

PRIMARY SCHOOL ADAPTATION PROBLEMS OF CHILDREN: PARENTAL EXPERIENCES AND PRACTICES⁶

Abstract: In this study, according to the opinions of the parents whose children have adaptation problems when starting the first grade of primary school; identifying the sources of adaptation problems, the measures taken by parents and the practices they do was aimed. In the study, a semi-structured interview form was applied to 22 parents whose children had adaptation problems while starting primary school in Aşkale, Erzurum. The obtained findings were analyzed by content analysis method. According to the findings obtained, parents stated that they faced social, physical and academic changes with their children starting school, they developed negative attitudes to school and displayed negative behavior in home. Parents stated that they increased their interest towards their children and rewarded them; some parents also stated that they resorted to punishment and violence to solve the children's adjustment problems. Parents gave many advices to other parents whose children will start to primary school.

Keywords: Adjustment, adjustment to school, adjustment problems, family, views of parent

Çomaklı, Murat

School Director-Teacher
Ministry of National Education,
Turkey

Contact:

E-mail: m.comakli@gmail.com

ORCID: 0000-0002-0498-3193

Koçyiğit, Sinan, PhD

Associate Professor
Early Childhood Education
Ataturk University
Turkey

Contact:

E-mail: kocyigit@atauni.edu.tr

ORCID: 0000-0002-7242-6209

⁶ This study was produced from a part of the master's thesis titled "The Adaptation Problems Experienced by Children Starting Primary School and the Analysis of Practices to Solve Problems According to Parents' Views".

INTRODUCTION

The transition of the child from home to school environment is an important process for him/her. Because the child encounters an academic environment for the first time. Besides, he/she encounters with his/her peers and tries to meet with teacher's expectations. At the beginning of the primary school, children's ability to form and maintain strategies to cope with the social environment is important for academic and behavioral performance (Hamre and Pianta, 2001). First-year of primary school has critical importance for the education life of the individual. Positive or negative situations experienced in this period will also affect the individual's future education. In order not to encounter a negative situation while adapting to school life, the child should be ready for school in physical, social, psychological, and mental aspects (Polat, 2004). Adaptation to school according to Goldberg (2006) is a versatile concept with dimensions such as liking school, avoiding school, academic success, and leaving school. Spencer (1999) refers adaptation to school as the degree to which the characteristics of the schools and the students come together in harmony in order to achieve an effective learning. In terms of primary school, the child's adaptation to school is seen as the social, behavioral, and academic reactions of the child against the demands of the primary school (Canbulat, 2007).

Adaptation to school is a product of relationships that include child's readiness and demographic characteristics as well as other relevant factors (such as parents, school, teachers, and peers). These relationships are an important factor in creating child's early school success (Pianta, Kraft-Sayre, Rimm-Kaufman, Gercke, and Higgins, 2001; Reynolds and Bezruczko, 1993; Rimm-Kaufman and Pianta, 2000). During the adaptation process in primary school; children's past life and school readiness (Akay and Ceylan, 2009; Arslan, 2016; Bilgili, 2007; Blair, 2002; Denham, 2006; Polat, 2014), whether they have received preschool education (Lokumcu Tozar, 2011; Magnuson, Meyers, Ruhm and Waldfogel, 2004; Ramey & Ramey, 2004; Wesley & Buysee, 2003), peer relationships, and environmental relations (Gülay, 2011; Koçyiğit, 2009; Mercan Uzun, 2015) are important. In addition, as a result of children's individual characteristics and environmental interaction, their reactions while experiencing adaptation problems also affect the course of the adaptation process (Altıntaş, 2015; Ateş, 2016; Özarслан, 2014; Yavuzer, 2001).

Each child shows a distinctive development (Apaydın Demirci and Arslan, 2020). Starting school requires mental, physical, and emotional readiness. Readiness to school, with the maturation of the child, is affected by environmental factors and is shaped by the characteristics of both the child and the environment (Wesley and Buysee, 2003). In the study conducted by Mühlenweg, Blomeyer, Stichnoth, and Laucht (2012), it was shown that children's starting school at an early age doesn't have a negative effect on mental development. However, it showed that it affects other developmental areas. Early childhood is considered to be the most important period in life after birth (El Shahed, 2017). Also, preschool education has an important role in the child's readiness and adaptation to school (Yavuzer, 2000, 2010). Again, according to Akay and Ceylan (2009), child's readiness to school greatly affects his/her adaptation to school and school success. In the studies of Ensar and Keskin (2014), they found that the social-emotional adaptation levels of 66-72 month-old children are higher than 60-66 month-old children. Furthermore, the social-emotional adaptation levels of children who have received preschool education are higher than those who have not; and as the family income increases, social-emotional adaptation increases in favor of the child. In a similar study on the income level of the family, in the findings of Özgülük (2006) it was found that as the income level of the family increases, social-emotional adaptation becomes easier. Ramey and Ramey (2004) showed in their study that preschool education has positive effects on school readiness. Thanks to preschool programs, children's skills such as literacy and mathematics increase and the effect of the disadvantages of the environment-family on the child decreases (Gormley, Philips, and Gayer, 2008).

According to Denham (2006), children who have gone through a good process in kindergarten also have a positive school attitude in their further education life, become successful in social field, love school, and are loved by their friends. Canbulat (2007) found that according to age and preschool attendance variables, there are significant differences in favor of preschool students and older age groups between the levels of school adaptation and school readiness. Sarı (2007) determined that social adaptation and limited social

adaptation scores of the children of 5 and 6 age group do not differ depending on age, while social maladjustment scores differ depending on the age variable.

According to Magnuson, Meyers, Ruhm, and Waldfogel (2004), children should receive preschool education in early childhood to eliminate inequalities when starting school. According to the results obtained in their work; it was observed that children who have received preschool education before starting primary school are more successful in reading and mathematics education, children coming from disadvantaged environments make a great gain with preschool education, and early childhood education is effective not only in the academic field but in the entire education life of the individual. In the study of Obalar (2009), it was stated that there is a correlation between school success and school adaptation. In the study conducted by Günindi (2008), it was also found that adaptation scores increase and maladjustment scores decrease in parallel with the increase in preschool education length.

Studies show that children's success in school and later life is related not only to children's cognitive skills, but also to their physical and mental health, emotional well-being, and their ability to relate to others (Cavanaugh, Lippitt, and Moyo, 2000; Huffman, Mehlinger, and Kerivan, 2000; Raver, 2002). Teacher-child relationship in primary school is important in terms of adaptation to school. In the study of Birch and Ladd (1997); they found that negative relationships between teacher and child are positively associated with avoiding school; and negatively associated with school loving, self-direction, and collaboration in classroom.

School adaptation week and its activities implemented in our country since the 2006-2007 academic year are reviewed and reconstructed every year in relation to environmental factors. In the guidelines published by the Ministry of National Education at the beginning of the 2020-2021 academic year, the Covid-19 process came to the fore and it was emphasized that adaptation to school is not a process that can only be achieved with teachers or families, the contribution of everyone such as school administrators, teachers, families, school service officers, canteen officers, and cleaning staff is needed (MEB, 2020). It is a necessity to update the researches to review the process of adaptation to school, which is affected by individual and environmental factors. Especially as individuals who spend the most time with children, what parents see as adaptation problems, the qualities of their practices, and their suggestions will contribute to the adaptation programs. In this study; according to the views of the parents who have adaptation problems when their children start primary school first grade; it was aimed to determine the sources of adaptation problems, what kind of precautions parents take, and what kind of practices they use to solve these problems. In this context, the following questions were sought:

- What are the parents' views about the adaptation problems that children experience when starting primary school?
- What have parents done to solve the problems of children with adaptation problems?
- What are the suggestions of parents with adaptation problems to the parents of children who will start primary school?

-

METHOD

RESEARCH DESIGN

In this study, a case study was conducted as one of the qualitative research designs. Case study was preferred, because it was aimed to investigate the adaptation problems of the children at the beginning of the primary school according to parents and the practices performed in their natural environment in-depth; and the questions of how and why were sought in detail. Case study is the study of a phenomenon based on "how" and "why" questions in cases where there are more than one data source in its natural environment. This research method enables in-depth study of the situation to be investigated. Case study is not a narrow-framed and easy study method, but a research method that requires knowledge and attention (Yıldırım and Şimşek, 2004).

PARTICIPANTS

Participants in the research; consists of 22 parents with children who have adaptation problems during the transition to primary school in the 2018-2019 academic year and created by criterion sampling method, which is one of the purposeful sampling types. Purposeful sampling is the selection of the sample suitable for the purpose of the study in order to conduct in-depth research. In the criterion sampling, which is one of the purposeful sampling types, objects and situations that have the qualities determined in the research problem, form sample (Büyüköztürk et al., 2017). Participants were formed by interviewing the primary school first grade teachers working in Aşkale district centre and obtaining the information of children with adaptation problems and their parents through teachers' observation.

Among the parents participating in the study, 15 are mothers and 7 are fathers. 12 of the parents are housewives, 6 are workers, 1 is self-employed, 2 are tradesmen and 1 is a teacher. Their children's age to start school is between 66-72 months for 15 of them and between 73-78 months for 7. While the ages of the parents' children at the time of the study are between 60 and 72 months, 16 children are between 79 and 85 months. 7 parents who participated in the study stated that they have low socio-economic status and 15 parents stated that they have moderate socio-economic status. One of the mothers of the children became subject to the study is not literate, 12 of them are primary school graduates, 3 of them are secondary school, 2 of them are high school, 3 of them are associate degree and 1 of them is undergraduate. 10 of the fathers are primary school graduates, 5 secondary school, 5 high school, 1 associate degree, and 1 undergraduate. 3 of the children have no siblings, 7 of them have 1 sibling, 8 of them have 2-3 siblings, 4 of them have 4-5 siblings. 13 children received preschool education, 9 children did not receive preschool education. 7 of the children with preschool education received education for 1 year, 5 for 2 years, and 1 for 3 years.

DATA COLLECTION TOOLS

In this study, a semi-structured interview form was used to collect data from the participants. Semi-structured interviews can be both fixed options and can consist of open-ended questions that allow going deeper (Büyüköztürk et al., 2017). In the semi-structured interview, the interview is done with pre-determined topics and questions. During this flexible interview, the format and order of the questions can change and the subject can be added and removed by the researcher (TÜBİTAK, 2019). In the selection of this data collection tool, it was aimed to examine the situation in more detail by asking open-ended questions to make arrangements by being flexible according to the situations that may occur during the research, to help the individuals participating in the study to express themselves easily, and to give clues to better understand the questions when requested.

Personal information in the interview form (type of parent, profession, starting age of the child's schooling and current age, socio-economic status, educational status of the child's parents, number of siblings, and whether the child received preschool education and the duration of this education if he/she was educated) and the questions that could lead to the necessary data in accordance with the subject were determined and then presented to the expert opinion. As a result of the feedbacks given by the experts, it is finalized; and semi-structured interview form consisting of three questions (What are the parents' views in terms of the adaptation problems they experience when children start primary school? What have parents done to solve the problems of children with adaptation problems? What are the suggestions of parents with adaptation problems to the parents of children who will start primary school?) was created.

As a result of the feedbacks given by the experts, it is finalized and semi-structured interview form consisting of three questions (What are the parents' views in terms of the adaptation problems they experience when children start primary school? What have parents done to solve the problems of children with adaptation problems? What are the suggestions of parents with adaptation problems to the parents of children who will start primary school?) was created.

PROCESS

The research was conducted in the centre of Aşkale district, in Erzurum, Turkey, in the 2018-2019 academic year. Official permissions were obtained from Erzurum Provincial Directorate of National Education for the study with the document dated 05/15/2019 and issued 36648235-605.01-E.9621035. In order for the interview process not to be negatively affected during the application, the study was conducted in a healthy

environment, based on the volunteering of the parents and at the time it was planned. In the study, verbal questions were asked to the participants, their verbal responses were recorded in writing, and their approval was obtained by reading them back again. An interview lasted 30 minutes on average. In addition, regarding all processes planned and implemented in the study, the ethics committee approval was obtained with the certificate of Ataturk University Educational Sciences Unit Ethics Committee dated 01/12/2020 and issued 56785782-050.02.04-E.2000300185.

DATA ANALYSIS

Content analysis was used in this study. Content analysis is the conceptualization of the findings and the explanation of the data by organizing these concepts in a way that the readers can easily perceive. In addition, this method aims to reveal the facts hidden in the data (Yıldırım and Şimşek, 2004). Parents interviewed in the study were coded by giving the symbol “A” and numbers (A1, A2.... A22).

VALIDITY AND RELIABILITY

In this study, the suggestions of Yıldırım and Şimşek (2004, 91-97) were taken into consideration to increase the validity and reliability in qualitative studies. Each item belonging to the semi-structured interview form, which is data collection tool, was presented to expert opinion as “appropriate”, “not appropriate”, “your views to correct”. The interview form was finalized according to feedbacks from the experts. The aim of the study was clearly explained to the participants, confidentiality was guaranteed and it was stated that the participation was on a voluntary basis. Research findings were reviewed over and over again to ensure the meaningful unity of the concepts. The data obtained from the interviews were verified by the interviewees. The process of collecting the obtained data was explained in detail. The characteristics of the parents interviewed were explained in detail. While analyzing the data, another expert was also asked to analyze the consistency between the researchers. For the consistency between the analysis of the experts, the reliability formula proposed by Miles and Huberman (1994, p. 64) [Reliability=Consensus/(Consensus + Disagreement)] was used, and the reliability was determined to be 83% as a result of the calculation. Findings are discussed in relation to the existing literature. While analyzing the obtained data, it was exemplified with direct expressions.

FINDINGS

PARENTAL VIEWS REGARDING THE ADAPTATION PROBLEMS CHILDREN EXPERIENCED WHEN STARTING PRIMARY SCHOOL

In the answers given to the first question addressed to the parents, headings regarding “the changes faced by the children, the observed adaptation problems, the causes of adaptation problems, the changes that occur in children’s lives out of school” emerged. These views are given in Table 1.

Table 1. Views Regarding the Adaptation Problems Children Experienced When Starting Primary School

Category	Subcategory	Concepts
• The changes faced by children	• Social	• Friend. crowded environment. rules. and teacher
	• Physical Environment	• School uniform. school items. and school structure
	• Academic	• Duration of education
• The observed adaptation problems	• Reluctance to school	• Crying and giving difficulty, fear, not being able to leave parents, asking for kindergarten, negative attitude towards teacher, inability to get used to and unhappiness
	• Social	• Inability to form a circle of friends, fighting, not getting along with the opposite sex, asking parents to stay in the classroom, limited communication, and difficulty in self-expression
	• Academic	• Reluctance to learn and to do homework
	• Problematic Behaviors	• Spoiled, aggressive behavior

	<ul style="list-style-type: none"> • Negative attitude towards oneself 	<ul style="list-style-type: none"> • Feeling worthless
<ul style="list-style-type: none"> • The causes of adaptation problems 	<ul style="list-style-type: none"> • Social reasons 	<ul style="list-style-type: none"> • Not being able to socialize sufficiently before school, change in the circle of friends peers, school environment getting crowded, spending a lot of time with sibling before school and having difficulty making friends
	<ul style="list-style-type: none"> • Negative parental attitudes and excessive dependence of the child to their parents 	<ul style="list-style-type: none"> • Excessive pampering of the child, spending little time with the parent before school starts, and excessive attachment to the parent
	<ul style="list-style-type: none"> • Inability to get used to the school atmosphere and school rules 	<ul style="list-style-type: none"> • The formation of a competitive atmosphere in the school, the wrong attitudes of teacher, the difficulty of the child getting used to school, the child misbehaving at school, refraining from school and teacher, change of the school environment, reluctance to learn and being influenced by his/her friends
	<ul style="list-style-type: none"> • Education 	<ul style="list-style-type: none"> • Not getting preschool education and children’s not getting out of preschool education atmosphere
	<ul style="list-style-type: none"> • Personal reasons 	<ul style="list-style-type: none"> • Starting school at an early age, being an only child, character and temperament of the child, and learning disorder
	<ul style="list-style-type: none"> • Domestic reasons 	<ul style="list-style-type: none"> • Moving to a different settlement and the death of the child’s mother
	<ul style="list-style-type: none"> • Preliminary 	<ul style="list-style-type: none"> • No prior information about primary school
<ul style="list-style-type: none"> • Negativities observed in children’s lives out of school 	<ul style="list-style-type: none"> • Disruption in the communication with the environment and developing negative feelings towards the environment 	<ul style="list-style-type: none"> • Disruption in the communication with friends outside of school, fighting with siblings, misbehaving, being disheartened about school, and making imperative sentences and being disrespectful towards their parents
	<ul style="list-style-type: none"> • Changes in emotion and behavior 	<ul style="list-style-type: none"> • Unhappiness, stagnation, irritability, reluctance to play and activity, stress, carelessness-disappointment
	<ul style="list-style-type: none"> • Biological changes 	<ul style="list-style-type: none"> • Sleeplessness and loss of appetite, sores in the body
	<ul style="list-style-type: none"> • Indifference towards lessons and school 	<ul style="list-style-type: none"> • Not being interested in his/her lessons, reluctance to go to school, telling his/her siblings that he/she had difficulties at school at home, and dislike opening up lesson-school-teacher subjects

When Table 1 is examined, changes that the children encountered when starting primary school were examined in the interview with the parents and the views of the parents were collected in three main groups. These are: “social, physical environment, and academic” changes.

Social changes children face in primary school according to parents’ views occurred as; “friend (A1, A2, A3, A8, A11, A16, A18, A20), crowded environment (A8, A9, A10, A11, A14, A19, A21), different rules (A5, A7, A16), and teacher (A1, A3, A4, A6, A10, A16, A17, A18)”. When the views of parents regarding the physical environment changes children face in primary school are examined it is seen that; “school uniforms (A1, A7), school items (A1, A2, A3, A4, A5, A6, A11, A12, A13, A16, A17, A18), and school structure (A10, A15, A16, A19, A20). Academic changes children face in primary school according to parents’ views occurred as; “the transition from the concept of activity to the concept of lesson (A4, A14)”.

Examples of the parents’ views regarding the changes children face are given below:

“His circle of friends changed. He encountered older children from the upper classes. He started to spend time in a more crowded environment than at home (A8). My child was an aggressive kid. He met with a big environment. This time he became more aggressive (A14). He started eating at the table at school. He started to go to the bathroom himself at school. He would sit on the floor at home playing games on the carpet. He started to sit in a desk at school (A5). He had kindergarten education. However, the school and classroom environment has changed. The circle of friends has changed. He had a new teacher (A1).”

“He started going to school in a school uniform (A1). The education environment has changed. There were more toys in kindergarten. There was a carpet. These materials are not available in the first class (A13). He encountered many social playmates. School environment has changed. His previous school was a single storey. This school has 2 floors and his classroom is on the 2nd floor. He kept saying this (A15).”

“He knew the teacher-school concept because he went to kindergarten. Seating arrangement, the concept of activity-lesson has changed (A14).”

According to Table 1, adaptation problems observed when children start primary school were grouped into five main groups in the interview with parents. These were seen as: “reluctance to school, social negativity, academic problems, problematic behavior, negative attitude towards oneself”.

According to parents’ views, for reluctance to school as one of the adaptation problems that children show when starting primary school; “crying (A1, A3, A4, A5, A9, A10, A11, A12, A13), fear (A1), not being able to leave parents (A2), and asking for kindergarten (A5)”. For social negativities; “negative attitude towards teacher (A6, A8, A14), inability to adapt (A5, A7, A8, A16, A17, A18, A19, A22), unhappiness (A22), inability to form a circle of friends (A2, A3, A4, A6, A7, A8, A13, A17, A18, A20), fighting (A14, A21), not getting along with the opposite sex (A14), asking parents to stay in the classroom (A2, A5, A7, A11, A12), limited communication and difficulty in self-expression (A3, A4, A5, A6, A11, A12)”. For academic problems; “reluctance to learn (A15) and to do homework (A16)”. For problematic behaviors; “spoiled (A21) and aggressive behavior (A14, A21)”. The other adaptation problem that children showed was seen as “negative attitude towards oneself (feeling worthless) (A21)”.

Sample parental views on adaptation problems children face are given below:

“I took him to the school for the first two weeks. We had a big crying problem. Then his brother started to take him (A3). He was crying. He was stubborn with me. He was very quiet at school. He didn’t want to go to school. I constantly had to accompany him (A12). Leaving the family and the new environment felt frightening to him. The big size of the school, I think, triggered this situation. He was reluctant while going to school and cried frequently (A1). He cried a lot when he first started. This lasted for a week or two. He didn’t want to leave me. He wanted me to be by his side (A2). He couldn’t get used to the classroom. We took him to another one. Then we got back to his earlier classroom again. He was crying. He didn’t want to go to school. He wanted to go to kindergarten (A5).” “He couldn’t contact with his teacher. He was taking a stand against his teacher (A6). He couldn’t get used to the classroom. We took him to another one. Then we got back to his earlier classroom again. He was crying. He didn’t want to go to school. He wanted to go to kindergarten. He was saying “be next to me” when I was at school. He was talking to his teacher when he had great difficulty (A5). While education in kindergarten was mostly activity-oriented, no activity and plenty of homework at this school made him hate school. They do exam even in the first grade and their saying, “This is not a playground, this is a school of ambition!” almost stunned us. It prevented my child from feeling like a part of the school. My child was not happy (A22). He wasn’t making friends with his classmates during this period (A2). He asked the teacher to give him a different homework than his friends. He was fighting with his friends. He didn’t want to go to school (A21). He couldn’t get along with the female students (A14). I took him to school and introduced him to his teacher and friends. But he always insisted on wanting me by his side. This situation lasted 2 weeks. He was pulling me when I wanted to leave. It took him a long time to make friends and get used to the class (A7). He wasn’t communicating with his teacher and friends. He didn’t even want to make eye contact. He was introverted (A3). He was very quiet at school. He didn’t want to go to school (A12).”

“He didn’t have any adaptation problems with his friends and teacher. There was a reluctance to learn only at the beginning of the semester. He didn’t attend lessons. He wasn’t asking questions. He avoided answering questions (A15). When his teacher gave him a task, he absolutely didn’t want to do it saying

“This my problem” (A16).”

“He felt worthless. By contrast, he started to be spoiled. He asked the teacher to give him a different homework from his friends (A14). He couldn’t adapt to school due to his aggressiveness. He quarreled with his friends. He had trouble making friends. He started to refrain from his teacher because his teacher warned him. He couldn’t get along with the female students (A14).”

“He felt worthless. By contrast, he started to be spoiled (A21).”

According to Table 1, the sources of adaptation problems that children experience when starting the first grade of primary school are based on eight main sources from the perspective of the parents. These are: “social reasons, negative parental attitudes, and excessive attachment of children to parents, negative school atmosphere, not having preschool education, being unable to get out of preschool education atmosphere, personal reasons, domestic reasons, and preliminary”.

Social causes of adaptation problems experienced by children when starting the first grade of primary school occurred as; “not being able to socialize sufficiently before school (A1, A3, A4), change in the circle of friends (A5, A20), school environment getting crowded (A19), spending a lot of time with siblings before school (A19), and difficulty in making friends (A13, A14, A18, A20). For *negative parental attitudes*; “the excessive pampering of the child (A1, A4, A5, A7), spending little time with the parent before school (A9)”. One of the parents emphasized “the child’s dependence on the parent” (A7), and some of the parents stated that “the excessive attachment of children to their parents causes adaptation problems when they start primary school (A2, A3, A9, A11, A13, A18)”. For *Reasons for children’s inability to get used to school atmosphere and school rules*; the formation of a competitive atmosphere in the school (A22), the wrong attitudes of the teacher (A16, A21, A22), the difficulty of the child getting used to school (A14, A19), the child misbehaving at school (A16), refraining from school and teacher (A10), change of the school environment (A11, A20), reluctance to learn (A12), and being influenced by friends (A12, A16)”. While some of the parents saw “their children’s not having preschool education” (A2, A3, A4, A6, A7, A17) on the basis of the adaptation problem that their children experienced when starting primary school (A2, A3, A4, A6, A7, A17), some parents stated that they saw “their children’s inability to get out of the atmosphere of preschool education” as the reason behind the adaptation problem (A15, A16).

According to parents, *personal reasons* underlying the adaptation problems of their children when starting the first grade are; “starting school at an early age (A6, A21), being an only child (A7), the effect of the child’s character and temperament (A13, A14, A20), learning disorder (A22)”. For *family reasons*; they stated “moving to a different settlement (A8) and the death of the child’s mother (A17)”. Some of the parents stated that “*not giving enough information to their children about primary school* (A3, A10, A11)” has an effect on their children’s adaptation problem in starting primary school.

Examples of parental views on the causes of the children’s adaptation problems are given below:

“The fact that he doesn’t have many friends in the neighborhood and that we coddle him too much because he is sick and constantly try to protect him (A1); the small circle of friends and the inability to socialize before school affected this situation (A3). The change in his circle of friends and not being in the same class with his friends in the neighborhood was also effective (A5). I see the change in the environment on the basis. He moved from a very calm environment to a crowded environment (A19). He also has a twin brother. He always spent time with him before. It may also have an effect (A19). I see his aggressiveness as the main source. He had a hard time making friends because he was aggressive towards them. He had a hard time adapting to school (A14).”

“We raised him freely at home. We spoiled him. The change in his circle of friends and not being in the same class with his friends in the neighborhood was also effective (A5). Since I was working in construction, I was generally out of town. He misses me very much. He has an extreme attachment to me. My work finished by the week the schools started. He didn’t want to leave me and go to school (A9). He is very fond of me. We were always together even while sleeping. That he didn’t have a preschool education also affected (A2). He grew up a little spoiled because he was our only child. We were doing everything he said. He was dependent on us (A7).”

“However, giving fifteen pages of homework at the beginning level and keeping the student in a continuous competitive environment was not correct (A22). He went to kindergarten for 2 years. He

always focused on playing games there. He always said that his hands were tired because they were constantly painting in the 1st grade. The teacher's fait accompli behaviors made him even more reluctant. He had a tendency to physical games already. The school became like a playground for him when he came together in the same classroom with his beloved friends. When he got homework at home he was saying, "I did a lot at school, I don't want it." (A16). I see the environment change on the basis. He moved from a very calm environment to a crowded one (A19). The school became like a playground for him when he came to be in the same classroom with his beloved friends (A16). He was afraid of the teacher. He was afraid of school. He refrained because he didn't know the school environment before (A10). He may also be afraid of the change in the environment (A11). I don't know. Despite having taken a year of preschool education, he had problems in adapting to school. Maybe it's because of reluctance to learn, unattractive school, the influence of friends, etc. (A12). When he came to be in the same class with his beloved friends, the school became like a playground (A16)."

"He didn't go to kindergarten. He met the school for the first time. Having few friends and the inability to socialize before school affected this situation (A3). His small age. Not having preschool education (A6). He grew up a little spoiled because he was our only child. We were doing everything he said. He was dependent on us. We didn't send him to kindergarten. I think it is effective, too (A7). My child had a little difficulty in getting away from the influence of the kindergarten. Education in kindergarten was generally provided with games. However, it changed in primary school. My child couldn't adapt to this situation. His mind was at play. Games attracted his attention more (A15). He went to kindergarten for 2 years. He always focused on playing games there. In the classroom, he always said that his hands were tired because they were constantly painting (A16)."

"His small age. Not having preschool education (A6). He also started school small. He started at the age of five and a half. I think it is also effective (A21). He grew up a little spoiled because he was our only child. We were doing everything he said. He was dependent on us. (A7). He is introvert, he had poor communication with other children and he is very fond of his mother. These reasons caused my child to have adaptation problems when starting school (A13). We thought that the teacher had a lack of communication. But the more he communicated, the worse it got. Mild dyscalculia was detected in the student (A22)."

"We just moved from village to city centre. Both the change in our neighborhood-environment and that he never went to school created the problem of adaptation (A8). The death of his mother was effective (A17)."

"He didn't go to kindergarten. He met the school for the first time (A3). He was afraid of the teacher. He was afraid of school. He was refraining because he didn't know the school environment before. (A10)."

When Table 1 is examined, the negativities observed by the parents in the lives of children out of school who have adaptation problems when starting the first grade of primary school are categorized into four groups. These are; "disruption in the child's communication with his/her environment and his/her development of negative feelings towards his/her environment, changes in emotion and behavior, biological negativities and indifference to the lesson." Some of the parents who participated in the study stated that they did not observe a change in their out-of-school life in the period when their children could not adapt to school (A6, A13, A14, A15, A17).

During the period when their children showed adaptation problems in starting the first grade of primary school, parents observed that their children's communication with the environment was disrupted and that they developed negative feelings towards their environment in their out-of-school life with the following behaviors: "disruption of children's communication with friends outside of school (A1, A8, A20), fighting with their siblings (A12), misbehaving (A12), being disheartened about school (A22), making imperative sentences and disrespectfulness towards their parents (A21, A22)." For the change in emotion and behaviors; "being unhappy (A1, A2, A3, A5, A7, A9, A10, A11, A18, A22), calmness (A11), irritability (A2, A3, A10, A11, A21, A22), reluctance in playing games and doing activities (A7, A20, A22), stress (A16), and carelessness-disappointment (A22)" were observed. The biological changes observed by parents in their children's out-of-school life were stated as: "sleeplessness and loss of appetite (A5, A7) and sores on the body (A16)." The behaviors of indifference towards lessons and school parents observed in their children's lives outside of school were stated as; "not being interested in their lessons (A2, A12), not

wanting to go to school (A1, A3, A4, A8, A9, A11, A16, A18), telling their siblings at home that they have difficulties at school (A19), and dislike opening lesson-school-teacher subjects (A3, A7, A16).”

Somer parental views on the negativities observed in children’s out-of-school lives are given below:

She also stopped talking to her friends outside of school. She became introverted (A1). She became very quiet. She became very calm. She became reluctant to play games. She was not talking while eating (A20). She was fighting with her brothers. Her silence at school was replaced by mischief at home (A12). She wasn’t interested in her lessons. She preferred playing toys to studying when she came home from school. These behaviors decreased in the following periods (A12). Cases of resentment to life, indifference, disappointment, disheartenment about school and teachers, and hatred from time to time occurred. She didn’t even care about the fairy tale listening activity she used to love. She started to hate reading books (A22). She started acting gruff. She was also mean to us. She tried to perform what she was told at school to us. She was making sentences like “sit down, shut up” to us. I had a lot of difficulty for a year (A21). She fought with her mother. She began to be hurtful and occasionally rude towards her parents (A22).”

“She was angry when she got home. She was unhappy. She wasn’t interested in her lessons (A2). She seemed unhappy outside of school and in the family. Saying “I don’t want to go to school.” she was crying (A9). She was dull at home sometimes, too. She didn’t want to go to school (A11). She got nervous. She was crying constantly. She said she didn’t want to go to school even while we were talking about different things. She displayed violent behavior (A3). She was upset. She got mean. She was damaging her toys and books. She was scribbling her books (A10). When a school-related topic came up, she immediately pulled a long face. She didn’t really want to play with her toys. I wanted to wake her up early for school. But she was stubborn not to get up. She was not eating her breakfast (A7). The school felt like a playground to her rather than a school. Because there was a continuous minute system in the school, she wanted lessons to end and have a break as soon as possible. When she came home worried “Is there school again tomorrow?” (A16). There were cases of resentment, indifference, disappointment, disheartenment about school and teachers, and hatred at times (A22).”

“We suffered from unhappiness, loss of appetite, and sleeplessness. She couldn’t adapt to her responsibilities at school (A5). Her communication with the environment outside of school is fine. But she was troubled when it came to lessons and the teacher. She even had sores on her body due to stress (A16).”

“She was angry when she got home. She was unhappy. She wasn’t interested in her lessons (A2). I didn’t observe a big change. She didn’t want to go to school. Sometimes I felt she was unhappy (A18). At home, she made us feel she was having difficulty in her school life. She was telling this to her brothers (A19). When a school-related subject came up, she immediately pulled a long face. She didn’t really want to play with her toys. I wanted to wake her up early for school. But she was stubborn not to get up. She wasn’t having breakfast (A7).”

PARENTS’ VIEWS REGARDING THE SOLUTION TO ADAPTATION PROBLEMS CHILDREN EXPERIENCE WHEN STARTING PRIMARY SCHOOL

The solutions followed by parents whose children show adaptation problems when starting primary school were categorized into eleven areas. These are: “showing more attention to their children, ensuring them to go to school with their peers, going to school with their children, using reinforces, punishing, ensuring that their child is taken care of by their other acquaintances at school, waking up early, collaborating with school, taking psychological and academic support from an expert, changing the school and the parents’ doing self-directed work”. These views are given in Table 2.

Table 2. Views on the Solution of Adaptation Problems Children Experience When Starting Primary School

Category	Concepts
• Paying more attention	• Increasing attention, being understanding and patient, getting help from the internet, making your child feel that you are there for him/her and giving support
• Determining the child’s method of commuting to school	• Ensuring they commute to school with their peers, going to school with their children, coming from school with their children, waiting for their children at school
• Using reinforcements and punishments	• Giving gift and promising gift, putting their favorite food in lunchboxes, cooking their favorite food, taking things that the child likes from their hands, punishments
• Ensuring that their child is taken care of by their siblings and other acquaintances at school	• Ensuring that other siblings take care of their children at school and have other acquaintances at school take care of them
• Preparation for school	• Waking the child early
• Collaborating with school stakeholders	• Monitoring homework-projects, talking to classmates and other parents, collaborating with school staff, providing communication between the school and the psychiatrist
• Getting expert support in psychological and academic fields	• Getting support from psychiatrist, support from pedagogue, ensuring that the child gets private lessons
• Transition to a different school environment	• Changing the school
• Parents’ self-directed practices	• Being flexible about the rules outside of school, question your own shortcomings and try to make up for them

According to Table 2, when their children showed adaptation problems while starting primary school parents stated that “by increasing the level of attention towards their child (A1, A4, A5, A7, A10, A18, A20, A22), being understanding and patient (A10, A12, A19), getting help from the internet (A11), making them feel that they are there for their children and supporting them (A16, A20)” they paid more attention and aimed to solve the problem this way. A parent whose child shows an adaptation problem stated as a solution “going to school with his/her peers (A1)”, some parents stated, “going to school with their children (A2, A9, A11, A12, A13, A18) and returning from school together (A9, A11, A12, A13, A18), waiting for their children at school (A2, A3, A6, A11)”. Again, parents stated that they tried to solve this problem by using some reinforcements. As a reinforcer; they practiced “giving and promising gifts (A3, A6, A9), putting the things they love in lunchbox (A3, A4) and cooking their favorite food (A3, A5)”. One parent stated that they “deprived the child of the things he/she liked (A5)” and another parent stated that they were “punishing (A12)”. “Having other siblings take care of their children at school (A6, A17), and ensuring other acquaintances at school take care of their children (A17)” turned up as a solution from parents’ views. Parents who have adaptation problems when their children start primary school, to solve this problem they “monitored the homework and projects (A16), talked to classmates and other parents (A8), collaborated with school staff (A7, A8, A9, A14, A15, A16, A19) and provided the communication between the school and the psychiatrist (A22)”.

Examples of parental views on solving children’s adaptation problems are given below:

“I paid more attention. I tried to send him to school with his peers (A1). I was patient. I was understanding. I gave him advice. I took care (A10). I tried to find something on the internet. I commuted to school with my child. I waited at school as long as I could (A11). I never lost contact with his teacher. I monitored closely the subjects, homework, and projects given to him. He constantly didn’t note down his homework at school. I monitored persistently. Maybe education at school was pressure for him. I was always with him as his mother (A16).”

“I paid more attention. I tried to send him to school with his peers (A1). I was taking him to school and pick up myself. I was patient with my child’s continuation of this request (A12). I met with his teacher. I bought gifts. We spent a lot of time together in the evenings. I took him to school. I picked him up from school in the evenings (A9). I commuted to school with my child. I waited at school as long as I could (A11).”

“His father was buying gifts. We were putting the things he loved in his lunchbox. We were cooking his favorite food (A3). I was with him for the first week at school. His brother joined him during the breaks. I promised him gifts (A6). I put whatever he wanted in his lunchbox. I talked to him about the significance of school (A4). I waked him up early. I cooked his favorite food (A5). I took away his toys because he was not going to school. I took the tablet (A5). I commuted to school with him. I was patient with the continuation of my child’s this request. Sometimes I yelled. I even beat him up (A12).”

“I was with him for the first week at school. His brother was joined him during the breaks. (A6). Because of my job, I couldn’t pay much attention to him in school. His sisters and cousins going to school mostly took care of him (A17).”

“I woke him up early. I cooked his favorite food. We made rules together but he didn’t follow (A5).”

“I never lost contact with his teacher. I monitored closely the subjects, homework, and projects given to him. He constantly didn’t note down his homework at school. I monitored persistently (A16). We had more dialogue with his teacher. We talked to his classmates. We talked to other parents (A8). We negotiated with the counsellor about aggressiveness. Both the counsellor, the classroom teacher, and I tried to instill that fighting is not a good thing, it won’t solve anything. We thought he would adapt to school if we solved the fighting problem (A14). Firstly, I removed my child from that school, his troubled teacher, and parent environment. We made an action plan on how to take care of it by getting psychiatric help. After the teacher and school change, we provided him to receive private lessons. We established communication between the teacher, the child, and the psychiatrist (A22).”

“I took him to psychiatrist three times. He took sessions. Everything was fine outside of school (A16). He was willing for anything. However, I took him to pedagogue because of the problems in his behavior (A21). After the teacher and school change, we provided him to receive private lessons (A22).”

“Firstly, I removed my child from that school, his troubled teacher, and parent environment. (A22).”

“I bent my rules a little but didn’t give up. It was my dream to see my son conforming to classroom as a compliant and obedient person (A16). He was willing for anything. However, I took him to pedagogue because of the problems in his behavior. I also noticed shortcomings in myself. I tried to make up for them (A21).”

SUGGESTIONS OF PARENTS HAVING ADAPTATION PROBLEMS WHEN THEIR CHILDREN START PRIMARY SCHOOL

Parents of children having problems of adaptation when starting primary school suggested other parents who face the same kind of problems: “free their children, provide preschool education, support in social areas, get support from an expert to solve the problem, collaborate with the school, increase their level of showing love, compassion and communication to their children, eliminate the effects of negative teacher behaviors and display a determined attitude”. Before starting primary school, parents who participated in the study stated that; “collaboration with the school and introducing the school, making the right teacher choice, waiting for the right age to start school, getting preschool education, solving problems in a timely manner, parenting education, paying more attention in children and better communication with them and supporting the child in the social field are necessary”. Findings obtained from these views are given in Table 3.

According to Table 3, parents of children who have adaptation problems when starting primary school suggested parents who have similar problems; “set children free (A1, A4, A5, A10, A11, A16, A20, A21) and discover their children (A15), ensure that their children receive preschool education (A2, A3, A4, A5, A6, A7, A8, A11, A12, A13, A14, A15, A17, A18, A20), be in constant communication with the preschool teachers (A22), pay more attention to their children while receiving preschool education (A21), understand that preschool education is not just about play and convey this to their children (A16), ensure that their children receive preschool education in an ideal sized school (A12), discover the characteristics of their children and to take precaution before school starts (A14, A22), support their children socially (A2, A3, A6, A8, A10, A11, A12, A18), get help from experts and don’t hesitate to get help (A2, A14, A22),

collaborate with teachers of their children and monitor their school life (A8, A14, A15, A18, A19), go to school with their children (A 5, A6, A12), ensure that their children are not afraid of school and help the child love the school (A4, A13), prepare the child for primary school and give them prior information about school (A1, A6, A7, A8, A9, A10, A11, A15, A6, A21), to take care of their children more, show more love and patience (A3, A4, A5, A6, A7, A11, A12, A16, A17, A18, A19, A21, A22), chat with their children (A4, A5, A11, A14, A16, A20, A21), keep their children away from the tablet and television (A5), empathize with and support their children (A3, A8, A9, A10, A14, A16, A17, A19), enable children to discover themselves (A22), give gifts to their children (A6, A11), don't lie (A4), don't to be angry with their children and not to be violent (A4, A5, A9, A10, A17), follow a determined attitude (A12), make the right teacher choice (A22), wait for the appropriate age to start their children to school (A21) and solve problems on time (A21)".

Table 3. Suggestions of Parents Having Adaptation Problems When Children Start Primary School

Category	Concepts
• Changing the attitude	• Setting children free, discovering their children
• Taking the right educational steps	• Ensuring that children receive preschool education, keeping in touch with the preschool teacher, paying more attention to children while receiving preschool education, understanding that preschool education is not just about play and conveying this to children, ensuring that children receive preschool education in an ideal sized school, knowing the characteristics of children and taking precaution before school starts
• Supporting in social field	• Supporting children in social field
• Getting help from an expert	• Getting help from an expert and not hesitating to get help
• Helping the child love the school and collaborating with the school	• Collaborating with the child's teacher and monitoring the school life, commuting to school with their children, making sure that their children are not afraid of school and helping the child love the school, preparing the child for primary school and giving prior information about school
• Increasing the attention to child and using effective communication	• Paying more attention to children, showing more love and patience, chat with children, keeping children away from tablets and TV, empathize with and support children, helping children discover themselves, buying gifts, not lying, not being angry with their children and being away from violence
• Determined attitude	• Following determined attitude
• Choice and timing	• Choosing the right teacher, waiting for the appropriate age to start school, solving problems on time

Examples of views regarding the parents' suggestions are given below:

"They shouldn't be too protective of their children. Sometimes they have to set them free. They shouldn't coddle them too much (A1). Take care. Chat with them. Give them confidence (A21). Every parent should discover how their child can study and learn better. They should help their lessons that way. They should monitor their school activities and status (A15)."

"I want them to send them to kindergarten. I sent his brother and saw its benefit. Don't keep children at home all the time. Let children see children from different environment (A2). Maintain constant communication with the kindergarten teacher (A22). Don't send them to school at an early age. Give them school awareness. In preschool education, they shouldn't just send their children to school but take care of them. Monitor. Solve their problems on time (A21). We shouldn't see preschool education just as a game. We should also instil this in our children (A16). They should receive preschool education. However, they should take this education in classes with enough students (A12). Preschool education should be taken efficiently. We should get to know our children better and before starting school, we should take precautions according to their character to avoid problems. Because, when the child has difficulty adapting to school, the family also have difficulties. The academic success of the child is also

affected (A14).”

“They shouldn’t keep children at home all the time. Let them see children from different environments (A2). Let them spend time with their friends (A11). Let their children with adaptation problems spend more time with the friends they love (A18).”

“They should also get help from an expert (A2).”

“During this period, children should be supported more. During this period, children shouldn’t feel alone. More dialogue with teachers should be established (A8). They should go to school with their children. They shouldn’t push them too hard. (A5). Let them do things that will make them like the school. They shouldn’t insist too much. Don’t threaten (A4). Especially, ensure that they are not afraid of the school and their teachers. When they do mischief, they shouldn’t make sentences like “I’ll tell you to your teacher.” Help the child love the school, teachers, and friends (A13). Families should introduce the school to their children. Meet the teacher before school. Buy their school stuff together. Before schools start, they should inform them about the importance of the school (A11).”

“In case of a problem, they should show their love and care more. Treat softer (A3). Love should never be missing. It opens every door. We shouldn’t forget that our future is entrusted to them (A16). Take care. Chat with them. Give them confidence (A21). Keep them away from the tablet and TV. Communicate positively with the children (A5). During this period, children should be supported more. During this period, children shouldn’t feel alone (A8). Try to understand why the children don’t want to go to school. Understand that the problem won’t be solved by yelling at the child (A9). I would suggest that it is more important for the child to realize himself rather than his academic achievement, and that they shouldn’t submit to their teachers’ ambitions (A22). They don’t bore their kids too much. Buy gifts (A11). Don’t fool children. Spend more time with them (A4). Don’t be angry with them during this period. Parents should be careful not to break their heart. Increase attention (A17).”

“Firstly, I want them to be very patient. I recommend that they accompany the children until they get used to school but do so in a way that does not disturb other children. Even if children don’t want to go to school, they shouldn’t step back. They should insist on taking their children to school (A12).”

“It shouldn’t be forgotten that the teacher plays a vital role in primary school. And there should be teachers who can take care of children individually. Not the teachers who see them like a racehorse (A22). Don’t send them to school at an early age. Give school awareness (A21). In preschool education, they shouldn’t just send their children to school but take care of them. Monitor. Solve their problems on time (A21).”

DISCUSSION AND CONCLUSION

According to the findings obtained in this study; it has been observed that the changes children experience when starting primary school occurred in three areas: social, physical, and academic. For the changes in the social sphere; change in the environment of friends, encounter with a crowded environment, change of teacher, encounter with the concept of teacher were stated. For the changes in the physical sphere; encounter with school equipment and educational materials, encounter with the concept of school uniforms, the physical structure and physical order of the school were stated. For the change in the academic sphere, parents of children who received preschool education stated that their children were educated with the concept of activity in the kindergarten and now they encounter the concept of lesson.

For the views of the parents about what kind of adaptation problems they observed when their children started primary school; it has been observed that their children do not want to go to school, they cry, they are stubborn, the school is scary for them, they do not want to leave their parents, they want to go to kindergarten again, they take a stand against the teacher, they refrain from the teacher, they are unhappy at school, they have difficulty in establishing a circle of friends at school, they are spoiled and aggressive. Parents regarding the sources of these adaptation problems stated that; having few friends, not being able to socialize enough before school, change in the circle of friends, excessive pampering of the child, excessive fondness and dependence on parents, not getting used to the school environment, encountering negative school environment, wrong attitudes of teachers, misbehavior at school, staying under the influence of friends at school, not having preschool education, not being able to get out of preschool education, not being given sufficient prior information about school, starting school early, being an only

child, character and temperament features, learning disorder, wrong parent attitudes, death of one of the parents and moving to a different settlement are effective for this situation. Parents stated that while their children had adaptation problems in primary school, their children developed negative feelings against the environment in their life outside of school, did not want to have breakfast and had skin rash.

School motivation is affected by; early childhood learning, early childhood educational origins, peer group influence, family participation in activities, children's characteristics, family attitudes, mental competence of the child (Blair, 2002). When starting school, children may experience adaptation problems. Failure to take measures to avoid these adaptation problems or not solving the adaptation problem correctly affects the entire education life of the individual (Ruffolo and Fischer, 2009).

Primary school first grade has critical importance for the educational life of the individual. While children are happy about starting school, some problems arise because they stay away from their families. Teachers have a great role in overcoming such problems. The physical and mental maturity level of the child is also important to overcome this period successfully. Because, children who are mature enough to start primary school adapt more quickly to school. And the positive or negative situations experienced in this period will also affect the individual's further education life. Starting school is a big step for the child. The child starts to communicate more with the outside world by starting school. In order not to encounter a negative situation in adapting to school life, the child should be ready for school physically, socially, psychologically, and mentally (Polat, 2014). In the study, it was observed that starting school at an early age, not being socially ready for school, not being given enough prior information about the school cause negativity for the child in adapting to school.

In order to solve the adaptation problem of their children, parents stated that they paid more attention to their children, were understanding and patient, support their children, did research and got help on adaptation problems on the internet, sent them to school with their peers, commuted to school together, bought gifts, put children's favorite food in lunchboxes, they collaborated with the school, received support from psychiatrist and pedagogue, had their children take private lessons, changed the school of the child, bent the rules outside the school, questioned their deficiencies as a parent and tried to make up for them.

Raimundo et al. (2012) stated in their study that the level of social competence is important for the child's adaptation to school and success in school. In this study, like Raimundo et al. (2012), parents stated that children's not being able to socialize sufficiently before the beginning of the school causes problems in adaptation to school. In addition, parents emphasized the importance of preschool education. They stated that with preschool education, their children will be better prepared for school in social, physical, cognitive, and emotional terms. As a matter of fact, Polat (2014) stated that preschool education contributes positively to school readiness; children who have received preschool education have higher social adaptation skills, cope with stress better, and have better communication skills than children who have not received preschool education and they can start and finish their own work.

Another important factor in school adaptation is school maturity. School maturity is the presence of knowledge and skill required for school life in the child. In addition, the child is expected to have a successful communication process in the new environment. Besides, the child is expected to get used to the new environment and obey the rules (Üstündağ, 2014). In the study, the parents of children who went through this process negatively; they stated that their children showed behavioral disorders, felt worthless and were spoiled as an opposing attitude, performed aggressive behavior, fought with their friends, started to refrain from their teachers because they constantly warned them, and they could not get used to their opposite-sex peers.

Parents who have participated in the study, recommended parents who have similar problems to ensure that their children receive preschool education, to discover their children, to set them free, to give confidence, to work for their children to socialize, to get help from an expert and not to hesitate to get help, collaborate with the school, prevent the child from being afraid of teachers and school. They recommended that they help the child love the school, monitor the school life of the children, take more care of their children and show patience. Parents who participated in the study stated that, in order to avoid adaptation problems when starting primary school, children should be introduced to the school before the primary school starts, they should be given prior information about the school, be prepared for school, and the right teacher should be

chosen. Parents should not send their children to school at an early age, they should solve problems on time and on the spot. It is important that children receive preschool education and it should be at least two years. They stated that parents should be in constant contact with preschool teachers, mothers should be educated. Parents should support children's socialization, and they should not raise them dependent on parents. In the study of Bilgili (2007), it is stated that introducing the school, school personnel, teachers to the child beforehand will have positive results in adapting to the school. Another important issue in school adaptation is to collaborate with the school and the schools to provide counselling service to children. In the study of Bilgin (2019), it is stated that teachers' providing counselling service beforehand will have positive results in adapting children to school. Büyükişik (2009) stated that school counselling service is an important factor in school adaptation. Parents who participated in this study also used expressions that support the study of Büyükişik (2009) and stated that their collaboration with the school counselling service was effective in their children's adaptation to school and their success.

These views of the parents are in line with the literature that indicates that the environmental factors together with the individual characteristics of the child are also effective in school adaptation. Adaptation to school is a product of relationships that include the child's readiness and demographic characteristics, as well as other related factors (such as parents, school, teacher, and peer) and these relationships are an important factor in creating the child's early school success (Pianta, Kraft-Sayre, Rimm-Kaufman, Gercke and Higgins, 2000; Reynolds and Bezruczko, 1993; Rimm-Kaufman and Pianta, 1999).

The following suggestions can be made in line with the results obtained in this study:

Families should support children's social, physical, emotional, cognitive, psychomotor, and psychological readiness for school. They should provide enough opportunities for children to socialize and support them in building social skills. They must ensure that children receive at least two years of preschool education. During this process, their children should be well monitored and discovered. In case the situations that will negatively affect educational activities occur, they should take precautions beforehand. They should strive to solve problems on time. If there is a negative situation in children, they should not be ignored and they should follow the right way to solve the problem. They should not send children to school at an early or late age. The school building, the school administration, staff, teachers, and school rules should be introduced to the child beforehand. They should collaborate with the school and be in constant communication. In case of adaptation problems, they should get support from the school counselling service and other experts and should not hesitate to receive this support. They should follow the advice given by the experts.

REFERENCES

- Akay, Dicle and Remziye, Ceylan. "Birinci sınıfa başlamak için okula başlama yaşı mı okula hazır oluş mu?". *Milli Eğitim Dergisi*. 48. (224) (2009): 7-31.
- Altıntaş, Ercan. 1. Sınıflarda Uygulanan Uyum ve Hazırlık Çalışmalarının Öğretmen Görüşlerine Göre Değerlendirilmesi. Yüksek Lisans Tezi. Recep Tayyip Erdoğan Üniversitesi, Rize 2015.
- Apaydin Demirci, Zeynep and Emel, Arslan. "Teacher adaptation of child development assessment scale (CDAS) into Turkish and evaluation of development of 5-years-old children". *Psycho-Educational Research Reviews*. 9. (2) (2020): 48-66.
- Arslan, Adem. İlkokul Birinci Sınıf Öğrencilerinin Sosyal Becerilerinin İncelenmesi. Yüksek Lisans Tezi. Giresun Üniversitesi, Giresun 2016.
- Ateş, Ebru Şule. Sınıf Öğretmenlerinin İlkokul 1. Sınıfa Devam Eden Öğrencilerin Okula Uyumlarına İlişkin Görüşleri (Ankara İli Çubuk İlçesi Örneği). Yüksek Lisans Tezi. Gazi Üniversitesi, Ankara 2016.
- Bilgili, Fatma. İlköğretim 1. Sınıfa Yeni Başlayan Öğrencilere Uygulanan Eğitim-Öğretime Hazırlık Çalışmalarının Öğrenci, Öğretmen Ve Veli Görüşlerine Göre Değerlendirilmesi. Yüksek Lisans Tezi. Çukurova Üniversitesi, Adana 2007.
- Bilgin, Hülya. "Okul öncesi öğretmenlerinin rehberlik yeterlilikleri ile sınıf yönetimi becerileri arasındaki ilişkinin incelenmesi". *Erken Çocukluk Çalışmaları Dergisi*. 3. (2) (2019): 478-492.
- Birch, Sondra and Gary, Ladd. "The teacher-child relationship and children's early school adjustment". *Journal of School Psychology*. 35. (1) (1997): 61-79.
- Blair, Clancy. "Integrating cognition and emotion in a neurobiological conceptualization of children's functioning at school entry". *American Psychologist*. 57. (2) (2002): 111-127. Doi: 10.1037//0003-066X.57.2.111
- Büyükişik, Gülgün. Alabayır İlköğretim Okulu birinci sınıf öğrencilerinin sosyal gelişimlerinde sınıf rehberliğinin etkisi: Van Alabayır Köyü örneği. Yüksek Lisans Tezi. Balıkesir Üniversitesi, Balıkesir 2009.

- Büyüköztürk, Şener., Ebru, Kılıç Çakmak, E., Özcan Erkan, Akgün., Şirin, Karadeniz & Funda, Demirel. Bilimsel araştırma yöntemleri. Ankara: Pegem Akademi, 2017.
- Canbulat, Tuncay. “Kesintili zorunlu eğitimden etkilenen ilkököl birinci sınıf öğrencilerinin okula uyum ve okula hazır bulunuşluk düzeylerinin değerlendirilmesi”. Kastamonu Eğitim Dergisi. 24. (4) (2007): 1573-1586.
- Cavanaugh, Doreen A., John, Lippitt & Otrude, Moyo. Resource guide to selected federal policies affecting children's emotional and social development and their readiness for school. In *Off to a good start: Research on the risk factors for early school problems and selected federal policies affecting children's social and emotional development and their readiness for school*. Chapel Hill: University of North Carolina, FPG Child Development Center, 2000.
- Denham, Susanne. “Social-emotional competence as support for school readiness: What is it and how do we assess it?”. *Early Education and Development*. 17. (1) (2006): 57-89. Doi: 10.1207/s15566935eed1701_4
- El Shahed, Ahmed M. “Democratic education in kindergartens as perceived by teachers in public and private schools”. *Psycho-Educational Research Reviews*. 6. (3) (2017): 117-123.
- Ensar, Ferhat and Uygur, Keskin. “İlkököl birinci sınıf öğrencilerinin okula uyumları üzerine bir inceleme”. *Eğitimde Kuram ve Uygulama*. 10. (2) (2014): 459-477.
- Goldberg, Corrie. *Transitioning to preschool: The role of withdrawn behavioral subtypes and the teacher-child relationship in early school adjustment*. Doctoral Dissertation. Northern Illinois University, Illinois 2006.
- Gomley, William., Deborah, Phillips & Ted, Gayer. “Preschool programs can boost school readiness”. *Science*. 320. (5884) (2008): 1723-1724. Doi: 10.1126/science.1156019
- Gülay, Hülya. “5-6 yaş grubu çocuklarda okula uyum ve akran ilişkileri”. *Elektronik Sosyal Bilimler Dergisi*. 10. (36) (2011): 1-10.
- Günindi, Nilgöl. *Okul öncesi eğitim kurumlarına devam eden altı yaş çocuklarının sosyal uyum becerileri ile anne-babalarının empatik becerileri arasındaki ilişkinin incelenmesi*. Yayınlanmamış Yüksek Lisans Tezi. Gazi Üniversitesi, Ankara 2008.
- Hamre, Bridget and Robert, Pianta. “Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade”. *Child Development*. 72. (2) (2001): 625-638.
- Huffman, Lynne C., Sarah L., Mehlinger. & Amy S., Kerivan. Risk factors for academic and behavioral problems at the beginning of school. In *Off to a good start: Research on the risk factors for early school problems and selected federal policies affecting children's social and emotional development and their readiness for school*. Chapel Hill: University of North Carolina, FPG Child Development Center, 2000.
- Koçyiğit, Sezai. *İlköğretim birinci sınıf öğretmenlerinin ve ebeveynlerin görüşleri ışığında okula hazır bulunuşluk olgusu ve okul öncesi eğitime ilişkin sonuçları*. Doktora Tezi. Selçuk Üniversitesi, Konya 2009.
- Lokumcu Tozar, Saadet Berrak. *Okul öncesi eğitim alan ve almayan ilköğretim 1. sınıf öğrencilerinin okula hazır bulunuşluklarındaki farklılıklar ve çözüm önerileri*. Yüksek Lisans Tezi. Beykent Üniversitesi, İstanbul 2011.
- Magnuson, Katherine., Marcia, Meyers., Christopher, Ruhm & Jane, Waldfogel. “Inequality in preschool education and school readiness”. *American Educational Research Journal*. 41. (1) (2004): 115-157.
- MEB. “Okul öncesi eğitim ve ilkököl 1. sınıflarda uyum eğitiminde dikkat edilecek hususlar”. https://tegm.meb.gov.tr/meb_iys_dosyalar/2020_09/15174803_okula_uyum_uygulama_esaslarY_imzalanmYY_yazY_eki.pdf. (2020)
- Mercan Uzun, Elif. *Okul öncesi döneminde uygulanan “okula hazırız” eğitim programının ilkököl birinci sınıf öğrencilerinin okula uyum ve hazır bulunuşluk düzeylerine etkisi*. Doktora Tezi. Ondokuzmayıs Üniversitesi, Samsun 2015.
- Miles, Matthew and Michael Huberman. *Qualitative data analysis: An expanded sourcebook*. London: Sage Publications, 1994.
- Mühlenweg, Andrea., Dorothea, Blomeyer., Holger, Stichnoth & Manfred, Laucht. “Effects of age at school entry (ASE) on the development of non-cognitive skills: Evidence from psychometric data”. *Economics of Education Review*. 31. (3) (2012): 68-76.
- Obalar, Selda. *İlköğretim birinci sınıf öğrencilerinin ilk okuma yazma becerileri ile sosyal duygusal uyum ve zeka düzeyleri arasındaki ilişkinin incelenmesi*. Doktora Tezi. Marmara Üniversitesi, İstanbul 2009.
- Özarıslan, Nesrin. *Birinci sınıfta öğrenim görmekte olan (60-71 ve 72-84 aylık) öğrencilerin okul olgunluğu düzeyleri ve bu öğrencileri okutmakta olan öğretmenlerin gözülediği okula uyum ve sınıf yönetimi sorunları*. Yüksek Lisans Tezi. Okan Üniversitesi, İstanbul 2014.
- Özgölük, Gülben. *Okul öncesi eğitim kurumlarında uygulanan tam ve yarım günlük eğitim programlarına göre 5-6 yaş grubu çocukların sosyal ve duygusal gelişimlerinin incelenmesi*. Yayınlanmamış Yüksek Lisans Tezi. Marmara Üniversitesi, İstanbul 2006.
- Pianta, Robert., Marcia, Kraft-Sayrea., Sara, Rimm-Kaufman., Nancy, Gercke & Terri, Higgins. “Collaboration in building partnerships between families and schools: The national center for early development and learning's kindergarten transition intervention”. *Early Childhood Research Quarterly*. 16. (1) (2001): 117-132. Doi: 10.1016/S0885-2006(01)00089-8
- Polat, Emine. *12 yıllık zorunlu ve kademeli eğitim sisteminde ilkököl birinci sınıflarda yaşanan sorunların öğretmen görüşlerine göre değerlendirilmesi*. Yüksek Lisans Tezi. Atatürk Üniversitesi, Erzurum 2014.
- Raimundo, Raquel., Elsa, Carapito., Ana Isabel, Pereira., Alexandra Marques, Pinto., Maria Luisa, Lima & Maria Teresa, Ribeiro. “School social behavior scales: an adaptation study of the Portuguese version of the social competence scale from SSBS-2”. *The Spanish Journal of Psychology*. 15. (3) (2012): 1473-1484. Doi: 10.5209/rev_SJOP.2012.v15.n3.39431

- Ramey, Craig and Sharon, Ramey. "Early learning and school readiness: can early intervention make a difference?". *Merrill-Palmer Quarterly*. 50. (4) (2004): 471-491. Doi: 10.1353/mpq.2004.0034
- Raver, Cybele. "Emotions matter: Making the case for the role of young children's emotional development for early school readiness". Ann Arbor, MI: Society for Research in Child Development.
- Reynolds, Arthur and Nikolaus, Bezruczko. "School adjustment of children at risk through fourth grade". *Merrill-Palmer Quarterly*. 39. (4) (1993): 457-480.
- Rimm-Kaufman, Sara and Robert, Pianta. "An ecological perspective on the transition to kindergarten: A theoretical framework to guide empirical research". *Journal of Applied Developmental Psychology*. 21. (5) (2000): 491-511.
- Ruffolo, Mary and Daniel, Fischer. "Using an evidence-based CBT group intervention model for adolescents with depressive symptoms: lessons learned from a school-based adaptation". *Child & Family Social Work*. 14. (2) (2009): 189-197. Doi: 10.1111/j1365-2206.2009.00623.x
- Sarı, Elif. Anasınınına devam eden 5-6 yaş grubu çocukların, annelerinin çocuk yetiştirme tutumlarının, çocuğun sosyal uyum ve becerilerine etkisinin incelenmesi. Yayımlanmamış Yüksek Lisans Tezi. Gazi Üniversitesi, Ankara 2007.
- Spencer, Margaret Beale. "Social and cultural influences on school adjustment: The application of an identity-focused cultural ecological perspective". *Educational Psychologist*. 34. (1) (2009): 43-57.
- TÜBİTAK. "Türk Sanayi Sevk ve İdare Enstitüsü". <http://tusside.tubitak.gov.tr/tr/yontemlerimiz/Derinlemesine-Gorusme>. (2019)
- Üstündağ, Nurtaç. İlkokul birinci sınıf uyum ve hazırlık programının öğretmen görüşlerine göre değerlendirilmesi. Yüksek Lisans Tezi. Adnan Menderes Üniversitesi, Aydın 2014.
- Wesley, Patricia and Virginia, Buysse. "Making meaning of school readiness in schools and communities". *Early Childhood Research Quarterly*. 18. (3) (2003): 351-375. Doi: 10.1016/S0885-2006(03)00044-9
- Yavuzer, Haluk. Ana-baba okulu. İstanbul: Remzi Kitapevi, 2001.
- Yavuzer, Haluk. Ana-baba ve çocuk. İstanbul: Remzi Kitapevi, 2010.
- Yavuzer, Haluk. Eğitim ve gelişim özellikleriyle okul çağı çocuğu. İstanbul: Remzi Kitapevi, 2000.
- Yıldırım, Ali and Hasan, Şimşek. Sosyal bilimlerde nitel araştırma yöntemleri. Ankara: Seçkin Yayıncılık, 2004.