

Investigation of the Relationship between Spouse Support Levels Perceived by Fathers having a Child of Pre-school Period and Children's Behavior Problems

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ABSTRACT This study is a descriptive research involving the use of scanning model. The sampling of the study is composed of 533 children. In the study, "General Information Form" was used to determine the demographic characteristics of fathers and children, "Spouse Support Scale" was used to measure the spouse support levels of fathers, and "Problem Behavior Scale" was used to measure the children's problem behaviors. While ages and family types of fathers did not create a significant difference in spousal support levels, a significant difference was seen between the education level of the father and emotional support, financial assistance, information support, social interest and the total sizes of spousal support; a significant difference was seen between mother's working status and financial assistance, information support and support social interest dimension; and a significant difference was seen between the fathers' statuses of participation to family activities and appreciation, social interest support.

INTRODUCTION

"Pre-school Education" that formally constitutes the first step of education is a process comprising the past years experienced by the child from his/her birth to the day he/she started to basic education in which physical, psycho-motor, social-emotional, cognitive and language developments that play an important role in the lives of the children are substantially completed, their personalities are shaped, and the children constantly change (Aral et al. 2002). Therefore, the fact that the child continues his/her development in a healthy environment at early ages is important. Raising healthy children with the desired behaviors depends on recognition of their developmental characteristics and the requirements according to these characteristics. With the developments in early childhood, pre-school education is no longer an issue that mother and father can achieve by themselves (Oktay 1999). One of the influential factors in a healthy child in terms of psychological and mental aspects is a healthy family. The child needs the interest and support of both mother and father in the family he/she grows up (Tarhan 2004).

Researches which were carried out on parenthood have begun to focus increasingly on support and cooperation behaviors of parents and the importance of children's developmental outcomes in the future periods in the parent-child interaction (Dubow et al. 1991; Ahmeduzzaman and Roopnarine 1992; Simons and Johnson 1996; Oravecz et al. 2008). Parents not only have direct effect on their children, but also their interactions with each other and with other individuals within the social environment also have indirect effect on children. There are some studies indicating that marriage relationship and harmony and support between spouses provide positive developmental outcomes for children (Bouchard and Lee 2000; Fagan and Barnett 2003; Oravecz et al. 2008). The most important factors that affect the father's paternity role in the marriage relationship are the attitudes and behaviors of the mother on father's competences. Fathers who get positive feedbacks from their wives participate in child rearing activities more eagerly. Children in families where there is nervous and conflicted relationship between spouses may exhibit more negative behaviors compared to the children in families where there is a separation of father or one of the parents is not persistent

(Ahmeduzzaman and Roopnarine 1992; Eksi 1999; Pasley et al. 2002; McBride et al. 2005; Rosenberg and Wilcox 2006).

Today, a belief has started to develop that the responsibility in the family is shared between parents in sharing of roles within the family, and the father should be responsible for household works, including children, at least as much as mother (Dökmen 2010; Yoko et al. 2013). With the increase of roles and responsibilities of individuals in the family, the concept of “paternity” has also changed, and father has become an effective individual in the child’s education and development (Anliak 2004; Tezel Sahin and Özyürek 2008). With the changing role of paternity in society, many studies have been carried out on the father-child relationship. When the research results were analyzed, it was observed that the children having qualified father-child relationship had positive effects on their academic skills in school, and had characteristics of compatible with the environment socially and emotionally and exhibiting less problem behaviors (Evans 1995; Lamb 1997; Hossain 2013). Similarly, Yavuzer (2001), Dursun (2010) and Kadan (2010) also stated that the parental relationship was effective on the behaviors shown by the child. While harmony in marriage has positive effects on the child, disharmony in marriage or conflict in marriage may lead to physical health problems and psychological exhaustions of the spouses (Bayraktaroglu and Çakici 2013) and also the children under the influence of this condition can cause problem behaviors (Özbey 2010; Özmen 2013). These problems may occur on account of the fact that the child transfers his/her inner conflicts due to various psychological and physical reasons for the behaviors. If an individual is unable to establish a balanced relationship, then a problem may be mentioned here (Öz 1997). Frequently observed behavior problems in early childhood are indocibility, nervousness, aggressiveness, stubbornness, lying, stealing and swearing (Kanlikiliçer 2005).

When literature is examined, it is seen that fathers have some concerns resulting from mothers like inadequacy in the child’s education at early childhood (Levine 1993). Therefore, they need social support to resolve their concerns. All life experiences of parents and the fact that how and to what extent they deal with them show parallelism with social support mechanisms (Akkök 2003). Social support is defined as material and

spiritual aid provided to the individual who is under stress or has difficulty by the people (spouse, family, and friends) around him/her (Yildirim 1997). Perrine (1999) stated that social support consists of two major elements. The first of these is the objective presence of other people that an individual can ask for help when he/she is under stress. The second is the perception social support. Support perception is independent of the actual support, and this situation can cause a person not to be aware of the support he/she can receive from the social environments. Social support allows parents to realize that they are not alone, and to get closer to each other emotionally and socially (Akkök 2003). Researches show that the support that spouses receive from each other is more important than the support they receive from their environment (Üner 1994), and the risk of getting into depression decreases for individuals receiving support from their spouses, and the respect level of their spouses increases (Brown et al. 1986; Yildirim 1994). Reevy (2001), in his research examined the social support between genders, and revealed that social support expectations of men and women were different from each other. While it was stated that there was a direct relationship between searching and obtaining social support and femininity characteristic, masculinity characteristic was stated to be associated with the social support in terms of only concrete sense. Nevertheless, in terms of men, acting independently and being self-confidence were stated to be associated with social support. Kaya (2009), related to the studies carried on social support between spouses, came to conclusion that “the perceived social support levels differed according to gender, there were cross-cultural differences in terms of spousal support, men were less in search of social support, and adequate social support decreased the emotional symptoms for both genders. It was seen that married individuals perceived *more social* support compared to unmarried individuals, however, inadequate support also weakens the matrimonial bond, in addition to this, the physical and emotional support that married individuals receive from their spouses was more important than the support they received from their mothers. It can be said that the perception of social support is also important for the health of the spouses. It can be said that not being able to receive social support triggers various behavioral disorders like depression, increase the anxiety of sick individual, and the perceived social support level predicts the

depression". When literature is examined, it is stated that the support that spouses receive from each other and the recognition of children's problem behaviors in early period will positively affect the children's adaptations and successes in the environment they will be in their later years (Yildirim 2004; Kanlikilicir 2005).

The effect of the parents is thought to be important in meeting the children's needs and in becoming skillful needed in terms of social-emotional. Therefore, this study was carried out to examine the relationship between the spouse support level perceived by the fathers having pre-school children and their children's behavior problems, and to reveal the factors that might affect them. In order to achieve this goal, answers were searched for the following sub-problems:

1. Does the spouse support level perceived by fathers who were included in the research and their children's problem behavior scores vary statistically significant depending on the age of the father?
2. Does the spouse support level perceived by fathers who were included in the research and their children's problem behavior scores vary statistically significant depending on the father's educational background?
3. Does the spouse support level perceived by fathers who were included in the research and their children's problem behavior scores vary statistically significant depending on the age of the father?
4. Does the spouse support level perceived by fathers who were included in the research and their children's problem behavior scores vary statistically significant depending on the mother's working status?
5. Does the spouse support level perceived by fathers who were included in the research and their children's problem behavior scores vary statistically significant depending on the father's status of participation in family activities?
6. Is there a statistical relationship between the spouse support level perceived by fathers who were included in the research and their children's problem behavior scores?

METHODOLOGY

Population and Sample

This study is a descriptive research involving the use of scanning model. The population

of the study is composed of children (n=25478), who were 48 months-60 months and older continuing their education in independent nursery schools and nursery classes of public elementary schools located in the central districts of Çankaya, Mamak, Altindag, Yenimahalle, Etimesgut, Sincan and Keçiören of Ankara in 2012-2013 academic year, and their fathers. At least 378 number of subjects were determined from the population by using the formula of Simple Random Sampling (Çingi 1990), and 533 children and their fathers constituted the sampling of this research.

Data Collection Tools

In the study, "General Information Form" which was developed by the researchers was used to determine the demographic characteristics of fathers and children, "Spouse Support Scale" was used to measure the spouse support levels of fathers, and "Problem Behavior Scale" was used to measure the children's problem behaviors.

General Information Form: General information form includes articles for obtaining information such as father's age, occupation, and education level, and age of being father; mother's age, occupation and education level; the gender and age of the child, the period of going to pre-school educational institution; socio-economic level of the family, the number of children they have, the period of being married and family type.

Spouse Support Scale: This scale was developed by Yildirim (2004) to determine the level of spouse support. It is a 3-point Likert-type scale and has 27 questions. Construct validity analysis result reveals that spouse support scale has four factors: emotional support, instrumental aid and informational support, appraisal support and social interest support. A meaningful relation was found between Spouse Support Scale and Beck Depression Inventory (BDI) – Turkish version ($r = -.27$). Confidence level of spouse support scale was estimated in two ways: First, Cronbach's Alpha coefficient was found ($\text{Alpha} = .95$), and secondly, confidence coefficient of the test was calculated ($r = .89$) (Yildirim 2004).

Problem Behavior Scale: It is composed of two independent scales, *Pre-school and Kindergarten Behavior Scala (PKBS-2)* developed by Kenneth W. Merrill in 1994 to measure 3-6 ages of children's social skills and problem behaviors in pre-school period, and *Social Skill and Problem Behavior Scales*. The Validity and the

Reliability study for Turkish children were implemented by Alisinanoglu and Özbey (2009), in this research Problem Behavior Scale was used. Problem Behavior Scale consists of 4 factors; *outward-orientation, inward orientated, anti-social and self-centered*. Problem Behavior Scale is detected for first factor structure reliability is .96, explained variance .62; structure reliability for the second factor is .90, explained variance is .65, Structure reliability for the third factor is .89, explained variance .73 and for the fourth factor structure reliability is .75, explained variance is .51. Problem Behavior Scale, the first factor's Cronbach Alfa value, is .95, Cronbach Alfa value of the second factor is .87, Cronbach Alfa value of the third factor is .81, Cronbach Alfa value of the fourth factor is .72; the total values of Cronbach Alfa values is .96. Problem Behavior Scale is quaternary Likert type scale. High scores that students getting from scale mean exceeded problematic behaviors; low scores mean low problematic behaviors.

Collection and Analysis of Data

In the study, "General Information Form" for collecting demographic information about fathers and children and the "Spouse Support Scale" for measuring the spouse support level of fathers were filled out by fathers. "Problem Behavior Scale" was filled out separately for each child by his/her teacher to measure the children's problem behaviors. The collected data were analyzed using SPSS 13.00 version. In the analysis of data, One-way Analysis of Variance, t-test and Correlation Coefficient Significance Test were used.

RESULTS

When Table 1 is analyzed, the ages of the fathers involved in the research did not make a significant difference between both in none of the perceived spouse support level dimension and in problem behavior scores.

Findings Related to the First Sub-problem

Do the spouse support level perceived by fathers who were included in the research and their children's problem behavior scores vary statistically significant depending on the age of the father.

The ages of the fathers involved in the research did not make a significant difference between both in none of the perceived spouse

support level dimension and in problem behavior scores.

Findings Related to the Second Sub-problem

Do the spouse support level perceived by fathers who were included in the research and their children's problem behavior scores vary statistically significant depending on the father's educational background?

It is seen that the educational backgrounds of the fathers included in the research made a significant differences in the averages related to the emotional support dimension scores (F_{3-533} : 3.64 $p < .05$), in the averages related to the instrumental aid and informational support dimension scores (F_{3-533} : 5.33 $p < 0.05$), in the averages related to the social interest support dimension scores (F_{3-533} : 6.17 $p < 0.05$), and in the averages related to the total spouse support level scores (F_{3-533} : 4.34 $p < 0.05$), which are from the perceived spouse support level dimensions. In addition, it also made a significant difference in the averages related to problem behaviors scores (F_{3-533} : 2.73 $p < .005$) (Table 2). As a result of Scheffe test, it was determined that the significant difference in the dimensions of emotional support, instrumental aid and informational support and social interest support, and in total spouse support level scores resulted from the children whose fathers had educational backgrounds of associate degree and above. Also, it was determined that the significant difference in problem behavior scores resulted from the children whose fathers were secondary school graduates.

Findings Related to the Third Sub-problem

Do the spouse support level perceived by fathers who were included in the research and their children's problem behavior scores vary statistically significant depending on the mother's working status?

When Table 3 is analyzed, while the working statuses of the spouses of fathers included in the research made a significant difference in the averages related to instrumental aid and informational support level scores (t : 3.58 $p < 0.05$) and in the averages related to social interest support dimension scores (t : 11.79 $p < 0.05$), it did not make a significant difference in the averages related to problem behaviors scores, which are from the perceived spouse support level dimensions.

Table 2: ANOVA test results concerning the spouse support level perceived by fathers who were included in the research according to their educational backgrounds and their children's problem behavior scores

Father's Educational Background	Scores related to sub-dimensions of the perceived level of spouse support X±SS																		
	Emotional support			Instrumental aid and informational support			Appraisal support			Social interest support			Total spouse support scores			Total problem behavior scores			
	\bar{x}	SS	T	\bar{x}	SS	T	\bar{x}	SS	T	\bar{x}	SS	T	\bar{x}	SS	T	\bar{x}	SS	T	
Primary school and below	78	23.81	3.02	19.08	1.91	2.15	21.25	2.15	7.39	1.24	71.53	7.21	37.34	13.42					
Secondary school	172	24.25	2.95	19.49	1.73	2.61	21.30	2.61	7.33	1.25	72.37	7.24	41.57	16.45					
High school	173	23.82	3.53	19.39	2.01	3.12	20.88	3.12	7.31	1.32	71.41	9.09	38.77	13.29					
Associate degree and above	110	24.83	2.92	19.98	1.65	2.68	21.60	2.68	7.81	1.08	74.21	7.35	36.75	12.53					
Total	533	24.25	3.19	19.57	1.85	2.79	21.25	2.79	7.49	1.24	72.57	8.06	38.38	13.72					
Variance Analysis	Sd	KO	F	P	KO	F	P	KO	F	P	KO	F	P	KO	F	P			
Intergroup	3	36.45	3.64	.01	17.83	5.33*	.00	16.04	2.07	.11	9.21	6.17*	.00	276.85	4.34*	.01	509.24	2.73*	.04
Intra-group	529	10.03			3.35			7.74			1.49			63.79			186.43		
Total	532																		

*P<0.05

Table 3: t-test results concerning the spouse support level perceived by fathers who were included in the research according to their spouse's working status and their children's problem behavior scores

Mother's Working Status	Scores related to sub-dimensions of the perceived level of spouse support X±SS																								
	Emotional support			Instrumental aid and informational support			Appraisal support			Social interest support			Total spouse support scores			Total problem behavior scores									
	\bar{x}	SS	T	\bar{x}	SS	T	\bar{x}	SS	T	\bar{x}	SS	T	\bar{x}	SS	T	\bar{x}	SS	T							
Working	112	24.5	3.05	24.2	3.19	19.88	1.69	3.58	.04	21.36	2.65	.15	.70	7.85	1.11	11.7	.00	73.61	7.54	2.20	.14	37.79	13.32	.29	.59
Not working	419	24.19	3.21			19.51	1.87			21.24	2.82			7.41	1.25			72.35	8.13			38.58	13.85		
Total	531	24.25	3.19			19.57	1.85			21.25	2.79			7.49	1.24			72.57	8.06			38.38	13.72		

*p<0.05

Table 4: ANOVA test results concerning the spouse support level perceived by fathers who were included in the research according to family type and their children's problem behavior scores

Family type	N	Emotional support						Instrumental aid and informational support						Appraisal support						Social interest support						Total spouse support scores						Total problem behavior scores					
		\bar{x}	SS	T	P	\bar{x}	SS	T	P	\bar{x}	SS	T	P	\bar{x}	SS	T	P	\bar{x}	SS	T	P	\bar{x}	SS	T	P	\bar{x}	SS	T	P	\bar{x}	SS	T	P				
Nuclear Family	475	24.25	3.20	.03	0.85	19.58	1.83	.16	.69	21.30	2.68	1.61	.21	7.52	1.24	1.22	.27	72.66	7.93	.59	.44	37.89	13.59	5.63	.02												
Extended Family	58	24.17	3.14		19.48	2.01		20.81	3.59		7.33	1.19		71.79	9.14																						
Total	533	24.25	3.19		19.57	1.85		21.25	2.79		7.49	1.24		72.57	8.06																						

*p<0.05

Table 5: Anaova test results concerning the spouse support level perceived by fathers who were included in the research according to the fathers' statuses of participation to pre-school family activities of their children and their children's problem behavior scores

Father's statuses of participation to family activities	N	Emotional support						Instrumental aid and informational support						Appraisal support						Social interest support						Total spouse support scores						Total problem behavior scores					
		\bar{x}	SS	F	P	KO	F	P	KO	\bar{x}	SS	F	P	KO	\bar{x}	SS	F	P	KO	\bar{x}	SS	F	P	KO	\bar{x}	SS	F	P	KO	\bar{x}	SS	F	P				
I never participate	149	23.76	3.45		19.42	1.81		20.79	3.12		7.23	1.29		71.21	8.55																						
I participate when I find a chance	283	24.34	3.22		19.55	1.94		21.28	2.68		7.54	1.21		72.71	8.12																						
I always participate	101	24.69	2.59		19.87	1.65		21.83	2.49		7.77	1.17		74.17	6.80																						
Total	533	24.25	3.19		19.57	1.85		21.25	2.79		7.49	1.24		72.57	8.06																						
<i>Variance Analysis</i>		<i>Sd</i>	<i>F</i>	<i>P</i>	<i>KO</i>	<i>F</i>	<i>P</i>	<i>KO</i>	<i>F</i>	<i>P</i>	<i>KO</i>	<i>F</i>	<i>P</i>	<i>KO</i>	<i>F</i>	<i>P</i>	<i>KO</i>	<i>F</i>	<i>P</i>	<i>KO</i>	<i>F</i>	<i>P</i>	<i>KO</i>	<i>F</i>	<i>P</i>	<i>KO</i>	<i>F</i>	<i>P</i>	<i>KO</i>	<i>F</i>	<i>P</i>						
Intergroup	2	29.13	2.88	.06	6.26	1.8	3.16	32.87	4.27*	.01	9.17	6.09*	.002	69.98	4.21*	.02	476.73	2.55	.08																		
Intra-Group	10.11				3.42	7.69		1.51																													
Total	530																																				
Total	532																																				

*p<0.05

Table 6: Pearson Correlation Test Results between the spouse support level perceived by fathers who were included in the research and their children's problem behavior scores

	Emotional support		Instrumental aid and informational support		Appraisal support		Social support		Social interest support		Total spouse support scores		Total problem behavior scores	
	R	P	R	P	R	P	R	P	R	P	R	P	R	P
Emotional support	1													
Instrumental aid and informational support	.68*	.00	.68*	.00	.76*	.00	.72*	.00	.00	.00	.92*	.00	-.08	.07
Appraisal support	.76*	.00	.71*	.00	.71*	.00	.62*	.00	.00	.00	.84*	.00	-.09	.05
Social interest support	.72*	.00	.62*	.00	.69*	.00	.69*	.00	.00	.00	.91*	.00	-.09	.05
Total spouse support scores	.92*	.00	.84*	.00	.91*	.00	.82*	.00	.00	.00	.82*	.00	-.03	.51
Problem behavior scores	-.08	.07	-.09	.05	-.09	.05	-.03	.51	.00	.00	-.09*	.04	1	

*p<0.05

Findings Related to the Fourth Sub-problem:

Do the spouse support level perceived by fathers who were included in the research and their children's problem behavior scores vary statistically significant depending on the family type?

It is seen that while the family types of the fathers did not make a significant difference in none of the perceived spouse support level dimensions, it made a significant difference in the averages related to problem behaviors scores (t: 5.63 p<0.05) (Table 4).

Findings Related to the Fifth Sub-problem

Do the spouse support level perceived by fathers who were included in the research and their children's problem behavior scores vary statistically significant depending on the father's status of participation in family activities?

It is seen that the statuses of participation to family activities of the fathers included in the research made a significant differences in the averages related to the appraisal support dimension scores (F₂₋₅₃₂: 4.27 p<0.05), in the averages related to the social interest support dimension scores (F₂₋₅₃₂: 6.09 p<0.05), and in the averages related to total spouse support scores (F₂₋₅₃₂: 4.21 p<.05), it did not make a significant difference in the averages related to problem behaviors scores, which are from the perceived spouse support level dimensions (Table 5). As a result of Scheffe test, it was determined that the significant difference in the dimensions of appraisal support, social interest support and total spouse support level resulted from the fathers who always gave the answer of I always participate in family activities.

Findings Related to the Sixth Sub-problem

Is there a statistical relationship between the spouse support level perceived by fathers who were included in the research and their children's problem behavior scores?

It is seen that all of the spouse support level dimensions perceived by fathers had a significant positive relationship with each other. It is seen that was a significant negative relationship between the total spouse support level scores perceived by fathers and their children's problem behavior scores (Table 6). So, it was observed

that children's behavior problems decreased as the spouse support level perceived by fathers increased.

DISCUSSION

When the results of the study related to spouse support level were analyzed, while there was not a significant difference between the perceived spouse support level and the ages and family types of the fathers, there was a significant difference between the educational background of the father and emotional support, instrumental aid, informational support, social interest and total spouse support dimensions; between the working status of the mother and instrumental aid, informational support, social interest support level; and between the father's participation in family activities and appraisal and social support. When literature is examined, likewise the research findings, there are studies concluding that support perceptions of spouses do not become different according to age (Güven et al. 2011). It is stated that the age period of mother and father may affect the relationship between them, as well as the age of the child and the cognitive and emotional development related to child's age (Hortaçsu 2003). It was concluded that men perceived more support from their families, however, in parallel with the increasing age, the amount of support they perceived from the person who was important to family, friend and the individual decreased (Prezza and Pacilli 2002). This result is in line with research finding. In fact, according to research result, the averages scores of spouse support of the fathers in the range of under the age of 30 and 31-35 years were found to be higher than the fathers in the older age group. It was observed that the spouse support levels that fathers perceived according to educational background formed significant differences in emotional support, instrumental aid and informational support and social interest support and the average score for overall dimensions. It was revealed that the emotional support, instrumental aid and informational support and social interest support and the overall spouse support levels of the fathers, who had an educational background of associate degree and above, were higher compared to fathers who had lower educational background. This finding gives rise to the thought that educational background is an important variable in determining

the quality of the relationship between spouses. The increase in education level broadens the perspective on the events of the spouses, allows them to be able to reveal their expectations from marriage, and positively affects the intra-family relationships and shares. This ensures relationship to become healthy and qualified. In his research about the psychological symptom in a group of young people and social support relationship, Bayram (1999), stated that social support increased depending on the economic level and the increase in monthly income. Similarly, in his research that he analyzed the loneliness and social support levels of high school students who were studying at boarding school and were living with their family, Köse (2009) observed that the total scores of students' social support varied significantly according to class level, academic performance, parents' state of being together, the number of siblings, financial situation, parents' educational statuses, the working status of mother and the frequency of family visits. Also, Yagci and Ustabas (2010) stated that the increase in the educational level positively affected the social support.

When the research results about the problem behavior were analyzed, while a significant difference was not seen between the problem behaviors that children showed and the father's age, the working status of mother and the father's status of participating in family activities; a significant difference was seen between the father's education level and family types and the problem behaviors that children showed. In parallel with our study, there are studies stating that there was no significant difference in the average scores of the children's problem behaviors according to the age of the father (Günindi 2008; Bilek 2011; Tunçeli 2012). This situation gives rise to the thought that father's abilities to establish qualified relationships with their children is more effective rather than the age. In our research, a significant difference is seen between the father's educational status and the problem behaviors that children showed. The fact that the children whose fathers had educational backgrounds of associate degree and above got a less behavior problems score was noteworthy. This situation gives rise to thought the increase of the level of education of fathers had a positive effect on the child's skill development. In parallel to research finding, there are studies emphasizing that the effect of the father's education level is an

important determinant of children's social skills and problem behaviors (Seven 2006; Elibol Gültekin 2008; Güngören 2011). When the tables were analyzed, while it was seen that the children living in extended families had more behavior problems compared to the children living in nuclear families, and the behavior problems in child decreased with the increase of the father's education level in the general sense. When literature is analyzed, it is seen that there are studies supporting the findings of the research. Eratay (2011), in a study in which the behavior problems of the children going to pre-school institutions were examined, a significant relationship was not encountered between the presence of another adult in the family and the behavior problems of the child as well as many variables, a relationship was found between the father's occupation and the educational level of parents (Eratay 2011). Similarly, Kadan (2010) revealed that the increase in the education level of parents decreased the behavior problems in the child. However, contrary to this information, Alisinanoglu and Kesicioglu (2011) concluded that there was no relationship between the educational levels of parents and the behavior problems that the child showed in their research on pre-school period children. Also in parallel with the findings of the research, Erdinç (2009) and Kanlikiliçer (2005) found that there was no relationship between the working status of mother and the behavior problems.

It is seen that all of the spouse support level dimensions perceived by fathers had significant relationships with each others. It was seen that there was a significant negative relationship between the total level of spouse support scores perceived by the fathers and the children's problem behavior scores. In other words, it was observed that children's behavior problems decreased as the spouse support level perceived by the father increased. Fathers, who perceive respect and appreciation from their spouses and who feel that they are esteemed, are expected to be accepted in social life and to adapt to this life. This gives rise to the thought that the father encourages the important skills of his child and positively affects his child as a role model to his child. It was stated that the positive relationship of parents had a significant effect on the behaviors that the children take as a model. In relationships where the relationship between spouses is maintained within the framework of mutual re-

spect, and in case of conflicts, the problem causing this situation is dealt with by an appropriate approach, the fact that children take the appropriate behavior patterns as a model will be effective in the attitudes of male children towards females, and on the healthy and adaptive relationships of female children with the opposite sex. On the contrary cases, introversion, anxiety and antisocial personality traits would be likely to be seen in children (Rosenberg and Wilcox 2006).

CONCLUSION

As a result of the study, while ages and family types of fathers did not create a significant difference in spousal support levels, a significant difference was seen between the education level of the father and emotional support, financial assistance, information support, social interest and the total sizes of spousal support; a significant difference was seen between mother's working status and financial assistance, information support and support social interest dimension; and a significant difference was seen between the fathers' statuses of participation to family activities and appreciation, social interest support. When the results of the study relating to problem behaviors were investigated, while no significant difference was seen between the problem behaviors that children show and the age of the father, mother's work status, and the fathers' statuses of participation to family activities, a significant difference was seen between father's education level and family types and the problem behaviors that children show. It was seen that there was a significant negative relationship between the total level of spouse support scores perceived by the Father and the children's problem behavior scores. In other words, it was observed that children's behavior problems decreased as the spouse support level perceived by the father increased.

RECOMMENDATIONS

When research findings are compared with the other research results.

The opening of family counseling centers, community centers, parents schools and various courses on marriage should be provided through public and private sector in order to provide families to become conscious about their parenting roles, and to be able to receive support

in marital relationships, and consciousness raising and dissemination studies should be carried out by organizing training seminars to make these units functional.

Considering the fact that the educational background of fathers formed significant differences on the spouse support levels they perceived as a result of the research; the support of fathers' educational opportunities by formal and the informal ways, and the consciousness-raising of fathers about the issues such as intra-family relationships, spouse support and the education of children through tools like media organs should be provided.

This study was carried out to examine the relationship between the spouse support perceptions of father and the children's behavior problems. Within this scope, findings were discussed in the light of demographic information about fathers and children. Because the researched attributes cannot be limited only to demographic variables, researchers are recommended to support literature with the qualitative studies that will also take the views of the father.

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