



Little pitchers have big ears: Father's participation in child's life through children's eyes

Çocuktan al haberi: Çocukların gözünden babanın çocuğun hayatına katılımı

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Öz: Araştırmada, çocukların babanın çocuğun yaşamına katılımına ilişkin düşüncelerini belirlemek için temel nitel araştırma yöntemi kullanılmıştır. Çalışma, belirli dahil edilme kriterlerini karşılamak üzere amaçlı örnekleme yoluyla seçilen 48-60 aylık 20 çocuğu kapsamaktadır. Araştırma verileri, yapılandırılmış görüşme formu ile toplanmıştır. Verilerin analizinde tümevarımsal içerik analizi kullanılmıştır. Araştırma sonucunda; çocukların babalarını oyun oynayan, annesine yardım eden, tamir eden, alışveriş yapan, medya araçlarını kullanan biri olarak algıladıkları görülmüştür. Ayrıca babalarıyla ev-dış mekan oyunları oynadıkları, ağırlıklı olarak çocukların bilişsel, sosyal ve duygusal gelişimlerini destekleyen etkinlikler yaptıkları ve en çok babalarıyla oynamak istedikleri belirlenmiştir.

Anahtar Kelimeler: Baba katılımı, Baba-çocuk ilişkisi, Çocukların düşünceleri, Okul öncesi dönem.

Abstract: In the study, the basic qualitative research method was used to determine the children's thoughts about the father's participation in the child's life. The study includes 20 children, aged 48-60 months, selected through purposive sampling to meet specific inclusion criteria. Research data were collected with a semi-structured interview form. Inductive content analysis was used in the analysis of the data. As a consequence of the research; while it has been determined that children perceive their fathers as the one who plays games, helps the mother, mends things, does the shopping, and uses media devices, it has been concluded that children play indoor-outdoor games with their father; that, during the time children spend with their father, they mainly do activities that support the cognitive, social, and emotional development of children, and that children mostly want to play with their fathers.

Keywords: Father involvement; Father-child relationship; Children's thoughts; Preschool period.

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Introduction

Today, it is observed that individuals' child-rearing responsibilities have become quite different compared to the past due to socio-cultural, economic and scientific advances. The increase in women's participation in education and employment, and the transformation of family structure from extended family to nuclear family have been decisive in this differentiation. Although the perception that the mother is responsible for the education and care of the child in this process continues to be influential (Uzun, Simsar, & Karaca, 2019), the distribution of duties and responsibilities belonging to the parents in the family is more egalitarian today (Czymoniewicz-Klippel, 2019; Deleş & Aral, 2021). In this process, since the 2000s, the prominent father roles have started to transform into a fatherhood model that brings bread to the house, ensures discipline at home, is a gender role model, is a caregiver as well as being a friend, and participates in the life of his child (Adamsons & Johnsons, 2013). Accordingly, fathers spend more time with their children compared to the past (Aksoy & Tatlı, 2019; Gülay-Ogelman, Erol, Karaşahin & Akyol, 2019; Güzel & Tüfekci, 2021). This coerced modernization of duties and roles minimizes the differences between parental roles (Mercan & Tezel-Şahin, 2017; Zeybekoğlu, 2013). It can be argued that the father's responsibility to respond to the physical, social-emotional and communication needs of the child increases as the other occupations of the mothers increase (Delibalta, 2020).

Although there are changes in the roles of parents, the perception that the mother is the one who is responsible for the care and education of the child in traditional societies, and the perception that the father is the one who is responsible for the livelihood of the house continues to be effective. Therefore, fathers mostly focus on providing the financial source of the house, and this is why they complain that the time they can allocate to their children is limited. What matters, at this point, is not how much time the father spends with his child, but the quality of the time he spends, even if it is limited (Gözübüyük & Özbey, 2020).

Over the last 20 years, it has been widely accepted around the world that the father has contributed to the development of the child (Volling et al., 2019). Numerous studies reveal that the father's active role in the child's care and development process from an early age is very important in adapting to fatherhood roles and establishing positive relationships with his children (Opondo, Redshaw, Savage-McGlynn & Quigley, 2016; Uyanık, Kaya, İnal-Kızıltepe & Can-Yaşar, 2016).

When the studies on the father-child relationship are examined, it is seen that the effect of healthy father-child interaction on the development of the child from the early years is at least as important as the effect of the interaction with the mother (Dette-Hagenmeyer, Erzinger & Reichle, 2014; Pekel-Uludağlı, 2017; Ramchandani & Psychogiou, 2009; Uzun & Baran, 2019; Zhang, 2011; Wilson & Prior, 2011). It can be said that the healthy relationship between the father and the child protects the child against the negativities that may arise from the socio-economic disadvantage (Raver, 1997), and that the father's participation is more effective than the mother's in the child's social adaptation process (Lewis & Lamb, 2003).

It can be mentioned that there is a positive relationship between the active participation of the father in the child's life and the social skill levels and self-regulation skills of the children (Torres, Veríssimo, Monteiro, Ribeiro & Santos, 2014). Güzel and Tüfekci (2021) state that some behaviour and adjustment problems in children are caused by indifferent father attitudes and father

deprivation. Academic failure and social-emotional problems have been observed in the future lives of children in families where the father-child relationship is almost non-existent (Culphin, Heron, Araya & Joinson, 2015; Gray, Kermyt & Anderson, 2015). The father's physical and emotional closeness to the child and spending time together ensure that the child receives the message that he is valued (Rohner & Veneziano, 2001), and accordingly, problem behaviors are positively affected (Ramchandani et al., 2013; Paquette, Carbonneau, Dubeau, Bigras & Tremblay, 2003). It has been demonstrated by many scientific studies that the holistic development and academic performance of the child is affected very positively when the father actively participates in the child's care, development and education processes (Cia, Barham & Fontaine, 2012; Flouri & Buchanan, 2004; Gülay-Ogelman, Erol, Kardeşahin & Akyol, 2019; Lam, 2012; Sethna et al., 2017; Tutkun, 2017; Yngvesson & Garvis, 2021). Unlike mothers, fathers encourage their children to behave more independently and explore the environment. This approach of the father positively affects the intelligence of the child (Amato, 1994; Aktaş, 1993; Huerta et al., 2013).

In terms of providing the child with a rich and free environment and encouraging the child to take risks, the father is the child's door to the outside world. From this point of view, the quality of the time that fathers spend with their children is of vital importance for the child's development and social cohesion (Tezel-Şahin, Akıncı-Coşgun & Aydın-Kılıç, 2017).

It is not always in the best interests of the child for the father to spend a lot of time with his child. If the time spent together is mostly spent with conflicts and negativities, the benefit of the father-child relationship cannot be mentioned here (Cabrera, 2019). For this reason, it is emphasized to focus on the quality of the time spent, not the length, at every opportunity.

When the literature is analysed, it can be seen that a healthy father-child relationship has significant influence on children's adopting gender roles (Lussier, McCuish, Mathesius, Corrado & Nadeau, 2018), their cognitive development (Flouri & Buchanan, 2003; Sethna et al., 2017), social-emotional development, personality development (Lam, 2012) and language development (Deleş & Aral, 2021). The effects of the healthy interaction between father and child start from prenatal period and continue throughout the child's life (Pekel-Uludağlı, 2017). The investments in children made by fathers with this awareness positively affect the social-emotional health of children (Deutsch, Servis & Payne, 2001) as well as their academic success, and contribute to the formation of qualified societies when viewed from a broader perspective.

With the redefinition of motherhood and fatherhood roles, although fathers exhibit an increasing presence in the focus of research taking the child as the core, studies on fathers still lag behind studies on mothers (Cabrera, 2019; Güngörmüş-Özkardeş, 2017, Mills-Koonce et al., 2015). However, with the changes in recent years, the new focus of research is the father and the father's effect on child development (Cabrera, 2019; Deleş & Kaytez, 2020; Güzel & Tüfekci, 2021; Jesse & Adamsons, 2018; Mercan & Tezel-Şahin, 2017; Paquette, 2004). There is a need for studies that deal with the influence of the father on the development and education of the child's perspective from different perspectives. It is known that there are inconsistencies in the reports of mothers and fathers in studies on father participation, and fathers are of the opinion that they are more involved than mothers express (Charles et al., 2016). It is believed that mirroring children's thoughts about father involvement together with the information obtained from the existing literature will contribute to parents, family interactions, children and researchers.

It is seen that studies on father-child relationship and father involvement focus on mother or father as data source (Cano, Perales & Baxter, 2019; Volling et al., 2019), while the number of studies on children's thoughts is insufficient. The main purpose of this research is to determine the thoughts of children about the father's participation in the child's life, based on "little pitchers have long ears". For this purpose; I have attempted to determine children's thoughts about the most liked characteristics of fathers, what the father does at home, what the father and the child do together, what kind of activities the children like to do with their fathers, what the children learn from the activities they do with their fathers, and what they want to do differently with their fathers.

Method

In the study, the basic qualitative research method was used to determine the children's thoughts about the father's participation in the child's life. Basic qualitative research is concerned with how individuals interpret their lives and what meaning they add to their experiences (Merriam, 2018). Emphasizing perspectives and experiences is one of the main purposes of qualitative research (Ersoy, 2016). Basic qualitative research has been selected as preferred design in this study, as it aims to better understand the father-child relationship through the eyes of a child.

Research Sample

In the study, criterion sampling, one of the purposive sampling methods, which aims to select participants who meet certain inclusion criteria (Patton, 2014), has been used in determining the study group. If the points that are considered significant in explaining the case under study are compatible with the main purpose of the study, they can be used for criterion sampling (Creswell & Clark, 2016). In the study, the inclusion criteria were determined as being nuclear family, living in the same house with biological parents, being between 48-66 months old and accepting voluntary participation. A total of 20 children, 13 girls and 7 boys, who meet the criteria, constitute the study group. 8 of the children are 49-59 months old, and 12 of them are 60-66 months old. When the personal characteristics of the fathers of the children in the study group are examined; it has been determined that they are between the ages of 33-39 (12 people), 40-47 years (8 people), 16 university graduates, 4 high school graduates, and all of them work. When the personal characteristics of the mothers of the children in the study group were examined, it has been determined that they are in the range of 27-35 years old (11 people), 36-42 years old (9 people), 13 university graduates, 7 high school graduates, 10 mothers work and 10 mothers do not work in any job.

Data Collection Tools and Procedure

The data of the study have been collected through a semi-structured interview form developed by the researchers. In the process of creating the interview form, first of all, the relevant literature on children was investigated and a pool of questions consisting of eleven suitable for the purpose of the study was created. Then, three faculty members with expertise in pre-school education were consulted to express their views on the appropriateness of the interview questions. The semi-structured interview form was finalized with six questions by making adjustments in line with expert opinions. Then, a pilot study was conducted with two children and their mothers in order to check the working status of the questions. The reason for conducting a pilot study with mothers was that I could get natural responses from children. After the pilot study, it was concluded that the interview questions worked. The form, which was given its final form, was administered to 20 children through their mothers. The semi-structured interview form includes such questions as "What do fathers do at home?, What would you like to do with your father? etc."

Preliminary interviews were made with the mothers of the children who met the inclusion criteria of the study, and they were informed about the purpose of the study. In terms of the reliability of the data, the mother was asked to ask the child interview questions and record the interview without any interference, when the mother and child were together and peaceful. The collected audio recordings were transcribed by the researcher, transferred to the computer environment and prepared for analysis.

Data Analysis

The raw data of the research were analyzed using inductive content analysis through the MAXQDA program. All interview transcripts were read several times in order to get a general idea about data coding. Codes were created from the interview data meeting the purposes of the study. As Patton (2014) suggested, categories were created by bringing together similar codes, and categories with common features were combined under main themes. For the credibility dimension of qualitative research, Lincoln and Guba's (1986) consistency, transferability, credibility and confirmability stages were taken into consideration.

For the consistency of the codes, categories and themes created in this direction, 20% of the answers received from the children were shared with a field expert. It was seen that the codes, categories and themes created by the field expert were similar to the codes, categories and themes created by the researcher (87%). The children whose opinions were consulted were expressed by giving codes as C1, C2, C3,...C20. Participant characteristics are explained in detail for

transferability. In order to ensure its credibility, direct quotations were used from the views of the participants. The confirmability research process was conducted consistently.

Ethical Permission

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

Ethics committee approval information

Name of the ethical review board: Ağrı İbrahim Çeçen University Scientific Research Ethics Committee

Date of the ethical assessment decision: 18/01/2022

Ethical assessment certificate number: E.30694

Findings

In this part of the study, figures belonging to the codes, categories and themes that emerged as a result of the analyzes made in order to examine the children's thoughts about the father's participation in the child's life are presented.

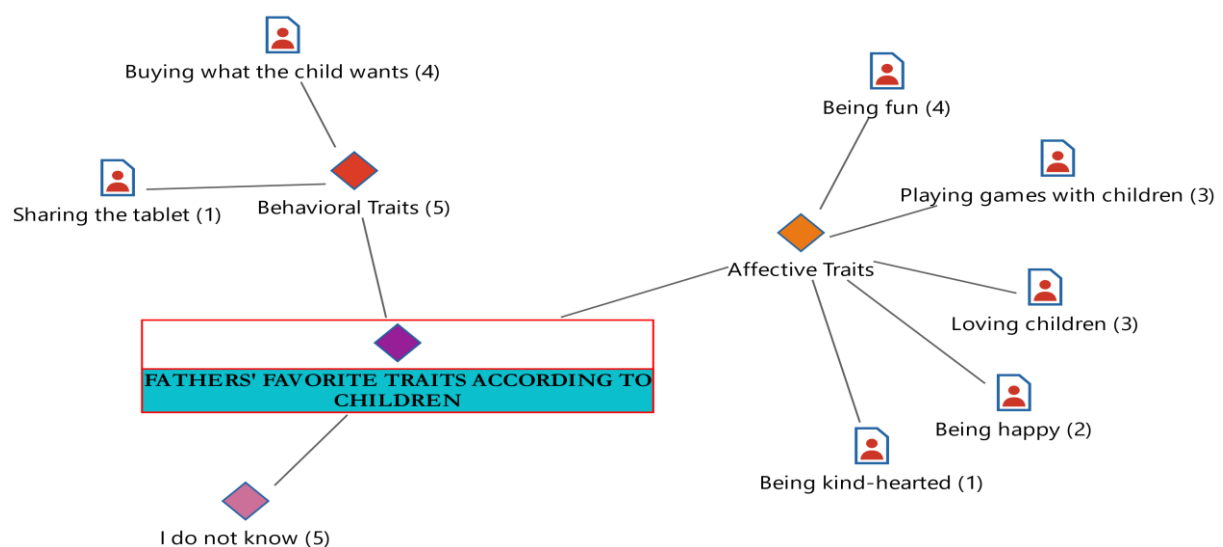


Figure 1. Findings on fathers's favorite traits according to children

When Figure 1 is examined, it is seen that the children express their father's favorite features as affective and behavioral. In the answers given by the children, being fun with the statement of “*I like him being funny and entertaining*” (f:4), playing games together (f:3), loving their children (f:3), being happy with explaining “*I don't like him angry, I like him happy*” (f:2) and being kind-hearted (f:1) are the affective results that emerge respectively. In behavioral characteristics, answers such as buying every desired thing (f:4) and sharing the tablet (f:1) are the most common. It is seen that the children in the study group mostly stated the effective characteristics about their fathers. Five children answered as “I don't know”.

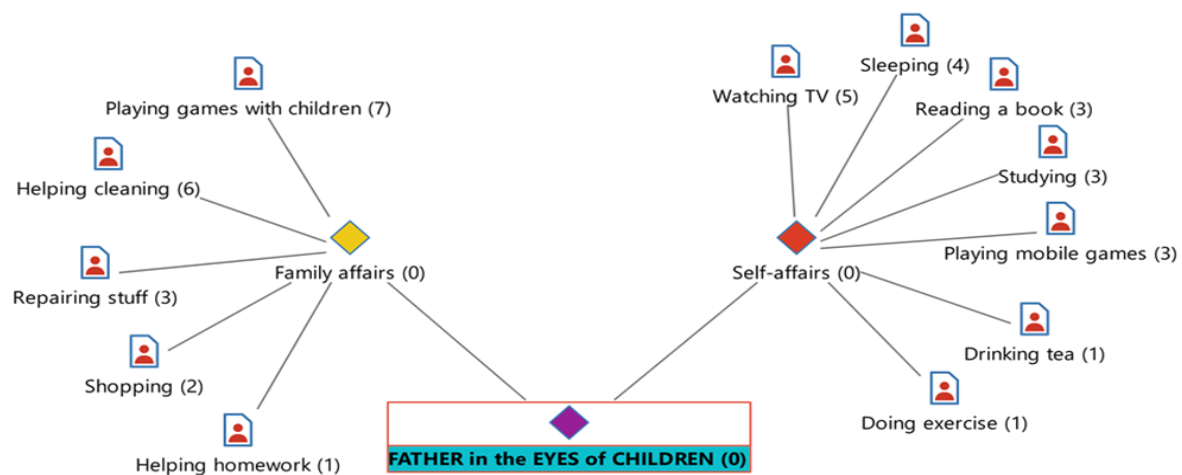


Figure 2. Findings on what fathers do at home

When Figure 2. is examined, it is seen that the answers given by the children to the question "what do fathers do at home?" are divided in two groups: they do works related to their family and they do works related to themselves. In the family-related chores category, while most children stated that fathers mostly played games with explaining “*He plays games with me*” (f:7); this is followed by helping with cleaning with the statement of “*He helps with the cleaning*” (f:6), repairing (f:3), shopping (f:2) and helping with my homework (f:1) respectively. When the other category, the category of works related to himself, is examined, the children mostly gave the answer that their fathers watch TV (f:5), and this is followed by responses of lying down (f:4), reading a book (f:3), studying (f:3), playing on the phone (f:3), drinking tea, and (f:1) exercising (f:1), respectively.

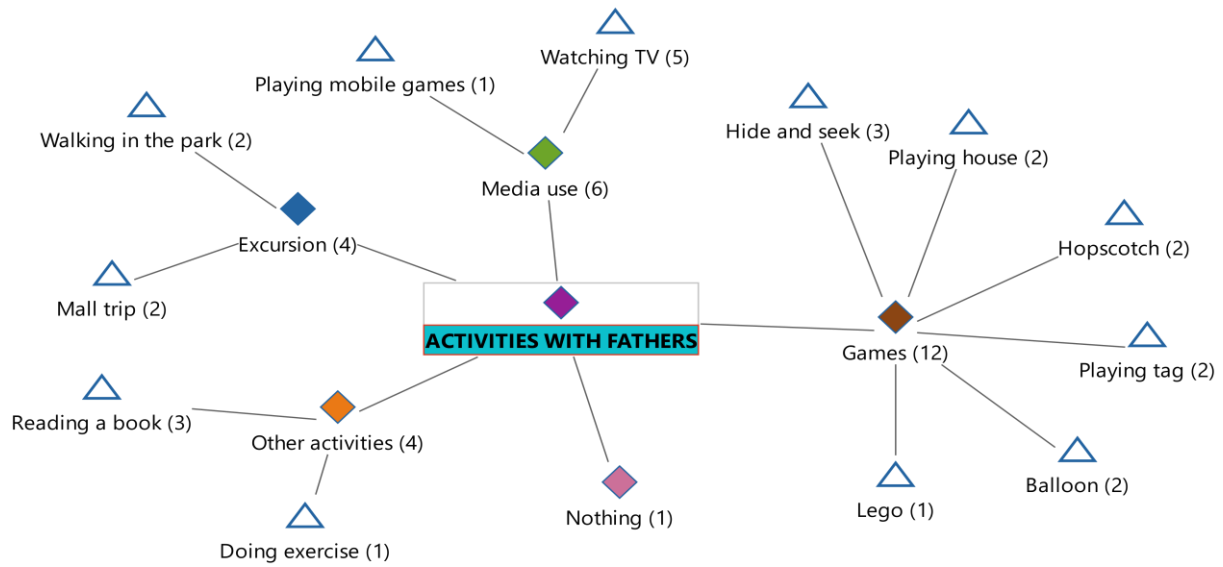


Figure 3. Findings on the activities that father, and child do together.

When Figure 3 is examined, it is seen that activities with fathers are gathered under the titles of games, media use, trips, and other activities, while a child expresses that he does not do anything with his father. In the game category, it is seen that hide and seek (f:3) is the most played game, followed by house (f:2), hopscotch (f:2), chase (f:2), balloon (f:2) and lego (f:1) games. It has been found that watching TV (f:5) ranks first in the category of media use, followed by playing on the phone (f:1). In the excursion category, park trip (f:2) and mall trip (f:2) took place in equal numbers, while in the activity category, it has been determined that children's answers included reading books (f:3) and sports (f:1).

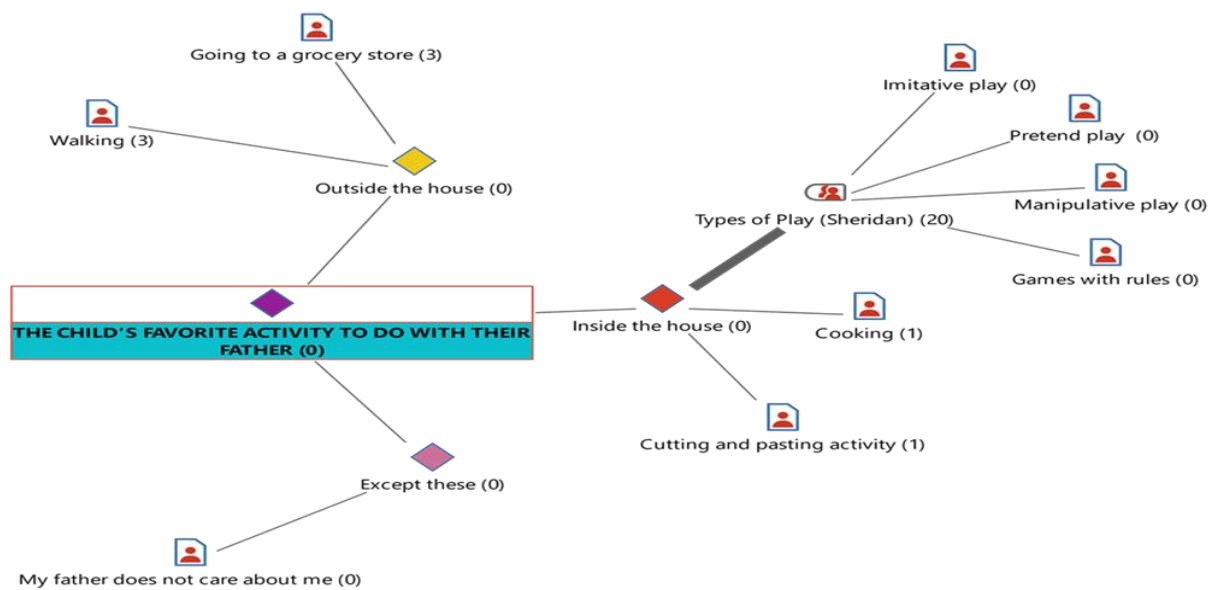


Figure 4. Findings on activities that children like to do with their fathers

When Figure 4 is examined, it has been determined that the activities that children like doing with their fathers are grouped into two groups as indoor and outdoor activities. In the indoor activities category, playing games (f:20) ranks first, followed by cooking (f:1) and cutting-pasting (f:1). In the category of outdoor activities, it is seen that the answers going to the market (f:3) and walking (f:3) were given, respectively. In addition to these two specified categories, a child's response, "Have you ever seen me doing activities with my father?" has been evaluated as a separate category.

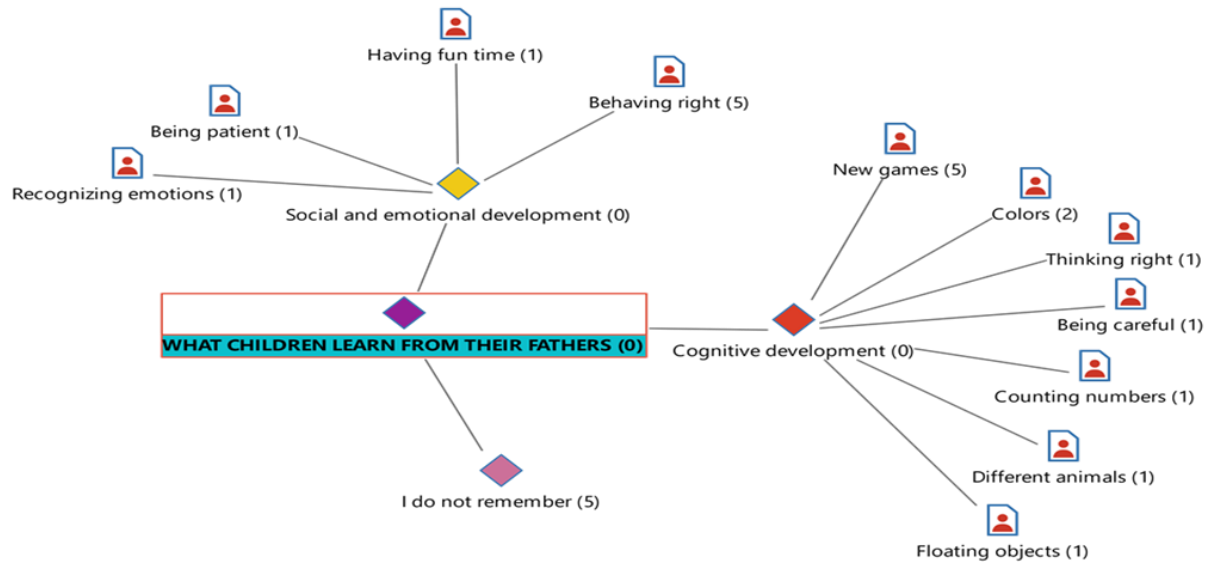


Figure 5. Findings on what children learn from the activities they do with their fathers

When Figure 5 is examined, it is seen that what children learn from their fathers is grouped under three headings: social emotional development, cognitive development, and I don't remember. They stated that under the category of social emotional development, children first learned to behave correctly from their fathers (f:5), and then to have fun (f:1), to be patient (f:1) and to recognize emotions (f:1), respectively.

In the cognitive development category, it has been found that children first learn new games (5) from their fathers, and then colors (f:2), thinking correctly (f:1), being careful (f:1), counting numbers (f:1), different animals (f:1) and objects that do not sink in water (f:1). It has also been seen that five of the children in the study group answered as "I don't remember".

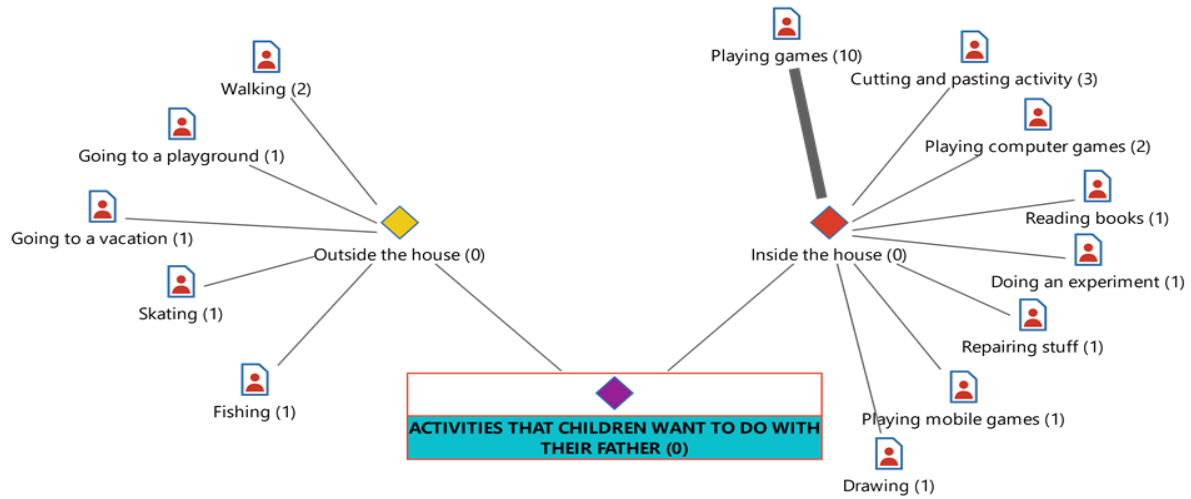


Figure 6. Findings on what children want to do with their fathers

When Figure 6 is examined, it has been determined that what children want to do with their father is gathered under two main headings as indoor and outdoor. It has been determined that children mostly tend to have requests as playing indoor games (f:10), cutting-pasting (f:3), playing on the computer (f:2), reading a book (f:1), doing experiments (f:1), repairing (f:1), playing on the phone (f:1) and painting (f:1). As for the outdoor activities, it has been concluded that the children want to go out with their fathers (f:2), go to a playground (f:1), go on vacation (f:1), skating (f:1) and fishing (f:1).

Conclusion and Discussion

In this study, the main aim is to examine children's thoughts about father's participation in the child's life. In the study, it has been determined that the expressions of the children about their father's favorite feature are gathered under two headings as affective and behavioral. From the children's answers; affective characteristics have been concluded to include being fun, playing games together, loving their children, being happy and good-hearted while behavioral characteristics have been concluded to be buying every desired thing and sharing the tablet.

According to the results of the research, children focus on two focal points while expressing their father's favorite features. Sharing and interaction with the fathers is the first focus, and second one is that fathers are seen as an economic power that will meet the demands of the children. It is noteworthy that when children list their father's favorite features, they also express the features generally accepted by the society. In their study, Kaya and Tuna (2010) concluded that the children listed the most disliked characteristics of their fathers as “He gets mad”, “He impinges on me” and “He gets angry”. It can be said that the results of the research coincide with the relevant literature. The most important thing expected from a father today is to meet the emotional needs of his

children rather than their material needs (Saliha & Jayan, 2014). Research findings reveal that children's expectations are mostly social and emotional.

It has been revealed that the children's thoughts on the activities that fathers do most at home are family-oriented and individual works. Family-oriented activities have been identified to include playing games, helping mother, repairing, shopping, helping with homework while individual works include watching television, lying down, playing on the phone, and exercising.

In the process of social change, one can think that although the roles of mothers and fathers begin to resemble each other, with the effect of patriarchal structure, the father's predominantly exhibiting behaviors such as resting, sleeping, playing games with children, making repairs in the house, and children's observation of this situation are the main factors in the formation of these thoughts. In the Turkey Family Structure Research Report published in 2021, the finding that 94.4% of women are responsible for child care is an indication that the traditional structure is still dominant in the society (Türkiye İstatistik Kurumu [TÜİK], 2021).

Türkoğlu, Çeliköz, and Uslu (2013), in their study to determine the perceptions of fathers who have children between the ages of three and six, for the quality of time they spend with their children, reached the conclusion that fathers did activities such as playing games with their children, taking a walk in the open air, going to the park, doing homework, going to the market, watching TV, eating, drawing, reading, singing and painting. In Bağçeli-Kahraman and Arabacıoğlu's (2018) studies examining children's perceptions of their parents and mother-child interaction in terms of gender roles, it has been determined that children's perceptions of their fathers are as follows: he goes to work, watches TV, helping, sleeps, plays with us, and goes for a walk. These results have been observed to be consistent with the children's thoughts.

Another important thought of children about their father is that they help their mothers. This situation can be interpreted as a more conscious sharing of parental responsibilities compared to the past. These findings are also supported by the literature. Considering that the father's behaviors create future fatherhood roles in the child's mind as a role model, it enables the child to recognize the roles related to fatherhood and internalize these roles (Aytekin, Artan, Bencik-Kangal, Çalışandemir & Özkızıklı, 2016; Yağan-Güder & Güler-Yıldız, 2016). Thus, it is important for fathers to be aware that their behaviours shape their children's future gender roles.

Another result obtained within the scope of the research is that children mostly play games with their father, use media tools, travel, and do activities. It has been found out that in the category of games played with the fathers, children play hide and seek, house, hopscotch, chase, balloon and lego games; in the category of media use, they watch television and play on the phone; in the

category of travel they go for park trips and mall trips; and in the other activities category, they read books and exercise.

The results of father-child relationship and father participation revealed that the most common activity of children with their fathers is playing games. This coincides with the results of the researches of Aytekin et al. (2016); Bağçeli-Kahraman and Arabacıoğlu (2018); Akıncı-Coşkun and Aydın-Kılıç (2017). It is very important for the development of children that fathers play games with their children because playing and father is the most important occupation and need of children (Erbay & Durmuşoğlu-Saltalı, 2012). With the increasing recognition of the importance of father-child relationship and father participation in the development and education process of the child, it can be thought that family members tend to play more games together in order to support the development of their children (Aytekin et al., 2016).

Yoon et al. (2020) in their study, which aimed to determine the effect of father involvement on the quality of father-child relationships, associated more father involvement with higher quality father-child interactions. In addition, it is known that fathers, compared to mothers, mostly prefer activities such as playing games together, watching television, taking an outdoor trip, going to the park and shopping, rather than personal care of the child (Özgün, Aydılek-Çiftçi & Erden, 2013; Ünal & Kök, 2015).

Jeynes (2018) conducted a meta-analysis of 34 studies to examine the role of fathers in children rearing. As a result of the research, it has been revealed that mothers mostly play a nurturing role in children's relationships, while fathers support children in preparing them for real life. When the results are examined, it can be said that the support provided by the mother and father complements each other.

There are many factors that affect the father's spending time with the child. Mostly, father's education level, working conditions, monthly income level and number of children, mother's approach to father participation, etc. are variables that can be counted among these factors affecting the time period that the father spares for his children (Pekel-Uludağlı, 2017; Roberts, Coakley, Washington & Kelley, 2014; Tezel-Şahin, Akıncı-Coşkun & Aydın-Kılıç, 2017). It is a point underlined by many researchers that the quality of the time spent with the child is important, not the length. The quality of the time spent together for the child and the parent is defined as activities that will support the development of the child in line with their interests and that they will enjoy doing together (Semerci, 2009). In this context, the fact that fathers mostly play games during the time they spend with their children overlaps with the results in the literature.

One of the participants, when asked about what he did with his father, said, "He is not interested in me." The answer is an indication that children have knowledge about every move made towards them and how deep an impact it has on the child's world. Dingus, Eckert, Ridge, and Jeon (2021) in their study aiming to determine the effect of father involvement on self-esteem; found that there is a positive significant relationship between supportive father involvement and self-esteem in supporting the ideal self-development of children, who are the building blocks of future societies, fathers should establish their relationships with the awareness of their influence.

In the study, it has been determined that the activities that children like doing with their fathers are divided into two groups as indoor and outdoor activities. It has been found that, in the category of in-home activities with their father; children like playing games, cooking, doing activities, in the category of out-of-home activities; they like going to the market and wandering around. It is striking that one child answers "Have you ever seen me doing activities with my father?" when asked about what she/he does with her/his father?

In the study of Ünlü-Çetin and Olgan (2018), which aimed to determine young children's father perceptions, they concluded that the most common choice in father-child partnerships is games, and that fathers preferred more physical games with their sons compared to their daughters. Similarly, in the study conducted by Aytekin et al. (2016) to examine the perceptions of children towards their parents, it is seen that the activities that children most enjoy doing with their fathers are playing games, watching TV, and going for a walk. In this respect, it can be said that the research findings are in parallel with the findings in the literature.

Studies show that children of parents who participate in their child's plays experience less negative consequences in the future (Menashe-Grinbergand & Atzaba-Poria, 2017). Although it is known that many factors such as working conditions, parenting attitudes, and education type affect father's participation, it is necessary for fathers to try to participate in the child's life as much as possible under all circumstances. This is the child's most basic need and right. Moreover, it is known that fathers who actively participate in the child's life get more satisfaction from parenting; and their relations with their spouses are also more positive (Pekel-Uludağlı, 2017). The most important thing to note here is that family members get pleasure from their work together and that togetherness is felt.

In the research, it has been determined that what children learned from their fathers is grouped under two headings; those that support their cognitive development, and those that support social and emotional development. It has been concluded that in terms of supporting cognitive development, children learn about new games, different colors, counting, thinking correctly, being

careful, different animals and floating objects from their fathers; and in terms of supporting the social and emotional development, children learn to behave correctly, to have fun, to be patient and to recognize emotions from their fathers.

With the participation of women in the workforce, fathers are expected to actively participate in the care and education of the child, as well as providing the income for the house (Barbeta & Cano, 2017). It is expected that all capacities of children who have an effective time with their fathers to ascend to top levels due to the fact that their paternity roles are shaped positively, that they are exposed to rich linguistic stimuli and that they experience different activities. In their study, Cano, Perales, and Baxter (2019) concluded that the cognitive development of the child is positively affected when the time spent with father and child is educational. Palkovitz (2019), in his study aiming to draw attention to the quality of father-child relationship from father involvement, states that children are affected by their relationships with their fathers socially-emotionally, behaviorally and cognitively.

Özsoy-Yanbak (2019), in his study examining the self-regulation skills of preschool children and the father-child relationship, found that the relationship between father and child positively affects the child's self-regulation skills. It is known that a healthy relationship between father and child allows the child to develop a positive self-perception, establish positive social relations, improve communication skills, and develop a positive attitude towards school (Gözübüyük & Özbey, 2020).

Lin, Li, and Yang (2019), in their study conducted to determine the relationship between Chinese fathers' play beliefs and their young children's developmental outcomes, divided fathers into two groups as "pragmatic fathers" who attach more importance to their children's academic behavior and spend time in this direction, and "hedonist fathers" who mostly spend time with pleasure-oriented free play. Moreover, they concluded that children of pragmatic fathers had better outcomes in language development and cognitive development, and children of hedonistic fathers in motor skills. Considering the need to support the holistic development of the child with parent-child interaction, it can be said that it would be much more beneficial for the fathers to enrich the time they spend with their children with versatile content.

In the research, it has been determined that what the children want to do with their fathers is gathered under two main headings as indoor and outdoor. It has been determined that children mostly tend to have requests as playing indoor games, cutting-pasting, playing on the computer, reading a book, and painting. As for the outdoor activities, it has been concluded that the children want to go out with their fathers, go to the playground, go on vacation, skating and fishing.

Considering the answers given by the children, it is seen that there is consistency between the activities they do with their fathers and the activities they want to do. In this case, it can be thought that the children are satisfied with the activities they carry out with the father, and they want to continue these activities.

Aytekin et al. (2016), in their study aiming to reveal the parental perceptions of children of 4-6 age, who receive pre-school education, concluded that children mostly want to go to the park, shopping center and for a walk with their parents. It can be said that these findings are consistent with the findings of our study.

It is known that fathers who do not render fatherhood roles with gender stereotypes such as disciplining the child and supporting the family are more interested in their children, spend more time and can establish closer relationships with their children (Aksoy & Tatlı, 2019). Similarly, Uzun and Baran (2019) state that the inner peace of fathers, who spend quality time and establish a healthy relationship with their children, also increases.

It is known that there is a significant relationship between the education level of fathers and activities such as playing games with their children, reading books, and taking their children out. (Aytekin et al., 2016; Telli & Özkan, 2016; Uyanık et al., 2016). This relationship is that fathers with a high level of education spend most of their time actively with their children. In that case, the level of consideration of the expectations, interests, and developmental levels of the children during the time spent with father-child is affected by the education level of the fathers. Accordingly, it can be said that there is a need for intervention studies targeting fathers.

In the study conducted by Jessee and Adamsons (2018) to determine the predictors that may be related to father-child relationship quality and whether relationship quality is transmitted across generations, it was concluded that father's participation patterns and father-child relationship quality tend to be transferred from generation to generation. Since it is known that the child's leadership skills and friendship relations become stronger when the father-child relationship starts and continues positively (Aksoy & Tatlı, 2019), fathers are expected to exhibit an attitude towards meeting the needs of their children.

Recommendations

It can be said that the fact that only mother and father notifications are included in the studies on parental participation actually causes the child's perceptions to be ignored in participation studies that center the child. For this reason, it may be recommended to focus on studies that use multiple data collection techniques and also use alternatives to obtain data from young children.

Educational interventions can be organized for fathers and prospective fathers about the healthy father-child relationship and the positive effects of father participation on the development of the child, the father himself and the mother.

It is known that mothers are heavily involved in intervention studies for children in terms of accessibility. For this reason, it can be suggested that studies in which children are the focal point should be planned with the participation of the father.

It is recommended that mothers adopt a supportive attitude towards father-child interaction as early as possible.

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