



Opinions of Pre-School Teachers on Applications Supporting Children's Emotion Regulation Skills *

Gülhan Yılmaz Bursa ¹, Berrin Dinç ²

Abstract

In this study, it was aimed to reveal the opinions of preschool teachers about the practices supporting the emotion regulation skills of children. The data in the research conducted using a qualitative approach have been acquired through semi-structured interviews. The research was carried out with teachers working in state and private preschool education institutions in Eskişehir city center in the spring semester of the 2015-2016 academic year. 28 volunteer teachers determined with maximum diversity among purposive sampling methods constitute the participants of the study. Data were analyzed through inductive method. Codes and themes acquired from the data were presented for expert review to increase credibility. Coding key was calculated according to Miles and Huberman's (2015) reliability formula and reliability coefficient was found to be 92%. Based on this formula, the study was accepted as reliable. As a result of analysis, it was found that teachers had a limited perception of emotion regulation concept. They expressed that anger and happiness were the most observed emotions in the class; and that students, and therefore teachers themselves, had difficulty dealing with anger. They also pointed out that they needed support inside and outside the classroom.

Keywords

Pre-school period
Emotion
Emotion regulation
Development of emotion
regulation skills

Article Info

Received: 06.13.2019
Accepted: 07.30.2020
Online Published: 09.22.2020

DOI: 10.15390/EB.2020.8824

* This article is derived from Gülhan Yılmaz Bursa's Master's thesis entitled "Views of pre-school teachers on applications supporting children's emotion regulation skills", conducted under the supervision of Berrin Dinç. Additionally, it is orally presented at the 5th International Early Childhood Education Congress.

¹ Anadolu University, Yunus Emre Vocational School, Program in Child Development, Turkey, gulhanyilmaz@anadolu.edu.tr

² Anadolu University, Faculty of Education, Division of Preschool Education, Turkey, berrindinc@anadolu.edu.tr

Introduction

Emotions have a role in many aspects of human life such as satisfying needs, communication between people, understanding each other, defining oneself, maintain a life, and making decisions. For the last several centuries, emotions and emotion processes have been a point of interest for scientists; and many disciplines have been studied on their relation to emotions. Aristotle, Descartes, and Plato were the first to mention emotion concept in philosophy (Gökalp, 2010). It was first mentioned in Darwin's "Expression of Emotions in Man and Animals" that facial expression cannot always reflect real emotions. Ekman, Friesen, and Ellsworth (1972), however, examined the reflection of emotions on facial expressions and revealed that there were six basic facial expressions. Development of technology and examining the brain structure which is possible thanks to this development have helped reveal that brain is related to emotions (LeDoux, 1993; Smith, 2015). While emotions are described as reactions of humans to survive in some sources, they are mentioned as mental responses to physical reactions in others (LeDoux, 2006). Although emotions are universal, there may be some differences in terms of the meaning people give them and of how they are described in different time periods. In addition, emotions differ within cultures according to their intensity, how they are expressed and the values they carry. Although various lists involving the names of these emotions have been made by experts, there is no consensus so far. Ortony and Turner (1990) stated that the total number of emotions was limited by the assessments made by living beings. They also expressed that the emotions in the list were just different aspects of sadness, fear, anger and happiness.

To be accepted by the society and to have desired features, individuals social skills need to be developed. These social skills are behaviors which are mental and emotional and may differ according to social concept they are related to. In another word, they are behaviors that enable the information from the environment to be processed and to give appropriate reactions to this information (Yüksel, 2004). Individuals' emotional skills as well as social ones need to be developed for their involvement in the society. Emotional skills involve understanding our own emotions, expressing them, controlling them, and realizing others' emotions (Hyson, 2004). It is assumed that pre-school period is the time when these skills develop on a large scale. Communicating with his peers and teachers in a pre-school institution, making observations, and having new experiences all contribute to the development of social and emotional skills of children (Berk, 2015; Santrock, 2011).

Emotions defined as negative and positive help individuals survive and maintain their lives by enabling purposive behaviors (Hyson, 2004). However, expressing these emotions intensively may cause individuals have some troubles within themselves and even within society. Expressing emotions in a way that is accepted by the society is related to individuals' ability to manage their emotions. Emotion regulation is a process that intensifies, lessens the effect of, or maintains the emotions individuals feel (Gross & Thompson, 2007). In another word, emotion regulation involves processes that individuals use to be accepted by society, and to realize their aims such as initiating, maintaining, monitoring, controlling, and assessing emotions (Cole, Martin, & Dennis, 2004; Thompson, 1994). Emotion regulation skills start at infancy and continue to develop in pre-school period when the individual enters a social environment (Berk, 2015). When children start at a pre-school institution, they come across situations that require social adaptation such as making friends and communicating with teachers. During this adaptation effort, they acquire new experiences on emotions and the intensity of conflicts increases. Additionally, while acquiring new knowledge in school environment, they go through excitement, anxiety, and fear more than before. They realize they need to obey certain social rules to be accepted by their peers and teachers. They learn how to manage their emotions to make social adaptation easier and to increase their academic achievement. They start to express their emotions better with the development of their language skills. They understand how emotions should be expressed and what their results will be by making observations (Kopp, 1989).

Emotion regulation develops with the acquisition of skills like understanding their own emotions, understanding emotions of others, expressing emotions, and controlling emotions (Gross & Thompson, 2007; Koole, 2009). Development of emotion regulation skills may be different for each child. The development of these skills is affected by factors like gender, development potential, environment, family, culture, and teacher. While pre-school children go through a transition from mother care to independent discovery and try to establish new social relations, teachers help them. In MONE (Ministry of National Education [MoNE]) 2013 Pre-school Education Program, information, learning outcomes and indicators that help teachers guide children's emotional developments take place with other developmental areas (Learning outcome 3,4, and 5).

When the pre-school education program in Turkey is examined, it can be seen that learning outcomes like expressing emotions and realizing others' emotions are placed under emotional development. Understanding their own emotions and expressing them, and realizing others' emotions are significant for children to acquire emotion regulation skills. In addition, development of emotion regulation skills has a positive effect on children's independent entrepreneurship, academic achievement, efficiency, creativity, and moral development (Berk, 2015; Graziano, Reavis, Keane, & Calkins, 2007; Scrimgeour, Davis, & Buss, 2016; Yeh & Li, 2008). Therefore, teachers have some important roles in supporting children's emotion regulation skills. They should first focus on children's emotional characteristics by observing them in the class and then help each child understand, express, and control their own emotions; and understanding others' emotions (Hyson, 2004; Pallini, Vecchio, Baiocco, Schneider, & Laghi, 2019). For example, it was seen that children's emotion regulation skills improved positively in the classes where the creative drama method was used (Karadayı, 2018; Yılmaz, 2019). The teacher's awareness of which methods to use in which situations increase his/her effectiveness in the classroom.

Studies on emotion regulation concept have increased in the last 20 years (Gross, 2007). When foreign studies are examined, it is seen that most of them were conducted on emotion regulation skills through relational screening model (Blair, Denham, Kochanoff, & Whipple, 2004; Carlson & Wang, 2007; Denham et al., 2003; Feng et al., 2008; McCoy & Raver, 2011; Ramsden & Hubbard, 2002; Robinson, 2006; Sala, Pons, & Molina, 2014). It can also be seen that for children aged 3-7, Emotion Regulation Story Stems (Sala & Molina, 2014); and for children aged 6-12, Emotion Regulation Checklist (Shields & Cicchetti, 1997) were developed. In addition, it has been seen that 'The Coping with Negative Emotions Scale' (Eisenberg et. al., 1993) was developed and used to evaluate children's emotion regulation skills (Blair et al., 2004). When the studies on preschool teachers and children's emotion regulation skills are examined, it is seen that relational screening model studies are more common. In the findings of these studies, it is seen that teacher-student interaction has an effect on academic achievement (Garner & Waajid, 2008), emotional behavior (Zinsser, Bailey, Curby, Denham, & Bassett, 2013), peer bullying (Camodeca & Coppola, 2019), and problematic behaviors (Sutherland et. al., 2018) along with the emotion regulation skill of the child.

When the domestic studies are examined, it is seen that the researches on emotion regulation have increased rapidly especially in the last 3 years (2017-2019) (YOKTEZ, 2019). It was seen in domestic studies on pre-school children that variety of methods is limited and that these studies were conducted through quantitative research method. The studies are mostly related to children's emotion regulation skills and were done through relational screening model (Altan, 2006; Atay, 2009; Bozkurt Yükcü, 2017; Dereli, 2016; Erel, 2016; Ersan, 2017; Ertan, 2013; Kayhan Aktürk, 2015; Koçyiğit, Sezer, & Yılmaz, 2015; Kurbet, 2010; Metin, 2010; Ocak Karabay, 2019; Omrak, 2019; Özcan, 2017; Öztemür, 2018; Seçer, 2017; Şahin, 2015, 2019; Tulpar, 2019; Ural, Güven, Sezer, Azkeskin, & Yılmaz, 2015; Ünal Yarar, 2019; Yaman, 2018). There is also a latitudinal section study which mainly focused on the role of character traits and emotion regulation skills in social behaviors of children aged 4-6 (Arı & Yaban, 2016). A Turkish adaptation of 'Emotion Regulation Checklist' that was created by Shields and Cicchetti in 1997 was

conducted on children aged 6-12 in a study that examined emotion and behavior regulation roles of primary school children with behavioral problems (Batum & Yağmurlu, 2007). The effects of educational programs on emotion regulation skills of children were examined in experimental studies (Aktaş, 2019; Aktürk, 2016; Buharalı, 2019; Dereli İman, Danişman, Akin Demircan, & Yaya, 2019; Karadayı, 2018; Yılmaz, 2019). There weren't any researches in literature which focus on how pre-school teachers perceive the concept of emotion regulation, reveal their general experiences and on what kinds of activities teachers use to help children develop emotion regulation skills in Turkey. Reflection of emotional states and expression of these states begin and develop in preschool period (Denham et al., 2012). In addition, the child understands the causes of her/his own emotions and can discuss with herself/himself about the consequences of her emotions (Denham & Kochanoff, 2002). During this period, especially the preschool teachers have a great responsibility for the development of children's emotion regulation skills (Denham, Bassett, & Zinsser, 2012; Longobardi, Iotti, Jungert, & Settanni, 2018; Mortensen & Barnett, 2019). The ability to regulate emotions affects the child's adaptation to daily life, acceptance by the individuals around her/him, academic achievement and social competence in general. Teachers are aware of this practice to play an important role in the acquisition of these skills. Therefore, this study aims to reveal the opinions of pre-school teachers on emotion regulation concept and their supportive exercises they use in the classroom through qualitative research method. To achieve this aim, answers to following questions are sought:

1. What do teachers think about emotion regulation concept?
2. What are teachers' opinions about the emotions children live through within classroom?
3. What are the opinions of the teachers about the applications to improve children's emotional regulation skills in the educational environment?
4. What are the difficulties teachers encounter while supporting emotion regulation skills of children and the solutions they find for these difficulties?
5. What are teachers' suggestions for developing emotion regulation skills of children?

Method

Research Design

Aiming to determine the opinions of pre-school teachers on exercises supporting children's emotion regulation skills, this study was conducted through qualitative approach. Qualitative research approach allows revealing how participants perceive and interpret their environment, experiences, or events; it also allows for wider and more flexible data collection (Creswell, 2007). The important point in qualitative researches is to collect the data by asking questions related to the topic in depth without removing the participants from their natural environment (Golden Biddle & Locke, 1997). Semi-structured interview method was used in this study to reveal the opinion of pre-school teachers about children's emotion regulation skills development and exercises they use. The data were analyzed using inductive method and findings were presented.

Participants

Participants were determined through maximum variation, which is one of the purposive sampling methods that allow for the highest individual variation, for more experiences thanks to the variation, and for determining the similarities and differences between the experiences (Patton, 2002; Yıldırım & Şimşek, 2011). In this sampling, teachers were selected according to their work experiences, educational background, students' social economic status in the institutions they work for, institution type, age group they work with, and the type of the pre-school education institutions. In doing so, it was aimed to understand different teachers' opinions about exercises supporting children's emotion regulation skills. The list of schools located in Tepebaşı and Odunpazarı districts of Eskişehir was prepared and the schools providing preschool education were visited. In the short interviews held in schools, the subject of the study and the volunteering were told to the teachers. Teachers who

volunteered to participate in the interview and their general characteristics were noted. Afterward, 28 preschool teachers were determined based on the maximum diversity sample. In the spring term of 2015-2016 academic year, 28 pre-school teachers who work at public and private pre-school education institutions under the Ministry of National Education in Eskişehir province were interviewed through semi-structured interviews. The personal characteristics of teachers are shown in Table 1 and the frequency distribution of personal characteristics is shown in Table 2.

Table 1. The Personal Characteristics of Teachers

| Teacher Code Name | Institution Type | Socio-economic | | The type of Pre-school Education Institution | Graduation Program | Education Background | Age Group |
|-------------------|------------------|----------------------------------|------------|--|---------------------------|----------------------|-----------|
| | | Level of Children in Institution | Experience | | | | |
| Müge Teacher | Public School | Lower | 2 month | Pre-school in Primary Schools | Child Development Program | Associate Degree | 4 year |
| Buket Teacher | Public School | Lower | 2 month | Independent pre-school | Pre-school Teaching | Bachelor's Degree | 4 Year |
| Mustafa Teacher | Public School | Middle | 2 month | Independent pre-school | Pre-school Teaching | Bachelor's Degree | 4 Year |
| Erdem Teacher | Public School | Middle | 2 Year | Pre-school in Primary Schools | Pre-school Teaching | Bachelor's Degree | 5 year |
| Arda Teacher | Public School | Middle | 4 Year | Independent pre-school | Pre-school Teaching | Master's Degree | 5 Year |
| Mehmet Teacher | Public School | Lower | 5 Year | Pre-school in Primary Schools | Pre-school Teaching | Doctoral Degree | 5 Year |
| Bekir Teacher | Public School | Middle | 5 Year | Independent pre-school | Pre-school Teaching | Master's Degree | 5 Year |
| Meriç Teacher | Private School | Upper | 6 Year | Independent pre-school | Pre-school Teaching | Bachelor's Degree | 3 Year |
| Hülya Teacher | Public School | Middle | 7 Year | Independent pre-school | Pre-school Teaching | Master's Degree | 5 Year |
| Mükerrem Teacher | Public School | Middle | 7 Year | Pre-school in Primary Schools | Pre-school Teaching | Bachelor's Degree | 5 Year |
| Arzu Teacher | Public School | Upper | 8 Year | Independent pre-school | Pre-school Teaching | Bachelor's Degree | 3 Year |
| Memnune Teacher | Public School | Lower | 9 Year | Pre-school in Primary Schools | Pre-school Teaching | Bachelor's Degree | 5 Year |
| Hatiye Teacher | Public School | Lower | 9 Year | Pre-school in Primary Schools | Pre-school Teaching | Bachelor's Degree | 5 Year |
| Çiğdem Teacher | Public School | Middle | 10 Year | Pre-school in Primary Schools | Pre-school Teaching | Bachelor's Degree | 5 Year |
| Yaşar Teacher | Public School | Lower | 11 Year | Pre-school in Primary Schools | Pre-school Teaching | Bachelor's Degree | 4-5 Year |
| Emine Teacher | Public School | Lower | 11 Year | Pre-school in Primary Schools | Pre-school Teaching | Master's Degree | 5 Year |
| Nesrin Teacher | Public School | Upper | 11 Year | Independent pre-school | Pre-school Teaching | Bachelor's Degree | 4 Year |
| Gizem Teacher | Public School | Lower | 12 Year | Pre-school in Primary Schools | Pre-school Teaching | Bachelor's Degree | 5 Year |
| Evşen Teacher | Public School | Middle | 12 Year | Independent pre-school | Pre-school Teaching | Bachelor's Degree | 4 Year |
| Ali Teacher | Public School | Middle | 14 Year | Pre-school in Primary Schools | Pre-school Teaching | Bachelor's Degree | 5 Year |
| Hatice Teacher | Public School | Middle | 14 Year | Independent pre-school | Pre-school Teaching | Bachelor's Degree | 5 Year |

Table 1. Continued

| Teacher Code Name | Institution Type | Socio-economic Level of Children in Institution | Experience | The type of Pre-school Education Institution | Graduation Program | Education Background | Age Group |
|-------------------|------------------|---|------------|--|----------------------------|----------------------|-----------|
| Özlem Teacher | Public School | Middle | 15 Year | Independent pre-school | Pre-school Teaching | Bachelor's Degree | 3 Year |
| Şükriye Teacher | Public School | Middle | 16 Year | Pre-school in Primary Schools | Pre-school Teaching | Bachelor's Degree | 5 Year |
| Havva Teacher | Public School | Lower | 17 Year | Pre-school in Primary Schools | Child Development Teaching | Bachelor's Degree | 4-5 Year |
| Sahra Teacher | Private School | Upper | 17 Year | Independent pre-school | Pre-school Teaching | Bachelor's Degree | 5 Year |
| Gül Teacher | Private School | Upper | 19 Year | Independent pre-school | Pre-school Teaching | Bachelor's Degree | 5 Year |
| Şehriban Teacher | Private School | Upper | 22 Year | Independent pre-school | Child Development Program | Associate Degree | 5 Year |
| Gülsüm Teacher | Public School | Lower | 25 Year | Pre-school in Primary Schools | Child Development Teaching | Bachelor's Degree | 5 Year |

The real names of the teachers who participated in the research were not used, and each was given different code names (see Table 1). The names of the schools in which the participants worked to avoid revealing their identities were also not mentioned in the study.

Table 2. Frequency Distribution of Personal Characteristics of Pre-school Teachers

| Variable | Group | f |
|--|-------------------------------|----|
| Gender | Female | 21 |
| | Male | 7 |
| Institution Type | Public School | 24 |
| | Private School | 4 |
| Graduation Program | Pre-School Teaching | 24 |
| | Child Development Teaching | 2 |
| | Child Development Program | 2 |
| Education Background | Associate Degree | 2 |
| | Bachelor's Degree | 21 |
| | Master's Degree | 4 |
| | Doctoral Degree | 1 |
| Experience | 1-5 years | 7 |
| | 6-10 years | 7 |
| | 11-15 years | 8 |
| | 16 years and above | 6 |
| The type of Pre-school Education Institution | Independent pre-school | 14 |
| | Pre-school in Primary Schools | 14 |
| Age Group | 3 year | 3 |
| | 4 year | 5 |
| | 5 year | 20 |
| Number of students in classroom | 10-15 | 4 |
| | 16-20 | 3 |
| | 20 and above | 21 |
| Socioeconomic Status | Lower | 10 |
| | Middle | 12 |
| | Upper | 6 |

It is seen in the table 1 & 2 that 21 of the participants are female and 7 of them are male; 24 of them work at a public school and 4 of them at a private school. 24 of the teachers were graduated from pre-school teaching department, 2 of them from child development teaching department, and 2 of them from child development program (associate degree). 2 of the teachers have associate degrees, 21 of them have bachelor's degree, 4 of them have master's degree, and 1 of them has doctoral degree. 7 teachers have work experience of 1-5 years, 7 have experiences of 6-10 years, 8 have experiences of 11-15 years, and 6 have 16 years of experience and above. 14 teachers work at independent pre-schools and 14 of them work at pre-schools within primary schools. 3 of the teachers work with 3-year-olds, 5 of them with 4-year-olds, and 20 of them with 5-year-olds. Population in 21 teachers' classroom has 20 children and above, 3 teachers' classroom has 15 to 20 children, and 4 teachers' (private school) classroom has 10 to 15 children. 10 teachers' schools are at lower socioeconomic level, 12 teachers are at middle socioeconomic level and 6 teachers are at upper socioeconomic level.

Data Collection Tool

Teachers' opinions about exercises supporting emotion regulation skills were acquired through semi-structured interviews. Semi-structured interviews allow the researchers to ask detailed questions when they realize important points related to the topic of the study (Yıldırım & Şimşek, 2011). Before the semi-structured interviews took place, an interview form including the main frame of the interview was created. Interview form makes it easier for the researchers to acquire the data related to the aim of the study, to determine the outline of the interview, and to lead the interview (Merriam, 2013). Before the interview form was created, articles, master's and doctoral theses in literature related to emotion regulation were reviewed; and topics mostly studied, methods and techniques, and topics that need researching were revealed. After that, interview questions were prepared according to the aims of the study by researchers. The interview questions were presented to six experts. The opinions of the experts were examined and necessary corrections were made. For example; The question of practices to support emotion regulation skills has been changed. It is elaborated by asking separately such as being able to understand their feelings, understanding the feelings of others, expressing their feelings, and coping with their feelings. Pilot interviews were done with two teachers with the questions shaped after expert opinions. Interview questions were revised again after pilot interviews were transcribed and macro analysis was done; and questions were finalized. Interview questions prepared according to the aim of the study are given in Table 3.

Table 3. Interview Questions Prepared According to the Aims of the Study

| Aim | Interview Questions |
|--|--|
| Aim 1. What do teachers think about the emotion regulation concept? | What does 'emotion regulation' concept mean to you? How do emotion regulation skills develop in pre-school period? (If you have experience with different age groups, what are the differences that you have observed?) |
| Aim 2. What are teachers' opinions about emotions children live through within classroom? | What are the emotions that you encounter most during emotion regulation exercises? According to your observations, which emotional states do children have the most difficulty with? |

Table 3. Continued

| Aim | Interview Questions |
|---|--|
| Aim 3. What are the opinions of the teachers about the applications to improve children's emotional regulation skills in the educational environment? | What are the exercises you use to support children's emotion regulation skills (understanding their emotions, understanding others' emotions, expressing emotions, and coping with their emotions)? What kinds of materials do you use during exercises for children's emotion regulation? What are the differences you have observed after the exercises you do to develop children's emotion regulation skills? What kinds of exercises do you use for different emotion children go through? |
| Aim 4. What are the difficulties teachers encounter while supporting emotion regulation skills of children and the solutions they find for these difficulties? | What kinds of situations in the classroom do you have difficulty with in terms of emotions children go through? What kinds of solutions do you have for these situations? How do you get support from the parents in terms of children's emotion regulation? |
| Aim 5. What are teachers' suggestions for developing emotion regulation skills of children? | What could be done to develop children's emotion regulation skills? What are your suggestions? |

Appointments were arranged to do interviews with 28 voluntary pre-school teachers which were determined through maximum variation sampling using the final interview form. During the interviews, quiet, comfortable and exclusive places where participants would feel comfortable and could tell their thoughts without hesitation were arranged for the purpose of not distracting the participants, to increase credibility and validity of the data. Before the interviews started, all participants were told that interviews were voluntary, that they could end the interview if they felt uncomfortable, that their names would be confidential, that the interview would be recorded with a recorder and these recordings would not be played to third parties other than the researchers, that the recording would be played for them at the end of the interview and deleted if they do not approve; and their permission was sought. It was also stated that if they did not accept the voice recording, the interview would be made by taking notes. After teachers' confirmation, they were asked to sign the participant disclosure and voluntary participation form. Participants were told about the purpose of the interview. After the interview, the member check application was performed by listening to the audio recordings to the participants. The participants were asked whether there were sentences that they did not approve of in their audio recordings and that they wanted to be taken out. A second voice recording was taken from the participants, stating that they considered it appropriate to use their views in the voice recording for the research. The interviews lasted a total of 805 minutes, the shortest being 12 minutes and the longest being 52 minutes.

Data Analysis

Semi-structured interviews with the teachers were recorded with a recorder. The recordings were played for the teachers and they were told that any sentence that they would not approve would not be used in the study. In accordance with the confirmation of the teachers, transcription of the data was done. The data were analyzed using inductive method. Inductive analysis gives the opportunity to reveal the relations of concepts within the data acquired from the participants and to make an in-depth examination of the data; and it also allows the themes to be seen more clearly. Additionally, inductive analysis allows creating previously unavailable themes and categories (Glesne, 2012; Yıldırım & Şimşek, 2011).

Data analysis of the study was done considering the stages of data coding, finding themes, organizing codes and themes, and finally defining and interpreting the findings (Yıldırım & Şimşek, 2011). Nvivo 11 analysis program was used for data analysis. The transcriptions were added into the program. The data were separated into meaningful sections based on the aims of the research and interview questions and were given codes describing them. Codes were reviewed and similar ones were combined and classified. As a result of these classifications, themes were formed. The transcriptions of five participants, which are 20% of all of them, were presented to experts for reviewing to increase reliability and credibility. Intercoder reliability was calculated with Miles and Huberman's (2015) reliability formula comparing researchers' and experts' coding keys.

$$Reliability = \frac{Number\ of\ Consensus}{Consensus + Disagreement}$$

There are 66 codes in total in the coding key. After expert reviewing, codes and themes were compared, and the differences were settled or corrected. Two of these codes were renamed; and one of them was re-organized under another one. For example; The code of understanding the emotions of others, which emerges in the theme of teacher views on the concept of emotion regulation, has been changed to understanding the emotion of the other person. In addition, the code of family education that emerged in the theme of teachers' suggestions to improve children's emotion regulation skills was changed to parenting education. The dice code in the material theme used by the teachers in performing the practices was deleted and the expression contained here was transferred to the emotion cube code. The result of calculation according to the reliability formula was 92% (63/63+3). Miles and Huberman stated that the reliability of 70% or above means coding was done in a reliable way. Based on the codes and themes that were finalized and coordinated, the research findings were reached and the findings were interpreted. Based on the codes and themes that were finalized and finalized, the research findings were reached and the findings were interpreted.

Results

Opinions of the teachers were examined considering the aim of the study and interview questions; and findings were categorized under seven main themes. Themes and sub-themes obtained from teachers opinions were given in Figure 1.

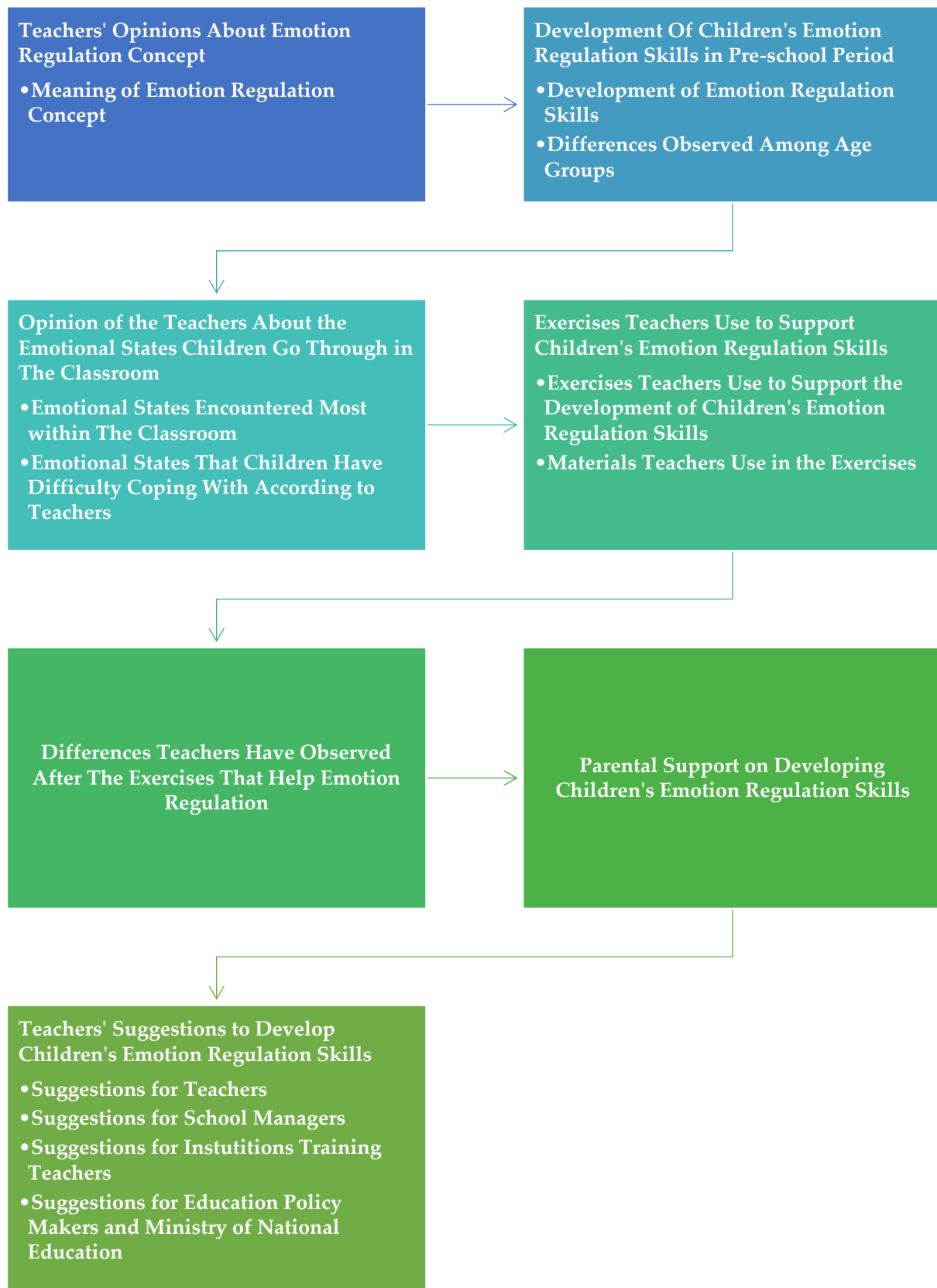


Figure 1. Findings About Exercises Pre-School Teachers Use to Support Children's Emotion Regulation Skills

Opinions of Teachers about Emotion Regulation Concept

When teachers described the concept of emotion regulation, they mentioned keeping emotions under control, recognizing, understanding, realizing, and expressing emotions, understanding others' emotions, changing the emotions, transforming emotion into behaviors, emotional states, satisfying children's needs and emotional intelligence. Some teachers used more than one statement to describe the concept. While describing emotion regulation concept, fourteen of the teachers defined "keeping emotions under control" as reducing positive-negative emotions to an acceptable level and as coping with emotions. For example; Teacher Buket commented on this matter *"For instance, controlling emotions like anger, sadness, and happiness. If they are very angry, for instance, it is like settling their anger, or calming them if they are giving basic reactions or intensive reactions."* Nesrin teacher, while defining the concept of emotion regulation, talked about the importance of emotion regulation for the rules of society and stated the following as an example:

Think of emotion control. For example, imagine a child crying at home who reacts very much to his mother and father. He shouldn't show the same reaction when he comes to school. This is something he can learn by living here. To control emotions in a group so as not to disturb the teacher's friend.

Sahra teacher, while defining the concept of emotion regulation, mentioned coping with emotions and explained her thoughts with an example.

How to cope with their emotions... I want to give an example. I had a kid who was troubled by the previous school. She was always giving hate speech in class. He said he was going to burn the school, he didn't want to come. You have to solve this situation and start the lesson. Because you don't have one child under your responsibility. I called, and if you feel that way, you can come and hold me. Come when you feel bored. Then I said we'd go on. At that moment, the boy found out he could trust me. We went on like this for a while. His crises subsided. Right now, he's a very well adjusted, positive child.

Twelve of the teachers defined it as "expressing emotions." They looked at the matter from two perspectives: expressing positive-negative emotions and outcomes and indicators in the education program. While Teacher Özlem stated on this matter *"When we look at the lexical meaning, it is reflecting negative emotions in a correct way,"* Teacher Emine thought of the outcomes and indicators in the education program and added *"It reminds me of expressing emotions, outcomes and indicators, directions in the report. Children's ability to express themselves"* to define the concept. Nine of the teachers defined emotion regulation using statements like recognizing, understanding, realizing their emotions, and naming them. Teacher Bekir stated on this *"The first thing that comes to my mind when you say emotion regulation is that children should know themselves. Children must know their characteristic for the teachers to develop emotion regulation."* Hülya teacher stated that *"children are aware of their emotions and that they can show them to the outside world by regulation their emotions"*. Six of the teachers defined it as understanding others' emotions, and ability to show empathy. Teacher Ali pointed out *"We shouldn't look at it only from our perspective. We need to understand ourselves even to understand others' emotions. You start to understand others only when you understand yourself, and we call this empathy."* Five of the teachers mentioned changing the emotions. Teacher Mustafa, for example, commented *"It sounds as making the situation the child is in normal. They could be angry or sad. We need to get them to their usual state in the classroom."* Five teachers used the expression of transforming emotion into behavior. Yaşar teacher stressed that sometimes children cannot adjust the severity of their emotional reactions so that they should be taught to children

first. He stated that he considers the concept of emotion regulation as the transformation of emotions into reactions with the following sentences:

Children may not be able to fully respond to their feelings in against the events. Sometimes they give different reactions or different exaggerated responses to events. First, we teach them various concepts such as angry, cheerful, calm and try to explain that these are the equivalents of emotions. A little, of course, to a certain extent. We try to turn them into concepts and emotions that they can use in their daily lives. That's what I think of.

Three teachers mentioned emotional states. Gülsüm, one of these teachers, used the following expressions: *"feelings of children during the day, what emotion did they come to school that day, with what emotion they left school, the environment they lived at home, the environment they lived in school, their problem situations about their friends, what he feels. It all comes to mind as emotion regulation"*. One teacher defined emotion regulation as satisfying needs and another defined it using the concept of emotional intelligence. Seven of the teachers stated that they did not know the concept of emotion regulation. However, they used different expressions related to this concept on the next stages of the interview. Among these teachers, Şükriye, Özlem, and Mehmet used *"expressions of emotions"* while Ali, Evşen and Hatice teachers *"control emotions"* and Hatiye teachers used *"emotional situations"* while defining the concept of emotion regulation. The teacher Mehmet first used the following expressions: *"When I first hear it, it feels like an area we don't know. It sounds like an area where we don't work, which we know a lot but doesn't do a lot of work for"*. However, in the process of the interview, the same teacher described the concept as follows: *"First comes to express your feelings. If a person or child can express their emotions, I think it may be easier to regulate their emotions. The first thing that comes to mind is the direct specific word group, expressing your feelings"*.

Development of Children's Emotion Regulation Skills in Pre-school Period

Development of Emotion Regulation Skills

Teachers were asked "How do you think children's emotion regulation skills develop in pre-school period?" Teachers expressed about the development of emotion regulation skills that children are egocentric, that they sometimes show negative emotions, that family, media and teacher elements are important, that pre-school period is important for the development of empathy related skills and emotion regulation skills, that children go through emotional confusion as they enter a social environment the first time, that they are learning how to cope with their emotions and what kind of results reflecting their negative emotions will have, that it is an abstract concept for children, and that they have excessive need for love. Seventeen of the teachers expressed that pre-school children gave more importance to their emotions than others' because of their egocentric thinking, and that anger transformed into aggression. *"Their emotions are more important. They do not realize their friends' sadness. They say they are sadder. They try to make themselves accepted,"* Teacher Meriç commented. Nine of the teachers stated that pre-school children transformed their negative emotions into reactions. Teacher Çiğdem, for example, expressed *"If their every wish is realized at home, they have crying fits here when something does not go the way they want, or they can't keep their anger under control."* Eight teachers expressed that family, media, and teacher elements were important in the development of emotion regulation skills. Teacher Bekir commented on this matter *"Children have tendency towards good in infancy period. They don't tend to be bad. There are experiments on this. Even 0-12-month-year-olds tend towards good character. However media, family, mother and father, and teachers shape children later in a bad manner. Children can't express their emotions..."* Eight teachers expressed that developing empathy skills is difficult in this period, children should first understand their emotions, and then empathy will develop. Teacher Emine

pointed out *“It is very difficult for children to understand others’ emotions. They first need to understand their emotions to understand those of others.”* Seven teachers stated that pre-school period is critical to develop emotion regulation skills. Teacher Arda, for example, indicated *“Children acquire skills to regulate their emotions in this age group.”* Four teachers stated that pre-school children go through emotion confusion when they enter a new environment other than family. Teacher Şükriye suggested on this matter:

We have two kinds of problems with children when they arrive in September. The age group doesn’t matter; coming into a new environment, being separated from the family environment, spending more time away from the family atmosphere. Another problem is that they have only been together with one or two people or with their siblings so far, and they come into a place where they will have to share everything in a classroom with 20 different people.

Three teachers expressed that they had difficulty keeping children’s emotions under control in pre-school period and children started to learn how to control their emotions according to social norms. Teacher Erdem explained his opinions on this matter giving an example he observed during toy-sharing:

They come to us with very little development. To give the simplest example, a child directly resorts to violence when his or her toy is taken from them. They have tendency towards violence, hitting each other and such. In fact it would be enough in this situation to say ‘I felt sad as you took my toy, I wanted to play with that.’ They want to say this, but as they don’t know how to express this, they resort to violence. When you teach this to them with small steps, and when they internalize this, they can solve problems without resorting to violence through expressing their emotions even little. They start to play together or they take turns.

Three teachers stated that children started to learn the results of reflecting their negative emotions within pre-school period. Teacher Arzu expressed about this *“They start to realize they are in an environment that doesn’t belong to them but society. Thus, they start learning what kinds of results getting angry or fight can produce. They try to learn in one way or another through peer learning. When you try to solve a problem between two children, the third one learns through observation.”* Two teachers explained the stages of children’s emotion regulations as realizing the emotions, then expressing them, and finally coping with them. They also stated that the concept of emotion is abstract to children in this period, and they have difficulty in understanding their emotions. They stated teachers try to do exercises in a more concrete way in this period and relay the emotions to children. Two teachers mentioned the children in this period have an excessive need for love and it would be easier to cope with other emotions through love.

Differences Observed Among Age Groups

These are what teachers mentioned when they were asked about the differences they observed in emotion regulation skills of different age groups: 3-year-olds have more separation anxiety than others, they are egocentric, they show their emotions and reactions more clearly, and they demonstrate more sudden emotion changes; 4-year-olds can express their emotions better than younger ones; 5-year-olds use more gestures and facial expressions related to emotions, their empathy skills start to develop, they can express their emotions and regulate them more easily than younger ones (See below, the Figure 2).

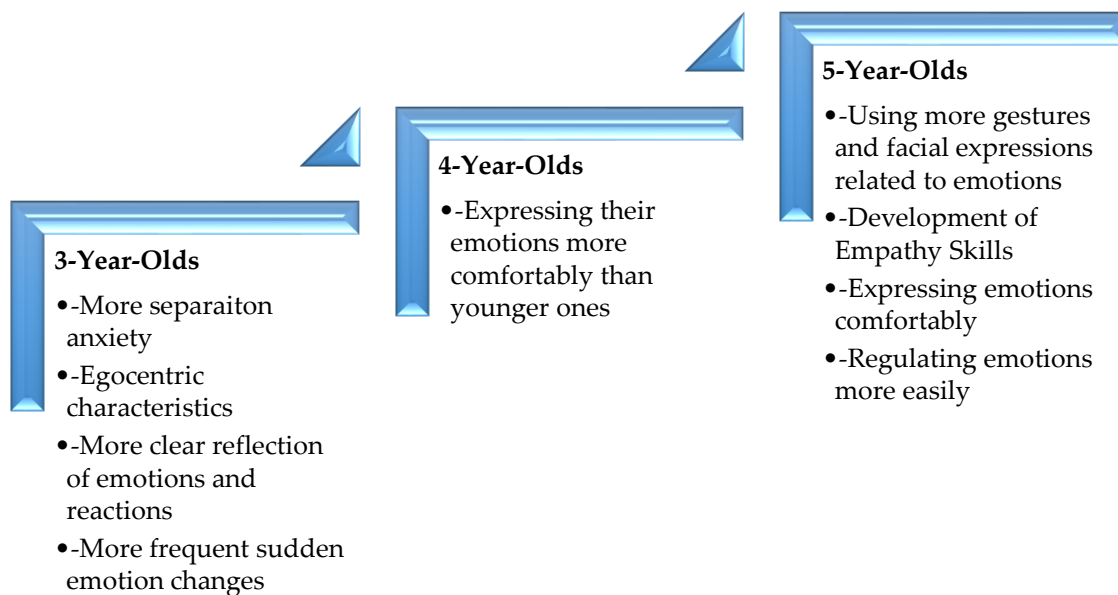


Figure 2. Differences Observed Among Age Groups

Teacher Meriç stated that coping with separation anxiety is more difficult compared to 5-year-olds by saying *“There are some children who come to school for the first time. It may be the first school experience for 5-year-olds as well, but we can see separation anxiety more clearly in 3-year-olds. Separation from mother and father, reluctance to come to school and such. We experience adaptation problems more with 3-year-olds”*. Teacher Gizem also mentioned the concept of empathy and stated the difference between age groups saying *“There are many things you can do with 5-year-olds to improve empathy. But it is more difficult with younger children.”* Teacher Hatice gave examples for empathy saying *“I am working with 5-year-olds at the moment. In terms of understanding others’ emotions, 4-year-olds have more difficulty... They can express themselves very clearly, but when it comes to others’ emotions, they can be selfish. 5-year-olds try to understand a little, they try to show empathy. As I said 4-year-olds are more egocentric. ‘My emotions are more important,’ they think.”* Teacher Özlem, one of the teachers who stated that 3-year-olds showed their emotions more clearly compared to others, pointed out *“3-year-olds show their emotions more clearly than older children. They show anger when they are angry. They don’t have any other motive; or they don’t show anger when they are sad. They show sadness when they are sad and they cry. I can see that they reflect their emotions as they are at that moment. What I can say for 3-year-olds is their emotions are clear.”* On the whole, teachers expressed that age groups show differences in terms of emotion regulation in pre-school period.

Opinion of the Teachers About the Emotional States Children Go Through in The Classroom ***Emotional States Encountered Most within The Classroom***

Pre-school teachers stated that the emotional states encountered most in the classroom were anger, happiness, sadness, separation anxiety, fear, jealousy, sharing, selfishness, surprise, and competition (See below, the Figure 3).

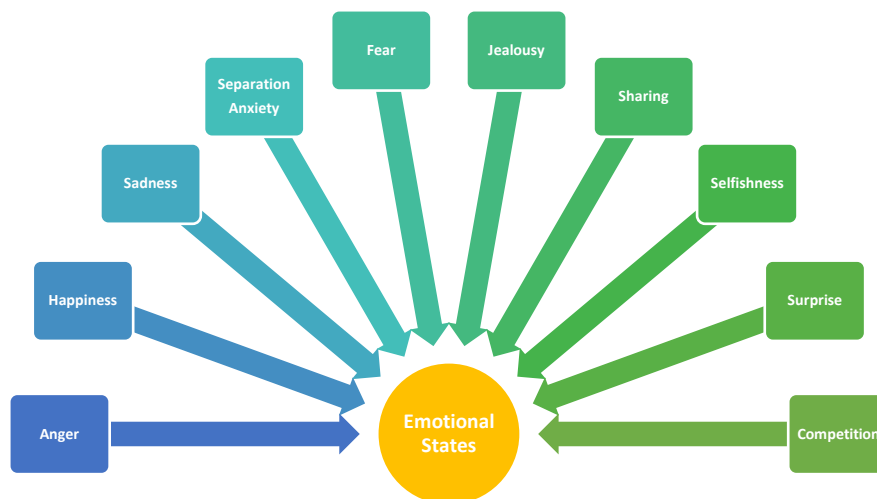


Figure 3. Emotional States Encountered Most within The Classroom

21 teachers stated that the emotion they observed most in children was anger. Teacher Şükriye, for example, commented on this matter *“There are children who make it a habit; they try to achieve their wishes by yelling or hitting. What I mean is I observe anger most.”* Meriç teacher stated that she observed more anger in children sharing toys as follows:

Obviously, Anger is a situation where we encounter a lot of nervous states. Anger states; He took my toy, he took it without permission, I was going to play with it, but he took it before me. He can't share like it's my turn or he used my stuff. In such cases, they express their anger situation more.

Seventeen teachers expressed that the second most observed emotion after anger was happiness, and that pre-school children were generally in a happy mood. For example, Arzu teacher stated her views as follows: *“There's anger but generally, happiness prevails”*. Fifteen teachers mentioned sadness; fourteen mentioned separation anxiety and added it is a negative emotion observed especially at the beginning of the terms. Ten teachers talked about fear as the emotional state they observed most. Six of them expressed that they were jealous of their peers and teachers at school environment, and of their sibling at home. Five of the teachers stated that pre-school children had problem about sharing, and therefore talked about sharing as the emotion they observed. Four teachers mentioned selfishness as the emotion they observed most. It can be seen these teachers regard selfishness and sharing as an emotion. Three teachers mentioned the emotion of surprise after other emotions. And one teacher emphasized that competition is seen more as children grow older.

Emotional States That Children Have Difficulty Coping With According to Teachers

Pre-school teachers expressed that the main emotions that children had most difficulty coping with were anger, separation anxiety, and fear. Other than these, emotions like sadness, jealousy, and missing which result from egocentrism, separation from parents, and losing in games can be encountered in teachers' statements. Pre-school teachers expressed that emotional states that children had difficulty coping with like anger, separation anxiety, fear, egocentrism, sadness, jealousy, and missing could also prove difficult for themselves. Teacher Meriç expressed a child had difficulty coping with anger saying *“He throws himself down on the flour as if in a tantrum, starts to cry. He doesn't stop even if you tell him to. I once had a student. He said ‘I am really trying, but I can't do it, I can't calm down.’ He went through this confusion. ‘Why am I crying although I want to stop’ he said. We had a student like this, they can't cope with this the most. They need support.”* Teacher Erdem explained separation anxiety was the one that he had difficulty with saying *“You have difficulty in terms of longing for mother and father. I can't stand it.*

How can I explain it? How will I deal with them? I can't know when it comes to fear of separation." Teacher Mustafa explained the difficulty of dealing with fear saying "Fear... If the child is afraid of something, you try various ways. But some fears are deep. It is really difficult to overcome them."

Exercises Teachers Use to Support Children's Emotion Regulation Skills

Exercises Teachers Use to Support the Development of Children's Emotion Regulation Skills

Teachers stated that they mostly used drama activities, conversations, question and answers, empathy exercises, calming activities, time out, and painting to develop children's emotion regulation skills. Twenty five teachers stated they made use of drama activities to help children understand, realize and cope with their emotions. Teacher Hatiye, for example, explained *"We have drama exercises like acting out. Drama is more effective for them to understand the emotions they go through."* Twenty four teachers expressed they used conversation, and twenty two of them used question and answers to help children understand, express and cope with their emotions. Teacher Sahra stated that she used conversation technique saying *"Some children don't want to express their emotions. I try to understand them. I talk with them. I try to have a conversation especially during free play or eating times. We talk about their families. Or I ask about their opinions while talking to their friends. I help them open themselves like this."* Teacher Arzu talked about question and answer technique saying *"What have you felt just now? How do you feel? If they don't have a specific feeling at that time, we have emotion cards for this. 'How do I feel? What was the purpose of my choosing that card?' I ask questions like 'What was your mood like when you arrived at home from school yesterday? How did you feel? Can you show me what you did with these cards?'"* Twenty one teachers preferred empathy activities to help children understand and cope with their emotions. Teacher Buket stated on this matter *"I make them establish empathy. I ask questions like 'You hit your friend, if you were in his shoes and he hit you, how would you feel?'"* Twenty teachers expressed that they used calming activities like waiting, diverting their attention, counting, removing from the environment to help children cope with emotions. Fifteen of them mentioned using time out to achieve this purpose. Teacher Hatiye stated she used counting to ten for calming and stated:

There is a cartoon named Paper Man. A problem occurs in the show for example. I liked it and wanted to use it. When the children are angry, for example, he says 'What happened? Is something wrong?' The children say 'I am so angry today.' He asks 'Why?' they answer 'I can't overcome my anger.' And he says 'Do you know what I do when I am angry. I clap my hands until three, and turn around and jump.' he wants children to try, and asks how they are. They say 'Yes, I am a little better.' Then they start laughing and do it again. It is a great activity. We changed it a little, but we loved it.

Teacher Erdem, one of the teachers using time out, stated that he used a material they named 'thinking chair' and guided children through questions, and added:

I can give time outs. I use it mostly when they are aggressive or when they have a problem at home. They sit and wait for five minutes. After half of that time, I go near them and sit with them. I ask what they thought, why they came up there, why they were punished. I try to make them realize the situation. I support them when they realize.

Fifteen of the teachers expressed that they had children draw to help understand their and others' emotions and express them. Teacher Hülya stated she used drawing to help children understand their emotions saying *"They draw what they feel. Their emotions, their own faces. I ask them how they feel, what drawing made them feel."* Teachers stated they also used activities like storytelling, creating a comfortable environment and motivating, rewarding, taking away privileges, games, preventing problems before

happening, gradual separation, allowing children to solve the problems themselves, reminding, emotion exercises, and describing others.

Materials Teachers Use in the Exercises

Teachers expressed that they used materials like emotion cards, puppets, visuals, emotions sets, emotion boards, emotion cube, cartoons, emotion masks, chair, sequencing cards, play dough, puzzle, chimneyed tree, and tactile cards in activities to help children's emotion regulation skills. Three teachers stated that they didn't use materials during activities. Fifteen teachers indicated they used emotion cards to help children name and understand their and others' emotions. Teacher Nesrin pointed out about this *"We used emotion cards to understand others' emotions. We show the emotion cards and ask questions like 'What do you see here? What kind of expression does the girl have? Why does she have such a facial expression? Why is she surprised?'"* Eight teachers stated they used puppets to help children express their emotions. Teacher Hatice expressed on this matter *"When I am sad, I try to show it with puppets. Then I want them to show it the same way."* Four teachers indicated they used visuals to help emotion regulation. Teacher Evşen, for example, expressed she used visuals to talk about emotions saying *"I show them a picture of a crying kid. Let's think why she is crying."* Four teachers stated they used emotion sets containing stories about emotions to help children understand and realize others' and their own emotions. Four others explained they used emotion boards containing facial expression about emotions during activities. Teacher Şükriye, for example, said when children came to school, they stuck the emotion they felt under their pictures on the emotion board choosing from hook-and-loop facial expressions. Teacher Erdem preferred naming emotion board as 'emotion map' and stated he used the facial expressions related to emotions in activities. Three teachers expressed they used emotion cube activity where children toss the cube and act out the emotion that comes on top. Teacher Buket talked about this material *"We have an emotion cube. Sad face, happy face, angry face and such. I toss it. If happy face comes up, I ask children what makes them happy. What makes them sad? When do they get angry? I take notes of these."* Three teachers mentioned they used cartoons. Teacher Hatice, one those using cartoons, pointed out *"When a problem occurs, if I have a cartoon about that, I make them watch it right away. I use it like this."* Two teachers stated they used masks as materials to help children understand and express their emotions. Two others added they used chair to help them share and act out their emotions. Some other materials teachers use to help children understand and express their emotions are sequencing cards, play dough, puzzles, chimneyed tree (the material for which a different student is responsible every day and which children come near and talk), tactile cards.

Differences Teachers Have Observed After The Exercises That Help Emotion Regulation

Fourteen of the teachers expressed that there had been decrease in negative reactions after the activities they had. Teacher Arzu explained it by stating:

With 3-year-olds, behaviors like hitting, and biting continue until the beginning of November, as I said. I generally tell parents 'Be a little patient. If these behaviors continue after the beginning of November, then we can talk and try to find solutions to the problem.' As children don't know when or how to react, we generally reduce behaviors like hitting we observe at the start of the year and sometimes even stop it altogether at the end. Behaviors like biting disappear. So does anger management.

Eleven teachers talked about the change in children as expressing themselves more comfortably. Teacher Meriç, one of these eleven teachers, defined change as children's expressing their emotions to their families. He went on saying:

I observe the biggest change when they show it in their families. Because they start to interfere with them. They start to say 'What you did isn't right, Mum. You can't say that. I will be sad if this happens.' They start using these speech patterns. In fact they use emotion expressions within sentences. When they start doing these, we think 'yeah, it is going all right.' When I ask them how they are, they start using not 'good or bad' which are not expressions of emotions but 'happy, sad, I am very angry today.'

Seven teachers stated about changes in children that they observed expressing negative emotions more accurately, controlling their emotions; three of them observed awareness of emotions; and another three observed understanding others' emotion. One of the teachers also mentioned children transformed negative emotions. Another teacher stated that he observed change as learning to regulate emotions in time.

Parental Support on Developing Children's Emotion Regulation Skills

All teachers except one stated that they received parental support in various ways for the difficulties or activities related to children's emotion regulation. Fourteen teachers stated they guided parents while receiving their support. Teacher Evşen told parents to allow their child to solve their problems and not to reinforce their negative behaviors, and added *"I try to tell parents this in every meeting. Please don't do it. Allow the children to solve the problem themselves by guiding them. They say they get anxious when, for example, children go through a crying fit and everyone looks at them. They do whatever children want to calm them down. But they in fact reinforce that behavior. Parents need to be made aware of this."* Fourteen teachers mentioned they talked to parents when there was a problem with the children; or they made home visits when necessary. Eleven teachers stated they required parents' support for negative emotional states and problematic behaviors of the children. Seven teachers stated they talked to parents about exemplary exercises that parents could do for children's emotion regulation skills. Teacher Mükerrerem mentioned he suggested parents reward a positive behavior, tell children how they feel, or use removal of privileges when children act negatively. Teacher Meriç explained what parents could do with an example and added:

We present suggestions to parents considering the observations and notes we take with the school counselor. You can do this at the weekend. You can spend time doing these kinds of activities. Mothers should spend private time with their older children to help with sibling jealousy. We give these kinds of suggestions to parents.

Four teachers mentioned notes sent to home as a way to communicate with parents. They expressed they could inform parents about what they did at school or what kind of support they needed from them. Teacher Havva, for example, mentioned she sent a note home to receive support to cope with separation anxiety and added *"I have a text about separation fear that I give to families on the first weeks. It is about what could be done for children's adaptation to school, I want them to read it."* Four teachers stated that they tried to get information about children from the parents. Seven teachers expressed that they had difficulty when they couldn't receive parental support, and that it damaged the development of emotion regulation skills. Teacher Arzu, for example, talked about an experience she had about anger, and explained the difficulty she had:

Anger. Children internalize what they see, what they live through. You help children acquire self-control at school, but a negative behavior at home or a negative cartoon wastes all of it. One of the children brought school a birdshot one day. When I talked to mother about it, she said she liked hunting. It is wrong to even like hunting. We are trying to inspire love for animals. Even if she hid the gun, the child somehow found the birdshots. How do you know he won't find the

gun another day? If a 3-year-old comes to school with that, he may bring the gun when he is five. We never prefer guns as toys. We never keep a toy that involves violence like hitting or breaking. The country has enough violence as it is. We should find better solutions for this problem by providing children a violence-free environment from the beginning. Unfortunately, however, you can't achieve this. Family environment itself sometimes prevents this.

Teacher Buket who has just started teaching indicated she hadn't communicated with the parents yet and didn't know what kinds of support she could receive from them.

Teachers' Suggestions to Develop Children's Emotion Regulation Skills

Teachers provided suggestions for teachers, school managers, teacher training institutes, education policy makers and Ministry of National Education about developing children's emotion regulation skills. Seventeen teachers suggested teachers should share their knowledge and experience with each other, be a good observer, have enough knowledge about emotion regulation, be a good listener, be patient, inform managers about the exercises, make use of approaches to make children feel comfortable, be watchful for emotional states of children, organize projects for emotion regulation education, and be a good role model for expressing emotion. Fifteen teachers talked about suggestions for school managers saying that managers should collaborate with them; and one teacher expressed managers should have respect for teachers because teachers who are respected would reflect this in the classroom. Teachers made many suggestions for education policy makers and Ministry of National Education. Fourteen teachers mentioned parenting seminar; fourteen remarked that pre-school education institutions should have counseling services; and fourteen stated there should be special outcomes and indicators about emotion regulation. In addition to these, one teacher suggested there should be extra activities in the program and one teacher stated the program should be introduced to teachers better. Four teachers talked about the need of more materials related to emotions. Four teachers mentioned enhancing physical conditions and reducing classroom populations. Two teachers emphasized the importance of teacher assistants. One teacher talked about public service ads on emotion regulation; one teacher suggested MONE should publish an emotion regulation brochure. One teacher expressed pre-school education should be made compulsory; one of them mentioned the difficulty of observing children because of intensive working hours and added teachers should have break times. One teacher stressed public should be educated about developing children's empathy skills; one said the children should go on with the same teacher for better observing the changes in children; one mentioned giving teachers opportunities to make observations in other institutions; one teacher suggested that school managers should be given in-service training to better understand pre-school education; and one teacher suggested making cartoons about emotion regulation. For the teacher training institutes, six teachers suggested universities should have courses about emotion regulation; and one teacher advised teachers should be given educations about emotions.

Conclusion, Discussion and Suggestions

In this study, it is seen that teachers define the concept of emotion regulation as controlling emotions, expressing emotions, recognizing, understanding and being aware of emotions. When the literature is examined, it can be said that the teachers' expressions are limited in defining the concept of emotion regulation which includes the processes such as the quality, intensity, frequency, and change of emotional reactions (Eisenberg vd., 2007; Holodynski, 2009; Saltalı, 2013). In addition, several teachers stated that they did not know the concept of emotion regulation and they heard it for the first time. It is seen that the teachers who participated in the study received undergraduate education prior to the development of the concept of emotion regulation in the literature. It is thought that this is the reason why the definitions made by teachers who have not graduated in recent years show limited similarity

with the definitions in the literature. In support of this view, Thompson (1994) and Gross (2007, 2010) stated that studies with the concept of emotion regulation increased.

Teachers talked about the development of children's emotion regulation skills and stated that it was difficult for them to be self-centered during the preschool period and to turn negative emotions such as anger into aggression. They also emphasized that it is difficult to acquire emotion regulation skills in the preschool period because the children place their own emotions at the forefront. Due to the dominant egocentrism between two and six years of age, children's value development is negatively affected, such as sharing, respect for others' feelings and responsibility (San Bayhan & Artan, 2004; Yavuzer, 1995; Yazgan İnanç, Bilgin, & Kılıç Atıcı, 2015). In addition, in the literature supporting teachers' expressions that the development of children's ability to understand others' emotions and expressing their own emotions progresses with age (Camras & Allison, 1985; Denham et al., 2011; Denham, Bassett, & Wyatt, 2007; Freitag & Schwarzer, 2011; Izard, 1991; Kandır, 2003; Macklem, 2008; Odom & Lemond, 1972; Székely et al., 2011), it has been shown that empathy (MoNE, 2013; Tanyel, 2009) and the ability to express others' emotions develop with age. In addition, studies conducted with 48-72-month-old children showed that children started to use emotion facial expressions and started to recognize and name emotional facial expressions depending on their age (Şen & Arı, 2011; Boyatzis, Chazan, & Ting, 1993; Lewis, Sullivan, & Vasen, 1987). Although it is frequently mentioned in the literature that preschool period is critical in the acquisition of emotion regulation skills, it has been noticed that several teachers expressed this in the study (Akman, Baydemir, Akyol, Arslan, & Kent-Kütüncü, 2011; Berk, 2015; Denham & Kochanoff, 2002; Hyson, 2004; Saarni, 2011).

It has been revealed that teachers and families who emphasize that children are effective in emotion regulation skills do not show enough importance to the concept of emotion regulation and in addition, expressing emotions in Turkish society is not welcome. Similarly, a study conducted in Turkey has seen their families are not welcome by the children to express their feelings, such as anger, fear, and anxiety. Therefore, children were found to be inadequate to express their feelings (Çağdaş, 2008). Yelinek and Grady (2019) observed in their study that preschool teachers rarely use emotion expressions in the classroom.

The teachers stated that they were more confronted with emotions such as anger, happiness, and sadness. Similarly, in the study conducted by Choi, Han, and Kim (2007), it was shown that happiness, sadness, and anger were seen as early emotions in the preschool period. It is seen that feelings such as pride, embarrassment, shyness, and guilt (Saarni, 2011; Santrock, 2011) that have been developing since the 18th month have not been expressed by the teachers. It was revealed that some teachers called egocentrism, sharing problems, selfishness, and stubbornness as emotions. This situation suggests that the concepts of emotion and behavior are used interchangeably and there is a complexity of the concept. The teachers mentioned negative emotions when they talked about the situations in which children are forced due to their emotions. However, they stated that children had difficulty in understanding their feelings and that it took a long time to acquire this skill. However, while teachers talk about understanding negative emotions such as physical pain; they did not address the understanding of positive emotions such as happiness by others. Similarly, studies conducted in Turkey, the teachers stated clearly negative emotions during the negotiations; It was seen that they did not use or express clear statements about positive emotions and they were looking for solutions to negative emotions (Akman et al., 2011; Çiftçi & Tabak, 1997). In addition, it was observed that the tendency of anger to turn into behavior was frequently included in teachers' statements. It can be assumed that the increase in aggression with age is the reason why teachers talk about it intensively (Aral, Kandır, & Can Yaşar, 2000; Cantekinler, Çağdaş, Şen, Akyürek, & Albayrak, 1995).

Unlike literature and other teachers' statements, it was found that some teachers used competitive games to understand the emotion of the child's friend. Competitive games can cause negative feelings such as competition, hate, and jealousy among children (Açıköz, 1992; Sarıtaş, 2000). In this respect, it is thought that preschool teachers choosing games to increase cooperation may affect emotion regulation skills positively. Some teachers mentioned they used to time out and taking away privileges against negative emotions. It was similarly revealed in a study that teachers resort to taking away privileges method like games and toys children like, or time out methods like verbal warning, ignoring, and sending them to a far corner in the classroom when children exhibit aggressiveness (Batu & Özen, 1997; Öngören Özdemir & Tepeli, 2016). However, methods like taking away privileges and time out damage child-teacher relationship and only provide temporary solutions (Ginnott, 1972; Öngören Özdemir & Tepeli, 2016).

Teachers stated that they mostly use drama activities, conversation, question and answer, empathy activities, calming exercises, time out, and drawing to improve their emotion regulation skills. Activities in the literature that help emotion regulation skills and methods that teachers used show similarities. Especially drama technique is frequently mentioned in the literature (Eldeniz Çetin & Avcıoğlu, 2010; Holzman, 2009; Mills & McCarroll, 2012; Peter, 2003; Walker, Anderson, Gibson, & Martin, 2015). Yeh and Li (2008) found that the use of creative drama in activities effectively increases preschool children's ability to regulate their emotions. It is thought these exercises could be improved in quantity and quality. The reason of this situation is the insufficiency of the sources on examples, activities, and methods about emotion regulation, and teachers' lack of adequate knowledge about emotion regulation as stated in the literature (Gelbal & Kelecioğlu, 2007). Additionally, it was revealed by various studies that teachers had problems implementing the education program, they regard themselves insufficient about helping children acquire social and emotional skills, and they are in need of in-service education in terms of assessment and evaluation (Gözütok, Akgün, & Karacaoğlu, 2005; Yapıcı & Demirdelen 2007; Yaşar, Gültekin, Türkkkan, Yıldız, & Girmen, 2005).

Teachers provided suggestions for teachers, school managers, teacher training institutes, education policymakers and the Ministry of National Education about developing children's emotion regulation skills. They suggested that a new course named developing emotion regulation activities and conceptual information could be given. They expressed they felt the lack of conceptual information and activities on emotion regulation, and a new course could be added to the curriculum of undergraduate education to eliminate this insufficiency. It is thought that it would be beneficial to include subjects such as creating activities for the emotional regulation of children and developing materials in undergraduate and associate degree teacher training courses in order to increase the practices and to be more qualified. It is also seen in the literature that teacher training is the most important process for effective education (Aypay, 2009; Üstüner, 2004). It was observed that the teachers made more effective in-service training suggestions as they felt insufficient about emotion regulation practices. Teachers' expressions stating that negative attitudes towards in-service trainings are insufficient in scope and practices of in-service trainings are similarly encountered in the literature (Gülmez, 2004; Karasolak, Tannriseven, & Konokman, 2013; Sezer, 2006). Another suggestion that attracts attention in the study is that pre-school education institutions should have counseling services. Teachers expressed they needed help during supporting activities and counseling service would be useful on this matter Similar teachers' opinions conducted were also revealed in the study by Aktepe (2005).

In line with these results, in-service training can be created between preschool teachers and academics on topics such as preparing materials and creating activities. Education programs covering teachers, families and children can be created and their effects can be investigated. The development of emotion regulation skills can be examined longitudinally for Turkish children. The effects of teacher and family attitudes on the development of emotion regulation skills of children can be examined. The effects of demographic variables such as family structure, socioeconomic level can be examined.

This study is limited to the opinions of preschool teachers working in independent and private preschools in Tepebaşı and Odunpazarı districts of Eskişehir. Family structure and attitudes play an important role in gaining emotion regulation skills and maintaining the skills acquired at school. Therefore, it may be suggested that in future research, the opinions of the families, as well as the teachers' opinions, should be taken and in-depth experiences can be obtained by observing the practices of teachers together with the interviews.

References

- Açıköz, K. Ü. (1992). *İşbirlikli öğrenme: kuram araştırma uygulama*. Malatya: Uğrel Press.
- Akman, B., Baydemir, G., Akyol, T., Arslan, A. Ç., & Kent-Kütüncü, S. (2011). Okul öncesi öğretmenlerinin sınıfta karşılaştıkları sorun davranışlara ilişkin düşünceleri. *e-Journal of New World Sciences Academy Education Sciences*, 6(2), 1715-1731.
- Aktaş, F. (2019). *Yaratıcı drama etkinliklerinin 60-72 aylık çocukların duyu düzenleme becerilerine etkisinin incelenmesi* (Unpublished master's thesis). Yıldız Teknik University, İstanbul.
- Aktepe, V. (2005). Eğitimde bireyi tanımanın önemi. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi*, 6(2), 15-24.
- Aktürk, B. (2016). *Oyun tabanlı psikoeğitim programının boşanmış aileye sahip okul öncesi çocukların duyu düzenleme beceri düzeylerine etkisi* (Unpublished master's thesis). Melikşah University, Kayseri.
- Altan, Ö. (2006). *The effects of maternal socialization and temperament on children's emotion regulation* (Unpublished doctoral dissertation). Koç University, İstanbul.
- Aral, N., Kandır, A., & Can Yaşar, M. (2000). *Okul öncesi eğitim*. İstanbul: Ya-Pa Press.
- Arı, M., & Yaban, H. (2016). Okulöncesi dönemdeki çocukların sosyal davranışları: Mizaç ve duyu düzenlemenin rolü. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 31(1), 125-141.
- Atay Z. (2009). *The relationship between maternal emotional awareness and emotion socialization practices* (Unpublished master's thesis). Boğaziçi University, İstanbul.
- Aypay, A. (2009). Öğretmenlerin hizmet öncesi öğretmenlik eğitimlerini değerlendirmeleri. *Kuram ve Uygulamada Eğitim*, 9(3), 1085-1123.
- Batu, S., & Özen, A. (1997). *Sınıf öğretmenlerinin sınıf kontrolüne yönelik sorunlarının ve gereksinim duydukları destek hizmet türlerinin belirlenmesi*. Paper presented at the National Congress of Educational Sciences, Eskişehir.
- Batum, P., & Yağmurlu, B. (2007). What counts in externalizing behaviors? The contributions of emotion and behavior regulation. *Current Psychology*, 25(4), 272-294.
- Berk, L. E. (2015). *Bebekler ve çocuklar: Doğum öncesinden orta çocukluğa* (N. Işıkoğlu Erdoğan, Ed.). Ankara: Nobel Akademik Press.
- Blair, K., Denham, S., Kochanoff, A., & Whipple, B. (2004). Playing it cool: Temperament, emotion regulation, and social behavior in preschoolers. *Journal of School Psychology*, 42(6), 419-443.
- Boyatzis, C. J., Chazan, E., & Ting, C. Z. (1993). Preschool children's decoding of facial emotions. *The Journal of Genetic Psychology*, 154(3), 375-382.
- Bozkurt Yükcü, Ş. (2017). *Bağımsız anaokullarına devam eden çocukların duyu düzenleme ve sosyal problem çözme becerileri ile ebeveynlerinin duygusal okuryazarlık düzeyleri arasındaki ilişkinin incelenmesi* (Unpublished master's thesis). Hacettepe University, Ankara.
- Buharalı, S. (2019). *Çocukların sosyal uyum ve duyu düzenleme düzeylerinin gelişiminde çocuk merkezli oyun terapisinin etkililiği* (Unpublished master's thesis). İstanbul Arel University, İstanbul.
- Camodeca Camodeca, M., & Coppola, G. (2019). Participant roles in preschool bullying: The impact of emotion regulation, social preference, and quality of the teacher-child relationship. *Social Development*, 28(1), 3-21.
- Camras, L. A., & Allison, K. (1985). Children's understanding of emotional facial expressions and verbal labels. *Journal of Nonverbal Behavior*, 9(2), 84-94.
- Cantekinler, S., Çağdaş, A., Şen, S., Akyürek, T., & Albayrak, H. (1995). *Çocuk gelişimi ve eğitimi: Ders notları*. Konya: Selçuk Üniversitesi, Mesleki Eğitim Fakültesini Yaşatma ve Geliştirme Vakfı.
- Carlson, S. M., & Wang, T. S. (2007). Inhibitory control and emotion regulation in preschool children. *Cognitive Development*, 22(4), 489-510.

- Choi, S. C., Han, G., & Kim, C. W. (2007). Analysis of cultural emotion understanding emotion/understanding of indigenous psychology for universal implications. In J. Valsiner & A. Rosa (Eds.), *The Cambridge handbook of sociocultural psychology* (pp. 318-342). Cambridge: Cambridge University Press.
- Cole, P. M., Martin, S. E., & Dennis, T. A. (2004). Emotion regulation as a scientific construct: Methodological challenges and directions for child development research. *Child Development*, 75(2), 317-333.
- Creswell, J. W. (2007). *Qualitative inquiry and research method: Choosing among five approaches*. California: SAGE Publications.
- Çağdaş, A. (2008). *Anne-baba-çocuk iletişimi*. Ankara: Kök Press.
- Çiftçi, İ., & Tabak, Ö. (1997). Zihinsel engellilerde görülen problem davranışların belirlenmesi. In *Proceedings Book of Special Education Days* (pp. 47-48).
- Denham, D. A., Bassett, H. H., Way, E., Mincic, M., Zinsser, K., & Graling, K. (2012). Preschoolers' emotion knowledge: Self-regulatory foundations, and predictions of early school success. *Cognition & Emotion*, 26(4), 667-679.
- Denham, S., & Kochanoff, A. T. (2002). Parental contributions to preschoolers' understanding of emotion. *Marriage and Family Review*, 34(3-4), 311-343.
- Denham, S., Warren, H., von Salisch, M., Benga, O., Chin, J. C., & Geangu, E. (2011). Emotions and social development in childhood. In K. McCartney & D. Phillips (Eds.), *The Wiley-Blackwell handbook of childhood social development* (pp. 413-433). New Jersey: Blackwell Publish.
- Denham, S. A., Bassett, H. H., & Wyatt, T. (2007). The socialization of emotional competence. In J. E. Grusec & P. D. Hastings (Eds.), *Handbook of socialization: Theory and research* (pp. 614-637). New York: Guilford Press.
- Denham, S. A., Bassett, H. H., & Zinsser, K. (2012). Early childhood teachers as socializers of young children's emotional competence. *Early Childhood Education Journal*, 40(3), 137-143.
- Denham, S.A., Blair, K.A., DeMulder, E., Levitas, J., Sawyer, K., Auerbach-Major, S., ... & Queenan, P. (2003). Preschool emotional competence: pathway to social competence. *Child Development*, 74(1), 238-256.
- Dereli, E. (2016). Prediction of emotional understanding and emotion regulation skills of 4-5 age group children with parent-child relations. *Journal of Education and Practice*, 7(21), 42-54.
- Dereli İman, E., Danişman, Ş., Akin Demircan, Z., & Yaya, D. (2019). The effect of the Montessori education method on pre-school children's social competence-behaviour and emotion regulation skills. *Early Child Development and Care*, 189(9), 1494-1508.
- Eisenberg, N., Fabes, R. A., Bernzweig, J., Karbon, M., Poulin, R., & Hanish, L. (1993). The relations of emotionality and regulation to preschoolers' social skills and sociometric status. *Child development*, 64(5), 1418-1438.
- Eisenberg, N., Hofer, C., & Vaughan, J. (2007). Effortful control and its socioemotional consequences. In J. J. Gross (Ed.), *Handbook of emotion regulation* (pp. 287-306). New York: The Guilford Press.
- Ekman, P., Friesen, W. V., & Ellsworth, P. (1972). *Emotion in the human face: Guide-lines for research and an integration of findings*. Oxford: Pergamon Press.
- Eldeniz Çetin, M., & Avcıoğlu, H. (2010). Investigation of the effectiveness of social skills training program prepared through drama technique for mentally disabled students. *International Online Journal of Educational Sciences*, 2(3), 792-817.
- Erel, S. (2016). *Okul öncesi dönemdeki çocuklarda bakış açısı alma becerileri, duygu düzenleme ve ahlak gelişiminin davranış sorunları ile ilişkisi* (Unpublished master's thesis). Hacettepe University, Ankara.

- Ersan, C. (2017). *Okul öncesi dönem çocuklarının saldırganlık düzeylerinin duygu ifade etme ve duygu düzenleme açısından incelenmesi* (Unpublished master's thesis). Pamukkale University, Denizli.
- Ertan, N. (2013). *Okul öncesi çağıdaki çocukların duygusal düzenleme ve baş etme stratejileri arasındaki ilişkinin, çaba sarf ederek kendini denetleme aracılığıyla incelenmesi* (Unpublished master's thesis). Maltepe University, İstanbul.
- Feng, X., Shaw, D. S., Kovacs, M., Lane, T., O'rourke, F. E., & Alarcon, J. H. (2008). Emotion regulation in preschoolers: The roles of behavioral inhibition, maternal affective behavior, and maternal depression. *Journal of Child Psychology and Psychiatry*, 49(2), 132-141.
- Freitag, C., & Schwarzer, G. (2011). Influence of emotional facial expressions on 3-5-year-olds' face recognition. *Cognitive Development*, 26(3), 230-247.
- Garner, P. W., & Waajid, B. (2008). The associations of emotion knowledge and teacher-child relationships to preschool children's school-related developmental competence. *Journal of Applied Developmental Psychology*, 29(2), 89-100.
- Gelbal, S., & Kelecioğlu, H. (2007). Öğretmenlerin ölçme ve değerlendirme yöntemleri hakkındaki yeterlik algıları ve karşılaştıkları sorunlar. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 33(33), 135-145.
- Ginnott, H. G. (1972). *Teacher and child: A book for parents and teachers*. New York: Avon Books.
- Glesne, C. (2012). *Nitel araştırmaya giriş* (A. Ersoy & P. Yalçınoğlu, Trans.). Ankara: Anı Yayıncılık.
- Golden Biddle, K., & Locke, K. (1997). *Composing qualitative research*. California: Sage Publications.
- Gökalp, N. (2010). *Duygu ve etik*. Ankara: Ebabil Yayınları.
- Gözütok, F. D., Akgün, Ö. E., & Karacaoğlu, Ö. C. (2005). *İlköğretim programlarının öğretmen yeterlilikleri açısından değerlendirilmesi*. Paper presented at the Evaluation of New Primary Education Programs Symposium, Kayseri.
- Graziano, P. A., Reavis, R. D., Keane, S. P., & Calkins, S. D. (2007). The role of emotion regulation and children's early academic success. *Journal of School Psychology*, 45(1), 3-19.
- Gross, J. J. (Ed.). (2007). *Handbook of emotion regulation*. New York: Guilford Press.
- Gross, J. J. (2010). The future's so bright, I gotta wear shades. *Emotion Review*, 2(3), 212-216.
- Gross, J. J., & Thompson, R. A. (2007). Emotion regulation: Conceptual foundations. In J. J. Gross (Ed.), *Handbook of emotion regulation* (pp. 3-24). New York: Guilford Press.
- Gülmez, İ. S. (2004). *Sınıf öğretmenlerine uygulanan hizmet içi eğitim programlarının etkililiğine ilişkin öğretmen görüşlerinin belirlenmesi* (Unpublished master's thesis). Sakarya University, Sakarya.
- Holodynski, M. (2009). Milestones and mechanisms of emotional development. In B. Röttger Rössler & H. J. Markowitsch (Eds.), *Emotions as bio-cultural processes* (pp. 139-163). New York: Springer.
- Holzman, L. (2009). *Vygotsky at work and play*. London: Routledge Press.
- Hyson, M. (2004). *The emotional development of young children: Building an emotion-centered curriculum*. New York: Teachers College Press.
- Izard, C. E. (1991). *The psychology of emotion*. New York: Plenum Press.
- Kandır, A. (2003). *Gelişimde 3-6 yaş "çocuğum büyüyor"*. İstanbul: Morpa Kültür Press.
- Karadayı, İ. Ş. (2018). *Okul öncesi dönemde yaratıcılık eğitiminin yaratıcılık performansı, yönetici zihinsel işlevler ve duygu düzenleme becerilerine etkisi* (Unpublished master's thesis). Ege University, İzmir.
- Karasolak, K., Tanrıseven, I., & Konokman, G. Y. (2013). Öğretmenlerin hizmetiçi eğitim etkinliklerine ilişkin tutumlarının belirlenmesi. *Kastamonu Eğitim Dergisi*, 21(3), 997-1010.

- Kayhan Aktürk, Ş. (2015). *Okul öncesi dönem çocuklarında duygu düzenleme becerileri ile akran ilişkilerinin incelenmesi* (Unpublished master's thesis). İstanbul University, İstanbul.
- Koçyiğit, S., Sezer, T., & Yılmaz, E. (2015). 60-72 aylık çocukların sosyal yetkinlik ve duygu düzenleme becerileri ile oyun becerileri arasındaki ilişkinin incelenmesi. *Hasan Ali Yücel Eğitim Fakültesi Dergisi*, 12-1(23), 209-218.
- Koole, S. L. (2009). The psychology of emotion regulation: an integrative review. *Cognition & Emotion*, 23(1), 4-41.
- Kopp, C. (1989). Regulation of distress and negative emotions: A developmental view. *Developmental Psychology*, 25(3), 343-354.
- Kurbet, H. (2010). *Anaokuluna devam eden çocukların duygusal düzenleme becerileri ile annelerinin empatik eğilim ve tutumlarının incelenmesi* (Unpublished master's thesis). Gazi University, Ankara.
- LeDoux, J. (2006). *Duygusal beyin: Duygusal yaşamın gizemli temelleri*. İstanbul: Pegasus Press.
- LeDoux, J. E. (1993). Emotional memory systems in the brain. *Behavioural Brain Research*, 58(1-2), 69-79.
- Lewis, M., Sullivan, M. W., & Vasen, A. (1987). Making faces: Age and emotion differences in the posing of emotional expressions. *Developmental Psychology*, 23(5), 690-697.
- Longobardi, C., Iotti, N. O., Jungert, T., & Settanni, M. (2018). Student-teacher relationships and bullying: The role of student social status. *Journal of Adolescence*, 63, 1-10.
- Macklem, G. L. (2008). *Practitioner's guide to emotion regulation in school-aged children*. Manchester: Springer Press.
- McCoy, D. C., & Raver, C. C. (2011). Caregiver emotional expressiveness, child emotion regulation, and child behavior problems among head start families. *Social Development*, 20(4), 741-761.
- Merriam, S. B. (2013). *Nitel araştırma desen ve uygulama için bir rehber* (S. Turan, Trans.). Ankara: Nobel Yayınları.
- Metin, İ. (2010). *The effects of dispositional anger, effortful control and maternal responsiveness on Turkish preschoolers' emotion regulation* (Unpublished master's thesis). Koç University, İstanbul.
- Miles, M. B., & Huberman, A. M. (2015). *Nitel veri analizi* (S. Akbaba Altun & A. Ersoy, Ed. & Trans.). Ankara: Pegem Akademi Press.
- Mills, H., & McCarroll, E. (2012). Emotion regulation in early childhood. *Texas Child Care Quarterly*, 36(1), 1-4.
- Ministry of National Education. (2013). *Okul öncesi eğitimi programı ve kılavuzu*. Ankara: Milli Eğitim Basımevi Press.
- Mortensen, J. A., & Barnett, M. A. (2019). Intrusive parenting, teacher sensitivity, and negative emotionality on the development of emotion regulation in early head start toddlers. *Infant Behavior and Development*, 55, 10-21.
- Ocak Karabay, S. (2019). Emotion regulation, teaching beliefs and child-teacher relationships from the perspectives of pre-school teachers. *Education*, 47(1), 101-115.
- Odom, R., & Lemond, C. (1972). Developmental differences in the perception and production of facial expressions. *Child Development*, 43(2), 359-369.
- Omrak, C. (2019). *Okul öncesi dönem çocuklarının bağlanma örüntüleri ve duygu düzenleme becerilerinin teknoloji kullanımıyla ilişkisi* (Unpublished master's thesis). Maltepe University, İstanbul.
- Ortony, A., & Turner, T. J. (1990). What's basic about basic emotions?. *Psychological Review*, 97(3), 315-331.
- Öngören Özdemir, S., & Tepeli, K. (2016). Okul öncesi öğretmenlerinin saldırgan davranışlarla baş etme stratejilerinin incelenmesi. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi*, 17(2), 51-70.
- Özcan, A. (2017). *Okul öncesi eğitim kurumuna devam eden 60-72 aylık çocukların ahlaki ve sosyal kural algıları prososyal davranışları ile duygu düzenleme becerileri arasındaki ilişkilerin incelenmesi* (Unpublished master's thesis). Gazi University, Ankara.

- Öztemür, G. (2018). *Relationships between executive functioning, private speech, and emotion regulation in preschoolers* (Unpublished master's thesis). Boğaziçi University, İstanbul.
- Pallini, S., Vecchio, G. M., Baiocco, R., Schneider, B. H., & Laghi, F. (2019). Student-teacher relationships and attention problems in school-aged children: The mediating role of emotion regulation. *School Mental Health, 11*(2), 309-320.
- Patton, M. Q. (2002). *Qualitative research & evaluation methods*. California: Sage Publications.
- Peter, M. (2003). Drama, narrative and early learning. *British Journal of Special Education, 30*(1), 21-27.
- Ramsden, S. R., & Hubbard, J. A. (2002). Family expressiveness and parental emotion coaching: Their role in children's emotion regulation and aggression. *Journal of Abnormal Child Psychology, 30*(6), 657-667.
- Robinson, L. R. (2006). *Relations between parenting, family context, and emotion regulation in the development of psychopathology in young maltreated children* (Unpublished master's thesis). New Orleans University, New Orleans.
- Saarni, C. (2011). Emotional development in childhood. *Encyclopedia on Early Childhood Development, September*, 1-7.
- Sala, M. N., & Molina, P. (2014). *Storie interrotte per la regolazione emotiva* (Unpublished article). Retrieved from https://iris.unito.it/retrieve/handle/2318/154416/26421/2014_Sala%20et%20al._SIRE_post-print_4aperto.pdf
- Sala, M. N., Pons, F., & Molina, P. (2014). Emotion regulation strategies in preschool children. *British Journal of Developmental Psychology, 32*(4), 440-453.
- Saltalı, N. D. (2013). Okul öncesi dönemde duygusal becerilerin geliştirilmesi. *Yalova Sosyal Bilimler Dergisi, 3*(6), 107-119.
- San Bayhan, P., & Artan, İ. (2004). *Çocuk gelişimi ve eğitimi*. İstanbul: Morpa Kültür Press.
- Santrock, J. W. (2011). *Yaşam boyu gelişim: Gelişim psikolojisi*. Ankara: Nobel Akademik Press.
- Sartaş, M. (2000). İlköğretim okulları IV. sınıf beden eğitimi dersi öğretimine yarışmalı öğrenme ve işbirlikli öğrenme yönteminin akademik başarı bakımından etkileri. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi, 7*(7), 44-52.
- Scrimgeour, M. B., Davis, E., & Buss, K. (2016). You get what you get and you don't throw a fit!: Emotion socialization and child physiology jointly predict early prosocial development. *Developmental Psychology, 52*(1), 102-116.
- Seçer, Z. (2017). Sosyal olarak yetkin okul öncesi çocukların duygu düzenlemeleri ile annelerinin duygu sosyalleştirme davranışları arasındaki ilişkiler. *Kastamonu Eğitim Dergisi, 25*(4), 1435-1452.
- Sezer, E. (2006). *Milli eğitim bakanlığına bağlı devlet okullarında çalışan psikolojik danışman ve rehber öğretmenlerin hizmetiçi eğitime ilişkin görüşlerinin değerlendirilmesi (İstanbul ili örneği)* (Unpublished master's thesis). Yeditepe University, İstanbul.
- Shields, A., & Cicchetti, D. (1997). Emotiona regulation among school-age children: The development and validation of a new criterion Q-sort scale. *Developmental Psychology, 33*(6), 906-916.
- Smith, T. W. (2015). *The book of human emotions*. London: Wellcome Collection.
- Sutherland, K. S., Conroy, M. A., Algina, J., Ladwig, C., Jessee, G., & Gyure, M. (2018). Reducing child problem behaviors and improving teacher-child interactions and relationships: A randomized controlled trial of BEST in CLASS. *Early Childhood Research Quarterly, 42*, 31-43.
- Székely, E., Tiemeier, H., Arends, L. R., Jaddoe, V. W., Hofman, A., Verhulst, F. C., ... & Herba, C. M. (2011). Recognition of facial expressions of emotions by 3-year-olds. *Emotion, 11*(2), 425-435.
- Şahin, G. (2015). *Okul öncesi çocukların yürütücü işlevlerinin ve duygu düzenleme becerilerinin bağlanma örüntüleri açısından incelenmesi* (Unpublished doctoral dissertation). Selçuk University, Konya.
- Şahin, K. (2019). *Okul öncesi dönem çocukların duygu düzenleme becerileri ile davranış sorunları arasındaki ilişkinin incelenmesi* (Unpublished master's thesis). Marmara University, İstanbul.

- Şen, M., & Arı, M. (2011). Okulöncesi sosyal davranış ölçeği-öğretmen formu'nun geçerlilik ve güvenilirlik çalışması. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 44(2), 1-28.
- Tanyel, N. (2009). Emotional regulation: Developing toddlers' social competence. *Dimensions of Early Childhood*, 37(2), 10-15.
- Thompson, R. A. (1994). Emotion regulation: A theme in search of definition. *Monographs of the Society for Research in Child Development*, 59(2-3), 25-52.
- Tulpar, L. B. (2019). 4-6 yaş aralığındaki çocukların bağlanma stillerinin ve duygu düzenleme becerilerinin incelenmesi (Unpublished master's thesis). Işık University, İstanbul.
- Ural, O., Güven, G., Sezer, T., Azkeskin, K. E., & Yılmaz, E. (2015). Okul öncesi dönemdeki çocukların bağlanma biçimleri ile sosyal yetkinlik ve duygu düzenleme becerileri arasındaki ilişkinin incelenmesi. *Hacettepe University Faculty of Health Sciences Journal*, 1, 589-598.
- Ünal Yarar, G. (2019). *Investigating the links between children's pretend play and emotion regulation in a Turkish clinical sample* (Unpublished master's thesis). İstanbul Bilgi University, İstanbul.
- Üstüner, M. (2004). Geçmişten günümüze türk eğitim sisteminde öğretmen yetiştirme ve günümüz sorunları. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 7, 1-15.
- Walker, R., Anderson, M., Gibson, R., & Martin, A. (2015). Constructing identity and motivation in the drama classroom: A sociocultural approach. In S. Davis, H. G. Clemson, B. Ferholt, S-M. Jansson, & A. Marjanovic-Shane (Eds.), *Dramatic interactions in education: Vygotskian and sociocultural approaches to drama, education and research* (pp. 115-131). New York: Bloomsbury Academic.
- Yaman, B. (2018). *Ebeveyn tutumlarının çocukların mizaç özellikleri ve duygu düzenleme becerileri üzerindeki rolü* (Unpublished master's thesis). Işık University, İstanbul.
- Yapıcı, M., & Demirdelen, C. (2007). İlköğretim 4. sınıf sosyal bilgiler öğretim programına ilişkin öğretmen görüşleri. *İlköğretim Online*, 6(2), 204-212.
- Yaşar, Ş., Gültekin, M., Türkkkan, B., Yıldız, N., & Girmen, P. (2005). Yeni ilköğretim programlarının uygulanmasına ilişkin sınıf öğretmenlerinin hazırbulunuşluk düzeylerinin ve eğitim gereksinimlerinin belirlenmesi (Eskişehir ili örneği). In *New Symposium on Evaluation of Primary Education Programs* (pp. 51-63).
- Yavuzer, H. (1995). *Çocuk psikolojisi*. İstanbul: Remzi Kitabevi Press.
- Yazgan İnanç, B., Bilgin, M., & Kılıç Atıcı, M. (2015). *Gelişim psikolojisi*. Ankara: PegemA Press.
- Yeh, Y. C., & Li, M. L. (2008). Age, emotion regulation strategies, temperament, creative drama, and preschoolers' creativity. *The Journal of Creative Behavior*, 42(2), 131-149.
- Yelinek, J., & Grady, J. S. (2019). 'Show me your mad faces!' preschool teachers' emotion talk in the classroom. *Early Child Development and Care*, 189(7), 1063-1071.
- Yıldırım, A., & Şimşek, H. (2011). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seçkin Press.
- Yılmaz, G. (2019). *Okul öncesi eğitim alan çocukların duygu düzenleme ve sosyal problem çözme becerilerine yaratıcı drama eğitiminin etkisi* (Unpublished master's thesis). Kırklareli University, Kırklareli.
- YOKTEZ. (2019). *Duygu düzenleme*. Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp>
- Yüksel, G. (2004). *Sosyal beceri envanteri el kitabı*. Ankara: Asil Yayın Dağıtım.
- Zinsser, K. M., Bailey, C. S., Curby, T. W., Denham, S. A., & Bassett, H. H. (2013). Exploring the predictable classroom: Preschool teacher stress, emotional supportiveness, and students' social-emotional behavior in private and Head Start classrooms. *NHSA Dialog*, 16(2), 90-108.