

Examining the Thoughts of 60-72 Month-Old Children's Fathers on the Concept of Value and the Processes of Having Values Acquired to their Children*

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Abstract

This research was conducted to examine the thoughts of the fathers of 60-72 month-old children about the concept of the value and the processes of having values acquired to their children. The research was carried out by adopting the phenomenological method, which is one of the qualitative research methods. In the study, the data were collected through a semi-structured interview form. The study group of the study consisted of 14 fathers whose children were educated in kindergarten in the 2019-2020 academic year. Content analysis was applied to analyse the data. As a result of the research, it was concluded that fathers define the value as the principles which can guide life and see the purpose of values education as continuing culture and ensure social reconciliation. It was concluded that fathers attach importance to the concept of the value and that they attach more importance to moral, national cultural and religious values within values. The fathers stated that they tried to convey the values as role models and with plain expression. In the process of having values acquired to their children, they stated that they mostly used books, games and cartoons. They stated that the problems they experienced in values education arose from the fact that they could not allocate enough time for their children and lack of knowledge, and negative examples and mass media in the society negatively affected the value education process. It was concluded that fathers considered the school and teacher as important in the education of values and that they cared to cooperate with their spouses. In line with the results of the research, in order for fathers to realize their role and responsibilities in bringing value to their children and to have the knowledge, it was suggested that studies should be conducted and seminars should be given by the field experts and social environments where fathers can share their values with their children should be supported.

Keywords: Father, Preschool Education, Value Education

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BACKGROUND

Values are seen as criteria or standards that guide and judge behaviour (Kuşdil & Kağıtçıbaşı, 2000). According to Quisumbing and Leo (2005), values represent goals and aspirations as well as the goals and motives to be achieved. They empower ideas and insights and create the driving force behind individual and group behaviour. Values education, on the other hand, can be defined as a process in which the values of the society are transferred and the good personality traits are acquired for the continuity of the culture in different societies such as education, character education, moral education and so on in almost all societies from past to present (Neslitürk, 2013).

Values education begins to be given from an early age. The first gains in values begin to be acquired at an early age and their effects continue throughout life (Uyanık Balat and Balaban Dağal, 2009). In particular, preschool is considered a critical period for values education. The preschool period covering the age range of 0-6 is considered as the most important period of life with the effect of the child's basic skills and behaviour, the period in which his/her personality is shaped, and the effect on the rest of his/her life (Ari, 2003). Children show rapid changes and progress in all areas of development during this period. Another significant development for the child at this age is the effort to adapt to the wishes of society (Başal, 2012). Values are seen as a part of social-emotional development in children (Uyanık Balat and Balaban Dağal, 2009) and therefore, in the preschool period, when the foundations of the personality are laid, the values are internalized and further reinforced in the later stages of life.

Values education takes place in the house where the child is located, in the garden, at the market, at the school, in the playground, and in every environment that contains the child (Doğanay, 2006). It is a subject frequently mentioned in the literature where the acquisition of values is mostly through modelling (Sarı, 2005). Among the people that children take models, their mothers and fathers are in the first place, and mothers and fathers are the ones that the child takes the first model and tries to learn the right behaviour with imitations (Uyanık Balat and Balaban Dağal, 2009). In this sense, mothers and fathers play the most important role in the valuation processes.

Today, it is now an accepted phenomenon that fathers play an important and unique role in child development. The researches conducted reveal that the participation of fathers in the education of the child positively affects the development of the child in all aspects (Gürşimşek, 2002; Kuzucu, 2011; Tezel Şahin & Özbey, 2007). It was observed that children who have effective communication with their fathers in preschool ages are less likely to lie, show negative behaviours and experience depression than other children (Rosenberg & Wilcox, 2006), are more fitting in with the social environment, are seen to be more successful at school, and have better relationships with their peers (Koçak, 2004). Some researchers suggest that the effect of the father is higher in the adaptation of the individual to the social environment than the effect of the mother (Lewis and Lamb, 2003). When these studies were evaluated, it was seen that the effect of father's value education on individual and social adaptation was at least as effective as that of mothers.

When the literature is examined, it is determined that the researches on values and values education are gathered under certain headings. These studies emerge as the development of some values education programs and the effects of these programs Gökçek (2007), Baydar (2009), Kuş (2009), Yalar and Yelken (2011), Thompson (2011), Neslitürk (2013), Sapsağlam (2015). The studies conducted with preservice teachers and teachers about values and value education are the studies of Bartan (2018), Kınacı (2018), Kozikoğlu (2018), Yıldırım (2019), Veugelers and Kat (2003), Tokdemir (2007), Kurtde Fidan (2009), Yıldırım (2009), Bakdemir (2010), Leichsenrig (2010), Kılıç Şahin (2010), Balcı and Yanpar Yelken (2010), Çengelci (2010), Acat and Aslan (2011), Schaefer (2012), Erkuş (2012); Ateş (2013), Yuvacı (2013), Thornberg and Oğuz (2013), Ateş (2013), Balcı and Yanpar Yelken (2013), Özden Çelik (2013), Sapsağlam and Ömeroğlu (2015), Kuzu (2015), Ogelman and Erten Sarıkaya (2015), Gömlüksiz and Kılınç (2015), Çetingöz (2015), Akyıldız (2016), Uzun and Köse (2017). It was observed that there were few studies conducted on families under values education Knafo and Schwartz (2004), Yigit (2010), Koç (2013), Selvitopu, Bora and Taş (2014), Yaka, Yalçın and Denizli (2014), Jabaruddin and Manda (2016), Yıldız (2019), Arıcı (2019)

and only mothers were included in most of these few studies. In this context, it is considered that the research will contribute to the issue of values education in preschool period with the views of fathers. This study aims to examine the thoughts about value concept and value education of fathers who have children in preschool period and the processes of having values acquired to their children.

METHOD

Research Model

This study, which aims to examine the thoughts of the fathers of 60-72 months old children about the concept of the value and the processes of *having values acquired to their children*, was conducted by adopting the phenomenological method, which is one of the qualitative research methods. The phenomenological method is an appropriate research ground for an in-depth study of issues that people often encounter in their lives, but which they do not know in detail (Yıldırım and Şimşek, 2008). Therefore, to examine the fathers' processes of *having values acquired to their children* in-depth, the method of the study was determined as the phenomenological method.

Study Group

In this study, convenience sampling, which is one of the purposeful sampling methods, was used. Purposeful sampling methods allow for in-depth research by selecting information-rich situations depending on the purpose of the study (Büyüköztürk et al., 2008). Convenience sampling is often used in qualitative research. It is less costly. It is practical and easy to work on a familiar sample (Yıldırım & Şimşek, 2006). The study group of the study consisted of 14 volunteer fathers of children who attended a private kindergarten.

Detailed information about the participants is as in the followings.

Father 1, who is 31 years old, has a secondary education level and is self-employed. He is in the 7th year of marriage and has one son.

Father 2, who is 39 years old, has a postgraduate level and is a faculty member. He is in 9 years of marriage and has one daughter.

Father 3, who is 32 years old, has a postgraduate level of education and is a teacher. He is in the 6th year of marriage and has one daughter.

Baba 4, who is 35 years old, has a bachelor's degree and is a civil engineer. He is in the 7th year of marriage and has a daughter and a son.

Father 5, who is 36 years old, has high school education and is a security guard. He is in the 14th year of marriage and has a daughter and a son.

Father 6, who is 43 years old, has a bachelor's degree and a lab technician. He is in the 9th year of marriage and has 2 sons.

Father 7, who is 38 years old, has education at the undergraduate level and works in the IT sector. He is in the 11th year of marriage and has one daughter.

Father 8, who is 36 years old, has a postgraduate level and is a civil engineer. He is in the 7th year of marriage and has one daughter.

Father 9, who is 31 years old, has high school education and is an electrician. He is in the 7th year of marriage and has one daughter.

Father 10, who is 39 years old, he has undergraduate education and is the library manager. He is in the 11th year of marriage and has one son.

Father 11, who is 34 years old, has high school level education and is a self-employed person. He is in the 8th year of marriage and has one son.

Father 12, who is 34 years old, he has a bachelor's degree and he is a dentist. He is in the 8th year of marriage and has a daughter and a son.

Father 13, who is 43 years old, has a bachelor's degree and is a civil servant. He is in the 15th year of marriage and has a daughter and a son.

Father 14, who is 31 years old has a postgraduate level of education and is a specialist physician. He is in the 7th year of marriage and has one daughter.

Data Collection Tools

Interviews are expressed as data collecting tool, which is used mostly by phenomenological researches (Merriam, 2009; Yıldırım & Şimşek, 2013). Semi-structured interview technique was used to collect the data. In semi-structured interviews, the researcher creates the interview questions in advance, but the reorganization of the questions of the researcher during the interview provides the flexibility to discuss (Ekiz, 2003). In the research, 11 open-ended questions were included in the data collection tool.

Collection of the Data

The data of the study were collected between the dates 15.12.2019 and 15.01.2020 through the semi-structured interview form through interviews with fathers with children in the preschool period. Interviews lasted approximately 30 or 35 minutes. During the interviews, attention was paid not to direct the participants and it was tried to be neutral. In addition, it was tried to create an environment based on mutual trust where the participating fathers could behave comfortably and give sincere answers.

Analysis of the Data

In the analysis of the data obtained as a result of the interviews, content analysis, which is one of the qualitative data analysis methods, was used. The purpose of the content analysis is to try to create wider and conceptual themes than the codings related to the focused phenomenon of written data. Quotations and inferences about the themes created are supported (Yıldırım & Şimşek, 2013).

Accordingly, first of all, interview records were listened and transcribed in order to prepare the data collected during the research for analysis. In order to ensure the confidentiality of the participants, code names such as B1 and B2 were given to the fathers who participated in the study, and interview texts were created for each of them. The audio recordings of the interviews were finalized by listening again and making the necessary corrections compared with the original text. A text consisting of 20 pages of raw data was created with the answers from the questions asked. Codes were created by reading the texts one by one and evaluating them systematically. While creating these codes, the data obtained through the relevant literature and interviews were taken into account, and themes were grouped with similar characteristics from the codes, and themes were formed, and the field expert was finalized by taking the trainer's opinion. In the findings section, the themes created as a result of the analysis, and the frequency values showing the frequency of expression of these themes and the codes of the fathers who said these expressions are shown in the table and sample expressions are given below the table. In the creation of the data collection tool, expert opinions were received and pre-application was made with three volunteer fathers. Before the interview process with the participants, the researcher noted the thoughts of the participants about the approach, and avoided the

statements that would guide the participants during the interview. During the data collection, the interviews were recorded to the voice with the approval of the participants. Voice recordings, including the sentences, exclamations and pauses of the participants, were put down on paper by the researcher. The code, categories and themes created in the research were checked by 3 experts, 1 specialist in preschool, 1 specialist in assessment and evaluation, and 1 specialist in qualitative research

FINDINGS

The thoughts of 60-72 month-old children's fathers on the concept of value and opinions of them about the processes of having values acquired to their children were given as in the followings. Sample statements of the fathers were presented by coding as starting from B1 to B14.

Table 1. What Do You Think About The Concept Of Value?

Themes	Frequency	Participants
Society-Specific Situation	8	B1, B2, B3, B6, B8, B12, B13, B14
Humanitarian Values	7	B1, B7, B10, B11, B12, B13, B14
Principles Directing Life	6	B4, B5, B6, B9, B12, B13

When the table is examined, it is seen that the opinions of the fathers participating in the research on the concept of value are gathered in three themes, which were also discussed in the literature. These themes are expressed as “community-specific situation”, “human values” and “life-guiding principles”. While creating themes, definitions of value concept in the literature are taken into consideration.

Doğan (2004) expressed the values as ideals that are specific to a particular society and possess that society. The theme of “society-specific situation” was created within the framework of this definition. Under this theme, it was determined that eight fathers (B1, B2, B3, B6, B8, B12, B13, and B14) expressed their opinions. When these views were analysed, B1 stated that *the concept of value as the concept in which people show our behaviours in which they embody their human emotions, love respect adaptation, in short, their social and cultural characteristics*. Dilmaç (2007) expressed the value as the basic features that have the characteristics that make people human and distinguish them from other living things. The theme of "humanitarian values" was created within the framework of this definition. Under this theme, it was determined that seven fathers (B1, B7, B10, B11, B12, B13, and B14) expressed opinions. When these opinions were examined, B7 stated that *the concept of value as I think that our moral values, our etiquette, respect and ethical values should be in all people, small or large*. Rokeach (1973) expressed the value as the principles and standards that shape the life philosophies and behaviours of individuals. The theme of "principles directing life" was created within the framework of these definitions. Under this theme, it was determined that six fathers (B4, B5, B6, B9, B12, B13) expressed opinions. When these views are examined, B4 stated that *value is a concept that affects people's attitudes and behaviours and is important in shaping and directing their lives*.

Table 2. What do you think is the purpose of Value Education?

Themes	Frequency	Participants
Maintaining Life	6	B1, B8, B9, B10, B11, B13
Protecting Your Own Culture	6	B2, B5, B6, B12, B13, B14
Improving Personality	5	B4, B8, B9, B10, B12
Social Reconciliation	4	B1, B5, B6, B8

When the table is examined, it is seen that the opinions of the fathers participating in the study regarding the purpose of value education are gathered in four themes, which are also discussed in the literature. These themes are expressed as “maintaining life, self-development”, “protecting your own culture”, “improving personality” and “social reconciliation”.

According to Nyberg (1990), the aims of teaching values include maintaining life, and the theme of “maintaining life” was created within the framework of this definition. Under this theme, it was determined that six fathers (B1, B8, B9, B10, B11, B13) expressed opinions. When these views were examined, B8 stated the purpose of value education of fathers as *Values education should be a lesson that will contribute to the child's growing up as a self-confident and good character and to continue his life accordingly*. Values constitute cultural heritage and the task of the school is to teach these values (Guttek, 1997). One of the main tasks of education is expressed as transferring cultural heritage to new generations (Tozlu and Yayla, 2006). Protecting your culture theme was created in the framework of this statement. Under this theme, it was determined that six fathers (B2, B5, B6, B12, B13, and B14) expressed opinions. When these views are examined, B2 expressed the purpose of value education of fathers as *Values education, religion and culture, and the transfer of spiritual concepts that have been carried to today to new generations by those who are sensitive to this issue*. Fernandes (1999) stated that education on values could help develop a holistic personality. The theme of developing personality was created within this framework. Under this theme, it was determined that five fathers (B4, B8, B9, B10, B12) expressed opinions. When these views are examined, B4 expressed the purpose of value education of fathers as *Education that teaches the child's good, evil, right, wrong, ideas, attitude towards events, and respect for himself and his environment*. İşgüden (2007) stated that values are used as the criteria used by individuals to judge others, while social reconciliation is achieved with the way people use these criteria. The theme of social reconciliation was created within this framework. Under this theme, it was determined that four fathers (B1, B5, B6, B8) expressed opinions. When these views were analysed, B1 stated that the purpose of value education of fathers as *It should bring good behaviours that we exhibit in our social, social and daily lives and which we set an example for our children*.

Table 3. What Values Do You Think Your Child Should Have? Why?

Themes	Frequency	Participants
Moral values	10	B2, B4, B5, B6, B7, B8, B10, B12, B13, B14
National Cultural Values	7	B1, B2, B4, B6, B7, B12, B13
Religious Values	7	B1, B2, B5, B6, B9, B12, B13

When the table was analysed, it was seen that the opinions of the fathers participating in the study on the values they want their children to have are gathered in three themes. These themes are expressed as "moral values", "national cultural values", "and religious values".

Under the theme of moral values, it was determined that 10 fathers (B2, B4, B5, B6, B7, B8, B10, B12, B13, and B14) expressed opinions. When these opinions are examined, B3 stated that *the basic values we want to earn are good and honest. Each brick that we put on these two will not be a problem since they are on solid foundations*. Under the theme of national cultural values, it was determined that seven fathers (B1, B2, B4, B6, B7, B12, and B13) expressed opinions. When these views were examined, B1 used the expression that *I wish to be an individual who knows our religious cultural traditions and customs, who are well-beloved, and who know our adaptation and rule, who share our rights, freedoms and who are sensitive to their environment*. Under the theme of religious values, it was determined that seven fathers (B1, B2, B5, B6, B9, B12, and B13) expressed opinions. When these opinions were examined, B2 expressed his views as *People should know religious, moral and cultural values, and obstacles in today's society can be overcome in this way*.

Table 4. What are the Methods that You Follow in Having Values Acquired to Children?

Themes	Frequency	Participants
Being a Role Model	9	B1, B3, B5, B6, B9, B10, B12, B13, B14
Expressing	6	B2, B6, B7, B8, B10, B11
Reading books	3	B7, B10, B12
Game	2	B7, B14
Television	1	B12
School Support	1	B5
Rewarding	1	B4

When the table is analysed, it is seen that the opinions of the fathers participating in the study on the paths they took during the process of having values acquired to their children, and what methods they used, gathered on seven themes. These themes are expressed as "Being a Role Model", "Expressing", "Reading", "Game", "Television", "School Support" and "Rewarding".

Under the theme of being a role model, it was determined that nine fathers (B1, B3, B5, B6, B9, B10, B12, B13, and B14) expressed opinions. When these opinions were examined, B1 stated that *we make sure that our children take the good and positive behaviours that we practice in our daily lives as well, and that they also exhibit negative behaviours, and when we exhibit such behaviour, we think we are trying to show and apply the right thing to our child.* Under the theme of expressing, it was determined that six fathers (B2, B6, B7, B8, B10, and B11) expressed opinions. When these opinions were examined, B2 stated that *we present what we know about the transfer of values. We ensure that we receive the education of values from the institutions that we believe are correct. Explaining the importance of the value to be earned. Applying this value with the family at home.* Under the theme of reading a book, it was determined that 3 fathers (B7, B10, B12) stated opinions. When these opinions are examined, B7 stated that *... we create a story by reading a book. Thus, I ensure that he has values. Playing, creating a story, reading a book is the first one.* Under the theme of the game, it was determined that 2 fathers (B7, B14) stated opinions. When these opinions are examined, B14 stated that *... there may be more than one method, and values can be transferred to the child by playing games, singing songs, reading the book, making games and editing in the process of appraisal according to the interests and interests of the child.*

Under the TV theme, it was found that one father (B12) expressed his opinion. When this view was examined, B12 stated that *We are trying to keep up with the multimedia age, we are trying to choose the cartoons we read according to the movies we watch accordingly.* Under the rewarding theme, it was found that one father (B4) expressed his opinion. When this view was examined, B4 stated that *while adding value, we can guide them with gifts, surprises and the areas they want to go. For example, to reward him when he does something we want.*

Table 5. What are the Values You Think You Easily Have Them Acquired to Your Child? Why?

Themes	Frequency	Participants
Religious values	5	B5, B6, B9, B13, B14
Love	4	B1, B4, B10, B12
Mercy	3	B1, B7, B10
Cultural values	3	B2, B3, B6
Tolerance	2	B6, B8
Honesty	2	B11, B12
Helping each other	1	B6

When the table was analysed, it was seen that the fathers who participated in the study considered the easiest values in the process of having values acquired to their children and their views on the reason for this easiness were gathered in seven themes. These themes are expressed as "Religious values", "Love", "Mercy", "Cultural values", "Tolerance", "Honesty" and "Helpfulness".

Under the theme of religious values, it was determined that five fathers (B5, B6, B9, B13, and B14) expressed opinions. When these opinions are examined, B5 stated that *the easiest thing we can say, religious values that s/he learned by seeing and living with us at home. The manners of the table, the behaviour values in our communication while talking to each other, and our religious behaviours.*

Under the theme of love, it was determined that four fathers (B1, B4, B10, and B12) expressed opinions. When these opinions are examined, B1 stated *love is the most comfortable value we provide in a proper family environment....*

Under the theme of mercy, it was determined that three fathers (B1, B7, and B10) expressed opinions. When these opinions were examined, B1 stated *love is the value that we provide most easily, secondly, I can say mercy, if we can offer good examples.*

Under the theme of mercy, it was determined that three fathers (B1, B7, and B10) expressed opinions. When these views were examined, B1 stated that *love is the value we provide most easily, secondly, I can say compassion if we can offer good examples.*

Under the theme of cultural values, it was determined that three fathers (B2, B3 and B6) expressed opinions. When these opinions are examined, B2 stated that *the easiest is the general moral and etiquette rules. Because they have behaviour styles in family relations.* Under the theme of tolerance, it was found that the two fathers (B6 and B8) expressed opinions. When these views are examined, B6 stated that *they are the most easily earned in terms of their helpfulness, tolerance, love of flags and religious values. It may be because they give priority to these values in the house.*

Under the theme of honesty, it was found that two fathers (B11, B12) expressed their opinions. When these views were analysed, B12 stated that *it is to keep someone's word. Because we keep our words. The child can easily learn this value."*

Under the helping each other theme, it was determined that one father (B6) expressed his opinion. When this view was examined, B6 stated *being helpful is the easiest values children earn. It may be because they give priority to these values in the house."*

Table 6. What are the Values You Think You Have Them Acquired to Your Children in a Difficult Way? Why?

Themes	Frequency	Participants
Respect	5	B3, B4, B6, B11, B12
Sharing	3	B1, B9, B10
Responsibility	2	B2, B14
Empathy	2	B3, B6
Religious values	1	B5
Mercy	1	B9
Helping each other	1	B10
Moral values	1	B13
Experiencing no difficulty	1	B7

When the table is examined, in the process of having values acquired to their children by their fathers who participated in the research, it is seen that the values that the fathers think they have the most difficult of them acquired to their children and their views on the reasons of this difficulty are gathered in nine themes. These themes are expressed as "Respect", "Sharing", "Responsibility", "Empathy", "Religious values", "Mercy", "Helping each other", "Moral values", and "Experiencing no difficulty".

Under the theme of respect, it was determined that five fathers (B3, B4, B6, B11 and B12) expressed opinions. When these views were examined, B4 stated that *it is respect and children are now selfish because of their age. Always they are trying to adopt their own opinion to the other person. They do not respect the other person's ideas.*

Under the theme of sharing, it was determined that three fathers (B1, B9, and B10) expressed their opinions. When these opinions were examined, B1 stated that *sharing, not being able to adapt to a new environment, not being able to express a mistake or a mistake s/he made, or not to be able to express a truth he made, in fact, it is not a value we bring very hard, but I wanted to point out that the most dominant one is not being a sharing.*

Under the theme of responsibility, it was determined that two fathers (B2, B14) expressed their opinions. When these opinions are analysed, B2 stated that *in the compensation of the negativities arising from interaction with other people in the society, because of the difficulties we encountered, values that we could not adopt to someone such as tolerance, responsibility, willpower.*

Under the theme of empathy, it was determined that two fathers (B3, B6) expressed opinions. When these opinions were examined, B3 stated that *maybe the concepts of empathy and respect, which we think s/he could not win by age*. Under the theme of religious values, it was found that one father (B5) expressed his opinion. When this view is examined, B5 stated that *I can say religious values, social rules*. Under the theme of mercy, it was determined that one father (B9) expressed his opinion. When this view is examined, B9 said that *actually, these values education has some inherent effect; it is more difficult to give a child a sense of mercy*.

Under the theme of helping each other, it was found that one father (B10) stated his opinion. When this view is analysed, B10 stated that *if we consider cooperation and sharing as a whole, this value is the hardest. We are getting better over time*. Under the theme of moral values, it was determined that 1 father (B13) expressed his opinion. When this view is examined, B13 stated that "moral values ... Because there are deformed moral values in dominant circles (such as the media), and situations incompatible with moral values". One father (B7) stated that he did not experience any difficulties in the process of having value acquired to his child.

Table 7. What Are The Problems You Have Encountered in Having Values Acquired to Children?

Themes	Frequency	Participants
Originating from fathers	6	B5,B6, B9, B11, B12,B13,
Originating from environment	6	B1,B2,B6,B9,B10,B11
Originating from children	5	B3,B4,B8,B12, B14
Ones who experience no difficulty	1	B7

When the table is analysed, it is seen that the opinions of the fathers participating in the study on the problems they experience in general regarding their children are gathered in four themes. These themes are expressed as "Originating from fathers", "Originating from the environment" "Originating from children", and "Ones who experience no difficulty".

It was determined that six fathers (B5, B6, B9, B11, B12, and B13) stated opinions under the theme of problems originating from fathers. When these opinions were examined, B5 stated that *being unable to allocate the necessary time, as a father, because I am not interested in this much and knowing that s/he got these values in school*. Under the theme of problems originating from the environment, it was determined that six fathers (B1, B2, B6, B9, B10, and B11) stated opinions. When these views are examined, B2 stated that *negative interactions in society affect value education negatively*.

Under the theme of problems originating from children, it was determined that five fathers (B3, B4, B8, B12, and B14) expressed opinions. When the views were examined, B3 stated that *most of the values contain abstract concepts and abstract results. This age group can not be expected to fully understand abstract concepts in children*. One father (B7) stated that he did not experience any difficulties in general in the process of appreciating his child.

Table 8. What kind of materials do you use in the process of having values acquired?

Themes	Frequency	Participants
Book	12	B1, B2, B3, B4, B6, B7, B8, B9, B10, B12, B13, B14
Game	10	B1, B2, B4, B6, B7, B8, B10, B12, B13, B14
Cartoon	9	B1, B4, B5, B6, B8, B9, B11, B12, B13
Toy	8	B1, B2, B6, B7, B8, B10, B13, B14
Internet	1	B11

When the table is analysed, it is seen that the opinions of the fathers participating in the study regarding the materials they use in the process of valuing their children are gathered in 5 themes. These themes are expressed as "Book", "Game", "Cartoon", "Toy" and "Internet".

Under the theme of the book, it was determined that 12 fathers (B1, B2, B3, B4, B6, B7, B8, B9, B10, B12, B13, and B14) expressed opinions. When these opinions were examined, B1 stated that

we read books, we play games, we watch educational cartoons, we play games and games to improve communication skills with their favourite toys. Under the theme of the game, it was determined that 10 fathers (B1, B2, B4, B6, B7, B8, B10, B12, B13, and B14) expressed opinions. When these opinions were examined, B6 stated that *I see especially the family games as the most effective method to have values acquired.* Under the cartoon theme, it was found that nine fathers (B1, B4, B5, B6, B8, B9, B11, B12, and B13) expressed opinions. When these opinions were examined, B5 stated that *if you say as material, I use more cartoons.* Under the theme of the toy, it was determined that eight fathers (B1, B2, B6, B7, B8, B10, B13, and B14) expressed opinions. When these opinions were examined, B2 stated that *we are trying to use tools such as toys adequately and correctly.* Under the Internet theme, it was found that a father (B11) expressed his opinion. When this view is examined, B11 stated *I use ... internet and videos.*

Table 9. What Are The Persons Or Situations That Are Effective Other Than You In Having Values Acquired?

Themes	Frequency	Participants
Teacher	9	B1, B2, B3, B4, B6, B8, B9, B11, B12
Mother	9	B1, B2, B4, B5, B6, B7, B8, B10, B11
Other family members	8	B1, B3, B4, B6, B8, B11, B12, B13
Friends	4	B6, B8, B12, B13
TV - Cartoon	3	B3, B9, B13
General environment	1	B14

When the table is analysed, it is seen that the opinions of the fathers participating in the research gathered on six themes regarding who played an effective role in the process of having values acquired. These themes are expressed as "Teacher", "Mother", "Teacher", "Other family members", "Friends", "TV - Cartoon" and "General environment".

Under the teacher theme, it was determined that nine fathers (B1, B2, B3, B4, B6, B8, B9, B11, and B12) stated opinions. When these opinions were examined, B1 stated that *mother, school and teachers are the most important people, and the importance of external factors cannot be ignored, and other family members, friends* . Under the mother theme, it was determined that nine fathers (B1, B2, B4, B5, B6, B7, B8, B10, and B11) stated opinions. When these opinions were examined, B2 stated that *my wife and the units of the kindergarten we send are effective in the having values acquired to children.* Under the theme of other family members, it was determined that eight fathers (B1, B3, B4, B6, B8, B11, B12, and B13) expressed opinions. When these opinions were examined, B3 stated *primary relatives, schoolteachers and cartoons other than parents.* Under the theme of their friends, it was determined that four fathers (B6, B8, B12, and B13) expressed opinions. When these opinions were examined, B6 stated that *his/her mother, of course, school, my colleagues, relatives and friends of hers are effective in classmates at school.* Under the TV - Cartoon theme, it was determined that three fathers (B3, B9, and B13) expressed opinions. When these opinions were examined, B9 stated, *all is all ... that is, I am trying to be a good example, but s/he is watching cartoons and can get bad things from it... .* Apart from these, one father (B14) expressed the general environmental theme. B14 stated that *it is a process for a child to acquire values, and because we live in a society, all interactions are effective in the child's acquisition of values. Like neighbours in the apartment, other people you encounter in the elevator, anyone you interact with, even if more or less, can also provide positive or negative transfer in having values acquired to them.*

Table 10. In Having Values Acquired to the Children, How Do You Work or Collaborate with Your Spouse?

Themes	Frequency	Participants
Common attitude	9	B1, B2, B3, B4, B6, B9, B10, B11, B12
Being a role model	3	B5, B12, B14
Common Activity	2	B7, B13
Using common language	1	B8

When the table is analysed, it is seen that the opinions of the fathers participating in the research on how they cooperate with their spouses in the process of having values acquired to their

children on four themes. These themes are expressed as "Common attitude", "Being a role model", "Common activity" and "Using common language".

Under the common attitude theme, it was determined that nine fathers (B1, B2, B3, B4, B6, B9, B10, B11, and B12) expressed opinions. When these opinions were examined, B1 stated that *we adapt the rules we set in cooperation, as a family, and we apply our behaviours to support each other with my wife*. Under the theme of being a role model, it was determined that three fathers (B5, B12, and B14) expressed opinions. When these views were examined, B5 stated, *first of all, we never lose our respect for each other. In this context, all the values we live in the family are transferred to children automatically because they see us*. Under the theme of creating a game, it was determined that two fathers (B7, B13) expressed their opinions. When these opinions were examined, B7 stated that *we try to have some values acquired by playing together and playing games*.

Under the theme of using common language, it was found that one father (B8) stated his opinion. When this view was examined, B8 stated, *we both read the books we have bought for child development and thus help us use a common language, so we cooperate*.

Table 11. What kind of work or collaboration do you have with the school?

Themes	Frequency	Participants
Information sharing	7	B1, B3, B7, B9, B11, B13, B14
Continuing education at home	5	B2, B5, B11, B12, B14
Cooperation with the teacher	4	B6, B12, B13, B14
I cannot cooperate	1	B4

When the table is analysed, it is seen that the opinions of the fathers participating in the research on how they cooperate with the school in the process of having values acquired are gathered in four themes. These themes are expressed as "Information sharing", "Continuing education at home", "Cooperation with the teacher" and "I cannot cooperate".

Under the information-sharing theme, it was determined that seven fathers (B1, B3, B7, B9, B11, B13, and B14) expressed their opinions. When these opinions were examined, B1 stated *we can easily talk about the positive or negative behaviour of our child, we say our suggestions and we also implement the ones recommended*. Under the theme of continuing education at home, it was found that five fathers (B2, B5, B11, B12, and B14) expressed opinions. When these opinions were examined, B2 stated that *we follow the practices of the school, observe how effective the transferred values are in our child, and continue at home*. Under the collaboration with the teacher, it was determined that four fathers (B6, B12, B13, and B14) stated opinions. When these opinions are examined, B6 stated that *we are in constant communication with their teachers*. One father (B4) stated that he did not cooperate with the school in the process of having values acquired to his child.

DISCUSSION AND CONCLUSION

It was determined that the opinions of fathers regarding the concept of value are gathered in three themes. These themes have been identified as the theme of "society-specific situation", the theme of "humanitarian values" and the theme of "principles directing life." Kılıç Şahin (2010), with 4th and 5th-grade teachers, and Bartan (2018) had similar results with preschool teachers in their researches. In the study, it was determined that teachers in both branches grouped the values as ideals specific to a society, characteristics that make people human, and principles that guide people's lives while defining the concept of value. It was observed that the fathers included in this study defined the concept of value under the same themes. In this sense, this research is in line with the literature.

It is seen that the thoughts of fathers regarding the purpose of value education are also discussed in the literature and are gathered in four themes. These themes are expressed as "maintaining life, improving yourself", "protecting your own culture", "improving personality" and "social reconciliation". Arıcı (2019), in her study titled "The process of evaluating the values of mothers whose children continue their pre-school education," reached the conclusion that the mothers thought that the value education was carried out with the aim of "gaining positive behaviour", "giving

national and moral values” (cultural values), “gaining religious and moral values” and “valuing oneself”. Similarly, Kılıç Şahin (2010), Bartan (2018), Balcı and Yelken (2010), Kınacı (2018) found that the purpose of value education is gathered under similar themes. In this context, it was concluded that the study is line with the literature.

It was observed that the thoughts of fathers about the values that their children deem necessary to possess were gathered in nine themes. These Themes are determined as "moral values", "national cultural values", "religious values".

In the study conducted by Yiğittir (2010), it was seen that families prioritize respect for family values, hard work, flag and the National Anthem, patriotism, honesty, integrity, respect, and helping each other regarding the values they want their children to acquire. In the study of Selvitopu, Bora and Taş (2014), parents expect their children to gain human, national and spiritual values in school. Similarly, it was concluded that in their researches, Arıcı (2019), Yaka, Yalçın and Denizli (2014), Yıldız (2019), Yuvacı (2013), Acat and Aslan (2011), Erkuş (2012), Sapsağlam and Ömeroğlu (2015) and Kozikoğlu. (2018) gave higher priority to similar values. It was seen that the fathers who participated in the study wanted similar values in their children. In this sense, this research is in line with the literature.

It has been seen that the methods that fathers follow in evaluating values are gathered in seven themes. These themes are expressed as "role models", "reading books", "games", "television", "school support" and "rewarding". It has been determined that methods of having values acquired are preferred in the studies conducted by Bartan (2018), Beekeeper (2019), Yıldırım (2019), Koç (2013), Knafo and Schwartz (2004), Johansson (2002), Thornberg and Oğuz (2013), Thompson (2011), Cypress, Bora and Taş (2014) and Yuvacı (2013). According to Halstead and Taylor (2000), the methods used in the education of values vary, and they stated that the methods and techniques used may vary depending on the desired value. The results of the research conducted in this context are in line with the literature. In the research conducted by Knafo and Schwartz (2004), it was determined that there is a positive relationship between children 's identification and acceptance of their parents' values. In his study, Johansson (2002) states that while children adopt values, they choose the way of modelling people who transfer values to them. In their research, Thompson (2011) and Schaefer (2012) came to the conclusion that teachers mostly prefer the method of story and being a model to children in values education.

In their research, Veugelers and Kat (2003) stated that teachers and parents considered the approach of suggestion very important. In the study of Jabaruddin and Manda (2016), the opinions of families of different socioeconomic levels about values education were examined and the methods of having values acquired to their children used by parents were observed as counselling, storytelling, dialogue, exemplary events, reward and punishment. According to Halstead and Taylor (2000), the methods used in the education of values vary and stated that the methods and techniques used may vary depending on the desired value.

It was seen that the thoughts of the fathers about having the values acquired most easily to their children were gathered in seven themes. These themes are expressed as "religious values", "love", "mercy", "cultural values", "tolerance", "honesty" and "helping each other". Ogelman and Erten Sarıkaya (2015) stated that having the values acquired to children by their teachers are respect, responsibility, love, tolerance, sharing, honesty and helping each other. The findings are similar to the current research. The values that fathers have difficulty in having values acquired are discussed in nine themes. These themes are expressed as "respect", "sharing", "responsibility", "empathy", "religious values", "compassion", "solidarity", "moral values" and "experiencing no difficulty". The findings obtained as a result of the researches conducted by Ogelman and Erten Sarıkaya (2015), Lamb (2015), Arıcı (2019) Yuvacı (2013) support the responses of the fathers.

It is thought that the reason why fathers have difficulty in having these values acquired is that the fathers do not have enough information about the characteristics of preschool children. In addition, it is thought that children cannot internalize the values such as sharing empathy due to the fact that

they are in the centrist period and that they are presented in an abstract form and suggestion that do not comply with their values such as compassion, responsibility and religious values.

It was seen that the views of fathers about the problems they had in having values acquired are gathered in four themes. These themes are determined as "originating from father", "originating from the environment", "originating from children" and "experiencing no difficulty". Türk (2009) stated in his study titled "respect for values education" that families do not spare time for their children, school-family-teacher cooperation is not fully achieved, and there is not a positive example for students, which can prevent value education. The works of Bartan (2018), Erkuş (2012), Kuzu (2015), Yazar and Yanpar Yelken (2013) also support the findings of the research. In their study with fathers, Freeman, Newland and Coyl (2008) found that the reasons that prevent fathers from spending time with their children, time and work schedule, insufficient energy and knowledge, and mothers' intrusive attitude.

It was observed that the materials that the fathers stated in the process of having values acquired were collected in five themes. These themes are expressed as "book", "game", "cartoon", "and toy", "internet". In the study of Kılıç Şahin (2010), it was concluded that the teachers stated that they benefited from materials such as story, picture card, CD, worksheets, projection and internet while having values acquired. The teachers who participated in the study of Thornberg and Oğuz (2013) stated that they benefited from reading books, videos about value education and short films in their value education studies. Arıcı (2019) stated that mothers primarily use books, cartoons, TV, video, games to have values acquired. When Kuzu (2015) examined the answers given by preschool teachers to the question of what materials they used in values education, it was concluded that they mostly used written materials such as storybooks, visual materials, slides, educational videos and cartoons. In this context, the research is in line with the literature.

It was determined that people or situations that fathers think they are effective in having values acquired are gathered in six themes. These themes are expressed as "teacher", "mother", "other family members", "friends", "TV - cartoon" and "general environment". Özden and Çelik (2013) examined the views of parents in their study titled role of classroom teachers in value transfer, and parents stated that elementary school teachers are highly effective in transferring value to students. Arıcı (2019), the mothers who participated in the study listed the factors other than the mother in having values acquired to the child as "teacher, friend and school", "environment, television, family elders" and "relatives". The results of these researches conducted by Kuş (2009), Bartan (2018), Arıcı (2019), Altan and Tarhan (2018), Erkuş (2012), Kurtdele Fidan (2009), Çengelci, (2010), Türk, (2009), Tokdemir (2007) support the results of this research with fathers. Flor and Knapp (2001) stated in their study that being a model is the most effective way to provide value for children.

It was observed that the cooperation or works of the fathers with their spouses in having values acquired was gathered in four themes. These themes are determined as "common attitude", "being a role model", "common activity", "using common language". Yıldız (2019) stated that values education approaches do not show a significant difference according to the parents' status of being a mother or father, their age and educational status, and accordingly, it was concluded that the absence of a difference between mother and father indicates that parents act together in values education.

It was seen that the collaboration or works of fathers with the school in having values acquired are discussed in four themes. These themes are determined as "sharing information", "continuing education at home", "collaboration with the teacher" and "I cannot cooperate". It is observed that Çetingöz (2015), Uzun and Köse (2017), Sapsağlam and Ömeroğlu (2015), Kurtdele Fidan (2009), Yuvacı, Şafak and İrin (2013) emphasize the importance of collaborating with families regarding values in their work.

In the study, when the findings obtained were analysed in general, it was concluded that fathers attach importance to the concept of the value and that they attach more importance to moral, national cultural and religious values within the values. According to the fathers, it was seen that the purpose of values education was to develop and socialize the personality of values, to maintain life

and to protect its culture, and to reconcile with the society. It was concluded that fathers show that being a role model and expression are the most used methods by them, and they mostly benefit from book games and cartoons, that fathers mostly do not allocate sufficient time and lack of knowledge and that negative examples in the environment and society affect values education negatively in having values acquired to their children. In value education, it was determined that fathers consider cooperation with the mother very important, they aim to show common attitudes with their spouses while transferring the values, and they think that teachers, friends and the environment are the most influential other than parents.

Suggestions

In line with the results of the research, it is recommended by field experts to conduct studies, give seminars, and support social environments where fathers can share their values with their children in order for fathers to realize their role and responsibilities in gaining value to their children and to have knowledge.

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