

INVESTIGATING THE VIEWS OF
PRE- SERVICE EARLY CHILDHOOD TEACHERS REGARDING MINDFULNESS

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ABSTRACT

INVESTIGATING THE VIEWS OF PRE- SERVICE EARLY CHILDHOOD TEACHERS REGARDING MINDFULNESS

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The purpose of this study was to investigate the views of pre- service early childhood teachers regarding mindfulness and its practice in early childhood settings. The participants of the study were 21 pre- service teachers who were senior students in public and private universities in Ankara, Turkey. A qualitative phenomenological study was conducted and the data was gathered through a semi- structured interview. Findings of the current study indicated that pre- service early childhood teachers have some positive views on mindfulness both before and after the definition of it such as leaving the automatic pilot mode, being aware of oneself, or controlling negative emotions. On the other hand, some of the participants have negative views on mindfulness such as need for a long process, being nonjudgmental or lack of thinking about the past or the future. In the current study, it was also found that mindfulness can be applied in early childhood education easily for

several reasons such as familiarity between teachable moments and mindfulness. An important finding was that pre- service teachers shared their views as mindfulness has impacts on children in terms of their future lives, cognitive development and social-emotional development; on teachers in terms of personal and professional benefits and; lastly on parents in terms of personal and professional benefits and the relationship in the family. However, this study also revealed that pre- service teachers would like to practice mindfulness in their future practices, but some of them has some hesitations.

Keywords: early childhood education, pre- service early childhood teachers, mindfulness

ÖZ

OKUL ÖNCESİ ÖĞRETMEN ADAYLARININ BİLİNÇLİ FARKINDALIK HAKKINDA GÖRÜŞLERİNİN İNCELENMESİ

Tonga, Funda Eda

Yüksek Lisans, Okul Öncesi Öğretmenliği Bölümü

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Bu çalışmanın amacı okul öncesi öğretmen adaylarının bilinçli farkındalık kavramı ve bu kavramın okul öncesi eğitiminde kullanılması hakkındaki görüşlerini incelemektir. Bu çalışmanın katılımcıları Ankara'daki özel ve devlet üniversitelerinin son sınıfında olan 21 okul öncesi öğretmen adayıdır. Çalışma nitel araştırma yöntemi kapsamında bir olgu bilim çalışması olarak yürütülmüştür ve veriler yarı yapılandırılmış görüşmeler aracılığıyla toplanmıştır. Bu çalışmanın bulguları okul öncesi öğretmen adaylarının bilinçli farkındalık tanımı verilmeden önce ve verildikten sonra otomatik pilot halinden çıkma, kendinin farkında olma ve olumsuz duyguları kontrol etme gibi olumlu görüşleri olduğunu ortaya koymuştur. Öte yandan, bazı katılımcılar uzun süreç ihtiyacı, yargısız olma ve geçmişi ya da geleceği düşünmeme gibi olumsuz görüşlere de sahiptirler. Buna ek olarak, bu çalışmada bilinçli farkındalığın fırsat eğitimi gibi bazı kavramlarla olan benzerliğinden dolayı okul öncesi eğitiminde kolaylıkla uygulanabileceği bulunmuştur.

Ayrıca okul öncesi öğretmen adaylarının görüşlerine göre bilinçli farkındalığın çocukların gelecek yaşamları, bilişsel gelişimleri ve sosyal- duygusal gelişimlerine olan etkisi; öğretmenlerin kişisel ve iş hayatlarına olan yararları ile ailelerin kişisel ve iş hayatlarına olan yararları ve aile içi ilişkiye olan etkileri de önemli bulgular arasındadır. Bu çalışma aynı zamanda okul öncesi öğretmen adaylarının gelecekteki öğretmenlik deneyimlerinde bilinçli farkındalığı kullanmak istediklerini ama bazılarının tereddütleri olduğunu ortaya çıkarmıştır.

Anahtar Kelimeler: okul öncesi eğitimi, okul öncesi öğretmen adayı, bilinçli farkındalık

To My Family...

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CHAPTER 1

INTRODUCTION

Have you ever found yourself thinking about whether you locked the car or not? Or at the end of the day, you cannot remember everyone you chatted to? Or even the names of any of the songs you listened to on your way to work? All questions that seem to emphasize that many of us are busy living our lives in a rush. We strive to get to our appointments on time and work intensively. Yet, despite our best efforts, we may still find ourselves struggling to recall our route to work or even the contents of an important presentation we are trying to give. When we busy ourselves we seem to have difficulty concentrating in the present moment and find ourselves dwelling in the past or the future instead. Reliving happy memories from last year's holiday or an argument with a colleague yesterday, worrying about preparations for tomorrow's meeting or making a shopping list for pay day, can keep us busy and distract us from focusing on what we are actually doing. Killingsworth (2010) found that individuals spent 47% of their time thinking about things other than what they were actually doing at the time. This has negative impacts on the quality of their work and most importantly on the quality of their lives. While people are trying to meet a deadline or rush something off, they can forget about themselves and neglect their emotions, feelings or thoughts.

However, we choose to live our lives fast, there is always need for us to feel good about ourselves. Our emotional well-being is also vital to how we cope with problems such as illness, accidents, or the effects of aging. When individuals meet with negative experiences, they feel unfavorable emotions. Yet even people who seem to live flawless lives also experience emotional challenges such as always striving to acquire more than they already have. Thus, as it is understood, how people find satisfaction in their lives is not straightforward. Indeed, some are always in search of

feeling better regardless of their situation in life (Kinay, 2013). Even as we come to understand that we do not need to be perfect in every aspect of our lives, we may still struggle to cope with our feelings and emotions. Clearly, individuals cannot ignore their real emotions, but they can learn to manage and control them. In the process, people find they become more relaxed and less stressed, relate to others and get to know themselves better.

In the science of psychology, individuals are trained to cope with their feelings and negative emotions. On the other hand, it is known that people in the Buddhist tradition have long applied a concept of mindfulness that helps them to feel better by accepting the existence of their negative emotions (Carmody & Baer, 2008). Jon Kabat Zinn describes mindfulness as “The awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment by moment” (2003, p.144). Mindfulness in other words, is the practice of nonjudgmental present time awareness. According to Niemiec (2013), the concept is accessible and applicable to Western studies, and thus not dependent on the adoption of a specific religion.

Mindfulness was firstly used as a psychological therapy by Dr. Jon Kabat Zinn in 1979 to reduce stress levels in patients who suffer from chronic pain (as cited in Kinay, 2013). Individuals meet with stress in daily life regardless of whether they are suffering from any negative experiences. Healthy stress is required in daily life and it is a natural phenomenon even in childhood. However, when the level of stress becomes excessive, we know it has huge impacts on mind and body, especially the immune system, brain and other organs (Fabiny, 2014). The problems brought by stress can also be related to depression and anxiety disorders which are attended by significant risk of substance abuse and addiction to alcohol and drugs. Stress has also been observed to exacerbate depression and anxiety to suicidal levels (McGorry, Purcell, Hickie, & Jorm, 2007). People who have met with mindfulness and utilize it in their lives, can cope with daily life stress more readily than people who have not (Donald, Atkins, Parker, Christie, & Ryan, 2016).

The practice of mindfulness has spread from medicine to the other areas such as education (Meiklejohn et al., 2012). Clearly students, teachers and parents also suffer from stress. Teachers have long working hours which might affect their level of stress (McCallum & Price, 2010). Mindfulness has been observed to decrease stress level among students, teachers and parents with significant effects on attention, regulating emotions, compassionateness and relaxation. Attention can be enhanced by using mindfulness, the result being that individuals better perform their tasks and responsibilities (Chiesa & Serretti, 2009; Jha, Krompinger, & Baume, 2007; Sedlmeier et al., 2012). Mindfulness is considered to be closely related to emotion regulation as a brain affected by mindfulness undergoes significant changes in order to activate emotions (Goldin & Gross, 2010; Ortner, Kihner & Zelazo, 2007; Roemer, Williston & Rollins, 2015). Besides, when people are trained with mindfulness, they also develop their self-compassion skills (Birmie, Speca & Carlson, 2010). Other studies have noted a calming effect of mindfulness that helps subjects to feel more relaxed and to decrease their stress level in difficult situations (Chiesa & Serretti, 2009; Hoge et al., 2013). Given these benefits, training in mindfulness has also been applied to early childhood education. Children's learning and well-being has seen to have been enhanced and the practice has given them a powerful start in terms of development (Duncan & Magnuson, 2013). In these sensitive years, mindfulness can be utilized to familiarize children with some positive behaviors such as kindness, tolerance and peace (Whitehead, 2011).

Clearly, the many benefits of mindfulness will continue to grow as people apply it to new areas, contexts and different fields of human endeavor.

1.1 Statement of the Problem

The period of early childhood, defined as 0-8 years, is when children undergo critical growth and development in their cognitive, language, physical and social-emotional abilities (National Association for the Education of Young Children, 2002). It follows that the role of early childhood education is thought vital, with lasting effects

having been observed on children's future development (Pholphirul, 2017). It is also known that the school readiness of a child is enhanced if they can gain self-regulation skills in early childhood (Zelazo & Lyons, 2012).

Early childhood teachers have been seen to have a critical role on how children start to acquire new concepts, self-care skills, cognitive skills and to socialize in the school. In Turkey, the many of the benefits of early childhood education may be compromised by the fact that teachers have long working hours. This situation has been reported to decrease their performance and to affect teachers negatively in terms of increasing their level of stress and burn-out (McCallum & Price, 2010). Mindfulness might be utilized in order to cope with stressful situations of early childhood teachers (Meiklejohn, et al., 2012). By using mindfulness, their physical and mental state is relaxed (Whitehead, 2011). Psychological well-being is one of the significant products of this relaxation and the psychological well-being of early childhood teachers has been observed to affect the quality of education that they provide to children (Hooker & Fodor, 2008). Clearly, the psychological well-being of teachers should be attended to. Moreover, the practice of mindfulness helps teachers to arrange appropriate classroom environments and to develop supportive relationships with their students. When teachers become more emotionally and socially competent, they can manage their classroom better than before (Jennings, 2015). This finding is evidence of the association between teachable moments and mindfulness. In other words, when teachers focus on the present moment and arrange their activities appropriate to children's current needs and interests, they facilitate teachable moments, essentially reducing stress and disruption in class and fostering greater opportunity for permanent learning to take place.

Despite its several benefits on education, mindfulness practices have not been formally realized in educational settings in Turkey. Here it is still thought of as a new and developing concept. Thus, in order to contribute to the related literature about mindfulness in education, this study sought to obtain the views of pre-service early childhood teachers regarding mindfulness. The researcher selected teacher candidates

to interview because they are thought to be more open to new concepts and topical issues than in- service teachers. In addition, according to Orakçı (2015), students, teachers and the curriculum are key terms in the educational system. Each is of significant importance to the others; the teacher has the critical role on educational quality (Kayange & Msiska, 2016). The training of the teachers should be determined well and it should not be forgotten that the quality of the education service depends on the quality of teacher training (Orakçı, 2015). Teacher training provides readiness for the field to pre- service teachers by making them to confront and cope with challenges and problems (Ryan, 2016). Thanks to teacher training, pre- service teachers transform theory to practice with having experience of practicum. The important point is that professional teacher training programs should provide wide variety of courses that enhance pre- service teachers' knowledge on different kinds of subjects. With this way, teacher training makes pre- service teachers to move forward and empowers them with enabling motivation. As Illingworth (2012) asserted, novice teachers start their work stronger if “they have some theoretical and practical learning before standing in front of a class” (p. 191). All of these issues which were mentioned previously showed that teacher training programs are significant for the development of pre- service teachers and the quality of the education that teachers provide. Thus, new concepts and topical issues such as mindfulness can be practiced in teacher training programs in order to make pre- service teachers familiar with them before working with children. The findings of this current study should therefore be useful to teachers, trainers, and curriculum planners in Turkey.

1.2 Purpose of the Study

This study set out to investigate the views of a representative sample of pre-service early childhood teachers regarding mindfulness and its practice in early childhood settings. In order to be able to succeed this aim and obtain detailed and extensive intellection about the views of teacher candidates who are senior university

students from different public and private universities in Ankara, the researcher sought to answer the following questions:

1. What are the views of pre-service early childhood teachers regarding mindfulness?
2. What are the views of pre- service early childhood teachers on the use of mindfulness in early childhood education settings?
 - 2.a. How can mindfulness be used in early childhood education to include activities undertaken both in the classroom and at home?
 - 2.b. What can be the effects of the use of mindfulness in early childhood education on children?
 - 2.c. What can be the effects of the use of mindfulness in early childhood education on teachers?
 - 2.d. What can be the effects of the use of mindfulness in early childhood education on the family?
3. What do pre- service early childhood teachers think about using mindfulness in their future teaching practices?

1.3 Significance of the Study

As it was known that early childhood period has vital importance and if children are educated in this period, there will be significant effects on children's future development (Pholphirul, 2017). When children start early childhood education, they firstly meet with teachers and they begin to interact and socialize with these teachers. Because early childhood teachers are the first teachers of children, they have great impact on the development of children. In other words, these teachers' feelings, sentences, or behaviors are carefully observed and embodied by children and most probably remembered throughout whole life. However, early childhood teachers can also have some problems in their lives and reflect them to children. These problems cause stress and it decreases their performance. The main point is that teachers' well-being is necessary to provide high quality of education for children because teachers'

well-being affects their instructional performance and children's motivation negatively (McCallum & Price, 2010; Hooker & Fodor, 2008). In order to increase teachers' psychological well-being, mindfulness can be a good way (Meiklejohn, et al., 2012; Whitehead, 2011).

Previous studies on mindfulness focus mainly on problematic situations such as children with learning disabilities, Attention Deficit Hyperactivity Disorder or Autism Spectrum Disorder (e.g. Whitaker et al., 2014; O' Toole et al., 2017; Malboeuf- Hurtubise, Joussemet, Douaire, & Lacourse, 2015; Huguet, Miguel- Ruiz, Haro, & Alda, 2017) or parents who have children with developmental disabilities (Lo et al., 2017). Additionally, there are different studies which show the benefits of utilizing mindfulness in education in general. It was found that mindfulness improves well-being, self-regulation, self-efficacy and the flexibility of both students and teachers (Meiklejohn et al., 2012). This study also supports the integration of mindfulness with education. Another study which was conducted by Albrecht, Albrecht and Cohen (2012) shows that mindfulness reduces stress level, improves self-esteem and feeling comfortable and provides for efficient teaching and learning in both teachers and students. Buchanan (2017) contributed to the related literature by finding that mindfulness enhances the relationship between teachers and their students. Importantly, also stating that a teachable moment is related with the concept of mindfulness. In 2012, Capel emphasized the importance of mindfulness in terms of the effects on quality learning. It was found that mindfulness fosters child-centered education and it enhances the learning experiences of children. All of these studies supported the practice of mindfulness in education by providing details of its benefits. Unfortunately, there are only a limited number of studies that focus on early childhood education. Erwin and Robinson (2016) stated that mindfulness in early childhood education is a growing area, but its practice may vary according to culture and society.

Although the current studies mention many beneficial aspects related to the application of mindfulness in educational settings, there are limited studies which are related to teacher training. According to Albrecht and his colleagues (2012), teachers

tend to use mindfulness in their classrooms. However, it was found that teachers want to embody, practice and develop self- efficacy in the application of mindfulness. This showed that there is a growing need for mindfulness training for teachers. In 2017, Hartigan conducted a study with teacher candidates whose early childhood special education curriculum included mindfulness practices. The researcher applied pre and posttest and found that the mindfulness practices course reduced the stress level of the teacher candidates and they felt calmer. In another study, in order to prevent burn out of future early childhood teachers, a mindfulness- based program was applied to teacher candidates and their stress level decreased (Miyahara et al., 2017).

According to the studies mentioned above, there exist only a limited number of studies related to mindfulness and education. It can be said that mindfulness based interventions especially in the early childhood period and studies which are related to this issue are in their infancy. In Turkey, mindfulness is a novel term and this study could be the first to address the benefit of integrating mindfulness practice with early childhood education. Aside from the national perspective, very few studies related to teacher training and mindfulness have been undertaken. The current study aims to contribute to the related literature in terms of focusing on the practice of mindfulness in the pre- service training of future early childhood teachers. In addition, the researcher has not found any study which is related to views of teachers or pre- service teachers on the concept. Thus, the current study can help close this gap. Accordingly, the findings of this study might also provide valuable input to early childhood teacher training program. In addition, when pre- service teachers concluded their undergraduate program and became in- service teachers, they can benefit from mindfulness. Because they have problems especially about classroom management, the findings of the study can help them in terms of showing the effects of mindfulness on children and teachers. Apart from classroom management, these in- service teachers might have problems about relationship with parents because of lack of experience. The findings of the study can be helpful in relation to show the effects of mindfulness on parents.

1.4 My Motivation for the Study

In my undergraduate years, I would like to attend a psychology minor program in addition to early childhood education because of my interest in psychology related issues and concepts. However, I could not succeed to have minor program certificate and psychology related courses, concepts and issues remained within me. Subsequently I decided to focus on topics of psychology and education during my postgraduate education.

Once I had completed my master's degree courses, I needed to select a subject for my thesis. However, I would like to choose a subject which was never studied in early childhood education before and also makes me appreciated during writing my thesis. For this reason, the process of looking for a subject took too much time for me. Fortunately, I came across the word mindfulness. Actually, I had never heard the word before, but it attracted my attention immediately. Thereafter, I began reading different studies conducted in different countries concerning the practice of mindfulness. Whenever I had opportunity, I also watched videos on mindful classrooms. These were of interest to me because these classes reflected learning environments I could only dream of. These early childhood and mindful classrooms were far from the conflict and chaos. They reflected the tranquility for me because all individuals in the classroom listen to each other and there was a high quality of between children and teachers. As I read and watched, I could not help but be curious about my country in terms of mindfulness and education. Unfortunately, there were only a few sources related to mindfulness. In the end I managed to reach two institutions that work on spreading mindfulness in Turkey. One was the Mindfulness Academy, whose founder I contacted. I then attended their workshops and tried to integrate mindfulness into my life. I felt that if I cannot embody mindfulness, I might have a hard time trying to reflect it to other people. Besides, I was curious to see what differences its practice could bring to my own life.

In the workshops and seminars that I attended, I learned to concentrate on my body, mind and feelings. I began using breathing exercises to help me relax when I felt stressed during the day. Over time, I learned to accept the existence of my emotions whether they are positive or negative. In other words, I know feelings can come and go, but the important point is that they cannot control me. These changes in my life show the effectiveness of mindfulness to me and I decided to spread mindfulness to other people. Because previous studies supported and revealed the benefits of mindfulness on teachers and children, specially, in education, mindfulness can be seen as a different teaching method that facilitates teaching and classroom management for teachers, and it can enhance learning for children.

Given the novel subject of this thesis in Turkey and in the world of early childhood education I have strived to make a contribution that shows how mindfulness is appropriate to our lives and learning environments, especially those of our children.

1.5 Definition of Terms

These definitions are provided by the researcher in order to enhance the clarity of the study.

Early Childhood Education: Its description is given by the NAEYC (2009) as providing services which are developmental and educational to all children from their birth to 8 years of age. However, in this study early childhood education includes children between 3 and 6 years old.

Pre- service Early Childhood Teacher: The individual is an adult student who is receiving university level education at an Early Childhood Education Department. On graduation, they may be employed as teachers to nurture a group of children aged between 3 and 6 years.

Mindfulness: “The awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment by moment” (Kabat Zinn, 2003, p.144).

Mindfulness Based Interventions: A training program for individuals at various levels of experience from early childhood to adulthood, which demonstrates how to be mindful over a number of sessions.

Emotional Well- Being: “A positive sense of well being enables an individual to be able to function in society and meet the demands of everyday life; people in good mental health have the ability to recover effectively from illness, change or misfortune.” (American Mental Health Foundation, nd.)

Social Competence: “An ability, the mastery of social skills, which make it possible to generate the desired effect in social relationships.” (Argyle, 1999)

Emotional Competence: An ability which consists of the expression of emotions, the understanding of emotions and the experience of emotions (Denham et al., 2003; 2004).

1.6 Limitations

The current study has some limitations which are mainly associated with its participants. The first limitation is the homogeneity of the participants in terms of gender. No male senior students could be reached by the researcher for interview. If there were some male participants, the views of both gender could be presented as findings. Another limitation is that only the views of pre- service teachers’ views were collected. In- service early childhood teachers could enrich the findings because they are more experienced and more knowledgeable than pre- service teachers. In addition, they could contribute to the current study by explaining their experiences in the classroom rather than totally focusing on theoretical knowledge. Another limitation is the sample size of the study (N=21) and the place where the data was gathered. A more representative sampling of teacher training departments would have enhanced the quality of the data collected. For these reasons the current findings cannot be generalized or assumed relevant across Turkey.

1.7 Summary

The purpose of this study was to investigate the views of pre- service early childhood teachers regarding mindfulness and its practice in early childhood settings. In this summary part, chapters' organization is presented one by one. Chapter 1 presents an introduction for the readers about the study which includes statement of the problem, purpose of the study, research questions, significance of the study, motivation for the study, definitions of terms and limitations. After the introduction, Chapter 2 provides a review of related literature about mindfulness and education, including explanations about mindfulness and previous national and international studies. Chapter 3 presents the methodology of the study with focusing on important subtitles such as design of the study, participants, instrumentation, data collection or data analysis. Chapter 4 supplies the findings of the study with focusing on each research question and provides tables in order to add clarity to the findings. Finally, Chapter 5 consists of key findings, discussion of findings, implications and recommendations for future studies.

CHAPTER 2

LITERATURE REVIEW

This study focuses on the views of pre-service early childhood teachers regarding mindfulness. Additionally, this inquiry aims to investigate senior pre-service teachers' views on mindfulness. In this chapter, the researcher presents the literature review in order to provide the foundations for this study. The literature review includes eight main areas: (1) the definition of mindfulness; (2) the historical and theoretical backgrounds of mindfulness; (3) major mindfulness theories; (4) mindfulness as a concept; (5) the assessment of mindfulness; (6) mindfulness as a practice; (7) mindfulness based approaches; (8) the related literature about mindfulness and education.

2.1 The Definition of Mindfulness

Mindfulness as a word takes its origin from the word *sati*, which means “to remember” in Pali language (Nyaniponika, 1973). In the related literature, there are several definitions of mindfulness. Hahn defined the concept (1975) as “the miracle by which we master and restore ourselves” (p.21). In other words, mindfulness is seen as a helping and healing mechanism of self. The most popular definition of mindfulness was offered by Jon Kabat- Zinn who is a mindfulness educator and scientist. He defined it as “the awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment by moment” (Kabat- Zinn, 2003, p.144). This definition is complex and needs to be examined by focusing on each part. The first part of the definition explains that mindfulness is an active process, thanks to which individuals gain awareness. The second part of the definition emphasizes that mindfulness excludes thinking about the past or the future because it means focusing on the present moment. The last part of

the definition highlights that mindfulness is associated with accepting the present moment experience without judgment whether it is positive or negative (Hooker & Fodor, 2008). Bishop et al. (2004) offered a model of mindfulness that supports the idea of Kabat- Zinn. They asserted that mindfulness has two components which are attention-awareness and acceptance. In other words, even though individuals might have undesirable feelings, they should allow themselves to be aware of and live these undesirable feelings because they are normal.

Germer, Siegel and Fulton (2005) listed eight features of mindfulness in their study. According to them, the first feature is that mindfulness is an awareness and occurs before the thinking process. The second feature is that mindfulness is present-centered which means it focuses on the current time rather than the past or future. With the help of mindfulness, people understand that nobody can change past experiences or prevent future livings. The other feature is that mindfulness is nonjudgmental because it needs acceptance without judging. People should start to live the present moment without classifying, judging, criticizing and labeling their thoughts and emotions. They should just accept what they live in the present moment. Another feature is that mindfulness is intentional. In other words, attention should be directed to one point and this intentional attention provides continuity of mindfulness. The fifth feature of mindfulness is associated with individuals that apply mindfulness in their lives. Mindfulness requires participant's observation, but this observation should be active and the participant should feel his/ her body and mind getting closer thanks to this active observation. The other feature is that mindfulness is nonverbal because it occurs before the words come to exist in mind. Yet another feature of mindfulness is that it is exploratory, which means it involves searching for different levels of perception. The last feature is that mindfulness is liberating because it enables one to avoid dipping back into the past or thinking about the future (Germer et al., 2005).

In addition to these features, there are also other definitions of mindfulness. For instance, Brown, Ryan and Creswell described mindfulness as “a quality of consciousness” (2007, p. 211). It can be understood from this definition that people

who have mindfulness are aware of their thoughts and emotions and in this way they behave intentionally. According to another definition, mindfulness is defined as the experience of focusing on the present moment consciously and nonjudgmentally. In this way, individuals might have more time for themselves and their current environment rather than thinking about the past or future (McCown, Micozzi, & Reibel, 2010).

According to these definitions, mindfulness can be summarized as focusing on the present moment and not thinking about past experiences or future anxieties while being aware of one's current thoughts and feelings nonjudgmentally. Living in the present moment allows individuals to appreciate the time that they live in. It is not just focusing on positive feelings. On the contrary, it is associated with accepting all feelings whether they are negative or positive. This characteristic of mindfulness makes people enhance their capacity to tolerate negative emotions such as sadness, anxiety or stress. However, the main aim is not to cope with those negative emotions, the goal is to decrease the control of negative emotions on individuals' experiences.

2.2 Historical and Theoretical Background of Mindfulness

The historical roots of mindfulness date back to the ancient Buddhist tradition which is approximately 2,500 years old. Buddhism is a psychological and spiritual tradition (Wallece & Shapiro, 2006) that is different from other religions. Buddhism does not begin with a supernatural entity or fate contrary to others. Conversely, it starts with the search for the nature of human experience (Wallece, 1999; Kinay, 2013). Wallece and Shapiro (2006) pointed out that Buddhism is associated with defining the intrinsic reasons for human beings' hurt, freedom from this hurt and tools for this freedom. According to Bodhi (2005), Buddhism is similar to Western schools in that both aim to decrease human beings' hurt.

Although mindfulness is not a religious concept, Buddhism and mindfulness have several common assumptions (Grossman, 2010). The first assumption is that many people are not aware of moment to moment experiences and live in automatic

pilot mode. The second assumption is that since people are not aware of their mental context and process, misconceptions may occur. The other assumption is that people can improve their nonjudgmental and moment by moment awareness. Another assumption is that the development of mindfulness ability is gradual and continuous which requires regular practice. The fifth assumption is that moment to moment awareness of experience provides effective and active mindfulness which enhances the meaning of life. The next assumption is that nonjudgmental observation improves perception and the final assumption is that people gain the perception of mental reaction to intrinsic and extrinsic stimuli. All of these common assumptions strengthen the idea that mindfulness has its origins in Buddhism.

Mindfulness from the perspective of Buddhism means querying who you are, the world in which you live and waking up from the mindlessness sleep with the help of meditation (Kabat- Zinn, 2003). Meditation is a way of giving a break to normal life, moving away from fear and anxiety, and eliminating the feelings of competition and passion (Rinpoche, 2006). Mindfulness and Buddhism both use meditation in order to concentrate on the present moment and current thoughts and feelings, and it empowers their common characteristics.

Although mindfulness is mainly associated with Buddhism, it has several similarities to other philosophical and psychological traditions such as Ancient Greek Philosophy, naturalism in Western Europe, existentialism, and humanism in America (Demir, 2014). When mindfulness started to be used as a clinical application in western countries, its positive effects were seen and it started to be used in psychotherapy.

In psychodynamic therapy, scientists give importance to meditation, yoga and other techniques which help to reduce tension like in mindfulness. When Carl Gustav Jung wrote the preface to the book *Zen Buddhism* written by Suzuki, Buddhism became accepted and appreciated by other psychologists (Demir, 2014).

In cognitive-behaviorist therapy and in mindfulness, perception, impulsive emotional patterns and impulsive behavioral patterns are the common points.

According to these two views, when there is an incompatible change in perception or impulsive emotional patterns and impulsive behavioral patterns, self-destruction may result (Miller, Fletcher, & Kabat- Zinn, 1995). In addition, there is another similarity between mindfulness and cognitive-behaviorist therapy. In mindfulness-based therapies, meta-cognition, emotional regulation, attention regulation and exposure can be used as techniques like in cognitive-behaviorist theories (Demir, 2014).

One of the concepts in Gestalt therapy is awareness which is also an important term in mindfulness. Gestalt therapy and mindfulness also have another similarity. In Gestalt therapy, the past has passed and the future has not come yet, the important thing to do is to live in the present time like in mindfulness (Demir, 2014).

Existentialist psychotherapy and mindfulness can also be associated with each other. In existentialism, individuals are aware that life is limited and it has an end. Thus, existentialists try to derive satisfaction from the present moment and live their lives fully. In this way, they can gain the ability to understand their potentials and might develop a better awareness of themselves than before (Demir, 2014).

According to humanist psychotherapy, individuals are values for themselves and they are responsible for their own behaviors. They can create a livable world for themselves. However, they need to understand that previous experiences will not be repeated again. For this reason, the past and future are not important, but the present time is significant for people. The perspective of humanism is also similar with mindfulness (Özyeşil, 2011).

2.3 Major Mindfulness Theories

In the related literature, there are several mindfulness theories. Here, four of these mindfulness theories will be mentioned: Shapiro et al. (2006), Baer et al. (2006), Brown et al. (2007b) and Hölzel et al. (2011). These four theories focus on different characteristics or various mechanisms of mindfulness in order to explain mindfulness

better. They are briefly explained one by one. However, there are still questions about mindfulness that are unanswered by the researchers.

According to Shapiro, Carlson, Astin and Freedman (2006), there are three principles of mindfulness which are intention, attention and attitude. These three principles have been derived thanks to Kabat-Zinn's definition of mindfulness in 1994. The definition was "Paying attention [attention] in a particular way [attitude]: On purpose [intention], in the present moment, and non- judgmentally" (p.4). Shapiro et al. asserted that intention, attention and attitude develop a process and it provides enhanced self-regulation, clarification of values, and promotion of behavioral, cognitive and emotional flexibility. Although Shapiro et al. presented the three key concepts of the mindfulness process, they did not explain the psychological functioning.

Baer, Smith, Hopkins, Krietemeyer, and Toney developed the Five Facets of Mindfulness Questionnaire-FFMQ in 2006. According to Baer et al. (2006), these five facets are "non- reactivity to inner experience, observation of experience, awareness of actions, describing/ labeling experience with words, and nonjudging of experience". A significant positive correlation was found between the five facets of mindfulness and self-compassion. Therefore, self-compassion is an important effect of mindfulness.

Brown, Ryan and Creswell (2007) focused on mindfulness as a state and its effects. They listed the positive effects of mindfulness as continuity of awareness and attention, consciousness in the present time, empirical stance towards reality, awareness clarity, attention and awareness flexibility. All of these positive effects of mindfulness are mainly associated with self-concept. Thus, mindfulness can be effective for developing self-identity and attitude towards the self (White, 2014).

Hölzel et al. (2011) explained that self-regulation is one of the mechanisms of mindfulness. This self-regulation includes body awareness, regulation of emotions and learning to sustain attention. They also asserted that self-compassion plays an

important role in developing mindfulness. However, Hölzel et al. (2011) could not integrate self-compassion to the mindfulness theory easily (White, 2014).

2.4 Mindfulness as a Concept

As it was mentioned previously, mindfulness has various definitions in the literature. In addition, recent evidence suggested that mindfulness has five elements which are “attention, attitude, intention, awareness/ meta-awareness and self-compassion” (Kabat-Zinn, 1990; Baer, 2003; Neff, 2003b; Shapiro et al., 2006; Brown et al., 2007b; Hölzel et al., 2011; Segal et al., 2013). In order to make mindfulness more comprehensible, it may be helpful to understand what mindlessness is.

2.4.1 Mindlessness

In order to understand mindfulness better, people need to have knowledge of mindlessness, which is an everyday state for many people. However, it does not mean that if there is no mindlessness, there will be mindfulness because mindfulness is more than the mere lack of mindlessness (Ritchie & Bryant, 2012). Mindlessness has some specific accompanying behaviors, which are automatic pilot, state of doing, ruminative thinking and avoiding (Kinay, 2013).

2.4.1.1 Automatic Pilot

The automatic pilot term is related to lack of present time awareness whether this act is physical or mental. The individual does not think about the action and act unconsciously without thinking of any aim (Crane et al., 2010). For instance, while people have a shower, they might think about tomorrow’s meeting or their success in last week’s presentation. Thus, they might wonder whether they remembered to shampoo their hair or not after their shower. This example shows that people do some activities automatically and in the meantime, they direct their attention to things unrelated to the present time activity. Driving can be another example because people start to drive automatically after enough practice. They may forget what music was on

the car stereo, or the scenery they saw while driving because they do not focus on the present moment.

Sometimes, living in the automatic pilot mode has advantages. People can do more than one thing if they get used to doing them because they do not need to give all their attention to the same activity thanks to a lot of practice. For instance, cooking might be done in the automatic pilot mode by some people because they are more experienced in this activity. On the other hand, the automatic pilot mode also has disadvantages. According to Ögel (2012), as people solve their problems, they always tend to use the same method of solution because of being on the automatic pilot mode. Thus, they might have problems solving all their problems easily because each problem has different characteristics. These people unconsciously find themselves in the middle of many problems as being in the automatic pilot mode causes mindlessness.

2.4.1.2 State of Doing

Sometimes, people need to engage in compulsory activities without any desire to do so. In order to get rid of these undesirable activities, people do them in a rush and with “the state of doing” (Kabat- Zinn, 2003). Their only aim is to finish the activity without thinking about its quality. "State of doing" is therefore a behavior of mindlessness and cannot be associated with mindfulness.

2.4.1.3 Ruminative Thinking

When people who have ruminative thinking face problems, they do not make an effort to solve these problems but keep asking themselves why things turned out this way, what the source of their problem is, or why they cannot solve the problem. These type of people isolate themselves from the community and just think about the emotional situation in which they live. During this thinking process, they only focus on past experiences and miss the present moment (Brown & Ryan, 2003). It has been demonstrated that there is a negative correlation between rumination and mindfulness

(Baer et al., 2006). Ruminative thinking is not associated with mindfulness because of several opposite features which are critical, judgmental, repetitive and circular (Kinay, 2013).

2.4.1.4 Avoiding

Many people tend to avoid negative thoughts and emotions. However, these feelings are also normal like positive ones. When people try to escape from negative feelings, they might eventually experience more problems. The important point is to accept negative emotions without judgment like in mindfulness (Kinay, 2013).

2.5 The Assessment of Mindfulness

As it was mentioned previously, mindfulness has its roots in Buddhist traditions and attracted the attention of the Western world. In 1979, mindfulness was used as a psychotherapy method by Jon Kabat- Zinn. Thus, it can be seen as a solution for psychological problems. In order to prove the effectiveness of mindfulness for individuals who have problems, scientists suggest that experimental studies should be conducted (Baer, 2011). In these types of studies, assessment and evaluation methods become a part of the research. However, in the assessment of mindfulness, researchers should be careful because some of the assessment techniques, such as observation-based ones, are not recommended to assess mindfulness (Kinay, 2013). As mindfulness is a psychological state and cannot be seen or observed by others, observation might not be a good choice to assess it. On the other hand, studies about mindfulness might use assessment techniques which depend on the self-statements of participants (Baer, 2011). There are some suggestions for scales of mindfulness in order to assess it. First of all, the statements in the scales should be from daily life and clear in order to make people understand them better and easier. Secondly, people should be informed about mindfulness before the study. Lastly, researchers might use reverse items in order to be informed about mindlessness levels of the participants (Kinay, 2013). In the related literature, there are various scales developed for the

assessment and evaluation of mindfulness. In this section, some of these mindfulness scales are presented.

The Freiburg Mindfulness Inventory- FMI which was developed in 2001 was the first scale of mindfulness (Buchheld, Grossman, & Walach). It is four- point likert scale with thirty items. People who have never had meditation experience might have difficulties in understanding some of the items because the original version of the scale was developed mainly for people with meditation experience. In 2006, the original version of the scale was updated by Walach, Buchheld, Bottenmuller, Kleinknecht and Schmidt in order to make it more easily understandable by all people. However, the Turkish version of the scale has not been adapted yet.

The second mindfulness scale was The Mindful Attention Awareness Scale- MAAS which was developed by Brown and Ryan in 2003. It is a fifteen item scale and aims to assess attention and present time awareness in daily life. In this six- point likert scale, the total point of the participants is evaluated. If a participant has high point in the scale, it shows that he/ she has a high level of mindfulness. In 2011, this scale was adapted to Turkish by Özyeşil, Arslan, Kesici and Deniz. The name of the Turkish version is Bilinçli Farkındalık Ölçeği- BİFÖ.

The Kentucky Inventory of Mindfulness Skills- KIMS is another scale of mindfulness which was developed by Baer, Smith and Allen in 2004. It is a thirty-nine item and five-point likert scale which focuses on assessing skills of mindfulness such as observing and accepting present time experiences. KIMS has not been adapted to Turkish yet.

The Toronto Mindfulness Scale- TMS (Lau et al., 2006) is a different scale from the other ones because it assesses mindfulness as a state rather than as a feature (Kınay, 2013). In the development of this scale, participants meditated for 15 minutes and then were asked whether they were aware of their experiences and accepted them or not. This scale has not been adapted to Turkish yet.

The Five Facets Mindfulness Questionnaire- FFMQ (Baer, Smith, Hopkins, Krietemeyer, & Toney, 2006) was developed by improving previous mindfulness scales with a large sample size. The participants were university students. It is a thirty-nine item five- point likert scale. If participants have higher points from the questionnaire, this means that they have a higher level of mindfulness. FFMQ was adapted to Turkish in 2013 by Kınay.

Another scale is the Cognitive and Affective Mindfulness Scale- Revised- CAMS- R which was developed by Feldman, Hayes, Kumar, Greeson and Laurenceau in 2007. It is a twelve item and four- point likert scale which focuses on the attention, awareness, present time concentration, acceptance and not being judgmental of thought and feelings in daily life (Kınay, 2013). It has not been adapted to Turkish yet.

The Philadelphia Mindfulness Scale- PHLMS is another scale which consists of twenty items (Cardaciotto, Herbert, Forman, Moitra, & Farrow, 2007). It aims to assess two facets of mindfulness which are awareness and acceptance. The awareness part includes awareness and observation of internal and external experiences. The acceptance part involves being non- judgmental and open to new experiences. The Turkish version of the scale has not been adapted yet.

The Southampton Mindfulness Questionnaire- SMQ is a sixteen item mindfulness scale developed by Chadwick, Hember, Symes, Peters, Kuipers and Dagnan in 2008. It was designed to assess mindfulness in situations where the individual is unsatisfied. There is not any Turkish version of this scale.

The Langer Mindfulness Scale is another mindfulness scale that was developed by Pirson, Langer, Bodner, and Zilcha- Mano (2012). It has two versions: the first has twenty- one items and the other has fourteen items. It is a seven- point likert scale. The Turkish version of the scale has not been developed yet.

There are different scales which focus on different characteristics of mindfulness. However, in Turkey, mindfulness assessment has not attracted attention

yet. Although there were various scales in order to assess and evaluate mindfulness, there were only two adaptations of scales into Turkish.

2.6 Mindfulness as Practice

Although mindfulness may be understood as a concept, it should also be developed by practice like meditation because a long process is required in order to integrate mindfulness to daily life (Brown et al., 2007; Siegel, 2007b; Davis & Hayes, 2011; Jennings, 2014). The roots of mindfulness were mentioned previously showing that Buddhism is the origin of mindfulness. This may suggest that mindfulness practice is similar to Buddhism practice. However, there are differences between mindfulness meditation and Buddhism meditation (Hooker & Fodor, 2008). The differences are presented below in order to make them more understandable (Table 1).

Table 1

Differences Between Mindfulness and Buddhism

Mindfulness	Buddhism
<ul style="list-style-type: none"> Increases individuals' awareness 	<ul style="list-style-type: none"> Reaches a more advanced level of consciousness
<ul style="list-style-type: none"> Focuses on the present moment 	<ul style="list-style-type: none"> Distances the individual from the present
<ul style="list-style-type: none"> Accepts the state of mind and body 	<ul style="list-style-type: none"> Aims at more relaxation
<ul style="list-style-type: none"> Daily life experiences 	<ul style="list-style-type: none"> Religious

As can be seen, in mindfulness people try to increase their awareness while in Buddhism people try to reach a more advanced level of consciousness. They reach this advanced level consciousness by moving themselves away from the present time.

However, in mindfulness, the main aim is to focus on the present moment and people who have mindfulness ability can gain present time awareness. In Buddhism, people meditate because they aim to become more relaxed. On the other hand, in mindfulness meditation, people do not try to be more relaxed because they try to learn to accept all states of mind and body whether they are negative or positive. All these characteristics make Buddhism religious, while they make mindfulness a daily life experience.

When people hear about mindfulness practice, they focus mainly on mindfulness and meditation. However, there are other practices for mindfulness which enhance individuals' mindfulness skills such as breathing practices, mindful eating, mindful walking, mindful sleeping etc. (Dimidjian & Linehan, 2003) ... For instance, an individual can promote his/her mindfulness abilities while eating. Mindful eating requires people to eat like they are tasting the food for the first time and they try to focus on the smells and tastes that the food leaves in the mouth. In addition, people focus on just eating rather than thinking about yesterday's meeting or tomorrow's presentation. This can enhance mindfulness skills with a basic daily life experience.

Although there are easier ways of developing mindfulness skills, meditation has been mentioned as a way of developing mindfulness in the related literature (Kabat- Zinn, 2003; Davis & Hayes, 2011). For instance, Samatha and Vipassana are two types of meditation that may be useful. Samatha means calm and concentrative meditation (Gunaratana, 2002; Dhiman, 2008). People need to learn Samatha first and then they can move on to Vipassana (Rubin 1999). Vipassana is the oldest Buddhist meditation (Mazza- Daviez, 2015) and means insight meditation (Gunaratana, 2002).

2.7 Mindfulness-based Approaches

After focusing on mindfulness as a concept and practice, this section lists mindfulness-based approaches. Previous studies showed that mindfulness is successful as a clinical intervention and has various positive outcomes on depression, anxiety or social relationships (Ma & Teasdale, 2004; Singh et al., 2006; Barnes, Brown, Krusemark, Campbell & Rogge, 2007). These outcomes can also be seen from

the sources of American Mindfulness Research Association (2015). The following approaches are the most useful in order to enhance the psychological well-being of individuals (Burke, 2010): MBSR (Mindfulness-Based Stress Reduction), MBCT (Mindfulness-Based Cognitive Therapy), ACT (Acceptance and Commitment Therapy) and DBT (Dialectic Behavior Therapy). Essentially, all of these approaches are used in order to develop mindfulness. However, researchers use common practices of mindfulness meditation in order to enhance skills of mindfulness in MBCT and MBSR.

Mindfulness-based Stress Reduction programme was firstly used by Jon Kabat-Zinn in 1979 with participants who were suffering from chronic pain and stress. In this study, participants gained knowledge about stress, reactivity of stress and how to reply to challenges in life. Studies showed that MBSR is effective for individuals who have diabetes, heart disease, cancer, anxiety, chronic pain, mood disorders and fibromyalgia (University of Massachusetts, 2014c). In MBSR, participants attend the 8-week programme in groups. The programme involves instruction for practices of mindfulness meditation, mindful yoga and stretching, group discussions, tailored instructions individually, assignments, home practice CDs and manuals (University of Massachusetts, 2014b). Thanks to this programme, participants have a chance to enhance their mindfulness skills such as awareness and non-judgmental acceptance. In this way, they move out of the automatic pilot mode and start living in the present moment (Mazza- Daviez, 2015).

Mindfulness-based Cognitive Therapy is used for people who suffer from chronic unhappiness and depression (Kenny & Williams, 2007; Burke, 2010). The purpose of this therapy is to make participants more knowledgeable about their feelings and thoughts and help them to accept any situation nonjudgmentally (Mindfulness-based Cognitive Therapy, 2007). MBCT involves 8 week classes and home assignments. Each class focuses on different themes such as automatic pilot and staying present. MBCT was found to have positive effects on people with suicidal

tendencies, cancer and fatigue (Crane, Kuyken, Hastings, Rothwell & Williams, 2010).

2.7.1 Mindfulness-based Approaches within Education

When people realized that mindfulness has several benefits on individuals, the use of mindfulness spread from medicine to cover other areas such as education. Several mindfulness-based programs were designed in order to make students, teachers and parents benefit from mindfulness. Studies on mindfulness mainly focus on students with special needs or with negative lived experiences. For instance, there was a study which was conducted in order to decrease the negative effects of maltreatment in childhood (Whitaker et al., 2014). Maltreatment includes abuse and neglect, and people who suffered from maltreatment as a child have positive health outcomes with mindfulness studies. In addition to maltreatment, mental health problems are common in childhood (O' Toole et al., 2017). In order to deal with those problems, mindfulness-based programs can be used. Additionally, learning disabilities, Autism Spectrum Disorder, and Attention Deficit Hyperactivity Disorder are some other areas where mindfulness may be a source of help for children. As an example, children with learning disabilities can have better self-evaluation skills with the help of mindfulness-based intervention (Malboeuf- Hurtubise, Joussemet, Douaire, & Lacourse, 2015). Another example may be children with Attention Deficit Hyperactivity Disorder and the effects of mindfulness-based intervention on their development. The researchers found that mindfulness may be utilized as an alternative treatment for children with ADHD and play a critical role in decreasing the symptoms of ADHD, improving task performance, executive functioning, well-being, quality of life, and general health of these children (Huguet, Miguel- Ruiz, Haro, & Alda, 2017).

Moreover, researchers also focused on the parents because they might have difficulties with their children. For instance, a study was conducted with parents who had children with developmental disabilities (Lo et al., 2017). The study mentioned that parents had difficulties coping with their children and a mindfulness-based

program was applied to increase their well-being. At the end of the study, the results showed that parents' stress levels decreased with the help of the mindfulness-based program. There was a similar study conducted with parents who had children with Autism Spectrum Disorder. Mindfulness also decreased their stress levels (Rayan & Ahmad, 2016). There was yet another study conducted with parents who had children with Disruptive Behavior Disorder (Khaddouma, Gordon & Bolden, 2015). In this study, it was found that mindfulness is beneficial for the emotional regulation of parents. Apart from parents who have children with special needs, other parents can also benefit from mindfulness when improving self-regulation (Felver, Tipsord, Morris, Racer, & Dishion, 2017), decreasing parental stress, depression, anxiety (Corthorn & Milicic, 2015), and increasing positive parenting (Gouveia, Carona, Canavarro, & Moreira, 2016).

In addition to previously mentioned studies, there are also various ones which were conducted with teachers and children without any special needs. According to Meiklejohn (2012), mindfulness practice has various profits. It provides self-regulation of emotions and enhances the flexibility of both teachers and students. In addition, the teaching of self-efficacy and teacher well-being are promoted. Thus, teachers have effective classroom management skills and establish healthy relations with students. In addition to these gains, teachers' stress levels are also affected by mindfulness practices (Albrecht, Albrecht & Cohen, 2012). When teachers' stress levels are reduced, they may be better in management tactics of behavior and self-esteem. Mindfulness-based practices also affect the stress levels of students by providing resilience to stressful situations. It does not only affect the level of stress for students; mindfulness also has a critical role in enhancing the cognitive performance of students (Zenner et al., 2014). Thanks to all of these profits of mindfulness, researchers are continuing to apply mindfulness programs at schools.

The popularity of school-based mindfulness programs is increasing as their effects become evident through different studies. The use of mindfulness in early childhood education should naturally be more important than other educational levels

because its effectiveness can be seen obviously in childhood (Bruin, Zijlstra & Bögels, 2013). Children can develop survival skills with the help of mindfulness. Their curiosity and openness of mind will be promoted. If they get angry or become sad, they can easily become calmer. They can develop an understanding about what is going on in their environment. Their prosocial behaviors are enhanced such as being patient or sharing something with others (Whitehead, 2011). Apart from the benefits for children, mindfulness based programs also affect teachers positively. Early childhood educators have long working hours and their occupation is difficult because they need to be energetic at all times like the children in their classroom. In addition, they might have some problems with parents in terms of providing healthy relationships. Thus, all of these reasons cause high levels of stress for early childhood educators. Thanks to mindfulness, their stress levels may be reduced and their well-being may be enhanced (Albrecht, Albrecht & Cohen, 2012).

Below, the following mindfulness-based approaches in education will be mentioned: The Association for Mindfulness in Education (AME), Mindfulness in Schools Project (MiSP), Learning to Breathe (L2B), Inner Kids Programme, MindUP, Mindful Schools, and Mindful School (A Private School).

The Association for Mindfulness in Education (AME) defends that mindfulness should be integrated to the curriculum of K12 education. Because AME is aware of the benefits of mindfulness such as increasing emotional regulation, social skills, self-esteem, self-calming, attention, executive functioning, and decreasing anxiety, depression and behaviors of ADHD, it tries to make mindfulness a part of education (Meiklejohn et al., 2012). According to AME, the appropriate learning and teaching environment and optimal conditions can be provided by mindfulness.

The Mindfulness in Schools Project (MiSP) was developed in 2009 in the UK and became a leader in providing mindfulness curriculum for classrooms. Burnett and Cullen, who are teachers and mindfulness practitioners, thought that gaining mindfulness skills may be beneficial for young learners and mindfulness should be

taught in classrooms with a curriculum (2009). Therefore they created .b (dot b) curriculum for children between the ages 11 and 18. After .b curriculum was created, they realized the lack of curriculum for younger ages. For this reason, in 2013, they developed Paws b curriculum for children aged between 7 and 11. In 2014, .b foundations became more popular. These curriculums involve an introduction to mindfulness program which lasts 8 weeks for the school staff. With the of these curriculums and programs about mindfulness, they have a chance to create a common language in mindfulness between school staff and students. Thus, mindfulness skills can be enhanced for both children and adults.

Learning to Breathe (L2B) is another mindfulness-based curriculum which was developed in order to use mindfulness in group or classroom settings. The goals of this curriculum included enhancing emotional regulation, promoting skills that are required for stress management, cultivating compassion, increasing attention and integrating mindfulness in daily life. In Learning to Breathe lessons, there are age-appropriate activities, discussions and mindfulness practices. Eva and Thayer (2017) conducted a study in order to reveal the effectiveness of L2B in adolescence and they found that the 6-week L2B program provided greater attention, awareness, positive thinking and self-regulation for participants.

MindUP is a product created by The Hawn Foundation. It is a program for Pre-K- 8th grade students. It includes 15 lessons and four major points which are positive psychology, social-emotional learning, mindful awareness and neuroscience. In these lessons, mindfulness, perspective taking and gratitude are taught to students (Hawn Foundation, 2011-2015b). The efficacy of MindUP has been evidenced by scientific studies for more than 10 years. These studies found that MindUP enhances academic performance and learning, promotes empathy, compassion and optimism and increases positive behavior (Schonert-Reichl and Lawlor, 2010).

The Inner Kids Programme is another mindfulness-based approach which was created by Kaiser Greenland, the co-founder of The Inner Kids Foundation which

founded in 2000. In addition, she created the Inner Kids awareness programme and gave the name of the programme: “The New ABCs: Attention, Balance and Compassion” (Greenland, 2010, p. 17). “The New ABCs: Attention, Balance and Compassion” aims to teach calming and relaxation, freedom of emotions, sensory awareness, and friendly awareness through various games and activities.

The Mindful Schools Project started in 2007 and offered mindfulness to more than 200,000 young people in the world (Mazza- Daviez, 2015). It was created to be used in public schools in order to decrease the high rates of turnover and toxic stress. Educators in Mindful Schools Project learn skills in order to communicate with young individuals and mindfulness practices which can be effective for self-care. Biegel and Brown (2010) conducted a pilot study and showed the effectiveness of the Mindful Schools Project. They asserted that children who experienced mindfulness-based activities such as listening, movement, eating, breathing or walking have higher attention and social skills rated by their teachers.

In Turkey, a private school was the first school that used the Mindful School concept. First of all, they give importance to training their teachers and providing them with mindfulness education by experts with certificates about mindfulness training. When teachers have knowledge about mindfulness, they try to integrate it into their own lives before applying mindfulness in their classrooms. This private school also gives importance to collaboration between parents and teachers, thus they provide mindfulness seminars for parents in order to maintain children’s mindfulness experiences at home environment. Mindfulness is practised with 2, 3 and 4th grade students by providing simple mind and body exercises such as mindful breathing, mindful walking and mindful eating. With the help of eighteen mindfulness exercises, students have a chance to encounter mindfulness and take a step towards a mindful life. The Mindful School concept has been tried in 7 pilot schools of this private school and the outcomes of this application are being evaluated. A positive development in the school climate is definitely an outcome of mindful schools.

2.8 Related Literature about Mindfulness and Education

In this section, international and national studies which are associated with mindfulness and education are presented. Most of the studies were associated with mindfulness-based programs applied as intervention to students from different age groups and grade levels. Although there was a limited numbers of studies conducted with pre-service teachers and focusing on teacher training, the existing studies were mentioned at the end of the section entitled international studies.

2.8.1 International Studies

Mendelson et al., (2010) conducted a study providing 12 weeks of mindfulness intervention in schools and yoga for 4th and 5th grade students (n= 97) in urban public schools. The researchers pointed out that mindfulness-based intervention was received well by the students and this intervention was feasible. They also concluded that mindfulness-based intervention has several benefits such as decreasing emotional arousal, intrusive thoughts and rumination and enhancing students' capability to respond to stressful situations.

In 2011, another study was conducted by Lau and Hue investigating the effects of 6-week mindfulness-based programs. The participants of the study were 48 adolescents from secondary schools in Hong Kong whose ages were between 14 and 16 and who had low academic performance. The researchers demonstrated that mindfulness can enhance the well-being of participants by decreasing the symptoms of depression. However, they mentioned the limitations of their study and concluded that there is a need for longer and larger studies with more participants in order to be more helpful for adolescents.

One year later, a 12-week yoga inspired mindfulness program was conducted by Gould, Dariotis, Mendelson, and Greenberg (2012). In this study, the researchers tried to find the factors affecting such mindfulness programs. The participants were selected from four public schools in urban areas. In total, there were 97 students from

4th and 5th grades. The researchers concluded that grade level and gender of the participants did not affect the consequences of the intervention. The major finding of the study was that symptoms of depression can affect the results of the study. However, similar to the previous study, researchers concluded that more studies should be conducted in order to reveal the factors that affect these types of programs.

In 2013, a unique study was conducted because the participants were children with special needs. Carboni, Roach and Fredrick conducted multisession mindfulness intervention for children who had Attention Deficit Hyperactivity Disorder. There were four 8-year-old participants. The researchers observed that the participants had enhanced on-task classroom behavior. However, hyperactive behaviors of participants did not show any significant change. Thus, the researchers suggested that the intervention length should be extended in order to see the long terms changes in participants' behaviors.

In the same year, Kuyken et al. undertook a study with a large sample size (2013). In this study, there were totally 522 students whose ages ranged from 12 to 16 and who were studying at 12 different secondary schools. The researchers used the Mindfulness in Schools Program as intervention. At the end of the study, the findings pointed out that the Mindfulness in Schools Program was welcomed, effective and accepted by the participants. In addition to this finding, with the help of this program, participants displayed lower stress levels, enhanced well-being and fewer depression symptoms.

In 2013, there was another study which was conducted by Metz et al. with 216 students who were studying at public high schools. As an intervention, Learning to Breathe (L2B) which was a mindfulness-based school program was used. The findings of the study showed that a mindfulness-based program is helpful in reducing psychosomatic complaints and stress and increasing the ability to regulate emotions for participants who attended the Learning to Breathe program. The researchers

concluded that mindfulness-based programs can be utilized in promoting social and emotional skills of students.

There was one more study which was conducted in 2013 by Sibinga et al. The participants were low income boys (n= 41) from an urban school at 7th and 8th grades. A mindfulness-based stress reduction program was used as an intervention and it included 12 sessions. At the end of the study, the researchers found that the participants who had mindfulness based stress reduction intervention displayed less rumination and anxiety as well as lower levels of cortisol. Thus, the study concluded that mindfulness-based stress reduction intervention can be seen as a program which promotes psychological outcomes for the participants.

In 2014, Black and Fernando conducted a study with 409 students from a public elementary school. There were children from different grade levels from kindergarten to 6th grade. In this public elementary school, a mindfulness-based program was applied by the researchers for 5 weeks. At the end of the study, 17 teachers' reports were collected in order to assess student behaviors, which showed improvement in them. The researchers concluded their study by suggesting that such types of programs might be beneficial for improving students' behaviors.

There was another 5-week study like the previous one. However, there was a difference with the participants because this study only involved primary school children (n= 63). This study was conducted by Costello and Lawler in 2014 and used a school-based mindfulness program. The researchers used mixed method in this research because there were both quantitative measurements and qualitative interviews. They concluded their study by asserting that mindfulness-based programs can help individuals in decreasing their stress levels with the help of intervention. According to decrease children' s self-reported stress levels, this intervention can be used as a coping strategy for stress.

In another study, the participants were Latino middle school students (n=20) and the study was conducted by Edwards, Adams, Waldo, Hadfield, and Biegel in

2014. The researchers used a mindfulness-based stress reduction curriculum for teens which included 8 group sessions. The findings of the study highlighted that mindfulness-based stress reduction had several positive outcomes on participants, such as increasing their self-compassion and mindfulness and decreasing their stress levels and depression. Thus, it may be concluded that adolescents benefited from the program.

Felver, Frank and McEachern conducted a study in 2014 with 3 elementary school children with a high rate of off-task behavior. The researchers used “Soles of the Feet” as a mindfulness intervention program. It involved 5 sessions like most other mindfulness-based interventions. At the end of the study, it was mentioned that thanks to this program, children had less off-task behavior and their engagement was increased. Consequently, this cost-effective and short program was seen as a choice in order to help students with disruptive behaviors.

There was another study which was conducted with a large sample (n= 408) from five schools and 24 classrooms (Raes, Griffith, Van Der Gucht, & Williams, 2014). There was also a variety in the ages of participants as they ranged between 13 and 20. The researchers provided a mindfulness program as an intervention and monitored the results of this intervention through six months. The findings of the study showed that there was a significant decrease in depression levels of the participants over six months. It was suggested that mindfulness-based programs can be used in schools in order to decline the level of depression in adolescents.

Another study aimed to investigate the effects of Mindful Kids which was a 6-week classroom-based mindfulness program (Van de Weijer- Bergsma, Langenberg, Brandsma, Oort, & Bögels, 2014). The sample of the study included 199 students from three elementary schools whose ages varied between 8 and 12. The researchers emphasized three main findings which were increasing well-being, promoting mental health and preventing stress. Thus, it was concluded that the mindfulness based program Mindful Kids may be useful and was suitable for elementary school students.

In the same year, Viafora, Mathiesen and Unsworth (2014) conducted a different study of homeless students. There were totally 63 students from middle school and 15 of them were homeless. The participants experienced a mindfulness course which lasted 8 weeks. Thanks to this course, students had a chance to develop acceptance and awareness toward homeless students in their schools. This course also had some effects on homeless students. They experienced significant positive changes in their emotional well-being. In addition, they utilized mindfulness practice in and out of the school. The researchers concluded that mindfulness courses can be seen as beneficial tools for teenagers, and suggested that this subject should be investigated with further studies.

There was another research which was a meta-analysis of 24 studies related to mindfulness-based education. This meta-analysis was done by Zenner, Herrleben-Kurz, and Walach in 2014. It had a large sample from different ages. There were totally 1,348 students from 1st to 12th grade and 876 students in the control group. As a result of the study, the researchers concluded that resilience and cognitive performance of youth can be improved with the help of mindfulness training. However, they emphasized the importance of larger studies and suggested that in order to reach more valuable evidence, studies should be larger with active controlling.

Bluth et al. conducted a study which included the Learning to Breathe (L2B) program as an intervention (2015). The participants of the study included 27 at risk adolescents from various ethnicities. At the end of the study, it was asserted that the mindfulness-based program L2B was effective in decreasing levels of stress and depression among participants. Moreover, the participants added that they would like to continue the program. To conclude, the researchers emphasized the importance of mindfulness-based programs' characteristics. According to Bluth et al., such types of interventions need to be responsive and flexible.

There was another study different from the other ones because its participants comprised preschool children. Flook, Goldberg, Pinger and Davidson applied the

Kindness Curriculum, which is a 12-week mindfulness-based program, to 68 children from a public preschool. At the end of the study, several benefits were mentioned in different areas. It was found that children who had experience of the Kindness Curriculum gained improved social competence and their health, learning and social-emotional development were enhanced. These findings were similar to other studies which were conducted with participants older than preschoolers. However, these findings showed the usefulness of this program with preschoolers. Mindfulness-based programs such as the Kindness Curriculum might be used in order to establish self-regulation and prosocial behavior in preschools with young children.

Improvements in prosocial behaviors was the finding of another study which was conducted by Schonert-Reichl et al. (2015). As an intervention, the researchers used a mindfulness-based social-emotional learning program. The participants of the study included 99 students from 4th and 5th grades in the elementary school. Apart from the finding about prosocial behaviors, there were other findings of the study. According to Schonert-Reichl et al. (2015), their mindfulness-based social-emotional learning program helped to increase emotional control, optimism, empathy, perspective-taking, cognitive control, peer acceptance and to decrease aggression and depression. Furthermore, the researchers concluded that their intervention might be effective and a potential alternative to prevent problems in classrooms and enhance the well-being of students.

In 2016, a study was conducted by Thierry, Bryant, Nobles and Norris which investigated the two-year effects of mindfulness-based programs on 47 preschool children in terms of academic performance and self-regulation. The researchers ran a mindfulness-based program which included mindfulness practices for children for two years in pre-kindergarten and kindergarten. At the end of two years, it was found that this mindfulness-based program enhanced executive functioning which was associated with organizing, planning and working memory. In addition, children gained higher scores in reading and vocabulary. Therefore, these findings suggested that

mindfulness-based programs can be helpful for children's improved academic performance and self-regulation.

As was mentioned previously, there was a limited numbers of studies whose participants were pre-service teachers. According to a study, teachers wanted to practice mindfulness in their classrooms (Albrecht et al., 2012). However, they felt that they did not have enough practice and knowledge about mindfulness. Thus, the study proved the necessity of mindfulness training in teacher education. In addition to this information, the growing need of mindfulness training was also shown by Hartigan (2017). The researcher conducted a study with pre-service early childhood special education teachers. Their program was enriched with a mindfulness practices course and the study concentrated on the results of this course. At the end of the course, the participants of the study felt less stressful and became calmer. There was a similar study which also investigated the effects of mindfulness on the stress levels of teacher candidates. The researcher used a mindfulness based program in the training of pre-service early childhood educators (Miyahara et al., 2017). The exact purpose of the study was to prevent burnout among early childhood educators. The researchers concluded the study by mentioning that the stress levels of teacher candidates can be decreased with the help of mindfulness.

2.8.2 National Studies

There has been a limited number of studies in Turkey related to mindfulness and the majority of these studies focused on psychology and mindfulness. There was only one study that the researcher could reach which was associated with mindfulness and pre-service early childhood teachers.

In 2011, Özyeşil, Arslan, Kesici and Deniz conducted a study which aimed to adapt the Mindful Attention Awareness Scale (MAAS) developed by Brown & Ryan (2003) into Turkish. The participants of the study were 160 university students who were English teacher candidates. These participants were divided into two groups. In the first group, there were 82 students and in the second group, there were 78 students.

Firstly, the researchers applied the original form of the scale to the first group, and then they applied the Turkish version to the same group after three weeks. This process was repeated for the second group beginning with the Turkish version and then the original version. At the end of the study, a significant positive correlation was found between the original form and the Turkish version of the scale. Thus, the researchers concluded that Bilinçli Farkındalık Ölçeği (BİFÖ) can be used rather than using the Mindful Attention Awareness Scale (MAAS).

In another study, the researcher's purpose was to investigate the effects of mindfulness based cognitive therapy on the anxiety levels of university students (Demir, 2017). The participants of the study were 16 university students who were enrolled at a psychology department. The researcher applied mindfulness based cognitive therapy as an intervention to the participants. The therapy included 8 sessions and each session lasted approximately 90 minutes. The sessions included previously defined subjects and issues such as mindfulness-based practices, breathing exercises, body awareness, discussions, daily life integration of mindfulness and assignments. At the end of the study, the results of pre and post tests were compared and it was found that mindfulness-based cognitive therapy had a significant effect on decreasing the levels of anxiety in university students. Like in Demir's study, another researcher found that mindfulness has positive impacts on the level of anxiety of university students (Keçeli, 2017). The researcher conducted a mindfulness-based program for the university students and shared the findings about mindfulness and its effects on anxiety.

Another study was conducted by Öz (2017) and this study aimed to understand the effects of mindfulness on university students' speaking anxiety in a foreign language, willingness to communicate, and speaking performance. The researcher practiced 6 weeks of mindfulness meditation based intervention program for the university students who enrolled in preparatory program in a private university. There were totally 29 participants. At the end of the study, the researcher has found that mindfulness meditation based intervention program decreased the speaking anxiety of

the participants and increased their willingness to communicate in English. In addition, the participants who had the intervention program got the highest score in the midterm exam.

In 2017, Bedel conducted a study aiming to investigate the role of mindfulness and metacognitive awareness in predicting academic procrastination of pre-service early childhood teachers. There were 145 pre-service early childhood teachers in the study and three measures, namely mindfulness, metacognitive awareness and academic procrastination, were applied to these teacher candidates. Although mindfulness was not the only point of the study, the researcher found a negative correlation between mindfulness and academic procrastination.

2.9 Summary

This chapter concentrated on eight main topics: (1) what is mindfulness; (2) historical and theoretical background of mindfulness; (3) major mindfulness theories; (4) mindfulness as a concept; (5) how mindfulness can be measured; (6) mindfulness as practice; (7) mindfulness- based approaches; (8) related literature about mindfulness and education.

Mindfulness is focusing on present moment, developing present time awareness and accepting the experience moment by moment (Kabat- Zinn, 2003). It depends on the roots of Buddhism (Wallece & Shapiro, 2006). In order to understand mindfulness, mindlessness should be examined. They have opposite meanings. However, mindfulness is more than the mere lack of mindfulness (Ritchie & Bryant, 2012). In order to assess mindfulness, some scales were developed by the researchers such as The Mindful Attention Awareness Scale (Brown & Ryan, 2003) or The Five Facets Mindfulness Questionnaire (Baer et al., 2006). Literature recommended that people need to practice mindfulness with yoga, meditation, breathing exercises or daily life activities in order to be more mindful (Dimidjian & Linehan, 2003). Moreover, mindfulness can be also practiced in education with teachers and students. However, most of the previous studies concentrated on students with special needs. For this

reason, there have been limited studies associated with mindfulness in early childhood education in Turkish context. Especially, studies associated with pre- service early childhood teachers' views are very limited. Based on mentioned literature, it was aimed to investigate views of pre- service early childhood teachers regarding mindfulness and its practice.

Chapter three includes detailed information about the method of the study which covers research questions, the design of the study, participants, pilot study, instrumentation and data collection, data analysis, and trustworthiness of the study.

CHAPTER 3

METHOD

This chapter describes the methodology of the study under the following headings: research questions, the design of the study, participants, pilot study, instrumentation and data collection, data analysis, trustworthiness of the study, the role of the researcher, ethical considerations and limitations.

3.1 Research Questions

The aim of this study was to investigate the views of pre-service early childhood teachers regarding mindfulness and its practice in early childhood settings. In order to be able to succeed in this aim and obtain detailed and extensive intellection about the views of teacher candidates, the researcher endeavored to answer the following research questions:

1. What are the views of pre-service early childhood teachers regarding mindfulness?
2. What are the views of pre- service early childhood teachers on the use of mindfulness in early childhood education settings?
 - 2.a. How can mindfulness be used in early childhood education to include activities undertaken both in the classroom and at home?
 - 2.b. What can be the effects of the use of mindfulness in early childhood education on children?
 - 2.c. What can be the effects of the use of mindfulness in early childhood education on teachers?
 - 2.d. What can be the effects of the use of mindfulness in early childhood education on the family?

4. What do pre- service early childhood teachers think about using mindfulness in their future teaching practices?

3.2 The Design of the Study

In this current study, the researcher conducted a qualitative phenomenological research in order to investigate the views of pre- service early childhood teachers regarding mindfulness. In qualitative research, the researcher tries to obtain relevant information from interviews, field notes or recordings. This makes the world more observable and noticeable (Creswell, 2007). In the process, the researcher sought to reach a compound and comprehensive understanding of the subject.

Detailed data was gathered through face to face interaction with individuals and encouraging them to share their views. A phenomenological study defines the sense of numerous participants about their involvement with, and practices relating to, a phenomenon or a concept (Creswell, 2007). Thus, in this current study, a qualitative phenomenological approach was used by the researcher. In order to obtain participants' involvements, viewpoints, thoughts and experiences about a concept, the best study type is a phenomenological study (Gay et al., 2009).

In order to collect detailed data from the participants, the researcher utilized semi- structured interviews that sought to reveal in sufficient detail the overall understanding of participants in terms of the subject. The study, produced a concluding report consisting of the opinions and expressions of the participants, the reflections of the researcher, and a compound explanation that adds to existing knowledge of the concept.

3.3 Participants

The study sample consisted of a small group of pre- service early childhood teachers (N= 21) who were enrolled at public and private universities in Ankara, Turkey. The researcher determined a number of criteria to guide the selection of participants in the study. The first benchmark was related to the suitability of

participants' in terms of their student grades and attainments at university. The researcher preferred senior university students attending early childhood education courses and who had undergone teaching practice in their fourth year of training. In this way participants were selected from teacher candidates who had spent the most time with children and possessed the relevant theoretical grounding. The demographic data of the participants were presented with Table 2.

Table 2

Demographic Data of the Study Participants

Participant	Gender	Age	Type of High School	Internship Experience (Term)	University
P1	Female	22	ATTHS*	3 terms	U1 (public university)
P2	Female	22	ATTHS	3 terms	U1 (public university)
P3	Female	23	ATTHS	3 terms	U1 (public university)
P4	Female	24	ATTHS	3 terms	U1 (public university)
P5	Female	21	ATTHS	3 terms	U1 (public university)
P6	Female	21	AHS**	3 terms	U2 (public university)
P7	Female	22	VHS***	5 terms	U2 (public university)
P8	Female	22	ATTHS	3 terms	U2 (public university)
P9	Female	36	AHS	4 terms	U3 (public university)
P10	Female	23	VHS	6 terms	U3 (public university)
P11	Female	22	ATTHS	4 terms	U3 (public university)

Table 2 (Continued)					
Participant	Gender	Age	Type of High School	Internship Experience (Term)	University
P12	Female	23	ATTHS	4 terms	U3 (public university)
P13	Female	22	ATTHS	3 terms	U4 (public university)
P14	Female	22	VHS	5 terms	U4 (public university)
P15	Female	22	AHS	3 terms	U4 (public university)
P16	Female	22	VHS	5 terms	U4 (public university)
P17	Female	34	AHS	4 terms	U5 (private university)
P18	Female	23	VHS	6 terms	U5 (private university)
P19	Female	23	AHS	5 terms	U6 (private university)
P20	Female	24	VHS	7 terms	U6 (private university)
P21	Female	24	AHS	5 terms	U6 (private university)

*ATTHS: Anatolian Teacher Training High School

**AHS: Anatolian High School

***VHS: Vocational High School

According to Marshall and Rossman (2006), the researcher should be flexible about sampling because participants can be modified during the study. It follows that the sampling plan should be designed as far as possible by the researcher. In this current study, the researcher applied purposive sampling that is generally employed in qualitative research. In this way the researcher picks people and locates them for study

so that they can decisively notify a comprehension of the research problem and essential phenomenon in the research study (Creswell, 2007).

Different viewpoints exist as to the proper size of sample in a qualitative phenomenological study. According to Dukes (1984), the researcher should study between 3 and 10 individuals. Polkinghorne (1989) suggested this should number between 5 to 25 individuals. For the current study, the researcher decided on 21 participants as no rigid standard exists for participants' numbers in qualitative studies (Patton, 2002). These 21 participants were selected from six different public and private universities in Ankara. Sixteen of the participants were enrolled at public universities and five at private universities.

3.4 Instrumentation and Data Collection

The data for this study was collected between December 2017 and April 2018. The researcher used a semi- structured interview protocol (see Appendix A) as the instrumentation. Fetterman (1989) states that interviews provide the most significant method of data collection. The researcher gained data with the help of a semi-structured interview because this type of interview provides with a flexible way to learn about the involvements and feelings of participants (Frankel& Wallen, 2006). Thus there was opportunity for the specific concepts or topics to be covered by the researcher in a flexible arrangement. According to Patton (2002), researchers interviewed participants in order to bring out into the open their thoughts, emotions and intentions that might otherwise remain unobservable. The interview format for the current study included open ended questions such as how questions. Being semi-structured, the interviews allowed for sufficient discussion and dialogue between the researcher and participants. Semi- structured interviews provide extra scope for participants while they are replying to questions (Edwards& Holland, 2013).

The interview questions were developed by the researcher following a review of the literature and the procedure of the interview lasted approximately 20- 30 minutes. The interview protocol consisted of three sets of questions. The first was

designed to gain personal information from the participants and to warm- up the interview. The second set of questions was developed to collect data about the views of the participants about the concept of mindfulness. The last set of questions was arranged in order to reveal the views of the participants about the concept of mindfulness and its practice in early childhood education. The researcher consulted expert opinion and conducted a pilot study prior to the interviews in order to validate the questions and to determine any amendments thought necessary. Three experts who are the members of Early Childhood Education department in a public university shared their opinions about the appropriateness of the interview questions. After the expert opinions, two of the questions were removed from the interview and the place of the questions was arranged.

A pilot study was administered in an attempt to obtain initial opinions on the effectiveness of testing for the interview questions. In addition, with the help of the pilot study, the researcher could improve the clarity of the interview questions. According to Merriam (2009), a researcher can conduct pilot interviews to evaluate whether the questions are proper and efficient. In this current study, the pilot study was conducted with pre- service early childhood teachers (n=7) who were senior students attending a public university in Ankara. The researcher made contact with senior students at the same public university the researcher is working in. Once the pilot study participants accepted the attend to an interview, an appropriate time and place were determined.

At the end of the pilot study, the interview questions were changed and redeveloped. Prior to the pilot study, the interview started with questions about the demographic information of the participants and then directly continued with questions which were related with mindfulness. However, during the pilot study, the researcher realized that participants did not feel comfortable when she started with the questions directly. Thus, at the very beginning of the interview, the researcher decided to have a talk with the participants about their career plans and she also added that if they have plans about being a research assistant, they can easily ask her for information

if they are interested in the job. The researcher thought that after this warm up talk, the participants would more readily express their opinions and might feel closer to the researcher. Another change was associated with the place of the questions. Before the pilot study, the researcher first gave a definition of mindfulness and then she asked the questions. However, after the pilot study, some of the questions were asked before the definition such as “Have you ever heard of the concept of mindfulness? or What does mindfulness evoke for you?”. The last change is relating to the final question which was “Would you like to use mindfulness in your future teaching practice? If yes, how will you use?” before the pilot study. However, the participants in the pilot study gave the same answers as for the question of “How can mindfulness be used in early childhood education both in the classroom and at home?”. Thus, there was no need to ask this follow- up question and require students to repeat their earlier answers.

As a result, the pilot study assisted the researcher to produce clearer interview questions, to gain experience in terms of how to interview, to analyze data, and enable participants to feel more comfortable during the data collection process.

After the pilot study was conducted, the interview questions took their final version of 15 open- ended questions (see Appendix A). The interview encompassed participants’ personal information, views about mindfulness and views about mindfulness utilization in early childhood education. The first seven questions were performed as warm- up questions and the interview continued with the following questions related to views of the participants about mindfulness and its usage.

Table 3

Interview Questions

Main Issues	Example Questions
Demographic Information	Which university are you enrolled at? How old are you? How many terms did you have teaching experience?
Views about Mindfulness	Have you ever attended any course, seminar or training about mindfulness? Have you ever heard the concept of mindfulness? What does mindfulness evoke for you?
Views about Practice of mindfulness	How can mindfulness be used in early childhood education both in the classroom and at home? What can be the effects of the use of mindfulness in early childhood education on teachers? Would you like to use mindfulness in your future teaching practice?

Before conducting the study, required ethical measures were taken for the study. To this end, the researcher obtained permission from the Research Center for Applied Ethics of a public university in Ankara (see Appendix B). After permission was received from the university, the researcher approached potential participants, invited them to volunteer and to give their consent (the consent form can be seen in Appendix C). In order to reach participants from different universities, the researcher made contact with research assistants in the universities and provided them with information about the study. They announced the study to senior students and asked them to contact the researcher if they wanted to be a participant. In this way a total of 21 senior students volunteered to participate.

All participants were informed that their privacy would be protected throughout the study. Participants were informed about aims of the study and a signed consent form obtained from each participants prior to interview. The researcher also notified participants that they could withdraw from the study if and when they wanted to. The identity of the participants was kept private and pseudonyms are used rather than their real names. Lastly, the data that was gathered from participants at interview was utilized solely for scientific purposes. Once a participant had given their consent, the researcher and the participant determined an appropriate time and place for the interview. As the participants were pre- service teachers, the appropriate interview place could be a classroom. When these were not available other convenient locations were used such as the university cafeteria or a cafe on campus. No distractions or interruptions disrupted the interview process. Interview times were determined according to participants' wishes. In addition, the interviews were audio taped with the participants' agreement.

3.5 Data Analysis

The researcher utilized three steps which are recommended by Creswell (2007) in order to analyze the data. Firstly, the researcher formed the data by preparing transcripts of the interviews for analysis. Secondly, the researcher classified the data into categories by using codes and abbreviating the codes. The coding was used in order to reach the specific pieces of the broad data set (Merriam, 2009). Lastly, the researcher provided tables and figures in order to express the data. These three steps were applied by two coders. The first coder was the researcher and the second coder was a research assistant and a master student in the department of early childhood education. They implemented the three steps which mentioned above separately from each other. Then they got together in order to compare their transcripts, categories, codes and tables.

According to Merriam (2009), the researchers should begin data analysis while they are gathering their data. For this reason, the researcher started analysis during

transcription. When the first interview was transcribed, the researcher started to have tentative points that she focused on in the findings. After the second interview transcription, the researcher made comparison between two interviews. Comparison of the first and second data sets informs the following data that will be gathered and so on. Thus, the data analysis process took a short time for the researcher.

3.6 Trustworthiness of the Study

For this current study, the concerns of validity and reliability were regarded and specific approaches was carried followed in order to enhance the study's credibility.

3.6.1 Validity

In order to enhance the findings of the qualitative studies' quality, certain methods are recommended by Creswell (2007). These strategies are "prolonged engagement and persistent observation in the field, triangulation, peer review, refining hypotheses as the inquiry advances, clarifying researcher bias from the outset of the study, member checking, rich and thick description, and external audits" (Creswell, 2007, p.208). Accordingly, if the researcher utilizes two of the tactics mentioned above, the validity of the study can be provided sufficiently. In the current study, the researcher applied several of these strategies. In order to provide for the internal validity of the interview questions, expert opinion was gathered from three experts in the early childhood education field and a pilot study was also conducted. Thanks to these two steps, the questions of the interview were redeveloped and rearranged by the researcher. In addition, member checking was utilized by the researcher, thus obtaining the approval of participants in terms of the accuracy of the transcripts of their interviews (Punch, 2005). The researcher showed the written form of the interview to a randomly selected number of participants in order to establish that the recordings were accurate. Moreover, the researcher frequently gave precedence to the voice of participants using direct quotations taken from their interview.

3.6.2 Reliability

In order to provide for the reliability of this current study, the researcher utilized a technique known as inter- coder agreement. According to Silverman (2005), inter- coder agreement means that the information gathered at interview is analyzed by two coders (as cited in Creswell, 2007). As mentioned in the data analysis section, the first coder was the researcher and the second coder was a research assistant and a master student in field of early childhood education. At first, these two researchers read the transcripts separate from each other and determined their codes and categories. Then, they got together in order to share and discuss their codes and categories. It has vital importance to achieve a consensus while determining codes and categories. In 2013, Campbell, Quincy, Osserman, and Pedersen came up with an inter- coder formula for the analysis of reliability. In this formula, the coding agreement number is divided by sum of agreements and disagreements numbers. Concisely, the formula is like that:

“Reliability= Number of agreements/ (total number of agreements + disagreements)”
(Campbell et al., 2013, p. 309).

To conclude, in this study, the inter- coder reliability was found as .87.

3.7 Summary

In the third chapter, the methodology of the study was presented. Chapter 3 provides information about the design of the study after giving the research questions. In addition, participants of the study are presented in the current chapter with giving detailed information about them. The interview presented as an instrumentation and the researcher mentioned the data collection procedure in a detailed way. Moreover, data analysis was explained. Lastly, trustworthiness of the study was provided in this chapter.

The following chapter includes the findings of the study. The findings are organized according to research questions and tables are provided in order to clarify findings.

CHAPTER 4

FINDINGS

4.1 Introduction

In this chapter, the findings of the data analyses are introduced in order to reach the major purpose of the study which investigated the views of pre- service early childhood teachers regarding mindfulness.

At the beginning of this section, the demographic information of the participants is presented. Thereafter, the findings of the study are introduced in relation to the research questions in the order of asking. The researcher organized the findings in accordance with the categories seen during the coding of data sets. The categories were presented together with the codes separately. The transcripts of the interviews were also used to illustrate connection with the code.

4.2 Demographic Information of the Participants

The names of the pre- service teachers were not used and the researcher used pseudonyms in order to disguise the real identification of the participants and places. The data were gathered from a number of universities which have early childhood education programs in Ankara, Turkey. In total 21 female participants from 4 public universities and 2 private universities. The participants were anonymously ascribed titles from P1 to P21 and the universities were named from U1 to U6. The researcher gathered demographic data about the pre-service early childhood teachers prior to the interview. The age range of the participants was between 20 and 40 years. Aside from two participants who were seeking to obtain a second bachelor's degree in early childhood education, the majority of the participants were aged between 21 and 23 years. All of the participants were senior students in the universities with much more

experience in early childhood education settings such as practicum than other teacher candidates in the university. In addition, two of the participants were attending a double major undergraduate program which encompasses early childhood education and psychological counseling and guidance. There were also some differences between participants because of the various types of high schools they attended. For instance, if the participant had graduated from a vocational high school, they would generally have more experience than those who graduated from an anatolian high school.

Before presenting the findings in association with research questions separately, the attendance of the participants to the course, seminar or training about mindfulness should be reviewed. Prior to the interview, participants shared their demographic information with the researcher and then the researcher started the interview by asking “*Have you ever attended any course, seminar or training about mindfulness?*” Participants’ reactions showed that a small number of them were familiar with mindfulness. Two of the participants shared that they attended a seminar which includes experts on this topic and they had obtained some practice examples during this seminar. Three of the participants reported that they had attended a Yoga course and in this experience, the instructor emphasized the importance of mindfulness. Additionally, some of the participants expressed that while they did not know of the concept, they may have heard it mentioned in some courses such as educational psychology, developmental psychology, and child development.

The findings of the study are introduced in connection with all research questions separately.

4.3 Research Question 1: What are the views of pre-service early childhood teachers regarding mindfulness?

First, the researcher asked some questions such as *Have you ever heard about the concept of mindfulness? What does mindfulness evoke for you?* These questions were asked before the researcher gave the definition of mindfulness to the participants.

Due to the fact that most of the participants had not met with mindfulness before, a definition of this concept was given to them. This definition was: “The awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment by moment” (Kabat Zinn, 2003, p.144). After this definition, the participants were questioned such as *What do you think about the concept of mindfulness after considering this definition?* The answers of the participants were arranged below the label of positive, negative and neutral views before the definition (Table 4).

Table 4

Views of Participants Before Definition

Positive Views	Negative Views	Neutral Views
Leaving the automatic pilot mode (n=5)	Requiring a long process and causing waste of time (n=2)	No idea (n=2)
The difference between looking and seeing (n=7)	Difficult to understand (n=1)	
Being aware of oneself and shaping the future (n=4)		

4.3.1 Category 1 Positive Views Before Definition:

Pre- service early childhood teachers reflected their initial views prior to hearing the definition of mindfulness. Sixteen of the participants had positive views about mindfulness even though they had not heard about it before. They focused on various sides of mindfulness and most of them shared their views as estimations because of their lack of knowledge about mindfulness.

4.3.1.1 Leaving the automatic pilot mode:

Five of the pre- service teachers guessed that mindfulness might be related with people leaving the automatic pilot mode. This mode refers to individuals who do not focus on what they do or they are not aware of things around them. However, with the help of mindfulness, they are able to concentrate on what they are doing. P1 expressed her idea by asserting:

In our daily life, we have a lot of things to do and we engage auto- pilot mode in order to finish all of these things. In this way, we fail to notice something in this process because we do not totally concentrate on the work. On the other hand, thanks to mindfulness, we can learn how to leave automatic pilot mode.

P13 stated her opinion in relation to the subject as follows:

Especially in those times of my life, I live in automatic pilot mode because I need to deal with everything around me such as assignments, graduation, job interviews and KPSS. Due to the fact that there are a lot of problems which are waiting me to solve, I just choose not to focus on them and live my life automatically. Mindfulness might have connection with this issue.

4.3.1.2 The difference between looking and seeing:

Another positive view of participants is that mindfulness provides an opportunity to realize the difference between looking and seeing (n=7). P1 stated her idea by saying:

When you ask this question, the difference between looking and seeing comes to my mind directly. We can look at everything, but can we see them? For instance, we walk in the same way in every day. However, we cannot realize the small beauties in this way. With mindfulness, we can focus on them.

P16 explained her opinion on the same subject by asserting that:

Generally, people are not aware of things around them because we do not open our senses and focus on the exact time. Lots of things come and go in our lives without us noticing. Mindfulness may help us to notice by seeing deeply.

4.3.1.3 Being aware of oneself and shaping the future:

Self- awareness and being able to shape the future was one of the most cited subjects (n=4). Participants believed that mindfulness can increase their awareness about

themselves and when their awareness level increased, it affected their future in a positive way. P21 said the following:

In my opinion, mindfulness includes the roots of self- regulation. The individual is aware of the self, things that he/she can do or limits of his/her learning capacity and this individual can notice different features of their characteristics. If this individual has mindfulness in his/her own life, he/she can plan and shape the future.

P18 stated her opinion about the same subject by emphasizing the importance of job selection:

While we are doing something, we can be aware of things and these things can be related to us. If we know ourselves well, we can arrange our future lives. For instance, if people know their characteristics, they can choose appropriate jobs for themselves. This can be related to mindfulness because it is about knowing oneself in my opinion.

4.3.2 Category 2 Negative Views Before Definition:

Pre- service early childhood teachers expressed their initial views before they heard the definition of mindfulness. Some of the participants had negative views about mindfulness and they explained their ideas by giving examples.

4.3.2.1 Requiring a long process and causing waste of time:

A few of the participants (n=2) thought that mindfulness requires a long process because people change their thinking and living styles with difficulty. Even if they decide to change, it takes too much time and these participants see it as waste of time.

P2 expressed her opinion by saying that:

I think that mindfulness is not effective in one practice because it should be learned and applied to all aspects of the life of the individual. Thus, people need time to adapt to the concept. It can be time consuming in my opinion. For example, I am 22 years old and I cannot change my habits easily. If I want to change something, it takes time.

4.3.2.2 Difficult to understand:

Another negative view is about mindfulness' feature. One of the participants said that:

In my opinion, mindfulness is an abstract term and it is difficult to understand for people. It is related to awareness and this awareness cannot be seen by others. For example, I can say that I am aware of everything and everyone around me, but it cannot be understood by other people (P17).

4.3.3 Category 3 Neutral Views Before Definition:

Some of the pre- service teachers did not have any positive or negative views about mindfulness before the definition.

4.3.3.1 No Idea:

Participants (n=2) responded that they do not have any knowledge about the concept of mindfulness and they could not comment on the issue. P14 said:

I have never heard about mindfulness. Because of my lack of knowledge on the concept, nothing comes to mind. I do not know.

The researcher then gave the definition of mindfulness to the participants and asked their views. The answers of the participants were arranged below the label of positive and negative views after the definition (Table 5).

Table 5

Views of Participants After Definition

Positive Views	Negative Views
Controlling negative emotions (n=4)	Nonjudgmental (n=1)
Living the present moment (n=11)	Lack of thinking about the past or the future (n=2)
Focusing on now and increasing concentration (n=6)	
Affecting the whole life (n=2)	

4.3.4 Category 1 Positive Views After Definition:

Many of the participants shared positive views about mindfulness after the definition. The definition helped them to reflect on the concept and thought that the interview was a chance to meet with this term.

4.3.4.1 Controlling negative emotions:

Many of the pre-service early childhood teachers (n=4) defended that people can control their negative emotions by use of mindfulness. P4 stated her idea by saying that:

When I think myself, I can say that sometimes I have different emotions that I cannot deal with such as sadness or stress. I cannot control these types of emotions. After hearing the definition, it suggests that we can bring these emotions are under control with mindfulness.

P14 supported P4 by emphasizing the importance of dealing with current negative emotions:

I am a double major undergraduate program student. These programs are early childhood education and psychological counseling and guidance. When I heard the definition, mindfulness reminded me of the now and here concept in psychology. In our daily lives, we can meet lots of emotions whether they are positive or not. In order to deal with negative emotions, firstly we need to control them.

4.3.4.2 Living the present moment:

Carpe diem which is living the present moment is one of the most mentioned issues (n=11). Many of the participants mentioned the importance of being in the present moment. P6 expressed her opinions by saying that:

People tend to dip back into the past or have anxiety about their future. Thus, many of the people miss the present moment. They cannot be happy or have appreciation for things that have already had. However, we need to live the present moment and mindfulness may provide it to us.

P20 shared her ideas on the same issue by mentioning her yoga class experience:

This definition reminded me of the carpe diem and yoga classes that I have attended. In those classes, I learned to live the present moment. Our instructor told us to leave everything about our life behind the door because we just live the moment in yoga class. I remembered that when I obey the instructions, I could enjoy the present time without thinking about the past or the future.

4.3.4.3 Focusing on now and increasing concentration:

Apart from appreciating the present moment, some of the participants mentioned the issue of concentration (n=6). They thought that mindfulness provides individuals with a high level of concentration. P15 expressed her opinions by saying that:

I would like to explain it with an example. For instance, during eating our meals, we think about our work, our children, our meeting tomorrow... Thus, we cannot understand whether we are full or not. We do not focus on the meal. It is just a simple example in our daily life, but there are a lot of examples about the issue. We do not focus on the single thing and this decreases our concentration.

P17 shared her ideas regarding the subject by focusing on the brain:

People have lots of things to do in their work or home. However, they do not totally focus on these things and they weather them in order to cope. In addition, they try to do several things at the same time. Thus, they need to apportion their concentration to more than one thing and their brains get tired. All of these problems cause low concentration. Mindfulness can help people to focus on the now and only one thing at a time in order to increase their concentration.

4.3.4.4 Affecting our whole life:

A few of the participants (n=2) mentioned the effects of mindfulness in their whole life. P1 has said the following:

After the definition, I think that mindfulness is a general term and it has some deep meanings. It is different from awareness. If we can understand this term well and develop knowledge, our whole lives can be affected by it.

4.3.5 Category 2 Negative Views After Definition:

On the other hand, some of the pre- service teachers had negative views and expressed their ideas about mindfulness.

4.3.5.1 Nonjudgmental:

One of the participants had negative views about mindfulness after the definition in terms of being nonjudgmental. P3 stated that:

Actually the definition looks positive, but I think that accepting everything nonjudgmentally is not true for my personality. For example, I may not want to do something in the present moment, but I need to do and focus on it. Mindfulness supports and defends this idea if I understand right. However, if I do not want to do something, I do not need to focus on it.

4.3.5.2 Lack of thinking about the past or the future:

A few of the participants (n=2) thought that people do not just focus on the present moment because our past shapes the present and the present shapes the future. Thus, they cannot be thought separate from each other. P8 shared her ideas by stating that:

Actually, I do not agree with the definition of mindfulness totally because there are some important points that we need to consider. In the definition, there is not any past or future, but I think that the past and future are as important as the present in shaping our lives.

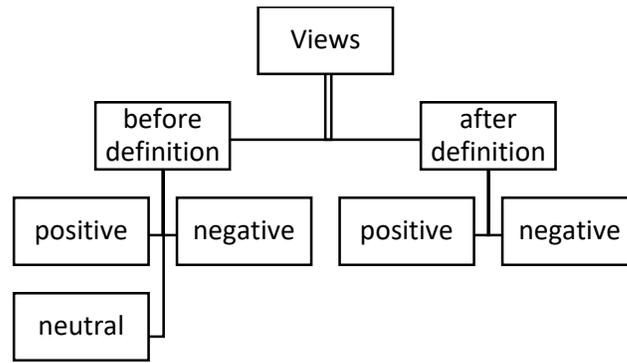


Figure 1 *Views of pre- service early childhood teachers regarding mindfulness*

The researcher tried to gather views of the participants before and after definition of mindfulness separately because there could be some differences before participants know what mindfulness is. This finding relates to the views of teacher candidates on mindfulness before and after receiving its definition. From their statements it can be seen that they initially expressed positive, negative and neutral views on the concept. Their response indicates that even if teachers are open to new concepts or new ideas, they might also have negative views toward new things. On the other hand, their negative views were not resistance to change and participants who had negative thoughts about mindfulness changed their views during the interview as its benefits on children, teachers and parents were also discussed in other questions.

4.4 Research Question 2: What are the views of pre- service early childhood teachers on the use of mindfulness in early childhood education settings?

After the researcher asked participants to reveal their general views about the concept of mindfulness, the participants were questioned to investigate their views about the use of mindfulness in early childhood education settings.

4.4.1 RQ 2a: How can mindfulness be used in early childhood education to include activities undertaken both in the classroom and at home?

The findings under this sub research question were presented in accordance with the categories determined during coding. The codes were organized under four main categories which were time awareness, teachable moment, different activity choices and suggestions for teachers and parents.

Table 6

Views on Mindfulness practice in ECE

Categories	Codes
Time awareness	<ul style="list-style-type: none"> • Focusing present moment (n=2) • No anxiety about future (n=2)
Teachable moment	<ul style="list-style-type: none"> • Semi- structured activities (n=5) • Process rather than product (n=3)
Different activity choices	<ul style="list-style-type: none"> • Interesting activities (n=7) • Outdoor play (n=1)
Suggestions for teachers and parents	<ul style="list-style-type: none"> • Preventing distraction (n=1) • Integration with real life (n=1)

4.4.1.1 Time Awareness

Some of the participants (n=4) mentioned the harmony between nature of the child and mindfulness in terms of time awareness. They shared their ideas that mindfulness is about focusing on the present moment and children have already focused on what they do. In addition, they added that because they do not have any future anxiety, they only concentrate on their work which is play. For this reason, mindfulness can be used in early childhood education easily in terms of focusing on the present moment and not having any future anxiety according to pre- service teachers in the study.

4.4.1.1.1 Focusing on the present moment:

Participants (n=2) explained that children focus on the present moment while they are playing or doing something. This is their nature and they do not need to learn it from somebody. However, they might not be aware of this feature and it can be taught by mindfulness. Moreover, the participants added that because children's nature is appropriate for mindfulness, teachers and parents should give permission to them to live in their nature. P13 responded that:

In my opinion, it is not difficult to apply mindfulness in early childhood education because children always concentrate on the now. They perform everything by focusing, experiencing and living rather than doing things automatically. Thus, I can say that if we leave the child to his/ her nature, we can reach mindfulness in early childhood classrooms and in the home.

P21 expressed her opinion by mentioning the issue of attention:

I think children are different from adults in terms of attention. They have a low attention span, but they give all their attention to one thing at a time only. Thus, they are focused on what they do. It is really correlated with mindfulness. In order to have mindful classrooms or homes, we need to adapt children.

4.4.1.1.2 No anxiety about the future:

Pre-service early childhood teachers (n=2) believed that children and adults are different in terms of experiencing future anxiety. They said that adults have anxieties about their career, family or daily lives not like children. They supported their ideas by adding, the only focus is meeting the physical and emotional needs of the children during childhood. For this reason, mindfulness is more appropriate for children and early childhood education and so the practice of mindfulness can be easily applied in those times. However, participants also said that parents and teachers should not force children to attend lots of courses and inoculate future anxiety to them. P1 asserted her opinion:

Nowadays, parents start to force their little children in terms of being successful in math, science, language, art or sports. This makes children to have future anxiety. However, naturally children do not have any anxiety about their future. This feature is associated with mindfulness, but as I said before it

is just children's nature. We as teachers and parents should not try to change children's nature in order to use mindfulness in our classrooms and homes.

Like P1, P15 had also focused on the role of the teachers and parents in terms of applying mindfulness in classroom and home environments:

Children have already had mindfulness in their lives because they just think about the present. They do not have any future anxiety or any regret about the past. Mindfulness means the same thing. In order to apply mindfulness in our classrooms or homes, we should start from parents and teachers first because they need more support to change their thinking styles. To conclude, because mindfulness is really appropriate to children in terms of not having anxiety, we can easily use it in the classroom.

4.4.1.2 Teachable Moment

Most of the participants of the study (n=8) mentioned the importance of teachable moment in early childhood education and on the children's permanent learning. Due to the fact that children's needs and interests are changing in a rapid way, learning and learning environments should be converted to teachable moments whenever possible. Pre- service teachers added that focusing on the process is more important than focusing on the product and mindfulness can be applied in early childhood education by providing semi- structured activities rather than structured activities. It means that existing plans need to be updated according to the momentary interests of the children.

4.4.1.2.1 Semi- structured activities:

Many of the participants (n=5) argued that early childhood teachers prefer using prepared well- planned activities. Those types of activities were prepared by experts in publishing companies who have never met and known your own children. They supported their opinions and stated that when children meet the structured activities, they just try to finish them and wait for the next one without learning. In other words, pre- service teachers said that in order to integrate mindfulness into our classrooms, we should not use structured activities. P16 explained her idea by giving an example:

Personally, I do not prefer structured activities because those types of activities are not beneficial for children. Early childhood activities should be shaped according to the needs and interests of children. For instance, during an activity, one of the children look out of the window and see the flag and this flag is flying away. If this situation gathers the attention of the child, I can ask questions about the flag, flying, or wind. So the activity can be totally changed according to child's interest. I think mindfulness is really appropriate for early childhood education because it is related to focusing on the present time. Thus if the present interest of children is considered, mindfulness can be supported.

Another participant supported the same issue by mentioning the importance of children's interest:

I think we can use mindfulness in the classroom or at home easily. Teachers and parents should not ignore the interests of children and they need to try to catch teachable moments rather than using strictly planned activities. During the activities, if children lose their interest in an activity, the objectives of the activity cannot be reached. For this reason, first of all, teachers should give importance to the interests of children and shape their activities accordingly (P18).

4.4.1.2.2 Process rather than product:

Most of the pre- service teachers criticize the in- service teachers in terms of product oriented early childhood education. They shared their ideas that in most of the early childhood centers, end of the year exhibition anxiety occurs between teachers. They need to prepare art products mandatorily. Thus, they cannot focus on the process and miss some important details about children. In mindfulness, process oriented education can be realized (n=3). P5 stated that:

If teachers are able to use process oriented education, they can catch teachable moments which have vital importance on permanent learning of children. It can be actualized with mindfulness.

P13 expressed her ideas by giving an example from her internship experience:

I think mindfulness should be taught to teachers because they just tend to focus on the art product at the end of the activity. In my internship experience, I could not apply the activities that I had prepared because the teacher always prioritized the production of the art pieces for the exhibition. However, when I will be a teacher, I would like to focus on the present and use activities which have beneficial processes for children.

4.4.1.3 Different Activity Choices

Participants in the study (n=8) expressed their opinions that in order to use mindfulness in the classroom or in home environments, they need to apply it in the activities that attract children's attention first and teachers and parents need to provide various types of activities for children. These types of activities can be interesting activities such as yoga, dance or drama and outdoor activities. With the help of these activities, children can meet with mindfulness in a funny way and this makes mindfulness more permanent in their lives.

4.4.1.3.1 Interesting activities:

Many of the pre- service teachers (n=7) shared the same opinion about this issue and they thought that teachers and parents need to prepare and apply interesting activities for children and these activities can include mindfulness. In addition, children learn by focusing on the present moment while they are performing the activities. Some of the participants explained their ideas by giving examples from their yoga, dance and drama experiences. They also liken these experiences to mindfulness with regard to present time awareness. Moreover a few of the participants also correlate mindfulness practice with art and literature activities. P6 shared her opinions with saying that:

In my internship, teachers forced children to undertake the activities which are related to readiness for reading and writing. Rather than applying mainly desk work, hands on activities should be used like drama, yoga or dance with children in order to integrate mindfulness into early childhood education. In this way, children feel more relaxed and this makes them familiar with mindfulness.

Another participant supported other participants by mentioning the benefits of yoga for children:

I think we can easily integrate mindfulness with the lives of children. For example, yoga can be a useful activity type for children's development. Thanks to yoga, they can learn to focus on the present moment, know their body, control their muscles and understand their emotions. All of these benefits of yoga reminded me of mindfulness. Teachers and parents need to provide rich activity choices to reach mindful schools and home environments (P21).

P7 expressed her opinion about the same issue by focusing on the adults' role:

Adults should understand children with regard to doing no striking things. In our lives, if we must do something and this thing does not take our attention, we just do in order to get rid of it. Even an adult cannot endure this vapidness. For this reason, activities in early childhood education should be selected carefully and prepared according to children's needs and interests. If children give their full attention to the activity and feel pleasure during this activity, we can catch them. We need to count children in the process and so they can live the moment. Finding interesting activities supports mindfulness in early childhood education.

Lastly, P14 asserted some activity examples by saying:

When I think about mindfulness, focusing on the present moment and realizing details come to my mind. For instance, we can provide visuals to children. These visuals should have only one attractive feature at first glance. After children examine them, the teacher should ask questions about the details in these visuals. In this way children can realize the details. This kind of activity can be applied with children's own art pieces. At home, parents can change the place of some furniture without mention and wait until their children notice the difference. In addition to these activities, books can be very useful tools for teaching mindfulness to children. Images in books and the plotline of the book form a basis for gaining present time awareness.

4.4.1.3.2 Outdoor play:

Only one of the pre- service early childhood teachers expressed the importance of outdoor play on the development of children. The participant agreed with the idea that in order to have mindful schools and home environments, teachers and parents should provide different activity choices to children and these activities should be appropriate to children's interests. She also thought that teachers can easily attract children's attention with outdoor play opportunities. She expressed her opinion regarding the issue as follows:

I describe myself as an environmentalist teacher. In my opinion, there are tons of materials in the outdoors. We can undertake various activities by using these materials. In addition, there is no need for additional material. When children go outdoors, something always catches their attention and they can start playing. In this way, they can set up their own play without any assistance. Thus, they are able to focus on their play and it increases their attention. In

summary, I can say that mindfulness can be associated with outdoor play and it can be enhanced by ensuring outdoor play choices for children (P12).

4.4.1.4 Suggestions for Teachers and Parents

Some of the participants (n=2) mentioned that in order to use mindfulness in early childhood education, teachers and parents should obtain knowledge about it and they shared their suggestions for them. Enhancing the knowledge of teachers and parents can play a vital role in how they reach children and influence their lives. As mindfulness may be unfamiliar to both teachers and parents there is need to engage them in how to use it in their classrooms and homes. The participants suggested that parents and teachers can do this by learning to use mindfulness to prevent distractions and help their children's integration with real life.

4.4.1.4.1 Preventing distraction:

One of the pre- service teacher expressed that children have a limited attention span and they can easily lose their attention when they meet with any distraction. Thus, she suggested that teachers and parents should organize activities that enable children to experience things one at a time. P20 explained her idea by stating that:

...In order to focus on only one thing, we need to get rid of distractions in the classroom or home environment. However, teachers or parents are not aware of these distractions. In addition to this unawareness, they lead children to focus on different things at a time. For instance, while children are eating their meals, the parents provide them with tablet computers or phones to encourage them to eat. Although their purpose seems innocent, they teach children to divide their attention. Thus, their attention cannot be gathered because of distractions. In order to solve this problem, we can inform parents and teachers about mindfulness.

4.4.1.4.2 Integration with real life:

One of the participants stated that teachers and parents should provide real life experiences for children in order to learn mindfulness, meaning that mindfulness should be integrated with the real life. P20 said that:

...In addition to other things, teachers and parents should work collaboratively in order to make children gain daily life skills. These skills can be taught through mindfulness and by integrating it with real life.

4.4.2 RQ 2b: What can be the effects of the use of mindfulness in early childhood education on children?

The findings under this sub research question were presented in accordance with the categories arising from the codes. The codes were organized under three main categories which were future life, cognitive and social- emotional development.

Table 7

Views on the Effects of Mindfulness on Children

Categories	Codes
Future life	<ul style="list-style-type: none"> • Learning in an early age (n=3) • Getting into the habit (n=3)
Cognitive development	<ul style="list-style-type: none"> • Problem solving skills (n=3) • Critical thinking skills (n=1) • Better academic skills (n=5) • Self- assessment skills (n=2)
Social- emotional development	<ul style="list-style-type: none"> • Being aware of own emotions (n=5) • Being aware of others’ emotions (n=3) • Better communication skills (n=5) • Self- regulation skills (n=2) • Self- respect (n=1)

4.4.2.1 Future Life

Many of the pre- service teachers (n=6) in the study shared the same opinion in terms of the effects of mindfulness on the future lives of children. They thought that early age plays a vital role in gaining a new life style that can be maintained into the future. After the change occurs, the individual accepts this new life style as a habit.

Participants added that after individuals change their lives with the help of mindfulness, it really affects their future lives. It means that they learn to focus on the present moment and this increases their awareness.

4.4.2.1.1 Learning at an early age:

As the participants were pre- service early childhood teachers, they knew the importance of children's development between the ages of 0 and 6. Three of them shared their opinions regarding the issue and emphasized the function of teaching mindfulness to children in early childhood. P7 expressed her idea by giving an example:

The early childhood period is critical to the later development of children. Children are open to learn new things in this period. So we as teachers have a vital role. If we can teach mindfulness to children in their early ages, they can easily absorb and integrate it with their lives. In addition, this early learning can be more permanent and be transferred to their future lives. For instance, teaching mindfulness to a 4-year-old child and to a 30-year-old person is very different. Learning mindfulness at an early age will be more beneficial to the future lives of children in terms of their practice of mindfulness.

4.4.2.1.2 Getting into the habit:

Three of the participants explained that it is very difficult to make people gain new habits or change previous habits. They added that if children learn mindfulness in their pre- primary education, they can maintain it throughout their lives and it can become a habit for them. P15 shared her ideas by saying:

In early childhood education, children gain lots of habits that can continue throughout their lives. If children learn to concentrate on the present moment from the beginning of their education lives, they can do everything with more awareness. This awareness might become a habit for them and help them to focus on what they do. In this way, their work can have positive results. If children learn this earlier and gain such habits, mindfulness can touch their future lives.

4.4.2.2 Cognitive Development

According to participants, whole development of children is very important and each developmental area is concentric to each other. However, the participants of this study emphasized that mindfulness affects the cognitive development of children mostly (n=11). They established a connection between mind and cognitive development. They added that mindfulness can contribute to cognitive development in terms of enhancing learning, learning with assimilation, and increasing the quality of learning. Participants shared their ideas especially that mindfulness strengthens problem solving, critical thinking, academic performance and self- assessment in children.

4.4.2.2.1 Problem solving skills:

According to three of the participants, children face with various problems and they try to deal with them by looking for solutions and trying them. In this way they find new ways to solve problems. The skills which are required for problem solving can be enhanced with mindfulness. P8 said that:

Mindfulness has positive effects on the cognitive development of children in terms of problem solving skills. When children learn to focus on the now, they understand the problem better and try to find ways to solve it. The problem solving skills of children can be enhanced with using mindfulness.

P21 agreed with P8, but she also added that children can solve their problems in a creative, fast and practical way with the help of mindfulness:

Adults think that children do not have any problems. However, this is not the case. They also need some time to solve these problems. They focus on the situation and they try to find practical, fast and creative resolutions. In addition, they can attend brainstorming. So I can say that children can easily cope with problems if they use mindfulness.

4.4.2.2.2 Critical thinking skills:

One of the participants mentioned the effects of mindfulness on the critical thinking skills of children. Children can learn rational thinking and they can establish a logical

connection between ideas when they use mindfulness in their lives. P19 shared her thoughts by saying:

Mindfulness affects children's critical thinking skills. They start to think logically. While they are focusing on the situation, they think deeply. They do not do things superficially because present time awareness is important in mindfulness and children gain this feature by using it...

4.4.2.2.3 Better academic skills:

Under the cognitive development title, the most repeated code is better academic skills (n=5). Many of the participants stated that mindfulness improves the academic skills of children. When children start to think critically and solve problems easily, their academic skills are enhanced. P2 described her idea by saying that:

In my opinion, mindfulness affects children's academic skills positively. When they focus on the activity that they are doing, they are more successful. For example, they can be good at math with mindfulness because they easily concentrate on the subject by gaining awareness.

P5 asserted her ideas about the same issue by focusing on misconceptions and their effects on academic skills:

...mindfulness affects the academic skills of children in terms of how they deal with misconceptions. During their early childhood education, children are very curious and ask questions about everything. Adults sometimes give wrong answers to their children this can cause misconceptions. Children do not learn the truth and their cognitive development is affected negatively.

P13 had a different point of view and she mentioned information transfer with mindfulness:

With mindfulness children's learning can be rapid and easy because they just focus on what they learn. In addition, transferring the information to real life is really important to make this learning more permanent. When I think about all of these positive sides, I can say that mindfulness has benefits on cognitive development rather than other developmental areas.

4.4.2.2.4 Self- assessment skills:

Pre- service early childhood teachers in the study thought that assessment is significant for understanding the development of children (n=2). Their progress can be seen with the help of different techniques such as observation or portfolio. Participants also added that children can assess themselves and their learning with mindfulness. P20 shared her opinion by saying that:

Mindfulness provides self- assessment for children. They can understand the difference between what they can do last week and this week because they concentrate on what they are doing. This self- assessment enhances children's learning because they can be aware of their capacity.

4.4.2.3 Social- emotional Development

After cognitive development, social- emotional development is another area. Participants (n=16) expressed that social- emotional development is as important as cognitive development. If children are supported socially, their other developmental areas can be affected positively. Participants especially emphasized that if children meet with mindfulness, they can be aware of their own emotions and others' emotions. With this awareness, they can have better communication skills. In this way their social- emotional development is affected positively by mindfulness. In addition, some of the participants also emphasized the effects of mindfulness on developing self- regulation skills and self- respect.

4.4.2.3.1 Being aware of one's own emotions:

Five of the participants asserted that because mindfulness is related to focusing on the present moment, people also learn to focus on their emotions in this present time. The important point is to be aware of the emotions whether they are positive or negative. For instance, happiness, sadness, stress, anxiety or wonder can be some of the examples and all of these emotions are normal. In addition, the vital mark is understanding that emotions are visitors and they come and go. P1 expressed her idea by giving an example:

In early childhood education, people think that children do not have any negative emotions. However, this is not the truth because children need to deal with various negative experiences. For example, during an activity, teachers sometimes make children hurry up in order to finish the activity. In those times, children might worry about rushing and they cannot be aware of their emotions. Nonetheless, if we can use mindfulness in our classrooms, teachers and children learn to be aware of their emotions.

P21 agreed with P1 and also focused on negative emotions by saying:

In my opinion, we should teach children to understand that negative emotions are also our own emotions and we can deal with them. Real life is very different from a perfect world. We should also show the dark sides of life to children. For example, a child can be stressful or sad, but this child should learn how to correspond with these emotions normally. We can enhance this ability by using mindfulness. Children learn to manage their emotions because their present focus point might be their own emotions. So mindfulness increases the awareness of children in terms of their own emotions.

4.4.2.3.2 Being aware of others' emotions:

According to participants (n=3), for healthy social- emotional development, it is not enough for us to just be aware of our own emotions. People need to be aware of each other's emotions in order to understand what they feel and how to interact with them. In early childhood classrooms, children might have some problems about understanding their peers because of egocentrism, which makes them tend to think about themselves only. For this reason, mindfulness can be beneficial to their social emotional development by increasing their awareness of others' emotions. P2 shared her opinion regarding the issue by stating:

Being aware of others' emotions is as important as being aware of one's own emotions because many people do not understand each other and look at situations from only one side. This affects the relationships between people negatively. Even if adults leave their egocentric feature in their childhood, some people resist and maintain their lives as egocentric. Thus, it is not surprising that children cannot understand others' emotions during the early childhood period. However, mindfulness helps them to understand others with developing awareness of emotions.

P16 stated the importance of mutual understanding:

Unfortunately, people do not always want to solve their problems and they may focus on negative thoughts. We may reflect our negative emotions onto others who may not understand our emotions because they too are focusing on their own negative ones. With this egocentrism and misunderstanding, problems tend to occur in relationships between people. The important point here is mutual understanding. People should learn to be aware of each other's emotions and they should not be selfish. If adults try to change their features, children can also learn from their teachers and parents. In this way, we can touch children's lives. Mindfulness can be used as a tool at this juncture.

4.4.2.3.3 Better communication skills:

Five of the participants in the study mentioned that better communication is provided with better understanding. If people learn to be aware of their own emotions and others' emotions, they easily understand each other. It increases the level of empathy. People can express themselves and the relationship between people is also enhanced. Early childhood education is a critical period to gain social skills. If we can prepare children for understanding others with mindfulness, it also affects society positively. People start to communicate better and live in a peaceful environment. P6 explained her idea by giving an example:

Nowadays, people start not to tolerate other people around them and conflicts occur between them because they have poor communication skills. In early childhood classrooms, there are always fights and teachers get used to working in this chaotic environment. On the other hand, mindfulness can help us to be calmer and understand each other, and our communication is affected positively. The chaotic environment turns into a peaceful environment for both children and teachers. To conclude, children have better communication skills with their peers and teachers through mindfulness.

P21 shared her opinion by mentioning the importance of peer relationship:

Peer relationship is really important in early childhood education in my opinion. If children have problems communicating with their friends, this can continue throughout their lives. For this reason, children should have better communication skills in order to better express themselves and understand others. The expression of our own emotions and understanding how others are feeling is closely associated with mindfulness.

4.4.2.3.4 Self- regulation skills:

Participants (n=2) mentioned that self- regulation is controlling of emotions, thoughts and behaviors. This skill is related to behaving with mindfulness because thoughts and emotions are affected by each other. P19 shared her thoughts:

I correlate mindfulness with self- regulation. If children learn to focus on their emotions, thoughts and behaviors, they can regulate themselves. For instance, some children cannot deal with anxiety and their learning is affected negatively. If these children can regulate their thoughts, they are able to cope with these emotions. I can say that mindfulness increases their ability to self-regulate.

4.4.2.3.5 Self- respect:

Only one of the participants mentioned that if mindfulness is used in early childhood education, children's self- respect is enhanced. P4 stated her idea regarding the issue as follows:

In my opinion, self- respect is really important to the healthy development of children. They want to feel valuable to others, but they also should give importance to themselves by dignifying their own emotions, thoughts and behaviors. Mindfulness helps children in terms of gaining the ability of self-respect.

4.4.3 RQ 2c: What can be the effects of the use of mindfulness in early childhood education on teachers?

The findings under this sub research question were presented in accordance with the categories arising from the codes. The codes were organized under two main categories which were personal benefits and professional benefits.

Table 8

Views on the Effects of Mindfulness on Teachers

Categories	Codes
Personal benefits	<ul style="list-style-type: none"> • Dealing with problems in daily life (n=4) • Time management (n=3) • Increasing quality of life (n=2)
Professional benefits	<ul style="list-style-type: none"> • Decreasing the level of stress (n=4) • Knowing children well (n=3) • Classroom management (n=8)

4.4.3.1 Personal Benefits

Some of the participants (n=9) associated mindfulness with the personal benefits of teachers. They thought that if children meet with mindfulness, they can transfer it to their own life and personal benefits occur. They are able to cope with daily life problems easily. They can arrange their time and it prevents time being wasted. Moreover, with the help of mindfulness, teachers can increase the quality of their lives.

4.4.3.1.1 Dealing with problems in daily life:

Participants(n=4) mentioned that teachers have a lot of problems in their lives like other people and they have difficulty in coping with these problems. Mindfulness teaches those teachers to focus on these problems and their reasons. In this way, teachers might deal with difficulties by considering their causes. P5 expressed her opinion by stating that:

Mindfulness changes the personality of teachers in a positive way. Teachers learn to manage difficult situations in their lives and they can cope with problems. I think focusing on the present moment provides this feature because people sometimes do not think about a situation from different perspectives

and they just concentrate on negative points. Rather than dwelling on the negatives, mindfulness teaches teachers to deal with daily life problems by seeking different perspectives.

4.4.3.1.2 Time management:

Some participants(n=3) mentioned that using time efficiently is a vital characteristic of teachers. Teachers need to arrange their time in order to gain maximum efficiency from the life. P7 stated her idea regarding the issue as follows:

Mindfulness has some benefits for teachers' personal development. For instance, teachers learn to manage their time with mindfulness. As they gain awareness of time, they learn not to waste it and to focus on what they are doing. Thus, the time it takes them to do things can be decreased because of full attention.

4.4.3.1.3 Increasing quality of life:

Two of the pre- service teachers mentioned that mindfulness improves quality of life. Teachers learn to focus on the present moment and they start to appreciate their lives. Thus mindfulness touches teachers' personalities. P18 asserted her opinion with giving an example from her own life:

I think mindfulness has a huge impact on teachers' personal development in terms of changing their life styles. Teachers start to enjoy their lives and focus their concentration on the things that they would like to do. This increases the quality of their lives.

P19 also supported this idea by mainly focusing on happiness:

Being happy and having mindfulness can be thought together. If we can succeed to be mindful, we can have happy lives. This happiness supplies us high quality of lives. If a person enjoys his/ her life and has a high- quality of life, this means that the person knows the importance of now. In other words, mindful people can increase their life quality.

4.4.3.2 Professional Benefits

Apart from personal benefits, most of the participants thought that mindfulness brings professional benefits to teaching (n=15). According to pre- service teachers in the study, teachers' work life is affected positively when they apply mindfulness. They

tend to have a good working environment, know their children well and have sound classroom management skills. Also, thanks to mindfulness, such teachers have less stress.

4.4.3.2.1 Decreasing the level of stress:

According to four of the participants, society places significant responsibility on the shoulders of teachers. For this reason, teaching can be a very stressful occupation involving families, curriculum, activities and children. P1 asserted her opinion regarding the issue by stating that:

Mindfulness affects teachers' work life mostly in my opinion. They can learn to concentrate on what they are doing and in this way they can decrease their anxiety about the program and curriculum. Such teachers emphasize the importance of reaching teachable moments and a comfortable working environment. Practicing mindfulness reduces stress in their lives and at work.

P12 supported the idea by mentioning the limited time that teachers have:

Unfortunately, in our country, teachers tend to be raised in the same mold. Mindfulness can help them to think more flexibly and not to blindly follow the syllabus without considering children's needs and interests. In this way, they can avoid feeling anxious about their activities. Most teachers have difficulty completing all the specified activities in a limited time and this situation makes them stressed. However, thanks to mindfulness, they are less stressed because they feel free to choose their activities.

Another participant focused on the aspect of working with early years children and said that:

The stress level of teachers is associated with the children in their classrooms. If children are peaceful in the classroom, teachers can feel relaxed and their anxiety will decrease (P6).

4.4.3.2.2 Knowing children well:

Some of the participants (n=3) mentioned that teachers can know their children well with the help of mindfulness. Teachers focus on each child separately and they can see their whole development by considering different aspects. In addition, they have a

chance to arrange their activities according to their children or they can go into the reasons for inappropriate behavior. P16 expressed her opinion by saying that:

With mindfulness, teachers start to know their children well and focus on all children one at a time. They recognize children's needs and interests and arrange the learning process according to them. Activities are fed by children's requirements and curiosity. Thus, these types of activities and learning processes might be more beneficial for children.

P4 explained her idea by giving an example:

For instance, there can be a child who has inappropriate behaviors in the classroom. With mindful thought, the teacher tries to find the reason for these problem behaviors rather than judging the child. There may be some problems in their home environment or relations with parents. Thus, if teachers are aware of their children, and their needs, they can touch each child.

4.4.3.2.3 Classroom management:

Eight of the participants expressed their opinions that mindfulness has a huge impact on teachers' classroom management skills. Many of the teachers might have difficulty in managing classrooms in early childhood education because children face with rules and authority that differ to the ones they are familiar with in their home environment. In addition, children are obliged to share everything with other children in the classroom. Some can find the environment in a classroom makes them uncomfortable and they want to leave it. Teachers must learn to deal with such classroom management problems, especially in their first years of teaching experience. Pre- service teachers in the study claimed that mindfulness enhances the classroom management skills of teachers. They mentioned various aspects such as focusing on calm children, child-directed activities, teachable moment, rules, assessment and problem solving. P2 reflected her opinion by focusing on calmness in children:

Mindfulness influences the classroom management of teachers positively. When children learn to focus on their emotions, they will be calmer because they can cope with negative emotions such as anger or anxiety. Thus, calm children do not have problematic behaviors which disrupt the peaceful environment of the classroom and they are less likely to behave inappropriately

in class. All of which saves time and makes it easier for the teacher to manage the class.

P8 asserted her opinion about the same issue by mentioning social interaction problems between children:

...children have interaction problems with their peers and complain about them to their teachers. However, when we use mindfulness in our classrooms, children learn to concentrate on their own and others emotions. In this way, they can understand each other's feelings and problems can be solved between them without them having to complain to their teachers. Classroom management is influenced positively by this.

Another participant looked at the situation from a different point of view and stated that:

When I looked at the concept from the views of teachers, I can say that the work of the teacher gets easier with mindfulness because it supports child-directed education. From my limited experience, I saw that when I do not have structured activity plans, the learning process is easier for me in terms of classroom management. In child-directed activities, children can be more willing to learn because the process takes its shape according to their desires. When children are open to learn, the work of teachers is effortless (P11).

P13 expressed the similar opinion with P11 about the same issue as follows:

When mindfulness is utilized in the early childhood education, we see that it has an important impact on teachers' classroom management skills. In my opinion, mindfulness is highly associated with reaching teachable moments. During activities, we as teachers need to be careful about children's instantaneous requirements and curiosity and shape the activities according to them. Concept learning and gaining self-care skills can be easier and more permanent if undertaken in a teachable moment. In this way mindfulness can lighten the burden on teachers' shoulders.

One of the pre-service teachers expressed her opinions by focusing on the rules and classroom climate:

Mindfulness affects the climate of the classroom. The better teachers' classroom management skills, the more peaceful the classrooms. Children are calmer and this is reflected in their relationships with their peers and teacher. In addition, establishing rules can be easier because children can understand the reasons for rules and understand what will happen when they do not obey the classroom rules (P16).

P20 made an analogy between mindfulness and Montessori classrooms:

Interestingly mindfulness reminded me of Montessori classrooms where I had observation assignments for a few terms. In these classrooms, children have a high level of responsibility and know the results of their behaviors. Their awareness is also very high and they know themselves well enough to do their assessment individually. All of these characteristics facilitates teachers' work in terms of controlling the class. Thus, I can add that mindfulness might be helpful like the Montessori Approach in terms of classroom management.

4.4.4 RQ 2d: What can be the effects of the use of mindfulness in early childhood education on the family?

The findings under this sub research question were presented in accordance with the categories derived from the codes. The codes were organized under two main categories which were personal and professional benefits and relationship in the family.

Table 9

Views on the Effects of Mindfulness on Parents

Categories	Codes
Personal and professional benefits	<ul style="list-style-type: none">• Dealing with problems in daily life and work life (n=3)• Success in work (n=2)• Time management (n=3)
Relationship in the family	<ul style="list-style-type: none">• Knowing the child (n=4)• Democratic family (n=3)• Free children (n=4)• Quality time (n=5)

4.4.4.1 Personal and Professional Benefits

According to participants, practice of mindfulness also affects the families and their personal and work life (n=8). Parents tend to learn from their children and they transfer this learning to their lives. They believe that if children acquire information about mindfulness at school and they transmit the knowledge to their parents, these parents have a chance to understand mindfulness. In this way, they are able to deal with daily life problems, succeed in work and manage their time.

4.4.4.1.1 Dealing with problems in daily life and work life:

Problems solving skills are aspired characteristics for individuals. Three of the participants mentioned that mindfulness helps parents to enhance their problem solving skills by focusing on the problem. Sometimes parents think that they have huge problems which are never solved and this makes them disappointed. These problems can be related to their daily lives or their work lives. However, if they learn to look for different viewpoints and try to find various solutions, they are more able to resolve their difficulties. In addition, people need to see the reasons for the problem in order to solve it. All the steps of this process require present time awareness. Thanks to mindfulness, parents can deal with problems in their daily lives. When problems are solved in this way, the members of the family understand each other and tranquility is ensured. P2 expressed her opinion regarding the issue as follows:

In my opinion, mindfulness affects parents' problem solving skills. As in children, when they gain the ability to focus on the now they can understand the problem deeply. With a broader comprehension, the causes and the solutions of a problem can be more accessible to parents. When they accomplish to cope with problems, the family are impacted positively because the individuals in the family empathize with each other.

4.4.4.1.2 Success in work:

Two of the participants mentioned the effects of mindfulness on the parents in terms of their success at work. They thought that children are teachers for parents and parents can learn from their children. When children meet with mindfulness in the classroom

environment, they explain their mindfulness experience to the parents and the knowledge of mindfulness starts to be formed in parents. Especially, the present time awareness ability has impact on parents' successful work life. If they divide their attention at work, they can get easily exhausted. On the other hand, if they learn to give their full attention to only one thing at a time, their work quality improves and they do not tire so easily. In this way, they can achieve success in their work. P3 stated her opinion on the issue by saying:

Mindfulness can affect parents' work life in terms of providing success for themselves. When they learn to focus their attention at only one thing at one time, their efficiency will increase because of present time awareness. If they learn mindfulness from their children, they can change their working styles. For this reason, mindfulness might increase their level of success at the work.

4.4.4.1.3 Time management:

Three of the participants mentioned the effects of mindfulness on time management at home and at work. With the help of present time awareness, people grasp the idea that using their existing time to full potential is vital. It also helps them to arrange their lives. P9 explained her idea by saying:

When I think about families and mindfulness, time management comes to mind directly. In the home environment, parents need to arrange everything and this responsibility takes most of their time. Nowadays, parents make complaints about living their lives in a rush. These complaints show that they have difficulty in managing their time. If they meet with mindfulness, they can learn to arrange their time.

P10 asserted her idea about the same issue by giving an example:

In my opinion, mindfulness assists parents to administrate their time between home and work. For instance, some parents tend to allocate most of their time to their work rather than their families. These parents would like to have a good career, but their families feel themselves worthless and their relationship with other members in the family is affected negatively. On the other hand, if these parents learn to manage their time and concentrate on the present moment, they do not need to devote as much time to their work.

4.4.4.2 Relationship in the Family

Sixteen of the pre- service teachers in the study mentioned that mindfulness affects relationship in the family. This includes the bond between all family members rather than the bond between only child and parents. For example, mother- father, mother- child, father- child, older child- younger child relationships can be influenced by practice of mindfulness positively in terms of knowing the child, having democratic family, free children and quality time. According to participants, when parents know their children well, their relationship can be stronger, family members can express their opinions freely and children feel that they are independent people. Present time awareness brought by mindfulness is seen to help families to make best use of their time and this helps them to increase the quality of their time together.

4.4.4.2.1 Knowing the child:

Participants (n=4) emphasized the importance of knowing the child when they mention the relationship between child and parents. It is not just associated with children's academic skills or cognitive development, it is related with understanding children's needs, interests or potential. According to pre- service teachers' thoughts, parents should say that my child can do this or cannot do this. With this knowledge, parents can arrange their learning environment. Moreover, when parents know their children well, they can decrease the number of problems which can occur among them and make the relationship stronger. Through mindfulness, parents can understand their children by focusing on and considering the different features of their children. It makes them know their children well. P4 reflected her opinion regarding the issue by saying that:

Mindfulness is significant to the relationship between parents and children because parents start to know their children and children start to know their parents. They identify each other by focusing on various features. For instance, parents can say that my child can do this and this, but my child cannot do this without assistance. In addition, children can also say that my parents can behave like that if I do this. Such mutual identification is ensured by

mindfulness as it requires us to focus on the features of each individual, thus and it provides better family relationship.

P14 expressed her opinion about the same issue by focusing on the child from a broad perspective:

In my opinion, parents do not know their children deeply if they solely give their concentration to children's cognitive development and academic skills. Aside from trying to provide all opportunities to enhance their children's academic skills, they can give their children access to music, drama or visual arts. At this point, children understand that their interests and needs are not ignored and they feel valuable. Mindfulness ensures parents consider the needs of their children from a broad perspective which can only be good for their family relationship.

Another participant shared her idea by mentioning inappropriate behaviors of children:

Parents tend to focus on the positive characteristics of their children and they tend to ignore the inappropriate behaviors. However, if they try to understand these behaviors' and the reasons for them, they can work on finding ways to address them. For example, parents can arrange the environment or they can provide different types of activities for the children to cope with their inappropriate behaviors. This can be supplied by mindfulness because parents learn to look at their children from a wide aspect. In this way, children can feel more valued and it improves relationship in families (P17).

4.4.4.2.2 Democratic family:

Three of the participants emphasized that mindfulness affects relationship in the family by providing a democratic environment. Thanks to mindfulness, family members learn to place emphasis on all members' ideas equally and they try to understand each other respectfully. According to participants, such emotional awareness reduces criticism between family members as they tend to try and find mutual ground when speaking their thoughts. Together these practices facilitate family relationship. P7 shared her opinion by stating that:

With the help of mindfulness, members of the family learn to respect each other and each other's emotions and ideas. Due to the fact that, parents and children can gain awareness about emotions, they can easily understand the emotions which they have. Thus, their communication will be better. In addition,

mindfulness ensures more democratic families because the decision making process includes all members of the family.

P19 shared her thoughts as follows and supported P7:

I think parents learn from mindfulness that they need to care about their children's thoughts. In most families, especially in Turkish culture, children are not seen as an individual and they seldom express their ideas in the decision making processes. Women too, are often excluded from the process, all of which limits democratic family life in our country. However, if we meet with mindfulness, we can change our viewpoints and try to give equal rights to all members of the family.

4.4.4.2.3 Free children:

According to pre- service early childhood teachers in the study (n=4), children would like to be independent individuals. However, their parents do not give permission to children and restrict them from growing freely because they are afraid that their children could suffer harm. This restriction affects children's development negatively. They believe that mindfulness might help parents to realize that their children can do things independently and their children also have emotions, ideas, needs and interest like adults. They thought that the relationship in the family can be enhanced when children have more freedom and are less dependent on their parents. P1 shared her thoughts as follows:

In my opinion, mindfulness provides independence to all family members. They might not have strictly structured schedules in their homes thanks to mindfulness and present time awareness. For instance, strict meal times mean that children must eat even when they feel they are not hungry, instead of having the freedom to carry on doing something they are focused on doing at present. Children can say independently that I am not hungry now and I want do another thing. In such situations, parents should respect their children' freedom and focus on the present moment. In this way, their relationship can be better.

P8 expressed her opinion by focusing on the restriction of mothers:

Some of the parents do not give chance to their children in terms of having any experience independently because they think that their children will be hurt. This makes children depend on their parents and restricts their independence. These types of children cannot be aware of their emotions and reflect their

thoughts because their mothers do everything instead of them. Mothers cause negative impact on the relationship between them and their children unconsciously and these types of cases can be prevented with practice of mindfulness in family life to increase mothers and fathers' awareness with regard to the independence of their children.

P21 had a broad response which includes helicopter parenting, freedom of children and society in the future:

According to my thoughts, mindfulness established strong relationship between parents and children with regard to the feelings of children about being independent individuals. Unfortunately, helicopter parenting is very popular especially among mothers. They always follow their children's steps and they never provide freedom to them. On the other hand, mindfulness supports that children can be aware of their thoughts and behaviors. So they can protect themselves and there is no need for full time assistance from mothers. In addition, even if they do not protect themselves, they can learn to feel be hurt. These experiences are vital for the development of children. For this reason, parents should meet with mindfulness in order to accept that their children are also independent individuals like them. In this way, children do not depend on somebody in the future and this also affects the society.

4.4.4.2.4 Quality time:

Five of the participants thought that mindfulness increases the quality of time that parents and children have together and this makes their relationship stronger. They believe that in today's world, most mothers are working as are fathers and the parents have only 2 or 3 three hours with their children when they come from work. Thereafter, children need to sleep in order to be ready for the next school day. Before children go to bed, they eat their meals and watch TV with their parents. Unfortunately, many parents do not spend quality time with their children because of their tiredness. Thus, their relationship is impacted negatively. If they practice mindfulness in their home, they learn to focus on the present moment and they gain maximum efficiency from this limited time with their children. P1 shared her thoughts about the issue by saying that:

Thanks to mindfulness, parents learn how to spend quality time with their children. According to my limited observations, most parents assume that structured activities and routines are good for supporting children's

development and enhances relationship in the family. However, I think this is a misconception because quality time does not need be structured. Mindfulness provides teachable moments for children and their parents. Even if they only have limited time, they can still reach for those moments together.

P2 reflected her idea by saying:

Parents need some support in strengthening their relationship with their children. The most effective way of strengthening can be the use of mindfulness as it provides opportunity for families to have quality time. When parents gain knowledge about mindfulness, they learn how to spend their time efficiently. For instance, if parents are just there bodily and their minds are not there, we cannot call this quality time with children. Unfortunately, even a parent who sits next to their children while they are doing an activity, may be distracted into thinking about tomorrow's work. If they do not focus on the present moment it will pass without being beneficial and efficient for both parents and children. However, when they have mindfulness, they concentrate on the current activity and the quality of their interaction.

Another participant shared some suggestions for parents:

Mindfulness teaches parents to have quality time with their children in order to embellish their relationship. Parents assume that sitting together, watching TV, or playing with phones are ways of having quality time for parents and their children. However, they need to focus on how they feel, what they think in order to understand each other. With the help of mindfulness, they can actualize and use limited time with high efficiency to boost their relationship (P13).

4.5 Research Question 3: What do pre- service early childhood teachers think about using mindfulness in their future teaching practices?

After the general question about the use of mindfulness and its effects on children, teachers and parents, the researcher asked the pre- service early childhood teachers to express their views about using mindfulness in their future teaching practices. All of them indicated that they would like to practice mindfulness in the classroom. However, many had some hesitations which were related to application and teachers. The findings under this research question were arranged in accordance with the categories arising from the codes. The codes were organized under two main categories which were problems in implementation and teachers' efficacy.

Table 10

Views about Using Mindfulness in the Future

Categories	Codes
Concerns in implementation	<ul style="list-style-type: none"> • Appropriateness for the society (n=1) • Appropriateness for our ECE curriculum (n=2) • Permission from the school administrators (n=2)
Teachers' efficacy	<ul style="list-style-type: none"> • Knowledge on mindfulness (n=11) • Knowledge on mindfulness implementation (n=7) • Internalizing it in their own life before applying with children (n=3)

4.5.1 Concerns in Implementation

According to participants in the study (n=5), they would hesitate to use mindfulness because some problems may arise in application. They mentioned that in our country, new things cannot be adopted and applied easily. For this reason, inevitable problems can occur when somebody tries to implement mindfulness. They expressed their views that these implementation problems can be associated with appropriateness for society and the ECE curriculum and the need to obtain permission from school administrators. Thus pre- service early childhood teachers queried the use of mindfulness in terms of following issues.

4.5.1.1 Appropriateness for the society:

According to one of the participants, when teachers practice mindfulness in their classrooms, parents can criticize it in terms of appropriateness for the society. They

thought that some parents are not open to new ideas and are always critical of the activities that they apply in the classroom. Some of the participants also added that mindfulness may remind parents of yoga and they may object.

4.5.1.2 Appropriateness for our ECE curriculum:

According to pre- service teachers (n=2), another criticism related to mindfulness is its appropriateness to the ECE curriculum (MONE, 2013). Even though the ECE curriculum applied in Turkey provides a flexible framework for teachers, teachers might not integrate mindfulness with the curriculum. Some of the study participants emphasized that as there are no examples of a mindfulness program, they cannot be sure that the practice is suitable for use with the national ECE curriculum.

4.5.1.3 Permission from the school administrators:

Participants (n=2) mentioned that another problem in application of mindfulness is associated with the need to obtain permission from school administrators. In our country, schools have strict rules and administrators try to make teachers and children obey these rules. Thus, changing the ways of teaching can be difficult for teachers. Moreover, participants in the study continued that many schools prefer using prepared activity plans and they do not give responsibility to their children in terms of arranging their activity according to their needs in class. For this reason, mindfulness might not be easily integrated with the rigid implementation of preplanned activities.

4.5.2 Teachers' Efficacy

All of the pre-service early childhood teachers in the study criticize teachers' efficacy. They mentioned that mindfulness can be used but the most important point is teachers' knowledge, implementation and internalization of mindfulness. They added that teachers cannot teach something if they do not have any information about it or any experience of it. Even if teachers gain knowledge about mindfulness and its implementation, they should also internalize it to their own lives before applying it with children. Participants in the study provided a number of suggestions on how we

can gain knowledge on mindfulness that are reflected in the codes related to both pre-service and in- service teachers.

4.5.2.1 Knowledge on mindfulness:

Many (n=11) of the participants emphasized the importance of having knowledge about mindfulness before they implement it with their children. They have some suggestions for pre- service and in- service teachers. P1 expressed her opinion regarding the issue by giving suggestions for pre- service teachers:

During the interview, mindfulness really attracted my attention and I would like to utilize it in my future teaching experience. However, I realize that I have some questions in my mind which are related to my efficacy on the topic. Our teacher training curriculum should encourage me to learn about new concepts in early childhood education, possibly through elective courses. In this way teacher candidates should become more willing to learn and expand their knowledge about mindfulness, and teachers of the future can use different concepts with their children.

P3 asserted the importance of self- development:

In order to use mindfulness in the future, I need to develop myself on this issue. I can read articles or watch videos to enhance my knowledge. On the other hand, I cannot use it in this situation without any information.

P12 supported the idea of mindfulness and gave some suggestions:

The practice of mindfulness can be challenging for teachers since it is not a well- known term for most of early childhood teachers especially in our country. Thus, we as teachers should improve our knowledge about mindfulness. In- service education, seminars, brochures, attractive visuals or social media can be used in order to enhance the knowledge of in- service teachers.

4.5.2.2 Knowledge on mindfulness implementation:

Some of the participants (n=7) focus on the inefficacy of teachers in terms of implementation of mindfulness with children. They mentioned that even if individuals have enough information about something, they might need additional assistance to apply it because early childhood teachers touch children's lives and they need to be

careful. They believe that like in mindfulness, teachers can enhance their knowledge with courses, education, seminars or social media, but they also need to have some implementation knowledge. P10 reflected her opinion with regard to this issue by stating that:

I fell in love with the word mindfulness and I look forward to apply it in my classroom. However, when I think rationally, I can say that first of all I need to see some examples of mindfulness practices. Speaking with you for 20 minutes does not provide me with sufficient knowledge about implementation. Thus, I think that there should be programs, education, courses or workshops in order to make mindfulness more familiar among teachers and enhance teachers' knowledge on mindfulness implementation.

P14 shared her suggestions in terms of the issue by stating that:

...however, I do not have required efficacy to teach mindfulness because of my lack of experience. There should be various elective options included on this topic in the early childhood education programs. For instance, yoga can be a good alternative to show mindfulness exercises to teacher candidates because mindfulness reminded me of yoga and they are associated with each other in my opinion.

4.5.2.3 Internalizing their own life before applying with children:

Three of the teachers in the study mentioned that they wanted to use mindfulness but teachers should internalize mindfulness to their own life before applying it with children. According to these participants, teachers are role models for children and children focus on all the behaviors of their teachers. In this way, teachers can reflect their behaviors or thoughts to children unconsciously. So, teachers need to apply mindfulness to their life and then they can practice it in the classroom. P7 asserted her opinion:

As a future teacher, I can say that I want to have a mindful classroom. However, in order to have a mindful classroom, I also need to be so at home and in my life. It means that I should internalize the mindfulness concept before I apply it with children. I need to learn to focus on the present, being aware of my emotions. In this way, children can learn from me. For instance, when parents ask me about mindfulness, I can more easily respond to them about the differences in my life before and after mindfulness. It can be a good way to make people familiar with the concept.

P11 supported the idea of internalizing by stating that:

...the key point is internalizing mindfulness to my own life. I need to focus on the now and I need to live the moment rather than giving my attention to the past or future. When I learn to deal with stress and cope with my daily life problems, I can apply mindfulness in my future classroom.

4.6 Key Findings

Views of Pre- Service Early Childhood Teachers regarding mindfulness

Table 11

Key Findings from Interviews with Pre- Service Teachers (Before Definition)

Positive views	Negative views	Neutral views
<ul style="list-style-type: none"> • Participants shared that thanks to mindfulness, people can leave their automatic pilot mode and focus on what they do. • According to pre-service teachers, mindfulness helps us to see the difference between looking and seeing. • Participants believed that people can be more aware of themselves when they practice mindfulness. 	<ul style="list-style-type: none"> • Some of the participants shared that mindfulness needs a long process and causes waste of time. • A few pre- service teachers in the study mentioned that mindfulness is an abstract term and difficult to understand. 	<ul style="list-style-type: none"> • Some of the participants did not have any ideas about mindfulness.

Table 12

Key Findings from Interviews with Pre- Service Teachers (After Definition)

Positive views	Negative views
<ul style="list-style-type: none">• Participants believed that mindfulness enhances an individual's ability to control negative emotions.• Pre- service teachers stated that thanks to mindfulness, people learn about living in the present moment.• According to participants, people can become familiar with focusing on the now and this increases their concentration.	<ul style="list-style-type: none">• One of the pre- service teachers shared that mindfulness is nonjudgmental.• A few of the participants believed that in mindfulness, people do not think about the past or the future.

Views of Pre- Service Early Childhood Teachers on the Use of Mindfulness in Early Childhood Education Settings

Table 13

Key Findings from Interviews with Pre- Service Teachers About Mindfulness Practice

Use of mindfulness in early childhood education settings

- Pre- service teachers shared that mindfulness can be easily applied in early childhood education for several reasons.
 - Children have already focused on the present moment before they faced with mindfulness.
 - According to participants, mindfulness can be taught to children by utilizing teachable moments.
 - Semi- structured activities provide more opportunity for children and teachers to have teachable moments.
 - Process oriented activities provide good opportunity for teachers to catch teachable moments.
 - Pre- service teachers mentioned that in order to use mindfulness in early childhood education, teachers and parents should attract children's attention first with different activity choices such as yoga, dance, drama.
 - Participants suggested that teachers' and parents' knowledge of mindfulness should be enhanced initially.
 - Teachers and parents should prevent distraction in order to make children focus on only one thing at a time.
 - Teachers and parents should provide real life opportunities for children to integrate mindfulness in their daily lives.
-

Table 14

Key Findings from Interviews with Pre- Service Teachers About the Effects of Mindfulness on Children

Effects of mindfulness on children
<ul style="list-style-type: none">• According to participants, mindfulness has huge impacts on children's future lives.• Early ages have significant role for gaining a new life style. So if mindfulness is taught in early years, it can be integrated with children's lives and it can be transferred to habit.• Most of the pre- service teachers shared that mindfulness affects the cognitive development of children.• With the help of mindfulness, children have the ability to solve problems.• Critical thinking skills of the children can be enhanced with mindfulness.• Mindfulness supports good academic skills in children.• Children can see their progress and evaluate their learning through gaining self- assessment skills.• Many of the pre- service teachers mentioned that mindfulness also affects the social- emotional development of children.• Children who have met with mindfulness have better communication skills because of awareness of their own and others' emotions.• Mindfulness provides for the gain of self- regulations skills in children.• Children's self- respect can be enhanced with mindfulness.

Table 15

Key Findings from Interviews with Pre- Service Teachers About the Effects of Mindfulness on Teachers

Effects of mindfulness on teachers
<ul style="list-style-type: none">• According to participants in the study, mindfulness has positive impacts on the personal lives of teachers.• Teachers are able cope with daily life problems when they have met with mindfulness.• Teachers can better manage their time using mindfulness.• It therefore increases the quality of teachers' lives.• Pre- service teachers mentioned that mindfulness also has positive effects on the work life of teachers.• Thanks to mindfulness, teachers can decrease their stress level.• Mindfulness provides opportunity for teachers to know each child.• Mindfulness makes teachers' work easier and their classroom management skills are enhanced.

Table 16

Key Findings from Interviews with Pre- Service Teachers About the Effects of Mindfulness on Parents

Effects of mindfulness on parents
<ul style="list-style-type: none">• Participants mentioned that mindfulness has impacts on parents' personal and work life.• Parents are able to cope with problems in their lives by focusing on the present problem.• Parents can be more successful in their work by giving their full attention to only one thing at a time.• With the help of mindfulness, parents can manage their time by gaining present time awareness.• According to participants, mindfulness also affects relationship in the family.• The quality time that parents and children have can be enhanced with mindfulness by focusing on the present moment.

Pre- Service Early Childhood Teachers' Thoughts about Using Mindfulness in Their Future Teaching Practices

Table 17

Key Findings from Interviews with Pre- Service Teachers

Use of mindfulness in the future
<ul style="list-style-type: none">• Pre- service teachers mentioned that they can use mindfulness in the future, but there might be some concerns in implementation.• There were some hesitations about the appropriateness of mindfulness to the society in which they live.• There were some hesitations about the appropriateness of mindfulness to the current ECE curriculum.• The another concern can be associated with the need to obtain permission from school administrators.• According to participants, teachers lack the efficacy required to use mindfulness in the classroom.• Pre- service and in- service teachers should enhance their knowledge of mindfulness by attending elective courses or in- service training.• Knowledge on mindfulness and its practice by teachers should also be provided in seminars, and media.• Teachers need to internalize mindfulness within their own lives.

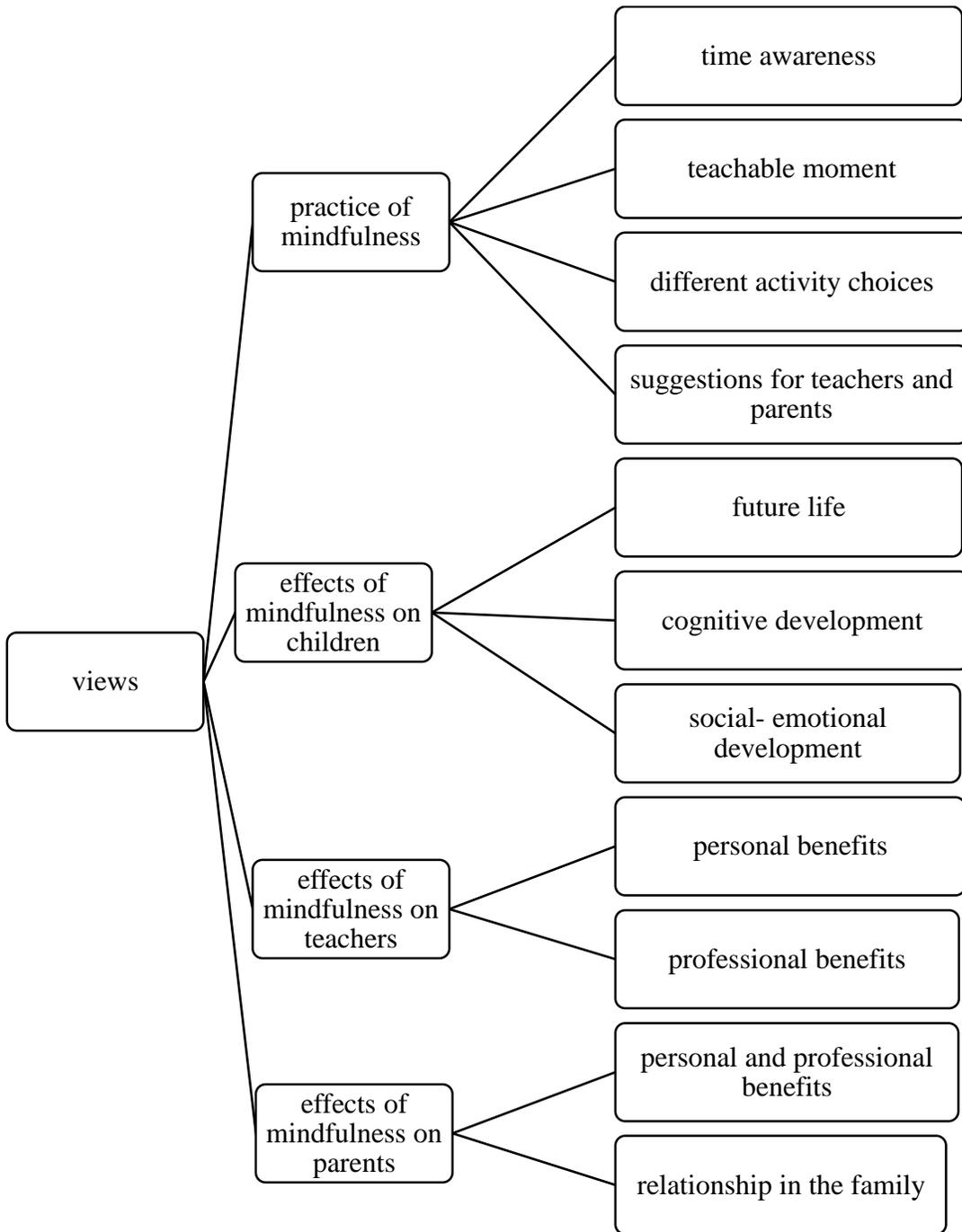


Figure 2 Views of pre- service early childhood teachers on practice of mindfulness in early childhood education settings

4.7 Summary

The purpose of the study was to investigate the views of pre- service early childhood teachers regarding mindfulness and its practice in early childhood settings. Participants were asked some questions such as “*Have you ever heard the concept of mindfulness? What does mindfulness evoke for you?, How can mindfulness affect children when it is used in the classroom? or Would you like to use mindfulness in your future teaching experience?.*” In the light of these questions and the answers of the participants, the findings of the study took shape.

Chapter 4 introduced the findings of the study’s data. Thereafter, demographic information relating to the participants was presented. Then each research questions’ findings were presented. The researcher organized the findings in accordance with the categories derived from the thematic coding undertaken during analysis of transcripts of each interview with each participant. The categories are presented together with the codes separately.

There were several findings of the study. One of the main findings was that pre- service teachers who attended the study had not heard about mindfulness or had not any knowledge about it. This showed that mindfulness was an untouched concept in their early childhood education. The second finding was that even if participants did not know mindfulness, they could deduce some things about how to use it in classroom settings and their home environment. This demonstrated that pre- service teachers of the current study were open to new ideas. Another finding was related to the views of pre- service teachers on the effects of mindfulness on children. They shared that mindfulness affected children positively in terms of future life, cognitive development and social- emotional development. Another finding was that pre-service teachers had observed that in-service teachers could be positively affected by mindfulness with regard to personal and professional benefits. Another finding showed that mindfulness had impacts on parents’ personal and professional benefits too. In addition to these benefits, participants also mentioned that relationship in the family was influenced by

mindfulness in a positive way. The last finding was related to whether or not the pre-service teachers were interested to use mindfulness in their classrooms in future. All of the participants in the study would like to practice mindfulness in the future. However, they foresaw some problems with regards to implementation and teachers' efficacy. In summary, together the findings of this study provide important insights to mindfulness and its practice in early childhood education. The following chapter moves on to discussion of these findings.

CHAPTER 5

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

In this chapter, initially the summary of the study is presented. Then, its findings on the views of pre- service early childhood teachers regarding mindfulness and its practice in early childhood education are discussed in detailed. Furthermore, educational implications and recommendations for further studies are given.

5.1 Summary of the Study

The main aim of this study was to investigate the views of pre- service early childhood teachers regarding mindfulness and usage of it in early childhood settings. Participants shared their views in terms of the concept, its practice and the effects of mindfulness on children, teachers and parents. There were also some findings about their inclination to use mindfulness in their classrooms in the future. The participants in the study were all pre- service early childhood teachers who were currently attending public or private universities in Ankara, Turkey. A total of 21 female senior students participated in the study. Data was obtained using a semi- structured interview developed by the researcher after reviewing the literature and subject to expert opinion and a pilot study. The interviews consisted of 15 open- ended questions and the answers audio recorded for transcription. Once all the data had been collected, the analysis process was undertaken by two coders. Finally, the findings were presented under thematic categories derived from the codes determined during data analysis.

5.2 Discussion of the Findings

5.2.1 Views of pre- service early childhood teachers regarding mindfulness

Under this title, the views of pre- service teachers on mindfulness were discussed and these views were divided into their understanding before and after the definition was given by the researcher. Before the definition, many of the participants shared positive views, but there were also negative and neutral views regarding mindfulness.

One of the positive views was that mindfulness enables individuals to focus on what they do in the present moment. This finding corroborates the idea of Kabat- Zinn (2003), who found that mindfulness reduces the automatic responses of the individuals by enabling them to behave consciously. He added that in this way individuals can have more chance to choose their behaviors, responses or solutions to difficult problems if they can leave the automatic pilot mode. Brown and Ryan (2003) added that elevated consciousness is one of the most important features of mindfulness as this helps individuals to concentrate on what they are doing with full awareness.

Participants shared that mindfulness provides people with the ability to appreciate the difference between looking and seeing. With mindfulness, individuals find they are able to observe their experiences, thoughts or emotions in more detail. This finding is in agreement with Germer, et al. (2005) who showed mindfulness needs participant observation, but this observation is related to feeling the mind and body closely. It is more than looking around because it is associated with individuals looking and seeing inside of themselves.

Many of the participants mentioned the association between mindfulness and self-awareness. However, they had different points of view on self- awareness. Some of them shared that thanks to self- awareness, individuals regulate themselves and they know their limits or potentials, such people focus on the present as in mindfulness. This finding can be supported by Thera (1972) who defined mindfulness as focusing

on oneself and inner world with awareness. On the other hand, some of the individuals focused on the future and shared that if people learn to be aware of themselves, they can shape their future. Surprisingly, participants made an association between mindfulness and future life. A possible explanation for this might be that participants cannot focus on present moment and tend to think about future because they got used to it. Actually, this finding is not supported by previous research because mindfulness is related to present time awareness and does not focus on the future. However, some previous studies have suggested that mindfulness has lasting effects on the lives of those that practice it. For instance, if children learn to be aware of themselves and control their minds, they can maintain this ability in the future thanks to mindfulness (Moffitt et., 2011).

In addition to positive views, there were also negative views expressed by some of the pre- service teachers before the definition of mindfulness was given to them. One of these was that mindfulness needs a long process because individuals take time to change their lifestyles and this may cause waste of time. This finding is consistent with those of other studies that suggest mindfulness can be developed with practice and it can be enhanced by certain activities such as meditation (Jennings, 2014; Brown, Ryan & Creswell, 2007; Davis & Hayes, 2011; Siegel, 2007b). In other words, it can be seen as a training program which needs a long process (Kostanski & Hassed, 2008; Kabat- Zinn, 2010; Segal, Teasdale & Williams, 2013). However, previous studies did not seek to identify any negative aspects of mindfulness. Instead they mention that it can be enhanced by practice and techniques such as mindful walking, mindful eating or any activity in life (Dimidjian & Linehan, 2003). This finding may be explained by the fact that some people are prone to focus on negative sides of everything and look for its deficiency. As mindfulness needs to develop with practice, they might comprehend this practice process as a waste of time without considering its long lasting benefits.

Another negative aspect expressed by some of the participants in the present study was that mindfulness is an abstract term, and individuals have a difficult time

understanding it. This finding agrees indirectly with the findings of other studies, in which mindfulness cannot be understood by words because it needs to be lived directly (Chambers, Gullone, & Allen, 2009) and mindfulness is a nonverbal term which happens before the occurrence of the words in the mind (Germer et al., 2005). In addition to positive and negative views, there were also a few neutral views. Some of the participants had no idea about mindfulness.

The findings of the study about the views of pre- service teachers regarding mindfulness before the definition was given, showed that even if pre- service teachers do not know the meaning of the word, they can make some deductions about the concept. They mentioned the features of mindfulness that have been evidenced in previous studies. This showed that pre- service teachers in this current study might have the ability to deduce about things which they are not familiar with.

After the definition of mindfulness was given to the participants, most of them responded with positive views, but there were also negative ones expressed.

One of the positive views of the participants after definition was that individuals can control their negative emotions thanks to mindfulness. Pre- service teachers added that they have experienced some emotions in their lives which they were unable to cope with. It follows that participants in the study thought that mindfulness can be used as a control mechanism for negative emotions. However, previous research does not support this entirely. Mindfulness can enhance individuals' tolerance of negative emotions (Lo, Chan, Szeto, Chan& Choi, 2017) and this makes them better able to deal with difficulties in their lives which include unpleasant feelings (Baer, 2003). It is also known that mindfulness can enhance the emotional well- being of the individuals who practice it (Mazza- Daviez, 2015). Whitehead (2011) also noted that mindfulness practice can help people to relax their minds as it has two major goals which are for individuals to be aware of the state of their body or mind and to then to accept these states. When individuals practice mindfulness in their lives, they can accept their emotional situation and this provides well- being. A large

volume of published studies describes the role of mindfulness in reducing stress, depression and anxiety (Shapiro, Brown, & Biegel, 2007; Rosenzweig, Reibel, Greeson, Brainard, & Hojat, 2003; Cohen & Miller, 2009; Tang et al., 2007; Waelde, 2008). A clear difference between the findings of previous studies' and the current study is that the pre-service early childhood teachers who participated in the current study might have had misconceptions about the concept, some thinking the aim of mindfulness was to control our emotions. Whereas the aim is for us to accept our negative emotions as normal, like positive emotions, rather than to seek to control them.

Furthermore, one of the most repeated positive views of pre- service teachers was that mindfulness, which some associated with *carpe diem*, provides us with a technique for living in the present moment. Many of the participants in the current study shared that individuals can appreciate the moment if they learn mindfulness. However, appreciativeness is not a concern for mindfulness which is purely related to living in the present moment whether it is appreciated or not. Mindfulness can be described as "moment- by- moment awareness" for individuals (Germer et al., 2005, p. 6). It means that mindfulness is a present- centered concept and the thoughts of people are one step ahead of their experiences (Germer et al., 2005). Kabat- Zinn (2003) also defined mindfulness as being in the present moment consciously. Thus, apart from the mention of *carpe diem*, all previous definitions of mindfulness are consistent with the finding of this current study. It seems possible that the finding is due to the confusion of meaning of mindfulness and *carpe diem*.

Participants in the current study asserted that mindfulness helps people to focus on the present and give more attention to what they are doing at the time. With attention directed to one thing the brain seems to perform better than in situations when attention is divided by multiple considerations. Thus it follows for the pre- service teachers in the study that concentration can be increased with mindfulness. The present study corroborates the findings of a great many of the previous studies in this field. According to the related literature, mindfulness can increase our attention and

concentration as it requires us to focus on the present (Napoli, Kerch, & Holley, 2005; Flook et al., 2010; Oberle, Schonert- Richl, Lawlor, & Thomson, 2012). Additionally, the findings observed in this study mirror those of other researchers who have examined the effect of mindfulness on academic performance. It was found that when children apply mindfulness their powers of attention and concentration are enhanced along with their academic performance (Radel, Sarrazin, Legrain, & Gobance, 2009; Lu, Huang, & Rios, 2017). In addition to related findings, several definitions of mindfulness are also validated by the findings of the current study in terms of the association between mindfulness, attention and concentration. For instance, mindfulness as defined by Kabat- Zinn (1990) means “paying attention to the present moment” and the origin of the word mindfulness, *sati* in the Pali language, means having attention, awareness and remembering (Bodhi, 2000). Kabat- Zinn (2003) also added that mindfulness is to pay attention to happenings in the here and to concentrate on the now consciously and intentionally.

Another positive response expressed by study participants after receiving the definition is that the practice of mindfulness should have long term effects on individuals’ lives. If they gain knowledge about mindfulness and integrate it to their lives, they can change their behaviors or habits accordingly. This idea agrees with Kabat- Zinn’s (2003) findings which showed that quality of life can be enhanced with mindfulness as it has different effects on people’s lives such as increasing attention, decreasing stress and helping them calm down. Thus, if individuals are able to practice mindfulness, it has great impacts on their future lives.

There were also participants in this study who shared negative views about mindfulness after the definition. One of the pre- service teachers questioned the value of a nonjudgmental condition in practice. This finding touches previous definitions such as those of Kabat- Zinn (1990) who defined mindfulness as “paying attention to the present moment non- judgmentally” or Davis and Hayes (2011) who defined mindfulness as “a moment- to- moment awareness of one’s experience without judgment”. The hesitation of this participant may have arisen from her interpretation

of what these definitions seek to express. A possible explanation for this negative view might be that the participant has misunderstanding about the word of nonjudgmental. According to Kabat- Zinn (2003) and Baer (2003), mindfulness is associated with simply accepting the difficulties, life challenges or what happens in the current time because non- judgmental awareness is one of the main mechanisms of mindfulness (Kabat- Zinn, 1994; Bishop, Lau, Shapiro, Carlson, Anderson, Carmody, & Davis, 2004). Germer et al. (2005) supported that if individuals want to change their experiences, then awareness and mindfulness is impaired. Thus, being non-judgmental is critical to mindfulness and people should accept to allow themselves to experience unpleasant things in addition to good ones (Bishop et al., 2004).

Another negative view was that mindfulness focuses purely on the present moment and it lacks connection with an individual's past and future concerns. This observation was deduced by several pre- service teachers after they were shown a definition which describes mindfulness as "The awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment by moment" (Kabat Zinn, 2003, p.144). A previous study in Turkey by Özyeşil, Arslan, Kesici and Deniz (2011) supported that mindfulness is associated with focusing on the present time and not thinking about regrets in the past and anxieties in the future. In this definition, the emphasis is that present time should not be missed because of our preoccupation with past events or concerns for the future. It may be that participants in this study may have responded more positively to such a definition.

At the very beginning of the interview questions, the researcher assumed that most of the pre- service early childhood teachers did not heard the word mindfulness before. However, this was not the case because some of the participants attended various seminars or courses such as yoga classes. In addition, it might be possible that some of the instructors in the must courses in different universities might mention mindfulness. For this reason, one of the private university and two of the public

university students of the current study were more familiar with the mindfulness than participants from other universities.

5.2.2 Views of pre- service early childhood teachers on the use of mindfulness in early childhood education settings

5.2.2.1 Practice of mindfulness in classroom settings and the home environment

The participants in the present study mentioned that there can be a harmony between mindfulness and the nature of children in terms of time awareness. In their view, mindfulness can be utilized in early childhood settings, school and home environments that are appropriate for children. They added that as children tend not to think about future, they naturally focus on what they are doing in the present moment as in mindfulness. Currently, most studies on mindfulness have focused on adults rather than children and there are few findings on mindfulness and early childhood education (Hooker & Fodor, 2008). A few studies have found that mindfulness practices can be applicable and integrated into early childhood classroom settings successfully and with positive effects on children (McClelland & Cameron, 2012; Devcich, Rix, Bernay, & Graham, 2017; Viglas & Perman, 2017). Similar to the literature, the participants in the current study thought that in 3-6-year-old children mindfulness would positively impact their social- emotional development, well- being and some skills such as self- regulation or gaining pro- social behavior (Flook, Goldberg, Pinger, & Davidson, 2015; McClelland & Cameron, 2011; O'Brien, Shriver, & Weissburg, 2003; Liwe, 2012; Diamond, 2005; Semrud- Clikeman & Schafer, 2000). It is encouraging to compare the views of pre- service teachers on practice of mindfulness in terms of child's nature with that found by Hooker and Fodor (2008) who reported that children are more open to mindfulness experiences than adults. For instance, infants and toddlers have "the beginners' mind" because they live each experience for the first time as in mindfulness. This finding may be explained by the fact that their behaviors are very appropriate for mindfulness because children live the present time. Hooker and Fodor (2008) gave some examples on children's moment

by moment living. Children having a tantrum have the ability to immediately create a game and join in play with a toy. This shows that they can easily move away from the past. Additionally, they can also go into a sleep deeply and quickly which shows that they are not anxious about the future. In addition to this support from the literature, this finding agrees with other studies which showed that the experiences of young children in early childhood education settings are critical, and mindfulness is a sound way to serve their needs and interests (Bodrova & Leong, 2008; Garon, Bryson, & Smith, 2008; Capel, 2012).

The most repeated view of participants in this study was that mindfulness can be used in early childhood education because it provides teachable moment experiences which support quick, easy and permanent learning for children. They thought that rather than using strictly prepared activities, teachers and parents should to use semi- structured activities which can be shaped according to needs and interests of the children. In this way, they can give importance to process rather than product. In accordance with the present finding, previous studies have demonstrated that teachable moments have some advantages on children such as promoting learning and these teachable moments can be provided through mindfulness (Kessler, 2001; Whitehead, 2011; Jennings, 2015; Buchanan, 2017). It might show that pre- service teachers can make a connection between teachable moment and mindfulness because they know the importance of process in early childhood education.

Pre- service teachers also mentioned the need for teachers and parents to focus on attracting children's attention and using different types of activities in order to practice mindfulness in their classrooms or home environments. They gave some examples of interesting activities such as dance, yoga, drama and outdoor activities. This finding corroborates the ideas of Bishop et al. (2004), who suggested that the mind should be kept to concentrate on the point of focus in mindfulness. For this reason, attracting individuals' attention is critical to live mindful experiences. Many studies emphasized the relevance of yoga to mindfulness (Schmalzl, Crane- Godreau, & Payne, 2014; Mak, Whittingham, Cunnington, & Boyd, 2017). They supported that

individuals can embody mindfulness by practicing yoga. Thus, yoga can be a good choice for teachers and parents in order to have a mindful classroom or home.

Another view of the participants on the practice of mindfulness was that teachers and parents should gain knowledge about mindfulness in order to use it in the classroom or home environment. They mentioned that it is very critical to integrate mindfulness into the lives of teachers and parents in order for them to be a role model for children. Moreover, they also added that teachers and parents need to know that mindfulness is not associated with distraction. For this reason, they suggested that children should be encouraged to do engage in one activity at a time with the minimum of distraction in the classroom or home. This idea is consistent with the findings of a paper by Whitehead (2011) who emphasized that teachers and parents should use language that is appropriate to a child's age when sharing mindfulness with them. They also need to show mindfulness as a funny, supportive and engaging activity in order to attract children's attention. Moreover, being mindful does not occur at only one time because it needs practice like a new instrument, language or sport. In this way adults and children can naturally integrate mindfulness with their daily lives. Kabat- Zinn (2003) asserted that "Mindfulness cannot be taught to others in an authentic way without the instructor's practicing it in his or her own life" (p.149). As conclusion, adults should show children that they value mindfulness by sparing time for it, and practice in order to make mindfulness a useful technique in early childhood education. This finding may be explained by the fact that teachers are knowledgeable on their vital roles on the development of children.

The views of the participants might have changed according to their internship experience. It can be probable that participants who have more internship terms could imagine the practice of mindfulness in early childhood education with considering all aspects. Because they had knowledge on the classroom environment, experience with children, and interaction with parents, they might answer the interview questions easier than other participants who have fewer internship terms.

5.2.2.2 Effects of mindfulness on children

As most research on mindfulness has been conducted with adults, only a few show the effects of mindfulness on children. Of these, most were concerned with the effects on children with special needs (Burke, 2010; Harnett & Dawe, 2012). Mindfulness enhances self- efficacy and social skills of children with learning disabilities (Ghasemi- Bistagani & Musavi- Najafi, 2017). It also decreases stress, depression, and anxiety with providing emotional regulation and better social skills (Beauchemin, Hutchins, & Patterson, 2008; Malboeuf- Hurtubise, et al., 2015; Taylor & Malboeuf- Hurtubise, 2016; Zenner, Herrleben- Kurz, & Walach, 2013). Additionally, mindfulness has also positive effects on children with Attention Deficit Hyperactivity Disorder in terms of improving neurocognitive and behavioral impairments and enhancing children's quality of life, health and well- being (Huguet, et al., 2017).

The current study tried to answer the question about the views of pre- service early childhood teachers about the effects of mindfulness on children and took pre- service teachers' views on the issue. Participants in the study shared that if children learn mindfulness at an early age, it would affect their future lives positively and they would gain a vital habit. This idea is consistent with other research which found that early experiences are critical for children's self- awareness, self- control and self- regulation and these experiences can be enhanced with mindfulness (Moffitt et al., 2011; Whitehead, 2011). In this way, children who have faced with mindfulness at earlier ages are not prone to problem behaviors in the future, are unlikely to dropout from high school (Stoep, Weiss, Kuo, Cheney, & Cohen, 2003; Felver et al., 2017), less likely to engage in risky sexual activities or the use of drugs (Greenberg et al., 2003; Felver et al., 2017). A possible explanation for this might be that teachers always focus on benefits for the future life. For this reason, they mentioned the effects of mindfulness on the future lives of children.

Pre- service teachers asserted that mindfulness has a great impact on the cognitive development of children. With the help of mindfulness, their problem solving skills, critical thinking skills, academic skills and self- assessment skills are enhanced. They shared that all of these skills can be promoted with mindfulness and contribute to the cognitive development of children. The findings shared in this study mirror those of previous studies that have examined the effect of mindfulness on cognitive development. Mindfulness provides better academic skills by enhancing executive functioning, remembering, information processing (Lu et al., 2017; Best, Miller, & Jones, 2009; Lan, Legare, Ponitz, Li, & Morrison, 2011; Best, Miller, & Naglieri, 2011), attentional capacities (Corcoran, Farb, Anderson, & Segal, 2010), information processing speed (Moore & Malinowski, 2009), focusing on one task, and by decreasing the effort required to complete a task (Lutz et al., 2009).

Participants shared that mindfulness has significant effects on children's social- emotional development because they become aware of their emotions and others' emotions. When children understand others' feelings, they can communicate with people well. They also mentioned that children's self- regulation skills and their self- respect might be enhanced by the practice of mindfulness. These ideas are consistent with the findings of previous studies. It is known that children can be aware of their emotions with the help of mindfulness and they can also realize, understand and describe these emotions (Kabat- Zinn, 1990; Saltzman & Goldin, 2008; Whitehead, 2011; Davis & Hayes, 2011). Thanks to understanding their own and others' emotions, children can develop better communication skills with people (Singh, Wahler, Adkins; & Myers, 2003; Treadway & Lazar, 2009; Greenland, 2010; Whitehead, 2011). Mindfulness has been shown to enhance emotional self- regulation (Chambers, Lo, & Allen, 2008; Corcoran et al., 2010; McKim, 2008; Farb et al., 2010; Siegel, 2007b; Ramel, Goldin, Carmona, & McQuaid, 2004). It also provides attentional self- regulation (Felver et al., 2017). Mindful children have better self- esteem and self- respect skills, they are happier and their lives' quality can be increased

with mindfulness (Tan & Martin, 2012; Renshaw & O' Malley, 2014; Greco, Baer, & Smith, 2011).

5.2.2.3 Effects of mindfulness on teachers

Participants in the study asserted that mindfulness can affect teachers in terms of personal benefits and professional benefits as they would be more able to deal with daily life problems. Moreover, if they can manage their time better their quality of life would increase. In accordance with the present findings, previous studies have demonstrated that in daily life, mindfulness improves the way we cope with stressful situations and problems (Langer, 2005; Coffey & Hartman, 2008; Ostafin et al., 2006). The time management skills are also positively impacted in teachers using mindfulness according to Whitehead (2011). It was found that teachers who focus on the work that they are doing; use their time more effectively in the classroom or in their home. Some of the participants in this current study emphasized that mindfulness increases quality of life without mentioning health related benefits of mindfulness. On the other hand, previous studies found that mindfulness enhances the well-being of teachers by decreasing depression, anxiety, chronic pain; improved function of the immune system and neuroendocrine (Davidson et al., 2003; Grossman, Nieman, Schmidt, & Walach, 2004; Carmody & Baer, 2008; Meiklejohn et al., 2012; Baer, 2003; Shapiro & Carlson, 2009; Grossman et al., 2004; Davis & Hayes, 2011). Healthy teachers more easily engage in social interaction and they can change their life style using mindfulness (Ludwig & Kabat- Zinn, 2008; Ruff & Mackenzie, 2009). It seems possible that the participants focused on their own problems and answer the questions according to their current situation. They might have problems in time management and see mindfulness as a solution for this problem. However, they might not have any health related problems and they did not mention the health related benefits of mindfulness.

In addition to personal benefits, participants in this study mention that mindfulness impacts teachers' work life. They observed that in their experience early childhood education teachers face with high levels of stress for a variety of reasons,

such as needing to constantly manage the classroom so as to provide for the safety of children in their care. Participants felt such stress can be decreased with the help of mindfulness and teachers can more easily know their children by focusing on each child. Participants felt that with the help of mindfulness, teachers can manage their classrooms better. These findings agree with the results of other studies which showed that when teachers have met with mindfulness, they can cope with stressful or problematic situations in their lives easily (Singh, Wahler, Adkins, & Myers, 2003; Treadway & Lazar, 2009). The issue of knowing children is also supported in the literature where it has been reported that teachers can focus on individual features with the help of mindfulness. Thus familiar, teachers can create a calm classroom climate and prepare activities that accord to the needs and interests of children (Mazza- Davies, 2015). It is also known that the classroom management skills of teachers can be enhanced with mindfulness. Jennings (2014) found that teachers' social and emotional competencies can be enhanced with mindfulness and an emotionally supportive classroom can be created with these competencies. Thus, teachers with high social and emotional competence can manage their classroom better.

Various studies have been conducted with pre- service teachers, special education teachers, and managers of the early childhood educational settings. Hartigan (2017) and Miyahara et al. (2017) focused on pre- service teachers and added a mindfulness course to the curriculum. They reported that mindfulness can decrease the stress level of teacher candidates and prevent future burnout. In another study of special education teachers, it was found that teachers have lower stress and anxiety with the practice of mindfulness (Miller & Brooker, 2017). Managers of early childhood educational settings have been the subject of several studies which found that managers who practice mindfulness have effective leadership, better self- efficacy of management, and self- regulation (Schussler, Jennings, Sharp, & Frank, 2016; Hölzel et al., 2011; Shapiro, Carlson, Astin, & Freedman, 2006). Such school managers also communicate better with parents, teachers and children (Brown &

Kasser, 2005; Bihari & Mullan, 2014; Wells, 2015; Reb, Narayanan, & Chaturverdi, 2014).

5.2.2.4 Effects of mindfulness on parents

In the related literature, researchers mainly focused on the effects of mindfulness on parents who have children with special needs. In 2016, Rayan and Ahmad conducted a study with parents who have children with Autism Spectrum Disorder and these parents engaged in a mindfulness- based intervention. At the end of the study, it was found that parents have lower psychological distress thanks to mindfulness. In another study of parents who have children with Attention Deficit Hyperactivity Disorder, a mindfulness- based program was seen to decrease their level of stress, anxiety and depression (Miller & Brooker, 2017).

In this current study, pre- service teachers' views about the effects of mindfulness on parents were divided into two categories, personal and professional benefits and relationship in the family. Under the category of personal and professional benefits, participants shared that parents can easily deal with problems in their daily lives and work life with the help of mindfulness by focusing on the problem, its causes and solutions. In this way, they are able to be successful in their work because they learn to focus on one thing at one time. When they gain awareness of present time with mindfulness, they can have better time management skills. This also accords with earlier studies, which showed that parents can easily cope with daily life or work life problems due to the fact that mindfulness practice helps to reduce parental stress (Bogels & Restifo, 2014; Lo et al., 2017; Whitehead, 2011; Langer, 2015). It was also supported that parents can manage their time at work and home with the help of mindfulness because it develops parents' self- regulation skills (Singh et al., 2003; Treadway & Lazar, 2009). In addition to these benefits, studies also support the findings of this current study in terms of success in work and focused on especially personal well- being. Thanks to mindfulness, parents learn to focus on the present time and to be aware of their emotions and thoughts (Whitehead, 2011). This awareness

helps them to deal with problematic situations in a calm way. Calmness was seen to be associated with the well-being of individuals and it positively affects the quality of life. In this study, participants mostly mention the personal and work-life benefits of mindfulness. However, they did not mention health related issues. Studies have indicated that mindfulness has irrefutable positive effects on individuals who have been diagnosed with cancer, depression, anxiety, fibromyalgia, and chronic pain (Meiklejohn et al., 2012; Grossman et al., 2004; Shapiro & Carlson, 2009; Baer, 2003). When individuals' health is improved with mindfulness, their well-being is also promoted (Ruff & Mackenzie, 2009; Ludwig & Kabat-Zinn, 2008). There were also different studies which support that mindfulness is positively correlated with positive outcomes relating to weight control, diet and physical activity (Roberts & Danoff-Burg, 2010; Moor, Scott, & McIntosh, 2013; Gilbert & Waltz, 2010).

Mindfulness also has significance on relationship in the family according to participants in this current study. They mentioned that with the help of mindfulness, parents start to know their children in terms of understanding their needs, interests and potential. When they consider the features or thoughts of the children, a democratic family environment is fostered. Children feel more free and become independent individuals with the help of mindfulness. Additionally, parents and children can have more quality time with each other by focusing on the present moment. Participant views relating to the benefits of mindfulness to relationship in the family mirror those of previous studies that have examined the effects of mindfulness on parents. According to Whitehead (2011), Singh et al. (2003), and Treadway and Lazar (2009), children's interests, needs, ideas, feelings or potentials can be realized by parents with the help of mindfulness because they learn to be aware of these issues by focusing on their children from a wide angle. Thus, they know their children and think about these features before they reply to their behaviors, rather than shouting at the child without considering the rationale behind the behavior. In addition, studies suggested that parents should ask children about the situations that arise at home and they should make children engage in the decision making process in order to provide a democratic

family environment. In this way, children can feel that they are independent individuals and their thoughts are also significant for their parents. Such mindfulness promotes the quality of time that they spend together, focusing on what they are doing and making children feel valuable (Martin, 1997; Corthorn & Milicic, 2015). All of these benefits of mindfulness generally affects the relationship in the family. Some studies that focused on the relationship between parents and children found that with mindfulness they have better communication skills, understand each other's emotions, thoughts and spare time for each other (Lo et al., Treadway & Lazar, 2009; Singh et al., 2003; Corthorn & Milicic, 2015). Some studies emphasized the importance of mindfulness on the relationship between partners in the family and how coordination between partners can be promoted with mindfulness (Bogels & Restifo, 2014; Lo et al., 2017). Moreover, mindfulness develops the empathy skills of partners and this prevents conflicts between them (David & Hayes, 2011; Wachs & Cordova, 2007; Barnes, Brown, Krusemark, Campbell, & Rogge, 2007). Thus, relationship satisfaction between partners can be enhanced with the use of mindfulness (Dekeyser, Raes, Leijssen, Leyson, & Dewulf, 2008).

5.2.3 Pre- service teachers' thoughts about using mindfulness in their future teaching practices

Participants in the current study shared their views on using mindfulness in their future teaching practices. All of the pre- service teachers mentioned that mindfulness can be seen as a new and effective technique in early childhood education and they were prone to use it in their future classrooms. However, they had some hesitations about concerns in implementation and teachers' efficacy.

Participants asserted that when teachers decided to use mindfulness, they might face with some problems such as appropriateness to society, the ECE curriculum and school administrators. In terms of society, some participants felt that mindfulness might not have the same benefits on early childhood education in Turkey for cultural differences. However, Ting- Toomey (1999) mentioned that a "mindful intercultural

communication” is afforded by the practice and people who have met with mindfulness understand, respect and support each other. Participants also expressed some hesitations about its fit with the ECE curriculum (MONE, 2013) in Turkey. However, the current curriculum includes many features that support the practice of mindfulness, for instance, being child- centered, flexible, immersive, eclectic, balanced, play- based and process oriented. Additionally, they shared that it may be difficult to obtain permission from school administrators who may not be prone to use new techniques in their schools. These findings might be explained by the fact that pre- service teachers do not feel free in applying new concepts to their classrooms because of several reasons.

Pre- service teachers also queried the efficacy of teachers while they were using mindfulness. They shared that teachers need to enhance their knowledge on mindfulness. This finding reminds of previous recommendations of Hooker and Fodor (2008), that before teachers start to teach mindfulness to children, they need to learn what mindfulness is, where it comes from and what benefits it can bring. Study participants also emphasized the importance of teachers gaining knowledge on mindfulness implementation. This concern is consistent with other studies which concluded that teachers should learn how to teach mindfulness to young children (Meiklejohn et al., 2012; Albrecht et al., 2012). Our study participants also mentioned that teachers need to use appropriate language for the children’s developmental stage and apply appropriate activities. They felt that internalizing mindfulness to teachers’ own lives before applying with children is very important because they are being role models for children in their classrooms and for this reason that should realize the benefits of mindfulness in their own lives. These sentiments accord with earlier findings, which showed that teachers’ personal practice and experience makes mindfulness more useful because they can appreciate the differences in their well-being before and after mindfulness (Whitehead, 2011; Krause, Bochner, Duchesne, & McMaugh, 2010).

5.3 Implications

Although there is a growing body of literature on the practice of mindfulness in different fields, studies which focus on its practice in education are in the infancy stage. The findings of the current study contribute to the field of early childhood education by revealing the views of a group of pre- service early childhood teachers regarding mindfulness. The conclusions of the researcher are shaped by the findings of this study and her review of relevant knowledge in the literature.

The first conclusion relates to the views of teacher candidates on mindfulness before and after receiving its definition. From their statements we can see they initially expressed positive, negative and neutral views on the concept. Their response indicates that even if teachers are open to new concepts or new ideas, they might also have negative views toward new things. On the other hand, their negative views were not resistance to change and participants who had negative thoughts about mindfulness changed their views during the interview as its benefits on children, teachers and parents were also discussed in other questions.

Another important conclusion offered by the study is related to views of pre-service teachers on the practice of mindfulness in early childhood education. It was found that mindfulness can be used easily in early years because it is appropriate with child's nature, provides teachable moments and different activities. However, teachers and parents should be knowledgeable about mindfulness before applying it with children in the classroom or home environments. This finding may help to understand that pre- service early childhood teachers are open to new concepts which can be applied in their classrooms and they could create meaningful association between this new concept and early childhood education.

Another significant conclusion is associated with the effects of mindfulness on children. Participants in this study mentioned the effects in future life, cognitive development and social- emotional development by focusing on the importance of early years, gaining critical thinking skills, problem solving skills, self- assessment or

self- regulation. One of the issues that emerges from this finding is that participants are aware of the importance of early years in terms of development or gaining a habitual action. Moreover, they are able to make connection between an unknown word, mindfulness, and the developmental areas of children by giving details of its practice such as self- assessment or self- regulation.

A number of findings relate to the effects of mindfulness on teachers and parents. Pre- service teachers shared that mindfulness can affect teachers' daily life and work life in a positive way. They learn to manage their time or they can cope with stress more easily. In addition to teachers, parents also benefited from mindfulness in terms of daily life, work life and relationship in the family. These findings showed that pre- service teachers can make a cause- effect relationship. For instance, they added in the effects on teacher part that when teachers' stress decreased or when they started to know their children well, their classroom management skills can be enhanced. Like in teachers, participants added that when parents have some positive effects on their daily life or work life, these positive changes affect their relationship in the family.

Another conclusion relates to pre- service teachers' views about using mindfulness in their future teaching practices. All of the participants wanted to use it in the future, but they have doubts as to whether it is appropriate to our society, and cited teachers' knowledge, and ability to integrate the practice in their own lives as potential hurdles. This finding showed that pre- service teachers did not think about a new concept in a superficial way and they did not accept it blindly. They focused on different issues and can think about deeply as to whether it can be applicable or not.

With the help of these conclusions, some implications can be mentioned. One of the implication was that mindfulness might be a part of pre- service early childhood teacher training program. An elective course can be designed to decrease the stress level of the future teachers. If there is no chance to open a new course, mindfulness can be integrated to the already existing courses with exercises which last approximately 15 minutes. These exercises can be breathing exercises, or mindful

eating exercises. Another implication was related to early childhood education and mindfulness practice. In foreign countries, there were different mindfulness- based programs which were used in education. Experts in this related field might develop a mindfulness- based program for our children and this program can be practiced in some pilot schools. After this pilot study, the benefits of mindfulness on children, teachers and parents could be seen and it can be spreaded to other schools. In addition, there might be some training for in- service teachers in order to practice mindfulness in their classrooms and home environment. Thus, mindfulness can be realized by people with the help of these implications.

5.4 Recommendations for Further Studies

The findings of this study have a number of important recommendations for future studies. They are presented under three main categories of study design and instrumentation, participants, and practices.

This current study was conducted as a phenomenological qualitative research design and a semi- structured interview was used in order to collect data. Future research with pre-service teachers can be supported by quantitative assessments conducted using the Mindfulness Attention Awareness Scale in order to see their level of mindfulness. In addition, experimental studies or longitudinal studies can be conducted in order see the effects of mindfulness with age.

In this study, the 21 participants were pre- service early childhood teachers attending early childhood training in Ankara, Turkey. In order to generalize the findings, the study can be conducted with more participants. In addition, because in-service teachers are more experienced than pre- service teachers, their views can enrich the study if includes teachers with different levels of experience. Children, parents, academics, and administrators also have important views on the education system. In the current study, the researcher did not apply a mindfulness program and she directly collected pre- service teachers' views before and after giving them a definition of mindfulness. However, Mindfulness- based Programs can be developed for children,

teachers, or parents and their views collected. The effects of mindfulness can be seen easily in this way rather than only asking for views with a definition.

The last recommendation is related to the practice of mindfulness. Elective courses can be designed about mindfulness in order to make teacher candidates more familiar with the concept. In addition, mindfulness needs to be integrated in early childhood both in the home and at school and supported by appropriate children's books, materials and learning environments. However, culture is a significant issue while practicing mindfulness. For this reason, experts who practice it to education should be careful about its appropriateness to Turkish society.

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APPENDICES

APPENDIX A: INTERVIEW PROTOCOL

A. Kişisel Bilgiler

1. Öğrenim görülen üniversite:
2. Sınıf düzeyi:
3. Cinsiyet:
4. Yaş:
5. Staj deneyimi (dönem):
6. Mezun olunan lisenin türü:
7. Alanınızdaki yenilikleri takip etmek adına erken çocukluk eğitimi ile ilgili üyesi olduğunuz dernek ya da sürekli okuduğunuz bir yayın var mı?

B. Katılımcıların Bilinçli Farkındalık Kavramı Hakkındaki Görüşleri

1. Bilinçli farkındalık kavramı size ne çağrıştırıyor?
2. Lisans eğitiminiz boyunca bilinçli farkındalık kavramını içeren herhangi bir ders aldınız mı veya herhangi bir seminere, kursa, eğitime katıldınız mı? (Cevap evet ise içeriği hakkında biraz bilgi verir misiniz?)

Ben size kısaca bilinçli farkındalık kavramının tanımını vermek istiyorum. Bu tanımdan yola çıkarak birazdan soracağım sorulara daha rahat cevap verebileceğinizi düşünüyorum.

Bilinçli Farkındalık Kavramının Tanımı: Bilinçli farkındalık şimdiki ana yargısız ve açık olarak dikkatini vermek ve bu anda her ne meydana geliyorsa kabullenmektir.

Mindfulness: “The awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment by moment” (Kabat- Zinn, 2003, p.144).

3. Yukarıdaki tanımdan yola çıkarak bilinçli farkındalık kavramı hakkındaki düşünceleriniz nelerdir?

C. Erken Çocukluk Eğitimi ve Bilinçli Farkındalık Kavramı

1. Bilinçli farkındalık kavramı erken çocukluk eğitiminde nasıl kullanılabilir? (Sınıf içinde ve ev ortamında)
2. Bilinçli farkındalık kavramı erken çocukluk eğitiminde kullanıldığında bunun çocuklar üzerindeki etkileri neler olabilir?
3. Bilinçli farkındalık kavramı erken çocukluk eğitiminde kullanıldığında bunun öğretmenler üzerindeki etkileri neler olabilir?
4. Bilinçli farkındalık kavramı erken çocukluk eğitiminde kullanıldığında bunun aileler üzerindeki etkileri neler olabilir?
5. Lisans eğitiminizi tamamladıktan sonra öğretmeni olduğunuz sınıfta bilinçli farkındalık kavramını kullanmayı düşünür müsünüz?

Bana zaman ayırdığınız için teşekkür ederim. Bu konuda görüşmeden sonra eklemek istediğiniz görüş ve önerileriniz olursa yardımcı olabilirim.

APPENDIX B: ETHICAL PERMISSION

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ
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08 ŞUBAT 2018

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Doç. Dr. Feyza TANTEKİN ERDEN ;

Danışmanlığını yaptığınız Funda Eda TONGA' nın "*Okul Öncesi Öğretmen Adaylarının Bilinçli Farkındalık Kavramı Hakkında Görüşlerinin Alınması*" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay 2018-EGT-011 protokol numarası ile 01.03.2018 - 30.09.2018 tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Ayhan SOL

Üye

Prof. Dr. Ş. Halil TURAN

Başkan V

Prof. Dr. Ayhan Gürbüz DEMİR

Üye

Doç. Dr. Yaşar KONDAKÇI

Üye

Doç. Dr. Zana ÇITAK

Üye

Yrd. Doç. Dr. Pınar KAYGAN

Üye

Yrd. Doç. Dr. Emre SELÇUK

Üye

APPENDIX C: CONSENT FORM

Gönüllü Katılım Formu

Sayın öğretmen adayı,

Bu görüşme formu, Orta Doğu Teknik Üniversitesi Temel Eğitim Bölümü Erken Çocukluk Eğitimi Anabilim Dalı öğretim üyesi Doç. Dr. Feyza Tantekin Erden' in danışmanlığında yürüttüğüm “Okul Öncesi Öğretmen Adaylarının Bilinçli Farkındalık Kavramına Yönelik Görüşlerinin İncelenmesi” konulu bir araştırmaya bilgi toplamak amacıyla hazırlanmıştır. Çalışmaya katılım tamamen gönüllülük temelinde olmalıdır. Mülakatta sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamen gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilecek bilgiler bilimsel yayınlarda kullanılacaktır.

Mülakat soruları, genel olarak kişisel rahatsızlık verecek soruları içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda mülakatı uygulayan kişiye, mülakatı tamamlamayacağınızı söylemek yeterli olacaktır. Mülakat sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için Temel Eğitim Bölümü öğretim üyelerinden Doç. Dr. Feyza Tantekin Erden (Oda: EF-A 115; Tel: 210 3699; E-posta: tfeyza@metu.edu.tr) ya da araştırma görevlisi Funda Eda Tonga (Oda: EF-A 39; Tel: 210 7505; E-posta: edatonga@metu.edu.tr) ile iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayınlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

----/----/-----

APPENDIX D: TURKISH SUMMARY / TÜRKKÇE ÖZET

GİRİŞ

Hiç arabayı kilitledim mi kilitlemedim mi diye düşündüğünüz ya da işe vardığınızda yolda dinlediğiniz şarkıyı bir türlü hatırlayamadığınız oldu mu? İnsanlar bunlara benzer sorularla hayatları boyunca birçok kez karşılaşılır ve bu sorular insanların hayatları boyunca koşturmaca içinde yaşayıp sürekli bir yere ya da bir şeye yetişmeye çalıştıklarını gösterir. Bu koşturmaca içinde şimdiki ana odaklanmak güçleşir. Çünkü zihin geçmişle ya da gelecekle meşgul olmaya yatkındır. Bir yıl önceki yaz tatilinden anılar, yarın yapılacak olan sunum ya da maaş günü yapılacak olan alışveriş zihni meşgul eder ve ana odaklanmayı engeller. Yapılan bir çalışma insanların zamanının %47 sini yaptığı iş dışında başka şeyleri düşünerek geçirdiğini göstermiştir (Killingsworth, 2010). Bu da yapılan işin niteliğini olumsuz yönde etkiler. Sadece yapılan iş değil, insanların yaşam kalitesi de olumsuz etkilenir. Çünkü insanlar sürekli bir yerlere yetişmeye çalışırken kendi duygu ve düşüncelerini unuturlar.

İnsanlar hızlı yaşamlarını devam ettirirken karşılına bazı problemler ve zorluklar çıkabilir ve bunlara rağmen iyi olmaya, iyi hissetmeye çalışırlar. Psikoloji bilimi bu sorunlarla baş etmeyi öğretirken eski bir Budist geleneği olan bilinçli farkındalık bu sorunların varlığını kabul etmeyi öğretir. Bilinçli farkındalık şimdiki ana yargısız ve açık olarak dikkatini vermek ve bu anda her ne meydana geliyorsa kabullenmektir (Kabat- Zinn, 2003). Bilinçli farkındalığın kökeni Budizm'e dayansa da dini bir kavram olmadığı alanyazında belirtilmiştir (Niemic, 2013). Bilinçli Farkındalık, ilk olarak 1979 yılında Jon Kabatt- Zinn tarafından psikolojik tedavi olarak kullanılmış ve hastaların stres seviyelerinde düşüş sağladığı görülmüştür

(Kınay, 2013; Fabiny, 2014). Daha sonra sağlık alanına ek olarak başka alanlarda da kullanılmaya başlanmıştır. Örneğin eğitim bu alanlardan birisidir.

Bilinçli farkındalık eğitin alanında kullanıldığında çocuklar ve öğretmenler üzerinde birçok etkisi görülmüştür (Meiklejohn et al., 2012). Yapılan çalışmalar bilinçli farkındalığın çocukların ve öğretmenlerin stres seviyesini azalttığını, dikkatlerinin, duygu düzenlemelerinin, performanslarının ve öz merhamet seviyelerini arttırdığını göstermektedir (McCallum & Price, 2010; Chiesa & Serretti, 2009; Jha, Krompinger, & Baume, 2007; Sedlmeier et al., 2012; Goldin & Gross, 2010; Ortner, Kiher & Zelazo, 2007; Roemer, Williston & Rollins, 2015; Birnie, Speca & Carlson, 2010). Bütün bu etkileri göz önüne alındığında, bilinçli farkındalığın okul öncesi eğitiminde kullanımı çocuklar için güçlü bir başlangıç olacaktır (Duncan & Magnuson, 2013). Çünkü okul öncesi dönem çocukların gelişimi ve öğrenmesi için en hassas dönemdir (Whitehead, 2011; Pholpirul, 2017).

Okul öncesi dönem kadar önemli olan bir diğer şey de okul öncesi öğretmenleridir. Ama bazı okullarda uzun saatler çalışmak zorunda kalan okul öncesi öğretmenlerinin performansları düşer ve stres seviyeleri artar (McCallum & Price, 2010). Bilinçli farkındalık bu öğretmenler için çözüm yolu olarak sunulabilir (Meiklejohn et al., 2012). Bilinçli farkındalık sayesinde öğretmenler zihinsel ve psikolojik olarak iyi olurlar. Bu da hem verdikleri eğitimin niteliğini artırır hem de öğretmenin çocuklarla olan iletişimini güçlendirir. Sonuç olarak, öğretmenin iyi hissetmesi onun sınıf yönetimi becerilerini etkiler denilebilir (Whitehead, 2011; Hooker & Fodor, 2008; Jennings, 2015).

Çalışmanın Amacı

Bu olgu bilim çalışmasının amacı okul öncesi öğretmen adaylarının bilinçli farkındalık kavramı ve bu kavramın okul öncesi eğitiminde kullanılması hakkındaki görüşlerini incelemektir. Hedef olarak devlet üniversitesinde veya özel üniversitede son sınıfta eğitimine devam eden okul öncesi öğretmen adayları belirlenmiştir.

Çalışmanın Önemi

Okul öncesi dönem çocukların ileriki yaşamları için hayati öneme sahiptir. Çünkü bu dönemde sahip olunan deneyimler çocukları bütün gelişim alanları açısından etkilediği gibi öğrenme de bu dönemde çok hızlıdır. Okul öncesi eğitim başladığında çocuklar akranları ve öğretmenleri ile bir araya gelip sosyalleşirler. Bu süreçte okul öncesi öğretmenlerinin önemi yadsınamaz. Okul öncesi öğretmenleri çocukların ilk öğretmenleri olduğu için onlar üzerinde etkileri büyüktür. Çocuklar öğretmenlerinin her cümlesini, her hareketini dikkatlice gözlemler ve taklit ederler. Yıllar geçse de bu cümleler ve davranışlar içselleştirildiği için çocuk tarafından hatırlanmaya devam eder. Okul öncesi öğretmenleri de diğer insanlar gibi bir hayata sahiptir ve özel hayatlarında bazı sorunlarla karşılaşabilirler. Bu sorunlar onların duygularını ve düşüncelerini etkileyebilir. Tabii ki doğru olan bunları çocuklara yansıtılmamaktır. Ancak bazen öğretmenler ellerinde olmadan duygularını çocuklara yansıtabilirler. Böyle zamanlarda öğretmenin performansı ve çocukların motivasyonu bu durumdan olumsuz etkilenir (McCallum & Price, 2010; Hooker & Fodor, 2008). Bilinçli Farkındalık yoluyla öğretmenlerin kendilerini fiziksel ve psikolojik olarak iyi hissetmelerini sağlamak mümkündür (Meiklejohn, et al., 2012; Whitehead, 2011).

Alanyazındaki çalışmalar bilinçli farkındalığın genellikle sorunlu durumlarda kullanıldığını göstermektedir. Örneğin dikkat eksikliği ve hiperaktivitesi olan, otizmlili çocuklar veya onların aileleri ile bilinçli farkındalık temelli çalışmalar yapılmıştır (Whitaker et al., 2014; O' Toole et al., 2017; Malboeuf- Hurtubise, Joussemet, Douaire, & Lacourse, 2015; Huguet, Miguel- Ruiz, Haro, & Alda, 2017; Lo et al., 2017). Bu çalışmalar bilinçli farkındalığın öğretmenler ve çocuklar üzerinde birçok olumlu etkisi olduğunu göstermiştir. Öğretmenlerin ve çocukların psikolojik iyi olma halini arttırması, öz- düzenleme becerilerini geliştirmesi, öz- yeterliliklerini arttırması, öz- saygı düzeylerini yükseltmesi, birbirleri ile olan ilişkilerini güçlendirmesi, ve stres seviyelerini düşürmesi bu etkilerden bazılarıdır (Meiklejohn et al., 2012; Albrecht, Albrecht & Cohen, 2012; Buchanan, 2017; Capel, 2012). Problem durumlar dışında, çok az da olsa öğretmen eğitiminde bilinçli farkındalık kavramının kullanıldığı

çalışmalar da mevcuttur. Bu çalışmalar sonucunda bilinçli farkındalığın öğretmen adaylarının stres seviyelerini azalttığı, rahat hissetmelerini sağladığı ve gelecek iş yaşamındaki çöküş ihtimallerini düşürdüğü bulunmuştur.

Alanyazına bakıldığında okul öncesi dönemde ve öğretmen eğitiminde bilinçli farkındalığın kullanıldığı çalışmalar çok kısıtlıdır. Bu sebeple bilinçli farkındalık henüz gelişmekte olan bir alan denilebilir (Ervin & Robinson, 2016). Ulaşılabilen çalışmalar incelendiğinde, Türkiye’de bilinçli farkındalık ile okul öncesi dönemi ya da okul öncesi öğretmen adaylarının bilinçli farkındalık hakkındaki görüşlerini içeren çalışmalara rastlanmamıştır. Bu çalışma ilgili alanyazındaki boşluğu doldurmada yardımcı bir kaynak olarak görülebilir. Okul öncesi öğretmen adaylarının bilinçli farkındalık hakkındaki görüşleri alındıktan sonra bilinçli farkındalığın okul öncesi dönemde kullanımı yaygınlaştırılabilir. Bu sayede mezun olup işe başlayan deneyimsiz öğretmenler bilinçli farkındalığı kullanarak sınıf yönetimi becerilerini geliştirip aynı zamanda aileler ile olan iletişimlerini güçlendirebilirler. Buna ek olarak bu çalışmanın bulguları okul öncesi öğretmenliği lisans programına da katkıda bulunabilir. Bilinçli farkındalığı içeren seçmeli dersler programa eklenebilir ya da var olan zorunlu derslerin bir bölümünde bu kavram öğretmen adaylarına tanıtılabilir.

YÖNTEM

Araştırma Soruları

1. Okul öncesi öğretmen adaylarının bilinçli farkındalık kavramı hakkındaki görüşleri nelerdir?
2. Okul öncesi öğretmen adaylarının okul öncesi eğitim ortamlarında bilinçli farkındalığın kullanımı ile ilgili görüşleri nelerdir?
 - 2.a. Bilinçli farkındalık okul öncesi eğitimi sınıf veya ev etkinliklerinde nasıl kullanılabilir?
 - 2.b. Okul öncesi eğitiminde bilinçli farkındalık kullanımının çocuklar üzerindeki etkileri neler olabilir?

- 2.c. Okul öncesi eğitiminde bilinçli farkındalık kullanımının öğretmenler üzerindeki etkileri neler olabilir?
- 2.d. Okul öncesi eğitiminde bilinçli farkındalık kullanımının aileler üzerindeki etkileri neler olabilir?
3. Okul öncesi öğretmen adayları gelecekteki öğretmenlik deneyimlerinde bilinçli farkındalık kullanımı hakkında ne düşünüyorlar?

Araştırma Yöntemi

Nitel araştırma yöntemleri çerçevesinde yürütülen bu çalışma bir olgu bilim çalışmasıdır. Okul öncesi öğretmen adaylarının bilinçli farkındalık hakkındaki görüşlerini almak ve detaylı bulgular sağlamak amacıyla veriler derinlemesine görüşme aracılığı ile toplanmıştır.

Katılımcılar

Bu olgu bilim çalışmasında örneklem seçim yöntemi olarak amaçlı örnekleme yöntemi kullanılmıştır. Çalışmanın katılımcılarını 21 okul öncesi öğretmen adayı oluşturmaktadır. Bu öğretmen adaylarının 16 tanesi dört farklı devlet üniversitesinde; beş tanesi ise iki farklı özel üniversitede son sınıf öğrencisidir. Katılımcıların son sınıfta olmaları bu çalışmaya katılmak için bir kısıttır. Çünkü son sınıf öğrencilerinin diğerlerine göre daha fazla staj deneyimine sahip olmaları, çocuklarla daha çok zaman geçirdiklerini ve sorulacak olan sorulara uygulamaya yönelik cevaplar verebileceklerini göstermektedir. Katılımcılar için P1'den P21'e kadar takma isimler verilmiş ve katılımcıların gerçek isimleri çalışmada kullanılmamıştır.

Veri Toplama Aracı ve Süreci

Bu çalışmanın verileri yarı yapılandırılmış görüşme aracılığı ile toplanmıştır. Görüşme soruları araştırmacı tarafından alanyazın incelenerek oluşturulmuştur. Oluşturulan görüşme soruları okul öncesi eğitimi alanında çalışmalar yapan üç uzman tarafından incelenmiş ve uzmanların görüşleri alınmıştır. Buna ek olarak yedi katılımcı

ile pilot çalışma yapılmıştır. Uzman görüşleri ve pilot çalışma sonuçlarına göre görüşme soruları yeniden düzenlenmiş ve son halini almıştır. Toplam 15 sorudan oluşan görüşme üç ana başlığa ayrılmıştır: kişisel bilgiler, bilinçli farkındalık hakkındaki görüşler ve bilinçli farkındalığın okul öncesi eğitiminde kullanılmasına yönelik görüşler.

Üniversitenin etik kurulundan gerekli izinler alındıktan sonra veri toplanmaya başlanmıştır. Çalışmanın yapılacağı üniversitelerdeki araştırma görevlileri ile iletişim kurulmuş ve çalışmanın duyurulması sağlanmıştır. Böylelikle çalışmaya gönüllü olarak katılmak isteyen öğrenciler araştırmacı ile iletişime geçmiştir. Katılımcıların uygun olduğu zaman dilimleri belirlenip üniversiteleri içinde bir mekanda görüşmeler gerçekleştirilmiştir. Genellikle 20 ile 30 dakika arasında süren bu görüşmeler katılımcıların izinleri ile kayıt altına alınmıştır.

Veri Analiz Süreci

Bu çalışmada öğretmen adaylarından elde edilen veriler ses kayıtları dinlenerek yazıya aktarılmıştır. Daha sonra bu verilen sınıflandırılarak kategoriler ve kodlar belirlenmiştir. Son olarak da çalışmanın bulguları tablo ve figürler kullanılarak sunulmuştur (Creswell, 2007). Kategoriler ve kodlar, araştırmacı ile okul öncesi eğitimi bölümünde araştırma görevlisi olarak çalışan bir yüksek lisans öğrencisi tarafından ayrı ayrı belirlenmiştir. Daha sonra bu iki araştırmacı bir araya gelerek özdeş ve özdeş olmayan kategoriler ve kodlar üzerine tartışmıştır. Böylelikle çalışmanın bulguları son halini almıştır.

BULGULAR ve TARTIŞMA

Bu bölümde katılımcıların kişisel bilgileri ve çalışmanın diğer bulguları her araştırma sorusuna ayrı ayrı odaklanılarak sunulmuştur.

Katılımcıların Kişisel Bilgileri

Bu çalışmada toplam 21 okul öncesi öğretmen adayı katılmıştır. Bu öğretmen adaylarından 16 tanesi devlet üniversitesinde ve beş tanesi özel üniversitede lisans eğitimlerinin son yıllarındadır. Son sınıfta olmaları staj deneyimlerinin fazla olduğunu göstermektedir. Ancak katılımcıların staj deneyimleri arasında mezun oldukları lisenin türüne göre farklılıklar vardır. Katılımcıların yaşları 20 ile 40 arasındadır. Çünkü iki katılımcı okul öncesi öğretmenliği lisans programını ikinci üniversite olarak yıllar sonra tercih etmişlerdir. Tablo 1 katılımcıların kişisel bilgilerini göstermektedir. Katılımcıların kişisel bilgilerini alırken bilinçli farkındalık ile daha önce hiç karşılaşmış ve karşılaşmadıkları da sorulmuştur. İki katılımcı bilinçli farkındalık seminerine katıldığını, üç katılımcı ise yoga dersleri sayesinde bilinçli farkındalık kavramı ile tanıştığını belirtmişlerdir. Buna ek olarak diğer katılımcılar kavram olarak ilk defa tanıştıklarını, ancak lisans eğitimleri boyunca aldıkları derslerin bazı bölümlerinde özellikle farkındalık kavramının çok fazla geçtiğini belirtmişlerdir.

Tablo 1

Katılımcıların Kişisel Bilgileri

Katılımcı	Cinsiyet	Yaş	Mezun Olunan Lisenin türü	Staj Deneyimi (dönem)	Üniversite
P1	Kadın	22	AÖL*	3 dönem	U1(devlet üniversitesi)
P2	Kadın	22	AÖL	3 dönem	U1 (devlet üniversitesi)
P3	Kadın	23	AÖL	3 dönem	U1 (devlet üniversitesi)
P4	Kadın	24	AÖL	3 dönem	U1 (devlet üniversitesi)
P5	Kadın	21	AÖL	3 dönem	U1 (devlet üniversitesi)
P6	Kadın	21	AL**	3 dönem	U2 (devlet üniversitesi)
P7	Kadın	22	ML***	5 dönem	U2 (devlet üniversitesi)

Tablo 1 (Devamı)						
Katılımcı	Cinsiyet	Yaş	Mezun Olunan Lisenin türü	Staj (dönem)	Deneyimi	Üniversite
P8	Kadın	22	AÖL	3 dönem		U2 (devlet üniversitesi)
P9	Kadın	36	AL	4 dönem		U3 (devlet üniversitesi)
P10	Kadın	23	ML	6 dönem		U3 (devlet üniversitesi)
P11	Kadın	22	AÖL	4 dönem		U3 (devlet üniversitesi)
P12	Kadın	23	AÖL	4 dönem		U3 (devlet üniversitesi)
P13	Kadın	22	AÖL	3 dönem		U4 (devlet üniversitesi)
P14	Kadın	22	ML	5 dönem		U4 (devlet üniversitesi)
P15	Kadın	22	AL	3 dönem		U4 (devlet üniversitesi)
P16	Kadın	22	ML	5 dönem		U4 (devlet üniversitesi)
P17	Kadın	34	AL	4 dönem		U5 (özel üniversite)
P18	Kadın	23	ML	6 dönem		U5 (özel üniversite)
P19	Kadın	23	AL	5 dönem		U6 (özel üniversite)
P20	Kadın	24	ML	7 dönem		U6 (özel üniversite)
P21	Kadın	24	AL	5 dönem		U6 (özel üniversite)

*AÖL: Anadolu Öğretmen Lisesi

**AL: Anadolu Lisesi

***ML: Meslek Lisesi

Araştırma Sorusu 1: Okul öncesi öğretmen adaylarının bilinçli farkındalık kavramı hakkındaki görüşleri nelerdir?

Çalışma kapsamında veriler toplanırken katılımcılara bilinçli farkındalık hakkındaki görüşleri iki kez sorulmuştur. İlkinde bilinçli farkındalığın ne olduğu katılımcılara söylenmeden, ikincisinde ise bilinçli farkındalığın tanımı katılımcılara verilerek görüşlerini paylaşmaları istenmiştir. Tablo 2 katılımcıların bilinçli farkındalık tanımından önceki görüşlerini yansıtırken, Tablo 3 tanımdan sonraki görüşlerini yansıtmaktadır.

Tablo 2

Katılımcıların Tanımdan Önceki Görüşleri

Olumlu Görüşler	Olumsuz Görüşler	Tarafsız Görüşler
Otomatik pilot halinden ayrılma (n=5)	Uzun süreç gerektirme ve zaman kaybına yol açma (n=2)	Herhangi bir fikir yok (n=2)
Bakmak ve görmek arasındaki fark (n=7)	Anlaşılması zor (n=1)	
Kendinin farkında olma ve geleceğini şekillendirme (n=4)		

Katılımcıların tanımdan önceki görüşleri incelendiğinde bulgular üç başlık altında toplanmıştır. Bazı katılımcılar bilinçli farkındalığın otomatik pilot halinden ayrılmayı, bakmak ile görmek arasındaki farkı anlamayı ve kendinin farkında olup geleceğini şekillendirmeyi sağladığını belirterek olumlu görüşte bulunmuşlardır. Bu bulgular önceki çalışmalarda yapılan bilinçli farkındalık tanımları ile tutarlılık göstermektedir (Kabat-Zinn, 2003; Brown & Ryan, 2003). Öte yandan bazı katılımcılar bilinçli farkındalığın uzun bir süreç gerektirdiğini bunun da zaman kaybına yol açtığını belirtmişlerdir. Buna ek olarak bilinçli farkındalığın anlaşılması

zor bir kavram olarak görülmesi de olumsuz görüşler arasındadır. Katılımcılardan bazıları da bilinçli farkındalık hakkında hiçbir görüşlerinin olmadığını belirterek olumlu ya da olumsuz yönde bir ayırım yapmamışlardır. Bu alanda yapılan çalışmalar bilinçli farkındalığın uzun bir süreç gerektirdiği bulgusu ile örtüşmektedir. Ancak, bu süreç zaman kaybı olarak algılanmamakta, aksine gelişim için gerekli görülmektedir (Jennings, 2014; Brown, Ryan & Creswell, 2007; Davis & Hayes, 2011; Siegel, 2007b; Kostanski & Hased, 2008; Kabat- Zinn, 2010; Segal, Teasdale & Williams, 2013).

Tablo 3

Katılımcıların Tanımdan Sonraki Görüşleri

Olumlu Görüşler	Olumsuz Görüşler
Olumsuz duyguları control etme (n=4)	Yargısız olma (n=1)
Şimdiki zamanda yaşama (n=11)	Geçmişi ve geleceği düşünmekten yoksun olma (n=2)
Şimdiye odaklanma ve konsantrasyonu arttırma (n=6)	
Tüm hayatı etkileme (n=2)	

Bilinçli farkındalığın tanımı yapıldıktan sonra elde edilen bulgular iki başlık altında toplanmıştır. Katılımcıların çoğu bilinçli farkındalığın olumsuz duyguları kontrol etmeyi, şimdiki zamanda yaşamayı, şimdiye odaklanıp konsantrasyonu arttırmayı sağladığını ve tüm hayatı etkilediğini savunarak olumlu görüşlerini bildirmişlerdir. Ancak bazı katılımcılar bilinçli farkındalığın yargısız olduğu ve geçmiş ile geleceği düşünmekten yoksun olduğu için olumsuz görüşlerini paylaşmışlardır. Bunlara benzer bulgular geçmişte yapılan çalışmalarda da elde edilmiştir (Chambers, Gullone, & Allen, 2009; Germer, et al., 2005).

Araştırma Sorusu 2: Okul öncesi öğretmen adaylarının okul öncesi eğitim ortamlarında bilinçli farkındalığın kullanımı ile ilgili görüşleri nelerdir?

Araştırma Sorusu 2a: Bilinçli farkındalık okul öncesi eğitimi sınıf veya ev etkinliklerinde nasıl kullanılabilir?

Tablo 4

Bilinçli Farkındalığın Okul Öncesinde Kullanımı ile ilgili Görüşler

Kategoriler	Kodlar
Zaman farkındalığı	Şimdiki ana odaklanma (n=2)
	Gelecek hakkında endişe etmeme (n=2)
Fırsat eğitimi	Yarı- yapılandırılmış etkinlikler (n=5)
	Ürün değil süreç odaklı eğitim (n=3)
Farklı etkinlik seçenekleri	İlginç etkinlikler (n=7)
	Dış mekan oyunları (n=1)
Öğretmenlere ve ailelere öneriler	Dikkat dağılmasını engelleme (n=1)
	Gerçek yaşamla bütünleştirme (n=1)

Çalışmadan elde edilen bulgulara göre okul öncesi öğretmen adayları bilinçli farkındalığın okul öncesi eğitiminde kolaylıkla kullanılabileceğini düşünmektedirler. Bunun sebeplerini de farklı başlıklar altında açıklamışlardır. İlk olarak, bilinçli farkındalığın ve çocuğun doğasının zaman farkındalığı açısından çok uyumlu olduğunu belirtmişlerdir. Çünkü çocuklar şimdiki ana odaklanmaya yetişkinlere oranla daha yatkındır ve gelecek hakkında endişe etmezler. İkinci olarak, fırsat eğitimi ile bilinçli farkındalık arasındaki ilişkiye dikkat çekmişlerdir. Tıpkı fırsat eğitiminde olduğu gibi bilinçli farkındalık uygulanırken de yarı- yapılandırılmış etkinliklerden ve süreç odaklı eğitimden yararlanılabileceği görüşünü paylaşmışlardır. Buna ek olarak farklı etkinlik seçenekleri (yoga, dans, dış mekan oyunları) ile bilinçli farkındalık konusunda çocukların ilgisinin çekilmesi gerektiği savunulmuştur. Son olarak

öğretmen adayları öneriler sunarak öğretmenlerin ve ailelerin bilinçli farkındalık konusunda bilgi sahibi olmaları gerektiğini belirtmişlerdir. Böylelikle çocukların dikkatinin dağılması engellenecek ve tek bir şeye odaklanmaları sağlanacaktır. Ayrıca öğretmen adayları, öğretmenlerin ve ailelerin artan bilgileri sayesinde bilinçli farkındalığı gerçek yaşamla bütünleştirmek için çocuklarına gerçek yaşam deneyimleri sunmaları gerektiğini belirtmişlerdir. Yapılan çalışmalar okul öncesi dönemde bilinçli farkındalığın kullanımını destekler niteliktedir (McClelland & Cameron, 2012; Devcich, Rix, Bernay, & Graham, 2017; Viglas & Perman, 2017; Flook, Goldberg, Pinger, & Davidson, 2015; McClelland & Cameron, 2011; O'Brien, Shriver, & Weissburg, 2003; Liwe, 2012; Diamond, 2005; Semrud- Clikeman & Schafer, 2000).

Araştırma Sorusu 2b: Okul öncesi eğitiminde bilinçli farkındalık kullanımının çocuklar üzerindeki etkileri neler olabilir?

Tablo 5

Bilinçli Farkındalığın Çocuklar Üzerindeki Etkileri

Kategoriler	Kodlar
Gelecek yaşam	Erken yaşta öğrenme (n=3)
	Alışkanlık haline getirme (n=3)
Bilişsel gelişim	Problem çözme becerileri (n=3)
	Kritik düşünme becerileri (n=1)
	Akademik başarı (n=5)
	Öz- değerlendirme becerileri (n=2)
Sosyal- duygusal gelişim	Duygularının farkında olma (n=5)
	Başkalarının duygularının farkında olma (n=3)
	İyi iletişim becerileri (n=5)
	Öz- düzenleme becerileri (n=2)
	Öz- saygı (n=1)

Okul öncesi öğretmen adayları bilinçli farkındalığın çocuklar üzerinde birçok olumlu etkisi olduğunu savunmuşlardır. Bilinçli farkındalığın çocukların gelecek yaşamlarını şekillendirdiğini, erken yaşta öğrenilen faydalı bir kavramın kolaylıkla alışkanlık haline gelebileceğini belirtmişlerdir. Buna ek olarak çocukların bilişsel açıdan da yarar sağlayacağı görüşünü paylaşarak bilinçli farkındalık sayesinde problem çözme becerilerinin, kritik düşünme becerilerinin, akademik başarılarının ve öz- değerlendirme becerilerinin artacağını söylemişlerdir. Bilişsel gelişimin yanısıra birçok katılımcı bilinçli farkındalığın çocukların sosyal- duygusal gelişimine olan katkısından bahsetmişlerdir. Katılımcılara göre, bilinçli farkındalık sayesinde kendi duygularının ve başkalarının duygularının farkında olan çocuklar diğer insanlarla iyi

iletişim kurmaya başlar. Ayrıca öz- düzenleme becerileri ve öz- saygıları da artar. İlgili alanda yapılan çalışmalar bu çalışmanın bulgularını destekler niteliktedir. Ancak çalışmalar genellikle problem durumlarında bilinçli farkındalığın çözüm yolu olarak sunulduğunu göstermektedir (Beauchemin, Hutchins, & Patterson, 2008; Malboeuf-Hurtubise, et al., 2015; Taylor & Malboeuf- Hurtubise, 2016; Zenner, Herrnleben-Kurz, & Walach, 2013; Lu et al., 2017; Best, Miller, & Jones, 2009; Lan, Legare, Ponitz, Li, & Morrison, 2011; Best, Miller, & Naglieri, 2011).

Araştırma Sorusu 2c: Okul öncesi eğitiminde bilinçli farkındalık kullanımının öğretmenler üzerindeki etkileri neler olabilir?

Tablo 6

Bilinçli Farkındalığın Öğretmenler Üzerindeki Etkileri

Kategoriler	Kodlar
Kişisel faydalar	Günlük yaşamdaki problemlerle baş etme (n=4) Zaman yönetimi (n=3) Yaşam kalitesini artırma (n=2)
İş yaşamındaki faydalar	Stres seviyesinde düşüş (n=4) Çocukları iyi tanıma (n=3) Sınıf yönetimi (n=8)

Çalışmadan elde edilen bulgulara göre bilinçli farkındalık öğretmenler üzerinde olumlu etkilere sahiptir. Öğretmen adaylarına göre öğretmenler bilinçli farkındalık ile tanıştıklarında günlük yaşamdaki sorunlarla başa çıkmaları kolaylaşır. Ana odaklanmayı öğrenecekleri için zamanlarını iyi kullanırlar ve bu da zaman yönetimini olumlu etkiler. Bu kişisel faydalar öğretmenlerin yaşam kalitesinin artmasını sağlar. Öğretmen adayları kişisel faydalara ek olarak bilinçli farkındalığın iş yaşamında da olumlu etkileri olduğunu savunmuşlardır. Bilinçli farkındalık sayesinde öğretmenlerin stres seviyesinde düşüş meydana gelir. Tek tek her çocuğa odaklanıp

onlara zaman ayıran öğretmen çocukları daha iyi tanır. Öğretmen- çocuk arasındaki güçlenen ilişki de öğretmenin sınıf yönetimi becerilerini geliştirir. Bu çalışmanın bulgularından farklı olarak önceden yapılan çalışmalar genellikle bilinçli farkındalığın öğretmenlerin stress seviyelerindeki ve sınıf yönetimi becerilerindeki etkisine odaklanmışlardır (Langer, 2005; Coffey & Hartman, 2008; Ostafin et al., 2006; Ludwig & Kabat- Zinn, 2008; Ruff & Mackenzie, 2009; Brown & Kasser, 2005; Bihari & Mullan, 2014; Wells, 2015; Reb, Narayanan, & Chaturverdi, 2014).

Araştırma Sorusu 2d: Okul öncesi eğitiminde bilinçli farkındalık kullanımının aileler üzerindeki etkileri neler olabilir?

Tablo 7

Bilinçli Farkındalığın Aileler Üzerindeki Etkileri

Kategoriler	Kodlar
Kişisel ve iş yaşamı faydaları	Günlük yaşamdaki ve iş yaşamındaki problemlerle baş etme (n=3) İşte başarı (n=2) Zaman yönetimi (n=3)
Aile içindeki ilişki	Çocuğu tanıma (n=4) Demokratik aile (n=3) Özgür çocuk (n=4) Kaliteli zaman (n=5)

Okul öncesi öğretmen adayları bilinçli farkındalığın aileler üzerindeki etkilerini iki kategori altında toplamışlardır. Bunlardan birincisi bilinçli farkındalığın ailelerin kişisel yaşamı ve iş yaşamına olan faydalarıdır. Katılımcılar bilinçli farkındalığın günlük yaşamdaki ve iş yaşamındaki problemlerle baş etmeyi sağladığını savunmuşlardır. Bu da iş yaşamındaki başarıyı sağlamaktadır. Aynı zamanda bilinçli farkındalık sayesinde ailelerin hem evde hem de işte zaman yönetimi konusunda

başarılı olabileceklerini belirtmişlerdir. İkinci kategori ise aile içindeki ilişki ile alakalıdır. Bilinçli farkındalık ile tanışan aileler çocuklarına odaklanır ve onları daha iyi tanırlar. Çocuklarına demokratik bir aile ortamı içinde kendilerini özgür hissetmelerini, duygu ve düşüncelerini ifade edebilmelerini sağlarlar. Ayrıca katılımcılara göre, ana odaklanmayı öğrenen aileler çocukları ile geçirdiği zamana odaklanarak o zamanın kaliteli olmasına özen gösterirler. Örneğin yanyana oturup tablette ya da telefonda oyun oynamanın, TV izlemenin kaliteli zaman olmadığını bilirler. Bu çalışmanın bulguları yapılan diğer çalışmalar ile tutarlılık göstermektedir (Bogels & Restifo, 2014; Treadway & Lazar, 2009; Shapiro & Carlson, 2009; Baer, 2003; Moor, Scott, & McIntosh, 2013; Gilbert & Waltz, 2010).

Araştırma Sorusu 3: Okul öncesi öğretmen adayları gelecekteki öğretmenlik deneyimlerinde bilinçli farkındalık kullanımı hakkında ne düşünüyorlar?

Tablo 8

Gelecekte Bilinçli Farkındalığı Kullanma

Kategoriler	Kodlar
Uygulamadaki problemler	Topluma uygunluk (n=1) Okul öncesi eğitim programına uygunluk (n=2) Okul yöneticilerinin izni (n=2)
Öğretmenlerin yeterlilikleri	Bilinçli farkındalık hakkında bilgi (n=11) Bilinçli farkındalık uygulamaları hakkında bilgi (n=7) Çocuklara uygulamadan önce kendi yaşamıyla bütünleştirme (n=3)

Çalışmanın bulguları okul öncesi öğretmen adaylarının gelecekteki öğretmenlik deneyimlerinde bilinçli farkındalığı kullanmak istediklerini göstermektedir. Ancak katılımcılardan bazıları tereddütlere sahiptir. Uygulamada

yaşanacak problemler bu tereddütlerden birincisi olarak belirtilmiştir. Katılımcılar bilinçli farkındalığın başka bir kültürden geldiğini ve Türk kültürü ile uyuşup uyuşamayacağını sorgulamaktadır. Aynı zamanda 2013 yılında hazırlanan ve şu an kullanılmakta olan okul öncesi eğitim programı ile bilinçli farkındalık arasındaki uyum da öğretmen adayları tarafından merak edilmektedir. Bunlara ek olarak katılımcılar okul öncesi öğretmenlerinin çalışma ortamlarının rahat olmadığını ve okulların büyük çoğunluğunda okul yöneticilerinin söz sahibi olduğunu düşünmektedirler. Bu sebeple bilinçli farkındalık gibi yeni bir kavramın kullanımının kararının yeni işe başlamış bir öğretmene bırakılmayacağını belirtmişlerdir. Uygulamadaki problemlerin yanısıra öğretmen yeterlilikleri de katılımcılar için tereddüt olarak algılanmıştır. Katılımcıların büyük çoğunluğu bilinçli farkındalık ve bilinçli farkındalık uygulamaları hakkında bilgi sahibi olmadan bu kavramın sınıfta uygulanmasının doğru olmadığını düşünmektedirler. Ayrıca katılımcılara göre öğretmenler bilgi sahibi olsalar bile bilinçli farkındalığı kendi hayatları ile bütünleştirmeden çocuklarla uygulamamalıdır.

APPENDIX E:

TEZ İZİN FORMU / THESIS PERMISSION FORM

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TEZİN ADI / TITLE OF THE THESIS (İngilizce / English) : Investigating the Views of Pre-service Early Childhood Teachers Regarding Mindfulness

TEZİN TÜRÜ / DEGREE: Yüksek Lisans / Master Doktora / PhD

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