

PARENTAL PROFILES OF CHILDREN WITH BEHAVIOR PROBLEMS IN PRESCHOOL PERIOD AND TEACHERS' EXPECTATIONS FROM PARENTS

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ABSTRACT

In order to eliminate or minimize the behavioral problems seen in children in the preschool period, the factors affecting these behaviors should be examined in detail. Parental attitudes are one of these factors. The aim of this research is to examine the parent profiles of children with behavioral problems in the preschool period and the expectations of teachers from parents in line with teacher opinions. Qualitative research method was used in the research. The research was carried out within the framework of the phenomenology design. The study group of the research consists of 20 preschool teachers working in Eskişehir. "Maximum variation sampling method" was used to determine the participants. A "semi-structured interview form" was used to collect the research data. During the data collection process, interviews were held with the teachers. Content analysis technique was used in the analysis of the data obtained from the interviews. In the study, 4 sub-themes were reached under the theme of parental profiles of children with behavioral problems in preschool education. These sub-themes are attitude towards child, attitude towards teacher and school, personal characteristics and family environment. The attitudes of the parents of children with behavioral problems towards their children in preschool education are overprotective, authoritarian, liberating, inconsistent behaviors, exposure to the screen, not following the child, not helping, irrelevant, not communicating in a healthy way, comparing with other children, not allocating enough time and unrealistic expectations. In the research, 4 sub-themes were reached under the theme of teachers' expectations from the parents of children with behavioral problems in the preschool period. These sub-themes are expectations for the child, expectations for the teacher, expectations for the education-teaching process, and expectations for the family environment. The expectation of teachers from parents towards the child; setting boundaries, accepting the behavior problem, allocating time, being a role model, getting to know him well, providing socialization, showing love, giving responsibility, caring, understanding his feelings, acting consistently, communicating, playing together and being patient. When the research findings are evaluated in general, it is understood that the parent profiles of children with behavioral problems in preschool period have a multidimensional structure. Accordingly, it can be said that parents' attitude towards the child, attitude towards the teacher and school, In addition, it is understood that teachers have expectations from parents regarding the child, the teacher, the educational process and the family environment.

Keywords: preschool, child, behavior, parent, family, teacher

INTRODUCTION

The first time a child encounters formal education in his life is the period which he attends pre-school education. In this period, for the first time, the child participates in activities planned in line with a specific purpose and program which are carried out by experts. The preschool period, which includes the time period of human life between the ages of 0-6, has an important place on the development of children. Preschool period is such an era in which the foundations of many developmental areas are laid, especially cognitive, affective and psychological. (Kılıç et al, 2021). In addition, the preschool period has a critical importance in terms of detecting and taking precautions for behavioral problems in children (Alisinanoğlu & Kesicioğlu, 2010).

If precautions for behavioral disorders are not taken into account in the pre-school period in which behavioral development is most intense, more serious problems may be encountered in children in later ages (Stormont, 2002). In order to prevent and minimize the behavioral problem of the child, early diagnosis and use of multiple sources of information are required (Uyanık et al., 2008).

Behavioral problems are negative behaviors that are not compatible with the developmental period of the child and cause discomfort and duration in the environment (Melekoğlu et al., 2015). Emotional problems experienced by the child are also effective in behavioral problems (Kahraman & Çubukçu, 2019). Problematic behaviors have some negative effects on the child. Some of these negative effects are that it prevents the child from learning, complicates his social relations, harms his environment and himself, and has continuity (Erbaş & Yücesoy-Özkan, 2010). Nonetheless the other negative effects of problematic behaviors in children are that they prevent the education-teaching process in the classroom and complicate communication with the teacher and peers. (Karadeniz-Akdoğan, 2017).

Aggression, jealousy, lying, swearing, hyperactivity and irritability in preschool period are among the most common behavioral problems in children (Caldarella & Merrill, 1997; Ekinçi et al., 2016; Kanlıkılıçer, 2005). In pre-school education, teachers use a number of strategies to overcome the behavioral problems they encounter in children. Methods such as ignoring problematic behavior, reward and punishment, warning, and offering alternatives can be beneficial for teachers in coping with behavior problems (Alisinanoğlu & Kesicioğlu, 2010). However, it is important to know the factors that affect children's behaviors in dealing with behavioral problems in children. In order to eliminate or minimize problematic behaviors, the factors affecting these behaviors should be known in advance and necessary measures should be taken. It is known that many factors such as family, environment, school and hereditary reasons are effective on the behavior of the child. However, the role of the family in the child's development process has a critical importance. Because the family has a great influence on the behavior demonstrated by the child which society approves or disapproves (Akduman et al., 2015). Doctoroff and Arnold (2004) associates most of the early childhood behavioral problems with the family. Many of the parental characteristics are effective on child behavior (Ekinçi et al., 2016). Parents play a very important role in a child's life (Abu Bakar Sedek & Zaini, 2021).

Parents have a significant influence on the behavioral problems of children (Sailor, 2004). Negative relationships between the child and the parent in the preschool period are one of the factors that affect the behavior problems seen in children (Budak, 2017). Parents' reflection of problems with each other on their children, oppressive or overprotective attitudes

are the most common negative parenting attitudes in the child's behavioral development process (Kaizer, 2000; Schiff & BarGil, 2004). The attitudes of the parents towards the child have many positive or negative effects on the child's development. In studies conducted on adults, it has been revealed that the broken relationships between parents and children during childhood cause behavioral problems in children (Çağdaş, 2003). Parental attitudes are of great importance in terms of the child's behavioral development in the preschool period, where development is intense in every aspect (Parsak & Kuzucu, 2020). An important part of the behavioral problems of children is due to the unhealthy interaction between the parent and the child (Stadelmann et al., 2007). Parents have an important influence on their children. In particular, parents are primarily responsible for children's education (Bartolome et al., 2020).

When the studies on behavioral problems in children are examined, it is seen that the focus is generally on the behavior problems of school-age children (Akyavuz, 2019; Aynacı, 2020; Çayak & Ergi, 2015; Çelik, 2019; Kazancı & Serin, 2022). However, the preschool period, in which the behavior first occurs, has a critical importance in terms of behavioral development of children. It is seen that most of the behavioral problems seen in children occur in the preschool period (Kural & Ceylan, 2022). In order to eliminate the problematic behaviors seen in children in the preschool period or minimize the behavioral problems, the factors affecting these behaviors should be examined in detail. Parental attitudes are one of these factors.

Behavioral problems in children negatively affect both education and training processes and children's development (Flores, 2016; Schiff & BarGil, 2004). Identifying the factors that cause behavioral problems in preschool children and developing solutions contribute positively to the behavioral development of children in later ages (Kanlıkılıçer, 2005). Preschool teachers have important duties in identifying problematic behaviors. School is the environment where children's behavioral problems are most common and where these problems are observed in the most natural way (Alisinanoğlu & Kesicioğlu, 2010). In this study, the parent profiles of children with behavioral problems in the preschool period and the expectations of teachers from parents will be examined in line with the opinions of preschool teachers. Preschool teachers are experts who can closely observe the behavior of children aged 0-6. Preschool teachers have critical tasks in detecting behavioral problems in children and overcoming these behaviors. In addition, due to their duties, preschool teachers have detailed information about the parents of children with behavioral problems. For this reason, the opinions of preschool teachers about the profiles of parents of children with behavioral problems are of great importance.

In this direction, obtained opinions of preschool teachers within the scope of the research can be an important data source in determining the parental profiles that are effective on the behavior problems of children. In addition, revealing the expectations of teachers from the parents of children with behavioral problems will be guiding for parents. In this way, it is thought that the data to be obtained from the research will contribute to the prevention of behavioral problems in preschool children. In the light of this information, the aim of the research is to examine the parental profiles of children with behavioral problems in the preschool period and the expectations of teachers from parents in line with teacher opinions. Within the scope of the research the answers of the following questions are sought.

- i) What is the parent profile of children with behavioral problems in the preschool period?
- ii) What are the expectations of teachers from parents of students with behavioral problems?

METHODOLOGY

Research Pattern

Qualitative research method was used in this study, which examines the parental profiles of children with behavioral problems in the preschool period and the expectations of teachers from parents in line with teacher opinions. The research was carried out within the framework of the phenomenology design. In phenomenological studies, it is aimed to reveal individuals' experiences, perceptions and the meanings they attribute to these phenomena (Yıldırım & Şimşek, 2021). In phenomenological studies, people whose opinions will be consulted should have experiences related to the phenomenon and in-depth information should be obtained from these people (Bogdan & Biklen, 2007). In line with these explanations, the phenomenon of the research is the parent profiles of children with behavioral problems in the preschool period.

Work Group

The participants of this research are 20 pre-school teachers working in Eskişehir. Since the phenomenological research design was used in this study, behaved attentively when selecting the research participants among those who could explain the experience related to the phenomenon in order to analyze the data in detail. The "maximum diversity sampling method" was used to determine the participants. The purpose of this method is to create a small sample group that includes the maximum diversity of individuals who may be a party to the problem under investigation (Yıldırım & Şimşek, 2021). In order to ensure this diversity in the study, attention was paid to the fact that the participants consisted of teachers who differed in terms of "educational status, teaching seniority, gender, type of school".

Table 1

Demographic Information of Participants

Code	Gender	The organization where they work	Education level	Branch	Seniority (Year)
T 1	Female	Kindergarten	bachelor's degree	Pre-school teacher	17
T 2	Female	Kindergarten	bachelor's degree	Pre-school teacher	12
T 3	Female	Kindergarten	bachelor's degree	Pre-school teacher	9
T 4	Female	Primary school	bachelor's degree	Pre-school teacher	16
T 5	Female	Secondary school	master	Pre-school teacher	23
T 6	Female	Primary school	master	Pre-school teacher	15
T 7	Female	Kindergarten	bachelor's degree	Pre-school teacher	12
T 8	Female	Primary school	bachelor's degree	Pre-school teacher	18
T 9	Female	Secondary school	bachelor's degree	Pre-school teacher	8
T 10	Female	Primary school	bachelor's degree	Pre-school teacher	11
T 11	Female	Kindergarten	master	Pre-school teacher	21
T 12	Female	Secondary school	bachelor's degree	Pre-school teacher	13
T 13	Male	Kindergarten	bachelor's degree	Pre-school teacher	24
T 14	Female	Primary school	bachelor's degree	Pre-school teacher	12
T 15	Female	Primary school	bachelor's degree	Pre-school teacher	14
T16	Female	Kindergarten	bachelor's degree	Pre-school teacher	16
T 17	Female	Primary school	master	Pre-school teacher	9
T 18	Female	Kindergarten	bachelor's degree	Pre-school teacher	19
T 19	Female	Secondary school	bachelor's degree	Pre-school teacher	20
T 20	Male	Kindergarten	master	Pre-school teacher	15

Data Collection Tool

In the study, a "semi-structured interview form" was used to examine the parental profiles of children with behavioral problems in the preschool period and the expectations of teachers from parents according to teachers' opinions. Before developing the interview form, firstly, the relevant literature was investigated and studies related to the subject were examined and a draft form was prepared. The prepared form was examined by three experts. The experts conducting the review are academicians working in the field of educational administration with experience in qualitative research. Necessary adjustments were made in the draft form regarding expert opinions. Finally, suggestions were received by applying the form to three teachers who were not included in the study group of the research.

Data Collection

The data of the research were collected in the spring term of the 2022-2023 academic year. During the data collection process, 20 pre-school teachers working in public schools in Eskişehir city center were interviewed. The content of the research was explained by communicating with the participants before the research, and the time and place of the interview were determined. Interviews were held at the schools where the participants were assigned, according to demands of the participants. Before the interviews, the participants were informed with a consent form. Furthermore, explanations were given to the participants about research ethics and confidentiality, it was stated that the participation was voluntary, and voice recording approval was obtained. Since a teacher did not allow voice recording, the interview was recorded by taking notes during the interview. In addition to their demographic information, the parent profiles of children with behavioral problems in the preschool period and the expectations of teachers from parents were asked within the scope of the purpose of the research. The duration of the interviews with the participants was between 20-24 minutes. A total of 415 minutes of audio recording was obtained.

Analysis of Data

Content analysis technique was used in the analysis of the data obtained from the interviews. In content analysis, the data obtained from research are analyzed in detail. In order to understand the data, they are coded, and then similar codes are brought together to form themes (Yıldırım & Şimşek, 2021). Before starting the analysis, the audio recordings were transferred to the computer and written down. Lost data was prevented by comparing the written data with the audio recordings. Then, the common points in the answers given by the participants to the research questions were determined and the codes were given to these answers. Themes were created by bringing related codes together. Considering the conceptual framework, care was taken to make the themes meaningful in themselves. While interpreting the findings, direct quotations were also presented in order to reflect the original thoughts and views of the participant group. In addition, in order to ensure participant confidentiality, the teachers participating in the research were abbreviated as Teacher 1 (T1), Teacher 2 (T2),... and given numbers.

Validity and Reliability

Some precautions have been taken to ensure the validity and reliability of this qualitative study. These measures were discussed within the framework of the concepts of “internal validity (credibility), external validity (transferability), internal reliability (consistency) and external reliability (confirmability)” introduced by Lincoln and Guba (1985).

In order to ensure internal validity of the research, the literature was examined and expert opinions were used in the preparation of the interview questions. Pre-application was made by applying the prepared questions to three teachers who were not part of the participant group. Before the interviews, the participants were informed about the purpose of the research, and explanations were made about confidentiality and research ethics. In the interviews, sufficient interaction was made with the participants. After deciphering the data obtained as a result of the interviews, it was sent to the participants. Participant confirmation was provided by asking the participants to identify missing or incorrect statements.

In order to ensure external validity (transferability), all stages of the study were presented to the readers in detail. In order to ensure internal reliability (consistency), the “consensus between coders” technique was used (Creswell, 2016). Accordingly, the raw form of the data obtained in the research was shared with an academic from the field of educational sciences who had experience in qualitative research in order to create codes and themes. The codes and themes created by the academician and the codes and themes created by the researcher were compared. As a result of the comparison, it was seen that the harmony between the code and the themes was at a high level. In order to ensure external reliability (confirmability) of the research, the research process was reported transparently, the role of the researcher was explained, and the results of the research were presented to the field expert and confirmation was obtained. In the research, a model was created in order to visualize the themes created as a result of participant opinions. The created model is presented in Figure 1.

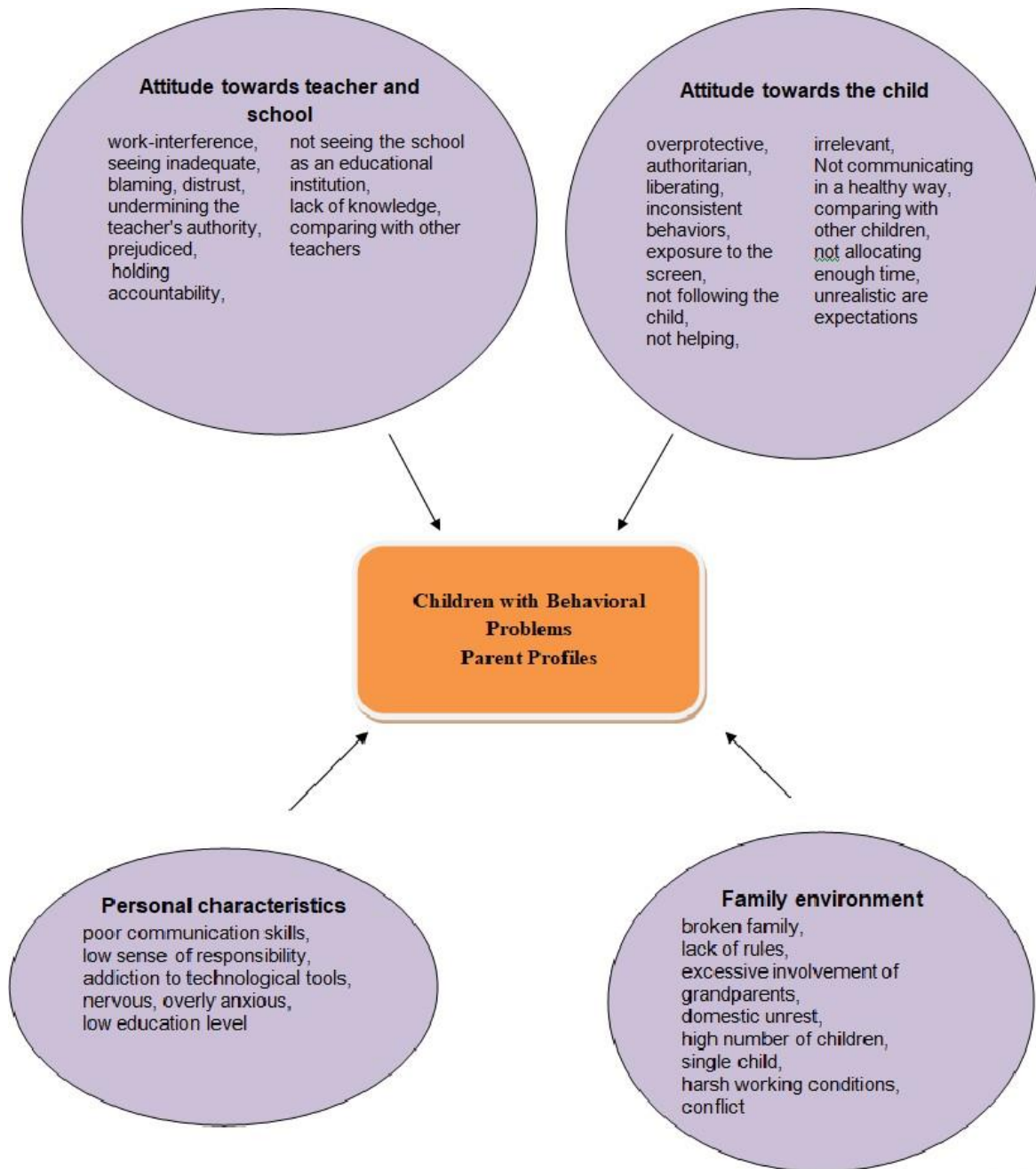


Figure 1. The model created according to the opinions of preschool teachers

RESULTS

In this section, the findings obtained from the parent profiles of the children with behavioral problems in the preschool period and the teachers' expectations from the parents are included.

Parent Profiles of Children with Behavioral Problems in Preschool Period

The views of preschool teachers regarding the parental profiles of children with behavioral problems in the preschool period are presented in Table 2.

Table 2

Findings on parent profiles of children with behavioral problems in preschool education.

Theme	Sub-theme	Codes
Parent profiles of children with behavioral problems in preschool education.	Attitude towards the child.	overprotective, authoritarian, liberating, inconsistent behaviors, exposure to the screen, not following the child, not helping, irrelevant, not communicating in a healthy way, comparing with other children, not allocating enough time, <u>unrealistic are expectations</u>
	Attitude towards teacher and school.	work-interference, seeing inadequate, blaming, distrust, undermining the teacher's authority, prejudiced, holding accountability, not seeing the school as an educational institution, lack of knowledge, comparing with other teachers
	Personal characteristics.	poor communication skills, low sense of responsibility, addiction to technological tools, nervous, overly anxious, low <u>education level</u>
	Family environment.	broken family, lack of rules, excessive involvement of grandparents, domestic unrest, high number of children, single child, <u>harsh working conditions, conflict</u>

In the study, 4 sub-themes were reached under the theme of parental profiles of children with behavioral problems in preschool education. These sub-themes are attitude towards child, attitude towards teacher and school, personal characteristics and family environment. The attitudes of the parents of children with behavioral problems towards their children in preschool education are overprotective, authoritarian, liberating, inconsistent behaviors, exposure to the screen, not following the child, not helping, irrelevant, not communicating in a healthy way, comparing with other children, not allocating enough time and unrealistic are expectations.

Attitudes of parents of children with behavioral problems towards teachers and school; work-interference, seeing inadequate, blaming, distrust, undermining the teacher's authority, prejudiced, holding accountability, not seeing the school as an educational institution, lack of knowledge and comparing with other teachers. Personal characteristics of parents of children with behavioral problems; poor communication skills, low sense of responsibility, addiction to technological tools, nervous, overly anxious and low education level. Characteristics of the family environment of children with behavioral problems; broken family, lack of rules, excessive involvement of grandparents, domestic unrest, high number of children, single child, harsh working conditions and conflict. The opinions of some of the participating teachers are as follows:

(T8):Some students' parents act negligently, while others show extreme pampering. If there is inconsistency in parental behaviors or if grandparents are involved in child education, this may cause negative examples in children's behaviors. In general, I can say that children who are left with tablets and phones show more problem behaviours.

(T11):Generally, the families that are uninterested, have low awareness, have had too many children, have broken families or have communication disorders between parents and families that expose their children to technology more than appropriate time and deprive them of stimuli.

(T4): For 16 years I have been working as a preschool teacher and during this time I have had many students with behavioral problems. When I observed the parents of these children, I saw that most of them did not have a peaceful environment in their families. The most common situations I encountered in parents are the problems between the parents, not taking care of their children, very harsh authoritarian attitudes, and not allocating time for the child.

(T14): As it is known, the 0-6 age range is very important in terms of personality and behavioral development in children. During this period, the child spends more time with his family. The behaviour of the parents is very effective on the child. When I examine children with problematic behavior, I can say that some negative situations in the family cause behavioral problems in children. We often encounter problems such as introversion and inability to express themselves in children who are subjected to pressure and violence from their parents.

(T9): We often encounter behavioral problems in preschool children. When I interviewed parents to resolve these issues, I found that some did not acknowledge the problem. I even witnessed that these people blame the school, the teacher and other children.

(T5): One of the biggest problems of recent years is the excessive exposure of children to digital screens at an early age. Parents give their children tools such as phones and tablets in an uncontrolled way. Children are exposed to violent content in these vehicles and their attention span is reduced. Children who are exposed to the screen too much disturb other children in the classroom environment, cannot adapt to the classroom, and show a lot of behavioral problems.

(T3): Parents who say they are interested in their children and spend time with them. Despite being so concerned, there are also parents who question "why is my child like this, what am I doing wrong?". Their financial situation is good. Some of them are parents who have not been able to prevent technology addiction in their children.

Teachers' Expectations from Parents of Children with Behavior Problems in Preschool Period

The opinions of the teachers regarding the expectations of the parents of the children with behavioral problems in the preschool period are presented in Table 3.

Table 3

Findings regarding teachers' expectations from parents of children with behavioral problems in the preschool period.

Theme	Sub-theme	Codes
Teachers' expectations.	Expectations for the child.	setting boundaries, accepting the behavioral problem, allocating time, being a role model, getting to know him well, providing socialization, showing love, giving responsibility, caring, understanding his feelings, acting consistently, communicating, playing together, being patient.
	Expectations for the teacher.	trust, communication, respect, helping, giving information, empathy and value
	Expectations about the educational process.	cooperation, fulfilling the responsibilities of consistency with the school, active participation, giving importance to education, reinforcing at home what is taught at school
	Expectations for the family environment.	everyone's compliance with the rules, healthy parent relationship, healthy communication, cooperation, spending time together, sharing the same feelings

In the research, 4 sub-themes were reached under the theme of teachers' expectations from the parents of children with behavioral problems in the preschool period. These sub-themes are expectations for the child, expectations for the teacher, expectations for the education-teaching process, and expectations for the family environment. The expectation of teachers from parents towards the child; setting boundaries, accepting the behavioral problem, allocating time, being a role model, getting to know him well, providing socialization, showing love, giving responsibility, caring, understanding his feelings, acting consistently, communicating, playing together and being patient. The expectation of teachers from parents towards them; trust, communication, respect, helping, giving information, empathy and value. Teachers' expectations from parents about the educational process; cooperation, fulfilling the responsibilities of consistency with the school, active participation, giving importance to education and reinforcing at home what is taught at school. Teachers' expectations from parents about the family environment; everyone's compliance with the rules, healthy parent relationship, healthy communication, cooperation, spending time together and sharing the same feelings. The opinions of some of the participating teachers are as follows:

(T3): Parents of children with behavioral problems must first be a good role-model for the child. Families should fulfill their responsibilities in teaching children good behavior. Parents should be consistent in behaviour.

(T12): I think it is very important for families to cooperate with teachers. Good behavior taught at school needs to be reinforced in the family by parents. Parents of children with problematic behavior should trust the teacher, communicate and help.

(T2): Parents need to give their children enough time and attention. Unfortunately, a significant number of parents spend most of their time on

social media and the internet. Therefore, there should be limits on the use of cell phones and social media.

(T7): One of the most common mistakes made today is that the parents do not react to the negative behaviours of the child and show a protective approach. Parents should set limits on their children's behaviours and explain to the child that the behavior is wrong.

(T18): Especially, both working parents need to allocate enough time with their children. I think that it is very important for the development of the child that parents spend quality time with their children. Playing together and communicating effectively will have a positive effect on the child's behaviour.

(T15): It is necessary for parents to act in cooperation with the teacher, to have rules at home and everyone to follow these rules, to make children's requests reasonable, to say no when necessary, and to show a common attitude in child education.

(T9): First of all, I expect parents to accept their children's behavior problems. Unfortunately, many parents do not accept this situation. They need to be open to problem-oriented notifications and support what we can do for the student. They should also cooperate with the school and the teacher.

DISCUSSION

In this study, the parental profiles of children with behavioral problems in the preschool period and the views of teachers on their expectations from parents were examined. As a result of interviews with pre-school teachers, firstly, findings related to parent profiles were revealed in the research. According to the findings, it was seen that the parent profiles of children with behavioral problems in the preschool period were gathered under 4 sub-themes: attitude towards the child, attitude towards the teacher and school, personal characteristics and family environment.

The pre-school period, where development is very intense, has a critical importance in terms of behavioral development of children. In order to eliminate or minimize problematic behaviors, the factors affecting these behaviors should be known before and necessary precautions should be taken. The first of these is parental attitudes. Parents are the individuals of whom the child interacts most frequently from the moment of birth. The child's behavior cannot be considered independent of parental attitudes. In the study, 4 sub-themes were reached under the theme of parent profiles of children with behavioral problems in the preschool period. These sub-themes are attitude towards child, attitude towards teacher and school, personal characteristics and family environment. Accordingly, it can be said that the parental profiles of children with behavioral problems in the preschool period consist of many dimensions, and these dimensions have a multidimensional effect on the behavioral problems seen in children. One of the main findings of the study is the attitudes of the parents towards the child on the behavioral problems seen in children in the preschool period. These attitudes are those parents are overprotective towards their children, authoritarian, letting go, acting inconsistent behaviors, exposing the child to the screen, not following the child, not helping, being irrelevant, not communicating well, comparing with other children, not allocating enough time,

and having unrealistic expectations. In the literature, there are different studies showing that parents' attitudes towards their children have a significant effect on the behavioral development of the child. Yalçın et al., (2020) states in his study that for the healthy development of children, parents should primarily fulfill their parenting duties towards their children. In another study, the most prominent feature in defining the ideal parent is the positive relationship between parents and children (Babaoğlu et al., 2018). According to Kandır and Alphan (2008), the attitudes of parents towards their children in the preschool period are extremely important for the development of the child.

In the study, it was found that the overprotectiveness of the parents towards the child is effective in the emergence of behavioral problems in the child. In their study, Köyceğiz & Özbey (2018) states that the overprotective attitude of parents plays an important role in the formation of behavioral problems in children. Akça (2012) states that children who grow up in an overprotective family have difficulties in following the rules and show a lot of problematic behavior. In another study, teachers said that the negative behaviors of children were caused by parents being overprotective (Ekinçi et al., 2016).

Participant teachers stated that they are parents who have an authoritarian attitude on the behavior problems seen in children in the preschool period. In many studies, it has been revealed that aggressive behavior is frequently observed in children who are exposed to authoritarian attitudes (Benzies et al, 2009; Demir et al., 2017, Santrock, 2015).

In the study, it was found that parents' release of their children is associated with behavioral problems in children. Aydoğdu and Dilekmen's (2016) studies indicate that the parent's failure to react to the child's behavior and releasing the child about their behavior causes problematic behaviors. Berk (2009) relieving parental behaviors have a significant effect on children's behaviors.

According to the research findings, inconsistent behaviors of parents are effective in behavioral problems seen in children. The different reactions of parents to children's behaviors constitute an important problem in the learning process of children's behaviors. In this case, the child has difficulty in how to behave. Parents' compatibility with each other will make it easier for the child to acquire positive behaviors (Çağdaş & Seçer, 2002).

In the study, it was stated that the exposure of children to the screen by their parents is associated with behavioral problems. Bar-On et al., (2001) states that there may be various problems in children whose screen time is not controlled by adults. In the research conducted by Mustafaoğlu and Yasacı (2018) on screen addiction, it was concluded that the social, emotional and behavioral development of children who spend a long time in front of the screen are negatively affected.

Participant teachers stated that parents of children with behavioral problems are irrelevant to their children. Coşkun and Filiz (2019) stated in their studies that children who grow up in an unconcerned environment have problems such as addiction. Kimter (2015) states that some behavioral problems can be seen in order to attract attention in children whose parents do not show enough attention.

Another important finding of the study is the attitude of the parents of children with behavioral problems in the preschool period towards the teacher and the school. Participant teachers stated that the parents of children with behavioral problems exhibit behaviors such as interfering with the teacher's work, interfering with the teacher, seeing the teacher as inadequate, blaming, distrusting, undermining the authority of the teacher, being prejudiced, not seeing the school as an educational institution, lack of knowledge, and comparing with other teachers. In pre-school education, the relationship of parents with the teacher and school is extremely important in the process of gaining behavior for children. Especially in order for permanent behavior change in children to occur, the trainings given by the teachers should be supported by the parents (Bayraktar et al., 2016). According to studies, the relationship between school and parents in the preschool period affects children's school life and success (Akbaba Altun, 2009; Catron & Allen 2003).

Another finding of the study is related to the personal characteristics of their parents. Accordingly, the personal characteristics of the parents of children with behavioral problems; poor communication skills, low sense of responsibility, addiction to technological tools, nervous, overly anxious and low level of education. In order to develop healthy personality traits in children, parents must first have positive personality traits (Dam, 2008). In the pre-school period, children identify themselves with their parents, and the parent has a great influence on the child's behavioral development (Durmuş, 2006). Prinzie et al. (2004) found that behavioral problems in children are related to the personality traits of parents. In another study, it was concluded that as personality disorders increase in parents, behavioral disorders increase in children (Marchand et al, 2004).

Another important finding of the study is about the family environment of children with behavioral problems in the preschool period. Accordingly, the characteristics of the family environment of children with behavioral problems; broken family, lack of rules, excessive involvement of grandparents, domestic unrest, high number of children, single child, harsh working conditions and conflict. According to Yavuzer (2013), the problematic family environment is effective on the behavioral problems seen in children. Children are adversely affected by conflicts and arguments in the family and show behavioral problems. Children are negatively affected by the unhealthy relationship between parents in the family (Cüceloğlu, 2015). One of the causes of behavioral problems in children is violence between parents (İbiloğlu, 2012). Participant teachers stated that behavioral problems in children are related to having a broken family. Türkarslan (2007) states that there are problems in the behavior of children whose parents are divorced. Cai et al., (2004) concluded in their study that behavioral problems are more common in single-parent children. In addition, the opinion of Doctoroff and Arnold (2004) that the number of siblings of the child is related to the child's behavior is compatible with the finding in the study that the number of children is high or that there is only one child.

In the study, the expectations of teachers from the parents of children with behavioral problems in the preschool period were also determined. Accordingly, the expectations of teachers from parents were determined as expectations for the child, expectations for the teacher, expectations for the education-teaching process, and expectations for the family environment. The expectation of teachers from parents towards the child; setting boundaries, accepting the behavior problem, allocating time, being a role model, getting to know him well, providing socialization, showing love, giving responsibility, caring, understanding his feelings, acting consistently, communicating, playing together and being patient. In the study of Yalçın et al. (2020), teachers state that parents should primarily fulfill their parenting duties towards the child in the preschool period.

Similarly, the finding in the studies of Babaoğlan et al. (2018) that the ideal parent is the one who fulfils the responsibilities of parents towards their children supports the research findings. According to Flores (2016), the fact that parents spend time with their children and offer their love has a positive effect on the child.

The expectation of teachers from parents towards them; trust, communication, respect, helping, giving information, empathy and value. In another study on the subject, it was stated by teachers that parents should respect, support and trust teachers (Babaoğlan et al., 2018). According to Rius (2013), children are negatively affected by problems of trust and respect between teachers and parents, and their success decreases.

Teachers' expectations from parents about the educational process; cooperation, fulfilling the responsibilities of consistency with the school, active participation, giving importance to education and reinforcing what is taught at school at home. The purpose of the participation of parents in the education-teaching process is to ensure continuity and integrity in education. The realization of behavioral change in children, especially in the pre-school period, depends on the reinforcement of the learning activities carried out by the teachers in the family (Bayraktar et al., 2016). Mcwayne and Owsianik (2004) state that the children of families that cooperate with the school show desired behaviors more frequently. In the study of Sucuka and Kimmet (2005), it was concluded that the children of parents who actively participate in the education process have both high self-confidence and good academic success. Teachers' expectations from parents about the family environment are; everyone's compliance with the rules, healthy parent relationship, healthy communication, cooperation, spending time together and sharing the same feelings. The family is one of the factors that affect the child's behavior in accordance with the rules of society (Akduman et al., 2015). The family, where the personality development of the child begins, has a significant effect on the behaviors (Can, 2004). A healthy family environment has a positive contribution to both personality development and behavioral development of children (Dam, 2008). Children who grow up in a family environment where parents are constantly arguing and not enough time is left for the child are faced with various behavioral problems (Yavuzer, 1996).

CONCLUSION

Preschool period has a critical importance in terms of behavioral development of children. During this period, parental attitudes have a great influence on the development of the child. It is closely related to the behavior problems seen in children, especially in the preschool period, and the wrong attitudes of the parents. Determining parental profiles that are effective in behavioral problems in children will guide parents in terms of raising healthy children. In this direction, the parent profiles of children with behavioral problems in the preschool period were revealed according to the views of preschool teachers.

When the research findings are evaluated in general, it is understood that the parent profiles of children with behavioral problems in the preschool period have a multidimensional structure. Accordingly, it can be said that the attitudes of the parents towards the child, the attitude towards the teacher and the school, the personal characteristics and the family environment are effective on the behavior problems of the children. It is especially important that parents are overprotective or authoritarian towards the child, being liberating, displaying inconsistent behaviors, exposing the child to the screen, not following the child, not helping, being indifferent, not communicating well, comparing with other children, not allocating enough time, and having unrealistic expectations. parent attitudes. In addition, the expectations of preschool teachers from parents with behavioral problems were also revealed in the research.

Teachers have expectations from parents for the child, the teacher, the education-teaching process and the family environment. These results obtained in the study can be important data source for minimizing or eliminating the behavioral problems seen in children caused by parents in the preschool period.

SUGGESTIONS

Considering the findings of the research, it may be recommended that the Ministry of Family and Social Services organize child rearing programs for parents who want to have children. Parents may be required to participate in these programs. School guidance services can organize training activities for parents on behavioral development in children in the preschool period. Expectations of preschool teachers from parents can be included in the trainings to be given to parents. Activities can be planned by teachers to ensure parents' active participation in preschool education. Studies can be carried out to prevent the formation of behavioral problems in children.

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CONFLICTS OF INTEREST

The authors declare that there are no conflicts of interest regarding the publication of this study.

AUTHOR CONTRIBUTIONS

The author was responsible for the conception and design of the study, data collection, data analysis, interpretation of the findings, and preparation of the manuscript.

DECLARATION OF GENERATIVE AI USE

No generative artificial intelligence (AI) tools were used in the design, data collection, analysis, interpretation of the findings, or writing of this manuscript.

DATA AVAILABILITY STATEMENT

The data that support the findings of this study are available from the author upon reasonable request.

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