



The views and solution recommendations of preschool teachers and parents concerning children's misbehaviors

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Abstract. The long-term effects of misbehaviors in preschool children may lead to different problems in later childhood. For this reason, it is important to identify the misbehaviors of children display. Aim of this study is to research how preschool teachers and parents define misbehaviors, the misbehaviors that they observe preschool children, and their recommendations to solve these problems. Study, planned as a case study, consisted of 35 parents and 13 teachers. Parent and Teacher Interview Forms that are prepared by researchers were used as data collection tool. The study reveals that while parents' and teachers' definitions of misbehaviors and their child centered solution recommendations were similar; their views about the reasons of misbehaviors differ. Furthermore, teachers and parents recommend that they should improve their own communication and management skills to solve child misbehaviors. It is important to cooperate with the child, school and family while assessing and finding solutions such issues.

Keywords: Preschoolers' misbehaviors, teachers' views, parents' views

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INTRODUCTION

Preschool period is an important developmental period in which children have social interactions with individuals other than family members like teachers and peers, encounter different rules in different environments, and begin to learn to be an individual first and then a member of the society. Children try to get to know themselves and understand the world within the limits set by adults. Different expectations from children at different times and in different environments by different adults may make it difficult for the child to understand what appropriate behavior is. Most of the misbehavior which children exhibit in this development process and which can be compelling for both teachers and parents are common developmental behavioral problems (Larzelere, Amberson, & Martin, 1992; Wakschlag, Briggs-Gowan, Carter, Hill, Danis, Keenan, McCarthy, & Leventhal, 2007).

There are various definitions of misbehavior in the literature. Within the context of adult-child interaction, misbehavior is defined as deliberately acting contrary to the social rules set by adults (Honig, 1996). Within the context of classroom environment, misbehavior is defined as the behavior that disrupts the education process, affects the learning process of the child himself and his peers, puts the child himself or others in danger, or leads to physical damage in the environment (Levin & Nolan, 2007), as escaping from an activity or responsibility, disrupting the learning process, challenging the teacher, and displaying verbal or physical aggression against classmates (Sun & Shek, 2012). Inadequate physical conditions of the classroom, insufficient classroom management skills of the teacher, and the activities that are not suitable for children's developmental ability do not attract children's attention and may lead to misbehavior. Within the context of externally-oriented behavioral problems, misbehaviors are defined as behaviors including unconformity, defiance against adults, fury, aggression, non-compliance with the rules, and hyperactivity (Korkmaz, 2002; Larzelere, Amberson, & Martin, 1992; Wakschlag et al., 2007). As it is understood from the definitions made, misbehaviors have

negative effects not only on classroom management and learning environment but also on the child displaying the misbehavior and the environment in which the misbehavior is displayed.

The occurrence of misbehaviors in early childhood has evaluated from different perspectives in the literature. According to Bandura's Social Learning Theory, which is one of the classical theories, new patterns of behavior can occur through direct experiences or by observing the behavior. Also modeling is influence human learning (Bandura & Walters, 1977). So, negative role models are another source of misbehavior. Negative role models observed in media, peers and adults can have negative effects on children's behavior (Özgün, 2016). As another theory, Gesell's Maturation Theory, parents are not directly responsible for every negative behavior of their children. For example, two-year olds' tantrum is a common incident for that age range and it will naturally pass in a while (Lindon, 2012). Additionally, Gesell and colleagues argue that basic developmental and behavioral problems arise from environments that limit maturation. Children being educated in inappropriate educational environments or being asked to perform assignments that they are not ready to perform may display behavioral problems (as cited in Trawick-Smith, 2014, p. 37). New perspectives on misbehaviors in the literature stated that individual dissimilarities in managing functions that develop rapidly in preschool period, are the basis of children's behavioral adjustment and good behavior (Carlson 2005; Jones, Rothbart & Posner, 2003). Supporting this theory, it was found that preschool children with high levels of externalizing problems have been found to show lower levels of attentional abilities than others (as cited in Olson et al. 2011).

When the causes of misbehavior are examined, it can be seen that these behaviors can be derived from many reasons. The attitudes of parents and teachers, desire to show power, physiological factors, desire to take revenge, lack of self-confidence, desire to draw attention, classroom environment, and the curriculum can be considered as the causes of misbehavior (Yaşar, 2016). The studies conducted on the causes of misbehavior in the literature revealed that misbehavior results from various factors such as inadequate physical conditions of the classroom (Akçadağ, 2009; Honig, 1996; Yaşar, 2016), the management skills of the teacher (Ataman, 2009), characteristics of child or family like gender, parental education level, family background and cultural differences etc. (Dubow, Boxer, & Huesmann, 2009; Kim, Arnold, Fisher & Zeljo, 2005; Thomas-Presswood & Presswood, 2008), discrepancies between teaching activities and the needs and interests of children's (Fields & Boesser, 2002; Özgün, 2016), problems related to the developmental characteristics of students (Korkmaz, 2002), the parental attitudes (Dursun, 2010; Taner Derman & Başal, 2013), parental personality traits (Prinz, Onghena, Hellinckx, Grietens, Ghesquiere, & Colpin; 2004) and the relationship among students (Akçadağ, 2009).

The results of both cross-sectional and longitudinal studies show that misbehavior in children usually results from developmental periods and it varies with age. Fears, anxieties, temper tantrums, hyperactivity, and physical conflicts with peers, and attention deficit problems which are reported as misbehaviors at early ages by parents and teachers decrease with age (Campbell, 2006). However, behavioral problems at early ages may have long-term effects and may lead to more serious problems at later ages. For this reason, early childhood period is a particularly important time to identify the risks associated with behavioral problems (Raver, Jones, Li-Grining, Zhai, Metzger, & Solomon, 2009). Thus, it is important to reveal which behaviors that preschool teachers define as misbehavior, the reasons behind why they attribute some manners to misbehavior, and their approach to solve these problematic behaviors.

In the study conducted by Akman, Baydemir, Akyol, Arslan, & Kükürtçü, (2011), preschool teachers defined misbehavior primarily as aggressive and violent behaviors and referred that family attitudes are the primary reason for these manners. In addition, teachers stated that they initially cooperate with families when they face with problematic behaviors. In their study, Yağan Güder, Alabay, & Güner (2018) identified that the most common behavioral problems encountered by teachers in the classes were temper tantrums, crying, shouting, and stubbornness. They also stated that the methods that teachers frequently use to overcome such problem are establishing eye contact, ignoring, and reward-punishment. In a study conducted by Uysal, Akbaba Altun, & Akgün (2010), teachers stated that the misbehaviors they observed in

the classroom environment were refusing to eat, sleep, and study. In addition, as a result of the observations made in the study, it was determined that the most frequently used strategies by teachers against these behaviors are verbal warning, nonverbal warning, and first type punishment.

Another important environment in which the child is located outside school is home. The family structure and the relationship of the child with the family influence the development of positive or negative behaviors of the child. Therefore, the behaviors which parents consider misbehavior and their beliefs about the causes of these behaviors are important in shaping the child's behaviors and personality. When the studies conducted with parents are examined, it is observed that especially parents who have younger children reported misbehaviors as toilet, eating and sleeping problems (Campbell, 2006), while parents who have three years old children reported misbehaviors as nonconformity, lack of self-control, and weak social relations with siblings and peers (Earls, 1980; Koot, 1993; Richman, Stevenson, & Graham, 1982, as cited in Campbell, 2006). Although there are different studies conducted with teachers (Çankaya & Çanakçı, 2011; Çetin, 2013; Öztürk & Gangal, 2016; Sezgin & Duran, 2010; Uysal et. al., 2010; Yağan et. al., 2018) and parents in the literature (Achenbach & Edelbrock, 1981; Baker & Heller, 1996; Campbell, 2006), a limited number of studies have yet examined teachers' and parents' views about misbehaviors in preschool children at the same time. In a study conducted by Uyanık Balat, Şimşek, & Akman (2008), it was found that behaviors that mothers perceived as problematic were not considered as a problem by instructors or vice versa. In another study involving teachers and mothers, it was aimed to investigate the problematic behaviors of children aged 3-5 years attending preschool. In the study it was found that mothers reported more problematic behaviors than teachers (Kargı & Erkan, 2004).

Children who show negative behaviors and who are seen as difficult children during the preschool period may experience various academic and social difficulties in later stages of education (Campbell, 2006). Behavioral problems in children who display misbehaviors in various environments continue for a longer period of time than children who display misbehavior only in one environment (Herrera & Little, 2015). The elimination of misbehaviors requires a comprehensive study and collaboration with stakeholders. Consistency between teacher and parent attitudes and behaviors plays a major role in eliminating misbehaviors in children. In different contexts such as home and classroom environment, the behaviors and expectations desired by adults vary. For this reason, there can be various differences in defining misbehaviors by parents and teachers. It is important to reveal the opinions and experiences of teachers and parents about misbehaviors in order to ensuring consistency, manage misbehaviors in an effective way and turn them into desired behaviors. Thus, the aim of the study is to investigate how preschool teachers and parents define misbehavior, the misbehaviors they observe in preschool children, whether misbehaviors of preschool children differentiate by age group and their recommendations to solve this problem. "What are the opinions and recommendations of preschool teachers' and parents' about the misbehavior of children?" is the research question. This research is important from a perspective of examining opinions of both teachers and parents about children's misbehavior and understanding the similarities and discrepancies how rule makers (teachers at school /parents at home) define misbehavior, the reasons they categorize a manner as misbehavior, the strategies used to cope with the misbehavior and recommendations to solve this issue.

METHODS

This study, which examines views of preschool teachers and parents on children's misbehaviors and solution recommendations, is a qualitative research model. In qualitative studies, it is important to examine one or more circumstances in depth, and the aim is to reveal the results related to a particular circumstance (Yıldırım & Şimşek, 2008).

The Research Sample

The universe of the study consists of parents and teachers of 3, 4, and 5-year-old children attending public preschool in Ankara. In the study, there are two separate study groups which are 35 parents and 13 teachers were determined by cluster sampling method which is the one of probabilistic sampling. In this method, the universe is clustered based on similar characteristics, sub-clusters are formed from these clusters through random, systematic or stratified sampling methods, and the sample universe is determined (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2012). Prior to the study, appropriate approvals had been obtained from the ethics committee, and The Ministry of National Education as well as the consents of the school administrations and teachers had been taken.

In this study, two schools were chosen through random cluster sampling method in the first place and then 13 classrooms were subsequently selected through same sampling methodology. There is not any particular classroom management strategies regularly used neither in classrooms nor schools. Forms were sent to 324 parents out of 13 classes in two schools in total, 35 of which were filled out and allowed to participate in the study. Since voluntarily participation was encouraged in this study, the first study group was constituted of 35 parents in total (eight parents of 3-year-olds, 16 parents of 4-year-olds, and 11 parents of 5-year-olds). The families in the sample group are middle socioeconomic class Turkish families. Two forms were completed by the father and 33 were completed by the mother. No guidance or explanation was provided by the researchers about who should complete the form that was left to parents' understandings. Thirteen teachers who instruct 35 parents children affiliated with the first study group were included in the second group. All of the teachers in the sample universe have university degrees and have been with children for about 10 months. Table 1 shows the demographic characteristics of the teachers in the study group. Table 2 gives the demographic characteristics of the parents in the study group.

Table 1. *Teachers' demographics*

Age	n	The age group they work with	n	Education/Training on Classroom Management	n
20-30	4	Age 3	3	None	0
31-40	6	Age 4	5	Undergraduate	12
41-50	3	Age 5	5	In-service training	4
Total	13	Total	13	Seminars, conferences, workshops, projects etc.	5
				Individual research	1
				Total	22

Table 2. *Parents' demographics*

Gender	n	Gender of the Child	n	Age of the Child	n
F	33	F	23	3	8
M	2	M	12	4	14
				5	15
Total	35	Total	35	Total	35

Data Collection Tool

In this study, two different data collection tools were used: parent interview form and teacher interview form. Both forms are consisted of two parts. The first part includes questions to gather demographic information (age, gender etc.) about the participants, and the second part includes seven questions related to misbehaviors (definitions on children's misbehavior, the most common misbehavior, solution strategies etc.). The interview forms were prepared by researchers and were finalized by three experts working on misbehaviors in the preschool period. One of the experts is in the field of educational psychology, one is in the field of guidance and psychological counseling and the other is a preschool education specialist, all of whom have doctorate degrees. Face-to-face interviews were executed by two teachers for the pilot

implementation of the teacher interview form meanwhile pilot implementation of parent interview forms was executed by sending parent interview forms to two parents. In line with the suggestions of teachers and school administrators in the schools where the research will be performed, face-to-face interviews were not held with the families due to the difficulty of adjusting different working hours of the members. Because of this reason, parents' interview forms were sent to families and their responses were received in writing. The forms sent to parents include instruction letters explaining to provide sincere responses to rather than providing the correct answers to each question. As a result of the pilot implementation, it was revealed that interview questions were comprehensible so that it is decided that the forms are ready to be used for research.

Data Collection Procedure

The aim of the study was collecting data from children's both parents and teachers whose parents had approved collecting data. Since the parents could not participate in face to face meetings due to time constraints, data were collected through "parents via interview form" from them. Forms were sent to 324 parents 13 classes in total in two schools, 35 of which were filled out and approved to participate in the study. Schools collected the responded forms from the families.

Face-to-face interviews were made with the teachers of the children whose parents filled out the "parents via interview form". The "teacher interview form" was implemented to teachers by researchers on a one-to-one basis. Face-to-face interviews with the teachers ended in 20-25 minutes, and were recorded by a voice recorder.

Data Analysis

The data were first coded, and then, content analysis was performed by grouping the codes as themes and/or sub-themes based on their content. The main purpose of content analysis is to reveal the concepts and relationships that can analyze the data obtained (Yıldırım & Şimşek, 2008).

The face-to-face interviews were transcribed by the researchers. The evaluations were conducted through teachers' transcripts and the parents' semi-structured interview forms. The data obtained from both study groups were read separately by the researchers several times and codes were formed. Researchers worked together to create the codes, themes, and sub-themes -if any- in accordance with this baseline. The content analysis was completed together with the researchers deciding on the codes, sub-themes and themes. As a result of the analysis, 13 themes and sub-themes were identified under these themes; the codes were placed in the findings section. Moreover, in order to ensure anonymity, the teachers who participated in the study were coded as T-1, T-2, while the parents were coded as P-1, P-2 etc. In this study, it was planned to analyze the responses of both parents and teachers separately according to the age groups of children. Since teachers gave responses based on not only by considering the circumstances in their current classes but also by drawing on all their professional experience, they did not make a differentiation in terms of age groups. However, there are some differences between the age groups since the parents gave responses considering the age of the children. That's the reason why parents' responses are separated by children age groups.

In order to ensure validity, each researcher conducted two pilot applications and the agreement between the researchers was examined. In order to maintain reliability and ensure participants' comforts, the participants were enlightened via consent forms emphasizing that their information would be kept confidential. Voice recorders were used during the interviews and these recordings were transcribed verbatim to prevent data loss. Moreover, in order to increase reliability and to ensure consistency between the researchers in the data analysis process, each researcher identified the codes individually, and then the codes, themes, and sub-themes were finalized through the discussions held by all researchers. The codes were obtained from the transcripts of the interviews by the researchers and no stereotyped codes were used. The reliability between the encoders was calculated and the reliability coefficient was found to

be .81 for inter-rater reliability. (Miles and Huberman, 1994). In order to increase the reliability of the research, some findings which were thought to make the findings of the research more comprehensible were given in quotation marks as the original statements of the participants.

FINDINGS

Findings concerning the views and solution recommendations of preschool teachers and parents about children’s misbehaviors are presented below.

Table 3. *Teachers’ definitions on children’s misbehavior*

Theme	Code	n
Definitions on misbehavior	Dangerous behaviors, self-harm and harming others, violence and aggression	13
	Negative behaviors affecting classroom dynamics and learning environment	10
	Some deficiencies in social skills (introversion, inability to communicate and share)	8
	Not obeying the rules, disobedience	7
	Other (jealousy, leadership wars, attention deficit, hyperactivity, lying)	5
	Crying, shouting	4
	Obstinacy	2
	Total	49

Table 3 shows the definitions of misbehavior by the preschool teachers. All teachers defined misbehavior as dangerous behavior, self-harm and harming others, violence and aggression. Also, ten teachers defined misbehavior as negative behaviors affecting classroom dynamics and learning environment, while eight teachers defined it as some deficiencies in social skills. Seven teachers defined misbehavior as non-compliance with the rules and disobedience. Crying, shouting, jealousy, leadership wars, attention deficit, hyperactivity, lying and obstinacy were the other definitions made by the teachers.

In the theme of “Definitions on misbehavior”, a teacher defined misbehavior as follows:

“For us, misbehavior refers to reciprocal physical disturbance or experiencing harm within a group which includes both the child and the peers of the child. Besides, there may definitely be some social and emotional acquired behaviors...” (T-12)

Table 4. *Parents’ definitions on children’s misbehavior*

Theme	Code	Age 3 (n)	Age 4 (n)	Age 5 (n)
Definitions on misbehavior	Behaviors not accepted by the society and get parents into trouble	8	7	10
	Not obeying the rules, negativity, disobedience	9	9	8
	Obstinacy, defiance	6	8	9
	Dangerous behaviors, self-harm and harming others, violence and aggression	15	14	15
	Crying, shouting	5	14	5
	Some deficiencies in self-care skills	2	2	4
	Some deficiencies in social skills	0	0	5
	Other (jealousy, grouch, dissatisfaction, bedwetting, nail biting, lying, thumb sucking, ADHD, no response)	5	5	13
	Total	50	59	69

In Table 4, the parents' definitions of misbehavior are stated in detail according to the age groups of their children. When the table is analyzed, it is seen that for children aged three and five, parents defined misbehavior as dangerous behavior, self-harm and harming others, violence and aggression. For four-year-olds, the two most expressed definitions include dangerous behavior, self-harm and harming others, violence and aggression, and crying and

shouting. The second most common definition of misbehavior by the parents of children aged three is not obeying the rules, negativity, and disobedience, respectively. It was obtained that for four-year-olds parents' defined misbehavior as obstinacy and defiance, while for five-year-olds parents' defined misbehavior as behaviors not accepted by the society and get parents into trouble. Although, attention deficit, hyperactivity, nail biting, bedwetting, lying, thumb sucking aren't a misbehavior for these age groups, parents stated them as a misbehavior.

In the theme of "Definitions on misbehavior", a parent explained misbehaviors as follows:

"Behaviors that are considered improper or dangerous by the parents. Behaviors that are dangerous to others and to himself, not telling the truth, heartbreaking words, and violence." (P-15, age 3)

Table 5. Misbehaviors teachers encounter most in their classes

Theme	Code	n
The most common misbehaviors	Aggression and violent behaviors	13
	Not obeying the rules	6
	Emotional and behavioral disorders	6
	Lack of social skills (inability to express oneself and to fit into the group)	5
	Other (wish to touch friends and walk around with toys)	2
	Behaviors of children with special needs	1
Total		33

Table 5 shows the responses of the preschool teachers regarding the most encountered misbehaviors in their classrooms. The teachers reported that they encounter misbehaviors like aggression and violent behaviors, non-compliance with rules, emotional and behavioral disorders, and lack of social skills, other behaviors, and behaviors of children with special needs.

A teacher explained the most encountered misbehaviors in the classroom are as follows:

"Sure, from time to time. Mostly violence, pushing, hitting, biting, a little bit lying." (T-3)

Table 6. Misbehaviors parents observe most in their children

Theme	Code	Age 3 (n)	Age 4 (n)	Age 5 (n)
The most common misbehaviors	Not obeying the rules, negativity, disobedience	1	2	2
	Obstinacy, defiance	3	5	5
	Dangerous behaviors, self-harm and harming others, violence and aggression	6	5	3
	Crying, shouting	6	8	4
	Some deficiencies in self-care skills	3	2	2
	Some deficiencies in social skills	2	0	2
	Behavioral disorders (attention deficit, hyperactivity, bedwetting, nail biting, lying, thumb sucking, lip sucking)	1	1	2
	Other (jealousy, grouch, dissatisfaction, no response)	1	0	5
	My child does not show misbehavior.	0	2	0
Total		23	25	25

Table 6 shows the responses of the parents regarding the misbehaviors that they observe most in their children. When Table 6 is analyzed, it is seen that the parents of three-year-olds observed dangerous behaviors, self-harm, harming others, violence and aggression, crying, and shouting most in their children. These behaviors are followed by misbehaviors that emerge as a result of obstinacy, defiance, and deficiencies in self-care skills. Similarly, the parents of four-year-olds reported that they observed crying and shouting most, which are followed by dangerous behaviors, self-harm, harming others, violence, aggression, obstinacy and defiance. The parents of five-year-olds stated that they observe obstinacy, defiance, and other behaviors (jealousy, grouch, dissatisfaction) most in their children.

A parent who has 4-year-old child explained the most observed misbehaviors are as follows:

“When the cartoon watching time finishes, he refuses to turn off the television and starts crying or insists on watching more. He refuses to go to bed at sleep time.” (P-33, age 4)

Table 7. Teachers’ opinions about causes of children’s misbehaviors

Theme	Sub-Theme	n
Causes of Misbehaviors	Familial factors (experiences, attitudes to child rearing)	12
	Factors associated with the child (wish to attract attention, attitude towards school, peer interaction, sibling jealousy)	7
	Environmental factors	5
	Factors associated with school and teachers (class size, ambiguous rules)	4
	Genetic and developmental factors	4
	Total	32

Table 7 shows the reasons for misbehavior according to teachers. Teachers stated that misbehaviors are mostly caused by familial factors, followed by factors associated with children, environmental factors, factors associated with school and teachers, and genetic and developmental factors, respectively.

A teacher who explained the causes of misbehaviors under the “Familial factors”, “Factors associated with child” and “Factors associated with school and teachers” sub-themes, expressed her thoughts as follows:

“Main reason for escalating misbehaviors in my class throughout the year is me. However, if the frequency of misbehavior weakens comparing to its intensity at the beginning of the year, the reason could be their family life or their previous class experiences if they are coming from the same class as a group.... As I said, in general terms, I guess the main cause is the family.” (T-9)

Table 8. Parents’ opinions about causes of children’s misbehaviors

Theme	Sub-Theme	Age 3 (n)	Age 4 (n)	Age 5 (n)
Causes of misbehaviors	Factors associated with the child (getting what he wants, attracting attention, jealousy, high energy etc.)	13	8	18
	Familial factors (inconsistent parental behaviors, parental attitudes, expectations, not spending enough time with the child, etc.)	4	8	8
	Environmental factors (witnessing bad behaviors, lack of variety in games, lack of peers)	3	1	3
	Others (being the only child, no response)	0	1	2

Table 8 shows the causes of misbehavior according to parents. As per their opinion, misbehavior is mostly caused by children, and is followed by familial, environmental and other factors, respectively.

A parent who expressed the causes of misbehaviors under the “Factors associated with child” sub-theme, explained her thoughts as follows:

“She has difficulty expressing herself because of her phonological disorder. This causes her to cry continuously or get angry. But the real problem is that she is highly stubborn and outraged. She has high level of awareness and she is a meticulous child. She does not like taking orders from others.” (P-14, age 3). Table 9 displays the sub-themes that emerged within the scope of “Solution methods” topic. The teachers in our study stated that they first adopt teacher and child centered solutions (talking to child, giving rewards, helping child to form empathy, ignoring, having a break), followed by collaborative solutions (talking to parents and administrators). Environmental arrangements (appropriate planning activities for child’s interests, talking to peers, setting clear and understandable rules) are the least proposed solutions.

Table 9. Teachers' solution methods to deal with children's misbehaviors

Theme	Sub-Theme	Code	n
Solution methods	Teacher and child centered solutions	Talking to child	7
		Understanding and observing the child	5
		Reward	3
		Empathy	3
		Ignoring	1
		Break	1
		Total	20
	Collaborative solutions	Talking to parents	7
		Talking to administrators	2
		Total	9
	Environmental arrangements	Planning activities appropriate for the interests of the child	3
		Talking to peers	2
		Setting clear and understandable rules	1
		Total	6

Under the sub-theme of "Teacher and child centered solutions" T-6 coded teacher explained her thoughts as follows:

"First of all, I start talking by establishing eye contact; I talk a few times; I choose to form empathy; I talk about the feelings of his/her friends." (T-6)

Table 10. Parents' solution methods to deal with children's misbehaviors

Theme	Sub-Theme	Code	Age 3 (n)	Age 4 (n)	Age 5 (n)
Solution methods	Child centered solutions	Trying to distract him/her	1	1	1
		Trying to develop empathy	1	0	0
		Reward	3	0	1
		Punishment	2	0	1
		Making verbal explanations	3	10	9
		Ignoring	1	3	0
		Verbal warning	2	0	0
		Promoting the desired behaviors	0	0	2
		Helping to establish a cause-effect relationship	0	0	2
		Total	13	14	16
	Parent centered solutions	Being patient	1	2	2
		Being determined	4	2	1
		Inter-parental consistency	1	1	2
		Trying to understand the reasons behind misbehavior	0	1	0
		Being a positive role model	0	0	1
		Total	6	6	6
	Environmental arrangements	Expert support	1	1	0
		Intervention in friend selection	0	1	0
		Ensuring that the child does activities with friends	0	0	2
		Total	1	2	2

Table 10 shows the solution methods of parents in our study developed to deal with children's misbehaviors. In all three age groups, the parents reported that they applied child centered solutions first, and then parent centered solutions. Environmental arrangements were the least stated solution method in all three age groups. When Table 10 is analyzed, it is seen that the parents of three-year-olds stated that the methods they most frequently applied were being determined, rewarding the child, and making verbal explanations, respectively. While the parents of four-year-olds stated that they mostly followed the strategies of making verbal explanations, ignoring, being patient, and being determined, respectively to deal with the misbehaviors of children; the parents of five-year-olds stated that they choose to make verbal explanations most of the time.

Under the "Child centered solutions" and "Parent centered solutions" sub-themes, a parent reported her thoughts as follows:

"We're trying to be determined. We provide sufficient environments for him. We are having fun, traveling, but when we say time is up, he reacts and in this case, we always try to be determined and consistent. When he is too stubborn, we leave him alone and give him some time to make a decision. We constantly warn him about his untidiness to ensure that he develops the right manner." (P-6, age 5)

Table 11. Teachers' collaborators for preventing children's misbehavior

Theme	Code	n
Collaborators	Family	13
	Administrators	7
	School Counsellors	7
	Expert and guidance research center support	4
	Other teachers	3
	Assistant staff	1
	Total	28

Table 11 shows the stakeholders with whom teachers collaborate against misbehaviors. Teachers stated that they first collaborate with parents, and then administrators, experts (psychologists, child development specialists, and psychological counseling and guidance specialists) and guidance research center support staff, other teachers and assistant staff (floorwalker and staff responsible for children's self-care needs), respectively. In addition, some teachers stated that they worked in harmony with the school counselors in the past.

A teacher explained her opinions and experiences about her collaborator for preventing children's misbehavior under the "Collaborators" topic as follows:

"We had school counselors in our schools in the past. Now, we do not have them. We do not think that school counselors were expert in our field, but in classes which you already know very well, school counselors were the second observers. For example, we would say "Would you come to my class? Then we would ask questions like "What have you seen? What can we do about this problem?", and we would proceed with parent interviews and make the necessary referrals". (T-10)

Table 12. Parents' collaborators for preventing children's misbehavior

Theme	Code	Age3 (n)	Age4 (n)	Age5 (n)
Collaborators	Teacher	5	2	6
	Spouse	4	8	8
	Sibling	1	1	2
	All family members	2	0	1
	Experts	3	3	2
	Relatives/friends	4	5	3
	School	2	0	0
	Nobody	0	1	0

Table 12 shows the stakeholders with whom parents collaborate against misbehaviors. According to the table, parents of three-year olds mostly collaborate with the teacher, spouse and family. Parents of four-year-olds reported that they mostly collaborate with their spouses, followed by their family and experts, while the parents of five-year-olds stated that they collaborate with their spouses first and then with teacher and family.

Under the topic of “Collaborators” P-19 coded parent explained her thoughts as follows:

“We exchange information with the teacher. We are trying to follow a common path with his father and sister”. (P-19, age 3)

Table 13. Teachers’ recommendations for preventing children’s misbehavior

Theme	Sub-Theme	Code	n
Recommendations for preventing misbehaviors	Child-oriented	Encouraging positive behaviors	2
		Ignoring negative behaviors	1
		Total	3
	Teacher-oriented	Getting to know and evaluating the child	5
		Classroom management skills of the teacher	7
		Total	12
	Parent-oriented	Inter-parental consistency	1
		Parental education	1
		Total	2
	Environment-oriented	Collaboration with the family	6
		Collaboration with the experts	1
		Collaboration with the administrators	1
		Enhancing the learning environment	1
		Total	9

Table 13 displays the recommendations of preschool teachers concerning to prevent misbehavior of children. Teachers mostly proposed teacher-oriented solutions and emphasized the importance of getting to know and evaluating child, and teacher's classroom management skills to deal with misbehaviors. Following teacher-oriented recommendations, teachers mostly proposed environment-oriented recommendations, emphasizing the importance of collaborating with the stakeholders and enhancing the learning environment. While two teachers stated that the positive behaviors of the children should be encouraged to eliminate misbehaviors, one teacher stated that negative behaviors should be ignored. In addition, a teacher stated that parents should behave consistently, while another teacher emphasized the importance of parental education.

The explanations of the T-13 coded teacher in the “Parent-oriented” sub-theme is as follows:

“I think everything is linked with the family. If parents do not treat their children as if they were the only child and if we raise our children in a more humane way rather than in a selfish manner, everything might be better because children observe things in their family and then apply what they observe in the classroom... I don't think what we say is very effective. There needs to be a unity.” (T-13).

It is presented in Table 14 that recommendations proposed by the parents to deal with children's misbehaviors. Parents of three-year-olds mostly proposed environment-oriented solutions, while parents of four and five-year-olds made parent-oriented recommendations to solve misbehavior problem. Parents of three-year-olds emphasized the importance of communicating with children, consistency, and the presence of positive role models around the child. Parents of four-year-olds mentioned that being patient, making the child feel loved, adopting a positive approach, and being consistent are the most effective solutions. Parents of five-year-olds pointed to the importance of communicating with the child, trying to understand the behaviors and the reasons behind, being patient, making the child feel loved, and adopting a positive approach.

Table 14. *Parents' recommendations for preventing children's misbehavior*

Theme	Sub-Theme	Code	Age3 (n)	Age4 (n)	Age5 (n)
Recommendations for preventing misbehaviors	Child-oriented	Communicating with the child	3	5	6
		Helping the child understand the consequences of his actions	1	1	0
		Reward	1	0	0
		Punishment	1	0	1
		Total	6	6	7
	Parent-oriented	Consistency	3	8	1
		Trying to understand the behaviors and the reasons	1	1	4
		Raising the child in accordance with the community rules	1	3	1
		Improved parent personal development	1	2	1
		Being patient, making the child feel loved, positive approach	0	10	4
		Total	6	24	11
	Environment-oriented	Collaborate with the stakeholders	2	2	2
		Positive role models around the child	3	2	1
		Increasing in-school activities	2	0	0
		Enriching the social environment of the child	0	0	1
Total		7	4	4	

P-10 coded parent pointed out her thoughts about recommendations for preventing children's misbehaviors under the "Parent-oriented" and "Environment-oriented" sub-themes as follows:

"It is especially important that the child is mature enough in all aspects. He/she should have a healthy developmental period and there should be a good role model around. Also, the key sentences should never be forgotten: "Every child is special" and "A child should enjoy his childhood". I think many children most probably say to themselves "You have your rules, but leave me alone." (P-10, age 5)

Table 15. *The child's status of showing misbehavior according to the teachers and/or parents*

Adult(s) reporting child's misbehavior	n
Only teacher	0
Only parent	13
Teacher and parent	19
None	2
No response	1
Total	35

Parents in this study were asked whether they have witnessed misbehavior in their children and if yes, what these misbehaviors were. After the responses were received, the same questions were directed to the children's teachers. Table 15 shows 35 children's status of showing misbehavior according to teachers and / or parents. When the table is analyzed, it is seen that there is no child who showed misbehavior as reported only by teacher. Only parents reported misbehavior for 13 children, while for 19 children both teacher and parents reported misbehavior. When the teachers' and parents' responses about misbehaviors were examined, it was found that for 6 children, both teacher and parents detected the same behaviors, while for 13 children, teacher and parents reported different misbehaviors. Both parents and teachers reported that they did not witness any misbehavior in two children. In addition, a child could

not attend the school for a variety of reasons, and thus, the teacher did not express an opinion as to whether the child exhibited misbehavior.

Parent and teacher opinions regarding the child who showed misbehavior as reported only by parents:

"After school, he wants different things instead of going home. When we say 'no', he cries as if he was hurt." (P-22, age 4)

"He is a little bit impatient because of his age, but this is not a problem behavior. When playing games, he assigns other children some roles, is involved in his own fiction, and acts fast ..." (T-2)

Opinions regarding the child who showed the same misbehaviors as reported by parents and teacher:

"Crying to get what he wants, not eating by himself including eating fruit, hitting parents." (P-18, age 3)

"He was initially a student with an adjustment problem. He was hitting and crying. He wanted toys from his friends. When he first came, he caused a lot of problems ..." (T-8)

Opinions regarding the child who showed different misbehaviors as reported by parents and teacher:

"He hits his brother." (P-13, age 3)

"D. is also a problematic student. He puts everything in his mouth. He does not cry, but in large group activities he does not listen and cannot concentrate. I think this is not a very bad situation; this problem can be overcome." (T-8)

DISCUSSION

In this study, the majority of the preschool teachers and parents defined children's misbehaviors as dangerous behavior, self-harm, harming others, and violence and aggression. Teachers also included negative behaviors that disrupt classroom dynamics and learning environment to their definition. When the literature is examined, it is seen that misbehavior is defined in different ways. Behaviors that disrupt education process and classroom harmony (Akman et al., 2011; Öztürk & Gangal, 2016) and harm the child himself and others are common in the definitions (Korkmaz, 2002; Levin & Nolan, 2007; Öztürk, 2003). When the research findings in the literature are examined, it is seen that these misbehaviors are annoying outward behaviors like aggression, hitting, hyperactivity, and non-compliance with the rules (Akman et al., 2011; Uyanik et. al., 2008). The results of our study revealed that the definitions of misbehavior by the teachers and parents were in parallel with the literature. Both teachers and parents used the expressions of danger, violence, and aggression when defining misbehavior, which may be because they are worried about children's harming themselves or whatever around them. One of the reasons that the behaviors that disturb the child and his/her surroundings, such as violence and aggression, have been expressed by both teachers and families is that these behaviors can be noticed more quickly than internalized behaviors. In this study the fact that the definition of misbehaviors by teachers and parents is similar, recommends that if the misbehaviors occur in different environments such as school and home, both parents and teachers can be effective in reducing misbehaviors by giving consistent responses. Moreover, both teachers and parents stated that behaviors like attention deficit, hyperactivity, lying, nail biting, thumb sucking as misbehavior. It should not be overlooked that these behaviors can be developmental features of these age groups.

Teachers who participated in this study stated that they frequently encounter misbehavior in their classrooms such as aggression and violent behaviors, non-compliance with the rules, emotional and behavioral disorders, and lack of social skills. When the studies conducted with teachers from different fields are examined, it is seen that behaviors like disobeying class rules, using bad language (Gürşimşek & Saygılı, 2008; Keleş, 2010); speaking without permission (Balay & Sağlam, 2008; Elban, 2009; Şenay, 2011; Yıldız, 2006); timidity, hyperactivity and attention deficit (Akman et al., 2011; Yüksel, 2006); problems caused by watching violent programs on television, threatening and hurting friends, selfishness (Dönmez

& Çömert, 2009; Keskin 2009; Şenay, 2011), trying to attract attention, being over-confident, complaining about each other (Dönmez & Çömert, 2009; Kapucuoğlu Tolunay, 2008; Neyişçi Karakaş, 2005; Yüksel, 2006); object to be away from their parents, parents' extreme devotion to their children, students' disrespectful behavior toward teachers (Çankaya and Çanakçı, 2011); and absenteeism (Dönmez & Çömert, 2009; Gürşimşek & Saygılı, 2008; Keleş, 2010; Neyişçi Karakaş, 2005) were determined as misbehaviors. The study conducted by Kandır (2000) showed that the most frequently observed misbehaviors by preschool teachers are aggression (42.4%), introversion (21.1%), nail biting (10.8%), thumb sucking (8.4%), masturbation and bedwetting (8.2%), hyperactivity (6.7%), and tics (2.1%). Ekşi (1999) found that 15% of three-year-olds showed non-compliance behaviors, and that the rate of non-compliance increases as the children age. Similarly, in their study, Atış-Akyol, Yıldız, & Akman (2018) found that physical violence is the most prevalent misbehavior in preschool period, while verbal and relational violence increases with age. Martin, Linfoot, & Stephenson (1999) also identified not obeying class rules as one of the misbehaviors. Anselmi, Piccinini, Barros, & Lopes (2004) found that 31.8% of the preschool children showed aggressive behaviors, hyperactivity, disobedience, low impulse control, and externalized behaviors including rageful and negligent behaviors; while 15.2% of the students had internalized behavioral problems including introversion, somatic complaints, sadness, fear, depression and anxiety. Detection of physical misbehaviors especially in preschool children such as aggression and violence shows that the findings of our study are consistent with those in the literature. In this study, the fact that the teachers stated that they observed the most misbehaviors such as aggression and violent behaviors in their class shows that the preschool children may resort to anger and physical violence in order to express their wishes and needs in case of insufficient abilities. Moreover, the examples, were given by teachers about misbehaviors in their classes, coincide with their definitions of misbehavior that they made earlier.

The misbehaviors parents observe most in their children vary according to the age groups of children. Parents of three-year-olds stated that they encounter misbehaviors like dangerous behaviors, self-harm, harming others, violence, and aggression, while parents of the four-year-olds stated that they mostly observe misbehaviors like crying and shouting. Parents of five-year-olds, on the other hand, stated that they observe behaviors such as insistence and defiance. When all responses of the parents are examined, it can be seen that insistence and stubbornness are the common characteristics of all age groups. These common characteristics can be attributed to the age of children. It can be said that the responses by teachers and parents are consistent. When this finding of the study is considered together with the advantage of qualitative research that allows gathering information in-depth, it can be said that although the responses of parents and teachers were analyzed as insistence and defiance as codes, parents and teachers evaluated these behaviors differently according to their frequency. In a study which examined the frequency of misbehaviors in children according to the views of parents and teachers, it was aimed to investigate the behavioral problems of children in 3-5 age group attending preschools in Ankara and it was found that teachers reported fewer behavioral problems than mothers (Kargı & Erkan, 2004). In our study, some parents and teachers expressed insistence and defiance behaviors which are completely parallel with the developmental features of the child as problem behaviors. Since teachers gave responses based on their professional experience, they preferred to state misbehaviors in children in general terms rather than differentiating in terms of age groups. However, there are some differences between the age groups since parents gave responses considering the age of their children. In general, the responses of parents and teachers were found to be similar.

Teachers listed familial, child-related, environmental, school and teacher-related, and genetic and developmental factors as the reasons behind misbehavior, while parents stated that misbehaviors are caused by child-related, familial, environmental, and other factors. It is seen that the responses of teachers and parents are consistent. Our literature review shows that in-class and out-of-class factors affect the behaviors of children (Atıcı, 2014). The out-of-class factors are family and social environment, school, peer effect, technological developments, impact of media, economic factors, and genetic factors; while in-class factors are physical and

socio-psychological environment of the class, teaching methods, individual, and teacher factors. Akman et al. (2011) investigated the assessments of preschool teachers about the problematic behaviors they encounter in class, and they concluded that teachers perceived family attitude, child's socio-cultural status, and his innate characteristics as the origin of misbehaviors. According to the results of the study by Korkmaz, Korkmaz, & Özkaya (2009), the reasons behind student misbehavior are family problems, violence on television and other mass media that children are exposed to, and families' insensitivity to children's education. Keown & Woodvard (2002) found that some misbehaviors can be observed in children due to inappropriate parental attitudes, disconnection in father and child communication, and inadequate mother-child interaction. Campell (1995) revealed that inconsistent parental behaviors were related to misbehavior in preschool children and that these misbehaviors due to inconsistent parental behaviors may continue in child's further education years. Also, Başar (2001) stated that teachers may have a role in the negative behaviors of children. It is important to know why children misbehave by examining antecedents of children's misbehavior. By understanding the potential reasons that underlie children misbehavior, teachers and parents can create more useful and solution oriented practices for children by addressing problematic behaviors and underlying conditions that accelerate these issues.

It is argued that the origin of the negative behaviors of teachers lies in their tendency not to get to know the child adequately and not to react appropriately to his/her situation. Contrary to the findings of our study, it is stated in the literature that physical conditions such as appearance of the classroom, materials used, layout of the classroom, heating and lighting may lead to lack of motivation and lead the children to misbehave (Öztürk, 2003). A study conducted in the US (Broekhuizen, Mokrova, Burchinal, & Garrett-Peters, 2016) indicated that the children who are educated in preschools or kindergartens that build and broaden positive emotions classrooms exhibited better social skills and fewer behavioral problems than their peers without high quality classroom environment. On the other hand, Stillerova (2018) stated that a negative classroom atmosphere did not lead either to an increase in children's misbehaviors or to the development of positive socio-emotional skills. Since the parents and teachers in our study mentioned similar misbehaviors in children, it is thought that they explained the causes of these behaviors in a similar way. In addition, it can be thought that the fact that teachers and families made similar views although they have had different educational levels about misbehaviors is due to their cultural characteristics.

When the responses of teachers regarding the solutions for misbehaviors were examined, it was found that they frequently used teacher and child centered solutions such as talking with the child, understanding, observing and rewarding child, helping child to form empathy ignoring and breaking. Also, teachers stated that they produced collaborative solutions such as talking to parents and administrators and they made environmental arrangements like appropriate planning activities for child's interests, and setting clear and understandable rules. When the responses of parents were examined, it was determined that they mostly used child centered solutions but less environmental adjustments. In parallel to these findings, it is seen in the literature that teachers mostly used child centered methods like verbal warning (Kılıç Özmen, 2009; Sadık, 2004; Sipahioğlu, 2008; Tolunay, 2008; Uğurlu, Doğan, Şöförtakımcı, Ay, & Zorlu, 2014; Uysal et al., 2010). Furthermore, according to the literature, teachers use methods such as ignoring, establishing eye contact, reminding the rules, and communicating with the family as well (Beşdok, 2007; Ekici & Ekici, 2014; Kılıç, 2009; Tolunay, 2008; Türnüklü & Yıldız, 2002). In our study, both parents and teachers stated that they mostly used child centered solutions in order to deal with misbehaviors. Parents did not mention collaboration with teachers, but in parallel to the literature, teachers mentioned that it is necessary to meet parents. This might be because parents were not aware of the importance of collaboration with teachers to prevent children's misbehaviors. For this reason, it is believed that teachers should advise parents during the process.

Within the scope of this study, the stakeholders with whom preschool teachers and parents collaborate to deal with the misbehaviors of children were identified. It was determined that the teachers collaborate with families, administrators, experts (psychologists, child

development specialists, and psychological counseling and guidance specialists) and guidance research center support staff, other teachers and assistant staff in the school. Furthermore, some teachers reported that they collaborated with school counselors in the past, but that preschools did not have these counselors any more, which they considered as an adverse status. In parallel to this finding, Kılıçoğlu (2013) maintains that some preschool teachers found themselves insufficient to solve some problems, and eventually such problems remain unsolved due to lack of school counselors. Contrary to these findings, there are some studies proposing that school counselors do not have enough experience and knowledge to work with preschool age group (Akgün, 2010; Aliyev, Erguner-Tekinalp, Ülker, & Shine-Edizer, 2012). On the other hand, the study by Kardeş & Akman (2016) which examined the perceptions of preschool administrators and teachers about the roles of school counselors revealed that although administrators and teachers stated that counseling services in preschools are not functional, the majority of them are in favor of maintaining the counseling services in preschools. The priority of the stakeholders with whom parents cooperate with varies according to the age group of the children. Parents of three-year-olds stated that they mostly collaborate with the teacher, while parents of four- and five-year-olds reported that they mostly collaborate with their spouses. Parents also collaborate with other people such as the family/relatives and experts. In parallel to the findings of our study, Taner Derman & Başal (2013) stated that teachers and parents should work in collaboration to eliminate the misbehaviors of children. In order to reduce such manners, it is necessary and important to collaborate with the child, parents and teachers.

Another finding of the study is that the teachers put forward teacher-oriented solutions to deal with misbehaviors, such as knowing and evaluating child, and the importance of classroom management skills. It was also found that teachers proposed environment-oriented solutions like collaborating with stakeholders, enhancing learning environment, and parent-oriented solutions like inter-parental consistency. Some differences were observed in the responses of the parents based on the age group of children. Parents of three-year-olds mostly made environment-oriented recommendations to deal with the misbehaviors of children, while parents of four and five-year-olds made parent-oriented recommendations. In the literature, teachers who work with students at different levels propose the following solutions to deal with the misbehaviors of children: rewarding or punishing (Çankaya & Çanakçı, 2011; Sipahioglu, 2008); warning (Kapucuoglu Tolunay, 2008; Yıldız, 2006; Yüksel, 2006); ignoring (Elban, 2009; Kapucuoglu Tolunay, 2008); being more friendly to students; involving students in activities; providing counseling service (Kahraman, 2006; Keleş, 2010); giving tasks (Çankaya & Çanakçı, 2011; Kahraman, 2006); making students sit close to the teacher, playing games, informing parents (Keleş, 2010); involving students in the course, talking about the importance of friendship, organizing activities; being sympathetic towards students; teaching up-to-date topics, listening to students, teaching rules of eating at the time to eat, playing games so that children can get used to school, allowing parents to come to school in the first week, raising awareness of parents and children about respect; communicating with parents; telling students that they need to wait for their turn to talk; giving them some responsibilities (Elban, 2009; Kapucuoglu Tolunay, 2008); and listening to students (Keskin, 2009).

There was a strong similarity between the attitudes of the parents and the misbehaviors of children in the preschool period (Dursun, 2010), and it was further revealed that parental attitudes play an important role in the formation and development of misbehaviors (Sertbaş, 2006). Therefore, the attitudes of adults are thought to be important in preventing misbehaviors of children. In addition to adult attitudes, ensuring a well-organized teaching and learning process in the classroom and maintaining this alignment prevent the emergence of misbehaviors in children (Özer, Bozkurt, & Tuncay, 2014). It is supported by the findings of the study that environmental adjustments have great importance in reducing misbehaviors in preschool children. In order to deal with such manners, both parents and teachers should know children's developmental and characteristic factors, individual differences and observe their behaviors. Solution methods can vary from child to child.

Another finding of the study indicates that there is a mismatch between the misbehavior that parents observe in their children and the misbehavior that teacher observes in these

children. Only parents stated that they observe misbehaviors in their children (n=13), while both parents and teachers observed misbehaviors in 19 children. However, for only six of these children, both teachers and parents identified the same misbehavior. It was found that for 13 children, teachers and parents reported different misbehaviors. It is noteworthy finding of this research that although parents of 13 children said that their children have misbehavior, teachers did not report any misbehavior for these children. This may be due to the fact that parents might not know children's developmental characteristics and needs as well as teachers. In addition, while parents have difficulty in making objective assessments of their children, teachers can make more objective assessments for all children. Due to this reason, children may behave differently in different environments such as home and school. Therefore, parents and teachers should constantly communicate and exchange information about child's behavior.

CONCLUSION

The study revealed that;

- Teachers and parents made similar definitions of children's misbehavior.
- Misbehaviors parents observe most in their children vary according to the age groups of children.
- Teachers' and parents' views about the origin of children's misbehaviors differ. While the teachers emphasized familial factors as the source, parents highlighted child-related factors.
- Though, teachers' and parents' views about the origin of children's misbehaviors differ, they agree that misbehaviors in children can be eliminated through child centered methods.
- Although, teachers stated that they are in collaboration with parents to eliminate misbehaviors in children, parents' collaborators change according to the age groups of children.
- Teachers and parents made recommendations to develop their own communication with children and to improve their management skills in order to solve this problem. Moreover, both group draw attention to the importance of collaborating with each other to solve these misbehaviors.
- Furthermore, one of the important results of the study is that the misbehaviors that are stated or not stated by the parents about their children do not exactly coincide with the misbehaviors teachers pointed out about those children. In other words, the teacher and parent views about a child's misbehaviors were found to be different.

Limitations and Suggestions

The research group of this study is limited to 35 parents and 13 teachers of 3, 4, 5 year old children attending public preschools. Further researches can be implemented with larger sample groups and in private preschools. Moreover, parents' demographic information like age, gender, education level, children's gender, teachers' educational degree and professional experiences are not taken into consideration in this research. Also, teacher interview form was applied to teachers by researchers on a one-to-one basis. Since parents could not participate individually due to time constraints, data were collected from them via semi-structured questionnaire form. Due to this, researchers could not ask follow-up questions to parents and probe for additional information. While considering these points, studies that can also contribute to the literature can be carried out.

In order to reduce the differences in teacher and parent views about the misbehaviors that a child exhibits, it is important that parents take part in family engagement activities and class practices, and ensure the coordination between school and home. Similarly, it is recommended that teachers allocate more time for home visits. Family engagement activities and home visits have multidimensional benefits for children, parents and teachers. It is thought that through such practices, the collaboration between parents and teachers will grow and

misbehaviors in children will decline. Since parents define some behaviors resulting from child's developmental characteristics as misbehavior, it is recommended to provide some coaching for parents about this issue. As far as the stakeholders that teachers collaborate with to solve misbehavior problems are concerned, the study revealed that many teachers experience problems in dealing with misbehaviors in schools due to the lack of school counselors. School counselors were not employed in the kindergartens when interviewing teachers. Today, school counselors work in kindergartens. It is seem that teachers need cooperation with school counselors about misbehaviors from time to time. However, it is thought that according to the number of students in kindergartens, the number of psychological counselors is still thought to be insufficient. In order for teachers and school counselors to communicate more effectively and more children benefit from this service efficiently, the number of psychological counselors in kindergartens should be expanded. In addition, as the most frequent misbehaviors in children are aggression and violence, the reasons for these externalized behaviors in children and possible solutions for these problematic behaviors should be investigated through experimental and longitudinal studies.

Ongoing misbehaviors may adversely affect children's further education life, peer relations, teacher-child relationship and parent-child relationship negatively. Therefore, starting from pre-school period, also considering the developmental characteristics of children, it is important to find solutions to children's misbehaviors in cooperation with the child, school and family.

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