



RESEARCH ARTICLE / ARAŞTIRMA YAZISI

Father Education Program: An Experimental Study

Baba Eğitim Programı: Deneysel Bir Çalışma

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Abstract:

Father education programs are defined as the trainings organized for the father to take a more active role in the development of the child, to have better time with his child, to establish healthy relationships and to develop fatherhood skills. With the father psycho-education program prepared, it is thought that fathers can have more sensitive relationships with their children and develop father-child interactions. Based on these views, the aim of the study is to strengthen and improve the father-child communication of the father psycho-education program. An experimental design with pre-test-post-test control group was used in the study. The universe of the research consists of fathers who live in Northern Cyprus and have children aged 3-6. The sample was determined using easily accessible sample variation, which is one of the purposeful sampling methods. Before the pretest application, it was especially preferred by the researcher that both groups have similar demographic structure. Accordingly, a total of 19 fathers, 10 fathers in the experimental group and 9 fathers in the control group, with children aged 3-6 years, participated in the study. In collecting the quantitative data of the study, the Personal Information Form created by the researcher to collect general information about the fathers and the Child-Parent Relationship Scale were used to measure the father-child relationship. The father psycho-education program prepared by the researcher consists of 8 sessions, once a week. Each session lasts 120 minutes. According to the results of the Wilcoxon Signed Ranks Test conducted to examine parent-child communication before and after the Father Psycho-Education Program of the experimental group fathers, it was concluded that the father psycho-education program significantly improved father-child communication ($p < 0.05$). According to the results of the Mann Whitney U-Test, which was conducted to examine the relationship between the father-child relationship between fathers who participated in the father psycho-education program and the fathers who did not attend such training, the parent-child communication of the fathers who participated in the father psycho-education program was significant compared to the fathers who did not participate in such a training program improved ($p < 0.05$). According to the information obtained from the interview form applied to fathers, it is that the Father Psycho-Education Program has an important effect on strengthening father-child communication and increasing father participation. According to the findings, it was revealed that the applied father psycho-education program positively increased the father-child interaction.

Keywords: Father education; Parent education; Child development; Child education; Experimental study

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Öz:

Baba eğitim programları, babanın çocuğun gelişiminde daha aktif rol alması, çocuğuyla daha iyi vakit geçirmesi, sağlıklı ilişkiler kurması ve babalık becerilerini geliştirmesi için düzenlenen eğitimler olarak tanımlanmaktadır. Hazırlanan baba psiko-eğitim programı ile babaların çocukları ile daha duyarlı ilişkiler kurabilecekleri ve baba-çocuk etkileşimlerini geliştirebilecekleri düşünülmektedir. Bu görüşlerden hareketle çalışmanın amacı, baba psiko-eğitim programının baba-çocuk iletişimini güçlendirmek ve geliştirmektir. Araştırmada ön test son test kontrol gruplu deneysel desen kullanılmıştır. Araştırmanın evrenini Kuzey Kıbrıs'ta yaşayan ve 3-6 yaş arası çocuğu olan babalar oluşturmaktadır. Örneklem, amaçlı örnekleme yöntemlerinden biri olan kolay ulaşılabilir örneklem varyasyonu kullanılarak belirlenmiştir. Ön test uygulamasından önce her iki grubun benzer demografik yapıya sahip olması araştırmacı tarafından özellikle tercih edilmiştir. Araştırmaya 3-6 yaş arası çocuğu olan deney grubunda 10, kontrol grubunda 9 baba olmak üzere toplam 19 baba katılmıştır. Araştırmanın nicel verilerinin toplanmasında babalar hakkında genel bilgi toplamak amacıyla araştırmacı tarafından oluşturulan Kişisel Bilgi Formu ve baba-çocuk ilişkisini ölçmek için Ebeveyn-çocuk İlişkisi Ölçeği kullanılmıştır. Araştırmacı tarafından hazırlanan baba psiko-eğitim programı haftada bir gün olmak üzere 8 oturumdan oluşmaktadır. Deney grubu babaların Baba Psiko-Eğitim Programı öncesi ve sonrası ebeveyn-çocuk iletişimini incelemek amacıyla yapılan Wilcoxon İşaretili Sıralar Testi sonuçlarına göre, baba psiko-eğitim programının baba-çocuk iletişimini önemli ölçüde geliştirdiği sonucuna varılmıştır ($p < 0.05$). Baba psiko-eğitim programına katılan babalar ile bu eğitime katılmayan babalar arasındaki baba-çocuk ilişkisinin ilişkisini incelemek amacıyla yapılan Mann Whitney U-Testi sonuçlarına göre, ebeveyn-çocuk ilişkisi Baba psiko-eğitim programına katılan babaların iletişimleri, böyle bir eğitim programına katılmayan babalara göre anlamlı düzeyde gelişmiştir ($p < 0.05$). Babalara uygulanan görüşme formundan elde edilen bilgilere göre Baba Psiko-Eğitim Programının baba-çocuk iletişimini güçlendirmede ve baba katılımını artırmada önemli bir etkisinin olduğu görülmektedir. -eğitim programı baba-çocuk etkileşimini olumlu yönde artırmıştır.

Anahtar Kelimeler: Baba eğitimi; Ebeveyn eğitimi; Çocuk gelişimi; Çocuk eğitimi; Deneysel çalışma

Introduction

Early childhood covers an important period of time that affects people's adulthood in all aspects. During this period, children deserve the love, attention and best of adults. Family is expressed as the smallest unit consisting of at least two people who are together by marriage, blood bond or adoption (Haviland, Prins, Walrath, & McBride, 2006). Taking on the role of a parent, which begins with the conception of the child, is a situation that requires love, affection, responsibility, knowledge, skill and sacrifice. When we look at the scientific studies, it is seen that the attitudes and behaviors that mothers and fathers exhibit to their children are not an innate skill, and many of these behaviors are adopted later (Çağdaş & Seçer, 2005). After birth, the first close circle of the child is the family (Günalp, 2007). In other words, the family constitutes both the first and the most effective social environment of the child (Chow, 2004). From the moment the baby opens its eyes to the world, it begins to interact first with its parents and then with other individuals around it. While the child develops with the attitude, behavior and living conditions provided by his parents, he takes his mother and father as a model (Darga, 1999; Özmert, 2006).

According to the ecological system theory, which explains child development, children develop in a system affected by the environment at different levels. Development continues as a result of the interaction of inheritance and traits inherited from parents with the environment. According to Bronfenbrenner (1979), we must consider the child in the context of the ecological systems in which

he develops. This development process begins with the closest environment created by the home environment, continues with the wider environment such as the school system, and spreads to a wider environment that includes the home, school, social and cultural life of the child. It can be said that each layer is also in relation with the others (Bronfenbrenner & Morris, 2006).

Thanks to the characteristics of the social environment in which the child grows up, including the parents, the child acquires positive and negative behavioral patterns. First skills are acquired in the family and applied in the family environment. The family supports the child's personality and social development process. In addition, not only the physical needs of the child, but also emotional needs such as love, affection and respect are first met in the family environment (Güneş, 2017). The child acquires the most distinctive features, attitudes and behaviors by modeling his parents. Especially in the preschool period, children's interactions with their parents are very important for children's development. In the preschool period covering the 0-6 age period, the family adopting positive attitudes and raising their children consciously turns into a permanent success in the school period. On the contrary, it is known that they are children who are unsuccessful and have problems in their academic life. Children with personality and behavioral disorders may have adaptation problems when they start school. Senemoğlu (2004) emphasizes that the love and warmth shown to the child by his / her parents in the first years of life are important for the child to gain a basic sense of trust and, consequently, the child's personality development is affected.

According to the studies conducted, it is seen that children living with parents who are in constant conflict are more affected by stress, abuse and domestic violence, and are more affected by mental and physical health problems both in childhood and adulthood (Repetti, Taylor & Seman, 2002.; Demir & Şendil, 2007). With the infancy period, accepting that the child is an individual and giving the message that the child is valuable is important in children's positive self-development (Cüceloğlu, 2002). Parents need to respect the feelings and preferences of the child and support them in order to make the child feel accepted as an individual (Önder, 2003). In order for mothers and fathers to express themselves effectively to their children, they must first be kind and honest, communicate without judgment and open themselves correctly at the right time. In addition, they need to solve the problems they experience with their children together with their children (McKay, Davis & Fanning, 2010). It was emphasized that parent-child communication is very effective in the adaptation of preschool children to school and social environment, and accordingly, the emotional state of the child is also important (Pol, Groeneveld, Endendijk, Berkel, Hallers-Haalboom, Bakermans-Kranenburg & Mesman 2016). It has been stated that parents who behave positively to their children and who get positive results try to show more positive behaviors (Bater & Jordan, 2017; Graham & Weems, 2015). Exposure to negative experiences in early childhood can cause disruptions in later developmental periods and cause problems in the person's psychological resilience (Kararmak, 2016).

Mothers and fathers need to raise and develop themselves in parenting and to strengthen their communication with the child. Parental education is very important especially for the development of children who are mostly with their parents in the preschool period (Özel & Zelyurt, 2016). The early childhood period, which covers the ages of 0-6, is one of the most critical periods of life, where personality is formed, basic skills and many habits are acquired, and children are most open to all stimuli that may come from the environment.

Child protection efforts support the need for fathers to take increasing responsibility for their children's lives. (Health Service Executive, 2011). To understand fathers, Lamb (2010) suggested examining fathers from different countries and different cultures. As in the whole world, from the child's development in Turkey, individuals held responsible for the training and responsibilities of a first degree in physical terms has often been mothers. The father's role and importance in the child's life has hardly been mentioned (Taşkın, 2011). Father's spending quality time with his child, contributing to the care and responsibility of most of them, and interacting with the child is effective in the social, emotional and cognitive development of the child (Bekman, 2000; Sorakin, Y., Altınay, Z., & Cerkez, Y., 2019).

It is thought that this research will contribute to practices that can benefit the society, since there are no trainings based on strengthening father-child interaction in the Turkish Republic of Northern Cyprus (TRNC) for fathers only. In addition, it is known that studies are limited in our nearby geography and there are very few experimental studies on father education. For this reason, it is thought that an effective father psycho-education program to be prepared for fathers in order to strengthen the interactions

of fathers with their children will be beneficial for both researchers and the society.

Accordingly, with this experimental study, educational support will be given to fathers who need support while raising their children and who want to improve themselves in raising children. Preschool period is of great importance as it represents the future life of the child. It is thought that fathers who participate in father training programs and similar trainings can meet the developmental needs of their children. The healthy interaction between father and child in the preschool period will enable healthier children to be raised and more qualified societies to be formed (Senemoğlu, 2008). The problem statement of this study, depending on the reasons written above; "What are the effects of the father-child interaction of the father psycho-education program, which is prepared to increase the role of fathers on the child?" It is stated as.

Objectives of the Study

- 1- Applied to the experimental group participating in the Father Education Program; Is there a statistically significant difference between the pre-test and post-test scores of the Parent-Child Communication Skills Scale?
- 2- Applied to the control group participating in the father training Program; Is there a statistically significant difference between the pre-test and post-test scores of the Parent-Child Communication Skills Scale?
- 3- Is there a statistically significant difference between the pre-test post-test results of the experimental group from the Parent-Child Communication Skills Scale and the results of the Parent-Child Communication Skills Scale of the control group fathers?

Methods

The quantitative was used in the study. In this study, an experimental design was chosen to see the effects of education prepared for fathers to strengthen father-child interaction. This study was carried out practically as pre-test-post-test with experimental-control group. Accordingly, by comparing the scores obtained as a result of the pre-test, the effect of the independent variable with the similar characteristics of both groups is examined (Kıncal, 2013). The dependent variables of the study are father-child communication and father participation levels. The independent variable of the research is the father-psycho education program developed by the researcher.

Universe and sample

The universe of the research consists of fathers who live in Northern Cyprus and have children aged 3-6. The sample was determined using easily accessible sample variation, which is one of the purposeful sampling methods. Before the pretest application, it was especially preferred by the researcher that both groups have similar demographic structure. Accordingly, a total of 19 fathers, 10 fathers in the experimental group and 9 fathers in the control group, with children aged 3-6 years, participated in the study. In terms of not changing the size of the study, the experimental group and the control group fathers who will participate in the study were among the criteria determined

to be married within the scope of demographic information and to have children who do not need special education.

Measurement Tools Used in Research Process.

In collecting the quantitative data of the study, the Personal Information Form created by the researcher to collect general information about the fathers, and the Child-Parent Relationship Scale originally developed by Pianta (1992) to measure father-child relationship were used.

Parent-Child Relationship Scale

The Child Parent Relationship Scale was developed by Pianta (1992) using attachment theory and the Attachment Q-Set (Akgün & Yeşilyaprak, 2010). The scale consists of 30 items and is 5-point Likert type. The total score is the highest 120 and the lowest 24 (Akgün & Yeşilyaprak, 2010). The scale was adapted to Turkish by Akgün and Yeşilyaprak (2010). The adaptation study of the scale was applied to 234 mothers with children aged 4-6. Seven items were removed from the original scale in adaptation studies and the Turkish form of the scale consisted of 24 items. The Turkish version of the scale shows a two-factor structure. The names of the factors were defined as the first factor 'Conflict' dimension and the second factor as 'Positive Relationship' dimension, considering the original of the scale. The items in the conflict dimension include the negative relationship between mother and child (item 2: "My child and I seem to be in constant conflict with each other"), the Positive Relationship dimension, the close and warm relationship between mother and child (item 1: "I share a warm and affectionate relationship with my child") is trying to determine. The load value of the 14 items in the first factor ranged from .38 to .72. The same values are between .42 and .72 for the 10 items in the second factor. The internal consistency coefficients (Cronbach alpha) of the sub-dimensions of the scale were .85 for the Conflict Dimension subscale; It was found as .73 for the Positive Relationship Dimension subscale and .73 for the total (Akgün & Yeşilyaprak, 2010). High scores in the positive relationships dimension of the scale indicate that the relationship between parent and child is positive, and the high conflict scores indicate that conflict is at the forefront in the relationship between parent and child. In this study, the internal consistency coefficient Cronbach's alpha coefficient value for the Parent-Child Communication Scale was calculated as .84.

Development of Father Psycho-Education Program

Preschool is the most critical period when children can maximize their potential and learn new information. This is an important period in which the development of children is very rapid, the personality structure begins to take shape to a large extent, and basic habits are introduced to the child (Yavuzer, 2003). Especially in this period, healthy relationships with parents affect the relationships that children establish with their environment in the future. Considering that the people with whom children receive their first education are usually their parents, it is of great importance for the physical, mental, social and emotional development of children to develop themselves in early childhood. The purpose of family education programs is to support mothers and fathers in child education and development, to enable them to learn the right attitude and to help them establish the right communication with their children. In order to prepare the Father Psycho-education Program, the literature on family education, family participation, father participation and fatherhood role was

examined. Accordingly, the Father psycho-education program will help fathers with children aged 3 to 6 strengthen their communication with their children, increase the quality of their time with them, learn the correct attitude towards their children, learn about their children's developmental periods and characteristics, and have a positive. It is thought that they will contribute in the direction.

The father psycho-education program chosen as the subject in this study consists of an education period of 8 weeks, in line with the above mentioned information. The aim of this study is to strengthen father-child interaction. The psychoeducational program prepared continued for 8 weeks, two hours a week, one theoretical and one practical. The sessions of the 8-week Father psycho-education program applied with the experimental group fathers are described below. The program implementation will be evaluated with the pre-test and post-test application and semi-structured interview questions.

Father Psycho – Education Program

Purpose: The aim of this study is to strengthen father-child interaction.

Target Group: The target group of the study is fathers with 3- to 6-year-old children.

Number of Participants: 10 people.

Duration: The program consists of 8 sessions lasting 120 minutes each.

Method: In the study, a process with active participation is carried out by using the techniques of narration, question-answer, animation, story creation, discussion, brainstorming, role play and creative drama. In addition, individuals can self-evaluate.

Evaluation: The program implementation will be evaluated with the pre-test-post-test application and semi-structured interview questions to be applied to the participants.

1st session : The purpose of the 1st session is to meet the participants and the practitioner, to introduce the program, to inform about the rules of the group, aims and expectations, to give information about being a father and the role of fatherhood, and to make practices.

2nd and 3rd session : To provide participants with basic information about family attitudes and the developmental characteristics of children aged 3-6 and the family factor, and to raise awareness of the effects of the participants on their children's emotional and social development.

4th session: Within the scope of the 4th week of the Father Psycho-Education program, the subjects of "Child rights and parental behavior models" were covered, and ensuring that the participant fathers were aware of children's rights and parental attitudes.

5th and 6th session: To ensure that participating fathers are aware of the communication skills necessary for effective communication with their children within the scope of effective communication with the child.

7th session: Recognizing and controlling emotions are covered. It is aimed to increase the awareness of the participating fathers about how they can define their emotions and how they can control their emotions.

8th session: Quality time and game topics are covered. It is aimed that the participant fathers have awareness about

the importance of spending quality time with their children and the importance of play for the child.

Results

Parent-Child Communication Scale Pretest and Posttest Score Comparison of Experimental Group Father

Table 1: Comparison of the experimental group fathers' parent-child communication scale pretest and posttest scores

Dimensions	Pretest-Posttest	N	Mean Rank	Sum of Ranks	z	p
Conflict	Negative Ranks	10	5.00	55.00	-2.807*	.005
	Positive Ranks	0	.00	.00		
	Ties	0				
Positive relationship	Negatif Ranks	10	5.50	55.00	-2.842*	.004
	Positif Ranks	0	.00	.00		
	Ties	0				
Total	Negatif Ranks	10	5.50	55.00	-2.809*	.005
	Positif Ranks	0	.00	.00		
	Ties	0				

* Based on negative ranks

The results of the analysis indicated in Table 1 show that there is a significant difference between the scores of the parents participating in the study from the Parent-Child Communication Scale sub-dimensions of conflict and positive relationships before and after the father psycho-education program ($Z = -2.807$, $p < 0.04$, $Z = -2.842$, $p < 0.05$). Considering the mean rank and total of the difference scores, it is seen that this observed difference is

in favor of the positive ranks, that is, the posttest score. Considering the total scores obtained from the Parent-Child Communication Scale, a significant difference was found between the pre-test and post-test scores of the experimental group fathers ($Z = -2.809$, $p < 0.05$). Accordingly, it was concluded that the father psycho-education program significantly improved father-child communication.

Parent-Child Communication Scale Pre-test and Post-test Score Comparison of Control Group Fathers

Table 2: Comparison of the control group fathers' parent-child communication scale pretest and posttest scores

Dimensions	Posttest - pretest	N	Mean Rank	Sum of Ranks	z	p
Conflict	Negatif Ranks	2	6.50	13.00	-171*	.865
	Positif Ranks	5	3.00	15.00		
	Ties	2				
Positive relationship	Negatif Ranks	6	5.08	30.50	-979*	.327
	Positif Ranks	3	4.83	14.50		
	Ties	0				
Total	Negatif Ranks	3	3.83	11.50	-213*	.832
	Positif Ranks	3	3.17	9.50		
	Ties	3				

* Based on negative ranks

According to the analysis results, no statistically significant difference was found between the pre-experiment and post-experiment scores of the control group fathers who participated in the study from the

parent-child communication scale sub-dimensions of conflict and positive relationships before the father psycho-education program and after the father psycho-education program ($p > 0.05$).

Comparison of Parent-Child Communication Scale According to Pre-Test Experiment and Pre-Test Control Groups**Table 3:** Comparison of parent-child communication scale sub-dimensions with pre-test experimental and control groups

Dimensions	Group	N	Mean Rank	Total Rank	U	P
Conflict	experiment	10	9.40	94.00	39.000	.623
	control	9	10.67	96.00		
Positive Relationship	experiment	10	8.05	80.50	25.500	.110
	control	9	12.17	109.50		
Total	experiment	10	8.90	89.00	34.000	.368
	control	9	11.22	101.00		

* Based on negative ranks

According to the analysis results, it was not found that there is a significant difference between father-child communication between fathers who will participate in the father psycho-education program and the fathers who do not attend such training ($U = 34.000$, $p < .05$). When the sub-dimensions of the Parent-Child Communication Scale, conflict and positive communication dimensions were examined, no significant difference was found between the parent-child communication of the fathers who would and did not attend the father psycho-education

program. ($U = 39.000$, $p > .05$; $U = 25.500$, $p > .05$). Considering the mean ranks, there is no difference between the pre-test results of the fathers who participated in the father psycho-education program and the pre-test results of the fathers who did not participate in the father psycho-education program. This finding is that the father participation levels of the experimental and control group fathers who participated in the study were similar before the father psycho-education program.

Comparison of Parent-Child Communication Scale According to Pre-Test Experiment and Pre-Test Control Groups**Table 4:** Comparison of parent-child communication scale sub-dimensions with pre-test experimental and control groups

Dimensions	Group	N	Mean Rank	Total Rank	U	P
Conflict	experiment	10	9.40	94.00	39.000	.623
	control	9	10.67	96.00		
Positive Relationship	experiment	10	8.05	80.50	25.500	.110
	control	9	12.17	109.50		
Total	experiment	10	8.90	89.00	34.000	.368
	control	9	11.22	101.00		

* Based on negative ranks

According to the analysis results, no significant difference was found between fathers who would participate in the father psycho-education program and the fathers who did not attend such training ($U = 34.000$, $p < .05$). When the sub-dimensions of the Parent-Child Communication Scale, conflict and positive communication dimensions were examined, no significant difference was found between the parent-child communication of the fathers who would and did not attend the father psycho-education

program. ($U = 39.000$, $p > .05$; $U = 25.500$, $p > .05$). Considering the mean ranks, there is no difference between the pre-test results of the fathers who participated in the father psycho-education program and the pre-test results of the fathers who did not participate in the father psycho-education program. This finding is that the father participation levels of the experimental and control group fathers who participated in the study were similar before the father psycho-education program.

Comparison of Parent-Child Communication Scale According to Post-Test Experimental and Control Groups**Table 5:** Comparison of the sub-dimensions of the Parent-Child communication scale according to the post-test experimental and control groups

Dimensions	Group	N	Mean Rank	Total Rank	U	P
Conflict	experiment	10	6.65	66.50	11.500	.006
	control	9	13.72	123.50		
Positive Relationship	experiment	10	6.00	60.00	5.000	.001
	control	9	14.44	130.00		
Total	experiment	10	5.85	58.50	3.500	.001
	control	9	14.61	131.50		

* Based on negative ranks

The scores obtained from the Parent-Child communication scale after the psycho-education applied by the fathers who participated in the father psycho-education program and did not participate in such an education program were compared with the Mann Whitney U-test and the results are given in Table 5.

According to the analysis results, at the end of an 8-week experimental study, it was found that there was a significant difference between fathers who participated in the father psycho-education program and the fathers who did not attend such training ($U = 3.500, p < .05$). When the sub-dimensions of the Parent-Child Communication Scale were examined in order, a significant difference was found between the scores they got from the dimensions of conflict and positive communication. ($U = 11.500, p < .05$; $U = 5.000, p < .005$). When the mean ranks are considered, it is understood that the fathers participating in the father psycho-education program have higher paternal participation compared to the fathers who did not attend the father psycho-education program. This finding indicates that the father psycho-education program is effective in strengthening father-child communication.

Discussion and Conclusion

The main purpose of this study is to examine the effectiveness of father psycho-education program on father-child interaction. In the study, it was concluded that the program applied to fathers significantly increased the communication skills and father participation of the experimental group fathers. Applied to the experimental group; It was examined whether there was a statistically significant difference between the pre-test and post-test scores of the communication skills scale, and it was concluded that the father psycho-education program improved the father-child communication significantly. According to this, after the "Father psycho-education Program" was applied to the fathers of the experimental group, the scores of the experimental group fathers in the EPAS increased. Before and at the end of the application, while the level of positive relations with the children of the fathers participating in the study increased, it was found that there was a decrease in conflict situations. The reason

for this is thought to be a result of the fathers' being informed and gaining awareness together with the issues of "communication" and "parent-child relationship" given to fathers based on the Cognitive Behavioral Approach in the father psycho-education program.

Within the scope of the father-psycho education program, information and activities were frequently included to increase the interaction of fathers with their children. Especially, as a result of the practices on the parental behavior attitudes given to fathers and communication barriers, the focus was on the more effective communication of fathers with their children. This finding obtained from this study also supports Özkan's (2014) conclusion that Father Participation Program prepared for fathers positively affects the relationship between father and child. In addition, Hancock et al. (2002) supports the research finding that parents were trained to improve their children's behavioral problems and communication skills of their children, and as a result of the training, parents changed behavior while communicating with their children, and this is still continuing after one and a half months.

In addition, by Şimşek (2017); The positive effect of the family education program on family and child rearing attitudes and communication is in parallel with the finding. In a similar study, in the study conducted by Mutlu (2018), it is supported by the finding that the Father Support Training Program is effective on variables such as communication, problem solving, roles, interest and love, behavior pattern in the family.

In addition, Kuzucu (1999) prepared a consultancy program to improve the communication skills of young people in his research. At the end of the program, the findings of the research; found that the informative counseling program applied to young people had a significant effect on the levels of conflict between adolescents and fathers, and this finding supports the findings of our study. Fox, Duffy and Keller (2006), who prepared a training program for mothers and fathers in order for parents to cope with the problematic behaviors of their children, gave information to parents about

communication skills, especially for their children to cope easily with behavioral problems. Research findings show that parents' parenting skills have developed after the training program and they can cope more easily with the problematic behaviors of their children.

In addition to this finding, the finding obtained from the research conducted by Bolat (2011) that the parent education program is effective on the correct attitudes and behaviors of their children and also on their communication skills supports the findings of the research. When the literature review is done, it is seen that many studies have been done on communication skills. There are studies that show that these studies are aimed at gaining effective communication skills in individuals and that there is an improvement in individuals especially in empathy, active listening, I language and you language, as well as self-knowledge (Atan & invention, 2018; Karahan, Saridoğan, Güven, Özkamalı, & Dicle, 2006) Deniz, 2003; Akgün and Polat Uluocak, 2010). These findings are important in that effective communication methods can be learned through education and they are effective in solving relationship conflicts and problems arising from communication problems. In this context, in the light of parallel findings, it is thought that the father psycho-education program can make significant contributions to father-child interaction.

Recommendations

It can be suggested to researchers with the idea that different results can be obtained by including children in father psycho-education programs to be prepared in the future and by increasing the number of samples.

Researchers can apply different parent education programs or psychoeducational programs for mothers and fathers to examine the effects of these programs on children. The father psycho-education program is designed for fathers with children aged 3-6. Researchers are recommended to organize the program for fathers with children of different age groups, as well as fathers of children who need special education, and to conduct research on this subject. It is recommended that father psycho-education programs be organized for adolescent

fathers. Considering the developmental characteristics of adolescents, it is known that they go through a stormy period and domestic conflicts are experienced. It is thought that trainings to be given to fathers of adolescents in this age group will strengthen father-child communication. It is recommended to researchers in terms of preparing father psycho-education programs to be prepared in the future by benefiting from innovations in technology, and also in terms of organizing online or offline trainings on the internet so that fathers have the opportunity to access the information they need whenever they want.

Declarations

Ethics Approval and Consent to Participate

This study was approved by Near East University Ethics Committee's YDÜ/EB/2018/12020 Decision. Consent of Participants were collected through the informed consent form which included name – Surname and Signature parts.

Consent for Publication

Not applicable.

Availability of Data and Materials

All data generated or analyzed during this study are included in this published article [and supplementary information files].

Competing Interests

The author declares that no competing interests in this manuscript.

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Authors' Contributions

YÇ: She contributed to the design of the research, the creation of the methodology, the review of the datasets, the literature reading, the writing and presentation of the article. YS: Contributed to data collection and analysis, literature reading, writing and presentation of the article. All authors have read and approved the final article.

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