

Subject Area  
Child Development

Year: 2022  
Vol: 8 Issue: 98  
PP: 1578-1583

Arrival  
25 March 2022

Published  
30 May 2022

Article ID Number  
62166

Article Serial Number  
02

Doi Number  
<http://dx.doi.org/10.29228/sss.j.62166>

**How to Cite This Article**  
Peşen Akça, R. (2022).  
"Examination Of The Master's  
Theses On The Role Of  
Fatherhood In Turkey"  
International Social Sciences  
Studies Journal, (e-  
ISSN:2587-1587) Vol:8,  
Issue:98; pp:1578-1583



Social Sciences Studies Journal is  
licensed under a Creative Commons  
Attribution-NonCommercial 4.0  
International License.

## Examination Of The Master's Theses On The Role Of Fatherhood In Turkey

### Türkiye'de Yapılmış Babalık Rolünü Konu Alan Lisans Üstü Tezlerin İncelenmesi

Raziye PEKŞEN AKÇA<sup>1</sup>

<sup>1</sup> Dr.; Kayseri University, Develi Hüseyin Şahin Vocational College, Department of Child Care and Youth Services, rpeksenakca@kayseri.edu.tr, Kayseri, Turkey

#### ABSTRACT

The aim of this research is to conduct a scientific examination on master's theses on "The Role of Fatherhood" in Turkey. In this descriptive study, the general survey model was employed. In the study, it was aimed to reach the entire population of the study without sample selection and 13 studies were included in the research. The theses were examined according to year, type, the universities and institutes where the thesis was conducted, the research model, and the field. As a result of the research conducted using the document review technique, it was observed that the first study was conducted in 1999 and the last study was conducted in 2020. It was determined that all of the studies were master's thesis, the number of theses on health and social sciences (f=4) had the highest share in the distribution, and the scientific studies used mostly quantitative model/method (f=9), and role of fatherhood was studied in the child development department (51%) more than the other fields.

**Keywords:** Role of Fatherhood, Fatherhood, Conduct of Fatherhood

#### ÖZET

Bu araştırmanın amacı, Türkiye'de yapılmış "Babalık Rolünü" konu alan lisansüstü tezlerin bilimsel incelenmesidir. Betimsel nitelikte olan bu çalışmada, genel tarama modeli kullanılmıştır. Araştırmada örneklem seçimine gidilmeyerek çalışma evreninin tamamına ulaşılması hedeflenmiş ve araştırmaya 13 çalışma dahil edilmiştir. Lisansüstü tezler yıllarına, tez türüne, tezin yapıldığı üniversite ve enstitülere, araştırma modeli, çalışma alanlarına göre incelenmiştir. Doküman incelemesi tekniği kullanılarak yapılan araştırma sonucunda, ulaşılan ilk çalışmanın 1999, son çalışmanın ise 2020 yılına ait olduğu görülmüştür. Çalışmaların tamamının yüksek lisans alanında yapıldığı, sağlık ve sosyal bilimler alanında yapılan (f=4) tezlerin sayısının dağılım içinde en fazla olduğu, yapılan bilimsel çalışmaların da daha çok nicel model/yöntem kullanıldığı (f=9), çalışma alanı olarak çocuk gelişim bölümünde (%51) diğer alanlara göre daha fazla babalık rolünün ele alındığı saptanmıştır.

**Anahtar Kelimeler:** Babalık Rolü, Babalık, Babalık Davranışı

## 1. INTRODUCTION

The role is the set of behaviors expected from each individual according to his/her status. This concept, which has a great importance in the transfer and formation of culture, (Tepe, 2021:12) is affected by cultural coding and social norms. The fact that mother is regarded as the primary person who is responsible for development and education of the child in Turkey has caused studies to focus on role of motherhood; however, it has recently been realized that fathers have direct or indirect positive effects on the development of the child, thus resulting in increasing the number of scientific researches based on father participation day by day and obtaining new data (Balin, 2021:56). Because they have a different but effective impact directly or indirectly on the development and education of children (Tezel Şahin and Özbey, 2007).

Fathers, who were seen as an authority figure in the previous years, were able to look after their infants as much as mothers after their birth along with their participation that started during pregnancy (Bal, 2014:6). The fact that the father is not in the life of a child, assumes a passive role even if he/she exists physically, and acts indifferently to his/her child affects a child not only in terms of his/her personality, but also mentally and physically negatively (Yavuzer, 2003:23). In the role of father, which is an appropriate role model, it is known that the fathers have an important role in the level of self-esteem and motivation of the child (Özgündüz, 2015: 34), they contribute to the development of his/her intelligence (Güngörüş, 2016:250), children receiving interest and love from their fathers establish better social relations (Tezel Şahin, 2003:461; Tezel Şahin and Özbey, 2007:41), and they contribute positively to language development (Gül, 2019:17). Therefore, the matter is to distinguish the difference between the concepts of "being a father" and "acting like a father". The concept of being a father emphasizes having a child for a man based on gender and refers to the role he is attributed to accordingly. Acting like a father means that fathers contribute to their child's development - particularly social-emotionally. Therewithin, they also are responsible for meeting their family's needs. The concept of "Fatherhood", which is formed by the combination of these two concepts, plays an effective role in conveying the norms of the society to the child (Bozok, 2018:24) and tries to meet the expectations regarding the role of fatherhood in accordance with the changes and transformations

in social life. For this reason, the father needs to establish a healthy fatherhood role in order for the child to exhibit a healthy development.

For this reason, postgraduate theses, which require an in-depth and meticulous work and are approved by universities and institutes, can be utilized concerning the subject (Aydođdu, 2019: 7482). It is thought that the examination of postgraduate theses on the role of fatherhood will contribute to the literature. Accordingly, the aim of this research is to examine the Turkish postgraduate theses on "The Role of Fatherhood".

### 1.1. Aim of the Research

This study aims to examine the master's theses on the "Role of Fatherhood" in Turkey (1977-2019) according to thesis years, the type of thesis, the universities and institutes where the thesis was conducted, the research model, and fields. For this purpose, all theses on this subject were reached over the National Thesis Center of the Council of Higher Education (Kuzucu, 1999; Poyraz, 2007; Kuruçırak, 2010; Şahin, 2012; Telli, 2014; Gül, 2019; Yıldız, 2019; Aksüt, 2020; Delibalta, 2020; Karayılmaz, 2020; Uğur, 2020; Özdeniz, 2020; Şalcı, 2020).

The answers of the following questions were sought in this research:

- ✓ What is the distribution of the theses on the role of fatherhood in terms of years?
- ✓ What is the distribution of the theses on the role of fatherhood in terms of types?
- ✓ What is the distribution of the theses on the role of fatherhood in terms of the universities where they were conducted?
- ✓ What is the distribution of the theses on the role of fatherhood in terms of the institutes?
- ✓ What is the distribution of the theses on the role of fatherhood in terms of the research model?
- ✓ What is the distribution of the theses on the role of fatherhood in terms of the fields?

## 2. METHOD

This section mentions about the research model, population and sample, data collection and analysis sections.

### 2.1. Model of the Research

In this descriptive research, the general survey model was employed to examine the master's theses on the "Role of Fatherhood" in Turkey. In accordance with the purpose of the research, it was aimed to reach all master's theses on the role of fatherhood in Turkey. In this context, the database of the Higher Education Council National Thesis Center was used to access the data. First, the keyword was determined and postgraduate studies on the role of fatherhood were transferred to the computer environment. As a data collection method, the document analysis method, which includes the processes of finding, examining, taking notes of and evaluating studies, was employed. As a result of the research conducted with the document review technique, comprehensive information about the targeted subject of the research was tried to be obtained. It was tried to reveal how the studies on the role of fatherhood have been handled in 21 years. The findings obtained from the last stage of data analysis were interpreted and explanations were made regarding the results.

### 2.2. Population and Sample

While the population of the research consisted of postgraduate theses on the role of fatherhood conducted in Turkey, the sample consisted of the master's theses which were conducted between 1999 and 2020 (21 years) and allowed to access. No selection was made in terms of sampling method and it was aimed to reach whole of the population in this regard. All of the theses reached were master's theses and no doctorate studies and specialty theses were found in this field.

### 2.3. Data Collection

While obtaining the data, the term "Role of Fatherhood", which is thought to serve the purpose of the research, was screened as a keyword in order to obtain comprehensive data on the relevant subject in the databases.

### 2.4 Data Analysis

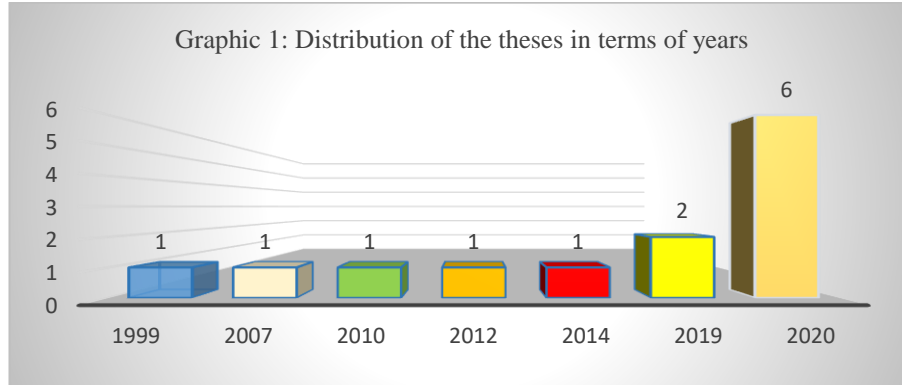
Firstly, keyword was determined and then the theses were examined by the researcher by developing a thesis examination form. Theses recorded in the data analysis form were analyzed by content analysis. In content analysis, similar data are brought together within the framework of certain concepts and themes and interpreted in a way that the reader can understand (Yıldırım and Şimşek, 2013). In this sense, the types of theses that can be accessed within the scope of the analysis were examined based on their numbers and characteristics in terms of various variables such as their year, universities, institutes, research model, method and subject. In addition, the

thesis examination form developed by the researcher was presented to the opinion of two field experts so that the validity of the research was ensured.

### 3. FINDINGS

The distribution of master's theses conducted in Turkey in terms of their years, types, universities, institutes, research model and subject are presented in the following graphics.

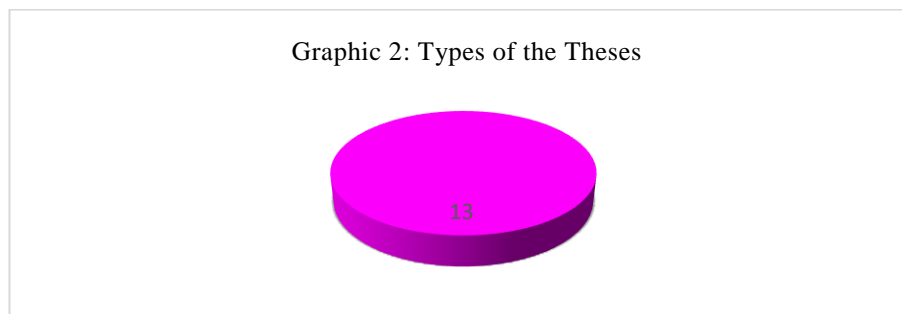
#### 3.1. Findings On The Distribution Of The Theses On The Role Of Fatherhood In Terms Of Years



When the distribution of the theses by years was examined in Graphic 1, it was observed that master's theses were carried out between 1999 and 2020, the number of master's theses on the role of fatherhood (13.2%) started to increase in 2019, and the highest rate in the study was 48.8% and belonged to 2020.

#### 3.2. Findings On The Distribution Of The Theses On The Role Of Fatherhood In Terms Of Types

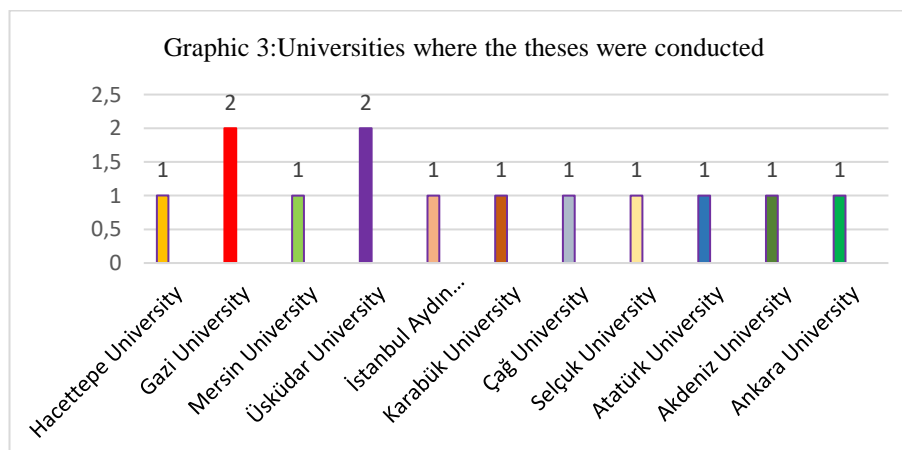
Graphic 2 shows the distribution of the theses on the role of fatherhood in terms of types.



When Graphic 2 was examined, it was found that all postgraduate studies were master's thesis (100%) and no doctoral and specialty thesis studies on the keyword of the role of fatherhood were found.

#### 3.3. The Findings On The Distribution Of The Theses On The Fatherhood Role In Terms Of The Universities Where They Were Conducted

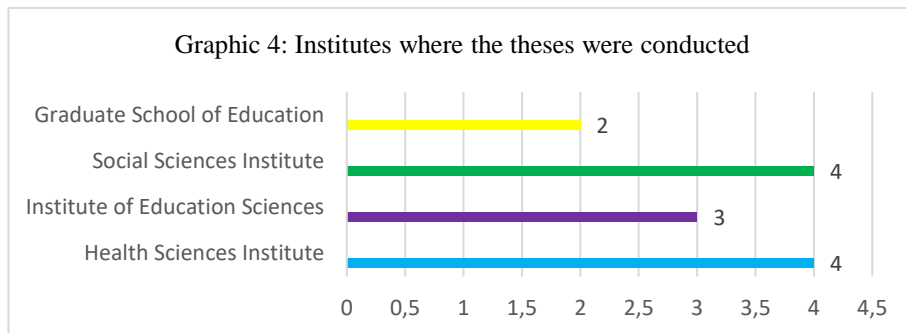
Graphic 3 shows the distribution of the theses on the role of fatherhood in terms of the universities where they were conducted.



When Graphic 3 was examined, it was observed that a total of 11 universities published a master's thesis on the role of fatherhood, Gazi University and Üsküdar University (f=2) included a master's thesis on this keyword more than other universities, and the other nine universities published one thesis study.

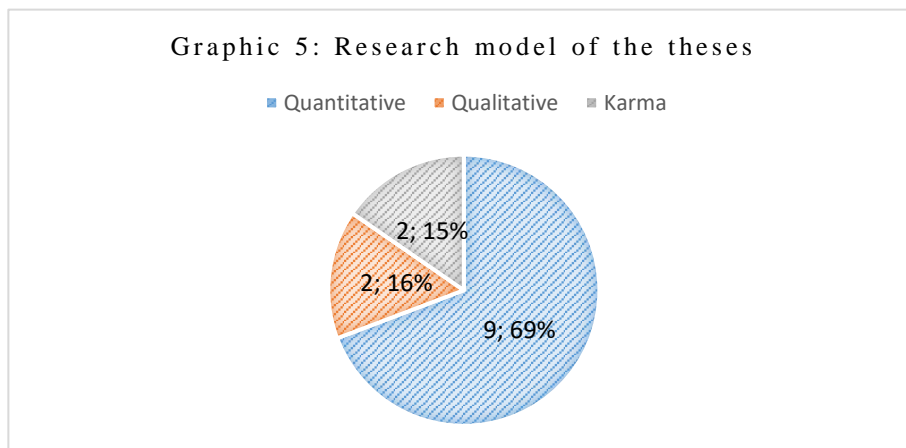
### 3.4 Findings On The Distribution Of The Theses On The Role Of Fatherhood In Terms Of The Institutes

Graphic 4 shows the distribution of the theses on the role of fatherhood by the institutes.



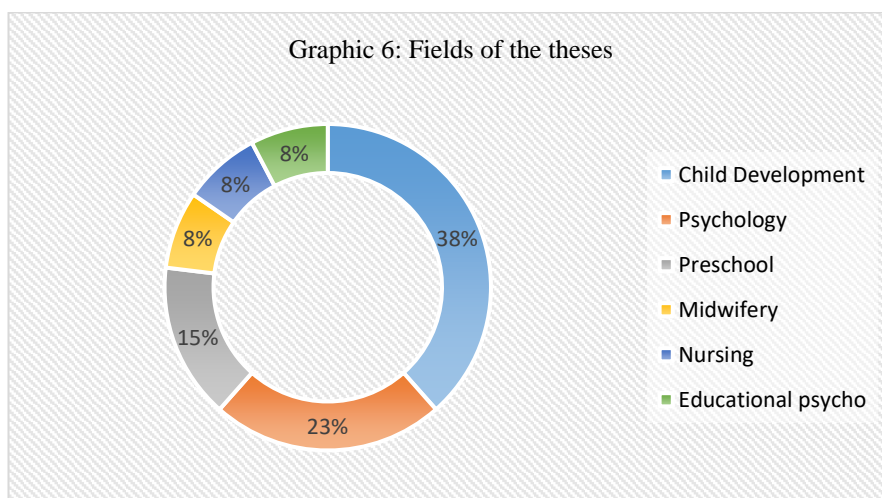
When Graphic 4 was examined, it was observed that the theses were conducted by four different institutes, the Institute of Social Sciences and the Institute of Health Sciences carried out an equal number of studies (four theses).

### 3.5. Findings On The Distribution Of The Theses On The Role Of Fatherhood In Terms Of Research Model



When the research model of the theses was examined in Graphic 5, it was observed that there was a quantitative model/design (f=9) in the studies, and the rates of those using qualitative and mixed model/ design were equal (16%).

### 3.6 Findings On The Distribution Of The Theses On The Role Of Fatherhood In Terms Of Fields



When the findings regarding the distribution of master's theses on the studies on the role of fatherhood in terms of the field according to Graphic 6 were examined, it was observed that most of the theses were conducted in the field of Child Development (51%), followed by Psychology (19%) and Preschool Departments (12%).

#### 4. DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

Upon the birth, the family environment prepares the basis for some values, attitudes and behaviors to be shaped for the child. In early childhood, parents provide an opportunity for their children to focus on different topics, conduct various activities for spending qualified time with their children and learning life, and learn life through imitations (Telli and Özkan: 131). Children are a part of the family dynamics they live in and it is extremely important for them to be supported with positive aspects in terms of development. Recently, this supportive power that will contribute to development has ceased to be the responsibility of mothers only and the perspective on the role of fatherhood has started to change today. Upon the change of social and cultural conditions, it has been revealed that fathers are as effective as mothers in child development and education, and the role of fatherhood has not only provided financial support to the child as in the past, but also caused differentiation in sharing the responsibility of the child in home life (Tezel Şahin and Özbey, 2007:46). This is because fathers have the competent skills in child development and education as mothers do (Mitra, 2003:3). For this reason, it is thought to be very important to examine the scientific studies based on the role of fatherhood.

In the study, it was concluded that the "Role of Fatherhood" was studied for the first time in master theses in 1999, and the number of studies on the subject increased since 2020. That the master's theses on the "Role of Fatherhood" have increased have indicated that the role of fathers in the development education of children are understood and, therefore, the participation of fathers in the lives of children should be supported as much as mothers (Güzel and Tüfekçi;2021:469). However, it was thought that studies should be carried out in the fields of specialization and doctoral thesis in science in order to provide a different scientific perspective, as the studies were only master thesis studies.

It was determined that studies on the role of fatherhood were carried out only in 11 universities. However, considering the number of universities in Turkey, it is thought that the number of universities dealing with this issue is low. It is assumed that the subject of the study will be examined in scientific studies by different universities in the following years.

In the research, it was determined that the concept of fatherhood was studied in two institutes, and more master's studies were carried out especially in the institute of health sciences and the institute of social sciences. While the studies conducted using more quantitative study model/design had a higher number, the master's studies using qualitative and mixed models were equal. It was observed that master's studies in the fields of Child Development, Psychology, Preschool, Midwifery, Nursing, and Educational Psychology were mostly studied in the dimension of child development.

In light of all these results, it was observed that number of the postgraduate scientific studies on the role of fatherhood was limited and it is recommended

- ✓ to include scientific studies in various fields, especially doctoral studies, in order to contribute to the field, especially in addition to postgraduate studies,
- ✓ to increase the number of studies that include qualitative and mixed model/design,
- ✓ to implement scientific studies based on the participation of fathers.

#### REFERENCES

- Aksüt, A.A. (2020). "Çocuk evleri sitesinde kalan ergenler ile ailesinin yanında yaşayan ergenlerin babalık rolüne ilişkin algılarının incelenmesi", Yüksek Lisans Tezi, İstanbul Aydın Üniversitesi/ Lisansüstü Enstitüsü, İstanbul.
- Aydoğdu, F. (2019). "Türkiye'de Koruyucu Aile Uygulaması ile İlgili Yapılmış Lisansüstü Tezlerin Değerlendirilmesi", International Social Sciences Studies Journal, 5(53): 7481-7489.
- Balin, H. (2011). "Aile İçi Rollerde Babalığın Önemi", Çocuk ve Medeniyet Dergisi, 6(11): 55-81.
- Bozok, M. (2018). Ebeveynlik, Erkeklik ve Çalışma Hayatı Arasında Türkiye'de Babalık, AÇEV, İstanbul.
- Delibalta, A. (2020). "Yetişkin erkeklerin babalık rolü algıları", Yüksek Lisans Tezi, Mersin Üniversitesi/ Eğitim Bilimleri Enstitüsü, Mersin.
- Güngörmüş, O. (2006). Baba- Çocuk İlişkisi. Remzi Kitabevi, İstanbul.

Gül, Ş. (2019). “3-6 arası çocuğu olan ebeveynlerin babalık rolüne ilişkin algılarının ve babalık rolünün yeterliliğine dair görüşlerinin incelenmesi”, Yüksek Lisans Tezi, Hacettepe Üniversitesi/ Sağlık Bilimleri Enstitüsü, Ankara.

Güzel, H.&Tüfekçi, A. (2011). “Okul Öncesi Dönemde Çocuğu Olan Babaların Baba Çocuk İlişkileri ve Babalık Rolü Algıları Arasındaki İlişkinin İncelenmesi: Gaziantep İli Örneği”, Kalem Eğitim ve İnsan Bilimleri Dergisi, 11(2):463-489, doi: 10.23863/kalem.2021.182

Karayılmaz, S. (2020). “Kırsal kesimden babaların babalık rolü ile çocuk bakım uygulamalarına katılımları arasındaki ilişki”, Yüksek Lisans Tezi, Çağ Üniversitesi/ Sosyal Bilimler Enstitüsü, İstanbul.

Kuruçırak, Ş. (2010). “4-12 aylık bebeği olan babaların, babalık rolü algısı ile bebek bakımına katılımı arasındaki ilişki”, Yüksek Lisans Tezi, Akdeniz Üniversitesi/ Sağlık Bilimleri Enstitüsü, Antalya.

Kuzucu, Y. (1999). “Babalarıyla çatışma düzeyi yüksek ve düşük olan ergenlerin ve babalarının babalık rolüne ilişkin algılarının karşılaştırılması”, Yüksek Lisans Tezi, Ankara Üniversitesi/ Sosyal Bilimleri Enstitüsü, Ankara.

Özdeniz, Ö. (2020). “7-12 yaş grubu çocuğu olan ebeveynlerde annelerin babalık rolüne ilişkin algıları: Nitel bir çalışma”, Yüksek Lisans Tezi, Üsküdar Üniversitesi/ Sosyal Bilimleri Enstitüsü, İstanbul.

Özgündüz, Ö. (2015). “Baba katılımı eğitim programının baba katılımına ve okul öncesi çocukların sosyal becerilerine etkisinin incelenmesi”, Yüksek Lisans Tezi, Selçuk Üniversitesi/ Sosyal Bilimleri Enstitüsü, Konya.

Poyraz, M. (2007). “Babaların babalık rolü algılamalarıyla kendi ebeveynlerinin tutumları arasındaki ilişkinin incelenmesi”, Yüksek Lisans Tezi, Gazi Üniversitesi/ Eğitim Bilimleri Enstitüsü, Ankara.

Şahin, H. (2012). “Beş altı yaşında çocuğu olan babaların, babalık rolünü algılamaları ile aile katılım çalışmalarını gerçekleştirmeleri arasındaki ilişkinin incelenmesi”, Yüksek Lisans Tezi, Gazi Üniversitesi/ Eğitim Bilimleri Enstitüsü, Ankara.

Şalçı, O. (2020). “Baba destek eğitim programının babalık rolü algısına ve okul öncesi eğitim alan çocukların oyun becerilerinin gelişimine etkisinin incelenmesi”, Yüksek Lisans Tezi, Karabük Üniversitesi/ Lisansüstü Enstitüsü, Zonguldak.

Uğur, Ş. (2020). “0-8 yaş çocuğu olan babaların, babalık rolünün incelenmesi: Siirt örneği”, Yüksek Lisans Tezi, Üsküdar Üniversitesi/ Sağlık Bilimleri Enstitüsü, İstanbul.

Yıldız, Ö. (2019). “Okul öncesi eğitim kurumuna devam eden 5-6 yaşında çocuğu olan babaların babalık rolü algıları ile empatik eğilimlerinin farklı değişkenler açısından incelenmesi”, Yüksek Lisans Tezi, Selçuk Üniversitesi/ Sosyal Bilimleri Enstitüsü, Konya.

Telli, A.A. (2014). “3-6 yaş grubu çocuğu olan babaların babalık rolü algısı ve etkileyen faktörlerin belirlenmesi”, Yüksek Lisans Tezi, Atatürk Üniversitesi/ Sağlık Bilimleri Enstitüsü, Erzurum.

Telli, A.A.& Özkan H. (2016). “3-6 Yaş Grubu Çocuğu Olan Babaların Babalık Rolü Algısı ve Etkileyen Faktörlerin Belirlenmesi”. İzmir Dr. Behçet Uz Çocuk Hast. Dergisi, 6(2):127-34.

Tepe, E. (2019). “İki-Dokuz yaş çocuk sahibi olan ailelerin babalık algısı üzerine bir inceleme: Sakarya İli Örneği”, Yüksek Lisans Tezi, Sakarya Üniversitesi/ Sosyal Bilimleri Enstitüsü, Sakarya.

Tezel Şahin, F. (2003). Çocuğun Gelişimi ve Eğitiminde Babanın Rolü. Erken Çocuklukta Gelişim ve Eğitimde Yeni Yaklaşımlar, Morpa Kültür Yayınları, İstanbul.

Tezel Şahin, F.& Özbey, S. (2007). “Baba Eğitim Programlarına Baba Katılımının Önemi”, Toplum ve Sosyal Hizmet Dergisi, 18 (1):39-48.

Yavuzer, H. (2003). Aile İçindeki Çocuk: Ana-Baba ve Çocuk, Remzi Kitabevi, İstanbul.

Yıldırım, A.&Şimşek, H. (2013). Sosyal Bilimlerde Nitel Araştırma Yöntemleri, Seçkin Yayıncılık, Ankara.