



THE STUDY OF THE EFFECTS OF FATHER TRAINING PROGRAM ON THE FATHER CHILD RELATIONS*

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Abstract

In this study it was aimed to reveal impact of the Father Training Program applied to the fathers with children attending the Pre-school education on the father-child relations. The father of the children who were showing a normal developmental phase attending the kindergartens runned by the Ministry of National Education in the centre of Kilis Province in Turkey have been included in this study (40 experimental and 40 control, totally 80 fathers). The study was conducted in experimental design with pre-test, post-test,-retentivity control group. The fathers in experimental group received the Father Training Program once a week for twelve weeks. The fathers in control group were not given any training program at all. In the study, the scale called "The Scale for Parents -Child Relations- Father Form" adapted into Turkish by Uzun and Baran was used. Covariant analysis with one factor (ANCOVA) and t test are used to analyse the data. After the study, as a result of the educational program given, it was observed that there is statistically significant differences between the father's level of relations with their children in experimental group and the fathers in control group ($p < .01$). It is seen that the difference between average point of the pre-test-post-test-retentivity of the fathers in experimental group ($p > .01$) is insignificant and that the effects of Father Training Program is still going on.

Keywords: Father- child relations, parent- child relations, father training program, child developement, preschool education.

BABA EĞİTİM PROGRAMI'NIN BABA-ÇOCUK İLİŞKİSİNE ETKİLERİNİN ARAŞTIRILMASI

Öz

Bu araştırmada, anaokuluna devam eden çocuğu bulunan babalara uygulanan Baba Eğitim Programı'nın baba-çocuk ilişkisine etkisinin incelenmesi amaçlanmıştır. Araştırmaya, Kilis il merkezinde Milli Eğitim Bakanlığı'na bağlı bağımsız anaokullarına devam eden ve normal gelişim gösteren çocukların babaları dahil edilmiştir (40 deney ve 40 kontrol, toplam

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80 baba). Araştırma ön test-son test-kalıcılık testi kontrol gruplu deneysel desende gerçekleştirilmiştir. Deney grubundaki babalara on iki hafta süreyle haftada bir kez olmak üzere Baba Eğitim Programı uygulanmıştır. Kontrol grubundaki babalara ise herhangi bir program uygulanmamıştır. Araştırmada, Uzun ve Baran tarafından Türkçe'ye uyarlanan, geçerlik ve güvenilirlik çalışmaları yapılan “Çocuk Ebeveyn İlişki Ölçeği- Baba Formu” (ÇEİÖ-B) kullanılmıştır. Verilerin analizinde, tek faktörlü kovaryans analizi (ANCOVA) ve t testi kullanılmıştır. Araştırma sonucunda uygulanan eğitim programı sonrasında deney ve kontrol grubundaki babaların çocuklarıyla ilişki düzeylerinde istatistiksel olarak anlamlı farklılık olduğu ($p < .01$) belirlenmiştir. Deney grubundaki babaların son test ve kalıcılık testi puan ortalamaları arasında farklılığın anlamlı olmadığı ($p > .01$) ve Baba Eğitim Programı'nın etkisinin devam ettiği görülmüştür.

Anahtar Sözcükler: Baba çocuk ilişkisi, ebeveyn çocuk ilişkisi, baba eğitim programı, çocuk gelişimi, okul öncesi eğitim.

Introduction

In order to become as healthy adults, it is necessary for children to grow up in a family having healthy relations (Erkan and Durmuşoğlu, 2006). Being a strong determiner for the wrong and well doings of the children in his developmental period, family influences the development and learnings of the children in depth (Morrison, 2006). According to Gordon (2009), parents have a big impact on children. Children acquire most of the skills by observing their parents with their help and support. In a way, parents are both the first teachers of the children and the closest people for the children up until the age of six. Considering the fact that developmental base of the personality is set up between the age of zero and six, the importance of the parents roles can be understood in determining the educational identity. The position, value and the identity the child have attained within the family is the determiner of the identity the child will acquire within the society in the future. As the family greatly effects the future life of the children, training the parents about the education and the development of the children will play an important role in well growing of the children (Kaya, 2002). Thanks to the parental training, it is possible to provide permanent learning for children (Morrison, 2006). It is very well-known that it is very difficult to reach desired level unless the parents are involved in educational period. That's why, the importance attached to family training has been increasing in recent years (Varol, 2005; Can Toprakçı, 2006; Diler Sönmez, 2008).

Family education is defined as the activities aiming to ensure that parents are able to raise their children in a healthy manner, in order to provide a richly stimulating home environment to support the parents and the child-rearing person, to realize parent-child communication and to respond to the development of the child from birth to the beginning of primary school (Üstünoğlu, 1991; Mahoney et al., 1999; Wong et al., 2006). Family education, however, can be organized as programs for parents to join together, as well as for the mother or

only for the father. In this respect, it is observed that especially in recent years, there has been an increase in the studies related to father education (Tezel Şahin, 1998; Riley et al., 2000; Öz, 2005; Segrin and Flora, 2005; Çağdaş, 2008). In human life, social, political, economic, cultural and scientific factors determine how the father fulfils his paternal role. Since all these factors are not static but changing, it is seen that the fatherhood roles also show differences. As a matter of fact, the studies on the parenthood began in the early 1980s, but in the 1990s this issue started to be widely discussed internationally. Paternal Participation Typology by Lamb has established an important theoretical background for the studies on the effects of fathers on child development. Lamb reveals three important dimensions of father participation. The first of these is the interaction that expresses the time spent by the fathers with their children. The second is accessibility, expressing emotional and physical closeness and expressing time to the child's priorities, and, last but not least, taking responsibility for the healthy development and happiness of the child (Lamb, 1987; Koçak, 2004).

Interaction (Direct Contact): It covers every kind of activity that your father has a direct, individual relationship with his child. This kind of participation can be exemplified by traveling with children, talking, playing and being together.

Accessibility: It means for the father being both physically and psychologically accessible for the child. The accessibility of the father means that the child can receive support from his father when he needs it. Children's feeling of being able to reach their fathers and to be with them positively affects their confidence.

Responsibility: It includes such activities as taking the child to a doctor or organizing the meeting with their friends, or to remember and planning to do some activities for the child. It often also means supporting the mother (Koçak, 2004). The model laid out by Lamb has created the infrastructure for many of the work and programs developed for the father, and in recent years has led to an increasing interest in the literature on the role and effects of poverty on child development. It is possible to rank the factors that are effective in increasing this interest and changing the paternal role against the fathers are the increase in the number of women having higher education and working at a full day work, increase in divorce rates and changing roles and responsibilities of individuals, as a result of the traditional families turning into nuclear families (Heinowitz, 1998; Güngörmüş Özkardeş, 2006).

Today, continuous and rapid development in technological and economic areas has also caused changes in the duties and responsibilities of the individuals who make up the family structure and the family. Aggravations of economic conditions, increasing the level of education of women and improving the technology have increased the need for female work force day by

day. With the participation of the mother in working life, there have been significant changes in the duties and responsibilities of the father in the family. In parallel with these developments and changes, the father has started to play an important role in children's care and education as well as providing the income for the family (Öz, 2005; Segrin and Flora 2005; Çağdaş, 2008). Fathers prefer to play physical games more often, while mothers take on responsibilities such as meeting their children's needs and providing care. Fathers are more involved in cognitive and achievement-related processes (Russel and Russel, 1987). It is stated that support from father plays a positive role in children's ability to analyse, intelligence level, basic skills, linguistic intelligence and academic achievement, internal control in social and emotional development, maturity, independence level and psycho-social cohesion and in defining and developing sexual identity (Tezel Şahin and Özyürek, 2010). In addition, in early childhood, children enjoy their fathers' care, giving ideas and teaching new things to them, playing with them. In other words, they like spending more time with their fathers. What's more, children who are with their fathers in this period attain a lot of knowledge, skills and emotional support for their development (Anonymous, 2014). Bronstein and Zlotnik (2008) emphasize that father-child relationships differ in both quality and quantity from mother-child relationships. Researchers suggest that it is important for the father to gain masculine behaviour, especially for the male child, and argue that boys learn to behave like men by identifying their father. In this respect, it can be said that the quality of the father-child relationship has an important place in terms of supporting the development of the child in many areas. Therefore, in this study, it is aimed to investigate the effect of the training program prepared for the father with children attending kindergarten on the father- child relation.

Method

In the study, experimental design with control group using pre-test, post-test, retention test is used to determine the effect of the Father Training Program on the relationship between father and child. In this design, the relationship between the children who attend kindergarten and their father is the dependent variable, and The Father Training Program the effect of which on father-child relationship is examined is independent variable.

In the study, a 2x3 mixed design is used (experimental and control group X pre-test, post-test and retention test). In mixed designs, there are at least two variables whose effect is examined on the dependent variable. One of them defines the different experimental processing conditions of the neutral groups and the other and the other one defines the repeated measurements of the subjects at different times (pre-test-post-test-retention test) (Büyüköztürk

et al., 2011). In this study, the inter-group variable defines the “experimental and control groups” and the group variables the "pre-test, post-test and retention tests.”

Study group

The study includes children and fathers attending two independent nursery schools runned by the Ministry of National Education in the province centre of Kilis selected. 40 fathers voluntarily attending Father Training Program having a child with a normal developmental phase with a full family are included in experimental group, 40 fathers are included in the control group. In order for the father's training to be more functional and productive, it is deemed appropriate for the father to participate in the training program as two groups. A total of 80 fathers, 40 of whom are in experimental group and 40 of whom are in control group with children attending independent kindergartens of the Ministry of National Education located in Kilis city centre have participated in the study.

Table 1: The demographic data of the fathers in the experimental and control groups

Variables	Experimental Group		Control Group	
	N	%	N	%
Age				
21-30 years of age	18	45	16	40
31-40 years of age	13	32.5	16	40
41-50 years of age	9	22.5	8	20
Total	40	100	40	100
Level of Education				
Graduate of Primary School	10	25	8	20
Graduate of Secondary School	12	30	13	32.5
Graduate of High School	16	40	15	37.5
University Graduate	2	5	4	10
Total	40	100	40	100
Number of children				
Single Child	6	15	7	17,5
2 children	16	40	14	35
3 children	15	37.5	13	32.5
4 or +4	3	7.5	6	15
Total	40	100	40	100

According to Table 1, it is seen that most of the fathers in experimental and control group are between 21-30 and 31-40 years old; for both groups, most of them graduate from secondary and high school and most of them have two or three children.

Table 2: The demographic data of the children in the experimental and control groups

Variables	Experimental Group		Control Group	
	N	%	N	%
Gender				
Female	18	45	19	47.5
Male	22	55	21	52.5
Total	40	100	40	100
Birth order				
First child	20	50	19	47.5
One of the median children	11	27.5	11	27.5
Last child	9	22.5	10	25

Total	40	100	40	100
Attendance to Pre-school Education	N	%	N	%
Less than 1 year	16	40	18	45
Between 1-2 years	24	60	22	55
Total	40	100	40	100

According to Table 2, it is seen that both for the experimental and control group the proportions of girls and boys are close to each other and with it most of the children in two groups whom attending to pre-school is the first child of the parents and most of their attendance to pre-school is between 1-2 years.

Data Collection Tools

In the study, to obtain personal information about the father and children by the researcher, the questions prepared to obtain data on the father's age, education level and the number of children in the first chapter; in the second part, the "General Information Form", which has questions prepared to obtain data on the gender of the child, the order of birth and the duration of pre-school education, in order to determine the needs of the fathers in the experimental group before the training takes place, "Form Determining The Needs for Father Training Program" planned for twelve weeks in line with the determined needs, has been prepared and implemented. The "Child Parent Relation Scale" developed by Pianta (1992) has been adapted into Turkish and used to assess the relationship of fathers to their children.

Child Parent Relationship Scale-Father Form (CPRS-FF): While preparing "Child Parent Relationship Scale" developed by Pianta (1992), the parental child interaction literature, attachment theory and the attachment Q-Set scale have been used. In the preparation of the scale, 714 parents with children between the ages of 4,5 -5,5 are enrolled and the scale consists of a total of 30 items and three sub-scales; including 14 items in conflict sub-scale, 6 items in binding sub-scale and 10 items in Positive Relations sub-scale. Scale is a 5-point likert-type scale and is replied between (1) Absolutely not appropriate and (5) Definitely very appropriate.

In this study, CPRS scale developed by Pianta (1992) and adapted to Turkish by Uzun and Baran (2015) was used. The validity and reliability study of the scale was carried out with data obtained from 150 fathers who have children attending in the pre-school education. In the validity study of the scale, language, content and structure validity (explanatory and confirmatory) studies were carried out. The reliability study of the CPRS-Father Form was conducted with the internal consistency coefficients (Cronbach alpha) and test-retest reliability. The Cronbach alpha reliability coefficient for the sum of the items evaluated was .71, for positive relationships sub-dimension .76, for incompatibility sub-dimension .61 and was found as .62 for conflict sub-dimension. Generally, the alpha coefficient is quite reliable between

“0.60 - 0.80” and highly reliable between “0.80 - 1.00”. These values are sufficient for the reliability of the scale (Tavşancıl 2014). A test-retest was performed 4 weeks after the first application to determine whether the scale gave consistent measurements based on time. According to the results obtained, the correlation between the scores obtained from the two applications was .92 for sum of the scale, .94 for the dimensions of positive relations, .90 for the incompatibility dimension, and .92 for the conflict dimension ($p < .01$), and the test-retest reliability was found to be quite satisfactory. As a result of the study, it was determined that the CPRS-F Form consists of 23 items and three sub-dimensions called Positive Relations, Incompatibility and Conflict. In the Child Parental Relationship Scale, the low score shows a positive relationship and the duration of the test is 30 minutes on average.

Father Training Program: The Father Training Program was established in the context of assessing the results obtained from the parental needs assessment form and by examining adult education programs. There are 12 sessions in the program. The program consists of topics such as developmental characteristics of pre-school children, communication within the family, negative behaviours seen in pre-school period and coping with these behaviours, giving social skills in preschool period, children's play, toys and children's books in preschool period. It was organized and finalized and then asked seven early childhood experts of pre-school education, parent education and program development child development and education in different universities. In order to make the training, which is determined to be 12 sessions, more efficient, some of the methods that parents can actively participate in as much as possible, like as drama, role playing, small-to-large group events, and case studies was used, the fathers are divided into two groups and each group is planned to be given one hour a week training.

Data Analysis

In the analysis of the obtained data; descriptive statistics such as frequency, percentage and arithmetic mean, and because of the normal distribution of the data, parametric statistical analyses were used to test the aims of the study. Data were analysed through the SPSS program to determine whether there is a significant difference between the pre-test averages of the scale of the fathers (CPRS-FF) and the subscales of the experimental group included in the study group, the t test is based on the relationship between the fathers and their children in the experimental and control groups; t-test is used to determine whether there is a significant difference between the covariance analysis (ANCOVA) and the post-test and retention test point averages of the father's scale (CPRS-FF) and subscales of the experimental group. While analysing the effect of a pre-test experimental application with pre-test post-test control group it is suggested that an ANCOVA test is to be performed by taking the pre-test scores as a

covariate. Covariance analysis (ANCOVA), in which pre-test-post-test control group patterns are controlled as a covariate, is used as a covariate for a preliminary test. In a study, group-by-group comparison is performed by statistically controlling another variable or variables associated with a dependent variable (Büyüköztürk, 1998; Büyüköztürk et al. 2011).

Findings

The findings of this research which has been conducted in order to investigate the effect of the Father Training Program on the fathers with children attending kindergarten and their children are presented in tabular form and discussed with resources.

Table 3: The t-test results related to the scores of the fathers in the experimental and control groups obtained on the pre-test of the subscales and the sum of the “Parent-Child Relationship Scale-Father Form”

CPRS-FF	Group	N	\bar{X}	SS	df	T	p
Positive Relations	Experimental	40	35.53	3.65	39	0.459	0.514
	Control	40	35.07	3.68			
Incompatibility	Experimental	40	24.25	3.18	39	0.290	0.811
	Control	40	24.12	2.95			
Conflict	Experimental	40	19.45	3.72	39	0.803	0.427
	Control	40	20.13	3.09			
Total	Experimental	40	79.23	8.29	39	0.298	0.102
	Control	40	79.33	6.49			

Table 3 shows the experimental and control groups pre-test mean scores obtained from the sum of the Child Parent Relationship Scale-Father Form and “Positive Relations”, “Incompatibility” and “Conflict” subscales. Accordingly, it is seen that for all the subscales of the scale and the sum of the scale, the scores in the experimental and control groups are very close to each other. This finding reveals that the level of relationship of the fathers in their experimental and control groups in the study group with their children is close to each other before the Father Training Program has been implemented. As a matter of fact, when the results of the t test on the pre-test scores of the sub-scales and sum of the Parent-Child Relationship Scale-Father Form of the fathers in the experimental and control groups are examined, it was seen that there is no significant difference between the groups of subscales of “Positive relations” ($t(39) = 0.459, p > .05$), “Incompatibility ($t(39) = 0.290, p > .05$), Conflict ($t(39) = 0.803, p > .05$) subscales and the sum of the scale ($t(39) = 0.298, p > .05$). Accordingly, it can be said that the fathers included in the study group exhibit similar characteristics. At the same time, these results show that the distribution of the fathers in the experiment and control groups is homogeneous.

Table 4: The mean post-test scores and standard deviations corrected for the pre-test scores of the “Positive Relations” sub-scale of the Parent-Child Relationship Scale-Father Form of the fathers in the experimental and control group

GROUPS	PRE-TEST	POST- TEST	CORRECTED POST TEST
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	N	\bar{X}	S	N	\bar{X}	S	N	\bar{X}	S
Experimental	40	35.53	3.65	40	15.25	3.44	40	14.83	0.96
Control	40	35.07	3.68	40	34.21	2.58	40	33.55	1.02

In Table 4, the results of the "Positive Relations" sub-scale of the fathers in the experimental and control groups with their children were displayed. In his respect, it was found that the mean pre-test scores ($\bar{X}=35.53$) in the "Positive Relations" subscale of the fathers in the experimental group participating in the Father Training Program are lower in the final test ($\bar{X}=15.25$) (low score indicates a positive correlation in the Parent- Child Relationship Scale), while, the pre-test averages of 35.07 for the fathers in the control group without any intervention do not show much change in the final test as 34.21. The mean post-test scores corrected for pre-test scores of the groups were found as 14.83 in the experimental group and 33.55 in the control group. This indicates that the fathers in the experimental group participating in the Father Training Program have got scores expressing a more positive relationship than the parents in the non-trained control group.

Table 5: The ANCOVA results of the post-test scores corrected for pre-test averages according to the "Positive Relations" sub-scales of the Parent Child Relation Scale-Father Form of the Fathers in the experimental and control groups

Source	Sum of squares	df	Mean square	F	p
Pre-test (Positive Relations)	965.248	1	965.248	4688.617	.001
Group(Experimental/ Control)	23.277	1	23.277	113.066	.000***
Error	15.852	77			
Total	989.550	79			

*** p< .001

When Table 5 is examined, it is seen that there is a statistically significant difference between the post test scores corrected according to the mean of pre-test scores of the "Positive Relations" sub-scale of the Parent-Child Relationship Scale Father Form [F (1-77) = 113.066, p <0.001].

Table 6: The post-test point averages and standard deviations corrected for the pre-test scores in the "Incompatibility" subscale of the Parent Child Relation Scale-Father Form for the fathers in experimental and control groups

GROUPS	PRE-TEST			POST TEST			CORRECTED POST TEST		
	N	\bar{X}	S	N	\bar{X}	S	N	\bar{X}	S
Experimental	40	24.25	3.18	40	14.25	3.18	40	13.89	1.56
Control	40	24.12	2.95	40	22.45	2.56	40	21.36	0.95

In Table 6, the results obtained in the "Incompatibility" sub-scale of the Parent-Child Relationship Scale-Father Form for the fathers in the experimental and control groups are seen. According to these results; the mean pre-test scores in the "Incompatibility" sub-scale of the fathers participating in the Father Training Program have fallen from 24.25 to 14.25 in the final test (low score refers to non-compliance), whereas in the control group in which there are no interventions, it is determined that the average of the scores do not show much change as 22.45

in the post test. The mean post-test scores corrected for pre-test scores of the groups are found to be 13.89 in the experimental group and 21.36 in the control group. This indicates that fathers in the experimental group participating in the Father Training Program have received lower scores in the “Incompatibility” subscale than the parents in the non-trained control group.

Table 7: ANCOVA results of the post-test scores corrected for pre-test averages in the sub-scales of “Incompatibility” of the Parent Child Relation Scale-Father Form for the fathers in experimental and control groups

Source	Sum of squares	df	Mean square	F	p
Pre-test(Incompatibility)	253.415	1	253.415	41.347	.012
Group (experimental/ control)	10.434	1	10.434	11.702	.000***
Error	471.935	77	6.129		
Total	813.550	79			

*** p< .001

When Table 7 is examined, it is seen that there was a statistically significant difference between the post-test scores corrected according to the mean of the pre-test scores in the subscale of "Incompatibility" of the Parent Child Relation Scale-Father Form for the fathers in experimental and control groups [F(1-77)=11.702, p<0.001].

Table 8: The post-test point averages and standard deviations corrected according to the pre-test scores of the fathers in the experimental and control groups in the "Conflict" sub-scale of the Parent-Child Relationship Scale-Father Form

GROUPS	PRE-TEST			POST- TEST			CORRECTED POST TEST		
	N	\bar{X}	S	N	\bar{X}	S	\bar{X}	S	
Experimental	40	19.45	3.72	40	11.45	3.12	40	11.03	2.11
Control	40	20.13	3.09	40	20.05	2.53	40	19.65	1.86

In Table 8, the results obtained from the "Conflict" sub-scale of the Parent-Child Relationship Scale-Father Form in the experimental and control groups were demonstrated. This shows that the fathers in the experimental group have shown a considerable decrease in their scores on the sub-scale of "Conflict" after the Father Training Program.

Table 9: ANCOVA results of the post-test scores corrected for pre-test averages of the fathers in the experimental and control groups in the “Conflict” sub-scale of the Parent Child Relationship Scale-Father Form

Source	Sum of squares	df	Mean square	F	p
Pre-test (Conflict)	787.904	1	787.904	3438.116	.000
Group (experimental/control)	121.557	1	1.557	22.431	.000***
Error	17.646	77	0.229		
Total	913.750	79			

*** p< .001

According to Table 9; it is seen that there is a statistically significant difference between the mean post-test scores corrected for the mean pre-test scores of the fathers in the experimental and control groups in the “Conflict” sub-scale of the Parent Child Relationship Scale-Fathers Form [F (1-77) = 22.431, p < 0.001].

Table 10: The post-test point averages and standard deviations corrected for the pre-test scores of the fathers in the experimental and control groups from the Parent Child Relationship Scale-Father Form

GROUPS	PRE-TEST			POST- TEST			CORRECTED POST TEST		
	N	\bar{X}	S	N	\bar{X}	S	N	\bar{X}	S
Experimental	40	79.23	8.29	40	40.95	6.15	40	40.01	6.25
Control	40	79.33	6.49	40	78.07	7.73	40	74.52	5.13

When Table 10 examined, the results of the scores obtained from the sum of the Parent Child Relationship Scale of the fathers in the experimental and control groups are seen. This suggests that the fathers in the experimental group participating in the Father Training Program have had a reduction in the points they have obtained from the whole scale compared to the fathers in the non-trained controlled group. Although the lowest score that can be obtained from the Child Parent Relationship Scale-Father Form is 23 and the highest score is 115, in this study, it has been determined that the average score of the father is 79.23 before the experimental process and the average score obtained after the experimental period is 40.95.

Table 11: ANCOVA results of the post-test scores corrected for pre-test averages of the parent-child relationship scale-father form of the fathers in the experimental and control groups

Source	Sum of squares	df	Mean square	F	p
Pre- test	3638.278	1	3638.278	1629.973	.002
Group (experimental/control)	40.932	1	40.932	18.338	.000***
Error	171.872	77	2.232		
Total	3811.95	79			

*** p < .001

When Table 11 is examined, it is seen that there is a statistically significant difference between the mean scores of the post-test scores corrected for pre-test averages of the fathers in the experimental and control groups in the Child Parent Relationship Scale Father Form [$F(1-77) = 18.338, p < 0.001$].

Table 12: The results of the t-test for the mean scores of the post-test and the retention test scores of the subscales and sums of the Child Parent Relationship Scale - Father Form for the fathers in the experimental group

Scale/Subscales	N	Measure	\bar{X}	S	Df	t	p
Positive relations	40	Post test	15.25	3.44	39	0.232	0.452
		Retention test	15.30	3.50			
Incompatibility	40	Post test	14.25	3.18	39	0.513	0.621
		Retention test	14.20	3.40			
Conflict	40	Post test	11.45	3.72	39	0.372	0.570
		Retention test	11.42	3.63			
Total	40	Post test	40.95	8.29	39	0.228	0.462
		Retention test	40.92	6.49			

According to Table 12, it is seen that the mean scores of the post-test and retention test scores of the fathers in the experimental group are very close to each other in the sub-scales and sum of the Parent Child Relationship Scale-Father Form. In addition, when we examine the t-test results related to the scores obtained by the fathers in the experimental group, from the sub-scales and sum of the Parent Child Relation Sale- Father Form, it is expressed that there is no

statistically significant difference between the sub-scales of “Positive Relations” ($t(39) = 0.232, p > .05$), “Incompatibility” ($t(39) = 0.513, p > .05$), “Conflict” ($t(39) = 0.372, p > .05$) and the sum of the scale ($t(39) = 0.228, p > .05$). These findings show that the fathers in the experimental group still retain the mean score they have received in the sub-scales and sum of the scale in the post test in the retention test practiced after four weeks. In this respect, it can be said that the effect of the implemented Father Training Program is continuing.

At this point, when the scores of the fathers from the Child Parent Relationship Scale-Father Form are evaluated, it is seen that the father training program implemented in the experimental group develops positive relations between the fathers and the children and decreases the incompatibility and conflict. Besides, from the scores obtained in the practiced retention test, it is seen that the effectiveness of the applied training program continues.

Discussion, Result and Suggestions

In conclusion, according to the result of the t-test on whether there is a significant difference between pre-test averages of the fathers in the experimental and control groups in the Parent-Child Relationship Scale-Father Form and its sub-scales included in the study, it is seen that there is no statistically significant difference between the pre-test scores they have had ($p > .05$). When the ANCOVA results related to whether there is significant difference between the pre-test, post-test and corrected post-test point averages of the Child Parent Relationship Scale-Father Form and its sub-scales for the fathers in the experimental and control groups included in the study are examined in line with the pre-test data obtained before the implementation of the Parent Training Program and after the application, it is determined that there is a statistically significant difference between the scores of the experimental group in Child Parent Relationship Scale- Father Form and its sub-scales. It is seen that the fathers in the experimental group participating in the Father Training Program have increased in positive relations with their children compared to the fathers in the non-trained control group, and decreased in the cases of nonconformity and conflict.

For “Positive Relations” sub-scale, the findings indicates that the fathers in the experimental group receiving the father training have got a significantly lower score than the fathers in the untrained control group in the subscale of “Positive Relations” and that the training program applied to the fathers in the experimental group has significantly increased the positive relations with their children. The reason for the increased positive relationship between the father and the child may be the work involved in the implemented Father Training Program and allowing the father to spend more time with their children. These activities include activities organized together with the father in the theatre, cinema, trips to shopping centre, bazaar, zoo

and gardening etc., and the activities held together at home or outside the home to support the development of children in different developmental areas. Kerns and Barnth (1995) research shows that it is important that parents play with their children for all of them. Nowadays, it is clearly seen that the time the fathers spend with their children has considerably increased. However, it is obvious the time spent with fathers is still little compared to the time the children spent with the mothers. Some researchers state that fathers exhibit behaviours such as teaching new things, modelling them during their relations with their children (Önder, 2003; Segrin and Flora, 2005; Wood, 2007). Indeed, children are influenced by their father's behaviour, problem-solving skills, and reactions and attitudes toward events, and are modelling their fathers. In this respect, fathers' establishing positive relationships with their children makes a significant contribution to the development of the child. Father's love to his children, affirming their positive behaviours, and most importantly making them feel that he approves makes the children more open to learning and development. In order to establish a positive relationship with the children, it is also important for the father, to listen to his children, to value their considerations, to express his love clearly and to determine the rules and boundaries he expects to obey. Because children learn from the mistakes they make as well as positive behaviours they have developed, In this case, the father's attitude towards mistakes is important. It is stated that the fathers who make use of these mistakes for the child to develop positive behaviours can establish more positive relationships with their children. In order to be able to develop positive relationships with their children, it is important for the fathers to allow them to express appropriate and expected behaviours rather than shouting at them or getting angry when they meet with an erroneous behaviour, and at some time allow the child to bear the consequences of his behaviour (Lamb, 2004). In this respect, it can be said that the presentations and activities that are carried out in the topics such as rule setting, coping with negative behaviours and father child communication in the Father Training Program contribute to the positive relationship between the father and the child. In addition, domestic relations and parental attitudes and home and out-of-home activities allowing fathers to spend time with their children in the implemented Father Training Program contribute to the adoption of democratic attitudes and increase the positive relationship between father and child. As a matter of fact, according to the research performed by Pekkarakaş (2010), it is revealed that fathers spending more time with their children exhibit democratic attitudes in their father children relationship. As a result, it appears that fathers who support their children more in line with their interests and needs have developed more positive relationships with their children.

The findings for the “Incompatibility” sub-scale suggests that, the fathers in the experimental group included in the Father Education Program have got significantly less

mismatch with their children than the parents in the non-trained control group; in other words, that the applied training program is significantly effective in reducing the incompatible relationships that fathers experience with their children. In addition, it can be said that presentations which were prepared for the knowledge of the developmental characteristics, behaviours and attitudes of the children and supported visually for the fathers in the experimental group have contributed to the reduction of the inconsistency between the father and the child. Indeed, activities that are carried out with the active participation of fathers, which allow them to express their feelings easily, enabling them to understand the emotional situations they are in and that they should listen effectively to what they are saying about the different situations, may be another factor that reduces the incompatibility. It is stated that when the children have close and warm relationships with their fathers, children are psychologically more closely matched with their fathers; they are more successful in school; they are in less anti-social behaviour and have better relationships with their peers throughout life (Koçak, 2004). What's more, Geçtan (2015) states that parents' exhibiting false parental attitudes and corrupt family structure, an unhealthy development, can be a major source of incompatibilities. This suggests that father adopting democratic attitudes towards child rearing and their efforts to promote healthy family structure can reduce children's incompatible relationship. In this direction, the solutions suggested by the researcher for the problems that the father can face in everyday life in terms of building a healthy family structure and demonstrating democratic attitude during the program, or offering other issues related to his / her family (special days of their spouses or children, or celebrations) may have reduced the incompatibilities which can be experienced between the father and the child. As a matter of fact, Pillin and Pringle, in their studies of the influence of the father's personality and child-rearing attitudes on the child, conclude that the children whose father is interested and show them affection are compatible children and that when the father is in an authoritarian and less interested structure, attention is paid to the increased tendency of incompatibility in the child (Güngörmüş Özkardeş 2006). Besides this, during the implementation process, the parents of the children asking the trainer questions in order to remove the incompatibilities with their children, also shows that they are trying to establish good relations with their children.

The findings for the "Conflict" sub-scale implies that, the fathers in the experimental group attending Father Training Program have got significantly lower scores than the fathers in the non-trained control group. In other words, the conflicts experienced by the fathers in the experimental group with their children after the Father training Program have significantly decreased. Conflict can be defined as maintaining some behaviour that the child's parents do not tolerate and create problems for them, not communicating with each other, and the inability to

understand feelings and thoughts. In this direction, the communication obstacles and errors in the “Family Communication” session in the Father Training Program and the activities conducted in the effective listening subjects may have been the cause of the decrease in the conflict between the father and the child. It is anticipated that fathers who have knowledge of healthy communication and effective listening to their children will be less likely to conflict with their children. In addition, it can be said that the negative behaviours seen on the fathers in the experimental group and the training they had in coping with these behaviours have helped to eliminate the problems that cause the conflict with their children, and so have affected the relation between the father and the child positively. On the other hand, Gordon (2009) states that children sometimes want to perform behaviours influenced by their curiosity and wish to discover the things that are difficult for parents and the social environment they live in. Those behaviours may create a conflict between the child and the parent. When such a situation occurs, parents often express that they are thinking of removing the conflict in a hard or soft manner. As a matter of fact, the methods and solutions of problems in family relations are also mentioned in the Father Training Program implemented by the researcher. Educational events as to what needs to be done after conflict which the father can experience with their children and about which problem-solving approaches should be adopted to reduce or eliminate this conflict may have been effective in reducing the conflict between the father and the child. Similarly, in the Father Support Program developed by AÇEV, it is stated that the conflicts that can be experienced with children are natural and that these conflicts can be removed by establishing healthy communication and relationship with children and giving parents awareness through problem-solving approaches (Bekman et al., 2007). One reason for the decrease in the amount of conflict between the children and the fathers in the experimental group participating in the Father Training Program may be that the program improves and matures the fathers themselves in raising children. In addition, Lamb (2004) states that fathers' involvement in child-raising constitutes a closer father-child relationship; it is also expressed that fathers' following children's development more closely and giving more importance to their children also help shaping their father's development positively. According to results of the research conducted by Tiedje and Darling Fisher (1996), involvement of men in child care has been shown to contribute to the development of their own psycho-social health at their middle ages. It is observed that the fathers participating in the training have said that they feel more competent about paternity in the short interviews made at the end of the program. These may be the result of the fact that in the decline of the conflict between the father and the child, the father sees them more competent in the skills which are related to the fatherhood and that they have gained confidence in the child rearing.

For sum of the scale the results shows that there is a significant improvement in the relation of fathers in the experimental group who have participated in the training program with their children by the effect of the training program. In other words, it appears that the positive effect of the training program implemented is very high in relationship of the fathers participating in the Father Training Program with their children. In this respect, it is important and necessary especially in early childhood to prepare father education programs to be applied in addition to pre-school education program and to support and assist fathers about fatherhood in order to increase the level of relations of fathers with their children positively (Tezel Şahin and Özyürek, 2010). In their study, Levant and Doyle (1981), have taken the fathers of the children between the ages of 6-12 for an eight-week Parental Training Program. As a result, improvements have been found in the communication of the fathers with children and in the perception of children's father-child relationship. In addition, in the result of the study conducted by father training in order to determine the effect of fathers on child raising attitudes, Kim and Kim (2008) have found that the attitudes of fathers during child rearing are important, that fathers' attitudes can be improved through the training program, their parenting attitudes develop positively after the training. Kanigsberg and Levant (1988) have examined the changes in parents who participated in two different educational groups, including parents' attitudes to parental education, changes in their attitudes and their contribution to the concept of children's self-concept, behavioural skills and communication skills. It has been observed that parents in the communication group have more mutual agreement in their relationships with the child. Positive changes are observed in the short term in terms of self-concept in the children of the parents participating in both training groups. However, in the long run, parents in the communication skills group perceive their children as less aggressive and think that games play a big role in determining the behaviour of their children. Taşkın and Erkan (2009) have investigated the effect of father training on the results of the study, and have found that fathers attending the father training play more with their children after the training, that they show more interest in their children, that they are engaged in verbal interaction and that they had increased the frequency of teaching new things. In addition, it can be said that the information and practices on parental attitudes in the Father Training Program have an important place in shaping the attitudes of fathers and their relations with their children. It is stated that the fathers with democratic parental attitudes have a higher level of involvement with their children. In a study conducted by Sımsıkı (2011), it is tried to determine the effect of father participation in terms of parental attitude, attachment style and couple harmony with 303 parents with pre-school children by applying the Father Involvement Scale, Parental Attitude Scale, Experience in Close Relationships Inventory and Double Harmony Scale. According to the results of the

research, it is concluded that the scores of the fathers with democratic attitudes are higher than the scores of the fathers with authoritarian attitudes according to the Parental Attitude Scale, and they are more closely related with their children. In addition, the close relationship established by the fathers and the researcher participant may have increased the effectiveness of the Father Training Program. The fact that the researcher is willing to spend time with the fathers after the training and sincerely respond to the questions asked about the children may have caused the fathers to be willing to continue the program and in this respect the Father Training Program might have been effective for the parents who follow the content of the program with this motivation. In fact, it is important that participants are willing to succeed in an educational program. What's more, the activities in the training and homework and duties to be done with the children at home included in the Father Training Program developed by the researcher in line with the opinions of the experts in the fields of child development and education, pre-school teacher and program development, enabling the active participation of the fathers may have facilitated positive relationships with their children.

However, it is found that there is no significant difference between the mean scores of the post-test and retention test scores of the fathers in the experimental group in Child Parent Relationship Scale-Father Form and their subscales ($p > .05$), and it is seen that the effect of the Father Training Program continues. Adult training programs are not short-lived programs, but it takes a long time for some achievements to turn into behaviour. In this respect, it is very important for fathers to internalize the achievements involved in this program and to find opportunities to practice it in domestic and out-of-home settings in everyday life. As a matter of fact, Kimmitt (2003) indicates that adult parenting programs increase the capacity of parents to raise their children as safe and emotionally healthy individuals. What's more, the activities that take place in the Father Training Program with the active participation of the fathers will ensure that the gains they have achieved are permanent and will guide them in solving their problems with their children. Seyrek and Sun (1991) state that the learning by playing, doing and living is more permanent.

In the light of the results obtained from the research, specialists (trainers, child development and other specialists working with children) can plan activities that involve the participation of the fathers and that include the fathers in order to increase the quality of the relationship. However, they can perform activities that can provide positive and lasting impacts on children, such as educational activities or field trips, in which the fathers can participate, both inside and outside the school. In addition, it may also be advisable to arrange family participation activities such as an article box, brochure, poster, seminar, conference for parents.

Through various family participation studies, it is possible to develop cooperation with the parents and more effective and lasting learning of the parents can be achieved. In addition, some arrangements can be made to promote the participation of fathers in different activities such as play, drama, free time, music and art activities in the pre-school period in order to improve the father child relationship level. Moreover, researchers working in this area may also organize training programs or training events for the post pre-school education levels in order to increase the level of the fathers' relationship with their children.

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