

*Full Length Research Paper*

# **Stressful situations experienced by six year-old children when starting pre-school education**

**Neslihan DURMUŞOĞLU SALTALI\* and Filiz ERBAY**

Preschool Education Department, Faculty of Education, Mevlana University, Yeni Istanbul Caddesi, No: 235, 42003, Selçuklu, Konya, Turkey.

Accepted 12 August, 2013

The aim of this study is to examine stressful situations six-year-olds experience when they attend kindergarten for the first time. Study group consisted of 45 pre-school teachers working in kindergartens affiliated to Ministry of National Education in Konya. Qualitative research methods were used in the study. For this study, a semi-structured interview form was developed by the researchers. Open ended questions were aimed at identifying certain things, such as problems children experience during first school days, possible reasons of the problems, the way children manifest the problems and teacher strategies in dealing with the problems. Research findings revealed that children feel stressed in their first days of school life because of the feeling to be away from family -especially from mother-, social anxieties regarding school environment and fears related to teachers. Besides, it was found also that children disclosed their stress by crying, refusing to participate in activities, behaving introvertedly, acting aggressively or not letting mother leave the school in first school days.

**Key words:** Pre-school education, starting to school, stressful situation, six year old child, expression of child stress.

## **INTRODUCTION**

In the past years, policy makers, researchers, and educators have placed strong-emphasis on ensuring successful entry into formal schooling (Rimm-Kaufman and Pianta, 2000). Starting school is an important time for young children, their families, and educators. This event is an anticipated experience in young children's life and can be a time of excitement for children, but it is also a time of change, which may be associated with stress and anxiety (Murray, 2008; Murray and Harrison, 2003). It has been described as "one of the major challenges children have to face in their early childhood years" by Victorian Department of School Education (cited by Dockett and Perry, 2001). School age is a period requiring children to leave their family, to be open to the world, to relate with other people and to be independent. In other words, during school years, children have to handle with certain situations such as being away from family, taking own

responsibility, and leading an independent life. For this reason, starting to school is an important life experience for children.

Briggs and Potter (1995) recognize that the transition to a new environment and new organisational arrangements can cause considerable stress and anxiety for young children. This includes knowing about school responding and adopting to the behaviors and expectations of the new environment (Margetts, 2008). Thus the changes that occur as children move from home environment to the school setting are often associated with stress and anxiety (Birch and Ladd, 1997). For all children school is a new and different environment with unfamiliar pressures and situations that must be dealt with from the first day (Murray, 2008). Children will differ in terms of their stress level in everyday school life and of coping strategies for dealing with stress. For some children,

\*Corresponding author. E-mail: [ndsaltali@mevlana.edu.tr](mailto:ndsaltali@mevlana.edu.tr).

adjusting to the first year of school can be a difficult time (Dockett and Perry, 1999). Early findings of the Starting School Research Project indicated a clear difference in the perspectives of the children and adults involved in transition (Perry et al., 1998).

Specifically, children are challenged by two major topics: being unfamiliar with rules at the beginning of school; and feelings about school (Dockett and Perry, 2001). According to Rimm-Kaufman and Pianta (2000), context and child characteristics interact through a transition process and these interactions form patterns or relationships, which can be described as influences on development (that is, processes) as well as outcomes. In an ecological model, "a child's transition to school is acknowledged in terms of the influence of contexts (for example, family, classroom, community) and the connections among these contexts (e.g., family-school relationships) at any given time and across time". Thus, "the transition to kindergarten is fundamentally a matter of establishing a relationship between the home and the school in which the child's development is the key focus or goal" (Pianta and Kraft-Sayre, 1999).

Family plays a crucial role in children's healthy behaviors as well as their adjustment problems, behavioral and emotional disturbances. From a macro perspective, this role is directly related with the family life, but in micro sense it is especially related with mothers in the family. In order to understand a child's response to separation from mother or caregiver, child's attachment relationship to these people should be identified at first. In Bowlby's attachment theory, it is reported that secure attachment between mother and child lies foundation for healthy psychological development (Sevimli, 2010). Secure attachment has a positive relation with social skills, self-regulation, being able to get organized, and being able to adapt to school. In contrast to this, it is revealed that children experiencing insecure attachment show aggressive and maladaptive behaviors (Moss et al., 1998).

Experts name the experience of starting school as second separation from mother as the first one is birth. For some children, this event can be a source of intense stress. Unless this process is managed healthily and required precautions are taken, it might result in serious functional destruction by disrupting the adjustment of individual's self and others. It is reported that children experiencing school phobia and other kinds of school adjustment problems may have separation anxiety disorder, depression, social phobia and obsessive-compulsive behavior disorder (Egger et al., 2003; Özcan and Aysev, 2009).

Panic behaviors, nausea, vomit, stomachache can be observed in children experiencing school adjustment problems. Experts point out that at the beginning of school phobia, children show less intense but similar symptoms. Loss of appetite, reluctance to go to school, irregular sleep routines are among these symptoms. Actually, school phobia can be prevented if the process

of starting school is handled healthily and away from stress. Identification of these problems on the right time and at the right place is considered important in order to detect accurate timing of intervention efforts (Tüzün and Sayar, 2006; Sevimli, 2010).

This study is important because it intends to reveal stressing factors caused by the event of starting to school which is a transition period to a new environment, out of house. Furthermore, when literature in Turkey is examined, it is seen that there are very limited numbers of studies about this topic. Research in Asia is quite limited with studies focusing on positive adjustment to school and the factors that facilitate successful transition to primary school. There is need for a better understanding of stressing factors of first year in school within Asian school context. From this standpoint, it is considered that this research shall contribute to that field.

From this point of view, present research aimed at determining teachers' opinions related to stress experienced by 6 years old children who started the pre-school education for the first time. Within the scope of this main purpose, the following points were researched

1. Stressing events experienced by children during starting the school,
2. How children disclose their feeling of stress,
3. Methods used by teacher to reduce stressful feelings.

## METHOD

### Research model

Qualitative research technique is used in this research. In qualitative researches, the meaning inferred from experiences of study participants are examined systematically (Ekiz, 2003). Qualitative research methods are sensitive to understanding, identifying and explaining the effects of natural environment where research is conducted on these search results. Forth is reason, qualitative research methods enable researchers to explain educational facts from multiple dimensions. By this way, qualitative research methods enrich educational research studies (Iřikođlu, 2005). This study was conducted according to qualitative research methods, is a case study.

### Participants

This research was performed with 45 pre-school teachers working in pre-school education institutions in the central districts of Konya. Teachers included in this study participated in the study voluntarily. The average age of the teachers was 32.64 and experience year ranges from 1 to 35 years. 21 of teachers are working in independent kindergartens and 24 of them in nursery classes.

In following parts, statistical results and quotations by teachers were stated; however in order to confirm participants' confidentiality, each teacher is indicated by a separate number beginning with T.

### Collection of data

Qualitative data were obtained by using semi-structured open-

ended interview form and tape recorder. Individual interviews were conducted for each teacher. Interviews in school settings required a semi-private location, eg. a computer room adjoining the classroom, or vacant office near the classroom. The interview lasted approximately 30 min. Firstly, demographic information form was used in order to obtain teacher's demographic data. Following, the questions in the interview form were asked to teachers. The interview form has three open-ended questions. These questions;

1. What are the reasons of stress experienced by children at the first school days and weeks?
2. How do the children reflect their stress they experience?
3. Which strategies do you apply in order to reduce this stress statement?

### Validity and reliability

For valid qualitative studies, direct quotations by interviewed individuals should be included in the study and results should be explained based upon these direct quotations (Yıldırım and Şimşek, 2005). In this study, teacher's quotations have been used to generate codes and categories, and direct quotations by mothers have been reported as examples to each code. By this way, validity has been increased. Reliability in qualitative researches means that different observers agree on the categories that events are found to be related or it means that the same observer agrees on the categories upon examining at different times (Altınöğk et al., 2008). In this study, data is analyzed into codes and categories and this process is tested by two instructors.

## FINDINGS

Findings obtained as a result of this study are placed in this chapter. During data evaluation process, it is decided that if mothers have more than one opinion, all of their reporting will be included in the study. Within this aim, findings are examined according to three main titles.

### Findings related to situations that cause children to experience stress when they start school

When the reasons of stress in children who start school for the first time are examined, teachers report certain stress sources such as worry about being away from family and separation anxiety (n=42, 93%), social anxieties regarding peer relations and school atmosphere (n=39, 87%), fears related to teachers (n=17, 38%), fears related to the way basic needs will be met (n=16, 35%), fear of failure in activities (n=13, 29%), fears related to rules (n=12, 27%), fear of being forgotten in the school (n=8, 18%). Teacher's own statements with respect to these stress sources are found as follows.

*T.25. "children get away from their family for the first time, different environments and different people might cause fear";*

*T.13. "children sometimes think that they cannot get on well with other children and worry that nobody will communicate or take care of them";*

*T.4. "because children spent long time with their family*

*until they are six year old, they might feel abandoned and alone when they have to stay in a new setting without their family";*

*T. 8; "children feel stressed because of the anxiety that they cannot be successful in activities and teacher will get angry with them";*

*T.37. "because most of the children go toilet without any cloth, they may worry about what to do if they need to go toilet in school";*

*T.9. "children feel separation anxiety because they believe no one would take them home, and they would be forgotten at school";*

*T. 36: "problems may arise due to the children's objection to school rules or due to their expectation that they would get special attention of people like they do at home. Actually, the main reason of all problems lies behind parents' overprotective attitudes."*

As it can be inferred from the findings stated, most of the children feel stressed when they start school for the first time because of the anxiety to be separated from family, especially mother. In addition to this, children feel stressed in first days of school due to some other reasons such as social anxieties about school environment, fears about teachers, problems about self-care skills, anxiety about failure in activities, concerns about rules and fear of being forgotten at school.

### Findings related to the way children disclose experienced stress

Given the reports of teachers about children's stress expression on first days of school, following titles are created. According to teachers, children disclose their stress in first days of school by crying (n=43, 95%), refusing to participate in activities and being introverted (n=34, 75%), behaving aggressively (n=30, 67%); not letting mother leave school (n=21, 47%), constantly asking to go home (n=13, 29%), telling fake illnesses (n=7, 16%), disobeying school rules (n=6, 13%), showing problem behaviors like day wetting and thumb sucking (n=6, 13%). Teacher reports exemplifying these situations are stated as follows.

*T. 37: "sometimes, children behave acrimoniously and respond by crying and sometimes they behave timidly and get introverted";*

*T. 43: "children express their stress by bed wetting and biting nails;*

*T. 18: "by crying, showing aggressive behaviors and disobeying rules;*

*T. 23: "continuously showing nervous and excessively timid behaviors, refusing to join in any activity, disobeying the rules or going against the crowd, constantly complaining about stomachache";*

*T. 29: "children respond to stress by hugging and insisting their mum to stay together at school or they*

*react to separation by sitting alone in classroom.”*

According to teachers' opinion, children disclose their feeling of stress in first school days mostly by crying, not joining in activities, behaving withdrawn, showing aggressive behaviors, and not allowing mother to leave school. With respect to children's stress reaction, teacher reportings show that a minor percent of children respond to first school days stress by wanting to go home, faking or pretending to be ill, refusing to follow rules, and showing problem behaviors like bed wetting and thumb sucking.

### **Findings related to teacher opinions regarding teacher strategies aimed at decreasing feeling of stress in children**

When the strategies reported by teachers are taken into account, it is found that teachers address certain methods in order to relieve and reduce children's stressful feelings. These teacher methods can be titled as encouraging child to participate in activities by planning interesting activities (n=25, 56%), keeping the parent in classroom (n=23, 51%), trying to relieve anxiety by talking to the child (n=14, 31%), giving rewards (n=14, 31%), behaving caressingly and paying special attention to child (n=14, 31%), taking a walk in school, familiarizing child with school and informing about school activities (n=10, 22%), introducing to friends (n=9, 20%), ignoring negative behaviors (n=7, 16%), to ease children's adaptation to school giving short-term education at initial times when children do not need to stay school for long times (n=6, 13%), keeping the rules simple and small in quantity (n=4, 9%), helping child meet basic needs (n=1, 2%), reading stories, making group discussions and dramatic activities about children who just start school (n=1, 2%). Teachers' reports about these strategies are as follows:

*T. 32. "I allow mothers to stay in classroom or corridor in first week of school until children get used to school";*

*T. 1. "In order not to force children about discipline from the very beginning, I try to be careful about keeping rules few and simple and I do not establish strict rules in first weeks, so I allow flexibility";*

*T. 36. "I give small rewards when they show positive behaviors";*

*T. 3. "I talk to child in a way that he can understand and tell the child that his parents loved him very much but it was his school age so the parents did not leave or abandon him and they would come back school to take him home in departure time"*

*T. 15. "I make up stories about children who just started school";*

*Ö. 27. "I take a walk with children in school and show them even the smallest places in school and I introduce*

*them to school staff";*

*T. 44 "I organize games, entertainments and activities enabling children to adapt to school, to communicate with each other and to learn each other's names";*

*"T. 10. "During the adaptation week, if children stay in school for a short period of time, stress may decrease"; T. 13. "I ignore child's negative behaviors";*

*T. 35. "We are making every effort to make them feel like their mother is taking care of them."*

As it can be inferred from teachers' reporting, in order to reduce children's stressful feelings in first days of school, pre-school teachers prefer certain strategies like encouraging child to participate in activities by planning interesting activities and keeping the parent in classroom. A relatively small amount of pre-school teachers state that they use some other techniques such as trying to relieve child's anxiety by talking to the child, giving rewards, behaving caressingly and paying special attention to child, taking a walk in school, familiarizing school and informing about school activities, introducing to friends, ignoring negative behaviors, giving short-term education at initial times when children do not need to stay school for long times to ease children's adaptation to school, keeping the rules simple and small in quantity, helping child meet basic needs, reading stories, making group discussions and dramatic activities about children who just start school.

### **DISCUSSION AND CONCLUSION**

In this study, reasons and expressions of stressful feelings in six-year old children who started school for the first time and teacher strategies to reduce stress in children during this critical period are examined based upon teacher opinions. According to this study's results, children feel anxious about being separated from family, especially from mother; and they miss mother. In addition to this, social anxieties regarding school environment, fear related to teachers, problems related to self-care skills, fear of failure in activities, fear related to rules and fear of being forgotten in the school are regarded as children's stress sources.

Given the related literature in this topic, the present study's findings with respect to Turkish children's stressful feelings in first school days overlap with the findings of several studies conducted in different countries. The findings are similar in terms of stress reasons like relating with peers (Clarke and Sharpe, 2003, for Singapore; Corsaro and Molinari, 2000, for Italy; Potter and Briggs, 2003, for Australia), fear about teachers (Clarke and Sharpe, 2003, for Singapore; Potter and Briggs, 2003, for Australia), fear about school rules (Dockett and Perry, 1999, for Australia; Einarsdottir, 2003, for Iceland; Wong, 2003, for Hong Kong; Yeo and Clarke, 2005, for Singapore), social anxieties about

school environment (Clarke and Sharpe, 2003, for Singapore; Corsaro and Molinari, 2000, for Italy). According to research results, children feel stressed mainly because of the worry to be separate from family and especially mother. Sarp (1995) states that children's utmost difficulty during the period of starting to primary school is about staying away from mother. This result is thought to be arisen out of parent's child rearing attitudes (Önder and Gülay, 2010) and especially to be originated from the negative effects of overprotective parenting on children. Overprotective mothers are known for their effort to make their children pleased, and they meet all the needs of their children and always protect them. This kind of a mother-child relationship poses a great obstacle during the time when child starts school for the first time. For a child who has gain all the life experience under the mother's protective and oppressive attitude, it may be stressing to be in a strange environment and to spend time with people unknown to him or her (Yavuzer, 1998). Similarly, teacher participants in this study report that child-rearing attitudes of mothers may result in children's stress and these opinions of teachers are mentioned in chapter where teachers' sample statements are listed.

It is thought that children's fear with respect to separation from mother can be related to their attachment styles. Attachment style established during infancy have association with the emergence of behavioral and developmental problems in preschool years and school ages. Moss et al. (1998) indicate that children showing characteristics of anxious-resistant attachment style experience anxiety of being separated from mother when they start school for the first time.

Second result of this study is related to the children's expression of stressful feelings experienced during school's first days. Children disclose their stress mostly by crying, refusing to participate in activities, displaying withdrawn and aggressive behaviors. In addition to this, children under the stress of first school experience show their stress by not letting mother leave school, constantly asking to go home, telling fake illnesses, disobeying school rules; additionally, these children show some problem behaviors like bed wetting and thumb sucking. During early childhood period, children have difficulty in verbally expressing their feelings of stress because of their incompetence in emotional skills, emotion regulation skills and language development (Thomas, 2006). For this reason, children respond to stress by crying, throwing away objects, refusing to talk, behaving aggressively and they also show eating problems and other kinds of problem behaviors because of their stressful feelings (Hart, 1992). Furthermore, in an investigation conducted by Murray and Harrison (2003), it is determined that children react to stress by producing certain negative and passive solutions like crying, wanting to go home and hitting other children. Sarp (1995) has studied about the problems children experience during the time when they start primary school; and these problems have been

investigated based upon teacher reports. Results showed that primarily rejection of separation from mother, shyness, introversion, inability to express feelings, reluctance to go school and truancy are the means that children express their stress. Thus, the results of present study overlap with literature findings.

Given another finding of this study, it is recognized that teachers deal with children's stress mostly by applying two strategies: encouraging child to participate in activities by planning interesting activities and keeping the parent in classroom. When the relevant literature is taken into consideration, it is the teacher's responsibility to provide children with developmental experiences and to create a stimulating classroom environment (Ramey et al., 1998). Besides, it is seen that the importance of establishing healthy family-school collaboration in child's transition to school is emphasized. If children visit school with their family before formal starting date of school and if teachers establish and maintain collaboration with parents, if they make home visits, organize parent meetings and send home some activities to make children ready for school time, school-family coherence and children's adaptation to school and teacher are positively affected (Shartrand et al., 1997). Thus, it can be inferred that theoretical information in the literature overlaps with the findings of this study.

The other strategies preschool teachers use in order to deal with stressful feelings in first days of school are namely trying to relieve child's anxiety by talking to the child, giving rewards, behaving caressingly and paying special attention to child, taking a walk in school, familiarizing child with school and informing about school activities, introducing friends, ignoring negative behaviors, to ease children's adaptation to school giving short-term education at initial times when children do not need to stay school for long times, keeping the rules simple and small in quantity, helping child meet basic needs, reading stories, making group discussions and planning dramatic activities about children who just start school. Preschool teachers appear to be aware that the expectations of preschool significantly differ from home and that children (and families) are in need of help in understanding and dealing with these new expectations. When the studies on stress reduction are examined, it is recognized that the intervention programs against first school day stress mainly focus on enhancing the collaboration between the parties of child-teacher, child-peer, teacher-family. Because children's adaptation to school is dependent on the attitudes of peers, parents and teachers (Önder and Gülay, 2010) such programs aim at increasing social interaction between parties and introducing child to school environment (Kraft-Sayre and Pianta, 2000; Belsky and MacKinnon, 1994). In addition to this, hidden teacher messages like *"you belong to this classroom"*, *"you are valuable for us"*, *"I respect your view"* are very important for children to overcome their school-related fears (Dockett and Perry, 2001; p. 15).

When the findings are considered in this sense, reported teacher strategies can be interpreted as positive practices for removing stress from children's life. However, further studies are needed in order to determine which strategies are more effective. Given the fact that there is no common program applied all over the country for easing the adaptation in first school days, practices for enabling a smooth start to school are limited with the teachers' individual efforts and this creates a negative situation in terms of school adaptation. For this reason, developing common adaptation programs and making adaptation efforts widespread in all schools would be useful.

When the results are taken into consideration, it can be suggested that orientation trainings to decrease child stress should be organized in collaboration with school, teacher and family.

In order to enable teachers deal with stressed children successfully, in-service training about appropriate teacher behaviors should be provided.

Programs should be prepared intending to teach children cope with their own stress appropriately.

New studies should be conducted on solutions for children's stressful feelings during first school days and studies should focus on the effect of mother attitudes, attachment styles and other factors on children's stress in first school days. By this way, knowledge on this field can be increased. There is especially need for instruments which can correctly evaluate children's stressful feelings related to first school experience. Due to the fact that discrimination of stressed and relaxed children and determination of stress level in children rely on reliable and valid instruments, it is important to develop instruments and complete reliability and validity studies of these instruments.

## REFERENCES

- Altınözü K, Coşkun R, Bayraktaroğlu S, Yıldırım E (2008). Research methods in social sciences. Sakarya: Sakarya Publishing.
- Belsky J, MacKinnon C (1994). Transition to school: Developmental trajectories and school experiences. *Early Educ. Dev.* 5(2):106-119.
- Birch SH, Ladd GW (1997). The teacher-child relationship and children's early school adjustment. *J. Sch. Psychol.* 35:61-79.
- Briggs F, Potter G (1995). Teaching children in the first three years of school 2nd ed. Australia: Longman.
- Clarke C, Sharpe P (2003). Transition from preschool to primary school: an overview of the personal experiences of children and their parents in Singapore. *European Early Childhood Educational Research Journal. Themed Monograph Series I*:15-23.
- Corsaro WA, Molinari L (2000). Priming events and Italian children's transition from preschool to primary school: representation and action. *Soc. Psychol. Quart.* 63(1):16-33.
- Dockett S, Perry B (2001). Starting school: effective transitions. *Early Childhood Res. Practice* 3(2):1-19.
- Dockett S, Perry B (1999). Starting school: what do the children say? *Early Childhood Care* 159:107-119.
- Egger HL, Costello J, Angold A (2003). School refusal and psychiatric disorders: a community study. *J. Am. Acad. Child Adolesc. Psychiatry* 42(7):797-807.
- Einarsdottir J (2003). When the bell rings we have to go inside: preschool children's views on the primary school. *European Early Childhood Educational Research Journal. Themed Monograph Series 1*: 35-50.
- Ekiz D (2003). Introduction to research methods and methods in education. Ankara: Anı Publishing.
- Hart AD (1992). *Stress and your child*. Word publishing: Dallas.
- Boğlu N (2005). Qualitative research in education. *Educ. Res.* 20:158-165.
- Kraft-Sayre ME, Pianta RC (2000). Enhancing the transition to kindergarten. Charlottesville: University of Virginia, National Center for Early Development & Learning.
- Margetts K (2008). Transition to school. What children think about how it works and how it is going to be different things. Paper presented at the 18th EECERA Conference – Stavanger The University of Melbourne.
- Moss E, Rousseau D, Parent S, St-Laurent D, Saintonge J (1998). Correlates of attachment at school: maternal reported stress, mother-child interaction, and behavior problems. *Child Dev.* 69(5):1390-1405.
- Murray E, Harrison L (2003). Adjusting to school: The development and validation of a pictorial measure of school stress. Paper presented at Continuity and Change: Transitions in Education Conference: Brighton, Sydney.
- Murray E (2008). Adjusting to school: The development of a pictorial measure of school stress. Unpublished dissertation. Charles Sturt University, Bathurst.
- Önder A, Gülay H (2010). Reliability and validity of the Teacher Rating Scale of School Adjustment for 5-6 years of children. *Int. Online J. Educ. Sci.* 2(1):204-224.
- Özcan Ö, Aysev A (2009). Frequency of psychiatric disorders in children with schoolphobia. *Journal of İnönü University Medical Faculty* 16(1):13-17.
- Perry B, Dockett S, Tracey D (1998). At preschool they read to you, at school you learn to read: Perspectives on starting school. *Aust. J. Early Childhood* 23(4):6-11.
- Pianta RC, Kraft-Sayre M (1999). Parents' observations about their children's transitions to kindergarten. *Young Children*, 54(3):47-52.
- Potter GK, Briggs F (2003). Children talk about their early experiences at school. *Aust. J. Early Childhood* 28(3):44-49.
- Ramey SL, Lanzi RG, Phillips MM, Ramey CT (1998). Perspectives of former Head Start children and their parents on school and the transition to school. *Elem. Sch. J.* 98:311-327.
- Rimm-Kaufman SE, Pianta RC (2000). An ecological perspective on children's transition to kindergarten: A theoretical framework to guide empirical research. *J. Appl. Dev. Psychol.* 21:491-511.
- Sarp N (1995). Problems and approaches to these problems in children at beginning primary school are observed by teachers. *J. Crisis* 3(1-2):145-148.
- Sevimli M (2010). Assessment of schoolphobia by the mother's view point Unpublished master thesis. İnönü University, Malatya.
- Shartrand A, Weiss H, Kreider H, Lopez E (1997). New skills for new schools. Washington, DC: U.S. Department of Education.
- Thomas P (2006). Stress in early childhood: Helping children and their carers. *Early Childhood Australia Inc.*
- Tüzün O, Sayar K (2006). Attachment theory and psychopathology. *Thinking Man: J. Psychiatry Neurol. Sci.* 19(1):24-39.
- Wong NC (2003). A study of children's difficulties in transition to school in Hong Kong. *Early Child Development Care* 173(1):83-96.
- Yavuzer H (1998). *Child Psychology*. İstanbul: Remzi Publishing.
- Yeo LS, Clarke C (2005). Starting school: A Singapore Story told by children. *Aust. J. Early Childhood* 30(3):1-8.
- Yıldırım A, Bimtek H (2005). Qualitative research methods in social sciences. Ankara: Seçkin Publishing.