

FATHER INVOLVEMENT IN EARLY YEARS: COMPARING CHILDREN'S
PERCEPTIONS OF FATHER INVOLVEMENT WITH THOSE OF THEIR
FATHERS' AND MOTHERS'

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ABSTRACT

FATHER INVOLVEMENT IN EARLY YEARS: COMPARING CHILDREN'S PERCEPTIONS OF FATHER INVOLVEMENT WITH THOSE OF THEIR FATHERS' AND MOTHERS'

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The purpose of this phenomenological study is to understand 50-72 months of age children's perceptions of father involvement and compare their perceptions of father involvement with those of their fathers' and mothers'. Sample of the study constitutes forty children between the ages of 50 and 72 months of age and seventeen mothers and seventeen fathers. Semi structured interviews were conducted with all participants, seperatedly. Results indicated that children's perceptions of father involvement are shaped around fathers' observable and countable behaviors. It was found that majority of children perceive their fathers as moderately involved. Also, majority of children perceived their fathers' involvement less than the other family members' involvement. Children's perceptions are similar to those of their mothers. Among families which were grouped according to the level of how fathers' are perceived by their children, there are some key differences regarding family demographics, fathers' gender role attitudes, fathers' involvement to child care, mothers' satisfaction from their husbands' involvement and the consistency between father and mother reports.

Keywords: Children's perceptions, early childhood, father involvement, family, Turkey

ÖZ

ERKEN ÇOCUKLUK DÖNEMİNDE BABA KATILIMI: ÇOCUKLARIN, ANNELERİN VE BABALARIN BABA KATILIMINA YÖNELİK ALGILARININ KARŞILAŞTIRILMASI

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Bu olgu bilim çalışmasının amacı, 50-72 aylık çocukların babalarının katılımına yönelik algılarını anlamak ve çocukların baba katılımına yönelik algılarını anne ve babalarının algıları ile karşılaştırmaktır. Çalışmaya 50-72 aylık 40 çocuk, bu çocukların 17 tanesinin anne ve babası katılmıştır. Çalışmanın verisi yarı-yapılandırılmış görüşmeler yolu ile elde edilmiştir. Sonuçlar, çocukların baba katılımına yönelik algılarının babaların gözlemlenebilir davranışları tarafından şekillendiğini göstermiştir. Ayrıca, çalışmaya katılan çocukların çok büyük bir kısmının babalarının katılımını orta düzeyde algıladıkları tespit edilmiştir. Yine, çocukların çoğunluğunun babanın katılım düzeyini ailedeki diğer bireylerin katılım düzeyinden düşük düzeyde algıladıkları gözlemlenmiştir. Aileler çocuklar tarafından algılanan baba katılım düzeyine göre gruplandırıldıklarında, çocukların baba katılımına yönelik algılarının annelerin baba katılımına yönelik algıları ile daha çok benzeştiği gözlemlenmiştir. Gruplar arası yapılan karşılaştırmalar sonucunda, babanın yüksek, orta düzey ya da düşük katılımlı olarak algılandığı ailelerin, demografik özellikler, babanın toplumsal cinsiyete ilişkin rollere yönelik algısı, annenin baba katılımından tatmin olma düzeyi, babanın çocuk bakımına katılma düzeyi ve anne ile baba raporlarındaki tutarlık bakımından farklılıklar olduğu gözlemlenmiştir.

Anahtar Kelimeler: çocukların algısı, erken çocukluk, baba katılımı, aile, Türkiye

To My Father...

To My Mother...

To all participated children, fathers and
mothers...

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CHAPTER I

INTRODUCTION

Children, as the new members and the prospects of a society, are expected to acquire the rules, values, and regulations to survive in the society (Frost, 1966). All over the world, families, being the basic and the smallest social unit, bear the major responsibility to provide proper environment for the developing children in terms of teaching roles, rules and values of the child's society. Relationships, established with other family members, are crucial for the child to adapt the society as a social, skillful and well-developed individual (Berk, 2006).

There is a great deal of theories that explain how relations with the members of family and society influence an individual's development and the Ecological Theory, suggested by Bronfenbrenner (1979), is one of them that puts developing child at the center and explains how different systems in a society has an impact on the development of a child. According to this theory, a child's world is formed by five different layers –microsystem, mesosystem, exocosystem, choronosystem and time- and each layer directly or indirectly influences children's development (Berk, 2006). However, since it includes face-to face relations between the members of system and the child, microsystem is introduced as the initial and the most influential layer in a child's life (Pleck, 2007). Since children spend the majority of their time with the family members, relationship between the child and family members has the upmost emotional influence on children, particularly in the early years (Bronfenbrenner, 1979).

Although there is not a single and universe definition of a family (Petzold, 1998), the most- widely accepted fact is that a family includes a mother, a father and a child or

children and relatively, the relations between these members has an undeniable impact for the developing child. Nevertheless, all developmental theories and research emphasize mother and child relationship by ignoring father-child relationship (Day & Lamb, 2003; Lamb, 1975) as the result of the traditional preconceptions which considers mothers as the primary caregivers and fathers as the distant breadwinners for their children (Kay, 2006).

The actual unavoidable major social changes such as increased maternal engagement of labor force, increased rates of divorce and increased number of children growing in fatherless families (Cabrera, Tamis-LeMonda, Bradley, Hofferth, & Lamb, 2000; Lamb, 2000; Parke, 2000) challenged the traditional assumptions of gender roles, and consequently, provided fathers as the active participant in their relationships with the child, which in result caused a more visible relation between the child and the father both in the society and within the research areas. As a result, last three decades have witnessed an increased attention to father-child relationship in the field of developmental psychology and social research (Parke, 2000). Lamb (1996) stated that there are over 4,000 studies, focusing on fathers, their involvement and its consequences on behalf of the children. Besides, the stated number has been increasing dramatically each year.

1.1. Background of the Study

1.1.1. Historical definitions of father involvement

One of the most important and worth-stressing issue is based on the definition of father involvement. For as much as, the previous studies have indicated that the meaning of fatherhood, and correspondingly, the sense of father involvement have altered due to the societal changes. Consequently, how and why fathers involve into their children's lives "reflect the prevailing beliefs and anxieties of the age" (Pleck, 2004, p.52). Throughout the history, all fathers have been expected to involve in their off-springs' lives in different ways. In the 18th and the beginning of the 19th centuries, fathers were expected to involve in children's lives as the "moral overseer" (Pleck, 1987). Industrialization changed the social structure and fathers were

expected to become “distant breadwinners”, and as a result, they started to work out of home to earn money leaving the mothers alone facing the whole responsibility of the child care. World War II paved way to the mother-oriented, yet father lacking families, which caused the fact that children at that time were mostly “mothered” rather than “fathered”. At the end of the World War II, mothers were believed to cause “the battle breakdowns and other problems of American fighting man” (Strecker, 1948; as cited in Pleck, 1987, p. 90) and fathers’ lack of involvement in particularly in the lives of their sons was taken into consideration, and thus, fathers’ role to be a sex-role model for their children regained importance. Later, during the 1970s, the increased number of women participation to labor force resulted in need for more father involvement and fathers were expected to be a co-parent in their families, particularly and equally sharing childrearing responsibility (Pleck & Pleck, 1997).

The altered sense of fatherhood also changed the definition of involved father. While during the 18th and in the first half of the 19th centuries, fathers, who provided moral guidance to their children, were perceived as involved father. Later in the twentieth century, fathers, being the proper economic providers, were perceived as involved fathers. From the second half of the twentieth century, fathers, who equally shared the childrearing responsibility with mothers without regarding the gender of the child, were accepted as involved father.

These different definitions for involved fathers manifested itself in the research on father involvement (Lamb, 2000). At the beginning, the appearance of developmental theories such as Freud’s psychosexual theory, which particularly focused on the fathers’ role for establishing a masculine personality especially for their male children, leads researchers to investigate fathers’ quality of involvement such as “masculinity, dominance, assertiveness, and the like” (Lamb, 2000, p.28). However, later the research was dominated by fathers’ absence and father involvement was considered as a concept with two dichotomy; “absence vs. presence” (Lamb, 2000, p.29). However, all individual studies used a unique implicit definition for father

involvement, and hence, it was difficult to compare the results of these studies and to understand the changing meaning of involved fathering (Lamb, 2000). In other words, there was not a systematic conceptualization for the term “father involvement”. The first systematic definition for father involvement came from Lamb, Pleck, Chernov and Levine (1987). According to them, father involvement is constituted from three different dimensions: interaction, availability and responsibility. Interaction refers to “fathers’ direct contact with the child” while availability refers to “father’s potential availability for interaction, by virtue of being present or accessible to the child” and it does not require having a direct interaction between father and the child. Responsibility refers to that “father takes in ascertaining that the child is taken care of and arranging for resources to be available for the child” (Lamb, Pleck, Charnov, & Levine, 1987,125)

Although father involvement conceptualization of Lamb et al’s (1985) provided a systematic definition for father involvement and paved a way to understand how father involvement is experienced differently in terms of different settings and conditions, it was criticized because of reducing the father’s involvement to the time spent in each domain and depending on observable and countable behaviors of fathers. For instance, Palkovitz (1997) stated that “our conceptualizations of involvement need to be more inclusive of thought processes and other cognitive components” (p. 208). Based on this claim, he conceptualized father involvement as a multidimensional concept which constitutes behavioral, cognitive and affective domain and proposed fifteen different ways for fathers to involve in their children’s lives (e.g. behavioral domain (i.e. availability, shared activities), cognitive domain (i.e. thought processes, planning or monitoring), affective domain (i.e. affection, supporting emotionality). (Appendix A provides a complete list for each involvement types and activities related to these involvement types).

1.1.2. How fathers involve in children's lives

As previously mentioned, traditionally fathers are seen as breadwinners of their families. Although previous research indicated that the role of father has dramatically changed during the history, Pleck and Pleck (1997) stated that providing for the family has remained as the most important role of the father. Therefore, being an economic provider for their family is the only way for the fathers to involve in their children's lives. Fathers also involve in their children's lives as economic providers, teachers and role models, monitors and disciplinarians, protectors, providers for emotional and practical supports for mothers and providers for linkages to extended family and the community (National Center for Education Statistics, 2001).

Almost all studies have indicated that fathers of contemporary age involve into their children's lives more than the fathers in previous times, but they still do not involve as much as mothers (Acock & Demo, 1994; Creig & Bittman, 2004; Creig, 2006; Pleck, 1997; Yeung, Sandberg, Davis-Kean, Hofferth, 2001). Even in the families that high father involvement is experienced, fathers have been found to be more likely to engage play, joint-talking and also educational and recreational activities with their children (Craig 2002a; Creig, 2006; Hossain & Roopnarine, 1994; Lamb 1997; Parke, 1996; Starrels 1994) while mothers are more likely to provide care for their children. Studies that compared father and mother involvement have found that fathers are less interactive with and less accessible for their children when compared to mothers (Laflamme, Pomerleau & Malcuit, 2002; Rustia & Abbot, 1990; Wille, 1995).

1.1.3. Determinants of Father Involvement

Consistent results of previous studies which favor higher father involvement have led researchers to examine the reasons of fathers' different involvement levels in their children's lives and Lamb, Pleck, Charnov and Levine (1985) identified five different factors that affect fathers' involvement level: biogenetic, motivation, skills,

social support and institutional factors. Recently, Parke (1996) proposed a four layer model for the determinants of fathers' involvement levels: *individual influences* (e.g. attitudes, beliefs and motivation of father, relationship with family of origin, child gender); *familial influences* (e.g. husband-wife relationship, father-child & mother-child relationships); *extra-familial Influences* (e.g. informal support systems-relationships with relatives, friends and neighbors- and institutional or formal influences –work-family relationships-) and *cultural influences* (e.g. childhood cultures of boys and girls, attitudes concerning father/mother gender roles). According to Parke (2000), any change in a particular layer will probably affect the way other aspects of the model are operated.

Influences of all of the determinants have been indicated by empirical studies, as well. Fathers, whose father role identity is more salient; who experience higher levels of paternal involvement in the family of origin; who are “on-time” fathers and who has male children, are realized to involve more in their children's lives (Brain, 1993; Cooney, et al., 1993; Coltrane & Ishii-Kuntz, 1992; Parke, 1996; Parke & Neville, 1995; Ünlü, 2010). Similarly, fathers who are more satisfied with their marriage; whose wives support and perceive them as competent parents, are found to involve more in their children' lives (Cowan & Cowan, 1987; Feldman, Nash, & Aschenbenner, 1983; Early Child Care Research Network, 2000; King, 2003; Lee and Doherty, 2007; Nugent, 1991; LeviShiff & Israelashvili, 1988; Volling & Belsky, 1991). Attitudes concerning the gender roles of father/mother are also accepted as influential. Egalitarian gender roles of fathers and mothers increase the level of father involvement while fathers involve less when they have more traditional gender role attitudes (Parke, 1996, Palkovitz, 1984; Updegraff, McHale & Crouter, 1996). The gender and age of the child are also found influential on fathers' involvement level. Majority of studies have indicated that fathers of male children involve more into their children's lives (Baruch, 1987; Harris, Fustenberg, & Mamer, 1998; Hosley & Montemayor, 1997; Yeung et al , 2001) and there is a curvilinear relationship between children's age and fathers involvement (Bruce & Fox, 1999).

Relationship with relatives is another factor that belongs to extra-familial influences. Grandparents, extended family members and the accepted fathers by the parents of the mothers increase or decrease the level of fathers' involvement (National Child Welfare Resource Center for Family-Centered Practice, 2002). Neighborhood of the fathers is reported as a factor which influences the types of fathers' involvement. African-American fathers, for instance, engage more in monitoring and protector role since they live in more dangerous neighborhoods (Ray & Hans, 1996).

When institutional or formal influences are considered, studies consistently indicated that fathers, who work longer hours, are less available for their children (Brain, 1993; Ishii-Kuntz and Coltrane, 1992; Lewin- Epstein, Stier and Braun, 2006; Marsiglio, 1991; Pleck ,1985 as cited in Pleck 1997; Tanaka and Woldfogel, 2007) while fathers, having employed wives, participate more in their children's care (Bailey,1994; Brayfield, 1995; Crouter, Perry-Jenkins, Huston & Mchale,1987; Lewin- Epstein, Stier, Braun, 2006; Peterson & Gerson, 1992; Thomas & Hildingsson, 2009;Volling & Belsky, 1991; Yeung, Sandberg, Davis-Kean& Hofferth, 2001).

1.1.4. Child Outcomes due to Father Involvement

When the scope of research about fatherhood and fathering is examined, four main concerns are remarkable. These are history of fatherhood –which is mainly investigated in the Western-based countries in general and the USA in particular-; level of father involvement in different family structures - in intact families, divorced families, the families that father is not resident, homosexual couple families, middle class or low income families, and minority families, determinants of father involvement, influences of different level of father involvement to the development of the child (Lamb, 2000; Lamb & Tamis-LeMonda,2004; Parke, 2000).

As mentioned before, results of these studies have revealed that the role of father changed from “moral overseer” to “co-parent” throughout the history (Pleck, 1987; Rotundo, 1985); the level and the ways how fathers involve in their children’s lives differs by depending on the different factors (Parke, 1996; Pleck, 1997, Lamb, 2000) and particularly “positive father involvement” is resulted in not only short term but also long term positive outcomes on behalf of the children (Pleck, 1997). For instance, higher and quality father involvement during early years has been found to be associated with children’s psychological well-being (Amato,1998), their cognitive and verbal development (Cabrera, Shannon, and Tamis-Le Monda (2007), their social development (Salem et al.,1998) and emotional regulation (Gottman, Katz, & Hooven,1997)while low father involvement and negative fathering behaviors are found to cause more aggressiveness, higher levels of conduct problems and higher amount of antisocial behaviors among preschool aged children (Carson & Parke, 1996;Foster, Reese-Weber, & Kahn,2007; Jaffee, Moffitt, Caspi & Taylor,2003).

When the children reach the school age, higher father involvement positively affects their school achievement (Nord, Brimhall & West, 1997). Positive outcomes of *high* and negative outcomes of *low* father involvement have been found to proceed during the adolescent period. For instance, Cookstone and Finlay (2006) alleged that low father involvement resulted in higher amount of delinquency, alcohol use and depression among adolescents. Similarly Salem et al. (1998) indicated that low father involvement is resulted in more externalizing behaviors among adolescent boys and more externalizing and internalizing behaviors among female adolescents. Also, high father involvement, experienced during childhood, is found to be influential on young adult children’s social integration, marital satisfaction, and male’s high paternal involvement (Amato & Booth, 1997; Blendis, 1982; Daly, 1993; Hosley, Canfield, O’Donnell & Roid, 2008; Lewis, 1984; Radin & Goldsmith, 1983).

Consequently, all of these studies emphasized how fathers contribute to their children’s life span development and how father absence or low involvement is resulted in negative consequences on the behalf of children. However, one important

finding, related to positive consequences of father involvement on behalf of children, is not based on the actual level of father involvement, but rather, is based on how children perceive that involvement. Although there appear a variety of studies based on how children's perceptions conceive father involvement with positive outcomes, there are a few studies including young children as participants. Therefore, the significance of this study lies beneath the fact that young children, who are between the ages of 50 and 74 month, are included in this study and their perceptions of father involvement are compared with those of their fathers' and mothers'.

1.2. Significance of the Study

One of the main restrictions of previous father involvement researches is related to the measurement of father involvement. As mentioned in the previous parts, father involvement research was restricted to measure fathers' involvement through a presence-absence dichotomy for long years (Lamb, 2000). Provided conceptualizations for father involvement (Lamb et al, 1985; Palkovitz, 1997) paved a way to measure different kinds of paternal involvement and to a comparison in terms of different contexts and cultures. However, the majority of father involvement researches have focused on the interaction and the availability dimensions of Lamb et al's (1985) conceptualization (Bianchi, 2000; Brayfield, 1995; Pleck, 1997; Yeung, Sandberg, Davis-Kean, & Hofferth, 2001; Sandberg & Hofferth, 2001).

Although these studies provided invaluable information about father involvement, they overplayed the observable and countable fathering behaviors (Palkovitz, 1997). Today there is an increased awareness that regards the multidimensionality of father involvement (Parke, 1996). There are several studies interested in the affective domain of father involvement (Boyum & Parke, 1995; Carson & Parke, 1996, Isley, O'Neil, & Parke, 1996) while the cognitive domain has not been the interest of father-involvement research, yet today (Parke, 2000). According to Gauvain (1999), cognitive involvement can occur in two different ways; either overtly between father and child through shared decision making or planning or covertly, i.e. in the minds of

fathers, through planning activities for the child or thinking about child's needs. Therefore, the information about cognitive domain of father involvement is difficult to be understood through observations or quantitative measurements (Parke, 2000).

In order to understand whether the child is “psychologically present in the fathers’ cognition”, i.e. the cognitive domain of father involvement, there is a need for qualitative studies, which would help researchers to understand thought processes of the fathers. Therefore, the current study is designed as a qualitative research and adapts the phenomenological approach as the method since “it seeks to understand the meaning of experiences of individuals about a phenomenon” (Maxwell, 2008, p.38). Semi structured interviews are conducted with all participants and during the interviews, fathers were asked about their ways to contribute their children’s personal development, the things they wish to do with their children and their feelings and beliefs about their roles as a father in the family. Answers of the fathers are expected to pave a way to understand fathers’ abstract thoughts about their children’s future, their emotional ruminations, their worries, pride or shames as a father and their future plans for their children (Parke, 2000).

Another restriction in the father involvement research is about the sampling issue. Marsiglio, Amato, Day and Lamb (2000) reviewed 72 studies that emphasize the father involvement and child outcomes in two-parent families and they noted that more than half of these studies (54%) gathered data from a single informant. Since it is a challenging issue to recruit fathers for the research and their response rates are often less than the mothers’ response rates (West, 2007), most of the time this single informant for the studies have been mothers or sometimes children. That is, a great deal of father-related research depends solely on the reports of mothers (Bonney, Kelly, & Levant, 1999; Bronte-Tinkew, Ryan, Carrano, & Moore, 2007; Cebreira, Ryan, Mitchell, Shannon, Tamis-LeMonda, 2008; Gaertner, Spinrad, Eisenberg, & Greving, 2007; Knoester, Petts, & Eggebeen, 2007; Landale & Oropesa, 2001; De Luccie, 1995) or of adolescents or young adult children (Barnes, 1984; Beckert & Peterson, 2012; Blendis, 1982; Daly, 1993; Flouri, Buchanan & Bream, 2002; Flouri

& Buchanan, 2003; Hofferth, 2003; Hosley, Canfield, O'Donnell & Roid, 2008; King, Harris & Heard, 2004; Levine-Cooley & Mederios, 2007; Lewis, 1984; Radin & Goldsmith, 1983; Thupayagale-Tshweneagae, Mgutshini & Nkosi, 2012). Recently, fathers have begun to be included into the father involvement research as source of information about their own involvement (Cooksey & Fondell, 1996; Qu & Weston, 2013; Jones & Mosher, 2013; Goodman, 2015; Minton & Pasley, 1996; Mezulis, Hyde & Clarck, 2004), but the inclusion rate of fathers as source of information is lower than that of mothers (Cassano et al., 2006).

Regardless of the participants of the father involvement research as the sole informants, fathers, mothers or adolescents, or young adult children, gathering information in terms of paternal involvement from a single source is problematic. Because previous research noted that using single informant to analyze the relationship between father involvement and child outcome is sensitive to shared-method variance (Amato & Rivera, 1999, Marsiglio, Amato, Day & Lamb, 2000), which means the relationship between two variables increases when the information about the dependent and independent variables is gathered from the same informants. Above all these, gathering information about father involvement from a single source might distort the data about fathers' involvement. Recent studies have indicated that mothers (or wives) underestimate fathers' (or their husbands') involvement in household labor or in childrearing process (Coley & Morris, 2002; Kamo, 2000; Mikelson, 2008). Due to these facts, there is a consensus about the need for studies that comprise multiple informants to father involvement research (Gracia, Lila, & Musitu, 2005; Marsiglio, Amato, Day and Lamb, 2000; Tamis-LeMonda & Cebreira, 2002). Although it is possible to find some studies included multiple informants in the father related research, such studies involved each informant in order to gain knowledge about different variables.

As suggested by Tamis-LeMonda and Cebreira (2002), father involvement is about relations and each member of a family experiences it differently. For this reason, there is a need to investigate multiple informants' experiences regarding father

involvement. Today, it is possible to find few studies that include children and fathers (Hwang and Lamb,1997) or mothers and fathers (Coley & Morris, 2002; Kamo, 2000; Mikelson, 2008) as the informants for father involvement, yet surprisingly, there is not any available research that involves children, mothers and fathers as the source of information and compare their experiences regarding father involvement within the same family. In order to fill this gap, this study is based on the data about father involvement from multiple informants and breaks a new ground to see fathers' involvement from the eyes of its all constituents: fathers, mothers and young children in the family. Through the comparison of fathers', mothers' and young children's perceptions related to father involvement, this study would be able to provide information about discrepancies or similarities between family members' reports and to present the underlying reasons for differences and similarities among them.

Last but not least, as mentioned before, children, included in the previous father involvement research, have been adolescents or young adult children. However, the majority of previous studies have found that father involvement has a curvilinear relationship with the child's age (Bruce & Fox, 1999). In other words, the paternal involvement decreases when the child grows older (Amato, 1987; Brayfield, 1995; Barnett & Baruch, 1987; Bulanda, 2004; Danziger & Radin, 1990; Lamb, Pleck, Charnov, & Levine, 1986; Pleck, 1997; Radin & Goldsmith; 1983; Yueng, Sandberg, Davis-Kean, & Hofferth, 2001) while the highest level of father involvement is experienced during the early childhood years (Marsiglio, 1991). Although it is clear that there is a necessity to learn the children's social worlds and their daily lives through their own words (Curtin, 2000; Darbyshire, McDoughall, & Schiller, 2005; Irwin & Johnson, 2005; Ishii-Kuntz, 1999; Kortessluoma, Hentinen, & Nikkonen, 2003; Mauthner, 1997; Mishna, Antle, & Regehr, 2004; Morgan, Gibbs, Maxwell, & Britten, 2002; Morrow & Richrads, 1996; Thomas & O'Kane, 1998; Punch, 2002), researchers persistently depend on the information that is provided by parents, teachers or other adults (Ishii-Kuntz, 1999; Kortessluoma, Hentinen, & Nikkonen, 2003) and "we know little about children's experiences of family life, which is all the

more surprising given that, to a significant extent, children can be said to constitute family...” (Morrow & Richards, 1996, pp.92-93). This is the situation of father involvement research experienced recently, as well

Up to now, there are only two studies in which young children were included as the source of information for father involvement. In the first one, Dubowitz et al. (2001) assessed six years old children’s perceptions regarding father involvement and examined the relation between children’s perceptions of father involvement and their level of functioning. In the second one, which is the only available study that includes Turkish children and children between the ages of 4 and 6, Özgün, Aydilek-Çiftçi and Erden (2013) collected data from police fathers and their preschool children with the purpose of exploring their perceptions of father roles in order to compare their perceptions.

Despite of their invaluable contribution to father involvement literature, both of the results of the above mentioned studies do not provide detailed information about the way young children perceive their fathers’ involvement in their lives. For instance, in their study Dubowitz et al.’s (2001), main focus was on the children’s perceptions for the presence or absence of a father or of a father figure in their lives. Their study also aimed at examining the effect of children’s perceptions of fathers/father figures’ presence or absence on their functioning level instead of investigating children’s perceptions of father involvement.

In the second study, Özgün, Aydilek-Çiftçi and Erden (2013) included fathers and their 4-to-6 years old children into their study. Their data was limited to fathers’ written responses for the questions of “What kind of a father am I?” and children’s drawings, followed by a few open-ended questions explaining their drawings. Moreover, they gathered data from a very specific group of fathers: twenty-one police fathers and their children. However, as Dodsworth (2007) mentioned “policing is traditionally considered as a masculine task” and the association between masculinity and policing is perceived as natural (p.33). It is possible that due to the

result of this wide perception, fathers' data, in particular, might open to a socially desirable response. That is, fathers might exaggerate or focus more on their masculine and traditional roles in their writings to give the *most expected and appropriate* answers. Although Özgün, Aydilek-Çiftçi and Erden's (2013) study is one of the first attempts to include very young children into fatherhood research, the information, gathered from the children, did not include any information about the types or levels of fathers' involvement. Therefore, it is observed that father involvement research still has an important gap, which regards the ways of young children's inclusion.

To fill these gaps, in the current study, it is attempted to include children, aged between 50 and 74 months, as active informants and they are asked to provide information about their fathers' different types of involvement. Therefore, the current study is the first in which, at least, young children's voices about their fathers' involvement are meant to be heard. This is crucial since today a great deal of effort is being made globally to increase father involvement through father education programs, which are initiated by early childhood centers, NGOs or governments. All of these efforts depend on adult views of father involvement and adults' evaluations of "involved father". However, this study might provide a better understanding of the concern that whether adult view of 'father involvement' and the actual 'involved father' is similar with that of children's views.

Also, as suggested by Tamis-LeMonda and Cebreira (2002), "there is particular need to develop ways of obtaining meaningful information about fathers from their children, especially in early childhood, an age for which there are fewer reliable measures." (p.23). Inclusion of young children into the research design has led the current study to search for the most functional child-centered ways to gather data from children about father involvement. After so many attempts to find most adequate ways of gathering qualitative data from children about their fathers' involvement, four different ways were considered to be applied during child interviews. Some of them were developed by the researcher while some of them

were originally developed previously and adapted to the research of father involvement by the researcher. Therefore, this study would pave a way for future researchers to apply, criticize and improve these data gathering techniques to understand young children's perceptions of father involvement.

It would be proper to explain the significance of the study by examining the below mentioned research questions in order to realize the fact that this study significantly and distinctively aims at depicting 50 - 72 months old children's perceptions regarding their fathers' involvement into their lives and comparing their perceptions with that of their fathers' and mothers' based on the Palkovitz's (1997) multidimensional father involvement conceptualization through a phenomenological research. In accordance with this purpose, the main and sub research questions elicited for the current study are:

To what extent fathers', mothers' and young children's perceptions of father involvement in two-parent, middle income Turkish families that reside in Ankara, the central city of Turkey, are consistent with each other?

- 1- How do preschoolers perceive their fathers' involvement in their lives?
- 2- How do fathers perceive their own involvement in their children's lives?
- 3- How do mothers perceive their husband's involvement in their children's lives?
- 4- To what extent children's perceptions of their fathers' involvement are consistent with those of their mothers' and fathers'?

1.3. Delimitations of the study

Palkovitz's (1997) multidimensional father involvement conceptualization was adapted for the current study and all interview questions, both for parents and children were prepared in accordance with his conceptualization.

Participants of the current study were recruited from a public kindergarten. Only children, who assented to involve in the study and whose parents gave consent to their children's participation, were included in the study. Children, who did not assent to involve in the study, were not included even though their parents gave consent.

All fathers and mothers, having participated in the study, are the biological fathers and mothers of the children. All the fathers reside in the same household with their wives and children while one of them is living in another city due to his job, yet spend the weekends in his family house. Majority of families in the study belong to middle-class Turkish family with a high educational background and average income level.

1.4. Definition of Important Terms

Fathers: For the current study, fathers are biological and mainly resident fathers, who live in the same household with their wife and child (ren).

Mothers: For the current study, mothers are the biological and resident mothers, who live in the same household with their husband and children.

Young children: Children, aged between the ages of fifty and seventy-four month, who are engaging a public early childhood education.

Father Involvement: In the current study, the father involvement refers to fathers' positive involvement in their children's lives through *Communication, Teaching, Monitoring, Thought Processes, Errands, Caregiving, Child-Related Maintenance, Shared Interests, Availability, Planning, Shared Activities, Providing, Affection, Protection, Supporting Emotionality* as suggested by Palkovitz (1997).

Child's Perceptions of Father Involvement Questionnaire (CPOFI-Q): This is a questionnaire developed by the researcher according to the Palkovitz's (1997) conceptualization. It involves 33 questions to learn about children's perceptions of fathers' involvement. It was not used as a scale rather it was used as a mean to interview with children about different types of father involvement and constructing three groups of father involvement by depending on children's perceptions.

Moderately Involved Fathers (MIF): Fathers whose children gathered a total score between 35 and 54 from CPOFI-Q.

Highly Involved fathers (HIF): Fathers whose children gathered a total score between 55 and 66 from CPOFI-Q.

Low Involved Fathers (LIF): Fathers whose children gathered a total score between 0 and 34 from CPOFI-Q.

CHAPTER II

LITERATURE REVIEW

This chapter is devoted to the presentation of the previous research that has produced theoretical and empirical background for this study. This chapter includes two parts.

In the Part I previous literature in terms of father involvement will be reviewed. As mentioned in the introduction part, father involvement research has been comprised of four main concerns. These can be listed as how to define and measure father involvement; the different levels of father involvement and reasons underlying differentiated father involvement levels and how father involvement associated with the positive outcomes on behalf of the children.

In the Part II, concerns regarding young children's inclusion into qualitative research will be presented in the light of previous literature. As stated in the introduction chapter, the main distinctions of this study from the previous ones is that this study including children under the age of seven to the qualitative research as active informants.

2.1. PART I

2.1.1. Father Involvement as a Changing Concept

During the history, the concepts of fatherhood and father involvement have changed and, yet researchers continue to suggest new conceptualizations for father involvement.

Two initial attempts to define the ways definition of fatherhood have changed during history come from Rotundo (1985) and Pleck (1987). These two researchers examined the dominant role of fathers in different periods of American history and both of them suggested a shift from a more masculine and powerful position to a more egalitarian position for fathers. Rotundo (1985) mentioned about three different periods, which are “patriarchal fatherhood” and “modern fatherhood” and suggested a new type of fatherhood as he called “Androgynous fatherhood” in American history. The patriarchal fatherhood period emerged in 1620 and continued from 1800 and then till 1985, when as for Rotundo (1985), America experienced the “modern fatherhood” period. In the former period, fathers were the most powerful members of the family and they gained their power because they were dealing with the whole family economy, which depends mainly on agriculture. However, in the latter period, economic structure of the society had changed because of industrialization, which resulted in the fact that family land was getting smaller and there was a need for fathers to work outside to nourish the family. Although fathers in the patriarchal fatherhood period were the most powerful members of their families, they were spending their majority of time with their family, while fathers of modern fatherhood period were absent in the family because of their working conditions. Expectations from fathers as a parent had changed as the result of these social changes. In the patriarchal fatherhood period, the more power fathers had in the family shifted fathers towards having more responsibilities for their children. Although the emotional base of father-child relationship was not based on affiliation, fathers were expected to meet physical need of their children, train particularly their sons about farming or business and guide their children morally while mothers were supposed to be responsible about childcare.. However, in modern fatherhood periods, as some fathers were totally absent, all child-rearing responsibility was given over to the mothers. Moreover, two different fathering practices were tapped to the eye. Some fathers were more involved in than the fathers of Patriarchal Fatherhood period while some fathers were absent both physically or psychologically. Children of America began to be mothered more than they were fathered during this period. Social events such as World War II and Great Depression, experienced during the period of

Modern Fatherhood, resulted with too many fatherless families and mother headed families. In 1970s, a new type of fatherhood called as “androgynous” emerged. The dominant role for fathers during this period was equally involving in their children’s lives as with their wives and encouraging egalitarian gender role attitudes in their children’s personality.

Pleck (1987), similar to Rotundo (1985), examined how fatherhood has changed during history and stated three different periods in which fathers were expected to be: “moral overseers”, “distant breadwinners”, sex-role model” and “co-parent”. According to Pleck (1987), the period when fathers were seen as moral overseers for their children dates back to the 18th century. In this period, fathers were expected to teach reading and writing, religious issue while being the most important external force for their children, who were believed to born as a sinner. That is, disciplining the child is one of the fathers’ main responsibilities. However, during the 19th century and mid-twenty century, the main role of the fathers shifted towards a “distant breadwinner” of the family (Pleck, 1987, p.86). As mentioned by Rotundo (1985), there are two main reasons for this change. First, industrialization led fathers to work out of home for long hours. Second, females were started to be perceived as innately moral and purer than males. Therefore, particularly during the infancy and early childhood periods, mothers were seen as the moral guider for their children, and father role in the family was restricted to disciplining the child, providing money and security for his family.

Negative consequences of World War II were evaluated as the result of overrated mother involvement and mothers were blamed for the breakdowns “of American fighting man” (Strecker, 1948; as cited in Pleck, 1987, p. 90), and thus, the need for masculine role models, particularly for male children, was the initial discussion topic/concern. Fathers were expected to be good masculine role models both for their sons and daughters. Eventually, in the 1970s, with the increasing rates of women participation to labor force, a new view of fatherhood, called as co-parent by Pleck

(1987), was introduced. Fathers were expected to involve into their children's daily caring as much as mothers regardless of their children's gender.

According to Pleck and Pleck (1997), in spite of the changing roles of fathers, these changes were restricted among the middle class fathers and breadwinning role of the father remained more efficiently.

2.1.2. Defining father involvement and involved fathers

Changing expectations for fathers' role changed the definition for involved father during history. In colonial period, the involved father was referred to father engagement in activities, which guided children morally. If fathers had guided their children morally and had taught them about farming, they would have perceived as involved fathers (Pleck, 1983). However, with the shift in the dominant figure of fatherhood to "distant breadwinner", the meaning of involved father has changed again. Fathers, who provided his family appropriately, were perceived as involved and good fathers. Later sex-role modeling motif of fatherhood became dominant and fathers, who were successful models to their children, particularly to their sons, were perceived as highly involved fathers (Pleck & Pleck, 1997). Then, fathers were expected to involve with their children in a more nurturing way and fathers, engaging in day-to-day activities with their children such as feeding their babies, dressing and undressing their children, were considered as involved ones (Pleck & Pleck, 1997).

After the period of World War II and Great Depression, which took lots of fathers away from their homes, fathers appeared as research subjects in the literature by researchers, attempting to understand both the causes of fatherlessness and the impacts of it in children's development (Pleck & Pleck, 1997). Therefore, the main approach to define father involvement was looking at their absence and presence (Lamb, 2000) and the majority of initial studies define father involvement as the fathers' presence in their children's lives.

Lack of conceptualization of father involvement made it difficult to compare father involvement level among different periods in various cultures (Lamb, Pleck, Charnov & Levine, 1985). First conceptualization came from Lamb et. al (1985) and they suggested that father involvement comprises interaction, availability and responsibility. Interaction refers to fathers' direct contact with children. Availability, on the other hand, referred to fathers' presence or accessibility to the child, although there is not any direct interaction between two. Lastly, responsibility referred "to the role father took in making sure that the child was taken care of and he arranged resources available for the child" (Lamb et al., 1985, p. 884).

Time, spent in each domain of involvement by a father, is the main criteria to decide the level of father involvement. This conceptualization paved the way for new research about father involvement. However, the majority of the studies adapted this conceptualization for their attempts to measure father involvement, emphasized on interaction and availability components (Bianchi, 2000; Brayfield, 1995; Pleck, 1997; Yeung, Sandberg, Davis-Kean, & Hofferth, 2001; Sandberg & Hofferth, 2001). Also, some researchers improved this conceptualization.

In 1997, Palkovitz proposed a multidimensional conceptualization for father involvement. He pointed out that parent involvement includes affective, cognitive and behavioral domains and so does father involvement. He defined fifteen different father involvement types. These are; *Communication, Teaching, Monitoring, Thought Processes, Errands, Caregiving, Child-Related Maintenance, Shared Interests, Availability, Planning, Shared Activities, Providing, Affection, Protection, Supporting Emotionality*. This multidimensional father involvement conceptualization is adapted for the current study both to define father involvement and to set the preparation of the interview questions for children, mothers and fathers.

2.1.3. Different theoretical perspectives about fathers

In addition to the literature that analyses how the dominant role of father changed during the history, a great deal of research has been devoted to the different theories and perspective that highlighted the importance of fathers in the lives of children. Pleck (2007) focused on four different theories that could be used to explain fathers' importance in the child's development. These theories are Bowlby's Attachment Theory, which actually depends on mother-child relationship while emphasizing on the people that provide primary care for the child. According to Pleck (2000), this theory is beneficial to understand fathers' importance since a variety of studies have indicated that infants also establish an attachment with their fathers (Lamb, Hwang, Frodi & Frodi, 1982; Lamb, 1997; Lamb, 1977; Lamb, 1978; Lickenbrock & Braungart-Reiker, 2015; Lundy, 2002; Ijzendoorn & Wolff, 1997).

Another theory mentioned by Pleck (2007) is Social Capital Theory, which emphasizes fathers role in contributing children's socialization through providing social capital for their children in order to provide for the child an interaction with the larger society through providing a community social capital. The other theory, which might explain how fathers are important individuals in their children's lives, is Essential Father Theory. This theory emphasizes the fathers' role as the gender role model for their daughters and sons (Pleck, 2007).

The last one is Ecological Theory of Bronfenbrenner, which puts the child into the center and refers five different layers, influencing the child's development. Micro-system is noticed as the first layer which includes face to face relationships of children with family members, neighbors and school. By positioning all family members in this first layer, Ecological Theory highlights the importance of fathers as much as mothers and siblings (Pleck, 2007).

Ecological theory also emphasizes the relationships within and between layers and their mutual effect on each other. For instance, the mesosystem refers to relations

between all parties, which are included into the microsystem. The third layer, exosystem, does not contain the child directly but includes relationships, which indirectly affect child's development such as fathers' working hours or their relationship between their bosses (Paquette & Ryan, 2001). The layer, which includes previous three layers in itself, is called as macrosystem and it emphasizes the effects of social, legal or cultural values, which possibly influence children's quality of development (Berk, 2006). When father and child relationship is under consideration, these social policies might be paternal leave, society's gender role attitudes and etc.

Although even today, new perspectives such as Generative Fathering (Howkins & Dollahite, 1996), depending on Erikson's theory of Psychosocial Development, proposes a life span development and is considered that ecological perspective guides the majority of father involvement studies, which are particularly interested in determinants of father involvement into the child's lives. Today, there is a great deal of research that examines the possible effects of different aspects of micro-meso-exo- and macro-systems and the relationships within these systems on fathers' involvement level. Thamis-LeMonda and Cebreira (1999) stated that;

"...Father Involvement is likely affected by multiple interacting systems operating over the life course, including a father's mental health, expectations, family relations, support networks, community and culture, the child's own characteristics, and even public policies..." (p.9)

This statement seems to have supported the main assumption of ecological theory of Bronfenbrenner that highlights the effect on different layers within individuals' relations and individual development. Today, there are some frameworks which are available for the types and reasons of influences and impacts of fathers' involvement level. Following a very similar idea with Ecological Theory's assumption, in which there is a mutual relationship within and between layers, Parke (1996) suggested a multi-layer framework for determinants of father involvement by stating that the

influence of each layer is mutual, and besides an experienced change in one layer might influence the effect of components of other layers (Parke,2000). Following part, therefore, is devoted to the components of Parke's multilayer framework of father involvement and empirical findings that support the influence of components of each layer on fathers' involvement level.

2.1.4. Determinants of father involvement

Parke (1996) suggested a systematic framework for determinants of father involvement. According to him, individual influences, familial influences, extra familial influences and cultural influences have an impact on fathers' involvement level. He stated that only cultural influences have an impact on mothers' and fathers' overall level of involvement into child care while other factors determine the differences among fathers' involvement level. Conducted empirical studies have supported Parke's (1996) multi-level framework for determinants of father involvement and also indicated that demographic characteristics of fathers, mothers and children have an impact on fathers' involvement level.

According to Parke (2000), individual influences include attitudes, beliefs and motivation of fathers, child's gender, the age of fathers as a paternal role and fathers' relationships with his family of origin. All these factors were studied empirically and the majority of these studies indicated that fathers involve more into their children's lives if they have a son (Pleck & Masciadrelli, 2004). For instance, Barnett and Baruch (1987) found that fathers of male children spend more face-to-face time and engage more into childcare than fathers of female children. Similarly Hosley & Montemayor (1997) have found that fathers engage more with their male children while interacting less with their daughters. Although recent studies (Harris, Fustenberg, & Mamer, 1998; Yeung et al ,2001) also indicated that fathers involve more into their male children's lives, there are some studies that found no relationship between father involvement and child gender (Coley & Morris, 2002; Marsiglio, 1991; Snarey, 1993; Unlu, 2010). By depending on these inconsistencies,

regarding father involvement and its relation with the child's gender, Pleck and Masciadrelli (2004) pointed out that child's gender is not a strong predictor of fathers' involvement level in today's world.

Relationship with family of origin in general and father's relationships with their own fathers have also accepted as an important influence for paternal involvement. Studies consistently indicated that not only fathers, who experienced close and warm relationship with their fathers, but also fathers, who experienced low father involvement or distant relationship with their own fathers, involve more into their children's lives (Ahlberg & Sandnabba, 1998; Blendis, 1982; Daly, 1993; Lewis, 1984; Sagi, 1982; Unlu, 2010). For instance, Flouri and Buchanan (2002) concluded that an affectionate and close relationship between the father and his son resulted in high paternal involvement on behalf of the children while Barnett and Baruch (1987) found that fathers, who hold negative attitudes regarding the quality of father-child relationship that they have experienced during their young ages, spend more time with their children. A recent study conducted in Turkey by Unlu (2010) indicated that fathers, who perceived their fathers as highly involved, were more available to their 0-8 years-old children than fathers, who perceived moderate or low father involvement in the family of origin.

Fathers' attitudes toward fathering, their motivation to involve into the children's lives and their beliefs regarding gender roles were also accepted as influential on fathers' involvement level. For instance, in their studies Blair et al (1994), Goldscheider and Waite, 1991 and Ishii-Kuntz and Coltrane (1992) found that fathers, who have egalitarian gender role attitudes, involve more into their children's lives than fathers, who have more traditional gender role attitudes. Hofferth (2003) concluded that high father involvement is related to the belief that father and mother should equally share all responsibility when both the father and the mother work full-time rather than being related to the traditional belief that emphasizes fathers' provider role and mothers' role of being primary caregiver. Also, it has been found that fathers, who believe the importance of their role for their children and who think

that it is a necessity for fathers to be involved into children's lives, involve more in their children's lives (Beitel & Parke, 1998; Hofferth, 2003; Rane & McBride, 2000). Moreover, fathers' beliefs regarding their competence on parenting in general and fathering in particular have also found influential on their involvement level. In other words, fathers, who perceive themselves as competent regarding fathering, involve more into their children's lives than fathers who perceive themselves as incompetent (Beitel & Parke, 1998; Ehrenberg, Gearing-Small, Hunter, & Small, 2001).

The age of entering paternal role is also consistently found to be associated with fathers' involvement level. For instance, Cooney et al (1993) divided fathers into three groups according to their age of becoming a father. Early fathers include males, who have become a father between the ages of 17 and 23; the groups of "on-time fathers" include males, who have become a father between the ages of 24 and 29 and the group of "late fathers" includes males, who have become a father after their 30s. They found that late father's involvement is higher than on-time and early fathers. They concluded that "late fathers" involve more since they have higher educational background, more educated wives, longer marriage duration and older wives. Moreover, according to Brain (1993) being a father around the age of 30s leads males to be more independent from their relatives and traditional views of child development or child-rearing. Brain (1993) called these fathers as "delayed fathers" and stated that these fathers involve more in cognitively arousing activities and verbal exchanging with their children but less physically arousing activities than younger fathers. Unlu (2010) studied with 528 biological-resident Turkish fathers and found that father age and their involvement level is positively related with each other. That is, older fathers involve more into their 0-8 years-old children's lives. In a recent study conducted in Turkey, Gültekin-Akduman and Türkoğlu (2013) also found that fathers, who are elder than the age of 41 have more positive perceptions regarding fatherhood.

The second level of Parke's framework for determinants of father involvement pointed out the importance of familial relationships. According to Parke (2000),

relationships between “mother-child” and “father-child”, “husband and wife” and “father-mother and child” influence father involvement. Mostly emphasized component of familial influences among empirical studies is husband-wife relationship and its impact on fathers’ involvement level. Despite the inconsistent results, the majority of previous studies indicated that fathers’ increased level of marital satisfaction have led them to involve more into their children’s lives (Blair et al., 1994; Boney, Kelley & Levant, 1999, Cowan & Cowan, 1987; Levy-Shiff & Israelashvili ,1988; NICHD Early Child Care Research Network, 2000; Nugent, 1991; King, 2003;Lee &Doherty,2007; Volling & Belsky, 1991).

There are very few studies that examine how mother-child and father-child relationship influence father-child relationship. Holmes and Huston (2010) investigated this relationship and found out that the quality of mother-child interaction and father-child interaction, assessed when the child was 54 months old, is positively related to the quality of father-child interaction when the child is in the first grade.

The last and the larger layer, which is called by Parke(1996) as extra-familial influences, includes informal support systems such as relationships with relatives, neighbors and friends, institutional and formal influences such as work-family relations and cultural influences such as widely accepted attitudes concerning father/mother gender roles, ethnicity-related family values and beliefs.

Many of these factors have been accepted as influential on fathers’ involvement level empirically. For instance, the fathers, who work longer hours, have been found both as less accessible for their children and less involved in their children’s lives than fathers, who have flexible or shorter working hours (Bulanda, 2004; Ishii-Kuntz & Coltrane, 1992; Lewin-Epstein et al., 2006; Marsiglio, 1991; Pleck, 1985; Tanata & Woldfogel, 2007; Yeung et al., 2001). Similarly, Coltrane (1996) found out that fathers, who work longer hours, involve less in their child care. In addition to working hours, the occupation of fathers is accepted as related to their involvement

level. Fathers, who are working in higher prestigious occupations, were found less accessible to and less engaged with their children (Grossman et al, 1998; Hood, 1993). Similarly Coltrane (2000) found out that fathers, who work under stressful conditions, spend less time and interact less with their children. Additionally, Russel and Hwang (2004) claimed that fathers' work place have an impact on fathers' motivation to involve in their children's lives through providing opportunities such as paternal leave, paternity leave or flexible working hours, which indicate that workplace is a concern in father involvement. Also, work place might affect fathers' level of skill in regard to the conditions of providing parent education programs for employers. (Russel & Hwang, 2004).

Relationships with relatives and neighborhood have also been found influential on fathers' involvement level. In the Best Practice/Next Practice report of National Child Welfare Resource Center for Family-Centered Practice (Summer, 2012), it was stated that;

...Grandparents and extended families have significant influence on father involvement. The mother's parents and kin influence access to children. The mother's parents' acceptance or rejection of the father can be critical to sustaining, rebuilding, or eliminating a father's role. Fathers' parents and kin are a resource for developing a new father's identity, especially if he is a young or teenaged father. The older generation can also be a force for maintaining conventional, and sometimes unproductive, gender roles...(p.4)

Regarding the influence of ethnicity-related family values and beliefs, Hofferth's (2003) study provides a rich data. He studied with fathers from different ethnic background and compared their fathering behaviors. In this study, while black fathers have been found as less affectionate towards their children, they have accepted as being more engaged in monitoring role than Hispanic and White fathers. Hoffeth (2003) attributed this situation to the characteristics of black fathers' neighborhood. According to Hofferth (2003), since black fathers are living in more risky environments, they engage more in protecting and monitoring role than other ethnic

groups. On the contrary, the Hispanic and the black fathers have been found to exhibit more responsibilities than the white fathers. Similarly, Marsiglio (1991) have found that African American fathers do not read to their children as much as European American fathers, but they play more with them and engage in housework while providing child care to their preschool aged children more than the European American fathers.

In the light of this review regarding determinants of father involvement, it is clear to say that the multi-framework of Parke (1996) provides a vivid way to understand fathers' involvement level. Therefore, in the current study, fathers' and mothers' qualitative data is gathered, analyzed and discussed by considering some of the individual, familial and extra-familial influences.

2.1.5. Consequences of father involvement on behalf of the child

Studies consistently indicated that high father involvement is associated with positive child outcomes in terms of social-emotional, cognitive, behavioral and psychological domains in child's development (Marsiglio et al., 2000; Sarkadi, Kristiansson, & Bremberg, 2007). For example, it is found that children, who spend more time with their fathers, show less psychological symptoms such as less depression and less anxiety. In addition, children, who receive more emotional support from their fathers, are found to be in better psychological well-being and these children are considered to be "related to less delinquency and marijuana use and less school drop-outs" (Zimmerman et al, 1995, p. 1607). Additionally, Young, Miller, Noton and Hill (1995) found that children of fathers, who provide encouragement and contact with the problems of their children, have high levels of life satisfaction. Only spending time with the father at dinners or in cinemas had not been related to the life satisfaction level of those children. This result emphasizes the significance of the quality of father involvement rather than the quantity of it.

Cebrera, Shannon, and Tamis-Le Monda (2007) found that regardless of the child age, fathers' involvement level is positively related to the children's cognitive and

language development. Especially in early years of life, having a highly involved father is associated with positive social-emotional development for children. Gecas and Schwalbe (1986) found that fathers are related with adolescent's self-esteem more than mothers. Similarly, Salem, Zimmerman, and Notaro (1998) found out that time spent with the father and considering them as significant figures in their lives is associated with adolescent's psychosocial outcomes for both genders.

In addition to studies that indicate positive association between father involvement and children's social development, there are some studies that indicate negative association between fathers' low involvement and children's antisocial behaviors. For instance, Cookstone and Finlay (2006) found out that low father involvement is related to delinquency, alcohol use and depression among adolescents. Similarly, the study of Salem et al. (1998) have indicated that the lesser time that a child spends with his/her father with a lower quality of the relationship, boys engaged in more externalizing behaviors while the girls engaged in more externalizing and internalizing behaviors. Also, in Carson and Parke's study (1996), four year old children, whose fathers "respond to their children's negative affect displays with negative affect displays of their own", have been considered to be not only less socially skilled but also less sharing with others and more verbally and physically aggressive than their other peers (p.2221).

Furthermore, Foster, Reese-Weber, and Kahn (2007) have studied with fathers of 148 preschool aged boys and they have out found that sons of fathers, who express their negative emotions more often at home before their sons, which is called negative expressiveness of the father, are perceived as more aggressive and disruptive by their teachers. In their study Jaffee, Moffitt, Caspi and Taylor (2003) highlight the importance of the quality of father involvement due to their study, which indicated that preschool boys showed more conduct problems although they spend more time with their fathers, who engage in higher antisocial behaviors.

Another area that father involvement provides children is academic achievement (Blendis, 1982). Fathers, who reported their own father as highly involved in their schooling, school activities and school work, were considered as better than the others, whose fathers involve less in their academic life (Blendis, 1982).

There are also some longitudinal studies that indicate long-term positive effect of father involvement. Franz et al. (1991) found out that paternal warmth that have been reported by 5-year-olds' mothers is a strong predictor of those child's marital success and supportive social networks when they are 41 year old. Congruently, Amato and Booth (1997; as cited in Marsiglio et al., 2000) stated that children of parents, who reported high paternal involvement in 1980, were found more socially integrated in 1992. Similarly, Hosley, Canfield, O'Donnell and Roid (2008) reported that adult males, who felt close to their fathers, engage in less non-marital sexual behaviors, and they have been observed as having higher levels of marital and family satisfaction. Also, the studies that examine fathers' influence on their sons' fathering behavior conclude that positive, warm and nurturing relationship between father and his son have led their sons to have positive, warm and nurturing relationship with their own children (Blendis, 1982; Daly, 1993; Lewis, 1984; Radin & Goldsmith, 1983).

2.1.6. Who reported for father involvement?

Majority of research, investigated father-related issues, highly depends on the data gathered from mothers (Bonney, Kelly, & Levant, 1999; Bronte-Tinkew, Ryan, Carrano, & Moore, 2007; Cebrera, Ryan, Mittchel, Shannon, Tamis-LeMonda, 2008; Gaertner, Spinrad, Eisenberg, & Greving, 2007; Knoester, Petts, & Eggebeen, 2007; Landale & Oropesa, 2001; De Luccie, 1995).

A considerable amount of father-related research, gathered data from adolescents or young adult children (Barnes, 1984; Beckert & Peterson, 2012; Blendis, 1982; Daly, 1993; Flouri, Buchanan & Bream, 2002; Flouri & Buchanan, 2003; Hofferth, 2003; Hosley, Canfield, O'Donnell & Roid, 2008; King, Harris & Heard, 2004; Levine-

Cooley & Mederios, 2007; Lewis, 1984; Radin & Goldsmith, 1983; Thupayagale-Tshweneagae, Mgutshini & Nkosi, 2012). For example, Young, Miller, Noton and Hill (1995), studied with 640 male and female children between the ages of 12 and 16, Gecas and Schwalbe (1986) studied with adolescents, who are between the ages of 17 and 19, in order to learn the relationship between adolescents' perceptions about their parents' behaviors and their self-esteem. Salem, Zimmerman, and Notaro (1998) studied with 679 African American adolescent, whose ages range from 14 to 17, to examine the relationship between family processes and psychosocial outcomes of children, and Cookstone and Finlay (2006) studied with 2,387 adolescents with the mean age 15.49.

Also, Blendis (1982), Daly (1993), Lewis (1984), Radin and Goldsmit (1983) included young adult children, particularly young adult males, to their father-related research as active informants.

Recently, fathers have begun to be included into the father involvement research as the source of information about their own involvement (Cooksey & Fondell, 1996; Qu & Weston, 2013; Jones & Mosher, 2013; Goodman, 2015; Minton & Pasley, 1996; Mezulis, Hyde & Clarck, 2004), yet the inclusion rate of fathers as source of information is lower than the inclusion of mothers (Cassano et al., 2006; as cited in Walters, 2011)

It appears that up till now, young children under the age of seven have included to the father involvement research as active informants in two available researches .(Dubowitz et al.,2001; Özgün, Aydilek-Çiftçi & Erden,2013).

In their study, Dubowitz and his colleagues tried to understand six years old children's perceptions regarding fathers' support and their functioning level. In this study, Dubowitz et al (200, p.303 & 307) gathered their data from children through following process,

Children were asked, “In your life, has there been any adult who has been especially helpful to you—like a grown-up who has given you a lot of attention, helped you figure things out, or has made you feel better when you were sad?” This was followed by two more prompts (e.g., “Any other adult . . . ?”). If they did not identify a biological father or mother, they were specifically questioned about these people. In this study, we focused on the first male described by the child.

If the child identified a helpful adult male, she or he was asked, I want to ask you about the kinds of help that _____ may have given you. You tell me if she’s or he’s done this—a lot, some, a little, or not at all.

a. Shown you that she or he cares about you and about what happens to you?

b. Explained things to you, told you things you need to know, or helped you solve a problem?

c. Spent time with you? d. Helped you get food, clothes, and other things you need?

Also, in this study, father involvement was measured by depending on their absence or presence in the lives of children while father /father figures support was measured by depending on emotional support, companionship, tangible support and practical support, provided by the father/father figure. Result of the study indicates a positive relation between children’s perceived support and their functioning level. When the wide admission of father involvement’s multidimensionality is considered, it can be said that this study does not provide strong and rich information about how father involvement is perceived by young children.

The second study, belonging Turkish culture, was conducted by Özgün, Aydılek-Çiftçi and Erden (2013). In this study, they aimed to understand the conceptualization of fathers regarding fatherhood, their perceptions and feelings of fathering and comparing their perceptions of fatherhood with those of their children’s. To reach this aim, fathers’ written responses to the question of “What kind of a father am I?” and children’s data gathered through “Kinetic Family Dynamic” through which children are asked to draw all their family members while practicing the way to understand how children perceive “roles, behaviors and practices of family members” (Merrell, 2003; as cited in Özgün, Aydılek-Çiftçi & Erden, 2013, p.1968). Authors explained the process as following;

The areas of inquiry attempted to find out what is the weather like in the picture, who the figures in the drawing represent and what is the child's relationship to them; what the persons in the drawing are doing, feeling and thinking; what is good and

bad about each person; what the child was thinking about while they were drawing; what the drawing makes the child think of. Researchers let the child to talk about each figure in the drawing but questions mainly focused on the father figure...

Results of the study indicated that the provider role of the father is mostly mentioned role both by fathers and the children. Affectionate role of father was seen in fathers' report but the majority of children reported a distant and an unavailable father. Both fathers and children mentioned fathers' disciplinarian role. Almost all fathers mentioned their protector role whereas none of the children stated fathers' protector role.

Özgün, Aydilek-Çiftçi and Erden(2013) investigated and compared the perceptions of the fathers and their 4 to 6 years old children, regarding father roles rather than fathers' involvement. Participants of the study were police fathers and their young children.

2.1.7. Father Involvement in Turkey

In Turkey initial studies, dealt with father involvement, began to be conducted in the late 90s. Except a few most of the (e.g Evans, 1997; Öğüt, 1998), studies that mentioned the role of fathering in Turkey appear mostly related to family life, rather than father involvement. Moreover, there are some studies about the role of women in Turkish culture or the gender issues in Turkey (Acuner, 2013; Çaha, 2008; Kağıtçıbaşı & Ataca, 2005; Kaymaz, 2010; Kim, 2011).

In order to understand the role of fathers in family life, it is helpful to point out the women studies that investigated the role of women in Turkish society through historical, social and legal perspectives. In his study, which portrayed the changing roles of women in history, , Kaymaz (2010) stated that before the acceptance of Islam as a religion, in Turkish societies women had a relatively equal role with men in terms of familial-relations, education of children and rights for property and politics.

“Hatun” (wife of the president) had the equal right in decision-making with her husband. Before Islam, women in Turkish culture were riding horses, using weapons and joining the army with men (Kaymaz, 2010) . During the 11th century, transition to agricultural life style and acceptance of Islam led women become inferior to men. Polygyny, covering oneself and being withdrawn from the social life, resulted in women’s invisibleness in the society (Kaymaz, 2010). With the acceptance of Islam, women became the servant of men at home; they lost their right for property and their role was diminished to motherhood and maternity. This remained same during the Ottoman Empire period. There were even bazaars in which women were sold as slaves during the first half of the 19th century in Istanbul (Kaymaz, 2010). Also, during this period women were the secondary people in society: they had no right to decide in terms of marriage or divorce; in the courts, the testimony of women was valued as “half person” and women were invisible at work and in education (Kaymaz, 2010, p.337).

As Kaymaz (2010) explained, during the Tanzimat reform era, women were given some limited rights, which led them be engaged in education and work life. Two kinds of schools were opened for girls and girls, who graduated from these schools, could be either nurse or teacher. Till the Second World War, there was an increase in women associations. After World War I, with the decline in male population, women began to take part in work fields. However, in 1918, these rights were limited by the government of the Ottoman Empire.

During the Turkish war of Independence, women participated in war as much as men. Mustafa Kemal Atatürk pointed out the importance of women and their equality to men in almost all of his speeches. In 1924, women had gained many new rights: the equality for the right of education (1924); clothing reform (1925); the forbidden polygyny (1926); the increased marriage age; the equalities in terms of having right of property and equality for custody of the child during the divorce and the right to vote (1934-before many European countries)(Kaymaz,2010). In her study, Kim

(2011) investigated the legal changes regarding gender issues between the 1924 and 2004 in Turkey. She concluded that although there is an increased equality regarding legal rights “in general, women as a whole suffer from the discrepancy between the legal institutions and actual situation”

(<http://www.zum.de/whkmla/sp/1112/kmj/kmj2.html>). Similarly, Acuner (2013) stated that “in Turkey, as in many other countries, all ideologies irrespective of their contextual frames –secular, conservative, nationalist, Islamist- contain patriarchal conceptions regarding women’s place in society” (p.72). According to her, there is an important gap between Turkish women in terms of the region they live, community, ethnicity and environment (either rural or urban). Though in general, women do not have similar rights as much as men in education, health and politics and there is a standing gender inequality in Turkey, which favors males. The Global Gender Gap Index 2012 supported her claims by indicating that Turkey is the 124th of 132 countries. Acuner (2013) also stated that new governmental applications such as “4+4+4 education system”, prohibiting the abortion right of women, experienced increase in religious conservatism, the governmental attempt to encourage women to have at least three children, proposed rewards to encourage more birth giving and the support or changes in retirement age according to the amount of children they bear “take back some of the already granted legal and social as well as medical rights and opportunities for women” (p.78).

When the social gender roles are considered, there are some inconsistent findings. For instance, in his study about the role of women in Turkish society, Çaha (2010) studied with 560 participants, who were above 18 in İstanbul, the biggest metropolitan city of Turkey. He found out that more than half of the sample believed that males and females were naturally equal while the second larger group believed males were superior to females. Similarly, more than half of the sample declared that both males and females had the same roles everywhere. However, 29.8 % of participants declared that males should be responsible for public issues while women should be responsible for domestic and familial issues. Regarding the domestic division of labor, 60.4 % of participants declared that males should help females in

domestic works while only 27.3 % of participants reported that males and females should equally share domestic works (Çaha, 2010).

In contrast, in her study, in which marriage dynamics were examined through social gender roles, Beşpınar (2014) analyzed and compared the national statistics between the years of 2006 and 2011 and indicated that household chores such as ironing, cooking, preparing the meal table, washing dishes, doing laundry, cleaning the house and doing the daily shopping are under the responsibility of females both in 2006 and 2011 with increasing percentages. It is also seen that fathers' involvement into these household errands has increased between the years of 2006 and 2011; yet the change is so slight. Household errands such as payment of monthly bills, small maintenance and repairing are reported as men's responsibilities. Statistics indicated that mothers involvement into these issues have also increased between the years of 2006 and 2011. Table 1 indicates the percentages in detail.

Table 1: Household errands that are done by family members, %

	Cooking	Ironing	Doing laundry	Washing dishes	Simple stitching	Tea service in the evenings	Preparing meal table
2006							
Father	2.0	2.2	1.9	2.0	2.0	2.3	2.4
Mother	87.1	84.3	88.7	87.2	88.9	80.1	74.1
2011							
Father	5.0	3.7	2.6	3.3	2.2	7.4	9.7
Mother	95.1	89.0	94.3	93.5	93.4	89.9	91.7
	Cleaning the house	Daily shopping	Paying monthly bills	Small maintenance or repairing	Paint and white wash of the house	Child care (under the age of 5)	
2006							
Father	2.3	33.3	69.1	68.4	37.7	0.5	
Mother	80.2	37.7	17.0	6.7	10.0	92	
2011							
Father	4.4	41.6	74.2	70.3	46.9	1.6	
Mother	92.8	74	26.3	11.6	13.7	88.3	

Source: Beşpınar, F.U. (2014). *Toplumsal Cinsiyet ve Aile*, Türkiye Toplumsal Aile Yapısı Araştırması: Tespitler ve Öneriler, 233-279, T.C. Aile ve Sosyal Politikalar Bakanlığı.

As seen in Table 1, although there is a decrease in the percentage of child care provided by mothers between the years of 2006 and 2011, it is seen that the majority of children, below 5, was taken care of by their mothers both in 2006 and 2011, %92 and %88 respectively. Beşpınar (2014) also stated that the percentage of childcare provided, by either maternal or paternal grandmothers, has considerably increased between the years of 2006 and 2011, 3% in 2006 and 9% in 2011.

The percentage of children, whose daily care provided by the fathers, has increased from 0.5% to 1.6% between the years of 2006 and 2011 (Beşpınar, 2014). It was observed that this percentage is higher among families that live in rural area. For instance, the percentage of families, in which the child care is provided by the father is 0.4% for urban and 0.8 5 for rural areas in 2006 and this percentage increased to 1.5 % for urban and 1.8 % for rural areas in 2011 (Beşpınar, 2014). Another stunning result is related to the negative relation between educational background of the reporter and the percentage of fathers, who provided child-care for the child. It is recognized that, in the household, where the informant has elementary or primary school graduation, the percentage of child care provided by the father is peak the highest level in 2006(it is 1.6 % for elementary or primary school graduated reporter and 0.4% for above high school graduated reporters). Similarly in 2011, the highest percentage of child care provided by the fathers is higher when the informant has high school graduation (it is 2.4 for high school graduated reporters and 1.8 for the reporter, having a university graduation).

Another issue that Beşpınar (2014) investigated is related to decision making process within the family and she stated that while mothers decided about the household order, issues regarding children, shopping and relations with neighbors more than fathers while fathers mostly give decisions about the accommodation of the the family, relations with relatives, choices for holidays and entertainment in 2006. In 2011, it was seen that mothers decided more about house order, child-related issues, shopping, relations with relatives and neighbors while fathers decided more about where to live, to have a holiday and have entertainment.

Beşpınar (2014) concluded that all of these statistics regarding the family life in Turkey, indicated that although there is a social change, this change is slow and still favors the father as the provider for and head of the family while seeing the mother as the primary care-giver for the children and elders and responsible for household errands.

In addition to these studies that provided information about family life in general and the social gender roles of women and men in particular, there are some studies that directly dealt with father involvement. These studies have been conducted by either child developmentalists or educators and it seems that sociologists have begun to be interested in father involvement and fatherhood issues in their researches.

When the scope of father-involvement studies is examined (Özyürek & Tezel-Şahin, 2015; Gültekin-Akduman & Türkoğlu, 2013; Yılmazçetin, 2005), it can be said that father involvement research in Turkey focuses on the consequences of father involvement: fathers' involvement into their children's education, particularly in early childhood education (Tezel-Şahin & Özbey, 2009); determinants of father involvement into their children's lives, education and their attitudes towards children and the concept of fatherhood (Evans, 1997; Gürşimşek, Kefi & Girgin, 2007; Öğüt, 1998; Tezel-Şahin, 2009; Şahin, 2012; Kuruçırak, 2010; Unlu, 2010) and positive influences of father education programs on fathers involvement level particularly in early years (Aydın, 2003; Şahin, 1998; Taşkın & Erkan, 2009).

Studies conducted by Evans (1997) and Öğüt (1998) indicated that in Turkish families, fathers are less available than mothers. Evans (1997) concluded that low SES fathers mainly perceive themselves as responsible for providing for the family and they consider that physical care of the children is the responsibility of mothers (i.e. they hold traditional gender attitudes for parenting. In this study it was also found that child's gender does not influence fathers' involvement or attitude towards fathering but mothers' working condition influence father involvement. Similarly,

Öğüt (1998) found out that middle and upper middle class fathers perceive themselves as the breadwinner of the family. Moreover like Evans (1997), Öğüt (1998) did not find a relationship between fathers' involvement level and child's gender. In 2010, in her study Ünlü (2010) investigated the impact of participants' perceptions of their fathers' involvement on their own involvement and the determinants of father involvement with a large sample, including 528 fathers. Ünlü (2010) found that fathers perceive both their own fathers and themselves as provider, yet unavailable for the children. Fathers' age of becoming a father, the current age of the fathers and perceived spouse are found to be related to fathers' involvement level while she found no significant relationship between fathers' and mothers' educational level, family income, child gender, number of the child, mothers' working conditions and fathers' involvement level. In their studies that investigated the influence of fathers' living area on their attitudes towards their children, Tezel-Şahin and Özyürek (2009) found out that fathers' attitude towards their children is influenced from their living area, i.e. urban or rural , fathers' age and learning level and child's gender and child's birth order.

Studies, regarding the consequences of father involvement, have found no relationship between father involvement and children's moral and social rules perceptions (Özyürek & Tezel-Şahin, 2015). Yılmazçetin (2003) investigated the relationship between father involvement and pre-adolescents' problem behaviors and found out a statistically significant negative relationship between father involvement and adolescents behavioral problems. Similarly, in their research studies about the relationship between fathers' fatherhood perceptions and their preschoolers' attitude behaviors, Gültekin-Akduman and Türkoğlu (2013) found out that problematic behaviors of children between the ages of 48 and 60 months are related to the fathers' total score of fatherhood perceptions.

Previous studies, which aim at comprehending the effects of father education programs on fathers' involvement level, concluded that engagement to father education program increases fathers' involvement level (Aydın, 2003; Şahin, 1998;

Taşkın & Erkan, 2009). Although these programs indicated an increase in the fathers' involvement level after engaging the education program, they provided these educations just for their participants. For instance Aydın (2003) worked with ten fathers who are working at METU and found that fathers' involvement level increased after engaging in the program when compared with fathers' involvement who are in the control group. Although there is some parent education programs provided nation-wide, these programs are not specifically for fathers. For instance, both Ministry of Education and Ministry of Family and Social Policies provide nation-wide parent education programs. Ministry of Education provides for different parent education programs for the parents of children who are between the ages of 0-36 months old, 3-6 years old, 7-11 years old and 12-18 years old. These programs provided 14 week education for parents, caregivers, expectant parents and pregnant women. Similarly, Ministry of Family and Social Policies provides a Parent Education Program since 2011. Single adults, individuals who will marry, married couples who do not have children, married couples with children or single parents are accepted as participants to Parent Education Program. In Turkey, there is only one father education program, which is provided by Mother Child Education Foundation and called as Father Support Program.

2.1.7.1 Father Support Program

Father Support Program has been provided by Mother and Children Education Association and for fathers since 1996 with the aim of increasing fathers' knowledge of their importance in the lives of children, making fathers more aware of their children's needs and changing fathers' violent behaviors towards their children (Kimmet, 2000).

This program lasts 13 weeks and includes sessions about the importance of fathers' role and its influence on children, parent attitudes, active listening, I language, positive disciplining methods, children developmental areas and physical development, cognitive development and importance of reading, social development, emotional development, importance of play and the time spend with the child.

In the Evaluation Report of Father Support Program, Atmaca-Koçak (2004) indicated a statistically significant positive change in fathers' communication with their children and their untraditional attitudes towards their children.

In her qualitative analysis, she found that fathers have positive perceptions regarding the topics noticed during the course; thus, these fathers are found to use negative disciplining techniques less than before mainly to communicate with, particularly by listening to, their children; indicate more affection towards their children; spend more time with their children and have closer relationship with their children. However, it was also noticed that fathers wish this program to last more than 13 weeks and some fathers believed that with time the effectiveness of the program disappeared (Atmaca-Koçak, 2004).

Similar to fathers, mothers were found to have positive perceptions regarding the education program and they reported positive effects of the program on the father-child relationship and family well-being. As Atmaca-Koçak (2004) indicated, this program has beneficial for all family members.

2.1.7.2. National Early Childhood Education Program and Parent Involvement in Turkey

As mentioned above, in turkey majority of father involvement studies interested in father involvement in early childhood education. In their study, Güngörmüş, Kefi and Girgin (2007) examined the predictors of father involvement in early childhood education. They found a significantly positive relationship between fathers' perceptions regarding the positive influence of early childhood education on children and fathers' involvement into children's education. They also found out that fathers of children, whose kindergarten supported father involvement, involved more in their children's education and this involvement exhibited positive consequences on behalf of fathers, families and children. However, fathers of children, whose kindergarten

did not support father involvement, were found to involve less in their children's education due to the fact that they did not feel themselves relaxed at school and had difficulties in establishing a proper communication with other parents. Those fathers either believed that involvement into early childhood education was the responsibility of mothers or did not value the importance of their own involvement (Güngörmüş, Kefi & Girgin, 2007).

This study highlighted the importance of early childhood education center's influence on fathers' involvement level. In Turkey there are public and private early childhood education centers. All of these centers ride on Turkish Ministry of Education. For this reason they should provide an education that is based on the National Early Childhood Education Program. In the following section this program and how parent involvement is mentioned in the program is presented in detail.

2.1.7.2.1. National Early Childhood Education Program

Recently, in 2013 a renewed Early Childhood Education Program was published and began to be applied in public kindergartens. Turkish National Early Childhood Education Program is a holistic and developmental program. Its structure is spiral and its model is eclectic. This program was prepared around objectives and indicators. Early childhood educators are expected to prepare activities based on objectives and indicators. For each activity, educators are expected to plan parent involvement activities. Parent involvement into early childhood education is given importance by depending on the idea that education cannot be successful and long-lasting unless it does not continue at home (Ministry of Education, Early Childhood Program, 2013). In order to encourage educators to provide proper and systematic parent involvement and education in 2013 with the last revision, a guidebook called as "Guidance of Parent Support Education that is integrated with Early Childhood Education Program" is provided to educators and early childhood centers.

2.1.7.2.2.Guidance of Parent Support Education that is integrated with Early Childhood Education Program

Guidance of Parent Support Education that is integrated with Early Childhood Education Program was prepared for teachers in order to inform them about the importance of parent involvement and to provide a systematic parent education process. This guidebook constitutes three different chapters.

In the first chapter, theoretical bases, meaning, importance and principles of parent involvement are presented to the educators. The second chapter is devoted to parent education activities. Four different sub-sections form this second chapter. In the first sub-section, characteristics of parent education activities, the process of applying them and information related to evaluation of these activities are presented in detail. In the second sub-section, this guidebook provides information regarding how a parent education program should be prepared. In the third sub-section the methods and strategies that can be used during parent education process such as examination of sample events, demonstration, role playing, and group works are explained to educators. The last subsection is devoted to six sample parent education sessions.

Topics suggested to these sessions are the aim, scope and importance of early childhood education, parent attitudes, positive discipline, effective communication, play and toys and picture books. It is stated that applying the first four sessions is compulsory for each teacher and remaining topics of remaining two sessions can be altered by teachers according to the needs of parents. While presenting how to apply these sessions, some sample events were provided to teachers to talk about during the session. When the sample events for each session are examined, it is seen that these sample events -in most of the cases occur between a mother and child except one.

The last chapter is devoted to the parent involvement activities. Six different topics constitute this third chapter. Firstly, techniques for communicating with families such as phone-callings, booklets, visual and audial recordings, photos, bulletin boards, newsletters, portfolio, parent-teacher conferences, school visits and etc...

Later information about how to involve parents to educational activities, i.e., in class activities are explained. In the third-sub-section some sample parent involvement activities were provided in detail. Fourth sub-section is devoted to individual parent-teacher meeting and how, when, where and why they should be organized and conducted. Fifth sub-part informs teachers about the importance and purposes of home visits. Also some sample activities for teachers to apply when conducting home visits are presented. Last part includes information regarding to inclusion of disabled children into education and the ways to increase awareness related to inclusion among parents.

This guidebook lastly presents forms that are stated as crucial for operating a good parent involvement process. The first form is “Registration Form”. In this form demographic information about children (eg. name/surname, gender, birth date) , fathers (e.g, name/surname, educational background, occupation, working hours, whether he is the biological or step father) and mothers (e.g, name/surname, educational background, occupation, working hours, whether she is the biological or step mother) are gathered from the parents.

In the second form called as “Application Form in case of Emergency” which again asks parents about contact information of father, mother and a third person who could be reached during the emergency except parents. Third form is “sample contract form”. This form is signed by either father or mother and includes information about the school fee and the general rules of school.

Fourth form, “Child and Family Information Form”, tries to gather information regarding the child’s background and ask about the general information of child’s previous pre-school experiences, his/her development (e.g. when s/he had walked/talked/separated from the parents for the first time), general habits of the child (e.g. sleeping/eating/toilet habits, child’s personality and emotional characteristics (e.g. what makes the child happy /sad /angry / frightened)., his/her

relations with father/mother (e.g. parents way to smooth the child, child's behavior that is approved /not approved by parents) and parents expectations from the school.

“Parent’s Educational Needs Form”, is the sixth form which asks parents to order the provided topics from the one they mostly want to learn, to identify the preferred frequency (once a week, twice a week, one a month) and hours (between 10:30 - 11:30 a.m. in the morning in weekdays, 17:30-18:30 p.m. in weekdays; between 10:30-11:30 a.m. at weekend; between 17:30-18:30 at the weekend) for parent education sessions.

The last form is “Parent Involvement Preference Form” and it provides options for parents to identify how they can involve into the educational program (I can help in field trips, I can read to children, I can involve into the music activities and I can play an instrument, I can help about introducing occupations and etc...)

2.1.7.2.3. Parent Support Education Guidance Integrated with 0-36 months of Children’s Education Program

This is an additional guidebook which was prepared for educators and education centers who works with children between the ages of 0-36 months. This guidebook is identical with abovementioned one. However, sessions provided in parent education sections are devoted to different topics. Emphasized topics, in this booklet, are importance of center-based education, its aim and expectations from families, attachment, parent attitudes, positive discipline, play and toys, pictured child books, sensory education, and awareness for special need individuals.

In conclusion, studies emphasize on father involvement and statistics provided detailed information regarding family life in Turkey showed that fathers are mainly seen as breadwinners of their families while mothers hold the bulk of responsibility for child-care, household errands and children’s education. Nation-wide parent education programs provided by government are open to both parents but they do not emphasize specifically fathers. Similarly, although National Early Childhood

Program stated that parent involvement in education is crucial for early childhood education to fulfill their mission, father involvement not mentioned specifically.

2.2. PART II

2.2.1. Young Children's Participants in Qualitative Social Research

Including children as active participant in qualitative social research is a new issue in the literature. Developmental, social and behavioral psychology, sociology, social anthropology, criminology, educational and social policy are disciplines included in social research (Morrow & Richard, 1996). Among these disciplines, developmental psychology, sociology and educational research are the two disciplines that include children in their research, but conducted researches commonly are not with children; rather they are for children (Morrow & Richard, 1996). According to Morrow and Richards (1996), "sociology as a discipline has tended to ignore children, and left them to psychologists to study..... Sociology of family, is not 'about children', and we know little about children's experiences of family life, which is all the more surprising given that, to a significant extent, children can be said to constitute family..." (pp.92-93). On the other hand, in developmental psychology, researchers are not interested in "what children are", yet they are interested in "what children may become" (p. 93). Although, there is a need to learn about the children's social worlds and their daily lives through their own words (Curtin, 2000; Darbyshire, McDoughall, & Schiller, 2005; Irwin & Johnson, 2005; Ishii-Kuntz, 1999; Kortessluoma, Hentinen, & Nikkonen, 2003; Mauthner, 1997; Mishna, Antle, & Regehr, 2004; Morgan, Gibbs, Maxwell, & Britten, 2002; Morrow & Richrads, 1996; Thomas & O'Kane, 1998; Punch, 2002), researchers persistently depend on the information that is provided by parents, teachers or other adults to learn about children and their daily lives (Ishii-Kuntz, 1999; Kortessluoma, Hentinen, & Nikkonen, 2003).

In the following part, the reasons why children are excluded from the research, particularly from the qualitative one due to its open-ended nature ethical

considerations while including children as active participant to qualitative research and suggested methods to conduct with children during qualitative research will be pointed out by depending on the related literature.

2.2.2. Why children are out-of qualitative research

Growing literature about including children in qualitative social research pointed out a variety of reasons that challenge children's active involvement in social research as participants. The first and perhaps the most important thing that causes childless social research are adults' perceptions of children. According to Morrow and Richards (1996), in everyday life adults do not respect children's views and opinions and similarly Lansdown (1994) claimed that adults 'do not have a culture of listening to children' (p. 38).

Also, many adults assume that children are not competent enough to be included in research cognitively and linguistically (Morrow & Richards, 1996; Mishna, Antle, & Regehr, 2004; Thomas & O'Kane, 1998) and this assumption decreases researchers' attempt to include them as active participants. However, Greig and Taylor (1999) proposed that although a very young child has limited linguistic capacity when compared with school-aged children or adults, they are surprisingly competent with many different ways to communicate, yet they are not usually appreciated by researchers. Also, according to Mayall (1994), "discussions about data collection with, from and for children tend to focus on the following perceived problems; children can't tell truth from fiction; children make things up to please the interviewer; children do not have enough experience or knowledge to comment on their experiences, or indeed to report it usefully; children's accounts are themselves socially constructed, and what they say in conversation or tell you if you ask them is what they have been told" (p.11) and she stated that all of these issues can be equally applied when collecting data from adults, as well. Similarly, Punch (2002) stated that commonly adults assume that children lie or cannot distinguish between reality and fantasy, and also, she added that adults may lie as a participant; besides, the reasons why children and adult lie are very similar; to avoid speaking painful subjects, or to

create a favorable impression. Ennew (1994) suggested that with a trustful relationship, built between the children and researcher, these lies can be taken out.

These assumptions lead adults to consider that their knowledge is superior to the knowledge of their children (Alderson & Goodey, 1996) and to set themselves up “as the understanders, interpreters and translators of children’s behavior” (Waksler, 1991, p.62). However, all of these misunderstandings may change when people understand that rather than being incompetent, children are different from adults (Thomas & O’Kane, 1998); not inferior indeed (Waksler, 1986); they are not miniature adults (Kortesluoma, Hentinen, & Nikkonen, 2003); they use different communicative strategies such as nonverbal communications (Greig & Taylor, 1999; James, 1998) and most importantly they are “human beings, not human becomings” (Ovortrup, 1994, p. 18). By this way, the researcher may take “children’s seriously as social actors in their own right, as sources of valid sociological data” (Morrow & Richards, 1996, p. 98).

Another reason of childless research is that there is an “overly protective stance toward children” which reduces children’s inclusion to the research (Morrow & Richards, 1996, p. 97). This overprotection resulted in the lack of knowledge about many aspects of children’s lives. Also, this overprotection of children highlights the importance of ethical considerations: while conducting research with children at some points is similar to research with adults and at some points, it is very different.

2.2.3. Ethical Issues while Studying with Children

Although qualitative research highlights the importance of ethics while studying with adults, as mentioned before, since children are seen as vulnerable part of society, there are some differences of ethics of adult research and child research (Morrow & Richards, 1996; Punch, 2002; Thomas & O’Kanel, 1998).

The first thing to consider within the issue of ethic is respecting children’s right to express themselves, their rights to form their own views and to express them freely in

all matters, which affect them (UN Convention on the Rights of Children, Article 12). If this right was respected by adults, today we could have found many researches that value child's voices. Although there is a growing literature which gives importance to children's voice, it cannot be claimed that this is enough to understand their social life from their own point of view with all aspects. Some reasons related with adult assumptions were pointed out in the previous part. Some of these assumptions contribute some ethical principles directly. Morrow and Richards (1996) suggest that "discussions about research ethics are centered around two key preoccupations, firstly informed consent, and secondly, protection of research respondents... and both of them are problematic in research with children" (p. 94). For example, informed consent is taken to indicate that a participant 'voluntarily agrees to participate in a research project, based on a full disclosure of pertinent information' (Tymchuck, 1992, p.128). Since children are assumed incompetent about deciding whether to participate in a study is beneficial or not, this decision is left to parents or guardians of children. Although informed consents, provided by parents or guardians, are seen adequate enough to include children in research, it gives rise to a new unethical issue: parental informed consent resulted in ignorance of children's rights to decide whether to involve, i.e. the assent of the child (Morrow & Richards, 1996). Therefore, researchers, who want to include children as active participants, would take both parental consent as well as children's assent (Morrow & Richards, 1996; Punch, 2002; Thomas & O'Kanel, 1998; Irwin & Johnson, 2005).

In addition to consent and assent dilemma, there is another ethical issue, which again is related to adults' everyday perceptions about children: power relationships (Morrow & Richards, 1996). As stated by Morrow and Richards (1996), adults assume that they are superior to children and in everyday life, adults do not respect children's point of view while they expect children to obey their rules and respect to their authorities. This can clearly be seen in the study of Hill, Laybourn and Borland (1996), in which children proposed that "adults should stop and think about children's point of view, look for their feelings and listen to what they say" (p.142).

Similarly, in a handout, published by Istanbul's Children Institution (2000), some children gave unconfusing answers to the question of "Do older people around you explain issues that pertain to you, do they listen you and do they interested in your point of view?" (p.10). For instance, a girl said that "not too much while they are talking, when they stop I began to talk but they say "stop" to me, they do not listen me". Another child stated that "they do not listen to me and try to take my point of view. They do not care about what I think. They behave as they wish and I get angry too much". Another interesting, but not surprising answer came from a girl who said, "Since families think that they are always in right, they think that listening us is waste of time. Our families do not take our ideas seriously and belittle our words since we are young".

According to Morrow and Richards (1996) setting should be a prior issue while conducting research with children, because many research setting is adult dominated, such as schools and even homes of participants (Morrow & Richards, 1996). For instance, Morrow and Richards (1996) suggested that conducting a research at school may impel a child feel themselves obliged to answer all the questions directed by the researcher.

The ways of gathering the data is an important ethical consideration while studying with children, as well. As mentioned before, children are different from adults and because they are more competent in some types of communication than others, the researcher should spend more time to decide the ways to gather data from children (Darbyshire, McDoughall, & Schiller, 2005; Irwin & Johnson, 2005; Ishii-Kuntz, 1999; Kortessluoma, Hentinen, & Nikkonen, 2003; Mauthner, 1997; Mishna, Antle, & Regehr, 2004; Morgan, Gibbs, Maxwell, & Britten, 2002; Morrow & Richrads, 1996; Thomas & O'Kane, 1998; Punch, 2002).

Time is another ethical concern, since children may need more time to establish rapport with a stranger adult: the researcher (Mauthner, 1997; Minsha, Antle, & Regehr, 2004; Kortessluoma, Hentinen, & Nikkonen, 2003).

Finally, how findings will be disseminated should be considered as another ethical issue by the researcher. Although researchers think that they can understand children's point of view "since they were children once" (Fine & Sandstrom, 1988, p.35, as cited in Punch, 2002)., according to Punch (2002), "as adults we were once children but we soon forget, unlearn and abandon elements of our childhood culture" (p.325).

In the next part, the ways of dealing with these ethical issues in a positive ways are presented by depending on the previous research.

2.2.4. Dealing with Ethical Problems while Studying with Children

As Morrow and Richards (1996) stated "to avoid asking questions because they are ethically difficult, thereby excluding children from research is an ethical position in itself" (p. 103). By depending on this statement, it might be said that it would be proper to include children in social research to deal with the mentioned problem. The ways of perceiving children is a related issue that should be considered. James (1998; as cited in Morrow & Richards, 1996) suggested four types of adult ways of "seeing children" by proposing the approach, used by the researcher; the effects of the style of the inclusion of children in the research, either as passive or active participant; the ways of collection of the data and how the interpretation of the gathered data . The first way of seeing children is called as "developing child" in which "researcher undervalues children's competencies and when children's voices are elicited their words may not be taken seriously or even trusted" (p. 99). Researchers, who see children as developing, use methods of experimentation or observation.

The second way of seeing children is called "the tribal child" in which children are seen as "inhabiting an autonomous world, separate from adults, in which children are competent actors, existing in conceptually different world from that of adults, with its own rules and agendas" (Morrow & Richards, 1996, p.99). Participant observation

is used by these researchers. The problem of this point of view is that children are seen as separately, which renders the comprehension of some aspects of children and childhood impossible.

The third way is called as “adult child” in which children are seen as “competent participants in a shared, but adult centered world; attention is focused on children’s perspectives and comprehension of an adult world, in which they are required to participate” (Morrow & Richards, 1996, p.99). Researchers, who hold this point of view, assume that “children are same with adults and same methods of research can be used for children, from qualitative interviews to questionnaire surveys” (Morrow & Richards, 1996, p.99). This way of seeing children is stated as unsuccessful to deal with power imbalance between adult researcher and child participants.

The fourth and the last way of seeing children is called as “social child”, which considers children “as research subjects comparable with adults, but understands children to possess different competencies, a conceptual modification which..... permits researchers to engage more effectively with the diversity of childhood” (Morrow & Richards, 1996, p.99). This perception of childhood allows children to use and even create different mediums that respect children’s differences from adults and encourage them to actively and more productively involve in the research process (Morrow & Richards, 1996). In the following parts, by depending on social child way of seeing children, ways to deal with other ethical research is presented.

As mentioned above, parental consent is considered adequate to include children in research. However, researchers stated that children should have right to both assent and dissent for research and their right to assent should be explained in a clear manner to child participants. This might provide an opportunity for the child to know that they have the right to dissent as well as giving up the study whenever they want; they may dissent to be taped; they may have the right not to answer any questions and they should be informed about confidentiality (Darbyshire, McDoughall, & Schiller, 2005; Irwin & Johnson, 2005; Kortessluoma, Hentinen, & Nikkonen, 2003;

Mauthner, 1997; Minsha, Antle, & Regehr, 2004; Morrow and Richards, 1996; Punch, 2002; Thomas & O’Kane, 1998). According to Curtin (2001), including children in social research as active participants is beneficial for the researchers because they have a chance to learn about children’s own experiences and also for children it is an essential fact that “having a voice may give children practice in making life decisions and may help develop perceptions of control and the view of being altruistic. Also, “children’s participation in decision making may promote a sense of being responsible for their own lives” (p. 295).

Moreover, as stated by Morrow and Richards (1996), the second challenge while conducting research with children is related to power imbalance between adult researcher and child participant. Curtin (2001) claimed that as a result of their typical interactions with adults, children learn that adults know the true answers of questions, which they asked, and they may try to guess the true answers rather than expressing their own views. Therefore, the researchers, who want to learn children’s actual perspectives about a phenomenon, should convince children about their “desire to hear their perspectives and learn about their worlds” (p.297). The researcher, regardless of the participated children’s age, should clearly explain his/her research topic and his/her desire to learn actual experience of children from their point of view (Mauthner, 1997). Mauthner (1997) suggested that the researchers can introduce themselves as people, who “want to find out what children think about things...”(p.18). Kortessluoma et.al (2003) also, stated that children should be acknowledged that there is no right or wrong answer and everything that they say is their own experiences; and therefore, they are important for the study.

Another ethical issue that should be considered is the setting. While including children as active participants to the research, setting should be child-centered, in which adult also sits at the same level as the children (Curtin, 2001). For adult participants, it is suggested to use small, yet private spaces in order to create a feeling of intimacy; however, based on their experiences, Irwin and John (2005) stated that “the natural world of many children involves movement and activity, and to attempt

to have them sit and focus can create unnecessary strain” (p.825), and concluded that there is not any traditional setting while conducting research, particularly conducting interviews, with young children.

Another important issue is related to methods, used, while gathering data from children. Since children’s competencies are different from those of adults, the researcher should not highly depend on one type of data collection (Curtin, 2001; Darbyshire, McDoughall, & Schiller, 2005; Irwin & Johnson, 2005; Kortessluoma, Hentinen, & Nikkonen, 2003; Mauthner, 1997; Minsha, Antle, & Regehr, 2004; Morrow and Richards, 1996; Punch, 2002; Thomas & O’Kane, 1998). Almost all researchers, who had few or more experience with children in their research, suggested that including multiple methods to data gathering data from children both increases the reliability, validity and richness of data and helps children to feel more comfortable through deducing the pressure of face-to face communication with a stranger adult (Curtin, 2001; Darbyshire, McDoughall, & Schiller, 2005; Irwin & Johnson, 2005; Kortessluoma, Hentinen, & Nikkonen, 2003; Mauthner, 1997; Minsha, Antle, & Regehr, 2004; Morrow and Richards, 1996; Punch, 2002; Thomas & O’Kane, 1998). Some methods, which can be used while gathering the data from children, include drawings of children, usage of vignettes, games, sentence completion, including props such as photographs, videotapes, toys or objects, application of storytelling, conduction of face to face and focus group interviews and participant observation (Barter & Renold, 2000; Curtin, 2001; Darbyshire, McDoughall, & Schiller, 2005; Kortessluoma, Hentinen, & Nikkonen, 2003; Mauthner, 1997; Minsha, Antle, & Regehr, 2004). Punch (2002) claimed that combining different data collection techniques can both “enable the data generation process to be fun and interesting for the participants as well as effective in generating useful and relevant data” (p. 337).

Time is another ethical issue that should be taken into consideration while studying with young children. As adult participants, child participant needs to establish rapport with the researcher and this may take longer than establishing rapport with an

adult participant (Irwin & Johnson, 2005). In order to establish rapport, children may be asked to choose appropriate place for the interview; enough time might be provided for children to get used to a stranger adult. Deatrck and Ledlie (2000) suggested that working with parents and learning children's interests and preferences to interaction; planning pre meetings to let the child to know researcher and to learn more about children as researcher and using multiple-short interviews might be used as strategies to establish rapport with children.

All these literature reviewed above guided the current study while establishing research questions, preparing the data gathering methods and analyzing the data. In the following section the methodology of the study will be presented in detail.

CHAPTER III

METHODOLOGY

The aim of this dissertation is to understand whether perceptions of family members related to father involvement differs within the family. More specifically, for the current study, the initial aim is to understand how perceptions regarding father involvement differentiate within the family and family members, and particularly how young children perceive the father involvement in the family. The personal experiences of participated preschoolers, fathers and mothers about the phenomenon under investigation were “father involvement”. Qualitative data from fathers, mothers and young children was gathered to reach the aim in the light of following main (MRQ) and sub-research question(SRQ):

MRQ: To what extend fathers’, mothers’ and young children’s perceptions of father involvement in two-parent, middle income Turkish families that reside in Ankara, the central city of Turkey, are consistent with eachother?

SRQ 1. How do children perceive their fathers’ involvement?

SRQ 2. How do fathers’ perceive their own involvement in their children’s lives?

SRQ 3. How do mothers perceive their husband’s involvement in their children’s lives?

SRQ 4. To what extend children’s perceptions of their fathers’ involvement are consistent with those of mothers’ and fathers’?

3.1. Design of the Study

This study adapted a qualitative research design to study father involvement. Since the main aim of the study is to understand how differently children, mothers and

fathers in the same family perceive father involvement and in order to compare those perceptions, a phenomenological approach was used to gather data.

3.1.1 Phenomenological Research

As a word phenomenon comes from the Greek *phanesthai* which means “to flare up, to show itself and to appear”. Constructed from *phanio*, phenomenon means to bring to light, to place in brightness, to show itself in itself, the totality of what lies before us in the light of day” (Heidegger,1977,pp. 74-75; as cited in Moustakas, 1994, p. 26). The usage of the term “phenomenology” traces back to 1975 in philosophy and occasionally in the writings of Kant while a well-defined technical meaning was constructed by Hegel as “ ... the knowledge as it appears to consciousness, the science of describing what one perceives, senses and knows in one’s immediate awareness and experience”. The process leads to an unfolding of phenomenal consciousness through science and philosophy ‘toward the absolute knowledge of the absolute’ (Kockelmans, 1967, p.24; as cited in Moustakas, 1994, p. 26). The history of phenomenology, then, began with Edmund Husserl, a German mathematician, and his extensive writings. Husserl developed many of phenomenology (Moustakas, 1994).

Maxwell (2008) stated that if the focus of a research is a concept or a phenomenon, these studies are called as “phenomenological study” and they ‘seek to understand the meaning of experiences of individuals about this phenomenon’ (p.38). Moustakas (1994) explained the philosophical background of phenomenological research and in the light of his examinations; he identified a series of methods and procedures, which are needed for an organized, disciplined and systematic study.

This procedure begins with the researchers’ “discovering a topic and question rooted in autobiographical meanings and values, as well as involving social meanings and significance” (p. 103). Second step is conducting a quality literature review of related-previous-studies. According to Moustakas (1994), the next steps are “deciding on co-researchers – with whom the study is conducted- ; informing co-researchers about the nature and purpose of the study and developing an agreement

with those co-researchers; planning the interview process by preparing interview questions and interview topics; conducting the interviews and recording them and lastly organizing and analyzing the data” (pp. 103-104).

In the following sections, detailed information about how and according to which criteria the co-researchers were chosen; how the agreement with those co-researchers was established and how the data was gathered; what was the role of researchers and the process of analyzing the data will be presented.

3.1.2 Selection of Participants

Using purposeful sampling, in which “inquirer selects individuals and sites for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study” (Creswell, 2007, p. 125), is one of the core points of qualitative research because it leads researcher to collect quality data from the people, who experience phenomenon individually. Milles and Huberman (1994) suggest approximately sixteen strategies for purposeful sampling. According to Milles and Huberman (1994), these strategies can be used alone or with combination. Therefore, in the current study criterion-typical case sampling will be used as purposive sampling strategy. Typical case sampling refers to taking a sample of what one would call typical, normal or average for a particular phenomenon. For the current study, typical case referred preschool children, aged between the 48 and 72 months, who are living in a nuclear intact family in which there is a resident biological mother and father, and perhaps siblings. Since it is difficult to reach and include many children, who do not engage in preschools or kindergartens and their fathers, the criteria for the current study was children’s engagement in preschool or kindergarten.

Based on this criterion, initially kindergartens were searched in which school administration and staff also gave importance to academic studies willingly and helpfully. Since child interviews were planned to be conducted in the school, opportunities such as the rooms where interview sessions can be conducted without

having interruption and the concerns of the safety and familiarity of the children were important criteria while deciding about the preschool or kindergarten.

By using phone contacts with school administrations personally, researcher gave detailed information about the purpose and procedure of the study. Two kindergartens among them were willing to open their schools for the study. Both of these kindergartens were public kindergartens and they were located in different districts of Ankara; Aydınlikevler and Batıkent. Among these two schools, one of them gives importance to father involvement and they provide “Father Support Program” with the collaboration of AÇEV (Mother Child Education Foundation) in the kindergarten. This Father Support Program provided by AÇEV aims at increasing fathers’ awareness to contribute their children’s development in their families and giving information to fathers about this topic. The specific goals of the program contribute to the democratic attitudes in the family, time fathers spend with their children, healthy communication between fathers and children, fathers’ knowledge about children’s need while reducing violent behaviors in the family. This program began as a project by AÇEV in 1996. After different pilot projects, since 2003 BADEP (Father Support Program) is provided in different cities of Turkey by trained male elementary teachers in schools or public education centers (Atmaca-Koçak, 2004).

According to the Father Support Program Evaluation Report prepared by Atmaca-Koçak in 2004, this program has affected fathering behaviors of fathers. However, this program is provided to volunteer fathers only, there is not any enforcement for participation of fathers. Due to these reasons, volunteer kindergarten, located in Batıkent district, is chosen since this school provides opportunity for the researcher to compare perceptions of fathers, who voluntarily engage in such a support program, and of those, who have refused to engage in this program, and also their family members’ perceptions about father involvement. Therefore, this school was chosen to conduct the study.

The following sections include detailed information about the characteristics of the school, participants and data collection procedure.

3.1.2.1. Characteristics of Kindergarten

The school, from which the participated children, fathers and mothers are recruited, is a public kindergarten located in Batıkent, Ankara. Batıkent is one of the oldest living areas in Ankara. This kindergarten is located in the center of the Batıkent in a detached building. During the data collection period, kindergarten provides both full-day and half-day program. There are three full-day and two half-day classes. There are 20 children per class and one teacher and one assistant teacher for each class. Totally, there are 100 children in the school.

All of the teachers in the school have four year university degree. Parent involvement is given importance by teachers and administrations. School administration is open to communicate with parents. At the beginning of each year, fathers and mothers are invited to their child's class and they spend a day in their children's class with class teacher to practice the activities, which will be done by their children. In accordance with the National Early Childhood Education program (2013), the aim of the kindergarten is to make parents know about a regular day their children spend in the school, which might probably provide comfort and reliance while sending their children. Also, kindergarten has a web-page and it is updated frequently in order to make parents aware of children's activities at school. At the beginning of each semester, a parent-teacher meeting is provided for parents.

Although the majority of the staff is female, there is a male staff in charge as the psychological counselor of the school and he has very positive relationships with almost all parents. He is the person, who opens the door of the school for Father Support Program and who really works hard to involve and reach more fathers. School administration also gives importance to Father Support Program. Although program is held at nights, a vice-principle comes and opens the kindergarten for fathers and the leader of Father Support Program, which indicates that school-staff give importance to fathers' involvement

In addition to this specific program, which aims to support fathers, at school, every week parents come to class and make activities with children. All teachers and

school administration encourage both fathers and mothers to come and share whatever they want with the children in the class. Psychological counselor of the school systematically contact with parents and he is open for parents' requests to communicate, as well.

On special days such as Mother's day, Father's day or 23 April National Sovereignty and Children's Day, parents are also welcomed to school and they have a chance to communicate with teachers, administration and other parents in a genuine atmosphere.

3.1.2.1.2 Participants

3.1.2.1.2.1 Participated Children

At the beginning of 2013-2014 education years, researcher joined the parent-teacher meeting at school and entered each class to inform the parents about the purpose and procedure of the study. Consent forms were distributed to the parents (Appendix B). Since majority of the parents engaged in that first parent-teacher conference were mothers, the majority of consent forms were signed by mothers. There were very few fathers in classes and only two fathers signed the consent form.

At the end, 44 parents agreed to participate in the study and signed consent forms, which indicated they would allow researcher to conduct interviews with their children. However, four children were dropped out of the study because one child did not assent to interview with the researcher. Other three children assented to interview with the researcher but during the interviews, one of them reported that his father was dead and the other two reported that their fathers and mothers had divorced.

Therefore instead of the interviews, certain games were played with those three children meanwhile. At the end, the data constituted 40 children, who are living with their biological resident fathers and mothers in the same house. Table 2 gives detailed information about children's demographics and family characteristics.

Table 2: Child Demographics

CHILDREN		
Age range		
	<i>Max.</i>	72 months
	<i>Min.</i>	50 months 19 days
	<i>Avarage</i>	63.15 months of age
Gender		
	<i>Female</i>	20
	<i>Male</i>	20
Sibling		
	<i>Brother</i>	11
	<i>Sister</i>	4
	<i>Brother& Sister</i>	2
Kindergarten Program		
	<i>Full-day</i>	33
	<i>Half-day</i>	7
Mothers' Education level		
	<i>Primary education</i>	2
	<i>Secondary education</i>	2
	<i>High-school education</i>	12
	<i>Two year vocational university education</i>	3
	<i>Four year university education</i>	18
	<i>Master degree</i>	3
Fathers' Education level		
	<i>Primary education</i>	3
	<i>Secondary education</i>	1
	<i>High-school education</i>	10
	<i>Two year vocational university education</i>	3
	<i>Four year university education</i>	19
	<i>Master Degree</i>	4
Family income Condition		
	<i>Dual-earner</i>	30
	<i>Single-earner (only father Works)</i>	10
Fathers' engagement to FSP		
	<i>Engagaed FSP</i>	16
	<i>Not engaged FSP</i>	24

3.1.2.1.2.2 Participated Mothers and Fathers

After completing interviews with 40 children, parent consent forms were sent to the parents of those children to seek their permission to conduct parent interviews. Only 19 parents out of 40 returned and accepted to conduct interview with the researcher. However, 3 parents gave up the study due to various reasons. Parents of a child gave up the study because they had to move to another city during my study. Father of another child did not want to conduct an interview, which will be taped-recorded; therefore the mother also refused to participate. Other parents gave up the study because father could not find an appropriate time to interview with the researcher. At the end, 17 mothers and 17 fathers participated in the study. In this section, demographic information about mothers and fathers, with whom parent interviews were conducted, will be presented in Table 3.

Table 3: Demographic Information of mothers and fathers who participated parent interview phase of the study

MOTHER DEMOGRAPHICS		
Age Range	Min	24
	Max	40
	Avarage	33.83
Work Status	Housewife	4
	employed	13
Child Gender	Female	11
	Male	6
Child Number	Only Child	9
	Two Children	7
	More than Two Children	1
Educational Background	High school Graduation	3
	University Degree	12
	Master Degree	2

Table 3 (cont'd):

FATHER DEMOGRAPHICS

Age Range	Min	30
	Max	45
	Avarage	37.29
Work Status	employed	17
	unemployed	0
Father Support Program	Involved	8
	Not Involved	9

3.2. Data Collection Tools

A great deal of effort was spent in order to find the most appropriate age e and child-centered data gathering techniques. Four different pilot studies were done with totally 25 children. In the end, techniques, which give the richer data, are seen as age appropriate and child centered to be included in the study. Data gathering ways were used to gather information from children about their fathers' involvement and four different techniques were chosen to be used. These are drawing, ordering, and computer game tasks, prepared by the researcher and Jam Jar technique. The jam Jar Technique was originally used by MacKay (2006) and it was adapted for the current research to gather children's answers for Children Perceptions of Father Involvement Questionnaire, developed by the researcher. For each technique, expert opinions were gathered from two academicians from early childhood education: one in-service early childhood educator and the psychological counselor of the kindergarten. Detailed information about the process, which was followed in the application of these techniques, will be presented in the following sections.

Parent interview questions were also prepared by the researcher based on Palkovitz (1997) multi-dimensional father involvement conceptualization. After the advisor of this dissertation and also the thesis committee members approved the appropriateness of the interview questions, additional expert opinion was gathered from an

academician who is blind in the father involvement topic but qualified on the qualitative research who is also a parent. Also, a pilot study with 4 fathers and 3 mothers was conducted to understand whether the questions are comprehensible, clear and applicable. In the end, interview protocol, which comprises 16 questions, were prepared and used during the parent interviews.

3.3. Data Collection Procedures

In this session, detail information about child, mother and father interviews will be provided.

3.3.1. Pilot Interviews

After interview protocols and child interview tasks were prepared and shaped as the result of experts' opinions, pilot interviews were conducted with four fathers, three mothers and seventeen children to understand whether questions are comprehensible, and providing rich data.

Participants of the pilot study had similar demographical characteristics with those of actual participants regarding educational background, economic conditions, age range and child characteristics. According to the results of pilot interviews with parents, some changes about wording of questions were done to clarify the purpose of the questions, and consequently, more clear and probing questions were enhanced.

Three pilot studies were conducted with totally 25 children to determine the best way that provides rich and confidential data, which are child-centered, developmentally appropriate and enjoyable for children. For the first pilot interview, three data gathering methods were tested with five children. These were listed as drawing, ordering and playing with card procedures. Although the methods of drawings and ordering functioned well, yet playing with cards did not. In this procedure, children were presented father –child pictures, which were collected from the friends or

neighbors of researcher. In these pictures, fathers and children were engaging in some activities such as visiting the zoo, reading a book, watching TV or playing together. Each child was asked whether they do such activities with their father; how being engaged in an activity with the father and whether they enjoy doing these activities. However, since there were so many pictures, children get bored during the process and instead of giving detailed information, children began to use statements such as “I do not know, I do not remember, let’s pass to another picture, when it will finish?” and etc. Therefore, playing with the card procedure was not included in the main study data gathering process while drawing and ordering process were included.

Instead of playing with the cards procedure, which was prepared to understand whether children think that their father involve through the ways suggested by Palkovitz (1997), different data gathering procedures were organized such as *focus group interviews* in which children were asked to draw their favorite activities done with their fathers and an activity that they do not want to do with their fathers; *spider diagrams* in which children draw or say an activity they do with their fathers until they fulfill the legs of spider. A second set of pilot interviews for these techniques were conducted with eight children. Although it was recognized that children felt safer in focus group interview, children preferred to give the same answer with previous child, who talks before them during the focus group talking. Also, data gathered from these children did not provide detailed information about father involvement types, which they have experienced in their family. Therefore, these techniques were not included within the data gathering process and instead Children’s Perceptions of Father Involvement Questionnaire (CPOFIQ) was prepared by the researcher and Jam Jar technique which was originally used by MacKay (2006), was adapted to this process. Eight children were asked to answer 33 questions of CPOFIQ through putting white cards to three identical jars that they named as ‘yes’, ‘no’ or ‘sometimes’ jar. During this process, it was observed that children could easily understand and successfully complete the procedure and they did not get bored since they were active during the process. Moreover, this technique provided rich data about children’s ideas regarding their fathers’ involvement since it

provided an opportunity for the researcher to investigate children's ideas through probing questions, following each question included to the CPOFIQ. Therefore, CPOFIQ was decided to be used through the Jam Jar technique and included to the study's data gathering process.

In order to understand how much children state their fathers while talking about daily routines, a computer game was prepared. For this game, 17 pictures that represent daily routines that children experience in their daily lives (such as waking up, dressing, a birthday party, going to the park, having bath, eating dinner, etc.) were decided by the researcher and the thesis committee and pictures of them were drawn by a graphic designer as two set (one for female children, and one for male children).

These pictures, converted into a power point presentation, were used as a stimulus to question with whom children mostly engage with in these daily routines in their families. In order to understand whether drawn pictures function well or not, the pilot interviews with four children were conducted. In this process, children enjoyed so much while looking at the drawings via the computer, they did not get bored and this method provided a rich data about whom they engage with in these daily routines mostly. Involving a technological part also attracted children's attention and they liked controlling the power point presentation and looking at pictures. Additionally, the clarity and comprehensibility of the drawings was tested during this pilot interviews and it was seen that children could understand all the drawings, identify themselves with the character in the drawings, and hence, these drawings were good probes for children to remember their own activities with their family members. Therefore, computer game was used in the main data gathering process.

At the end, four techniques, drawing, ordering, CPOFIQ through Jam Jar technique, and Computer Game: Daily Routines constitute the data gathering process for children. Drawings were used to clarify the kinds of activities that father and child engage in together at home and how children define "involvement". Ordering was used to understand how children perceive their fathers' involvement compared to the other family members. CPOFIQ was used to understand whether children consider the various types of fathers' involvement suggested by Palkovitz (1997) and

Computer game: Daily Routines was used to understand whether children' fathers involve in these daily routines. It should be noted here that these pilot studies also contributed to the researcher to conduct better interviews with children and improve her communication ability and strategy with children.

3.3.2 The Main Study

3.3.2.1. First Phase: Child Interviews

In order to establish rapport with children, before starting the data collection, researcher spent three weeks in the kindergarten. During this time, researcher went kindergarten three times in a week and visited all classes each day. Researcher engaged actively to classroom activities of children, joined snack time and established communication with children, playing games with them. During this period, researcher not only had the chance to communicate with almost all children at school but also had the opportunity to see and communicate with the parents of children when they were taking their children from the school. After it is believed that children get used to be with the researcher and they were ready to communicate with her, interviews began to be conducted.

All of the interviews were conducted in the room of psychological counselor due to two main reasons. First reason is about children's familiarity to this room. Since, the psychological counselor of the kindergarten makes some interviews and developmental test and plays some games with the children in this room, children feel safe and comfortable there.

In the room where interviews were conducted, there is a table and two chairs of a child-size, and the table of psychological counselor. During the interview, the researcher always sat on the chair, in a child-size, and did not prefer the chair of psychological counselors in order to avoid creating a hierarchical position between her and the children.

The initial interviews with children began with asking the assent of the children to play with researcher. Since all interviews included child-centered activities that

children like to do, children were asked whether they wanted to come and *played* with researcher in the psychological counselor's room. When children gave an assent, researcher and the child went to the room together. The first phase included four data gathering ways: drawings, ordering, jam-jar technique and sentence completion task. In the following section, each of the data collection methods is described in detail.

3.3.2.1.1. Drawings

After entering the room and having a chat about the day of the child or activities they did in the class, researcher asked children whether they liked drawing or not. All the children reported that they enjoyed drawing. Later, the researcher said;

“I really want to learn how your house is; could you draw your house for me?” All children liked the idea and responded positively. Later, the researcher provided them different types of crayons, and asked children to choose one of them. Next, children began to draw their house and meanwhile the researcher asked them:

“While you are drawing, could I ask you some questions?” in order to initiate for the following questions;

1. Do you like your home?
2. Where do you like most in your home?
3. Who are living in your home?
4. What are you doing with your mother at your home?
5. What are you doing with your father at your home?

3.3.2.1.2. Ordering

After each child completed his or her drawing, the researcher thanked them for the drawing and continued with the ordering technique via following statement;

“You said that (for example) in this home you, your mother and your father is living (by providing child, father and mother pseudo pictures, Appendix E) Suppose that this picture is representing you (showing the child’s picture). Could you put the picture of your family member who is mostly taking care of you to the near of your picture? Who comes then?”

After child ordered his/her family members, below question was asked to children;

“What is taking care of a child means for you? (Probe: Could you tell me why you put (for example) your fathers’ picture at the first order, what is he doing with you?)

After this process researcher thanked to the child and said “we will play another game for the next time we meet again” and she took the child to his/her class. This process lasted almost 30 minutes.

3.3.2.1.3 Jam Jar Technique: Children’s Perceptions of Father Involvement Questionnaire

The day after completing the drawing and ordering method with the child, the researcher conducted for the second interview with the same child.

In the second interview, Jam Jar Technique was used with some modifications. Three glass jars were provided to the children. In each Jar, there were equal amount of identical white papers symbolizing previous answers and children were said that “Ok. Now we will play a voting game. Do you know what voting means?”. Children, who replied as “Yes”, were asked to define what voting is to check their comprehension about voting and children, who replied as “No”, were informed about what voting means. After that, the following procedure was conducted;

The name of “one of these jars’ is “yes”, whichever do you want label as “yes”?” After child indicated which one s/he preferred to label as yes, the researcher asked same question for labels of “no” and “sometimes”. Then, a game was played in which the researcher asked “which one was the “yes”, which one was the “no” and

which one was the “sometimes”?” and the child indicated the jar. In order to help children learn the name of the jars in an enjoyable way, the researcher began slowly and then got faster. Later, the researcher explained this “voting game” with the following statements;

“Now, I will ask some questions to you. If your answer is yes, then you will take one of your card and put it into the yes jar; if your answer is no, then you will put your card into the no jar and if your answer is sometimes then you will put your card into the sometimes jar (by taking a card and putting it into the jar)”

Later on, before beginning to ask main questions to provide opportunity for the child to put cards into each box, the researcher asked some different practice questions such as “do you like your school? Do you like dogs? Do you like snakes? Do you go to the amusement park?” and encouraged children to put their cards into the appropriate jars according to their answers.

Through Jam Jar Technique, the aim was to learn about children’s perceptions related to their fathers’ involvement. For this process, the researcher developed the Children’s Perceptions of Father Involvement Questionnaire (CPOFIQ) based on Palkovitz (1997) multi-dimensional conceptualization. The CPOFIQ constitutes 33 questions that reflect father involvement activities stated by Palkovitz (1997). Some sample questions were; “does your father talk with you?; does your father play with you? Do you spend time with your father? Does your father buy toys for you?” and etc. (Appendix F includes all questions)

All children completed this task and they enjoyed during this process. Application of Jam Jar Technique took almost 30 minutes because during the process, the researcher asked some additional “why” questions to understand children’s responses more deeply.

3.3.2.1.4 Computer-Based Game

The aim of this third phase was to understand those children's perceptions regarding father involvement in detail to make better comparisons between fathers' and mothers' perceptions of father involvement with the children's perceptions. In this phase, interviews with 17 children through a computer-based game were conducted.

For computer game procedure, some daily routine activities such as waking up in the morning, having breakfast, coming to the school or having a bath and going to the bed were drawn by a graphic designer specifically for this study. Two sets of identical drawings, one set for female children and one set for male children were prepared. Totally 17 drawings were presented to children on the computer through a power point presentation. Presentation begins with the face of the child and researcher initiates the process as following;

“Could you guess who this is? (Researcher got the child's answer, the majority of the children said “I do not know”). The name of this child is (Name of the child with whom the interview is conducted at that moment). What do you think about the name of this child's mother/father/sister? To which school do you think (name of the child) is going to? How old(the name of the child) is she/he?”

These questions helped children to identify themselves with the character and later the researcher used the below statements;

“Here we will look at your story. However, I can only see you but no one around you and what is happening around you. Could you explain what is happening around you and with whom you are doing this activities?”

The first drawing illustrates the waking up of a child and from this picture, children began to say” I am waking up in the morning”. For each picture on the presentation some probing questions were asked, as well. For instance, for the picture of the child having a bath, it was asked;

“Who help you to have a bath? With whom having bath is more enjoyable? Why?”

Or for the picture of a child playing with his/her toys, it was asked;

“With whom you are playing with your toys at home? What other people are doing while you are playing with your toys? (if child did not mentioned about his/her father) What about your father? What is he doing while you are playing with your toys?”

During the process, the researcher gave the responsibility of the control to children. They changed the slides and they told their stories. This process took approximately 40 minutes. Although some children got bored and it was suggested them to give up and continue later, they wanted to finish. Two children completed this task in two sessions because they got bored and wanted to give up.

First phase of the data collection process took almost five weeks. After completing data gathering process from children, the researcher began to the parent interviews.

3.3.3. The second Phase: Interviewing with parents

After completing the first phase, personal phone contacts with all parents, who accepted to participate in the study, were established by the researcher. Parents decided when and where they want to conduct with the interviews. Interviews with mothers were conducted at their homes (n=9), in mothers' work place (n=3), at the kindergarten (n=2), in a shopping center (n=2) or researchers' office (n=1). Similarly, father interviews were conducted in their homes (n=8), in fathers' work place (n=4), in a shopping center (n=2), at the kindergarten (n=1), in the office of researcher (n=1) and in researchers' home (n=1).

Totally 34 semi-structured interviews were conducted with parents. Regardless of the place that meetings occurred, the process began with a short talk about daily events. Later, the researcher explained the purpose and procedure of the study again. At the beginning of the each parent interview, the researcher explained the rights of the participants such as giving up the interview whenever they want, confidentiality of the information they provide to the researcher and the fact that there is not any right or wrong answer for the questions. To make them sure about the confidentiality of

the data they provided to the researcher, how the tape-recordings will be used, the legal responsibility of researcher to protect them for five years, the transcription process and the way of presenting data (researchers' responsibility for hiding their real names in the study) was highlighted by the researcher, as well. All, except one parent, accepted the usage of tape- recordings during the interview. One father did not accept the usage of tape-recording. He stated that since he was a soldier, he hesitated to be recorded. Therefore, the whole interview was written by the researcher instead of recording. The length of interviews ranged from 45 minutes to two and a half hour. However, the majority of the interviews took almost one hour or one and a half hour (see Appendix D for the whole interview protocol). The second phase of data collection process, i.e. parent interviews, lasted almost eight weeks.

3.4 Role of the Researcher

In qualitative research, it is clearly recognized that the researcher is the sole “instrument of the research” (Maxwell, 1996, p.27). In this study as the research instrument, the researcher had many responsibilities to fulfill. In addition to being the sole instrument during the data gathering process, in this study selecting the participants of the study, preparing interview schedules and finding out the best questions to ask, managing the pace of interview process, respecting feelings and opinions of participants, creating a comfortable setting for interviews and other data gathering processes, following participants nonverbal communication, being reflexive during all phases were all included in the responsibilities of the researcher.

Initially, all participants of the study were involved to this study willingly. Although parent consents were gathered for the child interviews, none of the children were forced to involve in this research process. Regardless of the age of the participants, it was explained that they had the right to withdrawn from the study whenever they wanted or they had the right to pass a question without answering. During the interviews, especially verbal and non-verbal cues of children were paid attention by the researcher to understand if they were relaxed and happy or bored and nervous. Therefore, continuously children were informed that they had the right to give up if

they got bored. In some cases, children said “I got bored” or “are there more questions left?” which indicated the message of their unwillingness and the researcher replied as “if you get bored we can do this in another time”. Some children wanted to finish the interview, but some children said “Yes let’s continue later”. Researcher respected their wish and put an end to the interview. Also, some children, after completing the interviews, wanted to play different games such as making a puzzle or playing jenga game (since children were familiar with the interview room, they all knew what kinds of materials were included in the room). The Researcher respected their wishes and played with them after the interview session was completed. In addition to the children, whose parent provide a consent, other children, whose parents did not give a consent, wanted to come and play the “games” that researcher played with other children. Although the data could not be included to this study, the researcher also took them and conducted one or two method of interview in order to avoid them feel discriminated. Therefore, during the data gathering process held in the kindergarten, the researcher respected and tried to meet the wishes of both participated and non-participated children.

During the interviews, sometimes the interview process was interrupted and this led a chance for the interviewee child, who wanted to talk about the topics that he/she wanted, later the researcher summed up the topic or connected the things around the subjects that the child was favoring with fathers or their families and later on, the researcher continued to the interview process. Same situations were experienced during parent interviews as they wanted to talk about political issues, daily events, something special about kindergarten policy or etc... Researcher respected their wish and talked about these topics and later turned the communication to the interview process smoothly by connecting the spoken topic with fatherhood, fathering behaviors or father involvement.

Moreover, very much effort was spent to make the entire participants feel comfortable. Initially, the participants decided about the time and place of the interview. Researcher just acted as a follower and went wherever and whenever parents preferred. Before, each interview, a short briefing was given about the aim

and the nature of the study. It is highlighted that there is not any right answer of the questions and whatever they would say and express would be valuable for the researcher and the research.

Another thing the researcher spent extensive effort was controlling her reactions, gestures or statements while fathers or mothers were talking about the negative events they experienced. For instance, in the first interview, one mother began to cry while talking about her husbands' health problems and the researcher gave up the interview until she became ready again and talked about the illness of her husband. Moreover, one mother told some bad paternal behaviors (such as humiliating the child or beating the child) that her husband engaged in his relationship with their elder child and at the end, she stated that "I felt very comfortable. I told some bad things but you did not give any bad reaction if you did so, perhaps I could not be such relaxed". This interview took approximately two hours and from her statement, it was understood that the researcher was subjective enough during the interview and successfully managed her reactions. Similarly, although the participants were informed about the tape-recording process during phone contacts, one father did not want his voice to be recorded and the whole interview was written by the researcher rather than recorded.

At the end of each parent interview, the researcher thanked them and asked about their criticisms about her questions, physical posture or verbal reactions and genuinely asked them to be free to criticize her in order to evaluate the attitudes, leading the further interviews stronger. All the parents, except one father, stated that the questions covered everything about the phenomenon and there was no problem about the researcher as an interviewer. That father, however, criticized some of the questions by saying that "there are some questions whose answers are known (no other kind of answer can be given such as "do you mind fathers' expression of love to their children?", he thought that the answer would be "no" and it was obvious). Along with accepting this criticism, the researcher informed him that during the interview process, some questions were used as a transition to a deeper one. For instance, after asking this question, it was also questioned as "do you think it is

important for children? Could you easily express your love to your child or What are your ways to express your love to your child?”. Although this father at the beginning said that he did not like speaking so much and he was neither able to nor prefer to give details, the interview lasted an hour and forty five minutes and he expressed his inner world as a father during the interview.

At the end of each child interview, the researcher thanked the child for their help and asked their ideas about the “games” and eventually the researcher kissed and hugged them if they allowed her to do so. There were not any reward for children, who participated to the interviews, yet the reward was the researchers’ expression of her happiness and love.

Another important responsibility that should be taken into account was promoting confidentiality while studying with children. Sometimes children might disclose some sensitive things such as abuse about their lives (Irwin & Jonhson, 2005; Kortessluoma, Hentinen, & Nikkonen, 2003) and particularly, in the current study, this may be related to abuse from father, and this was under the responsibility of the researcher to decide whether to be confident or take the necessary precaution to protect children, who disclosure such kinds of sensitive issues in their family lives. For this reason, before beginning, the child interviews researcher learned about steps to be taken when such an event was reported by children. Also, before each interview, the researcher had a short conversation with the psychological counselor of the kindergarten about the child and his/her characteristics to avoid any problem, which might arise during the interview.

As a result of researcher’s long interest in the topic of father involvement and her own life experiences, it is understandable that there might be a subjective nature in her interpretations of the participants’ perceptions. However, during the data gathering and analysis process, the researcher tried to remember to possess her critical subjectivity by not allowing her perceptions to replace those of the participants’ perceptions in the analysis process as suggested by Maxwell (1996). To do this, as presented in the Introduction chapter, initially the researcher’s own presuppositions about the phenomenon under investigations were examined through

which researcher turned to herself and her own perception of father involvement. An “*epoche*” process was passed and later interviews were began to be conducted (Moustakas, 1994). Moreover, since this is a qualitative research, the researcher’s responsibility was not merely to be interested in the gathered data, but also to search for the hidden meanings of participants’ words. For this reason, during the each data gathering methods, used with children, and also during the interviews with fathers and mothers, some field notes and reflective journals were kept to increase the meaningfulness of the data.

Finally, other major responsibilities of the researchers were to disseminate this research in an appropriate way by letting related people such as teachers, participated fathers and mothers, program developers and researchers by informing them about the results so that they could immediately participate in decision-making process on the areas, which affect children’s social daily lives. Therefore, after all analysis was done, the researcher turned to families through phone contact or e-mails and informed them about the general results and their familial results.

3.5 Data Analysis Procedure

Data analysis process was begun with verbatim transcriptions of all interviews. All transcriptions were read for several times to draw conclusion about the shared essence of the phenomenon. Meriam (2009) stated that meaning of the data analysis process is making sense of the data; therefore, researcher needed to move back and forth through the data for several times to reach an meaningful insight for the research questions. After becoming familiar with the whole data, the researcher listed all meaningful statements from each transcript. Moustakas (1994) called this attempt as “listing every expression relevant to the experience” as “*horizontalization*” (p. 120). According to Moustakas, after the horizontalization process, the researcher should test each expression (horizon) based on two criteria; “Does it contain a moment of the experience that is a necessary and sufficient constituent for understanding it? and “Is it possible to abstract or label it?” (p.121). If the horizons meet these two criteria according to Moustakas, the third phase of the analysis can

begin in which invariant constituents are clustered and conceptualized. For the next step, the researcher should both validate his/her invariant constituents and their themes by evaluating their expressions in the transcriptions explicitly and question whether they are compatible with the whole sense of the transcriptions. Later, by using verbatim examples from transcriptions, individual textural descriptions should be constructed and by using individual-textural descriptions, the individual-structural description was constructed for each participant (Moustakas, 1994, p. 121). The next step of phenomenological data analysis includes “constructing textural-structural description of the meanings and essences of the experience” and these descriptions are used to develop a “composite description-representing whole group” of the meaning and essences of the phenomena.

In the current study, these steps were followed for data analysis procedure, which began with horizontalization and ended with general composite descriptions that represent the whole group. These steps were repeated for fathers, mothers and children’s data separately.

3.6 Trustworthiness of the Study

The aim of trustworthiness is to indicate whether findings of a qualitative study are “worth paying attention to” (Lincoln & Guba, 1985). Trustworthiness can be provided by four different ways: *credibility*, *transferability*, *dependability*, and *conformability*. In order to obtain validity and reliability in qualitative studies, all of these terms should be addressed.

Credibility refers to the internal validity of quantitative studies. Findings should be credible to the participants, the readers of the study and the researchers himself/herself and they should be reflective of the reality while making sense (Merriam, 2009; and Miles & Huberman, 1994). There are many different strategies to establish and increase credibility. In the current study, informant triangulation, member checking and peer debriefing strategies were used as the ways of establishing and increasing credibility. Since it is very difficult to have a contact with all the parents to check, during the interviews, the researcher used reframing in

order to tell her own interpretation of experiences of the participants through questioning the appropriateness of her interpretation. Also, after horizontalization process completed, some parents checked the interpretations of researcher.

Triangulation can be done through triangulating the data gathering ways, triangulating informants or triangulating the sites if possible (Creswell, 2009). In this study, both the informant triangulation and the data triangulation were used. Except parents, having more than one child, interviews were conducted with all the family members about father involvement in the family. Data triangulation was used through using different and rich data gathering ways with children.

During the interviews, “tactics to help ensure honesty in informants” were used by the researcher (Shenton, 2004, pp.67-68): informing participants that there is no right answer of the questions; , their own perceptions and experiences are in the core of the study and they have the right to withdrawn whenever they want. Almost all of the participants, at the end of the interview, reported that “they said what happens at home without any distortion to help the researcher to have credible results.”

Frequent debriefing sessions were done to establish and increase the reliability of the researcher’s interpretations. These debriefing sessions were done with colleagues, experienced in qualitative data analysis, my thesis committee members, experts in different fields of, early childhood education, sociology, elementary mathematics education and qualitative research and family members, parents. After all transcriptions completed, my father, who had his master degree in the area of political science and public administration department with a qualitative study, coded all the data as a second coder.

Transferability refers to repetition of the findings in different contexts fully and giving *rich, thick description* is the best way to establish transferability. To provide a clear transferability, a qualitative study report should include rich and detailed information about organizations, taken place in the study; participants (criteria set for the participants as a result of the nature of the study, number of participants, and any rich descriptions of the participants who involved); the ways of data gathering

process; main characteristics of data collection procedures (number of data collection procedures, lengths of them) and the time researcher spent to collect the data (Shenton, 2004). In previous sections, all of this information were provided in detailed and all interview protocols, questions and techniques are presented through appendixes at the end of this dissertation.

Dependability reliability refers to the stability of the findings over time and conformability to the internal coherence of the data in relation to the findings, interpretations, and recommendations (Lincoln & Guba, 1985). Inter-rater reliability is one of the best ways to indicate to what extent the findings of the study are dependable and conformable. Therefore, in this study, all the data gathered from parents and children were coded by a second coder. The second coder is also familiar with the topic of father involvement since the researcher and the second coder conducted a previous research on this phenomenon and tried to complete a book about fatherhood in Turkish Culture. Additionally, before the second coder began coding, brief information about the conceptualization, which the study was based on, was provided to him. Researcher and second coder coded the whole data spontaneously and separately. Discussions were done about different codes and this process ended with full consensus with the researcher and the second coder.

CHAPTER IV

FINDINGS

This chapter presents the findings in four different sections. In the first section, the findings, regarding children's perceptions of father involvement, will be presented. In the second, third and the fourth sections, father and mother reports from the families, in which the father is perceived as moderately, high and low involved by his children, were presented, respectively.

4.1. Children's perceptions of father involvement

In this section, the findings, related to children's perceptions of their fathers' involvement in their own lives, are presented. The data gathered from four different techniques from the children (N=40). Initially, forty children are interviewed through drawings, ordering task, Jam Jar Technique, and eventually, 17 children, whose mothers and fathers participated in the study, were interviewed through a Computer game: "daily events". Findings, regarding each technique, are presented in detail below.

4.1.1. Drawings

In the current study, drawing is used as a means to conduct a child-centered interview process. Therefore, drawings of children are not used as the data; instead, the main aim of this technique is to understand the kinds of activities children are engaged in with their fathers.

According to the children's responses, playing with their fathers is responded most. Twenty-three children reported that they play with their fathers. It is seen that gender is an important factor that influences the type of the play that fathers and their

children engage in. Almost all the male children stated that they play with balls and cars or they play soccer with their fathers while almost all female children stated that they engage in ‘make- believe’ play with their fathers. Below are some quotations from the children interviews:

Researcher: What do you do with your father in this house?

Child: playing...

Researcher: What kinds of play does your father play with you?

Child: Play house. My father becomes daughter and I become mother...

(66 month old girl)

Researcher: What do you do with your father in this house?

Child: We play with ball, my mother does not want us to play soccer, because our neighborhood might be annoyed to us, my mother said this. But I kick the ball slowly.

(63 months old boy)

Playing ‘hide and seek’ is a type of play that fathers engage in with their both female and male children according to the reports of children (n=21). Also, the majority of children stated that they play ‘hide-and-peek’ as a whole family, when father and mother come from the work.

“Child: When they come to my grandmothers’ house to pick up me, I hide somewhere and they both try to find me... My father always finds me, but my mother cannot(smiling)...”

(50 months old boy)

It is seen that in the families, including two or more children, children mostly play with their siblings rather than their fathers. Moreover, according to children’s reports, some fathers prefer to be just around the children without involving into their play or in some cases they involve in their child’s play passively:

Child: they (mother and father) do not play with me but we play a lot of games with my older brother...

Researcher: what does your father do while you are playing with your brother?

Child: He watches TV...

(60 months old girl)

Another 60 months old girl stated that:

Child: ...my father does not like playing...he plays with me while he lies down. Actually it would be better if he plays by sitting...I ask him to play house but he says 'No' he says 'No' to all plays, he just like playing cooking.

Researcher: how do you play cooking?

Child: I cook some meals in jest and give them to my father and he imitates as if he is eating them...

Second mostly given answer is 'going out with the father'. Twenty-two children stated that they go to the shopping malls, playground, bowling with their fathers and they visit their family elders, especially at weekends;

Researcher: What do you do with your father in this house?

Child: ...my mother prepares a shopping list, sometimes while going to shopping my father says me 'let's go together' and we go together...

(69 month old boy)

Researcher: What do you do with your father in this house?

Child: we go my paternal grandma and grandpa's house at the weekends, and sometimes to GIMSA (a shopping center around the child's house)...

(56 months old girl)

Teaching is another activity reported by children. Eight children stated that their father teaches about letters, numbers, drawing, using machines, riding bicycle, English and how to write:

"...do you know while I was a little child I could not draw a human but my father thought me how to draw a human, he also taught me how to ride bicycle..."

(59 month girl)

"...My father has a huge tool bag and he teaches me how to use them..."

(55 months old boy)

...in the past I named this (by indicating one finger) as two; this (by indicating three fingers) as three. But my father taught me the true one. He said that to this (indicating one finger) I should say 1, to this (indicating two fingers) I should say two, to this (by indicating three finger) I should say three, to this (by indicating four

fingers) I should say four and to this (by indicating all fingers of one hand) I should say five...

(59 months old girl)

Watching TV is stated by eight children, as well. These children reported that they watch soccer games and cartoons with their fathers. Also, some children kicked their fathers since he does not allow them to watch cartoon as he insists on watching the news:

“...he will get crazy because he always watch news when he comes home. Sometimes I change the channel to watch cartoon and then go to my room. When I turn back, he again watches news...”

(70 months old girl)

Helping the child for tasks, given by their preschool teacher, to complete at home and reading to the child is mentioned by six children.

Researcher: What do you do with your father in this house?

Child: we play together, we fly kite but not at home at outside..

Researcher: what else?

Child: He helps me while I am doing my homework...

(69 months old boy)

Researcher: What do you do with your father in this house?

Child: I run and he tries to catch me. But we will not play anymore because when I run I make so much noise and our neighbors gets angry to us. We will play hide and seek, it is more quite.

Researcher: Do you just play with your father?

Child: No, sometimes he reads book to me. I also read to him.

(62 months old girl)

Other activities, mentioned by children, are putting the child into sleep at nights (n=5), repairing something together (n=5), being bathed by the father (n=4), having dinner with father (n=3), talking together (n=3) cooking (n=1), pet care (n=1), making puzzle (n=1), and planting flowers (n=1).

These activities are categorized according to their content. The first category is *recreational activities*, in which father and child spend time together just for fun. Playing together, watching TV together are included to the category of recreational

activities. The second category is *educational activities*. According to the children's reports, fathers engage in activities such as drawing, making puzzle, reading to the child and helping for completing tasks, assigned for home by preschool teacher. In addition to these activities, children stated that their fathers directly teach to them about numbers, letters, how to draw or how to use machines. All these activities, mentioned by children, support children's academic skills; and therefore, these activities can be grouped as Educational activities. Third category is *outdoor activities*. Children reported that they spend time with their fathers out of home, as well. Going to the shopping, playground, play arcades, shopping centers and visiting family elders or parents' friends, playing in the garden in the presence of the father and planting flowers in the garden are categorized as outdoor activities. Lastly, children reported that they engage in some daily routines with their fathers such as having dinner or breakfast together, cooking, pet caring, repairing at home and sleeping with the father. These activities are grouped together and categorized as *daily activities*.

When children's data analyzed, according to these categories, it is seen that fathers and children mostly engage in recreational activities. This category was mentioned by thirty-one children. Second mostly engaged activity type is outdoor activities. Totally twenty-two children stated that they spend time out of home with their fathers. The following mostly engaged activity type is educational activities. Twenty-one children reported that their father assists and helps them with their tasks, sent by the preschool teacher, or reads them. Least mentioned category is daily activities; twenty children mentioned at least one type of daily activities while talking about how they spend time with their fathers. (see Table 4).

Table 4: Activities Children Engage with their fathers

Categories	Codes	n	Total number
Recreational activities		31	40
	Playing together	23	
	Watching TV	8	
Educational activities		21	40
	*Teaching about -letters, numbers -How to draw -How to use machines -How to ride bicycle -How to write -How to speak English	8	
	* Helping for homework	6	
	*Reading books together	6	
	*Making puzzle together	1	
Outdoor activities		22	40
	Going to shopping centers	15	
	Visiting relatives	2	
	Going to the playground	5	
Daily Activities		20	40
	Putting child into the sleep at nights	5	
	Repairing something together	5	
	Being bathed by the father	4	
	Having dinner together	3	
	Cooking with the father	1	
	Pet care	1	
	Planting flowers together with the father	1	

4.1.2. Ordering

After children completed their drawings, children are presented pseudo pictures of family members (Appendix E) and they are asked to put all family members in an order according to their level of being interested in the child. During the interview

sessions, if the child was female, the picture, which is on the top left, was presented to the children by saying it represented herself and then mother, father, and grandmother and grandfather pseudo pictures (if the child stated her grandmother or grandfather while drawing) were presented to child. The question of “Who is mostly interested in you in your family?” was asked and children were required to order their family members according to their level of involvement (being interested in the child was used as the synonym for involvement in the current study)

Data yielded five different cases according to the position of fathers. In the first case, father is positioned in the first place. Ten out of 40 children put their fathers in the first place. Majority of these children (n=8) put their mothers in the second place and remaining two children put other family members (older sibling and grandmother) in the second place.

In the second case, father is put into the second order; 17 out of 40 children put their fathers in the second place. 16 out of these 17 children put their mothers in the first place and only one child put the older brother in the first place.

In the third case, father is positioned in the third place by 8 out of 40 children. Three out of 8 children put their mothers in the first place and two of them put their older siblings and one child put her grandmother in the second place. 3 out of these 8 children put their older siblings in the first place, except one child; remaining two children put their mothers in the second place while they put their fathers into the third place. Remaining two children put their grandmothers into the first place and their mothers in the second place.

In the fourth case, father is positioned in the fourth place. 3 out of forty children put their fathers in the fourth place while two of them put their mothers in the first place. In two cases, grandmother and grandfather were put in to the second and third places and the father was positioned in the last place. Only in one case, the child put his older sister at the first, older brother at the second and mother at the third place while she put the father at the end of the order.

In the fifth and the last case, 2 children put their mothers and fathers in the first place and they stated that their fathers and mothers take care of them equally.

To sum up, it is seen that 21 out of 40 children put their fathers at the end of the order while only 10 children put their fathers at the beginning of the order and two children put their fathers and mothers to the first place by stating that father and mother take care of them equally. This ordering indicates that more than half of the children perceive their fathers' involvement less than the other family members while 10 children perceive that father involves more than the other family members and only two children perceive father involvement equal to the involvement of mother.

After children finished this ordering task, they were asked about the meaning of "taking care of a child" through following statement;

"OK. You have said that mostly your father/mother/other family member is taking care of you in your family. So, what is the meaning of taking care of a child, why did you put your father/mother/other family member in the first place?"

Eight different categories yielded from the children's answers. 23 out of 40 children stated that taking care of a child meant engaging *shared activities* with the child. Playing together with the child, allowing child to help household errands, watching TV together are the main codes under the category of shared activities. Following there are quotations from children;

"...because we cook together with my mum, also we watch cartoon and my brother plays with me and my father helps me to do my homework..."
(60 months old girl, order: Mother-Brother-Father)

"...Because we make everything with my mother, I help her while cleaning the house and washing dishes..."
(65 months old girl, order: mother-father)

"...it means playing the child, mostly my father plays with me and I put him to the first place..."
(55 month old boy, order: Father- Older sister- Mother)

"...taking care the child means playing with me, watching TV with me..."

(68 month old boy, order: Older sister-mother-father)

The second category is *providing child care* for the child. Ten out of forty children stated that taking care of the kids meant caring the child. Preparing breakfast for the child, bathing the child, cooking for the child, taking child to bed is included into the child care category;

“...because she takes care of me so much, when my father goes to work always she cares me...”

(69 months old girl, order: Mother-Father)

“...my mother prepares breakfast for me and also my father prepares breakfast. But my mother prepares breakfast for me more than my mother. Therefore I should put her in the first place...”

(70 months old boy; order: Mother-Father)

“...it means looking after someone, looking after a child like a care-taker....”

(62 months old boy, order: grandmother-father-mother)

Third category is *spending time together*. Four out of forty children stated that taking care of the kid meant spending time together;

“...because my father goes to work and my mother take care of me for the whole day, and while I am at school my teacher take care of me, does not she?...”

(59 months old girl; order: Mother-Father)

“...because I stay with my grandmother after the school. Then, in the evening my mother comes to pick up me from my grandmothers' house. I love my grandmother so much...”

(57 months old girl, order: grandmother-mother-grandfather-father)

Fourth category is *communication* and it includes codes such as listening to the child, giving suggestions to the child and talking with the child. Three out of forty children stated that taking care of the child meant communicating with the child;

“...taking care of the child means looking after the child and listening to the child...”

(59 months old boy, order: grandmother-mother-father-grandfather)

“...it means playing with the child, talking with the child, giving an idea to the child... It means buying things to the child. My father helps me even my activities; my mother has a lot of work to do at home, therefore my father taking care of me...”

(52 months old girl, order: father-mother)

“...it means being close to someone, talking together with someone and spending enjoyable time together...”

(69 months old boy, order: mother-father-older sister)

Affection is another category mentioned by two children;

“...I put my father to the first place because he loves me so much... taking care of the child means loving the child...”

(53 months old boy, order: father-mother –older sister)

“...taking care of the child... It means loving the child, being happy together...”

(62 months old girl, Order: mother-grandmother-father)

Responding positively to the child’s wishes is mentioned by two children as the meaning of taking care of a child;

“...it means helping the child and doing whatever the child wants...”

(60 months old boy, order: grandmother-mother-father)

“...When I say ‘I am cold’ my father warms me up or when I say turn the TV on my father turns it on, but when I ask my mother to wash the dishes she always says ‘No’, also we play with my father, I become a monster and I frighten him. Do you know, he afraid of me every time (smiling)...”

(57 months old girl, order: father-mother-older brother)

The last category is *protection* and only one child stated protection as the meaning of taking care of the child;

“...because my father always watches me so that I will not lost...”

(67 months old girl; order: father-mother)

In conclusion, this process indicated that each child gave different meanings for “being interested in a child” –a term used as the synonym for the involvement in the

current study-. Children put their family members in an order according to their own meanings, which are engaging shared activities (n=23), providing care for the child (n=9), spending time together (n=4), communicating with the child (n=3), responding positively to the child's needs (n=2), indicating affection (n=2) and protecting the child (n=1). It is seen that only ten children believe that their fathers are the family members, who mostly engage in these involvement types, but in most of the cases, the family member, who was put at the first place in the order, was mother, indicating that mothers are perceived as more involved by most of the children in the currents samples.

4.1.3. Children's Perception of Father Involvement Questionnaire (CPOFIQ); The Jam-Jar Technique

The last technique, through which data gathered from forty children, is fulfilling prepared questionnaire through Jam Jar technique. During this process, three identical glass jars were presented to each child. This task is presented as the "voting game" and the following statement was given to each child at the beginning;

Now, we will play a game. Its name is voting game. Do you know the meaning of voting? (if child says yes, s/he required to explain but if child says no a brief explanation was provided by the researcher). You know while voting adults presents their own and real ideas. The only rule of this game is answering the questions in the way that we think. Do you ready to play?

Then, children were asked "Which jar would you like to label as Yes/No/sometimes?". Then, in order to remember which jar was the "yes" jar or which one was the "no" jar, children were allowed to put different colors of pencils in front of the jars. By this way, during the process, children did not forget about the labels of jars. Initially, a warm up process was run by the researcher, in which the researcher asks a few questions of which answers might be yes, no and sometimes to allow children practice the task and memorize the names of the jars. None of the children had difficulty in completing this task and none of them wanted to quit the game before all of the questions finished. During this task, 33 questions (with four

reversed items), which are prepared by the researcher, according to the Palkovitz's (1997) father involvement conceptualization, were asked to the children and children put their votes to the jars according to their answers. Sample items of this questionnaire are; "Does your father talk with you?, Does your father plays with you?, Does your father get you to the playground?; Does your father bath you? Does your father punish you?" (see Appendix F). Positive responds of children are coded as 2, negative response of children was coded as 0 and the answer of sometimes was coded as 1. For the reverse items, negative response was coded as two, positive responses were coded as 0 and the answer of sometimes was coded as 1. Children's answers were recorded and entered to SPSS 15 statistical program and the total scores, the average score and the standard deviation are calculated.

The lowest score that can be gathered from the questionnaire is zero while the highest score that can be gathered is 66. Children's total scores ranged from 27 to 64 with the mean of 44 (S.D=9.61). The average point was taken as the reference point and through adding and subtracting one standard deviation (≈ 10) from the average score of children's fathers categorized under three groups. That is, fathers of children, who gathered a total score between 0 and 34, were grouped as *low involved fathers*. Fathers of children, who gathered a total score between 35 and 54, were grouped as *moderately involved fathers* and fathers of children, who gathered a total score between 55 and 66, were grouped as *highly involved fathers*. This grouping was used to analyze mother and father reports three different groups, as well.

According to this grouping, it is seen that 65 % of children (n=26) perceive their fathers as moderately involved, while 20% children (n=8) perceive their fathers as low involved and remaining 15% of children (n=6) perceive their fathers as highly involved.

When these groups are examined according to the child's gender, it is seen that majority of female (n_F=13) and male (n_M=13) children perceive their fathers as moderately involved. More female children (n=4) perceive their fathers as highly involved than male children (n=2) and more male children (n= 5) perceive their fathers as low involved than female children (n=3).

Table 5 indicates the father involvement types included in the children's questionnaire, items belong to the each father involvement types and the percentages of children's positive, negative responds and the percentage of 'sometimes' responses regarding groups that are formed according to the perceived father involvement.

Table 5: Percentage of responses of children’s to each item in the questionnaire

Father involvement through		Low Involved Fathers %			Moderately Involved Fathers %			Highly Involved Fathers %		
		Y	S	N	Y	S	N	Y	S	N
Communication										
	Talking with the child	50	-	50	80.7	7.6	11.5	83.3	16.6	-
	Listening the child	50	12.5	37.5	73.0	7.69	19.2	100	-	-
	Calling the child when father is far away	75	12.5	12.5	65.3	23.1	11.5	83.3	16.7	-
	Answering child’s questions	62.5	25	12.5	84.6	7.7	3.8	83.3	-	16.7
Affection										
	Being affectionate towards the child	62.5	-	37.5	92.3	3.84	3.84	100	-	-
	Kissing or hugging the child	75	-	25	100	-	-	100	-	-
Child care										
	Cooking for he child	25	12.5	62.5	23.1	53.8	23.0	66.7	33.3	-
	Bathing the child	37.5	-	62.5	15.4	38.4	46.1	50	33.3	16.7
	Putting child into the sleep	7.69	37.5	37.5	30.7	23.1	46.1	100	-	-
	Getting child to the doctor	25	37.5	37.5	50	23.1	26.9	83.3	16.7	-
	Caring about child’s health	57.14	28.6	14.3	80.7	11.5	23.1	100	-	-
	Looking after the sick child	37.5	-	62.5	46.1	11.5	42.3	83.3	16.7	-
Teaching										
	Teaching new things	25	-	75	96.1	-	3.85	100	-	-
	Teaching facts	37.5	-	62.5	84.6	3.85	11.5	100		
	Teaching new skills	14.2	-	85.7	69.2	3.85	26.9	83.3	16.7	-
School involvement										
	Going to the child’s school	37.5	12.5	50	34.6	34.6	30.7	83.3	-	16.7
	Communicating with child’s	-	12.5	87.5	30.4	3.85	46.1	100	-	-

Table 5 (cont'd):

	teacher									
	Knowing child's friends	-	25	75	38.4	23.1	38.4	66.6	16.7	16.7
<hr/>										
Shared activities										
<hr/>										
	Going to the playground	25	12.5	62.5	46.1	30.8	23.1	66.7	16.6	16.6
	Shopping together	62.5	-	37.5	60	32	8	100	-	-
	Playing with the child	28.5	28.5	42.9	80	12	8	100	-	-
	Reading to the child	37.5	25	37.5	53.8	23.1	23.1	83.3	16.7	-
	Spending time with the child	62.5	25	12.5	73.07	19.23	7.7	100	-	-
	Going to the picnic with the child	62.5	-	37.5	54.16	8.33	37.5	100	-	-
<hr/>										
Child Related maintenance										
<hr/>										
	Repairing	12.5	-	87.5	61.53	19.23	19.23	66.7	-	33.3
	Planning organizations	57.1	28.6	14.3	69.6	4.3	26.1	100	-	-
<hr/>										
Providing										
<hr/>										
	Toys	37.5	25	37.5	61.5	30.8	7.7	100	-	-
	Clothes	14.3	14.3	71.4	69.6	21.7	8.7	100	-	-
<hr/>										
Negative emotional expressiveness										
<hr/>										
	Beating the child	-	28.6	71.4	15.38	23.1	61.5	-	-	100
	Getting angry with the child	-	50	50	23.1	53.8	23.1	-	16.7	83.7
	Shouting at the child	12.5	25	62.5	38.5	23.1	38.5	-	16.7	83.7
	Punishing the child	37.5	12.5	50	50	7.7	42.3	-	-	100
<hr/>										

As it is seen in Table 5, except negative emotional expressiveness, in all father involvement types, the percentage of children, responding positively to the questions, increases from children, who perceive low father involvement in the family, to children, who perceive high father involvement.

There are three exceptional cases. While 75 % of LIFs' children stated that their fathers call them when he is not available at home, the percentage of positive responds of MIFs' children is 65. Similarly, 37.5 % of LIFs' children stated that their fathers bath them while only 15.4 % of MIFs' children stated that their fathers bath them. However, the percentage of negative responds is higher among children of LIFs, than children of MIFs. That is, 46.15 % of MIFs' children stated that their father does not bath them. This percentage increases to 62.5 for children of LIFs and while none of the LIFs' children stated that their fathers bath them *sometimes*, 38.46 % of MIFs' children stated that sometimes their fathers bath them. Lastly, while 25 % of LIFs' children stated that their fathers cook for them; this percentage decreases to 23.1 for children of moderately involved fathers, but again the percentage of negative respond is much more among children with low involved father (65.5 %) than children with moderately involved father (23.07%). For all of the cases, HIFs' children gave more positive answers than LIFs' children and MIFs' children, 83.3 %, 66.7 % and 50 % respectively.

Also, it is seen that there is a huge difference between the percentage of positive responds of HIFs' children and LIFs' or MIFs' children regarding child care, school involvement and providing categories and most of the items of teaching, shared activities, child-related maintenance and communication categories. For example, when children were asked whether their fathers put them into the sleep at nights, while all HIFs' children responded positively, only 7.9 % of LIFs' children and 30.7 % of MIFs' children responded positively. Similarly, when children were asked about whether their fathers provide clothes for them, all HIFs' children responded as 'yes' whereas 69.6 % of MIFs' children and only 14.3 % of LIFs' children responded as 'yes' to this question.

For the affection category, it is seen that the percentages of three groups of children are similar to each other, yet the percentages of positive responds increase from LIFs' children to MIFs' and HIFs' children. While the majority of children in each group stated that their fathers is affectionate towards them and they indicate this affection through kissing or hugging, the lowest percentage among groups belongs to LIFs' children (62.5 % for being affectionate toward the child and 75% for kissing or hugging the children) and the highest percentage belongs to HIFs' children (100 % for being affectionate towards the child and kissing or hugging the child).

For the negative emotional expressiveness, there is an exact opposite situation. That is, the highest percentage of negative responses belongs to HIFs' children. One interesting result is seen between MIFs' and LIFs' childrens' responses. The lowest percentages of negative responses belong to MIFs' children. It is seen that moderately involved fathers beat their child, get angry with the child, shout at the child or punish the child more than low involved and highly involved father.

To sum up, the results indicated that fathers, who are perceived highly involved by their preschool children, involve in their children's daily care and education; engage in shared activities and communicate with the child; teach to and provide for the child. When fathers sometimes do so, their children perceive them as moderately involved and when fathers do the opposite or do so in for a few times, this resulted in being perceived as low involved by their preschool children.

4.1.4. Computer Game: "Father Involvement in Daily Events"

After completing the three techniques with forty children, with a sub-sample of 17 children, whose fathers and mothers accepted to participate to the study, were interviewed with the Computer Game: Father Involvement to Daily Events technique. The aim of this additional data gathering technique was gathering more information from the children to make more complete and detailed comparison between father and mother reports.

Out of 17 children; 4 children reported low father involvement in the family, 10 children reported moderate father involvement in the family and 3 children reported high father involvement in the family during Jam Jar technique. These characteristics of sub-sample are so similar with the large sample which includes forty children. As mentioned above, the percentage of children, who perceive their fathers as low involved, is 20 % for the larger sample and for this sub-sample, the percentage is %25. In the larger sample, only 15 % of children are found to perceive their fathers as highly involved and, in this sub-sample this percentage is %18.7. Lastly, in the larger sample the percentage of children, who perceive their fathers as moderately involved, is % 65 while in this sub-sample this percentage is %62.5. Therefore, it can be said that fathers, mothers and children of this sub-sample are the representatives of the larger sample.

For Computer Game: Daily Events technique two set of pictures, each includes seventeen pictures of daily events, are drawn by a graphics designer. One set includes a male character and one set includes a female character (Appendix G)

By using seventeen pictures, a power point presentation was prepared and during the interview sessions, these pictures were used as stimulus for children to talk about fathers' involvement to these daily events. For each picture, children were asked one of the following questions;

“With whom do you mostly do this (the event presented in the picture)?

Who mostly helps you to do this (the event presented in the picture)?”

After all interviews were completed, the percentage of children, who answered these questions as father or father and mother, was calculated for each event (see Table 6). As seen in the Table 5, regardless of the level of perceived father involvement, all children stated that father engages dinner in the evenings and to the birthday organizations. While all HIFs' and LIFs' children stated that they have breakfast with their fathers, only 30% of MIFs' children stated that their father is available during the breakfast times.

For all daily events included into the Computer game Technique, the percentage of children, who stated their fathers, is higher among HIFs' children than LIFs' and MIFs' children. That is, children, who perceive their fathers as highly involved, reported that their father involves these daily events more than children, who perceive their fathers as moderately or low involved.

For instance, none of the MIFs' and LIFs' children reported that their fathers help them for dressing while 33.3% of HIFs' children stated that their father either dresses them or helps them for dressing. Similarly, while none of the LIFs' children stated that their fathers read to them, 60% of MIFs' children and all HIFs' children stated that their father reads to them. Additionally, none of the LIFs' children but 50 % of MIFs' children and 66.7 % of HIFs' children stated that their fathers put them into the sleep at nights.

Another huge difference is seen in talking about the school and going to the playground. While only 25 % of LIFs' children stated that they talk about their day at the school with their fathers, this percentage increases to %70 for MIFs' children and 100 % of HIFs' children. Moreover, while only 25 % of LIFs' children stated that they go to the playground with their fathers, 40 % of MIFs' children and 100 % of HIFs' children stated that they go to the playground with their fathers.

One interesting finding is related to the statement of father about going to the doctor's office. Half of the LIFs' and 80 % of MIFs' children stated that they go to the doctor with their fathers or with both parents while this percentage decreases to 33.7 for children of HIF. This indicates highly involved fathers do not go to the doctor with their children when the child becomes ill or they rarely do so. For instance, one child, who perceives high paternal involvement, stated that mostly her mother takes her to the doctor since her father works;

Researcher: Where are you in this picture?

Child: at hospital...

Researcher: Who gets you to the doctor, when you become ill?

Child: We go with my mummy and daddy, but mostly we go with mummy because my father has to work, has not he?...

(50 months old girl)

Except these four events, for all other events HIFs' children stated their fathers more than MIFs' and LIFs' children. Although this is an expectable finding, an interesting finding is seen when the answers of MIFs' and LIFs' are examined. For five of seventeen events, MIFs' children stated their fathers less than the LIFs' children. These are being waken up from sleep, having breakfast, having dinner, playing at home and doing homework given by the preschool teacher. However, it is seen that MIFs' children rationalize their fathers' low or lack of involvement to their daily events. Following dialogues between children and the researcher clarifies how MIFs' children rationalize their fathers' low or lack of involvement to these events;

Researcher: What are you doing in this picture?

Child: I am doing my homework

Researcher: Who helps you to do your homework?

Child: No one, I do it myself, because it is my responsibility. But if I something wrong my mother, father or my older sibling helps me...

(55 months old boy)

Researcher: What are you doing in this picture?

Child: Bathing. My mother bathes me, my father does not bath...

Researcher: Would you like to be bathed by your father?

Child: Noooo, cause his arm hairs drop on me and he wash my back so harsh my mother wash my back so softly. I like bathing with my mother...

(62 months old girl)

Researcher: what are you doing in this picture?

Child: I am reading book.

Researcher: Can you read books by yourself?

Child: Of course no, how can I read I do not know reading but I tell the story by looking at the pictures...

Researcher: I see. Then who reads book to you?

Child: Mostly my mum, my father reads so little..

Researcher: Ok, would you like your father read more to you?

Child: No!!!

Researcher: Why?

Child: Because while he is reading a little white spit appears between his lips and while he talking this spit stretching, I always watch it and cannot look at the pictures of book. Therefore, I do not want my father to read me more...

(56 months old girl)

To sum up, it is seen that in this sub-sample, HIFs' children mentioned their fathers more than MIFs' and LIFs' children while talking about most of the daily events. There are four events that the percentage of HIFs' children is equal to the percentage of MIFs' and LIFs' children. These events are having breakfast in the morning, having dinner in the evenings, helping child for cleaning after the toilet and organizing a birthday party. This can be interfered as fathers, regardless of their involvement level, are available for their children during breakfasts, dinners and children's special days such as birthdays.

Table 6: Father Involvement in daily events

Percentages of children who mentioned father and mother during Computer Game: Daily events																		
Daily events	%	Waken from sleep in the morning	Having breakfast	Being dressed	Being get to the school	Talking about the school	Being picked from the school	Having dinner	Playing at home	Doing homework	Being read	Being bathed	Being put in to the sleep	Being cared when the child is ill	Going to the doctor	Helping for Cleaning after toilet	Going to the playground	Organizing a birthday party
LIF	25	100	0	50	25	25	25	100	50	75	0	25	0	25	50	100	25	100
MIF	10	50	0	50	40	70	40	90	20	20	60	30	50	30	80	10	40	100
HIF	33.3	100	33.3	66.7	100	100	66.7	100	66.7	100	100	33.3	66.7	100	33.7	100	100	100

*LIF: Low involved fathers; MIF: moderately involved fathers; HIF: Highly involved father

Summary

In this first section of findings, preschool children's perceptions regarding father involvement in the family were presented in detail. Interviews were conducted with forty children through three techniques: drawing, ordering and jam jar technique. With a sub-sample of 16 children, whose fathers and mothers gave consent to participate to the interviews, were interviewed with one additional technique called Computer Game: Father Involvement in Daily Events to understand children's perceptions in more detail before parent interviews.

At the end of the drawing technique, children's data yielded four different activity types that children and fathers engage in together. These are recreational activities, educational activities, daily activities and outdoor activities. Mostly of the children (n=31) stated that they engage in recreational activities with their fathers. Mostly mentioned recreational activity is playing together (n=23) and watching TV (n=8). It is seen that child's gender is influential on the plays that father engages in. While male children stated that they play with ball or cars or they play soccer with their fathers, female children mostly stated about make-believe play. Second mostly mentioned activity type is outdoor activities (n=22). Children stated that they spend time with their fathers out of the home such as going shopping centers, play arcades, playgrounds, or visiting family elders. Third mostly mentioned activity type is educational activities; activities that father helps child for completing tasks sent to the home by preschool teacher, teach to child or read to the child. Twenty-one children stated that they engage in educational activities with their fathers. Least mentioned activity type is daily activities, only 20 children stated that they repair with their fathers, sleep with their fathers, they cook with their fathers or they engage in pet care with their fathers.

At the end of ordering, it is seen that the majority of children put their fathers into the last position when they were asked to order each family member according to their level of taking care the child. Only 10 children put their fathers in the first position while 28 children put their fathers in the last position and 2 children put both father and the mother in the first position by stating that father and mother take care of

them equally. In order to understand, depending on how these children ordered family members, they were asked about the meaning of taking care of a kid. Eight different categories yielded from the data. 23 out of 40 children stated that taking care of a kid means engaging in shared activities such as playing with the child, allowing child to help household chores or watching TV together. 10 children stated that the meaning of taking care of a child is providing care for that child. Bathing the child, looking after the child, putting child into the bed are included in this category. 4 children defined taking care of a child as spending time with the child and three children defined it as communicating with the child. Remaining categories are responding positively to the children's wishes, i.e. doing thing that the child wants (n=2), being affectionate toward the child (n=2) and protecting the child (n=1).

Results of Jam Jar technique, in which children fulfill a 33 questioned questionnaire, indicated that children as young as 50 and 72 months of age perceive different levels of father involvement. According to children's responds, three different father involvement levels occurred. Children, who gathered a total score between 0-34, were grouped as children, who perceive low father involvement in the family (LIF), 35-54 were grouped as children, who perceive moderate father involvement in the family (MIF) and 55-66 were grouped as children, who perceive high father involvement in the family (HIF). By depending on this grouping, it is seen that majority of children perceive their fathers as moderately involved (n=26, 65% of 40 children) while 20% children (n=8) perceive their fathers as low involved and remaining 15% of children (n=6) perceive their fathers as highly involved.

When children's responses to each question is analyzed, it is seen for all other items, except five, the percentage of positive responds increases from LIFs' children to MIFs' children and HIFs' children. There are three exceptional items to which LIFs' give more positive responds than MIFs' children. These are calling the child when father is not available at home, bathing the child and cooking for the child. However, even in these items, the percentage of positive responds is the highest among HIFs' children.

After completing these three data gathering process, with a sub-sample of 17 children, whose fathers and mothers give consent to participate to parent interviews, additional data was gathered from the fourth technique: Computer Game: Father Involvement in daily Events. Seventeen pictures that include daily events that a child possibly experience in his/her lives were presented to the child through a Power Point Presentation prepared by the researcher. The frequency of children's responses that include father is calculated for each group. It is seen that regardless of the level of perceived father involvement, all children stated that their fathers involve into the dinner in the evenings and into the organization of birthday parties. For all other events, except going to the doctor, it is observed that the percentage of HIFs' children, who stated their father, is higher than the percentage of MIFs' and LIFs' children. That is, children, who perceive their fathers as highly involved, reported that their fathers involve these daily events more than children, who perceive their fathers as moderately and low involved. Interestingly, it is seen that in this sub-sample, there are some daily events that LIFs' children stated their fathers more than MIFs' children. However, children's responses indicated that MIFs' children rationalize their fathers' low or lack of involvement. They either presented a logical reason for father's lack of involvement or they revealed that their fathers' lack of involvement is their own preferences.

In the following part, the findings of fathers and mothers data are presented into three different sections that are formed according to the level of father involvement perceived by preschool children.

SECTION II: PARENT INTERVIEWS

4.2. Low Involved Fathers' and their wives' perceptions of father involvement in the family

Four out of 16 fathers were perceived as low-involved by their young children. Fathers' age ranges from 33 to 43 with the average of 35.25 and mothers age range from 24 to 40 with the average of 32.25. The average monthly family income is 4350 TL. Two out of four fathers have a male child and remaining two fathers' have

female child. Two of these low involved fathers have two children; both a male and a female child and two of father has single child. Half of the fathers have four year university degree, one father has two-year vocational university degree and remaining one father was graduated from elementary school. All but two mothers have university graduation; one mother has high-school graduation and she continues her university education, and remaining one mother has two-year vocational university graduation. All, except one father, are from dual-earner families, in which mothers are also working. Only one father is a civil-servant and all other fathers are working in private sector while two of working mothers are working in private sector and one of them is working as civil servant.

4.2.1. Fathers’ and Mothers’ Family of Origin

As mentioned before at the beginning of the interviews, the fathers and the mothers were asked about the paternal characteristics in their family of origin. Question asked was “Could you tell about your own relationship with your father?”. Table 7 summarizes the codes, yielded from the fathers’ and the mothers’ answers.

Table 7: Father Characteristics in the family of origin for the fathers and the mothers

Father characteristics in the family of origin/Father	f	N
Role model	1	4
Authoritarian & decision-maker	3	4
Not available	3	4
Distant father	1	4
Communicative	1	4
Father characteristics in the family of origin/Mother		
Not Affectionate	2	3
Not Interested	1	3
Not Available	3	3

As it is seen in the Table 7, three out of four low involved fathers mentioned that their father were authoritarians and unavailable. One low involved father mentioned that he had a distant father in their family of origin. Only one father mentioned that father in the family of origin was available and communicative. All low involved

fathers, except one, mentioned that their father is not a role model for them in terms of fathering a child. Following are some quotations from fathers;

“...We were afraid of him and we even were not able to ask him to buy something to us... He did not listen to us, there is no room for our ideas; he believed that everything that we say was chattering and meaningless... In those times mothers were the housewife and fathers were the breadwinner, so my father was... If I model him, today we are not able to be close with my daughter, as much as we are now...”

“...he was an uninterested father. He had never spent time with us... I do not remember that we played with our father... I model my fathers' respect and love but not his fathering...”

“...My family was a patriarchal one; all things our father says were the law... We were chatting with him, there was no problem about this issue, but he was setting the rules, he was managing the family...”

One mother did not want to give information about her relationship with her father, remaining two out of four mothers mentioned that their fathers had not been affectionate towards and all mothers said that their fathers had not been available to them.

“...My father was a train conductor... He'd gone and he had not come back for two-three days. We did not share so much. But I hold dear towards him. My father also loves me. We are three sisters, I am the last child. My father does not to have heart to hurt me. We do not have a strong communication... He is a father like fathers in old times; he is softhearted but he cannot indicate this...”

A mother stated that her father was an uninterested father and her mother was more dominant and active as a parent in her family of origin.

“...I do not think that fathers are so strong or they are head of the family, in my family of origin my mother was stronger, she holds our family together, my father, like my husband, left my mother alone for everything regarding us ...”

To sum up, the majority the fathers and the mothers of children, who perceive their fathers as low involved, mentioned that in their family of origin fathers were not affectionate, unavailable, authoritarian and distant. Only one low involved father reported that his father is a role model for him while fathering his own child and he stated that there are some issues that his father is better than him such as indicating

patient towards the child. He stated that this is because his father was a teacher and children were the core point in his job.

4.2.2 Fathers' role in the family and for raising the child

The fathers and the mothers were asked about the roles of father in the family. Table 8 includes all the categories and the codes, yielded from the fathers' and mothers' data;

Table 8: The role of the father

FATHERS	f	n
Decision maker & authoritative	3	4
- Limit setter		
- Strict		
- Father is the engine of the family		
- Father is the building block of the family		
- Fathers' should seem strong in any situation		
- Father is so strong in the eyes of children		
Helping mother	1	4
- Supporting mother for child care		
Moral Guider	1	4
- Teaching good social behaviors		
- Teaching about being a good person		
Protector	2	4
- Of child's rights		
- Of child's safety		
Being a Role model	1	4
- Particularly for a male child		
Providing	1	4
- good future for the child		
- breadwinner of the house		
- education		
- health		
Sharing the whole child related responsibility with the mother	1	4
Monitoring	1	4
- Things child watch at TV		
MOTHERS		
Role Model	3	4
Sharing child-related responsibilities equally	3	4
Moral Guider	2	4
Teaching about		
- Social rules		
- How to be a good person		
- Cultural values		
- Morality		
- Sexuality particularly to male child		
Spend time with the child	2	4
Providing	1	4

As seen in the Table 8, three low involved fathers mentioned that father is the decision maker and the authority figure in the family. These fathers used some metaphors to clarify their ideas, regarding the role of the father in the family such as ‘father is the engine of the family’ or ‘father is the building block of the family’. All these metaphors put the fathers on top of the family.

Two fathers stated that they believe father is the moral guider, who should teach about religion, good social behaviors, differences of rights from wrongs and being a good person in the life. One of these fathers mentioned that helping mother for the child care and protecting the child from dangers are other roles of the father. One of low involved fathers revealed that providing a good future, opportunities for education and health and money for the family are the major roles of a father. Other roles and responsibilities, stated by the fathers, are being a role model for, particularly; male children, monitoring the child, spending time with the child and equally sharing the responsibility of raising a child with the mother.

One of the mostly mentioned father role is being decision maker and authority figure in the family (n=3). Low involved fathers believed that fathers are the head of the family. For instance, one father highlighted fathers’ role to set limits for the children;

...he is a bit...how can I say... Rule maker... Father is the rule maker... You know in a family there should be a person that the child steers clear of... He is that person in the family, like good cop/bad cop... Father is the bad cop in many families... For instance my daughter did not want to go to the school at the beginning of the semester, in those days I was the person who says “you should go, look at your brother; he is also going to the school...

Another father stated that fathers should help mother for child-care;

... you, as a father, should support mother in nay issue. If you do not do that, both mother and child gets tired much more and it effects everything automatically. Mother becomes more aggressive and so on...Therefore, helping her is important...

Another mentioned role of the father is guiding the child morally. One father mentioned that fathers should teach about social rules and about being a good person in the life;

...I am trying to add good social habits to his personality... My aim is to raise him as a dutiful child, to help him communicate good with his friends, not to discriminate people not to make him spoiled... for instance I warn him to say good morning when you see someone in the morning or say 'more power to you!' when you see someone working ... Actually it does not work sometimes (smiling), but I warn him as much as I can...

Protecting the child from dangerous situations is mentioned by two fathers as the role of the father in the family;

... a male child could be raised more freely, but the female child is not like a male child... While raising a female child, her pillar of support and her protector would always be her father...

Being a role model particularly for a male children, providing a good future for the children and monitoring the children are other mentioned father roles;

...as a father, you should have to think about your child's future... You should provide a good future for your child... Suppose that she would go to abroad for university... 'OK, we send our daughter to complete her university education'; it is wrong... You should learn where she lives, what she does, with whom she establishes friendships... Today, many teenage go to the bad because their parents do not monitor them... From now, I monitor what my child watch on TV. There are some cartoons that are full of wrong massages... Therefore, firstly I watch them and then I allow my child to watch...

When mothers' perceptions are considered, it is seen fathers' role of being authority or decision maker was not mentioned by mothers, instead almost all mothers (n=3) stated that being a role model, particularly, for the male child. For instance, two mothers stated that their children consider their fathers as the role model;

"...my daughter models his father so much, all of his behaviors, his speaking, even his anger... When my daughter gets angry, he behaves as her father... Therefore, he should be careful about his behaviors. I, for instance, warn him if you get angry, you should behave calmer, you should not increase your tone of voice... For instance, when his father reads, my daughter also reads near him... She plays with her father more than me, they watch TV together. They spend more time; therefore he should pay more attention to his behaviors and speaking..."

"... the role of the father is so important. Especially, if you have a male child, than its importance increases, mother can handle a male child up to a certain point but then father should be role model for a male child. It is so important for the child's development."

Also, equally sharing the child related responsibilities with the mother, is one of the mostly mentioned responsibilities of the fathers. However, mothers stated that this is not the case in their families; that is, they hold majority of responsibility of child rearing.

... he should, also, involve equally with the mother, mother gives birth and father should hold the child, change the diaper; he should provide an opportunity for the mothers to have a break at least for one or two hours. Actually I say these things but this is not the case in our family. My husband does not help me so much. It is not because he does not want but I do not know... perhaps he did not see such kinds of things in his family... These are there in his mind but not in practice...I am the person who holds the whole responsibility...

One mother focus on the results of having a psychologically absent father in the people around her and the influence of her own husbands' increased involvement for the last year

the role of father is sharing child rearing process fifty fifty with the mother. Father is so important. I heard that many fathers says 'I've grown up without father' or 'I starve for my father' when they become a teenage... I also heard these things from many adults. Therefore, fathers' absence while he is present is too bad... my husband was neither present nor absent for the last six years... But now, he is there and I see that his presence is effective in our children's development. I observe its positive effects...

Although some mothers think that father should equally share child rearing process with the mother, they emphasize the term 'helping mother' while they are talking about their families.

"...I believe that, father and mother are equal during the process of child rearing. He should help mother for child care, too..."

Guiding children morally is another role, which is mentioned by two mothers. These mothers think that the fathers should teach about morality, social rules and sexuality for the child;

"...he should teach how to be a good person, he should teach about how to be a good father and things that are valued in our culture..."

"...I think that father should teach about sexuality or body awareness to a male child, and mother should be responsible to teach about those issues to a female child. I believe that a male child should gather information about how a male body

differentiated from a female body from the fathers... For instance, how a child comes in to existence... He should talk about those issues, particularly with a male child..."

Spending time with the child is mentioned by two mothers as the role of father. These mothers; however, stated that their husbands do not spend enough time because of either their long work hours or their lack of motivation;

"...father should spend more time with his children... We know that fathers get bored quickly, they just love their children, 'my dear son' or 'my princess daughter' and it is finished, but I want him to play with his children, to be more interested in his children. I wish he watched TV together with his children, or made activities with his children..."

A mother mentioned that providing is the role of the father although she is working, too;

"...in today's conditions father should work and earn money..."

To sum up, in the families, in which children perceive their fathers' as low involved, mother and father perceptions, regarding father roles, do not match with each other so much. It is seen that the majority of the fathers holds traditional gender role attitudes since they believe that being authoritative and decision maker are the primary roles of the fathers and rather than being equally responsible for child rearing, the half of these fathers emphasize their role of helping the mother. In contrast, the majority of mothers believe that fathers should equally share the child related responsibility with their wives. That is, the mothers have egalitarian gender role attitudes in terms of parenting since these mothers believe that there should not be any differentiation between paternal and maternal roles.

Although the fathers stated that monitoring the child is one of the father roles in the family, none of the mothers stated monitoring as the role of father in the family. Similarly, spending time is yielded as the father role from mothers' data but not in the fathers' data. Only one correspondence occurred at fathers' role of teaching. Both fathers and mothers believe that father should teach to their children about social rules and importance of being a good person. Additionally, mothers mentioned that fathers should teach about sexuality, particularly, to a male child in the family.

4.2.3. Fathers' Feelings about fathering

Fathers were asked about their feelings related to fathering and Table 9 indicates the codes, yielded from the low involved fathers' answers.

Table 9: Feelings of being a father

Positive feelings about fathering	f	n
Emotional satisfaction	4	4
<i>Happiness</i>	4	4
Negative feelings about fathering		
Responsibility	4	5
Regret	1	5

As seen in the Table 9, low involved fathers' data revealed two main themes: positive feelings and negative feelings. All fathers mentioned that being a father makes them feel emotionally satisfied and happy;

"...I feel happy... when I arrive to home meeting with him, being hugged by him makes me happy... Playing with him... You can understand better what a father means after you have a child..."

"...when you come home, you want to see your child, you want to learn about her day and the things she did during the day, you want to share with your child... spending time with your child is so good. I do not need any other person like friends...It is an unconditioned love..."

Feeling of intense responsibility is revealed as one of the negative feelings about fathering a child by low involved fathers;

"...the child is the part of mine...The most important part... You feel an intense responsibility toward your child. You consider him in any decision you made, in any condition you experience..."

A father mentioned that he experiences the feeling of regret. He reported that when he heard about her wife's pregnancy, he wished to have a male child, but after he had learned their child is a female, he did not get used to this idea and stood away from their daughter for a long time. Now, he regrets about the time that he missed by standing away from his child;

“...at the beginning I made a fault. I wished to have a male child. When I had a daughter, it took time for me to get used to this idea and I was away from her for a while. Unfortunately, it took not too much but a long time. I wish I had never lost that time...Now, I am happy to have a daughter. Female children respect more to her parents; they do not forget her parents’ efforts when they become an adult... Now I do not prefer a male child...”

4.2.4. Fathers & Mothers perceptions of how life of fathers changed after fathering

The fathers and the mothers were asked about the ways how becoming a father changed the lives of fathers. Two themes are yielded from the mothers’ and the fathers’ data. Table 10 summarizes the themes, categories and codes.

As Table 10 reveals, all fathers mentioned that being a father has changed their life and they reported both advantages and disadvantages of being a father. All low involved fathers reported that being a father restricted their spare time and their social life.

“...I cannot meet with my friends when I want...As a father, you should organize your social life according to your child...”

“...now I organize my entire life according to my family and particularly my child...”

Increased aggressiveness is one of the negative consequences of having a child;

“...I was calmer before having a child but now I am more aggressive, because he is so active and he infuriates me... My patience level decreased. There are times I lifted my hand against my son... Even I could not believe myself, I was not a person who could do this...”

According to fathers, fathering a child has increased their anxiety level, too..

“... I was living in Istanbul, but after my son was born we move to Ankara, since I thought his future life...When you think that something happened to yourself, initially your child comes your mind; what he would do without a father; how his life would be... You think your child more than yourself...”

In addition to disadvantages, all low involved fathers mentioned that being a father has advantages, as well. Increased joy of life and marriage, attention to health and economic conditions are advantages mentioned by fathers;

“...after a while marriages gets into a rut, having a child changes even your marriage. Now I want to go home more than previous. I miss my children. For instance my older son was not at home for two days, he went to his aunt. He is going to come this evening. I missed him so much... I feel his absence at home.. They bring joy to my home...”

“...I try to be healthier person. I try to lose weight; I try to make sport every day. I had a problem on my leg, after my child get older I saw that this problems limited my behaviors; I could not be able to play with my daughter. I decided to have the required medical operation...”

Table 10: How fathers' life changed after fathering

Fathers		f	n
Life has changed		4	4
Life has not changed		-	-
<i>Disadvantages of being a father</i>			
Restricted			
	- personal time	3	4
	- social life	2	4
Increased	- anxiety	2	4
	- aggressiveness	1	4
<i>Advantages of being a father</i>			
Increased			
	- Attention to health	1	4
	- Joy of life	3	4
	- Joy of marriage	3	4
	- Ability to control anger	1	4
	- Economic conditions	1	4
Mothers			
Life has changed		2	4
Life has not changed		2	4
<i>Disadvantages of being a father</i>			
Restricted			
	- Social life	4	4
	- freedom	4	4
	- time for oneself	4	4
	- time to work	1	4
	- time for couple	3	4
<i>Advantages of being a father</i>			
Increased			
	- Maturity	3	4
	- Sense of responsibility	4	4
	- Patience	3	4
	- Attention to health	1	4
	- Attention to own behaviors	2	4
	- Sensitiveness toward the child and own parents	2	4
	- Effort for saving	1	4
Decreased		3	4
	- Aggressiveness	2	4
	- Working hours	1	4

When the same question is asked to mothers, half of the mothers mentioned that the life of father did not change as much as their own life. However, remaining half of

the mothers believe that being a father led to some changes in their husband's life. Even mothers, who think that fathering did not change fathers' lives, stated some differences. For instance, one mother, who believes that fathering did not change her husband's life, reported that;

“...he was so aggressive in the past, he became calmer, and he learnt to be patient... He is more mature now. He gave up smoking. Our activities that we engage in as a couple were decreased. Actually except smoking, there is no change in my husband's life. Ok, he became happy and more mature but he continued his own life as if he does not have children. He continues to engage in activities that he likes... I mean his hobbies... He did not give up them. Also, he continues to do things that we do as a couple, but now he does all of them alone...My family might be the reason for this situation. Even though I am not available, there have been a (maternal) grandmother and she is the third option for our children in any difficult times. Therefore, my husband was lucky. If my mother was not there, perhaps I would demand more from my husband, my expectations would increase... Even I felt suffocated; I left him in peace...”

Similar to the fathers, half of the mothers also believe that their husbands' lives had changed both in the negative and positive ways;

“...at the beginning of our marriage, he was so relaxed. He was watching TV whenever he wants and he was, for example, waking up at the time he wants... He was meeting with his friends and etc... Then we had our daughter, he stagger under being a father... In the first times, he could not even hold our daughter... He became more aggressive because he began to sleep less; he was not able to watch TV as much as before...He loved his daughter remotely... I did not force him, too. Then after a six months, one day he said that ‘why I killed that previous six months’... Then he began to approach to his daughter, he held her... His anger simmered down He became more mature, his feeling of responsibility increased... For instance, he decided to buy a house for our child... He said that ‘if something would happen to me, there should be a house for my child’ and we contracted a debt for this house... Also my husband was overweight, now he pays more attention to his health. He began to make sport... Since he had difficulty while playing with his daughter because of his meniscus, he decided to have an operation...”

“... fathering restricted his freedom, for instance he wants to meet with his friends but he is not able to go. Fathering limited his social life, he keeps less time for himself...But at the same time he came down to earth after he had a child. He began to think more about future both financially and spiritually. He became more mature, because there is a human being who models you, who is getting older by seeing you... His point of life had changed... I understand these from his speaking, from his attitudes toward his own parents...”

To sum up, although all fathers believe that fathering has changed their lives, half of the mothers do not think in the same way. While fathers mentioned that they became more aggressive after having a child, mothers stated the visa versa. Mothers mainly emphasized advantages of being a father (nine positive codes yielded from the data) while fathers mainly mentioned about disadvantages of being a father (seven negative six positive codes are yielded from the data). Although fathers mentioned that joy of marriage increased after having a child, mothers mentioned that having a child restricted activities they had engaged in as a couple. None of the fathers mentioned that they became more mature after having a child, but almost all mothers believe that having a child made their husbands more mature.

4.2.5. The time fathers spend with their children:

Participated fathers and mothers were asked about the amount and efficiency of the time they spend with their child. The time, low involved fathers spend with their children, ranges from two and half hours to four hours for weekdays with the average of 2.87 hours according to fathers. However, according to mothers, time, fathers spend with their children, ranges from half an hour to 4 hours in the weekdays with the average of 1.83 hours per day. All fathers and mothers mentioned that at the weekend, particularly on Sunday, father spends the entire day with their children. On the weekdays, though, fathers are together with their children for half an hour and at most four hours, the majority of fathers and mothers mentioned that the quality time they spend ranges from 10-15 minutes to 1 hour.

In addition to the time that fathers spend with their children, the fathers and the mothers were asked about their perceptions of this time; i.e. whether they think the time, father spends with the child, is enough for the child or not. Three fathers and three mothers mentioned that time; the fathers spend with their children, is not enough. For instance, a father stated that;

“...At weekdays, when she goes to sleep early, we cannot spend any time because I arrive at home at 8:30 p.m. or 9 p.m. Although I try to be with my child on Sundays, I think it is absolutely not enough... in the weekdays it is only two and a half hour... Two and a half of 24 hours...it is too little time ...”

His wife also stated that;

“... In the weekdays, they do not even see each other in the evenings; because at the time my husband arrives home my daughter fell asleep for a long time... They meet with each other in the mornings for half an hour. They talk about previous school day, my husband asks her about her school, and then her school bus arrives. Except this, on Sundays... It is definitely not enough; because my daughter asks many questions like; why did not my father arrive yet?, people can work in the sunlight, it got dark why he did not come yet? But there is nothing to do...”

Remaining two fathers believe that time they spend for their children is enough but their wives do not agree with their husbands. One father said that;

“...In the weekdays we are together for 2 or 3 hours in the evenings... I am with my son for the entire day on Sunday, but I am working on Saturdays... yes, it is enough... In today's conditions we should work... And I spend remaining time with my child...”

However, his wife stated her dissatisfaction from the time that her husband and son spend together;

“...yes, they spend time, actually since my son go to the bed early in weekdays they just spend one hour and at the weekends we are together. One hour is not enough, I always say; ‘you should interest in your son in the evenings, at least play with him for a while’... It is not enough... Even for half an hour, he should play with him, but he does not...”

To sum up, the majority of low involved fathers' and mothers' perceptions, regarding the time fathers spend with their children, are consistent. Two couples agree that time fathers spend with their children is not enough and one couple agrees that time father spends with the child is enough. However, remaining one couple does not agree with each other. For instance, the participated father M.G perceives the time that he spends with his son as enough while his wife does not think so

4.2.6. How fathers spend time with their children

Fathers were asked about how they spend time with their children. Data revealed four kinds of shared activities: recreational activities, in which father and child spend time for fun, educational activities, in which fathers engage in activities that increase child's academic skills, daily activities, in which father and child spend time for daily

routines and outings, in which father and child go out to spend time. Table 11 indicates these four categories in detail;

Table 11: Fathers shared activities with their children

Categories	Codes	f	n
FATHERS			
Recreational Activities		3	4
	Playing together <ul style="list-style-type: none"> - With toys (cars, baby dolls) - With legos - Make believe play - Physical games (soccer) 		
	Watching TV/cartoon together		
	Singing together		
Educational Activities		4	4
	Drawing together		
	Reading together		
	Puzzle		
	Completing tasks from school		
Daily activities		2	4
	Repairing		
	Having breakfast/dinner		
	Cooking		
	Sleeping together		
	Carry the child courses		
Outdoor activities		3	4
	Going to the playground together		
	Going to shopping mall		
	Going to soccer matches		
	Making sport together <ul style="list-style-type: none"> - Playing soccer - Playing basketball - running 		
MOTHERS			
Recreational Activities		2	4
	Playing together <ul style="list-style-type: none"> - With toys - Make-believe play - With computer 		
	Watching TV		
Educational Activities		3	4
	Playing <ul style="list-style-type: none"> - Puzzle - With memory cards 		
	Reading to the child		
	Drawing		

Daily activities		1	4
	Repairing together		
Outdoor activities		4	4
	Going to playground		
	Going to shopping mall		
	Going to picnic		
	Going to soccer match		

As seen in the Table 10, fathers who are perceived as low involved by their children mostly engage in educational activities through which they try to increase children's academic skills. Educational activities includes reading to the child, makings puzzles with the child, drawing together or helping child to complete school-based homework with the child;

"...We make puzzles, sometimes we draw together. He likes reading so much, I read to him..."

"...she has some tasks that are given by her teacher, we complete them together. Actually her mother help her more but I also help sometimes. Sometimes we read together or there are some toys that she likes to play with, we play with them..."

Outdoor activities in which the fathers and the children spend time out of the home and recreational activities that father and children engage to have fun (playing, watching TV, singing) are second mostly mentioned activity types by fathers who are perceived as low involved;

"...We absolutely play approximately 1 hour in the evenings in weekdays; at weekends if the weather is nice, we go to the playground or we play soccer outside, if the weather is bad we play at home with his toys, for instance he has a remote operating toy car, we like playing with that (smiling)"

"...We watch cartoon together, or sometimes I bring some CDs or documentaries we watch them. We have a walk, we go to the playground...Also, I said her 'let's read together' and I read to her... We look at newspaper together, I read the news and she looks ta the pictures on the newspaper, we sleep together... We play things that she wants to play... Sometimes we sing together, or we behave as if we are fan and we gave it up for our teams... When we go to the playground rather than playing we walk together, we try to make exercises, we play soccer or basketball or we run..."

Least mentioned activity type is daily activities which include daily routines such as cooking, repairing or having breakfast or dinner;

“...We like cooking... Sometimes we cook cakes or pudding, his mother prepares, he mix and I cook... We like to cook fish together...We repair together. We repair all the things at home. For instance I hold the nail and he drives it...”

Similar to fathers, mothers' data yielded identical categories; however, inconsistent with fathers, mothers reported that father and child mostly engage in outdoor activities. Second mostly mentioned activity type reported by mothers is educational activities which is followed by recreational activities and daily activities. It is seen that playing with the child is mostly seen code in the mothers' answer. According to mothers, fathers play with their children either to have fun or to help them increase their educational skills. One mother stated that father and child spend time but at the end father gets bored and father and child shared time finish negatively;

“...generally they play soccer, memory games... They, also, play with puzzles or play basketball. Mostly they play with the ball...At the weekends, they go to soccer matches or they go game arcades. He completes things that I am not able to do. By this way they spend more time. However, this sometimes becomes unproductive, since they get bored and the process turns to a fight (smiling). His father gets bored, my son holds dear to his father and he would like to be with his father so much. And this makes him bored...”

Another mother also pointed out that playing occurs in each type of activity that father and child engaged together. She also emphasizes how her daughter enjoys while playing with her father but not with her;

“...When they go out, my husband get her to game arcades...She likes cars so much, they go places that toy cars are present. They read together, they play with cars, in the computer there is a car racing, they play it together.... Also, they watch cartoon... They even play during the dinner. She enjoys so much while playing with her father, she does not like playing with me...”

One mother reported that, her husband include their children to his favorite activities rather than taking children's preferences into account;

“...they go to picnic together, they do not play ball in there... Sometimes they go to car washer together with my son (the older child). He does same things with our daughter, as well. Twice a week, we get our son to aikido course; he waits for him and watches him. My son becomes so happy while his father is watching him. Once a month they go to picnic. With my younger daughter, there is nothing that he engages specifically. The place they go for picnic is a place that only my husband likes. OK, kids also like there but not so much. He is the only person who enjoys in there. My

husband never sacrifices from his own hobbies for any other person, even for his children. He initially lives as he likes. My kids get used to this, because their other needs meet by me or my family. For instance, their father hates from shopping malls but my kids like shopping mall so much. I or sometimes my sister gets them to there; therefore they do not expect it from father. He never goes shopping with his children, he never buys shoes together or clothes, they do not go soccer match together. He is selfish... Initially he thinks himself and his own hobbies. If he would like to do so, he would.... But, kids are not his priority...”

To sum up, it is seen that fathers and mother are not in one mind in terms of the activity type mostly engaged by fathers and mother. Although playing constitutes the core point in all activity types, fathers reported that they mostly engage in educational activities while mothers believe that the fathers and the children mostly engage in outdoor activities. Interestingly recreational activities, which was mostly mentioned by moderately and highly involved fathers, is mentioned as the second mostly engaged activity by low involved fathers while fewer mothers than fathers believes that father and child engage in recreational activities. Daily activities category is the least mentioned activity type by the mothers and fathers.

4.2.7. Fathers’ responsibilities for Child Care

Fathers and mothers were asked about fathers’ responsibilities for child care in their families. Table 12 presents details;

Table12: Fathers’ responsibilities for child-care

Father involvement to child-care	f	n
FATHERS		
Child-care shared with the mother equally	1	4
Father helps to mother for child-care	-	-
Child care is under the mothers responsibility	3	4
Child-care activities fathers’ involve		
Bathing the child	3	4
Combing child’s hair after bath	1	4
Giving pills when the child is ill	1	4
MOTHERS		
Father involvement to child-care	f	n
Child-care shared with the mother equally	1	4

Father helps to mother for child-care	-	-
Child care is under the mothers responsibility	3	4
Child-care activities fathers' involve		
Bathing the child	1	4

The majority of fathers (n=3) mentioned that child-care is under the mothers' responsibility in their families and they just provide child care if the mothers are absent or busy. Only one father stated that child care is shared with the mother and it is provided by the parent, who is appropriate at that moment. When the fathers were asked whether they involve in any child care activity, bathing the child is the mostly mentioned child care activity (n=3). Only one father mentioned that he combs his daughters' hair after the mother bathes the child and another father mentioned that his son does not take pills without him when he is ill;

"...my son like bathing with me. I think that, it should not be thought that mother has to do child-care. Child care is provided fifty-fifty; all needs are met by the parent who is appropriate in that time. I remember times that I have taken the day off and look after my son, I both changed his diaper and fed him..."

"...Bathing... my son never bath without me. Actually I am not able to support my wife... Mostly her mother provides daily care for him. But if my wife is busy, of course I would be able to care. Bathing is my job and additionally he never takes pills without me if he is ill..."

"...I bath her, too...But if the mother is convenient, then mother provides child care, if she is not I could able to provide care as well. For example, I bring my older son to have a shame, and we arrive home I bath him. I did not bath my daughter; but, after bath, I comb her hairs, since her mother hurts her hairs while combing, my daughter asks me to comb her hairs..."

Similar to fathers, the majority of mothers mentioned that they are the primary caregiver in their families. Only one mother mentioned that, the parent who is convenient at that moment cares for the child. In this family, older child is participated in interviews. That is, there is a baby in the family and both father and mother mentioned that, not to make the child jealous of or feel bad about his sister, the father provides more care for the younger child while mother meets baby's needs.

One mother mentioned that, she is the responsible for the child care because of her husband's long working hours;

"...I am the primary caregiver... that is to say... If he had time, he would involve, as well. However, he does not have time... For instance, in weekdays, when I turn back to home I go my mothers' home take the child, we come home together and I bath her r other daily cares. Only at the weekends when my daughter goes to toilet, he helps her after the toilet. There is nothing else... It, compulsorily, should be like this. But while he was working in his previous work, we were bathing the child together. If he would time, he would definitely help me..."

The majority of mothers reported that they took this responsibility voluntarily because they think that their husband would not be able to do childcare tasks or he did not volunteer to involve child care. For instance, one mother mentioned that she would like her husband to involve in but he has no motivation to involve;

...child care is totally on me... It is not the fault of him, it is my fault. We, mothers, are more possessive and we take whole responsibility. And later, we complain about our husbands... Their daily care, their baths, their clothes... Normally I get pleasure to care for them, however since I am, also, working, sometimes I have difficulty and those times I complain about this responsibility. I think that it is my fault to hold whole responsibility, because children become dependent to me, they want me to meet all their needs; 'mummy I am thirsty, mummy let's sleep together, mummy I am sad'... And father stays in the background. If we were constrained, if I was ill he involve caring; he dresses the child and etc... Suppose that I would work on that day, I prepare all clothes since he would not find the place of clothes; I put them to their bedside... I make the life easier for my husband. It is actually my fault, since I made the life easier for him... However, he is a persistence person, rather than trying to change him, I preferred to take the entire responsibility... He could not find the clothes for instance; if he could not; then he gets angry... I would get more tired. He also thinks that these are drudgery, he does not enjoy to doing these...

Another mother also reported that she would like her husband to involve in at least some particular caring activities but he does not involve;

"...Generally I am responsible for caregiving. Sometimes our son demands his father to bath him, and he does so. For instance, I would like him to take the bathing responsibility and I do not bath the child anymore... But he does not..."

To sum up, in the families that the fathers are perceived as low involved by their young children, fathers rarely or never provide care for their children. The mothers, although they would like their husbands to involve in child care, believe that their

husbands do not want to involve in child care or unable to provide proper care for their children.

4.2.8. Communication between father and children

The fathers and the mothers were asked about father-child communication and about the ways the fathers use to communicate with the child. . Additionally, they were asked about the functions of fathers' communication; i.e, why they prefer to communicate with their children. Table 13 presents the categories and the codes, yielded from the data.

Table 13: Communication between father and child

FATHERS			
Communication with the child		f	n
-	Yes	3	4
-	Have difficulty	-	-
-	No	1	4
How fathers communicate with the child			
-	Asking questions	3	4
	- About child's day at school		
	- About child's friends		
-	Answering child's questions	2	4
	- Child's plans about holidays		
	- Child's problems about friends		
	- Poems, marches child learn at school		
-	Warning the child		
	- About child's misbehaviors		
Functions of talking			
-	Teaching	1	4
	- To teach things better		
-	Encouraging	2	4
	- to read		
	- to search		
	- to go to school		
-	To gather information about child's life	1	4
	- About child's day at school		
-	Strengthen the communication between father and the child	1	4
	- To make child feel close to the father		

Table 13 (cont'd):

MOTHERS			
Communication with the child		f	n
-	Yes	3	4
-	Have difficulty	-	-
-	No	1	4
How fathers communicate with the child			
-	Mutual conversation	2	4
	- About child's day at school		
	- About child's friends		
-	Answering child's questions	3	4
	- About child's misbehaviors		
Functions of talking			
-	Teaching	2	4
-	Disciplining	1	4
	Correcting wrong behavior		

As seen in Table 13, all but one low involved father stated that they communicate with their children;

"...they are not like conversation rather they are like qa form...Also sometimes he answer my questions shortly, for instance I asked what did you do at school and he says ' we make activities', he does not want to talk in detail and he stop the conversation..."

Asking questions is the mostly mentioned way of communicating with the child and it is mentioned by three fathers and answering the child's questions is another communication way, as mentioned by two of the fathers. Questions asked by fathers are mainly related to child's school life and the fathers stated that they ask about the daily routine of the child at school, the learned subjects and the lunch of the child at school;

"...since he (the name of the child) always asks questions, generally our communication occurs in question-answer form...but sometimes I cannot answer his questions, he sickens... He asks too much questions... That makes me tired... Sometimes while we are watching soccer match we become happy together...Also I ask questions about his school such as, what did you eat today at the school? or did you play with your friends?..."

"...of course we communicate with her... What did you do at school? I ask this kind of questions and she answers...Also she asks questions to me about my job and I tell

her... We also talk about daily issues, actually we talk about what she wants to talk; she guides the talking...

Fathers were also asked about the reasons of communication with their children. Although asking questions about the child's day at the school is the mostly mentioned way of communication, only one father mentioned that he talks with her daughter to gather information about his child's life.

"... I want to learn about her life, to gather information about her day at school and I talk to her to observe her..."

Encouraging the children is the mostly mentioned reason of fathers' communication.

"...to encourage him about reading... I try to help him to search and to enjoy reading..."

"...For instance, at the beginning of the school my daughter did not want to go the school. I tries to encourage her to go to the school by asking questions about school such as what did you learn at school, how are your friends, do you have any friend at the school..."

One father said that the aim of his attempt to communicate is strengthening the relationship between father and the child;

"... I converse with her because I think that children should be able to talk with their fathers as much as with their mother about any topic...I try to give this massage to her..."

Also one father stated that his aim is teaching through communication;

"...I want to teach him thing better. I try to help him to understand better..."

Similar to fathers, the majority of mother (n=3) reported that fathers communicate with their children. However, there are some differences between fathers' and mothers' reports. For instance, two mothers, whose husbands reported that they communicate with their children, mentioned that mothers initiate father-child communication;

"...they do not converse so much... Sometimes I warn my husband; I say ' hey listen, he (the child's name) says something to you... Sometimes he (child's name) tells about his school... His father does not initiate the communication..."

“...Generally, when there is an important thing in the lives of children; when they are so happy or so sad, I share it with the father; ‘(name of the husband) do you know our son gets 100 from his exam?’ or ‘ his teacher said that he is so successful in the class’... I tell all positive things about the child so that he praises them... When he criticizes, he could be so brutal towards children and I cannot to have the heart...”

Mothers mentioned that fathers communicate with the child through mutual conversations and answering the questions of the child;

“... They talk about soccer, or my son begins to tell about his day at school...My son frequently asks about things that he wonders about and his father answer his questions...”

One mother mentioned her own father as a person who influenced how her husband communicates with their child:

“...Yes, they have conversations... They talk about (child’s name)’s school, my husband talks about his job. Sometimes they look at outside from the window and his father talks about things they see outside. Actually, my daughter does not like to talk about her school. Sometimes her father begins to tell about his job to make her speak, as well. However, very shortly... Before, my husband was talking so superficially; then my own father, he was a teacher, warned him about giving details... He now tells every details of the topic they talk about...”

When mothers were asked about the functions of fathers’ conversation, two mothers said that fathers’ aim is to teach and one mother said that fathers communicate to correct the wrong behaviors of the child. One mother did not mention about her perception, regarding fathers’ aim, since she said that his husband did not talk with the child so much, but she believes that their child tries to communicate with the father to get his attention.

In conclusion, it is seen that fathers and mothers do not agree with each other, regarding father-child communication. That is, although fathers believe that through asking questions they initiate the communication, half of the mothers perceive themselves as the initiator of father-child communication. Also, fathers attributed more function to their communication with the child while mothers mainly focused on teaching and disciplining. In other words, according to the mothers’ reports,

fathers do not have an equal status with the child in their conversations, instead, they have more power since they just teach or try to discipline the child. However, according to the fathers, the aim of their attempts to communicate is more emotional like encouraging the child.

4.2.9. Father involvement in children’s education

Participated fathers and mothers were asked about fathers’ involvement into the children’s education and the possible reasons of their involvement. Table 14 summarizes the categories and the codes, yielded from the data.

As seen in the Table 14, three types of father involvement in the child’s education were yielded from the data. These are active involvement, passive involvement and no involvement.

Table 14: Fathers’ involvement to the child’s education

FATHERS	f	n
Father involvement in child’s education		
Passive Involvement:	1	5
- Getting the child to school		
- Picking up the child from school		
Active Involvement:	2	5
- Involvement parent teacher conferences		
- Communicating with teacher		
- Involvement special school events		
- Being member of school council		
No involvement	1	4
- No communication with school staff		
- Mother involves all kinds of school activities		
Reasons of active involvement		
Familiarity to the school	1	4
Number of the child	1	4
Mothers’ working conditions	1	4
Reasons of passive/no involvement		
Negative feedbacks about the child	1	4

Table 14 (cont'd):

MOTHERS	f	n
Father involvement in child's education		
Passive Involvement:	1	4
- Helping child's homework		
- Rarely involving to parent teacher conferences with mother		
Active Involvement:	1	4
- Involvement parent teacher conferences		
- Being a member of school council		
No Involvement	2	4
Reasons of active involvement		
- Mothers' force	1	4
Reasons of passive/no involvement		
- Time limitations	3	4

Two fathers are categorized as active involver since they engage in special school activities, they are member of school council or they involve in parent-teacher conferences. These fathers mentioned that having a younger child, mothers working conditions and their familiarity to the school and school staff are the reasons of their active involvement;

...generally I involve to his education. Since our baby, my wife is not able to involve. Before we had our baby we were involve together with my wife. Our child has been going to school since he was two years old. While we were living in Istanbul, I was involving more, too. My wife is working in a bank and their working hours are too long, I had more time and therefore I was involving to his education in those times, as well...I get him to the school...Actually I talk with his teacher when I get him to the school, but not so much, because she is working with 15-20 children and all of them have parents. People try to learn so much detail about their children and I do not want to rush the teacher... If there is an important issue that we have to talk, teacher would reach us...

...I try to involve as much as I can. I am a member of school council, so is my wife. I also involved the orientation program at the beginning of the school. We went to school as if we are child and we made what our children are doing at the school. We made order; we washed our hands and eat meal like children... My wife involved in in-class parent involvement activity because teacher asked mothers to involve. In

each month one mother involved in-class activities and my wife told about her job. Except Father Support Program, I try to involve all activities... My older son also went to the same pre-school... I know all staff and we have a good communication with them...I am not able to involve that father education program because of time limitations. They meet in the evening and it is too late for me to go to the school...

One father is categorized as passive involver since he just takes responsibility of taking the child to the school and picking up the child from school.

"...up to now, only one parent-teacher conference was organized and my wife involved to it. For his previous school we went together to parent-teacher conference... I get him to the school in the morning and I pick him from the school afternoons, every day I communicate with his teacher and gather information about him. If I see it necessary I would go and talk to his teacher, but mainly I involve through getting him to the school and picking him..."

Remaining one father mentioned that he does not involve in his child's education because of the fact that when he goes to the school, he always gets negative feedbacks about the child or the school administration demands the school fee instead of giving information about the child and his/her development;

...you know... when I go to the school, they initially ask about the school fee... 'Did you pay the fee?' ... Or they begin to talk about child's misbehaviors; they say that 'your child is a menace', they label the child... They just give negative feedbacks about the child... They do not know how to talk... Therefore, I do not like being in the school... I get angry quickly...

Mothers' perceptions, regarding fathers' involvement in children's education, do not match with their husbands perceptions. Only one mother reported that her husband involves actively in his child's education. She also said that;

"...he began to involve this year... In the past, he did not care about children's school lives. For instance my son's school was organized special activities for 23 April, but he had not involve. He did not like to involve, he had only involved if I was ill or busy. He did not join parent-teacher conferences. However, this year he involves. I forced him to be a member of school council, we both joined school council. For instance, my daughter did not want to go the school at the beginning. For one week, father did not go to his work, he helps her to get used to the school. Also, I send him to my older son's parent-teacher conferences, I said that I could not get permission, actually it was a lie, if I wanted to take that permission, I would do my best to go. However, I wanted him to involve his son's schooling, because I observe that my son becomes so happy when his father involves his life... This year he involved so much..."

Another mother perceives her husband as passive involver since the father rarely involves in the parent-teacher conferences and does not communicate with the child's teacher;

"...he does not involve so much, we mostly ask to our child. If we feel something that is problematic then we prefer to talk with his teacher...I cannot say he involve frequently..."

Remaining one mother reported that her husband does not involve either because of time limitation or because of fathers' lack of interest;

"...I involve but my husband does not. I asked him to go together to the first parent teacher conference, but he did not come because of his work. But generally he is not interested in such issues. I want him to involve. Perhaps, because I said one or two times and he did not care about them and then I gave up asking him to involve... Generally he gets the child to the school, although he goes there, he never talks to the child's teacher. He does not involve to his child's education in no sense... For instance, teacher sends some tasks to home, he does not do them together with his child, or in the mornings child should be prepared I also have to go the course, he does not care about anything... I have to do all of those things..."

Remaining one mother mentioned that her husband is not able to involve because of his working conditions even though he wants to involve in;

"... I go to the school if there is a meeting. Up to now, they called us for two times and I went both of them. He also wished to come ... For instance, there is a father education program; he wished to involve to those program but he could not go because of the time..."

To sum up, the fathers and the mothers reports, regarding father involvement in the children's education, is not consistent with each other. It is seen that the mothers have more negative perceptions, regarding fathers' involvement in their children's education. For instance, two fathers perceive themselves as actively involved in their children's education while only one mother perceives her husband as an active involver. Also, one mother and one father reported that the father is a passively involved in his child's education. While two mothers believe that their husbands are not involved in their children's education, only one father believes that he is not involved. The fathers' working conditions, negative attitudes of school staff are

mentioned as the reasons for fathers' passive or lack of involvement while mothers' encouragement, familiarity to the school staff and the number of the children are the reasons that lead the fathers involve actively in their children's education.

4.2.10. How fathers' contribute children's personal development

Fathers and mothers were asked about things fathers do to contribute their children's personal development. Table 15 summarizes the codes and the categories, yielded from the data.

Table 15: Father Involvement and Children's personal development

FATHERS	f	n
Teaching	4	4
- academic skills (numbers, counting)		
- socially acceptable behaviors (how to behave at school)		
- technology (using computer without an elder help)		
- hand craft skills		
-usage of machines /cars		
-about saving		
Shared activities	2	4
-Repairing together		
- Going to the cinema		
-playing with the child		

Table 14(cont'd)

Providing	2	4
-books		
- for courses (swimming course, theatre clubs)		
-for education		
-Opportunities to increase environmental awareness		
MOTHERS		
Teaching	2	5
-socially acceptable behaviors		
-how things are used		
-social rules		
-how to behave in a certain condition		

All fathers mentioned that teaching is one of the ways they mostly used to contribute to their children's personal development. Topics, low involved fathers teach to their children, are academic skills (such as counting), socially acceptable behaviors (how to behave at the school), and technology (usage of tablets or computers), and, usage

of machines or cars. Although these fathers have plans for their children, they did not actualize them;

“...it is the age of technology, children exposed to tablets and computers and I do not want him to be unfamiliar to those technological tools. I teach about usage of tablets or computers... you know, he is better than me now to use them... Also I plan to send him to educational courses; I want him to be sociable person. I’ve not found a good course but I will send him... Also we are making homework together; I buy journals that our pre-school suggested and we work on that journal...”

“...Math is so important, I think. If she enjoys with math she would be successful, therefore, I teach about numbers or counting...Also we teach about saving, we encourage her not to waste things she has...”

In addition to teaching, two low involved fathers stated that they try to contribute to children’s personal development through shared activities such as repairing together, going to cinema and playing with the child, particularly with construction toys such as blocks to increase creativity. One of the fathers stated that he provides books to support child’s personal development. Following are quotations from fathers;

“...My initial aim is increase his handcraft abilities, I do not wish him to be a clumsy father in the future, and he would be able to repair at his home... Also I try to support his cognitive development and creativity, there are many construction toys at home, and we play with them together... recently he said that ‘daddy I want to be construction engineer to make home for homeless people’ (smiling)... Moreover, I bring him to my village we camp in there, he plays with soil, also he likes to feeding animal... Actually, I provide opportunities for him to be aware of other living things in the world; if he wants to feed an animal I do not block him...”

When mothers’ answers are considered, it is seen that only one category, teaching is revealed from the data as the way that fathers’ contribute to their children’s personal development. However only two mothers mentioned that their husband contributes to the child’s personal development through teaching:

“...He teaches about morality, he tells him that he should be tidy. Since my child is so curious, mainly he initiates this process. Also he is a bit aggressive and when he gets angry he increase his tone of voice toward the elder with whom he speaks; therefore, his father tells him that it is not acceptable to talk with higher tone of voice with elders...”

“...He does not teach about numbers and etc... However, he teaches about social rules that we have to obey. You should behave in this manner, you should be quite,

and you should wash your hands after the toilet... He teaches about these kinds of things....”

To sum up, while fathers perceive that they contribute to their children’s personal development through teaching, engaging in shared activities and through providing, mothers do not agree with the fathers and they think that fathers only teach and actually recommend the child about things the child should and should not do.

4.2.11. Affection

Participated fathers and mothers were asked whether fathers should indicate their love to the children and the ways through which fathers show their affection towards their child. Table 16 summarizes fathers’ and mothers’ answers.

Table 16: Fathers’ and Mothers’ perceptions of fathers’ affection towards the child

FATHERS		f	n
Is it OK to be affectionate as a father?			
	Yes	4	4
	No	-	-
Ways Father indicate their affection towards their child			
<i>Verbal Affection</i>		2	4
	Saying I love you		
	Praising		
	Communicate in a friendly manner		
<i>Physical Affection</i>		2	4
	Kissing		
	Hugging		
	Smelling		
<i>Shared activities</i>		2	4
	Doing whatever the child wants even though tiredness		
	Doing the things that child enjoys		
<i>Thought Processes</i>		2	4
	Thinking about his for whole day		
	Making plans and actualize them for him		
	Trying to understand the child		
<i>Providing</i>		1	4
	Buying gifts surprisingly		

Table 15 (cont'd):

MOTHERS		f	n
Is it OK to be affectionate as a father?			
	Yes	4	4
	No	-	-
Ways Father indicate their affection towards their child			
Verbal Affection		4	4
	Saying I love you		
	My dear child		
	My darling		
	Appreciating		
	Rewarding		
Physical Affection		4	4
	Kissing		
	Hugging		
	Smelling		
Shared activities		1	4
	Spending time together		
Communication		1	4
	Talking with the child		

As seen in Table 16, all fathers and mothers believe that fathers' should be affectionate towards their children. However, one father and one mother stressed that fathers are not affectionate as much as mothers;

"...you know it is the difference between the mother and the father. Mothers are more affectionate, they are able to exhibit their love more than fathers. Fathers are ummm....they are less capable of exhibit their love. Probably, it is there in the nature of being a man, but of course I indicate my affection but I am behind all mothers... I think it is like this in all families..." (father)

"... It is a need, fathers should indicate their affection. I believe that children grow up with love would be better people; they would be more self-confident and more social. You know women likes kissing or hugging more than males... Perhaps it is related to societal gender roles..." (mother)"

When fathers were asked about their ways to indicate affection, five categories are yielded from their data: verbally affection, physical affection and indicating affection through shared activities, thought processes and providing gifts. Two fathers mentioned that they verbally indicate their affection;

“...when I feel that love intensely, I say ‘I love you’ to my son...”

“... I say him “my son I love you so much’ and I also say him ‘you are the man!’ frequently...”

Two fathers stated that they indicate their affection physically;

“... I hold her as if she is a baby, I kiss her, I hug her, I hold her hands and I bite her because she does not like to be kissed (smiling) ...”

“...hugging him, smelling him are the ways of indicating love for me...”

In addition to verbal and physical affection, two fathers reported thought processes, i.e. thinking about the child or making plans with the child, is their way of indicating affection;

“... I always think about him during the day until I go to the home. We make plans together, at the evening we will do this or this...”

“...I try to understand her; I show empathy towards her...I try to sink her level...”

Moreover engaging shared activities is another way for fathers to indicate their affection;

“... I try to do whatever she wants... For instance, in the evening I become tired but she asks me to go to the playground and I bring her to the playground... I do it since I love her...”

One father mentioned that providing gifts in unexpected times is his way of indicating his affection;

“...I make surprises; I buy gifts for him in the evenings...”

When mothers were asked about how their husbands indicate their affection towards the child, four categories are revealed: verbal affection, physical affection, shared activities and communication. Almost all mothers reported that their husbands are physically and verbally affectionate toward his children.

Two mothers believe that their husbands are not able to indicate his affection as much as he should:

“...He hugs and kisses so much... He also says that he loved him so much over and over again...However he is not so much affectionate... I know, he loves so much...”

He definitely loves him but he does not indicate it so much... He does not hear things that our child told him, he loves but not indicates as much as it should be...”

“...He does not use statements such as I love you frequently. Generally he kisses the children while they are sleeping, I do not know why... Perhaps he feels guilty... he covers them at nights and etc...”

To sum up, all fathers and mothers believe that fathers should be affectionate towards their children. More mothers, compared to fathers, mentioned that fathers indicate their affection towards their children verbally and physically. More fathers, compared to mothers, mentioned that they engage in shared activities to indicate their affection. Fathers’ data revealed two additional categories: thought processes and providing gifts to the children. This indicates that the children are in present in their fathers’ cognition even though these fathers are perceived as low involved. However, since none of the mother perceives thought processes as the way for their husbands to indicate affection towards their children, it can be interpreted as the low involved fathers does not share about their ideas, plans and feelings, regarding their children with their wives or their children.

4.2.12. Fathers’ role in children’s special days

Fathers and mothers were asked about fathers’ involvement to child’s special events such as birthday, or school year-end-shows. Table 17 summarizes the findings.

Table 17:Fathers’ responsibilities in children’s special days

FATHERS	f	n
Being there	4	4
Providing	4	4
- Needed materials		
- Gifts		
- Buying cake		
- Buying needed materials		
Running Errands	1	4
- Video recording		
- Playing with guest children		
- Driving for guests		
- Ornamenting the house		

Table 17 (cont'd):

MOTHERS	f	n
Being there	3	4
Providing	3	4
- Needed materials		
- Gifts		
- Buying cake		
- Buying needed materials		
Errands	2	4
- Ornamenting the house		
- Calling friends		
- Taking photos of the day		

As it is revealed in Table 17, all low involved fathers mentioned that being there is their initial responsibility on children’s special days. All fathers reported that they involve in those days all the time. In addition to being there, all fathers mentioned that they provide the needs for that day by buying the required materials, cake (if it is a birthday party), clothes, if needed, and gifts. One father mentioned that he runs errands such as meeting the guests in a birthday party, video recording or ornamenting the house;

“...her little happiness is worth to everything... We made a birthday party for her recently, I made the organization, I played with children, I recorded the party...”

“...I definitely involve them. If there is a special school activity, we make shopping together, and all needed materials are bought one by one...”

Mothers’ reports, regarding fathers’ involvement, on the children’s special days, differentiated from fathers’ reports. Three mothers stated that their husbands give importance to be there on their children’s special days. Another mother mentioned that her husband gives so much importance to those special days, but she makes all preparation and her husband just tries to be there;

“...he pays attention to birthday parties or special school events he wants to be there. But you know everything that should be done is on me... I organize everything; just we buy the birthday cake together... All guests and home related works are on me...”

A mother mentioned that his husband has been involving in child's special times for a year;

"...he does not care about those days, he perceives them as meaningless. He even does not buy gift for children's birthdays, I buy their gifts and I present those gifts to children as if we bought them together. 'Buy a cake and it is OK!', this is what he says; what would happen if he bought a small toys, too?... He has bought those kinds of toys for one year..."

One mother mentioned that except the birthdays, which are organized at the weekend, her husband cannot involve in those special days because of his working conditions;

"...he unfortunately cannot involve to those days since he is working. He would not be able to involve to her last birthday, for example. Therefore, we made the organization at weekend... He cannot involve to those special school activities since he works on those days...."

In addition to being there, providing is yielded as the way through which fathers involve in children's special activities such as birthdays or school year-end show. Almost all mothers (n=3) mentioned that their husband involves those days through buying gifts, needed materials or cake (for the birthdays). Similarly, two mothers stated that their husband involve into those special days through running errands such as organizing the party, inviting child's friends, helping mother in the kitchen;

"...he organizes the event, he calls all (child's name)'s friends, actually he tries to create the atmosphere that our son would like. He also buys gifts and his favorite cake for his birthday..."

To sum up, it is found that mothers (n=3), less than fathers (n=4), stated that father involves into the children's special days. Almost all mothers (n=3) and fathers (n=4) said that the fathers involve those special days through providing needed materials (such as birthday cake, gifts and etc.). Two fathers and two mothers reported that the fathers run errands in child's special days. However, the codes yielded from fathers' data and mothers' data differentiate from each other. For instance, the fathers mentioned that they take video of the day, ornament the house for their children or play with guest children while mothers mentioned that father makes the organization and call the guests.

4.2.13. Protection

The fathers and the mothers were asked about fathers' responsibilities, regarding providing a safe environment for the child. One father mentioned that mother is more alert to take safety precautions, i.e. mother guides father for safety precautions.

"...since he gets older, now we just warn him verbally... But when he is younger, we pick up our center table... Also we closed the sharp edges... We did not pick up everything such as glass vases and etc....because you pick up them but when he go to a visit for another person's home, he wonder about those materials, we thought that he should get used to live with those materials and he should learn about those materials...Sometimes, I warn him about not touching the plugs...Actually my wife guides me, she suggests them and I do them..." (father)

One mother and two fathers mentioned that father is more sensitive about safety precautions;

"...my husband... I also pay attention to safety of our child, but my husband thinks about details and he quickly do the things that should be done. For instance, when we move to this apartment he immediately changed the balcony; he bought window locks and fixed them... He is more aware of those kinds of dangerous items and he quickly removes them..." (mother)

"...my daughter is a very active child... In the past, she had fallen down a bunch of time and we were afraid so much. Therefore, I locked the balcony, I use child safety latches for windows... I continuously observe her... It was about three years ago, I was lying down and I called her, she did not answer... I tumbled out of the bed and I found that she was leaning out of window to watch outside... I was afraid of so much... She was also climbing everywhere... Thank Allah, now she does not do such things anymore..." (father)

"...I take all safety precautions; therefore in our home there is not any center table (smiling). I threw them off, because when they were young they continuously crash to them. Our dining room is almost empty; there is just a TV and our sitting group... Also you know every man has a tool bag, I always lock them or I put all pills to the places that children cannot reach..." (father)

One mother stated that although her husband is sensitive about safety he just warns the mother instead of taking precautions;

"...father should be responsible about safety equally. However, my husband, I think, would say that it should be the mothers' responsibility. Because he frequently warns me, 'do not leave the scissor there, do not leave the needle'... He just gives instruction to me by keeping his seat; 'hey look at there, it is sharp and kids might

crash their heads; do not allow children to walk around with glass cups if they fell down, it would cut their hands' and etc...He frequently warns but never shoulders responsibility.. He threw all center tables... He does not want children to ride on two-wheeler bicycle and he says to me; 'put them away!' and if they fell down, he says ' I've warn you, have not I?'... He knows everything; he knows the best (smiling)"

One of the fathers and two mothers reported that both father and mother are equally responsible:

"...it is duty of both father and mother. We pick up all sharp materials to the places that child cannot reach. I insert covers to plugs. We both warn each other. For instance, if something comes to my mind about a dangerous issue at home, I call my wife at that moment and share it with her, and she does the same thing, as well. We had an unfortunate experience; while he was young his hand was burned. I was in another city. They did not call me; he had stayed at the hospital for one night. I learnt it when I came back. After that day, we are more attentive..." (father)

"...as a responsibility it is should be taken by both of us; both mother and father... for instance, we covered plugs and it was the thing that we thought together. There are so many things but I cannot remember now. But he cares about safety..." (mother)

As understood from the quotations, mothers and fathers are in conflict, regarding fathers' responsibilities of protecting the child. For instance, one father reported that his wife is more alert to safety issues while his wife mentioned that they both, with her husband, takes safety precautions. Similarly, another father reported that he pays more attention to safety, but his wife mentioned that although he pays attention, he never shoulders the responsibility.

4.2.14. Providing for the family

All but two low involved fathers come from dual-earner families. That is, two fathers have working wives. Therefore, these fathers and also their wives mentioned that providing for the family is shared by parents equally in their families. One father, whose wife does not work, reported that he is the only provider. Following are the quotations from fathers and mothers;

"...we provide together for our families. If there is a need and who ha money at that moment that person buy it. It does not create a problem in our family..." (, father)

“...we receive our salaries in different times... Initially, both of us pay our personal depts. Then we spend the remaining money together... I like to buy toys for her (the child’s name)... I make surprises to her... She becomes so happy... But generally we shared providing with my wife...” (father)

“...It does not matter; I do not think that father is responsible for providing...” (mother)

4.2.15. Negative Emotional Expressiveness

The fathers and mothers were asked about the ways fathers try to discipline their children when they misbehave and the ways fathers indicate their anger towards their children. All, except one father, mentioned that they’ve never used corporal punishment.

“...I’ve never beat her...She understands from my glance, therefore I try to indicate my anger with my glance...”

“...I explain that the behavior he exhibit is not appropriate, I’ve never used corporal punishment...”

“... I increase my tone of voice but I hate violence... Thank to my children, I’ve never had to use punishment. Just shouting at...”

One father, however, mentioned that he lifts his hands against his son rarely because punishing the child does not work;

“... Sometimes I shout at him, and sometimes I beat him with my hand involuntarily because he does not care about punishments... I was locking him to his room but he learned to go out from the window, for example. It is dangerous therefore I do not punish him anymore...”

Similarly, all, except two, mothers mentioned that their husbands do not use corporal punishment. Two mothers stated that their husbands rarely maltreat the child and they do not approve using corporal punishment towards the child;

“...when he gets crazy, he rarely gives our son a bloody nose... Although it is rare, I get angry with him because I believe that corporal punishment is not a good thing. Behaving like that might lessen the child’s self-confidence or it might make him introverted...”

“... for a while, he had pulled her ears when she made a mistake. But I am against to this behavior. I said that ‘you should be patient and you should tell her about the right behaviors patiently’... Because our daughter is a persistent child, if you say ‘no!’ she would do it out-of spite, he should talk why her behavior is wrong and how she should behave, he should not pull her ear or shout at her... Sometimes he also shouts at the child, actually when he cannot control his anger...”

One mother mentioned that although his husband does not like violence, he clamps down on;

“...he is not an angry father, he does not romp on the kids or he never beats them. However, his authority works; kids made free with me, they do not care about my anger. They know that even I get angry, I will forgive them after a while. But they know that their father is strict; they do not afraid of from their fathers but they hesitate from him. For instance, when my daughter makes a fault, she says ‘I do not want my father to know about this, could it be a secret between you and me?’...He sometimes gives punishments; for instance our daughter did not want to go to the school and we tried so hard. No one could persuade her, neither I nor her teachers... At that point, his fathers’ authority worked again, he did not beat but he punished her; he said ‘she will never go out of her room, no one will talk to her, and no toys would be bought’ and he locked the door... My daughter hesitates only from his father... Then he did go to the work for a week, he got her to the school and he picked her up by saying ‘ It is so good going to the school with you, I am so happy that you are going to the school’ and he helped her to get used to the school. He is so clear, if my daughter spoils during the dinner, he dogmatizes; ‘You will eat this meal’; he is really clear...”

To sum up, while few fathers and their wives reported that the fathers sometimes use corporal punishment, the majority of fathers and mothers agree with the idea that corporal punishment is not used by the father, instead shouting at the child or using punishments are used by the fathers when they get angry with the child.

4.2.16. Fathers’ perceptions about themselves as a father

Participated fathers were asked about their own perceptions, regarding themselves as a father, and specific behaviors they would like to change in themselves as a father or things they want to do with their children but fail to do. Only one father stated that there is nothing that he would like to change or that he wants to do but he is unable to do;

“...we do whatever we want to do... I think no one sees own faults. You should ask this question to my wife, perhaps she has something to say but I think I do not have any behavior that should be changed as a father. If I do not pull my weight, then I would say something but I believe that I value every person in my life as much as I can and I pull my weight in all issues...”

Two fathers mentioned that they wish to be less aggressive;

“... I would like to visit all historical places with my child to teach her about our culture; however both because of economic conditions and also because of time we could not do that... As a father, I would like to change my restlessness. Also, I am too aggressive; I wish to be calmer...”

“... I would like to be less aggressive, sometimes I have a short fuse and I shout at my son, I would not like to do that... I would like to be more patient, for example...”

Remaining one father did not want to answer these two questions but he mentioned that he would like to spend more time with his family;

“...Being a family means that spending time with your family including grandparents, parents and your children... We also want to spend more time but we are not able to do so because of time limitation. For instance, my children like to go holiday, we are able to go on a holiday just for 10 days in a year, it would better if we could go on a holiday for a longer time...”

To sum up, it is seen that the majority of low involved fathers believe that they have some deficient characteristics as a father such as being too aggressive or spending less time with the child. Only one father perceives himself as a good father.

4.2.17. Mothers' perceptions of their husbands as a father

As fathers, mothers were also asked whether they would like to change their husbands' fathering behaviors. Two mothers stated that they wish their husbands to spend more time with their children;

“...I wish him spend more time with children. For instance, they would go for shopping together, they would engage in activities that children enjoy... I do not know, they would watch theatre together. Recently, she went to the Anitkabir for the first time, they could do this together as father-daughter. You know, they would go to the museums or she likes to go playground, he could bring them to playground... My daughter demands to go to the playground in every evening, he could say OK for one time, but he does not...”

“... It would be better, if he did not work on Saturdays... I believe that my daughter would want to spend more time with his father, she wished to see his father before she goes to the bed in the evenings or at weekends...”

Two mothers stated that their husbands are good fathers, yet, it would be better if their husbands would be less aggressive;

“...I think he is a good father; he tries to correct his wrong behaviors...”

“Actually I believe that he is a good father, but it should be mentioned that this is what I see. I did not take any education about this issue, perhaps he has some shortcomings, but I cannot see them since I am not an expert... I am sure that he has many shortcomings but we do not know better ones or we do not see better one. It is normal for us...”

One mother stated that she wishes her husband to be more communicative towards the child;

“...the thing that I want from him to communicate more with his son... He would ask about his day at school when he arrives home... Child says something and he focused on TV and does not hear the child. He would speak with the child about kids' problems; he could help him to solve those problems... He would give importance to his sons' demands; at least he could ask him about his wishes for the dinner. Yet, my husband is so soft-hearted, even if he could not indicate...”

Remaining one mother thinks that her husband is not a good father;

“...although I love my husband and do not wish him to go out of our life; if he would do so, we would not have any difficulty. Only his love and his authority would drop off our life. Regarding physical needs, we would not feel the deficiency of him and continue to our life easily. He noticed that he has a family too late... After his mothers' death, he realized his own family even though it was too late... He could not be a good father for his children; he did not take any responsibility of children for years... And he still has many deficiencies; he is a strict father and he continuously criticizes his children. He wants them to be so strong and when he feels that they are not as strong as he wants; he could be so cruel father. For instance, last year my older son made many mistakes during his aikido show; he became too angry since he saw his son in that position and he said 'you do not deserve anything, you could not do anything!'; he had promised that he would bring them to game arcade and he said 'since you do not deserve, I would not bring you to there!'; he made my son so upset. However, I do not want to be unfair; now he makes an effort, and I observe that he enjoys being with his children when he spend more time with them. Actually, he understood that he is a father, after we had our second child...”

Mothers also asked to fill the gap for the following statement; “I would have difficulty regarding without my husband support?”. Following there are answers of mothers;

“...I could not do many things... But mostly I would have difficulty while rearing a male child. Because male child’s expectations are so different, while spending time, I am not able to catch him since he is so energetic. I would have difficulty during raring my son, I would rare him deficient... I could not play soccer with him for example...”

“... Actually if my mother was far away, I could give a truer answer to this question. However, my mother always supports me while I raising my daughter. Up to last year, my mother looked after my daughter. Therefore, she did not become a burden for me... I can say that, my husbands’ interest and playing would be deficient...”

“...I could do nothing... even his presence is enough. Although he does not involve so much, I know that he loves us and he thinks about us ...you know he is there...”

“...Nothing... I would even do everything better. Because sometimes in his presence to establish the balance, I hit a snag ... I am sure I would do better. But, my children would feel lowly because of father absence, I could not fill the deficiency of him psychologically...”

To sum up, most of the mothers in the families, in which the fathers are perceived as low involved by their preschool age children, are not satisfied with their husband involvement into their children’s life. Only one mother stated that her husband is a good father. Remaining mothers emphasize on their effort to make the fathers involve but the fathers’ lack of motivation to involve. Statements above indicate that the majority of mothers in these families focus on their inability to fulfill fathers’ psychological absence and except this majority of mothers stated that they could do everything by themselves. And as is seen, one mother stated the difficulty that she experiences in establishing balance between father and child and believes that she would raise her children better without the father although she also stated that she could not fulfill the psychological presence of the father.

Summary

Family demographics

In the families, in which fathers are perceived as low involved by their young children, the average age for the fathers is 35.25 and it is 32.25 for the mothers. The average monthly family income is 4350 TL and the average length of marriage is nine years. Half of the fathers have four year university degree, one father has two-year vocational university degree and remaining one father is elementary school graduated. All, except two mothers, have university graduation; one mother has two-year vocational university degree and one mother has high-school degree. All, except one, father are from dual-earner families. Only one father is a civil-servant and all other fathers are working in private sector while two of working mothers are working in private sector, too. The average age for the target child is; and two of them are female and two of them are male. In the two families there is a both female and male child while the remaining half of the families has only child.

Family of Origin

Majority of fathers, who are perceived as low involved by their preschool age children, is an authoritarian and decision maker and an unavailable father in the family of origin, and almost all mothers in these families have an affectionate and but unavailable fathers in their family of origin.

The Role of the Father

When the fathers' own ideas, related to role of the father, is examined, it is seen that low involved fathers focus on traditional fathering roles as being the authority figure in the family, decision maker and protector for the family. The mothers, however, have more egalitarian gender role attitudes and they stated that the father should equally share child-related responsibility with the mother. Nevertheless, they also stated that this is the ideal one and the fathers in their families do not share this responsibility equally with them.

Feeling of Fathering

When fathers were asked about their feelings regarding fathering, it is seen that all fathers feel happy because of being a father. Fathers also mentioned that they feel an intense responsibility because of fathering a child. One father stated her regret to be distant towards his daughter for her first months of life. He stated that he did not even contact with his child since he wished to have a male child but he had a female one.

How Fathers' life changed after having a child

While all low involved fathers think that their life has changed after becoming a father, half of the mothers think that fathers' lives have not changed. Fathers stated that restriction of social life; personal time and increase aggressiveness are disadvantages of being a father while increase joy of marriage, attention to health, joy of life and economic conditions are the advantages of fathering a child. All mothers, similar to fathers, believe that after having a child, the time their husband keeps for himself and time they spend together as a couple have decreased while their husband becomes more mature, patient and more responsible after he has become a father.

Father-Child Time

It is seen that father and mothers perceive the time that father spends with the child on weekdays as totally different; the average time reported by the fathers is 2.87 hours per day in weekdays whereas the average time reported by the mothers is 1.83 hours per day in weekdays. All fathers and mothers stated that fathers spend the whole weekends, particularly the Sunday, with their children.

Both fathers and mothers stated that father engages in recreational activities, educational activities, daily activities and outdoor activities during the time they spend with their children. While educational activities such as drawing or making puzzles and playing memory games are stated by all fathers, according to the

mothers, the mostly mentioned shared activity type is outdoor activities, which include going to shopping mall or having picnic with the children.

Father Involvement through Providing Child-care

All, except one, low involved father and their wives stated that child care in their families is under the mothers' responsibility. While almost all fathers (n=3) stated that they bath their children only one mother stated that her husband bathes the child. One father stated that he combs his child hair after bath and one father stated that he gives the child's pills when he is ill, none of the mothers reported that their husbands involve in such child care activities. It is seen that maternal gatekeeping and lack of fathers' motivation to involve into child-care is the main reason for this situation. Almost all mothers (n=3) highlighted that they wished their husbands to involve more in the child care activities.

Father Involvement through Communication

Regarding communication, it is seen that both fathers and mothers agree with each other. Almost all fathers and mothers stated that they communicate with the child. However, half of the mothers stated that they initiate the communication between father and the child while fathers stated that they initiate talking through asking questions to their children.

According to fathers, the main functions of these talking is encouraging child to involve good habits such as reading book or go to the school while mostly mentioned function of these communication is teaching (n=2) by mothers.

Father involvement into the children's education

Half of the fathers perceive themselves as active involver to their child's education while one father perceives himself as passive involver and remaining one father stated that he does not involve in child's education. Mothers have more negative perceptions, regarding fathers' involvement in their children's education. Only one mother stated that her husband is an active involver while remaining mothers stated

that the fathers are either passive involver or are less involved in the children's education.

Father Involvement and Children's Personal Development

Low involved fathers stated that they contribute to their child's personal development through teaching, shared activities and providing while mothers only stated teaching as the way for the fathers to contribute children's personal development.

Affection

Low involved fathers and their wives agree with each other, regarding the necessity to be affectionate towards the child as a father. That is, all fathers and mothers stated that fathers' should be affectionate towards their children. Fathers' data yielded five different ways through which fathers indicate their affection. These are verbal affection, physical affection, shared activities, thought processes and providing. While mothers data yielded four different father involvement types: physical affection, verbal affection, shared activities and communication.

Physical affection is the mostly mentioned way that the fathers use to indicate their affection to the children by mothers and only two fathers stated that they indicate their affection through physically.

Father Involvement into their children's special days

All fathers and three mothers stated that the fathers involve in their children's special days through being there and providing for needed materials. One mother stated that her husband is not able to involve in child's special days because of his working conditions.

Negative Emotional Expressiveness

Almost all fathers (n=3) and half of the mothers stated that fathers do not use corporal punishment in order to disciplining the children. Nevertheless, two mothers and one father stated that the fathers maltreat the children at times that they get angry. However, both fathers and mothers stated that most of the time, when fathers

get angry, they either question the negative consequences or shout at the child and punish the child by removing the favorite activity.

Fathers' Believes about Themselves as a Father

Only one low involved father stated that everything is OK, regarding his fathering and there is no need to change in any ways as a father while remaining fathers stated that they wish to be less aggressive and more patient towards the child or they wish to spend more time with their children.

Mothers' Believes about Themselves as a Father

Similar to fathers, only one mother stated that her husband is a good father, who needs to change none of his fathering behaviors. However, remaining three mothers stated that they wish their husbands to be more communicative and less aggressive towards the child. Three mothers stated that in spite of their husbands' low involvement into their children's lives, father's presence is beneficial for their children and their family-wellbeing. However, one mother, however, stated that nothing would change if her husband was not there in their life; she believes that she would perhaps rear her children better in the absence of father except fulfilling children's psychological needs towards father.

Conclusion

When mothers' and fathers' reports are examined, it is seen that in the families that children perceive low father involvement, the mothers do not satisfy with their husbands' involvement. For most of the involvement types, the fathers' and the mothers' reports are inconsistent while the mothers' and children's reports for father involvement is consistent with each other.

4.3. Moderately involved fathers' and their wives' perceptions of father involvement in the family

Ten out of seventeen children were found to perceive their fathers as moderately involved. When the demographic characteristics are examined in the group that fathers are perceived as moderately involved, it is seen the fathers' average age is 38 and the mothers' average age is 34.4. The average family income among this group is 5.250 TL. Seven fathers have university graduation and remaining three fathers have at least high school graduation. Similarly, only two mothers have high school graduation and one has two year vocational school graduation while all remaining mothers have four year university graduation. The average year for marriage is 9.4 among these families and the average age for the target child (who is interviewed, as well) is 61.25 months. Seven of these target children are female and three of them are male. Five of these children are only child and remaining five of them has at least one sibling. Seven fathers in this group are working in the public sector while three of them are civil servants, which indicate that majority of fathers in this group work longer hours. Four of these families are single-earner families, in which mother is a housewife and remaining six families are dual-earner. Five mothers are working in private sector while remaining one mother is a teacher at a public school. Following part father and mother reports were examined and compared with each other.

4.3.1. Fathers' and Mothers' Family of Origin

Fathers, who are perceived as moderately involved by their pre-school aged children, and their wives were asked about paternal characteristics they experienced in their family of origin. Table 18 summarizes codes and categories of father in the family of origin.

Table 18: Frequencies for father characteristics in the family of origin:

Father characteristics in the family of origin/Father	f	N
Authoritarian	5	10
- Decision maker		
- Not affectionate		
- Unavailable		
- Oppressive towards the child		
- Provider		
Uninvolved	2	10
- No communication with the child		
- Provider		
- Not involved anything even decision making processes about the child		
Authoritative	3	10
- Affectionate		
- There is a room for child's voice		
Father characteristics in the family of origin/Mother		
Authoritative	6	10
- Communicative		
- Affectionate		
- Spend time together		
- Trustful		
- Supporter		
Authoritarian	3	10
- Frightened		
- Just provider		
- Not available		
- Not affectionate		
Uninvolved	1	10
- No communication with the child		
- Not involved anything even decision making processes about the child		

Half of the fathers (5 out of 10) mentioned that their fathers were authoritarian. That is, in their families, father was the decision-maker; he was not communicative and affectionate. The majority of the participants mentioned that their father is sole decision maker and not communicative and even they do not directly communicate with their fathers when there is a problem about themselves and mother is the moderator between father and the child;

“...there is a huge difference between today’s fathers and fathers of my childhood years. What is that? Fathers of my childhood years have very different meaning and roles. They were not available easily... When you had a problem, you cannot talk about it to your father directly, initially you were telling with your mother and mothers were relaying the issue to the father in accordance with the procedure. If father found it acceptable, then he would talk with you face to face. That was the system in my family, as well.”

Fathers of these participants are unavailable to their children either because of their working conditions or the social roles that are loaded to the father. For instance, participants mentioned that;

“...fathers of old times, you know, were too stern towards their children or perhaps they are indicated as stern by our mothers...Also my father was operating a small market, therefore he continuously go abroad. For instance, he had lived in Germany for two years and there was only my mother...”

“...he was unapproachable, the authority in the family... For instance, I still do not kiss or hug my father. Only in the bairams or the times he comes to my home, I kiss his hands (A Turkish tradition to indicate the respect for elders, people firstly kiss the elders hand and then put it to their own forehead)...Yes, we love each other, but there is no room to indicate that love. Of course traditions were influential, in my home town, for instance, showing affection to children was not acceptable in the presence of a family elder...”

Authoritarian fathers in the family of origin had been oppressive towards the child. That is, they had decided about the rules and they had expected their son to obey them without questioning. Following statement explains how these fathers behave towards their children;

“...father was the dominant person in my own family. My mother did not interfere anything and all decisions were made by the father. For instance, my father did not trust me; he always wanted to control my life. He was so strict, authoritarian and self-opinionated... There was no room for my voice, he never asked about my wishes or preferences; if he decided, my role was to obey... He was frequently telling me that I should study, he had never given a loose...”

Another important characteristic of these authoritarian fathers is being the sole breadwinner of their families. The majority of the participants, who reported that their fathers were authoritative, also mentioned that their mother were housewives. Also, as seen in some of the previous quotations, the majority of the participants’

mothers have low social status when compared with the father. One participant, for instance, stated that;

“...he decided everything, he manages everything, he was the dominant person. Perhaps it is because of my mother is a housewife. He was an engineer and there was a difference between my father and my mother in terms of social status. But if it was not like this, my father again would be similar, I think it was not the result of being a father rather it is the result of being a men...”

Three out of ten moderately involved fathers mentioned that they had authoritative fathers in the family of origin. The participants stated that their fathers had been affectionate towards and available for their children and there is a room for the child's voice in the family of origin. One participant attributed this situation to his fathers' job;

“...when compared with the fathers' of his time, he was more broadminded and open-minded. I think that his job, elementary school teacher, was effective. Children were his job. For instance, he was playing with us, not so much but we were playing... He was so patient toward us. He never forced us to do anything. He was not authoritarian father. He was monitoring us. For example, he had observed us; up to the time that we began to fight with our friends or with my siblings he did not interfere, but if we hurt each other then he was coming into play... He began to meddle our lives after the age of 50, after his retirement (smiling) When I was child, I was paddled by my mother but I do not remember that my father paddled us; perhaps one or two times up to now...”

Another moderately involved father focused on his fathers' availability while talking about their relationship;

“...My father was so affectionate toward his family and children. He tried to do everything that we wanted. His work finished work at 6:00 p.m. and he became at home at 06:15 p.m. He did not spend time out of the home or his friends... Also he was spending whole weekends at home. However, he did not play with us, we know that he was at home, as soon as he came home, he interested in garden and we were playing near him...”

Another participant highlighted how his own father was communicative towards him but not towards his older brothers pointing out the influence of his older brothers on their fathers' behaviors;

“... My father was a teacher. I have three siblings. He was trying to interested in all of us, one by one. He never forbid anything but he warned us about not to tell lie. He had a straight-forward approach toward us. For instance, he said “if you are

smoking, do not do it secretly, you can smoke near me” but none of us smoked. However, I was lucky because I am the third out of four children. For instance, in terms of school decision, my father was the sole decision maker for my older brothers, but for my education my father considered my older brothers guidance. He did not make the same faults that he made while rearing my older brothers...”

Remaining two moderately involved fathers reported that they had an uninvolved father in their family of origin. That is, these participants’ had no communication with their fathers, their fathers had left all child-related issues to mother and they had been just the provider for their families had not involved in anything else related to child’s live. For instance, one participated father reported that;

“ My father was an ineffective person... He just put his shoulder to the hill... I can say that I never engaged a talk or a shared activity with my father... He is an ineffective father... He never interfere anything, he was a father who had no concern with me, even we did not take permission from him for the things we would do... He is ineffective...”

Similarly another participant reported that;

“... I have never had a close relationship with my father. My family was a crowded family. I have seven siblings; there were eight children in the family. Also, you know... In the past fathers were strict and authoritative, I cannot say that we had a communication with my father. My mother was stricter than my father but we were afraid of our father more, yet he had never flicked. My mother cleaned the floor up with us more than my father, but you know... My father was there but he was a psychological distant...”

Although most of the moderately involved fathers reported that the father in their family of origin had been authoritarian, five out of ten fathers mentioned that their fathers had been the initial role model for themselves in terms of fathering a child. For instance, one participant stated that;

“... I believe that a lot of positive characteristics passed from my father... Whoever says whatever modeling own father is beyond our power... There is a system that was processed to our genetics. As I said before, my father was a strict and authoritarian father. During my teenage years I really do not like this situation. However, now I think that perhaps I would be stricter than him... I am more sensitive about those issues...”

Another participant stated that although his own father had been the primary role model for himself, he had also modelled other parents around him;

“...my initial role model is of course my own father, however I also influenced from my aunt and her husbands’ parenting style. They rare their children through providing many social activities and their relationship with my cousin were really good. I also listen to other fathers’ fathering stories, I believe they are really beneficial; but as I said my first role model is my own father with his wrongs and rights...”

The other half of ten fathers mentioned that their father had not been an appropriate role model for themselves in terms of parenting rather they learned fathering by doing. For instance one father emphasized on the trial and error process and said that;

“... I learned fathering while experiencing it... With a lot of wrongs and rights; through trial and error technique... There is no other way to be a good father...” . while another father pointed out that his father is not a role model for him rather his child taught him about the true way of fathering;

Another father mentioned that his child teaches him about the true way of parenting;

“...Of course I have some similar characteristics with my father, however, I do not think that he is a role model for myself. I try to be better... Also, I try to create my own fathering... Actually your child teaches you about parenting, you also develop with your child...”

Some of participants, who think that their father is not a role model for themselves, also reported different resources as role models. For instance, one participant mentioned that his mother had been role model for himself;

“...you know the attachment between fathers and daughters and mothers and sons is different. I have a closer relationship with my mother, it is different from the relationship I have with my father. My father cannot express himself as much as my mother; she is more open to communicate, she is more broad-minded. Therefore, I can say that I model my mother. Also I like the relationship between my wife and her father. They have a close relationship. I think that I also learn something from their relationship...”

Another participant, stated about the influence of preschool staff in his fathering;

“...actually I learned fathering from my own life experiences... Also after my son had begun to preschool, I learned better parenting skills from the school staff... For instance, I want my child to enjoy reading and while we are talking with one of the teachers he asked whether I read at home or not. Yes, actually I do not read any book for years. Then I began to read at home. I do not read book but at least every day I buy a newspaper and read it near my son...”

When the answers of the mothers were compared with the answers of fathers, it is seen that there is a totally different pattern. The majority of mothers, 6 out of 10, reported that their father in the family of origin had been authoritative while three mothers stated an authoritarian father and remaining one mother stated an uninvolved father in the family of origin.

Authoritative fathers, mentioned by six mothers, were to be spending time with their child, communicative, affectionate, supporter and trustful. Although some of these mothers mentioned that their fathers had not been available, they think that it was because of their fathers' working conditions;

"...My relationship with my father was close; he was a father who had not 'no's... My father was craftsmen and he was working so hard during my childhood, therefore he could not spend so much time with us. He was even working in the bairams, but when compared with the fathers of those times, time he spend with us was relatively higher. He was bringing us to the picnic on Sundays. We were going to new places with him. He was open-minded. He did not interest in our personal needs; if we needed cloths, for instance, he had just given the money..."

"...my father was so affectionate. Especially towards me, because I am the last child of my parents, his was so interested with me. Our relationship was so close... You know daughters are the fun of their fathers... I was one of those daughters... He was so trustful, if he promised to do something, he would absolutely do that...."

"...I do not have a very close relationship with my father. Perhaps it was related to my fathers' job, he was a teacher and he was like a teacher at home, too. Also, social norms such as fathers should not be affectionate towards the child were more visible in my family of origin. However, he was not an oppressive father; I could talk things, which I could not talk with my mother, with my father. He could not indicate his love but he was listening to me, we could speak together, he always said "I trust you, I'll back you either way, you know the best' to me... I was supported by my father rather than my mother in many things... OK, he could not indicate his affection towards me but it may be related to my own personality, as well. Because he was affectionate towards my younger sister, she also affectionate towards him, but I am a bit cold person(smiling)..."

Three mothers out of 10 reported that they had an authoritarian father in their family of origin. That is, fathers of these mothers had not been available, not affectionate but frightening and provider. In these families, children mainly had communicated with their mothers and father had been respected but had not had a close relationship

with his children. One of the participated mother mentioned that her relationship is still distant even though she got older;

“...My father was the sole authority in the family; he did not play or communicate with us. We only communicate with our mothers and we spend time with her. Father was the person who comes home in the evening and who is frightening. Of course we respected him so much and we love him, as well, but when I saw my father I was shaking from fear. Even now, we do not communicate so much, I cannot lie down in his presence, I cannot cross my legs near him...”

Similarly another mother stated that;

“...when we were child, we were quailing before him...we were trembled with fear in front of him...my father was truck driver and he was always out of the home... He was at home once a month, when I was a child he was not there in my life. We were living with our paternal grandmothers, you know in old times it was not acceptable to indicate affection towards the child in the presence of family elders, therefore we grown up distant from our father... Even now, although we communicate with him, our relationship is so distant...”

One out of ten mothers reported an uninvolved father in the family of origin. That is, her father had not been psychologically present in her life and only mother had been interested in the family- and child-related issues. Also, she stated that when she was 17, her mother and father got divorced;

“... in my family of origin, my mother was the dominant character. There is not any authority of the father in the family. My mother was the decision-maker. In my family of origin, it was like there is no father. He was so distant. He was not affectionate towards us. It is not related to my gender, he was so distant to my brother, as well. Then when I was 17, my mother and my father got divorced...”

To sum up, it can be said in the families that father is perceived as moderately involved by their preschool children, the majority of fathers had an authoritarian father in the family of origin while the majority of mothers had an authoritative father in the family of origin. Half of the fathers mentioned that they modeled their own fathers in terms of fathering a child, but regardless of having authoritative or authoritarian and uninvolved fathers, those fathers mentioned that they use multiple resources such as other fathers around them, including relatives, mother or school staff to model while establishing their parenting behaviors. Also, many fathers

mentioned that fathering is learned by experimenting since the child teaches them what is good or bad/wrong behavior or what good behavior towards the child is.

4.3.2 Fathers' role in the family and while raising the child

Fathers and mothers were asked about the roles of the father in the family and things father should do while rearing a child. Table 19 summarizes codes and categories yielded from the data.

Table 19: The role of the father

FATHERS	f	n
Providing	7	10
<ul style="list-style-type: none"> - money for the family - good education - good life conditions - good future for the child - saving money for the child's future 		
Being a Role model	5	10
Guider	4	10
Protecting	3	10
Available for the child		
<ul style="list-style-type: none"> - Communicate with the child - Spending time with the child 		
Monitoring	2	10
Decision maker & authority	2	10
Sharing the whole child related responsibility with the mother	2	10
Preparing the child to future as an healthy individual	1	10
MOTHERS		
Sharing the whole responsibility with the mother	9	10
Affectionate	3	10
Available	3	10
<ul style="list-style-type: none"> - Communicaton with the child - Playing with the schild - Involvement to education and child care 		
Providing	3	10
<ul style="list-style-type: none"> - Safety - Money 		
Being a role model	2	10
Limit-setter	2	10

Protector	1	10
Guider	1	10

As seen in the Table 19, the majority of the fathers mentioned about providing as the role of the father in the family (n=7) . However, providing does not only refers to earning money for the family rather it includes providing financially a good future for the child in terms of, good education, proper life conditions and saving money for the child’s future needs such as educational or financial needs. For instance one father stated that;

“...I really wish to provide good life conditions to my daughter, I want to prepare a life for her in which she would never experience financial problems. Therefore, I make some savings from now. For instance, I want her to take a quality education. In the future she will study in a university, I should provide everything that she needs; therefore I am saving for her future, for instance the house that we are living is our own house and I try to make additional investments for her. It is my duty...”

While talking about his provider role one father mentioned the influence of mothers’ working condition on his role in the family;

“...it is so typical but father is the head of the family. Actually the role of father in the family depends on mothers’ working condition. It is different for the families in which mother is working or mother does not work. Since my wife does not work outside the home, I do not have to do many things that fathers do in the families with working mother. For instance I do not make any household chores. I think that my wife take many responsibilities of mine, as well because she is at home all the time and has more time than me. Therefore, I am the person who working outside and gaining money for my family...”

Another father who emphasized his provider role pointed out how the life conditions lead him to be just a provider;

“...my ideas about the role of the father are different from the role of father that is shaped by my living conditions. Therefore, giving a clear answer is difficult. If I want to draw a picture for an ideal father, there are a lot of things I could say, but can I do those things that I think a father should do? No I cannot. Now, I am a father who is just providing for his family but cannot interest in his family and his child, as the result of my living conditions. I have to work another city and I can just come my home at weekends, sometimes I cannot even come for months... So the role of the father is shaped by living conditions...”

Although the majority of fathers stated providing as their role, only three mothers stated providing is the role of the father. All these three mothers are housewives and they stated that providing is the role of their husband since they do not work;

“... if the mother is not working, as in our family, father should work outside and provide money for the family...”

In addition to providing, being a role model for the child was mentioned by five fathers and two mothers as the role of father in the family. Three out of five fathers, who mentioned that fathers are the role models for their children, have male children while remaining two fathers have a female child. For instance one father, who has a male child, stated that;

“...I feel my son is copying me...Sometimes I recognize that he learns something I never try to teach but I do and sometimes I try to teach but he does not learn, he is copying all of my behaviors...”

Similar to this father, another father of a girl said that;

“... my daughter enjoys repairing. I meet all kinds of repairing needs for whole family members. I think she wants to be like me, she models me...”

Both of the mothers, who stated that father should be the role model for the child, have a male child and they highlighted that fathers should be a role model particularly for the male children;

“...Male children generally model their fathers... Style of his talking, even his gestures are important. Child memorizes all of them. When you say something to him, he might say that ‘my daddy do the same thing, as well’. Yes, mother is more visible to the child but even father is at home from evening to evening, children miss their father and fathers’ place is different... He becomes more effective; therefore, fathers should pay attention to all of their behaviors and habits...”

Fathers also mentioned some additional roles. Being a guider (n=4), being available for the child (n=2), and protecting the child (n=3) are some of them. In the following statement, participated father criticizes today’s parents excessive efforts to solve their children’s problems without leaving a room for the children to solve their own problems by themselves and he mentioned his effort to guide his daughter to solve her problems rather than solving those problems in behalf of her;

“...when you consider fathers’ role, I can say that father is strong, supporter and problem solver, however if you consider fathering in the practical life, father should spend time with his children and his wife; save for future and protect his family...Also, guiding is an important role of the father. For instance, in our childhood, our parents allow some time for us to solve our own problems. Today, however, we try to solve all problems for our children before the occurrence of the problem. Most of the time, I try not to do this. For instance, I try to guide my child through my questions; I try not to be included the situation at first to allow her solve her problems independently. I provide some options, I say you can do this or you can do that. Later, I monitor her and if I observe that she cannot solve that problem, I come into the play and I help her...”

Some fathers put the father at the top position at home and highlighted the role of protection (n=3), decision-maker and limit setter (n=2). Following statement belongs one of those fathers;

“...father is the head of the family, he guides his children, he is responsible to provide for his family, protecting his family... How can I say? Actually providing the best living conditions as much as he can, meeting their needs... In terms of protecting, father is always one step further in the family especially if the child is female, because females need more protection. Also father is the limit setter, you know mothers cannot spare to their children and fathers are more decisive about rules and they can decide those limits better...”

Monitoring the child (n=2) is another role that is mentioned by fathers who are perceived as moderately involved by their preschool age children. Two fathers who stressed out the fathers’ role of monitoring mainly depend on their monitoring behaviors regarding children’s schooling;

“...I continuously go my child’s school, talk to teachers... I want to monitor his school life, his development... I want to be inside of my child’s development...But not for interfering my child’s life, just I want to watch him, I want him to stare in my face... for instance now the school provided a gymnastic course out of the school, but I want to go and see whether the place that my child take the course is hygienic, whether people in there do their job for enjoy not just for money... Also when they become ill, I absolutely go to the doctor, listens him carefully and monitor the pills that my child should take...”

“...sometimes while I pass in front of the school I secretly stop and watch her how she is playing with her friends, how she is behaving to her teacher... I monitor her, because I wonder so much about how she is at school ...”

In addition to the roles mentioned above, two fathers mentioned that fathers should share all child-related responsibility with their wife equally. However, these two

fathers also mentioned that this is the ideal one but it is not the situation they experience in their families;

“...I do not think that there are differentiated roles for mothers or fathers... They should be involved every aspects of child’s life equally. Father should be as active as mothers in their lives. OK we cannot breastfeed them, but I changed her diapers, I brought her to the playground... Could I do them well? I do not know it is a question mark in my mind. I always had something else in my mind, my PhD. my work and etc...I could not do that...” “...Ideally, there should not be any difference between the role of father and mother. In the past, mothers were responsible for the child care and father were working out of the home and providing for their families, but now both father and mother should involve equally to child care, as well. It is the same for child’s education and every aspects of child’s life. But it does not occur in the practical life. Mothers are better in terms of communicating with their children or child care... They are more successful. I can say we (fathers) are lazy. Although I do not want to accept this, I have to... I fall behind of her. They are more capable, but I do not agree with the idea that males are not capable rather we goof off. We are more work oriented and we cannot observe our children’s friendships or school life as much as mother... I do not have that vision, actually. Therefore, I just try to be consistent with her and support her in her decisions about children...”

In contrast to fathers all but one mother (n=9) stated that father and mother should share child-related responsibility equally in the family regardless of their working conditions. For instance one mother who is a housewife stated that;

“...fathers and mothers should be equal. Thinking that mother should care the child, mother should do ironing, mother should change the diaper in any case is wrong. If you married then you should share everything equally. Father should not think that ‘I am working outside for whole day and provide for our family and child care and household chores are under your responsibility’. Housewives get tired so much during the day, as well; especially spiritually. Perhaps not physically but spiritually you really get tired, children knock you out... Therefore, fathers’ support is so important...”

Although the majority of mothers believe that father and mother should equally share child related responsibilities, only three mothers mentioned that their husband equally share the child related responsibilities while two mothers stated that their husbands help them in child care. Majority of mothers, as fathers, stated that sharing the whole child related responsibility equally is the ideal one but it does not occur in their family. At this point, some mothers revealed that this situation is their own fault

since they assumed full responsibility of the child from the beginning and did not request father to involve. For instance one mother stated that;

“...the tone is the sharing the whole responsibility of the child equally in every aspect... however, when we got married, he was continuing to his graduate education. Since I support him, he always studied his lessons. Then he studied for the academy. For this reason, I assumed the full responsibility of both our daughter and our home. Yes it is my own fault, I never asked him to involve. You know, I wait him to involve voluntarily, I generally do not like forcing people to do something rather I expect them to be volunteer. Unfortunately, this situation suited his book and he did not effort to involve for the child care for instance...”

Some mothers highlighted the social norms as the reason for inequality between father and mother role;

“...in the specific families the role of the father is almost identical with the role of the mother, but when we base on the whole country fathers are perceived is the symbol of power, the symbol of family economy. In my point of view, the role of father should be same with the role of mother. If you are asking about my wish, father and mother should involve in every aspect of child fifty-fifty. This is the normal; however, in our society an involved father is perceived as specific father....”

One of the mothers stated that inequality is the result of an ongoing habit. That is, since mothers are more involved in the infancy period this continues in the same way when the children get older;

“... I believe that while rearing a child father and mother should share all responsibility. However, unavoidably there are some differentiations. When I gave birth to my son, I had to walk off the job. I used my birth leave and I did not work almost 9 months. In those periods fathers can just support the mother, but mother assumes majority of the responsibility. When the child gets older, this becomes an ongoing habit. Mother continues to provide child care, this is my own experience. Father supports but majority of the child care burden is on my shoulders. If I am not available, father can do all things however, in my presence I assume the whole responsibility and father involves into the child's plays, for example...”

Additional father roles stated by mothers are being affectionate towards their child (n=3), being available for their children through playing with the child, communicating with the child, involving child's education (n=3), being a limit-setter (n=2), protector (n=1) and guider (n=1). Following quotations indicates mothers' ideas about the role of father;

“...indicating affection is important. In fact, it is most important thing and giving of our best to rear our daughter. Also, in our family father is the authority figure actually. I specifically request this from my husband. I believe that fathers should have authority in the family. It is my personal belief. Father should have the authority in the family, because mothers and children make free with each other. Mothers cannot set the limits after a while. This is totally my personal belief, I also say my husband that ‘you should be the authority figure in the family; she should draw the line at your relationship regarding rules. Actually father is the head of the family, the authority figure. But I do not mean that putting his foot down, I do not mean being the just decision maker. All rules are determined together or the way that we raise the child is decided together, however I want my daughter to know the authority of the father...Also father is the person who provide safety in the family...”

“... I do not believe that there is a need to differentiate the role of father and mother, but perhaps fathers might assume the role of protecting in the family... Except this, everything should be shared...”

To sum up, in the families that preschool children perceive the father involvement as moderately, fathers and mothers revealed similar fathering roles with different frequencies. Although providing is mostly mentioned as fathering role, only two mothers mentioned that father is the provider. Almost all of the mothers (n=9) stated that there should not be any differentiation between the roles of fathers and mothers, rather both father and mother should involve in all aspects of child-related responsibilities equally while only two fathers think in the same way although they reported that they do not involve their child’s lives as actively as their wives. Being a role model for the child is mentioned by five fathers and two mothers. Three out of these five fathers and both of the mothers, who revealed that father is the role model, stated that this is because they observe their son is modeling the father. That is, only mothers, who have a male child, stated that fathers are the role models for the child. Being affectionate is revealed by none of the fathers but three mothers as the role of the father. Similarly, being guider for the child is mentioned by the five fathers and by only one mother. It is seen from the findings that the fathers in this group focused mainly on the traditional providing role the fathers while mothers reveal more egalitarian attitude towards father and mother roles in families.

4.3.3. Fathers’ Feelings about Fathering

Fathers were asked about their feelings regarding being a father. Table 20 indicates how being a father makes moderately involved father’s feel. Mainly two main

themes are yielded from the data; positive feelings and negative feelings towards fathering. Positive feelings include feeling of happiness, competence, maturity, belonging, safety and feeling stronger while negative feelings includes feeling of responsibility, apprehension, incompetence and exhaustion.

Eight out of 10 fathers mentioned that being a father makes them happy. Happiness is felt as the result of seeing the developing child, releasing the stress of work when come to the home, child’s unconditional love toward themselves and the joy that child brings to their life, in general, and to their marital life, in particular.

Table 20: Feelings of Fathering

Positive feelings about fathering	f	n
Feeling of Happiness	8	10
Feeling of Belonging	2	10
Feeling of Maturity	2	10
Feeling of Safety	1	10
Negative feelings about fathering		
Feeling of Responsibility	5	10
Feeling of Apprehension	7	10
Feeling of Incompetence	3	10
Feeling of Exhaustion	1	10

For instance, one father emphasized on the happiness he felt as the result of seeing her daughters’ development;

“...it turns back to the issue of love again. There is someone that you really attached to. All in all, it is your artifact. Suppose that you are growing a fruit together with your spouse. It is like a love of God, we are talking about love, raising her, seeing her. Above all I see my child once a week, at the weekends; it so different for me because each time that I see her, she develops so much. Perhaps, if we were living together I could not recognize her development as clearly as now, for me there is an energy that grows apace...Seeing her development, therefore, makes me so happy...”

Another father highlighted the joy that his daughter brought to her life;

“...I don’t know how to say, when you come home, home is mirthful, there is a child who is walking around...Even though I am tired, her smiling face, her saying ‘daddy’ through hugging makes me so happy... Sometimes she says ‘my dear daddy, please wait for me until I fall sleep’, that is a different world, a very different feeling... I cannot even describe it...”

The other father pointed out the happiness that he experience when his child does things that he could have done when he was a child;

“...I am so happy because of being a father; when he had opportunities to do things that I could not do when I was a child I become so happy as if I did them in my childhood. All regrets I have for my past disappear...For instance, I did not have a bicycle, I did not have a telescope to bird watching. But now, he has all of these things. It really satisfies me as an individual. Also, feeling his closeness, they are so spiritual things, I feel warm things, I cannot name...”

One participant stated that he is happy because fathering is an opportunity for him to rear an individual who is beneficial for the society;

“...of course I am happy because of being a father; at the end, you are raising an individual who will be beneficial to your society, you are adding a healthy individual to your community, these are very good things...”

In addition to happiness, two fathers stated that they experience feel of belonging as the result of fathering;

“Having a family is a really good thing, when I come home I spend time with my family...It is really good. Also, I know that there are some people who are there for me and I am there for them, as well...”

“...I am extremely happy, I am glad to be a father... It is the meaning of family bond, it is a piece of yourself, and you love your child unconditionally...”

Maturity is another feeling that fathers feel as a father. One father, who has three daughters, stated that;

“...fathering put years on me... No...that was a joke (smiling). But the true thing is that each child made me more mature. As a father I can say that the first child was my apprenticeship, the second one was my semiskilled period and the third one is my mastership (smiling)...”

Another father highlighted the social perceptions regarding how fathering leads maturity;

“...you know, in our community there are some milestones for a male such as circumcision, military service, marriage and having a child... I feel that I complete all of these milestones...”

Feeling of safety is the last and least emphasized positive feeling about being a father. Only one father, who has a daughter, mentioned that being a father makes him feel safe regarding his future;

“...sometimes I said her; ‘I am very happy because you are a female, you will look after me’, then she says; ‘daddy when I marry I would continue to live with you but my husband would not work, you provide for us and we live with you to look after you’ (smiling)... Although she is very young, she thinks me and this makes me feel safe for my future (smiling)...”

The second theme for the feelings of fathers is negative feelings. Seven out of 10 fathers reported that they have apprehensions regarding their own parenting skills or the child’s future or child’s perception of themselves in the future. For instance the father who does not reside with her child because of his job stated his worries regarding the child’s future psychological well-being;

“...now I am studying in a different city, I am at home only at weekends. I could restrain myself, however now she is too young to control her feelings. Being fatherless in these years might inflict a deep wound in her life. This is my biggest fear. I am sure there are negative effects of this. As I said, I am interested in the topics of psychology and sociology; I am aware of the negative results of fatherlessness. For this reason, I am always nervous...”

One father mentioned that having apprehensions resulted in personal development as a parent in his life;

“...since my second child is so young now, I feel more apprehensions for my older daughter, and we try to take a step for things in behalf of her but I am not sure if we are doing good or not...As a father you might feel apprehensions or you may not... I’ve felt intense apprehension and therefore I joined parenting courses, I read many books, I am still asking for advice people around me. I try to improve myself as a parent...”

One father mentioned that he feel apprehensions for his parenting skills;

“...I am afraid of not being able to rear my child in a good way, I fear not being able to support her up to she stand up her own feet both financially and emotionally, my greatest anxiety is not being able to prepare her for future life as required...”

The second mostly mentioned negative emotion is feeling an intense responsibility towards the child. Fathers stated that after having a child, they faced with an intense

responsibility. Some fathers pointed out how they feel responsible for their children's future life conditions or education while some others emphasized on their responsibility to shape their children's personality. For instance one father stated that;

"... fathering is difficult because up to a certain age all responsibility of my child is under my shoulder. Now I can make him a thief or a good person, it is in my power, therefore fathering is a serious responsibility..."

Three out of ten fathers reported that they feel incompetent as a parent due to lack of time, difficult working conditions or their personal traits. For instance, one father stated that;

"...I am questioning myself as a parent, 'Am I really a good father as I should be? Am I able to approach her as I should do? Can I spend enough time with her?' etc... Of course there are something that I believe 'It is OK! I found my own way as a father'... When my child was seven months old, I had to go abroad because of my job and I came back six months later. My daughter was saying daddy to the computer since she had seen me on the computer. This created a lot of problems for me, I am still sad about this situation. We could not pick up our relation. When I remember the times before I went abroad, she was sleeping with me but after that separation she has never slept with me. This is a lost. Although I tried to fill that gap, I do not believe that I could not succeed. This separation inhibited our relation, now she has a better relation with her mother. I had changed her diaper, I had brought her to the playground but I could not do those things as I should do, because, I always has a lot of things in my mind such as problems in my workplace or my PhD period. Perhaps I am better than many fathers but according to my own ideals I do not feel that I am a competent father...I could be better..."

Only one participant reported that fathering made him exhausted. He believes that he began to work life, get married and became a father earlier than his peers, which has made him exhausted;

".... I have been working since my very young ages. I could not engage in a social life as intensely as my peers, I could not experience things that they experienced. And later, I think that I married in an early ages and I believe that I took the fathering responsibility early... This makes me exhausted and tired..."

To sum up, in the families that preschool children perceive their fathers as moderately involved fathers has both positive and negative feelings regarding fathering a child. Mostly mentioned positive feeling is happiness. Fathers reported

that seeing her children’s development, feeling the child’s unconditioned love and unconditioned love that fathers feel towards their child, child’s affection towards the father makes them happy. In addition to happiness, feeling of belonging, maturity and safety are other mentioned positive feelings. Moreover, fathers also mentioned some negative feelings related to being a father and mostly mentioned negative feeling is apprehensions that fathers has, regarding their own parenting behaviors, child’s future and child’s perception of the father in the future. Feeling of responsibility is the second mostly mentioned negative feeling. Half of the fathers reported that they feel an intense responsibility after become a father. Feeling of incompetence and exhaustion are other negative feelings mentioned by moderately involved fathers.

4.3.4. Fathers & Mothers perceptions of how life of fathers changed after fathering

Participated fathers and mothers were asked about how becoming a father has changed the lives of fathers. Two themes are yielded from the gathered data both for mothers and fathers. Table 21 summarizes the themes, categories and codes.

Table 21: How fathers’ life changed after fathering

FATHERS	f	n
<i>Disadvantages of being a father</i>		
Restricted		
- Social activities	5	10
- Time for ones’ self	2	10
- Shared marital activities	1	10
- Physical performance	1	10
Increased		
- responsibility	5	10
- worries	2	10
- aggression	1	10
<i>Advantages of being a father</i>		
Increased		
- marital satisfaction	2	10
- maturity	2	10
- emotionality	1	10
Decreased		
- Aggression	3	10

Table 21 (cont'd):

MOTHERS			
<i>Disadvantages of being a father</i>		f	n
Restricted			
	- Social activities	5	10
Increased			
	- responsibility	4	10
	- worries	2	10
<i>Advantages of being a father</i>			
Increased			
	- maturity	2	10
Decreased			
	- aggression	4	10
	- working time	1	10

As seen in the Table 21, two themes yielded from the data: advantages and disadvantages of fathering a child. Both fathers and mothers mentioned some advantageous and disadvantageous changes, resulted from having a child on the part of fathers' lives. While all fathers reported that fathering a child has changed their lives, particularly ideally, half of the mothers reported that although their own lives changed incredibly, their husbands' life did not change so much after having a child. For instance one mother stated that;

"...actually having a child did not change his life so much... I can say that, it changed my life so much. In short, he goes to his job, he did whatever he should do. For instance, I cannot even sleep for two years. Having a child did not change his life, he again meet with his friends, he goes out. My daughter is at her four and half year old, I've leave her to his father to go out only one time since four years and this is after she gets older..."

At this point, one father mentioned that;

"... if you asked this question to my wife, I am sure she would say my life had not changed, I am still going to my job as I was doing in the past, I am opening my computer when I am in the house, I am again looking at my mails or surfing in the internet... When look at from outside, no changes can be seen... Mostly changes in my life occurred in my cognition, I am talking about innermost changes... On the top of everything, there are some roles; I do not live with them because of my job and I am the person who providing for the family. But according to her, nothing has

changed, all the responsibility is on her shoulders, I am already not there and her life had changed incredibly...”

In accordance with this situation, the majority of fathers have stated that after becoming a father, the meaning of life has changed or having a child has changed their view of life. For instance, one father emphasized on this change by connecting it to his mental maturity;

“...Having a child certainly makes a father, actually a man, more mature... It directs all of your behaviors and maturity comes true in this process. I am talking about a cognitive change not changes that seen in behaviors. For instance, you know some men take their wife in, I could never do such kinds of things anymore, I could not do even though I want. Why? Because I have a daughter...How could I explain this situation to my child in the future?...”

Mostly stated disadvantage by both fathers and mothers is restriction of social activities that fathers engage personally. For instance, a father stated that fathering a child restricted his travels to abroad, an activity he enjoys so much,

“...I was going abroad so much, I was travelling frequently. Travelling is so expensive; therefore, I do not want to do it. When you go to a holiday without your child, you wish him to be there with you, you try to make your plans according to him...”

However, fathers, who stated that they cannot engage in social activities that they had engaged before, also stated that they do not perceive this restriction as a loss in their life;

“...For instance, in the mornings I had had a walk. I abandon my morning sport. I cannot leave my two children to make sport; I am deprived of my personal time. However, now there is a calmer atmosphere in the home, seeing their affection is better. If I did not abandon my habits, I would deprive of my children. I do not see them as loss for my life...”

Similar to fathers, half of the mothers stated that being a father restricted their husbands' social life. Two mothers highlighted that their husbands had abandoned their hobbies;

“...he has some special hobbies, for instance he was interested in music in his leisure times, but now he tries to teach chess to his daughter when he find time. He actually has an absent time...”

“... my husband is a self-indulgent man, he likes travelling so much, but after we had our children we are not able to do those... He was working too much; often he was even working on Sunday. After children, now he cannot work that much... But we did not have a very active life, it was routine... We did not go out at nights or drunk... Therefore, his life also did not change so much...”

Some mothers stated that their husbands' lives had changed with the growing age of the child;

“...Although having a child did not changed his life so much because of helps of my mother to child care, when our daughter get older my husbands' life changed totally. In the past, when he came home, he was turning the Tv on and watching it. He enjoys from silence. However now they are continuously playing together. My daughter does not do anything without her fathers...”

Restriction of shared activities that spouses engaged together, restriction of fathers' freedom physical performance are other mentioned disadvantages of having a child by both fathers. As the disadvantages of having a child, fathers and mothers stated some rising negative emotions such as increase of responsibility, apprehensions and anger. Increased responsibility is mostly mentioned as the disadvantages of being a father by both fathers and mothers. For instance, one participant father stated that his intense responsibility restricts his freedom in terms of deciding on the kind of job and how this situation makes him more aggressive;

“...having a child means an intense responsibility. Unavoidably, having a child restrains you from deciding independently. For instance, now I really want to change my job, I want to resign but I cannot. I have to think about my child...Your view of life changed so much. You become more aggressive, you changed so much. I was not aggressive as much as I am now in the past. Why? Because you hold a really intense responsibility, now you are with another person who you would never break down. That is the end...”

Two fathers stated about the difficulties of having the responsibility of providing the needs of children and how this situation restricttheir life;

“...rearing a child is too difficult. After you have a child, your family life depends on your child. Also, fathering a child is more difficult now when compared with the past. It was easier in the past. Now there is variety of needs. Having the responsibility of meeting all those needs is too difficult. Especially for the families which try to manage on limited income. Sometimes you cannot provide for all the needs...”

Similarly mothers (n=4) stated that being a father increased their husbands responsibilities. For instance, although she believes that his husband's life did not change so much, one mother stated that fathering made his husband more mature and increased his feeling of responsibility;

"... Of course having a child changed both mine and his life... everything is organized around the child anymore... However, we had our children right after we got married therefore we lived all our marriage life with children and I, actually, do not remember how he was before being a father... My husband was not a person who has night life or who frequently meets with his friends... Therefore I cannot say that his life restricted so much, but I can say that he became more mature and his feeling of responsibility increased..."

Two mothers and two fathers mentioned that being a father is resulted in more apprehension on the part of father. That is, after having a child, these fathers became more anxious regarding their child's safety, future or their own health and parenting behaviors. One of the participated fathers highlights his apprehensions regarding his parenting behaviors;

"...You should teach rights from wrongs... You should teach cultural values. At least in every behavior you display, you questioning it... As if I am doing right or wrong...You always questioning your own parenting behaviors..."

Similarly, one of participated mothers stated that her husband became more anxious about his health and about the future;

"...he has so much concern for the future both financially and emotionally. He experience anxiety to have health problems, he afraid of leave his daughter alone in the life. Nowadays, he has some problems regarding his blood pressure, and he dreads so much. In the middle of the night, he wakes up with a start and he hugs his child..."

Another mother pointed out how her husband's anxieties increased after having a child and how this made her so tired;

"...he became an anxious man. Since he is not living with us, he frequently calls me and warns me about many things. For instance, he watches news and if he heard a bad news that was occurred in here (the city mother and the child lives), he calls and says ' do not go out with the child (child's name), be careful and etc...' this made me so tired because normally I am also an anxious person, but now I try to suppress my anxieties and I really get tired..."

Except those disadvantageous changes, both fathers and mothers stated some advantageous changes that fathering a child lead. Mostly mentioned advantages by fathers are being more mature after having a child, increased marital satisfaction and decreased aggression level. Similarly, mostly mentioned advantages by mothers are decreased aggression and being more mature. Two fathers mentioned that being a father made them more mature. For instance one father told about how his daughter teaches to him about right behaviors;

“...at first there is someone who you contribute to shape... since your child is your mirror who reflect all your faults mercilessly, she also teaches you. She teaches you, really. For instance, when we discuss with my wife, our daughter says that she is disturbed, then we says “Ok, we should behave more carefully” or sometimes I say ‘come here right now’ when I am angry, and I observe that she also says ‘come here right now’ when she gets angry. She reflects identically and then you understand that your behaviors are wrong and you should correct them...Child makes you behave and think maturely...”

Similarly two mothers stated that being a father made their husband more mature. For instance one of them stated that;

“...So much... Being a father made him so mature. He was already a responsible person, but with the maturity he had withdrawn his own self, his family and his child became his priority...”

In addition to the increased maturity level, two fathers, yet interestingly, none of the mothers stated that marital satisfaction rose after having a child. For instance, one participated father stated that,

“... After a while all marriages gets monotonous. You begin not to enjoy things that you engage with your spouse, you cannot differentiate things that you enjoy an not enjoy to do. You can do everything that you want, there is no end for this however it would get monotonous after a while and the child changes this monotony. You wake up so happy in the mornings. Having a child is the only thing that changes monotony of the marriages...”

Other two fathers stated that having a child increase the happiness between couples;

“...yes I love my wife, and I am sure she loves me, as well. But in the past there were me and she, now we have another shared point, our children...I believe that our marriage consolidated after we had our child...”

None of the mother but one father stated that he became more emotional after he had a child;

“... the perception of life changes after being a father...In the past, when I hear about a bad news, I was not affected but now those kind of news affect me so much... I am more emotional now...”

Decreased aggression is mostly mentioned advantageous of being a father. Both fathers (n=3) and mothers (n=4) stated that after having a child, fathers' aggression level decreased. One father stressed how being less aggressive improved his ability to communicate with people in his work place;

“...I am a manager and you know dealing with people is so difficult. I have to manage all of the people in my work place. In the past, you know, I was so aggressive, I was shouting at people in my workplace when they make faults. However, after being a father I learned that you can say things that you want to say without shouting or getting angry. Now I am less aggressive and this affected my workplace, as well. In the past my nick name was “aggressive manager” but now they call me as “heartthrob manager” (smiling)...”

Four mothers, similarly, stated that having a child made their husband more tolerant and less aggressive person. Following there are some quotations from mothers;

“...his patience increased so much. He began to be more patient. He was an aggressive person, but now he is more heartthrob, his tolerance level has been increased...”

“...he learned being patience with his child, he cannot get angry with our daughter... How can I say, he cannot spare his daughter. He learned saying things without shouting at the child or without getting angry...”

In addition to these advantages, some mothers also revealed that being a father resulted in decreased working time on the part of father. For instance one mother said that;

“he was working even on Sundays before we had our children, however now he tries to stay at home with me, and spend time with his children...”

To sum up, it is understood from the findings that there is a consistency between fathers' and mothers' perceptions, regarding how fathering a child changed fathers' lives. Almost all the fathers stated that being a father changed their life so much by increasing their responsibilities, apprehensions and aggression or decreasing their

personal time, shared marital activities, and their social life. When considering mothers' answers, it is seen that half of the mothers perceive no difference in their husbands' lives after having a child. These mothers believed that having a child changed their life incredibly but it did not affect their husbands' lives. Other half of the mothers believed that being a father increased their husbands' responsibilities and their anxiety levels and restricted their husbands' social activities. These changes were categorized as Disadvantages of Fathering. Except those disadvantageous changes, both fathers and mothers stated that having a child resulted in some advantageous changes such as increase in maturity and emotionality or decrease in aggression level. Interestingly, some fathers stated that satisfaction they get from the marriage, increased after having a child; however, none of the mothers pointed out this situation. Similarly, while one mother stated that her husband works less to spend more time with his family none of the fathers, even her husband, pointed out this issue.

4.3.5. The time fathers spend with their children:

All participated fathers and mothers were asked about the time they spend with their children and whether they think this time is enough or not. According to the findings, time fathers spend with their children differs in weekdays and at weekends. Almost all fathers stated that they try to spend their whole Sundays with their children and family. However, in weekdays, time, fathers spend with their family, ranges from 1 hour to 5,5 hours with the average of 2.88 hours in a day. This is the time that passes between fathers' arrival to home and to the time that the child goes to bed. That is, it is not the time that fathers spend interactively with their child. Some fathers mentioned that the majority of their time passes with daily routines such as eating meal, watching TV or surfing in the internet or household chores. For instance, one father stated that;

"... Actually my work finish at 4 p.m. or 5 p.m., I often arrive home at 5:30 p.m. and my son goes to the sleep at 10 p.m. we are together for 4 or 5 hours in the evenings. However, I do not spend all this time with my child...If you are asking about the time that we spend actively with my child, I cannot say that we spend so much time with

my son actively. Generally time passes with daily routines such as having dinner, watching TV or looking at the computer.... Then, I spend 15-20 minutes with my son, sometimes it become half an hour or sometimes we do not spend any time....”

Similarly, another father mentioned that the time he spends with his child on week days changes from 1 to 1,5 hours but only 15-20 minutes of this time is spent for one-to-one activities or play, remaining time is spent with daily routines such as having dinner, watching TV or preparing the child for the sleep. Moreover one mentioned that although he and his child are together for 2 hours in weekdays, just 1 hour is spent interactively.

When it is asked whether they think time they spend with their children is enough, the majority of fathers (n=7) mentioned that it is not enough for the child. For instance, one father said that;

“... time I spend with my child is not enough for him, but since dealing with a child is difficult and requires a great deal of patience, it is enough for me (smiling) but it seems not enough for my son...”

The majority of fathers, who believe that time they spend with their children is not enough, attributed this situation to their working conditions. For instance, one father stated that;

“...I have only a Sundays in the week. Except Sundays, I am living another city. My dialogue with my child is limited to these days. I have no chance to interfere to her life. I can only talk with my wife four or five times in a day to gather information about her. Sometimes I am not able to come home for five months. For instance, I could not see my child from her 2 month of age to her 8 month of age. Now, I am with her only on Sundays, if I could come. It is not every Sunday. I spend half of my Sundays with her, but I know that it is not enough for her...”

Remaining three fathers stated that time they spend with their children is enough. One father stated that it is enough when the todays' conditions are considered;

“...I believe that it is enough according to today's conditions, in the evening I arrive home and I can spend one or two hours with him, then he goes to the bed. At weekends, we are together for two days...”

Another participant pointed out his beliefs regarding the importance of spending time with the child and he stated that he spends a much as time that he could do;

“...I believe in the importance of spending time with children, because these times will not come back. You have only one chance to be with them. Of course, for my first child I did not think like that, but now by doing father-daughter days I try to fix those lost times. As much as I can afford, we make father-daughter cinema days with my older daughter who is 12 years old. With my younger children, I try to spend enough time. I do not spend time out of the home with my friends, I come home as soon as my shift ends....”

When mothers were asked about the time fathers spend with their children, similar to fathers, they stated that time that fathers and children spend together in weekdays and at weekends differs. The fathers spend less time on weekdays (range from 30 minutes to seven hours, with the average of 3.05 hours) and the whole day together at the weekends. Interestingly, the majority of mothers (n=7), in contrast with fathers, reported that the time fathers spend with their children is enough. These mothers highlighted that the pleasure that the child gets from the time, spending with the father or fathers' ability to play with the child is better than them. For instance, one participant stated that although she is a housewife and she is together with the children for a whole day, the father deals with children better and children enjoy much more during the time they spend with their children;

“...I think he spends time with his children, he can play with the kids better than me. For instance, I play with them for 10 minutes, and at 15th minutes I began to get bored. He is able to have a good time with children, he can easily persuade them. Since kids saw their fathers less and we are together the entire day, they do not follow my advices, but since they miss their father I think, they follow his advices... He arrives home at 19:30, and they play together till 21:00-21:30. Actually, having dinner and other routines takes one hour, in all they play half an hour or one hour, then he gets children to the bed...”

As seen in the quotation, this mother uses some statement such as “...since children see their fathers less than me...” or “... they miss him their father...”, which indicates that mother thinks that father is not available for the child as much as her while evaluating whether the amount of time as adequate, she focuses on the joy children experience during the time they spend with their fathers. Very similarly, another participated mother, who too is a housewife, stated that;

“...They spend really good time. They play together, draw together, they do everything. I am more active regarding child care, but he is an enjoyable father who can spend fun time with his children. I am not able to play with the children. OK,

sometimes I bring them to the playground or we go for shopping together but in the home we do not engage in play with my daughters. He does this very well. They become so happy while playing with their fathers. And... OK they do not spend so much time but I think it is sufficient for children..."

Another mother, who perceives the time her husband and children spend together as adequate, takes her child's reactions to the center although she uses plural nouns, which indicates mother talks about things that both father and mother do;

"...Yes, he spends time and in my point of view it is enough. Every evening, we reading time, we read all together for two hours, or we tells stories we does our daily evaluations. If he does not work, he is with us for whole day, with children actually. I have not heard any complaint from my child such as 'why does our father spend less time with us?' ..."

Two mothers, who believe that time father spend with the child is enough, also stated that they are aware that it is not enough, yet their husband spend as much as time that he could do because of his working conditions.

"... actually we are so busy. Time they spend together is not so much ... My husband is busy, too. Since my husband does not like to spend time out of the home, in the evenings we are together for whole nigh.. He arrives at 4:30 p.m. or 5 p.m. and from that time to the time of our sons' sleeping time, we are together. Bu do we spend active time except being at home together?... Actually not... We have many things to do when we come to home. The household chores, our older child, we do not spend so many active times with our son. Sometimes even though we do not prefer, we make him sit in front of TV, but for now I think that it is enough, this is our best..."

"...only on Saturdays father is at home, he is living in another city in other weekdays. I know it is not enough, it would be better if they could spend more time. However, I observe that he tries to do his best; he tries to spend that little time effectively. He really makes and effort..."

Another mother also stressed out the fathers' flexible working hours while evaluating the amount of the time that father and child spend together as enough;

"...Yes they spend enough time, and they are so happy. Since my husbands' work based on home office, the time they spend together is more than the time we spend together with my con... Fr instance, they spend at least three hours together... At weekends we are together for whole day..."

Three mothers agreed with the majority of fathers, who perceive the time that fathers and children spend together is not enough. These mothers, also, attributed this insufficient time to fathers' working conditions or their child's sleeping routines;

"...It is not enough for the child (child's name)...For instance I arrive my mothers' home at 5:00 p.m., picking her and going home lasts one and a half hour. We arrive home at 6:30 p.m. We have our dinner and it becomes 8:00 p.m. and she sleeps at 08:30 p.m.. Then, in weekdays they can spend only half an hour together..."

"...not so much time they spend together, only on Sundays and in those days we are together as a family. Sometimes he even works on Sundays. In weekdays he arrives home at 7:00-8:00 p.m. and we spend time together until 11:00 p.m. Majority of those time passes opposite of the TV, they play for a short time, he tries to do things our daughter wants to do but majority of time is spend by watching TV. or contending with the computer..."

To sum up, the data indicated that mothers have more positive perceptions, regarding the amount of time fathers spend with their children, than fathers. Mothers reported that fathers and children spend time together with an average of 3.05 hours while fathers reported that it has an average of 2.88 hours. Also, the majority of mothers (n=7) but only 3 fathers stated that this time is enough. The majority of mothers stressed out the enjoyment that father and child experience during the time they spend together, regardless of the actual time, they spend together. However, both fathers and mothers, who perceive that fathers spend less time than they should, attributed this situation to fathers' working conditions.

4.3.6. How fathers spend time with their children

Participated father and mothers were asked about activities that the father and the child engage in together during the time they spend together. Table 22 summarizes the categories and the codes, yielded from the data.

Table 22: Fathers shared activities with their children

Categories	Codes	f	n
FATHERS			
Recreation Activities		7	10
	Playing together <ul style="list-style-type: none"> - With toys (cars, baby dolls) - Make believe play - Computer - Rough & tumble play 		
	Watching TV/cartoon together		
	Dancing together		
	Singing together		
Educational Activities		6	10
	Playing <ul style="list-style-type: none"> - Chess - Educational games on computer - With lego 		
	Drawing together		
	Reading together/ to the child		
	Teaching letters		
	Doing school related tasks		
Daily activities		5	10
	Repairing together		
	Doing household chore <ul style="list-style-type: none"> - Cooking together 		
	Daily routines <ul style="list-style-type: none"> - Having breakfast - Sleeping together 		
Outdoor activities		6	10
	Making sport <ul style="list-style-type: none"> - Playing tennis - Riding bicycle 		
	Going out <ul style="list-style-type: none"> - To restaurants that has playground - To shopping mall - To game arcade in shopping malls 		
	Taking children to the courses		
	Shopping together		
MOTHERS			
Recreation Activities		8	10
	Playing together <ul style="list-style-type: none"> - With legos - With toys (balls, cars, paper plains) - Make-believe play 		
	Watching TV		
	Dancing		

Table 22 (cont'd):

Educational Activities		7	10
	Playing		
	- Matching games		
	- With memory cards		
	- Chess		
	- Lego		
	- Puzzles		
	- Word games		
	- Matching game		
	Doing school related tasks		
	Reading to the child		
	Drawing		
	Teaching		
	- Letters		
	- Math		
Daily activities		3	10
	Doing household chores		
	- Cooking		
	Repairing together		
	Sleeping together		
Outdoor activities		4	10
	Going to		
	- playground		
	- restaurant		
	- shopping		
	- game arcades in shopping malls		

As seen in the Table 22, fathers' and mothers' data yielded identical four categories: recreational activities, educational activities, daily activities and outdoor activities.

The first category, named as recreational activities, refers to the activities, in which fathers and children spend time just for fun, such as playing together, watching TV, dancing or singing. The second category, educational activities, refers to the activities that father and child engages in together and father mainly aims to increase child's academic skills. Third category, daily activities, refers to the activities, in which father and child engages in daily routines, such as repairing together, coking together or sleeping together. Fathers' main aim is meeting child's basic needs. An outdoor activity, which is the fourth and the last category, refers to the activities, in which father and child spend time out of home. Fathers' main aim to engage in those

activities is providing an opportunity for children to relieve their energy while providing a different atmosphere for children, who mainly spend their time indoors.

Recreation activities are the mostly mentioned shared activities that fathers and children engage in together by mothers and fathers. Seven fathers and almost all mothers (n=8) stated that father and child engages in recreation activities during the time they spend together. These activities are playing together, watching TV or cartoon together and dancing. Mostly mentioned recreation activity is playing with a child (4 out of 7 fathers & 8 mothers). Fathers stated that they have the role of follower or playmate during the play. That is, they play whatever their children want to play. The second mostly mentioned recreation activity is watching TV or cartoon with the child (3 out of 7 fathers; 3 out of 8 mothers) and another recreation activity is dancing and singing with the child (1 out of 7 fathers; 1 out of 8 mothers). Participated fathers stated that;

“...I am his batman during the play, I become whoever he want me to be, I do whatever he wants me to do... ‘Daddy do this, Daddy blow up the balloons...’ I do not guide him, sometimes I try to guide but I cannot success and then I play whatever he wants...”

“...we have some routine plays. For instance I become her sibling, or sometimes she becomes my teacher and I become her student... Or we create some characters and we improvise those characters. When I changed my voice she understands who I am and we start improvisation....”

Similarly mothers reported that;

“...majority of the time pass with watching TV... Sometimes we turn the TV off and we enjoy... sometimes we dance together, but they mostly playing...”

The second mostly mentioned shared activity that father and children engaged in during the time they spend together is educational activities (6 fathers & 7 mothers). Under the category of educational activities, teaching something through play is at the forefront. That is, fathers engage in types of play to increase children’s cognitive skills such as playing with Lego or puzzles, playing chess, memory games or matching games or educational computer games. Four out of 6 fathers, who mentioned educational activities as the shared activities they engaged with their

child, stated that they play those kinds of games with their children because they also like to play those games, and also want to support their children's cognitive development;

"...We sit down and play with Legos for hours... Lego is my hobby, and she begins to enjoy it. Sometimes we argue, she wants to complete the critical point and I do not allow her to complete, she gets angry with me... But she begins to enjoy with doing Legos. I try to improve her ability to multidimensional thinking. I believe that Legos are very beneficial for this... Also we play some computer games that are includes matching, puzzles and etc..."

Similarly, one stated that her husband and son engage in educational activities such as playing blocks and memory cards;

"...they generally play with Legos, they make towers and etc... generally, my husband sits near him, he guides the play... Already, my son begins to say 'daddy, let's play this' or 'let's play with memory card'... They generally play these games..."

In addition to playing, reading with or to the child which is helpful to increase child's language and early literacy skills is another educational activity mentioned by fathers (n=3) and mothers (n=2). Almost all fathers, who mentioned that they read to their children, also stated that they read to their children in bed time;

"... In the nights, when the time is 11:30 p.m., I take them to their beds and I read to them..."

"...in the night, we have a story time, after she go to the bed, every night I tell her some stories. They are the stories that I produced, my father was also telling stories to me, I remember some of them and I tell them to her...."

Drawing is another educational activity that fathers engage in with their children. Two fathers and two mothers stated that father and the child draw together during the times they spend together. Helping the child, regarding tasks that are asked to complete at home by the preschool teacher, is another shared activity that that is reported by a father and two mothers. One father stated that homework is a good opportunity to spend quality time with the child and to providing time to rest for the mother;

“...There is some homework that her teacher asked us to complete together, such as preparing a symbol for teeth brush or preparing a library for the child... I help her to do those home works. I believe that they are good opportunities to spend quality time with my child. Also, until the evening my wife gets so too tired, and while we are making that homework she has a rest, as well...”

One mother focused on her husbands’ teaching ability while talking about the time that her husband and her daughter spend together;

“...he is really good at teaching. I always say him that he would be a great teacher (smiling). For instance he teaches math through play, and also chess... He teaches chess through play. Our daughter knows some of the letters, he taught the letters she needs to know...”

Another mother stated that although playing is the main shared activity between her husband and daughter, sometimes her husband helps child to complete tasks that are sent from the preschool teacher;

“...they engage in drawing together, also he involve to activities that are related to our daughters’ school. Sometimes she brings some homework and they do them together...”

Engaging in daily activities such as having breakfast or dinner; sleeping or cooking together and repairing with the child are shared activities categorized under the head of Daily Activities. Five fathers and three mothers stated that fathers and children engage in such kinds of activities during their shared time. Following there are some quotations from fathers and mothers;

“...most of our time passes with daily routines such as having our dinner and meeting their needs... ‘Daddy could you give water, daddy I need to go toilet, daddy give the television remote control’ and I do those ☺... when I repair something in the house, I give some small and not dangerous duties to him and we repair together.. he becomes very happy, I can see that...” (father)

“...when we come home I sit on the computer, I look at the daily news, my wife prepares meal and my daughter plays with her toys until the dinner. Then we have our dinner together...” (father)

“...he has a routine when he comes home and our daughter has learnt it. When the daddy comes home, we initially have our dinner, then he has a rest, he has bath, she know this order (smiling). He becomes so tired in the first day that he comes to the home at the weekend, she says daddy could you sleep with me and they sleep

together...” (mother) “...sometimes she says to his father ‘let’s make a surprise for mummy’ and they send me to another room and they prepare something in the kitchen together...” (mother)

The last type of shared activities is outdoor activities in which father and child spend time together out of the home. More fathers (n=6) than mothers (n=4) stated that father and child engage in outdoor activities. Although six fathers stated that they spend time out of home, two fathers stressed out that they prefer spending time out of the home rather than spending time in the home with their children.

“... I do not like spending time with my children at home. Because of living in a building, we, unavoidably, become nervous whether the noise children make distracts neighborhoods; therefore, children cannot behave as they like. For this reason, I generally prefer going out...”

“...you know, today’s children are continuously spend time indoor. In the past, we even spend no time at home. We were playing with our friends in the streets and went home in the evening. But now they do not have this chance. You know, because of their safety and our living conditions. Therefore, I want her spend time out of the home. When we are together, we have our breakfast together and then we go a game arcade with her. Actually she plays with the children around and I watch her. We spend almost two hour in game arcade... As much as I can I try to bring here out, in school she spends time indoor, at home she spends time indoor...”

Mostly mentioned outdoor activity is going to playground with the child. Almost all fathers and mothers, who stated that father and child engage in outdoor activities, mentioned they go playground if the weather is nice. The majority of fathers stated that when they spend time together as a family, they choose outdoor spaces, in which parents can eat or have a cup of tea and rest while children are playing;

“...we go out; there are basketball courts near our house, we play basketball together or even we go out for a dinner, I try to choose a place that has a playground for children...”

Similarly mothers stated that;

“...They play together, mostly rough and tumble play... Sometimes car race... also they go playground together... these are things they engage together and get so much pleasure...”

“...when it is summer, he takes them to the playground. In there they ride bicycle...”

One mother stated that, she purposefully do not involve in outdoor activities to provide a special time for father and the child and to have a chance to do household chores;

“...I am often try to do household chores, they play together and most of the time they go playground. Even though I am at home, I do not go with them, because you know she sees me more than her father, she see her father less and she wants to be spend time with him. Therefore, I leave them alone...”

One mother, stated that if she is unavailable or absent, father and child engage in outdoor activities; otherwise, mostly mother and child go out together and father prefers to stay at home to complete his works;

“...sometimes we dine out, sometimes they go to the playground. Actually, (smiling) my husband does not want to go playground. If I am at home and I am not busy, I bring her to the playground because he is absolutely things to read or to do about her job or PhD. If I am not available and my child could persuade her father to go out they go together...”

Fathers’ data also revealed some additional outdoor activities such as making sport with the child, shopping together or taking children to courses at the weekends. For instance, one father stated that he tries to teach different sports that he likes;

“... Actually tennis is my favorite sport and also riding the horse or skiing... I try to provide opportunities for my child to experience those sports. I teach tennis to her, in summer we play tennis together. I began to teach it to her two years ago. She has all materials. I also taught it to my wife, sometimes we play tennis as a family. Also, last year we go to skiing and my daughter enjoyed so much. Additionally sometimes we make sport in the evenings at home, we make some exercises together while her mother preparing the dinner (smiling)...”

Another father reported that he just drives his children to their educational courses

“... at the weekends they have different courses and I am the person who provides transportations (smiling)...”

One mother stated that at the weekends when her husband is also at home, he brings the child to ballet course and wait there for the child;

“...On Saturdays, she is going to ballet course and if her father is here, he takes her to the course... He waits until the course finish and watches her daughter, this makes her so happy...”

To sum up, in the families that children perceive their fathers' as moderately involved, father and child shared activities are grouped in four different activity types; recreational activities, educational activities, daily activities, and outdoor activities. Recreational activities are mostly mentioned activities. Almost all fathers (n=7) and mothers (n=8) stated that father and child engages in playing, watching TV, dancing. However, playing is mostly mentioned recreational activity stated by both fathers and mothers. According to the participants, playing is the main way used for fathers to involve in educational activities. That is, educational activities that fathers engage in with their children mainly include playing, as well. In addition to playing, reading with or to a child, teaching child about math or letters, helping child to do homework that are given by preschool teachers are also categorized under the educational activity category. Seven mothers and six fathers stated that father engages in educational activities during their shared time. The third mostly stated shared activity type is outdoor activity by both fathers (n=6) and mothers (n=4). Fathers, especially at the weekends and in summer times, take their children to playgrounds or game arcades to meet children's need to spend time outdoors. Fathers stated that they prefer to go outdoor places in which child can play freely and parents can have a rest. Making sport, shopping with a child and driving for the child's courses are another ways to spend time together in the outdoor. Lastly mentioned category for shared activities is daily activities in which father involve into daily routines of children such as sleeping together, having dinner or breakfast and cooking together. Only half of the fathers and three mothers stated that father and child engages those kinds of activities during their shared time. It is seen that outdoor activities and daily activities are mentioned by more fathers than mothers while recreational activities and educational activities are stated by more mothers than fathers as shared activities that father and children engage together.

4.3.7. Fathers' responsibilities for Child Care

Participated mothers and fathers were asked about who provide the child care for the preschool age children in the family and the fathers' responsibilities for providing child care. Table 23 summarizes the findings.

Table 23: Fathers' responsibilities for child-care

FATHERS		f	n
Father involvement to child-care			
	Child-care shared with the mother equally	2	10
	Father helps to mother for child-care	1	10
	Child care is under the mothers responsibility	7	10
Child-care activities fathers' involve			
	Dressing the child	3	10
	Bathing the child	4	10
	Reading to the child before sleep	3	10
	Napping the younger child	2	10
	Help child to have breakfast or dinner	2	10
	Help child for self-care	3	10
	- helping for toilet		
	- brushing teeth		
	- washing face and hands		
MOTHERS			
Father involvement to child-care			
	Child-care shared with the mother equally	2	10
	Father helps to mother for child-care	1	10
	Child care is under the mothers responsibility	7	10
Child-care activities fathers' involve			
	Bathing the child	4	10
	Dressing the child	3	10
	Putting the child to sleep	1	10
	Help child to have breakfast or dinner	1	10

As seen in the Table 23, child care is under the mothers' responsibilities in the majority of families, in which children perceive father involvement as moderately. Seven fathers and seven mothers reported that mother hold most of the child-care responsibility while one father and one mother stated that father helps mother and two mothers and two fathers stated that father and mother shared responsibility equally, regarding child care.

From the mothers and fathers reports, it is seen that mothers working condition is one of the reasons that lead mothers to take the majority of the responsibility for child-care or fathers to share the responsibility. For instance, in the families that fathers have minimum responsibility for child care, majority of mothers (n=4 out of 7) are

housewives. Controversially, in the families, in which father has equal responsibility for child care or at least helps mother for the child care, mothers are working, as well. A housewife mother, who gave up her job to look after her children, stated that;

“... Since I am at home during the day, I try not to leave any work for him. I try to finish all things related to the home and children until he arrives to the home. Almost nothing left for him. ”

Similarly, as mentioned before in the fathers' role part, a father whose wife is not working stated that;

“...since my wife is a housewife, I come out of an affair for many things related to the home and child-care (smiling) when I compared myself with my friends whose wives are working, too...”

One fathers' statement indicates how working condition of mother increase fathers involvement level;

“...My responsibility is contributing to the child care. While mother makinghousehold chore, she prepares the meal and I fed them. If it is needed I change the diaper of our younger son. I also take my daughter to the toilet or I help her while brushing her teeth... Since we are both working, we have gone beyond to those taboos long since...”

Maternal gatekeeping is another reason, which leads no or very low father involvement to child care. Mothers and fathers, who believed child-care is under the mothers' responsibility, stated that mother do not leave any room for a father to involve in child-care activities. For instance, two mothers stated that they had held whole responsibility of the childcare because their mistrust towards their husbands' ability to care the child as needed;

“...Actually, if he could care the child as he should do, I would leave the whole responsibility to him but he is not able to do so. If I leave the child-care to him, he do wrong. I do not know, while he is feeding he spills the food, or he is not able to dress him, he is not unequal to those kinds of tasks. Actually he could do but he puts on his (child's name) socks for forty hours... He is too slow; my son even could put on more quickly. He does not know his (child's name) wardrobe, he cannot find the clothes; he does not know his cloths actually. He would ask to me...For our older daughter, father is responsible to some child-care activities such as preparing meal or etc...”

Because she can put on her own clothes and he prepares the meal and send her to the school. But our son is totally on me...”

Similarly, another mother stated that;

“...Actually I did not leave a room for him to involve... I thought that he could not do, he could not be able to do. Because when our daughter was born, he could not even hold her because she is so small. When I saw his lack of confidence, I did not leave a room for him. Actually, he involves sometimes but it is not stick in my gullet, I try to do things as I get used to do. Also, he is impatient, he gets bored quickly, I am also not patient but I have to be so, he is more impatient...Moreover, I do not believe that he is volunteer to involve...”

As seen in the second quotation fathers’ lack of motivation to involve in the child care is another reason that is revealed from the data. Similarly, one mother who is a working stated that she holds the whole responsibility because she does not believe in her husband’s child care abilities. At the same time, her husband also does not demand to be a part of their child’s care;

“...I or my mother is responsible for the childcare. If I am not available then my mother provides care for her. They (father and child) just play together. He is there just for the play... It was the same for our child’s infancy. Actually I thought that he could not do.. I did not trust... Yes, I thought He is unable to care a child, I am talking with all my heart now (smiling). Perhaps with a maternal instinct, I rushed forward. I wished to do everything, you feel like this after the birth. Perhaps it was my preference but it suited his book, as well. He did not effort to involve. Would I do the same thing if I could turn back to past?... No... Also, I do not like forcing people to do something that they do not demand. He did not demand and I did not ask him to involve, as well...”

Consistently with his wife, her husband also stated that;

“...For daily care of the child, majority of the responsibility is under my wife’s shoulders. I do everything as much as I can. Mostly, however, I do not involve. In times that her mother is not available, I could do everything. Perhaps there is not anything that I should involve since my wife takes the whole burden. I probably do not demand, as well. She took all the responsibility. Why I am not involved? Am I so motivated to involve? It is also a question mark...”

Similarly, one of the participated fathers pointed out that he is not good at child care as much as mother; and he attributed to the fathers’ low involvement into the child care to, the laziness of men instead of their inability;

“...Mothers are better regarding communication with the child both for sociologically and psychologically. Also regarding child-care... Mothers’ are more successful. Actually, fathers’ are not clumsy but we are, at least I think like this, lazy. I’ll give you that; mother is one step ahead of me... I accept this; they are more successful...We are work-oriented, we are not able to observe child’s life or his school or friendships, as much a mothers...I do not have such a broad vision like my wife. I just agree with her and support her...For instance, she says ‘we should behave in this way towards children’ and you see, I try to support her decisions, as much as I can ...”

One mother, who believes that father involve to child care fifty-fifty, pointed out the child’s age as the influential factor;

“...In his infancy, majority of the responsibility of our son was on me, however when he gets older, now, we are equally involved to his care. When the child gets older, fathers’ involvement increases. Now, we can share the child care... During his infancy, in which he cannot express himself, I held more responsibility but now our responsibilities are equal...”

Fathers and mothers were also asked about the types of child care activities that fathers involve in. Bathing the child is the mostly mentioned child care activity that fathers involve in. Four fathers and four mothers stated that fathers bath their children. Second mostly mentioned child care activity is dressing up the child by three fathers and three mothers. Although three fathers stated that they read to their children in bed time, only one of these mothers was in agreement with her husband. Two fathers and one mother stated that fathers help their children to have dinner or breakfast. Three fathers, yet none of the mothers, stated that helping children for self-care is another child care activity that fathers involve. Following there are quotations from fathers and mothers.

“... I am really afraid of cutting my children’s nails, therefore father cuts their nails. I bath my daughter for one and a half years, but we both bath our son...”(, mother)

“...we both bath our daughter; cutting nails are on me, than... After the bath he combs her hairs and I dress her. From her infancy my husband has helped me to feed her, but all other things are on me...” (, mother)

“...I am his bath man (smiling), I bath him when I am in Ankara. I apply his nasal spray. If mother is not available, I prepare meals and help him to eat. I also help her to wash his hands...” (father)

“...generally my wife is responsible for child care, but sometimes she (the child) wants me to do bath her, dress her and etc... She says; ‘daddy today you bath me’ or ‘today I want to sleep with my father, let’s read to me’... And those times I do things she demands but generally my wife is responsible for those things. Also sometimes she (the child) does not allow me to do these things and she demands her mother. I think she observes us and form a pattern. For instance, generally she asks me to do those things on Sunday... Perhaps when I arrive home and say it was a busy day and I got tired so much, she breed for me and demands her mother... Possibly, she understands from my mood whether I am tired or not when I arrive home...I do not know...” (father)

To sum up, the majority of fathers and mothers in families, in which the child perceives their fathers involvement as moderately, stated that child care is provided by mothers. Only 2 fathers and two mothers stated that child care is shared equally by two parents. One father and one mother stated that father helps mother in child care duties. Interestingly, it is seen that two mothers’ perceptions of father involvement in child care are more positive than their husbands. For instance, while her husband stated that he can just be a second hand for child care, one mother stated that she and her husband shared child care responsibilities equally. Similarly, while one participated father stated that their child’s mother provides majority of child care activities, his wife on the other hand, stated that father also helps her for child care. The opposite situation is seen in another couple, the father stated that child care is shared equally with the mother while his wife stated that she provides the majority of child care, and father just help to bath, dress and put the children into the bed. Except these families, remaining couples’ responses were consistent with each other. When child care activities that fathers involve in are examined, it is seen that bathing children, regardless of a child’s gender, is the mostly stated child care activity, and dressing a child is the next mostly mentioned child care activity. While fathers stated that they involve into self-care activities such as helping child to brush teeth or washing hands, combing hair or cutting nails, only one mother stated that her husband cut their child’s nails since she afraid of doing so. Mothers working conditions, maternal gatekeeping and fathers’ motivation to involve in child-care are stated as the reasons for fathers’ high or low involvement to child care by both fathers and mothers. For instance, it is seen that in families that child care is provided by mothers include/has non-working mothers or there is a lack of trust towards father

to his child care ability. Also, almost all fathers stated that in the absence of the mother they could do everything successfully, but in mothers' presence, the child care provided by the mother and fathers do not involve in child care activities.

4.3.8. Communication between father and children

Communication is one of the fifteenth father involvement type suggested by Palkovitz. Fathers and mothers were asked about their perceptions regarding father-child communication. Palkovitz (1997), in his conceptualization for father involvement, found the ways of communication; in this study, fathers and mothers were asked about both the ways that father communicate with children, topics that father and child talk about and the functions of these talking, i.e. reasons of fathers' attempts to communicate with the child. Table 23 summarizes the findings.

Table 24: Communication between father and child

FATHERS		f	n
Communication with the child			
-	Yes	4	10
-	Have difficulty	3	10
-	No	3	10
How fathers communicate with the child			
-	Asking questions	6	10
-	Recommending	4	10
-	Answering child's questions	1	10
-	Listening	1	10
Functions of talking			
-	Socializing the child	3	10
	- To encourage child to express himself		
	- To encourage child to feel relax in the society		
	- To encourage child to talk about personal problems comfortably		
	- Help child to feel as an individual in the family		
-	Monitoring	7	10
	-To gather information about child's life		

Table 24 (cont'd):

	-		
	- Learning about child's inner world		
	- To learn about child's feelings		
	- To learn about child's point of view of life		
- Teaching		4	10
	- about social relations		
	- about right behavior (reasoning)		
	- morality		
- Strengthen friendly relation between father & child		1	10
	- To help the child feel close to the father		
	- To encourage the child share his problems with the father in the future		
- Have fun		2	10
	- to spend enjoyable time		
	- to share		
MOTHERS			
Communication with the child			
	- Yes	10	10
	- Have difficulty	-	-
	- No	-	-
How fathers communicate with the child			
- Asking questions		4	10
	- About child's day at school		
	- About child's toys, friends, dreams, plans		
- Mutual Conversation		2	10
	- About shared and unshared events		
- Listening		2	10
- Answering question of the child		3	10
- Recomending		3	10
Functions of talking			
- Teaching		4	10
	- Accepted behaviors		
	- Social rules		
	- Topics child wish to learn		
- Have fun		3	10
	- To gather information about child's life		
	- Learning about child's inner world		
	- To learn about child's feelings		
	-		

Table 24 (cont'd):

- Strengthen friendly relation between father & child	2	10
- Monitoring	1	10
- To indicate care toward the child		
- To indicate love to the child		
- To learn about child's life		

As seen in the Table 24, mothers perceive father and child communication more positively than fathers. All mothers stated that father and child communicate with each other while only three fathers stated that they had difficulty while communicating with their children. Other three fathers stated that although they communicate with the child, it is not like chatting with an adult, rather it occurs in question-answer form. That is, either father or the child asks questions and reciprocal conversations continue with this question and answer form. Also, these fathers stated that their conversation does not continue since the child does not provide an opportunity to the father to keep talking. For instance, one father stated that their communication with his daughter is limited to his questions about school or her week and the child gives very short answers which does not lead him keep talking;

"...at her age we cannot have conversations, I just ask questions. If she wants to answer, she would. If she does not want to give answer, I do not force her to talk and our communication is finish..."

Similarly another father stated that;

"...we cannot have a conversation, yet. I ask some questions. If he answers my question, it is OK. I ask and he answers. I ask about his school or his preferences such as 'what do you want to wear today?' but I think they are not conversations..."

Children's preference to talk with the mother is another reason stated by fathers;

"... Yes, sometimes we have a talk. Actually, I want to have a talk with her but she does not give an inch. She communicates better with her mother. When they go to the sleep at nights, she (the child) tell about the events happened that day. We do not have such kind of communication. Even I ask to her, she does not tell me. Sometimes she tells actually but mostly she does nt. actually, there is a distance with us I feel that distance. For instance, at weekends that we spend time together we establish

better communication. Perhaps, I lost myself in my job and PhD. I do not know... I am questioning myself. Already I come home stressfully and perhaps not to reflect this to my child or wife, I put a distance... ”

As mentioned before, all mothers stated that their husband and their children communicate; however, some of them stated that this is because their child is talkative and initiates conversations with the father. For instance, one mother stated that;

“...yes, she tells ummm, actually she is a talkative child. She tells, yes they communicate...sometimes my husband and sometimes my daughter initiates those talking. In my presence she begins to talk even if we do not ask any question, perhaps she feels more relax towards me...”

Three of the mothers also pointed out that their daughters initiate talking;

“...normally my daughter likes speaking so much, and she tells as much as she can with her father...”

“...yes sometimes they can have a talk. Sometimes, she says ‘hey daddy I want to speak with you, I will tell about my school’, she initiates talking. She wants to speak and her father listens to her... Does he initiate? No, it does not happen so much. When she wants she talks either with me or with her father...”

“...Yes, they have a talk... Because my son speaks so much (smiling)...”

From the data, it is clearly seen that child’s engagement into a preschool education has an influence on communication between father and the child. A child’s attendance to preschool increases fathers’ awareness about the fact that child has is individual, who needs to be taken into account. Following quotation explains the one father’s experience;

“... In the past, before preschool, when I come home she wanted me to talk, but actually I postponed her so much... Our attitude was, “sleep whenever you want; get up whenever you want”. There was no rule or limits... Along with flexibility that this situation provides us, I did not communicate so much with her... Always it was like that “if you wear your sucks, we could go to the park or if you eat your meal we can go to mall, or I am very tired now and I want to get a rest, let’s talk later” etc.. We behave as if it is not emergent... I was usually postponing her, ok there are so many times for holiday let’s talk it later, it is nor Sunday yet we can talk it later but you do not wear your sucks and etc... But when she began to school, we saw that she is getting older and she has some difficulties about rules or limits or social relations... We are also trying to adapt this situation, and I think we both need time to get used to it. However, now , with the effect of FSP, I listen to her, I do not postpone...”

When it is asked about the ways that fathers use to communicate with the child, as it is seen in the Table 23, asking question is the mostly mentioned communication way. Both fathers and mothers pointed out that fathers ask questions to their children in order to communicate with them. Also, questions asked by the fathers are mostly related to the child's school life such as things the child ate in the school, child's relationships with her friends or teacher, and activities that the child engages in the school. Actually, as mentioned before, fathers reported that they ask questions to their child to initiate talking, yet within the majority of time, they are not successful to engage the child in the conversations. For instance, one of the participated fathers stated that;

"... 'what did you do at school?', 'nothing'; what did you eat today?'... 'I ate nothing'... 'what did you do?'... 'I just sit down'... when you hear these answer you can find nothing to talk about..."

However, some fathers, who also experience the same difficulty, reported that they found a way to make the child disclose about their day. Self-disclosure and asking detail questions are their ways to establish successful communication. Fathers, who reported that they found their own way, are the fathers who joined father support program and they attributed their success to this course;

"... Actually I try to talk with my child but he does not...and I do not force him to talk then...Our leader has suggested not to force children, he said 'what would you tell about your job when people ask you about your day in your work?'. That's true, I do not like to talk about my job and I cannot find things to talk. Therefore I do not force my child to talk, when I arrive home in the evening I ask him about his day at school and if he wants to tell he tells, otherwise I do not force...After a while, he initiates talking by asking question or asking riddles to me, then I ask him about his day and he begins to tell..."

"...my talks generally began with 'let's talk about your day'. When I asked in this way, she did not answer or did not want to talk. However, now I look at their activities from the net and ask like 'Did you do this at the school? How was it?', she begins to tell; I learnt this technique in the Father Support Program (Smiling) ..."

Recommending is another way that fathers use during their communication with their children. Recommending, here, refers to fathers' attempt to observe their children's misbehaviors and then talking about them. It also includes correcting children's behaviors and advising right ways of behaviors. For instance, one father stated that;

“...I talk with her; I tell about what is wrong with her and what she should do. When I begin to talk in this way, particularly on the times that I get angry, both she and I become happier after we talked, because we can get on well. For instance I asked her “why did you cry?”, I shouted her but to which part she annoyed I try to learn about this. Sometimes, I get angry with her about another issue and at that point she has problems about her clothes. Then we talk about this situation, she would say ‘daddy I was choosing my clothes, but you got angry about another topic’. When she says this, I say ‘OK!! I have misunderstood you. I apologize to you, but you also misunderstood me, you did this and this...’ we settle by mutual consent...”

Two other fathers also stated that;

“...when she misbehaves, I take her on my lap, and talk with her by saying ‘you should not do this, it should be like this, I think in this way, when you misbehave I feel like this and this’...”

“...we also talk when I want to warn him about misbehavior. We sit down and talk as if we are friends, I recommends about the true behavior...”

Consistent with fathers’ answers, mothers also stated that recommending is one of the mostly used ways by fathers to communicate with the children. For instance, one mother explains her ideas as following; stated that;

“...My husband is a talkative man, so is my son... They have conversations...His father talk about wrong behaviors, he talks about (child’s name) responsibilities... Especially, he talks with him as if he is an adult...”

One father and three mothers stated that answering children’s questions is another way that fathers use to communicate with their children;

“...they can talk about everything, generally my daughter asks questions and he answers her questions. They talk about scientific issues, we buy a journal monthly and while they are examining that journal my daughters asks some questions or she see something in a book and she asks about that....” (mother)

“...they can talk about topics that the child wonders, for example recently he asked that ‘how I came to the world?, How did I go out from your womb?’; his father talks about these topics...” (mother)

Listening is also mentioned by one father and two mothers as the way fathers used to communicate;

“...I am mostly the listener. I particularly want to be listener. I want her to tell about her school, the events that make her sad. ‘What did you do for this issue? ‘What

could we do together for that?’ Before, Father Support program I did not talk with her so much, but now I try to talk with her....” (father)

“...My daughter tells things that she engaged during the week. In addition to asking questions, he tries to indicate that he listens to her carefully...” (mother)

Although none of the fathers, yet two mothers stated that their husbands and children engage in mutual conversations about a variety of topics. For instance, one mother said;

“...they have a talk about silly topics (smiling)...For instance they initiate communication about toys... Of course these conversations occur during the play. Then they talk about my son’s schools or his dreams. Also, nowadays he mostly talk about his drawings. We were talking about his drawings, and they also began to talk about them, as well. Also since it is summer now they talk about the environment when we go out they talk about all living and not living things....”

Fathers and mothers were asked about the reasons of father-child communication. That is, why father communicate with the child. As seen in Table 23, mostly mentioned reason is monitoring the child’s life according to the fathers. That is, through communication, fathers try to learn about child’s life, friends and their inner world. For instance, one of the participated fathers stated that;

“...her happiness is the most important thing for me. I try to learn if there is anything that makes her sad. I try to learn whether she is satisfied with her life. Is she have many questions regarding the world, how she perceives the world. Actually, I do not ask questions with this aim but when I gathered the answers I have an opportunity to analyze them to learn about her life. My general purpose is to learn whether she is happy or not but if I gather an interesting answer I would go down deep...”

Only one mother stated that monitoring is the main aim of her husband while communicating with the child;

“...for instance, now our son is going to school and he (the father) wonders about his experiences at the school. He wants to learn if there is any situation that makes the child unhappy, after his sister, he changed a bit. Therefore, they talk about these issues...”

Teaching is mostly mentioned reason by mothers and second mostly mentioned reason by fathers. That is, through conversations fathers try to teach about social roles, cultural values and social rules.

“...I try to teach her about social rules that she should know, I try to teach about abilities and habits that social life requires. For instance, when your grandpa comes kiss his hand, when he wants something from you do not refuse him, he would be happy. Do not speak with strangers. Also, when I feel that my child stumbles I guide her about things that she could try... You know, it is said that child gets everything from the family...”

Socializing the child is the third mostly stated reason of communication according to fathers. Participating mothers did not mention it as a reason. One father, who also stated that he tries to strengthen the relationship between him and his child, expresses his aim as following;

“...I communicate with him because I try to encourage him to express himself, to feel as an individual at home. I talk to develop his social abilities, he would not have difficulty when he speaks with others or in front of a group I want him to be relaxed... I do not want him to be an introverted person; he would be able to tell about his problems, he would learn to share... Also, he would feel close to me...If he would face with a bigger problem in the future, he would be able to come and talk with me... These are why I communicate with him...”

More mothers (n=3) than fathers (n=2) reported that communication is also occurs to have fun or spend enjoyable time;

“...I engage in conversations to establish a good communication between us, to understand each other, to spend enjoyable time together...” (father)

“...in weekdays generally I mostly recommend her ‘do not do this, do this in this way’ but at the weekend we also have conversations just to have fun...” (father)

“...just to spend good time together... because, his aim is not to give information. To spend enjoyable time with her father, to share that time together. Their aim is this...” (mother)”

“...It is not gathering information; it is just spend enjoyable time... Yes, their aim is spending good time together...” (mother)

Two mothers also believed that the fathers try to strengthen his relationships with their children through communication;

“...he tries to indicate that he is an interested father... He tries to indicate he cares about the child’s (child’s name) life. You know, since he is not living with us and he tries to give the message that even if I am far away from you I wonder about your life, your experiences and I care them...”

To sum up, although some fathers perceive themselves as unsuccessful to establish a good communication with their child, all mothers perceive that the fathers and children in their families are communicating with each other. The majority of fathers stated that they initiate conversation through asking questions while some mothers highlighted their children's talkativeness and motivation to share while talking about the father-child communication. Asking question is mostly mentioned way of communication and it is seen that majority of questions that fathers and mothers reported are related to the child's school life. That is, it is interpreted as child's preschool experiences lead more communication between fathers and their children. Some fathers stated that their child does not respond to their questions or respond in a way that maintains communication. However, from the fathers' report it is understood that engaging a father education program helped fathers to find different ways to solve this problem. In addition to asking questions, according to fathers and mothers listening to the child, answering child's questions and recommending are other ways used by fathers to communicate with their children. According to the fathers, the main aim of communications between fathers and the children is monitoring the child. That is, fathers try to learn about their children's experiences, their world view and feelings through communication. However, according to mothers, the main aim is teaching to a child about social rules and norms or correct children's behaviors. According to fathers and mothers, strengthening father-child relationship, having fun, and socializing the children are other reasons why fathers communicate with their children.

4.3.9. Father involvement in children's education

Participated fathers and mothers were asked about the fathers' involvement into children's education and reasons of their involvement or absence. Table 25 summarizes the categories and the codes, yielded from the data.

Table 25: Fathers' involvement to the child's education

FATHERS		f	n
Father involvement in child's education			
Passive Involvement:		4	10
- Getting the child to school			
- Picking up the child from school			
- Providing for education			
Active Involvement:		2	10
- Involvement parent teacher conferences			
- Communicating with school staff			
- School visits			
- In-class involvement			
- Involvement special school events			
No Involvement		4	10
- to parent-teacher meetings			
- to special school activities			
- No communication with school staff/child's teacher			
Reasons of active involvement			
- Mother's guidance			
- Mothers' unavailability			
- Fathers' motivation to involve			
Reasons of passive/no involvement			
- Fathers' working conditions			
- Female domination in preschools			
MOTHERS		f	n
Ways fathers involve in child's education			
Passive Involvement:		3	10
- Getting the child to school			
- Picking up the child from school			
- Providing for education			
Active Involvement:		3	10
- Involvement parent teacher conferences			
- Communicating with school staff			
- School visits			
- In-class involvement			
- Involvement special school events			
- Member of parent-teacher association			
No Involvement		4	10

Table 25 (cont'd):

Reasons of active involvement	
	Mothers' working conditions
	Fathers' motivation to involve
	Having a younger child
	Mothers' encouragement
Reasons of passive/no involvement	
	Fathers' working conditions
	Maternal gatekeeping

As seen in the Table 25, three categories emerged by depending on fathers' involvement levels into their children's education. These are active involvement, passive involvement and no involvement. Active involvement refers to fathers' involvement to all parent-teacher conferences regardless of mothers' involvement, in-class activities, special school activities and parent-teacher meetings. Second category, passive involvement, refers to fathers' rare involvement to parent-teacher conferences, actually in the conditions that the mother is not available; picking up and dropping off the child to the school and providing for the child's education-paying the school fee-. Third category, no involvement, refers that fathers do not involve into any kind of school activity and have no communication with school staff and the child's teacher but provides for the child's education.

Among 10 fathers, only two fathers, perceive themselves as actively involved while four fathers perceive themselves as passively involved and four of them reported that they do not involve into their children's education.

The data also revealed that there are some reasons highlighted by the fathers for each type of father involvement level. For instance, fathers, who are categorized as active involvers, revealed that they have motivation to involve, i.e. they want to know what is going on in school; what their children experience during a day. Moreover, they perceive school involvement as their responsibility.

Another important reason that these fathers revealed is mothers' unavailability or their guidance. That is, wives of these fathers encourage them to involve, or father

involves since the mother is not available because of having a younger child or strict working conditions. One of the fathers stated that two important conditions led him to involve actively to his sons' education; having a younger child which makes mother unavailable and his own motivation to be in his sons' education process;

"...Generally I involve to school activities. Since my younger child I cannot pass the buck to my wife(smiling)... I also want to be knowledgeable about this issue, I want to learn about my child's behaviors from the first person, his teacher... I believe that I should have a good grasp of everything that my child experience. Although I do not feel comfortable among other parents since all of them are female, I continue to involve all parent-teacher conferences... Women come well-groomed and there are, often, very few fathers, as if this is the mothers' duty... You feel bad about yourself... I feel alone, and I am wonder whether they find me strange, however, it is all related to my child's life and even though my negative feelings I enjoy being in his school and learning about him. I am also a member of school council..."

Some of the fathers (n=2), who are grouped as passive involvers, stated that this is the result of their working conditions. For instance, one father stated that;

"...sometimes together and sometimes I or my wife... however mostly my wife involves to school activities such as parent teacher conferences or establishing communication with the teacher. Because, I have very limited time...I just take the child to the school in the mornings and when I taking her to the school, I sometimes talk with the assistant teachers shortly. My wife communicates with the teacher via phone and I gather all needed information from her..."

Some fathers, who are grouped under the category of passive involver, attributed their passive involvement to female dominated environment of preschool environment. For instance, one father stated that he found his wife's involvement more beneficial since their child , mother and the teacher are females and they can speak the same language, but also he stated that he gives importance to his wife's guidance for his involvement;

"... Recently, there was a family involvement activity and I went to my daughters' class and read a book to children. I bought a couple of chocolate to all children with the guidance of teacher (smiling). Often, we involve together, but if my wife is available she involves. If she says, you should involve this activity and then I involve if I can take permission from my work place. If she does not ask me to involve, I stay at home with our children. I found it beneficial to be guided by my wife. Because most of the time, I am not aware of the issues related to the school. Initially, she learns from the notes that are sent from the school. My wife guides me truly, as well. Why? Because one of them is the mother, a female... teachers are also female and if

the child is also female, they can communicate better girl-to-girl... For this in-class activity I wanted to involve because my daughter will remember it after years and she would say "daddy you had come to my school" and this would give a different pleasure to me...I went to make her happy. I also go to the parent-teacher conferences when they organize it at the weekends, if it is on weekdays then I try to take permission and if I could able to take, I would involve..."

Fathers, who perceive themselves as not involvers, stated different reasons. Their working conditions, mothers' willingness to involve or family elders' involvement are mentioned reasons.

"... I take no responsibility for his education, because his maternal grandmother is a retired early childhood educator. His mother is so curious to involve his educational process. Also she is smarter than me, she is more talented in this topic, they (mother and the son) share more than us (father and the child)... There for I take a back seat for his education. Also I think that there is no need to my involvement. Everything is really OK. I cannot contribute to this process; his mother and his grandmother make a good job..."

"...her mother involves her school activities. I do not have time. I have strict working hours and sometimes I have to keep cave some nights... I work hard and have no time... I just involve decision making process, for instance we decided to which preschool we register our daughter together with my wife..."

When mothers were asked about their husbands' involvement to their children's education, it is seen that mothers are in agreement with their husbands' statements.. Three out of ten mothers stated that their husbands as active involvers while three mothers stated that their husbands as passive involvers. Remaining four mothers stated that their husband do not involve in their children's education. One of the mothers, who stated that her husband actively involves in their child's education, attributed this situation to her own working conditions. She mentioned that although she wishes to involve into her child's education, father has to involve because of her strict and long working hours;

"...for example I want to involve so much; however, since I work in private sector and have stricter working hours, I cannot take permission. Therefore, for example, my husband will involve to the in-class parent involvement activity, since I do not have anytime. If I had time, I would go. It would be a responsibility that I would take. I really wonder about her relationship with her friends, what she is doing at school... However, my husband takes permission easily..."

Another mother attributed fathers' active involvement in his motivation to participate and her unavailability due to having a younger child;

"...generally he involves to those school activities, because we have a younger child and there is not any person to leave her I cannot involve. Also, he is a member of school council. He wanted to be there to learn what they do in the school, to control his child at the school. He joined voluntarily, to know more about his child. Since his work place is close to the school, he wanted to join to school council. My husband is open to learn. He always think, 'OK I know many things but maybe there are things I do not know and I am able to complete them'. Also, our son is a bit ill-tempered; he also aimed to decrease it through involvement to his education..."

Mother encouragement is mentioned as one of the reasons of fathers' active involvement;

"...Actually there will be a parent involvement activity in the next few weeks and we plan to involve to it together. However, if teacher asks only one of us to involve, I would send my husband. Generally females guide males. Not by forcing them but sometimes if I did not guide him, he would not think of. I communicate with the school but I send my husband to all school activities..."

Four out of ten mothers stated that their husbands do not involve into their child's education. One of these mothers' husbands is working in another city and only comes home at the weekends, and another mothers' husband also work out of city periodically. These two mothers pointed out these separations as the reason for the fathers' no involvement and stated that if the fathers had the opportunity to involve, he would do so;

"...he only takes the child (child's name) to the school on Monday mornings. That's it. It is the sole relationship between him and the child's school (smiling). If he had the opportunity to involve, he would involve but there is no chance for this because of being another city in the weekdays..."

The other two mothers stated that no involvement is the result of the fathers' working conditions;

"...ummm... Our daughter began to the school recently at the beginning of this academic year. Last year she was going to ballet course and we took the child to those courses together on Saturdays. That is, if he is appropriate and if there is a need for him to involve he tries to involve unless he has so important things to do. He knows her teacher but he did not communicate with her teacher about her. At the beginning of the school year we took her to the school together and we meet with her

teacher at that time. He took her to the school for once. And also he involved a field trip with the school for once. Nothing else...

"...he pays the school fee, he provides for the educational materials. Since he does not have time, I communicate with the school, I take the child to the school and pick up her from the school. However, at the times that we have an important problem I cannot deal with, he also involves to problem solving process with me. For instance now we plan to go to the school together to talk about the problem I mentioned (mother revealed about a discussion that she experienced with school head teacher and stated that she even think remove the child from this school unless they can solve the problem)..."

This mother, who is also an English teacher in the elementary school, pointed out that in Turkey, fathers are invited to the school only in the times that there is a problem with a child and attributed this situation to fathers' role of being authority;

"...Actually as teachers we also call mothers generally to talk about the child. We invite mothers not fathers. You know, we are aware of the fact that mothers are more involved and they are more interested in their children's education than fathers. Only if there was a really big problem we would ask fathers to come to the school. Our school's head teacher says to teachers that 'please call the father if there's a really serious problem'. The reason is you know fathers are the authority...."

Remaining three mothers perceive their husbands as passive involvers. They revealed that fathers rarely involve in parent teacher conferences, or pick up/drop off the children to/from the school while mother is the primary person who involves to the child's education;

"...Mostly I involve to parent-teacher conferences. For instance, my husband involved to in-class parent involvement activity and read book to children in the class. He involves if he has time and if he is able to take permission from his work place. For instance, he voluntarily involved that in-class activity, he thought that our daughter would be happy to see her father in the class, because you know mostly mothers involve to those activities..."

To sum up, it is seen that regarding father involvement into the child's education the mothers and the fathers are in one mind. Three level of father involvement to child's education are yielded from fathers and mothers data. These are active involvement, passive involvement and no involvement. Four fathers and three mothers perceive passive father involvement to child's education; two fathers and three mothers perceive active father involvement while four fathers and four mothers perceive no

father involvement to child's education. The reasons of active involvement are same for fathers and mothers; mothers' working conditions, fathers' motivation to involve and mothers encouragement while reasons of passive and no involvement are fathers' working conditions and mothers' wish to involve.

4.3.10. How fathers contribute to their children's personal development

The fathers and the mothers were asked about things fathers do to contribute their children's personal development. The question that was asked was "How do you think you/your husband contribute to your child's personal development?". Table 26 summarizes codes and categories yielded from the data.

Table 26: Father Involvement and child's personal development

FATHERS		f	n
Teaching		6	10
	- rights from wrongs		
	- socially acceptable behaviors		
	- technology (using computer without an elder help)		
	- skills child would need in the future		
Encouraging		4	10
	-independency		
	-good social behaviors		
Shared activities		3	10
	-Making sport together		
	-Repairing together		
	-Engaging fathers' hobbies together		
Thought Process		3	10
	-planning to send the child to courses		
Providing		2	10
	-for education		
	-for courses (ballet course, music course)		
Communication		1	10
	-talking with the child		
MOTHERS			
Teaching		6	10
	-difficulties of life		
	-social rules(how to behave outdoor)		
	-his work		
Providing		5	10
	- for courses (ballet)		

Table 26 (cont'd):

Shared activities		5	10
	-repairing together		
	-playing together		
	-bringing child to his work place		
	-engaging fathers' interest areas		
Communication		2	10
	-recommending		
	-mutual conversation		

As seen in the table, when the mothers and the fathers were asked about how father contributes to the child's personal development, different father involvement types as suggested by Palkovitz (1997) are revealed. Mostly stated involvement type that fathers' involve in was about fathers' contributions to children's personal development by teaching. Six fathers stated that they teach rights from wrongs, social rules, social norms, masculinity, acceptable behaviors, and fathers 'own hobbies such as tennis, technology or chess.

"...I try to teach my own hobbies to her for instance tennis is one of them. Also, riding horse... I brought her to horse riding school, she learned in one day. Also, I teach chess to her. I want her to do those kinds of different activities with me..."

"...my only contribution was occurred in the technological area, you know I am working on technology and I taught her about use of computers, tablets and etc..."

Second mostly mentioned father involvement type is encouragement. Four fathers stated that they encourage their children to behave independently and to engage in good social habits such as saving money.

"...I provide a variety of options when she is in trouble and then I prefer to withdrawn. Until I am the person who solves the problems for her, she would never become a problem-solver. Therefore, if after a while, she would come to me with the same problem and if I saw that she was really not able to solve that problem, I help her..."

One father mentioned how father support program guide him to encourage his child to be independent;

“... The first thing I do is giving some little, age-appropriate responsibilities. For instance while I am repairing I give some small responsibilities to my son, as well. I feel that he become happy. Just asking him to bring my slippers makes him very happy. Perhaps, if I ask my wife to do so, she would feel bad or perhaps she would not bring them but my son becomes happy (smiling) This is the thing I learned during Father Support Program, giving responsibilities to the child...”

Three fathers stated that they have plans for their children even though they have not taken an action yet. This is what Palkovitz suggests as thought processes involvement type, which belongs to cognitive domain of involvement. It is seen that fathers plan to provide opportunities that they wish to had but they could not;

“...I am not a person who is good at music, so is my wife. Therefore, I want my daughter to be good at music. It would be playing a musical instrument, for instance piano, guitar... I plan to send her to piano course...”

Also, three fathers stated that they engage in shared activities with their children to contribute their personal development. Most of the fathers, who stated that engaging in shared activities is one of their ways to contribute their children’s personal development, stated that they engage in activities, which belongs to their own interest areas;

“...My own hobbies are transferred to my son automatically. I mean I transfer them to him; for instance bird watching...he knows majority of the birds’ names. He has a telescope and we go bird watching together. We make tent camps. For me, commune with the nature is so important...”

Providing for education or educational courses and communication with the child are other involvement types that fathers engage in to contribute their children’s personal development;

“...I talk with him, teach about good behaviors... If he misbehaves I explain why he should not do that... You should behave the child as an individual, even as he is an adult...Also we provide gymnastic course... His mother gets the child to the course and she says that he enjoyed so much in there...”

According to the mothers, teaching is one of the mostly engaged involvement type to contribute in children’s personal development by fathers. Six mothers stated that their husbands teach difficulties of life, social rules and his work to their child.

... 'it should not be like this, you should behave in this way'; he always tells her about rules. Also, they engage in sportive activities together such as tennis, ski or riding horse. At that point, they share so many things; but there is a need for her (the child's) demand. If she asks to learn about something, he teaches but if she does not he does not spend effort to teach to her by himself... "

"...teaching new things... Observing the nature...Since it is his own interest area, he teaches about it to him (the child). He also counts him in all kinds of activities that he involves. Also, he takes the responsibility of teaching masculinity such as playing with the ball..."

"...While playing he teach about how things are used, he teach about acceptable behaviors in certain conditions. Also... My child has a toy repair kit, they practice repairing... "

Fathers' engagement in shared activities and providing for educational courses are the second mostly mentioned ways by mothers;

"... You know cobbler's children have no shoes... Although repairing is his work, he does not repair at home... However, if he is repairing, he teaches it to our daughter. He brings her to her work place when the weather is nice to teach her about his job. Also, not for this year but last year she attends to ballet course, he paid for it... He wants her to attend such activities..."

Two mothers also mentioned that their husbands communicate with the children to contribute his/her personal development. Below there are quotations from the mothers;

When our son asks him the reason why he is going to work, he get the child to his work to show his work and to tell about the reason why he is going to work. He explains why he has to work and in which conditions he is working.... "

4.3.11. Affection

Participated fathers and mothers were asked whether fathers should indicate their love to the children and the ways through which fathers show their affection towards their children. The question asked to parents was "Is it OK for fathers to be affectionate towards their children?", followed by two probing questions; "Do(does) you(your husband) relax to indicate your (his) affection towards your child? And "How do (does) you (your husband) indicate his affection?". Table 27 summarizes the fathers' and the mothers' answers.

Table 27: Fathers' and Mothers' perceptions of Fathers' Affection towards the child

FATHERS		f	n
Is it OK to be affectionate as a father?			
	Yes	10	10
	No	-	-
Ways Father indicate their affection towards their child			
<i>Verbal Affection</i>		6	10
	Saying I love you My dear child My darling I am proud of having you You are my one in the life Praising		
<i>Physical Affection</i>		10	10
	Kissing Hugging Smelling Cuddeling		
<i>Shared activities</i>		4	10
MOTHERS		f	n
Is it OK to be affectionate as a father?			
	Yes	10	10
	No	-	-
Ways Father indicate their affection towards their child			
<i>Verbal Affection</i>		5	10
	Saying I love you My dear child My darling My beautiful child I am proud of having you You are my one in the life Praising		
<i>Physical Affection</i>		8	10
	Kissing Hugging Smelling Cuddling		
<i>Shared activities</i>		4	10
	Playing together Spending enjoyable time together		
<i>Communication</i>		2	10
	Talking with the child Being friendly towards the child		
<i>Providing</i>		1	10
	Buying things that child wants (meal, toy and etc...)		

As seen in the Table 27, all fathers and mothers believe that fathers should be affectionate towards their children. Fathers and mothers in the families of children, who perceive their fathers as moderately involved, pointed out an importance of being affectionate towards children by citing their own relations with their own parents or parents around them. For instance, one mother stated that;

“...fathers should indicate their love to their children. They must to indicate their love to their children... You know, if they do not indicate affection, it is problematic we all experiencing the results of this situation. Then it appears as problematic generations...”

Another mother highlighted her continuing need to be loved by her own father while explaining her ideas;

“...It is Ok, I think. If my daughter sees the affection from me, she also feels that affection from her father. Child wants this regardless of his age or gender. For example, I am still joke around with my father, therefore, I do not know I think I should expect this from the father of my child, as well...”

Similarly one father stated that;

“...fathers should be affectionate... It is not to speak ill of my father, but I am not a person who felt father love during my childhood. He was a distant father and this is a deficiency. How much you indicate your affection towards your child, your child attaches to you that much...”

Another father also stated her relationship with his mother in order to pointed out the reason why he founds being affectionate as an important issue;

“...I have a distant relationship with my mother. How can I say, Ok she loves me so much and I love her so much, too. However, she has some boundaries you cannot go and hug her. Even though I want to kiss her, I hesitate to do so because I am still not able to guess about her reaction. I do not want to have such kind of a relationship with my son. I do not want my child to feel like me. I think there should be relax and close relationship between father and the child...”

Also some fathers and mothers stressed out the importance of fathers' affection to child's development:

“...absolutely fathers should be affectionate, otherwise is unfavorable. A child who is loved feels more confident, he feels more successful, more social...” (father)

“...it is definitely Ok, being affectionate is so important. Child would not feel him/herself alone; s/he would know that parents are there for him. He or she would begin the life one step further, s/he would be more self-confident...” (, mother)

One father stated that it is not enough to be affectionate towards own children but also it should be needed to be affectionate towards all children since it influences their development;

“...absolutely fathers should be affectionate not only towards their children but also towards all children around them. It is my responsibility to be affectionate towards my nephews or nieces also towards all children around me. Being loved and feeling it would help them to be self-confident, they would think healthier, they would have more positive point of view towards the life and they would try to be beneficial for other humans beings in the future...They would think positively...”

Another mother stated that feeling the fathers' affection is important and fathers need to spend more effort than mothers to indicate their affection. According to her there is a natural bond between the mother and the child, caused by mothers' high involvement into child care;

“...If they (fathers) do not indicate their affection, this is the problematic one. Particularly fathers should indicate their affection. Because attachment between the child and the mother occurs naturally, and therefore, fathers should effort more. As mothers we share many things with our children regardless of their gender, it is the result of caring the child. However, fathers, because of their life styles, should indicate their affection more. For instance, if my husband stays in Ankara for a long time, I mean 4 or 5 days, she becomes so sad while her father is going to his city. They sleep together, they spend more time together and separation becomes more difficult for my child....”

Similarly, another mother stressed the child's longing towards the father during their long time separations;

“...yes, absolutely fathers should be affectionate, because, children need their fathers' affection. If possible they should indicate their affection more and more... She is a very young and she needs her fathers' love. Sometimes, my husband become on duty for days, if these days following each other and she is not able to see her father, she begins to ask for her dad; 'where is my dad?' or 'Will not he come?'... She misses and needs him, therefore she should know that her father loves her, and fathers should indicate their love towards their children...”

When it is asked about how fathers indicate their love towards their children, very similar categories were yielded from the fathers' and the mothers' data. All fathers and the majority of mothers (n=8) stated that the fathers indicate their affection through kissing, hugging, cuddling, or smelling which are categorized under the heading of physical affection.

Majority of the fathers (n=6) and half of the mothers stated that the fathers indicate their affection through words and statements such as "my dear child", "I love you" and through honoring the child. These statements are categorized as verbal affection. Four fathers and four mothers stated that engaging in shared activities is a way that fathers' use to indicate their affection towards their children. This category includes codes such as playing with the child, doing things that the child wants to do.

The data, obtained from the mothers, revealed two additional categories: communication and providing. None of the fathers, yet two mothers, stated that fathers indicate their love through communication with the child, and one mother stated that providing, i.e. buying things that a child wants from the father or making surprises to the child while coming to home in the evenings, is a way for the father to indicate his love to his child. Following there are excerpts from the fathers and the mothers;

"...communicating friendly, behaving in friendly manner toward my son, kissing, hugging... For example, I have never seen off my older daughter without kissing, I think that it gives a positive energy to her before going to school and to me, as well. Also, I kiss my son, too..." (father)

"...I take them on my lap and kiss them, I hug them. Sometimes I get them on the ground and tickle them.. Sometimes I pinch them (smiling). I also indicate my love with my words, I say 'I love you'... But I thought that I am not able to indicate my love to them adequately..."(father)

"...even sitting with your child and engaging an activity together is the way to indicate your affection. Sometimes, her teacher sends some activities to home and we make it together, this is a way to indicate my love to her. Also, sometimes she class me from her mothers' phone and says 'daddy while coming home buy a surprise chewing gum for me', this is our standard statement (smiling)... I bought it, she understand that I think of her..She know apologizing from us, I think that this indicates her love to us because she thinks that 'I make them sad' and tries to make up to us...However, I am not able to say 'I love you'. I had never said it to anyone

event to my wife (smiling), but when I ask to her (child's name) 'who are you?' she says 'I am your love' because I always say her, 'you are my love' (smiling)..." (, father) "...he hugs her, kisses her, and says 'my dear daughter, my honey, my sweetheart... My daughter also expects those words, as well. Moreover, they understand each other from their mimics. When she sees a shadow of negativity in her father's face, she says 'why are you looking at me like this? Is there any problem?' ... He always indicates his affection towards the child; he is always being in touch physically with her..." (mother)

"...he hugs them, he kisses them...when the child gets older, and a distance appears between father and the child. However, when he comes from the work, he kisses and hugs his daughters; he asks questions to them such as 'what did you do at school?' He also plays with them, he tries to do things that they wanted from him as much as he can..." (mother)

4.3.12. Fathers' role in children's special days

The fathers and the mothers were asked about fathers' involvement in child's special events such as birthdays or end of school year shows. Table 28 summarizes the findings.

Table 28: Fathers' responsibilities in children's special days

FATHERS	f	n
Being there	10	10
- to indicate father is with the child - it makes father happy to see child's success		
Providing	9	10
- Needed materials - Gifts - Buying cake - Buying needed materials		
Errands	5	10
- Ornamenting the house - Taking photos of the day		
MOTHERS	f	n
Being there	10	10
Providing	10	10
- Needed materials - Gifts - Buying cake - Buying needed materials		
Errands	10	10
- Ornamenting the house - Taking photos of the day		

Table 28 reveals that that all mothers and fathers are in one mind about fathers' effort to being there. The fathers believe that being there is important and they give importance to be there for the child in those special days;

"...now there is only birthdays , as his special... he began to the preschool this year and if there would be some special days at school such as year-end-show or 23 April show, I would be there if the time would be appropriate for me... If not, I send my wife... I want him to see that his father is there for him...Also I think, I would be very happy to see my child's success... I would believe that he is able to do something..."

Another father stated the importance of birthdays for him but he also stated that special school activities are not as important as birthdays and he does not feel bad when he misses those school activities;

"...I never miss her birthdays. It is a tradition that passes from my own family. In any situation I try to be there in her birthdays; however, I might not be able to involve her special school activities, it is not important for me. Just being there... I postpone all of my works and I try to be with her. It perhaps does not seem so important but being there requires so much effort for a person who works like me...No one understand but this is an important sacrificing for me..."

Fathers also mentioned that they involve their children's special days through providing (n=9) and running errands (n=5);

"... Think about birthday... I buy the cake, the gift and balloons and ornament the house... Actually we made birthday frequently. All people know my daughter as the child who has 30 birthdays in a year... Sometimes I buy cake and we celebrate fake birthdays..."

"...generally my responsibility is making the child happy in those days. We do everything that we can to make her happy. For example, we organize the birthdays together with my wife. She decides the birthday cake and providing them is the duty of father (smiling)... Father is the cash machine (smiling)..."

Although all of the mothers stated that the father involves in those days through being there, providing needed materials and running errands, they also stated their dissatisfaction from their husband's involvement. They stated that rather than involving actively by themselves, fathers involve if the mother demand him to do something or guide him;

"...generally he provide the materials that I listed (smiling) He does not say 'let's do this and that' ... I mean he does not involve the making the organization. Also, during

the birthday party, for instance he tries to supplies all materials.. To record the day he prepares the camera, he tries to be there before the beginning time, he takes permission from his work place to be there...”

“...(smiling) he just buy the cake... Of course he makes an order for the cake, he does not go and buy it personally and then he pays for it (smiling)... If I want him to do something he does it. he does things I ask him to do. Thanks to God he does things I asked to him, it would be worse if I said and he would not do (smiling)...Also, he ornaments the house if there is a birthday party...”

4.3.13. Protection

The mothers and the fathers were asked about fathers’ responsibilities in protecting the children from possible dangers. Half of the fathers and four of the mothers stated that protection is shared with fathers and mothers depending on their availability;

“...sometimes I and sometimes my wife... Actually I cannot say that we take so much safety precautions. Our children are also careful, they know dangerous things...” (father)

“...it is the thing that we shared equally. For instance, we closed the plugs together. We thought it together. Also, those center tables annihilated, we still do not use that center tables. We also annihilated those glass materials that might hurt her. We thought them together...” (mother)

Four mothers and three fathers stated that the whole responsibility to protect the child is taken by the fathers;

“...I am the safety valve in the family. I take more safety precautions than my wife. I afraid of those chemical cleaning materials, therefore, I put them high places or at the back of cabinet. I arrange the distance from the hot water. I lock the balcony doors... I pay more attention to those safety issues more than my wife...” (father)

“...I am responsible to protect the child. When I arrive to the home, I visit all the rooms. I bend over backwards... I closed the plugs... sometimes my wife forgets some sharp materials such as knives and I put them to safety places...If there are materials that might be broken I remove them from child’s sight...” (father)

“...it is generally my husbands’ responsibility. He warns me so much. For instance, sometimes I iron the clothes and forget the iron on the table, he would absolutely clear it. He always monitors the children... Sometimes I clean the house and then

forget that cleaning materials, but my husband either removes it or close its cover... ” (mother)

Two fathers and two mothers stated that either mother takes the responsibility to protect the child or guides father to take security precautions;

“... my wife stays at home more than me; therefore she takes action about those issues... But if I see a dangerous situation I interfere, too...” (father)

“...it is our responsibility, however, I decide that safety precautions. I decide that an item is dangerous for children, and I try to minimize them and my husband helps me...” (mother)

4.3.14. Providing for the family

The fathers and the mothers were asked about fathers' responsibilities of providing for the family. As mentioned in the fathers' role part, providing is one of the mostly mentioned fathering roles by the fathers (n=7) and the mothers. However, when fathers and mothers were particularly asked about providing for the family and the child, it is seen that majority of the fathers (n=6) and mothers (n=6) stated that they share this responsibility equally. In another words, the majority of the fathers are from dual-earner families, in which both father and mother are working;

“...there is not any financial differentiation between us. We have a common pool and all needs are met with the money in that pool. We decide together about our children's education... We shared providing equally...” (father)

“...we changed the wide perception that father is the provider for the family years ago in my own family. We began to life together with my wife, we did everything together, we bought our furniture together, we bought a flat and we pay for it together, we made our wedding together with my wife. And now we provide together for our family....” (father)

“...it is our responsibility. I mean both of us are responsible to provide for our family. There is not any idea that this is your money and this is mine. Everything that we earn is shared...” (, mother)

“...it is shared. We never think that because he is the father, he should provide for the child and we never divided the roles such as you pay for it and I will pay for this. I give my salary to my husband and he manages the money...” (mother)

Remaining four fathers and four mothers stated that father is the only provider in their families. That is, only the fathers are working and the mothers are housewives in these families. Two of the mothers in these families had to quit their work to look after their children. One of them, stated that although her husband is the sole provider for the family, she buys all the needed clothes or materials to her son to give the message that providing is not the responsibility of just fathers, yet mothers are able to provide for their children;

“...generally I want to buy needed items. Because if always his father buys, then our son would think that it's the duty of father... I do not want him to think in that way...” (mother)

The fathers, who are the sole providers for their families, stated that they do not see this situation as a burden. One father, stated that it is better for his children to have a mother, who is not working, by comparing mother-child relations in the families that mother is working;

“... since my wife does not work it is totally under my responsibility. If she would work, it would be the same, yet... We would pay to a caregiver, and also, my children would be devoid of their mother. This is more important for me. Now they spend enough time, because they need their mother... At the evenings, they are with me...However, if my wife would work they also miss their mother and time would not be enough for both of us... My brother's wife is working. Since children do not see their mothers enough, she could not set limits for her children, they do not have a regular sleeping time or rules. For instance, children still sleep together at parents' bed, but we sleep in our bed and our children sleep in their own beds... If she worked, we also would experience those kinds of things, therefore I have never think or complaint about being the sole provider for my family. This is my preference, as well...Providing for my family as a father is the normal situation like eating bread; it is not a burden for me...”

4.3.15. Negative emotional responsiveness

The fathers and the mothers were asked about the fathers' negative emotional responsiveness, i.e. how fathers react towards their children when they get angry with them. Mostly stated negative reaction is shouting at the child. One father stated that he reflects his anger to his daughters' favorite toys not to hurt his child

physically. None of the fathers and mothers, except one couple, stated that corporal punishment is the way that fathers indicate their anger. One couple stated that the father slap the child's rump if he gets too angry with the child. Moreover, using punishment such as forbidding a favorite activity like watching TV or playing with the computer is another negative response of the fathers when they get angry with the child.

"...I do not get angry quickly, I mean I am not vexed with her for everything. I do not beat, I do not say bad words but I take it out on another thing. I punish her like this. For example, recently she insisted on not having her breakfast. I tried to make her eat so much but she did not and began to cry. Crying unnecessarily is the thing that I really hate; when she began to cry I became so angry and I broke one of her favorite toy. Then I get her to her grandmother and said 'take her, otherwise I would do worse things'. After a while, I became so sad, I wish I had not broken her toy but I was so distressed in that day and I did it. Sometimes, when I get too angry, I cannot control my anger. It is really a bad behavior..." (, father) "...I do not use corporal punishment... Up to now, I beat her rump for three times...Generally if I say something for three times and she continues to misbehave I shout at her, she directly gives up misbehaving. However, after that I talk to her about reasons of my anger. I explain why I shout at her and she says 'Ok daddy, I will not do it again' then I say 'Ok let's play together' and we assent (smiling)..." (father)

"...he (the name of husband) shouts at her when he gets angry, he does not to have heart to beat her. If he gets so angry he hit her rump softly... We have never punished her although we had said we would punish her if she continues to misbehave..." (, mother)"...He is a bit aggressive, he quickly gets angry and at those times he shouts at children. Since he speaks loudly, our children also speak loudly, as well. I do not approve this behavior of him but it is related to his character, he could not change it..." (mother)

4.3.16. Fathers' perceptions about themselves as a father

Participated fathers were asked about their own perceptions, regarding themselves as a father, and whether there are some behaviors that they would like to change in themselves as a father or whether there are things that fathers want to do. Half of the fathers stated that they wish to spend more time and engage in more shared activities with their children but their life conditions, their socioeconomic status or working hours limit their time and shared activities with their children;

“...actually I want to go holiday with them. We went once and they liked it so much. However, this is difficult economically. You go to holiday in sea side for a week and you pay for it for a year... If I had opportunity, I would bring them to hotels that they could engage in winter sports...”

“...I wish to spend more time with my daughter, I wish to make her more satisfied as a father... However, since my working conditions I am able to be with her only one day in a week...” “...all fathers want the best for his child, but it is related to economic strength... Sometimes our budget is not enough to do things that we want to do together...”

Half of the fathers also stated their wishes about being less aggressive and more patient towards their children as a father. For instance one father attributed his impatience to his age

“...if you use an uncontrolled power, you cannot control this and hurt the one you love this should be changed of course... being aggressive is not a good thing anyway... being patient is important. We got married lately. Regardless of your education, when you get older and as long as the time flies such quickly, patience decreases... Although you say that I love her so much, I can do everything for her you cannot be patient to play with her for an hour. It is a sorry state of affairs. It is independent from your personality; it is elated to your age... I wish to be more patient but I am at the age of 42 now. I already tumble myself to the home hardly on Sundays... You love your child, it is a different thing but being interested with the child is totally different. My biggest problem is this. I wish I was more patient and I could spend this only one day with her more affectively. I wish I could play with her for whole Sunday. I wish it so much...”

Two fathers stated that if it was possible, they would change their personality characteristics;

“...I am not an aggressive person, but I am an impetuous father. I do not want to be like this. Suppose that we are going out with him, I do not allow him to take her own shoes, I do it for him, because I need to get to a place or meeting in time. I wish to have more time and allow him more time... Also, I am really an average father I do not have any talent. For instance, I wish to be good at music. I wish to be good at singing and we could sing together. It would be so good...” “...Some people are more energetic; I am not like that... I wish I was more enjoyable father... As I mentioned before, my son like action but I cannot keep pace with him... I know that there are better fathers than me... For instance, my wife’s brother... When he comes to us, they play so much with my son, they play rough and tumble play and my son enjoys so much... However, it is related with my personality. If it would be possible, I would change my personality. Also, I have short fuse; I would like to be calmer...”

Three fathers stated that there is nothing to change in them as a father;

“...Really, there is nothing to change I think. I am a good father. I believe that I’m successful as a father. I do not have any sharp characteristic as a father...”

“...As a father, I think, there is nothing that I need to change... I think in this way. Actually I am an aggressive person, but I am good at controlling my anger towards my children. I read a lot about anger management strategies. Counting silently, leaving the environment, controlling oneself through breathing and etc... I try to use these techniques....”

4.3.17. Mothers’ perceptions of their husbands as a father

As fathers, mothers were also asked about their own perceptions, regarding their husbands as a father and whether there are some behaviors that they would like to change in their husbands as a father. It is seen that although mothers stated some negative characteristics of their husband as a father, all mothers perceive their husbands as good fathers. Being aggressive is mostly stated negative fathering characteristics by the mothers. Four mothers stated that their husbands are aggressive and impatient;

“...he sometimes forgets that she (the child) is a child. He would be more flexible towards our daughter. When he gets angry, he burns his bridges suddenly. He does not get angry quickly but when he gets angry he finished everything. Suppose that they go to the market and my daughter idle around at the door, he says ‘Ok you are not coming with me’ and closes the door. He has some sudden and unrestrained behaviors towards his children...However, if there was a one week meeting about my work and I was absent for one week I know that my husband would look after the children as much as me. I believe that my husband is a father who can be set other fathers an example. He does everything at the times it is needed...”

“...I wish to make him more patient and calmer...he quickly gets bored. He does not stick the noise that she makes while playing... He has a short fuse and when he gets angry with her, he just shouts at her... Actually he shouts at us... He never shouts directly to his daughter, he obviously adds my name... He loudly says ‘that’s enough...Break it off’... I always say him that I do not like his plural talk but he does not want to shout directly towards his child, he does not want to hurt her, he tries to say ‘if you interested in the child, she would not do that. His anger is like to flash in the pan, yet. He has a short fuse, and he calms down quickly...he is so compassionate and so emotional...”

Engaging in more shared activities and child-care activities are other things that mothers stated that they want from their child’s father;

“...for example I wish he would get the child to playground at weekends. My husband does not want to get the child to playground. There is a nice playground just near to our house, but always I get her to the playground...”

“...for instance, in the mornings since we get up so early and go out at the same time I have difficulty both preparing myself and her (the child’s name). I wish he would dress her while I am taking shower in the mornings. Also, he could help her to have breakfast... But as I mentioned, it is my fault. I did not force him to involve from at the beginning. However, I wish he had taken more responsibility regarding her care...I am sure that he would do everything if he had time but he has not time to do these things. He works, he studies on his PhD, he really spends so much effort...”

One mother stated that she wishes her husband to behave more considerately about being a role model for the child and to be more open to improve themselves as a father;

“...he does not think about being a role model for our son. The important thing for him is the happiness of our son... For instance, he would be more careful about meals... He would be a better role model for him; he does not eat any vegetables or he smokes... I wish he was more careful about these issues...Also, he never questions anything... He does not attempt to read about the true behaviors. He behaves with his own truths or with his feelings...”

Being inconsistent with the mother is another thing that mothers complain about. Four mothers stated that they wish their husband to be consistent with them regarding rules;

“...For instance, I say ‘no’ for something, or I do not allow him to do something, but his father says ‘let’s do it for this time’. He says ‘for this time’ in every case and it makes me angry. I set a rule and his father continuously departs from the rule.... He does not behave consistent with me, sometimes he also says no but generally he allows him to do something that I do not allow. For instance, he says ‘mummy I do not want to sleep, now. I want to watch cartoon’ and I say ‘no, you have watched TV today’ but his father says ‘OK, let’s watch this one and then go to the bed’. Because, if he does not allow, our son react negatively toward his father and he dislike this situation. He says, ‘I see him only in the evenings for one or two hours, I do not want to hurt him’ Actually he both do not want to make the child unhappy and also he does not want to make the child cry because he is tired and he does not want to be exposed to his crying...”

“...It would be better if he was the rule maker... I set some rules but they do not work. For instance, I want her to make her bed. She is at the age of five and she is able to make the bed but her father does not care about this rules. In his presence, I cannot make her to make her bed. He should learn to say ‘No’ to her, but he thinks that is he says no, our daughter will not love him anymore. He makes concessions

because of this fear. I am so anxious about this situation because I think that she would not accept her fathers' No's in the future, as well. Our family is a 'childriarchal' family not patriarchal or matriarchal (smiling)..."

In addition to these two questions, mothers were also asked to fill the gap in the following sentence; "I would have difficulty regarding without my husband support." Answers of the mothers indicate that the mothers have positive perceptions of their husband involvement. Following there are some samples from the mothers' answers;

"...I would not do my second child; raising a child is really difficult and I feel his support. At least I know that he would do everything, when I get tired. For instance, I know that if I say, I am tired, let's help him to have his dinner, he would not say no; or I can ask him to get the children in to the sleep. Since I trust him for this issue, I decided to have the second child..."

"...I could not satisfy my daughter as much as him. I believe that he contributes so much to my daughter's emotional intelligence... I complain about my husband because of leaving me alone in household chores, or about her school. She got sick and I took her to the hospital alone, he did not support me in such issues but the time he spends with her in the evenings when he comes home contribute %100 percent to her emotional intelligence..." "The lack of father... I could not fill his absence, except this I could do everything; I could meet all her physical and financial needs. As I said, my daughter misses her father even he does not come home for one day. It would be a big absence in her life and I could not take his place..." "I could not engage in those physical activities that they engaged together such as playing ball or rough and tumble play. I do not like playing with the ball or I cannot engage in rough and tumble play but they get so much pleasure while they engage in such kinds of activities. Most importantly his love towards her would be deficient in her (the child's name) life..."

Summary

Family Demographics

In this group of families, fathers' average age is 38, the mothers' average age is 34.4, the average family monthly income is 5.250 TL, average year for marriage is 9.4 and the average age for the target child is 61.25 months. The majority of fathers and mothers have university graduation. The majority of the target children are female. Half of the children are only child and remaining five of them has at least one sibling. The majority of fathers in this group are working in the public sector, which

indicates that fathers work long hours, and they are from dual-earner families in which mothers also work in private sector.

Family of Origin;

In the families that fathers are perceived as moderately involved by their preschool aged children, the majority of fathers come from families, in which fathers are authoritarian (n=5) while their wives come from families with an authoritative father in the family of origin.

The role of the Father;

Providing money for the family, good education and good life conditions for the child (n=7) is mostly mentioned fathering role by fathers which was followed by being a role model (n=5) and the guider (n=4) for the child while sharing the child-related responsibility equally (n=9) is mostly mentioned father role by mothers. This situation clarifies that fathers, who are perceived as moderately involved by their children, mainly focused on traditional father roles while almost all mothers has more egalitarian gender role attitudes, which lead them not to differentiate between father and mother roles in the family.

Feelings about fathering;

Almost all moderately involved fathers (n=8) reported that being a father make them feel happy and apprehension (n=7), which can be interpreted as these fathers give importance to their children's life, future and their fathering role and fathering a child resulted in satisfaction for them.

How fathering changed the life of Fathers;

Consistently, when it is asked about how fathering changed fathers' lives, half of the fathers stated that being a father increased their responsibilities and restricted their social life, which indicates these fathers sacrifice from their lives after having a child. Mothers, also, are in the same opinion with the fathers about restricted social activities increased responsibility.

Time Fathers spend with the child;

It is seen that these fathers have very limited time with their children, particularly in weekdays and this time increases at the weekends. The average time fathers reported is 2.88 hours in weekdays and whole day on Sunday; the day fathers are not working while the average time mothers report 3.05 hours in weekdays and the whole day at weekends particularly on Sunday. Almost all fathers (n=7) find the time they spend with the child as not sufficient. However, almost all mothers (n=7) perceive this time as enough for the child or they reported that this is the best that father can do. These findings might be interpreted as wives have more positive perceptions regarding the time that husband spend with their children than their husbands.

This time, according to fathers, is spent through recreational activities (n=7), educational activities (n=6), outdoor activities (n=6) and daily activities (n=5). Playing is mostly mentioned recreational activity that father and the child engaged in the time they spend together. The mothers, similarly, reported that their husbands engages in recreational activities (n=8), educational activities (n=7), outdoor activities (n=4) and daily activities (n=3) during the time they spend with their children.

It is seen that mothers agree with the fathers in terms of playing as the mostly mentioned recreational activity that father and the child engage together. From these findings, it is seen that both the fathers and the mothers stated daily activities as less engaged activities by fathers; however, more fathers than mothers stated that they engage in daily activities with their children while more mothers than fathers stated that their husband engages in recreational and educational activities with their child.

This situation indicates that in these families, fathers spend time with their children through leisure activities than providing care or meeting daily needs of children. This is also supported by the findings, regarding father involvement into child care.

Father involvement into child-care;

The majority of the mothers (n=7) stated that the fathers do not involve into child-care activities and they, the mothers, hold the majority of responsibility in terms of child care. The fathers are also in one mind with the mothers regarding fathers' involvement to child care. The majority of fathers (n=7) also stated that child-care is under the mothers' responsibility in their families. It is seen that mothers' gatekeeping and fathers' lack of motivation to involve in child-care are the main reasons for this situation.

Some mothers stated that they do not believe in their husbands' ability to care their children properly while some mothers stated that child care is on them because their husbands do not have motivation in providing care for their children. Similarly, the fathers also stated that their wives do not leave any room for them to provide care for the child through taking whole responsibility for the child-care. Interestingly, all fathers stated that they are able to provide care properly in the absence of mothers; however, in the mothers' presence, the fathers do not demand to involve into the child-care or just help their wives to care the children. .

However, when it is asked to the fathers and the mothers about what kinds of child-care activities fathers involve in, bathing the child is the mostly given answer by both fathers and mothers. It is seen that the fathers reported that they involve six different child-care activities, whereas mothers reported only four different child-care activities that their husbands involve in. Except dressing the child, for all other child-care activities that are reported by both parents, the number of fathers who stated that they involve into those activities is higher than the number of mothers who stated that their husband involve in those activities. This situation indicated that, the mothers have less positive perceptions regarding father involvement into the child care than the fathers.

Father involvement into the communication with the child;

In these families, it is seen that mothers have more positive perceptions, regarding father and child communication. All mothers perceive that father and child

communicate well while only four fathers believe in the same way and remaining fathers stated that they either are not able to communicate with the child or have difficulty to establish a good communication with the child. However, while fathers stated that they initiate communication through asking questions mothers stated that their husband and their child communicate because child is talkative naturally or child initiates the communication.

Both the fathers and the mothers stated that asking questions to the child is mostly used techniques that fathers use to communicate with the child while recommending is the second mostly mentioned technique. This indicates that during the conversation with the child, there is a hierarchical relationship and the fathers are the top of this hierarchy who ask questions, answers the child's questions or recommending about true behaviors to the child. Only mothers stated that their husbands and their children engage in mutual conversations in which fathers and children are expected to have identical status.

When fathers and mothers were asked about the functions of father-child communication; monitoring the child, i.e. gathering information about the child's feeling, school life or point of view, is the main reason stated by fathers while teaching is the main reason stated by mothers. From the content of fathers' and mothers' answers, it is seen that child's engagement to preschool increases father-child communication.

Father involvement into the child's education;

The fathers, who are perceived as moderately involved by their children, perceive themselves as passive (n=4) or no (n=4) involver when the topic is child's education. Similarly most of the mothers (n=4) also perceive their husbands as no involver. However, more mothers than fathers stated that their husband is an active involver.

From the reports of the fathers and the mothers, it is seen that active involver fathers have higher motivation to involve into their children's education, they feel themselves as responsible for involvement into their children's education, they have wives, who are not able to involve into their children's education, because of having

a younger child or her working conditions or who are more encouraging for their husband to involve in the child's education.

The main reason for fathers' passive involvement is their working conditions. Although these fathers reports indicated that they have motivation to involve, their working conditions and school's policy to organize parent involvement activities in working hours limit their involvement. Another reason that was mentioned is female domination of the preschool environment and when the child is a girl this characteristics become more silence for passive involver fathers.

No involvement is again caused by fathers working conditions mainly, but these fathers also have low motivation to involve and leave the responsibility to mother or grandmother of the child.

Fathers contributions to child's personal development

Father and mother reports, depicting how father contributes in their children's personal development, revealed different father involvement types. Mostly mentioned way how fathers contribute to their children's personal development is teaching by both fathers (n=6) and mothers (n=6). Interestingly, while mothers mainly depends on observable and countable behaviors of fathers' involvement while talking about how fathers contribute to their children's personal development, fathers mentioned some involvement types, which belong to cognitive domain of father involvement.

For instance, it is seen that fathers have some plans for their children although they have not taken an action, yet, which was categorized as thought processes in the current study. Also, fathers believe that they contribute to their children's personal development through encouraging their independency and appropriate social behaviors.

Affection

All moderately involved fathers and their wives believe that father should be affectionate towards their children. All fathers and almost all mothers (n=8) stated

that fathers are physically affectionate towards their children. That is, father kisses, hugs, cuddles their children. More fathers (n=6) than mothers (n=5) stated that they also indicate their affection verbally and through engaging shared activities with the child. Although physical and verbal affection and shared activities are jointly reported by the fathers and mothers as the ways for father to indicate affection towards their children, mothers also stated that communicating with the child and providing things that the child wants are additional ways that fathers indicate their affection towards their children.

Father Involvement in Special days of the Child

When it is asked about fathers' responsibilities in children's special days such as birthdays or special school activities, all fathers and mothers stated being there as the responsibility of father. Also, nine fathers stated that they involve these days through providing needed materials or buying gifts. Five fathers stated that they run errands in those special days.

Although all mothers stated that fathers involve those special days through providing and running errand, they also mentioned that fathers do these things as the result of mothers' demands.

Negative emotional expressiveness

Although there is not any information about fathers' negative emotional expressiveness in Palkovitz's conceptualization that this study is based on, in the current study, fathers and mothers were asked about fathers' reactions when the child misbehaves. Only one parent stated that father uses corporal punishment, i.e. slapping to the child's rump softly while remaining fathers and mothers stated that father indicates his anger through shouting at the child.

Fathers' perceptions regarding their own fathering

Lastly, the information about fathers' perceptions, regarding their own fathering is gathered from the answers of fathers on two questions; "is there anything that you want to do with your child but you cannot?" and "do you have any fathering behavior that you would like to change?". Answers indicated that fathers wish to spend more

time and engage in more shared activities with their children, but due to their working conditions and economic limitations, they are not able to do so. Also, the majority of fathers stated that they wish to be more patient, less aggressive or more energetic towards their children. Only three fathers stated that they perceive themselves as good fathers, who should not change any behavior.

Mothers' perception of their husband Involvement

Similarly mothers also stated that it would be better if their husband was more patient, less aggressive, and more consistent with themselves and spend more time with the child. However, all mothers stated that their husband is a good father with some deficiencies as a father. All of these mothers also stated that absence of father would result in negative consequences on behalf of their children and family and they need their husbands' presence.

Conclusion

When the fathers and mother reports are examined, it is seen that there is an inconsistency between fathers and mothers. The mothers in these families have more positive perceptions, regarding father involvement for most of the involvement types. However, this is not the situation for providing child-care since almost all fathers and mothers reported that mother is responsible for providing child care for the child.

4.4. Highly Involved Fathers' and their wives' perceptions of father involvement in the family

Three out of seventeen fathers are perceived as highly involved by their preschool age children. In this group, fathers' average age is 39.3 and mothers' average age is 37.7. The average family monthly income is 5.666 TL. The average length for marriage is nine years. All fathers have four year university degree and two of them are studying in private sector while one of them is a civil servant. Also, two of these fathers engaged in the Father Support program, which was provided by the preschool. Two mothers have four year university degree and these mothers are teachers. One of them is an early childhood educator with an undergraduate degree and the other one is an elementary school teacher. Remaining one mother has high

school degree and she is working as civil servant. Therefore, all fathers in this group belong to dual-earner families. The average age for the target children, i.e. the child participated to the study, is 57 months. Two of them are female and one of them was male. Two of these children have one sibling and remaining one is an only child and two child families have both daughters and sons.

4.4.1. Fathers’ & Mothers’ Family of Origin;

Fathers and mothers were asked about their relationships with their fathers in the family of origin and Table 29 summarizes the father characteristics in the fathers and mothers family or origin.

Table 29: Frequencies for father characteristics in the family of origin:

Father characteristics in the family of origin/Father	f	N
Authoritarian & decision-maker	3	3
Not available	3	3
Good Provider	3	3
Not role model	2	3
Not affectionate	3	3
Father characteristics in the family of origin/Mother		
Not Available	3	3
Authoritarian	3	3
Affectionate	1	3
Protective	1	3
Provider	1	3

As seen in the Table 29, three out of five fathers perceived their own father as the sole authority and decision maker in their family of origin. That is, father was head of the family and he had a top position in the family, there was no room for children’s ideas or preferences and fathers were deciding everything on behalf of all family member. one father mentioned that his fathers’ authority still continues;

“.... My fathers’ rules were clear and strict. You have to accept them or you do not have any other chance... In my family of origin fathers gives the last decision, father also gives the first decision... I am 40 years old now and still I do not express my ideas in front of my father even about the topics related to my wife or my children...”

Similarly another father gave an example from his childhood years to indicate that he had not any chance to express his own preferences in the fathers' presence;

"... he did not ask for our ideas... while I was a teenage we went to shopping to buy a coat for me and I've never wore that coat because he bought the one he liked not the one I liked..."

All fathers reported that their own father was not available for them during their childhood. They mentioned that they even did not see their fathers for long times because of fathers' working conditions;

"... we could not see our father, he was working so much, our mothers was interested in all our problems... or we could see him at the weekends and those weekend days were so special for us... Sometimes we could not see him for months..."

"... my father came home from the work, had his dinner and went to café (kahvehane; a place for males in which they play cards and etc...). I did not remember any shared time with my father except wedding ceremonies we joined as family and just sit together... We never played a game with my father..."

All, except one, fathers reported that their own father was not a role model for them and they are better and more involved than their own fathers. One father mentioned that although his father is a role model for him, he is a better father than his own father. He said that;

"...all fathers are heroes for their children; my father is my hero, as well... I can never say a bad thing about my father. He spends all of his money for his family, his children and siblings...However, if the son could not go their own fathers one better, both father and the son are unsuccessful for me... Therefore, I try to go my father one better and I am successful to do that... I am a better father..."

All highly involved fathers mentioned that their own father was a good provider for their family. Almost all participants mentioned that their fathers had been working so hard and tried to meet all their needs during their childhood while one father mentioned that his father still supports him and his family particularly when he is unavailable for his children;

"... sometimes I travel for my job. At those times, my father comes my home, opens the refrigerator, lists all the needed items and bought them... .."

Also, fathers reported that their father was not affectionate but these fathers also mentioned that this was the social rule in their fathers' period. Therefore, it appears that all these fathers normalize their fathers' physical distance particularly in their childhood years;

"... when I think that period it is normal. Because, for instance, he could not show affection to his child near his own father, it was a kind of shame toward elder people..."

When mothers' answers are considered, it is seen that all mother have an authoritarian father in their family of origin during their childhood,

"... In my hometown father is the authority and what he says was the rule... My father was also an authoritative father. All fathers were authoritative..."

Similar to the fathers, all mothers stated that their fathers were not available for them in their family of origin.

"...My father did not spend time with us. He was a teacher, he had arrived to the home and immediately he was going to teacher house and play cards with his friends. He had arrived home after we slept. I do not remember that my father play with us..."

"...in my family of origin father is the person who works and makes money... When it was Sunday, my father was spending time by himself he did not spend time with us or he had no concern with us and our mother cared about us..."

Similar to fathers, mother also stated that their fathers were not affectionate towards them. For instance, one mother mentioned how she is still feeling the lack of this affection;

"... my father have never said 'my daughter' to me, though... He had never caressed my hair... He has even never called me with my name, he calls me as 'my sister (ablam)', because my name is same with his older sisters' name, he still calls me like that and he calls my sister as "my mum (anam)" because my sisters' name is same with his mothers' name, ... I really wish to hear that he calls me as "my daughter" ...I wish him to be affectionate towards me..."

Only one mother stated that her father was affectionate. However, she also pointed out that her father did not indicate his love to his children physically and she attributed this situation to the presence of family elders;

“...my father was not an authoritative father... He was full of love towards us. He did not kiss or hug so much but we feel his love. Perhaps that is related to the social life of that times, during my childhood, up to the age of seven, we lived with my paternal grandparents in the same house... In that times holding the child or indicating affection towards the child in the presence of elders was accepted as a shame, perhaps this was the reason why my father did not hug or kiss us. Now, he indicates his affection toward grandchild.”

One mother reported that her father was so protective towards his children;

“...he was single child and he was falling all over us... do not sweat, do not get cold, perhaps it would rain take your umbrella... He was like that always... For years, he did not buy a bike to us because of his worry for us to make an accident...”

Another mother reported that his father was just breadwinner of the house;

“... as I experienced in my family of origin, father was the just breadwinner of the family, he only met the needs of the family but did not interfere any other things...”

In conclusion, the majority of highly involved fathers is authoritarian, unavailable and unaffectionate father. Similarly, the majority of mothers stated that their father was authoritarian and he was not available and not affectionate towards them in their childhood years. Although all fathers highlighted that their fathers was good providers, only one mother mentioned her father’s provider role. Moreover, although one father stated that his father is a role model regarding fathering, all fathers believed that they are better in terms of fathering when compared with their own fathers. Similarly, all mothers believe that their husband is a better father than their own father in the family of origin.

4.4.2. The Role of the father in the family and raising the child

Fathers and mother were asked about the roles of father in the family. Table 30 summarizes all the codes yielded from the answers of two separate questions (“what are the roles of father in the family?; what are roles of father while rearing a child?”).

Table 30: Role of the father in the family

FATHER	F	n
Sharing the whole child related responsibility with the mother	3	3
Providing	2	3
- good education		
- good life conditions		
- basic needs		
- good future for the child		
- saving money for the child's future		
Supporting	2	3
- Being trustful		
- Child for a good education		
- Helping child to solve problems		
Encouraging	2	3
- For a good education		
- For independency		
Moral Guider	2	3
- Teaching right from wrongs		
- Teaching religiously		
- Teaching good social behaviors		
- Rearing a child with good personality		
Being a Role model	1	3
Respecting the child	1	3
Limit setter & a bit authoritative	1	3
MOTHER		
Sharing the whole responsibility with the mother	3	3
Affectionate	1	3
Symbol of power & Decision maker	1	3
Spending time with the child	1	3

As seen in the Table 30, all fathers stated that sharing child-related responsibility with the mother equally is the main role of the father. It is seen that fathers' perceptions, regarding sharing whole responsibility with the mother equally, is the result of mothers' working conditions, fathers' egalitarian gender role attitudes and their awareness regarding the importance of father involvement. For instance, one participated father pointed out that they (he and his wife) are working and said:

"...life is collective... Both of us working and both of us share all needs of children together with my wife..."

Another father also stated his wife's working conditions and his gender role attitude by saying that;

“...Since my wife is working, I believe that everything should be shared equally. I clean wipe the windows not to make her tired. There is nothing for me to think that is not a masculine work, I can do everything... things father should be responsible is everything... caring the child, illness of the child, happiness of the child, father should be there... you cannot separate the role of father and the mother...During the process of raring a child father should involve everything...”

Another father pointed out the importance of fathers while explaining his ideas regarding the role of father;

“...education, health... we try to share all of these things... I do not leave the entire burden to my wife...Fathers’ role for child’s physical, cognitive development is essential... Sometimes it is more important than mother since mother and child has a relationship already but father should involve more to establish such kind of a relationship with the child...Father role is more important than the mother...”

Similarly, all mothers stated that fathers should share all child-related responsibilities with mothers. They believe that fathers should be involved in their children’s lives as much as mothers and mothers working condition is stressed while explaining their ideas;

“...Now, as a women, I am working, too. I do no longer exist in the society. Our difference is just our gender. Except our gender names, things we can do and what we able to do are same. I think in this way. And this gender difference cannot be a reason for a woman to hold all responsibility of a child. OK... Mothering is the half of this whole but fathering is the other half... Hence, we are equal and he should share all responsibility of rearing a child. Now, I am thinking of what kinds of responsibilities he should hold but it is a kind of responsibility we should hold equally...Fathers should be in everything related to the child as much as mothers...”

“...in our family, roles are identical... We share all the responsibilities of our daughter. This is valid for everything. I am interested in her daily care and her father also interested in her care as much as me. He also does everything, he plays with her, if she has homework, he helps her, and they bath together for instance... He gets the child to the bed, he dresses, and he helps her in the toilet when she need... I warn him and say, ‘I am tired, too and you should also spend time with our child’, I guide him yes but also he wants to involve, as well...Sharing is essential, on the top of everything, to have a strong relation with his daughter...”

Providing is secondly mentioned father role by fathers while none of the mothers stated providing as the role of father. By providing, fathers not only referred to providing money for the child, but also, they mentioned about providing a good future, good education and good life conditions;

“...I have to prepare a good future for my children...I have to save money for my children’s education”

“... Providing a good education for their children is one of the most important duty of father...”

None of the mothers, yet the majority of highly involved fathers, stressed moral guiding as the role of father. In other words,, father teaches and guides children in terms of religiously and socially. They believe that father should guide children about rights from wrongs; about good social behavior and about religious behavior. For example, two fathers stated that;

“... I am a religious person; I try to guide my children to give importance to religious... At nights when I brought them to the bad, we pray together...”

“...one of the main responsibilities of the father is rearing a good child...”

All highly involved fathers but not mothers mentioned supporting the child for a good education and problem solving is the role of the father;

“...Also, I think fathers should support his children to be successful in the school ...”

“...fathers should support their children in all aspects of life, cognitively, psychologically and physically...”

Protecting the child, encouraging the child and being there for the child are stressed out as fathers’ role by majority of highly involved fathers but not mentioned by their wives, as well.

“... fathers should encourage their children to have a good education...At least I am trying to do that through helping my elder child for his homework or through reading to my younger child...”

All but one father stressed the role of father as being a role model for the child. one father said that;

“ ... I believe that fathers should be role model... I want to be a good role model for them and I believe I am able to do so... I am trying to be a model for my children about being an orderly person, behaving their own materials well, and about not wasting...”

In addition to the roles mentioned above, one of the highly involved fathers reported that fathers should respect their children’s personality, preferences and choices and

should be psychologically involved with their children. Another father, stated that fathers should be the decision maker and a little bit authoritative since mothers and children make free with each other and hence mothers cannot set limits or children do not care about those limits. Similarly one mother also stated that;

“...father is the symbol of power. I do not mean being authoritarian but being the symbol of power. He should be affectionate, compassionate, he should spend time with his children, he should establish good communication with children but also he should be the head of the family, as well. This is the law of the jungle...When you say father you feel that strength. You know, it is said head of the household...I think fathers are head of the household as a father and as a husband... I think in this way...But they should not be the person who just gains money, yet. They should involve in every aspect of the child’s life as much as mother...”

To sum up, it is seen that highly involved fathers and their wives mainly believes that there should not be any differentiation as the role of father and the role of mother in the family. That is, both fathers and mothers should involve all child-related issues equally. Although fathers and mothers think similar about fathers high an active involvement to child’s life, it is seen that fathers load more roles to fathering such as encouraging, supporting, guiding the child; being a role model for the child, setting limits for the child and respecting the child’s wishes and personality, whereas mothers stated four different father roles; sharing the responsibility of the child with the mother equally, being the symbol of power and decision maker, affectionate and spending time with the child.

4.4.3. Fathers’ Feelings about fathering

Fathers were asked about their feelings related to fathering and Table 31 indicates codes yielded from the highly involved fathers’ answers.

Table 31: Feelings of Fathering

Positive feelings about fathering	f	n
Happiness	3	3
Belonging	1	3
Safety	1	3
Maturity	1	3
Negative feelings about fathering		
Responsibility	1	3
Apprehension	1	3

As seen in Table 31, data yielded two categories about feelings related to fathering; 'Positive feelings' and 'negative feelings'. While positive feelings constituted the feeling of happiness, belonging, strength, safety and maturity, negative feelings constituted responsibility and apprehension. Excerpts from the participants provided below;

A father stated feeling of belonging and safety while talking about his feelings regarding being a father;

"...Having people who are worrying about me, watching me is a very different feeling. I feel as a member of a real family. Also...As my mother, I have a family, I have children. In the future, they will get married, they will have children and I will be a grandfather, I will get tied up with my grandchildren perhaps more than my own children. It makes me feel belonging. Is there anything which is better than belonging? ... They will be there in my good and bad days...as I am with my mother and father now. In any little problem of my parent, I try to help them. My children also will help me...They are my assurance (smiling)..."

Another father also mentioned about the happiness he experiences as a father and additionally he stated that after having a child, he feels more mature as a man,

"...I am so happy because of being father... especially when I come home from the work, I consciously do not open the door with my key rather I ring the doorbell and my child says 'Are you daddy?' and I say 'yes' then she come to me by running and she hugs me. This makes me so happy. While she was younger, at times that she was crawling I was think of her whole day; 'what are she doing now? Is she sleeping or walking?', feeling these emotions are so nice. Your child move ahead of your wife, experiencing that excitement cannot be described..."

One father pointed out the unconditioned love of children and the longing he feels for his children when he was away from them;

"...just their love is enough for me. Feeling their unconditioned love is enough and it is so pleasurable... When I travel for my work I miss them so much..."

The second category negative feelings; constitutes feeling of apprehensions and responsibility

"...fathering makes me feel more responsible. Before I just had to think of myself and my wife, but now I have to think of my child's future both financially and emotionally. You have to think of both current life and also her future life..."

One participated father mentioned that he feels apprehension about not being there for his children until his children begin to stand up their own feet,

“... for instance my elder child is at the age of eight and my younger one is at the age of 4, now I am 40. When they become 20 years old, I will be my fifties, so I wonder whether I would be there for my children or whether I would be able to catch up them, would they want me to be with them when they are sitting with their friends (smiling) ... like this...I want to be there until my children stand up their own feet...”

To sum up, it is seen that highly involved fathers mostly focused on positive feelings regarding fathering. Feeling of happiness is the mostly mentioned fathering role. Additionally, fathering makes fathers feel belonging, safe, and mature. Moreover, according to fathers being a father brought an intense feeling of responsibility and apprehension to their life.

4.4.4. Fathers’ and Mothers’ Perceptions of How Life of Fathers Changed After Being a Father

Participated fathers and mothers were asked about the ways of how to become a father has changed the lives of fathers. Two themes are yielded from the gathered data both for mothers and fathers. Table 32 summarizes the themes, the categories and the codes.

Table 32: How fathers’ lives changed through fathering

Fathers	f	n
<i>Disadvantages of being a father</i>		
Restricted	3	3
	- personal time	
	- social life	
Postponed	3	3
	- own needs	
<i>Advantages of being a father</i>		
Increased	3	3
	- Pleasure	
	- Motivation for work	
	- Maturity	

Table 32 (cont'd):

Mothers		
<i>Disadvantages of being a father</i>		
Restricted		3 3
	- Social activities - Work hours - Personal time	
Increased		3 3
	- Anxiety - work hours	
<i>Advantages of being a father</i>		
Increased		3 3
	- sociability - patience - emotionality - warm-heartedness	

Question asked to fathers: “ Did your life change after you become a father ?” & “What kinds of changes did you experienced in your life?”

As seen in the table, the data gathered from highly involved fathers regarding the changes they experienced in their lives after being a father and mothers’ perceptions of changes in their husbands’ lives yielded two themes: disadvantages of fathering and advantages of fathering. Mostly mentioned disadvantage of fathering a child is restrictions experienced after being a father, i.e., being a father restricted fathers’ personal time and social life. That is after being a father, father has less time for themselves and their hobbies and they are unable to engage in activities such as going out with their friends, going to holiday or travelling as much as beforehand.

“...Beforehand, when I had arrived home I was taking my newspaper and I read it, or I was watching TV... It was so comfortable... But now I cannot do those things, when I arrive home I play with my child... Time I spend for myself decreased so much”

“...my social life was died(smiling)... Before marriage I had a really enjoyable and an active life... It decreased after marriage and after having children, it really died... Now, I shuttle back and forth between my work place and my home, I spend all my time with my family...”

Postponing own needs is another category that constitutes the theme of disadvantages of being a father;

“... before I had my children, I decide everything by myself... I am graduated from tourism and hotel management, I was out of Ankara all the time... My life was so enjoyable and colorful...My father wanted me to marry and had children, therefore after I had completed my military service; I turned back to Ankara and married...Now I always postpone my own needs, for instance, economically I keep my own needs...I make sacrifice my own needs...”

Similarly, the mothers also mentioned that having a child restricted their husbands' lives in terms of social activities, personal time, marital activities and work hours. It is seen that being father has changed fathers working conditions according to the mothers. While one mother stated that her husband begins to work so hard after having a child to save money for the child's future, another mother stated that to spend more time with the child father begins to work less after having a child;

“...actually, my husband thinks that he has to prepare a good future for his children financially. Therefore, the time he allocated for himself decreased so much. Rather than spending time for his social activities or even spending time with children, he spends that time to work and making money, and he becomes happy...he thinks that, perhaps because of the traditions, a father should be a homeowner, he should have a car, and he should save money for his children's future. Because of those beliefs, his anxieties increased after he became a father...”

“...my husband is a workaholic person... Having a child restricted his working hours...For instance, he tries to come earlier to home in the evenings; he does not work at home...”

In addition to disadvantages of being a father, both fathers and mothers mentioned that there are many advantages, as well. All fathers mentioned that having a child increased their pleasure regarding life;

“...when you knock the door in the evening, two person jog to you and smile around you... That is worth everything...”

One father mentioned that his motivation towards work increased after having a child.

“...now I think that I have to work more for my child's future therefore my motivation to work increased...”

Feeling of maturity is another category that belongs to the theme of advantages of being a father. That is, after having a child, the fathers feel that they are more mature anymore. For instance, one father said that;

“... Being a father make you more mature. Your point of view has changed, you cannot think only yourself anymore, and you have to think of your child, as well. For instance, you cannot go holiday in winter, you organize your life according to your child”

Another father stated that;

“...I was an aggressive person and you know sometime ou can give extreme reactions in the traffic or in your work place. However, now I think a lot to do something and I try not to involve such kinds of discussions or fights. I think ‘what would my children do if I am not with them?’. Your point of view has changed when you have a child...”

When mothers’ answers are examined, it is seen that they mentioned more advantages than fathers. Increased happiness, sociability, patience, emotionality, and warm-heartedness are mentioned advantages by mothers.

“...he became more patient; he was so aggressive and intolerant towards children. After being a father, he became more emotional, more indulgent man. Perhaps, he saw his own children’s unhappiness and he puts his own children into other children’s shoes, he understands what childhood means...”

“... in his life there are two parts; before the child and after the child (smiling)... He experienced falling in love for the second time with his child...when he had come home from the work, he was complain about his work, now since our daughter open the door as ‘daddy’, his facial expression changes quickly...He forget about the troubles in the work place, he forget about his tiredness... At the weekends, he preferred to stay at home, but now he is searching for activities that he can do with children...”

To sum up, both fathers and mothers agreed upon the fact that being a father changed the fathers’ live both negatively and positively. Data yielded two themes: disadvantages of fathering and advantages of being a father. Restriction of personal time, social activities, shared activities with the spouse; postponing own needs are mentioned by fathers as disadvantages of being a father. Similarly, the restriction of personal time, social activities and working hours and increased anxiety and working hours are mentioned by mothers as disadvantages of being a father in their husbands’ lives. Increased pleasure, motivation for work and self-satisfaction are mentioned by fathers as the advantages of being a father while increased sociability, indulgency, patience, emotionality, warm-heartedness and happiness at home are mentioned as advantages of being a father by mothers.

4.4.5. The time fathers spend with their children:

Participated fathers and mothers were asked about time they spend with their child and whether they think it is enough or not. The time, highly involved fathers spend with their children in week days, ranges from 2 hours to 3 hours with the average of 2.66 hours per day according to fathers. In addition to week days, all highly involved fathers mentioned that at weekends, particularly on Sundays, they are together with their child for the entire day. When it is asked whether they think time they spend with their children is enough, one father mentioned that it is not enough for the child and he stated his wish to spend more time with the child;

“...since I work on Saturdays, we just spend our Sundays together at weekend. I would not like to work on Saturdays, as well. I saw other fathers; they go cinema or theatre with their children on Saturdays but I cannot, this makes me sad of course...”

The other two fathers, who think that time they spend with their children is enough, mentioned that although the time they spend with their children is not so much because of their working conditions, it is the best they can do. For example, one of the fathers stated that;

“... I am at home on Saturdays. In weekdays I arrive home at 7 p.m. Having dinner and other routine things takes almost two hours and it becomes 9 p.m. and children go to sleep. I have very little time in the evening with children, and we are not able to do various activities...I spend all my free time with my children and family. I do not spend time with my friends or other people... Just with my family...”

Similarly another father said that;

“... I work so much... I have to work to provide a good future for my children, but now (after engaging father support program) I am aware of the fact that it is not important to spend so much time rather it is important to spend quality time. Therefore, I am trying to spend at least one quality time with my children...”

When mothers' perceptions are under consideration, it seems that all mothers think that although fathers do their best it is not enough and they should spend more time together;

“...they spend approximately one and a half hours. This is the time that they spend qualitatively and on Sundays they are together for whole day. When compared with

other families around us, it is around enough, but I wish he would work less and they could spend more time together...” “...he spend all his available time with his children, he does his best... But it would be better. Since she began to the preschool recently, she sleeps so early in the evening. After having our dinner she goes to the bed and I take that one hour voluntarily and nothing left to the father. I want to spend time with her; because I cannot see her so much and I miss her. But there is not enough and long time to spend with children...”

To sum up, the majority of fathers and all mothers perceive the time fathers spend with the child less than it should be. Both fathers and mothers attributed this situation to fathers’ work hours and work conditions. That is, both fathers and mothers think that fathers should and would spend more time with his child, however, their working conditions does not allow him to do so. Similarly, both fathers and mothers reported that, although fathers are together with their children for approximately two and a half hours in the evening, the majority of the time passes with routine activities such as having dinner and fathers spend, at most, one and a half hour actively and interactively with their children in the evening. According to fathers and mothers, this time increase at the weekends, particularly on Sundays. Since fathers do not work on Sundays, they spend more time with their children and their families.

4.4.6. How fathers spend time with their children:

Fathers and mother were asked about activities fathers engaged with their children both at home and out of the home settings. Shared activities, revealed by highly involved fathers and their wives, are clustered under four categories; recreational activities; educational activities; daily activities and outdoor activities. Table 33 summarizes each category and its codes;

Table 33: Shared activities fathers engage with their children:

Categories	Codes	f	n
FATHERS			
Recreational Activities		3	3
	Playing together		
	- With toys (cars, baby dolls)		
	- With legos		
	- Make believe play		
	- Physical games		
	Watching TV/cartoon together		

Table 33 (comnt'd):

Educational Activities		3	3
	Drawing together		
	Reading together		
	Doing school initiated tasks together		
Daily activities		3	3
	Repairing together		
	Doing household chore		
	- Ironing together		
	- Washing dishes together		
	- Cooking together		
	- Tidying child's room together		
	Having dinner together		
Outdoor activities		3	3
	Going to the playground together		
	Going to fathers' work place		
	Riding bicycle		
	Shopping together		
MOTHERS			
Recreational Activities		3	3
	Playing together		
	- With legos		
	- With toys		
	- In the bath		
	- Make-believe play		
	Watching TV		
Educational Activities		3	3
	Playing with memory cards		
	Doing school initiated tasks		
	Reading to the child		
	Making puzzles		
Daily activities		2	3
	Cooking		
	Pet care		
	Cleaning the children's room		
Outdoor activities		3	3
	Going to playground		
	Riding bicycle		
	Getting child to the courses		

As seen in the Table 32, the recreational activities, i.e. the activities, in which fathers and children spend time just for fun, is the first category. Playing with the child and watching TV together with the child are grouped as recreational activities. All highly involved fathers mentioned that they spend time through engaging in recreational

activities. The majority of fathers also mentioned that they become just follower in the plays they engaged with their children. That is, fathers play whatever their child wants them to play;

“...When I arrive home I ask her about what she wants to do and we do whatever she wants... Generally she says let’s play together (smiling)”

“... We play together... with cars and sometimes while doing ironing we began to play make believe play, for instance he become salesman and put the clothes in their places...Also we watch TV together. They have some channels, they do not allow me to watch any news:) Sometimes we watch old Turkish films or some light-entertainment shows together...”

Similarly, playing with the child is one of the mostly mentioned recreational activities that father and child engage together by mothers.

“...they play whatever my child wants to play...We have some educational journals, they play those games together... They play avidly... They throw the dice and they run to see. Their play is like a cliff-hanger (smiling)...They enjoy so much...”

“...My son makes his father a horse and ride on him... It is his favorite game... Also they play with cars and with toys...”

Only one mother mentioned that father does not engage in play with his children rather he is available for children during their play;

“...they watch TV for the most of the time...He does not engage in their plays so much... He watches them while they are playing with their toys...For the moment, there is not so much thing he does... We leave them by themselves and say here your toys are, if you want play with them, actually our children also do not play with toys so much, they like watching TV more...”

The second category is educational activities such as reading together or making puzzles, through which fathers try to help their children’s academic abilities. According to fathers, these activities are, also, child-initiated activities. That is, children want their fathers to draw or to read and fathers engage their children’s wishes.

“...sometimes she says let’s draw and we draw together...”

“... she likes books, and I also wish her to read a lot; therefore, I bought some books and I read them to her...”

Similarly, mothers reported that their husbands engage in educational activities with their children. However, whereas mostly mentioned educational activity is drawing by fathers, mothers reported that doing homework (helping the child to do tasks that preschool teacher ask to complete at home) is mostly engaged educational activity by the father. Moreover, although fathers did not mentioned that they engage in educational games such as playing with memory cards, or matching game, all mothers reported that father and child engages in educational games. Similarly, although two fathers reported that they read to their children, only one mother reported that her husband reads to the child since mother encourages him to read;

“... he reads to her, as well. Actually my husband likes reading so much. Before our marriage he was reading a lot of books as he said. I, to be honest, do not like reading so much, but I try to read to the children. I force him to read to the children, as well. When I ask him to read he reads books to the children. There are a variety of things that he does because I demand him to do. Of course there are something that he does without my demand but majority of the time I demand him...”

“...they play with puzzles...If my daughter has some homework, they do them together. Also we are a member of an educational child journal and sometimes they work on it for one or two hours...”

“... we have some memory cards and puzzles sometimes they play with those card or makes puzzles together ...”

The third category is daily activities: household chores and daily routines that fathers and children do together such as ironing, cooking or washing dishes and repairing. Only one father stated that he engages in household chores with his children, which allows the child to help him while he repairs at home;

“... most of the time pass with repairing his toys and tidying their rooms together.. When I arrive home, their room has been rummaged and I say let's tidy your room together 😊 I try to involve them in all activities I do at home. For instance, while I am ironing the clothes or washing dishes, he comes and helps me... sometimes while doing ironing we began to play make believe play, for instance he become salesman and put the clothes in their places...”

The majority of mothers (n=2) also mentioned that father and child engage in household chores such as cooking, pet care, which was bought as a birthday gift to the child by father, or cleaning the children's room;

“... Sometimes, I prepare all the ingredients and they make cake for us... He bought a fish to her as a birthday gift... They clean its water every Sunday... It is their duty (smiling)...”

The last category is outdoor activities, in which father and child spend time together out of the home. Mainly mentioned outdoor activity was going to playground. Two fathers mentioned that they go to the playground with their children. For instance, one father stated that even though he is so busy, when his child wants him to go to the playground he cannot say no;

“... Recently he asked me to go to the playground, I had so much work to do in my work place, but I think it is his right to go there with me and I stopped the car, we went to playground and play together for 15-20 minutes...”

Bringing the child to their work place is another activity that belongs to outdoor activities. One father stated how his children like to be in his work places;

“... They are getting crazy to come with me to my work. Sometimes, particularly at weekends, I bring them to my work place... They do not do special things; they either surf in the internet or just sit in my office, but they like being there so much... Sometimes, we communicate with my colleagues and they also bring their children at weekends, while we are working our children play together...”

Another mentioned outdoor activity is making sport together.

“... I bought a bicycle to her, we go to playground, she rides her bicycle and I run near her. If the weather is nice, sometimes we play tennis together in the park...”

Regarding outdoor activities, mothers' answers are not same with the fathers' answers. For instance, one mother stated about her husbands' lack of motivation to go out with children or as a family;

“...they began to go out recently.. For instance, he registered our children to swimming course and he got them to the course on last Saturday. When he spends time with them, actually he gets pleasure but in no way he left his responsibilities that he undertake as a duty. Namely, he does not want to take permission from his work place or he does not want to postpone his works. I am sure we, his family, are in the first place in his life, I am also sure that if there would be a problematic situation he would absolutely come but except this he does not say 'it is nice, let's go out together' or he does not try to create a time to spend with us at outdoor...”

Going to playground or game arcades with the child is mostly mentioned outdoor activities by mothers, as well. Remaining two mothers stated that fathers spend time

with the child at playground or game arcades at the weekends or at the times when the weather is nice;

“...if it is nice, they go to the playground, they ride bicycle in there...”

In conclusion, in the families that fathers are perceived as highly involved by their preschool age children, fathers and mothers believe that the time that children spend with their fathers is not enough and it should be more. When fathers and mothers were asked about the kinds of shared activities father engage in with the child, playing with the child, watching TV , drawing, repairing and going to playground are mostly mentioned shared activities by fathers while playing with the child, watching TV,doing school related tasks,cooking,going to playground are mostly mentioned shared activities by mothers.

4.4.7. Fathers’ responsibilities for child-care.

Participated fathers and mothers were asked about fathers’ responsibilities in terms of child-care in their family. Table 34 summarizes highly involved fathers’ and their wives’ reports.

Table 34: Child-care activities fathers’ involve:

FATHERS		f	n
Father involvement to child-care			
	Child-care shared with the mother equally	2	3
	Father helps to mother for child-care	1	3
	Child care is under the mothers responsibility	-	-
Child-care activities fathers’ involve			
	Dressing the child at nights for sleep and in the morning	1	3
	Putting the child to sleep	2	3
	Bathing the child	2	3
	Praying with the child before sleep	1	3
	Help child to have breakfast or dinner	3	3
	Help for toilet	3	3

Table 34 (cont'd):

MOTHERS	f	n
Father involvement to child-care		
Child-care shared with the mother equally	2	3
Father helps to mother for child-care	1	3
Child care is under the mothers responsibility	-	-
Child-care activities fathers' involve		
Bathing the child	2	3
Dressing the child at nights for sleep and in the morning	2	3
Putting the child to sleep	3	3
Help child to have breakfast or dinner	3	3
Help for toilet	3	3

As Table 34 indicates, two out of three highly involved fathers reported that they equally share child-care responsibility with the mother in their families. Remaining one father mentioned that he is not actively involved as much as mother but he helps mother to child care.

According to the fathers reports, dressing the child in the mornings and at night for sleep, putting child into sleep, bath the child, before sleep reading to the child, helping child to have breakfast or dinner and helping child for toilet are mentioned as child care activities that father involve. For instance, the participated father stated about his self-confidence to care the child while expressing his ideas regarding, his involvement in child-care;

“...She bath children and I dress them, at nights preparing them for sleep, dressing their sleep-bag is under my responsibility. Praying with them is also my responsibility and therefore I help them to sleep. I also help children to wear shoes or coats...I do everything as much as my wife and I claim that I am able to look after children better than my wife(smiling)...”

Another fathers' statement indicates how they equally share child care responsibility;

“... My wife prepares the breakfast and I help her to have breakfast, while my wife is preparing to go work. We dress her together with my wife. My wife combs her hairs and I dress her coat and shoes. We shared things equally in the morning. I also bath her, my wife cut her nails...ummm. Other daily care is done by mother... In the evenings generally I cared for her. If I am not home her mother care her.. I can say that it is in balance and shared equally between us...”

One father, however, stated that he helps mother to child care rather than sharing the child care equally;

“I help her (the child’ name) in the toilet when she need... I also do other things; I do whatever it should be done...But since she is a female, she demand mother more than me. For instance, her mother baths her...”

When mothers’ perception is under consideration, it is seen that mother are in one mind with fathers. Two mothers stated that in their family child care is shared between parents;

“...I prepare the meal, I wash her clothes, I iron them, I cut her nails, I care about her hairs, these are thing just I do. But he baths her and I towel her off. They enjoy so much in the bath because her father plays with her, he makes her bubbles, she says like this, and she enjoys so much. In the mornings, I prepare the breakfast and the child and then began to clear to deck; he helps her to have breakfast...”

“...Both of us... preparing the clothes, dressing the children in the morning is duty of my husband since I hardly prepare myself☺ Bathing... which of us is appropriate, that person bath children. We have no problem for household chores. My husband is able to do everything, ironing, dressing children, preparing children. Since we left the house very early in the morning, I hardly prepare myself. He supports me so much, he is very quick, he prepares children in a matter of minutes...(smiling)”

Only one mother stated that her husband helps her rather than share the responsibility. She also stated that father involvement decreased with the child’s age, but now he also involves in due to the demands of mother;

“...In my absence, I tell him what children will eat or wear and he helps them. It is very rare that he does these things voluntarily. I think it is not because he is not able to think of, it is law of the jungle. Men are like this... He just dresses her; all other things are under my responsibility. When they were babies, we were bathing them together since it is more difficult to bath a baby... But actually, she is growing; there is no need for him to bath her anymore. Also, sometimes, if I am busy, he helps her after the toilet...”

To sum up, mothers' and fathers' perceptions regarding father involvement in child care are consistent with each other. Both fathers and mothers stated that father involves the child care at some point. Two fathers and two mothers stated that father and mother share the child-care responsibility equally while one mother and one father stated that father helps to the mother regarding child care rather than sharing it equally with the mother. Moreover, there is a consistency between mother and father reports regarding child care activities that father involves.

4.4.8. Communication between father and children

In this study, the participated fathers and mothers were asked about the reasons of fathers' attempts to communicate with their children, i.e., why they communicate with their children. Table 35 summarizes fathers' and mothers' reports regarding communication between father and the child.

Table 35: Communication between father and children

FATHERS		f	n
Communication with the child			
-	Yes	3	3
-	Have difficulty	-	-
-	No	-	-
How fathers communicate with the child			
-	Asking questions	3	3
	- About child's day at school		
	- About child's friends		
-	Talking together	3	3
	- About topics provided by the school		
	- About child's friends		
-	Listening	3	3
	- Child's problems about friends		
	- Poems, marches child learn at school		

Table 35 (cont'd):

Functions of talking		
- Socializing the child	- Help child to feel as an individual in the family	2 3
	- To increase child's social abilities	
- Understanding the child	- To gather information about child's life	2 3
	- Learning about child's inner world	
	- To learn about child's feelings	
	- To learn about child's point of view of life	
- To increase academic skills	- To increase vocabulary of children	1 3
- Strengthen friendly relation between father & child		3 3
	- To indicate care toward the child	
MOTHERS		
Communication with the child		
	- Yes	3 3
	- Have difficulty	- -
	- No	- -
How fathers communicate with the child		
- Asking questions	- About child's day at school	3 3
	- About child's friends	
- Talking together	- About shared and unshared events	2 3
	- About topics provided by the school	
	- About child's friends	
	- About fathers' feelings and experiences	
- Listening	- Things child experienced at school or during the day	3 3
Functions of talking		
- Socializing the child	- Help child to feel as an individual in the family	2 3
- Understanding the child	- To gather information about child's life	3 3
	- Learning about child's inner world	
	- To learn about child's feelings	
- Strengthen friendly relation between father & child		3 3
	- To share about their life	

Table 35 indicates the perceptions of mothers and fathers, regarding father child communication. As seen in the Table 34, all highly involved fathers mentioned that they communicate with the child. As fathers, all mothers perceive that their husbands and children communicate in a good way, as well. Although fathers and mothers are agree that fathers and children have communicate with each other; almost all fathers mentioned that communication is initiated by themselves through asking questions while two mothers reported that communication between father and child is child initiated, i.e. child starts to talk and began to tell about their school, friends or his/her day.

“...Yes...They communicate with each other, for instance at the last weekend while children are going to swimming they talked about this course. Before, children were so excited about this new activity, they talked about what would be done, what would be needed and bought... my son is a very communicative child. He initiates the talking... He even communicates with strangers easily...”

“...yes, they talk so much... my daughter talks to her father about everything that she experiences. About things she did at school, where did she go that day, if she went to shopping she tells about it... Does her father share those kinds of things with her?... Actually yes...They tell about their feelings to each other, he says ‘ we enjoy so much, did not we my dear, being with you was so good...’; they give importance to emotions...”

Data gathered from fathers yielded three main communication ways for fathers: asking questions, talking together and listening. Almost all fathers mentioned that, they ask their children about what he/she did at school or what d/he learned at school or with whom s/he establishes friendship and etc... Moreover, fathers mentioned that they talk together with their children about shared or unshared event; topics suggested by the teachers such as friendship, numbers, and animals and about child’s friendships. When topics, fathers and children communicate about, are considered, it is seen that child’s engagement in the preschool and guidance of school staffs, particularly teachers, increase father and child communication.

“... generally we see each other in the evening, and I ask her about her day at school... Also, her teacher sends some notes such as ‘today talk with your children about friendship or the importance of the family’. Now she is at the age of preschool topics that we talk about are these...”

“...preschool has a family involvement process in which they provide some topic for us to talk... If such a topic was sent we talk about those issues...”

In addition to asking question, listening is mentioned a way to communicate with the children for fathers. Fathers stated that they listen to their children’s problems with friends, their plans and things they learned at the school. Two of the highly involved fathers, who engaged in Father Support Program, particularly stated that this program encouraged them and indicated the value of listening to them. That is, they mentioned that engaging that father education program increased their awareness towards the importance of listening to the child. For instance, one father stated some technical terms such as establishing eye contact or coming in the same level with the child during their communication;

“...she learns new things in the school, songs, poems or marches... and I like listening to her... I sit opposite of her, I come with the same level and establish eye contact with her while I am listening to her and I feel that she becomes happy, she is motivated...(smiling)”

When mothers’ answers are considered, it is seen that identical categories are yielded from their data, as well. Similar to fathers, mothers also mentioned that fathers communicate with their children through asking questions, talking together and listening. Although fathers and mothers data revealed identical categories, from mothers’ statement it is understood that mothers think that communication is initiated by the child not by the father. Two mothers stated that their children rather than their husband initiate talking;

“...yes they communicate with each other. For instance they went to the swimming course at last weekend and they talked about this course; they talked about what they would do in the course, what kinds of materials they would buy for the course and etc... Also they talk about the child’s (child’s name) school, he tells about his friends at school. My son is actually a communicative and talkative child, he initiates talking and therefore there is no problem about their communication...”

“...yes they have long and long conversations. My daughter tells about everything that come her mind. She talks about things she did at school, where she went that day; if she went to the shopping for instance she talks about her experiences... She shares everything with her father. Does her father share with her? Namely, he tells about the moments that he feels so happy, they talk about their feelings actually. ‘We enjoyed so much, did not we?’ or ‘spending time with you was so enjoyable’...”

During the interviews, fathers and mothers were also asked about the reasons why fathers communicate with their children. As seen in the Table 21, four different categories yielded from the data of fathers and three different categories yielded from the data of mothers. Fathers stated that they communicate with their children to socialize the child, understand the child, and increase child's academic skills and to strengthen friendly relation between father and the child.

The first category, socializing the child, refers to fathers' attempt to increase child's social skills through communication. The second category, understanding the child, refers to the fathers' attempt to learn more about child's life through communication, such as trying to understand child's inner world, point of view of life or child's feelings. The third category, increasing academic skills, means that fathers tries to increase their child's vocabulary by communicating with the child. The last category, strengthening a friendly relation between father and the child, means that fathers try to indicate that he cares about the child and the importance of communication.

Two fathers stated that their main aim is socializing the child through communication. For instance one of the highly involved fathers stated that;

"...I do not know you have seen my daughter, but her speech is not good as it should be. My mother looked after her until she began to preschool and she has grown up a bit intrapersonal, she cannot express herself good and therefore, I think... I also talk to make her more socialize and increase her vocabulary..."

Fathers also stated that they communicating with the child to understand his/her inner world and to strengthen the relationship between father and the child;

"...I wonder about his inner world; to gather information about his life... what makes him happy, what makes him sad; what he wants from life... I communicate to learn about these...I wonder his point of view about life..."

"...of course the first thing is listening to her and trying to understand her world. I also communicate with her to indicate that I care for her, to make her feel a valuable individual in the family..."

Mothers' data revealed identical categories with one exception; increasing the child's academic skills. Remaining three categories, understanding the child, socializing the child, and strengthening friendly relation between father and the child, are mentioned by mothers, as well. Mothers think that the aim of father while communicating with the child is to understand the child's inner world, child's life, feelings and their point of view. 40 % of mothers think that fathers communicate with their children to socialize their child, i.e. to help the child feel as an individual in the family. One mother stated that they never talked about the reasons or fathers' feelings about communicating with the child and she answered this question by expressing her own feelings;

"...when I look my son's perspective, I think, he sees that he is valuable and he and his ideas are taken into consideration by parents... He feels as an adult, he is realized in the family... Why his father talks to him? Actually he has never talked about how his father feels while talking with his children or why he talks to his children.... When I talk with my children, I see that time is flying... I ask to myself, when they get older, how nice he is talking, how quick he grows... I listen to them proudly... Hearing big things from my young children make me happy and I am proud of them, probably their father also feels in the same way..."

Another mother stated that father is demanding to learn about her child's life and father and child like to share with each other;

"..... to share... Actually, he wants to learn about his daughters life, he wants to learn about her feelings. He wants to gather information about his child's life, as well. They give importance to emotions... Yes, to share..."

When she was asked about functions of talking, one mother asked researcher to give some examples about that functions and researcher said "for instance, you might talk with her to gather information about her life or you might talk to her to teach new things or criticize the book you have read and etc.." then she stated their lack of knowledge about how to use communication to improve child's development;

"...we ask these questions to gather information about her life. But, I have never thought about talking with her about books we read or things we watch on the TV. For this, there should be a person who is expert on child development for us to take suggestions. For instance, I read some books to her and she likes them so much and asks me to read again and again. I read to her but I have never asked any questions about the story that I read, so does my husband..."

In conclusion, all highly involve fathers mentioned that they can communicate with their children easily and all mothers perceive that their husband and children have a well-set communication. Although almost all fathers believe that they initiate talking through asking questions, majority of mothers believe that their child initiates talking with father. Asking questions, listening or talking together are the ways that fathers use to communicate with their children. The majority of fathers mentioned that child’s preschool experiences are the main topic of their talking or their questions. Regarding the reasons why fathers communicate with their children, fathers’ data yielded four different categories:; socializing the child, understanding the child, increasing child’s academic skills and strengthening a friendly relation between father and the child. Mothers’ data also revealed identical categories except increasing child’s academic skills.

4.4.9. Father involvement in children’s education

Participated fathers and mothers were asked about fathers’ involvement to child’s education. Answers, given by mothers and fathers, provide information not only about whether fathers involve in their children’s education but also how why they involve. Table 36 summarizes categories and codes yielded from the data.

Table 36: Father Involvement in child’s education

FATHERS	F	n
Ways fathers involve in child’s education		
Passive Involvement:	1	3
- Getting the child to school		
- Picking up the child from school		
- Providing for education		
Active Involvement:	1	3
- Involvement parent teacher conferences		
- Communicating with school staff		
- School visits		
- In-class involvement		
- Involvement special school events		

Table 36 (cont'd):

No involvement	1	3
- Getting the child and picking up the child to from school when needed		
Reasons of active involvement		
Monitoring the child		
Fathers' motivation to involve		
Engaging FSP		
Reasons of passive/no involvement		
Time limitations		
Time of parent involvement activities		
MOTHERS	f	n
Father involvement in child's education		
Actively involved	2	3
Passively involved	-	3
Not involved	1	3
Ways fathers involve in child's education		
Passive Involvement:	-	3
- Getting the child to school		
- Picking up the child from school		
- Providing for education		
Active Involvement:	2	3
- Involvement parent teacher conferences		
- Communicating with school staff		
- School visits		
- In-class involvement		
- Involvement special school events		
- Member of parent-teacher association		
Reasons of active involvement		
Monitoring the child	2	3
Fathers' motivation to involve	2	3
Reasons of passive/no involvement		
Maternal gatekeeping	1	3

As seen in the Table 36, three different father involvement types were yielded from the data. Active Involvement refers to fathers' involvement to in-class parent

involvement activities, special school events and parent-teacher conferences. Moreover, actively involved fathers have a good communication with school staff and visit the school.

Passive involvement refers to the fathers involvement to child's education through providing, getting the child to the school and picking up the child from the school. No involvement refers to the fathers, who only takes and picks up the child from school or involve in the parent teacher conferences in mothers' unavailability.

When fathers are categorized according their involvement levels, it is seen that mothers' perception, regarding father involvement in child's education is more positive than fathers' perceptions, regarding their involvement in child's education. While only one father perceives himself as active involver, two mothers perceive their husband as actively involved. One couple thinks the same, regarding fathers' lack of involvement and one father stated that he is a passive involver. While talking about his involvement, a father, who is an active involver, stated about her motivation to involve in his daughters' education and the effect of Father Support Program;

"...I like to be there. Although my wife is a teacher in the same preschool, I do not leave it to my wife... I add my name to parent chain and in March there will be parent involvement activity in my child's class and I will involve. I might say 'OK my wife is here and she continuously meet with her teacher, so there is no need for my involvement' but I did not think like that especially after the education I gathered during Father support program... Actually, I learned that I should not think like that..."

Another father, who perceives himself as passive involver, highlighted his working conditions as the reason for his lack of involvement;

"...you see my working conditions (since the interview was conducted in his office, researcher see how his phone is ringing so frequently and how he is working so hardly), I am so busy and therefore I am not able to involve to school activities because majority of these activities are organized within my working hours. If they were organized at weekends, I would absolutely involve. During my older child's preschool years (his older child also went to the same preschool) I was a member of school council but now I just pay for the school. However, I have a good communication with the head teacher. I know the teacher of my child, I trust that school. I know that, during the time that my child is at there, my child is in safe. I

know how nice meals the cooker in the school cooks (smiling). She taught eating to my daughter. I trust this school so much. During my daughters' time, I did not know many fathers but with FSP, I meet with many fathers. When it becomes Thursday, we were jogging to the school. I was visiting my child's class, looking at his works on the wall. That was a big happiness to see my child's development. If parent involvement activities were done out of the working hours or at weekends I would absolutely go..."

Remaining one father, who stated that he does not involve to his daughters education, attributed this situation to his working conditions and mothers' wish about involvement as ;

"...my wife involves...I am not able to find opportunity to go. Just because of time, otherwise I would also involve. I just involve at the times that my wife has things to do, except these times she involves. My wife wishes to involve, it was the same for my son, as well...."

When mothers' answers were examined, it is seen that two mothers perceive their husbands as active involver. For instance, one mother , who is a teacher at the same school, as well, stated that;

"...His involvement in her education is so good actually. For instance, for the first semester, we prepare the things to be talked in the parent-teacher conference. I said him that there is no need to attend the parent-teacher meeting since I know the things to be talked. However, he wanted to be there and said 'No, I want to attend to meet with her teacher and to see the atmosphere. Also our daughter would say my father attend the parent teacher meeting, she would know that I was there' and he attend to the meeting although I said there is no need. He talked with her teacher, later he told every detail to her daughter and she became very happy... Moreover, he planned parent involvement activity by himself, he did not ask me to involve. Having priority in his daughter's life makes him so happy. Generally fathers are in the background, you know... But he feels happy when he has priority in her life... He place a premium on everything about her daughter and she reply him with her full love... He brought all children to his work place... For months, my daughter waited for his involvement with bated breath. Although I know that children get excited when their parents involve, I did not think that it is such excited for them. Since it was near the end of the semester, she frequently said ' there is a few time for my daddy to some to my class, after semester holiday my daddy will come to the class, yippee here is the semester holiday and there is little time for my daddy's come...', I could not believe her excitement , really☺ When he comes to pick up us, he absolutely talks with her teacher, he tries to meet with all of her friends... Father Support Program was very influential on his involvement; he feels that he belongs in this school..."

Another mother, who believes that his husband is active involver to his child's education, stated that her husband could not attend parent-teacher conferences or special school event because of his working hours but she emphasize on fathers' motivation to involve, his effort to monitor child's school;

"...Actually we are not able to attend to parent teacher conference. Because all meetings organized in working hours and we cannot attend them. One parent-teacher conference was organized at the weekend and I attended it, my husband was working and I am sure if he did not work he would absolutely attend. He would voluntarily involve everything with regard to his children. For instance he attended the orientation that was organized at the beginning of the semester. He never passes the buck to me. He is highly involved to his children's education. My older child went to same pre-school. He was a member of school council and he was keeping in touch with the head teacher. He still keeps in touch with all school staff. They call each other, frequently. Current teacher of my son is a shy person, although my husband is a talkative man, he steers clear of her(smiling)He knows all teachers of the school, he calls him...He wonder about children's school and thing they do at the school. He wants to see the school, he want to learn about how teachers are, how meals of the school are, how the school atmosphere is... It should satisfy him... For this school, he went initially, he talked with the head teacher, he examines the classes and the school bends to him...."

Remaining one mother reported that her husband does not involve to his younger child's education. Her report indicates that mother is gatekeeping father involvement since she does not trust to the father to gather detailed information about the child's process;

"...I involve to face-to-face parent teacher meetings....Yes, in general, I involve... I would like to involve, I would like to learn everything in detail. Actually I do not trust him about this issue, because he is unfussy, he would not ask details...He goes to our sons' meetings because teacher does not give details anymore. Therefore I send him to those meetings, but for my younger child I communicate with the school. Then I tell him about things I learned..."

In conclusion, reports of the fathers and the mothers, regarding fathers' school involvement, yielded three types of father involvement to the child's education. The first one is active involvement. It refers to fathers' attempts to involve parent-teacher conferences, in-class activities, visiting school and communicating with the teacher of the child. The second type is passive involvement, which refers to fathers' attempts to get the child to the school, pick up the child from the school, or providing

money for the child's education. The last type is no involvement refers to the fact that only mother is responsible to involve in child's education. Although all fathers mentioned that they wish to involve, time limitation is the main reason for their passive or lack of involvement. When mothers' reports are analyzed, it is seen that the majority of mothers perceive their husband as actively involved in their children's education and they think that fathers' desire to monitor the child's school behaviors is the reason of their active involvement. Only one mother reported that her husband does not involve in his child's education and the reason is based on mothers' own desire to learn about her child and her mistrust on her husband's level of effort to learn adequate information about the child.

4.4.10. How fathers' contribute children's personal development

Fathers and mothers were asked about things, which fathers do to contribute their children's personal development. Table 37 summarizes the codes and the categories, yielded from the data

Table 37: Father Involvement types fathers engage in to contribute child's personal development

FATHERS	F	n
Teaching	2	3
- rights from wrongs		
- religious		
- socially acceptable behaviors (respecting elder people/animals/nature/not to smoke)		
Shared activities	2	3
-Making sport together		
-Reading together		
-Repairing together		
Providing	3	3
-books		
-for courses (swimming course, theatre clubs)		
-opportunities to socialize		
Communication	2	3
-talking with the child		
MOTHERS		
Teaching	3	3
-religious		
-self-care skills		
-how to learn		
-social rules(how to behave outdoor)		
-fostering independence		

When it is asked to the fathers and mothers to answer the question of “how do you think you/your husband contribute your child’s personal development?”; their answers clustered different father involvement types suggested by Palkovitz (1997). Fathers’ answers indicate that they contribute to their child’s personal development through teaching, providing, communication and shared activities while mothers only focused on teaching. Two fathers and all mothers mentioned that father teaches to their child in order to contribute their personal development. Fathers reported that they teach to their children about rights from wrongs, religious, socially acceptable behaviors such as respecting elder people, respecting to animals/ nature or not to smoke. Mothers reported that fathers teach their children the social rules, religious issues, self-care skills, how to learn a subject and they foster their children’s independence to teach them to stand on their own feet.

“...I try to teach about right behaviors to my children... I try to teach them lying is a bad thing in any condition... Yes I am a religious person and every morning when I am performing the salaat, they come around me and they learn praying. The pleasure I felt when I brought my son to the first Friday Prayer was something else that I have never felt. Also, if you ask everything about their personal development, at weekends we send them to swimming courses. Also, we provide a theatre course for my older child...My aim is related with their self-esteem. I want them to be self-confident people; I do not want them to be shy...” (father)

“...we teach about respecting elders, respecting animals and nature... There is no one at home who is smoking, already now I tell her about the dangers of smoking because she saw other people while smoking...” (father)

“...He is a religious person. He prays with children at nights before sleep. He talks about ill-gotten and halal concepts. He teach them the fact that l lying is a bad thing or they should not waste anything. He teaches about the importance of honesty. Also, he gives importance to self-care skills and he teaches about being tidy, for instance he clean their room with children...” (, mother) “...for instance I bring some fruits, I peel them and I wait for a while, if she does not eat I try to make her eat, her father does not do that... He waits patiently and encourages her to eat by herself. His aim is to encourage her independence... It is the same during meals... if she does not eat, I begin to make her eat but her father say ‘ no let’s give up feeding and let her to eat by herself’ ... He wants her to take the responsibility. When we go to the playground, he wants to observe her from a distance... Actually he wants her to stand on her own feet..... Anything else... ummm... He teaches bout how to learn... For instance, she had a project work for semester holiday, they work together so much. Her father got an appointment from a ice-cream factory, we went there and observe how an ice-cream is done, he bought all needed materials and they made ice-cream at home, he

made an effort to teach her about completing a project and to teach about how to gather information about a topic...”(mother)

In addition to teaching, fathers’ data revealed three additional involvement types through which fathers contribute to their children’s personal development. These are engaging in the shared activities with the children, providing books, courses or opportunities to socialize and communication with the child, i.e., fathers mentioned that they talk with their children in order to contribute to their personal development.

“... How do I contribute...Actually through reading, going out together and talking...”

“...for now, we try to socialize her through getting her to the park, circus or theater to help her interact with her peers...”

“...we also send them to courses. For instance they are going to swimming course. We send our older daughter to theatre course and she played in a game. My aim is to increase their self-esteem, I want them to be self-confident people in the future...”

To sum up, both the fathers and the mothers in the families, in which fathers are perceived as highly involved by their young children, believe that fathers contribute to their children’s personality through teaching. Both fathers and mothers stated that the fathers teach about social rules, religious and right from wrongs. Although mothers and fathers think similar in terms of educating the child, fathers reported that they also contribute to their children’s personal development through engaging shared activities with their children, communicating with them and providing opportunities to their children.

4.3.11. Affection

Participated fathers and mothers were asked whether fathers should show their love to their children and through which ways the fathers show their affection towards the children in their own families. Table 38 summarizes fathers’ and mothers’ answers.

Table 38: Fathers' and mothers' ideas about being affectionate

FATHERS		f	n
Is it OK to be affectionate as a father?			
	Yes	3	3
	No	-	-
Ways Father indicate their affection towards their child			
Verbal Affection		3	3
	Saying I love you		
	My dear child		
	My darling		
	I am proud of having you		
	Praising		
Physical Affection		3	3
	Kissing		
	Hugging		
	Smelling		
Shared activities		2	3
	Playing with the child		
	Spending time with the child		
MOTHERS		f	n
Is it OK to be affectionate as a father?			
	Yes	3	3
	No	-	-
Ways Father indicate their affection towards their child			
Verbal Affection		3	3
	Saying I love you		
	My dear child		
	My darling		
	My beautiful child		
	I am proud of having you		
	You are my one in the life		
	Praising		
Physical Affection		3	3
	Kissing		
	Hugging		
	Smelling		
	Cuddling		
Shared activities		1	3
	Playing together		
	Spending enjoyable time together		
Providing		1	3
	Buying things that child wants (meal, toy and etc...)		

As seen in the Table 38, all fathers and mothers believe that fathers should be affectionate towards their child. While explaining their ideas, participants highlighted the fact that in old and traditional Turkish families, it was not acceptable for fathers to be affectionate towards the child, particularly in the presence of the family elders since it is accepted as shame. However, all fathers and mothers mentioned that these traditions are not valid in their families anymore.

“... In old times, in the times of our elders, a father could not indicate affection toward their child but it is not like that today... We exceed them, but society is also important maybe in rural areas this tradition is still continue... Child is in the background and fathers maybe do not indicate their affection to their children, but it is not valid for us, I can indicate my love to my child whenever and where ever I want easily”

All fathers mentioned that they indicate their affection both verbally and physically. Saying ‘I love you’, calling the child as “my dear child, my darling, my sweetheart, my lady!”; expressing the love they father feel for the child through statements like “I am proud of having you, what I would done if you were not my child” etc. are the ways categorized as verbal affection. In addition to verbal affection, all fathers mentioned that they are physically affectionate towards their children. Kissing, hugging, and smelling are the ways that fathers use to indicate their love to their children.

“...I think the most effective way is kissing, hugging... I am hug, kiss or smell her...I also say I love you... I talk with her by saying my darling...”

“...I hug, kiss him. Also I praise him, I say ‘good job, my bright son, my lad!’ I say ‘I love you’...”

“... I kiss and hug... Ummm... I do not know... I try to indicate my affection through every way that it can be indicated...I say ‘I love you’ without hesitation... I do not know...”

One father stated that, spending time with the child and fulfilling the responsibilities are ways for him to indicate his affection towards his child;

“...For me fulfilling responsibilities of the child is a way to indicate affection, bringing the child to the doctor when the child becomes ill is a way of indicating affection, going out together when the child gets bored is again a way to indicate affection or playing the games that she wants...”

Similar to fathers, all mothers mentioned that their husbands indicate affection to their children through verbally, physically and through shared activities such as playing with the child and spending time together. In addition to these categories, mothers' data revealed one additional category: providing. One of the mothers stated that her husband indicates his affection through buying things that the child wants.

"...through hugging, kissing and with his words, he says 'I love you' to his children..."

"...he is so relaxed to indicate his affection towards everyone, but he is more affectionate towards his daughter. He obviously hug her daughter when he arrived at home in the evenings...Then he says my dear daughter, after he arrive at home in the evening they have a nice conversation, they look at one another and hug each other□ he does not frequently say I love you but of course he says...In the first place, playing with her, spending enjoyable time are the ways to show his love. If someone do not love the other, s/he would not spend good time with that person. There is no need to say I love you. Actually, when they spend time together, she (the child) understands how much his father loves her..." *"...Actually he buys food that children like, he cuddles them, he kisses them... through physical contact and buying things they like..."*

An interesting respond to this question comes from fathers and mothers, who have both a female and a male child. All these fathers and mothers mentioned that it is easy to indicate affection to a female child since they are more warm-hearted and more sincere while their male child is not affectionate towards the father.

"...My daughter is more....actually she comes and kisses me more. For instance, there is a place to sit but she comes and says "daddy I want to sit on your belly". But, my son is more swashbucklers; he wants to sit comfortably. If his sister comes, he then comes out-of spite. But there is no difference regarding my affection towards them..." (father)

"... It is different becoming a father of a son and a daughter is different. I do not know, female children become more warm-hearted than male children. It is more difficult to have such a relation with a male child... I do not know perhaps it is like that in my opinion... It becomes more difficult when the child get older" (father)
"...he is more sensitive towards our daughter... he was not like this towards our older son but now he is more affectionate towards our daughter. She also forces him to be affectionate" (mother)

In conclusion, although participants stressed out the traditional father-child relationship regarding affection, they all believe that in their family father indicates his affection without hesitation through all the ways he knows. Fathers reported that verbal affection, physical affection and indicating affection through shared activities are the ways they use. One mother, in addition to these ways, reported that her husband indicates his affection towards his child through providing things that their children like or wish to have. Interestingly, fathers and mothers, who have both daughters and sons, stated that, female children become more affectionate towards fathers when compared with their male children.

4.4.12. Fathers' role in children's special days

Fathers and mothers were asked about fathers' involvement in child's special events such as birthdays or the end of school year shows. Table 39 summarizes the findings.

Table 39: Fathers' responsibilities in child's special days

FATHERS	f	N
Being there	3	3
- to indicate father is with the child - it makes father happy to see child's success		
Providing	3	3
- Needed materials - Gifts - Buying cake - Buying needed materials		
Errands	2	5
- Ornamenting the house - Calling friends - Taking photos of the day		
MOTHERS	f	n
Being there	3	3
Providing	3	3
- Needed materials - Gifts - Buying cake - Buying needed materials		
Errands	1	3
- Ornamenting the house - Taking photos of the day		

As seen in the Table 39, all fathers mentioned that being there is the main responsibilities of them in their children's special days. They stated that it is mutually beneficial both for themselves and their children. Main reason is giving the message of 'my father is with me' to the child.

"...being there is important for me... To indicate that we are behind them, not to leave them alone in their special times..."

One father told one of their birthday memories to indicate how he cares about being there,

"...for instance, we decided to celebrate his last birthday under the cherry tree in our hometown. My wife and children went previously. I would not be there actually. However, although I was working, I and my father, mother and sisters ride on the car and we went there just for daily. I drive in the morning and I turned back at night... I was working but it is important for to be there... He wanted me a truck for the long time, I bought it, too. He became very happy..."

As fathers, mothers also mentioned that their husbands absolutely try to be there on the child's special days. Providing is another way that fathers involve in their children's special days. All mothers and fathers mentioned that father involves their child's special day through providing;

"... I just give money for the place or materials needed when it is my children's birthday. It is related with my lack of ability to think aesthetically, my wife is better on that issue. She says me that 'let's do the birthday in McDonalds this year' then I go there, I buy and pay the money and pass the buck to my wife (smiling)... It is similar in special days such as school yearend shows. My wife decides what they wear, where to buy and I pay the money... However, I would be there for my child, of course... If I am not able to do so because of my work, I absolutely leave something that reminds me..." (father)

"... For instance he buys the cake... he asks me what to buy... Generally I buy their gifts; it is once or twice that he made a surprise by himself..." (mother)

Two fathers and one mother mentioned that fathers involve in those special days through running errands;

"...This year we made three birthday parties for my daughter.... To ornament her room I bought ornaments, balloons. We blow them up together with my daughter. I call her friends; I tried to indicate my care to her... I bought gift, also I made an album for her..." (father)

In conclusion, all highly involved fathers and their wives believe that being there on child's special days is important for them in order to indicate that father would always be there for the child. All fathers and mothers stated that fathers involve child's special days through providing needed materials. Also, two fathers and one mother mentioned that running errands is fathers' responsibility, particularly, on the birthdays of their children.

4.4.13. Protection

Fathers and mothers were asked about their responsibilities, regarding providing a safe environment for their child. Only one father stated that taking safety precautions is under the mothers' responsibility since she is more attentive;

"... that issue is belongs to mother generally... There are many things that I cannot devise; my wife warns me and I apply..."

Another father mentioned that in the family, he is responsible of taking safety precautions;

"... I am an occupational safety specialist. Analyzing risks and taking action for them is my work. This is valid for the house. I made all the furniture stronger, I close all sharp corners; even I furnish the floor with soft materials when my children began to walk... I am not a cool person; I become panic when something bad happened to my children. In order not to do any wrong intervention, I took a first aid education (smiling)..."

Remaining one father and all mothers mentioned that responsibility of providing safety is shared by mother and the father equally.

"... both I and my wife is responsible to create a safety environment for our children... Actually, since both of us are working whole day, we generally use verbal warning... My wife call children frequently and we communicate with her..." (father) "...it is under our responsibility... equally... My husband is so meticulous about safety issues not only for his child but also other children around us... Let's say we go to a restaurant, he is interested in other children if their parents are not interested in them..." (mother)

To sum up, it is seen that only one couple thinks similar about the fathers' responsibility to take safety precautions. Remaining couples gave inconsistent answers while one father stated that he is responsible for taking safety precautions,

his wife reported that they share this responsibility and one father stated that mother takes the safety precautions while his wife stated that they share this responsibility. This can be interpreted as: in these families, mothers have more egalitarian point of view than fathers in terms of protection.

4.4.14. Providing for the family

As mentioned in the fathers' role in the family part, almost all fathers think that sharing the whole responsibility with the mother is the main role of the father in the family. As mentioned, fathers highlighted their wives' working conditions while expressing their ideas, regarding the role of the father. All highly involved fathers have working wife. That is, these fathers come from dual-earner families, in which both parents are working. Therefore, all, except one, father stated that providing is also shared by parents equally:

"...both me and my wife shared responsibility of providing. Since, my wife is working everything is shared..." (father)

"....we both provide for the children according to the needs of children...Actually he buys toys to children and I buy clothes and etc...therefore, according to him there are so many toys at home and to me there are very few toys (smiling)... Actually, financial needs are provided by both of us equally..." (mother)

"...we both provide for the family. I am workingwoman, all money we earn is accumulated in the same pool and all needs are met from that money..." (mother)

One father stated that although his wife is working, he manages the budget of the family;

"...I plan everything regarding their (children's) future; I plan everything regarding things that will be bought... If there is something that they need my wife buys but I pay for them. Actually the budget of home is under my management..."

To sum up, except one father, who has a working wife but perceive providing as the role of the father, all fathers and all mothers believe that providing for the family is under the responsibility of both parents and they reported that they share this responsibility equally with their spouse.

4.4. 15. Negative emotional responsiveness

The fathers and the mothers were asked about the ways how fathers express their anger toward their children. None of the fathers and mothers mentioned that father uses corporal punishment. However, two fathers and one mother reported that fathers use punishment through prohibiting something that the child likes to do such as watching TV or playing with computer.

“... yes... he uses punishment...he directly bans them from things they like to do. For instance, he bans them from playing with tablets or computers or from going to the cinema...” (mother)
“...sometimes we use punishments. For instance, last day she did not eat her apple and hide it. Her mother saw this, and we said that ‘you will not watch TV today’... We give these kinds of punishment...” (father)

All fathers and mothers mentioned that father shouts at the child when he is out of patience;

“... I just shout at her, I do not hit... For instance, yesterday, a book was given her by the school; she could not find it for hours... I got angry and shouted at her... Only shouting nothing else...” (father)

“...He shouts at them... he shouts at them by opening his eyes... I am afraid even, I say ‘Oh my god, what would follow this?’ but nothing... He just shouts...His anger is like flash in the pan...” (mother)

“...he shouts at her loudly with her name... ummm. or sometime he hits where he sits...” (mother)

To sum up, highly involved fathers and their wives reported that father does not use corporal punishment, yet he just shouts at the child when gets too angry. Fathers, however, also stated that they become so sad when they shout at the child. Using punishments such as prohibiting the favorite activity such as watching TV or playing with the computer are other ways through which the fathers indicate their anger.

4.4.16. Fathers’ perceptions about themselves as a father

Participated fathers were asked about their own perceptions, regarding themselves as a father, whether there are some behaviors that they would like to change in themselves as a father and whether there is something they want to do with their

children but they are unable to do. Two out of three fathers mentioned that they are good fathers and there is nothing to change. One of them mentioned how he and his wife compensate each other creates a good family life for their children;

“... I am a good father... There is nothing to change... I am a trustful father, but I am a normative father. I mean I am not enjoyable person... However, my children experience the enjoyment part with my wife... We are complementing each other with my wife... We are a wonderful family (smiling)...”

Remaining one father mentioned that he wishes to be more patient towards his child. Also, he stated that he would like to be more enjoyable father for his daughter;

“...I am patient person but I wish to be more patient. Sometimes I lose my patience... For instance, in the mornings I hurry up, while we brushing her tooth, I say be quick but she is lingering, she plays with the water and etc... I give importance to be at the work on time, sometimes I become late and this resulted in losing my patience. At nights I allow her to play... Yes, I wish to be more patient... Also children are really energetic, I wish to be more enjoyable and energetic, as well. For instance, on Sundays we wake up and go out, we jump, walk around and after a while I run out of steam, but she remains energetic... I could not catch up her, although I am young father (smiling)...”

In conclusion, it can be said that the majority of highly involved fathers' are satisfied from their own fathering and they believe that they are good fathers. Although they think that there are some exceptional characteristics such as being less patient or being aggressive, through education that is provided by the preschool, they take action to change them.

4.4.17. Mothers' perceptions of their husbands as a father

As fathers, mothers are also asked whether they would like to change their husbands' fathering behaviors or there is anything that they wish their husband do with their child, but he does not. All mothers stated that it would be better, if their husband spends more qualified time with their children;

“...They would engage in more shared activities, for instance they would go theater more ... They can only go on Sundays... I wish he did not work on Saturdays...They would spend better time...”

“... I wish he did not watch TV that much and would spend more quality time with his children...”

One mother stated that her husband could be more patient towards children;

“I want him to behave patiently; I want him not to shout at children... I want him to explain something for twenty times if it is needed to be explained for twenty times without losing his patience. Sometimes, he says one thing for one time, for second or for third time and he loses his patient in the fourth time and in the fifth he gets crazy and begins to shouting. I do not want him to be like this, because they are children... They do not think as adults or they do not behave as adults... Yes, I want him to be more patient...”

One mother stated that she wishes her husband to be consistent with her about rules;

“... He says “yes” to things that I say “no”. I really get angry when he does so. Because, she knows that although mother says no, father will give permission. She asks me to do something and I say no and she replies as ‘OK, I will ask it to my father and he would say yes’... I do not like this situation. Sometimes, he says no at first but then our daughter begins to cry and he changes his mind and says yes... He should not behave like this; he should be consistent with me about rules...”

Same mother also reported that it would be better if her husband had more interest areas such as being a good chess player or playing a musical instrument and taught them to their children;

“... I wish him to be a good chess player for example, he would teach it to our daughter or... you know it would be better if he could play a musical instrument...”

Although all mothers revealed some deficiencies of their husbands as a father, they all mentioned that their husband is a good father, who tries to do his best for his children;

“...He does everything he can do for his children. He loves them so much, he is aware of the fact that he is a father and he wants to raise good children. He also aware of what a child would want from his father... he gets a solid grasp of everything regarding our children and sometimes I am not necessary anymore... Actually, after this interview I see that my husband is an involved father...(smiling)”

“...actually he spends a great deal of quality time with his daughter. He loves fathering, he values his child. Having a close relationship with his daughter makes him so happy. Moreover, I think he is an enjoyable father... He is open to improve himself as a father, as well. For instance, when I informed him that there is a course (father support program) he accepted to involve without any hesitation...”

“...Of course he has some deficiencies as a father, but he changes day by day positively... After our second child he became more matured... Actually he changed gradually... He always needs my guidance, I should say ‘let’s do it like this’ and etc... Our second child and his increased experience made him more mature ...”

Additionally, mothers were asked to fill the blank in the following statement; “While rearing our child, I would have difficulty regarding without my husband support?”. Following are answers of mothers;

“...everything would scatter... While I raising my children, my husband supported me so much. After three years of my first child, I had my second child. In those times, he took the older child’s responsibility and I cared for the younger child. In order to provide time for me and my daughter, he was looking after our younger child and we were going out with my daughter... If he was not in my life, I could not do many things...”

“...I would have difficulty in everything. Initially, there would not be unity of a family. His care, support and his love enable us to be a family and his involvement enables our daughter to see both father and mother equal, and perhaps enables her to feel more close to his father... I think I would have difficulty in everything...”

“... It is difficult to do a work alone, but sharing makes it easier. I feel his support while meeting both spiritual and material needs of my children. OK, it is not 100 % but I feel...”

To sum up, mothers perceive their husbands as good fathers even though they reported that there are some fathering behaviors they wish to change. These mothers stated that they feel their husbands’ support in every aspect of rearing a child. They also think that rearing a child would be so difficult without their husband.

Summary

Family Demographics

In the families, fathers are perceived as highly involved by their young children, fathers’ average age is 39.3 while mothers’ one is 37.66. The average length of marriage is nine years and monthly family income is 5666 TL. All fathers have high educational background and all mother, except one, also have at least university graduation. The majority of these fathers’ target child are female but again the majority of fathers have both female and male children and the average age for the target child is 57 months. While only one father is working as civil servant, all

mothers are civil servants. Which can be interpreted is that fathers in these families work longer hours than their wives.

Family of Origin;

It is seen that both highly involved fathers and their wives have an authoritarian, unavailable, and unaffectionate fathers in the family of origin. All fathers, except one, reported that their own father is not a role model for themselves, regarding fathering a child, and they are better fathers. Remaining one father also stated that he is better than his father although he stated that his father is a role model for himself. Since all mothers have grown in the families, in which father is authoritarian and not available, they give importance to fathers' availability and closeness to the child.

The role of the Father;

The fathers and also mothers, in the families that children perceive high father involvement, have egalitarian gender role attitudes. For instance, one father reported that there is nothing that he can label as "the chore of women". Same father also claimed that he looks after his children better than the mother. This point of view is supported by the answers of fathers and mothers to the question of the role of the father in the family. All fathers and mothers stated that fathers should share whole child-related responsibility equally and they do so. None of the mothers, but the majority of fathers, also stated that providing is the role of the father. However, providing of fathers did not only refer to providing money, but also it refers to providing good education, good life conditions and a good future for the children. It is seen that these fathers attributed to the fathers a great deal of roles, which might be interpreted as they are aware of the importance of the father in the lives of children and they give importance to the fathering a child.

Feelings about fathering;

All of the fathers mentioned positive feelings related to being a father. Happiness is the mostly mentioned feeling attributed to fathering a child. This indicates that these fathers mainly focused on emotional satisfaction of having a child.

How fathering changed the life of Fathers;

Both fathers and mothers stated that fathering changed the lives of fathers both in an advantageous and disadvantageous ways. Mostly mentioned disadvantages of having a child are restricted personal time and social life by mothers and fathers. This also indicates that having a child resulted in sacrificing in the lives of fathers. Also, these fathers stated that having a child increased pleasure they get from the life, their motivation at work and their level of maturity. Similarly, mothers also stated some advantages such as increased patience, sociability, emotionality and warm-heartedness. Since the majority of advantages, mentioned by mothers, are related to emotional changes, this can be interpreted as these mothers are aware of their husbands' inner changes and they focused on these changes. Disadvantages, mentioned by mothers such as increased working hours and anxiety, indicate that fathers give importance to their fathering role.

Time Fathers spend with the child

Except daily activities, all fathers and mothers agree about the ways, which fathers spend time with the child. All fathers and all mothers stated that fathers engage in recreational activities, educational activities and outdoor activities during the time they spend with their children. The fathers and the mothers think same; regarding that the time father spends with the child is not enough. Both parents in all families believe that it would be better if father would spend more time with the children.

Father involvement into child-care;

In this group, the fathers and the mothers gave consistent answers, regarding father involvement in child-care. All couples, except one, stated that the fathers also involve in the child care as much as mother. It is seen that fathers believe in their ability to care the child, even one father claimed that he provides better care for his children than his wife. The mothers also believe in their husbands' ability to take care of their children and they also encourage their husband to involve in. As the

results indicate, the mothers reported that they are satisfied from their husbands' involvement in child-care.

Father–Child Communication;

All fathers and mothers believe that father and child communicate with each other. Asking questions, listening, and talking together are the ways that fathers engage in communication with their children. At this point, mothers believe that their children initiate the communication whereas fathers believe that they initiate the communication through asking questions. Except increasing academic skills, all fathers and mothers agree with each other, regarding functions of talking, which are socializing the child, understanding the child and strengthen the father and child relationship.

Father involvement into the child's education;

In terms of father involvement in education, it is seen that mothers have more positive perceptions than fathers. More mothers perceive their husband as active involver while only one father perceives himself as active involver. One couple agrees about fathers' lack of involvement and mother stated that this is due to her own wish to involve in and gather detailed information about child's process in the school. Mostly mentioned reason for low or passive involvement is the time limitation and both fathers and mothers stated that father would involve in more if they had more time or parent involvement activities, done out of working hours.

Fathers contributions to child's personal development

One inconsistency is seen in the fathers' and mothers' reports, related to how fathers contribute their children's personal development. All fathers and mothers agree about contributing child's personal development through teaching. However, the fathers also stated that they do so through engaging shared activities, providing and communication.

Affection

All highly involved fathers and their wives believe that fathers should be affectionate towards their children. While explaining their ideas they highlighted the traditional Turkish fathers' lack of affection and they stated that this is not valid in their families. That is, all fathers and mothers stated that father is affectionate towards his children and they indicate their affection through verbally, physically and through engaging shared activities without any hesitation. One mother additionally stated that providing things that children wish to have is another way for his husband to indicate his affection.

Father Involvement in Special days of the Child

Highly involved fathers and their wives stated that the fathers give importance to being there for his child in the child's special days such as birthdays or special school activities. In addition to being there, providing needed materials and buying gifts to the child in that days are mostly mentioned ways through which the fathers involve into their children's special days. Although two fathers stated that they run errands actively in those days, just one mother reported running errands as the way for father involvement into those special times of the child.

Negative emotional expressiveness

Both the fathers and the mothers stated that father tries to be patient, but when he gets too angry shouting at the child and punishing the child through prohibiting child's favorite activity is the way the fathers indicate their anger. The fathers stated that right after they shout at their children; they become so sad and try to make up with their children.

Fathers' perceptions regarding their own fathering

One important thing is that all fathers believe that they are good fathers. They also give importance to their fathering roles and almost for all involvement types; they stated that they have motivation to involve in. When fathers were asked about the

things they would want to do with their children, but they cannot, the majority of fathers stated that they do everything that they want to do with their children. Only one father stated that he would like to spend more time with his child and he wishes to be a more enjoyable and energetic father since he cannot catch up his daughters energy. These fathers also stated that they are good fathers and they are trying to improve themselves as a father.

Mothers' perception of their husband Involvement

All mothers, as fathers, believe that their husband is a good father, who tries to do his best for his children. These mothers also stated that their husbands' presence contributes a lot to their family well-being and to their children's psychological well-being and their husband presence, support and involvement are crucial in their life.

Conclusion

In the families, in which the father is perceived as highly involved by the preschool child, it is seen that fathers and mothers also perceive high father involvement. With very few exceptions, in all father involvement types, fathers' and mothers' reports are consistent with each other

4.5. Comparison of children's, fathers' and mothers' perceptions of father involvement

In the first part of the findings chapter, children's perceptions were presented in detail. In the second part, fathers' and mothers' data were presented through within group comparisons. That is, fathers and mothers were divided into three groups by depending on the perceived level of father involvement that was decided via the total scores children gathered from the Children's Perceptions of father Involvement Questionnaire (CPOFIQ). In this section between groups comparisons are presented.

When children's, mothers' and fathers' data were examined, it was seen that children's perceptions of father involvement is more consistent with the perceptions of mothers. All fathers' data across three groups have yielded similar findings; however, it was seen that in the families that children perceive low father involvement, mothers also perceive low father involvement. Similarly, in the families, in which children perceive their fathers as highly involved, mothers also reported high father involvement. An interesting finding is belongs to the moderately involved fathers group. In these families that father is perceived as moderately involved, children rationalize their fathers low or lack of involvement. For instance, a five-years-old girl, who perceives her father as moderately involved, stated that her father does not read to her, but she also stated that this is not a problem because while reading due to a white spit appearing between his lips and stretches while he reading blocks her to look at the picture; and she therefore, prefers her mother to read to her. Another five year old boy stated that his father does not bath and says "because he does want me to see his penis". Similarly, mothers in these families are found to report higher father involvement than fathers. As their children, these mothers also rationalize their husbands lack or low involvement in different aspect of children's lives. That is, these mothers attributed the fathers' lack or low involvement to out-of-father factors such as fathers' working conditions or their working hours and believe that father would involve in more if he had more time. Also, these mothers stated that father tries to do his best even though his lack or low involvement. This rationalization process was not seen in the reports of mothers and

children, in which father is perceived as low involved by the children. Particularly mothers in these families attributed to fathers' low or lack of involvement to their husbands' lack of motivation to involve.

These three groups of families are differentiated in terms of family demographics, as well. It was seen that fathers, who perceived as highly involved by their children, have the highest average age, monthly family income, marriage duration, educational background. Moreover, these fathers have older and working wives. Also, children of these fathers have the lowest average age than the children of moderately or low involved fathers.

The characteristics of fathers, who perceived as low involved by their children, are exact opposite. Fathers, perceived as low involved, have the lowest average age, monthly family income and educational background. Moreover, in this group mothers have the lowest average age and relatively lower educational background than the mothers in other groups. Children's average age is higher than the average of children in moderately involved or highly involved fathers.

Relationship with the father in the family of origin and how fathers in the family of origin are evaluated by fathers and mothers is varied among three groups. Actually, the majority of fathers in each group stated an authoritarian, not available and not affectionate father in their family of origin. However, fathers, who are perceived as highly involved, attributed their fathers' low or lack of involvement to the fathering processes of their fathers' age or their fathers' intense responsibility to providing for his family while the majority of fathers, who are perceived as moderately or low involved, attributed their fathers low or lack of involvement to their fathers' personality.

Another important demographical characteristic, which yielded more consistent and higher father involvement, of the reports is mothers' working conditions. All children, fathers and mothers, who belong to dual-earner families, reported more father involvement within the groups. Actually, all fathers who are perceived as highly involved belong to dual-earner families. This situation is different for

moderately and low involved fathers' families. Among families that moderate paternal involvement is perceived by children, four fathers belong to single-earner and among families low paternal involvement is perceived by children two fathers belong to single earner families at the time of interviews. In these single-earner families, lower father involvement is perceived by both mothers and children when compared with dual earner families in the same group.

Child gender is another demographical factor that seems to influence fathers' involvement level. However, in this sample a direct influence of child gender on fathers' involvement is not recognized. That is, in the current sample the number of female children is higher than the number of male children in each group. Therefore, it is difficult to reach a clear point about the influence of gender on fathers' involvement level. However, it was seen that the percentage of male children is higher in families that father is perceived as low involved and the lowest percentage is seen in the families that father is perceived as moderately involved. However, when the mothers' reports were examined, it was seen that mothers who have male children give more importance to fathers' involvement into their male children's lives. Similarly, mothers, who have both female and male children, also attributed more importance to fathers' involvement into male children's lives. They stated that father involvement in male children's lives is more important since they, as mothers, are not able to teach their children about masculinity and father is the best source for the male child to learn about how to be a man. Moreover, these mothers stated that meeting a male child's need for physical play or disciplining a male child is more difficult for them and they need fathers' energy and authority to raise a better male child.

When mothers' relations with father in the family of origin is considered, it was seen that majority of mothers, whose children perceive their fathers as moderately involved, perceive their fathers as more affectionate, more available and more authoritative than the mothers, whose children perceive their fathers as low or high involved. Almost all mothers of children, who perceive high and low father involvement, stated that their father was authoritative and they had a distant

relationship with their own fathers. However, the wives of high involved fathers stated that since they did not experience a close relationship with their own fathers during their young ages or even at their current ages; they do not wish their children to experience a distant relationship with their fathers. Hence, these mothers encourage their husbands to involve more in their children's lives and their husbands react positively to these encouragements. However, in the low involved fathers' families even though the mother tries to encourage their husbands to involve more in their children's lives, they stated that they are not able to change their husbands' involvement level and they attributed this situation to their husbands' lack of motivation to involve.

Fathers' involvement into child care is noticed as an important factor, which influences fathers', mothers' and children's perceptions of father involvement. Children and mothers, who belong to families that father is perceived as highly involved, stated that fathers involve in the child care as much as mothers. For instance, in the Computer game: Father Involvement into Daily events task were completed by children, the percentage of children, who stated their fathers is higher for the child care activities such as being waken up from sleep, being dressed, being bathed and being put into the sleep at nights is higher than the percentage of children in moderately or low involved father groups. Similarly, mothers and fathers, whose children perceive high father involvement, stated that child-care is equally shared between couples. Although all mothers in each group stated that there should not be any difference between father and mother roles and fathers should equally share the whole responsibility of the child; in moderately and low involved families, the majority of fathers and mothers stated that child-care is under the responsibility of mother.

Maternal gatekeeping, their beliefs and trust about fathers' competence to provide care for the child, fathers' lack of motivation, fathers' lack of confidence to provide appropriate care for the child and child's preferences favoring the mother, i.e. child's demand to be bathed, nurturing or being dressed by the mother are attributed reasons for the fathers' lack of involvement in the child-care by both the moderately or low

involved fathers and their wives. Another important reason is grandparents', particularly the maternal ones, availability and involvement according to mothers. The majority of moderately and low involved fathers' wives stated that since their own mothers provided care for their children when the mother is unavailable, fathers were not asked to involve in child-care. For instance, one of the mothers, whose children perceive low father involvement believed that if her own mother, brother and sister were not there for them at times when she is not available to provide care for her children, father would have to involve in, but whenever she needs help, her mother or sister were asked to provide the necessary care for her children. This mother also mentioned about how her older son (not the target child who engaged into the interview) models his own maternal uncle rather than his father and how she tried to change this situation by extolling her husband to her son. Similarly, one mother, whose child perceives moderate father involvement, stated that since her mother is there for help to provide care for the child, particularly during the infancy period of the child, she did not ask her husband to involve in and her husband did want to be involved in, as well. Another mother, whose daughter perceives low father involvement, also stated that till to her daughters' two years of age, the child lived with her maternal grandmother and grandfather and father and mother took the child only at weekends. Another father, who is perceived as moderately involved by his son, stated that having a child did not change their life since all members of extended family, particularly the maternal grandmother and grandfather, held the majority of child-care responsibility. Interestingly, it was seen that only one out of three families, in which father is perceived as highly involved, got help from grandparents for their younger children's care (the target child). However, in this case grandmother, who provided care for the child, was not the maternal one but the paternal one. Mother of this child stated that father established better relation with their younger daughter than the older son, father got the child to her paternal grandmothers' house in the mornings and he took the child in the evenings, which led them share more. Other two families in highly involved fathers group did not state about the grandparental involvement in child-care. Same pattern was seen in the children's reports. During the ordering process, fathers were positioned after the

grandmother in most of the cases when the grandmother is available at home. In some cases of the involvement of both grandmother and grandfather, children positioned their father after the grandmother and grandfather in their order.

In addition to fathers' involvement into child care, consistency among father and mother reports, regarding the time father spends with the children is seen as an influence for how children, mother and fathers perceive father involvement. In the families that fathers are perceived as highly involved, both fathers and mothers reported identical average hour per day that is spent by father and the children. In moderately involved fathers' families, the average hour father spends with the child per day reported by mothers is higher than the average hour reported by fathers. In the low involved fathers' families, the average hour father spends with the child per day reported by fathers is higher than the average hour reported by mothers. It was seen that although the average hour reported by fathers and mothers are not consistent in the families, in which fathers are perceived as moderately and low involved, In the families of moderately involved fathers, this is because mothers reported higher amount of time but in the low involved fathers' families, this consistency is due to the fact that mothers reported much more fewer amount of time. The discrepancy among father and mother reports is higher in the families in low involved fathers' families.

Similar situation taps to the eye in almost all aspects of father involvement; father and mother reports are more consistent for almost all aspects of father involvement in the families, in which fathers are perceived as highly involved than the families, in which fathers are perceived as moderately or low involved by the children. However, in the families of moderately involved fathers, it was seen that mothers reported higher father involvement for almost all aspects of involvement while in the families of low involved fathers, it was seen that mothers reported lower father involvement than fathers. From these findings, it might be claimed that the consistency between father and mother reports resulted in higher perceived level of father involvement on behalf of the children.

One consistency between fathers, mothers and children is seen in the fathers' cognitive involvement. Cognitive involvement is the presence of children in fathers' cognition as stated by Palkovitz (1997). Parke stated that making joint plans with the children or making plans for the children can be accepted as indicator for fathers' cognitive involvement. Regardless of perceived level of father involvement, all fathers and mothers in each group mentioned about fathers' future plans for their children.

These plans are sometimes related to children's personality. For instance, even he is perceived as low involved by his son, one father stated that he wants her son to be a person, who is sharing, polite, humble and indiscriminating other people. Another father, who is also perceived as low involved, stated that he plans to provide opportunities for her daughter to mingle with art such as theatre, music or film making and he stated that he also wants her child to be knowledgeable about cultural values and he stated that he wishes to bring her to the cultural specific cities, museums and historical places. Similarly, moderately and highly involved fathers also have such plans regarding their children's personality. For instance, a father, who is perceived as moderately involved stated that he wants her son to be sociable, self-sustained and self-confident. During the interview, this father mentioned her thoughts about how he would behave when his son would begin to the elementary school, while he was preparing to university entrance exam and even while his son will be deciding for his career. Another father, who is perceived as moderately involved, also stated that he wants his son to respect the nature and all living creatures. Similarly, another moderately involved father mentioned his apprehensions, regarding future perceptions of his daughters regarding himself and his wish to be remembered not notoriously. Highly involved fathers, as other fathers, have plans for their children's personality. One of the highly involved father stated that he wishes his children to be self-sustained people in the future. These fathers want their children to be independent individuals.

These plans are sometimes related to children's future education and economic condition. Regardless of how their children perceive their involvement level, all

fathers feel themselves responsible to provide a good future for their children. These fathers mentioned that they, as father, should think about their children's future and prepare good and quality educational opportunities and proper life conditions. One moderately involved father stated that because he thinks in this way, he is not able to give up his job, even though his job caused his non-residence. Another low involved father stated that after having his daughter, he decided to have an apartment to guarantee his daughters future. Similarly, one highly involved father stated that he really works hard and therefore, he spends limited time with his children but he has to work to provide good future for his children. Consistently with fathers, mothers also stated that after having a child, fathers try to save money for their children's future, work more to provide proper life conditions or fathers and children engage in joint planning. For instance, one mother, whose husband is perceived as moderately involved, stated that in most of the time that father and child talk together, they make plans for the places they would go at the weekends or on holidays.

Moreover, it was seen that all children in each group stated that their father make plans such as holidays and birthdays. Also, particularly in children's data it was seen that fathers also make plans with their children. For instance, one girl, who perceives her father as moderately involved, said that "we make plans for the weekends or holidays". Another child, who perceives his father as low involved, responded to the question of "Does your father get you to the picnic?" by saying "we have not gone to the picnic yet, but my father said me that when the weather is nice we would go".

One difference, seen among fathers, who belong to different groups, is whether they take an action for their plans. It is noticed that highly involved fathers have plans for their children's personality and their future life and they take an action to actualize their plans. For instance, one highly involved father, who stated he wants his children to be sociable, mentioned that to actualize her wish he registered his children to swimming course. Similarly, another moderately involved father, who stated that he wishes his son to respect the nature, stated that to do so, he gets his son to the camps, they set up camps and he talks about the flowers or birds and their futures while walking in the forest. Again, the same father stated that his son is a shy child and to

make him to be self-confident, he gets him to his meetings with friends and tries help him to communicate with other adults around him. However, fathers, who are perceived as low involved, seem to make plans but not take an act to actualize their plans. For instance, the father, who stated that he wishes to get his daughter to museums or historical places, stated that he did not do so because his child is so young and he waits for his daughter to get older.

The last thing that should be mentioned while comparing children's, fathers and mothers perception is fathers' engagement to Father Support Program (FSP) that is provided by the kindergarten in cooperation with Mother Child Education Foundation (AÇEV). As mentioned previously in Chapter II and III, this course is provided by AÇEV to fathers of children between the ages of 3 and 6 and 97 and 12 with the aim of increasing fathers' involvement level. It was seen that in the group of highly involved fathers 66.6 % of fathers engaged to this course. This percentage decreases to 40% for moderately involved fathers. Only one low involved father was engaging in this course at the time of interview but when the mother interview was conducted, mother stated that he gave up the course after three weeks (course lasts 13 weeks).

It was noticed that fathers', mothers' and children's perceptions have varied as a result of father engagement to FSP, which indicated that engaging this course influenced fathers' involvement level and the quality. Wives of these fathers stated that before the course, their husbands communicated with the child less, did not listen the child, used to apply harsh punishments and never explained the reasons of "Don't do's". The engagement to the course resulted in better communication, more qualified time and closer relation between the child and the father. Fathers also stated the similar things. For instance, one moderately involved father said that *"I was not patient, I got angry quickly, but after the course now I learned about the ways to stay calm and I believe that I am successfully use these techniques..."*. That can be said that FSP influenced how fathers behave, discipline and communicate with their children.

Fathers reported that engagement to FSP also helped them to understand the fact that similar kinds of problems are experienced by other fathers and talking about these problems within other fathers made them feel relax and find better solutions for the problems. Moreover, these fathers stated that engaging the course in their children's school made them familiar to the preschool environment and engaging this course made them feel more comfortable when they are at school. Some fathers reported that they also established friendships with other fathers and even though the course is finished, they still meet in a specific day once in a week and have dinner or make soccer matches together. Therefore, it might be claimed that this program influenced fathers' competence in parenting and their problem solving skills, particularly for the child-related issues, their involvement into the school and their point of view, regarding the early childhood education and child development.

Similar to fathers and mothers, children of these fathers responded positively to the questions of "Does your father come to your school?" and "Does your father know your friends?" in the CPOFIQ by stating that their fathers come to their school in the evenings for the fatherhood course and know their friends, whose fathers also engage in the course. From the children's reports, it was seen that fathers who engage into the course also meet with other fathers as a family and they visit each other in the evenings. Some children stated that they know their friends' houses since they went to them as a family because their fathers know each other from the course.

Although it is seen that FSP is an important influence that impact fathers' involvement quality and level, mothers and fathers reports also yielded the deficient parts of this course. For instance, one highly involved and one moderately involved father stated that fathers, who engaged into this program, already give importance to their fathering and to their children and program is not able to reach fathers, who are actually not involved. From these reports, it can be said that, fathers, who engaged into this course, have spent effort to be a better father, and therefore, it can be claimed that fathering role is salient for them and they are aware of their importance in the lives of their children as a father.

Similarly, some mothers stated their concerns about the long-term effect of the course. For instance, one mother, whose son perceives high father involvement, said that *“you know the course was held on Tuesdays, on Tuesdays and Wednesdays my husband is a wonderful father; he talks with the children, he plays with them or he tries to control his anger. Beginning from the Thursday, he slowly turns back and, for instance, gets angry quickly or begins to shout at children when gets angry. I say to the course leader that it would be better if the course was held twice a week (smiling).”* This mother also mentioned that she is not sure that the course would have long-term effect. Another mother, whose husband is perceived as moderately involved, stated her wish to have these courses for each specific period of child development by saying that *“you know dealing with a child in a proper way and establishing a quality relationship with the child requires different knowledge in each developmental period. Ok, my husband, now, learned about how to communicate or qualitatively involve into a five years old children. Although I am a teacher and I continuously talk about these issues to my husband, I observed that things that he heard were more effective. But what about communicating with an adolescent or a young adult child? He still does not know about these issues...”*.

In conclusion, between group comparisons, it can be indicated that children's, fathers' and mothers' perceptions, their consistencies and discrepancies are influenced by family demographics, mothers' and fathers' relationships with family of origin, grandparents availability and involvement, fathers' involvement into child-care and whether fathers actualize their cognitive involvement or not .

CHAPTER V

DISCUSSION

In this section, the findings of the current study will be discussed in the light of previous literature. Children's perceptions of father involvement are the core point for the discussions to be held around. Moreover, comparisons in and among groups will be discussed in order to understand the underlying reasons for varied perceptions of father involvement among children. Lastly, findings regarding the cognitive domain of father involvement will be discussed. At the end of the chapter, implications and limitations of the current study along with recommendations for future studies will be presented.

5.1. Drawings

In the current study, participated forty children were asked to draw the pictures of their houses. The aim of including children's drawing is to help children feel themselves comfortable during the interviews. Moreover, these drawings are used as a stimuli for children to remember what kind of activities they engage in with their fathers in their shared times. While children were drawing their houses, some warm up questions were asked about their houses, and then, they were asked about how they spend time with their fathers at home and what kinds of activities they engage in with their fathers in.

Children's answers revealed four different categories: recreational, educational, outdoor, and daily activities categories. It is found that the category of recreational activities, playing together and watching TV, is mostly mentioned by children. Mostly mentioned recreational activity type, in which father and child engaged together in their shared times, is playing. This is not a surprising or unexpected finding since almost all of the previous studies indicated that playing together mostly constitutes the majority of father-child shared time (Craig, 2002; Lamb, 1997;

McBride & Mills, 1993; Parke, 1996; Robinson & Godbey, 1997). For instance, in their study Yeung et al (2001) worked with 1,761 two parent families and with their children between the ages of 0 and 12. Their results revealed that regardless of the child's age playing is the main father-child shared activity and constitutes 39% of father-child-shared time. Similarly, Halme, Astedt-Kurki and Tarkka (2009) found that the majority of time, fathers spend actively with their children, includes physical interaction-not physical care- such as playing, discussing or outdoor activities. Hossain and Roopnairine (1994) concluded that play is mostly associated with father-child shared activity all around the world.

In the current study, activities categorized as outdoor activities, going to the shopping, shopping center, playground or play-arcades and visiting relatives and friends, is second mostly mentioned activity type by the children. It is followed by educational activities (e.g. helping child to complete his/her homework, reading to the child, engaging plays through which children improve their academic skills such as chess, puzzles , and directly teaching to the child) and daily activities (e.g. eating together, sleeping together, repairing, cooking or pet care). When this order is taken into account it can be said that these findings are partly inconsistencies between the current study and previous studies. For instance, Yeung et al (2001) stated that personal care activities (e.g. bathing, personal care, eating meal) constitutes the second larger portion of father-child-shared time while the ratio of time spent through achievement-related activities(e.g. doing homework or reading), household (housework) and social activities (e.g. visiting or religious activities) is small.

Results regarding fathers' low engagement to daily activities might be explained by depending on two important issues. The first one is the dominant role of fathers in the family and the second one is, in accordance with the first one, fathers' low levels of availability to their children compared to mothers.

It is not a surprising finding that the reports of children indicated that fathers mostly engage mostly in recreational activities and least at daily activities. Previously conducted national and international studies consistently indicated that fathers are

widely and traditionally perceived as breadwinners for their families while mothers are perceived as the people, who provide basic care for the child and doing house works (Evans, 1997; Kay, 2006; Öğüt, 1998; Pleck & Pleck, 1997; Sancar, 2009;). This situation initially appeared during the industrialization process. Due to industrialization, fathers began to be expected to work out of home to earn money for the family's needs; therefore, child care became mothers' major responsibility in the family life (Lamb, 2000; LaRossa, 1985; Rotundo, 1985; Pleck, 1997). Although experienced social changes such as women's inclusion into the labor force has changed and increased social expectations from fathers (Barry & Rao, 1997; Bianchi 2000; Bryant & Zick 1996; Cebreira, Tamis-LeMonda, Bradley, Hofferth, & Lamb, 2000; Crouter, Helms-Erikson, Updegraff & McHale, 1999; Lamb, 2000; Parke, 2000; Pleck & Masciadrelli, 2004; Sandberg & Hofferth 2001), almost all studies indicate that fathers' dominant role has remained as providing for the family (Acock & Demo, 1994; Craig, 2006; McBride & Mills, 1993; Pleck, 1997; Pleck & Pleck, 1997; Yeung et al, 2001; Zeybekoğlu, 2013). For instance, Craig (2006) found that the time fathers and children spend together has increased but fathers spend the majority of this time through playing with their children instead of providing basic care, and also, caregiving is still provided by mothers more than fathers. This situation is similar in Turkey, as well. Latest statistics indicate an increase regarding fathers' involvement into the care of children between the ages of 0 and 5, so, there is a huge gap between the child care provided by mother and by father. Beşpınar (2014), in her analysis of national statistics between the years of 2006 and 2011, indicated that the percentage of child care provided by fathers has increased from 0.2% to 1.6% between these years. However, in 2006, the percentage of children, who were cared by their mothers, was 92%, yet this percentage has increased to 88 % in 2011.

The second explanation for this situation, in accordance with previous explanation, can be made by considering fathers' working hours. In other words, fathers might be less available for children to engage in daily activities because of their stricter and longer working hours than mothers. Previous studies have found a negative

relationship between father involvement and their long working hours. That is, the longer hours fathers work out of home, the less they spend time with their children and are less available for their children (Brain, 1993; Ishii-Kuntz and Coltrane, 1992; Lewin- Epstein, Stier and Braun, 2006; Marsiglio, 1991; Pleck, 1985 as cited in Pleck 1997; Tanaka and Woldfogel, 2007). The majority of the fathers, whose children participated in the current study, are working in private sectors, in which working hours are stricter and longer compared to public sector. For this reason, it can be said that fathers of participated children spend more time in their work places, and therefore they spend less time with their children. Participated fathers and mothers pointed out this issue by stating that since fathers come home late and their children sleep early, they are not able to spend enough time with each other on weekdays. It should be noted that, consistent with Yeung et al (2001) findings, in the current study all of the participants, fathers-mothers-children, stated that father-shared time increases at weekends. Some parents even reported that at weekends, fathers and children are together for the whole day. These kinds of statements supported the idea that fathers are not available for their children because of their working conditions on weekdays and they try to compensate this situation at weekends.

One important issue that should be mentioned here is related to the content of play and its differentiation among genders. It is seen that, regardless of their gender, all children stated that they engage in play with their fathers. However, when the types of play, mentioned by children, are examined, some gender differences tap to the eye. Almost all male children stated that they play with cars, balls or they play soccer with their fathers while the majority of female children stated that they engage in make believe play with their fathers. Findings of previous studies have revealed very similar results, as well. It is easy to find a great deal of research that indicates fathers mostly engage in physical play with their male children (Lindsey, Mize & Petit, 1997; Lindsey & Mize;2001; MacDonald & Parke, 1986; Leaval, Thamis-LeMonda, Ruble & Zosuls, 2012), and they engage pretense play (Linsey, Mize & Petit, 1997) or linguistic activities with their female children (Leaval, Thamis-LeMonda, Ruble &

Zosuls, 2012). Here one important thing that should be pointed out is that some physical activities such as playing catch or hide and seek were mentioned by both female and male children.

Another important finding, related to children's reports during the drawing technique, is their reports about outdoor activities. Outdoor activities category is the second mostly mentioned one by the children. These activities include going to shopping, shopping-centers, playground or play arcades and visiting relatives. It is important because previous studies mostly depend on home-based father involvement and are not mentioned about these kinds of outdoor activities (Yeung, Sandberg, Davis-Kean, & Hofferth, 2001). However, in the current study, as children and parents in each group also stated that father engages these kinds of outdoor activities with children in their sparetime. By depending on father and mother reports, it can be said that the main reason for engaging so much outdoor activities is current living conditions of children. For instance, one father stated that he prefers spending time out of home with his daughter because today's children have to spend their time in indoor environments such as home or schools. It can be claimed that father involvement should not be considered as home-based and changing structure of children's living conditions lead different kinds of father-child shared activities. Moreover, when children's reports are taken into account, it appears that outdoor activities constitute the majority of father-child shared times after recreational activities.

According to Plakovitz (1997), teaching is one of the fifteen ways that fathers use to involve in their children's lives. Similarly, Greene, Halle, Menestrel, and Moore (2001) stated that in early childhood periods, fathers take the responsibility of teaching about numbers, letters or shapes to their children. Children's reports in the current study supported the statements of Plakovitz's (1997) and Greene, Halle, Menestrel and Moore's (2001). Educational activities, through which fathers try to increase their children's academic skills, are the third mostly mentioned activity type stated by the children. These activities include reading to the child, doing homework

with the child, teaching numbers, letters or English to the children. One of the most remarkable points is fathers' engagement in educational activities through play. In other words, fathers try to encourage and support their children's academic skills through playful activities. For instance, some children stated that their fathers teach them numbers through computer games or songs.

5.2.Ordering

Purpose of this data gathering process revealed how children perceive their fathers' involvement related to other family members and their meaning for involvement. Children were asked to order their family members according to their level of involvement in the child and they were requested to reveal their meanings of involvement.

Children's meanings attributed to involvement were analyzed through open-coding and seven different categories were yielded. It was seen that mostly mentioned meaning to involvement is engaging shared activities with the child. It is followed by providing care, spending time together, being affectionate towards the child, communicating with the child, positively responding to child's needs and protecting the child. When these categories are examined, it is seen that except being affectionate towards the child, all remaining categories highlight adult's observable and countable behaviors, i.e. the behavioral component of involvement. This finding can be discussed in the light of two main criticisms directed to current father involvement research area.

According to Plakovitz (1997) father involvement, as parent involvement, is a multidimensional concept, which is formed by behavioral, cognitive, and affective domains. Therefore, depending only on observable and countable behaviors of fathers to evaluate their involvement does not provide a complete picture of the involvement of fathers. Nevertheless, almost all studies deal with father involvement focus on the behavioral domain (Bianchi, 2000; Brayfield, 1995; Pleck, 1997; Yeung, Sandberg, Davis-Kean, & Hofferth, 2001; Sandberg & Hofferth, 2001) and

this tendency has been criticized by researchers, who try to investigate history of father involvement scholarship (e.g. Lamb, 2000; Parke, 2000). These researchers highlighted that father involvement research areas need studies, which emphasize the cognitive and affective domain of father involvement.

Second mostly seen criticism is related to previous studies tendency to measure fathers' actual level of involvement while both ignoring children's perceptions of fathers' involvement and investigating the outcomes of paternal involvement on behalf of children. Pleck (1997) claims that it is the children's perceptions of their fathers' involvement rather than the actual level of paternal involvement that contributes to child development. By depending on this claim, he criticized previous father involvement researches because of their dependency on fathers' actual level of involvement while evaluating its' effect on the child's development. However, the findings of the current study indicated that children ground on observable and countable behaviors, i.e. behavioral domain of involvement while evaluating adults' involvement. In other words, children's perceptions of involvement are shaped by behavioral domain. It does not mean that cognitive or affective domain of involvement should be devalued, rather it it means if the children's perceptions are the basic issue that should be considered, depending on behavioral domain of involvement might not be wrong or invaluable. At this point, it should be noted that this inference is done by depending on the data, gathered from children, who are in early childhood period. Therefore, it should be noted that this inference is valid for these children but it might be claimed that with their growing age, cognitive or affective domain might be more important to shape children's perceptions of father involvement. Nevertheless, positive perceptions of father involvement that was shaped by observable and countable father behaviors during early childhood years might result in positive perceptions, regarding fathers' cognitive involvement in children's later developmental periods. For this reason, it might be claimed that particularly studies, interested in father involvement in the early years depending on behavioral domain of father involvement, are still needed.

When the fathers' position in children's ordering is examined, it is seen that only ten children placed their fathers in the first order. Two children placed their fathers and mothers into the first order by stating that both parents involve equally while more than half of forty children positioned their fathers to the end of the order (n=28). Twenty-one out of 28 children, who positioned their fathers at the end of the order, placed their mothers; two of them placed their maternal grandmothers and five of them placed their older sibling in the first order. When this finding is combined with children's meaning for involvement, it is seen that this is not a surprising result. Engaging shared activities, providing care or spending time with the child, mostly attributed meaning for involvement, requires a great deal of shared time with the parent and the child. Therefore, children's orderings might be interpreted since they engage in more shared activities with their mothers, mothers provide child-care more than fathers or mothers spend more time with the child than fathers. This is consistent with previous studies result since they indicated that mother-child shared times are much longer than the father-child shared times (Baxter, 2002; Beşpınar, 2014; Casper & Bianchi, 2002; Craig & Bittman, 2004). As discussed above, this might be the result of fathers' provider role and their working conditions. Another remarkable point is the role of grandparents' involvement. Children, who stated that paternal or maternal grandparent is available in the house, positioned them before the father in the order. This result is also consistent with previous studies that indicated the fact that extended family members 'involvement decrease fathers' involvement (National Child Welfare Resource Center for Family-Centered Practice, 2002). For instance, Kalil, Ziol-Guest and Coley (2005) stated that particularly maternal grandparents' involvement decreases the level of father involvement. This finding is also consistent with national statistics. Grandmothers' engagement to child care in Turkey is a widely observed issue. Beşpınar (2014) stated that in Turkey after mother, maternal and paternal grandmothers provide daily child-care for children between the ages of 0 and 5. In her analysis, she indicated that the percentage of child-care provided by maternal or paternal grandmothers increased from 3.3 to 9.2 between the years of 2006 and 2011. Interestingly, the percentage of child care, provided by grandmothers, is not differentiated so much between the rural and the

urban areas, but in the urban areas, it is higher than in rural areas. Moreover, in each year, the percentage of child-care, provided by father, is lower than the percentage of child care, provided by grandparents (0.5 % in 2006 for fathers but 3.3 for grandmothers and 1.6 % in 2011 for fathers but it is 9.2 % for grandmothers). It is also found that children, who have older siblings, positioned their fathers after their siblings in the order. This finding is partially consistent with previous studies. In one hand, there are some studies that found a positive relationship between father involvement and the number of the child in the family, i.e. fathers involve more when they have more children (Barnett & Baruch, 1987; Peterson & Gerson, 1992). On the other hand, there are some studies that found no or negative relationship between father involvement and child number. For instance, in her study conducted in Turkey, Ünlü (2010) found no significant relationship between number of children in a household and father involvement. Halme, Astedt-Kurki and Tarkka (2009), consistently with current study, found that fathers in crowded families, in which there are more than three members, spend less active time with their children than fathers, whose family includes two or three family members. There should be two underlying reasons why children positioned their older sibling before their fathers in the order.

Firstly, as mentioned above, children stated that involvement refers to engaging shared activities or spending time with the child. In the families, in which there is more than one child, children might be engaged in more shared activities such as playing together with their siblings and the need for father might decrease on the part of children while in the families that there is only child, child's need to play or engaging shared activities might be met mostly by fathers.

Secondly, previously conducted studies indicated that when parents have their second child, fathers involve more with older children while mothers involve more with younger children (Pleck, 1997). In the current study, father and mother reports indicated a similar pattern. For instance, mothers and fathers stated that when they had their second child, in order not to make the older child feel ignored, father began

to involve more with the older one. Therefore, children, who placed their older siblings into the first order, might be due to fathers' higher involvement in older children's lives.

5.3. Jam Jar technique: Children's Perceptions of Father Involvement Questionnaire (CPOFIQ)

CPOFIQ was developed by the researcher by depending on Palkovitz's father involvement questionnaire. Through Jam Jar technique, which was originally used by MacKay (2006), children were asked to answer each question as "yes/no or sometimes". The aim of this data gathering process was to understand children's perceptions regarding the level of fathers' involvement. According to children's responses, a total score was calculated for each child and children were divided into three groups according to the perceived level of paternal involvement. It was seen that the majority of children perceive their fathers as moderately involved (n=26). Eight children were found to perceive low father involvement in the family while only six children were found to perceive high father involvement.

It is difficult to discuss this finding in the light of previous studies since they investigated mostly adolescents or young adult children's perceptions of father involvement and its influence on the child's social, cognitive development or their academic skills rather than underlying reasons for different level of perceived paternal involvement among children. However, in the current study, comparisons of children's, fathers' and mothers' perceptions of father involvement with a subgroup of seventeen families provided an opportunity to discuss possible reasons that might lead children to perceive their fathers as highly, moderately, or low involved.

Firstly, it is seen that there are some demographical differences between families, in which fathers are perceived as moderately (MIF), low (LIF) and highly involved (HIF) by their preschool aged children. HIFs have the highest average age, educational background, monthly family income and marriage duration than fathers, whose children perceive low or moderate paternal involvement. Similarly, wives of

HIFs, have the highest average age than the wives of LIF and MIF. The average age for children of HIFs is the lowest among three groups. On the contrary, LIFs have the lowest average age, monthly family income and relatively lower levels of education while their wives have the lowest average age and their children have the highest average age.

These differences might explain why children perceive different levels of paternal involvement. Previous studies indicated that father involvement is positively related with fathers' educational background (Bailey, 1993; Blair, Wenk, &Hardesty, 1994; Marsiglio, 1991). Although participated fathers' and mothers' educational background are similar to each other and high in each group, as mentioned above, LIFs have lower educational background compared to HIFs and MIFs. For instance, all HIFs have university graduation; however, one out of four LIF has elementary school graduation while one LIF has high school graduation. The point that should be discussed here is the differences between MIFs and the HIFs. These two groups of fathers have similar educational background; the majority of them have university graduation and even there is a father, who still continues to his PhD in moderately involved group. In spite of their similar educational background, the differentiated perceived level of father involvement might be explained with two reasons. First reason might be fathers' involvement into child care. It is seen that highly involved fathers, their wives and children stated that father provides child-care as much as the mother in the family. However, moderately involved fathers, their wives and children stated that father helps for child-care, yet mother is the primary care-giver in their families. In his study, Bailey (1994) found that highly involved fathers involve more into child-care. Fathers' involvement into child care might create a closer relationship between father and the child. Also, as mentioned above, mothers are mainly perceived as primary care-takers; therefore, child care might be seen as a motherly duty by children and when their fathers also provide care for themselves, these children might develop positive perceptions for their fathers' involvement.

Another reason why the involvement of fathers, who have similar educational background, are perceived differently by their children might be the working conditions of mothers. Almost all previously conducted studies indicated that father involvement increases when they have working wives (Bailey, 1994; Brayfield, 1995; Crouter, Perry-Jenkins, Huston & Mchale, 1987; Lewin- Epstein, Stier, Braun, 2006; Peterson & Gerson, 1992; Thomas & Hildingsson, 2009; Volling & Belsky, 1991; Yeung, Sandberg, Davis-Kean & Hofferth, 2001). When working conditions of mothers in moderately and highly involved fathers' families are investigated, it is seen that all HIFs belong to dual-earner families while 40 % of MIFs belong to single earner families. The statements of fathers, whose wives are not working, indicated that in these families, mothers hold the majority of child-related responsibility. For instance, one father, who is perceived as moderately involved by his six years old daughter, stated that;

“...the role of father is different for the families that the mother also works and for the families in which mother does not work. It seems that since my wife is a housewife, I wash my hands of from many things that fathers from dual-earner families have to do. I am a father who works out of the home and provide for my family. But if my wife was working, I would have to involve more into to child care...”

When above mentioned statement of participated father and findings of previous studies are considered, it might be claimed that MIF's families, fathers' role of being the sole breadwinner influences children's perceptions of father involvement.

Child gender is one of the mostly mentioned predictor of father involvement in previous studies. However, it is seen that there is not a consensus how child gender influence fathers' involvement. The majority of studies have found that fathers involve more in their male children's lives than their female children's lives (Barnett & Baruch, 1987; Harris, Fustenberg & Mamer, 1998; Pleck & Masciadrelli, 2003; Yeung et al., 2001). There are some studies that have indicated that fathers of female children involve more in their children's lives (Lamb et al, 1988). In addition to these

inconsistent results, there are some studies that have indicated there is no relationship between child gender and father involvement (Cooley & Morris, 2002; Marsiglio, 1991; Snarey, 1993; Unlu, 2010). In the current study, child gender was equated for forty children. That is, there are twenty male and twenty female children. When the percentages of child's gender in each group are considered, it is seen that 52 % of children, who perceive moderate father involvement; 66.6 % of children, who perceive their fathers as highly involved and 66.6 % of children, who perceive their fathers as low involved are male. Therefore, it can be said that in each group, the percentage of male children is higher than the percentage of female children. This might be interpreted as: child gender does not provide a clear picture regarding its influence on father involvement by supporting Pleck and Masciadrelli's (2003) claim that in father involvement, child gender does not lead any difference in fathers' involvement in the children's lives in today's world.

However, when the sub group, which includes 17 children, whose fathers and mothers also participated in the study, is examined regarding child gender a different picture leaps to the eye; 70 % of children, who perceive moderate father involvement; 66.6 % of children, who perceive high father involvement and 50 % of children, who perceive low father involvement, are female. High percentages of female children in the sub group reveal that fathers and mothers, whose children are female, were more willing to involve in this study. When within group comparison were done among fathers' and mothers' reports, it is seen that mothers, who have both female and male children and have only male child, attributed more importance to father involvement and they expect more from their husbands. They stated that they need their husbands' involvement more to rear a male child than to rear a female child. They mentioned that this is because father is better resource to teach about masculinity, to meet male child's needs for physical play and to discipline male child. It is seen that for these reasons, mothers try to encourage fathers to involve more when they have male children. This does not mean that mothers of female children does not encourage their husbands to involve or do not need their husbands' involvement, yet from the mothers' reports, it is seen that mothers of female children

normalize fathers' low or lack of involvement, particularly for child care activities such as bathing or dressing the child, by depending on gender difference between father and the child. For instance, in a family that a girl perceives high father involvement, mother stated that father does not bath their daughter but it is normal because they have a female child. This finding is important because previous studies, particularly the ones that indicated fathers involve more with their male children, mainly measure father involvement and look for its relation with the child's gender through quantitative analysis. However, they did not examine the influence of or provide information about mothers' perceptions or expectations. Similarly, studies try to examine the fact that the influence of maternal gatekeeping on fathers' involvement level did not discuss with regard to child gender. By depending on the current finding, it might be claimed that mothers' expectations or encouragement might be a moderator for fathers' high involvement in their male children's lives.

In addition to demographical differences, it is seen that not fathers but mothers' relationship with the father in the family of origin is different among three groups of families. The majority of fathers in each group stated that they have had a distant relationship with their fathers and their fathers had been the authority figure, decision maker and rule maker in their families. Also, fathers stated that their fathers had been unavalable for them. Previously conducted studies indicated that fathers either model their fathers' high or low involvement or compensate for their own fathers' low involvement (Sagi, 1982; Blendis, 1982; Lewis, 1984, Ünlü, 2010). However, in the current study when fathers were asked whether they perceive their own fathers as role model for themselves in terms of fathering, the majority of fathers responded negatively to this question by stating that they are better than their own fathers in terms of parenting. Some fathers stated that they model their mothers' parenting, which was previously suggested by Daly (1993), while some fathers stated that there is not a clear role model for them, rather they observe other fathers around them to find out how to be a better father, as suggested by Masciaderelli (2004) previously. Also, to what these fathers attributed their fathers' lack of involvement is different. For instance, highly involved fathers believe that their fathers did not involve in their

lives as much as they involve their children's lives because age, culture and social structure of the age of their fathers is different and this attitude favors a distant, authoritarian, yet good provider fathers. However, fathers, who are perceived as low involved by their preschool aged children, attributed their own fathers' low or lack of involvement to their fathers' personality, stolidity and irresponsibility.

When mothers' reports, related to their family of origin, is examined, it is seen that mothers of children, who perceive high and low paternal involvement in the family, stated that their fathers were not available, not affectionate towards themselves and had a distant relationship with them. In contrast, the majority of mothers, whose children perceive moderate father involvement, stated that they had had an authoritative father in the family of origin and they had had a close relationship with their fathers. Previous studies indicated that mothers' relationships with their own fathers influence their expectations from their child's fathers (Krampe & Newton, 2012; Makusha, Richter, Knight, Rooyen, & Bhana, 2013). Consistently, in the current study, it was noticed that mothers, who had had distant relationship with their fathers, encourage their husbands to involve more because they believe the importance of father involvement and they do not want their children to experience same distant relationship with their fathers. Similarly, mothers, who reported a close relationship with their own fathers, also emphasize the importance of fathers and a close relationship between a father and the child. When between groups comparisons is done, it is seen that mothers, whose husbands are perceived as highly and low involved, reported a distant relationship with their own fathers while the majority mothers, whose children reported a moderate father involvement, reported their own fathers' as authoritative. By depending on these differences, it might be claimed that modeling and compensation hypothesis, which emphasize the importance of father-son relationship on sons' own fathering (Blendis, 1982; Doherty, Kouneski, & Erickson, 1998; Guzzo, 2011; Lamb, 2010; Lewis, 1984; Pleck, 2010; Sagi, 1982; Ünlü, 2010) is also valid for mothers. That is, mothers, who have either positive or negative perceptions of their own fathers, might encourage their children's father to involve while some mothers, whose relationship with her

father, does not spend too much effort to encourage father involvement in the family because they have expected little from the father.

These three groups differentiated in terms of fathers' beliefs, regarding the role of father. Palkovitz (2002) mentioned that fathers have a great deal of roles that might lead them to be a good father. Generally, fathers' and mothers' beliefs about the role of father were found to be related with fathers' involvement level (Beitel & Parke, 1998; Hofferth, 2003; LaRossa & Reitzes, 1993; Palkovitz, 1984). In each group, mothers stated that there should not be any differentiation about fathers' and mothers' role in the family and fathers should be involved as much as mothers in all aspects of child-rearing process. However, fathers' perceptions, regarding the role of father in the family differentiated between groups.

HIFs agree with mothers and believe that fathers should equally share all child related responsibilities with the mother. However, LIFs highlighted traditional roles of fathers and they used some metaphors to explain fathers' position in the family. For instance, one LIF stated that father is the engine of the family while another LIF stated that father is the building block of the family. MIFs stressed out the importance of equality between mothers and fathers but they stated that this is not their practice; rather they are helpers of mothers. These fathers also stated that mothers are better in terms of child-rearing than themselves. By depending on these findings, it might be claimed that fathers, who are perceived as highly involved, have more egalitarian gender role attitudes while fathers, who are perceived as low involved, have traditional gender role attitudes. It is difficult to claim that moderately involved fathers also have egalitarian gender role attitudes. Because although these fathers stated that father and mother should equally share all child-related responsibility with the mother, they also stated that they do not share child rearing process fifty-fifty with their wives, rather they try to help mothers. According to Craig (2006), helping does not mean sharing. Because helping or not helping depends on the preferences of helpers and gives the message that the responsibility actually belongs to the person, who is helped. When Craig's (2006) statement is

considered, it might be claimed that moderately involved fathers actually believe that mother is responsible for child-rearing; and therefore, hold traditional gender role attitudes towards parenting. Moreover, previous studies also have found that father involvement is in relation with their gender role attitudes; fathers, who have egalitarian gender role attitudes, involve more in their children's lives (Aldous, Mulligan, & Bjarnason, 1998; Blair et al., 1994; Goldscheider & Ehite, 1991; Ishii-Kuntz & Coltrane, 1992; Parke, 1996, Palkovitz, 1984; Updegraff, McHale & Crouter, 1996). This study extends these findings by indicating fathers, who have more egalitarian gender role attitudes, involve more in child-rearing process than fathers, who have traditional gender role attitudes and these fathers are also perceived as highly involved by their preschool aged children. Main reason for this might be related to fathers' engagement in child-care activities, as well. It is seen that highly involved fathers, who believe that father and mother should equally involve in child-rearing process, also involves in their child-care as much as their wives. As mentioned before, the previous studies indicated that fathers' involvement into child care increases these fathers sensitiveness to their children (Donate-Bartfield & Passman, 1985). For instance, Darke and Goldberg (1994) have found that fathers, whose infants hospitalized in their first months, have closer relationship with their children if they are interested in their infants during that process. In the light of these previous findings, it might be interpreted that since fathers, who have egalitarian gender role attitudes, provide more care for their preschool children and this might be resulted in more close relationship between fathers, which in turn leads to more positive perceptions in terms of father involvement on behalf of the children.

Another difference among three groups of fathers that leaps the eye is their beliefs about their own parenting skills. Previous studies indicated that fathers, who believe their parenting skills and perceive themselves as good at fathering, involve more in their children's lives (Beitel & Parke, 1998; Ehrenberg, Gearin-Small, Hunter, & Small, 2001). Results of the current study are consistent with these previous researches. In the current study, HIFs are found to have more positive perceptions in terms of their parenting competence. For instance, one of the HIF believes that he is

better at child care than his wife. Nevertheless, during interviews MIFs frequently stated that they are questioning their fathering, their dissatisfaction from their own parenting and they should involve more. Similarly, the majority of LIFs stated that they are not able to spend enough time with their children and mentioned about their inability to become a father that they want to be. For instance, one LIF stated that sometimes he uses physical punishment to discipline his son and he said that “I can not believe that I do this”. There might be different reasons for low and moderately involved fathers’ lack of confidence and highly involved fathers’ high confidence.

First reason might be fathers’ age. It is seen that the average age of the fathers is the lowest among low involved fathers and it increases in moderately involved and highly involved fathers. That is, highly involved fathers have the highest average age among three groups. Previous studies indicated that older fathers involve more in their children’s lives more than younger fathers (Brain, 1993; Cooney et al., 1993; Ünlü, 2010). Cooney et. al. (1993) attributed the characteristics of older fathers’ higher involvement to their wives and to the length of their marriage. According to Cooney et al. (1993) older fathers are more educated, have older wives and they have longer marriages. Similarly, in the current study, highly involved fathers, who have the highest average age, also have more educated wives and the average age of their wives is the highest among three groups. When the average marriage duration is examined, it is seen that highly involved fathers have the highest average length of marriage. All these characteristics; however, are contradictory for low involved fathers. In other words, LIF fathers are the youngest group, the average age of the wives of low involved fathers is the lowest among three groups, their average educational background is lower and the marriage length is shorter. Another reason that was attributed to older fathers’ higher involvement is their independency from their relatives; and their less traditional gender role attitudes (Brain, 1993). As mentioned before, low involved fathers hold more traditional gender role attitudes than highly involved fathers. Also, in the current study, it is seen that grandparental involvement is more in the families of LIFs than in the families of HIFs.

Another reason that may influence fathers' perceptions of their fathering competence might be their age. For instance, Gültekin-Akduman and Türkoğlu (2013) found that fathers, who are older than 41, have more positive perceptions regarding fathering. Similarly, in the current study, fathers, whose children perceive high father involvement in the family, seem to perceive fathering more positively because they attributed more positive feelings towards fathering and they stated fewer disadvantages about being a father. Similarly, the wives of these fathers stated that their husbands like to be a father and give importance to their fathering role through organizing their life according to the children's needs. Another reason that might influence fathers' confidence might be related to the number of their children they have. In the current sample, two out of three HIFs have two children while three out of four LIFs have only child. Although previous studies did not yield consistent results regarding the relationship between a number of children in a household and the level of father involvement, it might be claimed that having more children make fathers more experienced and more capable on fathering. These fathers might have learnt from their faults they did while rearing their older children. This claim was supported by many fathers and mothers in the current sample. For instance, one mother, whose husband is perceived as highly involved, stated that her husband became a better father when he gained experience on fathering. Another father, who have three children, stated that his first child corresponds to his apprenticeship on fathering; the second child corresponds to foremanship while the third child correspond to his mastership on fathering. This statement is consistent with Lamb et. al.'s (1985) claim that fathering is a role which is learnt "on the job" (p.889).

Lastly, it might be claimed that fathers' participation to Father Support Program, which was provided by the kindergarten in cooperation with Mother-Child Education Association, may influence their fathering competence. National and international studies investigated the influence of father education programs on father involvement and consistently indicated the fact that participating in a father education program increases the level of father involvement (Anderson, Kohler, Letiecq, 2002; Atmaca-Koçak, 2004; Aydın, 2003; Fagan & Iglesias, 1999; McBride, 1990; Şahin, 1998;

Taşkın & Erkan, 2009). Similarly, in the current study, both fathers, who participated in FSP, and their wives stated that this father education program have positively changed fathers' way of communication and disciplining the child; the quality and amount of time father spends with the child and their involvement in their children's education. Also, fathers, who participated in FSP, stated that they learned from other fathers during the course and they improve themselves as a father through gaining better problem solving skills related to child-related problems. Also, these fathers stated that they have learnt about their own importance in the lives of their children. From reports of fathers, it is seen that engaging this program has increased their knowledge about child development and the ways of supporting their children's development. For instance, during the interview, a father, who participated in this program, frequently used technical language such as communicating the child through establishing eye-contact or actively listening to the child during communication. When comparisons between groups are done, it is seen that the percentage of fathers, who engage in FSP, is higher among HIFs (66.6%). It declines to 40 % for the group of MIFs and none of the LIFs involved into the FSP.

Another difference recognized between three groups is fathers' motivation to involve in their children's lives. According to Lamb et al. (1987) some fathers have higher motivation to involve in their children's lives. Similarly, previously conducted studies have found a positive relationship between father involvement and fathers' motivation for involvement (Bonney, Kelley, & Levant, 1999; Nangle, Kelley, Fals-Stewart, & Levant, 2003).

In the current study, mothers' reports indicated that moderately and low involved fathers have lower levels of motivation to involve in their children's lives. The wives of MIFs reported that unless they do not demand their husband to involve, their husbands do not involve in their children's lives. That is, mothers either force their husbands to involve or they need to be demanding for father involvement. When mothers' reports are examined in the LIFs families, it is seen that in these families, fathers do not involve in their children's lives even though their wives' force,

encourage or demand. This situation appears in mothers' reports regarding father involvement in child-care, child's schooling, father-child communication and father child shared activities. For instance, while talking about child-care, the wives of MIFs stated that their husbands only involve when they are asked to involve or when mothers are not available to provide child care. However, it is seen that in these families fathers do not provide care in mothers' presence. Moderately involved fathers also agree with their wives. They stated that if their wives are not available, they could provide a proper child care but when the mother is available, they put this responsibility to the mother or they try to help the mother. In her study about household division among couples, Coltrane (1996) also found that fathers need to be asked to involve in child-care by their wives and they are not able to provide proper child-care without their wives' guidance. When low involved fathers are under consideration, it is seen that mothers' demands or guidance does not work. Wives of LIFs stated that even though they ask their husbands to involve more in child-care, child's education or communication with the child, their husbands prefer not to be involved. On the contrary, wives of HIFs stated that their husbands are highly motivated to involve in their children's lives. For instance, while talking about father involvement in child's education, one mother stated that her husband participated to the parent-teacher conference even though she is a teacher in their daughters' preschool and has a chance to learn about their daughters' progress in school whenever she wants.

It is seen that mothers' satisfaction from fathers' involvement is differentiated among three groups of families. Previously conducted studies highlighted the importance of mothers on fathers' involvement (Allen & Hawkins, 1999; Beitel & Parke, 1998; De Luccie, 1995; McBride & Rane, 1997; McBride et al., 2005). Particularly mothers' beliefs, regarding the importance of father involvement and the level of maternal support for father involvement have been accepted as important contributors for higher father involvement (Doherty et al., 1998; McBride et al., 2005; McBride & Rane, 1998; Schoppe-Sullivan, Brown, Cannon, Mangelsdorf, Sokolowski, 2008). For instance, McBride and Rane (1997) found mothers' perceptions of father

involvement as the strongest predictor for father involvement. Similarly, DeLuccie (1995) found a strong relation between mothers' beliefs of the importance of father involvement, their satisfaction level and fathers' involvement. Similarly, in the current study, it was found that fathers, whose wives stated that they are satisfied from their husbands' involvement, are the ones who are perceived as highly involved by their children. Consistently, it was found that fathers, whose wives are not satisfied from their involvement, are the ones who are perceived as low involved by their children, too. To come to this conclusion, responses of mothers, who were asked to complete the following statements such as: "without my husbands' support, I would have difficulty regarding..... while rearing my child", can be examined. Wives of HIFs completed the statement by saying "I cannot even imagine my husbands' absence, I would have difficulty in everything regarding my child, if my husband was not there, I would not be a mother that I am now". These responses might be clues to indicate how much these mothers are satisfied with their husbands' involvement. Wives of LIFs completed the same statement as "I would do majority of things in the same way but I would not meet my child's need for father; I would do everything but I would not engage in physical play as much as my husband; I would do many thing but I would not provide the feeling of safety as much as my husband". One mother also stated that she would do everything better if her husband was not there because in some cases, she fluctuates to establish the balance between her husband and her children and gets quite tired.

An attractive situation is observed when mothers' reports, whose children perceive moderate father involvement, are considered. These mothers are satisfied from many aspects of their husbands' involvement except their husbands' involvement into child-care. While talking about father involvement in child's education, father-child communication, father-child shared time and activities, fathers' providing and protective behaviors, these mothers seem to be satisfied from their husbands' involvement. At least, they believe that their husbands try to do their best. However, the majority of these mothers stated about their dissatisfaction from their husbands' involvement into child-care.

Surprisingly, it was seen that there is a consistency between mothers' and children's perceptions and satisfaction from father involvement. That is, although fathers' reports, regarding their involvement, is similar to each other between groups, mothers, whose children perceive high father involvement, also perceive their husbands as highly involved and are satisfied more from their husbands' involvement. In contrast, mothers, whose children perceive low father involvement, perceive their husbands as low involved and are not satisfied from their husbands' involvement. From the reports of children, it is seen that children, who perceive moderate father involvement, rationalize their fathers' low or lack of involvement. They attributed their fathers' lack of involvement to out-of-father factors such as fathers' working conditions, their own preference to be with their mothers and etc. Similar pattern is seen in these children's mothers' reports. As mentioned before, mothers, whose children perceive moderate father involvement, believe that their husbands try to do their bests in spite of their lack of involvement and they stated that if father has enough time and opportunity to involve, they would absolutely do. In the light of this similarity between mother and child perceptions of father involvement, it might be claimed that mothers shape their children's perceptions of father involvement. This interpretation might not be wrong since results of previous studies indicated that mothers are more available for (Collins & Russell, 1991; Lamb & Lewis, 2003; Yeung et al, 2001) and more communicative towards their children (Hosley & Montemayor, 1997; Langford, Lewis, Solomon, & Warin, 2001). Therefore, it might be assumed that mothers may influence their children's perceptions of father involvement by sharing their own beliefs, satisfaction or dissatisfaction and attitudes about fathers' involvement with their children.

Last thing that should be stressed here is the different level of consistency between father and mother reports, regarding father involvement between groups. The level of perceived paternal involvement, reported by preschool aged children, seems to be positively related to the level of consistency between mother and father reports. That is, it appears that in the families, where fathers are perceived as highly involved by

their preschool aged children, the reports of fathers and mothers are highly consistent with each other. However, in the families, where children perceive low father involvement, there is a high discrepancy about father involvement between the reports of father and mother. These findings are inconsistent with previous studies. For instance, Craig (2002) and Mikelson (2008) compared father and mother reports of father involvement. They found that the discrepancy between mother and father reports is high if both parents are working, highly educated and reside in the same house. In the current study, all fathers, except one, are resident fathers; therefore, residency might not provide an explanation for discrepancy between mother and father reports of father involvement. Similarly, as mentioned before, in the current study, fathers and mothers, whose children perceive high father involvement, are highly educated while fathers and mothers, whose children perceive low father involvement, have lower educational background when compared with other fathers and mothers. That is, in the current study, higher educational background of fathers and mothers yielded more consistency between father and mother reports. Moreover, it is seen that all mothers in families, where fathers are perceived as highly involved and 75% of mothers in families, where fathers are perceived as low involved, are working. Therefore, mothers' working condition might not provide a clear explanation for discrepancy or consistency of father and mother reports. One possible explanation for consistency between father and mother reports in the families, in which fathers are perceived as highly involved, might be the harmonical relationship between couples in these families. Mikelson (2008) found that couples' reports of father involvement are more consistent when they have harmonical and happy marriages. When this finding is combined with the findings of the current study, it might be claimed that harmonical and happy marriage of parents have led children to perceive higher paternal involvement in the family.

Cognitive Domain of Father Involvement

Palkovitz (1997) highlighted the importance of multidimensionality of father involvement. According to him, in addition to behavioral and affective domain of

father involvement, there is also cognitive domain. By cognitive involvement, Palkovitz (1997) refers to children's presence in their fathers' cognition. However, previous studies explained that father involvement does not provide information for fathers' cognitive involvement (Lamb, 2000; Parke, 2000). According to Gauvain (1999), cognitive domain of father involvement can be understood through father-child interactions when they engage in shared planning or through fathers' innermost plans for their children's future, such as making plans for their children's future education. Qualitative nature of the current study paved a way to understand whether children are present in their fathers' cognition covertly. It is seen that regardless of how they are perceived by their preschool aged children, all the fathers have plans for their children's future or they engage in shared-planning with their children. For instance, a father, who is perceived as low involved by his child, harped on about his future plans for his child such as providing opportunities for his daughter to provide her chance to be interested in art, to learn about cultural and historical values, to complete university education and to have a proper job. Similarly fathers, who are perceived as moderately and highly involved by their children, talked about their plans about providing a good university education, proper life conditions and about inheriting at least a house even though their children are still in early childhood period. For instance, one of MIFs, who reside in another city due to his job, stated that he is thinking of his wife and his daughter continuously; he tries to see all the risks that his child might face beforehand and take precautions about the hazards in life. He also stated that he wants to give up his job to spend more time with his child, yet he is not able to do due to his responsibilities of providing a good future for his daughter.

When fathers are asked whether their life had changed after having a child, regardless of their involvement level, all of them stated that fathering a child has changed their lives. All fathers mentioned that being a father restricted their social life, the time they keep for themselves and increased their level of responsibility. Also, there are some fathers, who reported that they became more mature and emotional and their point of view has changed after having a child. However, the

majority of fathers stated that they experience a cognitive change that even their wives are not able to understand. For instance, a father, who is perceived as moderately involved by his daughter, expressed his ideas as following,

“... This is totally a cognitive change. If you ask to my wife, she would probably not talk about any change. According to her, I am still going to my work, I am still looking at my emails when I come home and she already holds all child related responsibility. However, my perspective on life, my values and priorities have changed totally...”

Fathers' reports not only supported the presence of cognitive domain of involvement, as suggested by Palkovitz, but also indicated that cognitive domain of involvement is independent from their involvement level. That is, regardless of their involvement or perceived level of involvement, all fathers are cognitively involved in their children's lives. However, it is noticed that the major difference between three groups of fathers is their effort to actualize their plans. Although all fathers have plans for their children's future, particularly fathers, who are perceived as highly involved, try to actualize their plans through saving money, providing opportunities for their children to socialize and etc. However, fathers, who are perceived as low involved, just have plans but either do not effort to actualize their plans or postpone them. At this point, it should be mentioned that whether fathers actualize their plans or to what extend they actualize them is out of the scope for the current study. Therefore, the inference done above depends on fathers' reports.

5.4. Implications of the study

The current study exhibits a number of implications for theory, research, and practical life.

5.4.1. Implications for theory

The multidimensional father involvement conceptualization proposed by Palkovitz (1997) was applied in this study and the findings of the study indicated that all fathers, as mentioned by Palkovitz, involve in their children's lives effectively, cognitively, and behaviorally. However, the findings of the current study extend the assumptions of this multidimensional father involvement conceptualization in two ways.

First, examination of children's meaning for involvement suggested that while evaluating their fathers' involvement, children refer to their fathers' behavioral involvement. This finding challenged the idea that overdependence on fathers' observable and countable behaviors, i.e. the behavioral domain of the involvement, in father involvement research does not provide a big and the clear picture for father involvement when fathers' involvement in early years is concerned. Although this does not imply that cognitive involvement is unimportant during the child's early years, this finding indicated that studies, which emphasize observable and countable behaviors of father involvement, particularly in early childhood years, should not be devalued.

Secondly, it was noticed that regardless of how their involvement is perceived by their young children, all fathers have future plans for their children and they consider about their children's physical, emotional, and personal needs, which is referred as covert cognitive involvement by Gauvain (1999). However, when group comparisons are made, it was noticed that particularly the fathers, who are perceived as highly involved, take an action to actualize their plans while fathers, who are perceived as low involved by their young children, make plans, are aware of their children's needs, yet they neither take an action to actualize their plans nor spend required effort to meet their children's needs. This finding, therefore, extends the idea that cognitive involvement completes the big picture by indicating that fathers' cognitive involvement does not increase the level of perceived father involvement neither by

young children nor by mothers unless the psychological presence of the children in the fathers' mind is supported by fathers' excessive efforts.

The findings of the current study also support and extend Parke's (1996) multilayer framework for determinants of father involvement. He suggested that there are four different layers which have an influence on fathers' involvement level: individual, familial, extra-familial, and cultural. From the reports of the fathers and the mothers in the current study, it is concluded that in the families, regardless of fathers' involvement level perceived by the young children, fathers' involvement vary due to the influences mentioned by Parke (1996). It is also noticed that children's perceptions of father involvement might be influenced from the factors, included in those layers. For instance, according to Parke (1996), father-mother relationship has an influence on father involvement. In the current study, however, this claim is extended and the findings suggest that relationship between father and mother can also influence the way father involvement is perceived by young children.

Last implication, regarding the theory, is related to the influence of mothers' relationship with the fathers in the family of origin on their husbands' involvement. Previously, modeling and compensation hypothesis (Sagi, 1982) was tested through investigating fathers' relationships with the father in their family of origin and its influence on fathers' involvement level. As Krampe and Newton (2006) and Matshudo et al.(2012) reported, the current findings also revealed that mothers' relationship with the father in the family of origin has an influence on their husbands' involvement level. Therefore, this study claims that mothers' relationship with family of origin might also be noticeable to modeling or compensation process. That is, mother, who had an involved father in her family of origin, leads high paternal involvement in her own family by increasing her expectations from her husband. Similarly, some mothers, who had authoritative, unavailable and distant fathers in their family of origin, encourage high father involvement in their own family in order to avoid their children to experience same negative consequences of low father involvement like they have had. However, it seems that some of the

mothers, who experienced low father involvement or father absence, normalize their own husbands' low or lack of involvement and do not expect more from their husbands. Therefore, this study extends this hypothesis to mothers and suggests that modeling and compensation for father involvement might be a process, which is also valid for mothers' regarding their husbands' involvement.

5.4.2. Implications for Research

This study has some methodological strength when compared to previous studies. First, this study included multiple informants to the father involvement research as suggested by Gracia, Lila, and Musitu (2005), Marsiglio, Amato, Day and Lamb, (2000) and Tamis-LeMonda & Cebreira (2002). By this way, this study provided an opportunity to make comparisons between fathers', mothers' and children's perceptions about father involvement. Through these comparisons, it was noticed that all fathers have similar perceptions regarding their own involvement. However, when fathers' and mothers' were grouped according to their children's total score from CPOFIQ and when among and between groups analysis have done, it is seen that the mothers' perceptions and the children's perceptions are more similar to each other regarding the level of father involvement. Also, it was recognized that children and mothers use some similar patterns while evaluating father involvement. For instance, in the families, in which father is perceived as moderately involved by the young children, both children and mothers try to rationalize fathers' lack of involvement. By doing so, both mothers and children attributed fathers' lack of involvement in terms of out-of-father factors such as long working hours, their own preferences and etc. By depending on this finding, it might be suggested that mothers have an impact on shaping their children's perceptions since they are the person with whom children spend more time and engage in more shared activities. This finding; therefore, engenders a new research topic for fatherhood research. Previous studies mainly investigated mothers' influence on father involvement (Beitel & Parke, 1998; Cebreira et al., 2007; Fagan & Barnett, 2003; Holmes & Huston, 2010; Pleck &

Hofferth,2008;), yet this finding revealed a need to investigate mothers' influence or moderator role on children's perceptions of father involvement.

Another new finding, regarding mothers' influence, is about the relationship between father involvement and child gender. Although there are some inconsistent findings, the majority of studies have found that fathers, who have male children, involve more in their children's lives (Barnett & Baruch, 1987; Harris, Fustenberg, & Mamer, 1998; Hosley & Montemayor, 1997; Pleck & Masciadrelli, 2003; Yeung et al ,2001). In the current study there was not a slight difference between three groups of fathers regardless of their children's gender. However, from mothers' reports, it was recognized that the mothers, who have at least a male child, give more importance to their husbands' involvement. As a result, they encourage their husbands to involve more in their male children's lives. They stated that this is due to the fact that fathers are better guides both to teach their boys masculinity and to meet their male child's physical needs. This finding challenges previous studies results, which indicate that fathers involve more in their male children's lives (Barnett & Baruch, 1987; Harris, Fustenberg, & Mamer, 1998; Hosley & Montemayor, 1997;Pleck & Masciadrelli, 2003;Yeung et al ,2001) and suggests that this might be the result of mothers' preference. However, because of the qualitative nature of the current study, this is an inference, reached from the reports of mothers participated in the study. However, in order to understand whether mothers are moderating the relationship between child gender and father involvement or not, quantitative studies, which might provide empirical understanding, are needed.

5.4.3. Implication for Practice

In addition to implications for theory and research, the findings of the current study also have some practical implications. For instance, the findings of the current study indicated the influence of Father Support Program, a father education program, provided by Mother-Child Education Foundation, on fathers' beliefs regarding their competence on parenting and involvement level. It is seen that fathers, who

participated to Father Support Program (FSP), are perceived either as highly involved or moderately involved by their preschool aged children. None of the fathers, who are perceived as low involved by their children, participated in this father education program. Depending on mothers and fathers reports, it can be concluded that FSP increased the quality of father-child-shared time, communication, and father involvement in education. However, the fathers, who engage in this education program, stated that this program can only reach fathers, who already values their fathering role and are aware of the importance of fathers in the lives of children. Also, mothers stated that this program took place in dead times and had short-term effects on fathers' fathering quality. In other words, the influences of this program (FSP) on fathers' fathering behaviors lasted only for a short period of time (a few days or a week). Although these negative issues, which were reported by the mothers, it is seen that this program has provided a great deal of opportunities for fathers to improve themselves as a father. For instance, a father, who is perceived as moderately involved by his son, stated that he learned how to deal with child's misbehaviors during the course without harshly punishing the child. Another father, who is perceived as highly involved, stated that he had a chance to observe that all fathers have similar problems related to their children, which made him feel more comfortable about his parenting. This father also reported that sharing the common difficulties and serious issues they have had as a parent has led him think differently and find solutions for the child-related problems, which in turn comforted him at the end of the course. These kinds of positive consequences experienced by fathers, who participated to FSP, indicate that such father education programs are needed, yet with some modifications. Firstly, the way this program is prepared might be modified. That is, this program might be prepared by considering the child's perceptions of father involvement. To do this, techniques, provided in the current study about understanding children's perceptions, might be used and the deficient parts of father-child relations might be exposed. By this way, Father Support Program or possible future father education programs might be more effective in meeting children's needs regarding their fathers' involvement.

Second modification might be related to the times of such father education programs. Previous studies indicated that father education programs, provided before the birth of the child, increased the parenting skills of the fathers (Doherty, Ericson & LaRossa, 2006) and the confidence of the fathers in terms of fathering role (Galloway, Svensson & Clune, 1997). Moreover, the fathers, who participated in the FSP, and their wives mentioned that although this program provided useful information about fathering a child, it would be better to have had this knowledge before they had a baby children. When the previous findings of empirical studies and participants' reports are considered, it might be suggested that antenatal father education programs might be provided for prospective fathers instead of fathers of children between the ages of 3-6 or 9-12.

In addition to modifications including the ways to prepare and the time to conduct father education programs, the experts should also determine to whom such programs should be provided to also. That is, Father Support Program, as the only education program provided for fathers in Turkey, includes only the fathers as the participants. Also, during the last two weeks of the education program, additional sessions are done with mothers, yet young children are excluded from the program although the main aim of the program is encouraging father-child relationship. Therefore, such programs might include sessions, in which father and children participate together in, to increase the quality of father-child shared times and their relationships. By this way, fathers would have the opportunity to observe other fathers with their children, their communication, play and interaction processes. Similarly, children would also have a chance to observe other father-child dyads and perhaps they have a chance to establish a relationship with other fathers in the program.

Another practical implication of the current study is related to how father involvement is supported by national early childhood education policies. As mentioned before, Ministry of National Education (2013) provided a guidebook for early childhood teachers to encourage them to apply parent involvement and

education activities during the early childhood education. Unfortunately, this guidebook uses statements such as “parents” or “mothers and fathers” and does not provide any particular information in terms of the methods to increase father involvement. When the traditional belief, equating parent involvement to mother involvement (Tezel-Şahin & Özbey, 2009) is taken into consideration, it might be clearly stated that there is a need for revisions in the Parent Education Guideline Integrated with Early Childhood Education Program (OBADER & EBADER,2013) to encourage and guide early childhood educators to provide education programs or involvement activities, particularly for fathers. Having such guideline might increase teachers’ self-esteem to conduct father education or father involvement activities and their awareness of the importance and need of father involvement.

Lastly, the findings of the current study indicated the influence of fathers’ involvement in child-care on children’s perceptions of father involvement. Both fathers and mothers of children, who perceive high paternal involvement in the family, reported that fathers provide care for their children as much as mothers. Also, in accordance with their mothers and fathers, during the ‘Computer Game: Father Involvement into Daily Events’ children, who perceive their fathers as highly involved, stated about their fathers more than children, who perceive low or moderate father involvement. This finding indicated that being cared by the father influences their perceptions of father involvement positively. Therefore, a nationwide effort to change traditional parental roles, which emphasize fathers’ breadwinning and mothers’ child-care responsibilities, should be given and fathers should be encouraged to provide care for their children. This might be done through national projects and father education programs provided by kindergartens.

Another way might be educating mothers. Because in the families, in which fathers are perceived as low or moderately involved, both fathers and mothers reported different levels of maternal gatekeeping. That is, in these families, mothers inhibit father involvement due to their prejudices involving fathers’ incompetence in providing care for the child. Some mothers, particularly the housewives, also

reported that they do not demand fathers to involve in child care because they are working out and feel exhausted in the evenings. Therefore, it is clear that these mothers need to be informed about the importance of fathers' involvement in their children's lives, in general, and in child-care, in particular. For this reason, national parent education programs, specific and school based mother education programs should include the issues as the importance of father involvement.

5.4.4. Limitations and Recommendations for future research

Although this study can be considered as an undeniable step for researchers, particularly for those who believe in the necessity of the inclusion of multiple informants and of young children's perceptions in father involvement research, it has also some limitations. First, as the majority of previous father involvement studies (Marsiglio, 1991; McBride & Mills, 1993; Goldberg, Tan, & Thorsen, 2009; Yeung et al., 2001), this study includes only two-parent families, in which there is a biological father, a biological mother and their biological offspring. The majority of the fathers are residing in the same household with their children. However, although a typical Turkish family is in the form of two-biological-parent families, in the last ten years, divorce rate increased from 114.162 to 130.913 (TUIK, 2014). This situation is resulted in more and more children experiencing father absence in the family. Therefore, there is a need for future research to include children, mothers and fathers from families with non-resident fathers, step-fathers or even single fathers in their father-related research in order to provide a more varied conclusions and comparisons between young children's, mothers' and fathers' perceptions of father involvement in different family settings. Moreover, although multiple informants were included in the study, in the current study the child, who is interviewed, is the one, who is recruited from the public kindergarten. However, it might be claimed that father involvement may be perceived differently by different children. Therefore, future studies might involve all children in the family to see how father involvement is perceived by whole family members including all children.

Since the current sample was recruited from a public kindergarten, it might be better if teachers' perceptions of children's fathers' involvement would be gathered. Although they are not the member of family, teachers might also be included in the future studies, which aim at including multiple informants because children spend their majority of time at school and communicate about their daily routines with their teachers, who gain a great deal of knowledge about children's daily lives. . Inclusion of teachers might also provide detailed information about father involvement in education. This would be an important attempt because, particularly in early childhood period, teachers might have an influence not only on children's development but also on the relationships between father-mother-children through parent-teacher conferences, face to face parent teacher meetings and school-based parent involvement activities.

Second, it should be noted that the sample of the current study was formed through criterion-typical case sampling strategy, which is one form of purposeful sampling, so this sample does not represent the general characteristics of Turkish family in several senses. For instance, in this study, all fathers, mothers, and children belong to middle-income but highly educated Turkish families. All participated fathers and mothers, with a few exceptions, have high-school graduation and above. Their education level is relatively high when compared with the general Turkish population. According to national statistics (TUIK, 2014), only 32.6 % of total population has higher education and above and this percentage is 26.3 % for female population and 39.1% for male population. Also, an average monthly income level (which is 6.000 TL) is almost above the average. Also, according to TUIK statistics, in 2010, the average monthly income for males with higher education and above was 2.842 TL and it was 2.380 TL for females with higher education and above. Since LaRossa (1985) stated that middle class families are open to changes and can easily adapt their life styles to changing culture of fatherhood-social expectation from fathers-, participants of this study reflects the modernized face of Turkish family and this might limit the findings of study. Therefore, future studies can be conducted with Turkish families, which have different demographical characteristics, in order to

observe a more detailed picture. The current study was also conducted in an urban district of the central city of Turkey, Ankara. However, different kinds of relations might be experienced among rural areas and in different cities of Turkey. Therefore, there is a need for future research which will be a nation-wide.

Moreover, all children and their fathers and mothers recruited from a public early childhood education center. This leads two important weaknesses. First, because of collecting the data from a selected school, very similar kinds of families were available for the researcher. Second, all children in the current study are participating in early childhood education. According to last available TUIK statistics (2014), in Turkey only 2.8% of children between the ages of 0 and 5 engage in child care centers. Participated children's engagement to an early childhood education center may change the family dynamics and fathers' involvement. For instance, in terms of communication, almost all fathers stated school related issues as their topic of conversations. Moreover, both fathers and mothers stated that their children spend their majority of time at school. However, these dynamics might be different among families, in which children do not engage in an early childhood education. Therefore, future research might include children, fathers and mothers from low-income families, from different educational backgrounds and from different child care settings.

Additionally, although there are a few exceptions, the majority of the families are dual-earner families, in which both father and mother are working. It should be noted that previous studies have indicated that higher father involvement is experienced in dual-earner families when compared to single-earner families (e.g. Lewin- Epstein, Stier, Braun, 2006; Thomas & Hildingsson, 2009; Yeung, Sandberg, Davis-Kean & Hofferth, 2001). For this reason, future research might replicate this study through including more single-earner families in the design.

Last but not least, because of its qualitative nature, the sample is restricted to 40 children, in general, 17 fathers, 17 mothers and their preschoolers, in particular.

Therefore, another limitation of this study is including only volunteer fathers and mothers to the study. Although this is the nature of all qualitative research, this may restrict the findings. During interviews, it was recognized that the role of being a father is very important for the majority of the participated fathers. Therefore, these people already give importance to the involvement in their children's lives and they have tried to improve their ability of fathering a child via engaging in Father Support Program, reading about child development or engaging in seminars. Although recruiting fathers for research is an important challenge for father-related research, one of the participants visited the researcher to conduct in the interview, which indicated that he cares about his child's ideas. In accordance with his trial to involve in, he wanted to know about it and gives importance to his fathering role. Therefore, future researcher should find ways to increase involvement of the rest of the fathers, who does not care about being a father. Also, the aim of the future research might be based on finding the reasons why other fathers were unwilling to participate in such researches. For instance, one of the fathers refused to involve in this study by stating that "I cannot become a good father because of my personal characteristics and my job, so I would distort your study" although his wife mentioned he was a good father during an informal and personal communication. This conversation indicated another possible limitation of this study, which might be that all fathers, who accepted to participate in this study, participated because they have a positive self-image as a father. The occasions and events within the families, in which fathers do not have such a positive self-image as a father, might be a topic of future research. Also, again depending on the comment of that father, who refused to involve in this research, it is clear that different people have different perceptions of good fathering. Therefore, a future research might be conducted to learn about how fathers, mothers and even children perceive good fathering or good father.

Since this study is a phenomenological study, only interviews were conducted with participants. Future studies, through including different data gathering ways such as focus group interviews, systematic observations of family events, and fathers' roles in these events, observation of a routine family day or father-child interaction might

extend the findings of the current study. In the current study, interviews were conducted separately from mothers, fathers and children. Future studies might conduct within family focus group interviews. In other words, fathers, mothers and children might be interviewed simultaneously. This kind of data gathering process might be beneficial to see the discrepancies or agreements between family members related to father involvement.

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APPENDICES

Appendix A: A Sample List of Activities Related to 15 Ways of Father Involvement

<p>COMMUNICATION</p> <p>Listening Talking Writing notes Making scrapbook Calling on phone when away Expressing love Expressive forgiveness Showing Genuine interest in day, friends, interests, feelings, thoughts, aspirations, etc.</p>	<p>TEACHING</p> <p>Advising Role modeling Problem solving Disciplining Teaching spiritual development, praying together, etc. Fostering independence Assisting in gaining new skills (teach to ride bike, swim, drive) Answering questions</p>	<p>MONITORING</p> <p>Friendships Dating partners Whereabouts Health Schoolwork Checking on sleeping child Going to parent/teacher conferences Rides to or from places</p>	<p>THOUGH PROCESSES</p> <p>Worrying Planning Dreaming Hoping Evaluating Praying for child “Being there”</p>	<p>ERRANDS</p> <p>Driving Picking up items Making calls for</p>
<p>CAREGIVING</p> <p>Feeding Bathing Clothing Reaching things for children Caring for sick child Tucking into bed</p>	<p>CHILD-RELATED MAINTENANCE</p> <p>Cleaning Repairing Ironing Cooking Pet care Creating child-centered spaces</p>	<p>SHARED INTEREST</p> <p>Developing expertise Providing for instruction Reading together</p>	<p>AVAILABILITY</p> <p>Attending events Leading activities Spending time together Allowing/encouraging child to enter into leisure activities Baking cookies for child’s activities</p>	<p>PLANNING</p> <p>Birthdays Vacations Education Trips Holidays Saving for future</p>
<p>SHARED ACTIVITIES</p> <p>Exercising Shopping Picnicking Movie going Parks Eating meals Playing together Building forts Celebrating holidays Working together Dancing together Chaperoning events</p>	<p>PROVIDING</p> <p>Financing Housing Clothing Food Medical care Education Safe transportation Needed documentation (birth certificates, social security, etc) Help in finding job Furnishings Developmentally appropriate toys or equipments</p>	<p>AFFECTION</p> <p>Loving Hugging Kissing Cuddling Tickling Making eye contact Smiling Genuine friendship with child</p>	<p>PROTECTION</p> <p>Arranging environment Monitoring safety Providing bike helmets, life jackets, etc.</p>	<p>SUPPORTING EMOTIONALLY</p> <p>Encouraging Developing interests</p>

APPENDIX B: Parent Consent Forms

Sevgili Anne ve Babalar;

Bugüne kadar yapılan tüm arařtırmalar babaların çocuklarının hayatında önemli bir rol oynadığını göstermiş ve babanın çocuęu ile kurduęu sıcak, olumlu ve ılımlı iliřkinin çocukların sosyal, duygusal, biliřsel ve fiziksel gelişimini olumlu etkilediğinin altını çizmiştir. Bu sonuçlar arařtırmacıları baba katılımı konusunu tüm ayrıntıları ile çalışmaya yöneltmiş, ancak bu süreçte hem arařtırmacılar hem de eğitimciler, baba-çocuk iliřkisinin en önemli kısmını “çocukları” göz ardı etmiştir. Çocukların babaları ile kurdukları iliřkiye yönelik algıları neredeyse hiç çalışılmamış ve baba katılım çalışmaları babalara, annelere ve hatta öğretmenlere katılımcı olarak çalışmalarında yer vermişlerdir.

Ben Şenil ÜNLÜ ÇETİN, doktora tezimde çocukların sesini duymak ve onların hayatları ile iliřkili bir konuda onların fikirlerini öğrenmek istiyorum. Yrd. Doç. Dr. Refika OLGAN danışmanlığında yürüttüğüm doktora tezimin konusu çocukların, annelerin ve babaların baba katılımına yönelik düşüncelerini karşılaştırarak, baba katılımı ile ilgili ulusal ve uluslararası alan yazınına çocukların gözünden çocukların dilinden bilgiler sunmaktır. Bu çalışmanın çocuklarla yürütölen kısmı gelecekte hazırlanacak baba katılım programlarının ya da baba eğitim programlarının “çocukların istekleri doğrultusunda” hazırlanması için yol gösterici olacaktır. Bu nedenle ulaşabildiğimiz çocuk sayısı bizim için büyük önem taşımaktadır.

Çalışma kapsamında çocuklardan dört farklı yolla veri toplanacaktır. Bunlar soru-cevap, resim çizme, hikâye tamamlama ve bireysel görüşmelerdir. Her bir çocukla dört kez görüşülecek ve her görüşme ortalama 30-40 dakika uzunluğunda tutulacaktır. Bu çalışma öncesinde bir deneme çalışması yapılmış, çocukların sıkılmadan eğlenerek, mutlu ve aktif bir şekilde katıldıkları yöntemler denenmiş ve bu çalışma son şeklini almıştır. Çocuklar bu süreçte akademik bir çalışmada gibi hissetmeyecekler, tam tersine eğlenerek oyunlarla geçirecekleri görüşmelerden mutlu bir biçimde ayrılacaklardır. Veri toplama yolları çocuęunuzun okulda sıklıkla yer aldığı etkinliklere çok benzer etkinlikler olduęu için çocuęunuz bu süreçlerde cevap vermekte zorlanmayacaktır. Veli onayı alınmış dahi olsa çalışmaya katılan tüm çocuklara bu çalışmaya katılmak isteyip istemedikleri mutlaka sorulacak ve katılmak istemeyen çocuklar, veliler onay vermiş olsa dahi çalışmaya alınmayacaklardır. Görüşmeler süresince çocukları rahatsız edici hiç bir soru sorulmayacaktır. Veri toplama sürecinde çocukların sıkıldığı ya da görüşmeyi sonlandırmak istediğı anlaşılırsa görüşme hemen sonlandırılacaktır.

Çocuklar yetişkinlerden farklı olarak sözel ifadenin yanı sıra beden dillerini de kullanmakta ve bazen bu yolla sözel olarak ifade edemedikleri birçok şeyi ifade edebilmektedirler. Bu nedenle, bu görüşmeler süresince çocukların beden dilleriyle anlatmak istediklerini göz ardı etmemek için bu görüşmeler videoya kaydedilecektir. Daha sonra videolardaki konuşmalar çözümlenecek, gerekli bilgiler yazıya dökülecektir. Bilimsel çalışmalarla ilgili yasalar gereğı

bu videolar 5 yıl boyunca arařtırmacı tarafından muhafaza edilecek ve ardından imha edilecektir. Veri toplanırken kullanılan video kayıtları ve ses kayıtları arařtırmacılar haricinde hi kimse ile paylařılmayacak, katılımcıların kimlikleri hibir yazılı raporda belirtilmeyecektir. Arařtırma analizleri yazıya dökülmüş veriler üzerinden yapılacaktır. Gizliliğin korunması geređi, videolar arařtırma harici hibir yerde kullanılmayacak, arařtırmacı harici hi bir kimse tarafından da izlenmeyecek, kimseyle paylařılmayacaktır. Katılımcıların kimliklerini sadece arařtırmacılar bilecek ve yazılı raporlarda katılımcıların kimlikleri gizli tutulacak

Bu alıřmada ocuklardan alınacak bilgiler kadar anne ve babalardan alınacak bilgiler de ok büyük bir öneme sahiptir. Gönüllü anne ve babalarla, ortalama bir saat uzunluđunda baba katılımına yönelik bir mülakat yapılacaktır. Bu mülakatlara katılmak, babaların babalık deneyimlerini ve babalık rollerini yeniden gözden geçirme fırsatı tanıyacak, annelere de eşlerinin babalık davranıřlarına yönelik bakıř açılarını ifade etme olanađı tanıyacaktır. Görüşmeler anne ve baba ile farklı zaman ve yerlerde gerçekleştirilecek, ailenin hibir ferdinin verdiđi bilgiler diđerlerine aktarılmayacaktır. Bu görüşmelere katılmak tamamen gönüllülük esasına dayanmaktadır. Gönüllü olarak alıřmaya katılmayı kabul eden tüm katılımcıların istedikleri anda alıřmadan ayrılma hakkı bulunmaktadır.

Yukarıda belirtmiş olduđum bilgileri göz önünde bulundurduđunuzda, ocuđunuzun bu alıřmaya katılmasını istiyorsanız, lütfen ařađıdaki kısmı doldurunuz. Siz de bu alıřmaya katılmak istiyorsanız ekte verilen formları doldurunuz. alıřma hakkında daha fazla bilgi almak için ODTÜ Eđitim Fakóltesi İlköđretim Bölümü Arařtırma Görevlisi řenil ÜNLÜ ETİN ve Yrd. Do. Dr. Refika OLGAN ile iletiřime geçebilirsiniz. İletişim bilgileri ařađıda verilmiştir.

Teřekkür ederim...

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Yrd. Do. Dr. Refika OLGAN

Ofis Tel: 210 37 61

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Sayın Arařtırmacı;

..... yaş grubunda sınıfında eğitim gören isimli

kızımın/ ođlumun bu çalıřmaya katılmasına izin veriyorum.

Velinin adı-soyadı:

Tarih:

İmza

Sevgili Baba,

Bu çalıřmaya katılmak istiyorsanız lütfen ařađıdaki bilgileri doldurunuz.

İsim-Soy isim:

Telefon Numarası:

Röportaj için tercih ettiđiniz gün ve saatler;

Günler;

Saatler;

.....

.....

.....

.....

.....

.....

Röportaj için tercih ettiđiniz yer;

Kendi Evim

İş Yerim

Çocuđumun Okulu

Tarih:

İmza:

Sevgili Anne,

Bu çalışmaya katılmak istiyorsanız lütfen aşağıdaki bilgileri doldurunuz.

İsim-Soy isim:

Telefon Numarası:

Röportaj için tercih ettiğiniz gün ve saatler;

Günler;

Saatler;

.....

.....

.....

.....

.....

.....

Röportaj için tercih ettiğiniz yer;

Kendi Evim

İş Yerim

Çocuğumun Okulu

Tarih:

İmza:

Appendix C: Father and Mother Interview Protocols

Baba Görüşme Formu

Bu görüşme “Çocukların, anne ve babaların baba katılımına yönelik algılarının karşılaştırılması” konulu doktora tezi kapsamında yapılmaktadır. Görüşme toplamda 16 soru içermekte ve görüşmenin yaklaşık bir saat sürmesi beklenmektedir. Görüşmemiz ses kaydına alınacaktır ve bu kayıtlar beş yıl boyunca saklanacak ancak hiç bir şekilde izniniz haricinde kullanılmayacaktır. Çalışma da isimleriniz hiç bir şekilde kullanılmayacaktır.

- 1. Kendi babanız ile olan ilişkinizden bahsedebilir misiniz?**
- 2. Kendi babanızın babalık davranışları ile kendi babalık davranışlarınızı karşılaştırdığınız da ne gibi benzerlikler ve farklılıklar gözlemliyorsunuz?**
- 3. Babalık size zor bir şey mi? Baba olmaktan mutlu musunuz? Baba olmak size ne hissettiriyor?**

- a.Baba olmanın hayatınızda değiştirdiği şeyler var mı?
- b.Baba olmanın hayatınıza neler kattığını düşünüyorsunuz?
- c.Baba olmanın hayatınızdan neleri engellediğini düşünüyorsunuz?

4. Sizce bir aile de babanın rolü nedir?

- a.Peki, çocuk yetiştirirken babanın üstlenmesi gereken sorumluluklar nelerdir?

5.Çocuğunuzla birlikte zaman geçirebiliyor musunuz?

- a.Sizce çocuğunuza yeteri kadar vakit ayırabiliyor musunuz?
- b.Çalıştığınız günlerde ortalama kaç saat çocuğunuza vakit ayırabiliyorsunuz?
- c.Peki, hafta sonları?
- d.Beraber geçirdiğiniz zamanları neler yaparak değerlendiriyorsunuz?

6. Evde çocuğunuzun günlük bakımından kim sorumludur? (yemek hazırlanması, yıkanması, giydirilmesi, yatağa yatırılması vb...)

- a.Çocuğunuzun bakımında sizin üstlendiğiniz rollerden bahsedebilir misiniz?

7. Peki, evde çocuğunuzla nasıl zaman geçiriyorsunuz? Birlikte neler yaparsınız?

8. Çocuğunuzla sohbet eder misiniz?

a.Neler konuşursunuz?

b.Bu sohbetlerin asıl işlevi nedir? (iyi vakit geçirmek, yaşamına ilişkin şeyler öğrenmek, ona bir şeyler öğretmek vs...)

9.Çocuğunuzun okuluyla ilgili etkinliklere (veli toplantıları, veli-öğretmen görüşmeleri, sınıf içi etkinliklere katılım vs..) kim gider?

a.Sizin çocuğunuzun eğitimine yönelik üstlendiğiniz sorumluluklar nelerdir?

b.Çocuğunuzun öğretmeni ve okulu ile iletişiminiz hakkında neler söylemek istersiniz? (çocuğunuzun okuluna ne sıklıkla gidersiniz? Çocuğunuzun sınıfındaki etkinliklere katılır mısınız? Çocuğunuzun öğretmeni ile ne sıklıkla görüşürsünüz?)

10.Çocuğunuzun kişisel gelişimini desteklemek için neler yaparsınız?

a.Yeni ilgi alanları geliştirmek, yeni şeyler öğretmek (neler?)

b.Çocuğunuza öğrettiğiniz şeylerin içeriği nedir? (yeni beceriler kazandırmaya çalışırım, sosyal roller ve kuralları öğretirim, eşyaların nasıl kullanılacağını öğretirim, ahlak kurallarını öğretirim, dini bilgiler öğretirim vs...)

11.Sizce babaların çocuklarına sevgilerini göstermelerinde bir sakınca var mıdır?

a.Siz sevginizi rahatlıkla hissettirdiğinizi düşünüyor musunuz?

b.Sizce, çocuğunuz sizin onu sevdiğinizi hangi davranışlarınızdan anlar?

12.Çocuğunuzun önemli ve özel günlerinde (doğum günlerinde, okuldaki gösterilerinde) onun yanında olabiliyor musunuz?

a.Evet; peki bu günlerdeki rolünüz ne oluyor? Örneğin bir doğum günü partisi yapılacaksa siz aktif olarak planlayan mı olursunuz, yoksa daha geri planda mı olursunuz?

b.Hayır; Sebeplerinden bahsedebilir misiniz?

13.Çocuğunuzun evde düşmesi, kafasını bir yere vurması, televizyonda yanlışlıkla olumsuz bir şey izlemesi, ani bir sestən korkması gibi gün içinde yaşanabilecek olumsuz bir takım durumları düşündüğünüzde, sizce bu durumlarda çocuğu korumak kimin görevidir?

a.Sizin bu konuda sorumluluklarınız nelerdir?

b.Çocuğunuzun doğabilecek bu tür olumsuz durumlardan korumak için aldığınız tedbirlerden bahsedebilir misiniz? (evde güvenli bir ortam yaratmak, güvenliği için gerekli malzemeleri sağlamak örn: çocuk koltuğu vs...)

14.Çocuğunuzla yapmak isteyip yapamadığınız şeyler var mı?

a.Bunu yapabilmek için ihtiyacınız olan şeyler neler?

15.Peki, bir baba olarak kendinizde değiştirmek istediğiniz özellikleriniz var mı?

a.Değiştirme şansınız olsa hangi özelliklerinizi değiştirmek isterdiniz?

b.Neden bu özelliklerinizi değiştirmek isterdiniz?

16.Çocuğunuzun maddi ihtiyaçlarını giderme noktasında sorumluluklarınız nelerdir?

Anne Görüşme Formu

Bu görüşme “Çocukların, anne ve babaların baba katılımına yönelik algılarının karşılaştırılması” konulu doktora tezi kapsamında yapılmaktadır. Görüşme toplamda 16 soru içermekte ve görüşmenin yaklaşık bir saat sürmesi beklenmektedir.

Görüşmemiz ses kaydına alınacaktır ve bu kayıtlar beş yıl boyunca saklanacak ancak hiç bir şekilde izniniz haricinde kullanılmayacaktır. Çalışma da isimleriniz hiç bir şekilde kullanılmayacaktır.

1. Kendi babanız ile olan ilişkinizden bahsedebilir misiniz?

2. Sizce bir ailede babanın rolü nedir?

a.Peki, çocuk yetiştirirken babanın üstlenmesi gereken sorumluluklar nelerdir?

3. Sizce baba olmak eşinizin hayatını nasıl değiştirdi?

a.Baba olmanın eşinizin hayatına neler kattığını düşünüyorsunuz?

b.Baba olmanın eşinizin hayatında neleri engellediğini düşünüyorsunuz?

4. Eşiniz çocuğunuzla birlikte zaman geçirebiliyor mu?

a. Sizce eşiniz çocuğunuza yeteri kadar vakit ayırabiliyor mu?

b. Beraber geçirdikleri zamanlarda neler yapıyorlar?

5. Eşiniz evde çocuğunuzla nasıl vakit geçiriyor? Birlikte neler yaparlar?

6. Çocuğunuzun günlük bakımından evde kim sorumludur? (yemek hazırlanması, yıkanması, giydirilmesi, yatağa yatırılması vb...) Çocuğunuzun bakımında eşinizin üstlendiğiniz rollerden bahsedebilir misiniz?

7. Eşiniz çocuğunuzla sohbet eder mi?

a.Neler konuşurlar?

b.Bu sohbetlerin asıl işlevi nedir? (iyi vakit geçirmek, yaşamına ilişkin şeyler öğrenmek, ona bir şeyler öğretmek vs...)

8. Çocuğunuzun okuluyla ilgili etkinliklere (veli toplantıları, veli-öğretmen görüşmeleri, sınıf içi etkinliklere katılım vs..) kim gelir? Eşinizin çocuğunuzun eğitimine yönelik üstlendiği sorumluluklar nelerdir?

a.Eşinizin çocuğunuzun öğretmeni ve okulu ile iletişimi hakkında neler söylemek istersiniz?

9. Eşiniz çocuğunuzun kişisel gelişimini desteklemek için neler yapar?

a.Yeni ilgi alanları geliştirmek, yeni şeyler öğretmek (neler?)

b.Çocuğunuza öğrettiği şeylerin içeriği nedir? (yeni beceriler kazandırmaya çalışırım, sosyal roller ve kuralları öğretirim, eşyaların nasıl kullanılacağını öğretirim, ahlak kurallarını öğretirim, dini bilgiler öğretirim vs...)

10. Sizce babaların çocuklarına sevgilerini göstermelerinde bir sakınca var mıdır?

a.Eşiniz çocuğunuza sevgisini rahatlıkla hissettirebiliyor mu?

b.Eşiniz çocuğunuza sevgisini nasıl gösterir?

11. Eşiniz çocuğunuzun önemli ve özel günlerinde (doğum günlerinde, okuldaki gösterilerinde) onun yanında olabiliyor mu?

a.Evet; peki bu günlerdeki rolü ne oluyor? Örneğin bir doğum günü partisi yapılacaksa eşiniz aktif olarak planlayan mı olur, yoksa daha geri planda mı durur?

b.Hayır; Sebeplerinden bahsedebilir misiniz?

12. Çocuğunuzun evde düşmesi, kafasını bir yere vurması, televizyonda yanlışlıkla olumsuz bir şey izlemesi, ani bir sestten korkması gibi gün içinde yaşanabilecek olumsuz bir takım durumları düşündüğünüzde, sizce bu durumlarda çocuğu korumak kimin görevidir?

a.Eşinizin bu konuda sorumlulukları nelerdir?

b.Eşinizin çocuğunuzun doğabilecek tehlikelerden korumak için aldığı tedbirlerden bahsedebilir misiniz? (evde güvenli bir ortam yaratmak, güvenliği için gerekli malzemeleri sağlamak örn: çocuk koltuğu vs...)

13. Eşinizin çocuğunuzla yapmasını istediğiniz ama yapmadıkları şeyler var mı?

a.Bunu yapabilmeleri için ihtiyacınız olan şeyler neler?

14. Peki, bir baba olarak eşinizde değiştirmek istediğiniz özellikler var mı?

a.Değiştirme şansınız olsa hangi eşinizin hangi özelliklerini değiştirmek isterdiniz?

15. Çocuğunuzun maddi ihtiyaçlarını giderme noktasında eşinizin sorumlulukları nelerdir?

16. “Eşimin desteği olmasaydı, çocuk yetiştirirken.....konuda çok zorluk yaşadım” Bu cümledeki boşluğu nasıl doldurursunuz?

Appendix D: Sample Interview Protocol for Drawing Technique

Çocuğun Adı:

Çocuğun Yaşı:

Tarih:

..... (çocuğun ismi) merhaba,

Bugün senin için boya kalemleri ve kocaman bir kağıt getirdim. Neden biliyor musun? Çünkü ben sizin evinizi çok merak ediyorum, ama sizin eviniz bana çok uzak o nedenle evinize gelemem. Ama sen bana evinizin resmini çizersen, sanırım bu merakımı giderebilirim. İster misin evinizin resmini çizmek?

Çocuk resmi çizerken, araştırmacı şu soruları sorar;

1. Sen evinizi seviyor musun? Neden?
2. Sence bu evin en güzel yeri neresi? Neden?
3. Bu evde kimler yaşıyor? Bana isimlerini söyleyebilir misin?
4. Sen bu evde annenle birlikte neler yapıyorsun?
5. Sen bu evde babanla birlikte neler yapıyorsun?

Appendix E: Sample Pseudo Pictures Used in Ordering Technique

Temsili Çocuk resimleri (bu resimler birden fazla çıkartılmış ve kardeşler için de kullanılmıştır):

Pseudo Child Picture (same pictures are printed more than one and used for siblings):



Temsili Anne-Baba Resimleri (Pseudo Mother-Father Pictures):



Temsili Büyükanne-Büyükbaba Resimleri (Pseudo Grandparents' pictures):



Appendix F: Children's Perception of Father Involvement Questionnaire (CPOFIQ)

Çocuklar İçin Baba Katılımı Algı Anketi

Çocuğun Adı:







Çocuğun Yaşı:

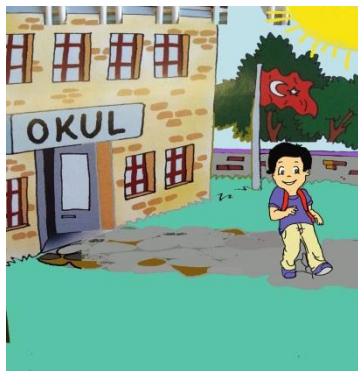
Tarih:

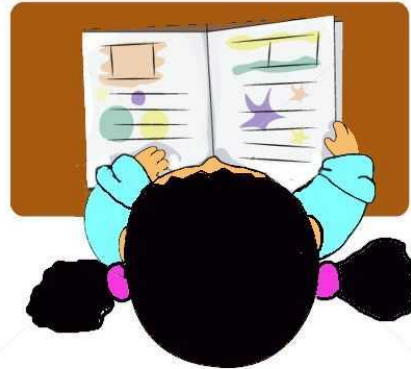
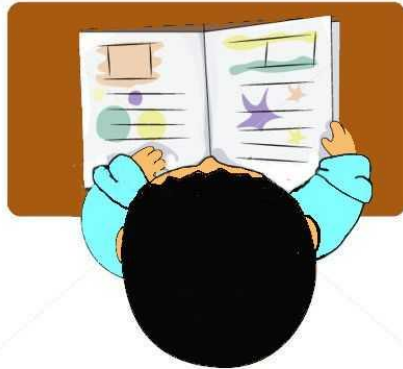
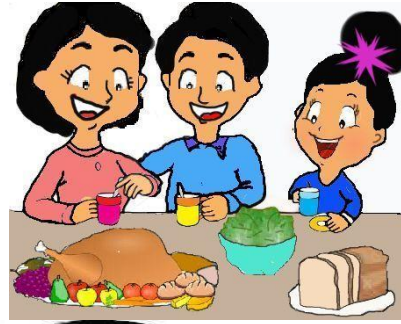
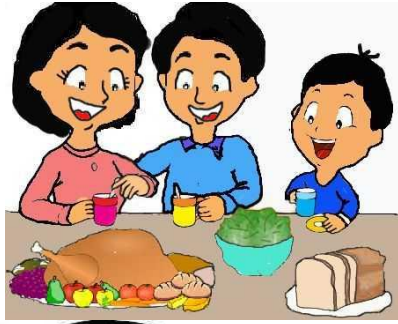
		Evet	Bazen	Hayır
1	Baban seninle sohbet eder mi?			
2	Sen babana bir şey anlatmak istediğinde baban seni dinler mi?			
3	Baban senin yanında değilken, seni arar mı?			
4	Baban sana sevgisini gösterir mi?			
5	Baban senin okuluna gelir mi?			
6	Baban okula gelip öğretmenle konuşur mu?			
7	Baban senin arkadaşlarını tanır mı?			
8	Baban sana yemek yapar mı?			
9	Baban sana banyo yaptırır mı?			
10	Baban sana kıyafetlerini giymen için yardım eder mi?			
11	Baban sana vurur mu?			
12	Baban sana yeni şeyler öğretir mi?			
13	Baban sana sarılıp, seni öper mi?			
14	Baban sana kızar mı?			
15	Baban seni uyutur mu?			
16	Baban sana bağırır mı?			
17	Baban seni parka götürür mü?			
18	Baban seninle bitlikte oyun oynar mı?			
19	Baban senin bozulan eşyalarını tamir eder mi?			
20	Baban sana kitap okur mu?			
21	Baban seninle vakit geçirir mi?			
22	Baban seni alışverişe götürür mü?			
23	Baban seni pikniğe götürür mü?			
24	Baban sana oyuncak alır mı?			
25	Baban sana kıyafet alır mı?			
26	Baban seni doktora götürür mü?			
27	Baban senin sağlığını ilgilendirir mi?			
28	Sen hasta olduğunda baban sana bakar mı?			
29	Baban sen ona soru sorduğun zaman sana cevap verir mi?			

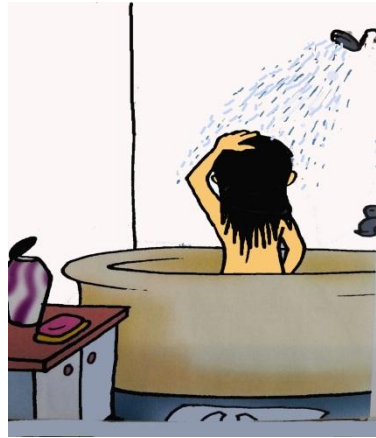
30	Baban sana ceza verir mi?			
31	Baban senin için tatil, doğum günü partisi ya da gezi planları yapar mı?			
32	Baban sana yeni bilgiler öğretir mi?			
33	Baban sana yeni beceriler öğretir mi?			

Appendix G: Drawings Used in Computer Game

ERKEK VERSİYON (Male Version)	KIZ VERSİYON (Female Version)
	
	
	











APPENDIX H: Curriculum Vitae

PERSONAL INFORMATION

Surname, Name: ÜNLÜ ÇETİN, ŞENİL
Nationality: Turkish (TC)
Date and Place of Birth: 06 January 1984, Karabük
Marital Status: Married
Phone: +90 312 266 22 38
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EDUCATION

Degree	Institution	Year of Graduation
MS	METU Elementary Education	2010
Minor Program	METU Psychology	2007
BS	METU Early Childhood Education	2007
High School	Drt. Binnaz-Dr. Rıdvan Ege Anadolu Lisesi	2002

WORK EXPERIENCE

Year	Place	Enrollment
2015- Present	Başkent University	Instructor
2008-2014	METU Department of Elementary Education	Research Assistant

FOREIGN LANGUAGES

Advanced English

PUBLICATIONS

- Ünlü, Ş. (2010). *Being Fathered and Being a Father: Examination of general pattern of Turkish Fathers' and their own Fathers' Involvement level for Children Between the Ages of 0-8*, Yayınlanmamış Yüksek Lisans Tezi, ODTÜ, Ankara.
- Ünlü-Çetin, Ş., Beşpınar, F. U., & Ünlü, H. (2011). Köy Enstitüsü Mezunu Olmanın Babalık Davranış ve Deneyimlerine Etkisi, *Eğitim, Bilim, Toplum*, 31(8), 8-38.

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6. Sicim, B. & Ünlü-Çetin, Ş. (2013). *Toy Library: Preservice Early Childhood Educators's Perceptions Related to Community Involvement (Oyuncak Kütüphanesi: Okul Öncesi Öğretmen Adaylarının Toplum Katılımına Yönelik Algıları)*, Sözlü Sunum, OMEP, 9-13 Eylül 2013, Shanghai, China.
7. Akdağ, Z. & Ünlü-Çetin, Ş. (2013). *Yeni Öğretmenlerin Mesleklerine İlişkin Metafor Algıları*, Sözlü Sunum, 22. Ulusal Eğitim Bilimleri Kurultayı (Uluslararası Katılımlı), 5-7 Eylül 2013, Eskişehir, Türkiye.
8. Köklü, H. & Ünlü-Çetin, Ş. (2014). *Okul Öncesi Öğretmen Adaylarının Yaratıcı Dramaya Yönelik Tutum ve Öz-yeterliliklerinin İncelenmesi*, Sözlü Sunum, 9. Ulusal Okul Öncesi Eğitim Öğrenci Kongresi, 8-9 Mayıs 2014, Ankara, Türkiye.
9. Cir, Ö. & Ünlü-Çetin, Ş. (2014). *Farklı Kültürlerdeki Çocuk Kitaplarının Resimlendirme Tekniklerinin ve Görsel Özelliklerinin İncelenmesi*, Sözlü Sunum, 9. Ulusal Okul Öncesi Eğitim Öğrenci Kongresi, 8-9 Mayıs 2014, Ankara, Türkiye.
10. Ünlü-Çetin, Ş. (2014). *Candidate Early Childhood Educators' Metaphors about Fathers (Okul Öncesi Öğretmen Adaylarının Babalara Yönelik Metaforik Algıları)*, Paper Presented at OMEP, 2-7 Temmuz 2014, Cork, Ireland.
11. Ünlü Çetin, Ş. (2015). *Father Related Methaphors of Married Turkish Couples (Evli Türk Çiftlerin Babalığa İlişkin Metaforları)*, Paper Presented at OMEP, 27 July-1 August 2015, Washington D.C, USA.

Appendix I: Turkish Summary

ERKEN ÇOCUKLUK DÖNEMİNDE BABA KATILIMI: 4-6 YAŞ GRUBU ÇOCUKLARIN, ANNELERİN VE BABALARIN BABA KATILIMINA YÖNELİK ALGILARININ KARŞILAŞTIRILMASI

GİRİŞ

Toplumun yeni bireyleri olan çocuklardan, yaşadıkları toplumun kurallarını, normlarını ve toplum düzeninin gerekliliklerini öğrenmeleri beklenmektedir (Frost, 1966). Tüm dünyada, çocuklara bu bilgileri sunmakla yükümlü olan kurum ailedir. Aile içerisindeki diğer bireylerle kurulan ilişkiler çocuğun yaşayacağı topluma ayak uydurması ve gelişimini doğru bir şekilde tamamlaması için hayati önem taşımaktadır (Berk,2006).

Aile içi ilişkilerin çocuğun gelişimini ve gelecek yaşantısını nasıl etkilediğini açıklayan birçok teori bulunmaktadır. Bronfenbrenner'ın Ekolojik Sistemler Teorisi de bunlardan biridir. Bu teori gelişmekte olan çocuğu merkeze alarak, çocuğu sarmalayan beş farklı sistemin çocuğun gelişimini nasıl etkilediğini açıklamaktadır. Teoride vurgulanan beş farklı sistem, mikrosistem, mesosistem, exosistem, kronosistem ve zamandır (Berk,2006). Mikrosistem çocuğun birebir iletişim kurduğu diğer bireyleri içermesi bakımından çocuğun gelişimi üzerinde en büyük etkiye sahip olduğu iddia edilen sistemdir (Pleck, 2007). Bu sistem çocuğun ailesini, akrabalarını ve okulunu içermektedir. Şüphesiz ki erken çocukluk yıllarında çocuk neredeyse tüm vaktini aile bireyleri ile birlikte geçirmektedir. Bu bağlamda, mikrosistemin en önemli unsurlarının aile fertleri ve özellikle de anne ve babalar olduğu düşünülebilir (Bronfenbrenner, 1979). Ancak çocuk gelişimi ile ilgili teorilerin ve çalışmaların çoğunda anne ve çocuk ilişkisine daha fazla vurgu yapmakta ve baba ile kurulan ilişkinin çocuk gelişimi üzerine etkisini göz ardı edilmektedir (Day & Lamb, 2003; Lamb, 1975).

Kadınların iş hayatına dâhil olmaları, artan boşanma oranları ve babasız büyüyen çocuk sayısının artması (Cabrera, Tamis-LeMonda, Bradley, Hofferth, & Lamb, 2000; Lamb, 2000; Parke, 2000), bu geleneksel bakış açısının değişime uğramasına neden olmuştur. Bu noktada babaların önemine de toplumsal ve akademik alanlarda vurgulanmaya başlanmıştır. 1970'li yıllardan bu yana babalık ve baba katılımına dair

arařtırmalar alan-yazınında yerini almıřtır. Lamb (1996) baba ve ocuk iliřkisini irdeleyen 4000'e yakın alıřmanın var olduđunu iddia etmektedir.

Ancak, baba katılımına dair yapılan arařtırmalar incelendiđinde, alan yazınında bazı bořluklar olduđu gze arpmaktadır. Bunlardan ilki baba katılımının nasıl lldđ ile iliřkilidir. Gemiřte yapılan neredeyse tm arařtırmalar Lamb ve arkadařları'nın (1985) baba katılım kavramını gz nnde bulundurmuř ve baba katılımının davranıřsal boyutuna yani babaların gzlemlenebilir ve sayılabilir davranıřlarına odaklanmıřtır (Bianchi, 2000; Brayfield, 1995; Pleck, 1997; Yeung, Sandberg, Davis-Kean, & Hofferth, 2001; Sandberg & Hofferth, 2001). Palkovitz (1997) ise baba katılımının ok boyutlu oluřuna vurgu yaparken, davranıřsal boyut kadar duyuřsal ve biliřsel boyuttaki katılımın da nemli olduđunu belirtmiřtir. Babanın duyuřsal boyuttaki katılımına iliřkin bazı alıřmalar bulunmasına karřın (Boyum & Parke, 1995; Carson & Parke, 1996, Isley, O'Neil, & Parke, 1996), babanın biliřsel boyuttaki katılımına dair neredeyse hibir alıřma bulunmamaktadır (Parke, 2000). Gauvain (1999) biliřsel katılımın aık, yani baba ile ocuk arasında gerekleřen ortak karar alma ya da planlama řeklinde, ya da gizli, yani babanın zihninde ocuđu iin plan yapması ya da ihtiyalarını dřnmesi řeklinde gerekleřtiđini savunmaktadır. Bu nedenle babanın biliřsel katılımına ynelik bilgiyi babanın davranıřlarını gzlemleyerek ya da nicel veriler yolu ile anlamak neredeyse mmkn deđildir (Parke, 2000). Parke'nin (2000) bu iddiasından yola ıkararak, baba katılımına iliřkin alan yazınıının daha fazla nitel alıřmalara ihtiya olduđu sonucuna varılabilir.

Alan yazınında karřılařılan ıkan bir diđer ihtiya ise, baba katılım arařtırmalarında verinin toplandıđı katılımcılara iliřkindir. Yapılan arařtırmalar incelendiđinde, baba katılımına dair bilginin genellikle anneden (Bonney, Kelly, & Levant, 1999; Bronte-Tinkew, Ryan, Carrano, & Moore, 2007; Cebrera, Ryan, Mittchel, Shannon, Tamis-LeMonda, 2008; Gaertner, Spinrad, Eisenberg, & Greving, 2007; Knoester, Petts, & Eggebeen, 2007; Landale & Oropesa, 2001; De Luccie, 1995) ya da ergen veya gen yetiřkin ocuklardan (Barnes, 1984; Beckert & Peterson, 2012; Blendis, 1982; Daly, 1993; Flouri, Buchanan & Bream, 2002; Flouri & Buchanan, 2003; Hofferth,

2003; Hosley, Canfield, O'Donnell & Roid, 2008; King, Harris & Heard, 2004; Levine-Cooley & Mederios, 2007; Lewis, 1984; Radin & Goldsmith, 1983; Thupayagale-Tshweneagae, Mgutshini & Nkosi, 2012) alındığı göze çarpmaktadır. Alan yazınında, baba katılımına dair bilginin babanın kendisinden alındığı çalışmalara rastlansa da (Cooksey & Fondell, 1996; Qu & Weston, 2013; Jones & Mosher, 2013; Goodman, 2015; Minton & Pasley, 1996; Mezulis, Hyde & Clarck, 2004), babaların baba katılım çalışmalarına katılımcı olarak dahil edilme oranı annelerin dahil edilme oranına göre daha düşüktür (Cassano ve ark., 2006). Tek bir katılımcıdan baba katılımına dair bilgi alınmasının neden olduğu bazı problemler vardır. Bunlar ortak-method varyansı ve baba katılımına dair tek kişiden alınan bilginin baba katılıma dair gerçekçi bir bilgi sunmamasıdır (Coley & Morris, 2002; Kamo, 2000; Mikelson, 2008). Günümüzde anne ve babalardan (örn; Coley & Morris, 2002; Kamo, 2000; Mikelson, 2008) ya da baba ve çocuktan (Hwang and Lamb,1997) veri toplamış olan çalışmalar olsa da, anne, baba ve çocuklardan baba katılımına dair bilgi alan çalışmalara rastlanmamaktadır. Mevcut çalışmada, baba katılımına ilişkin bilgilerin anneler ve babalardan edinilmesinin yanı sıra çocukların da babaların katılımları ile ilgili görüşlerine yer verilmesi nedeniyle ilgili alan yazınındaki bu boşluğu dolduracağı düşünülmektedir.

Alan yazınında karşılan bir diğer ihtiyaç ise erken çocukluk döneminde olan çocukların baba katılım çalışmalarına katılımcı olarak dahil edilmemeleri ile ilişkindir. Çocuğun yaşı ve babanın katılım düzeyi arasındaki ilişkiyi inceleyen araştırmalar baba katılımının çocuğun yaşı arttıkça azaldığını ortaya koyarken (Amato, 1987; Brayfield, 1995; Barnett & Baruch, 1987; Bulanda, 2004; Danziger & Radin, 1990; Lamb, Pleck, Charnov, & Levine, 1986; Pleck, 1997; Radin & Goldsmith; 1983; Yueng, Sandberg, Davis-Kean, & Hofferth, 2001), baba katılımının en yüksek olduğu dönemin erken çocukluk dönemi olduğunu göstermektedir (Bruce & Fox,1999; Marisglio, 1991). Bu duruma paralel olarak, baba katılımını konu alan çalışmaların büyük çoğunluğu, bebeklik ve erken çocukluk döneminde baba katılımını incelemektedir (Lamb, 2000). Ancak, bu çalışmalarda erken çocukluk dönemindeki çocuklardan baba katılımına ilişkin bilgi alınmamış, sadece çocuklara gelişim özelliklerini belirlemeye yönelik testler uygulanmıştır.

Oysa ki, kendi hayatlarını ilgilendiren ve günlük yaşamlarıyla ilişkili konularda yapılan çalışmalara, erken çocukluk dönemindeki çocukların da dahil edilmesine ve fikirlerinin alınmasına ihtiyaç vardır (Curtin, 2000; Darbyshire, McDoughall, & Schiller, 2005; Irwin & Johnson, 2005; Ishii-Kuntz, 1999; Kortessluoma, Hentinen, & Nikkonen, 2003; Mauthner, 1997; Mishna, Antle, & Regehr, 2004; Morgan, Gibbs, Maxwell, & Britten, 2002; Morrow & Richrads, 1996; Thomas & O’Kane, 1998; Punch, 2002). Babalığa ilişkin alan yazınında da, yedi yaş altı çocukları aktif katılımcı olarak çalışma sürecine dâhil edildiği sadece iki çalışmaya rastlanmıştır (Dubowitz et al, 2006; Ögöl & Erden, 2013). Tamis-LeMonda ve Cebrera (2002) baba katılımına ilişkin alan yazınında özellikle okul öncesi dönem çocuklardan baba katılımına ilişkin anlamlı bilgi alabilmemizi sağlayacak yöntemlerin geliştirilmesine ihtiyaç duyulduğundan bahsetmektedir. Bu ihtiyaç doğrultusunda, mevcut çalışmada 50-72 aylık çocukların baba katılımına yönelik görüşlerinin alınması amaçlanmıştır. Bu amaca ulaşabilmek için dört farklı veri toplama tekniği çalışma için araştırmacı tarafından geliştirilmiş ya da daha önce kullanılan teknikler baba katılımına dair bilgi verecek şekilde adapte edilmiştir.

Özetle, olgu bilim çalışması olarak hazırlanan mevcut çalışmanın amacı okul öncesi dönem çocuklarının babalarının katılımlarına yönelik algılarının belirlenmesi ve çocukların algıları ile onların anne ve babalarının algılarının karşılaştırılmasıdır. Bu amaç doğrultusunda çalışma bir ana ve dört yan araştırma sorusunu yanıtlamayı hedeflemiştir;

2014 yılı Türkiye’inde başkent Ankara’da yaşayan orta gelirli, iki ebeveynli ailelerde çocukların anne ve babaların baba katılımına yönelik algıları ne derece tutarlılık göstermektedir?

1. Çocuklar babalarının katılımını nasıl algılamaktadır?
2. Anneler eşlerinin katılım düzeyini nasıl algılamaktadır?
3. Babalar kendi katılımlarını nasıl algılamaktadır?
4. Anne, baba ve çocukların baba katılımına ilişkin algıları ne derecede benzerlik ya da farklılık göstermektedir?

YÖNTEM

Örneklem

Çalışmada amaçlı örneklem çeşitlerinden tipik durum ve kriterli örneklem yaklaşımı kullanılmıştır. Tipik durum, öz annesi ve öz babası ile aynı evde yaşayan 50-72 aylık çocukları ve anne ile babalarını ifade ederken, çalışma için belirlenen kıstas çocukların okul öncesi eğitime devam ediyor olmasıdır. Bu bağlamda, çalışmanın örneklemini okul öncesi eğitime devam eden 50-72 aylık 40 çocuk, bu çocukların 17 tanesinin öz anne ve babası oluşturmaktadır. Katılımcılara Ankara'nın Batıkent mahallesinde bulunan bir devlet okulundan ulaşılmıştır.

Veri Toplama Yöntemleri

Çalışmaya katılan anne ve babalardan, Palkovitz'in (1997) çok boyutlu baba katılım kavramı temel alınarak hazırlanan 16 sorudan oluşan yarı yapılandırılmış görüşmeler yolu ile veri toplanmıştır. Çocuklardan ise yine Palkovitz'in (1997) baba katılım tanımı temel alınarak hazırlanan dört farklı yöntem ile veri toplanmıştır. Bu yöntemler, resim çizme, sıralama, Jam Jar Tekniği: Çocukların Baba Katılımına Yönelik Algısı Anketi ve Bilgisayar Oyunu: Babaların Günlük Etkinliklere Katılımıdır.

Veri Toplama Süreci

Veriler iki evrede toplanmıştır. İlk evrede 40 çocuktan resim çizme, sıralama ve Jam Jar tekniği ile veriler toplanmıştır. Bu çocuklar arasından anne ve babasının da çalışmaya dahil olmayı kabul ettiği 17 çocuk ile de ayrıca Bilgisayar oyunu kullanılarak ek bir veri toplanmıştır. Veriler, en az iki oturumda toplanmıştır. Her oturum ortalama 25-30 dakika sürmüştür ve okul öncesi eğitim kurumunda çalışan PDR uzmanının odasında gerçekleştirilmiştir. Veriler sadece çalışmaya katılmayı kabul eden çocuklardan toplanmıştır.

Resim Çizme: Bu tekniğin kullanılmasında amaç çocuğun babası ile ne tür etkinlikler yaptıklarını anlamaktır. Çocuklarının resimlerinin analiz edilmesi araştırmanın amacı dâhilinde değildir, resimler çocukların görüşme süresince kendilerini rahat hissetmeleri ve babaları ile yaptıkları etkinlikleri hatırlamaları için

uyarıcı olarak kullanılmıştır. Araştırmacı katılımcı her bir çocuğa “ Bana evinizin resmini çizer misin?” sorusunu yöneltmiştir. Çocuklara bir resim defteri ve farklı türlerde boya kalemleri sunulmuş ve çocuklar istediği malzemeleri kullanmakta özgür bırakılmıştır. Çocuklar resimlerini çizerken, araştırmacı “Sen bu evin en çok hangi odasını seviyorsun? Neden?, O odada neler var?, Sen bu evde nasıl zaman geçiriyorsun? Bu evde annenle birlikte neler yaparsın?” gibi ısınma soruları sormuş ardından “Sen bu evde babanla birlikte nasıl zaman geçiriyorsun? Babanla birlikte neler yapıyorsunuz?” sorusu çocuklara yöneltilmiştir.

Sıralama: Sıralama yöntemi ile amaçlanan çocukların babalarının katılım düzeyini diğer aile bireyelerine göre ne düzeyde gördüğünü anlamaktır. Bu yöntemin uygulanması için çocuğun birlikte yaşama olasılığının olduğu aile bireyelerinin (anne, baba, büyük anne/baba, abla, abi, küçük kardeş) temsil edecek çizgi-karakterler oluşturulmuştur. Resim çizme etkinliğinin hemen ardından, çocuklara çizdiği resim gösterilerek “Bu evde kimler yaşıyor?” sorusu sorulmuştur. Çocuğun belirttiği aile bireyelerinin temsili resimleri çocuklara gösterilmiş ve çocuğun resmi ilk sıraya konarak “Bana bu evde annen, baban (eğer belirttiyse diğer aile bireyleri) ile birlikte yaşadığını söyledin. Bu senin resmin olsun, bu annenin bu da babanın resmi, seninle en çok ilgilenen kişinin resmini kendi resminin yanına koyabilir misin? (eğer çocuk annesinin resmini koyduysa) Peki annenden sonra seninle en çok kim ilgileniyor?” şeklinde yönergeler ile çocuğun aile bireyelerini kendisi ile ilgilenme düzeyine göre sıralaması istenmiştir. Sıralama işlemi bittikten sonra çocuklara, “ Peki sence ilgilenmek ne demek?” sorusu yöneltilmiştir.

Jam Jar Tekniği: Çocukların Baba Katılımına Yönelik Algı Anketi (ÇBKYYA):

Bu yöntemle amaçlanan çocuğun babanın katılım düzeyine ilişkin algısını öğrenebilmektir. Bu amaç ışığında, Palkovitz’in (1997) çok boyutlu baba katılımı tanımından yola çıkılarak hazırlanan otuz-üç soru çocuklar tarafından, aslen MacKay’in(1996) kullanmış olduğu Jam Jar tekniği ile yanıtlanmıştır. Mevcut çalışmada Jam Jar tekniği, çocuklara “oy verme oyunu” olarak tanıtılmış ve çalışmaya adapte edilmiştir. Bu süreç araştırmacının çocuklara “Şimdi seninle oy verme oyunu oynayacağız. Sen oy vermek ne demek biliyor musun?” sorusunu

sorması ile başlamıştır. “Evet” cevabını veren çocukların oy vermenin ne demek olduğunu açıklaması istenmiş , “Hayır” cevabını veren çocuklara ise oy verme süreci özet bir şekilde anlatılmıştır. Ardından çocuklara içlerinde eşit miktarda beyaz kare kâğıdın bulunduğu üç eş cam kavanoz gösterilmiş ve onlardan kavanozlardan birinin “evet”, birinin “hayır, birinin ise “ bazen” kavanozu olduğu, ama hangi kavanozun evet/hayır/bazen kavanozu olduğuna kendilerinin karar vermesi istenmiştir. Çocuklar kavanozları isimlendirdikten sonra, isimleri doğru hatırlamaları için önce çocuklarla “hangisi evet/hangisi hayır/hangisi bazendi?” soruları yöneltilerek kısa süreli bir oyun oynanmış ardından da pekiştirmek amacı ile çocuğun evet/hayır/bazen cevabını verebileceği birkaç ısınma sorusu sorulmuştur (örn: Sen okulu seviyor musun? Sen yılanları sever misin?). Çocuğun kavanozların ismini tam olarak netleştirdiği anlaşıldığında, araştırmacı tarafından hazırlanan ÇBKYYAA’nin soruları sorulmaya başlanmıştır. İkinci oturum 33 sorunun yanıtlanmasının ardından bitirilmiştir. Bu süreç yaklaşık 20-25 dakika sürmüştür.

Bilgisayar Oyunu: Babaların Günlük Etkinliklere Katılımı: Bu teknikle amaçlanan çocuğun gün içerisinde yaşayabileceği olaylara babasının katılıp katılmadığına ilişkin düşüncelerini öğrenmek amacı ile araştırmacı tarafından geliştirilmiştir. Okul öncesi dönem çocuklarının yaşayabileceği toplamda on yedi etkinlik, bir grafik tasarımcı tarafından hem kız hem de erkek çocuklar için iki ayrı set olarak resme dökülmüş ve çizilen resimler araştırmacı tarafından power-point sunumuna dönüştürülmüştür. Çocukların resimlerdeki karakter ile özdeşim sağlamaları amacı ile PPT sunumu çocuk karakterin resmi ile başlatılmıştır. Görüşülen her çocuğa ilk önce bu resim gösterilmiş ve “ Biliyor musun bu resimde ki çocuğun adı (görüşülen çocuğun ismi) imiş. Sence annesinin adı nedir? Babasının adı nedir? Kardeşi var mıdır, varsa ismi nedir?” gibi sorular yöneltilmiştir. Ardından, ilk resme geçilmiş ve “Sence (çocuğun ismi) burada ne yapıyor?” sorusu sorulmuştur. Çocukların tümünün ilk resimden sonraki resimlerle ilgili konuşurken “ben burada yapıyorum” şeklinde yanıt verdiği yani resimdeki karakterle özdeşim kurduğu görülmüştür. Her bir resim için çocuklara “ Peki sen bu etkinliği (resimde gösterilen etkinliği belirterek) en çok kiminle birlikte yaparsın?” sorusu sorulmuştur.

Çocuklardan veri toplama süreci yaklaşık 8 hafta sürmüştür. Tüm bu süreçlerde ses kayıt cihazı kullanılmış ve çocukların sesleri kayıt altına alınmıştır. Aynı zamanda araştırmacı da sürece ilişkin notlar almış, her çocuk için hazırlanan dosyaya çocukların yanıtlarını kayıt etmiştir.

Anne/Baba görüşmeleri: Çalışmaya katılmayı kabul eden 17 anne ve 17 baba ile gerçekleştirilen yarı-yapılandırılmış görüşmeler katılımcıların istedikleri zaman ve mekânda gerçekleştirilmiştir. Görüşme süreleri 45 dakika ile 2,5 saat arasında değişmiş, ortalama 1,5 saat sürmüştür. Anne ve babalardan veri toplama süreci yaklaşık 6 hafta sürmüştür.

Veri analizi:

Katılımcılarla yapılan görüşmeler bire bir çözümlenmiş ve yazıya dökülmüştür. Ardından açık kodlama yöntemi ile kodlar belirlenmiş, benzer kodlar kategoriler ve temalar altında toplanmıştır. Sadece, ÇBKYYAA ile çocuklardan toplanan veri sayısal veriye dönüştürülmüştür. Çocukların olumlu yanıtları 2, olumsuz yanıtları 0 ve “bazen” yanıtları ise 1 olarak kodlanarak SPSS programına girilmiş, ankette bulunan dört olumsuz madde için ters kodlama işlemi gerçekleştirildikten sonra, her çocuk için toplam skor hesaplanmıştır. Bu anketten alınabilecek toplam puan 0 ile 66 arasında değişmektedir. Toplam skorların ortalaması ve standart sapma değeri hesaplanarak oluşturulacak gruplar için eşik değerler bulunmuştur. Toplam skorların ortalaması 44, standart sapma ise $9.94 \approx 10$ olarak bulunmuştur. Oluşturulan 3 grup için eşik değerler ortalama puana bir standart sapmanın eklenmesi ve çıkarılması yolu ile hesaplanmıştır. Diğer bir deyişle, ÇBKYYAA’ndan aldığı toplam puan 0 ile 34 arasında olan çocukların babaları “düşük katılımlı”; 35 ile 54 arasında olan çocukların babaları “orta katılımlı”; 55 ile 66 arasında olan çocukların ise babaları “yüksek katılımlı” olarak gruplanmıştır. Anne ve babaların verileri bu gruplamaya göre incelenmiştir.

BULGULAR & TARTIŞMA

Bu bölümde öncelikle çocuklardan elde edilen verilere ilişkin bulgular sunulacak ardından anne, baba ve çocukların algılarının karşılaştırılacaktır.

Resim Çizme:

Resim çizme süreci ile çocuklardan alınan veriden dört farklı kategorinin ortaya çıktığı görülmektedir. Bunlar babanın ve çocuğun sadece eğlenmek için yaptığı etkinlikler olan *eğlence temelli etkinlikler (oyun oynamak, tv izlemek)*; babanın çocuğun akademik becerilerini geliştirmeyi hedeflediği *eğitim-temelli etkinlikler (birlikte kitap okumak, ödev yapmak, stranç oynamak, puzzle yapmak ya da resim çizmek)*; baba ile çocuğun ev dışında zaman geçirdikleri “*açık alan etkinlikleri*” (alışveriş yapmak, parka gitmek, alışveriş merkezine gitmek, akraba ve ya arkadaş ziyaretlerine gitmek) ve baba ile çocuğun günlük rutinleri birlikte yaptıkları “*günlük etkinliklerdir*” (tamir yapmak, birlikte kahvaltı yapmak/akşam yemeği yemek; birlikte uyumak). Çocuklar tarafından en sık belirtilen etkinlikler sırası ile eğlence temelli etkinlikler (n=31/40); açık alan etkinlikleri (n=22/40); eğitim-temelli etkinlikler (n=21/40) ve günlük etkinliklerdir (n=20/40). Daha önce baba katılımı alanında yapılan çalışmalar göz önüne alındığında bu şaşırtıcı bir sonuç değildir çünkü bu alanda yapılan neredeyse tüm araştırma sonuçları özellikle bebeklik ve erken çocukluk yıllarında babaların çocukları ile geçirdikleri zamanlarda onlarla oyun oynadıkları saptanmıştır (Craig, 2002; Lamb, 1997; McBride & Mills,1993; Parke,1996; Robinson & Godbey, 1997). Bu çalışmada da karşılaşılan bu durum iki temel nedenle açıklanabilir.

Bunlardan ilki, tarih boyunca babalık kavramının “evi geçindirme” rolü ile özdeşleşmiş olmasıdır. Bu durum özellikle Endüstri Devrimi ile ortaya çıkmış ve babanın evin dışında uzun saatler çalışarak para kazanmasına ve çocuk bakımı ile ilgili tüm sorumluluğu annenin üstlenmesine neden olmuştur (Lamb, 2000; LaRossa, 1985; Rotundo, 1985; Pleck, 1997). Kadınların da iş hayatına dahil olmaları, toplumların babaların rolüne ilişkin algıları babaların çocuğun bakımına katılımını önceki devirlere oranla arttırmış olsa da (Barry & Rao, 1997; Bianchi 2000; Bryant & Zick 1996; Crouter, Helms-Erikson, Updegraff & McHale, 1999; Pleck &

Masciadrelli, 2004; Sandberg & Hofferth 2001), yapılan tüm arařtırmalar çocuk bakımının hala anne tarafından karřılındığını ve babanın “evi geindiren kimse” olma rolünün korunduğunu göstermektedir (Acock & Demo, 1994; Pleck, 1997; Pleck & Pleck, 1997). Trkiye’de de durum benzer bir Őekilde karřımıza çıkmaktadır. TİİK 2013 istatistiklerine gre 0-5 yař aralıında olan çocukların bakımının anne tarafından karřılındığı ailelerin oranı %88,3 iken, çocuk bakımının baba tarafından karřılındığı ailelerin oranı % 1.16’dır.

Diđer bir neden ise, uzun saatler alıřan babaların çocuklarıyla birlikte gnlk rutin etkinlikleri yapacak kadar birlikte zaman geirememeleri, yani, çocukları iin annelere kıyasla daha az ulařılabilir olmaları olabilir. Daha nce yapılan arařtırmalar alıřma saatleri uzadıka, babaların çocukları ile birlikte geirdikleri vaktin azaldığını gstermektedir (Brain, 1993; Ishii-Kuntz & Coltrane, 1992; Lewin-Epstein, Stier & Braun, 2006; Marsiglio, 1991; Pleck, 1985, aktaran Pleck 1997; Tanaka& Woldfogel, 2007). Bu alıřmaya katılan ođu ocuğun babası zel sektrde alıřmaktadır. Bu nedenle, babaların iřte geirdikleri vaktin uzun olduđu ve bađlantılı olarak çocukları ile geirdikleri vaktin ise daha az olduđu iddia edilebilir. Bu alıřmada da cinsiyetten bađımsız olarak tm ocuklar babalarıyla oyun oynadıklarını belirtmiř olmalarına karřın, baba ile oynanan oyunların kız ve erkek ocuklar iin farklılařtığı grlmektedir. rneđin, erkek ocuklar daha ok babaları ile topla, arabalarla oynadıklarını ya da futbol gibi fiziksel oyunlar oynadıklarını belirtirken, kız ocuklar daha ok babaları ile evcilik oynadıklarını belirtmiřlerdir. Daha nce yapılan arařtırmalar da babaların erkek ocukları ile daha ok fiziksel oyunlar oynadıklarını (Lindsey, Mize & Petit, 1997; Lindsey & Mize;2001; MacDonald & Parke, 1986; Leaval, Thamis-LeMonda, Ruble & Zosuls, 2012); kız ocukları ile daha ok –miř gibi yapma oyunu (Linsey, Mize & Petit, 1997) ve dil etkinlikleri yaptıklarını gstermiřtir (Leaval, Thamis-LeMonda, Ruble & Zosuls, 2012).

En sık belirtilen nc etkinlik tr ise aık alan etkinlikleridir. ocuklar babaları ile birlikte geirdikleri zamanlarda parklara, alıřveriř merkezlerine, alıřveriře ya da aile ziyaretlerine gittiklerini belirtmiřlerdir. Baba katılımına iliřkin daha nce

yapılmış çalışmalar, çoğunlukla babanın ev içinde çocuğu ile geçirdiği zamana odaklanmıştır (Örn, Yeung ve ark., 2001) ancak katılımcı çocukların raporları baba ile çocuğun geçirdiğin zamanın sadece ev temelli olmadığını, ev dışı etkinliklerinin de bu zamanın önemli bir bölümünü oluşturduğunu göstermiştir.

Palkovitz'e (1997) göre “öğretmek” babanın çocuğunun hayatına dahil olmasını sağlayan onbeş yoldan biridir. Benzer bir şekilde Greene, Halle, Menestrel ve Moore (2001) de, erken çocukluk yıllarında babaların çocuklarına şekiller, sayılar ya da harfleri öğretmek sorumluluğunu üstlendiklerini belirtmiştir. Bu çalışmada da çocuklar tarafından en sık belirtilen bir diğer etkinlik türü eğitim temelli etkinliklerdir. Bu etkinlikler, kitap okumak, okul öncesi öğretmeni tarafından eve gönderilen ödevlerin tamamlanması, çocuğa harfleri, sayıları öğretmek gibi, çocuğun akademik becerilerini geliştirme amacı taşıyan etkinliklerdir. Göze çarpan en önemli nokta babaların bu etkinlikleri de oyun temelinde gerçekleştiriyor olmalarıdır. Diğer bir deyişle, babalar yine oyun yoluyla çocuklarının akademik becerilerini geliştirmeye çalışmaktadırlar. Bilgisayar oyunlarıyla harfleri ya da sayıları öğretmek, eşleştirme kartları ile oynayarak çocuklarının matematiksel becerilerini geliştirmek, satranç oynamak, ya da şarkılarla sayıları öğretmek çocuklar tarafından belirtilen eğitim temelli etkinliklerdir.

Sıralama:

Bu teknikle amaç çocukların diğer aile bireyelerine oranla babalarının katılımını ne düzeyde algıladıklarını ve “katılımı” nasıl tanımladıklarını anlamaktır (“katılım” terimi bu çalışmada “ilgilenme” ile eş anlamlı olarak kullanılmıştır). Çocukların “ilgilenme’ye” yükledikleri anlamlar kodlanmış ve yedi farklı kategori ortaya çıkmıştır. Bunlar sırasıyla, *ortak etkinlikler yapmak (n=23)*, *çocuğun bakımını sağlamak (n=10)*, *birlikte zaman geçirmek (n=4)*, *çocuğu sevmek (n=2)*, *çocukla iletişim kurmak (n=3)*, *çocuğun isteklerini yapmak (n=2)* ve *çocuğu korumaktır (n=1)*. Bulgular incelendiğinde ilk göze çarpan nokta sevgi göstermek dışındaki tüm kategorilerin baba katılımının davranışsal boyutuna ilişkin olmasıdır. Bu durum baba katılımına ilişkin alan yazınına yapılan iki temel eleştiriye yanıt olabilecek niteliktedir.

Palkovitz'e (1997) göre baba katılımı davranışsal, duyuşsal ve bilişsel boyutları olan çok boyutlu bir kavramdır ve sadece davranışsal boyuta odaklanmak baba katılımı ile ilgili tam ve net bir bilgi sağlamamaktadır. Ancak, bu alanda yapılan neredeyse tüm çalışmalar baba katılımının davranışsal boyutuna yani babaların gözlemlenebilir ve sayılabilir davranışlarına odaklanmaktadır. Öte yandan, özellikle baba katılımı ile ilgili alan yazını inceleyen araştırmacılar, davranışsal boyuta fazlasıyla odaklanılmasını eleştirmekte; bilişsel ve duyuşsal boyutları içeren çalışmaların da gerekliliğini vurgulamaktadırlar (Lamb, 2000; Parke, 2000). En sık rastlanılan ikinci eleştiri ise özellikle baba katılımının çocukların gelişimleri üzerine etkisini inceleyen çalışmaların babanın katılım düzeyine odaklanırken, çocuğun babanın katılım düzeyini nasıl algıladığını göz ardı etmeleridir. Bu noktada Pleck (1997) baba katılımının çocuk gelişimi üzerindeki olumlu etkisinin, babanın gerçek katılım düzeyi ile ilgili değil çocuğun babanın katılımını nasıl algıladığı ile ilgili olduğunu iddia etmekte ve daha önce yapılan çalışmaları çocuğun baba katılımına yönelik algısından çok, babanın gerçek katılım düzeyine vurgu yaptıkları için eleştirmektedir. Bu çalışmada çocukların "ilgilenme" yani " katılım'a" yükledikleri anlamlar incelendiğinde görülmektedir ki çocuklar da yetişkinlerin katılım düzeyini onların gözlemlenebilir ve sayılabilir davranışlarını temel alarak değerlendirmektedirler.

Çocukların aile bireylerini katılım oranlarına göre nasıl sıraladıkları incelendiğin ise sadece on çocuk babasını ilk sıraya yerleştirmiş ve iki çocuk ise anne ve babasının kendisi ile eşit seviyede ilgilendiğini belirtmiştir. Geri kalan yirmi sekiz çocuk babasını sıranın en sonuna yerleştirmiştir. Çocukların katılıma ilişkin anlamları ortak etkinlikler yapmak, bakım sağlamak, birlikte zaman geçirmeye yöneliktir ve tüm bunlar yetişkinin çocuk ile geçirdiği zamana odaklıdır. Ancak daha önce de belirtildiği gibi, yapılan çalışmalar çocukların babalarından çok anneleri ile zaman geçirdiklerini göstermektedir (Baxter, 2002; Casper & Bianchi, 2002; Craig & Bittman,2004). Bu durum, çocukların sıralamalarında babaların sıranın sonundaki pozisyonunu normalleştirmektedir.

Yine daha önce yapılan çalışmalar, aile büyüklerinin çocuğun bakımına dahil oldukları noktada baba katılımının azaldığını göstermiştir. Özellikle annenin ebeveynlerinin çocuğun hayatına dahil olma düzeyinin babanın katılımını azalttığını göstermiştir (National Child Welfare Resource Center for Family-Centered Practice, 2002). Kalil, Ziol-Guest ve Coley (2005) özellikle annenin annesinden alınan desteğin babanın katılım düzeyini azalttığını göstermektedir. Benzer bir durum, çocukların sıralamalarında da göze çarpmaktadır. Evlerinde anneanesi ve ya babaannesinin de yaşadığını belirten çocuklar, sıralamalarında bu bireyleri babalarından daha önceki sıralara yerleştirmişlerdir. Ayrıca, önceki çalışmalar, evdeki çocuk sayısı arttıkça baba katılımının arttığını göstermektedir (Barnett & Baruch,1987; Peterson & Gerson,1992). Oysaki bu çalışmada, evde kendinden büyük kardeşi olan çocuklar, kardeşlerini babalarından daha önceki sıralara yerleştirmişlerdir. Bu durumun iki nedeni olabilir. Birincisi, çocukların ilgilenmeye atfettikleri anlamla ilgilidir. Ortak etkinlikler yapmak çocuklar tarafından ilgilenmeye en çok atfedilen anlamdır. Çocuk sayısının arttığı ailelerde oyun oynamak gibi ortak etkinlikler daha çok kardeşler arasında gerçekleşiyor olabilir. İkincisi, daha önce yapılan çalışmalar, evdeki çocuk sayısı arttıkça babanın büyük çocuklarla ilgilenme düzeyinin arttığı ve küçük çocukla daha çok annenin ilgilendiğini ortaya koymuştur.

Jam Jar Tekniği: Çocukların Baba Katılımına Yönelik Algı Anketi

Sonuçlar, çocukların büyük bir kısmının babasını orta katılımlı olarak algıladığını (n=26) göstermiştir. Babasını düşük katılımlı olarak algılayan çocuk sayısı sekiz iken babasını yüksek katılımlı algılayan çocuk sayısı ise altıdır.

Çocukların baba katılımını farklı düzeylerde algılamalarının nedenlerine ilişkin bir tartışmayı daha önceki araştırmaların sonuçları ışığında gerçekleştirmek oldukça güçtür. Bunun nedeni, var olan çalışmaların genellikle çocuğun algısının farklı gelişim alanlarına etkisini incelemek amacı ile yapılmış olmasıdır. Bu çalışmalar, çocukların babalarının katılım düzeylerine ilişkin algılarını şekillendiren etkenleri incelememiştir. Ancak bu çalışmada, anne ve babaların baba katılımına yönelik algılarını anlayabilmek ve çocukların algıları ile karşılaştırabilmek için yapılan

görüşmeler ile annesi ve babası çalışmaya katılan çocuklarla gerçekleştirilen ek görüşme (Bilgisayar Oyunu), bu üç grup arasında çocukların baba katılım düzeyini farklı algılamalarına neden olabilecek bireysel, ailesel ve demografik farklılıkların var olduğunu göstermiştir.

Bunlardan ilki anne ve babaların babalığa atfettiği rollerdir. Palkovitz (2002) babaların “iyi bir baba” olmalarını sağlayacak birçok farklı role sahip olduklarını belirtmiştir. Genellikle yapılan araştırmalar, babaların ve eşlerinin bu rollere ilişkin düşüncelerinin babanın katılım düzeyi üzerinde etkisi olduğunu vurgulamaktadır (Beitel & Parke, 1998; LaRossa & Reitzes, 1993; Palkovitz, 1984; Palkovitz, 1984). Bu çalışmada da anne ve babalara babanın ailedeki rolüne ilişkin düşünceleri sorulmuştur. Çocukların baba katılımının düzeyine dair algılarından bağımsız olarak, tüm anneler babanın görevinin çocuk ile ilgili tüm konulara anneyle eşit şekilde katılmak olduğunu belirtmişlerdir. Ancak, farklı gruplarda ki babaların babalık rolüne ilişkin algılarının farklılaştığı görülmüştür. Çocukların babalarını yüksek katımlı algıladıkları ailelerde babalar da eşit paylaşımın önemini vurgularken; çocukların baba katılımını düşük algıladığı ailelerde babalar geleneksel baba rollerine daha fazla vurgu yapmış ve babayı ailede anne ve çocuktan daha üst bir pozisyona koymuşlardır. Babanın orta katımlı olarak algılandığı ailelerde ise babalar eşit paylaşımın önemine vurgu yapsalar da gerçekte yaşananın bu olmadığını ve kendilerinin çoğunlukla anneye yardımcı olduklarını; annelerin çocuk bakımı konusunda kendilerinden daha iyi olduğunu söylemişlerdir. Bu durum çocukları tarafından yüksek ve orta katımlı olarak algılanan babaların cinsiyet rollerine ilişkin daha eşitlikçi bir tutuma sahip oldukları ancak çocukları tarafından düşük katımlı olarak algılanan babaların ise daha geleneksel cinsiyet rol tutumuna sahip oldukları şeklinde yorumlanabilir. Bu bağlamda, önceden yapılmış çalışmalar da cinsiyet rollerine ilişkin daha geleneksel bir tutuma sahip olan babaların katılım düzeylerinin, eşitlikçi tutuma sahip olan babalardan daha az olduğunu göstermektedir (Aldous, Mulligan, & Bjarnason, 1998; Parke, 1996, Palkovitz, 1984; Updegraff, McHale & Crouter, 1996).

Bu çalışmanın bulguları ışığında babanın cinsiyet rollerine ilişkin sahip olduğu tutumun çocuk tarafından algılanan baba katılım düzeyini etkilediği; eşitlikçi tutuma sahip olan babaların katılım düzeylerinin çocukları tarafından daha pozitif algılandığı öne sürülebilir. Bunun nedeni, eşitlikçi cinsiyet rol tutumuna sahip babaların çocuklarının bakımına anneye eşdeğer ölçüde katılmaları olabilir. Daha önce yapılan çalışmalar çocuğunun günlük bakımına katılan babaların çocuklarına karşı daha duyarlı olduklarını göstermektedir (Darke & Goldberg,1994; Donate-Bartfield & Passman, 1985). Bu çalışmada da çocukları tarafından yüksek katılımlı olarak algılanan babalarının sahip oldukları eşitlikçi cinsiyet tutumlarının, bu babaların çocuğa fiziksel bakım sağlama oranlarını arttırdığı için çocuğun babasıyla etkileşiminin daha olumlu olduğu ve bu durumun çocuğun babasına karşı daha pozitif bir algı geliştirmesine neden olduğu söylenebilir.

Göze çarpan bir diğer farklılık ise babaların babalık becerilerine ilişkin olumlu düşünceleridir. Daha önce yapılmış olan çalışmalar, babalık becerilerine güvenen ve kendilerini iyi bir baba olarak gören babaların, çocuklarının hayatına katılım düzeylerinin daha yüksek olduğunu göstermiştir (Hanley & Pasley, 2005; Ihinger-Tallman, Pasley, & Buehler, 1993; Marsiglio ve ark., 2000; Minton & Pasley,1996). Benzer bir şekilde bu çalışmada da, çocukları tarafından yüksek katılımlı olarak algılanan babalar, diğer iki gruptaki babalara nazaran babalık becerilerine daha fazla güven duymaktadırlar. Öyle ki, yüksek katılımlı olarak algılanan bir baba kendisinin çocuklara eşinden daha iyi baktığını dile getirmiştir. Ancak bu durum orta katılımlı ya da düşük katılımlı algılanan babalar için geçerli değildir. Orta katılımlı algılanan babalar, yapılan görüşmede sıkça kendilerini sorguladıklarını, babalık becerilerinden yeterince memnun olmadıklarını ve daha iyisini yapmaları gerektiğini belirtmişlerdir. Benzer bir şekilde düşük katılımlı babaların çoğu çocukları ile yeterince zaman geçiremediklerini ya da aslında olmak istedikleri gibi bir baba olmadıklarını belirtmişlerdir. Bu bağlamda, bu araştırmanın bulguları da babaların babalık becerileri noktasında kendilerine duydukları güvenin ve babalık davranışlarından tatminkâr olma düzeylerinin, çocuklar tarafından algılanan baba katılım düzeyinde de etkili olduğunu göstermiştir.

Lamb ve ark. (1987) bazı babaların çocuklarının hayatına dâhil olmayı daha çok istediklerini belirtmiştir. Benzer biçimde yapılan çalışmalarda babanın katılıma ilişkin sahip olduğu motivasyon düzeyinin babanın katılımını etkilediğini, yüksek motivasyonun yüksek katılımla sonuçlandığını göstermiştir (Bonney, Kelley, & Levant,1999; Nangle, Kelley, Fals-Stewart, & Levant, 2003). Bu çalışmada çocukları tarafından düşük katılımlı ve orta katılımlı algılanan babaların, çocuğun hayatına dahil olmaya yönelik motivasyonlarının düşük olduğuna dair ipuçlarına annelerin raporlarında rastlanmaktadır. Özellikle orta katılımlı ve düşük katılımlı olarak algılanan babaların eşleri, babaların kendi kendilerine çocukla ilgili herhangi bir süreci başlatmadıklarını, ancak kendileri eşlerine görev verdiği zaman babanın aktif katıldığını yani babanın anne tarafından istenilen davranışları sergilediklerini belirtmişlerdir. Bu durum düşük katılımlı olarak algılanan babalar için ise annelerin istemelerine karşın katılımın gerçekleşmemesi şeklinde ortaya çıkmaktadır. Benzer bir şekilde orta katılımlı babalardan bir kısmı, özellikle çocuğa bakım sağlama noktasında annenin olmadığı durumlarda ya da annenin talep ettiği durumlarda aktif olduklarını, annenin olduğu durumlarda ise genellikle çocuğun bakımının anne tarafından sağlandığını ve kendilerinin de bu süreçte sorumluluk almayı talep etmediklerini ya da anneye yardımcı olduklarını belirtmişlerdir.

Ailesel nedenler söz konusu olduğunda göze çarpan ilk farklılık bu üç gruptaki annelerin baba katılımından duyduğu tatmin düzeyidir. Yapılan çalışmalar annenin, baba katılımını etkileyen önemli unsurlardan biri olduğunu göstermiştir (Allen & Hawkins, 1999; Beitel & Parke, 1998; De Luccie, 1995; McBride & Rane,1997; McBride ve ark., 2005). Özellikle annenin babanın katılımını ne kadar önemli gördüğü ve bu nokta da eşlerini ne kadar destekledikleri babanın katılımını etkileyen önemli faktörler arasında sunulmaktadır (Doherty ve ark., 1998; McBride ve ark.,2005; McBride & Rane, 1998; Schoppe-Sullivan, Brown, Cannon, Mangelsdorf, Sokolowski, 2008). Örneğin, McBride ve Rane (1997) annelerin babanın katılımına dair algısının babanın katılım düzeyinin en güçlü belirleyicisi olduğunu saptamıştır. Benzer bir şekilde De Luccie (1995), annenin babalık rolüne atfettiği önem ile babanın katılımından memnuniyet düzeyinin baba katılımını etkilediğini belirtmiştir. Eşinin katılım düzeyinden memnun olan annelerin, eşlerinin katılımına dair daha

pozitif bir algıya sahip oldukları saptanmıştır (De Luccie, 2010). Bu çalışmada da çocukları tarafından yüksek katılımlı olarak algılanan babaların eşlerinin de babanın katılım düzeyinden tatminkâr oldukları görülmüştür. Çocukları tarafından orta katılımlı olarak algılanan babaların eşlerinde ise farklı bir durum göze çarpmaktadır. Bu anneler, birçok katılım türünde eşlerinin katılımına ilişkin eşlerinden daha olumlu bir algıya sahipken, sadece çocuk bakımında eşlerinin onları çok yalnız bıraktığından ve tüm sorumluluğun kendilerinde olduğundan bahsetmişlerdir. Diğer bir deyişle, eşlerinin ellerinden gelenin en iyisini yaptıklarına inanmakla beraber, bu anneler eşlerinden özellikle çocuk bakımı sürecinde daha fazlasını beklemektedirler. Bu noktada göze çarpan en önemli bulgu, çocuğun algısının annesinin algısı ile paralellik gösterdiğidir. Bu bağlamda annenin algısının çocuğun algısını şekillendirdiği iddia edilebilir. Özellikle erken çocukluk dönemine ilişkin yapılan çalışmalar, daha önce de belirtildiği gibi annenin çocukla, babadan daha fazla zaman geçirdiğini göstermektedir (Collins & Russell,1991; Lamb & Lewis, 2003; Yeung et al, 2001). Annelerin çocukları ile daha fazla iletişim kurdukları ve babaların çocuklarına karşı daha uzak olduğu da yapılan araştırmalarca saptanmış bir durumdur (Hosley & Montemayor, 1997; Langford, Lewis, Solomon, & Warin, 2001). Bu durum annenin babanın katılımına ilişkin düşüncelerini çocukla paylaşmasına ve çocuğun algılarını şekillendirme noktasında daha önemli bir yere sahip olmasına neden olabilir.

Son olarak bir önceki duruma paralel olan bir diğer farklılık ise anne ve babaların baba katılımına dair algılarındaki tutarlılık düzeyidir. Çalışmada anne ve babaların baba katılımına ilişkin raporları, babaların çocukları tarafından yüksek katılımlı olarak algılandığı ailelerde daha tutarlıdır. Tutarlılık düzeyi, çocuk tarafından algılanan baba katılım düzeyi düştükçe azalmaktadır. Anne ve babaların baba katılımına dair raporlarını karşılaştıran çalışmalar, her iki ebeveynin de çalıştığı durumlarda ve annenin eğitiminin yüksek olduğu durumlarda, anne ve babaların baba katılımına dair raporlarındaki farklılık düzeyinin arttığını göstermektedir. Oysaki bu çalışmada, babanın çocuk tarafından yüksek katılımlı olarak algılandığı tüm ailelerde her iki ebeveyn de çalışmaktadır ve annenin eğitim düzeyi de yüksektir. Buna karşın anne ve baba raporlarındaki benzerlik eşlerin uyum ve evlilikten mutluluk düzeyleri

ile açıklanabilir. Çünkü yapılan çalışmalar, mutlu evliliklerde anne ve babaların baba katılımına dair raporlarının daha benzer olduğunu göstermiştir (Mikelson, 2008). Anne ve babanın raporları arasındaki tutarlılığın mutlu evliliklerde daha yüksek olduğu bilgisi bu çalışmanın bulgularıyla birleştirildiğinde, ebeveynlerin uyumlu ve mutlu bir ilişkiye sahip olmaları ile çocuğun babanın katılımına dair algısı arasında – doğrusal- bir ilişki olduğu iddia edilebilir.

Daha önce yapılan araştırmalar babanın katılım düzeyini etkileyen bazı demografik özelliklerin varlığından bahsetmişlerdir. Bunlardan ilki, babaların eğitim düzeyidir ve çalışmalar babanın eğitim düzeyi yükseldikçe katılım oranlarının arttığına vurgu yapmıştır (Bailey, 1993; Blair, Wenk, & Hardesty, 1994; Marsiglio,1991). Mevcut çalışmaya katılan anne ve babaların eğitim düzeyi genel olarak yüksek olmasına karşın, çocukları tarafından düşük katılımlı olarak algılanan babaların ortalama eğitim düzeyinin diğer babalardan daha düşük olduğu göze çarpmaktadır. Örneğin, yüksek katılımlı olarak algılanan babaların hepsi lisans derecesine sahip iken, düşük katılımlı olarak algılanan babalardan biri ortaokul, bir diğeri ise iki yıllık yüksekokul mezunudur. Tartışılması gereken önemli noktalardan biri, orta katılımlı olarak algılanan babalar ve yüksek katılımlı olarak algılanan babalardır. Çünkü bu iki grupta da üniversite mezunu olan babaların çoğunlukta olduğu; hatta orta katılımlı babalardan birinin dokorasını yapmakta olduğu görülmektedir. Eğitim düzeyindeki bu benzerliğe karşın, babaların katılım düzeyinin çocuklar tarafından farklı algılanmasının nedeni iki şekilde açıklanabilir. Bunlardan ilki, babanın çocuğun bakımına katılım oranıdır. Yüksek katılımlı babalar ve eşleri çocuk bakımının anne ile baba arasında eşit şekilde paylaşıldığına inanmaktadır. Benzer bir şekilde, günlük rutinlerin ailede en çok kiminle yapıldığını anlamaya yönelik hazırlanmış bilgisayar oyununda, babasının katılımını yüksek olarak algılayan çocukların babalarını belirtme düzeyleri, babalarını orta katılımlı olarak algılayan çocukların babalarını belirtme düzeyinden daha yüksek bulunmuştur. Bu noktada, babanın eğitim düzeyinin çocuğun babanın katılımına yönelik algısını dolaylı yoldan etkilediği söylenebilir. Diğer bir deyişle, yüksek eğitim düzeyine sahip babalar çocuğun bakımına daha fazla katıldıkları için, çocukların baba katılımına yönelik algıları daha olumlu olmaktadır. Diğer bir sebep, bu iki grupta çalışan anne sayısındaki farklılık

olabilir. Neredeyse yapılan tüm çalışmalar iki ebeveynin de çalıştığı ailelerde babanın katılımına daha fazla ihtiyaç olduğunu ve buna bağlı olarak baba katılımının arttığını vurgulamıştır (Bailey,1994; Brayfield, 1995; Crouter, Perry-Jenkins, Huston & Mchale,1987; Lewin- Epstein, Stier, Braun, 2006; Peterson & Gerson, 1992; Thomas & Hildingsson, 2009;Volling & Belsky, 1991; Yeung, Sandberg, Davis-Kean& Hofferth, 2001). Babanın yüksek ve orta katılımlı olarak algılandığı ailelerde çalışan annelerin yüzdeleri farklılık göstermektedir. Babanın yüksek katılımlı olarak algılandığı ailelerin tümünde, orta katılımlı olarak algılandığı ailelerin ise %70'inde anne çalışmaktadır. Bu nedenle, babanın katılımının çocuk tarafından orta düzeyde algılandığı ailelerde baba, daha çok ailenin geçimini sağlamakla yükümlü iken anne, çocuğun bakımını üstleniyor olabilir. Eşleri çalışmayan babaların söylemleri de bu bulguyu doğrulayıcı yöndedir.

Daha önce yapılan çalışmalar, çocuğun cinsiyetinin, ailedeki çocuk sayısının ve çocuğun doğum sırasının babanın katılımı üzerinde etkili olduğunu göstermiştir. Çocuğun cinsiyetinin babanın katılım düzeyine etkisini inceleyen araştırmalarda farklı ve tutarsız sonuçlara rastlanmıştır. Örneğin, Barnett ve Baruch (1987) babaların erkek çocuklarının hayatına daha çok katıldığını vurgularken, Lamb ve arkadaşları (1988) bu durumun kız çocukları için de geçerli olduğunu vurgulamıştır. Snarey (1993) ise çocuğun cinsiyeti ve babanın katılımı arasında bir ilişki olmadığını belirtmiştir. Benzer şekilde, Türkiye'de yapılan bir çalışmada da Ünlü (2010) çocuğun cinsiyetinin babanın katılım düzeyini etkilemediği sonucuna varmıştır. Bu çalışmada, anne ve babası ile görüşme yapılan çocukların çok büyük bir kısmı kız çocuğudur (n=11) ve çalışmaya sadece 6 erkek çocuğunun annesi ve babası katılmıştır. Bu nedenle, babalarını orta ve yüksek katılımlı olarak algılayan çocukların çoğunluğu ve düşük katılımlı olarak algılayan çocukların yarısı kız çocuğudur. Diğer bir deyişle, bu çalışmada çocuğun cinsiyetinin, çocuğun babanın katılım düzeyini algılamasında bir farklılık yaratmadığı söylenilebilir. Yine de, böyle bir çalışmanın gönüllülük esasına dayandığı gözetildiğinde, aslında çalışmaya katılımcı olmayı kabul etmenin babanın babalık rolüne ve çocuğunun bu role ilişkin algısına değer verdiğini gösterdiği iddia edilebilir. Bu çıkarımın doğru olduğu varsayılırsa, kız babalarının –katılım düzeyleri gözetilmeksizin- babalık rollerine

daha fazla önem verdiği de iddia edilebilir. Çocuğun cinsiyeti ve babanın katılımına ilişkin net bir çıkarım sunulmamasına da, mevcut çalışmada çocuğun cinsiyetinin annenin babadan beklentisini arttırdığı çıkarımını yapmak yanlış olmayacaktır. Özellikle erkek çocuğa sahip olan anneler, babalardan çocuklarının hayatlarına daha fazla katılmalarını beklemektedirler. Bunun en temel nedeninin de, erkek çocukların babalarını rol model olarak görmeleri ve daha fazla fiziksel güç gerektiren oyunlardan hoşlanmaları olduğunu belirtmişlerdir. Kız çocuğa sahip olan anneler babaların daha fazla katılımına yönelik beklenti içinde olmalarına karşın, özellikle çocuğu yıkamak, giydirmek gibi çocuğun bakımına ilişkin etkinliklerde aradaki cinsiyet farkına (baba-kız) odaklanarak babanın düşük katılımını olağanlaştırdıkları görülmektedir. Örneğin babanın yüksek katılımlı olarak algılandığı bir ailede anne, babanın kızını yıkamadığını ancak kendisinin de bunu daha uygun bulduğunu ifade etmiştir.

Baba katılımının bilişsel boyutuna ilişkin bulgular

Mevcut çalışmada babalarla yapılan bire bir görüşmeler, baba katılımının bilişsel boyutunu inceleme fırsatı doğurmuştur. Çocuklar tarafından algılanan baba katılım düzeyinden bağımsız olarak, babaların tümü çocuklarının hayatına dair planlara sahip olduklarını belirtmişlerdir. Örneğin, çocuğu tarafından düşük katılımlı olarak algılanan bir baba görüşme boyunca çocuğunun gelecekte sahip olmasını istediği becerilerden, bu becerileri destekleyebilmek için yapmayı planladığı etkinliklerden söz etmiştir. Benzer bir şekilde, çocuğu tarafından orta katılımlı olarak algılanan babaların henüz okul öncesi dönemde olan çocukları için iyi bir eğitim imkânı sunabilmek, çocuklarını iyi bir üniversitede okutabilmek, evlendikleri zaman çocuklarına en azından bir ev alabilmek gibi düşüncelerinin olduğu görülmektedir. Babalara, çocuk sahibi olduktan sonra hayatlarının nasıl değiştiği sorulduğunda, katılım düzeylerinden bağımsız olarak tüm babalar çocuk sahibi olmanın hayatlarını değiştirdiğini belirtmişlerdir. Tüm babalar, sosyal yaşamlarının kısıtlandığını, kendilerine ayırdıkları zamanın azaldığını ve sorumluluklarının yüksek oranda arttığını belirtmişlerdir. Ayrıca daha fazla olgunlaştıklarını, duygusallaştıklarını ve hayata bakış açılarının değiştiğini belirten babalar da olmuştur. Ancak babaların

çoğu, bu değişimlerin düşünsel boyutta gerçekleştiğini ve eşlerinin dahi bu değişimi fark etmediğini vurgulamışlardır.

Babalardan elde edilen bu yanıtlar, Palkovitz'in de önerdiği gibi, baba katılımının bilişsel boyutunun varlığını göstermekle kalmamakta, babanın katılımının davranışsal boyutu ne olursa olsun bilişsel boyutta tüm babaların bir değişim içerisine olduğunu göstermektedir. Ancak gruplar arasında gözlemlenen bir farklılık vardır. Çocukları tarafından yüksek ve orta katılımlı olarak algılanan babaların çocuklarına ilişkin planlarını gerçekleştirmek için şimdiden harekete geçtikleri görülmüştür. Örneğin çocuğunun gelecekte kendine güveni yüksek, kalabalık içerisinde rahatça kendisini ifade edebilen bir kişi olmasını istediğini belirten bir baba, bunun için şimdiden çocuğunu tiyatro kulübüne gönderdiğini belirtmiştir. Diğer taraftan, düşük katılımlı olarak algılanan bir baba ise çocuğunun gelecekte sanatla uğraşan biri olmasını istediğini ve ona bu konuda yardımcı olabilecek imkânlar sunmayı planladığını ancak çocuğunun henüz küçük olduğunu belirtmiştir.

SONUÇ VE ÖNERİLER

Çalışmanın sonuçları, Palkovitz'in (date) de önerdiği gibi babaların çocuklarının hayatına hem bilişsel, hem duyuşsal hem de davranışsal katılımları olduğunu göstermenin yanında Palkovitz'in bazı varsayımlarına eklemeler de yapmıştır. Öncelikle, çocukların "katılım"a yönelik algıları incelendiğinde, babalarının katılımını, daha çok babalarının gözlemlenebilir davranışlarına odaklanarak değerlendirdikleri ortaya çıkmıştır. Bu bulgu, özellikle erken çocukluk döneminde baba katılımına odaklanan çalışmaların baba katılımının davranışsal boyutuna odaklanmasının gerçek resmi göstermediği iddiasının çok da gerçekçi bir iddia olmadığını göstermekte ve alan yazının da bulunan ve babaların gözlemlenebilir ve sayılabilir katılımlarına odaklanan çalışmaların değersiz olmadığını vurgulamaktadır. Benzer bir şekilde babaların kendi katılımlarına dair raporları incelendiğinde ortaya çıkan sonuç katılımlarının çocukları tarafından ne düzeyde algılandığına bakılmaksızın, tüm babaların bilişsel boyutta da çocuklarının hayatlarına katıldıklarıdır. Gruplar arası yapılan karşılaştırmalarda görülen farklılık ise, çocukları ve eşleri tarafından yüksek katılımlı algılanan babaların çocuklarının geleceğine dair

yaptıkları planların gerçekleşmesi için şimdiden harekete geçmeleridir. Çocukları ve eşleri tarafından düşük katılımlı algılanan babaların ise bilişsel boyutta çocuklarının ihtiyaçlarına dair farkındalıklarının olmasına ve geleceğe yönelik planlarının var olmasına karşın bu planları gerçekleştirmeyi ertelemekte oldukları gözlemlenmiştir. Bu bulgu, baba katılımının bilişsel boyutunun gözlemlenir davranışlara dökülmediğinde çocuğun ve annenin baba katılımına ilişkin algısı üzerinde herhangi bir etki doğurmadığının altını çizmektedir.

Çalışmanın sonuçları Parke'nin (1996) çok düzeyli baba katılımının belirleyicileri çerçevesini de doğrulamıştır. Anne ve babaların raporları incelendiğinde, baba katılımının bireysel, ailesel, aile dışı ve kültürel faktörlerden etkilendiği gözlemlenmiştir. Buna ek olarak çocukların babalarının katılımını algılama biçimlerinin de bu faktörlerden etkilendiği saptanmıştır.

Çalışmanın kuramsal boyutta ki çıkarımlarından bir diğeri ise, annelerin kendi babaları ile yaşadıkları ilişkinin eşlerinin katılımı üzerine etkisine ilişkindir. Sagi (1982) babaların kendi babalarının katımlarını modelleyerek ya da babalarının eksik yönlerini telafi ederek çocuklarının hayatına dâhil olduğu hipotezlerini ortaya koymuştur. Bu hipotezler birçok araştırmacı tarafından test edilmiş ve desteklenmiştir. Bu çalışmada da yapılan diğer araştırmalara benzer olarak (Krampe & Newton, 2006; Matshudo ve ark. , 2012) annenin kendi babasının katılım düzeyinin, eşlerinin katılımını cesaretlendirme düzeyleri ve eşlerinden beklentileri üzerinde etkili olduğu gözlemlenmiştir. Ancak annelerinde modelleme veya telafi etme süreçlerini yaşadığı da görülmüştür. Daha ayrıntılı açıklanacak olursa, babasının kendine yakın, sevgisini gösterebilen ve duyarlı bir baba olduğunu düşünen anneler ile babasının otoriter, uzak ve ilgisiz olduğunu düşünen annelerin bazıları eşlerinin katılımının önemli olduğuna, kendi yaşadıkları eksiklikleri çocuklarının yaşamalarını istemediklerine ve eşlerinin çocuklarının hayatına daha fazla dâhil olması gerektiğine inanarak babanın katılımını cesaretlendirmektedirler. Babalarını uzak, ilgisiz ve otoriter gören bazı anneler ise eşlerinin düşük katımlarını normalleştirmektedirler. Bu durum modelleme ve telafi etme süreçlerinde annenin babası ile kurduğu ilişkinin de etkili olabileceğine vurgu yapmaktadır.

Kuramsal çıkarımların yanı sıra, çalışmanın baba katılımına yönelik alan yazını için de bazı çıkarımları bulunmaktadır. Öncelikle bu çalışma da Gracia, Lila, ve Musitu (2005), Marsiglio, Amato, Day ve Lamb, (2000) ve Tamis-LeMonda ve Cebrera'nın (2002) önerileri doğrultusunda baba katılımına yönelik birden fazla katılımcıdan bilgi almıştır. Bu yolla, çalışma anne, baba ve çocukların baba katılımına yönelik algılarını karşılaştırma olanağı tanımıştır. Bu karşılaştırmalar, çocukların algılarının annelerin algıları ile daha çok benzeştiğini sonucuna vararak annenin çocuğun baba katılımına yönelik algısını şekillendirme de önemli bir etken olabileceğini göstermiştir. Daha önce yapılan araştırmalar annenin babanın katılım düzeyine etkisini incelemiştir (Beitel & Parke, 1998; Cebrera ve ark., 2007; Fagan & Barnett, 2003; Holmes & Huston, 2010; Pleck & Hofferth, 2008), ancak annenin çocuğun baba katılımını algılama biçimine etkisini araştıran çalışmalar neredeyse yoktur. Bu bağlamda değerlendirildiğinde, çalışmanın sonuçları baba katılımı alan yazını için yeni bir araştırma konusu ortaya sunmaktadır.

Benzer bir durum, baba katılımı ile çocuğun cinsiyeti arasındaki ilişki için de söz konusudur. İlgili alan yazınında birçok çalışma babaların erkek çocuklarının hayatına daha fazla katıldığını ve erkek çocuklarının hayatına katılmaya yönelik motivasyonlarının da daha yüksek olduğunu ileri sürmüştür (Barnett & Baruch, 1987; Harris, Fustenberg, & Mamer, 1998; Hosley & Montemayor, 1997; Pleck & Masciadrelli, 2003; Yeung ve ark., 2001). Ancak bu çalışmanın nitel bir çalışma olması, annelerin bu konudaki görüşlerinin ortaya çıkarılmasını sağlamıştır. Daha önce de belirtildiği gibi, anneler erkek çocuklarının hayatında baba katılımını daha fazla cesaretlendirmektedirler. Bu bulgu ışığında, alan yazınında baba katılımı ve çocuğun cinsiyeti arasındaki ilişkiyi inceleyen çalışmaların, gerçek resmi tam anlamıyla yansıtmak için çocuğun cinsiyeti ve babanın katılım düzeyi arasındaki ilişkide annenin aracı rolünü de göz önünde bulundurmaları gerektiği iddia edilebilir.

Kuramsal ve araştırmaya yönelik çıkarımların yanı sıra, bu çalışmanın günlük yaşama da olası yansımaları söz konusudur. Öncelikle çalışmanın sonuçları, AÇEV tarafından babalara sağlanan Baba Destek Programının babaların katılım düzeylerini olumlu etkilediğini göstermiştir. Katılımcılardan bu programa katılan babalar

çocukları tarafından yüksek katılımlı ya da orta katılımlı olarak algılanan babalardır. Düşük katılımlı olarak algılanan babaların hiç biri bu programa katılmamıştır. Anne ve baba raporları incelendiğinde ise, bu programa katılan babaların program içerisinde ve sonrasında da çocukları ile kurdukları iletişim, çocuklarını disiplin etme yolları ve birlikte geçirdikleri zamanın kalitesinde önemli değişiklikler yaşanmıştır. Tüm bu olumlu değişimlere karşın, katılımcılar programın sadece babalık rolüne hâlihazırda önem veren ve babaların çocukların hayatında ki önemini farkında olan babalara ulaşabildiğine, bu bağlamda asıl ulaşılması gereken babalara ulaşmakta ise yetersiz kaldığına vurgu yapmışlardır. Anneler ise bu programın geç kalınmış bir program olduğunu belirtmişlerdir. Benzer bir şekilde babalar da Baba Destek Programına, baba olmadan önce katılmış olmayı tercih edeceklerini söylemişlerdir. Bu olumsuz özelliklerine karşın, programın babaların babalık davranışlarında gerçekleştirdiği olumlu değişimler göz ardı edilmemelidir. Bulgular, Baba Destek Programı ve benzeri programların yaygınlaşması ihtiyacını açıkça ortaya koyarken programda bazı modifikasyonların yapılması gerektiğinin de altını çizmektedir.

Önerilebilecek ilk modifikasyon, bu programların nasıl hazırlandığı ile ilişkilidir. Hem dünyada babalara yönelik hazırlanan eğitim programları hem de Türkiye de babalara özel olarak sunulan tek baba eğitim programı olan BADEP tamamen yetişkinlerin alan yazınına dayanarak hazırladıkları programlardır. Ancak bu çalışmanın temel amacı doğrultusunda, önerilebilecek ilk şey bu programları hazırlarken çocukların ihtiyaçlarının ve baba katılımına ilişkin raporlarının da göz önüne almalarıdır. Bu çalışma da kullanılan ve çocukların babalarının katılımına ilişkin zengin bir veri almayı sağlayan teknikler bu amaca hizmet edebilir. Böylelikle asıl amacı baba-çocuk ilişkisini güçlendirmek olan bu eğitim programları, gerçek amaçlarına ulaşma yolunda önemli bir adım atmış olacaklardır. Önerilebilecek bir diğer değişim, bu programların ne zaman babalara sunulabileceği ile ilgilidir. Örneğin, BADEP sadece 3-6 ve 9-12 yaş aralığında çocuğu olan babalara sunulmaktadır. Ancak daha önce yapılan çalışmalar doğum öncesinde babalara verilen eğitimlerin, babaların babalığa yönelik becerilerini geliştirdiğini (Doherty, Ericson & LaRossa, 2006) ve ebeveyn olmaya yönelik öz güvenlerini arttırdığını ortaya koymuştur (Galloway, Svensson & Clune, 1997). Benzer bir şekilde, daha

önce de belirtildiği gibi katılımcılardan BADEP'e devam etmiş olan babalar da bu eğitimi baba olmadan önce almış olmayı tercih edeceklerini belirtmişlerdir. Bu bağlamda, BADEP ya da olası diğer baba eğitim programlarının, henüz çocuk sahibi olmamış babalara da sağlanması gerektiği iddia edilebilir. Önerilebilecek son modifikasyon ise, bu programların katılımcılarına ilişkindir. Yine BADEP üzerinden örnek verilecek olursa, bu program sadece babaları içermektedir. Programın son iki haftasında annelerin katıldığı oturumlar da düzenlenmektedir. Ancak temel amacı baba-çocuk ilişkisini olumlu yönde değiştirmek ve bu ilişkinin kalitesini yükseltmek olan bir programın aynı zamanda baba ve çocuğun birlikte katılacakları oturumlar içermesi gerektiği iddia edilebilir. Böylelikle, hem babalar diğer babaların çocukları ile kurduğu iletişimi gözlemlene şansına sahip olabilecek hem de çocuklar kendi babaları haricinde başka babalarla iletişime geçme fırsatı yakalayabileceklerdir.

Günlük yaşama ilişkin bir diğer çıkarım ise okul öncesi eğitim programlarına ilişkin sosyal politikalar ile ilgilidir. Ülkemizde Milli Eğitim Bakanlığına bağlı okullarda uygulanan bir okul öncesi eğitim programı mevcuttur. Bu program 2012 yılında revize edilmiş ve 2013 yılında uygulanmaya konulmuştur. İlk kez bu programın yanı sıra, okul öncesi eğitim kurumlarına ve öğretmenlerine aile eğitimi ve aile katılımı konusunda rehberlik edebilecek bir kitapçık sunulmuştur. Okul Öncesi Eğitim Programı ile Bütünleştirilmiş Aile Eğitim Rehberi (OBADER) incelendiğinde genel olarak “ebeveynler” ya da “anne ve babalar” gibi ifadelerin kullanıldığı, baba katılımı ile ilişkili özel bir bölümün olmadığı ve öğretmenlere baba katılımını destekleme ve artırma yönünde kullanabilecekleri yöntemler için özel bilgiler sunulmadığı gözlemlenmektedir. Ülkemizde aile katılımının anne katılımı ile özdeşleştirildiği (Tezel-Şahin & Özbey, 2009) düşünüldüğünde, OBADER'in baba katılımına özel vurgu yapacak biçimde yeniden revize edilmesi önerilebilir. Bu hem annelerle iletişim kurmaya daha açık ve alışık olan eğitimcileri cesaretlendirecek hem de onlara yol gösterici olacaktır.

Son olarak, çalışmanın bulguları çocuğun bakımına katılan babaların katılımlarının hem anne hem de çocuk tarafından daha yüksek algılandığını göstermiştir. Bu bağlamda, anne çocuğun bakımını üstlenen, baba ise evi geçindiren kişidir algısının

değişmesi ve bu algı değişikliğinin de gerçek yaşamda yerini bulabilmesi için ülke çapında projeler ve kamu spotlarının yaygınlaşması gerekliliği vurgulanmalıdır. Ancak babanın çocuğun bakımına katılımına ket vuran şey sadece bu algı değildir. Babanın orta katılımlı ve düşük katılımlı olarak algılandığı ailelerde annelerin babanın çocuğa bakım sağlama becerisine ilişkin olumsuz bir önyargının mevcut olduğu görülmektedir. Yani bu ailelerde, babalar annenin olmadığı durumlarda çocuğun her türlü ihtiyacını karşılayabildiklerini ancak annenin var olduğu durumlarda bu görevi annenin üstlendiğini vurgulamışlardır. Diğer taraftan anneler ise babanın çocuğun bakımını kendileri kadar iyi bir şekilde gerçekleştiremediğini ya da bunun için babaya çok da fazla olanak tanımadıklarını belirtmişlerdir. Bu bağlamda düşünüldüğün de ise, annelere babanın genel anlamda çocuğun hayatına ama özelde ise çocuğun bakımına katılmada fırsat vermeleri gerektiğine vurgu yapan eğitimlerin verilmesi önerilmektedir.

Kısıtlılıklar ve gelecek araştırmalar için öneriler

Bu çalışma güçlü yönleri sahip olduğu kadar bazı kısıtlılıklara da sahiptir. Bunlardan ilki, alan yazınında bulunan birçok çalışma gibi (Marsiglio, 1991; McBride & Mills, 1993; Goldberg, Tan, & Thorsen, 2009; Yeung ve ark., 2001), bu çalışmanın da sadece evli bireyleri ve onların çocuklarını içeriyor olmasıdır. Ancak, günümüzde TÜİK'in 2014 yılı istatistiklerine göre boşanan çiftlerin sayısı son on yılda 114.162 den 130.913'e yükselmiştir. Bu nedenle, benzer çalışmalar farklı aile tiplerinde de – boşanmış aileler, geniş aileler, üvey baba ile yaşanan aileler- gerçekleştirilmelidir.

İkinci olarak bu çalışmada sadece okul öncesi eğitim kurumuna devam eden ve 48-72 aylık çocuklardan veri toplanmıştır. Ancak bazı ailelerde birden fazla çocuk bulunmaktadır ve her çocuğun algıladığı baba katılımı farklı olabilir. Bu nedenle gelecekte yapılacak çalışmalar, ailedeki tüm çocukları kapsayacak şekilde düzenlenebilir. Benzer bir şekilde, bu çalışmada katılımcı çocuklar, anne ve babaları bir devlet anaokulundan seçilmiş ancak bu okulda çalışan öğretmenlerden ya da okul yönetiminden babaların katılımına dair bilgi alınmamıştır. Özellikle okul öncesi eğitime devam eden ve anne babası çalışan çocukların öğretmenleri ile daha fazla zaman geçirdiği ve bu nedenle öğretmenlerin hem çocukların hayatında hem de anne ve babaların ebeveynlik davranışlarında etkisi olduğu düşünüldüğünde, gelecekte

yapılacak çalışmalar için öğretmenin de algısının incelenmesi ve hatta aile bireylerinin algısı ile karşılaştırılması önerilebilir. Ayrıca, ne yazık ki Türkiye’de okul öncesi eğitimi alan çocukların oranı TUIK (2014) istatistiklerine göre sadece %2.8 dir. Çocuğun okul öncesi eğitim alıyor olmasının da aile içi ilişkileri ve dinamikleri değiştirebileceği düşünüldüğünde, benzer çalışmaların okul öncesi eğitimi almayan çocuklarla da gerçekleştirilmesi önerilebilir.

Vurgulanması gereken bir diğer kısıtlılık ise anne ve babaların eğitim ve gelir düzeyi ile ilgilidir. Bu çalışmanın örnekleminde sadece bir baba ortaokul mezunudur. Diğer tüm katılımcı anne ve babalar en az lise eğitimini tamamlamıştır, hatta yüksek lisansını bitirmiş ya da doktora eğitimine devam eden anneler veya babalar bulunmaktadır. Bu durum, Türkiye’deki ailelerin genelinde görülen eğitim düzeyi ile örtüşmemektedir. TUIK (2014) toplam nüfusun sadece %32.6 sının lise ve üstü eğitim derecesine sahip olduğunu göstermektedir. Benzer bir şekilde çalışmaya katılan ailelerin ortalama gelir düzeyi 5.500 TL civarındadır. TUIK (2010) lise ve üstü eğitimi tamamlamış kadın bireylerin ortalama aylık gelirlerinin 2.380 TL, erkek bireylerin ise ortalama aylık gelirlerinin 2.842 TL olduğunu belirtmektedir. Bu bilgiler ışığında, çalışmaya katılan ailelerin geneli hem eğitim düzeyleri bakımından hem de aylık gelir düzeyi bakımından yansıtmadığı düşünülebilir. Bu nedenle benzer çalışmalar düşük eğitim düzeyine sahip anne ve babalar ve onların çocukları ile de gerçekleştirilmelidir. Ek olarak, çalışmaya katılan ailelerin çok büyük bir kısmında anneler ve babalar çalışmaktadır. Daha önce yapılan araştırmalar annenin çalışma durumunun babanın katılımını arttırdığını göstermektedir (e.g. Lewin- Epstein, Stier, Braun, 2006; Thomas & Hildingsson, 2009; Yeung, Sandberg, Davis-Kean & Hofferth, 2001). Bu nedenle, gelecekte yapılacak çalışmalarda annenin çalışmadığı ailelerin sayısının artırılması önerilebilir.

Örnekleme ilişkin değinilmesi gereken son kısıtlılık, çalışmaya sadece gönüllü anne ve babaların katılmasına ilişkindir. Yapılan görüşmelerde, çalışmaya katılan babaların babalık rolüne ya da çocuklarının kendi katılımlarına ilişkin düşüncelerine önem verdiği görülmüştür. Alan yazınında babaların araştırmalara katılmasını sağlamanın zor olduğu vurgulanıyor olmasına karşın, bir baba görüşme yapabilmek

için arařtırmanın evine gelmiřtir. Ancak, anaokulunda bulunan bazı babalar “benden size iyi bir veri çıkmaz” ya da “ ben iřim ve kiřiliđim geređi iyi bir baba olduđumu dūřünmüyorum, sizin çalıřmanızı da olumsuz etkilerim” diyerek, arařtırmacının ısrarlarına karřın çalıřmaya katılmayı reddetmiřtir. Bu babanın söylemi arařtırmaya yönelik olası bir kısıtlılıđı da ortaya koymaktadır. Bu arařtırmaya katılan babalar babalıklarına dair olumlu bir algıya sahip oldukları için katılmıř olabilirler. Yine bu söyleme dayanarak, her bireyin farklı “iyi baba” tanımının olduđu sonucuna varılabilir, bu nedenle gelecekte yapılacak çalıřmalar da anne, baba ve çocukların “iyi baba” tanımlarını inceleyebilirler.

Son olarak, bu çalıřma bir olgu-bilim çalıřması olduđu için çalıřmanın verileri bire bir görüřmeler yolu ile elde edilmiřtir ve katılımcıların algıları incelenmiřtir. Ancak, gelecekte yapılacak çalıřmalar odak grup görüřmeleri, aile rutinlerinin ya da baba çocuk sohbetlerinin ve etkinliklerinin gözlemlenmesi gibi veri toplama yöntemleri de çalıřmaya dâhil edilebilir. Bu çalıřmada anne, baba ve çocuklarla bireysel görüřmeler yapılmıřtır. İleride yapılacak çalıřmalarda anne-baba ve çocuđun birlikte katıldıđı aile içi odak grup görüřmelerinin gerçekteřtirilmesi önerilebilir.

Appendix I: Etik Kurul Onay Formu

DUMLUPINAR BULVARI 06800
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21 Ağustos 2015

Gönderilen : Yrd.Doç.Dr. Refika Olgan
İlköğretim Bölümü

Gönderen : Prof. Dr. Canan Sümer
IAK Başkan Vekili

İlgi : Etik Onayı

Danışmanlığını yapmış olduğunuz İlköğretim Bölümü öğrencisi Şenil Ünlü Çetin'in "Erken Çocukluk Döneminde Baba Katılımı: Çocukların, Annelerin ve Babaların Baba Katılımına Yönelik Algılarının Karşılaştırılması" isimli araştırması "İnsan Araştırmaları Komitesi" tarafından uygun görülerek gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı

Uygundur

21/08/2015



Prof. Dr. Canan Sümer
IAK Başkan Vekili
ODTÜ 06800 ANKARA



T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

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(Şenil Ünlü ÇETİN)

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İlgi : a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2012/13 nolu genelgesi
b) 28/05/2013 tarih ve 2733 sayılı yazımız.

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Anketlerin uygulama yapılacak sayıda çoğaltılması ve çalışmanın bitiminde iki örneğinin (CD ortamında) Müdürlüğümüz Strateji Geliştirme-1 Şube Müdürlüğüne gönderilmesini arz ederim.

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Appendix J: Tez Fotokopi İzin Formu

TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü	<input type="checkbox"/>
Sosyal Bilimler Enstitüsü	<input checked="" type="checkbox"/>
Uygulamalı Matematik Enstitüsü	<input type="checkbox"/>
Enformatik Enstitüsü	<input type="checkbox"/>
Deniz Bilimleri Enstitüsü	<input type="checkbox"/>

YAZARIN

Soyadı : ÜNLÜ ÇETİN
Adı : ŞENİL
Bölümü : İLKÖĞRETİM BÖLÜMÜ

TEZİN ADI (İngilizce) : Father Involvement in Early Years: Comparing children's perceptions of father involvement with those of their fathers' and mothers'

TEZİN TÜRÜ : Yüksek Lisans Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz.

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: