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AN EVALUATION REGARDING THE PARTICIPATION OF FATHERS IN PARENTAL EDUCATION

Pınar Bağçeli Kahraman

ОЦЕНКА ОТНОСНО УЧАСТИЕТО НА БАЩИТЕ В ОБУЧЕНИЕТО ЗА РОДИТЕЛИ

Пънар Б. Кахраман

ABSTRACT: *This study is aimed to determine the state of fathers' participation in parental educations and their point of views towards these educations. The population of the research consists of 140 fathers, who wanted to participate in the research voluntarily and live in the central districts of Bursa, and whose children attend preschool education. A questionnaire, which was prepared in order to determine the views of the fathers regarding parental education and their state of participation, was applied as data gathering tool. Within the scope of the research χ2 test was carried in order to determine the state of knowledge of the fathers, whose children take preschool education, about parental education and whether there was a relation between their state of participation and the gender of the children. The reasons of the fathers for not participating in the parental educations, the contribution of the education to the fathers that participate and the data obtained from the educations they wanted to have were attempted to be indicated in tables as percentages and frequencies. The data gathered as a result of the research indicate that fathers generally do not have information about the parental educations and they do not participate in these educations. The fathers that participate in parental educations stated that they developed themselves; it was useful for them in making simple material, communication with the child, developing the feeling of trust and in the development of the child. Also it was determined that father participation is not up to the mark even teachers do not carry out deficient number of parental education.*

Key words: Participation of fathers, parental education, preschool.

Introduction

In preschool education institutions, providing the acquisition of necessary information, skill, attitude and habits for the child and the child's learning and applying the value judgments of the society are enabled through counseling service. This counseling service task belongs to the teacher within the frame of the education program prepared (Kandır, 1999). However education firstly starts in the family that the individual belongs to and the development of the child is in direct proportion with the family's meeting the needs of the child and to their support (Saracho and Spodek, 2003; Yazar, Çelik and Kök, 2008). Therefore no matter how good the preschool education programs are prepared they are not effective without the support of the family. In preschool education programs changing the behaviors of the children permanently is only possible through sustaining the family experiences, which are planned in the program, in the family (Aral, Kandır and Can Yaşar, 2000). In other words extending the interaction sphere of the home and school experiences can be achieved when parents participate in children's school experiences actively (Bakkal, 2007). Family participation includes parental education, phone interviews, participating in the classroom activities, news bulletins and parents' meeting for providing cooperation between school and family.

Parental education support parents in terms of family ties becoming strong, informing the families in the matter of child education and development, parents' taking the responsibility of their children and in being effective parent (Bogenschneider and Johnson, 2004; Gomby, 2005; Konca, Özel and Zelyurt, 2016). Presently factors such as occurring social and economic changes, urbanization, working mothers, nuclear families, and decrease in neighborhood relationships, increased the need for support of the families in respect of family and child education. Accordingly being parent obligate taking education in the matters of child health and education (Tezel-Şahin and Özbey, 2007). In Özışıklı's (2008) research it is determined that parents need to be directed, motivated and they need activities per-

formed at home. In addition studies indicate that families need to be educated in different subjects no matter what their education or socio-economic levels are (Tezel-Şahin ve Kalburan, 2009). From this point of view family educations support parents in terms of gaining knowledge and skills necessary in child education. In MEB Preschool Education Program (2013) it is seen that the importance given to the family participation is increasing gradually. In this program in order to support family participation Family Support Education Guide Integrated with Preschool Education Program (OBADER) was developed and activity examples regarding family educations were presented to teachers.

As a result of the occurring social and economic developments father role has changed and the necessity of father's participation in the family emerged. Ünal and Kök (2015) state that presently father role has turned into a father's role who share the care of the child with the spouse instead of a father who adopt a strict and reserved attitude towards his children. In addition, in parallel with this changing father role the education of fathers has gained importance in the matter of the child development and education (Green, 2003). Researches performed indicate that fathers have a positive influence on mental development, academic success, acquiring gender roles in a healthy way, development of social skills and decreasing problematic behaviors of their children (McBride, Rane and Bae, 2001; Lamb-Parker et al. 2001). In addition researches performed in order to support father participation indicate that father's participation not only has a positive influence on the child but it also it affects the members of the whole family positively (Kuzucu, 2011). However Levine (1993), suggests that the factors that avoid the participation of the fathers are; the fear of the fathers regarding failing to satisfy, the approach of the experts that prepare the program towards father participation, the obstacles caused by the mothers and inappropriate program arrangements and practices. In their study, in which it is aimed to encourage father's participation, McBride, Rane and Bae (2001) carried out an education towards fathers and determined that fathers were willing and successful at high levels. Gürşimşek, Kefi and Girgin (2007) reported that there were significant differences within the fathers' levels and expectations of participation as long as father participation was supported. However Tavil and Karasu (2013) state that in the majority of the parental education there were studies directed to mothers. In Turkey a limited number of studies aimed at examining the state of fathers' participation were encountered (Gürşimşek, Kefi, Girgin, 2007; Kuzucu and Özdemir, 2013). The purpose of this study is to determine the state of fathers' participation in parental educations and their point of views towards these educations. In accordance with this purpose it is attempted to determine whether fathers had information about the educations, whether they had participated in any of these educations formerly, the reasons why they did not participate, the contributions of the program and the issues they wanted to take support.

Method

Research Design

This research is a study in general scanning model which aims to determine the state of participation of the fathers, whose children take education in preschool, and their point of views for these programs.

Research Sample

The population of the research consists of 140 fathers, who wanted to participate in the research voluntarily and live in the central districts of Bursa, and whose children attend preschool education.

Table 1. The sample of the research

		Female		Male		Total	
		f	%	f	%	f	%
The Age of the Child	Age 4	18	28,1	21	27,6	39	27,9
	Age 5	32	46,4	37	48,7	69	49,3
	Age 6	14	21,9	18	23,7	32	22,9
	Total	64	45,7	76	54,3	140	100
Financial Status	Low	4	57,1	3	42,9	7	5
	Medium	58	45	71	55	129	92,1
	High	2	50	2	50	4	2,9
	Total	64	45,7	76	54,3	140	100
The Education Level of Father	Elementary	4	50	4	50	8	5,7
	High School	20	31,3	24	31,6	44	31,4
	University	40	62,5	48	63,2	88	62,9
	Total	64	45,7	76	54,3	140	100
Number Children	1 Child	28	43,9	29	50,9	57	40,7
	2 Child	28	42,4	38	57,6	66	47,1
	3 and more	8	47,1	9	52,9	17	12,1
	Total	64	45,7	76	54,3	140	100
Birth Order	1. Child	41	64,1	40	52,6	81	57,9
	2. Child	18	28,1	32	42,1	50	35,7
	3 and more	5	55,6	4	44,4	9	6,4
	Total	64	45,7	76	54,3	140	100

As it is seen in Table 1, 45.7% of the children of the fathers within the scope of the research are female and 54.3% of them are male. 92.1% of the fathers identified themselves at the medium socio-economic level. 62.9% of the fathers graduated from university. 47.1% of the children had one sibling and 49.3% of them are five years old.

Research Instrument

In the research a questionnaire, which was prepared by the researcher, was applied as data gathering tool. Within the questionnaire, which was prepared in order to determine the views of the fathers regarding parental education and their state of participation, there were a personal information part and four open ended questions. In the personal information part, there was information such as the education level of the father, the socio-economic status of the family, the gender of the child, the number of children in the family, the order birth of the preschool child and the age of the child. The second part includes questions regarding whether the father had information about parental education programs, whether he participated in the education programs, the reasons for nonparticipation, the subject that the father wanted to have education about and if participated in a parental education program what the contribution was. While preparing these questions related literature was examined and questions were formed within the scope of the researcher's purpose. In order to provide validity the questions prepared were presented to three experts and they were organized in accordance with these expert opinions.

Data Analysis

Within the scope of the research $\chi 2$ test was carried in order to determine the state of knowledge of the fathers, whose children take preschool education, about parental education and

whether there was a relation between their state of participation and the gender of the children. The reasons of the fathers for not participating in the parental educations, the contribution of the education to the fathers that participate and the data obtained from the educations they wanted to have were attempted to be indicated in tables as percentages and frequencies. In the analysis of the data SPSS 20.0 program was used.

Table 2. The state of knowledge of the fathers concerning parental education

		FEMALE		MALE		Total	
		f	%	f	%	f	%
The State of Participation	Yes	11	18	17	23	28	20,7
	No	50	82	57	77	107	79,3
	Total	61	45,2	74	54,8	135	100

X^2=.583, sd=1, p=.445

Findings

As it is seen in Table 2, 20.7% of the fathers stated that they had information about the parental educations and 79.3% of them stated that they did not have information about the parental educations. As a result of this research a significant relation was not found between the gender of the child and the participation of the fathers in the education program (p>.05).

Table 3. The participation state of fathers in the parental educations do you think of participating?

		FEMALE		MALE		Total	
		f	%	f	%	f	%
The State of Participation	Yes	8	13,3	9	12,2	17	20,7
	No	52	86,7	65	87,8	74	79,3
	Total	14	10	117	87,3	134	100

X^2=.014, sd=1, p=.905

As it is seen in Table 3, while 20.7% of the fathers stated that they considered participating in the parental educations; 79.3% of the fathers stated that they did not want to participate in any of the educations. As a result of this research significant relationship was not found between the gender of the child and the state of not wanting to participate in the education programs (p>.05).

Table 4. The reasons of the father for not participating in the parental educations

	FEMALE		MALE		Total	
Why did you not participate?	f	%	f	%	f	%
I don't have info	12	12	11	11	23	23
I don't have enough time	27	27	32	32	59	59
Such program was not performed	6	6	8	8	14	14
I didn't need to	2	2	2	2	4	4
Total	47	47	53	53	100	100

As it is seen in Table 4, 23% of the fathers, who gave the reasons for not participating, stated that they did not have info, 59% of them stated that they did not have time, 14% of them stated that such education program was not performed and 4% of them stated that they did not participate because they did not need to.

Table 5. The contribution of parental educations to participating fathers

	FEMALE		MALE		Total	
What are the contributions?	f	%	f	%	f	%
Developing Myself	2	40	2	32,2	4	36
Renewing the Info	2	40	1	16,6	3	27
Useful for Child Development	1	20	-	-	1	9
Making Simple Material	-	-	1	16,6	1	9
Child Communication	-	-	1	16,6	1	9
Feeling of Trust	-	-	1	16,6	1	9
Total	5	100	6	100	11	100

As it is seen in Table 5, 36% of the fathers, who participated in the parental educations, stated that they developed themselves, 27% of them renewed their knowledge; 9% of them expressed that it was useful for making simple materials, communication in child, developing the feeling of trust and in the development of the child.

Table 6. The educations fathers wanted to have in order of priorities

	1.row		2.row		3. row		4. row		5.row		6.row		7.row		Total	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Communication with the Child	74	45,9	26	45,9	6	5,4	4	3,6	1	0,9	0	0	1	0,9	112	100
Behavior Problems of Children	36	33	58	53,2	13	11,9	1	0,9	0	0	1	0,9	0	0	109	100
Preparation for School	10	11	10	11	16	17,6	15	16,5	12	13,2	17	18,7	11	12,1	91	100
Nutrition Habits	1	1,2	13	16	21	25,9	21	25,9	10	12,3	6	7,4	9	11,1	81	100
The Child and Game	1	1,3	5	6,4	23	29,5	12	15,4	12	15,4	12	15,4	13	16,7	78	100
Children Books	2	2,8	2	2,8	8	11,3	8	11,3	13	18,3	19	26,8	19	26,8	76	100
Children Diseases	2	2,6	3	3,9	13	17,1	18	23,7	21	27,6	10	13,2	9	11,8	76	100

As it is seen in Table 6 45.9% of the fathers in the sample group stated that they firstly wanted to take education concerning Communication with the Child. 33% of the fathers expressed that they firstly preferred to take education regarding Problematic Behaviors of Children. Preparation for School, Nutrition Habits, The Child and Game, Children Books and Children Diseases were the last issues that the fathers wanted to take education. The fathers also stated that they

wanted to take education about Fancy for Sports, The Importance of the Family, Raising Consciousness of the Children, and Introduction to English.

Discussion and Conclusion

In Turkish society considering the fact that patriarchal family structure is a negative factor for the participation of fathers in the activities at school, it can be said that this structure is changing gradually together with the women entering business life (Kuzucu, 2016). The data gathered as a result of the research indicate that fathers generally do not have information about the parental educations and they do not participate in these educations. Fathers stated that the reasons for not participating in these educations were not having time, not having information, such an education was not applied and they did not need such educations. In their research Riley et al. (2000) concluded that fathers generally considered the school as mothers' sphere, they thought mothers were more appropriate for the participation school activities and although fathers liked playing with their children they got bored with the school activities or they stated they did not have time for it. In addition they determined that some fathers could think that they had a role in their children's learning. However researches point out that father's participation has effect on the child's school success as much as the mother has and there is need for studies to increase the fathers' participation (Biber and Ural, 2016; Tezel-Şahin and Özbey, 2009; Gadsten and Ray, 2003).

As a result of this research it is determined that there was not a relationship between the gender of the children and the father's participation. In similar studies it is concluded that father's participation did not differ according to the gender (Coley and Morris, 2002; Paulson, Dauber and Leiferman, 2010; Sımsıkı and Şendil, 2014; Şahin and Demiriz, 2014; Konokman and Yokuş, 2016).

The fathers that participate in parental educations stated that they developed themselves; it was useful for them in making simple material, communication with the child, developing the feeling of trust and in the development of the child. Almost half of the fathers' population stated that they firstly wanted to have education concerning Communication with the Child. Secondly fathers remarked that they wanted to have education regarding Problematic Behaviors of Children. Preparation for School, Nutrition Habits, The Child and the Game, Children Books and Children Diseases were the educations that fathers wanted to take education about in order. While in the institutions, where participation is supported, in terms of fathers the participation process has a role that enables being a better father, raising self-confidence through developing creativity and abilities and enhancing the relationship with the children and social environment; in the institutions, where it is not supported, it is seen that in terms of fathers the most important function of the participation process is "having more information concerning the development of the child" (Gürşimşek, Kefi and Girgin, 2007). It is determined that fathers who participate Father Support Program, which is organized by AÇEV in Turkey, decrease consulting negative discipline methods, and develop problem solving skills through communication skills (Atmaca-Koçak, 2004). Similarly in their study Ünüvar and Senemoğlu (2010) determined that Father Education Program increase the quality of time, fathers spend with their children, at a positive level. These results indicate that father participation is not up to the mark even teachers do not carry out deficient number of parental education.

The researches carried out on father participation matter indicate that fathers must participate in the education of the child in an active way. Therefore it is very important to provide fathers participate in preschool family participation studies. Providing this participation it is necessary to perform programs parents can attend together and that will increase the participation of the fathers or father education programs prepared concerning only the needs of the fathers must be carried out. In addition this process must be planned according to fathers' schedule. Within this research only fathers' views were taken but teachers's and administrators' opinions were not asked. In further studies it is thought that discussing the applicability level of teachers and administrators in performing father education program is necessary and it is considered important to carry out in service educations in order to correct deficiencies.

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