

Chapter 9

FATHERHOOD IN PICTURE BOOKS

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ABSTRACT

Picture books for children are used as tools for many activities in preschool educational institutions in Turkey, and these books are given a place in classroom libraries as well. The ones with family topics are effective on children's acquiring the concepts like motherhood, fatherhood, brotherhood and family, and learning some features related to these concepts. Therefore, it is crucial to determine how "fatherhood" is told and to what extent it is associated with the child and the family in these books.

In this study, we examined how the "fatherhood" concept is treated in Picture books for children used in preschool educational institutions in terms of language and narration. In this examination related to the "fatherhood" concept, we made comparisons with the "motherhood" concept. We discussed the motherhood-fatherhood concepts presented in these books, which are used in the preschool period, in terms of gender roles.

For this study, we chose the picture books for children used in preschool educational institutions in the 2009-2010 educational year. We numbered and examined 85 picture books about the family issue from 30 different publishers.

As for the reliability of the study, we examined all books independently from each of us. We determined the statements describing the roles and responsibilities of fathers and mothers. We took the statements which were placed into the same code by three

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researchers as the statement related to that code. Thus, we tried to maintain the coding reliability. Codes were categorized into five themes by the researchers according to their common features. These themes were named as nurturing, supporting cognitively, contributing to social-emotional development, developing communication skills and supporting psycho-motor development. In addition to the themes, we also determined of which members a family is composed in the books we examined.

As a result, the family concept was given a place in picture books used commonly in preschool educational institutions. In almost half of these books, mother-father took place together. In most of the books in which the family was described with one-parent, the parent was the mother; in a few of them father and child were mentioned in one-parent families. Although "father" was given a place in families in picture books, "mother" took a place substantially in stories. Motherhood and fatherhood were taken into account mostly based on their traditional gender roles. Although fathers were depicted in outdoor activities, mothers were depicted as active in activities directly related to children and house.

INTRODUCTION

Adult females and males are expected to embrace social roles related to their own gender during their developmental process. Social gender, different from biological gender, is the culturally attributed role to the females and males. Individuals learn this role with experiences in their families, schools and other social environments they belong to from the beginning of birth (Wharton, 2005). One of the social roles in which gender differences are observed intensively is motherhood and fatherhood. Parents construct learning structures interacting with the babies from the moment they are born.

Parents are responsible for providing an appropriate environment for the child and meeting the needs in time and as required. The family, taking these responsibilities is, with its most common definition, the smallest unit of the society composed of a mother, a father and a child. Some changes have appeared with the industrialization period. One of these changes is seen in the distribution of responsibilities related to parents' bringing up children. The fact that females take part in working life in modern societies has caused the rearrangement of the responsibilities related to housework and bringing up a child. As a natural result of this, motherhood and fatherhood concepts have gained new meanings.

In previous times, fathers were seen as the strongest and the one who used this power on family members (Knibbehtler, 1995). Although fatherhood was defined as earning enough money to support family and representing the authority in family according to this traditional perspective, in today's world this concept has gained new meanings. According to Down (2000), the basis of redefined fatherhood is nurturing. Nurturing should include the supporting of a child psychologically, physically, cognitively and spiritually. The other fatherhood definitions are also supportive of this definition. For example, Lamb (2002) defined fatherhood with its function. According to Lamb, fatherhood should be defined as what and how fathers do for their children. According to Blankenhorn (1995), fatherhood is the most important social role for males. Fatherhood helps to acquire more positive characteristics reducing the negative characteristics attributed to males. Fatherhood plays an active role in the socialization process. Fathers reluctantly participate into various social environments for their children.

Fatherhood moves the males away from the violence. According to the research carried out, it was found that there was a dramatic decline in the drug use and felonious behaviours of the fathers who chose to care for the mother and the child during the pregnancy period (Duncan, Wilkerson & England, 2006; Shwalb, D. W.; Nakazawa, J.; Yamamoto, T. & Hyun, J. H., 2010). Some important changes are seen in the family lives and the emotions of the fathers who participate in the pregnancy and birth process. In other words, becoming a father changes the lives and thoughts of the fathers (Shwalb, D. W.; Nakazawa, J.; Yamamoto, T. & Hyun, J. H., 2010).

The studies showed that mothers take more responsibilities for child care and education than fathers do (Lupton & Barclay, 1997; Sever, 2002). Besides this, fathers' fatherhood behaviours (their participation into child care) vary according to their loyalty to their homes and relationships with their wives. Males whose fatherhood is supported during their marriage constitute more successful fatherhood models (Down, 2000). In the contemporary United States, one of the common opinions is that fathers show more concern for their children and they spent more eligible time for their children's nutrition and care (Prokos, 2002).

FATHERHOOD CONCEPT IN PICTURE BOOKS

The period in which children's basic learning structures are constructed correspond to preschool period. The construction of appropriate learning schemas for children in this period provides a basis for further learnings. Preschool educational institutions support the construction and development of schemas giving place to activities which support the whole development areas.

One of the most important tools that support child's developmental process in preschool educational institutions is picture books. Picture books which address to all age groups of readers for different purposes are used as a comprehension strategy by the educators in supporting the children's physical, cognitive and social developments. In addition to this, picture books are also used in preschool period for making students recognize principles, making connections between theories and applications and developing their vocabulary (Hansen & Zambo, 2005).

Language development which is an important element in children's learning process cannot be thought apart from cognitive development. Cognitive development is in a mutual interaction with language development in terms of some areas like concept construction, making relationships, problem solving (Sever, 2008). Language activities cover the most important part of activities in daily programs of preschool educational institutions. These activities help students to develop their vocabulary learning new words, to use the words appropriately, to express their ideas through the language and to acquire reading habits and love books (Zembat and Yurtsever, 2002:123).

Books play an important role in a child's life for various characteristics. Various books are presented to the child in preschool period in which language, perceptual, psychomotor, social, emotional and conceptual development is rapid. These books might prepare the child for the life producing important effects in child's developmental areas and might help the child to develop his listening and reading skills (Hansen and Zambo, 2005). In this context, in many studies books were found to be effective on children's learning how to use language

appropriately, increasing cognition and perception (Neuman, 2006), supporting mathematical skills (Casey, Kersh and Young, 2004), strengthen the communication in a family (Flaner, Quinn, 2006), acquiring reading habits, making learning easier (Hoing, 2006) and communication (Torr, 2004).

The fact that picturebooks are effective for children on determining their sexual identity has also been supported by the studies in this field (Paterson and Lach, 1990; Oskamp, Kaufman and Wolterbeek, 1996). Gender role concept includes behaviours, attitudes, values, ways of thinking, speaking, sitting, walking, dressing and beautifying which can be labeled as masculine or feminine (Gander and Gardiner, 1993:296). Children in preschool period equate themselves more with the cartoon characters and they embrace their gender roles through these equations.

According to Sever (2008), imitation is an effective way of learning in preschool period. Children equate themselves with the heroes of picturebooks and they are influenced by their physical and psychological features, their behaviours and activities. In addition to this, picture books for children are important tools in the development of children's personality and their socialization. The presentation of females and males in picture books for children are influenced by social and cultural values. In these works, the roles attributed to females and males might not be overlap with the modern life requirements. In this situation, children might not embrace these presented roles. According to the studies on the presentation of females and males in children literature, females and males are presented stereotypically (Asian, 2010).

Picture books are used as tools for many activities in preschool educational institutions in Turkey and these books are given place in classroom libraries as well. These books are frequently read and told to children by the classroom teacher, preservice teachers visiting classrooms to practice and the parents who would like to carry out in-class activities. The ones with family topics are effective on children's acquiring the concepts like motherhood, fatherhood, brotherhood and family and their learning some features related to these concepts. Therefore, it is crucial to determine how "fatherhood" is told and to what extent it is associated with the child and the family in these books.

METHOD

In this study, we examined how "fatherhood" concept took place in picture books for children used in preschool educational institutions in terms of language and narration. In this examination related to "fatherhood" concept, we made comparisons with "motherhood" concept. We discussed the motherhood-fatherhood concepts presented in these books which are used in preschool period in terms of gender roles.

We used qualitative research methods and carried out content analysis. It is possible that the researcher is flexible in qualitative research and applies for the new strategies when it is required during the research. The opportunities of the researcher to go to the field in order to check the findings and to collect supplementary information are the most important features that maintain the validity in qualitative research (Yıldırım and Şimşek, 2004; p.91).

For this study, we chose the picture books for children used in preschool educational institutions in 2009-2010 educational year. We numbered 85 picture books (Appendix 1) about the family issue from 30 different publishers. We examined which members a family is

composed of and how "father/fatherhood, "mother/motherhood" concepts are presented to children in terms of language and narration.

As for the reliability of the study, we examined all books independently from each of us. We determined the statements describing the roles and responsibilities of fathers and mothers. We took the statements which were placed into the same code by three researchers as the statement related to that code. Thus, we tried to maintain the coding reliability. Codes were categorized into five themes by the researchers according to their common features. These themes were named as nurturing, supporting cognitively, contributing to social-emotional development, developing communication skills and supporting psycho-motor development. In addition to the themes, we also determined of which members a family is composed in the books we examined. We presented frequencies and percentages related to this in Table 1.

Table 1. Which members the families in books are composed of?

Family Members	Book Numbers	f	%
Mother-Father-Child	1, 2, 3, 4, 12, 13, 14, 18, 24, 26, 29, 33, 34, 35, 39, 40, 41, 42, 43, 44, 45, 46, 50, 51, 52, 53, 54, 56, 58, 59, 60, 61, 64, 65, 67, 68, 69, 70, 73, 75, 77, 78, 79, 80, 83,	46	54
Mother-Child	5, 6, 7, 8, 9, 10, 11, 15, 16, 17, 19, 20, 21, 22, 23, 25, 27, 28, 30, 31, 37, 38, 47, 49, 55, 57, 62, 63, 66, 72, 76, 81, 82, 84, 85	35	42
Father-Child	36, 48, 71, 74	4	5

As seen in Table 1, in 46 books (54%) we examined, family was composed of mother, father and children. We encountered the families composed of mother-child or children in 35 books (41%). In only 4 books (5%), families composed of father-child or children took place. In 59% of the books father was available in a family (50 books). The percentage of the books which included the mother in a family was 95%. In picture books for children used in preschool period, the family concept was mostly presented associating with "mother". In other words, mother was the main character of the family. Güngörmüş (2003) also stated that what is mentioned with "parent" word is particularly the "mothers" in recent studies examining the parent-child relationship.

FINDINGS

We found that in books we examined parents took place in narrations related to main themes like caring for nurturing, supporting cognitively, contributing to social-emotional development, improving communicative skills and supporting psycho-motor development. We presented the frequencies and percentages related to this narrations in Table 2.

Table 2. Themes in picture books

Themes	Total		Mother		Father	
	f	%	f	%	f	%
Nurturing	86	73	85	13	15	
Supporting Cognitively	45	33	73	12	27	
Contributing to Social-Emotional	69	42	61	27		
Development					39	
Communication	41	32	78	9	22	
Supporting Psycho-motor development	16	12	75	4	25	
Total	257	192	75	65	25	

We found that statements about children's nurturing and care took place 86 times in books we examined. In 85% of these narrations, there were statements indicating that mother maintained child's nurturing. The percentage of statements indicating that father maintained child's nurturing was 15%. We determined that statements related to supporting children cognitively took place 45 times. We found that 73% of these statements mothers and 27% of these statements fathers supported cognitive development. We found that statements related to contribution to social and emotional development took place 69 times. We found that 61% of these statements mothers and 39% of these statements fathers contributed social and emotional development. We determined that the statements related to the fact that parents took part in activities aimed at developing their children's communicative skills or became a model about this issue were given place 41 times. In 78% of these statements mothers and in 22% of these fathers were active. We found that the statements about the fact that parents supported their children's psycho-motor development for 16 times. In 75% of these statements mothers and in 25% of these fathers were active. When we have close look at the total values, while in 75% of statements in the book mother were active, in 25% of them fathers were active. Although there was a father model in 58% of the books, the number of statements in which the fathers were active was quite few.

1. Statements Related to Nurturing

We presented frequencies and percentages of the codes related to nurturing theme in Table 3.

Table 3. Codes related to nurturing

Theme: Nurturing	Total		Mother		Father	
	f	%	f	%	f	%
Nurturing	29	27	93	2	7	
Dressing - Undressing	5	5	100	0	0	
Body cleaning and care	5	5	100	0	0	
Health	9	8	89	1	11	
Sleep	9	7	78	2	22	
Home-room cleaning	16	13	81	3	19	
Accommodation-Protection	13	8	62	5	38	

We found that the statements related to nurturing code were given place 29 times. As it can be seen in Table 3, in 93% of these statements mothers and in 7% of these statements fathers were active. (In direct quotations, the first number indicates the book number and the second number indicates the page number).

Direct Quotations for Nurturing Code Related to Mother

"Tobi's mother prepares delicious meals with vegetables and they ate with pleasure all together." (5.11)

"My mother makes very nice meals when I come home." (14.7)

"My mother is very talented. She cooks the meals beforehand and places them into the fridge." (24.5)

"His mother was preparing the meal when he entered the kitchen." (29.4)

"My mother woke me up and started to prepare the breakfast." (39.4)

"His mother had prepared a delicious breakfast for him." (58.2)

Direct Quotations for Nurturing Code Related to Father

"Come on children, the meal is ready!" shouted Aysegül's father." (65.8)

We encountered the statements related to children's dressing and undressing 5 times. We found that in all of these statements, mother was active.

Direct Quotations for Dressing and Undressing Code Related to Mother

"His mother changed Tobi's clothes immediately." (17.7)

"Do not throw your socks, Ejo' said his mother." (11.1)

We encountered 5 statements indicating that parents took care of their children's body cleaning and care in the books we examined. We found that mother was active in all of these statements.

Direct Quotations for Body Cleaning and Care Code Related to Mother

"Come on, it is time to have a bath, Kimi' she said." (28.2)

"Well done, you did a good job. Now, go ahead to the bathroom." said their mother smiling." (61.16)

We determined the statements indicating that parents took care their of children's health 9 times. In 89% of these statements mothers and in 11% of them fathers were active.

Direct Quotations for Health Code Related to Mother

"We went to the doctor with my mother." (3.5)

"We went to the optician with my mother." (3.7)

"My mother took me to the dentist." (4.4)

"My mother checks my temperature and says that we should go to the doctor to recover." (14.2)

Direct Quotations for Health Code Related to Father

"Isn't it the time for our kid to be injected," he asked." (2.2)

We found that the statements about parents' preparing their children to sleep 9 times. In 78% of these statements mothers and in 22% of them fathers were active.

Direct Quotations for Sleep Code Related to Mother

"His mother would always put him to sleep at these times." (20.12)

"Mother chicken took her little babies under her wings. She gave a warm. She put them to sleep..." (72.16)

Direct Quotations for Sleep Code Related to Father

"My mother or my father reads a story every night." (24.9)

We determined 16 statements indicating that parents took care about the cleaning and arrangement of the places their children live. We found that in 81% of them mothers and in 9% of them fathers were active.

Direct Quotations for Home-Room Cleaning Related to Mother

"My mother does the ironing and cleans the house." (24.12)

"Thus, take care of your sister and I will clean the house and prepare our meal." (40.2)

Direct Quotations for Home-Room Cleaning Related to Father

"His father couldn't manage to take the candies which stuck to the bottom of the jar in one way or another as his hand couldn't fit into the jar." (14.14)

We found 13 statements about the children's accommodation and protection in the books. In 62% of them mothers and in 38% of them fathers were active.

Direct Quotations for Accommodation and Protection Code Related to Mother

"Kimi stood up and entered his mother's pocket and hid." (28.12)

"Come my son, don't get wet' she said and held the leaf on Tobi." (17.6)

"In such times, he always wanted to be in her mother's pocket and sleep there." (18.3)

Direct Quotations for Accommodation and Protection Code Related to Father

"Because he had always been holding his father's hand." (54.4)

"Veli's father got a nice house built." (69.3)

These findings explained that main responsibilities related to children's nurturing were presented as they belonged to the mother. This result indicated that books are under the influence of traditional gender roles. These findings are in parallel with the findings of the studies carried out by Lupton&Barclay (1997) and Sever (2002). In the study on female and male roles in picture books for children carried out by Vannicopulou (2004), it was found that females were illustrated next to or near the house and in settings which are relevant to motherhood and housewifery. Nurturing is considered as the mother's responsibility because of the current cultural and traditional ideas about bringing up the child (Evans, 1997; Güngörmüş, 2003). Briefly, the responsibilities about the nurturing and care are transferred to the children beginning from the preschool period with a "fatherhood" concept which is under the influence of traditional gender roles.

2. Statements Related to Supporting Cognitively

We presented the frequencies and percentages related to the statements about supporting cognitively theme in Table 4.

Table 4. Codes related to the supporting cognitively theme

Theme: Supporting Cognitively	Total		Mother		Father	
	f	%	f	%	f	%
Teaching new things	41	32	78	9	22	
Answering the questions	5	2	40	3	60	

In the books we examined, we found 41 statements indicating that parents taught something to their children. In 78% of them mothers and in 22% of them fathers were active.

Direct Quotations for Teaching New Things Related to Mother

"These trees you see clean the polluted air." (6.2).

"Because injection protects us from the diseases." (12.5)

"In theatres, foods like popcorn are not eaten and beverages are not drunk in order not to distract the players." (53.6)

"Dear Duygu, if we implement the recycling project we will be able to protect the greens of the nature, cleanliness of our seas and air and prevent the pollution of our world, extinction of the animals." (56.4)

Direct Quotations for Teaching New Things Related to Father

"If you become an engineer, you can build television, radio, washing machine and even toys for children." (2.11)

"Gökdeniz was learning too many things from both his mother and father." (66.14)

We found that the statements that parents answered their children's various questions were given place 5 times. We determined that the questions were answered in 60% of these by the father and in 40% of them by the mother.

Direct Quotations for Answering the Questions Code Related to Mother and Father

"'Why aren't I a flower?' she asked her mother." (35.3)

"'Dad' he said. 'How has that ball gone up there? Why doesn't it fall down? Who turns those lights on?'" (36.6)

"His father told what happened in the sky" (36.6)

Although father took place in more than half of books we examined, father was given a very little place throughout the books. In the books in which father took place, he was usually active for outdoor activities (going on a picnic, shopping, etc.). The parent nearby the child was mostly the mother. Mother was given more opportunities to satisfy her child's curiosity and to teach new things about the life. These findings indicated that mothers are presented as the first teachers of the children in picture books.

Studies showed that fathers, especially if the mother was working, participated into the certain activities about child nurturing and education. However, these activities mostly included the pleasant points of child care like playing with the children and taking them out. The activities related to the child's education like teaching new things were not preferred by fathers (Sever, 2002). The "father" model in the books we examined had also similar behaviours.

3. Statements Related to Supporting Social and Emotional Development

We presented frequencies and percentages related to the codes about supporting socially and emotionally.

Table 5. Codes related to the supporting social-emotional development theme

Theme: Supporting Social-Emotional Development	Tota		Mother		Father	
	f	%	f	%	f	%
Taking the child out	27	18	67	9	33	
Understanding feelings and encouraging	20	12	60	8	40	
Providing instrument support (shopping)	9	4	44	5	56	
Supporting self-confidence and achievement	7	3	43	4	57	
Supporting making friends and developing relationship with relatives	6	5	83	1	17	

We encountered 27 statements in the books we examined indicating that parents took their children out. We found that in 67% of this statements mothers and in 33% of them fathers were active.

Direct Quotations for Taking Out Code Related to Mother

"We went shopping with my mother." (1.5)

"We are going shopping with my mother." (2.10)

"They went out for a walk with their mother." (25.4)

"Her mother was going to take Pinar to the theatre but Pinar did not know this." (53.2)

"Oya, would you like to come to shopping with me?" (31.3)

Direct Quotations for Taking Out Code Related to Father

"Here is my father's car. He always takes us to the picnic every Sunday." (5.8)

"They went out for excursion as a family." (60.12)

"Aysegül and Orhan are going fishing with their father after the meal." (65.10)

We found 20 statements in the books indicating that parents encouraged their children and tried to understand their feelings. In 60% of these mothers and in 40% fathers were active.

Direct Quotations for Understanding Feelings and Encouraging Code Related to Mother

"But don't be sad, we will often visit them." (8.2)

"The whole jungle heard that you were a hero." (23.11)

Direct Quotations for Understanding Feelings and Encouraging Code Related to Mother

"Come on my son! Bestir yourself. It is almost finished' he said." (60.13)

"His father smiled looking over his glasses: 'If you don't want, we won't throw it, don't worry,' he said." (80.10)

We determined 9 statements in the books indicating that parents contributed to their children's social and emotional developments providing instrument support. We determined that in 44% of these statements and 56% of them fathers were active. We can also claim that fathers were depicted in accordance with their traditional gender roles in terms of providing instrument support.

Direct Quotations for Providing Instrument Support Related to Mother

"My mother will buy me nice car with remote controller." (2.10)

"One day mother goat goes shopping." (38.1)

Direct Quotations for Providing Instrument Support Related to Mother

"Their father bought a roller skate for Arda and a watch for Aysegül." (79.2)

"My father bought me a huge plane." (1.4)

"Moreover, my father always has my bicycle repaired." (10.13)

We encountered 7 statements in the book indicating that children's self-confidence and their achievements were supported by their parents. We found that in 57% of these fathers and in 43% of these mothers were active.

Direct Quotations for Supporting Self-Confidence and Achievement Code Related to Mother

- "Now you are very clean" his mother said and kissed him." (19.10)
 "His mother looked her child with proud." (57.4)

Direct Quotations for Supporting Self-Confidence and Achievement Code Related to Father

- "We have a job for you, let's go to the yard and you will see." (11.14)
 "Well done my son..." (54.4)

When taken from the perspective of duty distribution, it is stated that males are instrumental leaders and females are semantic leaders. Father, as an instrumental leader, is expected to work constantly in order to support his family financially and maintain. Father exhibits this instrumental leadership taking less care for the children's nurturing (Tanfer&Mott; 1997). Evans (1997) claimed that one of the three responsibilities of father is to earn money for the child's nurturing. In most of the child development theories, mother is the focus in child nurturing and parenthood even father exists. Fathers are usually out of this process (Ford, Nalbone, Wetchler & Sutton, 2008). The fathers in the books we examined were less perfectionist than the mothers. The fathers appreciated what their children did without waiting them to do better. Therefore, the situation is in favour of the fathers in the supporting self-confidence and achievement code.

4. Statements Related to Communication

We presented the frequencies and percentages of codes related to communication in Table 6.

Table 6. Codes related to the communication theme

Theme: Communication	Total		Mother		Father	
	f	%	f	%	f	%
Oral Communication	32	27	84	5	16	
Listening	9	5	56	4	44	

We found 31 statements in the books we examined indicating parents communicate with their children orally. 84% of the oral communication statements belonged to mothers and 16% of them belonged to fathers.

Direct Quotation for Oral Communication Code Related to Mother

- "Little mice were listening what their mother was telling with all their ears." (6.4)
 "Children were listening what their mother was telling with all their ears." (8.2)
 "Then, she talked to Ejo who is hiding under the carpet calmly." (12.10)

Direct Quotation for Oral Communication Code Related to Father

- "Your mother loves you too much. But you are making her sad. What if you had been poisoned by the gas in Bodrum and you had died, what would we have done?" said my father." (44.9)

We found 9 statements in the books indicating that parents listened to their children. We determined that in 56% of these mother and in 44% of them father listened.

Direct Quotations for Listening Code Related to Mother

- "Tobi told how he slid in the lake while he was eating his soup."(5.7)
 "He immediately told her mother the play he played with his father." (54.12)

Direct Quotations for Listening Code Related to Father

- "When they returned home in the evening, Pinar rhapsodize over the theatre to her father." (53.10)
 "... he had already started to tell his father what he experienced the whole day." (54.4)

Children in the books we examined were mostly presented in interactions which they were with their mothers. Therefore, mothers were the ones who communicate orally with their children and listen to them.

5. Statements Supporting Psycho-Motor Development

We presented the frequencies and percentages related to the codes about supporting psycho-motor development in Table 7.

Table 7. Codes related to the supporting psycho-motor development

Theme: Psycho-motor development	Total		Mother		Father	
	f	%	f	%	f	%
Small muscle development	6	6	100	0	0	0
Large muscle development	6	3	50	3	50	50

We found six statements in the books we examined indicating that parents supported small muscle developments of their children. We found that mother is active in all of these statements.

Direct Quotations for Small Muscle Development Code Related to Mother

"...Could you please pick some cherries for me." she said and gave her a basket." (21.2)

"... He prepared some food and water for the puppy with his mother." (55.15)

"Your sister, pink cheek, will help me with the housework." (6.5)

We found 6 statements in the books we examined indicating that parents supported large muscle developments of their children. We also found that in 50% of them mothers and in 50% of them fathers were active.

Direct Quotations for Large Muscle Development Code Related to Mother

"Children, do not forget to take your ball and rope with you." (9.14)

"He jumped into his mother's soft and warm pocket." (22.13)

Direct Quotations for Large Muscle Development Code Related to Father

"Oğuz would go to school on foot with his father everyday." (54.2)

"We will set our camp tent here..." he said. They all set to settling down to the camp."

(60.3)

The activities that mothers used to support their children's small muscle use were mostly domestic. These activities required using small muscles (hand, finger). However, fathers supported their children with the activities that required using large muscles. Activities like setting up a camp tent or running were mostly done with fathers. Therefore, while all the statements related to the supporting small muscles of the children belonged to mothers, the statements related to the supporting large muscles of the children belonged to both mothers and fathers.

CONCLUSION

Family concept was given a place in picture books for children used commonly in preschool educational institutions. In almost half of these books, mother-father took place together. In most of the books in which the family was described with one-parent, the parent was the mother; in few of them father and child were mentioned in one-parent families.

Although "father" was given a place in families in picture books for children, mother took a place substantially in stories. Motherhood and fatherhood were taken into account mostly based on their traditional gender roles. Although fathers were depicted in outdoor activities, mothers were depicted as active in activities directly related to children and house.

The activities of parents about their children in the books we examined were categorized as nurturing and care, cognitive, social-emotional, supporting psycho-motor development and communication themes. We determined that mothers were largely depicted as active in the nurturing theme. We also determined that mothers were presented as active in all nurturing, dressing-undressing, body cleaning, health, sleep, house-room cleaning and accommodation-protection codes which are under the category of nurturing theme.

Teaching new things and answering children's questions codes were available under the cognitive support theme. We found that although the ones who taught new things were mothers, fathers were the ones who mostly answered the children's questions in activities for supporting children cognitively.

The codes like taking out, understanding feelings, encouraging, providing instrumental support (shopping), supporting self-confidence and achievement, supporting making friends and developing relationships with relatives took place under the activities for supporting social-emotional development. We found that mothers were presented as active besides providing instrumental support and self-confidence and achievement support codes.

We determined that mothers took place actively in both oral communication and listening codes, which are under the communication theme. We also examined "small muscle" and "large muscle" development under the psycho-motor development theme, which was taken into account as a different theme. According to this, while mothers were presented as active in all statements about supporting small muscle development, fathers were not given any place. In activities about the development of large muscles, both mother and father were presented as active.

Finally, as it can also be seen in literature, "fatherhood" was redefined as a result of social and cultural changes in the last decades. These new definitions do not take fatherhood solely as supporting child's nurturing financially. In addition to this, fathers are defined as fathers who take responsibilities in children's nurturing, satisfy them socially and emotionally, communicate with them effectively, take responsibilities in duties related to house. However, we can claim that mothers and fathers are presented within their traditional roles in picture books used in preschool educational institutions in Turkey. Picture books used as a tool in language activities in these institutions are influential on children's learning social gender roles. Role play activities for the stories are frequently used after language activities. A child can equate himself with the mother-father models presented to him in these role plays. Children started to acquire their characteristics related to parenthood during their childhood period. In this period, the equation the child creates with his own mother and father affects his taking their behaviours as models. Fathers are affected by their parents and father models around themselves while they are acquiring roles related to fatherhood (Savran&Kuşin, 1994). One of these models is the father models in picture books.

In this context, mothers-fathers in children's literature should be presented according to the requirements of modern life, not to the traditional gender roles. The social value given to the females and males should be equal in these books. Thus, it will be easier for children to acquire gender roles appropriate to modern life starting from the early ages.

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APPENDIX I : THE LIST OF PICTURE BOOKS

Publisher	No	The name of the book	Pages
Yayınları	1	Büyüncü Ne Olacağı [What Will I Become When I Grow Up]	16
	2	Trafik Kuralları [Traffic Rules]	16
	3	Tavşan Bondi Gözlük Takıyor [Rabbit Bondi is Wearing Glasses]	8
	4	Tavşan Bondi'nin Dişi Ağrıyor [Rabbit Bondi Has Got a Toothache]	8
	5	Tobi'nin Kış Macerası [Tobi's Winter Adventure]	16
	6	Fare Ailesinin Ormanda Bir Günü [One Day of Mice Family in the Forest]	16
	7	Fare Ailesinin Yeni Arkadaşı [The New Friend of Mice Family]	16
	8	Fare Ailesi Ormana Taşınıyor [Mice Family is Moving to the Forest]	16
	9	Tobi'nin İkkabahar Macerası [Tobi's Spring Adventure]	16
	10	Pembe Yanak Ormanı İnceleyor [Pink Cheek is Investigating the Forest]	16
	11	Bırak Dağın Kalsın [Leave it Untidy]	17
	12	Aşı Senden Korksun [Let the Injection Be Afraid of You]	16
	13	Bu Yarattığı Seveceksin [You Will Love this Creature]	16
	14	Tavşan Bondi Doktora [Rabbit Bondi is at the Doctor's]	8
	15	Fare Ailesi Orman Temizliğinde [Mice Family is on Cleaning the Forest]	16
	16	Negeli Yüzler Ormanı [Pleasant Faces Forest]	16
	17	Tobi'nin Sonbahar Macerası [Tobi's Autumn Adventure]	16
	18	Kimi ile Mimi [Kimi and Mimi]	15
	19	Kahvaltı Etmeyen Kimi [Kimi That Does Not Have Breakfast]	15
	20	Meraklı Kimi [Curious Kimi]	15
	21	Kimi'nin Doğum Günü [Kimi's Birthday]	15
	22	Uykucu Kimi [Sleepy Kimi]	15
	23	Kimi Büyüyor [Kimi is Growing]	15
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Yayınları	24	Eviniz Aileniz [Our Home, Our Family]	24
	25	Boncuk Arkadaşları ile Tanışıyor [Boncuk Meets His Friends]	16
	26	Çocuklar da Yapabilir [Children Can Also Do]	16
	27	Momo Diş Fırçalıyor [Momo Brushing His Teeth]	16
	28	Yıkamayı Sevmeyen Kimi [Kimi That Does Not Like Having a Bath]	15
	29	Ah Bir Büyüsem [Ah! I wish I would Grow Up]	16
	30	Kara Kedi Güzel Kedi [Black Cat Pretty Cat]	24
	31	Pazarla Nele Var Nele [What Do They Sell at the Market?]	16
	32	Ali ile Ayşe Uğurböceği Peşinde [Ali and Ayşe Are Following Ladybug]	28
	33	Aysu'nun Rüyası [The Dream of Aysu]	16
	34	Begüm'ün Köpeği Olmalı mı? [Should Begüm Have a Dog?]	36
	35	Nil Soru Soruyor? [Nil is Asking Questions]	15
	36	Ay [Moon]	16
	37	Hangi Ses Benimki? [Which Voice is Mine?]	28
	38	Kurt ile Yedi Keçi Yavrusu [Wolf and Seven Baby Goat]	8
	39	Ece ile Yüce anneler Çocuklarını Çok sever [Ece and Yüce - Mothers Love Their Children Very Much]	14
	40	Ece'nin Çorapları Çok Güllü [The Socks of Ece are Too Weird]	14
	41	Yüce Kim Biliyor Musunuz? [Do You Know Who Yüce is? Yüce Kim Biliyor Musunuz?]	14
	42	Duvardaki Gölge [Shadows on the Wall]	14
	43	Abialar Yaramazlık Yapar mı? [Do Sisters Behave Improperly?]	14
	44	Annem Beni Sevmiyor mu? [Does My Mum Love Me?]	14
	45	Minik Fide Çiçek Açtı [Little Seedling Blossomed]	14
	46	Ece Yazın Olmak İstiyor [Ece Wants to be a Writer?]	14
47	Fasulye Ağacı [Bean Tree]	15	
48	Çizme! Kedi [Puss in Boots]	15	
49	Çirkin Ördek Yavrusu [Ugly Duckling]	15	
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16	75	Kırtların Gezisi [Kirters' Journey]	Zambak Yayınları [Zambak Publications]
16	76	Yaramaz Paytak Ördük [Naughty Bandy Duck]	Yuva Yayınları [Yuva Publications]
16	77	Elif'in Günluğu [Elif's Dairy]	Esin Yayınları [Esin Publications]
24	78	Yıldız Yağmuru [Star Rain]	Bu Yayınları [Bu Publications]
16	79	Ayşegül Dört Mevsim [Ayşegül Four Seasons]	Alpa gülleri Yayınları [Alpa gülleri Publications]
16	80	Minnoğ Kedi [Little Cat]	Ünlü Yayınları [Ünlü Publications]
16	81	Kar Beyaz ile Kırmızı Güllü [Snow White and Red Rose]	Alfa Yayınları [Alfa Publications]
16	82	Papu'nun Korsan Kıyafeti [Papu's Pirate Clothes]	Beyaz Balina Yayınları [Beyaz Balina Publications]
14	83	Lessie [Lessie]	İncim Yayınları [İncim Publications]
16	84	Bir Dünya hazinesi IV [A World Treasure IV]	İlk kaynak Yayınları [İlk kaynak Publications]
16	85	Küçük Cıvıç ve Sevinçli Oya [Little Chick and Pretty Oya]	Ünlü Yayınları [Ünlü Publications]

15	50	Sihirli Ayakkabılar [Magic Shoes]	
15	51	Uyuyan Prenses [Sleeping Princess]	
16	52	İyi ki okul var [Fortunately We Have School]	
23	53	Pat ile Pat [Pat and Pat]	SMG Yayınları [SMG Publications]
23	54	Trafik Oyunu [Traffic Game]	
23	55	Yavru Köpek Zeytin [Puppy Zeytin]	
23	56	Biz Dünyayı Seviyoruz [We Love the World]	
14	57	Hepimiz İyiyiz [We Are All Good]	
14	58	Sihirli Sözcükler [Magic Words]	
14	59	Sevinç Gücü [The Power of Love]	
16	60	Kampya Bir Tatil [A Holiday At the Camp]	Nurdan Yayınları [Nurdan Publications]
16	61	Doğayı Koruyalım [Let's Protect the Nature]	
16	62	Demet'in Bahçesi [Demet's Garden]	
16	63	İp Bacaklı Uzun Çocuk [Alien Child With Rope Legs]	
16	64	Pelin'in Yunusla Yolculuğu [Pelin's Journey with Dolphin]	Morpa Kültür Yayınları [Morpa Kültür Publications]
16	65	Ayşegül kampı [Ayşegül is At the Camp]	
16	66	Dal Suyu, Çuk Tasa, Çok Yaşa [Dive into the Water, Jump on the Rock, Live Long]	Küçük Adımlar Yayınları [Küçük Adımlar Publications]
15	67	Babam Usta Ben Çırak [My Father is Master I am Novice]	
16	68	Kaybolan Kedi [The Lost Cat]	Özgür Eğitim Yayınları [Özgür Eğitim Publications]
24	69	Kaz Hanım [Lady Goose]	
8	70	Parmak Çocuk [Finger Child]	Tay Yayınları [Tay Publications]
8	71	Küçük Tırnı Sihirli Kaval [Little Caterpillar, Magic Pipe]	
16	72	Anne Tavuk [Mother Chicken]	Salan Yayınları [Salan Publications]
32	73	En Değerli Hediye [The Most Precious Gift]	Morpa Yayınları [Morpa Publications]
6	74	Küçük Deniz Kızı [Little Mermaid]	ATP Yayınları [ATP Publications]