

T.C.
SELÇUK UNIVERSITY
FACULTY OF HEALTH SCIENCES

**CHILDREN'S PERSPECTIVES BETWEEN THE AGES OF
11-15 ON PARENTING MODELS: KONYA SAMPLE.**

İbrahim James TEMBA

MASTERS THESIS

DEPARTMENT OF SOCIAL WORK

Supervisor
Serap DAŞBAŞ, Ph. D.

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Prof. Dr. Hasan Hüseyin DÖNMEZ
Enstitü Müdürü

ABBREVIATIONS AND CODES

ABBREVIATIONS:

- **GPS**-The Global Positioning System
- **MFSP**-The Ministry of Family and Social Policies
- **N/A**-Not Answered
- **NPEDO**-The National Provincial Education Director Office
- **OECD**- The Organisation for Economic Co-operation and Development
- **SES**-Social Economic Status
- **TURKSTAT**- Turkish Statistical Institute
- **UN**-The United Nation
- **USA**-The United States of America
- **UNCRC**-United Nations Convention on the Rights of the Child
- **UNICEF**- United Nations International Children's Emergency Fund
- **UK**-The United Kingdom
- **UN**-The United Nation

CODES:

- **A1**-Ertuğul Osman Gazi Secondary School
- **A2**-İMKB Secondary School
- **A3**-Osman Gazi Secondary School
- **A4**-Alparslan Secondary School
- **A5**-Karatay Secondary School
- **A6**-Tatlicak Secondary School
- **C-K**-Stand for respondent Gender, which is an answer from a Girl.
- **C-E**- Stand for respondent Gender, which is an answer from a Boy.

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ÖZET

T.C.

SELÇUK ÜNİVERSİTESİ

SAĞLIK BİLİMLERİ ENSTİTÜSÜ

11-15 Yaş Arası Çocukların Ebeveynlik Modellerine Bakış Açısı: Konya Orneđi

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YÜKSEK LİSANS TEZİ / KONYA-2019

Literatür incelendiğinde ebeveynlik modellerinin çocukların bakış açısından değerlendirildiđi çalışmaların oldukça sınırlı olduđu görölmektedir. Bu araştırma çocukların bakış açısına geniş bir şekilde yer vermektedir, özellikle ebeveynlik modelleri, disiplin ve ceza stratejileri konuları dahil üzerindedir. Bu nitel araştırma yaklaşımı çalışması, 11-15 yaşları arasında ebeveynleri veya vasileriyle yaşayan 107 çocuk üzerinde yapılmıştır. Veriler, açıklayıcı araştırma yöntemleri, yani odak grup tartışması ve anket kullanarak toplandı. Ancak toplanan verileri tematik olarak analizi kullanılmıştır.

Bulgular, çocukların ebeveynlerinin kendilerini fiziksel olarak cezalandırma haklarının kötüye kullanıldığına dair farkındalıklarının, çocukların evin içinde sürgün edilme gerekliliđi konusunda genel bir fikir birliğine yol açması gerektiğini göstermektedir. Kuralların kendilerini güvende tutmak için gerekli olduđu konusunda hemfikir olsalar da, çocukların ebeveynlerine bağımlılıđı büyüdükçe azalmakta ve bazı çocuklar aile içindeki çocuk haklarının doğası hakkında daha az net bir şekilde görünmektedir. Dâhili GPS'li cihazların kullanımı ve nerede oldukları hakkında sorular sormak ebeveynlerin ortak izleme bir yöntemi değildir.

Sonuç olarak Çalışma, çocukların Konya'da yaşayan Türk ailelerinin ebeveynlik anlayışına katıldığına açıkça göstermektedir. Çocuklar kendilerini ebeveynlerine göre daha alt bir pozisyona koymakta ve ebeveynlerin güvenlik ve refah ile ilgili davranışlarını kontrol etme ve izleme hakkını onaylamaktadır.

Anahtar Sözcükler: Ebeveynlik Modelleri, Çocukların Bakış Açısı, Cezalandırma Stratejileri

SUMMARY

REPUBLIC of TURKEY

SELÇUK UNIVERSITY

HEALTH SCIENCES INSTITUTE

Children's Perspectives between the Ages of 11-15 on Parenting Models: Konya Sample

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MASTER THESIS / KONYA-2019

Regarding that, the studies that explore children's perspectives on parents and parenting models are quite limited in Turkish literature. This research discusses the children perspective in a broad way on matters affecting them specifically on parenting models, discipline and punishment strategies. This qualitative research approach study was conducted on 107 children that are living with their parents or guardian between the ages of 11-15years old. Data were collected through exploratory investigation methods namely focus group discussion and questionnaire. However, the collected set of data were thematically analyzed.

The findings show that children awareness of parent's misuse of their right to punish them physical has to lead to children's general consensus to the need of its banishment within the house. Even though they agree the rules are necessary to keep them safe, the dependency of children over their parents decreases as they grow older and also some children were less clear about the nature of children rights within the family. The use of devices with inbuilt GPS and asking questions about their whereabouts was the common monitoring ways by parents.

In conclusion, the study's findings show the clarity of contribution that children will have to adult's understanding of parents and parenting models within Turkish families that reside in Konya. Also, children clearly place themselves in a lesser position to their parents and approve the right of parents to control and monitor their behaviour related to safety and well-being.

Key words: Parenting Models, Children Perspectives, Punishment Strategies

1. INTRODUCTION

1.1. Background of the study

The growth in diversity for family composition has, continuously, been experienced for quite some decades now in a Turkish community. Child marriages between the girls aged 16-17 has dramatically decline among the legal marriages to %3.8 in a year 2018 unlike 2014 which was %5.8 (Turkish Statistical Institute 2019). On the other hand, according to Turkish Statistical Institute, fertility rate has decreased to %1.99 in 2018 from %2.38 in 2001 and %3.08 in 1990. Besides, the institute has projected to increase by %2.11 in 2020 (Turkish Statistical Institute 2019).

However there is a notable linkage between later age marriages with the decrease in fertility rate. The general improvement of access to higher education for women, sudden uprising of globalization, majority of people live in moderate poverty line, constant growth of unemployment rate among the youth in Turkey, all these can be counted as a reasons contribute to the growth in marriage at a later age; greater number of people remaining single.

Smaller family sizes, 'TURKSTAT' also revealed that the average household size shrank to 3.4 in 2016, down from 3.7 people in 2012 (Turkish Statistical Institute 2017). This is another challenge to the Turkish people for they are, sooner or later, be the minority in their own country within next generations (Gönder 2017). The former Prime Minister Recep Tayyip Erdoğan seems to be certain this will happen. In May 2010, he warned, "If we continue with the existing trend, the year 2038 will mark disaster for Turkish people." He also said in 2013, "One or two children mean bankruptcy. Three children mean we are not improving but not going backwards either. So, I repeat, at least three children are necessary in each family, because our population risks ageing," (Roberts 2015).

There are no notably changes in traditional family among the Turkish society, and the cohabiting as a family unity is negligent within Turkey (OECD 2011). National average for parental divorce increased to %10.9 in 2018 compared to previous year (Turkish Statistical Institute 2019). In comparison with its European neighbors, Turkey has a very low divorce rate. According to Eurostat data from 2017,

Luxembourg, the Czech Republic, Spain and Belgium have divorce rates of over %50 whereas Portugal has the highest divorce rate of %64.2 (Eurostat 2019).

Even if the prevalent father's role as the provider in a family remain constant in Turkish community, the stance of the involvement of fathers with their children has tiny changes. The reposition is to the notion that put more prominence on father's contribution within the family to care-giving and to improve their involvement emotionally with their children, from that common notion of majority that treat fathers as provider and authority figure. The fatherhood involvement has been impacted greatly by the education status of a mother and the support gained from his spouse and family (Akçınar 2017).

Family models and patterns may vigorously be influenced by the continuous changes of family's setting or context, consequently mirrors on the psychological well-being of a child. Thus, awareness of the experiences of children with parenting patterns is both precious and essential due to the strong influence that parenting models and parental discipline has on a child's results and their psychological well-being as a whole. These effects have been extensively documented in the research literature across the western world (Eisenberg et al. 2001, Gershoff 2002, Parke 2002, Smith et al. 2005).

The approval of the UNCRC in 1994 was among the crucial development within the legislative settings of Turkish community in terms of rights of the children (UNICEF 1998). To foresee an international acceptable minimum standards' framework crucial for the children's well-being and, in addition, the fundamental declaration of the children's rights are the stand-points of the convention (UN 1989). Turkey has the restraining obligation to ensure that, since it has approved the convention, the rights warranted within the convention are equally distributed among all children within the country.

In the last years, the consultation regarding issues which affect the children has been evidently seen as a rising prominence on the rights of the children in Turkish community. The establishment of the MFSP in the year 2011 and under the shield of the general directorate of child services, the first strategic document on the rights of the children in Turkey were drawn up for the year 2012-2016 (UNICEF Turkey 2018)

and recently new national strategic document and action plan on the rights of the children has been drawn for the period of 2018-2023 (Gündüz 2017). The Ministry and its general directorate for child services has created crucial options for relatively larger coherence in policy-making for children and their respectively families.

1.2. Statement of the problem

The notable problem which attracts the attention of a researcher is the limited (If not, lacking) representation of children's perspectives on parents and parenting models in the Turkish literature.

The studies conducted internationally has, mostly, become an arena of reference when it comes to the parenting models and disciplinary strategies' reliable information. Smith et al (2005), have concluded that, despite the explicit nature of the findings in notable papers, its application has become a challenge in a real life due to the absence of universal ingredients for the discipline efficiency (Smith et al 2005).

Currently, relatively large number of studies has been conducted to examine what exactly is the effects or influence of parents' habits has towards their children. However, there is little awareness in regards to the perspective of children on the parenting models and children's perspective towards parents who employ physical punishment at home. This study focused on a gap available in Turkish research setting. The study explored the children's perspective on the models of parenting and disciplinary patterns employed by Turkish parents who are currently living in Konya.

1.3. Objectives of the study

The general objective of the study was to investigate the models of parenting in Konya Mega-municipality from a child's perspective.

Specifically, the study intended:

- To explore children's perspectives on the essence of parenting roles.
- To explore children's perceptions of the effects of different parenting styles and disciplinary strategies (including physical punishment on their lives)

- To examine children's involvement within the family and children understanding of their rights and responsibilities within the family.

1.4. Research questions

- What are the perspective of children on the nature of parenting roles?
- What are the perceptions of children on the effects of different parenting models and disciplinary strategies (physical punishment on their lives, included)?
- What are the understanding of children on their rights and responsibilities within the family and how do they position themselves within their family?

1.5. Significance of the study

This study was very crucial to researchers, students, parents as well as all the Turkish citizens especially in realizing children's perspectives on parenting models. There has been a tendency of researching on child issues while relying only on adults' perspective of the issues and forgetting the children's perspectives. As the result, potential contribution of children has been undermined in sharpen the understanding of their needs and lives. Thus, direct consultation of children and the invitation to ponder on and, explicitly, explain their thoughts concerning the models of parenting were the crucial guiding-line throughout this study.

Furthermore, the focus of this study was on evoking subjective narratives of children's experience on the models of parenting. The facilitation of relatively larger access to the perceptions, feelings and experiences of children was done through qualitative approach which were the suitable choice for this study, in particular, an employment of focus group interviews with them. Focus group interviews permit interactions and involvement of the children throughout the study's processes (Hennessy and Heary 2005).

1.6. Assumptions

- The respondents participated and contributed actively in focus groups and parents answered the questionnaire correctly,

1.7. Limitation of the study

An ideal setting to have unrestrained population of children to recruit was the school, although, still the sample size was somewhat small. There were, however, some prejudices on the kind of parents who were willing to permit the researcher to invite their children to join a focus group on parenting. Also a researcher being a foreigner created a situation to some respondent to withhold some information out of their shyness.

Furthermore, time and resources were another limitation to the reach of broad school population in Konya. Sometimes the researcher found students busy with the day to day school schedules. The recording devices and transcription programs were relatively expensive to buy, which was a big challenging to the whole process.

On the other hand, there was methodological limitation. Positive dynamic does not always created through these group processes in focus groups. The reluctance of some individual to explain a perspective which differ from the majority view was part of the hindrance in this group processes. For example, the feeling of intimidation among some participants within the group have blocked them from air out their true thoughts (Hennessy and Heary 2005).

1.8. Literature Review

1.8.1. Essence of parents on children's development

Over the past decades in the parenting literatures, majority consensus is that family is very effective setting to the development of a child, while there other influences like extra-familial (such as the neighborhood community, or culture) and peers who have become broadly crucial during early and middle childhood, and adolescence (Parker and Buriel 1998).

This is due to the fact that, the suitability of a setting provided by parents for the development of a child, the excellence level of parent-child relationship and the impact of parenting patterns are the fundamental focus of family researches. Changes in family demographics in many societies (Turkish society is not an exception in this context since it has witnessed considerable societal and economic changes in the last decades (Norris and Inglehart 2009). In addition, the rapid increase levels of problems

encountered during childhood, provoke the interest on the subject of responsible and effective parenting (Ramey 2002).

There are obvious efforts made by researchers in understanding the patterns of parenting and their affiliation on a couple of factors that are either way contribute on the development of a child. It is the fact that there is no theory of parenting that stands alone and shows how it mold that development of a child in its entirety. There is, however, a reality which suggests that, there is a close connection between specific models and strategies of parenting, and the various outcomes emerging in child development (O'connor 2002). There are two parenting aspects that have come forth in the study as being especially significant. 'Parental responsiveness' and 'parental control' is the prominently description found in different sources (Symonds 1939, Baldwin 1955, Sears et al 1957, Schaefer 1959, Baumrind 1978, Maccoby and Martin 1983).

1.8.2. Parental Responsiveness

Parental Responsiveness according to Baumrind as cited in Grolnick (2003), refers to “the extent to which parents intentionally foster individuality, self-regulation and self-assertion by being attuned, supportive and acquiescent to children’s special needs and demands” (Baumrind 1996, as cited in Gurland and Grolnick 2003).

Having said that, Parental responsiveness in Turkey according to the findings indicates that Turkish mother reflects warmth at high levels, and this does not differ significantly with SES. However, other aspects of positive parenting such as maternal sensitivity, reasoning, providing explanations to the child, and cognitive stimulation increase with education (Prime Ministry Family Research Institution 2012).

The parenting patterns of warmth and responsive has been linked to positive developmental results, such as secure emotional bonds, strong sense of moral values, good peer relationships and high self-esteem (Loeb et al 1980, Janssens and Gerris 1992, De Wolff and Van Ijzendoorn 1997, Hastings et al 2000, Ladd and Pettit 2002).

1.8.3. Parental Control

Parental Control (demandingness) referred to as “the claims parents make on children to become integrated into the family whole by their maturity demands,

supervision, disciplinary efforts and willingness to confront the child who disobeys” (Baumrind 1996, as cited in Gurland and Grolnick 2003).

According to the research findings in a context of parental control proves that, when parents who are controlling and demanding to put limits on the freedom of a child and hovering over their behavior, parents who are less controlling have less restrictive habits and give a child autonomy and greater freedom. While the punishment-oriented control is widely used, however, seldom verbal reasoning is used within the traditional Turkish families. Thus, the authoritarian’s nature of parents are obviously within this families (Taylor and Oskay 1995) and meddle with the choice of a child to occupation and friends (Kongar 1976). These parenting habits discourage autonomous decision-making and encourage dependency (Kagitcibasi and Berry 1989).

Furthermore, some other research findings shows that the contributing factors to the child’s behavioral problems significantly rooted from the high level of permissiveness and low level of parental monitoring (Kerr and Stattin 2003). While other study proves that, there is no consistently linkage between positive developmental results and high levels of parental control. For instance, the anti-social behavior are so often than never connected to inconsistent and harsh behavioral control (Patterson et al 1989). These findings suggest that despite the importance of parental control, the manner to which is implemented is worthy considerable to achieve its effectiveness.

1.8.4. Parenting Models

The fusion of parental control with parental responsiveness is known as ‘parenting style’ (Maccoby and Martin 1983). Research on parenting styles represents the main approach to the study of parent effects on children’s development. This typological approach has examined the intersection of the warmth/ acceptance and control dimensions of parenting behavior, giving rise to four specific parenting styles or clusters of child-rearing practices.

- The Authoritative parenting style: is characterized with high warmth/ high control and it is encouraging independence to the children while at the same time placing appropriate limits on their behavior. Open parent-child

communication is encouraged and warmth and support are consistently displayed toward the children (Spera 2005).

- The authoritarian parenting style is characterized with low warmth/ high control also sets limits on the children's behavior but to the point of becoming restrictive. Such parenting style requires unquestioned obedience and is intolerant of inappropriate behavior. Harsh, punitive measures are often used to ensure compliance with rules and standards (Bush and Peterson 2013).
Parents who practice this kind of parenting style have high expectations and high maturity demands for their children, which they communicate through rules and orders. Little verbal exchange is allowed and displays of affection are kept at a minimum (Spera 2005).
- The Permissive-Indulgent parenting style is commonly characterized by high warmth/low control. The description of this style can be referred to as an accepting but lenient parenting's style – Parents who use this type are demonstrates warmth and emotional involvement with their children but make very little demands and place few, if any, limits on their behavior (Santrock 2005).
- The Permissive-neglectful parenting style is characterized by low warmth/low control. It is the opposite of the authoritative parenting style, being low on both dimensions of responsiveness and demandingness. Like those in the indulgent category, permissive-neglectful parents place very few restraints on their children and there is little monitoring of their children's activities. However, they show very little warmth or affection and are typically uninvolved in their children's lives (Maccoby and Martin 1983, Teti and Candelaria 2002).

The consideration of explicit culture and setting in which the parent raise their children, however, is worthy pondered in order to have a clear definition of an ideal developmental goals for parents (Arendell 1997). For decades now various studies have been exploring the relevance of these styles of parenting through different settings and ecological diversity of these specialty in which families and parents are embedded (Garcia Coll et al 1995, McGroder 2000).

There is the least exploration, currently, of parenting models in the Turkish settings. Higher levels of authoritarian parenting model and parenting values of warmth, lovingness and decency among Turkish parents has been reported in other studies (Kağitcibaşı 2007, Yagmurlu and Sanson 2009, Nacak et al 2011).

1.8.5. Parental Discipline

Through discipline encounters, parents seek to induce children to behave in accordance with parental standards of appropriate behaviour (Baumrind and Thompson 2002). Its usage as a label for punishment has come to overpower its more moderate origins. The root of the word is disciple, which denotes one who learns or apprentices himself for the purpose of learning (Pruett 2010).

Therefore, ‘the process of teaching children about appropriate behaviours and societal norms and values’ is regarded as the definition of discipline. Strengthening good discipline is the ability of the child to internalize the parent's message that is likely to exert discipline. Internalization has been defined as the assimilation of values, beliefs and attitudes of society so that the motivation of socially acceptable behaviours is done intrinsically rather than foresee of external consequences (Grusec and Goodnow 1994).

In addition, three types regarding techniques of disciplines, their linkage with internalization and development of children, have been explored (Hoffman 1970):

- Induction has been characterized by the use of reason and explanation to explain the nature of the misdeed and how it affects the rights and feelings of others. They vary in complexity; early inductions are likely to be very simple (e.g. “If you push him, he’ll fall and cry”), whereas with older children parents may refer to subtler psychological effects or processes (e.g., “Don’t yell at him. He was only trying to help” or “He feels bad because he was proud of his tower and you knocked it down” (Hoffman 1983).
- Power assertion involves employment of physical punishment or withdrawal of privileges, the use of threat or actual use of force. Consistent and use of power assertion is associated with a moral orientation in children based on fear of external detection and punishment (Hoffman 1970b, 1983).

- Love withdrawal includes withholding attention, affection or approval, or expressing disappointment or disapproval after a child misbehaves (e.g., ignores the child, turns his or her back on the child, refuses to speak or listen to the child, explicitly states a dislike for the child, isolates or threatens to leave the child) (Hoffman 1983).

Hoffman 1970, concluded that the withdrawal of love or power assertion to a child was particularly not effective in promoting internalization. Moral maturity, on the other hand, promoted by the use of Induction. According to Hoffman (2001), inductions influence the highest level of arousal, suitable for learning. In this state of awakening, the child can attend to and address the information included in the inductive statement of a parent (Hoffman 2001).

Inductions guides the attention of a child to the implication of his/her behavior for others and strengthening child's ability to feel empathy for someone else's negative feelings. Withdrawal of love and power assertion technique can create unbalanced emotions to the child which fueled by the fear of punishment or anxiety about losing the love of a parent; either way, the attention of a child is probably directed to the implications for the self's misconducts rather than for other people. These techniques add to the perspective of a child that the ethical standard is external, as a result, rather than within the self (Hoffman 1970, 1983).

The findings of the project done on the contexts that elicited certain parenting practices, using lab observations of mother-child interactions, parenting behavior, and child's socio-emotional outcomes, , show that children were more frequently ignored than praised after compliance and more frequently criticized than ignored after noncompliance (Aksan et al. 2008 and Kürüm 2011 as cited in Sen et al 2014).

It might be argued that this pattern—Turkish mothers' ignoring the compliance and criticizing the noncompliance—indicates that compliance is seen as the expected response in Turkish culture, so it does not need to be rewarded. But, noncompliance is not an acceptable stance and requires a negative response from parents (Sen et al 2014).

1.8.6. Physical Punishment

Physical punishment is one among the power assertion's aspect that has been looked with a closer eye in the literature. The action of presenting a negative catalyst

followed by a unique behaviour to lower the chance of that behaviour being repeated later is referred to as Punishment. Physical punishment includes a variety of observable response that involves the employment of force by the parents towards the child.

For that being said, there is an obvious variation for physical punishment which may vary from abusive and bad acts (such as hitting) to minor violence or more common slapping and spanking (Holden 2002). Many of the studies have dedicated their consideration to the final less violent type or customary physical punishment (slapping) (Larzelere 2000).

Turkey like many other countries in the world has ratified the United Nations Convention on the Rights of the Child (Unicef 1989). It comprises 54 articles which derive from three main themes: the 'best interest of the child, the evolving capacity of the child, and respect for the human dignity of the child'. And children's rights in the convention may be grouped into four categories: 'rights to survival, protection, development and participation' (Limber and Flekkoy 1995).

Further, Article 37 of the convention states that 'States Parties shall ensure that no child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment'. Some argued that limited physical punishment is not an infringement of children's human rights. But, six years ago, the second cycle review (Universal Periodic Review of Turkey's human rights record) took place in 2015 (session 21). During the review, notably, two recommendations were made and accepted by the Government, which it considered them already implemented or in the process of implementation. Such recommendations were stated that; "Consider the adoption of the specific legislation prohibiting all forms of corporal punishment of children (Poland); and "Prohibit all forms of violence against children, including corporal punishment (Slovenia)" (Children 2016).

Studies concerning disciplinary strategies and parenting in Turkey shows the physical punishment implementation, like spanking, is profoundly part of parenting culture (Keyes et al 2015).

1.8.7. Researching Children's Perspectives

Studies show that there is inadequacy for the perspective of children concerning parenting on the literature and only their views are taken into consideration

when there some sort of serious challenges on parenting (James 2003). The consensus of childhood sociologists is that childhood should be seen as explicit and varying experience for each child as an individual (James 1998). The status of children as the advocate of their own affairs has broadly been recognized and their existence is gradually felt by the majority (Knapp 1999).

Therefore, the child has to be considered as human, a social advocate and should be approached and seen from the richness of competence, reason and significance angle (James et al 1998). This experience of children and childhood affects how research with children (rather than on children) has been done.



2. METHODOLOGY

2.1. Qualitative Research Approach

The broadly usage of qualitative approach to elicit the perspectives of children on topics relevant to their lives was due to the distinguished quality this approach has embedded with such as the way it valued subjectivity and privileging the contribution of participants (Hill et al 1996, Morrow 1998, Green and Hogan 2005, Coyne et al 2006). According to Hogan, among others, the uniqueness of the qualitative approach is that, its distinctive nature of inclusion and openness which exclude the hindrances that are common on pre-structured quantitative methods and methodologies (Hogan 1998).

For this reason, the expectations and assumptions of adults are put at bay so as to pave the way for them to submerge into the children's world of understanding and meaning. A child-centred qualitative approach has granted the children the expert stead to air out their thoughts which in turn can be a contributing factor for the adult's understanding of the children's world and how they approach crucial matters that directly affect their lives in one way or the other.

The children who participated in this study, their expert status has been entitled to them throughout the study processes. In addition, the strategy has offered an open and flexible eye through which perspectives of children has been elicited in a meaningful and rich way.

2.2. Research Design

This is a qualitative study which employed a phenomenological research design. The research design was useful as the study sought to focus more on the description of the participant's experiences than the interpretation of the researcher (Moustakas 1994). The researcher had put at bay his own understanding in a reflective move which fosters his curiosity on the topic (LeVasseur 2003).

In order to fulfil the research objectives, it was important for the research to be designed in an approach that will ensure that the data collected are both accurate and relevant. It was through this design that the researcher has had obtained relevant information to complete the objectives of the study (Churchill and Iacobucci 2002).

In this phase, the researcher was able to specify the methods and procedures for the collection and analyzation of the needed information. The researcher used this part as a framework that plans actions for the research project. The objectives were inclusive in the design to ensure that the information collected is appropriate (Kothari 2004).

The researcher used the exploratory investigation as data collection methodology to gather information about children's perspective on parenting models in Konya Province. An exploratory investigation is one among the preferred tactic of data collection in social research since it allows the researcher to enter into the other person's perspective. The researcher decided to use this tactic because of its accessibility to better or more information and the less cost than other tactics.

2.3. Area of study

The research study was conducted at Konya municipality. Researcher selected Konya municipal since it was near to his residence and thus it was suitable for him in going to the field area.

2.4. Study Population

Study population refers to the large group of people that have one or more characteristics in common, on which a research study is focused (Fraenkel and Wallen 2000). The population of the study generally comprised all children who live with their parents or guardian, aged 11 to 15 years old and they were living within the three central districts of Konya Mega-municipality (namely Selçuklu, Meram and Karatay). The selected population is very vital to this study due to the nature of data to be sought.

2.5. Sampling Procedures

2.5.1. Purposive Sampling

According to Patton (2002), this is a sampling procedure which is used when a sample that meets the criteria of the study is selected. This method allows the researcher to use cases that have required knowledge with respect to the objectives of the study. This method was applied because the researcher believes that he can get realistic information concerning the subject matter (Patton 2002). At first, letters were sent to the Provincial education director's office explaining the intent and asking

permission to conduct the research in the namely three districts (Selçuklu, Meram and Karatay) in his province. After the permission granted by the Provincial Education director's office, then the researcher sent letters to the Principals of selected six public schools (two from each district), explain to them about the study and ask their willingness to allow the fieldwork phase taking place in their schools.

The schools were selected randomly from the researcher list of interest i.e. public secondary schools in each of the three districts. For a researcher to have the sample balance between boys and girls, thoroughly, the number of schools needed has to be filtered to, mixed-sex schools were particularly targeted in this study. Follow up researcher visitation and meet with school principals and later with guidance teachers regarding the discussion on the assistance needed during researcher presence at school, for instance the arrangement of where the interview will be conducted and the distribution of parental envelopes which included the parental consent letter and questionnaire forms for demographic data collection to the selected children within the respective schools and asking for permission to run focus groups discussion during school time.

Two schools in Karatay and one from Meram refused the invitation, while two schools in Selçuklu and one in Meram agreed to facilitate the study. The letter from the Provincial Education director's office does not specifically mention the school's name as part of this fieldwork; Parents would not be interested in their children to participate in the study; The school is in short supply of students in the study's criteria since other researches are on progress; The majority of students in our school are Syrians and the language and attitude of the parents will be the barrier were highlighted as the major reasons behind the refusal. To meet the study's demand, the researcher had to find other 3 schools and find 2 from Karatay and 1 from Meram which agreed to facilitate the study and make the total of 6 public secondary schools.

Following the consensus with the Principals, the envelopes were distributed to the parents of the children in the selected classes in respective schools. In all schools except for one, the guidance teachers explained the study to the classes and envelopes were distributed to the students who were interested. In each envelope, there was a stamped letter from the office of the Provincial Director of Education asking the approval of a parent to permit the researcher to invite their child to join in the study

and inclusively is the place for a parent to sign (see appendix A). In addition to this letter, there was a short questionnaire asking parents to provide basic socio-demographic details about their families; Family structure, ethnicity and socio-economic status.

Table 1. Response Rate details According to Source of Contact

SOURCE OF CONTACT CODES	AMOUNT OF DISTRIBUTED LETTERS.	NUMBER OF PARTICIPANTS
A1	40	30
A2	40	10
A3	40	23
A4	40	23
A5	40	11
A6	N/A	10
TOTAL	200	107

The researcher paid a visit to each school in order to conduct the field work. Children who returned parent's approval letters back to school were taken to a specified room in a respective school. The purpose of the study and the quality of participation were shared with the children and invited to participate in the focus group discussion. The children were encouraged to participate in the study willingly; they were also told they could freely quit the discussion and go back to class in anytime and not participate in the study if desired. All the children who returned the letters of parental consent and were in the school in the day of fieldwork were very active, excited to air their thought out and signed a letter of approval to this effect.

2.5.2. Sample size

A representative segment of the study population in which the researcher is interested in acquiring information and drawing conclusions can be referred to as sample (Babbie and Mouton 1992, Hall and Du Gay 2006). This sampling approach was not distinctively targeted to employ the whole of Konya typical children's sample, rather to employ children's sample from diverse backgrounds to assist the researcher to explore and represent a range of experience.

Given our population were all children who live with their parents or guardian, aged 11 to 15 years old and they were living within the three central districts of Konya Mega-municipality (namely Selçuklu, Meram and Karatay). Then our sample was 2 public secondary schools from the three selected central districts which made a total of 6 schools. These schools were randomly selected from lists of public secondary schools within each of the three districts.

Purposive sampling method was used to select the research participants, 60 children from each of 3 districts to participate in the study. So expected sample (n) = was equal to; $60 \times 3 = 180$. However, the actual sample was (n) = 107. 40 from Selçuklu, 43 from Meram and 21 from Karatay.

2.6. Data collection instruments

The researcher acknowledges that no single method is self-sufficient or adequate in itself in collecting valid and reliable data (Creswell 2014). Thus, in this study two methods were used as a means of offsetting the weaknesses or biases which can be found in one method. Therefore, this study employed focused group discussion and questionnaires. Questionnaires were directly administered with parents and focused group discussion was administered by students.

2.6.1. Focus Group Discussions

Focus group discussions made up the research method for the study. ‘A focus group is a discussion involving a small number of participants, led by a moderator, which seeks to gain an insight into the participants’ experiences, attitudes and/or perceptions’ (Hennessy and Heary 2005).

Although it was originally widespread in the field of market research, decades ago it has seen an increase in interest among social scientists in focus groups as qualitative research (Kruger 1994, Morgan 1996). In this study *focus group, a semi-structured interview* was used. This interview is based on the use of an interview guide, in this researcher wrote a list of questions or topics that needed to be covered (Kombo and Tromp 2006).

Topic Guide for Focus Group

The topic guide for the focus groups was organized under a number of general areas and participants were asked about details of their own family circumstances or their own parents. The following broad issues discussed:

- Family's roles, specifically mother and father roles and distinctions between them.
- Family's care and support, including how parents react to and are aware of the needs of children.
- Family's control, including how parents monitor and discipline their children.
- Parental strategies of punishment, including 'acceptable' forms of punishment and methods of verbal and physical punishment.
- Perceptions of the effectiveness and impact of different parenting strategies and the factors associated with their use.
- Perspectives on the comparison between rights and responsibilities in families.

2.6.2. Questionnaire

The method was used to seek the general basic data associated with the family backgrounds of a child by means of a brief questionnaire addressed to parents. The Questionnaire was attached to the parental consent form. In the ethical point of view, it was regarded that the requesting of this information was suitable taken directly from the parents rather than the children, considered the group setting of the researcher's contact with participants. Parents who approved their children to join the study has to complete the concise questionnaire.

The Questionnaire information elicited from parents by the researcher;

- Composition of the household/The structure of a family,
- Children and parents' country of origin, and
- The main wage-earner in the home's current occupation (to figure out social class).

The primary goal for collecting this information was only for the production of a general profile of a child who joined the study. This information was in no intention

to be collected for the purpose to associate an individual contribution of a child directly with their own family background.

2.7. Ethical consideration

Punch (2000), asserts, “All social research involves consent and associated ethical issues since it is based on data from people about people”. Interviews of participants should meet the general protocol and procedures for interviews and oral history (Douglas and Thompson 1998).

The researcher ensured that approved letter has been obtained from the faculty of health sciences ethics committee for non-interventional clinical investigations, the approval letter from national provincial education director’s office, the oral approval from the Principal of the public secondary schools from the basis of NPEDO’s letter, and the informed consent letters from participants and their parents or guardian. They may need full information about the research, including the reason why they had chosen to participate. Participants’ privacy, confidentiality and anonymity are guaranteed.

2.8. Children Profile

In total 15 focus group were conducted with 107 participants, from secondary school with age ranging from 11-15, the groups response rates across six different schools varied, with school A1 researcher, had three groups from class 6, 7 and 8; A2 researcher had two groups from class 7; A3 researcher had three groups from class 5, 7 and 8; A4 researcher had four groups from class 7; A5 researcher had one group from class 6, 7 and 8 and from A6 researcher had three groups from class 5, 6, 7 and 8. The composition of gender in a sample was nearly equal, with 49 Boys and 53 Girls.

Table 2. Number of Participants by Gender and Class

CLASS GROUP	GIRLS	BOYS	TOTAL
Class 5	04	02	06
Class 6	01	07	08
Class 7	42	33	75
Class 8	06	07	13

TOTAL	53	49	*102
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**The total in this table is lower than the total number of participants because 5 Students were not specify their classes.*

2.9. Family Background Profile

Three aspects of children's history and the context of their families have been explored by the researcher: The structure and wage-earner in the family, and if any, their profession; and the country of origin of the child and the parent. The majority of children (90%) lived with their both parents ($n = 110$). Three children (2.5%) were living in a family with two parents, where one parent was a step-parent. Seven children lived in a single parent family: Six children (5.4%) separated or divorced, while one child (0.9%) lived with their single, never-married mother and another one child (0.9%) lived with her aunt and grandmother, for her mother has passed away.

In the majority of the households (83%), at least one parent was employed ($n=89$). And in almost 82% of these families, the main wage-earner was identified as the father ($n = 73$). Only 3 households did not have a wage-earner: 2 of these were headed by a single mother, one among the two is a never-married mother and another one had separated or divorced while the parents in the third household were living together. And 15 households did not fill the question at all.

Table 3. Identity of main wage-earner in a family

ID OF WAGE-EARNER	FREQUENCY	% PARCENTAGE
FATHER	73	68.2%
MOTHER	2	1.8%
BOTH PARENTS	7	6.5%
RELATIVES	7	6.5%
NO WAGE-EARNER	3	2.8%
N/A	15	14%

The Profession of the households' wage-earner is divided into one of the 7 social class groups. However, both parents were defined as wage earners in the family, the one with a higher rank was chosen for that family. Sample classification found that

almost half of the sample was in the managerial/technical managerial and higher

Table 4. Social Class Groups of Wage-earners in a Household

SOCIAL CLASS	FREQUENCY	% PARCENTAGE
Professional Workers	29	27.1%
Managerial Workers	11	10.2%
Managerial and Technical	6	5.6%
Non-manual	13	12.1%
Skilled manual	25	23.3%
Semi-skilled	3	2.8%
Unskilled, All others gainfully, occupied and Unknown	20	18.6%

professional social classes, while unskilled and semi-skilled social classes took a quarter of the total sample.

Lastly, it was of no surprise for the Turkish to take large percentile (97.4%) of a sample that elicits information about children and parent's country of origin (n = 117), while 2 children were of Central Asia ethnicity and one parent never answer the question at all.

Table 5. Country of Origin of Children and their Parents

COUNTRY OF ORIGIN	FREQUENCY	% PERCENTAGE
TURKEY	114	97.4%
OTHERS	2	1.7%
N/A	1	0.8%

2.10. Data Analysis

The systematic process that includes working with data, arranging and breaking them into easily controllable units, synthesizing them, searching for the patterns,

discovering what is learnt and deciding on what to tell others (Bogdan and Biklen 1992).

The verbatim transcription was used to transcribe all the discussions of focus groups, followed by the coding process and analyzation of data. The open codes were used to breakdown the transcripts into relatively small and meaningful pieces of data, the identification of themes associated with behaviour, feelings and attitude was observed and critical comparison was done by the researcher (Braun and Clarke 2006).

Constant comparison method was used to the refinement of the themes as the analysis was on progress and, furthermore, see if there is any distinguishing feature or new notion comprised them come forth. The coding and analysis process was done in a way that fosters the transparency of the interpretative works inbuilt in qualitative analysis.

The illustration of the translated children's perspective quotation from the transcripts was used throughout the report writing. The reproduction of these transcripts was done with relatively minimal editing in order to represent the spoken word. The gender of the child was explicitly identifying, but names were strictly omitted from the text.

3. FINDINGS

Within this section, researcher has presented children’s narrations addressing the research questions and objectives of the study on their own perspectives, starting from parenting roles, parental control and discipline strategies to the similarities and deferences between parenthood and childhood.

3.1. Parenting Roles

This part addressing the narrations of children pertaining the roles of parents including the distinct and still interchangeable nature of the roles of mother and father, plus the understanding of children on how these roles take shape over time. Initially, the question directed to the children to think about the roles of parents in the family. While explaining the large number of functions that parents were anticipated to do, the illumination of the fathers’ and mothers’ nature of their roles was done separately, and the clarity was both similar and distinctive features.

MAIN THEMES	SUB-THEMES	P.p
PARENTING ROLES		23
	i. The things done by parents	24
	a) Working and earning	
	b) Sustenance and Care-giving	
	c) Protection	
	d) Guidance	
	e) Authority	
	f) Emotional Involvements	
	g) Collective Activities	
	h) Facilitating Autonomy	
	ii. Age-related Patterns in Parenting Roles	30
	a) Changing Child’s Roles	
	b) Changing Parent’s Roles	
	c) Quality of Parent-Child Relationship	
	iii. Gender-related Patterns in Parenting Roles	34
	a) Gender-Nature of parenting roles	
	b) Parenting Girls and Boys	

From the narratives of children analysis, it was clear that there is no standardized model for how parents perform their roles among Turkish family lives in Konya Municipality, rather, the parent's performed roles are linked to structural features of the family, such as household composition and work circumstances, and in some cases are obviously associated with the age and gender of the child.

The Things Done by Parents.

The initial focus for the analysis was to examine the description of the children on the duties of parents within the family. The responses were reviewed and eight themes were manifested: Autonomy facilitation, collective activities, emotional involvement, authority, guidance, protection, Working and Earning, sustenance and caregiving. Each of these is looked at as follows.

Working and Earning;

The theme reference is to the provision of financial support by the parents to their children in order to buy the necessity, to look after and feed the children:

"C-K: They go to work. They make a living for their family."

"C-E: Well, they meet our basic needs. They take good care of us"

"C-E: Look after the children."

The roles of the parent as a worker and financial supporter were regarded as the role that continues, that's probably will continue up to early adulthood. In relation to the theme as a notion that the parent has to work all of his/her life in order to support his/her kids until the kid gets to 18:

"C-K:... So they (parents) have to do it (their responsibilities) until their children can do the things on their own. These are, likely, their responsibility."

Sustenance and Care-giving;

Among the crucial thing to be satisfied by the parents to their children is the sustenance provision. What is sustenance? Actions that promote survival and biological integrity can be described as sustenance parenting act, like the provision of foods, housing and conditions for the health maintenance (Bradley, 2002).

On the other hand, children's general explanations such as 'looking after us' and 'taking care of the family' provided various examples of basic care actions carried out by parents. Categorically, it can be grouped into three main parts: food provision, health promotion and provision of a suitable home:

"C-E: They need to think about your health, feeding the food, shelter, clothes and all your needs should be met."

"C-K: ...then we need to go to the doctor for our health sickness."

Food's provision and nourishment was the far most common description of caregiving by the children. The parent's role of cooking for and feeding were referred by the children in all groups;

"C-E: ...Mothers make home meals."

"C-K: ...preparing food or something"

Lastly, Parent's role of providing a home and a shelter described by the children "we have the right to be sheltered" and insurance of clean, warm and comfort to children. In relation to this, there are many housekeeping obligations came forth that children expected to be performed by their parents. These included cleaning the house, tidying up and more generally, having responsibility for running of the household:

"C-E: Well, they do what they do. Children go to school. Mothers make home meals, cleans the house. Dad goes to work."

"C-E: Our mothers are doing housework, such as ironing, preparing food. As my fellow friend said, Fathers are well over in heavy load. ↓"

Protection;

Protection and security was another key role satisfied by the parents. Keeping their children safe and ensuring they are not in danger is among the description from the children in almost all the groups:

"C-K: If it comes to his/her child is in danger, he/she works out to protect him/her. Even if your kid doesn't know how to swim, how to rescue him/her when it happens."

"C-K: The most important thing to the family and your family is to not keep the child hungry, because of the negative effects that can be left on the bad people outside, and the responsibility to protect them."

Guidance;

In this theme parent's role as a guide and teacher for their children has given importance. Children perspective on some of the values and goals that parents have in raising their children has also been reflected within the theme:

"C-E: For example, now we have an exam. To support her/him, she/he says do the homework or so."

There was a prevalence of less prominence on assisted performance skills and practical help. The way parents provide guidance to the children deemed some of the distinguished goals and values that parents hold true for their children:

"C-E: They teaches us about the good life."

"C-E: For example, Mothers teaches their daughters how to cook the food"

They portrayed parents as moral guides for their children, teaching them 'rights from wrong' by setting a good example and talking to them about the distinguishing features of acceptable and unacceptable behaviour:

"C-K: They try to raise us with correct manner."

"C-E: Parents teaches their children about health, morality and manners."

Furthermore, transitional class deemed that acquire a good education and manifest the good manners are the goals and value overseeded by parents to their children:

"C-K: They gives importance to their (Children) education. They're good for them. They will do whatever it takes to help out.

"C-K:...In fact, If you don't have a family, you can't find out (learn) about basic things."

Authority;

The role of a parent as an authority and control figure within the family has been a source of concern in all focus groups. Although the matters related to the authority control of the parents were examined separately in each of the focus groups, authority roles formed part of the general debate on parenting roles. Different parental behaviour categories examined within the theme, including monitoring and controlling behaviour, and defining limits and strategies for children's discipline. Some children are focused on monitoring the activities of parents, like controlling where children go and allowing them to be at home at a given time:

"C-E: ...but on its place, for example, 'where are you going' like that 'I am going here and here' 'make sure you are home at this hour' okay, like that."

"C-E: Well, For example, where does your child go you should know, something like that.."

The tendency of parents to ask the children about his/her whereabouts and with whom has emerged in the children's narrations:

"C-E: If we are out with our friends, without informing anyone, they are going to worry. When the time has passed, where will they find you? Or when we were late from school, they will ask you where have you been and why you came home late."

'Head of the family' and 'authority figures' were parent's description given by the children, within the family. The crucial notion on the control, the ability to take disciplinary actions by the parents when the children misbehave and putting limits where it is necessary to do so were the central exploration among focus groups around this theme:

"C-E... He warns you first and then punishes you."

"C-K: Children before they have their full freedom until they left their parents' house, they are obligated to let their parents know what they are doing, listen to their words, they have rights."

Consequently, parental control was regarded as of great importance and with positive intent in the family. Distinctively, its ability to preventing the engagement to risk behaviour and give assurance of safety to the children:

"C-E: They keep the child away from bad habits."

"C-K: S/He makes sure the child doesn't get in touch with bad friends."

Among the aspects came forth during the explorations between groups was how important the balance and ground for fairness is. So, the balance between strictness and permissiveness was highlighted by the children despite the importance of control in the family. The ground for fairness whereas children are involved to gain trust and negotiate suitable measures and lines not to transgress was emphasized as a crucial aspect of parental control and authority:

"C-E: I think it's the right thing, but unless you overdo it. It will hurt the child, give pain to the child, not touching the child much."

"C-K: For example, if you (Parent) are angry with the child in an unjustified place, of course, with his/her parent//eeh// let me give an example a parent; 'Dad, this is not the case, I'm right about the matter at hand,' he may say."

Emotional Involvements;

"C-E: They provide peace and reconciliation of the family."

The notably highlighted theme on the description of the children was the emotion support or involvement and the affection attachment between parents and their children. Although the theme was widely experienced by the children among all groups, the variation in how experienced it was surprisingly. They explain how their parents' show them love and affection without string attached to it:

"C-K: Mothers may support their children like this, For example, Mothers shows respect, love, fathers explain to him/her how to act him/herself."

Children described also roles of a parent in ensuring that children are not undergoing problems at school or with friends:

"C-K: They do not psychologically stress (us) on the day of examination."

"C-K: To spend the best moment with our friends at school. Doing our lessons."

The presence of the parents and their parent commitment to keep them safe was taken into consideration in many children's descriptions. The parent's love for their children was considered not to be casual on the good behaviour of the child but unconditionally:

"C-K: Mother with father in a family, For example, shows love openly to their child. It is certain that they love him/her."

"C-K: When there is something for the child or the child is sad, Mothers stand next to him/her. It's more congenial."

The importance of open communication and listening to each other, for example:

"C-E: Are you okay or what did you do? How did the exams go? How the school was going or something like that? But if the term extended, is already going to be good for the child or...."

Parents that listen instead of shouting' also emerged as key features of emotional support:

"C-K: Parents should care about the child. Parents have to listen to what the kid says. All the attention should be directed to the child, because the child no matter how much, he knows something."

Collective Activities;

Within a number of the focus group emerged the role of parents as a companion for their children. How parents spent time with their children has described by the children within this theme, such as play together or helps with home chores:

"C-K: Not with the teachings, but with the help of helping them to get a little share with it."

More commonly to older children described their parent's role in transporting them to and from activities rather than sharing activities with them:

"C-K: Another situation is controlled, For example, if I say I come here to play basketball, I mean I am here. Coming here and look if it is true, that bothers us. They should trust us somehow."

Facilitating Autonomy;

"C-E: At the right moment, they just need to let him/her go a little bit free."

Parent's role in facilitating children's autonomy and independence was a final theme emerged exclusively among the children. The importance of parents giving their children space, freedom and privacy were highlighted by the children:

"C-K: ...For example, they may say 'let me ask my child, let me talk with my child, how he/she would give information'."

"C-K: A child can talk freely with her/his family. There should not be much pressure on it."

In spite of that, a suitable line not to be transgressed, as described in the authority aspect of the parent's role, mirrored very crucial settings for assisting independence and autonomy. Consequently, consideration of control as one among important aspects on the role of parent, children realized the range to which parents allowed the freedom was natural hindered by certain limits:

"C-E:...The parents who do not do what everything their child wants, but that which is suitable to be done.

"C-K: The one who help to correct the errors of their children. When their children are in need they meet their needs, but keeping the fore-plan to work out his/her children wishes, because if s/he works without the foresight, the child will want more of what s/he wanted, and when the parent cannot afford that, they(children) can be spoiled psychologically."

Age-related Pattern in Parenting Roles

Children were asked directly how parent's roles change over time. Not as expected, some children who were younger were less likely to say anything about it and some groups highlighted that the roles of parents change as children grow older.

However, age-related perceived changes in parental roles and parent-child relationships have been described in all groups as follows:

Changing Child Role

There other themes associated with the changing on the role of a child have also come forth during the discussion in the groups. In particular, a higher level of children's responsibility for overtime and the facilitation levels of autonomy and independence.

Independence and Autonomy Facilitation:

In another minor-theme associated with the increase in autonomy and independence, children explained how they can do more outside their homes. Some of the children explain how teenagers '*are allowed out more*' while some groups explained how teenagers have relatively bigger understanding and responsibility, and that are given more freedom and independence:

"C-K: for example, I care very much for my brother, he goes out whenever he wants, and he stays with his friend at home. For instance, last year I said I go to my friend, it took me a week to have that permission to go."

Increasing independence, however, also increased the opportunity for young people to engage in risk-taking behaviour, and consequently made inferences about the roles of parents as they tried to regulate the increased independence of their children in the context of their risk-taking behaviour:

"C-K: For instance, let say 'if you smoke, it is bad, and then it ends up to be worse'. Then, if you are open to people, tries not to do that to that child, it's a bad habit."

Responsibility Levels:

The first sub-theme relating to higher levels of responsibility for children over time emerged in almost all of the focus group discussions. Children, as they get older, show that they are less dependent on their parents and are better able to take care of themselves and can be left alone:

"C-K:...he (Her brother) says to me, "work hard", I say to him too, "I am older, I can make my own decision"

"C-K: Another situation is controlled, For example, if I say I come here to play basketball, I mean I am here. Coming here and look if it is true, that bothers us. They should trust us somehow."

Children also realized that they were brought up and given more responsibility when they grew up. For example, children thought about how they were expected to contribute to the administering of the house or to look after their younger siblings:

"C-K:...For example, you have a brother, your brother, for instance, has clay on his hand, and while he was claying, knowingly he drops them on the floor. For instance, her mother, I do not have siblings so far, but For instance, I had one, I can clean the floor or he can clean it out, for instance, I can always teach him everything with the electrical toy vacuum, he can later do things."

Changing Parent's Roles

Changes in parental roles are largely due to the decrease in the child's dependence. While parents do not have to do much for their older children, there are many examples of how younger children need higher levels of caregiving. For example:

"C-K: When s/he is younger, he is more interested, as he grows, he is not interested."

"C-K: Now, when we are younger, of course, they care a lot, and when we grow up they still give importance, but now we try to stay away from them. They can't understand that we grew up,"

Children also explained how, among the older age groups, parents had less practical tasks in caring for their children. More precisely, however, older children have explained how parents play a role in terms of how they monitor their children and manage discipline and authority.

There was no common ground on the amount of engagement a parent has to offer in monitoring behaviour as their children grew older or more or less strict. Some

children highlighted the less monitoring of the children by their parent over time and become more flexible.

Moreover, there was a notion among the groups that more freedom is given by the parent to their adolescent and was concerned less about them:

"C-K:...It's a difference in age rather than a boy and girl. I mean, s/he's big now, they can do it' they think. We are young, they can think that we cannot do anything."

However, when parents give children the highest level of responsibility and greater independence when they are older, there is an idea that adolescent's parents need to be more concerned about the bigger problems than parents of younger children, such as adolescent involved themselves in risky behaviour or not working hard at school or do well in exams:

C-K...I'll give example, also my brother says, 'I'm going to get so low in exams.' 'But because I work harder, I will get higher marks' he says. I mean I feel sorry for what he says. I tell him things are different. That's because the lessons don't work at all, and he's going to medicine, and he's not working, so I'm feeling bad."

Changes in parent discipline strategies were also highlighted in one of the focus group. This led to a more democratic approach to the discipline that is the increased use of communication where the consequences of actions are explained to children.

Quality of Parent-Child Relationship

The final theme, which allows discussion between the groups, was the importance of the parent-child relationship in the reconciliation of the roles of parents and children in the family. In general, adolescents perceived that their previous experience of continuous existence and the experience of their parents' care-giving, determined their familiarity with each other, supporting closeness in parent-adolescent relationships:

"C-K: For example, my mother, is kind of an ideal mother. I love her a lot, for instance, when something is happening, for example, during the

exams if I get seventy, by the way, the very low marks I get is seventy. I get seventy, my mother says, 'next time you need to earn it twice than that, okay' she says, and I said Okay. She just increases my motivation. For instance next exams I earned ninety-five, ninety, eighty or so."

Gender-related Pattern in Parenting Role

Demographic changes in the family over the past decades mean that families are increasingly characterized by the diversity in how roles and responsibilities are organized. Throughout Focus groups, parental roles and the distribution of responsibilities between mothers and fathers were explored, by cultivating opinions into children's perspective on the gendered nature of parental roles.

Gender-Nature of parenting roles

A prominent theme in discussing parenting roles was the apparent nature of mother and father roles. The dominant explanations of the father's roles are working outside the house, earning money, home maintenance, gardening and playmate:

"C-K: Fathers can play football nice..."

"C-E: Also fathers about material or so."

"C-K: Generally fathers they bring bread home..."

"C-E: Our fathers carry big and heavy things"

Also, a common theme was that mothers do more and are more competent to look after the children. Most of the children thought that mothers are better at cooking, cleaning, washing dishes, doing laundry and shopping. Mothers were likely to be more involved than fathers in taking care of the children:

"C-K: Our mothers, they go shopping and they make foods."

"C-K: Mothers arranges the house."

"C-K: Mothers are showing more interest in children."

"C-K: So our mother is clean up the home. While our father is away from the house, she leads us like that."

"C-E: In fact, if the father is a captain then mothers are like deputy captain, I mean, the mother is ahead on working things out."

However, in other respects, children have defined parenting as genderless and have not differentiated between fathering and mothering. In all groups, some children give their opinion that mothers and fathers were involved in similar aspects of parenting and their roles were interchangeable. Children gave examples of how both mothers and fathers look after them and carried out basic caregiving activities. In some cases, mothers and fathers performed the same tasks; in other cases, mothers and fathers have assumed complementary roles.

Although children from a number of family contexts are represented in the sample, it is important to note that the majority of participants lives with both of their parents.

Parenting Girls and Boys

The last factor that appeared in focus groups was the role of child's gender contribution in influencing parent's role. In this way, the children emphasized the different ways the sons and daughters have in families, and the different treatments they received in the hands of their parents. The children did not reflect on parents cared any more or less about their sons or daughters, and in general, the same caring roles addressed to boys and girls.

Across different focus groups, children perceive that parents have different activities with their sons and daughters, and encourage their children in different ways:

C-K: In my opinion, I don't know, boys spend more time with their fathers, they also play football, and they go with their mothers to the shopping centre, like that @ (.) @”

Therefore, in terms of shared activities, children thought of having different need and interest among boys and girls which are specific with their gender, and it is important to match the specific aspects of mother and father roles with the specific needs of boys and girls. This gender matching trend has also come forth in the support functions of parents. Children in some groups propose that girls are much closer to their mothers, while fathers assume more responsibility for their sons:

”C-K: For example, for a boy, because he is a bit too fond of his father, they usually do things with their father, so they try to find out what they

do, but girls often think that they can do something with their mother and learn well with them.”

However, not everyone agreed with this point of view. There were quite a number of children who reported that they had a better relationship with parents of the opposite sex, or that both parents were equally well:

"C-K: For example, there is a saying, 'Boys becomes mother's kids, and also daughters becomes Daddy's girls.' Daddy's girl is a true saying, for example as a child, boys play football with their father's a lot, but when he grows can go on his own. On the other hand, girls stand next to their father, until their adolescence.”

The most dominant area of the parenting where children emphasized different treatments between boys and girls, was associated with control and regulation. There was little consensus across the groups, however, about the differential regulation of sons and daughters. One point of view claimed that the parents are very strict with their daughters and more 'easy-going' with their sons:

"C-K:...for example, we will go somewhere with friends like that. I will say to him like, 'Dad, I'll go to the movies with my friend,' and he says, 'No' is over, no. But when it comes to my brother, he said Okay, why I don't understand the reason I cannot understand, why?”

So, children think that parents deemed daughters to be more vulnerable, while their sons are in a better position to look after themselves:

"C-E: My sibling is a girl. We are two children, at home. Now, for her being a girl, it's like they honour her somehow, like how I can say it, they give too much attention to her. Because she is of a younger one and at the same time for her being a girl that is why they show more attention to her.”

On the other hand, some children regarded the parents to be very strict with their son because of their social standard ability and their freedom may lead them to trouble:

"C-K: For example, in fact, boys are a little freer, so girls are more restricted. For that reason, the punishments become lighter for girls,

because for the boys being so free that means their misconduct can be bigger...”

”C-K: For example, girls are very soft because boys are like powerful, I mean tough. They are given tough rules too”

3.2. Parental Control and Discipline

This section focuses more on children's perceptions of control and discipline strategies that parents accept as a response to their children's behavior. Findings are presented in three broad titles: the nature of parental rules and regulations; disciplinary strategies adopted by parents; and parental use of physical punishment.

MAIN THEMES	SUB-THEMES	P.p
PARENTAL CONTROL AND DISCIPLINE		37
	i. The nature of parental rules and regulation	38
	ii. Disciplinary Strategies adopted by parents	39
		a) Power-Assertive Discipline
		b) Inductive Discipline Strategies
		c) Love-withdrawal Strategies
	iii. Parental employment of Physical Punishments	41
		a) Feeling Associated with the Physical punishment
		b) Children views pertaining the use of Physical Punishment by Parents
		c) Rationale for Physical Punishment
	d) Rationale against Physical Punishment	
	e) Perspectives Regarding the Banning Of Physical Punishment	

The Nature of Parental Rules and Regulations

All children have defined parents' rules and regulations in a wide range of areas or topics of experience. The coding of the narratives identified the specific areas in which the rules were linked. In all groups, children have emphasized the rules on social traditional behaviour, moral behaviour and safety-related behaviour. In addition, some children emphasize rules concerned with damaging of property or belonging, while other children emphasize rules concerned with school and peer and media effects. The statements of children regarding the rules and regulations referring to these specific areas are presented below;

Social-Traditional Behavior:

The most common of children's interviews were the rules on social traditional behaviour. Some children mentioned rules that prohibit 'bad behaviour' by giving specific reference to behaviours such as shouting at parents, answering back and using bad language. Social Traditional rules for some children have been associated with behaviours such as not having food on a sofa, keeping rooms in order, and adhering to agreed bedtime arrangements.

Safety-related Behavior:

In all groups, the importance of safety was emphasized in the rules applied by the parents. The children explained the rules that warned them of the dangers of wandering away from home and talking to strangers. Most children have agreed to the need for parents to enact rules to ensure that they are safe. Children's narratives also showed that they clearly appreciate that risk behaviours are a source of stress and anxiety for their parents.

Moral Behavior:

Children, less frequently, referred to parental rules designed to guide and control the behaviour of children, with reference to moral well-being. Most of the children simply talked about the rules emphasizing the importance of not harming others. The importance of sharing with others, not fighting with siblings or bullying others was also emphasized among some children.

As expected, as children's age increased, more emphasis was placed on parental rules and regulations on the school. Children refer to parental rules about school behaviour, such as working hard at school and completing homework on time

Discipline Strategies Adopted by Parents

In focus groups, children's opinions on the types of discipline responses and the strategies that parents adopt in response to child misbehaviour are examined. Discipline strategies determined by children can be categorized under the broad titles of power-assertive discipline strategies; inductive discipline strategies; and love-withdrawal strategies.

Power-assertive Disciplinary Strategies:

The Power-assertive discipline strategies were predominantly stated in the interviews of children about the disciplinary responses they experienced. Among the strategies that children talked about were the removal of privileges (e.g. treatment, telephone or tablet time), time-out or grounding, house chores allocation and physical punishment. Many children stressed that parents removing privileges such as not allowed to use the internet, for example, or parents tended to confiscate their cell phones or tablet:

"C-E: Keep them away from their technological devices, internet and that is how you solve the matter, well, on the other side can stay home punishment."

Most children also reported that their parents were using 'Time-out' as a method of punishing misconduct. The time-out in all age groups includes being sent to one's room and not being allowed to leave for a certain period of time:

"C-K: As my friends say, s/he sitting in his/her room, waiting for ten or twenty minutes and then comes out."

Children also emphasized 'grounding' as a discipline strategy frequently used by parents. In most cases, it includes the prohibition of going out, socializing and spending time with friends:

"C-K:...It's either I am out or I do not study. When I do not study then I will be out, usually, I stay out much. The other day, they will not give me permission to go out because 'yesterday you were out, today sit and do your studies' they say."

Inductive Disciplinary Strategies:

Inductive disciplinary strategies have been addressed in a lesser extent by children in focus groups. Among these strategies, children emphasized communication and talking things through and the strengthening of positive behaviour:

"C-K: ...he (a child) gets angrier, but if he talks, it going to be more effective."

C-K: I mean the one who helps to correct the errors of their children."

Inductive disciplinary strategies have also been associated with children's greater ability to internalize standards and expectations and to monitor themselves:

"C-K:...if something happens like a competition, I mean, the winner should not take a lot of risks, because it is made for entertainment and I mean, you should be congratulated if you win..."

The importance of reasoning and explaining the consequences of behaviour was also emphasized in these narratives. In general, special attention has been paid to the benefits and more effective communication with children in order to force or change inappropriate behaviour:

"C-E: ...If s/he escape from school, he might encounter some bad thing like that, a bunch of examples, I mean If parents explain through examples, it might be better in my opinion."

Love-withdrawal Strategies:

It is a third category of discipline response that a small minority of children spoke about. Children stated that the parents become upset and expressed their frustration in response to misconduct. For most children this had the effect of making them feel guilty for their behaviour:

"C-K: When my mother is angry with me, and she won't talk for a day or two. At this moment I do the basic directive thing, 'But Mom, talk to me now,' I said. Besides, I don't think I'll repeat that mistake anymore."

Parental Employment of Physical Punishment

In this section, we focus on children's perspectives on the use of physical punishment by their parents; children reaction to and feelings about its use as a discipline strategy and the understanding of why parents can use it; their view on the rationale for or against physical punishment; and their views on its banning.

Feeling Associated with the Physical punishment;

Physical punishment was defined by children in focus groups as 'beş kardeşlik' slapping or smacking in response to children's misconduct. Most of the children made a clear distinction between giving a child a smack or light touch and a slap causing an injury to a child. The latter form of punishment was considered unacceptable by children. In general, children were of the opinion that the use of physical punishment and slapping had somehow made them feel bad. Among the listed responses to that form of punishment were 'sad, hurt, fear, and physical abused':

"C-E: In my opinion, it should be banned, because if we severe punish our children, I mean it is very bad, they will be sad."

Children views pertaining to the use of Physical Punishment by Parents;

In response to questions about why parents could slap or smack a child, children focus on child behaviour that involves 'continuous disobedience' or disregarding the wishes of parents, and parent's anger, loss of control or frustration:

"C-E: If the behaviour is continuous and t is done knowingly, that's fine. But if it was by mistake, they should be warned and then bitten."

Many children were of the opinion that physical punishment was the last thing to a parent to use:

"C-E: When you behave badly, they warn you first, then punishes."

Therefore, physical punishments are more likely to be used by parents when 'they cannot do anything else' and use this strategy as a result of their frustration or anger.

The rationale for Physical Punishment;

An important argument expressed in favour of physical punishment was its potential impact on controlling behaviour. More specifically, some children have to stress that through slapping a child as punishment, parents can correct more serious behaviours and set limits, so that children would not repeat their misbehaviour:

"C-E: They keep the child away from bad habits."

"C-K: They punish him/her because s/he is doing a bad habit or I mean swearing. For that reason, when they warn them, they have to punish them as the response to their repeated misconducts."

The context of misconduct and punishment constituted the basis of whether children expressed their grounds for or against the use of physical punishment. Age-related patterns were also evident in determining the types of contexts described by children:

"C-K: ...Children with three-four years old, I mean they do not understand verbal communication. Therefore, physical punishment it is very important to them, however when they grow older it changes a lot, our minds start to be orderly and for that verbal communication will be possible I can say."

Rationale against Physical Punishment;

Children in all groups come to a consensus that the use of physical punishment by parents was not acceptable. Overall, children volunteered for more detailed comments and qualifications when expressing their views on this issue. Children expressed their conviction that physical punishment was not effective as a disciplinary strategy and it does not prevent children from repeating misconduct.

An important argument against physical punishment was the idea that physical punishment did not involve communication between the parent and the child and

therefore, the probability of the message to 'get through' to some children is very low to zero:

"C-K: It breaks communication, as in physical punishment."

The second predominant reason conveyed by children against the use of physical punishment was its potential to cause injury and pain to a child:

"C-K: ... When our mother hit us, it touched our souls. I mean, we will feel a bitter pain within and outside ourselves."

It gets to children's attention that being exposed to physical punishment by their parents might, in turn, encourage them to adopt similar practices with their own children:

"C-K: ...children, for example, when hit him become more broken, or angrier. 'That's what they did to me, and I will do the same, surely'. He may say"

In general, children gave an idea of the reasons why parents accept physical punishment as a disciplinary strategy. As previously mentioned, many children thought that a mild tap or slap at a time was an appropriate and effective response to the child's misconduct, especially when the children were in danger. However, some children have expressed the view that the risk of slapping a child more harshly than intended, even if a parent does not intend to harm their children, does not worth the potential overall effectiveness of the physical punishment as a discipline strategy:

"C-K: Each child has his own special sensitive point. Every human being actually, but when he was a kid there could be more such dark fear style things, and he was beaten up when he was small, because he saw internal violence(.) they have been beaten up, at the moment in school there are children who cannot read, seriously, children who cannot read (). In other words, physical violence, I can create a difference here, maybe I cannot create, but how many days needed, for me to say that physical violence it needs to be strictly prohibited and should be restricted."

Perspectives Regarding the Banning Of Physical Punishment;

The majority of the children who were asked if they would agree in the idea of a ban on physical punishment at home expressed their opinion that they would agree. However, there was a considerable degree of uncertainty in the responses of children to this question. One of the strongest arguments against the banning of physical punishment was the complexity involved in term of monitoring and assessing of the severity of physical punishment and the reluctance of children to report their parents to the authorities in cases of severe physical punishment:

"C-K: In my opinion, For example, when the slipper is thrown to us, like that. Let's say there is a prison penalty for the one who does that, who with the conscious mind will go to sue his/her mother?"

Children have also expressed their opinion that in some cases, physical punishment should not be prohibited by showing that physical punishment is necessary to correct and challenge certain misconduct:

"C-K: Now, indeed in some of the families there are children, who are making their parents crazy, always. Even in a slight hit, the child will not stop saying I am right, I mean it's a bad thing not to ban it, but still, they should be punished for big things. Now, the child trusts that 'I have the right to do that which is forbidden, naughty', if you hit me I am going to report, this may also be bad. For this reason, it should not be banned, but the elder people should give appropriate punishment."

Children who advocated for the banning of physical punishment at home tended to focus on the child's risks, such as pain, serious injury and the potential for psychological distress to the child:

"C-E: If s/he's being severely punished, the child, somewhere his/her psychology could be deteriorating. In the future s/he may even face some bigger problems. S/he might severely punish others can be confused."

"C-K: I would recommend in not doing so, because always when the child is beaten up, the chance of a child to have a psychological problem is higher, so it should not be done."

At the heart of the children's arguments for banning physical punishment, was the risk that some parents would abuse their right to physically punish their children:

C-E: They may give small punishments, but when they over-doing it, they (Children) can complain.”

C-E: I think, it should not be banned, if it is too light, but if they exaggerate there will be our point to start cleaning it out, it has to be banned.”

3.3. Similarities and differences between parenthood and childhood.

3.3.1. Parenthood

The search for parental roles has led to a discussion on the generational relationships in the families of children. In describing their position in relation to adults, particularly, pertaining to their parents’ narratives revealed clear differences between childhood and parenthood. Most importantly, these differences initiated a discussion on the subject of rights and responsibilities within families.

MAIN THEMES	SUB-THEMES	P.p
SIMILARITIES AND DIFFERENCES BETWEEN PARENTHOOD AND CHILDHOOD.	i. Parenthood	45
	a) Parental Rights and Responsibilities	
	ii. Childhood	48
	a) Children Rights and Responsibilities	

All children in the focus groups made a clear distinction between children and parents. Differences were identified throughout the following areas: physical differences, skills and knowledge, control and power, responsibility and fun. Children differ from parents because they do not have control, power, responsibility and the knowledge and skills that parents have:

"C-E: Parents have too many responsibilities over their children"

"C-K: Being a parent you are able to do whatsoever you want but being a child you cannot do what you want unless with the permission from your parents for a certain while."

In general, it was thought that being a child was easier than being a parent: Children have less work to do and less concern:

"C-K: Besides, that's how it is, I mean being a child, and your responsibility is very few."

"C-K: Me too, I want to be a child. I don't want to grow up and have too much responsibility. I don't know how I'm going to get that burden under me."

In contrast, children thought that parenting was "difficult":

"C-K: Parents are working a lot in the day, and then when they come and they have to deal with us (Children), it's a lot of burden for you. I mean, we have to leave them alone, so we have to listen to what they say."

The most common distinction between children and parents was in relation to responsibility. It was generally accepted in all groups that parents had responsibility for their children:

"C-E: Parents have greater responsibilities, children's responsibilities are fewer than that of a parent, I mean if they had same responsibilities in two, the parents have the easiest and the children have the difficult ones, they cannot do that..."

Parental Rights and Responsibilities

Child narratives about the responsibilities of parents reflected eight themes that defined the roles of parents. Therefore, it was the responsibility of a parent to fulfil the various aspects of the parenting role, such as to be a positive role model, to be constantly available to their children, to provide shelter and love, and to protect their children from danger. In general, parental responsibility was perceived to bring stress, anxiety and hard work to the lives of parents:

"C-K: Parents are working a lot in the day, and then when they come and they have to deal with us (Children), it's a lot of burden for you. I mean, we have to leave them alone, so we have to listen to what they say."

Rights Warranted to Parents

The parents have rights as explicitly agreed by the majority of all groups. Parenting role requires these fundamental ties from a variety of responsibilities. It was explicitly highlighted to the narration of some children confusing the notion of rights with responsibility so often. For instance, when asked about the rights of the parents, consequently, children often defined the responsibility of parents caring for their children. Children were very open, however, about the rights of the parents such as 'what parents should be allowed to do?'

"C-E: The right to see their child, for example, sometimes the parents are divorced, they have the right to see their child, but some people cannot let them do that."

"C-K: I mean, they don't have to worry about us all the time, they have their life to live too."

Two specific aspects of parenting behaviour are discussed in relation to parental rights: the right employs physical punishment and to monitor and regulate children's behaviour.

Parental Rights to Regulates and Monitor Children's behaviour;

Children have agreed throughout the discussion that monitoring and control of children behaviour are the prominent rights of the parents. However, for the majority of children had reached a consensus that parent's awareness of the children where about was crucial to the protection of the children from the harmful and the risk they may have encountered:

"C-E: They have to know, where, when, and what are you doing."

"C-E: They need to know where their children are."

As conveyed above, other children emphasized that parents were raised and looked after them from birth. As a result, parents knew what was good for their children and therefore had the right to monitor their behavior and activities:

"C-K: ...If we raise it well, for instance, when a very long puppy toilet comes we understand, if it cries very little we know is hungry, because it grows on our hand. We are seeing what it does within a day. Our parents too, since we were born they were beside us. For this reason, they understand what we are doing as a habit because we have grown into their hands."

Parental Rights to Use Physical Punishments;

In this study was parental rights of physical punishments area was given the least importance to the discussion, in particular, whether the parents had a right to employ physical punishment with their children. Overall, the consensus granted the parent no right to punish the children:

"C-K: They need not be too much protective, I mean, in a very short and clear way, they should explain things to a child, then without stressing the conversation, as a matter of fact, I think children can understand them. I mean, Physical punishment should never be used, never. The most you can do is talking to them, absolutely the elders have no rights for that."

3.3.2. Childhood

As a matter of fact, childhood has been portrayed as a time with having fun, less responsibility and work, unlike adulthood. In general, children are considered to be more fun than parents, although children acknowledge that they lack certain knowledge and skills and do not have that choice to make their own decision freely as an adult do. Children regard play as one of their biggest enjoyment:

"C-E: Now, we have the right to play, for example, when we grow up this right will go too."

"C-K:...also children have rights to play, the games should not be neglected from them."

Children Rights and Responsibilities

Contrary to the children's point of view about the undisputed rights of parents, children were questioned about their views on whether they had any rights within their families. A consensus within the majority of groups was that children have rights within their families:

"C-K: When we talking to them at home, they should give permission for us to explain our thoughts."

"C-E: I mean, to live our childhood. As a matter of fact, 15yrs is a must."

Contrary to the discussion on children's rights, there were clear perspectives of children's narratives on their responsibilities in the family. Some children were clear about the various responsibilities they had in their families, such as cleaning their rooms, washing dishes and helping mothers in a kitchen:

"C-E: For example, our very least duty, is to sweep, arrange and clean our rooms."

"C-E: As children, our first responsibilities is when our mother prepares the foods we have to help her."

Some responsibilities for their education also emerged in groups, which highlighted their responsibilities for going to school and doing homework:

"C-E: For example, working hard on our studies, making our parents happy, for our own sake but we have to makes them happy."

"C-K: Our responsibility for them, the rights they gave to us, we have to use them for our advantage and in a nice way. To be true, they gave us the best education and for us, we need to give back this right they gave to us in a beautiful way."

Adulthood is regarded by some children, however, as completely if there is fun involved in it; the play has come forth as a crucial source of fun for an adult.

4. DISCUSSION

The importance of parents in the lives of children emphasized in the narratives of childrens, revealed their awareness and reactions to parenting patterns. The chapter compiles the study's results in the reference of previous studies. The limitation and strength of the study are taken into consideration, the implication of the key results for efficient development salient to children wellbeing and their families.

The theoretical framework is where the study has been centered which is to gives children a dominant role in expressing their experiences and perspectives. This assumption merged with the United Nations Convention on the rights of the children, article 12:

"States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child..." - UNCRC

And the fundamental values on National Child Rights Strategy Document and Action Plan (2013-2017);

"In all areas where children live, respecting their views and ensuring their participation in decision-making processes....." - Ministry of Family and Social Policies, 2013, National Child Rights Strategy Document and Action Plan (2013-2017)

At the heart of the study's framework is the opinion that children are competent in expressing their point of view. Giving children a very important role in research is pose a challenge to traditional family research; the children's accounts have a tendency to be colligated with that of their parents (Smart et al 2001). In this way, the study challenges the assumption that children are unreliable and insufficient to provide adequate information about their perspectives and experiences.

The eight themes manifested from the children narrations of parental roles namely, protection, emotional involvement, collective activities, working and earning, autonomy facilitation, sustenance and caregiving, guidance and authority, put an emphasize on different roles that children expect their parents to perform for them (Pagliocca et al 2002) Most often parental roles referred by the children to their parents were emotional involvement, authority, provision of sustenance and caregiving, guidance and protection. To a large extent, most of the relevance of specific roles of parents differed according to the age context of a child (Parke 2002).

Overtime as the children becomes less demanding of practical care, the roles of parents changed as well. While parents of younger children limit the children's freedom (Minton et al 1971, Hoffman 1975), parents of older children are granted their children more of it (Barnard and Solchany 2002). Although the essence of parent's concerns changes over time, awareness of children on the parent's worry over their children was evident on their narration.

Whether the parents have to be stricter or lax over their children has earn no common ground, some children suggestions were, parents should be strict to their children for it will help protect them from being exposed to risk and harmful behaviour as they grow older, while others were suggesting that parents to be lax for it will help on facilitating the increase their independence (Barnard and Solchany 2002).

Another setting for changes in the role of parents was described as the shift of parent-child relationships brought about by the adolescent's period. The emphasize was on the features of the parent-child relationship that pave the way for more democratic approaches to parental regulation such as trust, familiarity with each other and open communication rather than the parent's assertion of their authority and power (Kerr et al 1999, Kerr and Stattin 2000).

The roles of father and mother were traditionally divided in gender regarding the division of labour within the family such that mothers described as caregiver and fathers as the playmate and working outside to make end meets (Sui-Chu 1996, Harrell 2018, McHale 2011) despite that the role between them at least ought to be interchangeable (McHale 2011).

The primary purpose was not to establish the link between the perspectives of children on this issue and their own household structure. However, children from different settings were represented in the sample, and it is important to note that to the large extent participants came from families which they lived with both of their parents.

In this study like many others, the emphasis on the different treatment endorsed by the parents to their daughters and sons in terms of types of interactions and opportunities was evident. The appearance of these different treatments was on the manner or degree that parents supervise their children (Siegel 1987, Cowan et al 1992, Crouter and McHale 1993, Starrels 1994).

These notions have come forth as the defining characteristics of children and adults positions, and relationships in families, despite that was not a prior interest of this study to explore the perspective of the children on the responsibilities and rights within the family. The initial discovery on the perspective of children to the roles of parents underlined the broad and comprehensive roles which parents are anticipated to uphold in regards to their children, such as the provision of food, conditions for health maintenance and shelter, moral guidelines, emotional support, and figures of authority and discipline.

The narratives are explicitly associated with other studies in this regard. For instance, the anticipation towards parental role by the children was very high as reported by (Bhopal et al 2000), while the emphasis on dominance of the parents as the children emotional and practical support providers have highlighted by Morrow (1998).

Gender has come forth as a prominent feature that defines the parent's roles in families. Some aspects of the parenting role had a tendency to align with one parent or another. Akin to the Morrow's report (1998), the predominant explanations of the roles of the mother are explained as home-makers who were liable to take on a greater role in caring for children. The division of labour, traditionally, by gender in the family also shown by children explaining the central roles of the father as a financial supporter of the family and working outside the house (Morrow 1998).

With regard to children's rights, younger children do not clearly understand the word 'rights', often confuse them with responsibility in their explanation, and they are not sure if they are entitled to any right in their families. They understood, however, that there were limitations to what parents were permitted to do and that certain freedom to exercise and play should have been granted. The impartiality responsibilities and rights among older children became even evident to their narration.

The prevalent tendency assumptions and exploration on the family discipline which previously emphasized the notion of socializing uninvolved children has been challenged by the explanations of children pertaining control and disciplinary strategies employed by parents (Parke and Buriel 1998). Compatible to one of the child-centred theory on exploring family discipline (Smith et al 2005), in this study children were able to convey what they felt and interpreted the reactions of disciplinary measures taken by parents. The dominant points within the expression of children were the belief that the employment of disciplinary measures by parents was both has a good intention behind and encouraged by the interest of child's wellbeing and safety.

Furthermore, the idea conveyed by the children was that parents are active actors in revealing the reaction of disciplinary measures in the family. With regard to the aforementioned explanation, children in their narratives explicitly demonstrate the behaviour which is acceptable and unacceptable with evidence of their own behaviours and that of their parents.

Three categories of dominant behaviour are targeted to define the rules and regulations that parents apply: including moral, social traditional and safety-related behavioural areas. The older age children expression was emphasized more, in addition, on the psychological well-being and the achievement rules. The majority were able to prove by drawing the conceptual differences between the severity of misconducts regarding these types of behaviour: safety-related behaviours, which are thought to guarantee more serious disciplinary strategies, and then transgressions in moral behaviour and, ultimately, in social traditional behaviour. This largely merged with previous research findings (Catron and Masters 1993, Smith et al 2005). The fairness ethic was dominating the notions of children, with the prominence on the need for punishment to match the misconduct of the children.

Uncertainty pervades the perspectives of children regarding the employment of physical punishment as a strategy to discipline them. In parallel with previous studies, the narratives conveyed negative effect on some of the children's reaction towards the employment of physical punishment as strategy, with the expressions of feeling angry, bad and not loved, compatible to other research findings (Horgan 2002, Dobbs 2002). However, despite all negative emotional reactions, children across the groups reached the consensus that physical punishment was generally employed as the rights of the parents and it is acceptable by the majority. Most of the children in this study, their responses have highlighted the hurt, grief and anger's feelings, however, the acknowledgement of appropriateness and effectiveness to address misconduct within certain and precise contexts has been emphasized.

The child's age, the implementation's oftenness and strictness of such punishment, and the seriousness of misconduct which produced that reaction were the factors for, contextually, the perspectives of children on Physical punishment. Serious transgressions were the only habit explicitly made a distinction that granted the acceptance by children of all ages on slapping, compatible to other research findings, especially when it comes to safety-related behaviour (Catron and Masters 1993).

When supportive discussion for physical punishment was on progress, the context was highlighted as a dominant ingredient of physical punishment, and developmental patterns, which provided and elaborated in details by the older children. Young children engagement in detrimental behaviors, certainly, were the context proven as a guarantee of physical punishments. The younger the children the more effective and acceptable employment of physical punishment, also, as portrayed in the narratives of children.

The rationale for children against physical punishment is centred on the main issues: the potentiality of harrow and pain it causes to the child and an absence of an adopted strategy to foster a productive or instructive value. Both psychological and physical harrow has been explicitly explained by children as the negative aftermath caused by physical punishment. Narratives emphasized that physical punishments have the potentiality to inflict the emotional harrows for the long term.

Explicitly children have explained their concerned that hitting, furthermore, has serious possible effects for the stability of child-parent relationships. This argument is compatible with other research which emphasizes the potentiality of destructive aftermath of physical punishment that was emphasized by children (Cutting 2001, Horgan 2002, and Dobbs 2002). The absence of productive learning strategy adopted in physical punishment has been documented in many studies (Smith et al 2005, Holden 2002, Straus and Stewart 1999), and these results were explicitly supported in narratives of the children.

The inability of younger children to internalize expectations and standards in an effective manner as their counterpart (older children) were manifested itself on the narratives of some children as the developmental patterns. The potentiality of producing a large number of anti-social behaviours and aggressive responses at a later age has been the concern among the children due to the absence of productive instructional regards taken in hitting a child. The violent and aggressive reactions of a parent modelled during childhood are thus thought to contribute to inappropriate behavioural models.

Lastly, the opinions of children about the probability on the abolition of parental employment of physical punishment at home, mirror a degree of uncertainty. The majority has supported the abolition of parental employment of physical punishment, and justifications for this movement centred on the aftermath caused by the action toward the child. Despite the negative reactions to physical punishment, as stated earlier, there was a strong consensus that the rights of parents to employ the strategy is in no way compromised but they do not have to exaggerate its application.

The difficulty on a monitor the behaviour of the parent at home and the fear to report a parent to the authority since s/he might face imprisonment for employing such disciplinary strategies, are the basic opinions related to the influence of the children to be reluctant on the abolition of physical punishment at home.

The commonality of diverse types of parenting patterns to discipline or parenting within the Turkish families is not the primary claims of this report. Rather, the examination of the children perspective in a variety of matters associated with the

employment of disciplinary strategies by parents at home and parenting at large is the intended aim of this study.

Although the schools were used as a central for sample collection, which is the most suitable environment to reach a large population of children, the sample size is somewhat small, it is likely that there is a type of parental bias on their willingness to let the researcher inviting their children to take part in focus group concerning parenting. The reluctance of parents on returning their consent papers, indeed, was among the prior information the researcher has received from almost all the schools he visited, because a parent may be afraid that their patterns of parenting are somehow surveyed.

The methodological challenge, moreover, associated with the employment of focus group methods. In general, it has been seen that focus groups work well in order to encourage discussion among children and to bring out different perspectives.

Group processes, nonetheless, cannot always yield a positive fluidity within the focus groups (Hennessy and Heary 2005). Many instances of opposing perspectives, in this study, has been debated and discussed within the focus groups. There might have been consensus on specific issues, however, due to the lack of different voices among the groups, and the lack of confidence or shyness among some of the participants.

Focus group has given researcher special ethical challenges during researching the perspective of children on matters such as discipline and parenting roles. The dominant principle to the collection of data was confidentiality and informed consent principles. In the domain of focus group, however, confidentiality is least guaranteed, due to the fact that all group members can hear the shared comments by others. To look at the perspectives of children were the primary concern of a researcher, in contrast to what they experience, it gets to the researcher awareness that there was a great possibility of children to give information on parenting behaviour, which had somehow indicated they have been physically harmed. The awareness of confidentiality's limits, made by the researcher to the children, may have prevented the freedom of children's point of views being expressed.

Focus group discussions, despite the aforementioned issues, gave a rich idea on a complicity of understanding the parents and parenting patterns by children. Provided the structure of a group during the data collection, it was not compulsory for every child to answer every question asked by a researcher, the researcher has permitted the children to quit the discussion whenever they feel the need to do so.

Some specific perspective has been questioned different time, in addition, due to the fluidity within the groups, consequently providing the fundamental understanding towards ambiguity and complexity of these issues' nature by the perspectives of children.

A mixed method approach can be of a benefit in a future studies to examine the problems that the researcher has encountered. Some of the focus groups constraints, specifically, can be solved by the employment of Individual Interview as a supplementary method to focus group methodology. The forum to address the experiences of children with different parenting styles and the meanings attached to these experiences, furthermore, by the children and adolescents can be easily provided through Individual Interviews.

5. CONCLUSION AND SUGGESTIONS

5.1. CONCLUSION

It is clear that children contribute to our understanding of parenting in Turkish families that reside in Konya. Children clearly place themselves in a lesser position to their parents and approve the right of parents to control and monitor their behaviour related to safety and well-being.

On the parental role narration of the children, eight themes were prominently highlighted from the duties of parents within a family. It was emphasizing the wide range domain within parental roles; Protection, providing basic care, working and earning money, emotional involvement, collective activities, authority and facilitation of autonomy.

Parents represent a crucial figure of control and authority for their children. The role involved controlling and monitoring the activities, whereabouts of their children, implementing boundaries and borders, and disciplining children. Among the majority of children, however, the emphasis was put to the prominence of parental control as the way forward to the protection of the children from a detrimental situation; the adolescent's confirmation of fairness to control and authority was a crucial contribution on their narratives.

A variety of themes have come forth related to the developmental models in parenting roles. What dominated some of the children narration were the main activities provided by the parents such as the provision of nourishment, protection, and basic care for the children and the activities sharing with the children. Assistance with their studies at home, the support to learn new skills were deemed important too.

On the other hand, the roles of parents in relation to authority, emotional involvement, and guidance are of relatively larger importance among adolescents. The adolescent's identification of parents as guides mirrored the anticipation and values that were fundamentally important to parents, for example, good behaviour, good education and teaching wrong from rights and the vice versa. The group also put emphasis on the parent roles of assisting the independence and autonomy of the child.

The closeness of the gender patterns within the families, made the experiences of parents by the children not to merge with the certain patterns of the parental role. In addition, the child's gender represented a child's effect on parenting. This results in the different activities engagements of girls and boys with their parents, for instance, the difference in regulating and monitoring activities. And that parent has eminent activities with their boys and girls.

The conceptualized of childhood as a social status which is prominent from other 'hoods (namely adulthood and parenthood) in relation to rights and play, responsibility and dependency.

The higher levels of responsibility and uncertainty of its span made parenthood regarded as a difficult status to imagine yourself in, for instance, the lifetime commitment towards the child's care and protection. Parents were granted the rights to regulate and monitor the activities of the children, which were inextricably linked to the responsibilities of the parents. Children generally agree that the regulation, discipline and control are the rights granted to parents over them.

In contrast, it was slightly harder for children to put a fine line on the nature of their rights within the family. The fairness and wellness treatment by their parents as well as the right for education, enjoyment and play, was among the description of the children's rights as expressed by some children.

In all groups children were able to put in consideration the responsibilities diversity within their respective families, For instance, contributing within a household chores. This way gave an impression to children as transit from their child status to the adult ones.

5.2. SUGGESTIONS

With the dissemination of this study findings, the awareness of the parents to the perspectives of their children pertaining to punishments and discipline can be expanded. It might be of help, also, on combating patterns that children consider to be detrimental and inappropriate to their growth and well-being. Conversely, the common emerged inductive discipline patterns within the study show that there is some effort needed to develop the current patterns in order to encourage positive, constructive and effective disciplines of the children.

The study has proved that it is not so right that we make a decision with everything related to children. It is a prominent requirement of both The Turkish Civil Code and international conventions to take their views on the extent of their maturity in important matters concerning them (children). Therefore, let's listen to the children, let them discuss their views, let's agree with their possibility and disagree when it is necessary with respect and pave the ways for them to participate in a matter concern them with confidence. This method is necessary for the development of their personalities, as well as the development of a culture of democracy in Turkish families.

There is a need to further explore children's' awareness of their rights within the family realm. In order to earn a fundamental meaning of parenting patterns and employment of physical punishment for the children within their families, then the child's rights perspective is a must-have ingredient to fully understand that. However, the study can be considered by policymakers to their quest for the improvement of all programmes and campaigns related closer to the children development and his/her wellbeing within Konya municipality.

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7. APPENDIXES

Appx-A: Information and Consent Form for Parents

Ek-1

Sayın Veli;

Çocuğunuzun katılacağı bu çalışma, "11-15 yaş arası çocukların ebeveynlik modellerine bakış açısı: Konya örneği" adıyla, Temmuz 2018-Haziran 2019 tarihleri arasında yapılacak bir araştırma uygulamasıdır.

Araştırmanın Hedefi: Bu araştırmanın temel amacı ebeveynlik modellerinin 11-15 yaş arası çocukların perspektifinden incelenmesidir.

Bu temel amaç doğrultusunda belirlenen alt amaçlar şunlardır:

- Ebeveynlik rollerinin özüne dair çocukların bakış açılarını keşfetmek.
- Çocukların farklı ebeveynlik stilleri ve disiplin stratejilerinin etkilerine ilişkin algılarını keşfetmek (hayatlarına yönelik fiziksel cezalandırma dâhil)
- Çocukların aileye katılımını incelemek ve çocukların aile içindeki hak ve sorumluluklarını anlamalarını sağlamak

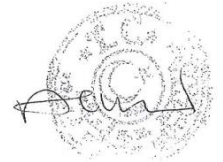
Araştırma Uygulaması: Anket / Görüşme / Gözlem şeklindedir.

Araştırma T.C. Milli Eğitim Bakanlığı'nın ve okul yönetiminin de izni ile gerçekleştirilmektedir. Araştırma uygulamasına katılım tamamen gönüllülük esasına dayalı olmaktadır. Çocuğunuz çalışmaya katılıp katılmamakta özgürdür. Araştırma çocuğunuz için herhangi bir istenmeyen etki ya da risk taşımamaktadır. Çocuğunuzun katılımı tamamen sizin isteğinize bağlıdır, reddedebilir ya da herhangi bir aşamada ayrılabilirsiniz. Araştırmaya katılmama veya araştırmadan ayrılma durumunda öğrencilerin akademik başarıları, okul ve öğretmenleriyle olan ilişkileri etkilemeyecektir.

Çalışmada öğrencilerden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamen gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir.

Uygulamalar, genel olarak kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden çocuğunuz kendisini rahatsız hissederse cevaplama işini yarıda bırakıp çıkmakta özgürdür. Bu durumda rahatsızlığın giderilmesi için gereken yardım sağlanacaktır. Çocuğunuz çalışmaya katıldıktan sonra istediği an vazgeçebilir. Böyle bir durumda veri toplama aracını uygulayan kişiye, çalışmayı tamamlamayacağını söylemesi yeterli olacaktır. Anket çalışmasına katılmama ya da katıldıktan sonra vazgeçmek çocuğunuza hiçbir sorumluluk getirmeyecektir.

Onay vermeden önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımızla,



Ek-1

Arařtırmacı :

İletişim bilgileri :

*Velisi bulunduğum sınıfı numaralı öğrencisi
.....'in yukarıda açıklanan arařtırmaya katılmasına izin veriyorum.
(Lütfen formu imzaladıktan sonra çocuğunuzla okula geri gönderiniz*).*

...../...../.....

İsim-Soyisim İmza:

Velî Adı-Soyadı :

Telefon Numarası :



Appx-B: Questionnaire Form For Parents

EK-B: ANKET	
Çocuklara kendi aile geçmişleri hakkında soru sormaktan kaçınmak için, ailenize ait aşağıdaki ayrıntıları doldurabilirsiniz çok minnettar oluruz.	
Bu bilgi gizlidir ve sadece çalışmadaki çocukların ailelerinin genel bir profilini oluşturmak için kullanılacaktır.	
Hangi aile tipi ailenizi en iyi şekilde tanımlar?	
İki ebeveyn (her ikisi de biyolojik)	<input type="checkbox"/>
İki ebeveyn (biyolojik+ üvey ebeveyn)	<input type="checkbox"/>
Tek ebeveyn (hiç evlenmemiş)	<input type="checkbox"/>
Tek ebeveyn (ayrılmış, boşanmış, dul)	<input type="checkbox"/>
Diğer (lütfen açıklayınız)	<input type="checkbox"/>

Sosyo-demografik bilgi	
Evde ücretli çalışan biri var mı? Evet <input type="checkbox"/> Hayır <input type="checkbox"/>	
Evde esas ücretli kim? _____	
İşi ve mesleği nedir? _____	
Etnik ve kültürel arka plan	
Türk <input type="checkbox"/>	
Vatandaş değil <input type="checkbox"/>	
Türk değilse, milliyetini belirtin.....	
Lütfen kapalı zarf için okula iade edin	



Appx-C: Information and Consent Form for Children

Ek-2

Sayın Katılımcımız;

Katılacağınız bu çalışma, 11-15 yaş arası çocukların ebeveynlik modellerine bakış açısı: Konya örneği” adıyla, Selçuk Üniversitesi Sosyal Hizmet Anabilim Dalı yüksek lisans öğrencisi tarafından Temmuz 2018-Haziran 2019 tarihleri arasında yapılacak bir araştırma uygulamasıdır.

Araştırmanın Hedefi: Bu araştırmanın temel amacı ebeveynlik modellerinin 11-15 yaş arası çocukların perspektifinden incelenmesidir.

Bu temel amaç doğrultusunda belirlenen alt amaçlar şunlardır:

- Ebeveynlik rollerinin özüne dair çocukların bakış açılarını keşfetmek.
- Çocukların farklı ebeveynlik stilleri ve disiplin stratejilerinin etkilerine ilişkin algılarını keşfetmek (hayatlarına yönelik fiziksel cezalandırma dâhil)
- Çocukların aileye katılımını incelemek ve çocukların aile içindeki hak ve sorumluluklarını anlamalarını sağlamak

Araştırmanın Nedeni: Bilimsel araştırma Tez çalışması

Araştırmanın Yapılacağı Yer(ler): Araştırma Konya Merkez İlçelerinden (Selçuklu, Meram, Karatay) rastgele seçilen 6 ortaokulda gerçekleştirilecektir.

Araştırma Uygulaması: Anket Görüşme

Gözlem

Araştırma T.C. Milli Eğitim Bakanlığı'nın ve okul/kurum yönetiminin izni ile gerçekleştirilmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çalışmada sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Veriler sadece araştırmada kullanılacak ve üçüncü kişilerle paylaşılmayacaktır.

Uygulamalar, kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden rahatsız hissederseniz cevaplama işini yarıda bırakabilirsiniz.

Katılımı onaylamadan önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımızla, Onay vermeden önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımızla,



Ek-2

Arařtırmacı :

İletişim bilgileri:

Yukarıda bilgileri bulunan arařtırmaya katılmayı kabul ediyorum.

.../.../.....

İsim-Soy isim

İmza:

Katılımcı Adı-Soyadı :

Telefon Numarası:



Appx-D: Focus Groups Topic Guides

EK-C: ODAK GRUPLARI İÇİN BAŞVURU REHBERİ

1. **Ailedeki Roller** - ebeveynlik rolüne özgü yükümlülükler ve beklentiler; ebeveynlik rolünün cinsiyete dayalı bölümü.

a. Ebeveynler bir ailede ne yapar? Bir ailede onların işi nedir?

b. Anneler ve babalar arasında bir fark var mıdır?

c. Annelerin daha iyi olduğu ve babaların daha iyi olduğu bir alan var mıdır?

2. **İlgi ve destek deneyimleri** - çocukların ihtiyaçlarına duyarlılık.

a. Ebeveynler çocuklarına nasıl bakar?

b. Bakım faaliyetleri örnekleri; Ebeveynlerin rolünün doğası zamanla nasıl değişir? Erkek ve kız çocukları için farklılıklar var mı?

3. **İzleme ve kontrol deneyimleri** - Disiplin dâhil olmak üzere.

a. Kurallar ve beklentiler ne olacak? Faaliyetlerle ilgili kurallar nelerdir? "Kabul edilebilir" davranışlarla ilgili beklentiler nelerdir? Bu beklentiler zaman içinde nasıl değişir? Erkek ve kız çocukları için farklılıklar var mıdır?

b. Ebeveynler çocuklarının ne yaptıklarını ve nerede olduklarını nasıl biliyorlar? Neler işe yarıyor, ne işe yaramıyor? Çocukların burada oynadıkları rol nedir? Ebeveynlerin bunları bilme hakkı var mı?

4. **Cezalandırma stratejileri** - sözlü ve fiziksel cezalandırma da dâhil olmak üzere "kabul edilebilir" ceza biçimlerinin algılanması.

a. Ebeveynler çocukları yanlış davrandıklarında ya da kuralları ihlal ettiklerinde ne yaparlar? Bu davranışlar zaman içinde nasıl değişir? Erkek ve kız çocukları için farklılıklar var mıdır?

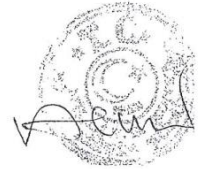
b. Ebeveynlerin çocuklarını fiziksel olarak cezalandırması konusundaki görüşünüz nedir?

c. Ebeveynlerin hakları nelerdir? Çocukların hakları nelerdir?

d. Ebeveynler neden bu tür cezaları kullanıyor?



<p>e. Cezalandırma çocuğun yaşına ve cinsiyetine göre değişiklik gösterir mi?</p> <p>f. Fiziksel cezaların yasaklanması gerektiğini düşünüyor musunuz? Neden?</p> <p>5. Etkili ebeveynlik stratejileri - farklı yaklaşımların duygusal, davranışsal ve ilişkisel etkileri.</p> <p>a. Çocukların cezalandırılmasında en iyi yol ne olabilir? Neden?</p> <p>b. Hangi yollar işe yaramaz? Neden? Daha iyi bir yol olabilir mi?</p> <p>c. Bu, çocuğun yaşına, neyi yanlış yaptığına ve cinsiyetine bağlı mıdır?</p> <p>6. Çocukluk ve ebeveynlik - ailelerde hak ve sorumlulukların araştırılması.</p> <p>a. Bir ailede çocuk olmak ve ebeveyn olmak arasındaki fark nedir?</p> <p>b. Ebeveynlerin çocukları üzerinde hakları var mıdır? Çocukların ebeveynleri üzerinde hakları var mıdır? Neden?</p> <p>c. Ebeveynlerin çocukları için ne gibi sorumlulukları vardır?</p> <p>d. Çocukların ailelerine karşı herhangi bir sorumluluğu var mıdır?</p> <p>7. Sonuç soruları:</p> <p>a. İdeal ebeveyni nasıl tanımlarsın?</p> <p>b. Herhangi bir sorunuz ya da eklemek istediğiniz başka bir şey var mı?</p>
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Appx-E: Research Project Evaluation Form



SELÇUK
ÜNİVERSİTESİ

Sayı: 772

T.C.
SELÇUK ÜNİVERSİTESİ
SAĞLIK BİLİMLERİ FAKÜLTESİ
Girişimsel Olmayan Klinik Araştırmalar Etik Kurulu



SELÇUK ÜNİVERSİTESİ
SAĞLIK BİLİMLERİ FAKÜLTESİ

Tarih: 06/06/2018

ARAŞTIRMA PROJESİ DEĞERLENDİRME
FORMU

Toplantı tarihi: 30.05.2018
Toplantı no: 05
Proje no: 772
Karar no: 2018/126

Selçuk Üniversitesi Sağlık Bilimleri Fakültesi Sosyal Hizmet Bölümü Doç. Dr. Serap DAŞBAŞ'ın "11-15 Yaş Arası Çocukların Ebeveynlik Modellerine Bakış Açısı: Konya Örneği" adlı çalışması görüşüldü. Çalışma etik açıdan uygun bulunmuştur.

Doç. Dr. Kezban TEPELİ (Başkan)

Doç. Dr. Özlem KARAKUŞ (Üye)

Prof. Dr. Ramazan ARI (Üye)

Dr. Öğr. Üyesi Emel FİLİZ (Üye)

Prof. Dr. Belgin AKIN (Üye)
KATILMADI

Dr. Öğr. Üyesi Hacer Alan DİKMEN (Üye)

Prof. Dr. Şebnem ASLAN (Üye)

Dr. Öğr. Üyesi Muhammet Ali CEBİRBAY (Üye)

Doç. Dr. Sema YILMAZ (Üye)

Dr. Öğr. Üyesi Ebru BAYRAK (Üye)

Prof. Dr. Nazan AKTAŞ (Üye)

Dr. Öğr. Üyesi Devlet ALAKOÇ PİRPİR (Üye)
KATILMADI

Doç. Dr. Deniz TANYER (Üye)
KATILMADI

Dr. Öğr. Üyesi Fatma ÖZLEM YILMAZ (Üye)

Prof. Dr. Fatma TAŞ ARSLAN (Üye)

Dr. Öğr. Üyesi Doğa BAŞER (Üye)



Number: 772

SELÇUK UNIVERSITY
FACULTY OF HEALTH SCIENCES
Ethics Committee for Non-Interventional Clinical
Investigations



Date: 06.07.2018

RESEARCH PROJECT EVALUATION FORM

Meeting date: 30.05.2018
Meeting number: 05
Project number: 772
Decision number: 2018/126

The research project proposal titled "Children's Perspectives Between the Age of 11-15 on Parenting Models: Konya Sample" and numbered "772" which is a researcher Associate Professor Serap Daşbaşı member of the faculty of health sciences faculty of our university, was examined by taking into account the justification, purpose, approach and methods and it was found appropriate from an ethical point of view.

Associate Professor Kezban TEPELİ (Ethics
Committee Chair)

Professor Ramazan ARI (Member)

Professor Belgin AKIN (Member)

NOT ATTENDED

Professor Şebnem ASLAN (Member)

Associate Professor Sema YILMAZ (Member)

Professor Nazan AKTAŞ (Member)

Associate professor Deniz TANYER (Member)

NOT ATTENDED

Professor Fatma TAŞ ARSLAN
(member)

Associate Professor Özlem KARAKUŞ (Member)

Assistant Professor Emel FİLİZ (Member)

Assistant Professor Hacer Alan DİKMEN (Member)

Assistant Professor Muhammet Ali CEBİRBAY
(Member)

Assistant Professor Ebru BAYRAK (Member)

Assistant Professor Devlet ALAKOÇ PİRPİR
(Member)

NOT ATTENDED

Assistant Professor Fatma ÖZLEM YILMAZ
(Member)

Assistant Professor Doğa BAŞER (member)


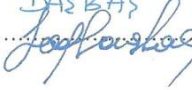

Appx-F: The Board of Directors Decision


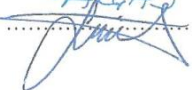
T.C.
SELÇUK ÜNİVERSİTESİ
SAĞLIK BİLİMLERİ ENSTİTÜSÜ
SOSYAL HİZMET ANABİLİM DALI

ANABİLİM DALI KURULU KARARI

Anabilim Dalımız Yüksek Lisans öğrencisi İbrahim TEMBA'nın hazırlamış olduğu "11-15 Yaş Arası Çocukların Ebeveynlik Modellerine Bakış Açısı: Konya Örneği" isimli proje önerisini, kurulumuzca değerlendirilmiş olup, tez projesi önerisi olarak önerilmesine karar verilmiştir.

Tarih: 30.01/2019

ÜYE (Anabilim Dalı Başkanı)	ÜYE (Danışman)	ÜYE
Adı, Soyadı : Dr. Öğr. Ü. Derya BAŞER	Doc. Dr. Serap DASBAŞ	Doc. Dr. Nur Feyza KEŞEN
İmza : 		

ÜYE	ÜYE	ÜYE
Adı, Soyadı : Dr. Öğr. Ü. Derya BAŞER	Dr. Öğr. Ü. Sinem ARÇAY	
İmza : 		

ÜYE	ÜY
Adı, Soyadı :
İmza :

Appx-G: National Provincial Education Director Acceptance Letter



T.C.
KONYA VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 83688308-605.99-E.18794403
Konu: Araştırma İzni
(İbrahim James TEMBA)

09.10.2018

SELÇUK ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Sağlık Bilimleri Enstitüsü Müdürlüğü)

İlgi : 01.10.2018 tarihli ve 42933958-100-E.22399 sayılı yazınız.

Üniversiteniz Sağlık Bilimleri Enstitüsü Sosyal Hizmet Anabilim Dalı Sosyal Hizmet Bölümü Tezli Yüksek Lisans Programı Öğrencisi İbrahim James TEMBA'nın "Ortaokullarda 11-15 Yaş Arası Çocukların Ebeveynlik Modellerine Bakış Açısı: Konya Örneği" konulu araştırmasını uygulanma talebi incelenmiştir.

Araştırmanın; Konya ili genelinde bulunan ortaokullarda eğitim gören öğrenciler ile öğrencilerin velilerine eğitim öğretimi aksatmamak kaydıyla uygulanmasında sakınca görülmemektedir. Araştırmacı, Müdürlüğümüze bağlı eğitim kurumlarındaki çalışmalarını 2018-2019 eğitim-öğretim yılı içerisinde tamamlamak zorunludur. Araştırma kapsamında yürütülecek çalışmaların 2018-2019 eğitim öğretim yılında tamamlanmaması durumunda Müdürlüğümüzden tekrar izin alınması gerekmektedir.

Araştırmada Müdürlüğümüz tarafından onaylanarak gönderilen veri toplama araçları kullanılacak olup, araştırma sonucunun CD ortamında iki nüsha olarak Müdürlüğümüze gönderilmesi gerekmektedir.

Bilgilerinizi ve adı geçene tebliğini arz ederim.

Mukadder GÜRSOY
İl Millî Eğitim Müdürü

Ek:

- 1-Öğrenci Velisi Bilgi ve Onam Formu (4 Sayfa)
- 2-Ebeveynler İçin Bilgi Formu EK-A (2 Sayfa)
- 3-Ebeveynler İçin Anket Formu EK-B (1 Sayfa)
- 4-Ebeveynler İçin Odak Grupları İçin Başvuru Rehberi EK-C (2 Sayfa)
- 5-Öğrenci Bilgi ve Onam Formu EK-D (2 Sayfa)

Güvenli Elektronik İmza
Aşlı ile Ayarlı.
09 Ekim 2018

Akçeşme Mah.Garaj Cad. No:4 Karatay/KONYA
Elektronik Ađ: <http://konya.meb.gov.tr>
e-posta: istatistik42@meb.gov.tr

Ayrıntılı bilgi için : Abdurrahman KAYNAK - Şef
Ali Naci İŞİK VHKİ
Tel: (0 332) 353 30 50 - Faks : (0 332) 351 59 40

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden 153f-6c22-38d3-b4c4-609b kodu ile teyit edilebilir.

8. RESSUME



İBRAHİM JAMES TEMBA

Kişisel Bilgiler

Ad Soyad	İbrahim James Temba
Doğum Tarihi	17.06.1989
Doğum Yeri	Babati-Tanzanya
Medeni Durumu	Bekar

İletişim Bilgileri

Adres	Akademi Mah. Yeni İstanbul Cad. Yurtkur Loj. Blok NO: 285 İç Kapı NO: 1 Selçuklu/Konya
Cep	0546 237 5213
E-Posta	tembaibrahimjr@gmail.com

Eğitim Bilgileri

2016 – Present	Selçuk University - (Formal Education) Yüksek Lisans Grade: Tez Aşamasında
2011 – 2013	Open University of Tanzania - (Formal Education) Lisans Grade: Graduate
2008 – 2010	Changarawe Secondary School - (Formal Education) Lise Grade: Graduate

2004 – 2007

Babati Day Secondary School -
(Formal Education) Orta Okulu
Grade: Graduate

1997 – 2003

Maisaka Primary School - (Formal
Education) İlk Okulu
Grade: Graduate

Seminerler ve Kurslar

2016

Web Design (TURKMEK)

2011

Project Monitoring and Evaluation (University of Dar es salaam)

Yabancı Dil

İngilizce

yazma çok iyi, konuşma çok iyi

Türkçe

yazma orta, konuşma orta

Yetkinlikler

Bilgisayar

Micro-Computer Programmes
-Giriş Microsoft Windows
-Microsoft Word
-Microsoft Excel
-Microsoft PowerPoint
-Internet and E-mail
SPSS Statistic (Orta Düzey)
Adobe Photoshop (Başlangıç Düzeyi)

Ek Bilgiler

2016

Kuran-ı Kerim ve İslam İlimler Dersleri (İlmi Araştırmalar Merkezi'nde)

2016

Intercultural Friendship Ambassador between Turkey and Africa (Africa
Friendship Association)

Referanslar

Doç. Dr. Serap DAŞBAŞ

Selçuk Üniversitesi,
Sağlık Bilimleri Fakültesi
Tel:
E-mail: gserap@gmail.com