce (Morrison & Cherlin, 1995). It has been documented in the literature that children experience the negative effects of divorce for a long time (Amato, 2010; Amato, 2000; Furstenberg & Kiernan, 2001; Stacey & McCabe, 2001; Huurre et al., 2006). Huurre (2006) clearly demonstrated the long-term effects of divorce on the child in a 16-year study that included a comprehensive follow-up. In this study, adults whose parents divorced in their childhood were compared with adults whose parents remained married during their childhood. Huurre found that adults whose parents divorced had more psychological and interpersonal relationships problems in adulthood than those whose parents had remained married. In addition, it has been reported that adults whose parents divorced in their childhood have lower education levels, higher unemployment rates, and physical health problems (Huurre et al., 2006). In other studies, it is seen that individuals whose parents divorced during childhood may have adaptation difficulties and behavioral problems in their own adult life and even in their own marriages (Amato, 2000; Kelly, 2007). In another

a 14-year longitudinal study, it was found that children with divorced parents had more external behavioral problems than children with married parents (Westberg et al., 2002).

Short-term effects including emotional and social problems, may prevent the child from adapting to divorce and result in long-term serious consequences such as attachment problems and deterioration in quality of life in adulthood (Öngider, 2013). One of the most important factors in children's adaptation to divorce is the quality of their relationships with their parents. However, during this period, the parents are also going through a difficult period and working to cope with their own problems (Woodward et al., 2000). Accordingly, preschool-based interventions can be particularly beneficial in this process because early childhood education institutions are the earliest settings in which behaviors related to social presence and taking part in a group can be acquired (Westberg-Stratton & Reid, 2011). In light of these findings, it is important to gather the views and practices of teachers in early childhood education, who have a critical importance in the intervention of behavioral problems in children with divorced parents.

2.4. Behavioral Problems

Behavioral problems are included in DSM-5 under the heading of “destructive disorders, impulse control and behavior disorders” (American Psychiatric Association, 2013). Compared with other childhood disorders, a behavioral problem has the most negative effects on people and the environment. Behavioral problems are generally inappropriately externalized behaviors shown against friends, teachers, and school rules at school; parents at home; and peers, the judicial system, laws, and rules in social life (Kring et al., 2015). The most basic symptom of behavioral problems is the violation of the basic rights of others, as well as continuous non-compliance with the rules of behavior and the continuous and repetitive violation of social norms and rules (Çakar, 2018).

2.4.1. Classification of Behavior Problems

Yörükoglu (2008) divided the behavioral and adaptation problems seen in children into four groups: a) behavioral disorders (constant temper, derangement, breaking the rules, stealing); b) emotional disorders (fears, delusions, obsessive thoughts, sleep disorders, stuttering, tics); c) habit disorders (thumb sucking, enuresis, encopresis); and d) severe psychological disorders (psychosis).

Moreover, Achenbach and Edelbroch (1983) examined problem behaviors under two headings: internalized and externalized behavioral problems. While social introversion, anxiety, depression, and somatic problems are included in the group of internalized behavioral problems, aggressive behaviors and criminal behaviors are included in the group of externalized behavioral problems. Similarly, DSM 5 classifies internalized behavioral problems to include anxiety disorders and mood disorders. It discusses externalized behavioral problems in three categories: aggression, hyperactivity and oppositional disorder (Köroğlu, 2013).

2.4.2. Assessment of Behavioral Problems in Early Childhood

Teachers' views are important when evaluating common behavioral problems in preschool children. In a study by Cangemi and Khan (2001), behaviors exhibited by children were evaluated as behavioral problems for some teachers, while they were seen as normal behaviors for other teachers. In other words, teachers' opinions differ in terms of which behaviors are behavioral problems. In fact, criteria are required to label issues as behavioral problems in early childhood. These criteria consider whether the behavior is age-appropriate, the intensity of inappropriate behavior, continuity, gender role expectation, and cultural factors (Martin et al., 1999; Stormont et al., 2008). Evaluating the behavior makes it easier to define and explain the problem. In addition, evaluation is used to prepare and implement the program chosen to eliminate the identified problem, and to measure whether the desired behavior has been achieved as a result (Stormont et al., 2008).

When studies on the most common behavioral problems, based on teachers' opinions are examined, it is found that jealousy, bad temper, hitting friends, tantrums, taking

someone else's belongings without permission, stubbornness, crying, swearing, difficulty in keeping up with the rules, nail biting, fear of school, timidity, introversion, lack of self-confidence, attention and concentration are all common in early childhood settings (Temiz, 2020). Another study, designed to reveal the perceptions of early childhood teachers about behavioral problems in children, found that the most common behavioral problems noted by teachers are the behaviors they associate with violence and destructive behaviors (Tercan & Demircioğlu, 2019).

Many researchers state that behavioral problems in the early childhood period can lead to serious behavioral problems, social behavior problems, and academic difficulties in later life (Kring et al., 2015; Temiz, 2020; Gürsoy et al., 2012). Considering all this, recognizing and evaluating children's social and emotional development at an early age is important for the preparation of appropriate intervention programs and mitigation of long-term negative consequences (Yumuş, 2013).

2.4.3. Coping with Behavioral Problems in Early Childhood

In one study, the definitions of behaviors and behavioral problems in the early childhood period were reviewed from a developmental perspective. The results indicated that problems occurring at an early age tend to show permanence and that problems with increasing severity may be signs of later difficult situations (Yumuş, 2013). Although teachers indicate awareness of behavioral problems in children, then, it is important to emphasize in teacher training the need to see these behaviors as problems that can lead to possible long-term difficulties. Learning the developmental meanings of behavioral problems exhibited in early childhood should be highly emphasized (Stormont et al., 2008).

Cunningham and Sugawara (1988) proposed that intervention methods to cope behavioral problems in early childhood can be based on two styles: helpful and restrictive. A helpful approach emphasizes participation in an active and empathetic relationship with the child. The aim is to create long-term change, to help children acquire skills and alternative behaviors. These techniques include strategies such as taking time for a personal conversation with the child or changing the teaching method. Restrictive approaches, on the other hand, are projected to end problematic behavior

immediately by the way of authority. Restrictive strategies include the transfer of the child to another class, removal and isolation from the environment.

In many studies on behavioral problems and classroom management during early childhood period, it was determined that teachers frequently use negative strategies regarding behavioral problems. They do not generally focus on showing and teaching the right behavior to children; they behave more spontaneously and reactively (Akgün et al., 2011; Öztürk & Gangal, 2016). Some studies determined that teachers applied the punishment method for coping with behavioral problems in children. For example, Durmuşoğlu-Saltalı and Arslan (2013) and Uysal et al. (2010) stated in their studies that teachers implement punitive management for children who do not obey classroom rules. Therefore, it can be said that early childhood teachers are not equipped to deal with behavioral problems using helpful coping styles; they mostly use negative strategies (Güder et al., 2018).

Moreover, in a study teachers' views on behavioral problems, it was determined that teachers who had children with behavioral problems in their classroom felt mostly helpless and exhausted, possibly due to a lack of knowledge and experience regarding behavioral problems (Güder et al., 2018). Kıldan (2011) stated that inexperienced teachers have more trouble in communicating with children and coping with behavioral problems. Yumuş's (2013) study also revealed that teaching experiences are important in dealing with behavioral problems in the classroom.

Teachers are clearly critical in recognizing, evaluating, and overcoming behavioral problems in children. It is important for early childhood teachers to know the child developmentally well to be familiar with the stages of child development in terms of defining the behavior (Yavuzer, 2008). In addition, having a theoretical background on behavioral problems enables teachers to choose the correct intervention method, while having professional classroom management skills will enable them to apply the intervention method effectively (Güder et al., 2018).

At this point, it is crucial to introduce the models and theories regarding behavioral problems that have guided research and preventative attempts for several decades

(Campbell et al., 2000). Thus, the following section includes the theoretical backgrounds of behavioral problems and major theories.

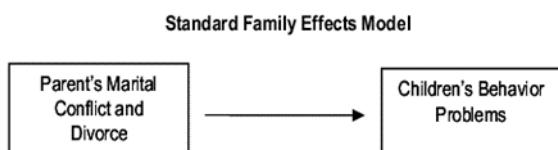
2.5. Theoretical Background of Behavioral Problems in Children with Divorced Parents

In this part of the study, the major model and development theories related to behavioral problems in children with divorced parents was explained.

2.5.1. The Standard Family Environment Model

The standard model often used by social scientists supposes a link between parent' marital stability and quality and a child's development of behavioral and emotional problems (Amato & Cheadle, 2008). This model, which argues that there is a direct relationship between children's behavioral problems and parents' divorce, is shown in Figure 1.

Figure 1. Standard Family Environment Model



This model proposes a direct path between family divorce and preschool children' behavioral problems for three important reasons (Amato & Cheadle, 2008). First, witnessing parent' conflicts is a direct stressor for children. Observational studies show that situations such as anger, fear and inhibition of normal behavior may develop in children as a result of parental conflict (Cummings, 1987). Second, preschoolers tend to be egocentric as a result of their developmental processes, so they may blame themselves for parental conflict and divorce, and this situation may cause feelings of guilt and a decrease in self-esteem (Grych & Fincham 1990). Third, conflict between parents may also negatively affect the quality of parent' communication and interactions with their children, as it affects the general condition of the home (Davies & Cummings, 1994; Hetherington & Clingempeel, 1992). For example, Gerard et al.

(2006) show that the relationship between marital conflict and the externalized and internalized problems of children is most associated with parent-child conflict and harsh punishment by parents. Also, if parents try to solve their disagreements with physical or verbal aggression, they “teach” their children through modeling that disagreements can be solved through conflict rather than calm discussion

In sum, the standard family environment model supposes that marital conflict and divorce increase the risk of behavioral problems in children and that there is a direct path between these two.

2.5.2. Major Development Theories about Behavior Problems

Many fields, such as psychology, sociology, anthropology, law, religion, and education, have contributed to the process of explaining human behaviors. Behavior is evaluated from many aspects, including the biological, physiological, neurological, psychological, and sociological (Yüksek-Usta, 2014). Considering the behaviors of preschool children in a theoretical framework will be very instructive in terms of understanding possible behavioral problems. In part of the study, the behavioral problems in preschool children with divorced parents are discussed on the basis of the following theories: Bronfenbrenner's Ecological System Theory, Bandura's Social Learning Theory and Bowen's Family System Theory.

Bronfenbrenner's Ecological System Theory argues that humans have the potential to affect and be affected by their environment, as they are bio-psycho-social beings. The ecological system approach gives a different perspective because it emphasizes the effect of the mutual interaction of both the individual's will and the environmental system on behavior formation. The model, consists of five intertwined layers, respectively micro system, meso system, exo system, macro system, and chrono system (Danış, 2006). Considering the presence of the child at the center of the model, the people with whom the child often communicates and interacts in his/her daily life form the first layer of this model, the microsystem. This microsystem, which has the greatest impact on the development of the individual and has the most obvious and significant effects in forming and evaluating children's behaviors, basically includes the family, teachers, and friend groups. For this reason, it is important to know

teacher's attitudes and behaviors towards behavioral problems in children with divorced parents. The interactions between teachers and children during the early childhood years affect whether children develop positive or negative behaviors, according to this theory of development. (Campbell et al., 2000).

Social Learning Theory, on the other hand, was developed by Bandura, who argued that the precondition for individuals to learn is the interaction patterns of individual, environmental and behavioral factors. It has been observed that in the process of teaching social behaviors, adults' modeling processes and the social reinforcers they offer are internalized by children through observation and imitation, then put into practice (Bandura, 1978). Social learning theory has had a critical importance in the process of understanding children' attitudes, behaviors, and values (Bandura, 1978). Children can learn many things by imitating others, thanks to model behaviors and social reinforcements. Therefore, teachers' attitudes, parental attitudes and behaviors, social norms, mass media and peer influence are significant factors in terms of creating desired behavioral patterns in children (Gürel, 2014). Accordingly, it is important to reveal the attitudes and behaviors of teachers in order to know whether they are positive role models for children so that children can learn the desired behavior patterns based on this theory. One of the aims of this study is to investigate whether teachers are aware of their effects and duties in eliminating or reducing behavioral problems in children with divorced parents. Teachers play a major part in creating desired behavioral patterns in these children and social learning theory particularly emphasizes the importance of the teacher in this subject.

Bowen's family systems theory is a theory of human behavior. This theory views the family as an emotional unit and uses a system to describe complex human interactions within that unit. (Bowen, 1978). According to this theory, family members are intensely emotionally attached to each other and this constitutes the nature of the family. In some cases, family members may feel disconnected from each other, but this is a feeling, not a reality. Family members influence each other's thoughts, feelings, and actions in such a way that they can often be described as living under the same emotional skin. Members of the family need each other's approval, attention, and support, and they respond to each other's expectations, sorrows, and happiness. This

need and responsiveness are the basic elements that make up the functioning of the family. The change experienced by an individual in the family, as can be expected, also causes a change in the functioning of other individuals in the family (Framo, 1982). This theory explains the impact of conflict within the family and between parents on the child, who is a member of the family because, according to this theory, when family members are anxious, their anxiety can spread contagiously and escalate among them. As anxiety increases, family members' emotional attachments become more stressful than comforting. Eventually, one or more members feel overwhelmed, isolated, or out of control (Haley, 1976). According to Bowen, the emotional system influences most human activities and is a major driver in the development of clinical problems (Bowen, 1978). Parental conflict and divorce is a serious event that can deeply affect the emotional system of family members. It is very expected that the behavior of the child will be affected by this conflict and divorce and he will begin to exhibit behavioral problems.

2.6. Divorce and Behavioral Problems in Early Childhood

When children are born, they arrive in a world unfamiliar to them, lacking the knowledge and skills to maintain their lives. Family is the most significant and effective institution for children to acquire knowledge and skills in this direction. Family has the power to shape the life of the child from the first day. In this development process, interest and love of each parent play a complementary and balancing role (Aydin, 2009). Therefore, parental divorce may be a tough and stressful process for children.

Some problems that children may experience after divorce include deterioration in their relationships with their parents, loss of emotional support of parents, a decrease in school success, anxiety, economic difficulties, depression, and behavioral problems (Aktaş, 2011). In addition, these children may experience certain problems with their peer groups. They may see themselves as excluded and alone when they are in a group of friends, and may feel uncomfortable when asked questions about the divorce (Sancaklı, 2014). Actually, if children with divorced parents cannot receive support in time, they may experience problems such as depression, lack of self-confidence, anger

problems, insecurity, breaking the rules, anxiety, poor self-perception, and late socialization (Amato, 2000).

During the period after the divorce a secure, strong, and encouraging relationship with at least one biological parent or teacher acts as a buffer to reduce the risks associated with divorce and increase resilience for children. (Faber & Wittenborn, 2010). Also, the buffer may serve as a venue for children to become resilient in the classroom environment (Oliver, 2012). In addition, the promotive group environment created in the classroom may increase children's connectedness to the teacher and their friends (Somody & Hobbs, 2007). In order for children to feel safe in the classroom, they need to feel connected to the teacher, classmates, and the classroom environment. Teachers' creation of a safe environment in their classrooms that encourages children's creativity provides an outlet for children with divorced parents to express, uncover and process their stressors and struggles related to divorce (Somody & Hobbs, 2007).

Moreover, Amca (2020) emphasizes that early childhood teachers' attitudes towards the children, the communication they establish with them, and the supports they give to them are important in coping with the problems experienced in the family. In fact, Amca (2020) suggests that early childhood teachers should have a high level of awareness of any divorce situation experienced by children in their class, and this awareness and knowledge should be especially included in teacher training programs. Also, Oliver (2012) states that many teachers may not be aware of the effects of divorce on children or their stress responses because the teacher may not have been prepared to help children with divorced parents through their educational training. In light of this research, the researcher believes that an early childhood teacher should have awareness about eliminating or reducing behavioral problems in children with divorced parents and aims to collect their views on this issue.

2.6.1. National and International Studies on Children with Divorced Parents and Behavioral Problems

The Standard Family Environment Model argues that after parents' conflict and divorce, children tend to exhibit behavioral problems at school because of the new emotional stress they experience. (Amato & Cheadle, 2008). Similarly, Amca (2015)

conducted a study aimed at comparing the social behaviors of 4-year-old children from families that have experienced divorced and from families that have not. As a result of this study, they found that physical aggression behavior, relational aggression behavior, and depressive feelings are higher and positive social behavior levels are lower in children with divorced parents. Also, Henke (2012) investigated whether differences in the level of problem behaviors existed between children with divorced and with married parents. The results showed that parental divorce is significantly linked to increases in both externalizing and internalizing problem behaviors in children. Also, Pickar (2003) showed that while young children may experience physical symptoms of divorce-related stress such as headaches, stomachaches and fatigue, they may encounter psychological effects such as depression, anger or sadness. In fact, according to Nielsen (2011) some children, unable to cope with this stress, express their situation by exhibiting outbursts of anger, fighting with siblings or peers.

Similarly, Spink (2012) tried to compare the levels of empathy, social behaviors, parental trust, and fear of abandonment in preschool children with divorced parents with the levels of those preschool children whose parent still married. The researcher created brief scenarios and the children were asked to complete these scenarios. The emotional state of the child was, theoretically, understood by using the children's drawings. Spink found that expressions of fear of abandonment are more common among children with divorced parents. They are less responsive to their parents' trust, compared to children with parents who are married. In addition, the children who depict the mother and father figures as close to each other in their drawings are children with divorced parents and they draw themselves as far away from the father figure as possible.

Koçak et al. (2019) conducted a study investigating preschool children with divorced parents. The aim of the study was to reveal and analyze children's perception of divorce and their parents with the help of metaphors. The participants used imagery such as "lion", "snake", "giraffe", "eagle", "cat", "garbage", and "bad movie character" to describe their mother and father and their negative characteristics. While the image of the "lion" attributed to the father is generally accepted as positive imagery, characterizing the strength and protection characteristics, in another study

conducted by Karakuş et al. (2013) and created for the same purpose, the participants emphasized the strong, predatory, and roaring features of the lion metaphor. This reveals the violence and fear they experienced from their fathers. In both studies, the hate towards the father is embodied in the imagination of “garbage” attributed to the father.

In the context of social-emotional development, Şahin (2015) conducted a study to reveal the social skills and peer relationships of preschool children with divorced parents. Şahin observed that the social skills of children with divorced parents affect their acceptance by their peers and that they use verbal and physical violence against their peers. The study also concluded that boys have more negative behaviors while girls exhibit more passive behaviors. Similarly, Henke (2012) investigated whether differences in the level of problem behavior existed between children with divorced and children with married parents and whether divorce interacts with gender in its effects on problem behaviors. The results show that divorce is effective in producing externalizing and internalizing problem behaviors in children. Boys are more likely to exhibit externalizing problem behaviors, while girls are more likely to exhibit internalizing problem behaviors.

Kurtman's (2019) study looked at the effects of divorce on children in the context of psychological and mental state. He examined the separation anxiety and depression levels of children with divorced and married parents and observed that children with divorced parents experienced more separation anxiety and depression. Similarly, in Kasuto's (2017) study comparing the variables of self-esteem and mental health of divorced and cohabiting parents' children, findings revealed that anxiety, depression, social problems, aggressive behavior, attention problems, and somatic complaints are higher in divorced parents' children.

Looking at teacher's views regarding behavioral problems in children with divorced parents, Oliver (2012) conducted a study to reveal preservice teachers' level of knowledge about the effects of divorce on children and their stress reactions. The study participants were twenty-two undergraduate students of the Early Childhood Education program at Midwestern University in this study. There was a positive correlation between the pre-service teachers' sense of efficacy and their general

knowledge of children with divorced parents. In addition, if the pre-service teachers individually had a parental divorce, it was found that their knowledge level was higher compared to those who had not personally experienced a parental divorce. Apart from this study, no other study focusing on teachers' views regarding behavioral problems in children with divorced parents was found.

Also, in a study focusing on internalizing and externalizing behaviors exhibited by children with divorced parents in the classroom environment, Ritorto (2014) included five primary school teachers from a school in Northern California. According to results of the study, teachers revealed that these children exhibit many emotional, social, and behavioral problems in the classroom environment. The results of the survey showed that it was seen that the most frequently encountered externalizing behaviors were antisocial behavior, aggression, defiance and crime. In addition, the results showed that the guidance services/counseling services within the school were teachers' only resource to deal with these children's behavioral problems. In fact, 20 percent of the teachers were not aware that there was any counseling or any resource available for these children. Actually, these findings are similar to the results of Averdijk et al. (2011). Researchers examined child aggression and internalizing behaviors of 7-year-old Swiss children with divorced parents. The results of the study showed that there is a direct relationship between parental divorce and children's internalizing and aggressive behaviors. Separation of parents leads to higher maternal depression, which increased internalizing and aggressive behaviors in children.

Finally, Schick (2002) choose to investigate parents' views regarding behavioral problems in children with divorced parents. Schick (2002) focused on the emotional and behavioral differences between children with divorced parents and those whose parents are not. In the study, the differences in self-esteem, anxiety, competence, and behavioral problems were revealed through parent reports. In the reports, significantly higher behavioral problems such as social withdrawal and criminal behavior were reported in children with divorced parents. Further research by Malone et al. (2004) examined externalizing behavior problems in children from kindergarten to ninth grade. In this study, which evaluated the responses of the childrens' mothers, the findings concluded that when children experience parental divorce before middle

school age, externalizing behaviors increase after the divorce and in the following years. On the other hand, if the children experienced parental divorce in middle school, the externalizing behaviors increased in the same year, but these behaviors decreased in the following years.

All these findings show that children with divorced parents are high risk in terms of academic, emotional, social, and especially behavioral problems compared to children with still-married parents. Given this situation, the potential behavioral problems and the significant amount of influence and contact teachers have in the lives of young children experiencing divorce cannot be ignored; therefore, it is important to evaluate the views of teachers who serve these children (Oliver, 2012).

2.7. Summary

In this chapter, six main topics are discussed: (1) the definition of divorce and the effects of divorce on preschool children, (2) behavioral problems in early childhood, (3) theoretical background of behavioral problems in children with divorced parent, (4) major development theories about behavior problems, (5) divorce and behavioral problems, (6) national and international studies on children with divorced parents and behavioral problems.

The next chapter gives detailed information about the methodology of the research.

CHAPTER 3

METHOD

This chapter includes the methodology of the study under the headings; research questions, the design of the study, information about participants, instrumentation, data collection and data analysis. The current study is qualitative study, so trustworthiness as validity and reliability of the study are presented at the end of the chapter.

3.1. Research Questions

This current study aims to reveal the views and practices of in-service teachers regarding the behavioral problems in children with divorced parents in early childhood settings. In order to achieve this purpose and obtain detailed information about the views and practices of teachers who work in public early childhood institutions in the city of Düzce in Turkey, the researcher sought to answer the following questions.

1. What are the views of in-service early childhood teachers on behavioral problems in children with divorced parents in early childhood settings?
 - 1.a. Do the behaviors of children with divorced parents differ from those of other children, according to teachers?
 - 1.a.a. If yes, what are the views of early childhood teachers on reasons of behavioral problems in children with divorced parents?
2. What are the behavioral problems encountered in children with divorced parents in early childhood settings, according to teachers?
 - 2.a. In what conditions do children with divorced parents exhibit these behavioral problems, according to teachers?

- 2.b. How often do children with divorced parents exhibit these behavioral problems, according to teachers?
- 3. How do behavioral problems in children with divorced parents affect the teaching-learning process, according to teachers?
- 4. What are views of early childhood teachers on methods and techniques to cope with behavioral problems in children with divorced parents?
 - 4.a. What are views of early childhood teachers on the effectiveness of these methods and techniques?
- 5. What are the classroom practices of early childhood teachers to cope with behavioral problems in children with divorced parents?
- 6. What are views of early childhood teachers about the collaborative approaches with families, educators and experts on behavioral problems in children with divorced parents?

3.2. The Design of the Study

The researcher conducted qualitative phenomenological research to examine the views and practices of teachers regarding behavioral problems in children with divorced parents in early childhood settings. As a feature of the qualitative research processes, the researcher tries to obtain information about the subject to be researched from interviews, records and field notes. This makes the world more noticeable and observable (Creswell, 2007).

In this study, the researcher communicated with the individuals in the sample through meetings in order to gather detailed information on the subject and encourage them to share their opinions. In a phenomenological study, participants are expected to share their thoughts on a concept or a phenomenon and their thoughts on the practices associated with them (Creswell, 2007). The purpose of phenomenology is to understand human experience (van Manen, 2007, p.12). The main characteristic feature of phenomenology, which emerged from a philosophical movement to understand human experience, is that it tries to make sense of lived experience. Therefore, by emphasizing the phenomenon to be investigated in phenomenological

studies, it is focused on the perceptions and perspectives of the participants about this phenomenon, how they make sense of this phenomenon, how they experience the phenomenon and how they describe these experiences. This focused phenomenon can be a concept, a thought or an emotion (Giorgi, 1997, s. 236).

The most important feature that distinguishes phenomenology from other approaches is that it is based on the assumption that common experiences are the essence. This assumption has become the defining feature of phenomenological research. Based on this assumption, phenomenology describes the basic meanings and experiences (essence) of understandings formed through a commonly experienced phenomenon (Patton, 2014, s. 106; Creswell, 2020, s. 81; Giorgi, 1997, s.236). Based on this, it is appropriate for this study to use a qualitative phenomenological approach for this research. Phenomenological studies are the best type of study that provides the opinions, perspectives and experiences of the people participating in the research on a subject (Gay et al., 2009).

The researcher benefited from semi-structured interviews in order to get detailed information about the research topic from the participants. In addition, the researcher observed the teachers in the early childhood setting. In this study, which focuses on the collection of teachers' views, the consistency of the answers given by the teachers to the questions about the behavioral problems in children with divorced parents was revealed thanks to the observation method. Also thanks to observation, the researcher had the opportunity to see their approach to children and the methods and techniques they use in dealing with behavioral problems.

3.3. Participants

The researcher formed the sample of the research from early childhood teachers ($N=15$) who are working at public early childhood institutions in Düzce. The researcher has determined two criteria as the sample selection criteria. First, the researcher preferred early childhood teachers who currently have children in their class whose parents are divorced. Since there were observations in the classroom in the design of the study, it is not sufficient that teachers have worked with children with divorced parents in the past. Second, the researcher preferred early childhood teachers

who have at least two years of experience in public preschool institutions because studies in relevant literature showed that teachers in the first year of their profession are insufficient in classroom and behavior management (O'Brien & Goddard, 2006). Moreover, teachers' experience with children is important in terms of distinguishing and coping with behavioral problems (Korkut & Babaoğlan, 2010). Since the education level of teachers is not a determinant criterion in this study, teachers with and without an educational background related to behavioral problems were included in the study. The demographic data of the participants were presented with Table 1.

Table 1

Demographic data of the study participants

<i>Part.</i>	<i>Gen.</i>	<i>Age</i>	<i>Edu.</i>	<i>Years of experience</i>	<i>Number of children</i>	<i>School</i>
			<i>status</i>			
P1	F	32	ECE*	8	25	S1
P2	F	50	ECE	15	25	S1
P3	F	37	ECE	10	20	S2
P4	F	26	ECE	3	20	S2
P5	F	35	ECE	10	20	S3
P6	F	36	ECE	15	25	S4
P7	F	42	CDE**	20	26	S4
P8	F	29	ECE	8	25	S5
P9	F	45	ECE	10	25	S6
P10	F	28	ECE	7	25	S6
P11	M	30	ECE	7	15	S7
P12	F	33	ECE	10	15	S7
P13	M	30	ECE	7	20	S7
P14	F	44	PST***	20	20	S8
P15	F	38	ECE	15	15	S8

*ECE: Early Childhood Education

**CDE: Child Development and Education

***PST: Primary School Teaching

The researcher decided to use two sampling methods for selecting samples. The researcher preferred purposeful sampling because it allows for in-depth research by selecting information-rich situations depending on the purpose of the research, and it is desired to work in one or more special cases that meet certain criteria or have certain characteristics. The aim of purposive sampling is to select situations with rich information that will illuminate the problems studied in the research (Fraenkel & Wallen, 2006). Then, the researcher preferred the convenience sampling method because a convenience sample is a group of individuals who conveniently are available (Fraenkel & Wallen, 2006). This sampling method brings speed and practicality to the research because in this method the researcher chooses a situation that is close and easy to access (Yıldırım & Şimşek, 2016).

Looking at the sample size of the study, there are different considerations for the size of suitable samples of qualitative phenomenological studies. According to Creswell (2007), the number of people in the study can vary between 5 and 25 people. According to Dukes (1984), the number of people in the study should be between 3 and 10 people. The researcher have determined 15 participants for this study in accordance with the criteria specified.

3.4. Instrumentation

In this study, Demographic Information Form (see Appendix C) and Semi-structured Interview (see Appendix D) were used as data collection tools. In addition, during the observation process, three different data collection tools were used; The Observation Form (see Appendix F), The Observation Checklist (see Appendix G) and The Anecdotal Record Form (see Appendix H).

3.4.1. Demographic Information Form

Before starting the interviews with the participants, the purpose of the research was briefly explained to inform them about the research and they were informed that the process would continue on a voluntary basis and that they could withdraw from the research at any time. Participants were asked to fill in the form created to collect demographic information about themselves. The Demographic Information Form

contains demographic information such as teachers' age, gender, experience, educational status, type of institution they work in, etc. Although there is no research question related to the demographic information of the teachers, the demographic differences of the teachers and their views and practices towards the behavioral problems in children with divorced parents are discussed in the discussion section.

3.4.2. Semi-Structured Interview

The researcher used semi-structured interview as instrument for current study. According to Fetterman (1989), the most significant data collection method is interview. As, the interviews provide a flexible way of their format (Frankel & Wallen, 2006), this method is used to learn about the views of behavioral problems in children with divorced parents. The interview format to be used in the study was prepared by paying attention to include open-ended questions such as how. Semi-structured interviews are in a way to allow discussion and dialogue between the researcher and the participants, and to create extra space while answering the questions asked to the participants (Edwards & Holland, 2013).

Before the interview questions, the personal information of the participants was collected through the Demographic Information Form, and this stage was considered as the warm-up stage for the interview.

Interview questions were created by making a literature review in the related context and it lasted approximately 20- 30 minutes. The interview protocol consist of three parts. The first part was created to collect the participants' views on behavioral problems. The second part was developed to reveal the participants' views on behavioral problems in children with divorced parents and their situation in the classroom regarding these problems. The third part was arranged to determine the methods used by the teachers to cope with the behavioral problems in children with divorced parents.

The researcher benefited from expert opinion in order to ensure the validity of the interview questions and to make the necessary changes. For the expert opinion, she received help from three experts who are faculty members of the Early Childhood

Education department at a state university. After the expert opinion, significant changes were made on the questions. Before the expert opinion, the interview questions included the following question: "What are your suggestions and opinions to other educators who have children with divorced parents in their classes?" After the experts stated that there was no need for this question, the question was excluded from the interview. In addition, changes were made in the places of the interview questions.

In addition to expert opinion, the researcher conducted a pilot study to test the validity of the interview questions. Thanks to the pilot study, the researcher also tested the intelligibility of the questions. According to Merriam (2009), a researcher can conduct pilot interviews to evaluate whether the questions are proper and efficient. For the pilot study, the researcher contacted early childhood teachers ($n=3$) working in one of the public early childhood education institutions in Düzce. A suitable time was determined with the teachers and the researcher went to the institution.

After the pilot study, changes and arrangements were made in the interview questions. Before the pilot study, the researcher started the interview questions by giving the definition of the behavioral problems, but the researcher realized that this situation affected and directed the answers of the participants. After the pilot study, before giving a definition, some of the questions were asked such as "What comes to your mind when you hear the word behavioral problem? How do you define it?". In addition, after the pilot study, the answers given by the participants to this question were examined: "When you review the behavioral problems in children with divorced parents in the classroom, in which situations do these behaviors occur most?" Participants also give answers to this question about how often children exhibit these behaviors. For this reason, in some cases, there is no need to ask the following question again: "When you review the behavior problems in children with divorced parents in the classroom, how often do these behaviors occur?" It has emerged that the researcher should pay attention to this situation while conducting the main study.

In conclusion, thanks to the pilot study, the researcher made the interview questions clearer and more understandable. In addition, the pilot study provided information to the researcher about how to conduct an interview, what to pay attention to during an interview, and how to make the participants feel better during an interview.

After the expert opinion and the pilot study were completed, the interview protocol was finalized with 10 open-ended questions.

Table 2

Interview questions

Main Issues	Example Questions
Views on Behavioral Problems	How do you describe behavioral problems? Do you encounter behavioral problems in your classroom? If yes, what are the behavioral problems that you frequently encounter in the classroom?
Views on the Behavioral Problems in Children with Divorced Parents and Classroom Situations	When you consider these behavioral problems in the classroom, do the behaviors of children with divorced parents differ from the behaviors of other children? If yes, how? What could be the reason for this situation? What behavioral problems do you often encounter in the classroom with children with divorced parents? When you review the behavioral problems in children with divorced parents in the classroom, in which situations do these behaviors occur most? When you review the behavioral problems in children with divorced

Table 2 (Continued)

Views on the Behavioral Problems in Children with Divorced Parents and Classroom Situations	parents in the classroom, how often do these behaviors occur? Do the behavioral problems in children with divorced parents in the classroom affect the learning-teaching process? If yes, how does it affect?
The Methods Used to Cope with the Behavioral Problems	Considering the effect on the learning-teaching process, how do you deal with the behavioral problems in children with divorced parents in the classroom? Can you give information about the methods you use for this purpose? What are your thoughts on the effectiveness of these methods? What are your collaborative approaches with families, educators and experts regarding the behavioral problems in children with divorced parents in the classroom? How often do you use these approaches?

Before conducting the study, necessary permissions were obtained for the research. For this purpose, the researcher first obtained permission from the METU Applied Ethics Research Center (see Appendix A). Later, she got permission from the Ministry of National Education (see Appendix B).

Before the researcher started to interview the participants, all participants were informed about aims of the study and a signed consent form (see Appendix E) was obtained from each participant. They were informed that the study is on a voluntary basis and their privacy would be protected throughout the study. Participants were also informed that they could withdraw from the study at any time. The data obtained from

the research has been used for scientific purposes only and has not been shared with anyone.

Since the participants of the study were early childhood teachers, the interview place was early childhood institutions. During the interviews, attention was paid to the quietness of the environment and the absence of distractions and factors that could negatively affect the interview process. The duration of the interviews were determined according to the motivations of the participants. In addition, the interviews were audio taped with the participants' agreement.

3.4.3. Observation

In this study, while providing teachers' views about the behavioral problems in children with divorced parents through the interview method, the researcher used observation to strengthen the teachers' views and see their approach to children in their daily routines. As mentioned earlier, teachers have different views and opinions, especially on defining and dealing with behavioral problems in children. The researcher tried to reveal whether the teachers' views on the subject are consistent with their classroom practices thanks to observation. Observation is a method used to describe in detail the behavior that occurs in any environment or institution (Yıldırım & Şimşek, 2016). If a researcher wants to obtain a detailed, comprehensive and time-spread picture of behavior in any environment, the observation method can be used (Bailey, 1982). According to Marshall and Rossman (2006), observation is useful for gathering information about the normal daily flow in classrooms and the interaction/communication between children and teachers.

After the interviews with the participants in the study were completed, the researcher started the classroom observations. Among the 15 teachers interviewed, 5 teachers were randomly selected for observation. Observations were made according to the availability of teachers and schools 2 days a week for 2 months. The observation period was carried out as a whole day for the first 4 weeks, and then, it was carried out as a half day for the last 4 weeks, when the children and teachers got used to the researcher. There was a second observer aware of the purpose of the research, in order to prevent the researcher's prejudice about the teacher's approach to children and this researcher

was a research assistant at Duzce University, Department of Psychological Counseling and Guidance, and she is also a phd student in Duzce University.

In order to manage the observation process in accordance with its purpose, observation form, checklist and anecdotal record form were prepared. The researcher benefited from expert opinion and made the necessary changes. For the expert opinion, she received help from three experts who are faculty members of the Early Childhood Education department at a state university. After the expert opinion, 'other' columns were added to The Observation Checklist.

During the interview, the teachers were asked detailed questions about the behavioral problems in children with divorced parents in the classroom and what methods and techniques they used to cope with these behavior problems. The Observation Form was created both to confirm the consistency of the teacher's answers and to better understand the behaviors, reactions and practices of the teachers in the classroom regarding the behavioral problems in children with divorced parents.

Since the question "*What are the behavioral problems in children with divorced parents in the classroom environment?*" was asked to teachers in the interview questions, The Observation Checklist, was prepared to determine these behavioral problems and to observe whether the teachers noticed these behaviors and reacted. The behavioral problems mentioned in the checklist were obtained from the relevant literature review and were created by scanning all the accessible resources related to the subject.

The Anecdotal Record Form, which includes explanations describing child behavior, was prepared to provide rich details about the behaviors in the classroom in order to objectively describe what happens in the classroom and to determine where and how the events occur.

3.5. Data Collection Process

The researcher first applied to the Applied Ethics Research Center and the Ministry of National Education for a research permit. After the approvals, the interview questions and the observation protocols were applied as a pilot, and after the final versions of

these documents were prepared, the researcher informed the teachers and school administrators to explain the details of the study. Then, the participants were asked to sign the consent form. After the consent form, the participants were asked to fill in a demographic information form. One-to-one interviews were held in early childhood institutions in a suitable area. In order to ensure that all the information was obtained and to reduce the time spent on handwriting the answers of the teachers during the interview, a voice recording was made with the permission of the teachers (Yıldırım & Şimşek, 2005). The reason for using the audio recording was explained to the teachers, but if a teacher did not accept the audio recording, the researcher stated that she would handwrite his/her answers to the interview. After the interviews, observations started with the selected 5 teachers and the researcher filled the data collection tools determined in the observation section during the observation sessions.

3.6. Data Analysis

Especially, in qualitative research data analysis is considered the most important step (Büyüköztürk, 2020). One of the common steps in qualitative research designs is the processing of data (Çelik et al., 2020). The researcher used the process suggested by Creswell (2007) for the analysis of the data. This process consists of transcription, coding, researcher diary writing and category creation.

Transcription is the process of converting what is obtained through interviews, observations, audio recordings or field notes into text (Bogdan & Biklen, 2007). Transcription, which is very difficult and requires intensive labor (Creswell, 2012), is provided by writing the interviews to the letter (Merriam, 2009).

Coding is marking or labeling small pieces of data by identifying various aspects of the data (Corbin & Strauss, 2008; Creswell, 2013; Merriam, 2009; Miles & Huberman, 2016). Coding is the separation of the data converted into text into meaningful parts and while doing this, preserving the semantic integrity between these parts (Miles & Huberman, 2016); it also includes the process of collecting text or visual data into small categories of information and searching for evidence from different databases used in a study (Creswell, 2013).

The process of writing notes about the coding process, data, categories and concepts and comparing these notes within and with each other is called researcher diary writing (Charmaz, 2006; Neuman, 2007). Writing a researcher's diary, which has a very important place in qualitative research, is a helpful tool in analyzing data and codes from the beginning to the end of the research process. At this stage, the researcher can develop new ideas and perspectives; can make concrete the important points noticed before (Charmaz, 2006; Charmaz & Belgrave, 2012, 2015; Corbin & Strauss, 2008; Glaser & Holton, 2004; Lawrence & Tar, 2013).

Categories are large units of information containing many codes of common ideas. These can be thought of as basic patterns, findings or abstractions that emerge in response to research questions (Corbin & Strauss, 2008; Merriam, 2009). Categories are created by combining two or more relevant codes after all codes have been read. It is not mandatory to use all codes when creating categories. Codes that are not considered important may need to be deleted or combined with another code and classified under a new category (Cresswell, 2013). The decrease in the number of categories is a sign of a higher level of abstraction (Merriam, 2009). The fewer the number of categories, the more connections are made between the findings. According to Creswell (2013), it is appropriate to have 25-30 categories in the first stage of a study, and to conclude the study with 5-6 main categories by making the necessary reduction and merging at the end of the study.

In qualitative data analysis, visual elements are figures about what is happening in the study (Creswell, 2013). Visual elements are the presentation of ideas and thoughts as concrete elements (Charmaz, 2006). Categories and relationships can be described as visual elements (Corbin & Strauss, 2008; Creswell, 2013). Visual presentations are extremely valuable for conveying complex and non-linear ideas to the reader (Clarke, 2016; Tracy, 2013).

The final step in data analysis is to interpret the findings. This is the step where the answer to the question "what has been learned in the study so far?" is given (Creswell, 2014). Interpretation in qualitative research includes abstracting beyond codes and categories towards the broader meaning of data (Creswell, 2013) and making meanings from data (Patton, 2014).

3.7. Trustworthiness of the Study

Certain approaches were followed to increase the validity and reliability of this study, and the credibility of the study was increased thanks to these approaches.

3.7.1. Validity

Some methods were developed to increase the quality of qualitative studies. Creswell lists these methods as follows; "prolonged engagement and persistent observation in the field, peer review, triangulation, clarifying researcher bias from the outset of the study, refining hypotheses as the inquiry advances, rich and thick description, member checking, and external audits" (Creswell, 2007, p.208). So, the researcher used several of the above-mentioned methods for the validity of the study. In order to provide the internal validity of the interview questions to be used as instruments, expert opinion was taken from four experts in the field of early childhood education. In addition, a pilot study was made for the questions before beginning the study. In this study, it is decided that pilot study was conducted with three early childhood teachers. As a result of the expert opinions received and the pilot study, interview questions were developed and re-organized. In addition, the researcher benefited from member checking. Thanks to this method, approval was obtained from the participants regarding the accuracy of the interview transcripts (Punch, 2005). In order to check the accuracy of the transcripts created after the interviews, the transcripts were sent to the randomly determined number of participants.

3.7.2. Reliability

The researcher used the inter-coder agreement technique in order to ensure the reliability of the interview part. This method, also known as agreement between independent coders, was used to examine the reliability of the scores given by two or more independent coders regarding the extent to which a large number of situations have a certain characteristic (Büyüköztürk, 2020). Here, the reliability of the scores of two or more coders for the same objects was measured by the agreements between the score sets (Büyüköztürk, 2020).

In this study, the first coder was the researcher and the second coder was an expert in early childhood education. First of all, the two coders read the transcripts of the interviews independently and created their own codes and categories. Afterwards, two coders came together to compare the code and categories created. It is important to reach consensus at this stage. Finally, the formula developed by Campbell et al. (2013) for the reliability analysis was used. This formula is as follows;

“Reliability= Number of agreements/ (total number of agreements + disagreements)”
(Campbell et al., 2013, p. 309).

To conclude, in this study, the inter- coder reliability was found as .87.

For the observation part, there was a second observer who participated in classroom observation, aware of the purpose of the research, in order to prevent the researcher's prejudice about the teacher's approach to children. In this way, the consistency of teachers' behaviors and their views on behavioral problems in children with divorced parents were measured and the assessment tried to be unbiased.

As in the reliability of the observation part, the researcher and the observer compared the findings obtained from the data collection tools they used during the observation and revealed common findings. The inter-coder reliability score of the observation using the formula above is .89.

3.8. Summary

In this third chapter, the methodology of the study was presented. This section includes the research questions, the design of the study, detailed information about the participants, the data collection tools and the expert opinion and pilot study that are important in the creation of these tools, the data collection period of the research and the analysis of the data, and the reliability and validity studies that are critical for the credibility of the research.

CHAPTER 4

FINDINGS

4.1. Introduction

In this part of the study, the researcher presents the findings obtained from the analysis of the collected data about the views of early childhood teachers about the behavioral problems in children with divorced parents.

In the first part of this section, the results obtained from the demographic information form, which is one of the data collection tools, are presented. Afterwards, the findings of the research were examined in connection with the research questions. The researcher divided the findings related to the subject into data sets, and organized the codes obtained from the data sets according to categories. Transcripts of the interviews are included in order to reveal their connections with the codes created.

4.2. Demographic Information of the Participants

The researcher did not use the real names of the teachers and children to hide their identity and school information. Pseudonyms were used instead of their real names. Data were collected from public early childhood education institutions in Düzce, Turkey. In total, 15 teachers from 8 early childhood education institutions were interviewed. Participants were named P1 to P15, and children were named C1 to C5. The researcher collected the demographic information of the participants before starting the interview. There were 2 male and 13 female early childhood teachers. The age range of the participants was between 26 and 50 years. One of the participants was graduated from the department of Primary School Teaching and another participant was graduated from the department of Child Development and Education. The participant, who graduated from the department of Primary School Teaching, did a

minor in the department of Early Childhood Education. In addition, all participants except these two participants were graduated from the department of Early Childhood Education. The participants' experience in early childhood education ranged from 3 to 20 years. The number of children in the participants' classes was between 15 and 26.

Before presenting the research findings, the participants' background information about behavioral problems should be reviewed. At the end of the Demographic Information Form, there are 2 questions regarding behavioral problems to the participants. Before the interview, the researcher asked whether they had taken a course at the university on this subject. If they took courses, she asked for information about the contents of these courses. In addition, the researcher asked whether they attended trainings such as seminars, in-service training, and conferences on behavioral problems after starting their profession. If they attended, she asked for detailed information about the content of the training. The answers given by the participants on this subject showed that a small number of them took lessons or training on behavioral problems. Many of the participants stated that they did not take a course on behavioral problems in particular, but that behavioral problems were mentioned in the content of the undergraduate courses they took. There are 4 teachers who participated in trainings such as seminars and in-service training after starting the profession related to behavioral problems. One of them attended online seminars during the pandemic period.

4.3. Teachers' Views on Behavioral Problems

As the first question of the interview questions, the researcher asked "*How do you define behavioral problems?*". After this question, which aims to reveal teachers' views on behavioral problems, the researcher shared the definition of behavioral problems given in the literature with the teachers. The definition of behavioral problems in the literature was given because it is more comprehensive than the definitions given by the teachers. The definition was: "Behavioral problems seen in children are behaviors that do not comply with their developmental period, are repetitive, disturb the environment and are noticed to be inappropriate. It is generally defined as the expression of some stress and strains experienced by the child. Behavioral problems are conceptualized in two broad categories; externalizing

behavior problems consisting of impulsivity and aggressive behaviors; and internalizing behavior problems reflecting internal states such as anxiety, depression, and withdrawal (Stacks & Goff, 2008).” After this definition, the researcher asked “*Do you encounter behavioral problems in your classroom after considering this definition? If yes, which behavioral problems do you encounter frequently?*”. These questions, which constitute the first two questions of the interview questions, were actually created by the researcher to warm up the participant to the interview. These two interview questions have no equivalent in the research questions.

In addition, if the researcher had directly asked questions about the behavioral problems seen in children with divorced parents, the participant would have been directed about the subject. Even if there was no behavioral problem in children with divorced parents, the participant would have been directed because of this question. In order to prevent this, these two questions were created. After these two questions, the researcher moved on to questions about children with divorced parents.

4.4. Research Question 1: What are the views of in-service early childhood teachers on behavioral problems in children with divorced parents in early childhood settings?

4.4.1. RQ 1.a: Do the behaviors of children with divorced parents differ from those of other children, according to teachers?

After the researcher asked the first two of the interview questions and warmed the participant to the interview, she came to the questions that would answer the research questions. As the third question of the interview, the researcher asked, “*When you think about these behavioral problems in the classroom, do the behaviors of children with divorced parents differ from those of other children?*” The answers of the participants were arranged below the codes of differ and does not differ (Table 3).

Table 3

Views of participants

Codes	It differs	It does not differ
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Table 3 (Continued)

Frequency	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P14, P15	P13
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When evaluating the behavioral problems in children with divorced parents in their class compared to their peers with normal development, 14 participants stated that there is serious difference and 1 participant stated that there is no difference. The participants stated that the behavioral problems of these children are unmanageable because they are emotional state-based and often include externalizing behaviors that disrupt the classroom order. Moreover, teachers find the behavioral problems of these children more intense, longer-lasting and gradually increasing in severity compared to the behavioral problems of other children.

The participant, who said that the behavioral problems in children with divorced parents are not different from the behavioral problems in other children, attributed this situation to the financial situation of the child's parents. P13 expressed this idea as follows:

Since this child's parents financial situation is good, I do not encounter many behavioral problems. He sometimes use physical violence to his friends, but not intensely. I think the fact that the family's financial situation is good is an effective factor in this, because this way, the child can do whatever he wants. If his financial situation was troubled, he would exhibit more aggressive behavior.

4.4.1.1. RQ 1.a.a: If yes, what are the views of early childhood teachers on reasons of behavioral problems in children with divorced parents?

The researcher detailed the question in order to access the participants' thoughts on this subject in depth and she asked, "*What do you think might be the reason for this situation?*". The reasons for the differences in behavioral problems in children with divorced parents compared to their peers with normal development, were categorized. The findings under this question were presented in accordance with the categories created based on the codes. The codes were classified under three main categories as parents-related reasons, environmental factors, child-related reasons (Table 4).

Table 4

Views on reasons of behavioral problems in children with divorced parents

Categories	Codes
Parents-Related Reasons	Parents dedicate themselves to the child (n=1)
	Lack of parents/role models (n=5)
	Conflict between parents (n=1)
	Verbal/physical violence from parents (n=2)
Environmental Factors	Disruption of home and school order after divorce (n=1)
	Fear of losing a parent (n=4)
Parent-based Reasons	Being angry with the parent (n=1)
Child-Related Reasons	Experiencing love/attention deficiency (n=6)
	Experiencing self-confidence deficiency (n=3)
	Experiencing trust deficiency (n=3)
Other Reasons	Inability to cope with emotional state (n=3)

4.4.1.1. Parent-Related Reasons

Early childhood teachers expressed their views on the reasons for behavioral problems in children with divorced parents. Nine of the participants associated children's behavioral problems with reasons related to their parents. The reasons arising from the parents stated by the participants were examined under four codes; parents dedicate themselves to the child, lack of parents/role models, conflict between parents and verbal/physical violence from parents.

4.4.1.1.1. Parents dedicate themselves to the child

One of the participants associated the reason for the behavioral problems in children with divorced parents with the fact that the parents of these children dedicate themselves to the child and do whatever the child wants. This behavior of parents causes children to exhibit behavioral problems when they cannot reach what they want at school or when they have to do what they do not want. P2 expressed this idea as follows:

The parent, child lives with, dedicate herself/himself to the child and s/he tries to do whatever the child wants. These children become the prince or princess of the home. As the child experiences parental divorce, the parent begins to fall over backwards for the sake of the child and does whatever child wants. For example, the parent buys any toy the child wants and the child does whatever activity he wants. The parent begin to spend his/her time, energy, material and spiritual resources for the child. When the child's wishes are not done at school, as he is used to at home, he starts to harm his friends and environment and experience social adjustment problems. Since the child's every wish comes true without question at home, he wants the same situation to be valid at school. When this does not happen, he shows his reaction by hurting his surroundings.

4.4.1.1.1.2. Lack of parents/role models

Another view of the participants, who associate the behavioral problems in children with divorced parents with the reasons arising from the parents, is that the child has a lack of parents and role models. There are five participants who associate behavior problems with this reason. In other words, the rate of participants advocating this idea is high. P3 stated her opinion in relation to the subject as follows:

The temperament of the child with divorced parents is quiet, calm, more cautious than his friends, more introverted, and behaves in a more individual way. He prefers to observe his friends rather than being involved in their games. He refuses when I try to involve him in his friends' games. I attribute this situation to the fact that the child did not see or experience a father figure at home. The child has lived with his mother and grandmother almost since he was born, and did not even take his father's surname.

P5, P8 and P15 agreed P3's opinion on this issue.

P11 stated his opinion about the same subject by emphasizing a different perspective as follows:

These children need role models in gaining sexual identity. Both mother and father figures are needed in the electra and oedipus complexes experienced in this age period.

These behavioral problems arise because they cannot meet this need. In our culture, children are usually given to their mothers, so children experience a lack of father. At this point, I attach great importance to the existence of male preschool teachers. I think we are role models for these children whose father is not at home. We encounter situations of father need or father deprivation in the classroom.

4.4.1.1.3. Conflict between parents

Another situation stated by the participants, who associated the behavioral problems in children with divorced parents with their parents, is conflict between the parents. The participant, P8, who expressed an opinion on this subject said as follows;

I observe serious aggressive behavior in children in divorce situations where parents are in conflict. Since parents are in conflict, the child also feel this conflict and this clearly affects his behavior. For example, he wants to solve his own problems in the same way, by taking the behavior of his parents as an example.

4.4.1.1.4. Verbal/physical violence from parents

The last reason given by the teachers, who show the reasons arising from the parents as the causes of the behavioral problems in children with divorced parents, is the verbal/physical violence from their parents. There are two participants who stated that the children in their classes were exposed to verbal or physical violence from their parents so they were negatively affected by this situation. The participants associated the behavioral problems that children exhibit in the classroom with this violence from their parents.

P9 stated her idea by mentioning especially physical violence:

I think, it is natural to have behavioral problems in a child with normal development in early childhood period, but we experience violent behavior very intensely and constantly in this child. This child is experiencing such difficulties because he was left by his mother at a young age. His mother put out cigarettes on his body many times when he was two and a half years old. For these reasons, the doctors said that he needed time to be able to overcome this situation. Therefore, I associate their behavior with this situation. I can even say that the child has traumas about this issue.

Like P9, P12 expressed her idea by asserting mostly verbal and emotional violence:

This child's behavior is actually very understandable to me. Her father has left the house and she has little to no contact with her father now. On the other hand, the mother is not interested in the child because she is angry with the child. The mother sees the child as a problem and a hindrance. The child is in a difficult situation psychologically and she told me clearly that, 'My mother does not love me'.

4.4.1.1.2. Environmental Factors

Early childhood teachers expressed their views on the reasons of behavioral problems in children with divorced parents. One of the participants associated the reasons for these children's behavioral problems with environmental factors. The reasons arising from environment stated by the participants were examined under one codes; disruption of home and school order after divorce.

4.4.1.1.2.1. Disruption of home and school order after divorce

One participant stated disruption of home and school order after divorce as a reason for the behavioral problems in children with divorced parents. The change of his routine affected the child emotionally and therefore the child began to exhibit behavioral problems. P7 expressed this idea as follows:

He is a very shy and introverted child because his parents are separated and the child is far from his mother. The reason for this behavior is very clear and understandable. The fact that his parents were not together caused confusion and disorganization in the child mind and also life. His order at school and at home has been adversely affected financially and morally. This situation had a bad effect on him practically. These behaviors are the result of these situations.

4.4.1.1.3. Child Related Reasons

While the participants expressed various opinions about the reasons of behavioral problems in children with divorced parents, the majority (n=10) associated the causes of these behaviors with child related reasons. Six codes stated as child-related reasons were grouped into three sub-themes; parent-based reasons, deficiency-based reasons, other reasons. Fear of losing a parent and being angry with parents were included in the sub-theme of parent-based reasons. Experiencing love/attention deficiency, self-confidence deficiency and trust deficiency were included in the sub-theme of deficiency-based reasons. Inability to cope with emotional state was included in the sub-theme of other reasons.

4.4.1.1.3.1. Parent-based Reasons

The participants (n=5), who stated that the causes of behavioral problems in children with divorced parents were correlated with the child-related reasons, associated them

with parent-based reasons. In other words, the leading role in these behavioral problems is the child, but the basis of the problems is their parents. Parent-based reasons stated by the participants were examined under two codes; fear of losing a parent and being angry with parents.

4.4.1.3.1.1. Fear of losing a parent

Participants (n=4) stated the fear of losing their parents as the reason for the behavioral problems in early childhood education environments in children with divorced parents. These children have a fear of losing their parents due to divorce and as a result, they never feel safe. P1 stated her idea by saying:

This child has an intense fear of losing his mother. Due to the divorce of the parent, his father left home and the child lives with his mother. He thinks that he lost his father and he might lose his mother, too. This creates a stress situation for the child. He thinks that, while he is at school, his mother will not come and pick up him from school at the end of the day. Because of this thought, he constantly asks such questions: "My mother will come, won't she?", "Mom's coming after school, isn't she?".

P4 expressed her opinion by focusing on the emotional state of the child in the classroom:

Due to the divorce of his parents, the child has an intense fear of losing his mother. When separated from his mother, he may experience separation anxiety in the classroom, and this causes him to exhibit serious behavioral problems.

P14 expressed the similar opinion with P4 about the same issue by focusing on mother's behavior:

This child has a fear of losing the mother, so there is excessive dependence on the mother. This is, actually due to the mother's behavior. For example, they slept together at night. This is wrong and I warned the mother about it. Since the father left, the child has an excessive dependence on the mother. This situation causes behavioral problems such as constantly asking for his mother in the classroom, therefore crying.

4.4.1.3.1.2. Being angry with the parent

A participant (n=1) stated that children's anger towards their parents was the reason for the behavioral problems in children with divorced parents. According to this participant, children who cannot see their mother or father as they used to after the divorce, or who cannot see them at all, develop a state of anger towards that parent.

This state of anger is reflected in his behavior at home and at school. P6 reflected her opinion by focusing on child's behavior:

This child gets angry and starts crying even when he can not open the lid of his flask, can not put his paper on top of each other, and even when he can not get his pen out of the pen holder. He cries violently for any simple act he can do on the second try. This situation continued at home. I think the fact that his parents are divorced is a very influential factor, because the child can not see his father very often, and therefore he is angry against his father.

4.4.1.1.3.2. Deficiency-based Reasons

The participants ($n=7$), who revealed the reasons related to the child as the reasons of the behavioral problems in children with divorced parents highlighted some of the deficiencies experienced by the child. In other words, the reason why these children exhibit behavioral problems is some deficiencies they experience compared to their normally developing peers. Deficiency-based reasons stated by the participants were examined under three codes; experiencing love/attention deficiency, experiencing self-confidence deficiency and experiencing trust deficiency.

4.4.1.1.3.2.1. Experiencing love/attention deficiency

The participants mentioned a love and attention deficiency experienced by the children as the reason for the behavioral problems in children with divorced parent. The participants ($n=6$) stated that after the divorce, due to the fact that one of the parents moved out of the house and the responsibility on the other parent increased, there was a decrease in the time allocated to the children, and this led to significant changes in the children's behavior. P1 explained this situation by comparing children whose parents were divorced with children whose parents were still married:

The reason for their behavioral problems may be love deficiency. Divorced children receive less love at home than other children. Love deficiency actually affects children of all ages negatively, but the negative consequences can be more severe in this period. During this period, children should grow up with the love they receive from both their parents. This is a god-given right. The development of the child, who grows up with the attention and love of both parents, cannot even be compared with the development of these children.

P2 made a statement by comparing the behaviors of two children with divorced parents in her class:

In a child with divorced parents, there is a case of being the princess of the house because the parents do whatever the child wants. On the other hand, my other child, whose parents are divorced, has a serious introversion. I attribute this to the fact that the child does not receive enough attention from his family. He lives with his grandmother, grandfather and mother. He can only see his father on weekends. He wants his family to be like the families of other children, and he sometimes expresses this.

P6 asserted her opinion about the same issue by mentioning the reasons for this love deficiency:

I think that there is a very careless and loveless environment at home. Since the parents are divorced, the mother is in financial trouble; the father is absent and he is not in contact with the child. It would be a mistake to expect normal behavior from this child who grew up in such an environment, wouldn't it?

P11 focused on attention demanded from the teacher and stated that:

These children do not want themselves to be an equal member of the class, but rather to be the person who is cared for by everyone and especially by their teacher. In order to achieve this, they constantly come to me and demand my attention with excuses such as "Teacher, my arm hurt, my head hurts". While my female students want to attract attention in this way, my male students want to attract attention by showing violence.

P12 looked at the situation from a different point of view and stated that:

She reacts incredibly seriously to minor problems and skill deficiencies, but makes it very clear that the real cause of these reactions is not the problems she was experiencing at that time. The main reason for this behavior is the need for attention. This child does not get any attention at home. Her father has left the house and she has little to no contact with her father now. On the other hand, the mother is not interested in the child because she is angry with the child. The mother sees the child as a problem and a hindrance.

P15 expressed the similar opinion with P6 about the same issue but she also mentioned physical effect of love deficiency:

In fact, the child is experiencing love deficiency and it causes low levels of happiness-releasing hormones in the child's brain. This causes the child to always act unhappy, angry, aggressive and exhibit behavioral problems. The mother has so many duties as a mother at home; earning money, cooking, cleaning, taking care of children. In this way, there is a decrease in the time she can spend for the child compared to a normal family. Although she wants to be interested, she does not have enough time. Consequently, the child is emotionally affected by this situation.

4.4.1.1.3.2.2. Experiencing self-confidence deficiency

The participants (n=3), who stated the reasons for the behavioral problems in children with divorced parents, stated that the children exhibited behavioral problems because they lacked self-confidence. According to the teachers, these children experience adjustment problems compared to their normally developing peers, as their self-confidence is not sufficient, and this manifests as behavioral problems. P5 explained the subject by talking about the social development characteristics of the child:

I think this child is very different from his normally developing peers. He is always one step behind his friends. He does not know how to behave, he cannot adapt to the social environment, he is worried and insecure about participating in the game environment, he has difficulty in expressing himself. The reason for this may be that the child has a self-confidence problem.

P6 expressed the similar opinion with P5 about the same issue as follows:

This child cannot trust himself, his self-confidence is not well established, he always has a fear of an action. Compared to his normally developing peers, he experiences the lack of his parents in every situation, and therefore he has a problem of confidence in himself and his environment. As the bond of trust between us is established in the classroom, I notice a decrease in behavioral problems. There are still ongoing problems, of course, but we made progress together compared to the beginning.

4.4.1.1.3.2.3. Experiencing trust deficiency

Participants (n=3) explaining the causes of behavioral problems in children with divorced parents stated that these children have a problem of trusting their environment. According to the teachers, after the divorce, serious problems arose in the trust of the children to their environment, especially to their parents. P3 explained this situation through an example he experienced in the classroom:

The child does not feel safe in any environment; neither at home nor at school. He does not want to be involved in a situation where he does not feel safe. For example, he suddenly started crying yesterday, while he was painting. When I showed him one-on-one attention, he said he cried because he could not paint. I tried to support him but he refused to paint. In order to ensure his development, it is necessary to make him feel safe and provide an environment of trust in the classroom.

4.4.1.1.3.3. Other Reasons

4.4.1.1.3.3.1. Inability to cope with emotional state

The participants (n=3), who stated the reasons related to the behavioral problems in children with divorced parents, underlined the child's inability to cope with the emotional state experienced after the divorce, among child-related reasons. P10 asserted her opinion about this issue:

I can say that this child's behavior is different compared to his normally developing peers. I think the reason for this is that he reflects the internal problems he has experienced during and after the divorce process. He reflects the problems that he has experienced and cannot solve after the divorce by exhibiting behavioral problems. This is very normal and understandable because a child cannot cope with this internal state on his own. Maybe he is getting relief as she exhibits behavioral problems. This is a problem that requires professional intervention and needs to be resolved urgently. Otherwise, the child may face bigger problems in the future.

The researcher started by asking the participants to compare the behaviors of children with divorced parents with those of other children, so as not to direct the participants. The majority of the participants (n=14) stated that the behavioral problems in children with divorced parents are different from the behavioral problems in other children. On the other hand, one participant stated that there was no difference and associated this situation with the financial situation of the child's parents.

According to participants, there were eleven reasons why the behavioral problems in children with divorced parents are different from the behavioral problems in other children. These reasons classified under three main categories as parent-related reasons, environmental factors and child-related reasons.

4.5. Research Question 2: What are the behavioral problems encountered in children with divorced parents in early childhood settings, according to teachers?

After the researcher asked the participants to reveal their general views on the behavioral problems in children with divorced parents, the participants were asked their opinions about the behavioral problems they encounter in children with divorced parents in early childhood education settings.

The findings under this research question were presented in accordance with the categories determined during coding. The codes were organized under five main

categories which were violent and destructive behaviors, communication problems, socialization problems, focus and attention problems and others. (Table 5)

Table 5

Behavioral problems encountered in children with divorced parents

Categories	Codes
Violent and Destructive Behaviors	Tendency to violence (physical/verbal) (n=7)
	Aggression (n=4)
	Nervous and anger control problems (n=2)
	Damaging classroom materials (n=3)
Communication Problems	Introversion/shyness (n=5)
	Inability to express oneself (n=3)
	Stubbornness (n=1)
	Crying/screaming (n=6)
	Repeated actions (n=1)
Socialization Problems	Friend exclusion/complain (n=3)
	Difficulty in setting up/maintaining games (n=4)
	Jealousy/excessive addiction (n=4)
	Low self-confidence (n=3)
Focus and Attention Problems	Lack of attention (n=7)
	Indifference (n=5)
Others	Masturbation (n=1)

4.5.1. Violent and Destructive Behaviors

The majority of the participants (n=10) responded to the behavioral problems they encountered in the classroom environment as violent and destructive behaviors in children with divorced parents. Violent and destructive behaviors stated by the

participants were examined under four codes; tendency to violence (physical/verbal), aggression, nervous and anger control problems, damaging classroom materials.

4.5.1.1.Tendency to violence (physical/verbal)

Almost half of the participants (n=7) stated that the behavioral problems they encounter in children with divorced parents in their classrooms are physical violence and verbal violence. P1 expressed her opinion by mentioning types of violence tendencies:

Unlike other children, there is an intense tendency to violence in the classroom, especially in children with divorced parents. This tendency to violence can be against friends, toys, materials in the classroom, and sometimes against me when the child is out of control.

P11 focused that children use violent behaviors to achieve their own wishes:

These children do not want themselves to be an equal member of the class, but rather to be the person who is cared for by everyone and especially by their teacher. Especially, male students are trying to achieve this by showing violence.

4.5.1.2. Aggression

Aggression was stated as one of the behavioral problems exhibited by children with divorced parents in the classroom environment by the participants (n=4). P7 expressed this situation as follows:

When he has a problem with his friends, he becomes extremely aggressive and can hit them. In addition, there is a tendency to befriend children who are aggressive in the classroom and have behavioral problems. He always wants to play with them, sit down and do activities with them.

4.5.1.2.Nervous and anger control problems

Participants (n=2) mentioned nervous and anger control problems related to behavioral problems in children with divorced parents. These children may harm themselves or their friends by not being able to control their anger in the face of a problem related to their friends, teachers or anything in the classroom. P12 explained her idea by giving an example:

One day, she was arguing with her mother and the discussion reached serious proportions. Then, she went into a crying fit and locked herself up. At that time, she

was so angry that she did not know what to do. She completely locked herself up, remaining motionless and unresponsive for a long time. We have experienced this situation several times.

4.5.1.4. Damaging classroom materials

The participants (n=3) stated that these children exhibited the behavior of damaging the materials in the classroom, their personal belongings and the personal belongings of their friends, while expressing their opinions about the behavioral problems seen in children with divorced parents. According to the participants, this behavioral problem is the way children express their anger and nervous. P1 said the following on the subject:

Unlike other children, especially children with divorced parents have a behavioral problem in the classroom, such as taking their friends' personal belongings, toys and materials brought to be used in activities without permission, hiding them in their own lockers and harming them. Sometimes they want to secretly take these items home.

4.5.2. Communication Problems

The majority of the participants (n=9) responded to the behavioral problems they encountered in the classroom environment as communication problems in children with divorced parents. Communication problems stated by the participants were examined under five codes; introversion/shyness, inability to express oneself, stubbornness, crying/screaming and repeated actions.

4.5.2.1. Introversion/shyness

One-third of the participants (n=5) mentioned internalized behavioral problems in children with divorced parents, such as shyness, introversion, and being quieter and calmer than their normally developing peers. According to the participants, the reason why children exhibit these behaviors is the effect of negative feelings caused by their parents' divorce. P3 asserted her opinion:

The temperament of the child with divorced parents is quiet, calm, more cautious than his friends, more introverted, and behaves in a more individual way. He prefers to observe his friends rather than being involved in their games. He refuses when I try to involve him in his friends' games.

Like P3, P5 had also focused on different behavior of the child compared to his friends:

This child is very shy, naive and generally has a very timid attitude towards everyone. I think that this child is very different from the children with married parents and normally developing peers. He is always one step behind his friends.

4.5.2.2. Inability to express oneself

The participants (n=3) stated regarding the behavioral problems in children with divorced parents that these children had difficulties expressing themselves in the classroom environment, even they could not express themselves. According to the participants, the divorce of their parents created a trust problem in these children. Therefore, children do not even trust themselves to communicate and refuse to communicate. P5 stated that:

I can say that this child does not know how to behave in the classroom environment, cannot adapt to the social environment, is anxious and insecure about participating in the play environment, has difficulty in expressing himself or even cannot express himself.

4.5.2.3. Stubbornness

Only one of the participants mentioned that the stubbornness of the child with divorced parents is at a level that can disrupt the daily flow of the class. P12 stated her idea regarding the issue by talking about the child's developmental status as follows:

The development of this child is adversely affected compared to her normally developing peers. She looks physically very tiny, weak and small. She is also insufficient in cognitive skills, she cannot understand what is being said, for example, although I tried to teach numbers many times, I could not teach them. The child is aware that her development is lagging, and therefore she is stubborn towards activities. If there is an activity that she thinks her own skills will not be enough, she is stubborn and does not participate in the activities.

4.5.2.4. Crying/screaming

Participants (n=6) mentioned behavioral problems in children with divorced parents, such as screaming and crying frequently in the classroom. These children exhibit these behaviors due to a lack of skills or to express a desire. P6 shared her thought:

Crying is a serious problem in this child compared to other children. Other children also show crying behavior, but even in these very simple situations, he has a crying crisis because he is not confident. He cries violently for any simple act he can do on the second try. For example, he cannot open the lid of his flask, can not put his paper on top of each other, and even he cannot get his pen out of the pen holder and then he cries.

P12 expressed the similar opinion with P6 about the same issue.

P14 expressed the similar opinion with P6 and P12 but she focused on a different reason:

We have a ritual of crying every morning with this child as he leave his mother. He does not want to leave his mother and he constantly asks when his mother will come during all day. He is the first to leave the class every day, he even leaves half an hour before everyone else. Despite this, he cries because he always wants to go home. If a friend leaves the class before him, he cries nonstop until his mother arrives.

4.5.2.5. Repeated actions

One of the participants mentioned repeated actions while talking about the behavioral problems in child with divorced parents in the classroom. According to her, these behaviors are one of the important features that distinguish the child from his peers.

P10 expressed her idea by giving example:

He has obsessions that set him back from his friends. For example, when he gets angry at something in the classroom, he cannot get out of the effect of that event for a long time. Sometimes I see rhythmic rocking behavior. I think of the possibility of autism as the reason for this, but the family does not accept it. These behaviors cause him to distance himself from his peers and not participate in activities and in-class conversations.

4.5.3. Socialization Problems

The majority of the participants ($n=8$) responded to the behavioral problems they encountered in the classroom environment as socialization problems in children with divorced parents. Socialization problems stated by the participants were examined under four codes: friend exclusion/complain, difficulty in setting up/maintaining games, jealousy/excessive addiction and low self-confidence.

4.5.3.1. Friend exclusion/complain

According to the participants ($n=4$), it is observed that children with divorced parents complain about their friends to the teacher and exclude the friend they do not like. While children try to include their favorite friends in their games, they try to keep their

disliked friends away from the game. P4 asserted her opinion regarding the issue by stating that:

This child has a serious problem of complaining and excluding friends. He wants to include his own friends in the game. He is trying to exclude friends he doesn't want to include. I intervene to prevent this situation. When I intervene, he accepts, but still does not talk to his friend, whom he does not want to be involved, he acts as if he does not exist.

4.5.3.2. Difficulty in setting up/maintaining games

While the participants presented their opinions about the behavioral problems in children with divorced parents, they (n=4) stated that these children had various difficulties in setting up and maintaining the game and adapting to a social environment compared to their normally developing peers. Since the behavioral problems exhibited by these children are constant, repetitive and gradually increasing in severity, it becomes difficult for children to establish a social game in the classroom. Due to the behavioral problems they exhibit, they have problems in being involved in a game or social environment. P11 carried out a developmental evaluation and stated that:

This child has problems in establishing a game, continuing the game, and getting along with his friends in a social environment. There is no developmental problem in the child's developmental areas, but we have serious problems in social-emotional development.

P15 expressed the similar opinion with P11 but she focused on the reason:

This child is not in the foreground in social situations; he cannot establish a game, cannot participate in an existing game, and even if he is, he cannot continue the game due to his aggressive behavior. He annoys his friends with his aggressive behavior, and they don't want to involve him in their game. Even if he does not exhibit aggressive behavior for a certain period of time, he becomes aggressive and disrupts the order of the game when an undesirable situation develops in the game.

4.5.3.3. Jealousy/excessive addiction

Participants (n=4) stated that children with divorced parents show jealousy and excessive addiction towards their mother, teacher or friend. According to the participants, children who are overly dependent on their mothers do not want to come to school, cannot adapt to school, and constantly want to go home. In the case of excessive addiction on the teacher or friend, jealousy arises. There are situations such

as constantly wanting to spend time with his/her teacher or friend, not being able to share them with anyone. P11 explained the situation in girls and boys separately:

Children's need for a father, father deprivation comes before us in the classroom. As a result of this situation, these children become too possessive of their teachers. Girls are always too fond of me by saying "He is my teacher". Boys, on the other hand, see us as playmates due to the absence of their father at home. He wants to meet his needs with me that he couldn't meet with his father. He constantly takes the ball and says "Teacher, I will play with you".

In these children, excessive addiction of the person they trust is a serious problem. This can happen not only against me, but also against their classmates. They are overly possessive of their friends rather than bonding with them by using sentences such as "My friend, you play with me, you will be my friend today".

P13 expressed the similar opinion with P11 about the same issue.

P14 discussed the excessive addiction against the mother and stated the following:

This child has a fear of losing the mother, so there is excessive dependence on the mother. He does not want to leave his mother and he constantly asks when his mother will come during all day.

4.5.3.4. Low self confidence

Participants (n=3) stated that the self-confidence of children with divorced parents is lower than their peers. The reason for this is that the participants, who focused on the emotional state of the child due to divorce, stated that these children are behind their peers in all developmental areas as a serious consequence of their low self-confidence. P3 stated this situation by explaining the effect of lack of self-confidence on the development of the child and giving examples from developmental areas:

The whole development of the child is delayed compared to other children, especially the motor development is seriously behind compared to the age group. For example, he can not hold scissors or a pencil. In addition, his cognitive development is also delayed. For example, he does not know colors or numbers. As self-care development, he can not wear his coat himself or he wears his slippers inside out. I attribute this to the child's lack of self-confidence because he does not believe in himself that he can do these things, so he does not implement what he has learned or does not learn.

4.5.4. Focus and Attention Problems

Almost half of the participants (n=7) responded to the behavioral problems they encountered in the classroom as focus and attention problems in children with divorced

parents. Focus and attention problems stated by the participants were examined under two codes: lack of attention and indifference.

4.5.4.1. Lack of attention

Participants (n=7) stated that they encounter attention deficit problem in most of the children with divorced parents. According to the participants, this behavioral problem, which seriously affects the developmental processes of children, is a situation that must be overcome by intervening in childhood. P7 expressed her thoughts on the subject as follows:

This child's cognitive development is delayed compared to his peers. He has difficulty in understanding the given instruction and concentrating, so he has also academic difficulties. I need to deal with him individually so that he can give his attention to the activity. During the activity, he starts to wander around the classroom, especially in activities where he is not confident. This is a behavior that negatively affects other friends.

P12 supported the idea by mentioning the future impact of it:

The development of this child is adversely affected compared to her normally developing peers. There is a lack of attention at a level that can be diagnosed with the disease. I shared this situation with her mother, but since the mother refused to take care of the child, she did not deal with this situation either. I think that these behavior problems of the child will grow and she will have much bigger problems in the future, especially during adolescence.

4.5.4.2. Indifference

Participants (n=5) stated that children with divorced parents are indifferent to every activities and situation in the classroom. According to the participants, these children are indifferent to homework, materials, toys, classroom activities, games, friends, and the order of the classroom and school. P9 expressed her opinion by saying that:

This child is completely indifferent in the classroom. He refuses to participate in activities and also does not do his homework. I'm having a hard time trying to get him involved in activities because I couldn't find an activity he enjoyed attending. I can say that he enjoys sitting alone all day.

4.5.5. Other

One of the participants stated that she observed masturbation behavior in a child with divorced parents. This behavior was placed in the 'other' category by the researcher.

4.5.5.1. Masturbation

P15 reflected her opinion on the subject as follows:

There are many times in this profession where I feel helpless and do not know how to act. I was horrified that a 6-year-old boy was masturbating. I have observed that he exhibits this behavior when left alone, using table edges. When I faced this situation, I experienced different emotions and it is a difficult situation for me to deal with. I have observed it once so far, but I do not know what to do if it happens again.

As can be seen in Table 5, when the teachers' views on the behavioral problems in children with divorced parents are examined in the classroom, it was seen that they mostly talk about the problems arising from violence and destructive behaviors, communication problems, socialization problems and focus and attention problems. It was seen that they indicated physical and verbal violence tendency and aggression behaviors with the highest frequency among violent and destructive behaviors, and also nervous and anger control problems and behaviors of damaging classroom materials were also described as behavioral problems. Regarding communication problems, it was observed that most of the teachers stated crying/screaming and introversion and shyness behaviors as a behavioral problem. In addition, teachers expressed many behavioral problems stemming from socialization. Among these, it was determined that the highest frequency is difficulty in setting up and maintaining games and jealousy/excessive addiction behaviors. In addition, it was observed that they referred to behaviors such as excluding and complaining about their friends and low self-confidence as behavioral problems. Furthermore, teachers mentioned lack of attention and indifference behavior with high frequency among focus and attention problems. Apart from these, one of the teachers described masturbation as behavioral problems.

4.6.RQ 2.a: In what conditions do children with divorced parents exhibit these behavioral problems, according to teachers?

After the researcher asked the participants to present their views on the behavioral problems they encounter in children with divorced parents in early childhood education settings, the participants were asked in which condition they encountered

these behavioral problems. The findings under this sub research question were presented in accordance with teachers views (Table 6).

Table 6

Views on conditions for behavioral problems

Codes	Frequency
No special condition needed/	P1, P6, P7, P8, P9, P11, P14
In free playtime	P2, P4, P5, P15
In activity time	P12
When child feel insufficient	P3
When child feel lonely	P10
When child feel insecure	P13

4.6.1. No special condition needed/in any condition

Participants expressed their opinions about the conditions in which behavioral problems occur in children with divorced parents. According to almost half of the participants ($n=7$), there is no need for a special reason, environment or condition for these children to exhibit behavioral problems. These behavioral problems have become the temperament of children and they show them in every condition. According to the participants, this feature is an important difference between the behavioral problems in children with divorced parents and the behavioral problems in other children. P1 asserted that:

It does not have to be a condition or situation that triggers the child. He can hit his friend for no reason. During the game, I observe his reasonless aggressive behaviors while playing with his friends. Although other children do not have any contact or communication with the child, I may observe these behaviors.

P11 expressed his opinion about the same issue by mentioning on times when behavioral problems were intense:

These behavioral problems do not arise in a special situation, this is the child's temperament, so he can act like this in any condition. But of course, these behaviors are much more intense during free playtimes. He is calmer at any activity time because we are all busy with something together and individuality is not so much in the foreground.

4.6.2. In free playtime

Participants (n=4) stated that children with divorced parents exhibit behavioral problems more intensely during free playtime. Behavioral problems are less frequent during the activity time because a collective action is taken and the teacher's instruction is acted upon. During free playtime, children show behavioral problems because they are in a more unruly environment. P2 stated that:

Children who tend to violence increase the level of violence especially during free playtime because they feel more free when playing by themselves.

P4 detailed this situation by giving examples:

These behavioral problems are most common during free playtime. They play with toys and classroom materials as they want during free playtime. Meanwhile, he collects all the toys around himself and starts to choose his friends. 'You come, you do not come, I do not like you, I do not want to play you'.

P15 explained the reason for this situation:

I observe these behaviors more intensely during free playtime because we do something collectively and with my instructions during the activity time. On the other hand in free playtime, children begin to play all together; a social environment is formed. This child cannot participate in this social environment because he lacks self-confidence. As a result, he begins to exhibit aggressive behavior.

4.6.3. In activity time

One of the participants stated that the behavioral problems in the child with divorced parents intensified during the activity time. P12 imported her opinions with saying that:

These behaviors are more intense during the activity time because, I meet her love and attention needs during the free playtime. We are having problems during the activity because I am interested in other children, I try to continue the activity and I cannot deal with her individually.

4.6.4. When child feel insufficient

One of the participants stated that the behavioral problems in the child with divorced parents occur when he feels insufficient and lacking in skills compared to his peers. P3 shared her opinions with saying that:

I have noticed that these behaviors occur when the child feels insufficient. He isolates himself when he realizes that his skills are lacking compared to his friends. In fact, all activities are chosen in accordance with the developmental level of the children, but sometimes the activities are not suitable for this child's developmental level because there is a serious problem in his whole development.

4.6.5. When child feel lonely

One of the participants said that the child with divorced parents exhibits behavioral problems when he feels lonely and helpless. P10 detailed this situation by giving examples:

When we organize birthday parties where families are also invited or when there will be parent involvement in any organization or when there will be an object or material that the parents need to send to the class, this child becomes very stressed. This child lives with his father, and the father may forget or ignore the material he is supposed to send to school. In such situations, I can see the helplessness and stress of the child in his eyes. He brings out the stress situation by exhibiting behavioral problems. In general, I can say that behavioral problems occur when he feels alone, lonely, helpless and vulnerable.

4.6.6. When child feel insecure

One of the participants said that the child with divorced parents exhibits behavioral problems when he feels insecure in the classroom. P13 stated that:

He can overreact and hit his friends while playing games with them, during an activity or in any situation to defend himself. I think he uses these behaviors for reaction and defense when he feels insecure.

As can be seen in Table 6, when teachers' views on the conditions in which children with divorced parents exhibit behavioral problems are examined, it was seen that they mostly mention no special condition needed for exhibiting them. In other words, there is no need for a special reason for these children to exhibit behavioral problems in early childhood education environments, these behaviors have become their temperament. In addition, teachers stated that children exhibit these behavioral

problems during free playtime and also activity time. According to early childhood teachers, feeling insufficient compared to their peers, feeling lonely in the classroom, and feeling insecure are also effective in exhibiting behavioral problems for children with divorced parents.

4.7.RQ 2.b: How often do children with divorced parents exhibit these behavioral problems, according to teachers?

After the researcher asked the participants to present their views on condition they encountered these behavioral problems in children with divorced parents in early childhood education settings, the participants were asked how often they encountered these behavioral problems. The findings under this sub research question were presented in accordance with teachers views (Table 7).

Table 7

Views on frequency for behavioral problems

Codes	Frequency
1-2 times a week	P5, P13
1-2 times a day	P2, P4, P10, P12, P15
3-4 times a day	P3, P7, P9, P11
5-6 times a day or more	P1, P6, P8, P14

4.8.Research Question 3: How do behavioral problems in children with divorced parents affect the teaching-learning process, according to teachers?

After the researcher asked the participants to present their views on condition and frequency they encountered these behavioral problems in children with divorced parents in early childhood education settings, the researcher asked, “*Do the behavioral problems of children with divorced parents in the classroom affect the teaching-*

learning process? If yes, how does it affect?" The answers of the participants were arranged below the label of negative effects and no effect (Table 8).

Table 8

Views on effect of behavioral problems

Categories	Codes
Negative Effects	stigmatized as a problem child (n=2)
	needing extra attention and time (n=6)
	disrupt the daily/activity flows (n=8)
Neutral Effect	no positive/negative effect (n=4)

4.8.1. Negative Effects

The participants stated that the behavioral problems in children with divorced parents in early childhood education environments negatively affect the teaching-learning process. The majority of the participants (n=11) said that these behavioral problems negatively affected the classroom environment, activity processes, parents, teacher and other children in the class. The effects stated by the participants were examined under three codes; stigmatization of this child as problematic, the teacher having to give extra attention, time, patience and energy to this child, and the disruption of daily and activity flow due to behavioral problems.

4.8.1.1. Stigmatized as a problem child

A few of participants (n=2) stated that the child with divorced parents is stigmatized by his classmates as a 'problematic child', therefore he is seen as a culprit even if he does not create the problem. According to them, trying to cope with this problem is a factor that negatively affects the education process. P10 stated her idea by saying:

This child began to be referred to as a constant problem maker by other children. Therefore, when a problem arises, other children say his name as a culprit, even if he is not responsible for it. This situation negatively affects our education process because it becomes difficult to find the person causing the problem and we cannot solve the problem.

4.8.1.2. Needing extra attention and time

The participants (n=6) stated that they needed extra time, attention, patience, performance and energy while dealing with the behavioral problems in children with divorced parents. According to them, the needs of other children may interrupt due to these opportunities provided to these children. P7 asserted that:

Behavioral problems definitely have negative effects. I have to direct my performance, energy and patience to the child with divorced parents. I try to ensure that other children are minimally affected by his behavioral problems.

P9 talked about the effect of them on other children:

I have to take care of this child, leaving the other children alone. When this happens, the attention of other children is distracted and the education process is completely negatively affected. It is very difficult to get the attention of all children again.

P14 stated her opinion about the same subject by describing the situations she experienced as a teacher:

They negatively affect me because I'm wasting my time dealing with this child's problems. I have to answer the same questions over and over. Sometimes I do not want to answer and I get nervous. Sometimes my voice involuntarily rises. I'm trying to be kind but firm.

4.8.1.3. Disrupt the daily/activity flows

Participants (n=8) stated that behavioral problems in children with divorced parents directly affect the teaching-learning process. Due to these behavioral problems, the activity processes are interrupted and the attention of the other children in the class is distracted. P4 explained the situation by giving examples from the class:

This child's complaining behavior negatively affects our activities and our reading time. For example, he complains that his friend is looking at him, touching him, shrugging his shoulders while I am reading a story. When this happens, the story breaks and the attention of the other children is also distracted. The educational process is constantly interrupted.

P5 stated her opinion about the same subject by emphasizing other children imitating these behaviors:

While dealing with this child's troubles and trying to calm him down, the activity process is disrupted. Therefore, other children are distracted because they witness and observe the problems and sometimes even imitate these negative behaviors. When this happens, the problem becomes unbearable.

P6 asserted her opinion by talking about the disruption of the daily flow:

Our activities are constantly interrupted because this child is constantly causing a problem and harming his environment and friends. Sometimes I feel like half of the day is wasted because there is always a problem and we always try to solve it.

P12 explained the similar situations she experienced by talking about her emotional state:

When the child with divorced parents refuses to participate in the activities, other children are distracted. In this case, I have to convince her first. I'm having trouble with time and patience trying to convince her. If I try to continue the activity without convincing her, she starts crying and drown out my voice. In such situations, if I take too much care of her, she starts to show spoiled behavior. I need to fix the situation somehow and I am having a really hard time.

4.8.2. Neutral Effect

The participants mentioned that the behavioral problems in children with divorced parents do not have any positive or negative effects on the teaching-learning process.

4.8.2.1. No positive/negative effect

One of the participants mentioned that shy behaviors, which they defined as behavioral problems, do not have any effect on the teaching-learning process. P3 stated that:

In fact, his behavioral problems do not affect our process because when he does not want to participate in the activity or withdraws, he does not negatively affect his friends. He just sits calmly. I do not interfere.

One of the participants mentioned that she is able to manage the behavioral problems of the child because she is used to them. P8 asserted that:

There is nothing that I cannot manage. Since these behaviors are the child's temperament, I am used to them and I do not let them affect the process.

One of the participants stated that the child's behavioral problems decrease during the activity process, and therefore does not affect the teaching-learning process. P11 explained that:

It does not affect. In the learning process, the intensity of these behaviors of the child decreases seriously, so I am not affected by these behaviors when I try to do activities and read books.

One of the participants stated that the intensity of the child's behavioral problems is not at a level that would disturb the education process. P13 expressed his opinions by saying that:

No, it does not affect. The intensity of the behaviors that I have stated as the child's behavior problem is not so much that it disturb the process.

As can be seen in Table 8, teachers' views on the effect of behavioral problems in children with divorced parents in early childhood education environments on the teaching-learning process, mostly mention disruption of the daily/activity flows. In addition, teachers stated that due to these behavioral problems, they need extra time, attention, patience and energy. Furthermore, the behavioral problems that these children constantly display cause them to be stigmatized as problematic in the classroom and by parents of other children so they are excluded. According to the teachers, these results created by behavioral problems affect the teaching-learning process negatively. On the other hand, the teachers mentioned that these behavioral problems do not effect the teaching-learning process because they are not intense enough to affect it, the teachers do not allow them to affect it because they can interfere, and the behavioral problems are exhibited more in free time than in the activity time.

4.9. Research Question 4: What are views of early childhood teachers on methods and techniques to cope with behavioral problems in children with divorced parents?

After the researcher asked the participants to present their views on the effect of behavioral problems in children with divorced parents in early childhood education environments on the teaching-learning process, the researcher asked "*Considering the effect on the teaching- learning process, how do you deal with the behavioral problems in children with divorced parents in the classroom? Can you give information about the methods you use for this purpose?*" The findings under this question were presented in accordance with the categories created based on the codes. The codes were classified under four main categories as communication based method, behavioral approach based methods, organizing teaching- learning process and other methods (Table 9).

Table 9

Methods for behavioral problems

Categories	Codes
Communication Based Methods	One-to-one communication (n=11)
	Show love/interest (n=3)
	Take a break (n=3)
	Parent-teacher communication (n=2)
	Use tone of voice/gestures/ facial expressions (n=1)
	Get to know the child/needs (n=2)
Behavioral Approach Based Methods	Reward/reinforcement (n=7)
	Deprivation (n=5)
	Classroom behavior board (n=2)
Organizing Teaching- Learning Process	Direct to favorite activity (n=4)
	Activities in line with behavioral problems (n=2)
	Peer support (n=3)
	Creation of classroom rules together (n=1)
Other Methods	Ignore the child (n=4)

4.9.1. Communication Based Methods

The majority of the participants (n=14) responded to methods they use to cope with behavioral problems in children with divorced parents as communication based methods. Communication based methods stated by the participants were examined under six codes; one-to-one communication, show love/interest, take a break, parent-teacher communication, use tone of voice/gestures/facial expressions and get to know the child/needs.

4.9.1.1. One-to-one communication

A significant majority of the participants (n=11) stated that they used one-to-one communication with the child to cope with behavioral problems in children with divorced parents in early childhood education environments. P6 explained the details about this method:

I take the child who has behavioral problem out of the classroom and talk one-to-one. I ask why he did this behavior. I explain the mistake of his behavior, we make a promise not to happen again, we hug each other and go back to class. Although this method did not work at first, I repeated it persistently and started to see the effects of it.

P10 expressed her views by talking about how she directed the classroom environment when a behavioral problem was exhibited:

I care about not ignoring the child. For example, when this child exhibits a behavioral problem; when he is unhappy; when I realize that he has a need, I do not try to overcome the problem by ignoring him. I take a break from the activity or whatever I'm doing and let the other children play for free. While doing this, I try not to target the child with behavioral problems to other children. I take special care of the child who exhibits behavioral problems, I have a one-to-one conversation with him outside the classroom. While talking, I try to keep our eyes on the same level and show love and touch. I do not insist on completing the activity and I do not stubbornly try to fulfill my own wishes when the child is in a anxious state.

4.9.1.2. Show love/interest

Participants (n=4) stated that they showed love and interest to children with divorced parents in order to cope with their behavioral problems in the classroom. They also stated that since these children have a higher need for love and attention than other children, they give them whatever they need. P12 expressed her opinion on the subject:

Firstly, I tell her that 'I understand you' in order to help her calm down. I show her love, kisses and attention. I say that 'I love you so much, but your friends need me too, so you can stay here until you calm down' and I kiss her on the head and leave while she is crying. She calms down after a while. When she calms down, she participates in the activity spontaneously. I actually try to give her what she needs.

P14 stated her opinion about the same subject by emphasizing the importance of feeling loved for children:

I know everything children like or dislike, because I recognize them. For example, I can be effective even with simple actions such as using a love word, a hug, a one-to-one conversation, or playing a game. When children feel loved, things get easier. When they feel loved and establish bond of love, their behavior in the classroom can be very different from their behavior outside of school.

4.9.1.3. Take a break

Participants (n=3) stated that they use ‘take a break’ in order to cope with the behavioral problems seen in the classroom in children with divorced parents. According to the participants, this method of taking a break from the activity or the game with the intervention of the teacher is used when the children begin to exhibit behavioral problems, and it make them think about their behavior. P13 stated that:

If the behavioral problem still persists after a few verbal warnings, I use the take a break method. The child leaves the activity, game or whatever he is doing at that time, he take a break for a while and think about his behaviors.

4.9.1.4. Parent-teacher communication

Participants (n=3) stated that they put forward the parent-teacher communication in order to cope with the behavioral problems seen in the classroom in children with divorced parents. In other words, they stated that it is important to include their parents, with whom these children continue to live, in the process, and that decisions should be taken together and put into practice. P8 explained this situation with examples:

I think collaborating with the parents is an important coping method. I inform the parents about the rules I apply at school, and the family also sets the same rules on the same issues. For example, at school, bad words are not used against friends or teachers, there is no aggressive behavior, everyone freely expresses their opinion on every subject. Similarly, we have ensured that this happens in the home environment as well.

4.9.1.5. Use tone of voice/gestures/facial expressions

One of the participants talked about the use of gestures, facial expressions, and tone of voice in order to cope with the behavioral problems in children with divorced parents. P14 asserted that:

This child asks the same questions over and over during the day. I use my gestures and facial expressions to avoid his questions. If I notice that he is getting move, I immediately cut my eye contact because he either starts crying or starts asking questions. If I see him physically hurting his friends, I raise my voice and ask him to stop. I can say I'm trying to be kindly but firmly with him.

4.9.1.6. Get to know the child/needs

Two of the participants stated that in order to cope with the behavioral problems in children with divorced parents, the teacher should know these children well, and indeed all the children in the class. A teacher who knows these children well will be aware of the child's needs and will act accordingly. P1 responded on the subject by referring to being aware of developmental features:

I think that knowing the child and recognizing what their needs are will help in coping with behavioral problems. That is, knowing the needs of the child will reduce the frequency of behavioral problems. I try to take care of this child one-to-one in the classroom because he needs it. I make sure that he is always in front of my eyes to prevent him from harming his friends. For example, the motor development of this child is delayed. Since there is no parent caring for the child at home, the child lacks these skills. Thanks to one-to-one attention, we can improve his skills in holding scissors and pencils, and painting.

P11 explained with examples that the child's special circumstances should be taken into account:

First of all, I try not to make the child feel that she is different from the others. I try to normalize the situation by often stating that she is like the others and has no shortcomings. I act according to the sensitive situation of the child. For example, this child needs to be carefully considered when planning a father's day event. Even by planning an event, we can unintentionally create traumas in this child. Therefore, as teachers, we need to know our classroom and our children well.

4.9.2. Behavioral Approach Based Methods

The majority of the participants ($n=11$) responded to methods they use to cope with behavioral problems in children with divorced parents as behavioral approach based methods. These methods stated by the participants were examined under three codes; reward/reinforcement, deprivation and classroom behavior board.

4.9.2.1. Reward/reinforcement

Almost half of the participants ($n=7$) stated that they use rewards or reinforcements to cope with the behavioral problems in children with divorced parents. According to participants, these children were motivated and the intensity of behavioral problems decreased with the help of reinforcers. P4 stated that:

Sometimes, I surprise this child with an reward: I stick a sticker, draw a star or write his name on his hand. Even these small rewards are very effective so he is more motivated for activities.

P8 answered the question by mentioning the frequency of using reinforcement:

I rarely need to use reinforcements because when he is very sad, I have to do extra things to make him happy. I do not use it very often, but I do.

P14 gave details about the situation when she faced with both positive and negative behaviors:

I have reward and punishment practices. I give candy, chocolate, medals or stickers for positive behavior. I take him away from an activity he likes for his negative behavior. I repeat these rules often. I try not to be inconsistent.

4.9.2.2. Deprivation

Participants (n=5) mentioned that they cope with the behavioral problems seen in the classroom in children with divorced parents by using deprivation. According to the teachers, the method deprives the child of a favorite game, activity or toy. P2 mentioned this method as the most effective method she used:

This method is a method I use not only for children with divorced parents, but also for all students who harm their friend and disrupt the activity process, but I often have to use it for the child with divorced parents. We have 20 minutes of play time per day in the playground. I do not let children with behavioral problems play for 5 minutes. For the first 5 minutes, they sit and watch their friends. This is a very effective method because they love jumping, playing and running. In fact, this is a good punishment for them. Watching their friends play acts as a deterrent. I do not use any other method because it is a very effective and dominant method.

P7 expressed the similar opinion with P2 about the same issue as follows:

Sometimes, I briefly deprive him of his favorite game, activity, or toy.

4.9.2.3. Classroom behavior board

Participants (n=3) mentioned the behavior board method in order to cope with the behavioral problems in children with divorced parents in the classroom environment. This method is a system in which the behaviors of children are evaluated by the teacher during a certain period and the child who exhibits the least behavioral problems at the end of the period is rewarded. P4 asserted that:

I remind him of the behavior board when he exhibits a behavioral problem. On the behavior board, there are stars collected by children for 1 week. I give one star for every positive behavior they do, I award the child with the most stars at the end of the

week. Sometimes this reward is to take a toy they wants home for a week, sometimes a chocolate. This is a very useful method.

P7 expressed the similar opinion with P4 about the same issue as follows:

On the behavior board, I give stickers to the children for their positive behaviors for 1 month. At the end of the month, I buy small gifts for the child with the most stickers.

4.9.3. Organizing Teaching- Learning Process

The participants (n=8) responded to methods they use to cope with behavioral problems in children with divorced parents as organizing teaching-learning process. These methods stated by the participants were examined under four codes; direct to favorite activity, activities in line with behavioral problems, peer support and creation of classroom rules together.

4.9.3.1. Direct to favorite activity

Participants (n=5) stated that in order to cope with the behavioral problems in children with divorced parents, they prefer to direct the child to a favorite activity when the behavioral problem is exhibited. P3 asserted that:

All of the activities in the classroom are suitable for children's skills and development levels. Since this child's skill level is far behind other children, he sometimes cannot adapt to activities and exhibits behavioral problems. I direct him to an activity or toy that he likes when his own skills are not enough.

P5 expressed the similar opinion with P3 about the same issue.

4.9.3.2. Activities in line with behavioral problems

A few participants (n=2) mentioned that they plan activities to reduce behavioral problems in order to cope with the behavioral problems in children with divorced parents in the classroom. P5 responded by talking about the activities on paper:

There are some activities for behavior correction. For example, activities such as circling or coloring the correct behavior. I can apply these activities to reduce behavioral problems.

P8 expressed the similar opinion with P5 by focusing on different kinds of activities:

By planning an activity related to the subject, I can make changes in our daily flow instantly. I can give a drama activity, a play activity, a music activity, reading a book or homework related to the behavioral problems. Talking to the child about behavioral problems for a long time does not make sense for the child. Instead, I try to present them to the child in the most appropriate way.

4.9.3.3. Peer support

Participants (n=3) stated that in order to cope with the behavioral problems in children with divorced parents, they benefit from peer support in the classroom. P7 stated that:

Peer support is a method I often use in this regard. I pair a socially stronger friend with the child with behavioral problems and try to get him to take an example.

4.9.3.4. Creation of classroom rules together

Only one of the participants mentioned that they created the classroom rules together in order to cope with the behavioral problems of the children. As children create the rules together, they are all familiar with the rules, and it is essential that teachers remind them of the rules when managing behavioral problems. P10 explained in detail the process of creating the rules with the children:

When school starts in September, our activities with children (art, drama, getting to know each other activities) cover topics such as how to behave in the classroom environment, how to behave towards teachers, how to behave in social life and classroom rules. Apart from that, I let them get to know the class, their friends, and me. I make them feel belonging to the environment and establish strong bonds with each other and with me. It is not difficult for me to manage behavioral problems as I spend time with these issues for the first month. Children are familiar with these rules, they even set these rules themselves, they create the classroom boards themselves, they create the decoration of the classroom, and they bring what they want to bring from home. Children are different individuals and their behavior is very relative. Applying the same methods to everyone will not work. Sometimes when the child is trying to do something good, it may seem bad to us. For this reason, I generally try to provide a positive classroom environment rather than a distinction between good behavior and bad behavior.

4.9.4. Other Methods

4.9.4.1. Ignore the child

Participants (n=4) stated that they ignore children and their behaviors in order to cope with the behavioral problems in children with divorced parents in the classroom. P11

responded by addressing the reasons for ignoring the behavioral problems the child exhibits:

I try not to give the child what she wants in the face of her immediate needs, that is, her need for attention. As I give, her needs will deepen and these needs of the child will never come to an end, so I do not see them as needs. When she comes to me with a need for attention, I say that; "No problem, if you rest a little bit, it will pass; if you sit quietly for five minutes, it will pass; if you wash your face, it will pass". Actually, I try to ignore the child and her behavioral problems.

P14 expressed the similar opinion with P11 about the same issue as follows:

I ignore this child and his behavioral problems. I'm not interested because he exhibits more behavioral problems when he thinks he is cared for. I try to be kindly but firmly.

As can be seen in Table 9, when the teachers' views on the methods used to cope with behavioral problems in children with divorced parents are examined, it was seen that they mostly talk about communication based methods, behavioral approach based methods and organizing teaching-learning process. It was seen that they indicated one-to-one communication with the highest frequency among communication based methods, and also show love/interest, take a break, parent-teacher communication, get to know the child/needs and using tone of voice/gestures/facial expressions were also described as methods to cope with behavioral problems. Regarding behavioral approach based methods, it was observed that most of the teachers stated reward/reinforcement and deprivation as effective methods. In addition, teachers expressed methods stemming from organizing teaching-learning process. Among these, it was determined that the highest frequency is to direct to a favorite activity. In addition, it was observed that they mentioned activities in line with behavioral problems, peer support and creation of classroom rules together as methods used to cope with behavioral problems in children with divorced parents.

4.10. RQ 4a: What are views of early childhood teachers on the effectiveness of these methods and techniques?

After the researcher asked the participants to reveal the methods used to cope with behavioral problems in children with divorced parents, the researcher asked "*What are your views on the effectiveness of these methods?*" The researcher expected teachers to question their own competence by reviewing the effectiveness of the methods they

use in the classroom. The answers of the participants were arranged below the label of effective and not effective (Table 10).

Table 10

Views of participants about the effectiveness of methods

Codes	Effective	Not effective
Frequency	P2, P3, P5, P7, P8, P10, P11, P12, P13	P1, P4, P6, P9, P14, P15

When the participants expressed their opinions about the effectiveness of the methods to cope with behavioral problems in children with divorced parents, 9 participants stated that the methods were effective on behavioral problems and 6 participants stated that the methods were not effective, they were not sufficient, and they need more effective methods.

4.10.1. Effective

The majority of the participants ($n=9$) stated that they were able to cope with the behavioral problems of children with divorced parents in early childhood education settings, using their own methods. P2 stated that the deprivation is the most effective method on behavioral problems and she does not need another method:

I do not use anything other than deprivation method. So far, I have found this method to be very effective. When I say this, the child does not continue to exhibit behavior problems.

P3 mentioned that these methods are effective in the classroom, but parent is also very effective for behavioral problems:

I think these methods are effective in the classroom. For an extra occasion, I consult with his parents and direct them to support him at home. This completely depends on the attitude of the parents. Collaboration with the parents is required to reduce or eliminate behavioral problems, but this is difficult to achieve in this age group.

P5, like P3, talked about the effect of the parents on reducing behavioral problems:

I think these methods are effective in the classroom. If they do not work, I'm in contact with the parent as a last resort. Meeting with the parent reduces the behavioral problems in child for a certain period of time.

P7 mentioned that each child is different, so different methods are required for each child and her favorite method:

The effectiveness of the methods actually varies from child to child. This is a process, it is necessary to know the child and act accordingly. I think the behavior board is very effective. Even parents started to use this method among their children at home.

P8, who can add activities such as drama, play and music to her daily flow related to the behavioral problem, and attaches importance to cooperation with the parents, stated:

I think these methods are effective because I try to apply them in the way they learn. In other words, I have applied whatever method is suitable for their development, and this is like a medicine for them.

P10 proved that the methods used were effective, giving examples:

I think they definitely work. For example, when we go out to lunch, everyone knows what to do. I would not come across any extra disturbing behavior. In addition, if we go to the park from here, I know that the order we have created in the classroom will not be broken. I do not often have to warn the children.

P11 mentioned that he did not cause any trauma on the child, so he found the methods effective:

If I look concretely, the methods are effective. The child has been in my class since September and I do not think her emotional development is going backwards. At least, I do not think I have created any emotional trauma on the child. I think that is what it should be.

P12 mentioned that being an authoritative teacher would not work:

I think these methods work in class. It is useless to be stubborn with the child or to establish authority over the child. I did not try them, but I think the child will get more combative because of them.

P13 mentioned that he changed the methods to cope with behavioral problems from time to time:

I think they work because I see the effects. I change the method at the points where I think the effect is decreasing. For example, I used the method of taking a break for a

while and saw that its effect decreased. Then I use the reinforcement method with the objects they like (toys, stickers).

Looking at the answers given by the participants to the researcher's question, it is seen that the methods that early childhood teachers see as effective are deprivation, classroom behavior board, reinforcement and reward. They also think that there is a relationship between effectiveness of these methods and the attitude of the parents. One of the teachers made a connection between not creating emotional trauma in the child and being able to cope with behavioral problems. In other words, the teacher thinks that he can cope with the behavioral problems of the child, since he does not create emotional trauma in the child. Only one teacher stated that she coped with behavioral problems in children with divorced parents by planning activities for the child's developmental level, skills, interests and wishes.

4.10.2. Not Effective

Participants (n=6) mentioned that the methods they use to cope with the behavioral problems in children with divorced parents in early childhood education environments are not effective for these children. According to them, they often feel inadequate, helpless and stressed in the face of these children so they need support in order to cope with them. P1 mentioned the lack and also necessity of a guidance teacher at school:

These methods are absolutely ineffective. We do not have a guidance service/teacher at our school that we can direct this child to for problems that we cannot solve in the classroom. If we had a guidance teacher, the process would have gone much easier. In addition, guidance teachers can be more effective than we talk to families about such matters, so I think the guidance service is very important.

P4 mentioned that the methods were not effective and appropriate for the child and stated that they needed support from professionals in this regard:

I think abstract things are not effective in children. One-to-one or class conversations are not effective. The child listens to you and understands in that moment, but continues to show the behavioral problem as soon as he gets the opportunity. For this reason, I have to use inappropriate methods such as classroom behavior boards and instant rewards in the classroom. I think it will be very productive for us if we are supported by professionals about methods suitable for the development of the child rather than these methods.

P6 mentioned that the method used should vary from child to child and that teachers need support in this regard:

The effect of each method depends on the child, so I find the most effective method on the child by trial and error. It is not correct method, but it is what I can do. In my experience, I think the most effective method is to sit next to the child and talk to him while looking into his eyes. This method does not work for every child, or its effect ends in the process. I feel helpless and stuck in this regard, so we need effective support as teachers.

P9 stated that there is a trouble in the child regarding behavioral problems and that there is no problem in herself as a teacher.

These methods are sometimes effective and sometimes not. It totally depends on the child's mood. It does not work when the child gets used to these methods, so I try to change the methods. These methods work for the other twenty children, but not for the child with divorced parents. When this is the case, I see trouble not in myself, but in the child.

P14 mentioned that since the child spends more time at home with his parents, they are more effective in this regard:

I cannot say that these methods are effective or I reduce or eliminate behavioral problems. It is not possible for these methods to have an effect because I cannot provide behavior correction in the child no matter what I do here. His mother also needs to adopt the rules that I apply here and try to apply at home. His mother spends more time at home than I do. Therefore her effect is much more important.

P15, like P4 and P6, also mentioned that teachers should be supported by professionals for children with such special conditions:

Based on my experience, I can say that these methods are effective for a certain period of time, but do not work after the child gets used to the environment, friends, classroom arrangement and teacher. As teachers, we want to be regularly supported by professionals for such special occasions.

Looking at the answers given by the participants to the researcher's question, it is seen that early childhood teachers, who argue that the methods are not effective in coping with the behavioral problems in children with divorced parents, request support from professionals in this regard. Their methods are not appropriate for children because they are helpless, or they try different methods to cope with behavioral problems by trial and error. They also mentioned the lack of guidance teachers in early childhood education institutions. Moreover, one of the teachers stated that the teacher cannot be effective in reducing or eliminating behavioral problems because the child spends more time with his family than with his teacher. Another teacher stated that the child

is problematic because methods that are effective in other children are not effective in this child.

4.11. Research Question 5: What are the classroom practices of early childhood teachers to cope with behavioral problems in children with divorced parents?

After completing the interviews with all the teachers, the researcher started the observation process in order to obtain detailed information about the teachers' in-class practices. The demographic data of the teachers selected for observation were presented with Table 11 and the demographic data of the children are presented in Table 12.

Table 11

Demographic data of the observed teachers

<i>Part.</i>	<i>Gen.</i>	<i>Age</i>	<i>Educational status</i>	<i>Years of exp.</i>	<i>Number of children</i>	<i>School</i>
P11	M	30	ECE	7	15	S7
P12	F	33	ECE	10	15	S7
P13	M	30	ECE	7	20	S7
P14	F	44	PST**	20	20	S8
P15	F	38	ECE	15	15	S8

*ECE: Early Childhood Education

**PST: Primary School Teaching

Table 12

Demographic data of the observed children

<i>Participant</i>	<i>Gender</i>	<i>Age</i>
C1	boy	60-72 months
C2	girl	60-72 months
C3	boy	60-72 months
C4	girl	60-72 months
C5	boy	48-60 months

To find the answer to “What are the classroom practices of early childhood teachers to cope with behavioral problems in children with divorced parents?” it was vital to observe both the teachers and the children in the setting and action. Observed teacher were named P11 to P15 and observed children were named C1 to C5. The findings derived from the observations were explained under two title; observed behavioral problems in children with divorced parents and classroom practices of teachers' against behavioral problems in the classroom. Behavioral problems and teachers' practices were explained through case studies.

4.11.1. Observed behavioral problems in children with divorced parents in the classroom

As a result of classroom observations, the researcher reached a general conclusion about the behavioral problems in children with divorced parents. Almost all of the behavioral problems obtained from the relevant literature review and the search of all accessible resources on the subject were observed in children with divorced parents in the classroom. The frequency and conditions of exhibiting behaviors varies from child to child.

Observed behavioral problems in children with divorced parents can be listed as follows; disobeying instructions and rules, nervous and anger control problems, damaging classroom materials, tendency to violence, behaviors associated with violence (quarrel, dispute, insult, swearing), physical harm to friends or self, adaptation and communication problems, introversion/shyness, stubbornness, shouting, crying, not sharing classroom materials, irritability, disorganization, jealousy, complaining, indifference, lack of attention and concentration. The observed behavioral problems were consistent with the teachers' answers to the interview questions. Among these behavioral problems, the behavioral problems that children often exhibit in common were disobeying instructions and rules, physical harm to friends or self, behaviors associated with violence, lack of attention and concentration, indifference, adaptation and communication problems. The examples of these behaviors observed in the classroom are presented as follows:

At the time of reading, all the children sat on the carpet with the teacher's instruction. C1 did not listen to his teacher and kept running around the classroom. The teacher ignored his behavior and started reading the book. After a while, C1 sat on the carpet but did not listen to the story. He disturbed his friends and teacher by constantly shaking. Although the teacher gave verbal warnings several times, C1 continued to exhibit his behavior.

An example of C2's indifferent behaviors, lack of attention and concentration and communication problems experienced as follows:

At the beginning of the language integrated art activity, C2 displayed indifferent attitudes towards the teacher's questions. The teacher asked questions directly to C2 in order to be able to participate in the activity. When the teacher asked the same question a second time, C2 said 'I don't want to answer'. The indifference attitude of C2 towards the video and the book continued throughout the activity. During the art activity, she successfully completed the cutting process, but during this time she did not communicate with her friends and did not answer their questions.

An example from C3 who often exhibits violence behavior towards his friends and his teacher:

All children sat in front of the television and began to watch animation with the teacher's instruction. Meanwhile, C3 started walking and running around the classroom. During the entire animation, he did not join his friends, did not heed the teacher's warnings, and did not answer the teacher's questions. When the children moved on to the finger painting activity, the teacher enabled C3 to sit alone at a table so that he wouldn't distract or harm his friends. C3 started shouting, hitting himself, and throwing chairs because he wanted to sit at the same table with his friends.

An example of aggressive and indifferent behaviors, adjustment and communication problems observed in C4 were as follows:

The teacher did a magnet experiment with water during the science activity. C4 showed indifferent attitudes towards this experiment. She did not answer the questions asked by the teacher during the activity. She disturbed her friends who were interested in the experiment and she tried to physically prevent them. The teacher warned verbally, but C4 ignored her. While they were talking together about which surfaces the magnet could stick to in the classroom, C4 got angry with her friend who said the same surface she said, argued with him and pushed him.

An example of C5's physically damaging behaviors towards his friends was summarized as follows:

C5, who tried to cut a certain shape during the art activity, could not cut the shape as he wanted. He realized that his friends sitting at the same table cut better than him, so he got angry at this situation, went under the table and refused to go out for a long time. After his teacher persuaded him, he got out from under the table and ran out of the classroom. He ignored his teacher's warnings and go out the classroom. When he

came back to the classroom, he noticed that his friend was sitting in his chair. He tried to push his friend out of the chair. When his friend resisted getting up, he pushed him to the ground.

As a result of the observations, it can be said that the behavioral problems in children with divorced parents have more negative effects on classroom order than the behavioral problems of other children, because the behaviors of these children often include externalizing behaviors. In addition, considering the teachers' description of the behavioral problems of these children as unmanageable, more intense, longer-lasting, gradually increasing in severity, it can be said that the teachers' views agree with the classroom situation. On the other hand, when we look at the effects of these behavioral problems on the classroom order, other children in the classroom, the teacher and the environment, the importance of teachers' ability to cope with these behavioral problems and the methods they use for this purpose emerges. The methods that teachers use to cope with these behavioral problems observed in children with divorced parents were examined in the next section.

4.11.2. Observed classroom practices of early childhood teachers to cope with behavioral problems in children with divorced parents

As a result of two-month observations in the classroom, it can be said that teachers used common methods related to the behavioral problems in children with divorced parents. The methods used by the teachers were in a certain order according to their practices. In other words, there were three categories; a) the methods they used when they first encounter behavioral problems, b) the methods they used when behavioral problems continue to be exhibited despite the use of the first methods, and c) the methods they used when behavioral problems become unmanageable. Teachers stated that they used these methods according to their effects on the child. According to this order, the researcher divided the methods into categories. The categories and the methods were as follows (Table 13).

Table 13

Observed methods to cope with behavioral problems in children with divorced parents

Categories	Codes
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Table 13 (Continued)

Primary Methods	Ignore the child or the child's behavioral problems
	Make eye contact
	Use tone of voice/gestures/facial expressions
	Physical contact
	Show love/interest
Secondary Methods	Verbal warning
	Repeat the instruction
	One-to-one communication
	Stern warning
	Change of location in the class
	Take a break
Tertiary Methods	Leave alone
	Yell/Scold
	Threaten
	Physically interfere
	Deprivation
	Classroom behavior board
	Exclusion from classroom

4.11.2.1. Primary Methods

Teachers used methods that they say have little effect when behavioral problems begin to appear. These methods included ignoring the child or ignoring the child's behavioral problems, making eye contact, using tone of voice, gestures and facial expressions, physical contact and showing love and interest. Classroom observations regarding this category were as follows:

For reading book time, the teacher tells that she has decided to read C1's favorite book. They went together to the front of the library and took his favorite book. The teacher asks the children to sit calmly in their chairs and listen carefully to the story. When teacher started reading the book, C1 did not pay attention to the story, acted disinterested behaviors toward to the book and played with his shoe. The teacher noticed C1's disinterested behaviors while reading, but ignored him. After the book was finished, the teacher asked the children questions, but C1 was not willing to

answer. He did not even answer the teacher's direct questions, and swayed in his chair. C1 began to distract and annoy his friends and they complained to the teacher, stating that they were disturbed by the C1's behaviors. The teacher ignored these behaviors of the child and did not intervene. She just continued to activity.

A situation experienced by P11 and C2 was summarized as follows:

Before starting the activity after the free play, the teacher asked the children to tidy the class and turned on the music that was played while the class was tidying up. With the energy of the music, all the children started to tidy up the classroom. C2 continued to play with the dough and ignored the teacher's instructions. The teacher made eye contact with C2 and used gestures and facial expressions to guide her.

A situation experienced by P15 and C3 was summarized as follows:

C3 continued to play with toys while his other classmates were having breakfast. The teacher ignored him for a while, but as C3 continued to play, the other children in the class wanted to stop their breakfast and play with the toys. After a while, C3 started to eat his breakfast on his own will, but he was eating by walking around the classroom, not sitting down. The teacher went up to him and hugged him, said things that showed her love, and tried to persuade him to sit down.

As a result of the observations, it can be said that teachers generally benefit from these methods in the first hours of the day. Later in the day, as the severity and frequency of behavioral problems increase, they get help from different methods. Considering the effects of these methods on the behavioral problems in children with divorced parents, it cannot be said that they were effective because children continued to exhibit behaviors.

On the other hand, P13 ignored the child's behaviors which included physical harm towards friends, teacher, school materials, and himself. An example of this situation can be summarized as follows:

While C5 was painting during the finger painting event, a friend pushed his chair. He complained about this to his teacher. The teacher ignored C5's complaint. Since the teacher did not intervene, C5 hit his friend, who continued the same behavior, with the toy in his hand. Despite hitting his friend on the head with a hard toy many times, the teacher ignored this situation and did not intervene.

Also, P13 ignored even a situation that could endanger the child's safety. An example of this situation can be summarized as follows:

The teacher gave instructions for the children to line up to participate in the activity in the other class. The children lined up and went to the next class. C5 did not want to

go with his friends so he sat in the classroom. The teacher ignored him and left him alone in the classroom.

4.11.2.2. Secondary Methods

Teachers used the methods in this category when the methods in the first category were used but were not found to be effective. These methods have a greater effect on the behavioral problems in children with divorced parents than the methods in the first category. These methods included verbal warning, repeating the instruction, one-to-one communication, stern warning, change of location in the class, taking a break and leaving the child alone.

A situation experienced by P12 and C4 was summarized as follows:

Before the activity, the teacher gave instructions to the children to get the materials and get ready to class for the activity. Meanwhile, C4 did not listen to her teacher by running around the classroom and physically harmed her other friends while running. The teacher warned sternly C4 and said that "You had no right to hurt your friends." Although C4 calmed down for a while, when the activity started, she did not listen to her friends, did not follow the activity, distracted her friends by running around the classroom and disturbed her teacher. The teacher made her sit in a chair and left her to think about what she had done. After a while, the teacher went to her and communicated one-on-one and told her that her behaviors were wrong.

A situation experienced by P13 and C5 was summarized as follows:

The children gathered on the carpet with the instruction of their teacher in order to do an activity about colors. Meanwhile, C5 disobeyed his teacher's instructions and annoyed his friends by punching and kicking them in the back. The teacher warned C5 individually by repeating the instruction. Although C5 paid attention to the teacher's instructions for a short time, within 1 minute of the teacher's leaving the classroom, he climbed on the desks and cabinets, damaging the classroom materials. When the teacher came to the classroom, he noticed C5 but ignored him. After the activity started, C5 interrupted the flow of the activity by asking questions unrelated to the activity. The teacher ignored C5's questions, changed the place of his chair and made him sit close to himself.

A situation experienced by P14 and C1 was summarized as follows:

While the children were filling out the activity book, they acted in accordance with the instructions of their teachers. In the meantime, C1 scribbled the activity book except for his teacher's instructions, tore the pages and annoyed his friends. The teacher warned him by calling his name out loudly, but C1 continued to annoy his friends by pushing their chairs. The teacher came up to C1 and gave a stern warning and changed his place.

A situation experienced by P11 and C2 was summarized as follows:

In the kitchen, at breakfast time, the teacher asked the children if they would like to eat and put the breakfast dishes on their plates. C2 said she wanted to eat but after she took the food she changed her mind. The teacher said, "I asked you if you wanted to eat, you said you wanted it, so you have to eat." C2 insisted on not eating her breakfast. After a while, she began to disturb her friends who were having breakfast, to push them, to step on their feet. The teacher warned the child sternly and C2 started to cry. The teacher did not intervene, ignored her. C2 cried until she came back to the class.

A situation experienced by P15 and C3 was summarized as follows:

After the free play time, with the instruction of the teacher, the children gathered on the carpet and started talking for the activity. Meanwhile, C3 refused to attend the activity and he continued to play with the toys in the classroom. After a while, he wanted to take a different toy without tidying out the toy he played, but his teacher stopped him by warning verbally and interfering physically with him. The teacher gave clear and repetitive instructions, saying that he had to collect the other toy first. C3 started to cry. The teacher ignored him and left him alone. After a while, he calmed down and tidied up the toy and took the toy he wanted.

As a result of the observations, it can be said that teachers need to use these methods when the severity of behavioral problems in children with divorced parents increases later in the day and the methods in the first category do not work. The effect of these methods cannot be said to be effective in coping with the behavioral problems in children with divorced parents, because either the children continue to exhibit their behavioral problems or they close themselves to communication by being negatively affected by the teacher's reaction.

4.11.2.3. Tertiary Methods

As a result of the interviews, the teachers stated that they never used the methods in this category, did not need to use them, or used them very rarely. Contrary to what the teachers said in the interviews, it can be said that they frequently used the methods in this category to cope with the behavioral problems in children with divorced parents. In fact, these methods were the most frequently used by all teachers because compared to the methods in the other two categories teachers were able to stop children's behavioral problems for a short or long time with these methods. Classroom examples of methods in this category that include externally supervised behavior management in children were as follows:

During free play time, C1 drew a picture. The painting included a female figure, a child figure and a dog. After completed the picture, he excitedly went to show it to his teacher. The teacher (P14) asked what he had drawn in his picture. He said that he

drew his mother, himself and his dog. The teacher asked why his father was not in the picture. C1 did not respond to this question. The teacher asked again. C1 closed himself in communication and he ran to his chair and started to cry. The teacher scolded the child, saying that there was nothing to cry about in this situation.

A situation experienced by P11 and C2 was summarized as follows:

C2 was doing an art activity with her friends during free play time. She was designing a bag with her two friends by using materials such as paper, scissors and glue in common. After a while, C2 only wanted to use the materials herself, did not want to share them with her friends, and shouted very loudly when her friends wanted to use them. Her friend shouted at C2 in response to this reaction and C2 punched her friend, her friend started to cry. In the face of this situation, the teacher went to the children and asked what had happened and he asked the reason for this behavior to C2 and C2 started to cry. The teacher threatened C2 with an angry facial expression and tone of voice saying 'It's time to see your family'.

A situation experienced by P15 and C3 was summarized as follows:

During breakfast time, C3 wanted to eat the breakfast dishes brought by his friend, so he threw his own food on the ground. In the face of this situation, the teacher opened an animation that C3 liked and told him if he ate his food, he could watch the animation as long as he wanted. C3 started watching the animation but did not eat his food. The teacher turned off the animation and said that he could only watch if he ate his food. The teacher threatened C3 saying that she would turn off the animation if she saw that he did not eat. The child finished his breakfast in order to watch the animation, but after the breakfast was finished, the teacher turned the animation off, and the child displayed aggressive behavior towards his teacher.

A situation experienced by P13 and C5 was summarized as follows:

The teacher instructed the children to line up for breakfast time. C5 tried to get the first place, but his friend got the first place because he was faster than him. C5 got angry at this and started pushing his friend. Meanwhile, the teacher ignored C5, who physically harmed his friend, for a while. Then, he grabbed C5's arm and pulled him to the back of the line. C5 objected to this situation, but the teacher said 'I want you to be here so you will be here.' C5 started shouting and hitting other friends. The teacher threatened him by saying, 'I will take you to the class of age of 3 children because you upset me.'

A situation experienced by P14 and C1 was summarized as follows:

All children paint a child figure at the art activity. C1 did not listen to the teacher's instructions while doing the activity and painted the figure in the colors he wanted. The teacher shouted at C1 and said that 'Your activity was not good because you did not listen to my instructions.' C1 did not respond to his teacher, he watched his friends for a while and tore up his own activity. The teacher told C1 that 'I can give a new activity if you want to.' C1 did not respond to his teacher but she brought a new activity. She said, 'If you do not paint this activity according to my instructions, I will not take you to my class next year.'

A situation experienced by P12 and C4 was summarized as follows:

During the free play time, the teacher did not allow the children to play with the cushions. She gave instructions on this before the free play time started, but C4 started playing with cushions. The teacher ignored C4 for a while, so the other children started playing with the cushions. After a while, the children started pushing and hitting each other. C4 accidentally struck her friend's heart. The teacher angrily shouted at C4 and scolded her. Then, she deprived C4 of the playing and made her wait 5 minutes without playing. The teacher did not interfere with C4, who started to cry at the punishment she received, and ignored her.

A situation experienced by P13 and C5 was summarized as follows:

All children were cutting the papers into small pieces for the art activity. Meanwhile, C5 negatively affected the activity by running around the classroom and tried to take away the papers of their friends. The teacher did not interfere with C5 for a while, ignored him. Then, he shouted harshly to C5 who continued these behaviors and enabled him to do the activity. When C5 returned to his table, he blew out his friends' papers. The teacher said to C5, 'Your name has been written on the board, just so you know'. (The names of the children who disturb their friends and disrupt the activity flow by showing behavioral problems are written on the behavior board of the class, and these children cannot play while their friends are playing in the park.)

A situation experienced by P15 and C3 was summarized as follows:

C3, who excited when he saw that they were going to do a movement activity and started to run in the classroom, was warned verbally by his teacher. The teacher threatened C3 for ignoring her warnings and continuing to disrupt the classroom. 'You won't be able to play this game if you keep acting like this.' C3 continued to run in the classroom, hitting his friends while running, and damaging the materials. The teacher punished him and did not let him play for 5 minutes.

Situations experienced by P12 and C4 was summarized as follows:

During the music activity, children dance while the music was playing, and when the music stopped, they were expected to remain motionless like a statue. Before the activity started, the teacher determined the suitable areas for the activity and asked the children not to go out of these areas. After the music started to play, C4 went under the tables, ignoring her teacher's instructions, and encouraged her other friends to do so. The teacher was very angry at this situation and warned C4 harshly. When the music played again, C4 went under the tables again. The teacher removes C4 from the game and punished her for sitting alone outside the classroom. C4 sat outside the classroom for a while and watched her friends play. After a while, the teacher took her back to the game.

The teacher asked C4 to choose the book to read in order to encourage her for the book reading hour. C4 and the teacher chose a book together. After the teacher started to read the book, C4 started screaming and disturbing her teacher and friends. The teacher warned several times. After the screaming behavior, she started walking around the classroom and playing with the toys in the classroom. The teacher ignored her for a while, but the other children were distracted as she played with the toys. The

teacher grabbed C4 by the arm and boosted her up and placed him on the carpet. C4, sitting on the carpet next to her friends, started pushing them and pulling their hair. The teacher took C4 out of the classroom with the trainee teacher and she said that 'You will not enter the classroom until the end of the activity, you will only sit on the chair.'

As a result of classroom observations, the common methods that teachers use to cope with the behavioral problems in children with divorced parents were presented with in-class case studies. It cannot be said that these methods were pedagogically appropriate and effective strategies in intervening behavioral problems. In the face of these methods, children stopped the behavioral problem because they were afraid of the teacher's reaction or in order not to receive the punishment again given by the teacher. In other words, these methods were tools to support the external motivation of the children before the internal motivation, and the use of these methods in the face of behavioral problems causes the children to be external control oriented.

On the other hand, apart from these common methods, there were also some methods that teachers used to reinforce the positive behaviors of these children. One of these methods was the use of social reinforcements in the form of verbal expression and body movements that honor the child socially. The second was operational reinforcements and symbolic reinforcements, included activities or symbol that the child likes in return for positive behaviors. And finally, a gift or reward was given to the child as an objective reinforcements. It can be said that teachers rarely used these methods in children with divorced parents.

In addition, there were some appropriate and also effective methods that teachers individually adopted and rarely used. One of them was to set an example by showing the correct behavior in the face of a behavioral problems and giving responsibility to child. Situations experienced by P12 and C4 was summarized as follows:

During the activity book time, the teacher gave responsibility to C4 and asked her to distribute her friends' books. The teacher was telling who the book belonged to, C4 was giving the book to its owner. After a while, it was time for a friend C4 could not get along with. C4 did not want to give the book to her friend and threw it on the ground. The teacher showed the right behavior by stating that her behavior was not appropriate. Then, she handed the book to C4 and asked her to repeat the correct behavior. C4 placed the book harshly in front of her friend. The teacher repeated the correct behavior and again asked her to do it. Finally, C4 calmly handed the book to her friend.

Another appropriate and also effective method was benefiting from peer support in the face of behavioral problems in children with divorced parents. Situations experienced by P11 and C2 was summarized as follows:

During free play C2 decided to design a mirror. For this purpose, she collected her materials on the table. After she started working on the mirror design, she did a few tries. When the results of her trials were not what she wanted, she got angry and started to disturb her friends by interfering with their games. As the teacher became aware of the situation, he directed a socially strong peer to C2 so that they could complete the mirror design activity together.

If an appropriate learning environment is prepared for children with divorced parents, being patient with them, and necessary physical and social support is provided, this increases their internal motivation and enables them to behave without the need for external factors and without exhibiting behavioral problems. It can be said that the teachers participating in this study have deficiencies in knowing and using the right classroom management strategies in order to provide permanent learning and support the internal motivation of these children. In addition, they act without being aware of the significant influence and contact they have in the lives of children with divorced parents.

4.12. Research Question 6: What are views of early childhood teachers about the collaborative approaches for behavioral problems in children with divorced parents?

After the researcher asked the participants to reveal the effectiveness of the methods used to cope with behavioral problems in children with divorced parents, the researcher asked "*What are your collaborative approaches with families, educators and experts regarding the behavioral problems in children with divorced parents in the classroom?*" The researcher expected to learn when early childhood teachers think that the methods they use in the classroom are not effective, what collaborative approaches of them are for the behavioral problems in children with divorced parents. The findings under this research question were presented in accordance with teachers views (Table 14).

Table 14*Collaborative approaches of teachers*

Codes	Frequency
Communication with parents/families	P1, P2, P5, P6, P7, P8, P9, P11, P12, P13, P14, P15
Help from school counselor	P3, P4, P8, P10, P14, P15
Out-of-school psychological support	P2, P6, P9, P11, P13

4.12.1. Communication with parents

The majority of the participants (n=12) stated that they included families/parents in the process by communicating with them as one of the collaborative approaches regarding the behavioral problems in children with divorced parents. Teachers stated that early childhood education cannot be considered independent of the family and mentioned the importance of involving the family in the process. P1 mentioned that the children who continue to live with their mother show a positive development compared to the children who continue to live with their father:

We do not apply to anyone outside the classroom for behavioral problems that we can find solutions by talking to parents. Many parents want to help us with this issue. Generally, we can make more progress in children who continue to live with their mother. Children living with their father may have some problems due to the father's level of interest. Mothers are generally more interested compared to fathers.

P5 stated that she only met with parents/families as a collaborative approach:

I have a one-on-one meeting with the parent. There are recurring problems that I cannot overcome on my own. For these problems, I meet with the parents and get their opinions. I try to behave towards the child in the classroom by learning from the parents how the child behaves at home and how he reacts. We should always cooperate with parents in early childhood education. The school does not have a guidance service, I have not needed it until now.

P6 mentioned that collaborating with families is not a permanent method, and she needs professional help for permanent methods:

In the part where families are involved in the process, mothers usually come and take care of their children. Unfortunately, I do not remember a situation where the parents were divorced and the father came to school for parent involvement. In addition, these

methods are very short-term effective methods, so there are times when I get stuck on these issues and need advice because I cannot find a solution myself and I am looking for professional support.

P7 highlighted the importance of involving both parents in the process:

I think it is important to involve both the mother and the father in the process and thus to make the parents aware of the behavioral problems of their child in the classroom. The child stays at school for only 5 hours, apart from that he spends all his time at home. It is very difficult to reduce or eliminate behavioral problems in such a limited time. The family should support me in this regard and show the same attitude at home. Education is like a trivet, it includes student, family and school. When one of these legs is interrupted, all of them are affected.

P12 stated that she met periodically to persuade the child's mother to see a psychologist and she also made an important request as a teacher mentioning that she has difficulty in accessing the correct information on the subject:

We have frequent one-to-one meetings with this child's mother. I think her mother should go to a psychologist and I told her that too, but she does not accept it. According to the mother, "the problem is the child and the reason for this behavior of the child is that she is annoying, she likes to annoy people." In general, parents like to blame others for their children's behavioral problems. I am a calm but persistent teacher. I try to persuade her to go to a psychologist by calling the mother periodically.

I would like to have a pedagogue in kindergartens because sometimes it is very difficult to find information. When we cannot access the information, we cannot take steps for implementation. I need information about methods to cope with this child or to support the child's developmental process, but I cannot reach them. I buy a book, I search on the internet, but they are not effective. It will be much more effective if I consult a pedagogue as a result of a behavior and learn how to behave. It is difficult for us to find a solution both financially and morally. Apart from that, I would like to receive detailed training from a specialist once a month for every behavioral problem. For example, a training on nail biting can be given one month and a training on aggressive behavior the next month. These trainings should be trainings in which practical information is presented to us, because although I try to reach the information, I cannot reach them.

P14 mentioned that families need training on this issue and behavioral problems should be intervened in early childhood period:

I clearly convey the child's problem to the family by meeting with them. I inform them about the methods I implement in the classroom. I tell them to apply these methods at home, too. In fact, families need training on this issue. This training can be given by experts in the field or by the school. Education should be compulsory for these families, if it is on a voluntary basis, they will not come. We are very experienced in this regard as teachers. Every year, there is at least one child with divorced parents in my class, but families are unaware of this. If behavioral problems are not intervened

and resolved at this age, they cause much more serious problems in the future such as academic failure, hyperactivity, and they have to use drugs.

4.12.2. Help from school counselor

Participants (n=6) stated that they received help from the school guidance teacher as one of the collaborative approaches regarding the behavioral problems in children with divorced parents. Early childhood teachers get help from school guidance teacher for problems related to behavioral problems in the classroom or related to parents. P4 explained the situations where the guidance teacher was involved in the process and she also requested to hold a seminar on the subject for parents:

I try to get help from our guidance teacher when there is a situation that I cannot overcome in the classroom. If I cannot prevent the behavioral problems, I take the child out of the classroom and leave him with the guidance teacher. The child's behavior becomes calmer after leaving the guidance teacher. If the behavioral problem recurs, I send him to the guidance teacher again. There is no other method that I know of or use. In fact, I think if there were a face-to-face seminar on this subject for parents, behavioral problems in the classroom would decrease.

P8 stated that she needed the assistance of the guidance teacher to manage relations with the child's parents, and that such children should be supported by their teachers when they have behavioral problems:

I need the guidance teacher for situations about parents that we cannot overcome. I can handle the problems with the child, but sometimes it is difficult to handle the problems with the parent. The guidance teacher at our school helps with this issue. The parent prefers to ignore the child's behavioral problems by refusing to contact us. Behavioral problems in these children should not be ignored. Both the child and the family should not be left to their own fate because they cannot handle it on their own. The teacher should always support this child and should not leave the family alone in this issue.

P10 mentioned that she met with the guidance teacher, but the guidance teacher only found temporary solutions to the behavioral problems in child with divorced parents, so professionals in this field should support the family and the child in this process:

I talk to our guidance teacher for recurring problems in this child, but the guidance teacher cannot provide permanent solutions. The socio-economic level, cultural level, relationship of the family, the reasons for the divorce, the attitudes of the parents differ in each family. These differences directly affect the behavior of the child. During the divorce process, families may not be knowledgeable about it, because they are experiencing it for the first time. It may be good to recognize the children who are in this process and to assign a pedagogue to guide these children and their families throughout the process. In addition, seminars or events to watching cartoons and

animations should be organized by professionals, explaining to the child that divorce of parents is normal and that it is not something to be afraid or ashamed of.

4.12.3. Out-of-school psychological support

Participants (n=5) stated that they received out of school psychological support as one of the collaborative approaches regarding the behavioral problems in children with divorced parents. Teachers stated that they received help from out-of-school institutions and individuals such as the Guidance Research Center, psychiatrists, psychologists, psychological counselors, and pedagogues. P2 mentioned that there was a child she direct to the counseling research center and that the negative aspects of not having a guidance teacher in their school:

In the past, we have directed a child whose parents have divorced to the Counseling Research Center. In order for us to direct to Counseling Research Center, rather than a tendency to violence serious conditions such as hyper-activity and learning difficulties should be present. The absence of a guidance service in our school is a negative situation for us. Observation of children by an expert in behavioral problems is much more effective than our observation. Guidance teachers know many methods that we do not know about this issue. This is a shortcoming.

P6 stated that she directed a child with divorced parents to a psychiatrist in the past, that she rarely used this method and that they needed effective support in this regard as early childhood teachers because in-service trainings are not effective:

I had a child whom I directed to a psychiatrist. The psychiatrist sent a form that included my views on the child, positive and negative developmental characteristics, my communication with the family, and the family's behavior towards the child, and I filled out the form. It consisted entirely of open-ended questions. I rarely use these methods. I feel helpless and stuck in this regard, so we need effective support as teachers. In-service trainings are not effective because they only give us theoretical information in those trainings. On the contrary, I would like a free guide, a consultant, where I can learn about practical methods that I do not know. It would be very valuable for me to get an opinion from someone who is an expert in this field and guides me on issues that I cannot see and cannot find a solution for. As teachers, we can realize the magnitude of the problem when we enter the classroom because we have experienced that none of the theoretical knowledge we received at the university works in the classroom.

P9 talked about directing the child to a pedagogue, the lack of a kindergarten guidance teacher, and the early childhood period, which is the appropriate period for behavior correction in children:

I talked to the parent and directed the child to see the pedagogue, but the parent went to psychiatry and they started drug treatment. I hope it work but I do not know how long drug therapy can be used. Our kindergarten is a kindergarten within the primary school, so we do not have a guidance teacher that belongs only to us. I think this is a very serious shortcoming for us. If we have a guidance teacher, only he/she can take care of this child and communicate with his/her parents, it would be appropriate because this issue is their professional field, not ours. This is a very sensitive subject and it is really troublesome for me. A realistic and viable solution must be found. Children's behaviors can be corrected at this age, if not, they will continue throughout their lives and will always have trouble. These children will join the society in the future.

As can be seen in Table 11, when the teachers' answers related to collaborative approaches on regarding the behavioral problems in children with divorced parents are examined, it was seen that they mostly talk about communication with parent or family, help from school counselor and using out-of school psychological support. Related to communication with parent or family, some of the teachers mentioned the importance of agreeing on rules with parents and involving both parents in the process, even if they are divorced. On the other hand, other teachers mentioned that involving the family in the process does not provide a permanent solution, that it is difficult to convince families about behavioral problems, and that families should receive psychological help and training on this issue. Related to help from a school counselor, the teachers stated that they received help from the guidance teacher regarding the behavioral problems they could not find a solution to in the classroom and problems related to parents. They also mentioned the guidance teacher could not provide a permanent solution. Related to out-of school psychological support, teachers mentioned that they need out-of-school psychological support due to the lack of guidance teachers in their schools.

Eventually, almost all the teachers stated that the theoretical knowledge they received at university was insufficient in the classroom, the in-service training did not contain practical information, it was difficult for them to access information materially and morally as teachers, and it was not possible to create behavioral changes in children with special conditions by using common methods. For all these reasons, they stated that they needed professional support from experts in the field.

4.13. Key Findings

Table 15

*Key Findings of Teachers Views' Regarding Reasons of Behavioral Problems
in Children with Divorced Parents*

-
- According to participants, after divorce, parents dedicate themselves to their child, do whatever they want and when this does not happen in the classroom, behavioral problems are seen.
 - Due to divorce, the mother or father figure is missing as a role model in child's lives, which causes them to exhibit behavioral problems.
 - Conflict between parents before, during or after divorce manifests itself as a behavioral problem in the child. A child who takes his parents as an example or learns that conflict is the way to solve problems also exhibits behavioral problems in the classroom.
 - The child who has been exposed to physical or verbal violence from their parents, whom they continue to live with after divorce, exhibits behavioral problems.
 - In the process after the divorce, the change in the home and school order that the child is used to, and the fact that the child has problems in adapting to the new order cause behavioral problems.
 - After the divorce, the child who no longer lives in the same house with one of his parents has a fear of losing the other parent whom they continue to live with. This fear causes him to exhibit behavioral problems in the classroom, in an environment where he is away from the parent.
-

Table 15 (Continued)

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- The child, who cannot see his parent who left home after the divorce, has anger towards that parent. This anger he experiences causes him to exhibit behavioral problems.
 - After the divorce, the child, who cannot receive love and attention from his parents, shows behavioral problems and wants to meet his need for attention and love. A parent's leaving from home and the increase in the responsibilities of the parent who continues to live with the child are effective in the decrease in the attention and love for the child.
 - The child, who has problems in self-confidence due to the experiences during and after the divorce, exhibits behavioral problems in the classroom.
 - After the divorce, the child, who loses his trust in his parents, also does not feel safe in the classroom environment and reflects this situation as a behavioral problem.
 - The child who cannot cope with the emotional state he experience after the divorce process become aggressive and exhibit behavioral problems.
-

Table 16

*Key Findings of Teachers Views' Regarding Behavioral Problems
Encountered in Children with Divorced Parents*

-
- Tendency to violence (physical/verbal)

 - Aggression

 - Nervous and anger control problems

 - Damaging classroom materials

 - Introversion/shyness

 - Inability to express oneself

 - Stubbornness

 - Crying/screaming

 - Repeated actions

 - Friend exclusion/complain

 - Difficulty in setting up/maintaining games

 - Jealousy/excessive addiction

 - Low self confidence

 - Lack of attention

 - Indifference

 - Masturbation
-

Table 17

Key Findings of Teachers Views' Regarding Conditions Children with Divorced Parents Exhibit Behavioral Problems

-
- Behavioral problems in these children have become the temperament of children and they show them in any condition. There is no special condition needed.
 - Behavioral problems are less frequent during the activity time because a collective action is taken and the teacher's instruction is acted upon. During free playtime, children show behavioral problems because they are in a more unruly environment.
 - Behavioral problems seem to be more intense during the activity because the love and attention needs of these children can be met by the teacher during the free playtime but, they cannot be met during the activity because teachers are interested in all children, and when these needs are not met, behavioral problems arise.
 - Behavioral problems in the children with divorced parents occur when they feel insufficient and lacking in skills compared to their peers.
 - Children with divorced parents exhibit behavioral problems when they feel lonely and helpless.
 - Children with divorced parents show behavioral problems when they feel insecure in the classroom.
-

Table 18

*Key Findings of Teachers Views' Regarding Effect of Behavioral Problems
in Children with Divorced Parents on Teaching-Learning Process*

<u>Negative Effects</u>	<u>Neutral Effect</u>
<ul style="list-style-type: none"> • These children stigmatized by his classmates as 'problematic child', therefore they seen as a culprit even if they do not create any problem. According to teachers, trying to cope with this problem negatively affects the education process. 	<ul style="list-style-type: none"> • There is no positive or negative effect of behavioral problems on teaching-learning process because teachers can cope with them, do not let them affect and behaviors are not intense to affect, they are displayed during free play time rather than during the activity.
<ul style="list-style-type: none"> • Teachers needed extra time, attention, patience, performance and energy while dealing with the behavioral problems in these children. According to them, the needs of other children are interrupted due to these opportunities provided to these children. 	
<ul style="list-style-type: none"> • Activity processes are interrupted and the attention of the other children in the class is distracted because of behavioral problems of these children. 	

Table 19

Key Findings of Teachers Views' Regarding Methods and Techniques to Cope with Behavioral Problems in Children with Divorced Parents

- One-to-one communication
- Ignore the child
- Show love/interest
- Take a break
- Parent-teacher communication
- Use tone of voice/gestures/facial expressions
- Get to know the child/needs
- Reward/reinforcement
- Deprivation
- Classroom behavior board
- Direct to favorite activity
- Activities in line with behavioral problems
- Peer support
- Creation of classroom rules together

Table 20

Key Findings of Classroom Practices of Teachers to Cope with Behavioral Problems in Children with Divorced Parents

-
- Ignore the child or the child's behavioral problems

 - Make eye contact

 - Use tone of voice/gestures/facial expressions

 - Physical contact

 - Show love/interest

 - Verbal warning

 - Repeat the instruction

 - One-to-one communication

 - Stern warning

 - Change of location in the class

 - Take a break

 - Leave alone

 - Yell/Scold

 - Threaten

 - Physically interfere

 - Deprivation

 - Classroom behavior board

 - Exclusion from classroom
-

Table 21

Key Findings of Teachers Views' Regarding Collaborative Approaches for Behavioral Problems in Children with Divorced Parents

-
- Teachers stated that they included families/parents in the process by communicating with them regarding the behavioral problems in children with divorced parents.
 - Teachers received help from the school guidance teacher as one of the collaborative approaches regarding the behavioral problems in children with divorced parents.
 - They received out of school psychological supports such as Guidance Research Center, psychiatrists, psychologists, psychological counselors, and pedagogues regarding the behavioral problems in children with divorced parents.
-

4.14. Summary

The purpose of the study to investigate the views and practices of early childhood teachers regarding behavioral problems in children with divorced parents and their classroom practices to cope with these behavioral problems in early childhood settings. In the light of these purposes, the participants also expressed their views on the effects of these behavioral problems on teaching-learning process, the methods they use against these effects and their collaborative approach to behavioral problems. The findings of the study was shaped by the answers of the participants and their classroom practices.

Chapter IV introduced demographic information relating to the participants and the findings of the study's data. The researcher organized the findings in accordance with the categories derived from the thematic coding undertaken during analysis of transcripts of each interview with each participant. The categories are presented together with the codes separately.

There were several findings of this study. One of the main findings was that teachers' content knowledge about behavioral problems and their understanding children's behaviors are insufficient. Another main finding was that teachers find the behavioral problems in children with divorced parents more intense, longer-lasting and gradually increasing in severity compared to the behavioral problems of other children. The majority of teachers reported that they encountered violent and destructive behaviors in children with divorced parents. Another finding was that according to teachers, the behavioral problems in children with divorced parents negatively affect the teaching-learning process. Related to these behavioral problems, the majority of the teachers shared one-to-one communication as a method they use to cope with them but their classroom practices showed that they use mostly reward, punishment or deprivation methods. The last finding was that they included families/parents in the process by communicating with them as one of the collaborative approaches regarding the behavioral problems in children with divorced parents. Moreover, almost all the teachers stated that the theoretical knowledge they received at university was insufficient in the classroom, that in-service training did not contain practical information, it was difficult for them to access information materially and morally as

teachers, and it was not possible to create behavioral changes in children with special conditions by using common methods. For all these reasons, they stated that they needed professional support from experts in the field. All these findings provide important information about the behavioral problems in children with divorced parents in early childhood settings. The following section moves on to discussion of these findings.

CHAPTER 5

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

In this chapter, a brief summary of the study is presented. Afterwards, the views and practices of early childhood teachers regarding behavioral problems in children with divorced parents and their practices in early childhood education against these behavioral problems were discussed in detail. Finally, some educational implications and suggestions for further studies are given.

5.1. Summary of the Study

The main purpose of this study was to investigate the views of early childhood teachers regarding the behavioral problems in children with divorced parents, the effects of these behavioral problems on early childhood education environments, the practices of teachers to cope with these behavioral problems and consistency between their views and their classroom practices. The participants shared the effects of the behavioral problems in children with divorced parents on the teaching-learning process, the methods they use against these effects, their views on the effectiveness of these methods, and their collaborative approach to behavioral problems. All of the participants of the research are teachers who are currently working in official kindergartens and official independent kindergartens in Duzce. A total of 13 female and 2 male teachers participated in the research. Data was obtained through classroom observations and semi-structured interview developed by the researcher after the literature review, expert opinion and pilot study. The interview consisted of 10 open-ended questions and the answers audio recorded for transcription. After the interview data were collected, the analysis process was carried out by two coders. After the interviews were completed, 5 teachers were randomly selected among the participants for classroom observations. Observations were completed with the Observation Form,

Observation Checklist and Anecdotal Record Form, which were created by expert opinion and pilot study. A second observer participated in the classroom observations, who was aware of the purpose of the research, in order to prevent the researcher's prejudice about the teacher's approach to children. Finally, the findings of the research were presented under thematic categories derived from the codes determined during the data analysis.

5.2. Discussion of the Findings

5.2.1. Demographic Information of Teachers

In this study, there is no research question related to the demographic information of the teachers, so the researcher did not conduct an in-depth study related to relationship between teachers' demographic information and their ability to cope with behavioral problems in children with divorced parents. There are quantitative studies on this subject in the literature (Özgül, 2009; Nur, 2012; Yumuş, 2013; Dinçer & Akgün, 2015; Toran & Gençgel Akkuş, 2016).

Under this title the researcher focused only on the intervention methods that teachers use to deal with the behavioral problems in children with divorced parents in the classroom and made inferences about them. In other words, the researcher made inferences about whether there was a connection between the intervention methods used by the teachers and their demographic information.

In early studies on the subject, Cunningham and Sugawara (1989) suggested that the intervention methods used in relation to behavioral problems can be based on two coping styles. These are helpful and restrictive styles. A helpful approach encapsulates methods that emphasize participation in an active and empathetic relationship with the children. The purpose of helpful approaches is to create long-term change and help children acquire skills and alternative behaviors. These techniques include strategies such as making time for a personal conversation with the child or changing the teaching method. Restrictive approaches, on the other hand, are punitive in nature and are designed to promptly end problem behavior through the use of authority. Restrictive strategies include situations such as transferring the child to another class,

removing them and isolating them from the environment (Almog & Shechtman, 2007). When evaluated from this point of view, it could not be concluded that the demographic characteristics of early childhood teachers, their professional experience, education level or the undergraduate program they graduated from, age group of children, number of children in the class were effective in the early childhood teachers' ability to use appropriate intervention methods for behavioral problems in children with divorced parents. In other words, whether teachers prefer helpful approaches to cope with the behavioral problems in children with divorced parents was not related to these characteristics.

Only a small number of early childhood teachers had attended lessons or training on behavioral problems. Many of the participants stated that they did not take a course on behavioral problems in particular, but that behavioral problems were mentioned in the content of the undergraduate courses they took. There were four teachers who participated in seminars and in-service training related to behavioral problems. According to the findings of this study, there is a relationship between teachers' having taken courses, training on behavioral problems or participating in seminars, in-service training and their ability to use appropriate intervention methods for behavioral problems in children with divorced parents. It was seen that teachers who take courses, training, seminars or in-service training on behavioral problems only adopt helpful approaches in dealing with behavioral problems in children with divorced parents. This finding corroborates the idea of Yeşilay Daşiran (2013) who stated that the in-service training of early childhood teachers is effective on their classroom management skills.

5.2.2. Views of early childhood teachers regarding behavioral problems in preschool children

Under this title, the views of early childhood teachers on behavioral problems in preschool children were discussed. According to the findings related to the identification of behavioral problems in preschool children, the teachers generally focused on externalizing behavioral problems when describing them. Before the definition of behavioral problems in the literature was given by the researcher, most of teachers did not mention internalizing behavioral problems. In other words, while most of the teachers mostly focused on aggressive behaviors, anger, shouting, crying,

only a few mentioned both internalizing and externalizing behavioral problems. This finding may lead to the conclusion that teachers have deficiencies in defining behavioral problems and corroborates the idea of Cangemi and Khan (2001), who found that while the behaviors exhibited by children are considered as behavioral problems for some teachers, it is seen as a normal behavior for some teachers. In other words, which behaviors of children are behavioral problems differ in the opinions of teachers. They added that teachers need to know that not every behavior exhibited by children is a behavioral problem and they need to be able to determine which behavior is problematic.

Related to the identification of behavioral problems, many teachers mentioned that children have difficulties in adapting to the social environment by acting egocentrically in the classroom. According to them, one of the most serious problems among children in the classroom is the lack of sharing behavior stemming from egocentric thinking. When this is the case, children have problems living together in a social environment and they show behavioral problems. This finding showed that teachers perceive the egocentric behavior as problematic. It is a developmentally expected situation that preschool children who are egocentric cannot exhibit sharing behavior (Senemoğlu, 2018). In this context, it was concluded that teachers have difficulties in determining what problem behavior is and that they perceive children's behaviors stemming from their developmental characteristics as problems. This finding is in agreement with research in this context which showed problems that occur due to the developmental characteristics of children being perceived as behavioral problems by their teachers (Derman, 2017; Yağan-Güder et al., 2018). Moreover, Kılıç et al. (2021) showed that when teachers evaluate the situations they encounter in their classrooms, they have difficulty in determining what the behavioral problem is, and they perceive the behavior of children stemming from their developmental characteristics as a problem.

The findings of this study about the views of early childhood teachers regarding behavioral problems in preschool children showed that both their content knowledge about behavioral problems and understanding of children's behaviors are not sufficient. Correct identification of a behavioral problem is a prerequisite for the intervention to

the behavioral problem as well as being supportive in deciding the correct and effective intervention for the related behavioral problem (Rakap, 2017). In other words, the correct determination of the behavioral problems paves the way for controlling this behavior and intervening appropriately (Kılıç et al., 2021).

5.2.3. Views of early childhood teachers regarding behavioral problems in children with divorced parents and other children

Under this title, the views of early childhood teachers on behavioral problems in children with divorced parents were discussed.

According to the views of most of the participants, the behavioral problems in children with divorced parents differ from those in other children. Some of the teachers stated that children with divorced parents exhibit more externalizing behavioral problems than other children and thus it cause disruption of the classroom order. This finding can be supported by Özbey (2012) who concluded that as the marital adjustment of the parents decreases, the externalizing behavioral problems of the children increase. According to a study by Şahin (2015) on the same subject, children with divorced parents have more behavioral problems than other children and they use verbal and physical violence against their peers in the classroom. In addition, some of the teachers mentioned the emotional situation of children with divorced parents. According to them, they exhibit behavioral problems due to the emotional problems they experience related to their parents' divorce. This finding is in agreement with Amato and Cheadle (2005), who argued that the children with divorced parents are negatively affected socially and emotionally, and therefore, having problems with family members, peers or people in their social circle is more likely than children whose parents are together. Similarly, in a study by Thayer and Zimmerman (2003), it is stated that the children with divorced parents may have social and emotional difficulties. For example, they may blame themselves, lose their self-esteem, feel that they can be abandoned by the other parent at any time, and have difficulties in establishing emotional bonds. On the other hand, one of the teachers stated that the behavioral problems in children with divorced parents are not different from the behavioral problems in other children. Surprisingly, the teacher made an association between behavioral problems in terms of the financial well-being of the child's parent. In other words, the behavioral

problems in this child do not differ from the behavioral problems in other children because every wish of the child is fulfilled thanks to the economic level of the parents, so that the child does not have a serious behavioral problem. Actually, this finding is not supported by previous research, to our knowledge, but some studies have suggested that the life-style that children are used to may change economically with the divorce, (Demirci, 2016) and families may face many problems, especially economic problems and have to get used to a life style below the standard of living they had before (Yanar, 2019). From this point of view, a possible explanation for this might be that the teacher interpreted it as a positive situation that the child did not experience any economic problems after the divorce of the parents.

The findings of this study about the views of early childhood teachers regarding behavioral problems in children with divorced parents showed that most of the teachers described these behavioral problems as unmanageable because they are emotional state-based and often include externalizing behaviors that disrupt the classroom order. Moreover, teachers find the behavioral problems of these children more intense, longer-lasting and gradually increasing in severity than the behavioral problems of other children in the classroom. Their views may be based on experiences related to classroom activities, their classroom observations, one-to-one conversations with these children, children's communication with their friends, child-parent communication and parent-teacher communication. On the other hand, their reasoning may reflect prejudices against children with divorced parents. If the teacher approaches the child in the classroom with prejudiced thoughts, this situation causes more introversion and lack of motivation instead of giving confidence to the child (Bomer et al., 2008). In addition, Sari (2005) states that it is easier for children to acquire new and positive behaviors in a classroom environment where they feel safe and not threatened. From this point of view, the change in teachers' attitudes towards these children due to prejudiced thoughts may cause them to be treated differently from their peers because of their behavioral problems.

5.2.4. The views of early childhood teachers on the reasons for behavioral problems in children with divorced parents

The views of early childhood teachers on the reasons for behavioral problems in children with divorced parents can be divided into parent-related reasons, environmental factors and child-related reasons.

One of the parent-related reasons was that parents dedicate themselves to the child and do whatever the child wants after divorce. The child, who is used to this situation, exhibits behavioral problems when he does not fulfill his own wishes in the classroom environment and experiences social adjustment problems. This finding can be supported by Schick (2002) who focused on the emotional and behavioral differences between children with divorced parents and other children. According to this study, significantly higher behavioral problems such as social adjustment problems, social withdrawal and criminal behavior were reported in children with divorced parents. Also, surprisingly, the participant made an association between parental dedication to the child and behavioral problems in the child. Actually, this finding is not supported by previous research, to our knowledge, because it is stated that after divorce, parents can spend limited time and energy on their children due to difficulties in many psychological, financial and social areas (Laver & Laver, 1991). In addition, following the divorce, many children experience a quantitative and qualitative decrease in their relationships with their parents (Westberg et al., 2002). From this point of view, possible explanation for this might be that contrary to the studies on the subject, this parent may have easily survived the divorce process or may be trying not to reflect the difficulties s/he experienced on the child.

Many of the participants made a connection between the behavioral problems in children with divorced parents and the lack of a mother or father figure. They reflect the lack of a mother or father in their lives as behavioral problems and they need role models in gaining sexual identity. This finding is in agreement with Yavuzer (2014) who stated that the child, who is in the stage of learning to be a social individual, needs a role model and the most appropriate role model for the child's healthy personality development is his parents. According to Freud, parent-child relationships in early childhood, especially in the first five years, have an impact on the child's personality

development (Özdemir et al., 2012). Parents, as role models for their children, contribute to their personality development and gaining sexual identity. In order for all of these to happen, parents need to be in harmony just like a team (Bilir & Dabanlı, 1990).

Another view related to behavioral problems in children with divorced parents was that the conflict between the parents before, during or after the divorce process causes the child to exhibit aggressive behavior towards the environment. This finding is consistent with those of other studies examining the effects of parental conflict on children (Hipwell et al., 2005; Şirvanlı, 1999; Johnston, 1994). They suggest that conflict situations between parents are related to their children's aggressive behavior towards their peers, their superiority over them, and the conflicts experienced (Hipwell et al., 2005) and hostility, externalization problems, verbal and physical aggression, and distrust (Johnston, 1994). In addition, children with conflicting and divorced parents have higher adjustment problems than other children (Şirvanlı, 1999). Actually, conflict between parents causes behavioral problems in children, on the other hand, it has been revealed that parents without conflict and with a high level of communication make positive contributions to many areas of their children's lives (Ferrante, 2005).

Participants shared that after the divorce process, the child's physical or verbal violence from the parent, he lives with, causes the child to display violent behavior in the classroom. This finding agrees directly with the findings of other studies, in which stress situations originating from parents and negative parental attitudes will negatively affect children's behavior (Antony et al., 2005). In addition, Kabaoğlu (2012) emphasized that the rejecting attitudes of parents towards their children, depending on the stress situations they experience during the divorce process, will cause children to develop behavioral problems.

As an environmental factor, one of the participants stated that after the divorce process, the child's home and school order was disrupted and the child had problems in adapting to the new order. In other words, the change of his routine affected the child emotionally and therefore the child began to exhibit behavioral problems. This idea agrees with Kahraman's (2016) findings which showed that due to the problems

experienced in the family during and after the divorce process, changing home and school, and difficulties in adapting to the new family structure, children's school life is negatively affected and their attitudes towards school, their teachers and their friends change. Actually, the child, who has lost the fixed order to which he has been accustomed to due to sudden and great changes, experiences various staggers in the adaptation process (Karataş, 2019).

Participants focused on children's fear of losing their parent related to reasons for behavioral problems in children with divorced parents in the category of child-related reasons. This finding corroborates the idea of Thayer and Zimmerman (2003), who stated that children with divorced parents blame themselves and feel that they can be abandoned by the other parent at any time. Actually, the lack of conceptualization in preschool children reduces their adjustment to the post-divorce situation and creates fearful fantasies about being abandoned completely alone (Karataş, 2019). Children who have lost one of their parents due to divorce fear of losing the other, so this emotional state affects their adaptation to school and they show behavioral problems (Yanar, 2019).

One of the participants mentioned the association between being angry with parents and behavioral problems in children with divorced parents. The child, who belongs to a separated family, is in constant internal conflict. During these conflicts, the child blames his parents and displays anger towards them (Wolf, 1998) and this anger manifests itself as a behavioral problem at school. This finding can be supported by other studies suggested that children of early school age, whose family has an important place in their perception of the world, may experience anger when their family breaks up (Weyburne, 2000; McCormick-Wege, 2001; Weilburger, 2009; Ertürk, 2016). The child may feel that the parent he does not live with does not want him, and sometimes both parents do not love him, so he may feel anger towards them (Karakuş, 2003). In fact, they can measure their parents' love with bursts of anger and behavioral problems to check the accuracy of this perception (Ertürk, 2016).

Many of the participants concentrate on the lack of love and attention as a reason for behavioral problems in children with divorced parents. After the divorce, due to the fact that one of the parents moved out of the house and the responsibility on the other

parent increased, there was a decrease in the time allocated to the children, and this led to significant changes in the children's behavior. This finding is in agreement with Yörükoglu (2004) who stated that the child, who cannot get enough attention and love from one parent after divorce, will go on the path of constantly displaying this need. After the divorce, the child needs emotional support, attention and advice from the parent he lives with in the same house. However, some parents may be too concerned with their own problems and responsibilities to help their children after the divorce (Wallerstein & Lewis, 2004). Children who cannot receive the support they need from their parents in a process where they need love and attention very much, will see themselves as an unwanted person not only by their parents but also in their social relationships (Artan et al., 2014) and will behave more viciously and angrily towards the people around them (Yörükoglu, 2000). Moreover, they can perceive that one of their parents, who are always with them in daily life, leaves the house due to divorce, as if that parent will no longer love them (Arikan, 1996) and they can measure their parents' love with bursts of anger to check the accuracy of this perception (Ertürk, 2016).

Another view of the participants on the reasons for behavioral problems in children with divorced parents was that self-confidence of these children who have a lack of parents is lower than their normally developing peers. These children are always one step behind their peers due to their low self-confidence, they are afraid to take an action and this causes them to exhibit behavioral problems. This finding is consistent with those of other studies stated that divorce of parents pushes the child into situations such as anxiety, stress and lack of self-confidence (Johnson & Roseby, 1997; Jockson, 2000; Yörükoglu, 1997; Wallerstein & Blakeslee, 2003; Herwig et al., 2004). Due to divorce, children's families, which they see as a safe harbor in any situation, are broken, and their feelings of confidence and attachment are negatively affected. Situations such as children's lack of self-confidence, witnessing events with a high level of stress, and increased anxiety levels negatively affect their psychosocial life and cause behavioral problems in social environments (Bilici, 2014; Karakuş, 2003).

Participants in the current study asserted that due to the divorce process, children have lost their sense of trust in their families and also surroundings, and they do not feel

safe either at school or at home, so they exhibit behavioral problems. This idea agrees with Kırcaoğlu (2012) who indicated that stressful divorce process cause loss of trust in children and also with Johnston (1994) who stated that high-conflict divorces cause externalization problems, verbal and physical aggression, and distrust in children. It is mentioned that the stressful divorce process, the inability to establish healthy communication, and the lack of trust affect children deeply (Kırcaoğlu, 2012). However, the fact that the child, who should be raised with his parents in a family environment with love and trust, witnesses disagreements between his parents in the divorce process can cause him to worry about his own future and suddenly feel distrust (Durmuşoğlu Saltalı, 2012). With the impact of the stressful situations created by this divorce process, which affects the daily life of the child, the child exhibits behavioral problems at school or in the circle of friends, focusing on problems such as what will happen to his parents in his inner world, where he will live from now on, who will take care of him (Cüceloğlu, 1998).

Another view of participants is that children who cannot adapt emotionally to the changes in the mother, father and the unbroken family phenomenon after the divorce and cannot cope with this situation, try to cope with it by exhibiting behavioral problems. Actually, this finding is supported by many studies which suggest that it is important for the child's emotional development, social development and spiritual maturation, to be a healthy individual in society, for the mother and father to live in the same house, not to be separated, and to grow up in a warm environment where the child does not have to be separated from any of their parents (Amato, 2010; Amato, 2000; Furstenberg & Kiernan, 2001; Stacey & McCabe, 2001; Huurre et al., 2006; Koçak, 2019). Amato (1993) stated that children who grow up in families where their parents live in the same home will grow up in a better environment than children who grow up as a single parent with either mother or father as a result of divorce. Both mothers and fathers are important resources for the child in areas such as guidance, emotional support and supervision. Similarly, Yavuzer (2014) also mentioned that divorce causes emotional interaction in the family to decrease or even disappear, which directly reflects negatively on the child's development. The risk of experiencing delays increases in their motor skills, language and mental development of the child due to the decrease in emotional interaction and depending on these, the child could not

establish adequate relations with his surroundings and a slowdown occurred in his social development. As a result of this, the potential for introversion, aggression behavior and a selfish personality structure increases in children who cannot complete their development in a healthy way.

The findings of the study about the views of early childhood teachers regarding the reasons for behavioral problems in children with divorced parents showed that even if teachers are not specifically trained on this subject, they have an idea about the reasons behind the behavioral problems exhibited by these children. Most of their answers related to reasons are consistent with previous studies in the relevant literature. This showed that although early childhood teachers in this current study do not receive theoretical training, they can make inferences thanks to their experiences, observations and classroom practices. In addition, knowing the cause of the behavioral problems correctly will ensure that the teacher is one step ahead in the elimination process. Accurately classifying and analyzing the behavioral problems will enable the teacher to reach a solution more easily (Öztürk & Gangal, 2016).

On the other hand, when the reasons given by the teachers related to behavioral problems in children with divorced parents were examined, most of the reasons, especially based on the deficiency experienced by the children after the divorce due to their parents, can be eliminated or supported by their teachers in the classroom. Studies show that both cooperation with educational institutions and social support provided by teachers and peers will increase children's adaptation to the post-divorce situation (Çetinkaya & Erçin, 2015). Moreover, after the divorce a secure, strong, and encouraging relationship with teacher acts as a buffer to reduce the risks associated with divorce and increase resilience for children (Faber & Wittenborn, 2010). In other words, early childhood teachers have the power to address behavioral problems in children with divorced parents by exhibiting positive attitudes and behaviors in the classroom. For example, studies show that positive attitudes and behaviors displayed by teachers increase self-confidence, trust and motivation in these children, helping them to accept their teacher as a role model/example, and retain feelings of happiness and love alive (Milich & Fitzgerald, 1985; Schwarzt et al., 2006). Similarly, Brouwers and Tomic (2000), Dilekmen (2008), Şahin (2011) state that teacher behaviors are

effective on students' emotional and social development. Besides given all significant influence teachers have on children with divorced parents, it can be said that teachers participating in the study were not aware of the significance of their influence, power and effects on these children, may not be interested in eliminating them or may not be able to manage them.

5.2.5. Views of early childhood teachers regarding behavioral problems encountered in the classroom, in which situations and how often they encounter these problems in children with divorced parents

The behavioral problems were divided into five categories; violent and destructive behaviors, communication problems, socialization problems, focus and attention problems, others. Moreover, teachers' views in which situations and how often they encounter these behavioral problems were discussed.

The participants stated that the most common behavioral problems they encounter in the classroom environment in children with divorced parents were violence and destructive behaviors. Under this category, they talked about behaviors such as physical and verbal violence tendency, damaging classroom materials, aggression, anger and nerve control problems. Under the category of communication problems, they mentioned introversion/shyness, inability to express oneself, stubbornness, crying/screaming and repeated actions. The third most common behavioral problems are socialization problems including friend exclusion/complain, difficulty in setting up or maintaining games, jealousy/excessive addiction and low self-confidence. They shared that lack of attention and indifference were one of the most common behavioral problems they encountered and these behavioral problems were placed under the category of focus and attention problems. Finally, one of the participants mentioned masturbation behavior differently from the other participants.

The findings of the study about the views of early childhood teachers regarding behavioral problems encountered in the classroom in children with divorced parents showed that all of the teachers mentioned common behavioral problems. In other words, all teachers participating in the study were faced with similar situations in the classroom in these children. In addition, the findings of the study are consistent with

previous studies in the relevant literature (Bornstein Hahn & Haynes, 2010; Kesicioğlu, 2015; Liu, 2004; O'Connell et al., 2009; Özbey, 2010). All of these studies have focused on similar behavioral problems related to children with divorced parents but, they show that there may be various combinations of behavioral problems (Doepfner et al., 2004).

Although the participants put forward common views on behavioral problems encountered in the classroom, their views differ on what conditions and how often these behavioral problems were exhibited. Related to conditions, many of the participants stated that there is no need for a special reason, environment or condition for these children to exhibit behavioral problems. These behavioral problems have become the temperament of children and they show them in every condition. In accordance with this finding, previous studies examining the effects of divorce on children have demonstrated that children in divorced parents exhibit more behavioral problems than other children (Westberg, 2002) and these negative effects of divorce on the child continue for a long time and after a while it becomes the temperament of the child (Öngider, 2013).

Participants also stated that children with divorced parents exhibit behavioral problems more intensely during free playtime. As the reason for this situation, they mentioned the differences between the classroom environment in the activity time and in the free playtime. While they exhibit less behavioral problems due to the fact that they are under the supervision of the teacher and focus on a certain activity during the activity time, they exhibit more behavioral problems during the free playtime due to a more unruly and undirected environment. These findings showed the teachers in the study do not have an active communication/interaction with the children during the free playtime. This corroborates the findings of Koçyiğit and Fırat (2020), who found that early childhood teachers are more at their own desks during free playtime and are not involved in an active activity in the classroom. In fact, what is expected from them is to guide children to play in the centers, observe children's play, accompany their experiences, and make an evaluation by ending the free playtime appropriately (Koçyiğit & Fırat, 2020). In addition, teachers who exhibit an uninterested/indifferent attitude in their classes cannot perform adequately in gaining children towards positive

behaviors (Sezer, 2018). In brief, the fact that children with divorced parents exhibit more intense behavioral problems during free playtime may be related to teachers' attitudes and behaviors.

Another view related to conditions is that behavioral problems seem to be more intense during the activity because the needs of these children such as love and attention can be met by the teacher during the free playtime but, they cannot be met during the activity because teachers are interested in all children, and when these needs are not met, behavioral problems arise. As the needs of these children are not met by the teacher during the activity, the emergence of behavioral problems may be related to the teacher's classroom management skills. This idea is in agreement with Aydin (2014) who stated that the classroom management competence of teachers is associated with their ability to understand children' interests, needs, abilities and expectations. In addition to the fact that certain needs of these children are not met at the time of the activity, the activities may not appeal to the interests and wishes of the children or may not be suitable for their developmental level and this may result in behavioral problems. Actually, the teacher, who plays the role of preparing and implementing the program, is expected to prepare the activity plans implemented in the daily education flow in accordance with the developmental characteristics, interests and needs of the children, based on the objectives and indicators (MEB, 2013). In summary, behavioral problems exhibited during an activity in children with divorced parents may be related to teachers' competencies, their classroom management skills, their ability to recognize children and respond to their interests, wishes and needs.

Related to conditions in which behavioral problems are exhibited, participants stated that feeling insufficient compared to their peers, feeling lonely in the classroom, and feeling insecure are also effective in exhibiting behavioral problems for children with divorced parents. In fact, the teacher has a great influence on these feelings of children because there is a strong link between the experience of these situations and afterward the emergence of behavioral problems and the teacher's classroom management skills. This idea is supported by Carter and Doyle (2006) who demonstrated that the teacher's classroom management is related to some multiple concepts such as teacher-child

communication, undesirable behaviors, classroom order and classroom disorder. Moreover, according to Kounin (1970), classroom management can be defined as motivating children to learn, planning activities that are suitable for children's developmental characteristics and supporting their active participation, directing their studies and giving appropriate feedback. In a classroom that is not managed well, effective teaching and learning will not take place, the children' motivation to learn will not be at a sufficient level, and the desired behavior patterns will not be gained at the expected level. For these reasons, the most important role of the teacher is to create a well-organized, supportive and effective environment (Başar, 2001; Emmer & Stough, 2001; Finger & Bamford, 2010) to prevent children from feeling inadequate compared to their peers, and to prevent them from feeling insecure or lonely in the classroom.

In addition to conditions, participants shared their views regarding frequency for behavioral problems in children with divorced parents. The majority of the participants stated that they encounter these behavioral problems at least 3-4 times a day or more. According to the answers of teachers, it can be said that the frequency of behavioral problems is in a position to force teachers in the classroom. They talked about children who exhibit behavioral problems in every free playtime, who often exhibit behavioral problems at home and at school as they become temperamental, who exhibit behavioral problems for no reason, and who exhibit behavioral problems whenever they think that the teacher does not see them. In fact, there were even cases where teachers could not give a clear answer because the frequency of displaying behavioral problems was seriously high. In the circumstances, it can be said that the majority of teachers feel helpless regarding the behavioral problems seen in children with divorced parents. This idea, actually, is in line with the teachers' answers because they stated that they felt desperate, in need of help and exhausted in the face of these behavioral problems. It can be thought that teachers' feeling helpless and exhausted is related to their lack of knowledge and experience regarding classroom management and behavioral problems (Güder et al., 2018). In addition, teachers stated that although they have general knowledge about behavioral problems in children with divorced parents, they do not feel competent about the intervention, and they need practical as well as informative training by experts.

5.2.6. Views of early childhood teachers regarding the effects of behavioral problems on the teaching-learning process

The effects were examined as negative effects and neutral effects. When the findings obtained from the research are examined, it is noteworthy that the teachers mostly use expressions related to the disruption of the classroom and activity flows in their views on the negative effects of the behavioral problems of these children. Participants stated that behavioral problems exhibited during the activity distract the other children' attention in the class, sets an example for them and disrupts the flow of the activity. These findings of the study are consistent with previous studies (Düzey & Çağanağa, 2017; Güder et al., 2018; Tercan & Demircioğlu, 2019) which showed that behavioral problems in the classroom create negativity by disrupting the attention of the teacher and the children in the classroom (Degol & Bachman, 2015) and children with behavioral problems set an example for their peers (Güder et al., 2018). At this point, it is thought that the role of the teacher in maintaining order in the classroom and preventing negativities is very important (Gülalay Ogelman & Ersan, 2014). The most important purpose of ensuring discipline in the classroom environment is seen as ensuring the uninterrupted continuation of educational activities (Öztürk & Gangal, 2016). It can be ensured that teachers have sufficient classroom management skills and knowledge to prepare and maintain an effective and beneficial educational environment (Yüksel, 2013). Teachers should analyze the problems encountered in the classroom well and try to eliminate them with methods that have a positive effect on children and help them gain expected habits.

Many of the participants shared that because of these children's behavioral problems, they need extra time, energy, attention, patience and performance. According to teachers, while they are trying to cope with the behavioral problems of these children, they cannot deal with other children in the class, activities or anything. They just spend all their energies on responding to the recurring behavioral problems of children with divorced parents, so the educational processes are interrupted. In addition, they stated that these children are stigmatized by their classmates as problematic children because of these recurring behavioral problems, therefore they are seen as the culprit even if they do not create a problem. This situation makes it difficult to find the source of the

problem and negatively affects the teaching and learning process. According to my observation in the classroom, these two situation can be easily examined. Behavioral problems in children with divorced parents negatively affect the motivation of teacher and other children in the class.

On the other hand, some of the participants indicated that these behavioral problems do not have an effect on the teaching-learning process because they are not intense enough to affect it, they do not allow them to affect it because they can interfere, and the behavioral problems are exhibited more in free time than in the activity time. In fact, teachers' views on the effects of behavioral problems in children with divorced parents on the teaching-learning process and their classroom situations are inconsistent. As a result of the observations made in the classroom, the researcher observed that these behavioral problems negatively affected the activity processes, the motivation and interest of other children, and the teacher's energy.

As a conclusion, the findings of the study about the views of early childhood teachers regarding the effects of behavioral problems on teaching-learning process showed that the classroom management skills of the participants are insufficient to prevent behavioral problems in children with divorced parents and other related problems. Under these circumstances, behavioral problems negatively affect other children, the teacher and eventually the teaching-learning process, and an appropriate classroom order cannot be created. Studies clearly demonstrate the link between classroom order and children's behavioral problems. It has been concluded that classroom order plays an effective role in reducing or exacerbating social-emotional problems, including reducing children's behavioral problems (McCartney et al., 2010). It is expected that teachers are able to prevent various negativities they encounter in the classroom in order to achieve the targeted educational goals and appropriate classroom order. For this purpose, it is very important for the teacher to know well the behavioral problems that are thought to affect the educational activities negatively and the ways of coping with these behaviors (Çelik, 2003).

5.2.7. Views of early childhood teachers regarding methods to cope with behavioral problems in children with divorced parents and effectiveness of these methods

The methods were divided into three categories; communication based methods, behavioral approach based methods and organizing teaching-learning process.

The majority of the participants stated that they used one-to-one communication, one of the communication-based methods. They stated that after a behavioral problem was exhibited, they talked to the child about the behavioral problem in or out of the classroom. In addition, the verbal warning method applied directly to the child at the time of the behavioral problem was one of the most frequently used methods. This finding is corroborated in previous studies (Denizel-Güven & Cevher, 2005; Öngören-Özdemir & Tepeli, 2016; Sadık, 2004; Uysal et al., 2010; Güder et al., 2018) showing that early childhood teachers mostly use verbal warning to cope with behavioral problems. In addition, according to these studies, verbal warning is accepted as a weak strategy for dealing with behavioral problems. In this study, considering the observations made in the classroom, it can be said that teachers use verbal warning and one-to-one communication methods to cope with the behavioral problems in children with divorced parents, and that these method have weak effects on behavioral problems. Moreover, it can be said that early childhood teachers in this study behave reactively by ignoring the child or behavioral problem, taking a break or using a tone of voice/gestures/facial expressions to cope with behavioral problems in children with divorced parents. This idea is supported by studies in the literature. It has been determined that some early childhood teachers do not show and teach children the correct behavior, on the contrary, they mostly act spontaneously or reactively by adopting methods such as ignoring and making eye contact (Güder et al., 2018). In this context, it can be said that the strategies preferred by the teachers participating in this study in the intervention of behavioral problems are mostly aimed at reducing or eliminating the behavior rather than providing the appropriate behavior. On the other hand, interview results showed that a small number of teachers participating in the study preferred to use appropriate and more effective strategies to find the causes of the behaviors, eliminate and provide the appropriate behaviors such as by

communicating with the parents and knowing the needs of the child, in intervening with the behavioral problems in children with divorced parents.

In addition to communication-based methods, it was seen that a significant majority of the teachers participating in the study adopt behavioral approach based methods for behavioral problems in children with divorced parents. Reward/reinforcement and classroom behavior board stated by the teachers in this category can be accepted as a reward, and deprivation can be accepted as a punishment. Although the teachers who gave these answers stated that they did not use these methods frequently, it was observed in the classroom observations that the teachers often used these methods in the management of the behavioral problems in children with divorced parents. This finding is in agreement with Durmuşoğlu Saltalı and Arslan (2013) who stated that teachers apply punishment for children who do not obey the classroom rules. Moreover, Balyer and Gündüz (2011) state that reward is an extrinsic motivator and negatively affects curiosity, interest, intrinsic motivation and persistence in learning. In addition, they stated that the punishment method did not give a continuous and positive result in learning environments, scared the children and caused them to withdraw into themselves, and caused them to have feelings of hatred, anger and revenge. Therefore, it can be said that early childhood teachers in this study do not have enough competence to deal with classroom management and behavioral problems and they use restrictive strategies to cope with behavioral problems in children with divorced parents.

Lastly, the participants stated that they use what can be defined as helpful strategies under the category of organizing the teaching-learning environment in order to cope with the behavioral problems in children with divorced parents. The purpose of these methods is to create long-term change, to help children acquire skills and alternative behaviors (Cunningham & Sugawara, 1988). Unfortunately, the number of participants who stated that they adopted the methods under this category is less than other methods.

Participants stated that directing the children to their favorite activity during the display of behavioral problems is an effective method in coping with the behavioral problems in children with divorced parents. This method can be thought of as a

behavioral approach-based method that includes rewarding the child to stop the behavioral problem. Indeed, it is to direct the children to an activity that is suitable for their skills because of their behavioral problems or in cases where their skills and development are insufficient. This approach emphasizes participation in an active and empathetic relationship with the child. On the other hand, it was determined that while the teachers were planning activities for other children in the classroom, they did not have any planned processes and activities suitable for the development of these children for the management of behavioral problems. Evertson et al. (2003) stated that an effective planning process is important for children to display desired behavior in the classroom and to prevent behavioral problems that may arise. At this point, it can be concluded that teachers do not use the planning dimension effectively in the management of behavioral problems. It can be thought that one of the reasons why teachers often prefer routine methods is this lack of preparation in the planning dimension.

Even though they are few in number, there were also teachers who plan activities in line with behavioral problems. Teachers aim to provide learning through activities that they specify as the most suitable method for children in line with their needs. A small number of teachers who adopt this method prefer to use appropriate and more effective strategies such as using the drama method in the intervention of behavioral problems, getting help from storybook, giving homework related to the topic, and supporting them with play and music activities to provide the appropriate behavior. The fact that the activity flow is flexible enough to change when the behavioral problem is exhibited can be associated with the teacher's good planning of this process and classroom management skills.

Participants also stated that support provided by socially stronger peers is an effective way to deal with the behavioral problems in children with divorced parents in the classroom. This finding is consistent with other studies (Hodges et al., 1997; Schuster, 1999; Schwartz et al., 2000) which mention that peer support is effective in behavioral problems in classroom. It is concluded that if the child who exhibits behavioral problems in the classroom does not receive positive peer support, this problem may increase; and if he receives positive peer support, the behavioral problem decreases.

In addition, the new communication skills gained in interactions as a result of the positive peer support provided by the teacher will bring harmony and closeness that will ensure the continuation of the relationships (Hay, 2006). Positive peer relationships in the early childhood period can affect social acceptance and social competence over the years (Walker, 2004). Considering that children with divorced parents experience social adjustment problems in the classroom compared to other children (Schick, 2002), it is important for teachers to use positive peer support effectively for these children.

Another method in the category of organizing the teaching-learning process is creation of classroom rules together. Only one of the participants shared that creation of classroom rules together at the beginning of the school year is important in coping with behavioral problems in children with divorced parents. Actually, this finding is supported by studies suggesting that children who are given the freedom to make their own decisions in the classroom are more willing and successful in taking responsibility for their own behavior (Leithwood et al., 2010). On the other hand, they have difficulties in adapting to rules created outside their own wishes and expectations (Legault et al., 2006). In other words, children who grow up in a democratic classroom environment are more willing to take responsibility for both themselves and the future of the society they live in (Celik, 2012). From this point of view, it is important to create classroom rules together in terms of the ability of children with divorced parents to adapt to the social environment and to feel safe in that environment.

Related to the effectiveness of these methods, more than half of the teachers participating in the study stated that their methods are effective in coping with behavioral problems in children with divorced parents. The methods that teachers stated as the most effective are reward, behavior board and punishment methods. However, it is thought that rewards or behavior boards negatively affect the cognitive functioning, creativity and social behaviors of children and cannot prevent problem behaviors (Buz & Ülküer, 1988). Moreover, punishments that they define as deprivation create a worrying situation for children and they do not exhibit behavioral problems because of fear of punishment and anxiety (Şentürk & Oral, 2008). Children who are rewarded for their every behavior or deprived of the situations they want begin

to bargain in their social relations. This also means that the award turns from being a mean to an end.

On the other hand, the teachers who think that the methods are not effective stated that although they had general knowledge about the behavioral problems in children with divorced parents through trial and error, they did not feel adequate about the intervention, and they needed practical training as well as informative support from experts on the subject. According to them, they often feel inadequate, helpless and stressed in the face of these children. The lack of guidance teachers in schools is one of the situations that negatively affects this situation. Consequently, this situation shows that the teachers participating in the study have problems in knowing and using the right classroom management strategies in order to provide permanent learning in the educational environment and to support the internal motivation of the children.

5.2.8. Practices of early childhood teachers regarding behavioral problems in children with divorced parents

Under this title, the classroom practices of early childhood teachers regarding behavioral problems in children with divorced parents were discussed. In addition, findings obtained as a result of the interviews with the participants and the findings obtained as a result of the classroom observations were examined by comparing them. The consistency of their views with their classroom practices was also examined.

The behavioral problems related to children with divorced parents stated in the interviews and the behavioral problems that the researchers encountered as a result of the observations were not completely compatible. Almost all of the behavioral problems that the teachers stated were observed, but many different behavioral problems that were not mentioned were also observed. These included taking the class materials or personal materials of the friends without permission and taking them home, not wanting to share their belongings, lying, nail biting and disobeying instructions and rules. In addition, it was observed that some behaviors of preschool children such as mobility, stubbornness, telling unrealistic events, which emerged as a feature of their developmental periods, were mostly expressed as behavioral problems by the teachers. These findings suggest that the teachers in this study have problems

in identifying behavioral problems in children. In order to accurately determine the behavioral problems observed in the classroom, teachers need to know the developmental characteristics of children and the nature of the behavioral problems well (Snyder et al., 2018).

The frequency of these behavioral problems in children with divorced parents was much higher than the frequency stated by the teachers, it was also observed that the conditions in which behavioral problems occurred were related to the classroom management skills of the teachers. In other words, when the conditions were observed, these children exhibited behavioral problems due to the teacher's inability to motivate the children, not being able to plan activities suitable for the developmental characteristics of the children, not supporting their active participation in activities, not developing an appropriate intervention strategy for a problem, and not giving appropriate feedback. As mentioned earlier, the teacher's classroom management is related to some multiple concepts such as teacher-child communication, undesirable behaviors, classroom order and classroom disorder (Carter & Doyle, 2006).

When the teacher's responses about the effect of the behavioral problems in children with divorced parents on the teaching-learning process are considered, it was mostly stated that these behavioral problems do not affect them because they can be managed by the teacher or because their frequency is low. The results of the observations contradicted these views completely. It was observed that behavioral problems that were not managed by the teacher negatively affected the flow of education and other children in the classroom. Actually, this finding is supported by Oliver and Reschly (2007) who stated that the attitude of the teacher in arranging the learning environment, creating the classroom climate and managing the children' behavior is critical for the outcomes of the education.

In the light of all these findings, it can be said that the results of the teachers' interviews about the comparison of the behavioral problems in children with divorced parents and the behavioral problems in other children were partially correct. Teachers described these children's behavioral problems as unmanageable because they were due to an emotional-based state and often included externalizing behavioral problems. Observation results showed that these children also exhibit internalizing behavioral

problems such as introversion and shyness, but it was seen that teachers could not cope with these behavioral problems either. On the other hand, the results of the observations showed that the negative impact of the behavioral problems in children with divorced parents on the teaching-learning process was higher than the effects of the other children, considering the frequency and conditions of behavioral problems. This situation revealed that although the teachers participating in the study had general knowledge about behavioral problems in children with divorced parents, they were not able to address these problems, therefore they need practical and informative training by experts on the subject.

The answers given by the teachers in the interviews about the methods used to cope with the behavioral problems in children with divorced parents and their classroom practices were inconsistent. It was observed that some of the methods mentioned in the interview were not used in class. These include getting to know the child needs, directing them to a favorite activity, using activities in line with behavioral problems and the creation of classroom rules together. In addition, a variety of methods were frequently used during the observations that had not been mentioned in the interviews. These methods were repeating the instructions, stern warning, changing of the location of a child in the class, leaving them alone, yelling/scolding, threatening, physically interference and exclusion from the classroom. Methods categorized as organizing the teaching-learning process by the researcher according to the information given by the teachers were not used in their classroom at all. It was noteworthy that these unused methods were helpful approaches while, the methods that were not mentioned during the interview but used in the classroom were restrictive approaches. In addition, it was observed that the teachers were result-oriented towards the behavioral problems exhibited by the children with divorced parents. In other words, instead of talking to the child about the behavioral problem, informing the child about why the behavior is inappropriate and finding more effective and permanent solutions, they looked to destructive solutions by focusing on ending a behavior at that moment. This finding is compatible with the findings previous research (Güder et al., 2018) where it was found early childhood teachers do not show and teach children the correct behavior and they behave more spontaneously or reactively. Moreover, as a result of the observations, it was noticed that the teachers' classroom dominance might decrease and they might not

notice the situations in the classroom, especially when the children were in free play time. The decrease in their class dominance led them to be unaware of the causes of the behavioral problems and therefore not to be able to intervene in these behavioral problems correctly. In the light of the results obtained from the research, it can be said that early childhood teachers usually produce temporary solutions to behavioral problems in children with divorced parents, approach them instantly and reactively, and do not pay enough attention to the causes of behavioral problems.

It was also observed that the early childhood teachers who participated in the study also ignored behavioral problems in children with divorced parents. So much so that one of the teacher ignored the child and his behavioral problems, even when the child's own safety, the safety of other children, or the safety of classroom materials might be at risk. Such uncontrolled responses to behavioral problems may mean delaying or refusing to confront the behavioral problems, not a step towards coping with them. These indifferent attitudes may also mean that they cannot perform adequately in providing effective learning and in gaining positive behaviors from children (Sezer, 2018). Moreover, in the face of such indifferent attitudes from teachers, children continue their behavioral problems, while the perception of justice of the other children in the class may be damaged and they may suppose that the teacher's authority is easily overturned or that the teacher exhibits an inconsistent attitude. This finding is similar to the findings of studies conducted by Dika and Singh (2002), Hamre and Pianta (2001), and Murray and Malmgren (2005). They showed that inconsistent teachers' attitudes damage the perception of justice in children and cause an increase in apathy and hatred. Similarly, Aydin (2014), Hanna (2002), Ingwalson and Thompson (2007) state that the inconsistent attitude of the teacher in classroom communication negatively affects the psychological development of children and causes behavioral problems.

Another important point that the researcher obtained from classroom observations was that teachers often use methods such as stern warning, yelling, scolding, threaten, physically interfere, deprivation, classroom behavior board and exclusion from the classroom when faced with behavioral problems in children with divorced parents. Although teachers think that they might cope with behavioral problems with these

methods, in fact, such reactions create an anxiety-provoking situation in children and they do not exhibit the behavior because of fear and anxiety (Şentürk & Oral, 2008). In addition, it was observed that the teachers did not accept the deprivation method, which they defined as the second type of punishment, as a punishment. However, punishment is accepted as someone else's involvement in a situation they do not want, or deprivation of a situation that the individual wants, so that the behavior is not repeated (Sadık, 2004). In classroom observations, it was observed that the children who were punished did not exhibit behavioral problems for a while, but then started to exhibit them again. In fact, this finding is compatible with studies showing that punishment loses its effect after a while (Ölçer, 2006). Moreover, depriving the child of outdoor playtime, which is written on the classroom behavior board, is an example of punishment. On the other hand, teachers also used the classroom behavior board for rewarding purposes. It was observed that the children, whose every positive behavior was reflected on the board, turned the reward from being a means to an end. A child who is constantly rewarded or punished may be an ambitious, stubborn person who cannot experience satisfaction and does not care about values (Bulut & İflazoğlu, 2007). This situation reveals that teachers need to know and use correct classroom management strategies in order to provide permanent learning and support children's internal motivation in the educational environment (Çelik, 2002; Dinçer & Akgün, 2015; Öztürk & Gangal, 2016; Uyanık Balat, 2011).

Based on the all findings, it was determined that the strategies used by the early childhood teachers in the study were common strategies and they did not make an extra effort for children with divorced parents to acquire social skills and develop peer relations. This situation formed the basis of the opinion that the teachers in this study did not have enough knowledge about the special conditions they might encounter with their families and that they were not sufficiently capable of defining and interpreting the individual problems of the children. It can be thought that one of the main reasons for this situation is that many theoretical courses within the framework of teacher training programs are designed under standard conditions or presented to teacher candidates in a standard way. In the studies conducted on the subject, it is stated that the teacher training curriculum should clearly reveal that children with divorced parents are at risk in terms of the difficulties they experience, apart from informing

them only about the social-emotional symptoms of the stress caused by divorce on children. It will be positive for teachers to recognize these risk factors before starting the profession and also be knowledgeable about how to mitigate them, in terms of meeting the socio-emotional needs of children with divorced parents (Oliver & Brosi, 2017). At this point, the deficiencies of our country's teacher training programs regarding children with divorced parents emerge and this situation affects teachers negatively and leads them to use standard strategies in children with divorced parents. Therefore, they need help to know and be able to devise and implement pedagogically appropriate interventions.

As previously stated in the literature, one of the key buffers in a child's ability to cope with the negative effects of divorce after a parental divorce is a strong parent-child relationship. The reflection of this relationship in the classroom is a strong teacher-child relationship. It is important for teachers to offer these children a creative way to express their emotions in a healthy way (Somody & Hobbs, 2007). Teachers may provide the sense of order and stability that children need due to the chaos in their home lives by creating routines at school (Oliver & Brosi, 2017), but none of the teachers participating in this study have the aim of providing a stable educational environment for these children to express their feelings in a healthy way. In other words, teachers only intend to stop these children's behavioral problems for the moment and end the chaos in the classroom, even for a short time. While it is important for teachers to provide warmth, encouragement, support and consistency during this difficult time experienced by children, in-class observations revealed that teachers, unfortunately, could not cope with these children's behavioral problems and therefore mostly ignored them. Hereby, the teacher training programs in our country should emphasize more of what teachers can do to help these children in the classroom. In fact, considering the fact that divorce is accepted as a public health issue (Støksen et al., 2006), academics, country administrators and policy makers should all act by assuming responsibility for addressing this issue.

5.2.9. Views of early childhood teachers regarding collaborative approaches for behavioral problems in children with divorced parents

Under this title, the views of early childhood teachers regarding collaborative approaches for behavioral problems in children with divorced parents were discussed. These approaches were divided into three categories; communication with parents/families, help from school counselor and out-of school psychological support.

Most of the participants stated that they involve the parents/families in the process by meeting regularly with them to discuss the behaviors of children with divorced parents. According to them, the involvement of the family in the process, the family's awareness of all the details about the child, and cooperation of the family with the teacher are important to cope with the behavioral problems of these children. This finding corroborates the idea of Akman (2011) who stated that it is important to cooperate with the family on behavioral problems in early childhood. On the other hand, teachers stated that communication with the family is a temporary solution to coping with behavioral problems in children with divorced parents. In this case, it can be concluded that the early childhood teachers in this study need support with practical in-service trainings that provides feedback on performance about identifying the behavioral problems in these children and how to make a pedagogically appropriate intervention. In addition, it is important to ensure that families can cope with the divorce process more easily in cooperation with the teacher and other professionals by supporting them appropriately before, during and after the divorce.

Participants also mentioned that they get help from a school guidance teacher for behavioral problems in children with divorced parents and problems related to their parents. In cases where they feel helpless and inadequate, they receive help from the guidance teacher and carry out the process in a coordinated way. This response is in an agreement with Altunbulak & Aydoğan (2015) who emphasize that both school counseling services and classroom teachers had a significant role in solving problems faced by children with divorced parents. On the other hand, there were also participants who state that school guidance teachers are inadequate due to the lack of pre-school field knowledge. According to them, guidance teachers find temporary solutions related to the behavioral problems of these children. While this is the case, adding

courses and content related to early childhood education (program, behavior modification, communication with children, etc.) to the curriculum of the Guidance and Psychological Counseling undergraduate program may strengthen the practices of those who will work in kindergartens and increase their readiness.

As the last of the collaborative approaches, early childhood teachers in this study get help from out-of-school institutions and individuals such as the Guidance Research Center, psychiatrists, psychologists, psychological counselors, and pedagogues. They stated that they had to prefer these methods due to the lack of guidance teachers in their schools. According to them, there was no guidance teacher in their schools or the guidance teacher could not allocate time for kindergartens due to the high number of children served. At this point, it may be important to employ guidance teachers in independent kindergartens and to increase the number of guidance teachers in kindergartens affiliated to primary education.

In brief, divorce is a life event that brings with it certain difficulties for adults and children and creates a risk floor in this sense, but the increasingly common divorce is not actually a story of end and disappearance and should not be seen as such (Carr, 2001). It will be easier for people to cope if they are well known and predictable in terms of the idiosyncratic processes that this difficult journey out of the ordinary will bring (Amato, 2010). Many studies (Amato, 2000; Türkaslan, 2007; Çetinkaya & Erçin, 2015) indicate that divorced parents and children who experience parental divorce are highly impacted by appropriate support systems and professional services. Unfortunately, the results of this study revealed that children with special circumstances such as parental divorce in early childhood could not be supported by early childhood teachers. Based on the all findings, almost all of the early childhood teachers in this study stated that they could not reach an effective result despite trying every possible way regarding behavioral problems in children with divorced parents and they need support, improvement, help or hands-on training in this regard. Thus, there is need for pre-service and in-service professional development activities for early childhood teachers, which include quality training seminars focusing on supporting the social-emotional skills of children with special conditions and preventing behavioral problems in young children, and application support with

performance feedback. In addition, it is very important to prevent and eliminate the behavioral problems that arise in the classrooms and provide appropriate behaviors in children for early childhood teachers, to determine the professional needs of teachers in this regard, to determine the strategies they use to support the social-emotional development of children in this context, and to develop approaches that support teachers' in-class practices. In this context, when the in-service training activities developed by the Ministry of National Education General Directorate of Teacher Training and Development between 2001-2018 are examined, it is seen that the professional development activities focusing on approaches to prevent the behavioral problems of young children are very limited (MoNE, 2010). In the same activities, no professional development activities focused on children who have experienced special situations such as the divorced of their parents, immigration or loss of a parent. Furthermore, teachers in this study did not want to participate in in-service training because it tends to be conducted at a theoretical level, does not include applications, and the trainers are incompetent in the field. This situation was reported over a decade ago in an Early Childhood Education Process Internal Audit Report which states that the seminars and courses organized for early childhood teachers do not meet the needs and expectations of teachers and do not adequately support the professional development of teachers (MoNE, 2010). Accordingly, it can be said that necessary steps should be taken as a priority in developing the professional competencies of early childhood teachers.

5.3. Implications

Although there is a growing body of literature on behavioral problems in different age groups, studies focusing on these problems in children with divorced parents and teachers' practices on this issue are in their infancy. The findings of this study contribute to the field by revealing the views of a group of early childhood teachers on behavioral problems in children with divorced parents and their classroom practices. The researcher's conclusions were shaped by the findings of this study and the relevant knowledge in the literature.

With the help of conclusions, some implications can be mentioned. First, it is necessary to improve teachers' content knowledge on defining behavioral problems and their

ability to understand children's behaviors. Undergraduate programs also need to include practical training on these issues. The Behavior Management in Children course, an elective course in the current undergraduate program, can be made compulsory to support teacher candidates' problem-solving skills related to behavioral problems. A second important implication relates to behavioral problems in children with divorced parents. The current study found that early childhood teachers do not have sufficient competence, knowledge and application skills for dealing with the sensitive situations of children with divorced parents. Given the influence of the teacher in this situation, undergraduate programs may address how teachers recognize behavioral problems as effects of divorce and stress responses that a child may exhibit during and after parental divorce. In addition, the program may put emphasis on what teachers can practically do to assist children with divorced parents related to behavioral problems. When the classroom practices used by teachers in this study to cope with behavioral problems were reviewed, models suitable for current innovative education approaches are needed, taking into account the teacher tendency that is desired to be seen in future teachers. In order to support the professional lives of teacher candidates, courses such as Classroom Management and Behavior Management in Children can be planned to enable them to develop problem-solving skills to address behavioral problems in children with divorced parents, to encourage their creativity and to develop efficient classroom environments. Case discussions and studies and then, classroom practices can be added to the contents of these courses. While developing early childhood education policies, it can be ensured that teacher candidates are competent in their approaches to children with diverse families. For this purpose, it can be said that increasing the duration of practical courses such as "Teaching Practice" and enabling teacher candidates to see different child and family structures will benefit teacher candidates at the onset of their profession. In addition, looking at the effect of behavioral problems in children with divorced parents on the teaching-learning process, it is clear that in-service early childhood teachers in this study need support, improvement, help or hands-on training in this regard.

It is known that the NAEYC accreditation standards specifically mention "diverse family and community characteristics (NAEYC, 2010, p. 30), in recognition of the fact that early childhood education programs are in a unique position to address a serious

disruption in the daily life of many families faced with parental problems. Teachers should be specifically trained to know how divorce can stress the children involved and harm their socio-emotional development and how to recognize the signs and symptoms of child stress resulting from parental divorce. The conclusions of the current study endorse this approach and the researcher strongly recommends that pre-service and in-service professional development activities for early childhood teachers are strengthened to enable teachers to support the social-emotional skills of children with special conditions and to prevent behavioral problems in young children. It may be important that such training does not remain at the theoretical level, includes more practical training on behavioral problems, that the topics are chosen according to the needs of all concerned and that they are provided by professionals in their fields so that they can benefit teachers. In addition to practical training, activities such as conferences, panels and symposiums can be organized for early childhood teachers about children with divorced parents and their behavioral problems. It can be ensured that teachers exchange information on this subject, by creating a platform where teachers can communicate with each other and share the methods they use. It can be suggested that specific policies be created for the teachers of the future that accord with the existing innovative education approaches in early childhood. For this purpose, policies should be developed with special attention to the needs revealed in the results of the research, and teacher candidates who are aware of the needs, can solve problems based on these needs, think critically and do so creatively.

Another significant implication relates to the collaborative approaches of early childhood teachers when addressing behavioral problems in these children. In this study, it was understood that teachers get assistance from guidance teachers for problems that they can not cope with. For this reason, the presence of guidance teachers especially in independent pre-school education institutions and a sufficient number of guidance teachers in schools in proportion to their workload can be effective. In addition, providing parents with free supportive training or psychological consultation before, during and after the divorce may facilitate the adaptation of children to the post-divorce situation, and facilitate the cooperation of teachers with the family. Also, it is important that teachers take advantage of situations that can alleviate the child's stress by helping these children free themselves from parental

conflicts. It is known that teachers should avoid siding with a particular parent or criticising either of them as this can further stress the child. Parents and teacher need to communicate effectively about schoolwork and not leave this responsibility to the child. Teachers should be treated equally, kept informed using copies of information, schoolwork and notices and separate parent-teacher meetings arranged if necessary. Teachers should also be aware of parental arrangements for the child's well-being and schooling. It is also known that supporting a non-custodial parent to remain positively engaged with their child's schooling can significantly lessen the impact of divorce on the child.

5.4. Recommendations for Further Studies

The researcher has several recommendations for researchers in this field. These are presented under two categories of study design and instrumentation and participants.

The current study was conducted as a phenomenological qualitative research design and a semi-structured interview and classroom observations were used in order to collect data. In addition to these, teachers' daily plans can be collected to know their practices on behavioral problems. Future research with early childhood teachers can be supported by quantitative assessments conducted using the Preschool and Kindergarten Behavior Scales in order to assess children with divorced parents' behavioral and social skills. In addition, teacher training on the behavioral problems in children with divorced parents can be provided and experimental or longitudinal studies can be conducted to see the effects of these trainings on teachers, children and parents.

In this study, the participants were 15 early childhood teachers who are working at public early childhood institutions in Düzce. In order to generalize the findings, the study can be conducted with more participants. In addition, the data collection process is based on teachers' views and practices in this study. Further research can be supported by children, parents, academics, and administrators who have important views on the education system. In the current study, the researcher did not apply to any program and she directly collected early childhood teachers' views and practices.

However, a behavioral problems based program related to children with divorced parents can be developed for children, teachers, or parents and their views collected.

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APPENDICES

A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
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EYLÜL 2021

29

Konu : Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgisi : İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof. Dr. Feyza ERDEN

Danışmanlığını yürüttüğünüz Nur Banu YİĞİT'in "Okul Öncesi Eğitim Ortamlarında Ebeveyni Boşanmış Çocuklarda Görülen Davranışsal Problemlerin İncelenmesi: Öğretmenlerin Görüşleri Üzerine Fenomenolojik Bir Çalışma" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve **392-ODTU-2021** protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Dr.Öğretim Üyesi Şerife SEVİNÇ
İAEK Başkan Vekili

A handwritten signature in blue ink.

**B. APPROVAL OF THE MINISTRY OF NATIONAL EDUCATION ETHICS
COMMITTEE**



T.C.
DÜZCE VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-10240236-605.01-39008132
Konu : Araştırma İzni
(Nur Banu YİĞİT)

14.12.2021

ORTA DOĞU TEKNİK
ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Öğrenci İşleri Daire Başkanlığı)

İlgisi: a) 01/12/2021 tarihli ve 548500336-044-E.255 sayılı yazınız.
b) 10/12/2021 tarihli ve E- 10240236-20-38755354 Valilik Onayı.

Üniversiteniz Temel Eğitim Anabilim Dalı Okul Öncesi Eğitimi yüksek lisans programı öğrencisi Nur Banu YİĞİT, Prof.Dr.Feyza ERDEN'nin danışmanlığında yürütmekte olduğu "Okul Öncesi Eğitim Ortamlarında Ebebeyni Boşanmış Çocuklarda Görülen Davranışsal Problemlerin İncelenmesi: Öğretmenlerin Görüşleri Üzerine Fenomenolojik Bir Çalışma" konulu tez çalışması kapsamında ilimizdeki okullarda araştırma uygulaması yapma talebinin uygun görüldüğüne dair ilgi (b) Makam onayı ve belgeleri yazımız ekinde gönderilmiştir.

Bilgi ve gereğini arz ederim.

Tamer KIRBAÇ
İl Millî Eğitim Müdürü

Ek:

- 1- Olur (1 sayfa)
- 2- İmzalı Form (5sayfa)
- 3- Komisyon Kararı (3 sayfa)

C. DEMOGRAPHIC INFORMATION FORM

1.Yaşınız:

2.Cinsiyetiniz:

3.Eğitim durumunuz:

- Kız meslek lisesi
- Ön lisans (2 yıllık)
- Lisans tamamlama (2 + 2 yıllık)
- Lisans (4 yıllık)

Düzen (Belirtiniz) _____

4. En son mezun olduğunuz bölümün adını belirtiniz.

- Çocuk Gelişimi ve Eğitimi
- Okul Öncesi Eğitimi Öğretmenliği / Okul Öncesi Öğretmenliği
- Diğer (Belirtiniz) _____

5. Okul öncesi öğretmeni olarak ne kadar süredir çalışıyorsunuz?

- 2- 5 yıl
- 5-10 yıl
- 10-15 yıl
- 15-20 yıl
- 20 yıldan fazla

6. Şu an öğretmeni olduğunuz sınıfın yaş grubu nedir?

36-48 ay 48-60 ay 60-72 ay Diğer:

7. Şu an öğretmeni olduğunuz sınıftaki çocuk sayısı kaçtır?

5-10 10-15 15-20 20-25 25-30

8. Eğitiminiz boyunca çocuklarda davranış problemleri ile ilgili ders(ler) aldınız mı?

Evet: _____

Hayır: _____

Bu dersleri nereden ve ne zaman aldınız?

Dersin kapsamı neleri içeriyordu?

9. Davranış problemleri ile ilgili seminer, hizmet içi eğitim, konferans, sertifikalı eğitim gibi başka eğitimlere katıldınız mı? Ne zaman, nerede, kapsamı neleri içeriyordu?

D. INTERVIEW PROTOCOL

1) Davranış problemlerini nasıl tanımlarsınız?

Şimdi size kısaca davranış problemleri hakkında bilgi vermek istiyorum. Birazdan soracağım sorulara, bu tanımlardan yola çıkarak daha rahat cevap verebileceğinizi düşünüyorum.

Davranış Problemleri: Çocuklarda görülen problemlidir, gelişimsel döneme uygunluk göstermeyen, tekrarlayıcı, çevreye rahatsızlıktır ve uygunsuz olduğu fark edilen, genellikle çocuğun yaşadığı birtakım stres ve zorlamaların dışa vurumu olarak tanımlanmaktadır. Davranışsal problemler iki geniş kategoride kavramsallaştırılmıştır; dürtüselliğ ve saldırgan davranışlardan oluşan dışsallaştırma davranış problemleri ile endişe, depresyon ve çekilme gibi iç durumları yansıtan içselleştirme davranış problemleridir (Stacks ve Goff, 2008).

2) Bu tanımdan yola çıkarak sınıfınızda davranış problemleri ile karşılaşıyor musunuz? Evet ise sınıf içerisinde sıkılıkla karşılaşığınız davranış problemleri nelerdir?

3) Sınıf içerisinde görülen bu davranış problemlerini düşündüğünüzde ebeveynleri boşanmış çocukların davranışları diğer çocukların davranışlarından farklılık gösterir mi? Cevabınız evet ise, nasıl? Size bu durumun nedeni ne olabilir?

4) Ebeveynleri boşanmış çocukların sınıfında sıkılıkla karşılaşığınız davranış problemleri nelerdir?

5) Ebeveynleri boşanmış çocukların sınıf içerisinde sergilediği davranış problemlerini gözden geçirdiğinizde, bu davranışlar en çok hangi durumlarda ortaya çıkmaktadır?

6) Ebeveynleri boşanmış çocukların sınıf içerisinde sergilediği davranış problemlerini gözden geçirdiğinizde, bu davranışlar hangi sıkılıkla ortaya çıkmaktadır?

7) Ebeveynleri boşanmış çocukların sınıf içerisinde sergilediği davranış problemleri öğrenme-öğretimme sürecini etkilemeye mi? Cevabınız evet ise, nasıl etkilemektedir?

8) Öğrenme-öğretimme sürecine etkisi göz önüne alındığında ebeveynleri boşanmış çocukların sınıf içerisinde sergilediği davranış problemleri ile nasıl başa çıkarsınız? Bu amaçla kullandığınız yöntemler hakkında bilgi verebilir misiniz?

9) Bu yöntemlerin etkililiğilarındaki düşünceleriniz nelerdir?

10) Ebeveynleri boşanmış çocukların sınıf içerisinde sergilediği davranış problemlerine yönelik aileler, eğitimciler ve uzmanlar ile işbirliğine dayalı yaklaşımlarınız nelerdir? Bu yaklaşımıları ne sıklıkla kullanıyorsunuz?

E. CONSENT FORM

Gönüllü Katılım Formu

Değerli öğretmenim,

Bu çalışma, Orta Doğu Teknik Üniversitesi Okul Öncesi Eğitimi yüksek lisans programı öğrencisi Nur Banu YİĞİT'in 'Ebeveynleri Boşanmış Çocuklarda Görülen Davranış Problemlerinin Araştırılması: Öğretmen Görüşlerine Göre Fenomenolojik Bir Çalışma' başlıklı tezi kapsamında, Orta Doğu Teknik Üniversitesi Temel Eğitim Bölümü Okul Öncesi Eğitimi Anabilim Dalı Öğretim Üyesi Prof. Dr. Feyza Erden'in danışmanlığında yürütülmektedir.

Çalışmanın amacı okul öncesi eğitim ortamlarında ebeveynleri boşanmış çocuklarda görülen davranış problemlerine yönelik öğretmenlerin görüşlerini almak, bu çocukların sınıfındaki davranış problemlerini ve öğretmenlerin bu davranış problemlerine ilişkin aldıkları önlemleri, müdahale yöntemlerini belirlemektir.

Çalışmaya katılım gönüllülük esaslıdır. Görüşmede sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Araştırma bilimsel bir nitelik taşıdığından soruların sizin için en uygun şekilde cevaplanması araştırmanın güvenilirliği açısından önemlidir. Soruların doğru ya da yanlış cevabı olmadığından deneyimlerinizden yola çıkarak cevap vermeniz beklenmektedir. Araştırmaya verilecek yanıtlar gizli tutulacak olup, sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir. Görüşmenin geçerli olabilmesi için tüm sorulara yanıt verilmesi gerekmektedir.

Bu anketi cevaplayarak yürüttüğüm çalışmaya değerli katkılarınızdan dolayı şimdiden teşekkür ederim. Çalışma hakkında daha fazla bilgi almak için Orta Doğu Teknik Üniversitesi Temel Eğitim Bölümü öğretim üyelerinden Prof. Dr. Feyza Tantekin

Erden (e-posta: tfeYZA@metu.edu.tr) ya da yüksek lisans öğrencisi Nur Banu Yiğit (E-posta: basihos.banu@metu.edu.tr) ile iletişim kurabilirsiniz.

Nur Banu YİĞİT

Orta Doğu Teknik Üniversitesi/ Yüksek Lisans Öğrencisi

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yaynlarda kullanılmasını kabul ediyorum.

İsim-Soyisim:

Tarih:

İmza:

F. OBSERVATION FORM

Bu gözlem formunda gözlem yapılan sınıfın öğretmenin katılımcı numarası yazılacaktır. Gözlemler sırasında ebeveyni boşanmış çocuğun sergilediği davranış problemleri Davranış (B) bölümüne yazılacak, bu davranışın ortaya çıktığı yer ve zaman bilgisi belirtilerek bu davranıştan önce ortaya çıkan olaylar Davranış Öncesi (A) bölümüne yazılacak, son olarak davranış karşısında öğretmenin bu davranışa verdiği tepki Davranış Sonrası(C) bölümüne yazılacaktır.

Katılımcının kodu	P....
Gözlem tarihi/..../....
Gözlem saat aralığı	Örn; 09.40-17.00

Ortam	Davranış Öncesi (A)	Davranış (B)	Davranış Sonrası (C)

G. OBSERVATION CHECKLIST

Gözlemci:

Gözlemlenen Çocuk Kodu:

Gözlemlenen Çocuk Yaşı:

Gözlemlenen Öğretmen Kodu:

Gözlem Tarihi:

Aşağıdaki tabloda okul öncesi öğretmenlerinin görüşmelerinde belirttikleri ebeveynleri boşanmış çocuklarda erken çocukluk eğitim ortamlarında görülen davranışsal problemler ve ilgili literatürde bulunan davranışsal problemler yer almaktadır. Gözlem sırasında ebeveynleri boşanmış çocukta ortaya çıkan davranış problemleri işaretlenecektir ve öğretmenin bu davranışsal probleme tepkisi not alınacaktır.

Davranışsal problemler	Görülüdü	Görülmedi	Öğretmenin tepkisi
Şiddet eğilimi (fiziksel/sözlü)			
Saldırganlık			
Sinir ve öfke kontrol sorunları			
Yönergelere ve kurallara uymama			
Yıkıcı davranışlar (kişiye ve eşyaya zarar verme)			
Fiziksel eylemler (ittirme, vurma vb.)			
Eşyaları izinsiz alma			
Eşyaları paylaşmama			
Uyum ve iletişim problemleri			
İçine kapanıklık/utangaçlık			

Yalan söyleme			
İnatçılık			
Ağlama/çığlık atma/bağıırma			
Obsesif davranışlar			
Arkadaşını dişlama/şikayet etme			
Oyun kurma/sürdürme zorluğu			
Kıskançlık/aşırı bağımlılık			
Düşük özgüven			
Odaklanma ve dikkat problemleri			
Kayıtsızlık/umursamazlık			
Dağınıklık			
Alinganlık			
Tırnak yeme, parmak emme, altın kaçırmaya, masturbasyon			
Diğer (belirtiniz)			
Diğer (belirtiniz)			
Diğer (belirtiniz)			

H. ANECDOTAL RECORD FORM

Çocuğun Kodu:	Yaş:	Tarih:
Gözleyen:	Yer:	Saat:
Davranış (Olay):		
Yorum ve Öneriler:		

I. TURKISH SUMMARY / TÜRKÇE ÖZET

GİRİŞ

Erken çocukluk, çocuğun gelecekteki yaşamını etkileyebilecek önemli bir süreçtir (Skowronsky, 1996). Eğitim araştırmaları ve uygulamaları, gelecek nesillerin sağlıklı ve arzu edilen davranışlarla yetiştirilmesi için eğitime çok genç yaşta başlanması gerektiğini ortaya koymustur (Darling-Hammond vd.,2019). Erken çocukluk döneminde çocuklara dış dünyayı tanıma fırsatı veren ve çeşitli alışkanlıklar kazandıran temel kurum ailedir (Seçkin & Koç, 1997). Aile kavramının geçmişte geniş ve ataerkil yapılarından olduğu bilinmektedir ancak günümüzde aile kavramının yapısı değişmiştir (Turğut, 2017). Bu hızlı değişimle birlikte çiftler değişen rollere uyum sağlayamamakta ve bu durum aile içindeki etkileşimi ve dengeyi bozmaktadır. Aile bireylerinin yaşadıkları zorluklar sonucunda aile yapısı zedelenmekte ve eşlerin boşanması, günümüzde giderek artan sayıda yaşanmaktadır (Türkaslan, 2007).

Aile üyelerinin birbirleriyle olan etkileşimleri ve davranışları çocuğu doğrudan etkiler (Öngider, 2013). Bu nedenle aile yapısının zedelenmesi, parçalanması ya da boşanma sonucunda çocuklar bazı davranışsal ve duygusal değişimler yaşayabilirler (Janning vd., 2010). Aile yapısındaki bu değişimin çocuklarda depresyon, davranışsal problemler, akademik başarıda düşüş, fobiler ve kaygıya neden olduğu daha önce yapılan araştırmalarda gösterilmiştir (Altıntaş, 2015). Bazı çocuklar ebeveynlerinin boşanmasından kendilerini sorumlu tutar ve kendilerini degersiz hissederler (Çetinkaya & Erçin, 2015; Huurre vd., 2006). Ayrıca, ebeveynleri boşanmış çocukların uyum sorunları yaşadıkları, öfke ve depresyon puanlarının yüksek olduğu,

boşanma sürecinde okul başarılarının düşüğü, yalnızlık düzeylerinin yüksek olduğu ve yaşam doyumlarının düşük olduğu yapılan araştırmalarda ortaya konmuştur (Çivitci vd., 2009; Bilici, 2014). Ek olarak, anne-baba boşanması yaşayan çocukların çevreleri ile ilişkileri olumsuz etkilenmekte ve okulda ve arkadaşlarına karşı davranışsal problemler sergileyebilmektedirler (Ertürk, 2016). İstenmeyen davranış, uygun olmayan davranış ve/veya sorunlu davranış olarak adlandırılabilen davranışsal problemler Carr ve Durand (1985) tarafından bireylerin sosyal ortamlarda etkin bir şekilde işlev görmelerini engelleyen, kendilerinin ve çevresindekilerin güvenliğini tehlikeye atan davranışlar olarak tanımlanmaktadır. Bir davranışın eğitim ortamlarında davranışsal problem olarak kabul edilebilmesi için dört temel kriteri karşılaması beklenir: davranış, bireyin veya akranlarının öğrenmesini etkiler; bireyin veya başkalarının güvenliğini tehlikeye sokar; okuldaki ekipman veya eşyalara zarar verir; bireyin sosyalleşmesini ve akranları tarafından kabul görmesini engeller (Erbaş, 2002; Kaya, 2002).

Erken çocukluk dönemi öğretmenleri, özellikle boşanmış ebeveynleri olan çocuklarda, davranışsal problemlerin giderilmesinde veya azaltılmasında önemli rol oynamaktadır (Temiz, 2020). Bir davranış problemi değiştirmek için öğretmenler, çocukların davranışlarında ön uyarları veya katkıda bulunan faktörleri dikkate alarak ve davranışlarının sırasını ve sürecini yakından takip ederek kendi yönetim stratejilerini oluştururlar (Temiz, 2020). Öğretmenler, davranışların nedenlerini belirler ve çocukta istenen davranışları oluşturarak ve öğrenme ortamını iyileştirerek bunları değiştirmeye çalışırlar (Campbell vd., 2000). Erken çocukluk öğretmenlerinin çocukların hayatında onların ihtiyaçlarını, beklentilerini ve ilgilerini fark edebilen önemli rol modelleri ve figürleri olduğu bilinmektedir. Bu nedenle sınıf ortamında belirli bir düzen oluşturup sürekliliğini sağlayarak çocuklarda davranış değişikliklerini teşvik etmek ve olumlu bir iklim oluşturmakla görevlendirilirler (Temiz, 2020). Sonuç olarak, erken çocukluk ortamlarında ebeveynleri boşanmış çocukların davranışsal problemlerine ilişkin öğretmen görüş ve uygulamalarıyla alakalı daha fazla araştırmaya ihtiyaç vardır.

Çalışmanın Amacı

Bu çalışma, okul öncesi eğitim ortamlarında, anne-babası boşanmış çocukların davranışsal problemlerine ilişkin hizmet içi öğretmenlerin görüş ve uygulamalarını

ortaya koymayı amaçlamaktadır. Bu amaçla Türkiye'nin Düzce ilinde resmi okul öncesi eğitim kurumlarında görev yapan 15 öğretmen katılımcı olarak belirlenmiştir.

Çalışmanın Önemi

Mevcut çalışma çeşitli nedenlerle önemlidir. İlk olarak, çocuklar, destekleyici ve sevgi dolu bir aile ortamında, etkili bir iletişim ile, geleceğin toplumuna faydalı, fiziksel, bilişsel ve psikolojik olarak sağlıklı bireyler olabilirler (Kalkınç, 2013). Öte yandan, boşanmış bir aile ortamının çocuklar üzerinde yaygın olarak zayıflatıcı etkilerinin olduğu (Amato, 2010) görülmüştür ve boşanma çocuklar için çok zor ve stresli bir süreçtir; çocukların yaşayabileceği en sarsıcı durumlardan biridir (Bakırcıoğlu, 2007; Türkarslan, 2007; Yavuzer, 2001; Yılmaz, 2003).

Boşanmanın çocuklar üzerindeki etkilerini inceleyen boylamsal araştırmalarda, ebeveynleri boşanmış çocukların, evli ebeveynlere sahip çocuklara göre daha fazla davranış sorunu sergiledikleri bulunmuştur (Westberg vd., 2002; Wood vd., 2004). Boşanma sonrasında çocuklar daha depresif hale gelmekte ve daha sorunlu davranışlar sergilemektedir (Öngider, 2013). Boşanmış veya ayrılmış ebeveynleri olan çocuklar, artan davranış sorunları sergiler ve ebeveynlerin boşanmasına eşlik eden evlilik çatışması, çocuğun sosyal yeterliliğini riske atar (Morrison & Coiro, 1999). Boşanma sırasında, ebeveynler arasındaki çatışmaya genellikle daha az sevgi, daha az tepki ve çocukların cezalandırma eğilimi eşlik eder, bu da çocukların duygusal olarak güvensiz hissetmelerine neden olur (Amato, 2010).

Boşanmanın olumsuz etkileriyle baş edebilmek için çocukların duygusal destek, bilgi ve ebeveyn tavsiyesine ihtiyaçları vardır, ancak bazı ebeveynler boşandıktan sonra çocuklarına yardım edemeyecek kadar kendi sorunlarıyla ilgilenebilirler (Wallerstein & Lewis, 2004). Araştırmalar gerek eğitim kurumlarıyla işbirliği gerekse öğretmenler ve akranlar tarafından sağlanan sosyal desteğin çocukların boşanmanın olumsuz etkilerine maruz kalmalarını azaltacağını ve çocukların boşanma sonrası duruma uyumlarını artıracağını göstermektedir (Çetinkaya & Erçin, 2015). Ayrıca Amca (2020), okul öncesi öğretmenlerinin çocuklara yönelik tutumlarının, onlarla kurdukları iletişimini ve onlara verdikleri desteğin ailede yaşanan sorunlarla baş etmede önemli olduğunu vurgulamaktadır. Hatta Amca (2020), okul öncesi öğretmenlerinin

sınıflarında çocukların yaşadıkları herhangi bir boşanma durumu hakkında yüksek düzeyde bir farkındalık sahip olmaları gerektiğini ve bu farkındalık ve bilginin özellikle öğretmen yetiştirmeye programlarında yer alması gerektiğini önermektedir. Ek olarak, Oliver (2012) birçok öğretmenin boşanmanın çocukların üzerindeki etkilerinin veya stres tepkilerinin farkında olmayabileceğini, çünkü öğretmenin boşanmış ebeveynleri olan çocuklara eğitimleri sırasında yardım etmeye hazır olmayıabileceğini belirtmektedir. Buna göre, erken çocukluk öğretmenlerinin, aileleri boşanmış çocukların sergilediği bilinen etkileri ve stres tepkilerini nasıl tanıယacaklarını ve bunlara nasıl tepki vereceklerini bilmeleri gerekmektedir. Bu ortamlardaki öğretmenlerin, “çeşitli aile ve toplum özelliklerine” sahip genç öğrencilerin ihtiyaçlarını karşılamaya uygun akredite eğitim ve deneyimlere ihtiyaç duyduğu sonucu çıkmaktadır (NAEYC, 2010, s. 30). Açıkçası, boşanmış ebeveynleri olan çocuklarınla ilgili öğretmen görüşlerinin incelenmesi, yalnızca erken çocukluk eğitimi için değil, öğretmen adaylarının gelecekteki sınıflarında planlamaları ve uygulamaları için ihtiyaç duydukları teorik ve pratik bilgileri nasıl donattığımız açısından da önemlidir.

İkinci olarak, boşanmış ebeveynler, özellikle boşanma sonrası dönemde, çocuğun zaman, enerji ve duygusal uygunluk gibi ihtiyaçlarını karşılayan faktörlerden yoksundur (Garg vd., 2007). Bu durum çocukların desteği en çok ihtiyaç duydukları anda duygusal ihtiyaçlarını karşılayamamalarına, unutulmuş gibi hissetmelerine ve uyum sorunları yaşama risklerinin artmasına neden olur. Araştırmalar, ebeveynleri boşanmış çocukların özellikle boşanma sonrası dönemde uyum sorunları açısından ciddi risk altında olduğunu göstermektedir (Miller vd., 2010). En az bir biyolojik ebeveyn veya öğretmenle güvenli, güçlü ve teşvik edici bir ilişki, boşanmayla ilişkili riskleri azaltmak için bir tampon görevi görür ve çocukların dayanıklılığını artırır. (Faber & Wittenborn, 2010). Ayrıca bu tampon, çocukların sınıf ortamında dirençli hale gelmeleri için bir mekan görevi görür (Oliver, 2012). Sınıfta oluşturulan destekleyici grup ortamı çocukların öğretmene ve arkadaşlarına bağlılığını artırırken, öğretmenlerin sınıflarında çocukların yaratıcılığını teşvik eden güvenli bir ortam oluşturması, boşanmış ebeveynleri olan çocukların streslerini ifade etmeleri, açığa çıkarmaları ve işlemeleri için bir çıkış noktası sağlar ve boşanmayla mücadele edebilmelerine yardımcı olur (Somody & Hobbs, 2007). Öte yandan, zor bir öğretmen-

öğrenci ilişkisi, çocuğun yaşadığı ebeveyn boşanma etkilerinin stresini daha da kötülestirebilir, sınıf arkadaşlarıyla olumlu etkileşimleri engelleyebilir ve antisosyal davranışları yükseltebilir (Spira & Fischel, 2005). Bu nedenle, okul öncesi öğretmenlerinin bu çocukların yaşamlarında önemli etkileri ve temasları olduğunun farkında olmaları; onlarla güvenli, güçlü ve teşvik edici ilişkiler kurabilmeleri ve onların yeteneklerini, ilgi alanlarını dikkatli bir şekilde gözlemlemeye hazır olmaları çok önemlidir. Bununla birlikte, Türkiye'de öğretmenlerin boşanmış ebeveynleri olan çocuklarda karşılaştıkları davranış sorunları ve bu çocuklara yönelik öğretim uygulamalarını (Şahin & Altun, 2013) inceleyen sınırlı araştırma, sınıf öğretmenlerinin ürettiği çözümlerin bu çocuklarda işlevsel olmadığını ve çocukların iyileştirmeye yönelik uygulamaların çocukların kendilerini daha kötü hissetmelerine neden olduğunu ortaya koymuştur. Erken çocukluk öğretmenlerinin konuya ilgili görüş ve uygulamaları hakkında fikir edinmek, geleceğin profesyonellerinin bu tür yanlış uygulamalardan kaçınmasına yardımcı olabilir.

Üçüncü olarak, öğrencilerin genellikle tutarlılık ve öngörülebilirlik sağlayacağına güvendiği güvenilir bir yetişkin olarak öğretmenler, boşanmanın çocukların üzerindeki olumsuz etkilerini iyileştirmeye yardımcı olabilecek koruyucu ve telafi edici bir rol üstlenecek şekilde konumlanmıştır (Morris vd., 2014). Ayrıca, her iki ebeveynin de boşanma sonrasında çocuklarla aktif olarak ilgilenmeye devam etmesi, çocuğun uyumunu ve refahını önemli ölçüde artırdığından (Nielsen, 2011), öğretmenler, boşanma süresince ve sonrasında çocukların eğitim ihtiyaçları sırasında ebeveyn katılımını kolaylaştırmada kritik bir rol oynayabilirler. Öğretmenler ayrıca, hem boşanmış ebeveynlerin hem de çocukların duygusal ihtiyaçlarını ele almak için uygun müdahale kaynaklarını belirlemede ebeveynlere yardımcı olmak için iyi bir konumdadır.

Dördüncü olarak, erken çocukluk odaklı literatürde okul öncesi çocukların sınıf ortamındaki davranış sorunlarına ve ebeveynleri boşanmış çocukların davranış sorunlarına odaklanan çalışmalara rastlanmıştır. Bu araştırmanın nihai amacı, erken çocukluk ortamlarında anne babası boşanmış çocukların davranış sorunlarına ilişkin öğretmen görüş ve uygulamalarını elde etmek; bildiğimiz kadariyla Türkçe literatürde hem erken çocukluk dönemindeki sosyal davranışlara hem de anne-babası boşanmış

çocuklara yönelik tek bir çalışmaya yer verilmiştir. Amca (2015) tarafından yapılan bu çalışmada, ailesi boşanmış ve ailesi evli olan çocukların sosyal davranışlarını Okul Öncesi Sosyal Davranış Ölçeği Öğretmen Formu (PSBS-T) ile karşılaştırmak amaçlanmıştır. Mevcut araştırmanın sonuçları, öğretmenlerin boşanmış ebeveynleri olan çocuklarda davranış sorunları hakkında bildiklerini; bunlarla başa çıkma yöntemleri hakkında bildiklerini; bu yöntemlerin etkinliği hakkında ne düşündüklerini; bu çocukların davranış sorunlarına yönelik işbirlikçi yaklaşımlar hakkında ne düşündüklerini ve sınıf içi uygulamalarının neler olduğunu ortaya koyacaktır. Bu odağın amacı, öğretmenlerde bu becerilerin geliştirilmesi konusunda farkındalık ve duyarlılık oluşturmak ve öğretmenlerde bu becerilerin gelişiminin desteklenmesine dikkat çekmektir.

YÖNTEM

Araştırma Soruları

1. Ebeveynleri boşanmış çocukların davranış problemlerine ilişkin hizmet içi okul öncesi öğretmenlerinin görüşleri nelerdir?
2. Öğretmenlere göre, anne-babası boşanmış çocuklarda görülen davranış problemleri nelerdir?
 - 2.a. Öğretmenlere göre, ebeveynleri boşanmış çocuklar bu davranış problemlerini hangi koşullarda sergiliyor?
 - 2.b. Öğretmenlere göre, ebeveynleri boşanmış çocuklar bu davranış problemlerini ne sıklıkla sergiliyor?
3. Öğretmenlere göre, ebeveynleri boşanmış çocukların davranış problemleri öğretme-öğrenme sürecini nasıl etkiliyor?
4. Öğretmenlerin ebeveynleri boşanmış çocukların davranış problemleriyle baş etme yöntem ve tekniklerine ilişkin görüşleri nelerdir?
 - 4.a. Öğretmenlerin bu yöntem ve tekniklerin etkililiğine ilişkin görüşleri nelerdir?
5. Ebeveynleri boşanmış çocukların davranış problemleri ile başa çıkmak için öğretmenlerin sınıf içi uygulamaları nelerdir?
6. Öğretmenlerin ebeveynleri boşanmış çocukların davranış problemleri konusunda aile, eğitimci ve uzmanlarla işbirlikçi yaklaşılara ilişkin görüşleri nelerdir?

Araştırma Yöntemi

Nitel araştırma yöntemleri çerçevesinde yürütülen bu çalışma bir olgu bilim çalışmasıdır. Okul öncesi öğretmenlerinin ebeveynleri boşanmış çocuklarda görülen davranışsal problemler hakkındaki görüşlerini almak, onların sınıf içi uygulamalarını ortaya çıkarmak ve detaylı bulgular sağlamak amacıyla veriler derinlemesine görüşme ve sınıf içi gözlemler aracılığı ile toplanmıştır.

Katılımcılar

Bu olgu bilim çalışmasında örneklem seçilim yöntemi olarak uygun/elverişlilik örneklem yöntemi kullanılmıştır. Çalışmanın katılımcılarını 15 okul öncesi öğretmeni oluşturmaktadır. Bu öğretmenler Düzce ilinde 8 farklı resmi okul öncesi eğitim kurumunda görev yapmaktadır. Araştırmacı, örneklem seçim ölçütü olarak iki ölçüt belirlemiştir. İlk olarak araştırmacı, sınıflarında halihazırda ebeveynleri boşanmış çocukları olan okul öncesi öğretmenleri tercih etmiştir. Araştırmanın tasarımindan sınıfta gözlemler olduğundan öğretmenlerin geçmişte ebeveynleri boşanmış çocuklarınla çalışmış olması yeterli değildir. İkinci olarak, araştırmacı, resmi okul öncesi kurumlarında en az iki yıl deneyime sahip okul öncesi öğretmenleri tercih etmiştir, çünkü ilgili literatürdeki araştırmalar, mesleklerinin ilk yılındaki öğretmenlerin sınıf ve davranış yönetimi konusunda yetersiz olduklarını göstermiştir (O'Brien & Goddard, 2006). Katılımcılar için P1'den P15'e kadar takma isimler verilmiş ve katılımcıların gerçek isimleri çalışmada kullanılmamıştır.

Veri Toplama Araları ve Süreci

Bu çalışmanın verileri yarı yapılandırılmış görüşme ve sınıf içi yapılan gözlemler aracılığı ile toplanmıştır. Görüşme soruları araştırmacı tarafından alanyazın incelenerek oluşturulmuştur. Oluşturulan görüşme soruları okul öncesi eğitimi alanından üç uzman tarafından incelenmiş ve uzmanların görüşleri alınmıştır. Buna ek olarak üç katılımcı ile pilot çalışma yapılmıştır. Uzman görüşleri ve pilot çalışma sonuçlarına göre görüşme soruları yeniden düzenlenmiş ve son halini almıştır. Son hali 10 sorudan oluşmaktadır. Görüşme soruları, katılımcıların davranış sorunlarına ilişkin görüşlerini, ebeveynleri boşanmış çocukların davranış problemlerine ilişkin

görüşlerini ve bu problemlere ilişkin sınıf durumlarını ve öğretmenlerin bu çocuklardaki davranış problemleriyle baş etmede kullandıkları yöntemleri içermektedir.

Üniversitenin etik kurulundan ve Milli Eğitim Bakanlığından gerekli izinler alındıktan sonra görüşmelere başlanmıştır. Genellikle 20 ile 30 dakika arasında süren bu görüşmeler katılımcıların izinleri ile kayıt altına alınmıştır. Görüşmeler tamamlandıktan sonra 15 öğretmen arasından rastgele 5 öğretmen seçilmiştir. Seçilen bu 5 öğretmen 2 ay boyunca haftada 2 gün boyunca gözlemlenmiştir. Gözlem süresi ilk 4 hafta tam gün, son 4 hafta ise çocukların ve öğretmenlerin araştırmacıyla alışmasıyla yarım gün olarak gerçekleştirilmiştir. Gözlemler boyunca ikinci bir gözlemci araştırmacıyla eşlik etmiştir. Gözlem sırasında, hem öğretmenin cevaplarının tutarlığını doğrulamak hem de öğretmenlerin boşanmış ebeveynleri olan çocukların davranış problemlerine ilişkin sınıftaki davranış, tepki ve uygulamalarını daha iyi anlamak amacıyla Gözlem Formu; davranış problemlerini belirlemek ve öğretmenlerin bu davranışları fark edip tepki vermediklerini gözlemlerek amacıyla Gözlem Kontrol Listesi; çocuk davranışlarını betimleyen açıklamaları içeren Anekdot Kayıt Formu kullanılmıştır.

Veri Analiz Süreci

Bu çalışmada öğretmenlerden görüşmelerde elde edilen veriler ses kayıtları dinlenerek yazıya aktarılmıştır. Daha sonra bu veriler sınıflandırılarak kategoriler ve kodlar belirlenmiştir. Son olarak da çalışmanın bulguları tablo ve figürler kullanılarak sunulmuştur (Creswell, 2007). Kategoriler ve kodlar, araştırmacı ile PDR bölümünde araştırma görevlisi olarak çalışan bir doktora öğrencisi tarafından ayrı ayrı belirlenmiştir. Daha sonra bu iki araştırmacı bir araya gelerek özdeş ve özdeş olmayan kategoriler ve kodlar üzerine tartışmıştır. Gözlem sürecinde elde edilen veriler yine aynı şekilde gözlemcinin ve araştırmacının verileri tartışarak ortak sonuca varmasıyla oluşturulmuştur. Böylelikle çalışmanın bulguları son halini almıştır.

BULGULAR VE TARTIŞMA

Bu bölümde katılımcıların kişisel bilgileri ve çalışmanın diğer bulguları araştırma sorularına ayrı ayrı odaklanılarak sunulmuştur.

Katılımcıların Demografik Bilgileri

Çalışmaya 2 erkek ve 13 kadın okul öncesi öğretmeni katılmıştır. Katılımcıların yaş aralığı 26 ile 50 arasındadır. Katılımcılardan biri Sınıf Öğretmenliği bölümünden, diğer ise Çocuk Gelişimi ve Eğitimi bölümünden mezun olmuştur. İlkokul Öğretmenliği mezunu olan katılımcı Okul Öncesi Öğretmenliğinden yandal yapmıştır. Ayrıca bu iki katılımcı dışındaki tüm katılımcılar Okul Öncesi Öğretmenliği bölümünden mezun olmuştur. Katılımcıların deneyimleri 3 ila 20 yıl arasında değişmektedir. Katılımcıların sınıflarındaki çocuk sayısı 15 ile 26 arasındadır. Ayrıca görüşme öncesinde araştırmacı, üniversitede bu konuya ilgili bir ders alıp almadıklarını ve herhangi bir seminer, kurs, eğitime katıldıktan sonra sormuştur. Katılımcıların bu konuda verdikleri yanıtlar, az sayıda kişinin davranış problemleri konusunda ders veya eğitim aldığı göstermiştir. Katılımcıların çoğu özellikle davranış problemleri ile ilgili bir ders almadıklarını ancak aldıkları lisans derslerinin içeriğinde davranış problemlerine degenildiğini belirtmişlerdir. Davranış problemleri ile ilgili mesleğe başladıkten sonra seminer ve hizmet içi eğitim gibi eğitimlere katılan 4 öğretmen bulunmaktadır. Bir tanesi pandemi döneminde online seminerlere katılmıştır.

Araştırma Sorusu 1: Ebeveynleri boşanmış çocukların davranış problemlerine ilişkin hizmet içi okul öncesi öğretmenlerinin görüşleri nelerdir?

Araştırma Sorusu 1a: Öğretmenlere göre, ebeveynleri boşanmış çocukların davranışları diğer çocukların davranışlarından farklılaşmakta mıdır?

Araştırmacı, görüşme sorularından ilk ikisini sorup katılımcıyı görüşmeye ısrıttıktan sonra araştırma sorularının yanıtını verecek sorulara gelmiştir. Görüşmenin üçüncü sorusu olarak araştırmacı, “*Sınıftaki bu davranış problemlerini düşündüğünüzde, ebeveynleri boşanmış çocukların davranışları diğer çocukların davranış problemlerinden farklı mıdır?*” diye sormuştur. Katılımcıların cevapları farklı ve farklı değil etiketinin altında toplanmıştır. Sınıfında ebeveyenleri boşanmış çocukların normal gelişim gösteren yaşıtlarına göre davranış problemleri değerlendirildiğinde, 14 katılımcı ciddi fark olduğunu, 1 katılımcı ise fark olmadığını ifade etmiştir. Katılımcılar, bu çocukların davranış sorunlarının duygusal durum temelli olması ve çoğu zaman sınıf düzenini bozan dışsallaştırma davranışları içermesi nedeniyle yönetilemez olduğunu belirtmişlerdir. Ayrıca öğretmenler, bu çocukların davranış problemlerini diğer çocukların davranış problemlerine göre daha yoğun, daha uzun süreli ve giderek artan bir şiddette bulmaktadır.

Araştırma Sorusu 1a.a: Evet ise, anne-babası boşanmış çocukların davranış sorunlarının nedenlerine ilişkin okul öncesi öğretmenlerinin görüşleri nelerdir?

Araştırmacı, katılımcıların bu konudaki düşüncelerine derinlemesine ulaşabilmek için soruyu detaylandırmış ve “*Bu durumun nedeni sizce ne olabilir?*” diye sormuştur. Ebeveynleri boşanmış çocukların normal gelişim gösteren akranalarına göre davranış problemlerinin farklı olmasının nedenleri kategorize edilmiştir. Bu soru altındaki bulgular, kodlara dayalı olarak oluşturulan kategorilere uygun olarak sunulmuştur. (Tablo 1).

Tablo 1

Ebeveynleri boşanmış çocuklarda davranış problemlerinin nedenlerine ilişkin görüşler

Kategoriler	Kodlar
	Ebeveynlerin kendini çocuğa adaması (n=1)
Ebeveynle Alakalı Sebepler	Ebeveyn/rol model eksikliği (n=5)

Tablo 1 (Devamı)

		Ebeveynler arasındaki çatışma (n=1)	
Ebeveynle Alakalı Sebepler		Ebeveynlerden	sözlü/fiziksel şiddet (n=2)
Çevresel Faktörler		Boşanma sonrası ev ve okul düzeninin bozulması (n=1)	
Çocukla	Ebeveyn sebepler	temelli	Bir ebeveyni kaybetme korkusu (n=4)
Alakalı			Ebeveyne kızgın olma (n=1)
Sebepler	Eksiklik sebepler	temelli	Kendine güven eksikliği yaşama (n=3)
			Güven eksikliği yaşama (n=3)
	Diger sebepler		Duygusal durumla baş edememe (n=3)

Katılımcılara göre, ebeveynleri boşanmış çocukların davranış problemlerinin diğer çocuklardaki davranış problemlerinden farklı olmasının on bir nedeni vardı. Bu nedenler, ebeveyn kaynaklı nedenler, çevresel faktörler ve çocuk kaynaklı nedenler olmak üzere üç ana kategoride sınıflandırılmaktadır.

Araştırma Sorusu 2: Öğretmenlere göre, ebeveynleri boşanmış çocuklarda görülen davranış problemleri nelerdir?

Tablo 2

Ebeveynleri boşanmış çocuklarda görülen davranış problemleri

Kategoriler	Kodlar
Şiddet ve Yıkıcı Davranışlar	Şiddet eğilimi (fiziksel/sözel) (n=7)
	Saldırganlık (n=4)
	Sinir ve öfke kontrol sorunları (n=2)
	Sınıf materyallerine zarar verme (n=3)
İletişim Problemleri	İçine kapanıklık/utangaçlık (n=5)
	Kendini ifade edememe (n=3)
	İnatçılık (n=1)
	Ağlama/çığlık atma (n=6)

Tablo 2 (Devamı)

İletişim Problemleri	Tekrarlayan davranışlar (n=1)
	Arkadaşını dışlama/sıkayet etme (n=3)
Sosyalleşme Problemleri	Oyun kurma/sürdürüme zorluğu (n=4)
	Kıskançlık/aşırı bağımlılık (n=4)
	Düşük özgüven(n=3)
Odaklanma ve Dikkat Problemleri	Dikkat eksikliği (n=7)
	Kayıtsızlık/umursamazlık (n=5)
Diğer	Masturbasyon (n=1)

Tablo 2’te görüldüğü gibi, öğretmenlerin boşanmış ebeveynleri olan çocukların davranış sorunlarına ilişkin görüşlerine bakıldığından, en çok şiddet ve yıkıcı davranışlardan kaynaklanan sorunlardan, iletişim sorunlarından, sosyalleşme sorunlarından ve odaklanma ve dikkat sorunlarından bahsettilerini görülmüştür. Bunların dışında bir öğretmen masturbasyonu davranışsal problemler olarak tanımlamıştır.

Araştırma Sorusu 2a: Öğretmenlere göre, ebeveynleri boşanmış çocuklar bu davranış problemlerini hangi koşullarda sergiliyor?

Ebeveynleri boşanmış çocukların hangi durumlarda davranış sorunu sergilediklerine ilişkin öğretmenlerin görüşleri incelendiğinde, çoğunlukla bu çocukların sergilenebilmesi için özel bir koşula gerek olmadığına değindikleri görülmektedir. Ayrıca öğretmenler, çocukların bu davranış problemini serbest oyun zamanlarında ve aktivite zamanlarında sergilediklerini belirtmişlerdir. Erken çocukluk öğretmenlerine göre, yaşıtlarına göre yetersiz hissetmek, sınıfta yalnız ve güvensizlik hissetmek de bu çocukların davranış problemleri sergilemesinde etkilidir.

Araştırma Sorusu 2b: Öğretmenlere göre, ebeveynleri boşanmış çocuklar bu davranış problemlerini ne sıklıkla sergiliyor?

Tablo 3

Davranış problemlerinin sıklığına ilişkin görüşler

Tablo 3 (Devamı)

Kodlar	Sıklık
Haftada 1-2 defa	P5, P13
Günde 1-2 defa	P2, P4, P10, P12, P15
Günde 3-4 defa	P3, P7, P9, P11
Günde 5-6 defa ve daha fazla	P1, P6, P8, P14

Araştırma Sorusu 3: Öğretmenlere göre, ebeveynleri boşanmış çocukların davranış problemleri öğretme-öğrenme sürecini nasıl etkiliyor?

Araştırmacı, katılımcılardan ebeveynleri boşanmış çocuklarda davranış problemleri ile karşılaşma durum ve sıklıklarına ilişkin görüşlerini belirtmelerini istedikten sonra, “Ebeveynleri boşanmış çocukların sınıfındaki davranış problemleri öğretme-öğrenme sürecini etkiler mi? Evet ise nasıl etkiler?” diye sormuştur. Katılımcıların yanıtları olumsuz etkiler ve etki yok etiketinin altında düzenlenmiştir (Tablo 4).

Tablo 4

Davranış problemlerinin etkisine ilişkin görüşler

Kategoriler	Kodlar
Olumsuz Etkiler	sorunlu çocuk olarak damgalanma (n=2) ekstra dikkat ve zamana ihtiyaç duyma (n=6) günlük/aktivite akışlarını bozma (n=8)
Nötr Etki	olumlu/olumsuz etkisi yok (n=4)

Tablo 4'de görüldüğü gibi, ebeveynleri boşanmış çocuklarda görülen davranış problemlerinin öğretme-öğrenme sürecine etkisine ilişkin öğretmen görüşleri, çoğunlukla günlük/aktivite akışlarının bozulmasıdır. Ayrıca öğretmenler bu davranış problemleri nedeniyle ekstra zamana, dikkate, sabra ve enerjiye ihtiyaçları olduğunu belirtmişlerdir. Bu çocukların sürekli sergiledikleri davranış problemleri, sınıfta ve diğer çocukların ebeveynleri tarafından sorunlu olarak damgalanmalarına ve

dışlanmalarına neden olmaktadır. Öğretmenlere göre davranış problemlerinin yarattığı bu sonuçlar öğretme-öğrenme sürecini olumsuz etkilemektedir. Öte yandan öğretmenler, bu davranış problemlerinin yeterince yoğun olmadığı için, öğretmenlerin etkilemesine izin vermedikleri için ve aktivite zamanından ziyade serbest oyun zamanında sergilendiği için öğretme-öğrenme sürecini etkilemediğini belirtmişlerdir.

Araştırma Sorusu 4: Öğretmenlerin ebeveynleri boşanmış çocukların davranış problemleriyle baş etme yöntem ve tekniklerine ilişkin görüşleri nelerdir?

Araştırmacı, katılımcılardan boşanmış ebeveynleri olan çocukların davranış problemlerinin öğretme-öğrenme sürecine etkisine ilişkin görüşlerini sunmalarını istedikten sonra, “*Öğretme-öğrenme sürecine etkisi göz önüne alındığında, boşanmış ebeveynleri olan çocukların davranış problemleri ile nasıl baş edersiniz? Bu amaçla kullandığınız yöntemler hakkında bilgi verir misiniz?*” diye sormuştur. Bu soru altındaki bulgular, kodlara dayalı olarak oluşturulan kategorilere uygun olarak sunulmuştur (Tablo 5).

Tablo 5

Davranış problemleri için yöntemler

Kategoriler	Kodlar
İletişim Temelli Yöntemler	Bire bir iletişim kurma (n=11)
	Sevgi/ilgi gösterme (n=3)
	Mola verme (n=3)
	Ebeveyn-öğretmen iletişim (n=2)
	Ses tonu/jestler/yüz ifadeleri kullanımı (n=1)
	Çocuğu/ihtiyaçları tanıma (n=2)
Davranışsal Yaklaşım Temelli Yöntemler	Ödül/pekiştirme (n=7)
	Mahrum bırakma (n=5)
	Sınıf davranış panosu (n=2)
Öğretme-Öğrenme Sürecini Düzenleme	Akran desteği (n=3)
	Sınıf kurallarını birlikte koyma (n=1)
Diger Yöntemler	Çocuğu/davranış problemini görmezden gelme (n=4)

Araştırma Soru 4a: Öğretmenlerin bu yöntem ve tekniklerin etkiliğine ilişkin görüşleri nelerdir?

Araştırmacı, katılımcılardan, ebeveynleri boşanmış çocukların davranış problemleriyle baş etmede kullandıkları yöntemleri ortaya koymalarını istedikten sonra, "Bu yöntemlerin etkinliğine ilişkin görüşleriniz nelerdir?" diye sormuştur. 9 öğretmen kullandıkları yöntemlerin etkili olduğunu, 6 öğretmen etkisiz olduğunu belirtmiştir. Ebeveynleri boşanmış çocukların davranış problemleriyle baş etmede yöntemlerin etkili olmadığını savunan öğretmenlerinin bu konuda profesyonellerden destek talep ettikleri görülmektedir. Kullanılan yöntemler çocuklara uygun değildir veya öğretmenler deneme yanılma yoluyla farklı yöntemler denemektedir. Ayrıca öğretmenler, okul öncesi eğitim kurumlarında rehber öğretmen eksikliğinden de bahsetmişlerdir. Öğretmenlerden biri, çocuğun öğretmeninden çok ailesiyle vakit geçirmesi nedeniyle öğretmenin davranış problemlerini azaltmada veya gidermede etkili olamayacağını ifade etmiştir. Başka bir öğretmen, diğer çocuklarda etkili olan yöntemler bu çocukta etkili olmadığı için çocuğun sorunlu olduğunu ifade etmiştir.

Sınıfta yapılan iki aylık gözlemler sonucunda öğretmenlerin boşanmış ebeveynleri olan çocukların davranış problemlerine ilişkin ortak yöntemler kullandıkları söylenebilir. Öğretmenlerin kullandıkları yöntemler, uygulamalarına göre belirli bir düzen içindeydi. Başka bir deyişle, davranış problemleriyle ilk karşılaşlıklarında kullandıkları yöntemler, ilk yöntemlerin kullanılmasına rağmen davranış problemleri devam ettiğinde kullandıkları yöntemler ve davranış problemleri yönetilemez hale geldiğinde kullandıkları yöntemler olmak üzere üç kategoriye ayrılmıştır. Bu sıraya göre araştırmacı yöntemleri kategorilere ayırmıştır. Kategoriler ve yöntemler aşağıdaki gibidir (Tablo 6).

Tablo 6

Ebeveynleri boşanmış çocuklarda davranış problemleriyle baş etmede gözlemlenen yöntemler

Kategoriler	Kodlar
Birincil Metotlar	Çocuğu/davranış problemini görmezden gelme
	Göz teması kurma

Tablo 6 (Devamı)

Birincil Metotlar	Ses tonunu/jestlerini/yüz ifadelerini kullanma
	Fiziksel temas
	Sevgi/ilgi gösterme
İkincil Metotlar	Sözel uyarı
	Yönergeyi tekrarlama
	Bire bir iletişim
	Sertçe uyarma
	Sınıftaki yerini değiştirmeye
Üçüncü Metotlar	Mola verme
	Yalnız bırakma
	Bağırma/azarlama
	Tehdit etme
	Fiziksel müdahale
	Mahrum bırakma
	Sınıf davranış panosu
	Sınıfin dışına çıkarma

Sınıf içi gözlemler sonucunda öğretmenlerin görüşmelerde verdikleri yanıtlar ile gözlem sonuçlarının tutarlı olmadığı ortaya çıkmıştır. Öğretmenlerin bu çocukların kalıcı öğrenmelerini sağlamak ve iç motivasyonlarını desteklemek için doğru sınıf yönetimi stratejilerini bilme ve kullanma konusunda eksiklikleri olduğu söylenebilir. Ayrıca, onlar boşanmış ebeveynleri olan çocukların hayatlarında sahip oldukları önemli etki ve temasın farkında olmadan hareket etmektedir.

Araştırma Sorusu 6: Öğretmenlerin ebeveynleri boşanmış çocukların davranış problemleri konusunda aile, eğitimci ve uzmanlarla işbirlikçi yaklaşımlara ilişkin görüşleri nelerdir?

Tablo 7

Öğretmenlerin işbirlikçi yaklaşımları

Tablo 7 (Devamı)

Kodlar	Sıklık
Ebeveynler/aileler ile iletişim	P1, P2, P5, P6, P7, P8, P9, P11, P12, P13, P14, P15
Okul rehberlik öğretmeninden yardım	P3, P4, P8, P10, P14, P15
Okul dışı psikolojik destek	P2, P6, P9, P11, P13

Sonuç olarak, bu çalışmanın birkaç önemli bulgusu vardır. Temel bulgulardan biri, öğretmenlerin davranış problemleri ile ilgili alan bilgilerinin ve çocukların davranışlarını anlama ve yönetme becerilerinin yetersiz olmasıdır. Diğer bir temel bulgu ise, öğretmenlerin boşanmış ebeveynleri olan çocukların davranış problemlerini diğer çocukların davranış problemlerine göre daha yoğun, daha uzun süreli ve giderek artan şiddette bulduklarıdır. Öğretmenlerin çoğunluğu boşanmış ebeveynleri olan çocuklarda şiddet ve yıkıcı davranışlarla karşılaşlıklarını bildirmiştir. Diğer bir bulgu ise öğretmenlere göre, ebeveynleri boşanmış çocuklarda görülen davranış problemlerinin öğretme-öğrenme sürecini olumsuz etkilediğidir. Bu davranış problemleri ile ilgili olarak öğretmenlerin büyük çoğunluğu bire bir iletişim yöntemini kendileriyle baş etme yöntemi olarak paylaşmakta, ancak sınıf içi uygulamalarda en çok ödül, ceza veya yoksun bırakma yöntemlerini kullandıkları görülmektedir. Bir başka deyişle, öğretmenlerin görüşmede verdikleri cevaplarla sınıf içi gözlemleri uyuşmamaktadır. Son bulgu ise boşanmış ebeveynleri olan çocukların davranış problemlerine yönelik işbirlikçi yaklaşımından biri olarak aileleri/ebeveynleri onlarla iletişim kurarak süreçte dahil etmeleridir. Ayrıca öğretmenlerin tamamına yakını üniversitede aldıkları teorik bilgilerin sınıfta yetersiz olduğunu, hizmet içi eğitimin uygulamalı bilgiler içermediğini, öğretmen olarak maddi ve manevi olarak bilgiye ulaşmalarının zor olduğunu ve yeterli olmadığını ve ortak yöntemler kullanılarak ebeveyn boşanması gibi özel koşullara sahip çocuklarda davranış değişikliği yaratmanın mümkün olmadığınıfade etmişlerdir. Tüm bu nedenlerle alanında uzman kişilerden profesyonel desteği ihtiyaç duyduklarını belirtmişlerdir.

Özetle, tüm bulgulara dayalı olarak bu çalışmada okul öncesi öğretmenlerinin tamamına yakını boşanmış ebeveynleri olan çocukların davranış problemleri ile ilgili her yolu denemelerine rağmen etkili bir sonuca ulaşamadıklarını ve bu konuda desteği,

iyileştirmeye, yardıma veya uygulamalı eğitime ihtiyaç duyduklarını belirtmişlerdir. Bu nedenle okul öncesi öğretmenlerine yönelik hizmet öncesi ve hizmet içi mesleki gelişim etkinliklerine, özel durumu olan çocukların sosyal-duygusal becerilerinin desteklenmesine ve küçük çocuklarda davranış sorunlarının önlenmesine yönelik nitelikli eğitim seminerleri ve uygulama destegine ihtiyaç duyulmaktadır. Ayrıca okul öncesi öğretmenlerinin sınıflarında ortaya çıkan davranış sorunlarının önlenmesi ve ortadan kaldırılması, öğretmenlerin bu konudaki mesleki ihtiyaçlarının belirlenmesi, okul öncesi dönemde çocukların sosyal duygusal gelişimlerini desteklemek için kullandıkları stratejilerin belirlenmesi ve bu bağlamda öğretmenlerin sınıf içi uygulamalarını destekleyen yaklaşımların geliştirilmesi oldukça önemlidir. Bu kapsamda Milli Eğitim Bakanlığı Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü tarafından 2001-2018 yılları arasında geliştirilen hizmetçi eğitim faaliyetleri incelendiğinde, çocukların davranış problemlerini önlemeye yönelik yaklaşılara odaklanan mesleki gelişim faaliyetleri çok sınırlıdır (MEB, 2010). Aynı faaliyetlerde, ebeveynlerinin boşanması, göç veya ebeveyn kaybı gibi özel durumlar yaşayan çocuklara yönelik hiçbir mesleki gelişim faaliyeti yapılmamaktadır. Ayrıca bu çalışmada yer alan öğretmenler hizmet içi eğitime teorik düzeyde yapılmışlığında olmasının, uygulama içermemesi ve eğiticilerin alanında yetersiz olmasına nedeniyle katılmak istememişlerdir. Bu durum, okul öncesi öğretmenleri için düzenlenen seminer ve kursların öğretmenlerin ihtiyaç ve bekłentilerini karşılamadığını ve öğretmenlerin mesleki gelişimlerini yeterince desteklemediğini belirten bir Erken Çocukluk Eğitimi Süreci İç Denetim Raporu'nda on yıldan fazla bir süre önce rapor edilmiştir (MEB, 2010). Buna göre okul öncesi öğretmenlerinin mesleki yeterliklerinin geliştirilmesinde öncelikli olarak gerekli adımların atılması gereği söylenebilir.

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