



## Behaviors Regarding the Positive Discipline: A Case Study for Parents\*

### Pozitif Disiplinle İlişkin Davranışlar: Ebeveynlere Yönelik Bir Durum Çalışması

Tuğba DEMİRBAĞ<sup>1</sup> , Meliha TUZGÖL DOST<sup>2</sup> 

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**Abstract:** The positive discipline, developed based on the Adler-Dreikurs parenting approach, is one of the approaches that supports the healthy development of children, aiming to protect them from violence, and respecting children's rights. It includes parenting skills such as parents encouraging their children, being role models for their children, using family meetings to solve problems, and resorting to natural and logical consequences when children exhibit undesirable behavior. This study aims at examining the behaviors of parents with children in the primary school level regarding the positive discipline, one of the Adler-Dreikurs parenting approaches. The study utilized a case study, one of the qualitative research methods. Participants were determined using criterion sampling and convenience sampling methods. 16 parents were interviewed throughout the study period. The data were analyzed using both descriptive and content analysis methods with the NVivo 14 software. The findings support parenting skills in the positive discipline. In this context, the study shows that parents place importance on the concept of encouragement, both parents are effective in being role models, family meetings are an effective method in solving problems, and confronting children with the natural and logical consequences of their behavior contributes to their development as a responsible individual.

**Keywords:** Adler-Dreikurs Parenting Approach, Positive Discipline, Parenting, Primary School Period, Case Study

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**Öz:** Pozitif disiplin, Adler-Dreikurs ebeveynlik yaklaşımına dayalı olarak geliştirilen, çocuğun sağlıklı gelişimini destekleyen, şiddetten korunmayı amaç edinen ve çocuk haklarına saygı duyan yaklaşımlardan birisidir. Çocuğun ebeveynleri tarafından teşvik edilmesi, ebeveynlerin çocuklarına model olması, sorunların çözümünde aile toplantılarının kullanılması ve çocuk istenmeyen davranışta bulunduğu doğal ve mantıksal sonuçlara başvurulması gibi ebeveynlik becerilerini içerir. Çalışma, ilkökul kademesinde çocuğu bulunan ebeveynlerin Adler-Dreikurs ebeveynlik yaklaşımlarından biri olan pozitif disiplin yaklaşımına ilişkin davranışlarını incelemeyi amaçlamaktadır. Çalışmada nitel araştırma yöntemlerinden durum çalışması kullanılmıştır. Katılımcılar ölçüt örnekleme ve kolay ulaşılabilir örnekleme yöntemiyle belirlenmiştir. Çalışma dönemi boyunca 16 ebeveynle görüşmeler gerçekleştirilmiştir. Veriler hem betimsel hem de içerik analizi yöntemiyle, NVivo 14 programıyla çözümlenmiştir. Bulgular pozitif disiplin yaklaşımındaki ebeveynlik becerilerini desteklemektedir. Bu anlamda ebeveynlerin teşvik kavramına önem verdiği, model olmak konusunda her iki ebeveyninde etken olduğu, aile toplantılarının problemlerin çözümünde etkili bir yöntem olduğu, çocuğu davranışın doğal ve mantıksal sonuçlarıyla karşılaştırmanın onun sorumluluk sahibi bir birey olmasına katkı sağladığını göstermektedir.

**Anahtar Kelimeler:** Adler-Dreikurs Ebeveynlik Yaklaşımı, Pozitif Disiplin, Ebeveynlik, İlkokul Dönemi, Durum Çalışması

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<sup>1</sup> Sorumlu Yazar: Uzm. Psikolojik Danışman Tuğba Demirbağ, MEB, Hacettepe Üniversitesi, Rehberlik ve Psikolojik Danışmanlık Bilim Dalı Doktora Öğrencisi, [tgbademirbag@gmail.com](mailto:tgbademirbag@gmail.com), ORCID: 0000-0002-1288-9199

<sup>2</sup> Prof. Dr. Meliha Tuzgöl Dost, Hacettepe Üniversitesi, Rehberlik ve Psikolojik Danışmanlık Bilim Dalı, [mtuzgol@hacettepe.edu.tr](mailto:mtuzgol@hacettepe.edu.tr), ORCID: 0000-0001-7852-6633

## 1. INTRODUCTION

Parent education strengthens relationship between parent and children in the today's world. Alfred Adler is one of the theorists with a long history in parent education, and his parenting concepts are based on his own theory of "Individual Psychology" (Allen et al., 2014). Today, Adler's theory continues to lead parent education and remains a leading approach in the field (Bettner, 2020). Adler's approach to working with parents was continued by Rudolph Dreikurs after his death (Popkin, 2014). In this sense, the parenting approach initiated by Adler and continued by Dreikurs is referred to as the "Adler-Dreikurs Parenting Approach" (Ferguson, 2018; Lindquist & Watkins, 2014).

The approach developed by Adler-Dreikurs more than 100 years ago is based on a sensible and respectful relationship that teaches parents how to understand and encourage their children (Bettner, 2020). The Adler-Dreikurs parenting approach focuses on the importance of the family system and the role of parenting in the formation of the child's personality (Adler, 1930; Dreikurs & Soltz, 1964). This approach is based on several fundamental principles that contribute to the success of the parenting role. These fundamental principles include emphasizing an approach based on encouragement rather than praise, relying on natural and logical consequences instead of rewards and punishments, promoting cooperation instead of obedience, and adopting an authoritative parenting rather than an authoritarian or permissive one (Rasmussen, 2014).

The positive discipline is one of the approaches developed based on the Adler-Dreikurs parenting approach and was introduced by Jane Nelsen in 1979 (Gfroerer et al., 2013). This approach aims to teach parents effective strategies for building positive relationships with their children. Its core philosophy is to communicate with children in a cooperative manner, establish effective boundaries, explain family rules and expectations to them kindly, thereby enabling the development of children's self-discipline, cooperation and problem-solving skills (Durrant, 2011; Nelsen, 2019). The approach also aims to help children have a sense of belonging at home, feel valued, acquire life skills by teaching effective communication skills, and strengthen their resources for coping with stress. It is expected that children who acquire these behaviors will form a positive bond with their families (Durrant, 2011). The positive discipline includes certain parenting skills aimed at strengthening the parent-child relationship. These skills are described as encouragement, family meetings, positive modeling, and natural and logical consequences (Nelsen et al., 2018; Nelsen et al., 2016).

**Encouragement** is the appreciation of both children and the effort they put forth in performing a positive behavior. Encouragement fosters the development of a sense of internal control in children and helps them develop important coping resources such as positive self-talk (Gfroerer et al., 2013). Through encouragement, children become aware of their abilities and develop a sense of belonging to their social environment (Nelsen, 2011).

**Positive modeling** involves parents serving as role models for their children through their behaviors (Nelsen et al., 2018). In the relationship between parents and their children, it is important for parents to express themselves through their behaviors rather than just through verbal communication. Parents can serve as role models by viewing mistakes as opportunities for learning, demonstrating tolerance, establishing empathy, collaboratively seeking solutions to problems encountered and fostering cooperation. Additionally, it is valuable to help children feel valued, establish healthy boundaries, plan special time together, build a relationship based on respect, jointly set household rules, suggest calming down before the problem-solving process, teach self-evaluation and exercise patience, as these practices contribute to positive modeling (Nelsen, 1979, 2019; Nelsen et al., 2007).

**Family meetings** are a structured way for family members to come together in order to enhance collaboration and address a particular issue within the family (Gfroerer et al., 2013). These meetings

provide an opportunity to enrich family values (Nelsen et al., 2018). Family meetings typically begin with family members acknowledging each other's strengths. A chairperson and a secretary may be elected, considering the ages and abilities of the family members. The meeting then commences according to previously determined agenda items, allowing all family members to have a voice. This process enables family members to brainstorm solutions to the problem at hand. As a result, it facilitates the sharing of thoughts among family members, fosters empathy towards one another, and contributes to the development of problem-solving skills through collaborative solution generation (Nelsen et al., 2007).

**Natural and logical consequences** involve allowing a child to face the natural and logical outcomes of their behaviors so that they can take responsibility for those actions (Dreikurs & Soltz, 1964; Nelsen, 2019; Nelsen et al., 2018; Rasmussen, 2014; Sweeney, 2009). For example, feeling cold due to not wearing a coat is a natural consequence, while not washing a dirty outfit because the child did not take it to the bathroom results in the logical consequence of having to wear dirty clothes. In such situations, the child will learn to remember to take their coat in cold weather and develop the habit of bringing their dirty clothes to the bathroom (Nelsen et al., 2018).

Literature review shows that there have been numerous studies conducted abroad regarding the positive discipline (Brown, 2018; Carroll, 2021; Carroll & Brown, 2020; Durrant et al., 2014; Gallitto, 2021; Holliday, 2014; Jahangiri et al., 2021; Saflarski, 2014; Seiss, 2008; Shanks, 2016). In contrast, studies conducted in Türkiye are relatively scarce. In Türkiye, two doctoral dissertations have examined the effectiveness of parent education programs related to the positive discipline (Apaydın, 2022; Dayılar Candan, 2022), while there is a review article stating that positive discipline is a modern discipline approach (Işık & Aslan, 2018). Also, both the studies in Türkiye and those abroad tend to utilize quantitative research methods. There appears to be no studies employing qualitative research methods related to the positive discipline. Given the limited number of studies based on the positive discipline in Türkiye and its role as one of the approaches that strengthen the parent-child relationship, it seems necessary to conduct research on this topic. Consequently, the purpose is to examine the behaviors of parents in Türkiye regarding the positive discipline, with the belief that face-to-face interviews with parents will reveal their experiences. In this regard, the research problem has been defined as investigating the behaviors of parents with primary school-aged children in relation to the positive discipline, one of the parenting approaches of Adler-Dreikurs.

### 1.1. Study purpose

In this study, in which the behaviors of parents with children at primary school level regarding the positive discipline approach, one of the Adler-Dreikurs parenting approaches, will be examined, the main purpose was to obtain in-depth information from the parents. At this stage, there was no initial objective to specifically select parents with a high level of education. However, since a participant group with a high level of education emerged, it was determined that the study represents parents with a high level of education, and the report was accordingly prepared to reflect this. In the study, the following sub-objectives were determined in line with this main objective:

- (1) What are parents' views on encouraging a child's positive behaviors?
- (2) What are parents' perspectives on modeling behavior to help children develop positive behaviors?
- (3) What are parents' views on their methods for resolving issues when they encounter problems with their children?
- (4) What are parents' views on helping children understand the consequences of inappropriate behaviors?

## 1.2. Significance of the study

Raising children and providing for their care is one of the most significant responsibilities an adult can undertake (Rasmussen, 2014). One of Dreikurs's most quoted remarks is, "We cannot protect children from life. Therefore, it is important to prepare them for life" (Dreikurs & Soltz, 1964, p. 39). This statement emphasizes the importance of parenting in a child's life. Considering all the factors that influence a child's development, the most crucial aspect is to provide good parenting (Rasmussen, 2014). Good parenting is achieved by employing an appropriate disciplinary approach, thereby fostering a healthy psychological structure for children (Sümer et al., 2010). This study is significant in raising parents' awareness for the purpose of raising psychologically healthy children. Positive discipline is preferred in Turkey as it helps parents establish positive relationship with their children by adopting both a respectful and assertive attitude. This approach fosters children's cooperation, problem-solving, and self-discipline skills, contributing to their personal development as an individual who fulfills his/her responsibilities. Furthermore, as a non-violent discipline method grounded in children's rights, it is considered a modern disciplinary approach.

It is believed that the positive discipline applied while raising children will help them develop positive thoughts about themselves and build resources for coping with life events. As a non-violent and non-punitive approach, positive discipline serves as a protective factor for children, making this study significant (Durrant, 2011). The selection of the positive discipline in this study is based on its contributions to children's healthy development, its inclusion of effective parenting behaviors, its aim to help children have a sense of belonging to their families and communities, and its foundation on child rights principles (Nelsen, 2019). Furthermore, the positive discipline enhances children's communication skills, increases their problem-solving abilities, and strengthens their coping resources for stress (Nelsen et al., 2018). The study is considered important for enhancing children's life skills through parents.

The research was conducted with parents of primary school-aged children. According to the Turkish education system, the primary school period is considered as the age between 6 to 10, which is middle childhood period. Changes in physical, cognitive and social development that occur during middle childhood affect the parent-child relationship (Del Giudice, 2015). During this period, children seek opportunities for developing and demonstrating new skills, making independent decisions, regulating their own behaviors, and establishing social relationships with peers and adults around them as well as family members (Eccles, 1999). Because of these changes, on the one hand children may face various challenges, on the other hand their relationship with the parents evolve. These unique challenges impact parent-child relationships and the socialization processes first within the family and then with the broader social environment (Collins & Madsen, 2019). During this period, parents are responsible for applying appropriate discipline approaches, fostering children's self-regulation skills, encouraging social responsibility and promoting prosocial behaviors. A review of the literature indicates that parenting during middle childhood is associated with positive outcomes for children, such as peer acceptance, academic success, self-efficacy and a sense of responsibility, which continue to influence children's lives in the future (Collins & Madsen, 2019). In this regard, the significance of the study lies in its focus on parents during the middle childhood period. Finally, the study is also important as it will contribute to the relevant literature.

## 2. METHOD

### 2.1. Study design

This study employed a case study design, which is a qualitative research method. A case study involves a comprehensive and detailed in-depth investigation of one or several cases and the units related to those cases (Patton, 2018; Yıldırım & Şimşek, 2021). In this design, the stages include defining the research problem, entering the research area, determining the participants of the study, collecting the study data

and analyzing the collected data (McMillan, 2022). Within the scope of this study, the research problem was first defined, and the study area, which refers to the place where the research would be conducted, was selected accordingly, with the necessary permissions obtained. Subsequently, a study group and participants suitable for the research objectives were chosen. The study data were collected using a semi-structured interview form for parents and analyzed using NVivo 14 software.

## 2.2. Study group

This study employed criterion sampling and convenience sampling methods, which are types of purposeful sampling (Onwuegbuzie & Collins, 2007). Criterion sampling involves forming the study group based on predetermined criteria (Marshall & Rossman, 2016; Onwuegbuzie & Collins, 2007; Patton, 2018). In the current study, the inclusion criteria for participation were defined as follows: 1) Being a parent of a child in primary school, 2) Being a parent of a child showing typical developmental characteristics, 3) Being able to participate in face-to-face interviews, 4) Agreeing to sign a voluntary participation form, 5) If the parents are divorced, being the parent living with the child. The exclusion criteria included: 1) The child having a special education diagnosis, 2) Being in the process of divorce, 3) Neglecting or abusing the child. In accordance with the criteria established for criterion sampling, the convenience sampling method was used to form the study group. In convenience sampling, the researcher selects the participants who are most accessible in order to be practical and expedite the research process (Onwuegbuzie & Collins, 2007; Patton, 2018). The process of including participants in the study according to convenience sampling is presented in the data collection phase below. In qualitative research, determining the sample size is emphasized by Patton (2018) as well as Lincoln and Guba (1986) in terms of data saturation. Onwuegbuzie and Leech (2007) also consider the number of participants in similar studies that have reached data saturation. In this study, the study group consisted of a total of 16 individuals, including one pilot application. The purpose of the pilot study is to assess the clarity of the questions and to determine the average duration of the interview. At this point, the contribution of the pilot study has been to ascertain the comprehensibility of the questions. Additionally, the pilot study has provided insights into the potential average duration of the interview. At this point, it was determined that both data saturation had been achieved and that the number of participants was sufficient based on the recommendations of researchers after reviewing similar studies. The current study group was composed of parents with a primary school child in the central district of the province of Çanakkale. Table 1 below presents the descriptive information about the study group.

**Tablo 1.**

*Descriptive Information About the Study Group*

Participant	Gender	Age	Age of Child	Educational Background	Occupation
P1	Female	43	8-10	Postgraduate degree	Teacher
P2	Female	43	9-11	Associate degree	Housewife
P3	Female	40	8	Bachelor's degree	Teacher
P4	Male	39	8	Postgraduate degree	Psychological Counsellor
P5	Male	37	7	Associate degree	Surgical Technician
P6	Female	47	9	Bachelor's degree	Housewife
P7	Female	37	9	Bachelor's degree	Teacher
P8	Male	40	7-8	Postgraduate degree	Financial Consultant
P9	Female	38	8	Bachelor's degree	Housewife
P10	Female	43	8	High School degree	Housewife
P11	Male	41	9	Bachelor's degree	Surgical Technician
P12	Female	39	9	Postgraduate degree	Faculty Member



**Tablo 1. continued**

P13	Male	53	10	Bachelor's degree	Accountant
P14	Female	43	9	Bachelor's degree	Housewife
P15	Male	52	10	Postgraduate degree	Faculty Member
P16	Female	38	9	Postgraduate degree	Nurse

As shown in Table 1, among the parents in the study group, 10 are female and 6 are male. The ages of the parents range from 37 to 53, their children are between 7 to 10 years old. Parents who are coded K1, K2, and K8 have two children who are in primary school, and parent K11 has twin children who are in primary school, while the other parents have one child who are in primary school. The educational level of the parents varies from secondary to postgraduate, with the study group consisting of 1 parent with secondary education, 2 with associate degrees, 7 with bachelor's degrees, and 6 with postgraduate degrees. An examination of the parents' occupations reveals a variety of occupations, including teacher, housewife, surgical technician, faculty member, nurse, psychological counselor, and others. Among the parents, there is 1 parent with an associate degree (K2) who is not currently working, and there are 4 parents with a bachelor's degree (K6, K9, K14) who are also not currently working. All participants in the study are the birth mother or father of the children, the study does not include any other kinship relationship. The number of mothers (n=10) exceeds the number of fathers (n=6).

### 2.3. Data collection tools

The data for this study were collected using the interview method (Yıldırım & Şimşek, 2021). For this purpose, a voluntary participation form, a personal information form, and a semi-structured parent interview form developed by the researchers were utilized. Before the interview commenced, parents were asked to complete the voluntary participation form and the personal information form. During the interview, the semi-structured parent interview form was employed.

#### 2.3.1. Personal information form

The form included questions regarding the participants' gender, age, educational background, occupation, degree of closeness to the child, and the child's age.

#### 2.3.2. Semi-structured parent interview form

In this study, which aims to examine the behaviors of parents of primary school-aged children regarding the positive discipline, in-depth information was sought from the parents. The "semi-structured parent interview form" developed by the researchers to this end consisted of a total of 11 questions, including 6 main questions and 5 follow-up questions. The semi-structured parent interview form was prepared using the works of Nelsen (1979, 2011, 2019), the founder of the positive discipline as well as those of Nelsen and his colleagues (2007, 2016, 2018). Additionally, the interview form was developed based on the books "The Challenge of Parenthood" by Dreikurs (1958), "Children: The Challenge" by Dreikurs and Soltz (1964), and the article "Positive Discipline: Helping Children Develop Belonging and Coping Resources Using Individual Psychology" by Gfroerer (2013).

In the study, professional support was obtained from a team of three individuals working in the field of qualitative research methods during the process from the preparation of the interview form to data analysis. Based on the relevant literature, the first draft of the questions was created by the first researcher and reviewed with the second researcher. Subsequently, feedback was obtained from an expert in qualitative research methods. Following that, opinions were gathered from a total of five experts, including two professors in the field of Guidance and Psychological Counseling, a professor specializing in positive

discipline, an instructor and a field expert in positive discipline, leading to the creation of the second draft of the interview form. Finally, feedback was once again sought from the qualitative research expert, and the final version of the form was established. To check the clarity of the questions, a pilot application was conducted using the developed form. The pilot application took place at the primary school where the children of a teacher mother, aged 43, with two children aged 8 and 10, attended. Each interview lasted for approximately 25 minutes, with the total interview being recorded as 385 minutes.

The voluntary participation form used in the study aims to provide information about the purpose of the research and the rights of the participants. In this context, the participants were clearly informed that the discussions during the interview would be used solely as data for scientific research, that the information obtained from the interviews would remain confidential, and that participation in the research was entirely voluntary. Table 2 below presents the questions included in the interview form.

**Table 2.**

*Semi-Structured Parent Interview Form*

1. What do you think it means to encourage a positive behaviour?
2. How is a child encouraged to exhibit positive behaviors?
3. In your opinion, in what areas should a child be encouraged by his/her parents? (Follow-up Question)
4. Could you provide examples of what you do to encourage your child to engage in positive behaviors? (Follow-up Question)
5. What do you think about being a role model to develop positive behaviors in your child?
6. What do you do to set an example for your child? (Follow-up Question)
7. What do you do to resolve issues when you have conflicts with your child?
8. Do you come together as a family to resolve the issues you face? When you gather as a family, what steps do you take to solve the problem? (Follow-up Question)
9. Sometimes children don't follow what we say or act according to the house rules. What do you do to help your child understand the consequences of their behavior? For example, if you want your child to put their dirty clothes in the basket in the bathroom but they don't do it, what steps would you take to encourage this behavior?
10. (If the participant parents have mentioned that they use punishment) What other methods can be used to change your child's behavior besides punishment? (Follow-up Question)
11. Is there anything else you would like to add?

#### 2.4. Data collection

Based on the criteria determined according to the purposive sampling method, convenience sampling was used to form the study group. According to this method, the first researcher selected the most accessible participants to be practical and expedite the study. The participants were chosen from a school with 1,150 students located in the district where the first researcher was working at the time of the study. In this area, no volunteer participants with a low education level were found. Therefore, the education level of the parents participating in the study was predominantly at a medium or higher level. Class teachers announced the study to the parents, and a group of 28 candidate participants was identified. Parents

willing to participate in the study reached out to the first researcher through their class teachers. The first researcher conducted a 10-minute preliminary interview with the parents to provide them with information about the scope and purpose of the study, and evaluated the participants based on inclusion and exclusion criteria. Suitable parents according to the study's criteria were identified by the researchers from this group. Appointments regarding an appropriate date, time and interview location were scheduled with those parents who met the criteria, signed the voluntary participation form, and accepted the conditions of the study such as audio recording. After the participants completed the voluntary participation form and the personal information form, the interviews were conducted by the first researcher under the supervision of the second researcher. The interviews were audio recorded with the participants' consent. The interviews were conducted face-to-face in the researcher's workplace, in quiet environments suitable for the interview conditions, in April 2023. The interviews were analyzed using NVivo 14, a computer-assisted data analysis program, by an expert and their team specializing in qualitative research methods.

## **2.5. Validity and reliability of the study**

Throughout the process from data collection to analysis, the researcher must ensure the accuracy of the findings and how to interpret them (Creswell & Miller, 2000). In qualitative research, the concepts of validity and reliability are expressed as "*credibility and consistency*" (Lincoln & Guba, 1986). In the context of this study, credibility and consistency were examined according to the categories proposed by Lincoln and Guba (1986): "*truth value, applicability, consistency, and neutrality*".

### **2.5.1. Truth value**

Truth value, which refers to *internal validity*, expresses the accuracy of the findings (Lincoln & Guba, 1986). In this study, the stages are presented in detail in a manner that the reader can understand (Creswell, 2007, 2012), with the steps taken described in detail and clearly (Yıldırım & Şimşek, 2021). Additionally, the findings are presented as they are, without any interpretive bias, with direct quotations related to the codes representing the categories provided verbatim (Creswell, 2012; Patton, 2018).

### **2.5.2. Applicability**

Applicability, which refers to *external validity*, signifies the usability of findings in similar environments or contexts. In this study, a clear language is used, the characteristics of the participants are provided, and the findings obtained at the end of the data collection and analysis processes are explained in detail (Lincoln & Guba, 1986). Additionally, the consistent questioning and recording of interviews, the storage of all data in an encrypted program on a computer (Lincoln & Guba, 1986), and conducting data analysis with the support of an expert and their team specializing in qualitative research methods (Miles & Huberman, 1994) are practices that enhance applicability.

### **2.5.3. Consistency**

Consistency, which refers to *internal reliability*, indicates that the data remains consistent when repeated with similar individuals and environments. In this study, the reliability among coders was calculated and explained in detail. Additionally, the consistent questioning and recording of interviews, the storage of all data in an encrypted program on a computer (Lincoln & Guba, 1986), and the analysis of the data using NVivo 14, a computer-assisted qualitative analysis program, are among the practices related to consistency (Creswell, 2007, 2012). To ensure consistency at this stage, the researcher worked with an expert and peer who also specializes in parenting, allowing for questioning of all phases of the study throughout the research and overseeing the process (Creswell, 2007; Lincoln & Guba, 1986).



#### 2.5.4. Neutrality

Neutrality, which refers to *external reliability*, means that the researcher distances themselves from biases, approaches the study impartially, and allows for the verification of data. During this study, the researchers conducted regular online meetings to coordinate the execution of the research at common dates and times. Additionally, two separate online meetings were planned with an expert in qualitative research methods while preparing the interview form and throughout the data analysis process to obtain feedback. These discussions included general topics such as the planning of the research, the methodology section, and ethical principles to be observed during the study. Moreover, for external reliability, the interview questions were developed based on expert approval and relevant literature, and the study findings were discussed within the context of the literature (Creswell, 2012; Patton, 2018). Similarly, practices such as storing data in an encrypted format on a computer (Lincoln & Guba, 1986), involving multiple researchers in the process (Miles & Huberman, 1994), coding by two coders from the professional team and having a third coder verify the coding (Creswell, 2012; Silverman & Marvasti, 2008; Patton, 2018), calculating inter-coder reliability (Creswell, 2012), and utilizing computer-assisted programs for data analysis (Silverman, 2014; Silverman & Marvasti, 2008) were also implemented.

#### 2.6. Data analysis

In this study, data analysis was conducted using the NVivo 14 program with the support of a professional team specializing in qualitative research methods. The data analysis process followed several steps, including coding the data, creating categories and related themes, and describing and interpreting the findings (Creswell, 2012; Yıldırım & Şimşek, 2021). In this context, descriptive analysis and content analysis were conducted on the data (Gall et al., 2003; Miles & Huberman, 1994; Patton, 2018; Yıldırım & Şimşek, 2021). Initially, the recorded interviews with participants were listened to separately by both the first researcher and two coders from the qualitative research team. These recordings were transcribed using NVivo 14 software. The listening process was conducted in a randomized manner rather than in the order sent by the researcher to eliminate confounding variables, thereby enhancing the validity and reliability of the study. Each coder then selected three interviews that they felt were most compatible with the literature, and they coded the data, identifying relevant categories, themes and direct quotes, which were organized into tables. Subsequently, the two coders met to compare their identified codes, categories, themes and direct quotes, working towards a shared perspective. They then revisited the data to analyze all remaining interviews and completed the analysis of all data. A third team member checked and validated the analysis. The expert team in qualitative research provided a mid-report to the researchers after sharing 30% of the data to obtain feedback and enhance the study's validity and reliability. The researchers were asked to verify the compatibility of the identified codes, categories, themes and direct quotes with the relevant literature and to provide feedback to the team. Once feedback was received confirming that the analysis aligned with the literature, tables for themes, categories and codes were created, and findings were revealed. Additionally, an NVivo model was constructed based on the qualitative data. Finally, the inter-coder reliability was calculated and detailed. Inter-coder reliability was calculated using the formula established by Miles and Huberman (1994) formula:  $\text{Agreement Reliability Percentage} = \frac{\text{Agreement}}{\text{Agreement} + \text{Disagreement}} \times 100$ . Reliability calculations were performed separately for both general and specific themes. The overall inter-coder reliability was found to be .92.63, while it was .87.87 for the theme of "*parenting approach*," and it was .93.84 for the theme of "*discipline approach within the family*." According to Miles and Huberman (1994), a consensus of .80 among coders is acceptable, and Yıldırım and Şimşek (2021) suggest that a .70 agreement is sufficient for reliability. Therefore, it can be stated that the calculated agreement values in this study are high.

## 2.7. Ethical approval of the study

In this study, all the rules specified in the “Directive on Scientific Research and Publication Ethics of Higher Education Institutions” were followed. None of the actions specified under the second section of the Directive, “Actions Contrary to Scientific Research and Publication Ethics”, have been carried out.

### Ethics Committee Approval Information

Ethical committee: Hacettepe University Research Ethics Committee

Data of ethical approval: 31.03.2023

The number of ethical approvals: E-35853172-300-00002774482

## 3. RESULTS

In this study, which aimed at obtaining in-depth information about the behaviors of parents with primary school children regarding the positive discipline, one of Adler-Dreikurs’ parenting approaches, the findings support the parenting skills associated with this approach. The results related to parenting skills are presented below under the heading of the positive discipline. However, upon examining the findings, it appears that the behaviors of parents concerning the positive discipline manifest as one of the categories emerging under the theme “*Discipline Approach within the Family.*” Additionally, the study reveals themes related to general parental attitudes and behaviors alongside the positive discipline. In this context, general parental attitudes and behaviors are expressed as a parenting model in this study. The study findings show that the parenting model is grouped under two main themes: “*Parenting Approach*” and “*Discipline Approach within the Family.*” Under the theme “*Parenting Approach,*” there are 4 categories and 33 codes, while for the theme “*Discipline Approach within the Family,*” there are 3 categories and 130 codes. In total, these two themes encompass 7 categories and 163 codes. When presenting the findings within the framework of the parenting model, the category of *positive discipline* is elaborated upon. The themes of *parenting approach* and *discipline approach within the family* are qualitative in nature and support the relevant literature. Ultimately, the findings are considered significant not only for reflecting the behaviors of parents related to the positive discipline but also for their relevance to general parenting approaches. Figure 1 below presents the “*Parenting Model in NVivo 14 Program*”, illustrating the relationships between categories and themes.

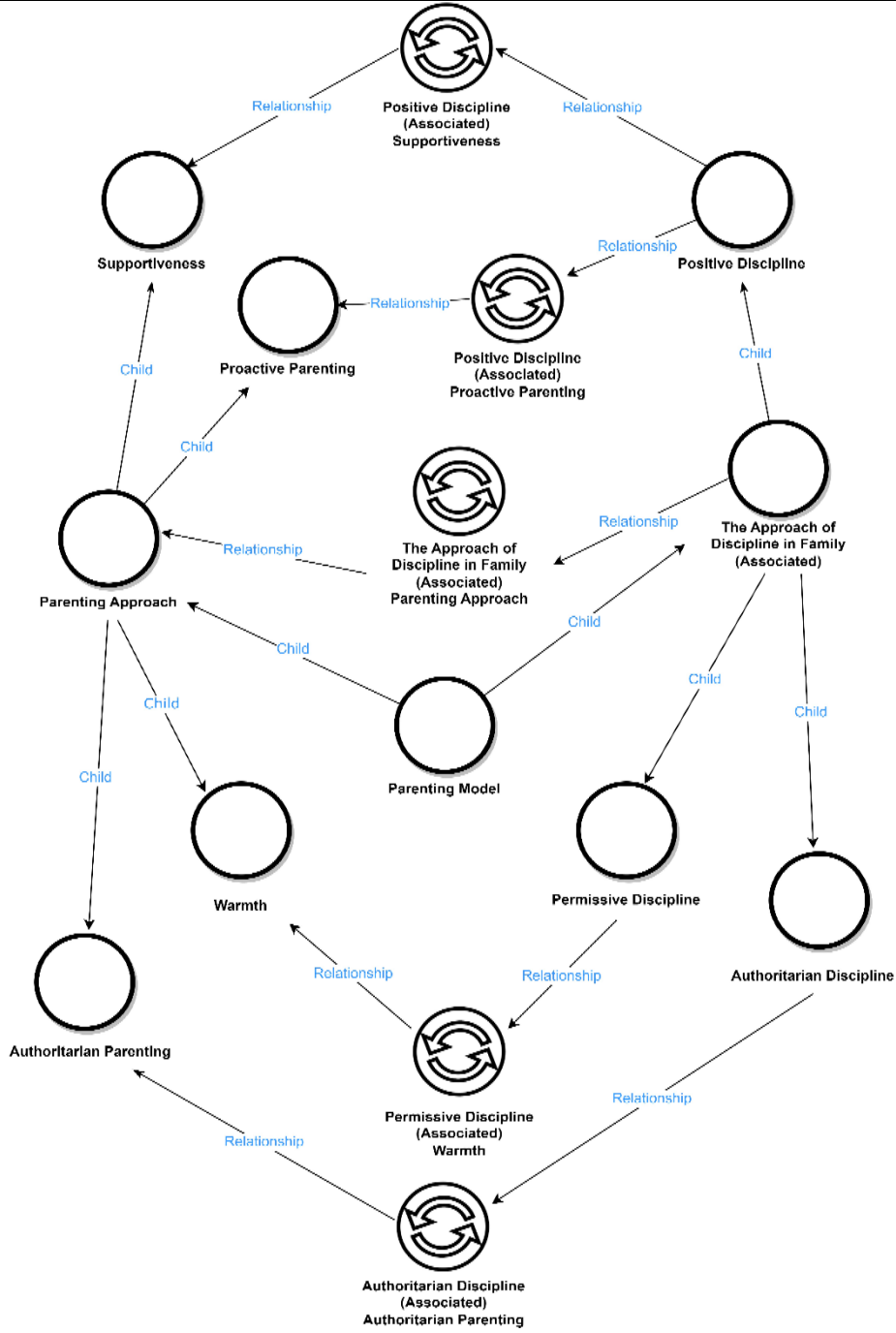


Figure 1. NVivo 14 program positive parenting model

As is seen in Figure 1, the positive parenting model is categorized into two main themes: "Parenting Approach" and "Discipline Approach within the Family," with the categories under these themes being interconnected. In this section, the findings are analyzed according to these themes, interpreting the parenting model demonstrated by the participant group in relation to existing **parenting approaches** and associated behaviors about **the discipline approach within the family**.

### 3.1. Theme: Parenting approach

Parenting approach was the first theme that emerged at the end of the interviews conducted with the participant parents with a primary school child. This theme included four categories, which were “supportiveness”, “warmth”, “proactive parenting” and “authoritarian parenting”.

#### 3.1.1. The category of supportiveness

According to the study data, the category of “supportiveness” included the codes of “making a decision together, supporting each other, helping each other, tending to cooperate, exchanging information, making a compromise, encouraging to be a model and being a model”. For example, P15 (a 52-year-old father with a 10-year-old child, a faculty member) indicated that he experienced the codes of “encouraging to be a model and being a model” as follows:

**P15:** *The child is a mirror of you. He/she starts to behave the same as how you behave and do what you do. We try to be a model in this way. It is important to be a model. It is necessary to show that you are interested in him/her, and you value him/her. We try to be a model not only for him/her but also his/her friends.*

Another participant parent, P4 (a 39-year-old father with an 8-year-old child, a psychological counsellor) indicated that he experienced the code of “making a decision together” as follows:

**P4:** *If we are to make a decision specifically about our child, we do this by taking his/her opinion. Each and everything from setting a specific rule at home to bedtime takes place as a conversation and meeting... We can sit together and make a decision even about setting reading times.*

To sum up, in the category of “supportiveness”, parents tended to cooperate with their children by becoming a model for their children and taking action together with them. Also, the category of “supportiveness” that emerged at the end of the study analysis showed similarities with the category of “positive discipline”, which is one of the aims of the current study, and both categories were found to be related to each other.

#### 3.1.2. The category of warmth

According to the study data, the category of “warmth” included the codes of “keeping family order together, creating a common meaning, explaining expectations, tending to communicate, explaining opposite ideas reasonably, directing to tranquillity, decreasing the tension, accepting the difference of temperament and parental harmony”. For example, P1 (a 43-year-old mother with 8-year-old and 10-year-old children, a teacher) indicated that she experienced the codes of “directing to tranquillity, decreasing the tension and tending to communicate” as follows:

**P1:** *My first reaction is to use the phrase, calm down. Calm down, wait a moment. Firstly, I try to infuse him/her in this direction... I try to lead into the subject via a mutual dialogue. Then I try to talk about the reason together.*

Another participant parent P2 (a 43-year-old mother with two children aged 8 and 10 years old, a housewife) indicated that she experienced the code of “parental harmony” as follows:

**P2:** *For example, at our home, when one says no, the other does not say yes to it... We try to behave consistently. There might be exceptions sometimes, but in general, we are a family who support each other.*

Lastly, in the category of “warmth”, the participant parents thought that they encouraged their children to behaving well by directing them to calm down, decreasing tension, establishing an effective relationship and behaving consistently.

### 3.1.3. The category of proactive parenting

According to the study data, the category of “proactive parenting” included the codes of “knowing the temperament of their child/children, being aware of the interaction between child and parents, being able to set limits, and receiving professional support”. For example, P14 (a 43-year-old mother with a 9-year-old child, previously a finance manager and human resource manager, but a housewife at the moment) indicated that she experienced the code of “knowing the temperament of their child/children” as follows:

**P14:** *The same mother and the same father, but there are two different characters. One is different from the other. I won't make a distinction like a girl or boy, because it does not change according to being a girl or boy. Each of them is a different individual.*

Another participant parent P2 (a 43-year-old mother with two children aged 9 and 11, a housewife) indicated that she experienced the code of “being able to set limits” as follows:

**P2:** *I say that when there is a no, this is still no even if you scream for ten times. I don't allow, and he/she then goes to his/her room, comes back, cries... then he/she calms down and comes back to talk.*

In short, in the category of “proactive parenting”, the participant parents took some measures such as “knowing the temperament of their child/children, being aware of the interaction between child and parents, being able to set limits” in the face of children’s undesired behaviours. Also, the category of “proactive parenting” that emerged at the end of the study analysis showed similarities with the category of “positive discipline”, which is one of the aims of the current study, and both categories were found to be related to each other.

### 3.1.4. The category of authoritarian parenting

According to the study data, the category of “authoritarian parenting” included the codes of “being traditional (overcontrol, physical violence), taking their own parents as an example, trying to transmit cultural heritage, and getting angry”. For example, P5 (a 37-year-old father with a 7-year-old child, a surgical technician) indicated that he experienced the code of “getting angry” as follows:

**P5:** *I try to talk, but there are also times when I shout. When I try to solve a problem, they are being stubborn sometimes... I get furious, and I shout. Sometimes I say enough is enough.*

Another participant parent P13 (a 53-year-old father with a 10-year-old child, an accountant) indicated that he experienced the code of “physical violence” as follows:

**P13:** *I am against violence... When one resorts to violence, the reaction in one's inner world will even grow more, and so always be positive, and there is no violence as much as possible. I mean, if there should be a very extreme case, if I get furious, there is. But fortunately, we don't want to live such a thing.*

In short, in the category of “authoritarian parenting”, the participant parents used traditional methods such as “getting angry with the child, being an over-controller, committing physical violence, or trying to transmit cultural heritage”. This approach was concluded to have similar features to “authoritarian discipline”, and these two categories were found to be related to each other.

## 3.2. Theme: The approach of discipline in family

The approach of discipline in family was the second theme that emerged at the end of the interviews conducted with the participant parents with a primary school child. The participants made a connection between the behaviours they learnt from their root families and the approach of discipline in their current families. This connection is given in Figure 1. NVivo 14 Analysis Model. This theme included the categories of “authoritarian discipline, permissive discipline and positive discipline”.



### 3.2.1. The category of authoritarian discipline

According to the study data, the participant parents were using authoritarian discipline mainly because of the behaviours they had learned from their own parents. This category included the codes of “giving advice, punishing, rewarding, sending to another room, giving a break, correcting a behaviour, showing the mistake, identifying the tasks of the child, teaching to keep promise, getting angry and continuous repetition”. For example, P6 (a 47-year-old mother with a 9-year-old child, a housewife) stated that she applied the codes of “getting angry, continuous repetition, sending to another room and giving a break” as follows:

**P6:** *I firstly send him/her to his/her room if I am very angry. I tell him/her to think about why I am angry... He/she comes, and I see that he/she hasn't thought over it or did not understand. Then I tell him/her again and again.*

Another participant parent P10 (a 43-year-old mother with an 8-year-old child, a housewife) stated that she aimed at applying the codes of “punishing, rewarding, showing the mistake, identifying the tasks of the child, teaching to keep promise and correcting a behaviour” as follows:

**P10:** *I make a table. I put minus/plus, and I give a score to the one who gets the most pluses. I say that the one who gets the highest score during the week will decide what we will do like going out, going to a pastry shop, whatever they want. That's how they pay attention to rules and tasks.*

In short, in the category of “authoritarian discipline”, the participant parents made use of traditional parenting approaches (punishment-reward method, getting angry, giving advice, sending to another room, taking a break, etc.) to communicate with their children and solve problems. Also, the analysis showed that there was a relationship between “authoritarian discipline” and “authoritarian parenting”, and both categories had similar features.

### 3.2.2. The category of permissive discipline

According to the study data, the category of “permissive discipline” included the codes of “making concessions to their children, taking the responsibility of children, supporting unconditionally and displaying altruistic behaviour”. For example, P10 (a 43-year-old mother with an 8-year-old child, a housewife) stated that using the code of “making concessions to their children” was not useful to solve problems as follows:

**P10:** *He/she takes and eats nuts and snacks without permission. I bought a big bag of nuts to guide him/her to do the right thing... I said, here you are. He/she looked at me and asked, really? I said, yes, you can eat all of it...Do you know what? He/she really ate all of it. I saw that this would not help either.*

Another participant parent P8 (a 40-year-old father with two children of 7 and 8 years old, a financial consultant) stated that he experienced the code of “taking the responsibility of children” as follows:

**P8:** *Once, we tried this. We let them have their room as they wanted. But it doesn't work. This time, the room turns out to be in a complete mess. When we have a guest, we cannot let anyone in as this room is too messy. Then, if I do say so, we work our guts out to tidy the room.*

In short, in the category of “permissive discipline”, the participant parents were of the opinion that they could solve the problems that had with their children by “making concessions to their children, taking the responsibility of children, supporting unconditionally and displaying altruistic behaviour”. Also, the analysis showed that the participant parents associated the categories of “permissive discipline” and “warmth” and construed that it was a desired parenting approach. However, “permissive discipline” is not something desirable indeed. This point will be discussed in the discussion part of the study.

### 3.2.3. The category of positive discipline

According to the study data, the category of “positive discipline” included the codes of “developing problem-solving skills, encouraging, being a model, giving permission for certain limits, holding family meetings, teaching how to compromise, including in decision-making, making plans together and being able to see the natural/logical consequences of behaviours”. For example, P7 (a 37-year-old mother with a 9-year-old child, a housewife) stated that she applied the code of “encouraging” as follows:

**P7:** *I say “I have seen you. You are going very well. Well-done!”...Sometimes, it is enough just to make an eye-contact for us. I say, good job, you are doing very well, you should move on this way. I mean, I like it when I see him/her waiting in a queue at the park. We smile to each other when we have an eye-contact. I think this encourages him/her.*

Another participant parent P3 (a 40-year-old mother with an 8-year-old child, a teacher) stated that she applied the code of “being able to see the natural/logical consequences of behaviours” as follows:

**P3:** *The room is very messy nowadays...A few days ago, he/she stepped on a Lego...He/she cried a bit. I asked, why do you think the Lego hurt your feet? Because the Legos were on the floor. So, where should those Legos stay? Yes, we must put them away, mustn't we? Yes, something worse might have happened. Yes, you were hurt a bit. And you are right. If something had happened to me, it would have hurt me, as well. But this is your responsibility.*

Similarly, another participant parent P11 (a 41-year-old father with twins, a surgical technician) stated that he applied the code of “being able to see the natural/logical consequences of behaviours” as follows:

**P11:** *I would like him/her to live the consequence of what he/she has done... We don't pick up the dirty clothes from the floor. After a time, he/she doesn't want to see the dirty clothes on the floor, he/she gets disturbed by them. Then he/she puts them in the laundry bin.*

In conclusion, the findings in the category of “positive discipline” support the parenting skills associated with positive discipline. At this point, it shows that parents place importance on the concept of encouragement, both parents are active in being role models, family meetings are an effective method for solving problems, and comparing a child's behavior with the natural and logical consequences contributes to their development as a responsible individual. Additionally, it has been concluded that parents who use a positive discipline play games with their children, engage in activities, share emotions and thoughts, utilize methods to help their children calm down, and strive to instill self-discipline. Some parents have expressed that they allow their children to voice their desires, support them academically in sports and art, and make them feel valued. Similarly, they have shared that they respect their children's decisions, approach them with empathy, make decisions together as a family, and plan activities as a family. The mentioned findings are consistent with the literature on the positive discipline (Nelsen, 2019; Nelsen et al., 2007; Nelsen et al., 2018). Moreover, the analysis revealed that the categories of “supportiveness” and “proactive parenting” each share similar characteristics with the category of “positive discipline” and are interconnected. This finding can be interpreted as indicating that the positive discipline exhibits similar features to positive parenting approaches.

## 4. DISCUSSION and CONCLUSION

The aim of this study was to examine the behaviors of parents with primary school-aged children regarding the positive discipline, one of the Adler-Dreikurs parenting styles. However, the findings indicate that the current study reveals not only positive discipline parenting behaviors but also the general attitudes and behaviors of parents. This situation can be interpreted as a richness of the study, as it has showcased both

the parenting approach attitudes and behaviors of parents with primary school-aged children as well as the discipline approaches within the family. Additionally, it was observed that parenting attitudes and behaviors as well as discipline approaches were categorized into various subcategories. For instance, under the theme of *discipline approach within the family*, behaviors related to not only the positive discipline, but also authoritarian and permissive discipline were identified. The findings are consistent with the literature (Nelsen, 2019; Nelsen et al., 2018).

#### 4.1. Theme: Parenting approach

The first theme that emerges in this study is **parenting approach**. This theme supports the literature on parenting attitudes and behaviors. In this regard, the study shows that the related categories of “*supportiveness*,” “*warmth*” and “*proactive parenting*” show similarities with positive parenting behaviors, while the category of “*authoritarian parenting*” is similar to negative parenting behaviors (Baumrind, 1966, 1971; Darling & Steinberg, 1993; Parent & Forehand, 2017). In this theme, positive parenting behaviors are identified as those that model for the child, take into account the child’s interests and needs, and act collaboratively with the child, whereas negative parenting behaviors are characterized by a lack of tolerance toward the child’s mistakes, an expectation of obedience, and a disregard for the child’s feelings and thoughts (Baumrind, 1966, 1971).

#### 4.2. Theme: The approach of discipline in family

The second theme that emerges in this study is **discipline approach within the family**. Although the interview questions were prepared based on the positive discipline, the study concluded that the participant parents had different disciplinary understandings. In this sense, the various disciplinary understandings that emerged in the theme (authoritarian, permissive, positive) support the relevant literature (Nelsen, 1979, 2019). Also, participants in this theme made connections between the behaviors they learned from their family of origin and the disciplinary approaches in their current families. It is possible to find studies in the literature that support these findings (Güngör, 2016; Parlak, 2020; Şanlı & Öztürk, 2015).

The study also reveals a relationship between the categories of the first theme and the second theme. For example, the study shows that there is a connection between the category of “*authoritarian parenting*” of the first theme and the category of the “*authoritarian discipline*” of the second theme, and that these categories exhibit similar characteristics to “*authoritarian parenting*” in the literature. For instance, parents described their parenting behaviors as “*being angry with the child*” in both the traditional approach category and the authoritarian/strict discipline category, associating the behaviors in these two categories with one another.

Similarly, it was observed that the “*permissive discipline*” category of the second theme shares similarities with the “*permissive parenting*” in the literature. The permissive parenting is characterized by high acceptance towards the child, but low parental control (Baumrind, 1966, 1971; Darling & Steinberg, 1993). As a result of the analysis, it was concluded that parents associated the category of “*permissive discipline*” with the category of “*warmth*” and interpreted it as a desirable discipline approach. However, the “*permissive discipline*” is not considered a desirable approach (Nelsen, 2019). This could be related to the meaning parents attribute to their parenting behaviors in reality. It can be suggested that parents associate the “*permissive discipline*” with the excessive care and acceptance behaviors in the category of “*warmth*”. In a study conducted by Apaydın (2022), parents in the experimental group perceived permissive parenting as parental warmth and interest. Additionally, studies conducted in Türkiye have found that parents with higher education levels tend to exhibit more tolerant attitudes compared to those with lower education levels (Eker & Türk, 2021; Genç & Uslu, 2022; Nacak et al., 2011). Therefore, the high education level of the parents participating in the study may have influenced their perception of the permissive discipline as a desirable approach.

When examining the positive discipline, it is evident that it is one of the categories under the theme of discipline approaches within the family. The findings support parenting skills such as parents placing importance on the concept of encouragement, utilizing positive modeling, holding family meetings, and referring to natural and logical consequences. Similarly, the current study findings support the literature on positive discipline, including making decisions together as a family, collaborating in problem-solving, planning activities as a family, and ensuring that the child feels valued (Nelsen, 2019; Nelsen et al., 2007; Nelsen et al., 2018). This situation can be interpreted as indicating that parents are employing the positive discipline and exhibiting positive parenting behaviors. Additionally, the study reveals that the category of *positive discipline* shares similar characteristics with the categories of *“supportiveness”* and *“proactive parenting”* found in the first theme, and that they are interconnected. For instance, parents stated that they made use of parenting behaviors they experienced as *“being a role model”* in both the supportive approach category and the positive discipline category. Similarly, in the *“proactive parenting”* category, parents associated taking preventive measures against their children’s negative behaviors (such as setting boundaries) with the category of *“positive discipline.”* In this sense, it can be concluded that the positive discipline exhibits similarities with positive parenting behaviors.

The current study shows that the category of *“positive discipline”* also shares similar characteristics with the *“authoritative parenting”* in the literature. It can be said that positive discipline and authoritative parenting exhibit similar features in the literature (Carroll & Brown, 2020; Carroll & Hamilton, 2016; Holliday, 2014). In both approaches, parents treat their children with kindness and understanding, set boundaries, respect their autonomy, and behave in ways that enhance their problem-solving abilities. This suggests that the authoritative parenting which shows similarities to the positive discipline (Carroll & Brown, 2020; Holliday, 2014), is effective in fostering a child’s independent and healthy personality development (İnan Kızıltepe et al., 2013; Sümer et al., 2010). It is also known that the positive discipline reduces parental stress (Apaydın, 2022; Carroll, 2021; Gallitto, 2021), increases parental self-efficacy (Durrant et al., 2014; Gallitto, 2021; Holliday, 2014; Shanks, 2016), strengthens parent-child communication (Durrant et al., 2014; McVittie & Best, 2009; Williamson, 2014), and decreases children’s maladaptive behaviors (Carroll, 2021).

## 5. RECOMMENDATIONS

Based on the current study findings, several recommendations can be made. While some of the participating parents utilize effective parenting attitudes and behaviors such as *“proactive parenting,”* *“supportiveness,”* and *“warmth”* as well as appropriate disciplinary approaches like the *“positive discipline,”* others employ less effective parenting attitudes and behaviors such as the *“authoritarian parenting,”* and inappropriate discipline approaches like the *“authoritarian discipline”* and the *“permissive discipline.”* For instance, despite having a high level of education, some parents still resort to traditional approaches, such as scolding and punishing their children. On the other hand, the permissive discipline has been perceived as a desirable parenting style. Similarly, it has been observed that while some parents manage to stay calm initially when facing problems with their children, their patience tends to wane as the issues persist, leading them to consider methods like scolding or even physical punishment. Additionally, parents have drawn connections between the behaviors they learned from their own families of origin and the disciplinary approaches they currently use with their families. It is believed that early childhood experiences have a significant influence on parenting behaviors (Endendijk et al., 2017; Sanders et al., 2017). It has been determined that parents need to learn both effective parenting attitudes and behaviors, as well as the appropriate discipline approach, such as the positive discipline, through relevant studies. Therefore, it is recommended that institutions capable of reaching parents directly, such as the Ministry of National Education and the Ministry of Family and Social Services, undertake initiatives to support them. For instance, school counselors could organize parent seminars and workshops, conduct book reading sessions, and involve all stakeholders in school activities to create a school climate that fosters positive parent-child

relationships. Also, collaborations with Public Education Centers could be established to offer courses and develop projects aimed at parents.

## 6. LIMITATIONS

Despite supporting the literature, the study also has some limitations. One of these limitations concerns the characteristics of the study group and the measurement used. The study group consisted of parents who had children in the primary school period with normal developmental characteristics, had a higher education level (mostly holding undergraduate or graduate degrees), belonged to the middle-upper socioeconomic class, lived in urban centers, and were predominantly mothers. Therefore, the generalizability of the results is limited to samples with similar characteristics. When examining studies both abroad and in Türkiye, it is evident that parental behaviors are influenced by variables such as culture (Barlow et al., 2016; Pektaş Demircioğlu, 2017), socioeconomic status (Alabay, 2017; Dekkers et al., 2021), education level (Barlow et al., 2016; Güngör, 2016; Özyürek et al., 2019), occupation (Dekkers et al., 2021), parents' own upbringing (Parlak, 2020) and personality traits (Barlow et al., 2016). Therefore, it is recommended to conduct research with groups from different socioeconomic levels, educational backgrounds and cultural contexts. Similarly, the study group only included parents of primary school children. However, since the needs of both parents and children may vary at different age levels, it is also recommended to conduct studies with parents whose children are in different developmental stages.



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## GENİŞLETİLMİŞ ÖZET

### 1. GİRİŞ

Pozitif disiplin, Adler-Dreikurs ebeveynlik yaklaşımına dayalı olarak geliştirilen ve 1979 yılında Jane Nelsen tarafından ortaya konmuş yaklaşımlardan birisidir (Gforeer vd., 2013) ve çocuklara öz disiplin, iş birliği ve problem çözme becerileri kazandırmaktadır (Nelsen, 2019). İlgili alan yazın incelendiğinde, pozitif disiplin ile ilgili yurtdışında yapılmış birçok çalışmanın olduğu (Brown, 2018; Carroll, 2021; Carroll & Brown, 2020; Durrant vd., 2014; Gallitto, 2021; Holliday, 2014; Jahangiri vd., 2021; Saflarski, 2014; Seiss, 2008; Shanks, 2016), buna karşılık Türkiye’de yapılan çalışmaların ise sayıca az olduğu görülmüştür. Türkiye’de Apaydın (2022) ve Dayılar Candan (2022) tarafından pozitif disiplin ebeveyn eğitim programlarının etkililiği ile ilgili iki adet doktora tez çalışması ile Işık ve Aslan (2018) tarafından pozitif disiplinin modern bir disiplin yaklaşımı olduğunu ifade eden derleme bir makaleye ulaşılmıştır. Aynı zamanda hem Türkiye’deki hem de yurt dışındaki çalışmalar incelendiğinde, pozitif disiplin ile ilgili çalışmaların genellikle nicel araştırma yöntemleri ile yapıldığı görülmüştür. Nitel araştırma yöntemleri ile ilgili yapılan herhangi bir çalışmaya rastlanmamıştır. Türkiye’de pozitif disipline dayalı çalışmaların sınırlı sayıda olması ve pozitif disiplinin ebeveyn çocuk ilişkisini güçlendiren yaklaşımlardan biri olması sebebiyle, konu ile ilgili çalışmaların yapılmasının gerekli olduğu düşünülmüştür. Buradan yola çıkarak Türkiye’deki ebeveynlerin pozitif disipline ilişkin davranışlarının neler olduğu incelenmek istenmiş ve bu konuda ebeveynlerden yüz yüze görüşmeler yoluyla bilgi alınmasının onların deneyimlerini açığa çıkaracağı düşünülmüştür. Bu anlamda araştırmanın amacı ilkökul kademesinde çocuğu bulunan ebeveynlerin Adler-Dreikurs ebeveynlik yaklaşımlarından biri olan pozitif disipline ilişkin davranışlarının incelenmesi olarak belirlenmiştir. Bu noktada öncelikle yüksek eğitim düzeyindeki ebeveynleri seçmek gibi bir amaç belirlenmemiştir. Fakat eğitim düzeyi yüksek bir katılımcı grubu oluşturduğundan, çalışmanın eğitim düzeyi yüksek ebeveynleri temsil ettiğine karar verilmiş ve çalışma ona göre rapor edilmiştir.

Bir çocuğun gelişimini etkileyen tüm faktörler göz önüne alındığında, en önemlisi çocuğa iyi bir ebeveynlik yapmaktır (Rasmussen, 2014). İyi bir ebeveynlik, uygun disiplin yaklaşımını kullanarak mümkün olmaktadır. Böylelikle çocuklar için sağlıklı bir ruhsal yapı oluşturulmuş olur (Sümer vd., 2010). Bu çalışma, ruhsal açıdan sağlıklı çocuklar yetiştirebilmek amacıyla ebeveynlerin bilinçlenmesi anlamında önemlidir. Bir çocuğu yetiştirirken ona gösterilen pozitif disiplin ile çocuğun kendisiyle ilgili olumlu düşüncelere sahip olacağı ve yaşam olaylarıyla başa çıkma kaynakları oluşturmasına yardımcı olacağı düşünülmektedir. Pozitif disiplin şiddet ya da ceza içermeyen bir yaklaşım olduğu için çocuklar için koruyucu bir faktör olmakta ve bu nedenle çalışma önemli görülmektedir (Durrant, 2011). Çalışmada pozitif disiplinin seçilmesinin nedeni, çocukların sağlıklı gelişimine katkı sağlayacak olması, etkili ebeveynlik davranışlarını içermesi, çocukların kendilerini ailelerine ve topluma ait hissetmelerinin sağlanması ve çocuk hakları ilkelerine dayanmasıdır (Nelsen, 2019). Aynı zamanda pozitif disiplin ile çocukların iletişim becerileri gelişmekte, problem çözme becerileri artmakta ve stresle başa çıkma kaynakları güçlenmektedir (Nelsen vd., 2018). Çalışma ebeveynler aracılığıyla çocukların yaşam becerilerinin artırılması anlamında önemli görülmektedir. Aynı zamanda alan yazına katkı sağlayacak olması bakımından da önem taşımaktadır.

### 2. YÖNTEM

Araştırmada nitel araştırma yöntemlerinden durum çalışması deseni kullanılmıştır (Patton, 2018). Amaçlı örnekleme yöntemlerinden ise ölçüt örnekleme ve kolay ulaşılabilir örnekleme yöntemi kullanılmıştır (Onwuegbuzie & Collins, 2007). Çalışma grubu bir pilot uygulama olmak üzere toplam 16 kişiden oluşmuştur. Araştırmanın verileri görüşme yöntemi kullanılarak toplanmıştır (Yıldırım & Şimşek, 2021). Bu amaçla araştırmacı tarafından geliştirilen gönüllü katılım formu, kişisel bilgi formu ve yarı



yapılandırılmış ebeveyn görüşme formu kullanılmıştır. Görüşmeye başlamadan önce, ebeveynlerden gönüllü katılım formu ve kişisel bilgi formunu doldurmaları istenmiştir. Görüşme sırasında ise yarı yapılandırılmış ebeveyn görüşme formu kullanılmıştır.

Nitel araştırmalarda geçerlik ve güvenilirlik kavramları “*inandırıcılık ve tutarlılık*” olarak ifade edilmektedir (Lincoln & Guba, 1986). Bu araştırma kapsamında inandırıcılık ve tutarlılık Lincoln ve Guba (1986) tarafından yapılan “*doğruluk değeri, uygulanabilirlik, tutarlılık ve nötrlük*” kategorilerine göre incelenmiştir. Araştırmada veri analizi, nitel araştırma yöntemleri konusunda çalışan profesyonel bir ekipten destek alınarak NVivo 14 programı ile çözümlenmiştir. Bu doğrultuda veriler üzerinde betimsel ve içerik analizi yapılmıştır (Gall vd., 2003; Miles & Huberman, 1994, Patton, 2018; Yıldırım & Şimşek, 2021).

### **3. BULGULAR, TARTIŞMA ve SONUÇ**

Bu çalışmanın amacı ilkökul kademesinde çocuğu bulunan ebeveynlerin Adler-Dreikurs ebeveynlik yaklaşımlarından biri olan pozitif disipline ilişkin davranışlarını incelemek olarak belirlenmiştir. Fakat bulgulara bakıldığında sadece pozitif disiplin ebeveyn davranışları değil, genel ebeveyn tutum ve davranışlarının da ortaya çıktığı görülmüştür. Bu durum çalışmanın bir zenginliği olarak yorumlanabilir. Çünkü çalışma, amacına ek olarak ilkökul kademesinde çocuğu bulunan ebeveynlerin hem ebeveynlik yaklaşımı tutum ve davranışlarını hem de ailedeki disiplin yaklaşımlarını ortaya koymuştur. Aynı zamanda ebeveynlik tutum ve davranışları ile disiplin yaklaşımlarının da kendi içerisinde çeşitli kategorilere ayrıldığı görülmüştür. Örneğin, ailedeki disiplin yaklaşımı teması altında sadece pozitif disiplin davranışları değil, otoriter disiplin ile hoşgörülü/esnek disiplin gibi farklı disiplin yaklaşımı davranışları da açığa çıkmıştır. Bulgular alan yazını destekler niteliktedir (Nelsen, 2019; Nelsen vd., 2018).

Pozitif disiplin incelendiğinde ailedeki disiplin yaklaşımı temasının kategorilerinden biri olduğu görülmektedir. Bulgular ebeveynlerin teşvik kavramına önem vermesi, pozitif modellemeyi kullanması, aile toplantıları yapması ile doğal ve mantıksal sonuçlara başvurması gibi ebeveynlik becerilerini desteklemektedir. Benzer şekilde ailede kararların birlikte alınması, problem çözmede iş birliği yapılması, aile olarak birlikte etkinlikler planlanması ve çocuğa değerli olduğunun hissettirilmesi gibi pozitif disiplin alan yazını destekleyecek bulgulara ulaşılmıştır (Nelsen, 2019; Nelsen vd., 2007; Nelsen vd., 2018). Bu durum ebeveynlerin pozitif disiplini kullandıkları ve olumlu ebeveyn davranışlarına yatkın oldukları şeklinde yorumlanabilir. Fakat her ne kadar bazı ebeveynler etkili ebeveyn tutum ve davranışlarını kullansalar da bazı ebeveynlerin de etkili olmayan ebeveyn tutum ve davranışları kullandıkları görülmüştür. Bu bakımdan ebeveynlerin ilgili çalışmalarla hem etkili ebeveyn tutum ve davranışlarını hem de uygun disiplin yaklaşımı olan pozitif disiplini öğrenmeye ihtiyaçları olduğu tespit edilmiştir. Bu anlamda Millî Eğitim Bakanlığı ile Aile ve Sosyal Politikalar Bakanlığı gibi doğrudan ebeveynlere ulaşabilecek kurumların ebeveynleri destekleyecek çalışmalar yapmaları önerilmektedir. Örneğin, okul psikolojik danışmanları ebeveynlere yönelik veli seminerleri, atölye çalışmaları, kitap okuma çalışmaları gerçekleştirebilir. Okulda tüm paydaşlar dahil edilerek, olumlu ebeveyn-çocuk ilişkisini destekleyen okul iklimi oluşturulabilir. Halk Eğitim Merkezleriyle iş birliği halinde çalışılarak ebeveynlere yönelik kurslar açılabilir, projeler hazırlanabilir.

Alan yazını desteklemesine rağmen çalışmanın bazı sınırlılıkları da bulunmaktadır. Bunlardan birisi araştırma grubu özellikleri ve ölçmeyle ilgilidir. Araştırma grubu, çocukları normal gelişim özellikleri gösteren, eğitim düzeyi genellikle lisans ve lisansüstü olan, orta-üst sosyoekonomik düzeyden gelen, şehir merkezinde yaşayan ve çoğunlukla annelerden oluşan ilkökul döneminde çocuğu bulunan ebeveynlerden oluşmaktadır. Sonuçların genellemesi benzer özelliklere sahip örneklem grubuyla sınırlıdır. Dolayısıyla, farklı sosyoekonomik düzeyden gelen, farklı eğitim düzeyi ve kültürel geçmişi olan gruplarla araştırmalar yapılması önerilmektedir.

## **ETHICAL APPROVAL**

In this study, all rules stated to be followed within the scope of the “Higher Education Institutions Scientific Research and Publication Ethics Directive” were followed. None of the actions specified under the title of “Actions Violating Scientific Research and Publication Ethics,” which is the second part of the directive, have not been carried out.

### **Ethics Committee Approval Information**

Ethical committee: Hacettepe University Research Ethics Committee

Data of ethical approval: 31.03.2023

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## **CONTRIBUTION OF RESEARCHERS**

The contribution rate of the 1st and 2nd authors to the research is 50%.

Author 1: Research design, data analysis, reporting, validity and reliability studies.

Author 2: Determination of the method, consultancy, critical comment, validity and reliability studies.

## **CONFLICT OF INTEREST**

There is no conflict of interest between the authors or any institution in the study.