

PRESCHOOL EDUCATION TEACHERS' EVALUATIONS ABOUT THE PROBLEMS EXPERIENCED IN THE EDUCATION PROCESS AND THEIR SOURCES*

Abstract: The aim of this research is to reveal the evaluations of preschool teachers' about the problems experienced in the education process and the sources of the problems. The study was carried out based on the basic qualitative research design. The research participants consist of 19 preschool teachers working in public and private schools providing preschool education in Eskişehir city center. The primary data of the research were obtained through semi-structured interviews with teachers. In addition, the parent demographic information collection forms and the researcher diaries were used. Descriptive analysis and content analysis were used in the analysis of the data. According to the main findings obtained within the scope of the research, the most frequent and common problems experienced by students in the education process are related to attention and maintaining attention, and exhibiting behaviors in accordance with the rules in the classroom. In addition, the problems experienced are observed much more intensely in male students compared to female students. When teachers compare their students from past years with their current students, they are of the opinion that there is a significant increase in the problems experienced in the education process compared to years. Problems experienced in the preschool education process occur more frequently and are more common in public schools compared to private preschool education institutions. The most important sources of problems behind the troubles that arise in the education process; students' parents, common technology usage habits of students, quality of teachers, quality of educational environments, preschool education program, student characteristics and changing daily life habits of students.

Keywords: Preschool education, Problems experienced in the education process, Use of technology in preschool age, Basic qualitative research design.

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INTRODUCTION

The preschool period is a session in which human development takes place the fastest in many aspects. From this point of view, preschool education institutions play an important role. A qualified preschool education process offered in this period is precious. It can be said that quality in preschool education is handled within the framework of some basic elements such as a program based on the development of children, their interests, wishes and needs, equipped educational environments suitable for child development, well-supported educators, knowledgeable and consistent parents.

During this period, children are very attached to their families and are heavily influenced by their families. The child is most attached to his family and is heavily influenced by his family. The communication established between parents and children in the preschool period also forms the basis of the development of the children's social relations (Kırman & Doğan, 2017). For this reason, the lack of love and interest caused by the parents, who have a very important place in their children's lives, cannot take care of their children adequately can cause the child to exhibit problem behaviors in preschool education environments and make it difficult for the child to adapt to school (Correia & Marques-Pinto, 2016).

As in every education level, children's education life at the preschool level is based on the curriculum developed for this purpose. All educational activities that are planned and tied to a specific time, including knowledge, skills, and behavioral changes aimed at gaining students, come to life through educational processes in schools (Köksal, Balaban-Dağal, & Duman, 2016). In this respect, there is a strong relationship between the quality of preschool education and the quality of the education programs that shape the education process (Başaran & Ulubey, 2018; Özsırkıntı, Akay, & Yılmaz-Bolat, 2014).

Educational environments are the most important determinants of the quality of education as the places where the education process is implemented. For a qualified pre-school education; clean, adequate light, sound and heat insulation, equipped with rich educational materials (Çukur & Güler-Delice, 2011), safe educational environments that allow participatory learning (Kara & Çağiltay, 2020; Schilling, 2011) is very important.

Teachers who interact directly with students, model for students, plan, implement and evaluate the educational process can also determine the quality of pre-school education. (Curby et al., 2009). The qualifications of teachers to realize the gains and indicators in the daily education flow, their knowledge about the developmental areas of children, and the extent to which they benefit from the family support program integrated with the preschool education program directly affect the quality of the process. (Köksal, Balaban-Dağal, & Duman, 2016).

Despite all the variables mentioned above, there is no doubt that the most important explanation of the results that will emerge in the context of the quality of preschool education institutions and the educational services provided in these institutions is students. Students' developmental characteristics, needs, expectations, readiness levels, learning speeds, learning styles, work habits, attitudes, feelings, and interests (Çakır-Balta, 2008) directly affect the education process.

In the literature, there are studies on various behavioral problems observed in preschoolers which directly affect the quality of the education process. According to studies tantrums, crying, shouting and stubbornness are among the unwanted student behaviors that preschool teachers' frequently encounter during the education process (Yağan-Güder, Alabay, & Güner, 2018). In addition, phobic behavior, breaking the rules, inconsistent behavior, jealousy, using slang (Broidy et al., 2003), physical violence to friends, ear pulling, hitting, pushing, spitting (Uysal & Dinçer, 2013), making noise, distracting the group, behaviors of not showing interest in activities, complaining, interrupting, disturbing one's friend, harming and constantly acting (Sadık, 2004), distracting the class, interrupting the activity, damaging the materials (Uysal, Altun, & Akgün, 2010) other related findings.

Studies on student behaviors that negatively affect the preschool education process show that today's children come to classes with new expectations and different demands, much more aroused compared to the children of the past, and hyperactivity and attention deficit are common in children (Bayraktar, 2013; Bilgin-Ülken & Kılınç, 2018; Chassiakos et al., 2016; Mustafaoğlu, Zirek, Yasacı & Razak-Özdiñler, 2018; Sevi et al., 2014), it is emphasized that the cartoons, videos and digital games watched by children who make technology a habit of living at the level of addiction may be the source of behaviors such as hyperactivity, distraction, aggression and violence. (Çağlar & Savaşer, 2010; Şenay, 2011; Taştekin, 2019). It is stated in the researches that this kind of behavior brings with it many negativities (Açıköz-Yiğit et al., 2018; Bilgin-Ülken & Kılınç, 2018; Burak & Ahmetoğlu, 2015; Palaiologou, 2016; Parnell & Barlett, 2012; Radesky, Schumacher & Zuckerman, 2015; Subrahmanyam & Šmahel, 2011; Timisi, 2011; Üstündağ, 2019).

There is no research that examines the evaluations of preschool teachers' who are the most basic stakeholders of the preschool education process, about the problems caused by student behavior in the education process and the sources of these problems, through a qualitative research topic. This indicates the originality of the research. This study is also important and valuable in terms of clustering the behaviors commonly seen in educational environments in preschool children, determining the variables behind the problem behaviors, increasing the awareness of teachers about the subject, raising the awareness of families and improving educational environments.

With this research, it is aimed to reveal the evaluations of preschool teachers' about the problems experienced in the education process and the sources of the problems. Within the framework of this main purpose, the research questions sought to be answered in the research are as follows:

1. What are the opinions of preschool teachers' about the problems they experience in concentrating and maintaining the attention of their students during the education process?
2. What are the views of preschool teachers' about the problems their students experience in motivating and sustaining learning during the education process?
3. What are the views of preschool teachers' about the problems experienced by their students regarding the behavior of fulfilling the duties and responsibilities assigned to them during the education process?
4. What are the views of preschool teachers' about the problems their students experience in exhibiting behaviors in accordance with classroom rules during the education process?
5. What are the views of preschool teachers' about the problems their students experience in classroom communication skills during the education process?
6. What are the opinions of preschool teachers' about the problems that their students experience in cooperation and cooperation skills with their peers during the education process?
7. What are the opinions of preschool teachers' about the changes in the problems experienced in the education process according to gender, years and school type?
8. What are the views of preschool teachers' about the sources of the problems experienced in the education process?

METHOD

RESEARCH DESIGN

This research, which aims to describe the views of preschool teachers' about the problems experienced in the education process and especially on student behavior-oriented problems and their sources, is designed as a basic qualitative research in the qualitative research type. The main criterion in determining this design for the research is its suitability for the research purpose. In basic qualitative research; how individuals construct the meaning of a life is

discovered, this meaning is revealed and interpreted (Meriam, 2009). In this study, this aspect of the basic qualitative research design was used in the problems experienced in the preschool education process and in revealing the sources of these problems.

SAMPLE

The participant group of the research consists of preschool teachers and parents of students. The participant teacher group, from which the research data were obtained, consists of nineteen preschool teachers working in the preschool education classes of private and public schools in the city center of Eskişehir in Turkey. Participating teachers were determined at the end of a two-stage sample selection process using criterion sampling and maximum variation sampling, which are purposeful sampling methods. During the data collection process, the parents of the students studying in the classrooms of nineteen preschool teachers were asked to answer the parent demographic information collection form prepared within the scope of the research.

DATA COLLECTION

Semi-structured interview form for teachers; Semi-structured individual interviews were conducted with each of the 19 participating preschool teachers in accordance with the calendar created, and it was aimed to reveal the facts expected to be discovered within the scope of the research with these interviews (Merriam, 2009). In the fall semester of the 2019-2020 academic year, interviews with teachers were held in November, December and January. The participants were also informed verbally about the ethical rules.

Demographic information collection form for parents; It was prepared for the families of the students studying in the classrooms of the participating teachers. Form; It consists of a total of 24 questions, two of which are open-ended and the rest are multiple-choice. With the first 7 questions in the form, it is aimed to obtain demographic information such as the ages of the students' parents, separation status of parents such as divorce, death, employment status, education level, number of children. There are 17 questions in the following part of the form. These questions are asked to parents of students, the duration of their children's use of technological tools, the frequency of use, the purpose of use and the effect of technology use on family relations, whether children have a room of their own at home, whether they live with family elders such as grandparents, children's friendships outside of school, school. It aims to determine the environments in which they spend time outside and the situations where families spend effective time with their children.

Researcher diaries; Researcher diaries were regularly kept by the researcher throughout the period covering November, December and January of the 2019-2020 academic year fall semester, in which research data were collected through face-to-face structured interviews. It was thought that these diaries would provide a basis for the formation of ideas in the process of interpreting the findings (Alaszewski, 2006; Silverman & Marvasti, 2008).

DATA ANALYSIS

The analysis of the data obtained from the semi-structured interviews conducted face to face with preschool teachers was carried out using descriptive and content analysis methods. Using the descriptive analysis technique, the data obtained with the first nine research questions; The data obtained within the scope of the tenth research question were analyzed by content analysis technique. In the data analysis process, a pseudonym was used for each teacher due to the ethical principles adopted in the research. In this research, the descriptive analysis technique was carried out with a four-stage process. Firstly; themes were created for descriptive analysis, then the data were processed according to the thematic framework, the findings were defined, and finally the defined findings were interpreted (Yıldırım & Şimşek, 2016). In this study, the content analysis systematic proposed by Yıldırım and Şimşek (2016) was adopted in terms of the order in which the operations should be performed in content analysis. Content analysis stages are as follows; writing the interview data and obtaining the raw data, coding the data,

categorizing the codes by finding common aspects, finding themes, organizing the data according to codes and themes, interpreting the findings. The themes determined before the descriptive analysis process carried out in the research, "problems experienced in the preschool education process", "differentiation status of the problems experienced in the preschool education process according to the gender variable", "change of the problems experienced in the preschool education process according to the years", "the problems experienced in the preschool education process". the differentiation status of the problems according to the school type variable". The theme revealed by the content analysis is "the sources of the problems experienced in the preschool education process" and its sub-themes are "students' parents", "intensive use of technology", "teacher quality", "educational environments", "quality of the education program", "student characteristics", "changing daily life habits", "other sources of problems".

CREDIBILITY IN RESEARCH

Credibility in qualitative research; it is reached by explaining the dimensions of reliability, transferability, consistency and confirmability. (Başkale, 2016). In this study, expert review, diversity in data collection methods and participant confirmation were used for the reliability dimension. Detailed descriptions were made for the transferability dimension, criterion sampling and maximum variation sampling methods were used and direct quotations were included. Consistency analysis was carried out for the dimension of consistency and finally, reduction of researcher biases and confirmation/reflection examination was applied for the confirmability dimension.

FINDINGS/RESULTS

FINDINGS REGARDING THE PROBLEMS EXPERIENCED IN THE PRESCHOOL EDUCATION PROCESS

FINDINGS REGARDING THE PROBLEMS STUDENTS EXPERIENCE IN CONCENTRATING AND MAINTAINING ATTENTION

All of the nineteen (19) participating preschool teachers think that they have problems in concentrating and maintaining their students' attention during the education process. As for the prevalence of the issues in concentrating and maintaining attention, 15 of the teachers stated that they observed such difficulties in all of their students, and four (4) teachers stated that they observed such problems quite clearly and frequently only in some of their students. Within the scope of the first research question, in order to provide explanatory clarity, the teachers were asked "Can you give examples of the problems you observed in your students in concentrating and maintaining attention?" The question was asked and the teachers were asked to explain the situations that attracted their attention regarding this problem by exemplifying.

Teacher Büşra stated her observations about the distraction problem of the students with the following sentences:

One of the things I have observed most recently in children is that they get distracted a lot, and I find this very strange. Some children have trouble following commands. That is, the child does not receive instructions, does not listen. I explain over and over; "We will do it like this, it will be like this." shaped. Obviously, children deal with much more animated and colorful images on the tablets they use, and many things are no longer sufficient for them in the education process. The activities in the classroom may not attract their attention, as there are very colorful and moving things on the screens.

Teacher Defne stated that her students, like teacher Büşra, have a distracted attitude when it comes to concentrating and maintaining attention, and therefore, they have problems in getting and applying instructions by concentrating their attention during the education process:

I observe that some of my students in my class have obvious distraction problems. I say that; I say you can take your pencil cases, you can buy desk A and desk B. But while some take the instruction and go and get it right away, some do not seem to hear me. There are times when we experience this over and over, and frankly, my students who have such problems are children who do not spend much time at home with their parents, whose parents work very hard, and students who spend a lot of time with computers and tablets.

In the research, within the scope of the first research question, “*What would you like to say about the frequency of your students encountering problems in concentrating and maintaining their attention?*” The answers given by the teachers to the question are presented below. More than half of the teachers (10 teachers) state that such problems are experienced “*every day*” during the education process regarding the frequency of their students having problems in concentrating and maintaining their attention in classroom activities. This view is followed by the “*several times a week*” assessment by 7 teachers. There is one teacher who stated that he observed problems with his students “*sometimes*” in concentrating and maintaining attention, and there was one teacher who stated that he observed problems “*rarely*”.

FINDINGS REGARDING THE PROBLEMS STUDENTS EXPERIENCE IN MOTIVATION TO LEARN AND MAINTAINING MOTIVATION

In the study, sixteen teachers were of the opinion that some of their students had problems in motivating and maintaining learning during the education process. Three teachers think that their students do not have any problems in this regard.

The views of teacher Elif, who mentioned the lack of intrinsic motivation in her students, are as follows:

If I divide the class into two, there are those who can start a job with self-motivation at first, but there are also those who are not motivated at all. I feel that they have always been brought up with the reward-punishment method. They expect: “Here's what you get in return if you do this”. They are so accustomed to this that I honestly do not see the inner motivation I expect in my students.

Teacher Kübra explained that she could not get feedback from her students in activities that required them to focus and motivate as follows:

For example, we just did an experiment, the experiment was according to the level of the children, so it was not an activity that they would have difficulty in perceiving. But when I received the feedback, when I asked why this object sinks, why this object does not sink, I got feedback from 4-5 of my 22 students. But I get few feedbacks from children in activities that require attention and motivation. I can say that I can't get any at many events. In other words, I cannot get concrete feedback in seventy percent of the activities that require cognitive skills.

In the research, it is seen from the opinions of the teachers that their students encounter problems with varying frequency in terms of motivation to learn and maintaining motivation during the education process. In this context, six (6) participating teachers state that their students encounter such problems “*every day*”. While four (4) teachers evaluated that their students encountered problems in this regard “*several times a week*”; three (3) teachers reported that they encounter such problems “*sometimes*”. While two (2) teachers stated that they “*rarely*” encounter problems in their students' motivation to learn and maintaining motivation; one (1) teacher stated that he observed problems with his students in this regard “*with a decreasing frequency since the beginning of the semester*”. The number of teachers who think that they do not encounter problems in motivation to learn and maintaining motivation in their students during the education process is also three.

FINDINGS CONCERNING THE PROBLEMS STUDENTS EXPERIENCE IN FULFILLING THEIR DUTIES AND RESPONSIBILITIES

Fifteen (15) teachers stated that they observed such problems in all of their students, and two (2) teachers in some of their students regarding the problems they experienced in fulfilling the duties and responsibilities assigned to them during the education process. The number of teachers who stated that their students did not experience any problems in this regard is two. Teacher Sevda shared that a student of hers expects help from other friends during the activity and does not want to do even simple tasks that she can do without help by making it a habit in her comments below:

I would like to give an example of one of my students. Since all the work of my student is done by others, namely a mother, father or family member, he expects everything from me and his friends in the classroom. For example, he doesn't even pick up his pencil that fell on the floor in the classroom. If he was able to complete the event, he could not even collect his paints, he expects it from me or his friends. Montu does not want to bring them in his bag and sees these things as a burden. Because someone did it instead, my student could not develop a sense of duty and responsibility even in very simple matters.

Teacher Aylin referred to this situation she observed in her students with the following sentences; “...*But when I think about it in general, I observe that these children are children who are raised by their grandparents and play tablets, that is, children who enjoy their seats and are not given any responsibility at home, and they try to maintain these habits in the classroom.*” In these statements, Aylin refers to the effect of people who take care of children after school and the impact of technology use on preschool students. From these views, it can be said that the school environment is not independent of the home environment and the experiences in the home environment. When the frequency of the participant preschool teachers' encountering problems with their students' behaviors in fulfilling the duties and responsibilities assigned to them is examined, it is seen that six (6) teachers stated that they “*sometimes*” faced such problems during the education process. This evaluation is followed by four (4) teachers' “*increasing frequency from the beginning of the semester*” and three (3) teachers' “*rarely*” evaluations. Two teachers stated that their students faced problems “*every day*” in fulfilling their assigned duties and responsibilities; two teachers stated that they encounter problems in this regard “*several times a week*”. On the other hand, two teachers stated that their students did not have any problems in this regard. It can be said that the participant teachers observed that their students had problems in this area, although not often.

FINDINGS REGARDING THE PROBLEMS STUDENTS EXPERIENCE IN EXHIBITING BEHAVIORS IN ACCORDANCE WITH CLASSROOM RULES

Almost all of the preschool teachers' (18 teachers) who were interviewed in the study thought that their students commonly had problems in exhibiting behaviors in accordance with the rules in the classroom. Teacher İpek, on the other hand, stated that her students did not experience any problems in this regard. In the research, in the opinions of the participating teachers about the behavior of the students in accordance with the classroom rules; the digital game they play, the video they watch etc. It is seen that they mentioned that they were under the influence of the contents and could not throw their energy away, showed resistance when warned to behave in accordance with the in-class rules, and obeyed the rules when there was adult supervision. Betül teacher made the following statements regarding a student who showed violent behavior towards her friends in the educational environment:

I have a student who is exposed to violence at home and of course he reflects this to his friends, he has behaviors such as hitting and pushing. Another problem I saw very recently was that a child who came to school after a fight with his mother, opened the door of the classroom and acted like running out. Children certainly reflect their experiences outside to the classroom.

It is seen that the most repeated opinion about the frequency of students encountering problems in terms of exhibiting behaviors in accordance with the rules in the classroom by the participating teachers is "*rarely*" (4 teachers). This view is followed by the "*every day*" opinion expressed by three (3) teachers and the "*decreasing frequency*" opinions expressed by three (3) teachers. Three (3) teachers also suggested that they observed problems "*two or three times a week*" regarding their students' behavior in accordance with the classroom rules. The frequency of encountering this problem in their students by two teachers was "*once a week*"; two (2) teachers gave the answer "*often*". While one teacher reported that she "*sometimes*" encountered problems with her students, one (1) teacher stated that her students did not experience any problems in this regard.

FINDINGS REGARDING THE PROBLEMS STUDENTS EXPERIENCE IN CLASSROOM COMMUNICATION SKILLS

In the study, sixteen (16) teachers stated that their students had problems with in-class communication skills during the education process, and three (3) teachers stated that their students did not have any problems in this regard.

In the opinions of the teachers; It is seen that they mentioned that their students have problems with the development of language and speaking skills, groupings in the classroom and peer bullying, the effect of parents' attitudes on their children's communication skills, the students' inability to establish the right communication channels in the classroom environment, the students' self-confidence problems and the problems they experience in classroom communication skills. Kübra teacher referred to the articulation problem that she observed in her students and that she thought had a negative impact on their classroom communication skills in the following comments:

In the first years of my career, one or at most two of my students would have articulation problems, the guidance teachers would take care of it, or I would direct them to other places depending on the level of my student's problem. Let me speak for my current class these last years, at least six of my students are having this problem. My student, who has articulation problems, does not want to communicate with his friends and me. He is aware that he cannot say some things, and he is closed in what he cannot say, he prefers to remain silent. I have this problem the most when it comes to communication skills.

Teacher Eda touched upon the problems that arise regarding the communication skills of her students during the education process with the examples presented below:

In the classroom, children say the words they heard from their parents at home to their friends. Last time we had this, the father of the child at home said, "Get out, go!" "Get out! Go away!" he began to tell his friends. When she later met with the school psychologist, she said, "My father calls me that too." said my student. I had another student. He also had a biting problem. And in fact, they loved the child at home by biting grandparents. The child accepts this as an act of love and bites his classmates. Especially in this communication, it becomes clear how role models shape children.

When the teachers' opinions about the frequency of their students having problems in classroom communication skills are examined, six (6) teachers express their opinion "*every day*". It is seen that this view is followed by the view of "*with decreasing frequency from the beginning of the semester*" by five (5) teachers, and this view is followed by the view of "*sometimes*" expressed by three (3) teachers. In the study, one (1) teacher evaluated that his students "*frequently*" encountered problems in classroom communication skills; one (1) teacher also stated that his students "*rarely*" faced problems in this regard. In the study, all three (3) teachers stated that their students did not encounter any problems in this regard.

In the demographic information collection form, the next question is “How often do you think your child has problems in communicating with his/her friends?” The question was asked, and it was aimed to get information about how often their children had problems in the communication they established when they came together with their friends outside of school. When the answers from 272 participating parents to this question are examined; It is understood that 49% (135 parents) think that their children rarely have problems in the communication they establish when they come together with their friends outside of school, while 29% (78 parents) think that they have problems from time to time. While 19% of the parents (51 parents) think that their children never have a problem when they get together with their friends; 3% (8 parents) stated that they had communication problems very frequently. It is understood that almost half of the parents think that their children rarely have problems with their friends, and quite a few think that their children have communication problems with their friends very often. When the findings obtained from the participating teachers within the scope of the fifth research question are evaluated as a whole, it is understood that sixteen of the nineteen (19) preschool teachers think that their students have problems in their classroom communication skills. On the other hand, when the data coming from the parent information collection form are taken into account in order to reach a holistic evaluation, it is seen that the parents do not agree with the teachers about the communication problems of their children with their friends. This finding can be explained as follows; Only 1% of children see their friends every day, and almost half only see them on weekends. Based on this information, it can be said that the time a parent can observe their child with their friends is more limited than a teacher who can observe in the classroom every day. Therefore, it is normal for teachers and parents to have different opinions.

FINDINGS CONCERNING THE PROBLEMS STUDENTS EXPERIENCE IN COLLABORATION AND HELPING SKILLS WITH THEIR PEERS

In the study, sixteen (16) teachers stated that their students had problems in cooperation and cooperation skills with their peers; three (3) teachers are of the opinion that their students do not have any problems in this regard.

In the opinions of the teachers; It is stated that students do not cooperate with their peers when they do not have control over their cooperation and cooperation skills, some students make it a habit to have their other friends do their activities under the name of cooperation, students' game time, activity time, etc. It is seen that they mentioned that they had problems in cooperation and cooperation during their education. On the other hand, some teachers also mentioned that inclusive students in their classrooms positively affect the cooperation and cooperation environment in the classroom. Büşra teacher stated in the following comments that she observed that some of her students were sensitive about helping each other, while others only showed cooperation in supervised situations:

Cooperation and cooperation are very important in this age group and its foundation is laid here. I want my students to communicate with each other and cooperate with each other during the activity hours, and I try to catch this. But they don't cooperate, they don't help each other in my free time, over which I have no control.

In the research, some of the participating teachers stated in their opinions that since their students are very open to helping each other, but some of their students who do not want to do their activities, make other students who like to cooperate do some of their activities first, and then all of them in the following days, and they make this behavior a habit over time. Regarding the frequency of students encountering problems in cooperation and cooperation skills with their peers; it is seen that six (6) teachers "*rarely*" encounter problems with their students, followed by the "*several times a week*" opinion expressed by four (4) teachers. In the study, three (3) teachers made evaluations that they observed problems in their students "*sometimes*"; It is understood that three (3) teachers made evaluations that they did not encounter problems

with their students in this regard. On the other hand, it is understood that only Sultan teacher is of the opinion that his students face problems "every day" in cooperation and cooperation skills with his peers. In the study, it is understood that teachers encounter problems with their students less frequently in terms of cooperation and cooperation skills in the education process, when compared to the problems to be answered by other research questions.

CHANGE OF PROBLEMS EXPERIENCED IN PRESCHOOL EDUCATION PROCESS BY GENDER, YEARS AND SCHOOL TYPE

In the semi-structured interviews about the differentiation status of the problems experienced in the preschool education process according to the gender variable, the answer of which was sought within the scope of the seventh research question in the study, the participant teachers were asked, "Do you think that there is a differentiation according to the gender of the students regarding the problems experienced in the education process?" the question was asked, and answers were received from all of the participating teachers. Thus, the second theme of the research, "The differentiation status of the problems experienced in the preschool education process according to the gender variable" has been reached. In the research, it is understood that the majority of the participating teachers (14 teachers) think that the problems they observe in their students differ according to the gender variable. In the study, five (5) teachers thought that both female and male students had the same problems and stated that they did not observe any differentiation according to the gender variable in the problems experienced. Sevda, Sultan, Betül, Defne, Ebru and Canan teachers are related to the problem areas that are tried to be answered with the first six research questions; stated that male students have problems in different fields and female students in different fields.

In the semi-structured interviews about the change (increase-decrease) of the problems experienced in the preschool education process, the answer of which was sought in the research, the participant teachers were asked, "When you consider your professional experience, do you think that there is a significant increase or decrease in the problems experienced over the years?" The question was asked and answers were received from all the participating teachers about the subject. With the analysis of the raw data obtained as a result of the interviews, the third theme of the research, "Change of the problems experienced in the preschool education process according to the years" was reached. When the majority of the participating preschool teachers' (17 teachers) evaluated the problems they observed during the education process according to the years, it was seen that they thought that there was an increase in the problems. On the other hand, two teachers stated that there was a decrease in the problems experienced in the education process compared to the previous years.

In the ninth research question of the study, it was tried to reveal whether the evaluations of the participating preschool teachers' about the problems experienced differ according to the school type variable. In this context, with the analysis of the data obtained as a result of the semi-structured interviews with the teachers, the fourth theme of the research, "The differentiation status of the problems experienced in the preschool education process according to the school type variable" was reached. When all the findings reached under the theme of differentiation status according to the school type variable of the problems experienced in the preschool education process are evaluated; it is seen that there is no differentiation according to the school type variable in the problems of concentrating and maintaining the attention of the students during the education process and the problems in fulfilling the assigned duties and responsibilities. In the problems experienced in terms of motivation to learn and maintaining motivation, behavior in accordance with the rules in the classroom, in-class communication skills and cooperation and cooperation skills with peers, differentiation according to the school type variable arises and students who continue their preschool education in public schools are more likely to attend preschool education in private schools. It is understood that they have more problems than the students who continue their education.

FINDINGS REGARDING THE SOURCES OF THE PROBLEMS EXPERIENCED IN THE PRESCHOOL EDUCATION PROCESS

In the research, with the eighth research question, it was tried to reveal the opinions of preschool teachers' about the sources that are effective in the formation of the problems experienced in the education process. With the analysis of the qualitative data obtained from the interviews, the fifth theme of the research, "The sources of the problems experienced in the preschool education process", was reached.

STUDENT PARENTS

In the research, the preschool teachers were asked, "What do you think are the possible causes or sources of the main problems experienced in the education process and discussed above?" When the question was asked, eighteen (18) teachers answered that the first source of the problems experienced during the preschool education process is "student parents". In Table 1, the codes and frequencies related to the category of "student parents" as one of the sources of the problems experienced in the education process are presented.

Table 1. Codes and frequencies related to the category of "student parents" as one of the sources of the problems experienced in the education process

Category	Sub Category	Codes	Teachers	f
Student parents	Parent attitudes	Indifference of parents	Aysun, Bahar, Büşra, Çiğdem, Defne, Ebru, Elif, İpek, İsa, Kübra, Sevda	11
		Parents' failure to set rules in the home environment	Aysun, Betül, Eda, Elif, İsa	5
		Parents being negative role models for their children	Büşra, Defne, İpek, Yağmur	4
		Parents do everything for their children	Aylin, Çiğdem, Elif, Kübra	4
		Allowing parents to do whatever their children want.	Aysun, Canan, Ebru, Kübra	4
		Parents tagging their children	Aylin, Büşra	2
		Violence in the family environment	İpek, Yağmur	2
	Parent characteristics	Changing parent profile	Aylin, Aysun, Betül, Büşra, Ebru, Elif, Mesude, Sultan, Yağmur	9
	Demographic features	Divorced parents	Canan, Çiğdem, Halil, İpek	4
		Being an only child in the family	Defne	1
		Change in family structure	Halil	1
		Education level of parents	Çiğdem	1

Participating teachers, who think that the main source of the problems is primarily "student parents", stated that the parents' indifference is directly reflected in the school. Ebru teacher stated that she thinks that "The behaviors such as irritability and jealousy that she observed in her students and that cause in-class communication problems arise as a result of the parents' indifference: They have communication problems with their friends."

In the demographic information collection form in the research, "Do you and your spouse regularly spare time for your child outside of school and working hours?" The question was directed to the parents. This question was answered by 272 parents. Of the parents, 209 (77%) answered yes, 61 (22%) answered partially, and 2 parents (1%) answered no. It is understood from the answers of the parents that they think that they spend time with their children regularly. In addition, the form asked parents, "Do you think that the time you and your spouse spend with your child is enough?" The question was also asked. To this question, 102 parents (40%) answered that the time they allotted to their children was sufficient, 117 parents (41%) answered

that the time they allotted to their children was partially sufficient, and 53 parents (19%) answered that they did not spare enough time for their children. Most of the parents think that the time they spend with their children is “partially sufficient”. Participating teachers also stated in their opinions that parents do not spend enough time with their children, therefore they experience problems in the education process of their children. In this context, the opinions of the teachers and the answers from the parents who filled out the form are consistent.

Regarding the code of "parents being negative role models for their children", which is one of the codes that make up the "parent attitudes" sub-category, some teachers emphasized that their parents are negative role models for their students. In this context, Büşra teacher, parents' phone, etc. He explained that they are negative role models for his children in the use of digital tools with the following words:

I don't know what Mom's, I don't know what Instagram phenomenon moms. Mothers who make their child cry to take a video of their child and share it on Instagram. Let me take a picture of you, let me take another picture, stand straight, turn right, turn left. Children grow up in such an atmosphere. In our classroom pretend play, yes, children now make phone calls rather than picking up a lego and building a car. They take pictures of each other. As educators, we try to do our best, in this sense, we make an effort as a school. But we are clearly falling short.

When the above view is examined, it is understood that children who observe their mothers' behaviors in the home environment take their mothers as models and exhibit some of their behaviors in the educational environment.

In the research on the code of "parents do everything for their children", which provides access to the "parent attitudes" sub-category as the source of the problems, some teachers emphasized that their parents are in the attitude of doing everything for their students and that by acting in this way, the parents are effective in the students' experiencing problems. Çiğdem teacher says that her students have problems in the development of various skills, especially self-care and self-efficacy skills, because their parents, who have an overprotective attitude by doing everything for their child, do not give their children the opportunity to develop their skills. *“She can put her bag and water bottle in her locker. But they can't. The children are coming, everything is ready, their mothers have done everything for them so much that they are standing in front of their children, there are serious problems in the development of skills in children.”* expressed as.

Children who experience negative behaviors such as violence, conflict, argument, etc. in the family environment also exhibit similar behaviors in the educational environment. Teacher İpek said, *“What my students are exposed to at home, they do the same in the classroom. They see violence and they use violence.”* expressed his views.

In relation to the "changing parent profile" code, which constitutes the "parent characteristics" sub-category of the "student parents" category, as the source of the problems in the research, the teachers stated that there are some changes in the parent profile each year based on the behaviors exhibited by the parents. Elif teacher mentioned this change in parents and said that this change is natural in the current environment, but it also causes problems, *“The generation has changed, the profile of the parents has changed. These changes caused some problems in children. I think it triggered the problems.”* emphasized by his words.

TECHNOLOGY USAGE HABITS IN PRESCHOOL PERIOD

In the study, seventeen (17) teachers stated that one of the sources of the problems experienced by their students during the education process is “the students' intensive use of technology”. While some of the participating teachers mentioned that all their students have tablets, some teachers also mentioned that most of their students have their own tablets. In the research, it is understood from the information given by the parents in the form that most of the children have

a tablet computer. Only 58 of the 272 parents' children do not have a tablet. In other words, 79% of children have a tablet.

Participating teachers emphasized that their students use technological tools uncontrollably in terms of usage time and purpose of use. At the same time, they explained their views on how this uncontrolled use of technology caused the problems they observed in their students during the education process. In Table 2, the codes and the frequencies of these codes are seen based on the teachers' opinions who think that one of the sources of the problems is the intensive use of technology by children.

Table 2. Codes and frequencies related to the category of “intensive use of technology” as one of the sources of the problems experienced in the education process

Category	Codes	Teachers	f
Intensive use of technology	Uncontrolled use of technological tools by children	Aylin, Aysun, Betül, Büşra, Çiğdem, Ebru, Eda, Elif, Defne, Halil, İsa, Kübra, Mesude, Sultan, Yağmur	17
	Exposure of children to content inappropriate for their age	Büşra, Çiğdem, Defne Halil, Yağmur	5

When Table 2 is examined, the most repeated opinion by the teachers about the intensive use of technology by their students is that their students use technological tools such as phones, tablets and computers for long hours without being controlled by their parents. These views put forward by the teachers led to the code of “children's uncontrolled use of technological tools”. On the subject, teacher Büşra said, *“As I said, long-term use of phones, tablets and televisions causes problems in the process, and all of my students have tablets.”* expressed his opinion. Betül teacher evaluated the problem of distraction as a characteristic of today's children, with the sentence *“Generally, the children of this period have a very scattered, fast-ending attention span” about concentrating and maintaining their students' attention during the education process. It is a situation related to long-term use of tools.”* explained as. İsa explained how the uncontrolled use of technology by his students on the educational process was as follows:

...There are some of my students who have problems. The zombie-like one... Why does this occur? Of course, from the computer games he plays. Kids want to be YouTubers now. They used to want to be teachers, doctors. Since children's lives always continue on the internet, they continue their lives with tablets and confuse real life with virtual. I have three or four such students. They are very distracted and have motivation problems.

From the views of İsa teacher; It is understood that he thinks that the uncontrolled use of technology causes his students to have problems in motivating and maintaining learning, providing concentration in the learning process and listening skills, which is a part of the communication issue, at the same time, he observed that his students are unresponsive in the activities carried out during the education process, have cognitive problems, and confuse the real and the virtual. . In the parent demographic information collection form, which is another data source in the research, it was also aimed to obtain information from the parents about how long they have been using the technological tools used by their children at home, and the parents were asked *“What does your child estimate about the technological tools such as tablet, smart wristwatch, smart mobile phone, computer?” How long has he been using it?”* A question was asked and they were asked to answer it. When the data obtained from the answers of the parents about how long their children use technological tools; 97 parents for two years (36%), 69 parents for one year (25%), 65 parents for three years (22%), 26 parents for less than one year (10%) and 20 parents for four years or more (7%). Stated that their children have been using various technological tools for a while. The research includes preschool level, 5-year-old students. According to the information given by their parents, more than one third of the

children have been using tablets, phones, etc. for 2 years uses technological tools. In this case, it turns out that children have been using these digital tools since the age of 3.

“*How many days a week does your child regularly use technological tools?*” question was posed. According to the answers from the parents, the technological tools; 129 children every day of the week (47%), 44 children twice a week (16%), 36 children three days a week (13%), 27 children once a week (10%), 18 children four days a week (7%), 18 children use it regularly, five days a week (7%). When the answers from the parents are examined; almost half of the children (47%) have a tablet, phone, computer, etc. at home. It is seen that they use technological tools regularly every day. Ask the parents, “*How much time does your child spend with technological tools on average per day?*” The question was also posed. With this question, the data on how long the children spend with technological tools on average after school were obtained. When these data are examined; 45% of the children (122 children) regularly spend an average of 1-2 hours per day with technological devices, 37.5% of the children spend less than 1 hour on average per day 14% of the children spend an average of 2-3 hours a day. It is seen that 3.5% of them spend more than 3 hours a day with technological tools on average. In the research, along with the data obtained on the duration and frequency of use of technological tools by the students, data on the purposes of use were also obtained. In this context, in the information collection form, the parents were asked “*For what purposes does your child use technological tools the most?*” question has been asked. Considering the children's use of technological tools; firstly for watching cartoons (163 children), secondly for playing games (155 children), thirdly for watching videos (127 children), fourthly for learning new things (127 children), fifthly (for 43 children) use technological tools for listening to music and finally 10 children for communicating with their friends. It is seen that the teachers' opinions and the parents' answers in the form regarding the duration and purpose of using technological tools of their children are in parallel.

In the parent demographic information collection form, “*Do you think that using technological tools has negative effects on your child's behavior?*” The question was also posed. 245 parents answered this question asked in the parent demographic information collection form. In the parent demographic information collection form, parents who answered “yes” or “partially” to this question were asked to list the three negative effects they observed in their children's behaviors as a result of their use of technological tools in the next question in the form. 27 parents, who thought that they did not observe any negativity in their children as a result of their use of technology, did not answer this question. On the other hand, some parents noted that they observed less than three negative effects and wrote one or two negative effects. It is understood that 90% of the participating parents (221 parents) think that their children are adversely affected by the use of technology.

Due to the use of technological tools, it is seen that parents observe the most aggressive behaviors in their children, followed by the problem of attention deficit. Then, it was stated by the parents that problems such as communication problems, deterioration of eye health, irritability, asocial behaviors, slang words, sleep disturbance, fear and addiction emerged. Teachers, students' problematic technology use in the educational process; they emphasized that it is reflected in the form of problems in various subjects, especially problems in concentrating and maintaining attention, problems in motivation to learn and maintain motivation, and problems in classroom communication skills. In this framework, it is seen that the negative effects listed by the teachers and the parents on the problems experienced by the students in the education process as a result of their problematic use of technological tools are in the same direction.

TEACHER QUALIFICATION

Eight of the nineteen (19) teachers participating in the study mentioned the qualifications of teachers as another source of problems experienced in the education process. In this context,

Table 3 shows the "teacher quality" category as the third of the sources of the problems, the codes that enable this category to be reached, the teachers who gave their opinions that enable these codes to be reached, and the frequencies of the codes presented.

Table 3. Codes and frequencies related to the category of “teacher quality” as one of the sources of the problems experienced in the education process

Category	Codes	Teachers	f
Teacher qualification	Attitudes of teachers towards the teaching profession	Bahar, Ebru, İsa	3
	Teachers' failure to take steps towards solutions in the face of problems	Sevda, Yağmur	2
	Teachers not updating themselves	Aysun, İsa	2
	Teachers' failure to prepare their education plans carefully and carefully	İpek, Yağmur	2
	Teachers' reflection of their stress levels to the class	Elif	1
	Teachers not being creative	İpek	1

As stated in Table 3, the code of "teachers' attitude towards the teaching profession" was first obtained from the opinions expressed by the teachers in the study. In this regard, the teacher İsa said, *“You know, it starts with loving what you do. Otherwise, the teacher may also be a source of problems.”*

In the research, participating teachers stated in their opinions that some teachers do not want to take steps to solve the problems of their students who have problems in their classrooms, and that some teachers cannot find support from their environment even though they are trying to find a solution. From these views put forward by the participating teachers in the interviews, the code of "teachers not taking steps towards solutions in the face of problems" was reached. For example, Yağmur teacher explained her views on the subject by giving an example of a student who showed bullying in her class and an incident with her family as follows:

My student knocks and hits everyone in the class, he has a violence problem. The child has behavioral problems. I talked to the parent, I talked to the school principal. He told me: “This kid will fail this class.” He said let him beat, let him hit. How can you say that, I said in my class, no child can hit another. Could we solve it? Yes, we could, but I needed to learn how to treat this kid. I said that an expert should give me an opinion, a specialist should be visited, it was a crime. They said that the teacher's classroom management is not good, the parents said that there was no such problem for a period of time, has this problem recurred now?

Teacher Aysun and teacher İsa shared an opinion on the "teachers not updating themselves" code, which is one of the codes that enables the "teacher quality" category to be reached in the research. Aysun teacher said;

In preschool education, we pretend to be in the classrooms. So now there are stereotypes. Teachers also need to be able to break their shell and follow current developments. One of my professors in college used to say, 'Don't make ducks that always face the same direction.

In the research, teacher İpek and teacher Yağmur shared an opinion on the code of “teachers not preparing their education plans carefully and diligently”, which is one of the codes that allows to reach the category of "teacher quality". Yağmur teacher expressed her opinion on the duties of a preschool teacher in the education process, and expressed that she thinks that teachers should be careful while preparing the daily education flow and enrich the education flow with the following sentences: *“Today's children are always in search of different things. I think it would just be a waste of time and cause problems to come and send the kids to play with a toy or two. It is our job to carefully prepare and enrich daily plans, and I think we will achieve good results as we enrich them”.*

THE NATURE OF EDUCATIONAL ENVIRONMENTS

In the study, Aylin, Aysun, Çiğdem, Halil, İsa and Sevda stated in their opinions that the teacher education environment can also be a source for the problems experienced by the students in the education process. The codes that enable access to the "educational environments" category from the opinions of the participant teachers, the teachers who reported the opinions that enable these codes to be reached, and the frequencies of the codes presented are shown in Table 4.

Table 4. Codes and frequencies related to the category of “educational environments” as one of the sources of the problems experienced in the education process

Category	Codes	Teachers	f
Educational environments	Physical inadequacies in preschool education environments	Aysun, Çiğdem, Halil, İsa	4
	Too many class sizes	Aylin, Sevda	2
	Failure to achieve standardization in preschool education environments	Aylin	1

In the study, teachers Aysun, Çiğdem, Halil and İsa shared their views on the code of "physical inadequacies in preschool education environments", which enables access to the category of "educational environments". In this context, teacher Halil explained his thoughts as follows by mentioning that his students, who spend time in closed areas at school, experience problems in the education process:

They are constantly on the move. I attribute this to: Children are within the four walls at home, and here they are within the four walls. This situation is against the nature of children. We don't have enough playgrounds at our school where they can get rid of their energy or get motivated again. We don't have a garden, we don't have a natural place. Why are there problems? Because children are always within 20 square meters.

Teacher Sevda shared an opinion on the code of "unable to achieve standardization in preschool education environments, " which provides access to the "educational environments" category. Sevda teacher stated that she had problems due to both the large number of students and the small class size.

THE NATURE OF THE PRESCHOOL EDUCATION PROGRAM

In the study Aysun, İpek, İsa and Yağmur teachers stated that the preschool education program can also be a source for the problems experienced in the education process. The "quality of the education program" category, which is the fifth of the sources of the problems experienced in the pre-school education process, the codes and frequencies that enable this category to be reached, and the teachers who expressed their opinions on this subject are presented in Table 5.

Table 5. Codes and frequencies related to the category of "quality of the education program" as one of the sources of the problems experienced in the education process

Category	Codes	Teachers	f
Education program nature	Preschool education program is simple for today's children	Aysun, İpek, Yağmur	3
	Not including activities and techniques that increase students' creativity skills in the preschool education program.	İsa	1

In the research, Aysun, İpek and Yağmur teachers shared their views on the code of “preschool education program being simple for today's children”, which is one of the codes that enables the category of "quality of the education program" to be reached. In this context, Yağmur teacher explained her opinion with the following sentences: “*I can talk about our program as a source for motivation problems experienced in the classroom. The program sounds simple to children. Like I said, because these kids are on different quests.*”

Teacher İsa, on the other hand, stated that he thinks that the inclusion of art activities, worksheets, and magazine activities that take a long time and do not develop children's

creativity skills in the daily education flows prepared based on the preschool education program are effective in children having problems in motivating them to learn.

STUDENT CHARACTERISTICS

From the statements of the teachers, the category of "student characteristics" was reached as the sixth of the sources of the problems experienced in the preschool education process. The codes that enabled this category to be reached in the research and the teachers who gave their opinions on these codes and the frequencies of the codes are presented in Table 6.

Table 6. Codes and frequencies related to the category of "student characteristics" as one of the sources of the problems experienced in the education process

Category	Codes	Teachers	f
Student characteristics	Personality traits of students	Aylin, Sevda	2
	Emotional needs of students	Kübra	1

On the subject, teacher Sevda said, "Some children have a perfect family, they do not have problematic technology use, but there are also student personality traits here. For example, my student's being very active, unable to focus, having problems communicating with his friends... This can sometimes be related to the personality of the child." expressed an opinion. In her views, Sevda teacher emphasizes that the personality traits of her students can be effective in the process of communicating with her friends.

Kübra teacher stated that her students are tired of the intensity of the schools and courses they start at a young age, and that they think that not meeting their emotional needs, which occurs when they stay away from the family environment they need, can be a source of problems.

CHANGING DAILY LIVING HABITS

In the study, Aylin, Betül and Ebru teachers stated that some of the changing life habits of their students may also be a source of problems experienced in the education process. From these statements of the teachers, the category of "changing daily life habits" was reached. The codes and frequencies that enable this category to be reached in the research are presented in Table 7.

Table 7. Codes and frequencies related to the category of "changing daily life habits" as one of the sources of the problems experienced in the education process

Category	Codes	Teachers	f
Changing daily living habits	Changing eating habits	Aylin, Betül	2
	Changing entertainment habits	Ebru	1

In her comments, Aylin teacher mentioned that today's children's eating habits cause developmental problems and mentioned the effect of this situation on the problems experienced by her students in the education process:

Now, what our children eat and drink can be the source of these problems. In other words, it can be caused by the student, they used to eat healthier things, now they eat more artificial things, we do the same, and now there is a difference in the child's development already, there is a difference in his hormonal development, these are things that come from within the child, and I cannot do anything. things. Hyperactivity is on the rise. Hyperactivity in the classroom, which leads to behavioral problems.

OTHER SOURCES OF TROUBLE

As a result of the content analysis made in the research, it was found appropriate to present the problem sources that were expressed once or twice by the teachers and that could not be presented under the categories reached before in the research, under the category of "other problem sources". The codes belonging to this category, the teachers who provided the opinions providing access to the codes and the frequencies of these codes are presented in Table 8 in detail.

Table 8. The codes and frequencies of the problems experienced in the education process related to the category of “other sources of problems”

Category	Codes	Teachers	f
Other sources of trouble	Gender confusion	Canan, Yağmur	2
	Keeping children away from nature and animals	Halil	1
	Homeworks	Büşra	1
	Environment of the school	Çiğdem	1
	Inconsistencies in preschool education policies	Betül	1

While Canan and Yağmur stated that they observed behaviors that they describe as "masculine" in female students in their teachers' opinions; Teacher Halil, on the other hand, gave views on the code of "children should be away from nature and animals" and mentioned that the relationship between child and nature has reached the breaking point today. While Büşra teacher mentioned that homework given by pages is effective in students' having problems; Teacher Çiğdem also stated that the environment where the school is located is an effective variable on the behavior of children: “*My first place of duty was in Kütahya and my school was in the back neighborhoods. The children were more selfish there and had problems communicating and cooperating with their friends.*” explained with sentences.

Betül teacher expressed an opinion on the code of “inconsistencies in preschool education policies” reached under the category of “other sources of problems” in semi-structured interviews. Betül teacher stated that the Ministry of National Education was not consistent in the high decisions they took on preschool education, which caused the parents to perceive the preschool education process as an “*insignificant education process*”.

DISCUSSION AND CONCLUSION

With this research, it is aimed to reveal the evaluations of preschool teachers’ about the problems experienced in the education process and the sources of the problems. According to the findings obtained from the semi-structured interviews with 19 participating preschool teachers, it is understood that the students mostly experience problems in the subject of exhibiting behaviors in accordance with the rules in the classroom, concentrating and maintaining attention during the education process.

In the research, from the statements of a significant part of the teachers who stated that the problems experienced in the education process differ according to the gender variable; it is concluded that female students mostly have problems in classroom communication skills during the education process, and then they have intense problems in motivation to learn and focusing their attention. Lauth (2009) found in their research that male students are prone to externalizing disorders due to their biological structure and genetic equipment, and that they are more prone to problems such as attention deficit, hyperactivity, and non-compliance with rules than female students. On the other hand, they emphasize that female students are prone to experience problems in communication and socialization by generally experiencing anxiety disorders and turning inward. Lauth (2009) research supports the results of the research regarding the problems experienced by male and female students.

In the research, the increase-decrease situation of the problems experienced in the education process was also examined, and it was revealed that almost all of the teachers observed an increase in the problems experienced by the students when they were evaluated according to the years. The very few teachers who think that there is a decrease in the problems experienced have made this evaluation; It is seen that they associate them with the increase in their professional experience and the development of classroom management skills with the passing of time. It was concluded that the teachers thought that there was an increase in the problems they experienced in concentrating and maintaining the attention of the students. On the other hand, it is seen that there is no differentiation according to the type of school (public school-

private school) in the problems that students experience in concentrating and maintaining their attention, and in fulfilling their duties and responsibilities. It has been understood that there is a differentiation situation according to the school type in the problems experienced in the other topics discussed and that the students who continue their preschool education in public schools have more problems.

Within the scope of the eighth research question in the research, it has been tried to answer the problems experienced in the preschool education process, the sources of the problems and how these sources play an effective role in the emergence of the problems experienced. According to the data obtained from the interviews with the participant preschool teachers, the sources of the problems experienced by the students in the preschool education process; students' parents, technology usage habits in preschool period, teacher qualification, quality of educational environment, quality of preschool education program, student characteristics, changing daily life habits and other sources of problems.

The fact that parents do not show sufficient interest and love to their children is reflected by children as incompatible and problematic behaviors in the educational environment. According to the teachers, the problems that some students experience in concentrating and maintaining their attention during the education process arise due to their parents' indifference. When the literature is examined, it is seen that there are studies that reach similar results. In Özyürek and Gürleyik's (2018) studies, it has been determined that although parents are aware of the importance of taking care of their children, they cannot spare enough time to play or take care of their children because they work or give priority to housework when they are at home.

According to the teachers in the research, the uncontrolled use of technological tools by children and their exposure to inappropriate content according to their age; problems in motivating and maintaining learning, problems in concentrating and maintaining attention, problems in classroom communication skills, fear, anxiety and peer bullying. In the research, teachers mentioned that students act impulsively during the education process. While there may be many reasons why students are impulsive, it is seen in the research that teachers refer to their students' uncontrolled use of technology in this regard. In the study, from the analysis of the data obtained from the parent demographic information collection forms; Parents can use tablets, smartphones, etc. after school. As a result of their intense use of technological tools, it is understood that they mostly observe problems in aggressive behaviors, attention deficit and communication skills in children. In support of the results of the research, Kol (2019) also stated in his study that children learn some negative behaviors imposed on them with the elements in the digital media content and reflect them as problem behaviors such as aggression and violence in the school environment. It has been reported in scientific studies that long-term exposure to various digital content such as digital games, cartoons and videos accessed by technological tools negatively affects impulse control mechanisms that provide impulse control in children in the context of environmental factors and causes impulse control disorder (Radesky, Schumacher, & Zuckerman, 2015).

As in all education levels, teachers in preschool education are also at a key point in the formation of the problems experienced by the students in the education process and in revealing the solutions (Sayan-Korkutata, 2020). In the literature, it is seen that there are studies that deal with the effects of teachers on the educational process from different perspectives. Güner-Yıldız and Kurtova (2017), in their research aiming to find solutions to the behavior and learning problems experienced by students who have trouble adapting to school, as a result of the counseling and support they need; They have reached the conclusion that they show behavioral changes that positively affect the classroom order in terms of preventing the problematic behaviors that occur during the education process, giving consistent responses to the problematic behaviors of the students, and making the necessary arrangements in the education environment and education process by considering the individual differences of the students.

Another result of the research is that the preschool education program implemented is not sufficiently understood by the preschool teachers who are the practitioners and therefore cannot be adopted. There are various studies in the literature that touch on this subject. As a result of the research carried out by Köksal, Balaban-Dağal and Duman (2016); While it was determined that the participant teachers positively evaluated the student-centered education idea in the program and the achievement and indicators dimension of the program, it was understood that the teachers needed support in putting the preschool education program into practice.

In the study, it was understood that teachers needed to use different educational materials in order to motivate learning and maintain motivation in educational activities, but there were inadequacies in classrooms in terms of preschool education materials. In the study conducted by Dikici-Sığırtmaç, Hoş, and Abbak (2011), similar results were obtained with the research. It was determined that there was a shortage of materials and that there were problems in the education process due to this situation. Teachers also stated that an update study should be carried out in the preschool education program they implemented, taking into account children's changing developmental characteristics and current needs.

The literature review reflected that studies in which the preschool education program was frequently evaluated by the teachers who used the program, and it was seen that the teachers made similar evaluations in these studies. For example, in their research, Başaran and Ulubey (2018) stated that the achievements that can be achieved in the family environment, such as the basic achievements and self-care skills that are below the development levels of today's preschool children, were removed from the program and replaced with the needs of the age such as values education, human rights, technology use, scientific literacy, and financial literacy.

In the research, it was found that the personality structure of the student can also affect the education process as a source of problems in experiencing problems in the education process, but when the relevant studies in the literature are examined (Şahin, 2013; Şendurur & Barış, 2002; Tuğrul & Duran, 2003), it is seen that the personality development of children is generally affected by the teachers during the education process.. In addition, it has been understood in the research that the changing daily life habits of children are also effective in experiencing problems in the education process. It has been concluded that these sources of problems can be effective in the fact that students experience problems in motivation to learn and maintain motivation more intensely in the education process.

SUGGESTIONS

In the study, it was concluded that preschool teachers' felt inadequate to cope with the problem behaviors encountered in the context of classroom management, in the preparation of the educational plans that were aimed to be implemented in the education process, and that they needed support in terms of professional self-development. Suggestions for practice developed in line with the results of the research are listed below.

- Teachers' ability to develop original educational materials in digital environments can be improved through in-service trainings for preschool teachers.
- Parents fail to establish reasonable and solid rules regarding their children's access to the digital world, and they act compromisingly. It is considered an important necessity to organize online or face-to-face family education programs on the reflection of the said mistakes or violations on the individual development and education process of children.
- Preschool teachers should be supported through in-service training in terms of classroom management skills, especially considering the changing behaviors and habits of today's children. In addition, based on the changing student characteristics, it is essential to make an update study that will meet the requirements in question by evaluating the existing preschool education program.

- Collaboration of teachers with families is very important in identifying and solving problems experienced in the education process. Practical in-service training should be designed and implemented, covering the points that preschool teachers should pay attention to in cooperation with the family and the methods and strategies they should adopt.
- It would be very beneficial to establish a practical digital game rating system that is easier to understand and suitable for the Turkish society.
- Class sizes in preschool education classes should be standardized.
- The reflection of problem behaviors arising from the life habits of today's children to the education process can be examined in detail by selecting different demographic variables.

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