



## OKULÖNCESİ EĞİTİME BABALARIN KATILIM DÜZEYİ İLE İLİŞKİLİ DEĞİŞKENLERİN İNCELENMESİ

### INVESTIGATION OF VARIABLES RELATED WITH FATHER INVOLVEMENT IN EARLY CHILDHOOD EDUCATION

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#### Extended Abstract

The main understanding of family involvement is to strengthen family life and enhance the growth of early childhood children. Research demonstrate that family involvement has a positive effect on different aspects of child development (Seçkin & Koç, 1997; Temel, 2001; Gürşimşek, 2003) and also parents gain competence in different aspects of child rearing and relations with children depending on their level of involvement (Henderson, 1987; Lontos 1992; Epstein, 1992).

Increase in the number of working mothers, research on father identity and the importance of fathers as a role model in child rearing( Hawkins ve Dollahite, 1997; Lamb, 1997; Marsiglio, 1995c; Vondra ve Belsky, 1993) and social expectations on fathers involvement on childrens rearing and education ( Marsiglio,1995b) has increased the attention on factors effecting father involment in educational practice (Rane, 1996).

Yazgan (2000) states that, sharing life events provides a closer relationship between the father and child. Lamb (2000) states that as the time shared by fathers with their children increase the variety of their roles is enriched and this effects the quality of the relation. According to Güngörmüş (1990); due to the difference between father-child and mother-child relation, and roles displayed in these relationship, being together with the father effects the development of the child in different aspects. In this respect, the process of father involvement should be given special importance by educators. However, although families are seen as partners in family involvement programs, the necessary aspects to courage fathers for active involvement in their child's education are seen to be limited (Mc Bride & Rane, 1996).

The aim of this study is to determine the factors related with father involvement of a group of father that have children continuing early childhood education institutes. Another aim is to determine if there is a significant difference between the involvement level of the fathers from institutes that support/not support family involvement.

The sample consists of 161 father who have a child continuing early childhood education institute. The study is carried on at 6 institute selected among schools at Foça, Aliağa and Karşıyaka-İzmir. The distribution of fathers by age is; %11.2 under 30 , %23.7 is between 31-35, and %65 is over 40. The education level of the fathers are ; % 2.5 elementary school, %2.5 middle school, % 30.3 high school, and %64.7 college level.

Family Involvement Questionnaire ; originally developed by Fantuzzo, Tighe and Childs(2000) and Personal Survey is demonstrated to gather the data. Originally, Family Involvement Questionnaire consists of three dimensions ( Home Based Involvement-HBI, School Based Involvement-SBI, School-Family Partnership-SFP) and totally 25 items. Inventory is a 5-degree Likert scale and lower scores indicate higher involvement level. The reliability score of the original inventory is .85.

The revision of the scale with Turkish sample was demonstrated by Gürşimşek (2003) with 200 mothers, items with low reliability were eliminated, the last revised Turkish form contained 21 items. The reliability coefficient of the dimensions in the first study was .79, .69, .84 and total score .87. In this study the reliability scores for the dimensions and total scale is measured as; .83 for HBI , .72 for SBI, .90 for SFP and .92 for total scale. Home Based Involvement dimensions consist of 5 items , School Based Involvement dimension 7 items and School-Family Partnership 9 items, totally 21 items.

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No significant difference was found between the fathers' participation level in relation with age, education level, mother-father agreement on child rearing. The time fathers spend with their children were seen to be significantly related with fathers' Home Based Involvement scores (HBI)( $F(3,157)=10.849, p<.01$ ) and School -Family Partnership scores (SFP)( $F(3,157)=6.376, p<.01$ ). Fathers who spent more time with the child is seen to participate more in educational activities.

Fathers belief on how much their child has benefit from early childhood education is seen to be significantly related with the fathers School Based Involvement(SBI) ( $t(160)=5.963, p<.000$ ), Home Based Involvement (HBI)(  $t(160)=4.728, p<.000$ ), and School Family Partnership(SFP) ( $t(160)=4.020, p<.000$ ). Fathers that believe that their child has benefited from early childhood education are seen to involve more on all dimensions.

Lower scores are evaluated as more involvement in the scoring of the Family Involvement Questionnaire. The scores of fathers in Group 1 (family improvement supported schools) are seen to be lower meaning that involvement level of these group of fathers is higher on all dimensions. On School Based Involvement dimension the mean score of Group 1 is (19.88) and Group 2 is (26.22) and the difference between the mean scores are statistically meaningful ( $t(160)=11.008, p<.000$ ). The mean score of Group 1 on School Based Involvement dimension is (10.98) and it is seen that in schools in which family involvement is supported fathers plan and apply different home activities with their children ( $t(160)=23.021, p<.000$ ) . School -Family Partnership dimension is related with families' correspondence with school for planning activities and taking part at the planned activities. It is seen that the mean scores of fathers in Group 1 is (20.84) and Group 2 is (27.98) meaning that fathers from schools that support family involvement participate more on school based educational activities ( $t(160)=11.621, p<.000$ ). In general, it is seen from the data that supporting fathers for their participation of their child' education has an positive effect on their involvement level.