

Life Story of a Daughter with Hearing Loss Through Her Father's Eyes

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Abstract: The aim of the study was to examine the life story of a father with normal hearing who has an adult child with hearing loss and to understand the effects of the father on the life and developmental periods of his child with hearing loss. The participant in the study was a father with an adult child who has congenital, very advanced sensory-neural hearing loss. The study was designed by utilizing the life-history method, one of the qualitative research methods. Research data were collected through semi-structured interviews, documents, photographs and reflective researcher diaries. The collected data were analyzed with the inductive method. The findings were interpreted within the framework of nine main themes: the family in which the father was raised, the pregnancy period of his wife, the diagnosis period, the pre-school period, the primary school period, the secondary and high school period, the adulthood period, the e-Kpss/business life and the difficulties encountered after the cochlear implant surgery. Findings of the research indicated that the family in which the participant father was raised had an effect on his own perceptions of paternity. The father accepted his daughter's hearing loss more quickly, this behavior of the father increased his bond with the child with hearing loss and caused the father to have the main say over the child's developmental stages and academic skills. He stated that his wish as a father is to have more verbal communication with children with hearing loss. Although the findings of the study cannot be generalized to the entire population of fathers and children with hearing loss, it is thought that these findings will shed light on theories and further research.

Keywords: Fathers, hearing loss, perception of paternity, adult with hearing loss, fathers with a child with hearing loss.

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Introduction

Family is complex and interactive systems in which individuals have different effects on children's developmental zones in various contexts (May et al., 2017). The child born into the family system causes many innovations in the family's life, and changes in the family's internal and external relations. In order to understand the structure of the family system, its interactions and changes over time, it is important to know the family approaches that have been the subject of various researchers for many years. Some of them can be listed as "Family According to Symbolic Interaction Theory", "Family Development Theory", "Family According to System Understanding", "Family According to Ecological System Approach" and "Feminist Family Theory" according to their emergence dates. The common point in these family approaches is that the interactions of family members should be in balance so that the roles and responsibilities of individuals can positively affect the development of the family as a whole. The joining of a new individual to the family is an important transition period in which the couples must act cooperatively (Özşenol et al., 2003). Moreover, the birth of this individual with hearing loss requires the reorganization of parental roles and the creation of new daily routines (Cronic et al., 1983; Kaner et al., 2011; Kazak & Marvin, 1984).

While accepting children with normal hearing as part of the family system, it is necessary not to ignore the individuals with special needs living as a part of our social culture (Atmaca & Uzuner, 2020). The Ministry of National Education (MONE) Special Education Services Regulation, which was published in 2018, defined the individual with hearing loss as "individual who needs special education and support services due to partial or complete loss of hearing sensitivity" (T.R. Official Gazette, 2018). Early diagnosis of hearing-impaired children and their immediate use of hearing-assisted technologies are very important for the development of language and communication skills (Marschark & Spencer, 2006). It should be paid attention to the diagnosis of the child in the first three months and starting to use the appropriate assistive technology (Akin et al., 2009) and starting education as soon as possible in the 0-4 age range, which is the critical period (Turan, 2000; Tüfekçioğlu, 2007).

A child begins to acquire experiences that will form the basis for his future years by interacting with his mother and father in the first years of life (Kuzucu, 2011). Earning money to support oneself, the decline in quality of life, the academic development of women, and the developments in technology have increased the need for a workforce over time, which has led to women entering the workforce. Therefore, it has become clear that the responsibilities of the child's care and development must be undertaken by both parents. These changes caused the father to play an important role in the care and education of children, as well as providing financial support to the family (Çağdaş, 2015; Güngörmüş-Özkardeş, 2010; Ünüvar, 2008). This has shifted the father's role as the breadwinner of the household in ancient times to his involvement in childcare, which was traditionally seen as a female role. Therefore, it is necessary not to ignore the effects of fathers in the family system on their children.

The role of a father who has a normally developing or disabled child in his child's life is not only important but also very diverse. Fathers play roles such as providing care, disciplining, showing care, being instructive, friends, role models, protectors and providing financial support (Mercan & Tezel Şahin, 2017). While fathers take on various roles, they talk to their young children more than mothers by giving instructions, asking for clarifications, asking questions, and giving references to past events. Because these complex forms of speech place greater linguistic demands on children, fathers are thought to serve as a 'bridge to the outside world' (Ely et al., 1995). Thus, fathers' communication styles teach children directly the linguistic and communicative demands of social change (Lamb, 2010).

There are various factors that affect the bond that the father establishes with his normally developing child in infancy. Some of these factors (Güngörmüş-Özkardeş, 2010; McHale & Huston, 1984; Tezel-Şahin & Özbey, 2007); the father's family environment in which he was raised and his communication with his family; educational status; financial status; his wife's positive/negative thoughts about pregnancy and baby; communication with his wife; their knowledge and experience of how to interact with the infant; age; attitudes/thoughts about raising children, feeling ready for the experience of fatherhood, and perceived fatherhood abilities. It is also among the information supported by studies that fathers who develop positive relationships with their own fathers are more interested in their children (Radin & Goldsmith, 1983).

According to the relevant literature, although the recorded data of mothers after giving birth provide a rich source of information, they generally reveal little about the father of the child (Lam et al., 2012). When father and child studies are examined, it is seen that the amount of time fathers spend with their children is generally focused on, but the efficiency of the time spent and the quality of father-child interactions are ignored (Newland, 2012). It is observed that studies conducted using qualitative methods in the national literature (Acar et al., 2020; Altın, 2014; Çolaklıoğlu et al., 2019; Tepe & Demir, 2019; Yalçınöz, 2011) lack emphasis on the developmental stages of children, and especially the father's having a child with hearing loss and related life experiences have not been comprehensively addressed. From a methodological point of view; studies using quantitative methods (Bonney et al., 1999; Bronte-Tinkew et al., 2008; Caldera, 2014; Lewis, 1999; Aksoy & Tatlı, 2019; Aydın, 2003; Biber, 2016; Güngörmüş-Özkardeş & Arkonaç, 1998; Şahin & Demiriz, 2014; Ünlü, 2010) lack a holistic perspective, and studies using qualitative methods (Acar et al., 2020; Akyol et al., 2017; Altın, 2014; Wall & Arnold, 2007; Beatty & King, 2008; Carrillo et al., 2016; Çolaklıoğlu et al., 2019; McNeil & Chabassol, 1984; Mueller & Buckley, 2014; Roberts et al., 2014; Szarkowski & Brice, 2016; Tepe & Demir, 2019; Yalçınöz, 2011) are cross-sectional studies covering a specific time period. In the light of this information, there was a need to carry out a study that reflects the struggles of a father from the first diagnosis of his child with hearing loss until the process of becoming an adult and an individual who earns his own income, the father's feelings and thoughts, and his life experiences. In this context, the following questions are investigated in order to examine the life of a father with a child with hearing loss and his views on this life.

1. What is the effect of the family in which the participant father was raised on his perception of fatherhood and the way he fulfills his fatherly duties?
2. What are the father's views on the effects of having a hearing-impaired child on the family?
3. What are the father's thoughts about the effects of the hearing-impaired child and the father on each other?
4. What are the father's views on the developmental stages of his child with hearing loss?
5. What are the father's efforts to overcome the difficulties encountered in the developmental stages of his child?
6. What are the father's recommendations to other families with a child with hearing loss?

Method

The life history model is suggested as a way to look at life as a whole and to study individual lives in depth (Atkinson, 1998). According to Etherington (2006), life history is a method in which a common denominator is reached about how the story is interpreted by the listener, who tells a researcher/listener about a life experience and how, at some point in his life, within the framework of a purpose. According to Cole (1994), life history studies aim to examine the personal life experiences that affect an individual's life in a social and institutional unity. In this study, it was focused on an adult father and aimed to examine the experiences, perceptions and relationships of the father about his child with hearing loss with the advantages of the life history design.

Participants

Father Mr. Ali: The main participant of the research, father Mr. Ali, was born in 1961 in the city of B in the Mediterranean region. Mr. Ali, who has four brothers and two sisters, started his career as an Air Sergeant by studying at the Air Technical Institute after high school. He married Mrs. Fatma in 1989. After her daughter was diagnosed with hearing loss, he worked for an association for two years to get closer to other families with children with hearing loss, and then he quit his job. At the time of the research, he was not working and was continuing his life in the city of A, where he retired.

Mother Mrs. Fatma: She was born in 1964 in the city of B in the Mediterranean region. She has two brothers and four sisters. She came from a similar family culture and social environment as Mr. Ali. She continued her life as a civil servant for many years and retired from her civil service. She was not working in any job at the time of the research.

Young Ayşe with hearing loss: She was born in 1989 in the city of A. She was diagnosed with sensory-neural type and very severe (mean. 102 dB) hearing loss in both the right and left

ears at the age of fifteen months, although the cause is unknown. She started using a hearing aid when she was fifteen months old, and at the end of five years she switched to a behind-the-ear device. Until high school she attended a school where children with hearing loss are educated. In high school, she went to a normal high school for one year and then returned to the school for the hearing impaired. She graduated from the graphic design department with a bachelor's degree in 2011 and entered e-Kpss and became a civil servant. In 2015, she started to use the Nucleus 6 device for cochlear implant surgery only in her right ear, since only one device was financed by the state. She was still working as a civil servant in province A during the research period.

Researchers and their roles

The Researcher graduated from the preschool teaching undergraduate program in 2018 and from the hearing-impaired teaching undergraduate program in 2019. She worked as a pre-school teacher at the early childhood education center between 2018-2020. She has been working as a special education teacher since 2020. The researcher acted by considering the ethical elements in all of the interviews with the participating father (Glesne, 2020; Diary, 25.01.2021).

Research consultant is an expert in the education and development of children with hearing loss and qualitative research methods. The research consultant worked with the researcher throughout the entire research process, and guided the formation and implementation of the study. At the same time, he demonstrated how the researcher should enter the field and dominate it. During the data collection and analysis processes, he examined all the data in detail, verified and validated it, and shared his feedback (Creswell, 2021).

Data collection methods and data analysis

The main data of the research were collected through 9 semi-structured interviews. During the interviews, video and audio recordings of 9 hours 6 minutes and 33 seconds were taken. The collected data was supported and detailed with 70 documents, 19 photographs and 124 pages of researcher's diary.

Data Analysis; After each interview, the researcher turned the audio and video recordings into a written transcript. The words of the researcher and the participant father were not changed in the written report. The video recordings and interview transcripts were sent to the research consultant via encrypted e-mails, and the consultant listened to the interviews and compared them with the written transcripts. With the consultant's feedback, additional questions were created to be asked at the beginning of the next interview. At the same time, video recordings were shared with the participant at the end of each interview. The participant told the parts that he thought were missing to the researcher in the next interviews. Therefore, the additional questions were created with the joint contributions of the researcher, consultant and participant father triangle. The data were analyzed by inductive analysis method. In the interview transcripts, each of the answers given by the participant father to

the questions was collected under the relevant periods. The answers grouped according to the order of occurrence of the events were coded in chronological order with short descriptions (Mücevher, 2020). With the help of codes, the expressions, perceptions and experiences of the participant father were categorized and themed. Thematic data were interpreted by discussing the theories in a common contextual framework together with the information presented by the participant father to the researcher (Creswell, 2021).

Research ethics

Ethics committee certificate was obtained from Anadolu University Institute of Educational Sciences for this study. It is clearly stated in the verbal and informed consent form, without deception/misleading, that the participant father's rights in the research process, that video and audio recordings will be taken, that the data will not be shared with people other than the researcher and the consultant, that the names of all kinds of persons and institutions will be kept confidential, that the names of the participants will be replaced with pseudonyms. (Diary, 25.01.2021). At the same time, the design of the research as open democratic research gave the participant the right to know what the collected data is, as well as to control what data is reported (Glesne, 2020).

Findings

As a result of the interviews made in accordance with the purpose of the research, the eight periods are identified as the main themes, the Family in which Mr. Ali was raised, Prenatal Period, Diagnosis Period, Preschool Period, Primary School Period, Secondary School / High School Period, Adulthood Period, e-Kpss / Business Life.

The Family in Which Mr. Ali Was Raised

The role of the father in the family in which Mr. Ali was raised

Mr. Ali talked about the roles of mother, father and sibling in his family:

"At our times, the house, the father, is authoritarian, almost kinglike. At home, he treats the mother and her children severely. So, it's not that absurd [weird]. Therefore, my father was also very problematic, so I guess there were often fights at home. If my father was going to start a fight, he would say it lacks salt, there is too much salt, there is less water, so he would find an excuse for the food and start the fight. My father got angry at my mother. If we said a word, he would get angry at us too. Although I did not get scolded much by my father because I was silent. But my big brother got his share a lot."

He stated that the biggest lesson he learned from his father was:

"The most important lesson I learned from my father is that if you don't want to be lied to, don't get mad at anyone. That is, if you get angry, if you shout, even if the other party does not want to lie, he will resort

to lies in order not to get you mad because he is afraid, because he is being shy. So, if you don't want to be lied to, you will be rational and reasonable."

He expressed one of the important effects of his father's authoritarian nature on him:

"The effect of my father on me, of course, was that when I was still in primary school, for the first time I did things like selling soda, selling gum, selling bagels. My father could have prevented them if he wanted, but he encouraged them instead of hindering them. In other words, I think that these contributed a lot to my independence and my self-confidence."

Sibling relations

Mr. Ali explained his relationship with his siblings:

"I am sixty years old. My elder brother used to accept students after primary school at boarding schools, which were the continuation of teacher institutes. He's gone, my younger brother was with me. So, we grew up with my little one. Of course, my older sister takes care of the housework because she is older. So we grew up mostly with my younger brother."

Mr. Ali stated that his eldest brothers became role models for them by getting into working life:

"When we started primary school, one of my elder brothers got into the teacher's school and went to the teacher's school. He became a role model for us. He was the first person to attend a teacher's school in the village. Consequently, it probably spread to us, so now my brother is a teacher, and we will definitely get educated."

Family structure

Regarding marriage, Mr. Ali stated that family structures should be very similar or the same, otherwise there may be conflicts and problems at home:

"Considering that the cultural structure of the two families should be close to each other in marriages, I had decided beforehand that I should marry the daughter of a family I know from where I was born. Also, the salary I get by working is almost not enough for the rent, since I work in the city center, I have to settle with someone who works."

Mr. Ali talked about the positive side of marrying someone from the same culture:

"I mean, of course, when I look at my father, I see myself quite chiseled. But if I was not married to the lady, but married to someone from a different culture, he would have called me a mountain man. So the lady tolerated it pretty well."

Mr. Ali expressed his thoughts that responsibility sharing should be equal:

"There, they say, the child is closer to the mother. I do not agree. He should be as close to both mother and father as possible. Here, the father hears last, the father does not know the condition of the child, the mother knows. So, I don't agree much. The father should be able to take care of the child and be together at least as much as the mother."

Prenatal Period

The ideal father according to Mr. Ali

Mr. Ali, interpreted the ideal father by considering the equal shares between the couples in the house:

"So here it is not right to speculate about fatherhood without being a father. You can't be ready for fatherhood without being a father. In my current opinion, an ideal father should start by not shying away from responsibilities at home first. When we say responsibility at home, of course, the baby comes into it."

Pregnancy Period

He talked about the communication between Mrs. Fatma and her husband during her pregnancy.

"It was summer, I guess when she got pregnant, I was going to work at night and going to school during the day. There was an obligation to continue the department I attend. I didn't want her to be alone as she was pregnant, I work in shifts, I come late at night just in case my sister-in-law's younger sister wasn't going to school, so I brought her. Because I work like this, we couldn't communicate. I mean, sometimes there were times when I came from work and studied until the morning and got up from the desk and go to work in the morning."

Diagnosis Period

Father's observations before diagnosis

Mr. Ali stated that they did not suspect anything in the twelve-month period, and that he caught some clues after twelve months:

"Ayşe has toys in front of her. Jigsaw or something. From behind, Ayşe! Ayşe! I call, she doesn't look. I mean, as I said, she still hasn't learned her name yet. So, we've come to a period of about six months. During this time, she should at least react to her name or voice. It is impossible for her to be deaf since she is under the supervision of a doctor. Of course, it doesn't cross our minds that the doctor might be missing it, too."

His wife's brother expressed hearing loss for the first time and Mr. Ali began to pay more attention to his daughter and think about his past experiences:

"For example, if the motorcycle passes by outside, the motorcycle is not visible from the wall of the house. We hear the voice coming from behind, I look at Ayşe. Will Ayşe turn in the direction of the sound of the motorcycle? Will she not turn? She doesn't turn. However, when it comes to her field of vision, she looks up. She also has a younger nephew. While talking to him, when we turned up the volume of the TV, his baby brother was afraid, when there was too much noise, he immediately reacted, started shouting or something. Ayşe doesn't care how loud it gets."

The diagnosis process and the father's feelings

Mr. Ali explained the emotional differences between himself and his wife in the process after the diagnosis:

"When it comes to hearing impaired at the final point, we have of course faced the truth. In other words, it is not very pleasant at that moment, but when my wife starts to cry, at least we can't turn it back, both to cheer her up and to cry for myself, whatever we can do about it, whatever it takes, we will do it."

He expressed their acceptance of hearing loss as follows:

"We go to conferences around the world, we follow, and if there is something that could be done, the university provides us with the necessary convenience, we do it. They said there is nothing you can do other than that, she will start school, that's it. After that, we understood that nothing could be done."

Difficulties experienced by the family after the diagnosis and the decisions they made

After the diagnostic process, Mr. Ali talked about his daughter's reaction to the device:

"The mold was made, it was fitted. They said that Ayşe would be uncomfortable when she was first put on, she might not want to wear it, be careful about it. Interestingly, Ayşe never took it off as soon as she put it on. As soon as she got the sound, we had no difficulty in that regard."

He stated the communication method they used in the following words:

"Now that process has already occurred spontaneously. We didn't decide it. In other words, where will the education of a hearing-impaired person be, there is only one unconditional institution. The education of that institution is definitely not sign language, but speaking education. They even forbade us to talk and tell by making signs. It is forbidden at school, too, she will tell by saying. If she has a problem, she will tell you."

Pre-school Period

School life after diagnosis

Mr. Ali stated that he attended family trainings once a month together with his wife and what these trainings brought them and expressed his feelings:

"We do family training once a month. After leaving family education, we are a little more motivated. In other words, after a week, ten days, that motivation gradually decreases. It was in the nature of this thing; it was tiring as well. You come from work every day, the wife works at home and runs errands, and she has already either played a game or done something with Ayşe, and it's just the exhausted time of the evening. In other words, family education becomes a motivation. And we can ask what we want to ask, what if it was like this, here's what Ayşe did, she didn't do that, we find it very difficult, Mr. ..., like what if we don't paint or do it every day. But no, you will do it, make no concessions."

He talked about the tasks given to the family education they attended:

"In other words, more attention to the child in a way that will reinforce the education given at school as much as possible. It is given according to age. For example, let's say we are at kindergarten in preschool,

the subject is days. Instead of teaching the child days somehow, we show the days with Monday in writing and a symbol under it, for example a symbol under Tuesday, a symbol under Wednesday, so we can see if she can match them. Here, when we say Monday, can she choose the card? Or numbers. Again in the kindergarden let's say 1, 2, 3 1 to 1 ball, 2 to 2 balls. In numbers and writing. When we say 1, can she bring the number, text and 1 ball together? Can she put them one under the other? We have prepared many cards like this. Here, let's see the numbers 1, 2, 3, 4, we put the numbers first, write the number 1 under it, put the number 2, then the balls, then we mix them, we say choose two. Or we say match the text with the written one. There are similar studies in family education."

The role of the father in Ayşe's language development

After starting kindergarten, Mr. Ali enrolled his daughter Ayşe in a drama course to support her language development and social development:

"We went and signed her up for the course. I told the teacher that she was deaf. The teacher was of course surprised. He said, "I have no experience in this matter, I will do wrong while I try to do it right." Ayşe already has a device, but since you are so nervous, let me get you in touch with our teacher at the school we go to and she will brief you on what you can do. "Okay," she said. I made an appointment with the professor. I took the lady to school. He told her about everything. Two or three weeks Ayşe went to the course. At the end of the third week, the teacher who could not come to an agreement with the municipality, left the group, another teacher came. The efforts I made were all in vain. I told the new teacher that I would tell it again. He didn't show any understanding. She said she can't do it, she doesn't know how to do it. So, Ayşe left the group."

Mr. Ali stated that it took a long time for his daughter to begin to express herself in writing, even though she could not speak, and told a sample case they had experienced:

"One day they called us from school, here Ayşe pushed a friend of hers. We took him to the hospital where his eye was swollen and bleeding. They said that we had informed his family. We learned whose child he was and what his name was. We went in the evening, Ayşe apologized and we asked if there was anything we could do. They said that the family is also understanding or these are the children. So they didn't despise much. We were sad, of course, very sad. Almost a decade later, when Ayşe started to talk about herself normally, she said, "Baba, I didn't push Ahmet." So it took her a decade to say that."

He expressed his feelings as follows:

"So how it happened, why it happened, whoever pushed it, or if he fell or someone tripped, the tender is up to Ayşe. There, of course, Ayşe can't say to her teacher that I didn't do it. Even if she says so, they don't understand Ayşe either. I mean, when I think of this, I don't forget how difficult it is. In other words, what can one think of my teacher, the child is accused of something she did not do and she cannot explain herself, she keeps it within ten years. Until she can express herself, when she speaks."

First time cochlear implant surgery is on the agenda

Mr. Ali explained his thoughts on cochlear implant surgery, which came to the fore after Ayşe started kindergarten:

"After first starting school for deaf children, I think it may have been in 92 or 93, it's been three years or so since she wore a chest-type [hearing aid] device. They said that the otolaryngologist would hold a meeting at the hospital. They invited all families with hearing-impaired children to the meeting. Of course, we went there, there is no one who has had cochlear implant surgery, so neither those who are ahead

of us nor those who are behind us. When he told me then, I didn't understand what he meant. Now, the cochlear implant device is out, and this device is used for hearing impaired people, an electrode is placed in the brain, this electricity reaches the sensory area, and an external device is attached to enable them to hear better. The only thing is that the year I'm talking about is 92. We recommend this surgery for children who cannot benefit from a pocket-type device, a behind-the-ear device, and have never benefited from this device. Your child can use a normal pocket type device, so we are not going to do it to her, but there is such a thing that you call a bionic ear or cochlear implant. Then, we said okay, Ayşe cannot have a cochlear implant."

Primary School Period

The effect of mother and father on developmental processes

Mr. Ali mentioned the support of his wife while he was taking care of his daughter's academic development:

"For example, there will be homework tomorrow or on Monday, on the way to school, she will tell an event, paint it, write it in a few sentences. Her mother teaches her how to make a cake, she says. Here's how to make a cake. We draw it in a notebook with Ayşe. Ayşe is drawing pictures and we give the language below of what she has done. Ayşe writes it or, let's say, how to boil eggs, how to brew tea. She was also in the kitchen as an education, of course, my wife comes into play there. How to make dough, you put milk, you put sugar, you mix it with a whisk. I am also an observer. If I do not observe, we will not be able to transfer it to the notebook. My wife also contributed in that way."

While talking about her daughter's language experiences, he told Ayşe about the process of getting her to receive computer-assisted education externally with the information he heard from people around:

"Of course, we were always looking for more about language development. They said that a new place has opened, here the education is very good. Maybe someone is imposing it on us again, I can't remember right now. Here, go see it. This happens in primary school. We met with a teacher there. I said, I'm doing computer work. When you say computer then, we have an idea as if the computer does everything. When we say computer work, we said ok. The richness of the computer visually supports easily, you can make some interventions. We said ok sir, let her come to you and start the training."

Mr. Ali talked about Ayşe's process of learning to read:

"From kindergarten, we used to buy books with the names Ece and Yüce, Ayşegül, Yogi the Bear, and those picture books. Every day what did Ece do today, Ece goes to school, Ece puts the book in her bag, the pictures teach language. It was like preparation for primary school, the things we tried to do in kindergarten. Ayşegül, for example, can show the text, match Ayşegül with the text, for example, while telling. There is a preparation period. The preparatory period in this kindergarten continued in primary school. Also, I think the method they used at the school we went to was the deductive method. In other words, we did not realize much when Ayşe started reading, when she grasped these, and when she started to analyze. It has been a smooth transition."

Father-daughter interactions and Ayşe's social development

Mr. Ali summarized the relationship between him and his daughter during the primary school period and stated the following:

"We are comrade-in -arms with Ayşe, not father and daughter. Now, when I say come on girl, do your homework, daddy give me water, daddy bring me something, bring fruit. I mean, she's the president, and I'm the vice president. She used me to the last drop. Never got tired of using it. There's a word, I was putting up with that word for the sake of it. So I guess I was happy to spend time with Ayşe."

He stated that the time he spent with his hearing-impaired daughter contributed a lot to supporting her academic skills:

"Watching something she learned, even just Ayşe wasn't learning. If you are going to teach something to her, you have to learn it yourself first, you have to be able to explain it, you have to go down to her level, you have to establish a bond with her. I was enjoying it, and sometimes I had the right to speak when two of my older brothers were talking when the teachers went on summer vacations. How to teach, how to be, they even looked at me and got a little surprised."

Secondary School and High School Period

Father's support during secondary school and high school periods

Mr. Ali told about his experiences and his own efforts due to Ayşe's inability to pay much attention to the lessons during her secondary school years:

"I thought at that time, for example, that I would talk about the solar eclipse, and the next day, Ayşe would explain it to me completely. The next day, I see that Ayşe has nothing to do with the solar eclipse. Of course, I get angry. Ayşe, I told you this yesterday. You told me if she listened to you, how much she listened, how much she understood, so you have to look at them first. I was pretty angry with myself until I discovered that she didn't understand. Nervous every day. In other words, this struggle continued for a long time, that is, throughout the secondary school period. So I was inadequate and Ayşe wasn't very good at listening to me."

Mr. Ali compared this situation with his primary school life and stated the reason for his struggles and his feelings:

"During primary school, I was teaching again, teaching something, but I wasn't going that far. We were doing her homework enough to save the day, I'm telling you, we weren't pushing it that hard. As she understood the seriousness of the situation in secondary school, that is, she should definitely get a university education, Ayşe does not know this, but we have already decided. Maybe the child will not be able to do this, she will not be able to do it, according to her capacity. We were saying that if she didn't take it, it would be almost impossible for her to survive, that is, to survive without us, to stand on her own feet. How Ayşe will stand on her own feet in the future, is like a dagger in our side as they say."

The transition process to high school for those with normal hearing

Mr. Ali told about Ayşe's transition to normal hearing school during high school and what she went through:

"After secondary school, most of my friends sent their children to regular high school with this thought. Of course, we got our share of this thought. We wanted to send Ayşe to a regular high school, but we wanted to send her to the computer programming department so that this is not a normal high school, but at least she can have a profession. Here's to a popular vocational high school. We went to the principal, and we want to enroll our child with a hearing impairment in the computer programming department. He said that we do not accept hearing impaired students. The right to education cannot be denied. There is a special law for the disabled, I said, I can enroll in the department I want at the school I want. He said to go and tell your problem to Marco Pasha. We finally realized that we couldn't register. So no matter what we do, we can't do it."

He stated the problems experienced with the teachers in this school where normal hearing students attend and their search for solutions:

"Here, it's a pretty slum, not a vocational high school we want, but the school principal is registering the hearing impaired. We went there and registered her. She has some friends too. Ayşe has started school. They are taking basic electronics lessons in her first year. Well, but I could not explain to the teachers that although Ayşe is deaf, she should be kept in the same category as the other children. When we couldn't tell the teachers about this, we went to the counseling teacher. I took another parent with me. I said we don't want privileges. Our children should sit in the front row at most. Let them be treated the same as other children. He said he'd tell."

Return to school for the hearing-impaired and father's efforts

Mr. Ali talked about how they came to the decision to support Ayşe's return to the school for the deaf and her social development:

"Sometimes, I give Ayşe a ride and when I go in, I see that our hearing-impaired children, seven and eight of them, are all together sitting at one table, the others in other places. So ok hello hello but there is no dialog. You know, at first, this is like a month, two months, or five months, okay, he asked for her notebook. But it's not a friend. So, it's a very superficial relationship. I said that what we expect from here is impossible, will not work out."

He conveyed his thoughts about a hearing-impaired person going to a high school with normal hearing students:

"I mean, the children will talk there, Ayşe will hear and her language will improve, but that won't happen. My opinion has changed, so I can't get anything from there. Turkish is getting worse. After her Turkish will get even worse, she will not be able to do what she can do. At least in the school for the hearing impaired, they are very helpful by explaining at least one word that you do not understand with examples, or by having teachers who are experts in their field. We wanted to get our transfer back to the school for the hearing impaired."

Cochlear implant is on the agenda for the second time

Mr. Ali expressed the views of the doctor whom Ayşe went to be examined for a behind-the-ear device during her transition to high school:

"The doctor there who will prescribe the microphone and device said, "her progress is good for cochlear implant surgery, if you want, let's do cochlear implant surgery. Ayşe is fourteen, fifteen years old."

He explained the decision-making processes for cochlear implant surgery and the factors that affect their decision:

"Until then, there was no example that we knew of of someone who had surgery and had good results. Ayşe also interprets some things to the point of saying yes or no. When we asked if she would like to have an operation like this, where she will hear better, and a device can be inserted, she said, "I'm afraid of having surgery, I don't want it." We also asked the risk, of course, to the doctor then. That said, after all this is a surgery, there is always a risk, he said. When we say what the risk is, there may be problems in walking and seeing, if there is a mishap in the surgery. When such risks were mentioned, there were also rumors that those who had this surgery had headaches very often, so we said no since Ayşe didn't want to have it either."

Adulthood Period

Mr. Ali's evaluation of his daughter's language development

Mr. Ali evaluated Ayşe's verbal language in her adulthood:

"Now Ayşe is communicating with us by talking, but normal people insist on not understanding Ayşe. But some of them can get along very easily with Ayşe if they pay a little more attention. In other words, Ayşe doesn't quite remember some words, she says them by mixing them, so she can use words that are close to each other interchangeably. You realize that it is wrong in the general sentence, you can correct it, or you say this is wrong, and fix that."

While evaluating Ayşe's language development in adulthood, Mr. Ali emphasized the high school period and said:

"Hearing-impaired children read a lot and analyze things when they come to a point. In other words, even if there is no spoken language, they do not have problems in written language. Ayşe has not reached that point yet. She still hasn't come there yet. She makes a lot of effort reading and researching. So, Ayşe, as soon as the car comes to the top of the hill, you need to give it some support. She's just at the top of that hill, but she hasn't made it to the top of the hill yet."

Mr. Ali compared people with hearing loss who use sign language and verbal language, and mentioned Ayşe's social development:

"Even though Ayşe has taken the course, she still cannot use sign language fully. She'd better use it. Because she should be able to communicate with people who know sign language. In other words, she needs it socially. Therefore, they think that it interferes with speaking at the school where the hearing-impaired go, sign language is easier, they do not speak, they think that speech does not develop, but if they learned sign language, I think they would come to a better place academically."

e-Kpss/ Business Life

Mr. Ali's thoughts on e-Kpss

While talking about KPSS, Mr. Ali expressed his efforts on the need to make arrangements for the disabled:

"Whoever told it, someone was able to explain to the Minister of Family and Social Policies that disabled people should not be tested in the same category. In fact, they even did a better thing, and they were able to explain that the hearing impaired are different. We couldn't explain it when we were in the association. Therefore, questions were differentiated according to disability groups in the KPSS exam."

He explained the process of separating the exam questions according to the types and degrees of disability:

"Disabled people were also entering the normal KPSS. Now, there can be nothing more wrong than an orthopedically disabled person and a hearing impaired person trying to answer the same questions in KPSS. Hearing impaired people, even those with early cochlear implants solved the problem and got points from the KPSS exam. But of course, the questions were a little simplified. Hearing impaired people were divided into categories in e-Kpss. Examinations for the hearing impaired began to be done separately, without mixing with other disability groups. Those with congenital disabilities took the exam accordingly, provided that they documented it. Again, the questions of those who were disabled, not congenitally, were different."

Place of first assignment and family life

Ayşe, who entered e-Kpss for the first time in 2012, got 61 points from the exam. She was appointed to the Ministry of National Education as a civil servant with 61 points in her third preference. Saying that they went to the place where Ayşe was assigned as a family, Mr. Ali mentioned that they entered the commission with his daughter in order to determine the exact place where his daughter will work:

"I also got into the commission, of course, because it would not be possible to establish a dialogue with Ayşe. I said that it would be better if Ayşe was in the counselling research, both because she is disabled and because there would be a better environment there. By the way, I gave them the CV I sent you. The Provincial Director of National Education read it to the commission, all of them from beginning to end. Meanwhile, a doctor came from counseling research and counseling research needs a graphic designer. Such studies are being carried out, it would be good for us if Ayşe is given to us, he said. They said ok, so they didn't say ok for sure, they said the commission will evaluate it. But I said I guess they will give her to the counseling research."

At the meeting held with the employees before starting to work at RAM, Mr. Ali described the reactions when he said that someone with a hearing loss would join them:

"They said that she can start counseling research in the afternoon. In the meantime, there was a meeting in the hall for counseling research. Ayşe and I entered the classroom and a professor was talking. I asked there is a hearing-impaired audience in the classroom, what kind of precautions did you take for this. All eyes turned and looked at us. It doesn't matter, who takes care of the deaf? So we start working in counseling research."

Cochlear implant process coming to the fore for the third time

In 2015, two years after Ayşe's appointment, with her own free will, they had cochlear implant surgery when they returned to city of A. Ayşe decided on the device she wanted to install as Nucleus 6, based on her friends' recommendations and internet research. Ali Bey explained the operation process:

"So at the end of the first day, she recovers more. So it's not that hard, if the thing is settled normally and there are no extra complications, everything is going well. Ayşe didn't say anything to us, even if she had a problem because she wanted it so much. A month later, they installed an external device and made adjustments. But we thought for a long time that they would give sick report. They didn't give a report either, I guess it's important that the incision heals when that device is placed."

Comparison of Ayşe's development before and after cochlear implant

Stating that he did not take the surgery very warmly at every opportunity, Mr. Ali stated that he warned his daughter about the post-operative period:

"One month after the operation, the external apparatus was inserted and adjusted. But first, when we said Ayşe, she was looking back, now she doesn't look, now the voice sounds different. She has to get used to all the sounds she hears again. But after our doctor said that Ayşe cannot benefit from this device after this age, what I said to Ayşe was after the operation, you have to work very hard for at least ten years, you have to listen. You have to try to understand the speech, you have to repeat it. In other words, I had Ayşe accept the idea of ten years before the operation. Why ten years, because the language area of the brain should develop automatically. Maybe it will not improve in ten years, but you have to make an effort for it. I told you all this, okay, I will work, I will work hard. Maybe Ayşe didn't accept that everything wouldn't happen all of a sudden when she had the surgery before, but she said may be."

Mr. Ali compared Ayşe's language development before and after cochlear implantation:

"So, as Ayşe said, I hear better with the implant. She says I can even hear some rustling, the movement of tree leaves that I have never heard before. Hearing does not mean understanding. In other words, that lack of language, the absence of that language region in the brain, of course, compels Ayşe."

In a general framework, Mr. Ali stated the effects of Ayşe's hearing loss on her academic life by emphasizing Ayşe's efforts and language development:

"Ayşe was a child of normal ordinary intelligence. But she worked hard, after middle school she really tried to do something, to transcend. But I wonder if she had not been deaf, could she have reached a more productive level with this study? No matter how hard she works now, it is only to a certain extent. In other words, she still has not been able to level up in the language. In other words, in terms of reading and understanding Turkish. So she struggles to do something, she tries, she doesn't give up."

Results

The family in which the father was raised and the prenatal period

There are studies that both support and do not support Mr. Ali's statement and suggestion (Diary; 01.02.2021) that the people to be married and their family structures and cultures should be similar, otherwise there may be conflicts. Beşpınar and Beşpınar (2017) questioned the expectations of the couples before marriage, and they found that the individual characteristics of the person to be married and the sense of love between them are more important than the similarity of the social environment they come from. Kublay and Oktan (2015), on the other hand, have the opinion that factors such as upbringing, social

environment, family value judgments, belief systems will positively improve marriage, and that the social and familial values of individuals are effective in their marital adjustment.

According to Mr. Ali, the ideal father should start work by not shying away from the responsibilities at home. According to Gngrmş-zkardeş and Arkonaç (1998), the ideal father model is someone who spends time with the child and takes responsibility for his child, rather than just meeting the child's financial needs. At the same time, Bařaran (2011) explained "being a good father" with three conditions: Being an exemplary role model for his child, really wanting to be a father, and having reached the maturity to take on the responsibilities of fatherhood.

When Ali Bey's thoughts on becoming a father are discussed, the "compensation" hypothesis put forward by Baruch and Barnett (1983) can be mentioned. According to this hypothesis, a man who had negative relationships with his own father in childhood is more likely to participate in the care of his own children later in life. Negative schemas about fatherhood that settled in the mind of a man in his childhood predict the behavior of compensating for these negativities. Considering his father's harsh and oppressive personality, the reason for Mr. Ali's thoughts that man should take joint responsibility with his wife and participate in the care of his child can be understood.

Diagnosis period

Mr. Ali used the expression "I thought the incident was terrible" while talking about how he felt when he learned that his daughter had a hearing loss. According to studies in the literature comparing the feelings and stress levels of families about having a disabled child (Hintermair, 2006; Jackson & Turnbull, 2004; Kçker, 2006; Longo & Bond, 1984; Pipp-Siegel et al., 2002; Ően, 1991) all the families who learned that they had a child interpreted the disability as bad from the beginning and experienced a great shock.

Mr. Ali stated that when Ayşe was first diagnosed, they did not have enough budget to buy hearing aids and that they received help from the university's foundation, and that if there had been no foundation, it would have been very difficult. In the literature, the difficulties experienced by families of children with hearing loss are the same as those of Mr. Ali (İçyz, 2021). Bekar et al. (2021) stated that parents of children with hearing loss have difficulty paying for hearing aids/cochlear implants due to costly medical needs. At the same time, Akçamete and Kargın (1996) stated that the issue that parents need to be informed the most is choosing the communication approach they will use for their child with hearing loss. Since all children with hearing loss were taught verbal language using the natural auditory verbal approach at the school Ayşe went to, he did not have to make compelling decisions about choosing the communication approach his daughter would use.

Pre-school Period

In the pre-school period, Ayşe started to attend playgroups and Mr. Ali and his wife started to attend family trainings. In family education, what can be done to support the language development of children with hearing loss, and sharing game suggestions that will reinforce their education at school is one of the most important issues for parents. For this reason, it is seen that the content of family training given to parents contributes to what fathers can do to play games with their children with hearing loss, use their interaction time efficiently, and integrate their language development into their daily routines (Mahoney, 2009; Mahoney & Wheeden, 1997).

Mr. Ali wanted to send Ayşe to different courses because he thought that her daughter's presence in natural language environments would support her verbal language and social development. Clark (2007) and Tüfekçioğlu (2005) talked about natural teaching based on acquiring verbal language through natural experiences for children with hearing loss. According to this, it is possible for children with hearing loss to acquire language thanks to natural experiences and both the arrival of auditory stimuli and visual stimuli from gestures and mimics. The necessity of natural experiences mentioned in the studies confirms Mr. Ali's desire for his daughter to be in natural language environments.

Primary School Period

There are no studies in the literature on the transition of children with hearing loss from pre-school to primary school. However, there are studies to determine the needs of families and children in the level transition of children with normal hearing or special needs. According to these studies, the biggest fears of families are; the expectations of the changing school from the family are the thoughts that their children will enter a new environment and meet new teachers, and therefore the daily routines of the family will change (Fowler et al., 1991; Hains et al., 1987; Kargın et al., 2001; Rice and O'Brien, 1990).

Mr. Ali stated that there was a 'very smooth transition' regarding the process when her daughter started speaking. At the school Ayşe attended, the experts said that even if the hearing impaired cannot pronounce the words correctly due to the disruption in their language development, it should not be interfered with in order not to impair the fluency of speech and on the other hand, in the courses they took externally experts stated that they should repeat the word again and again until the child pronounces it correctly. In this regard, Girgin (2006) states that in parent-child interactions that take place in natural lives, if the child's mistakes are corrected without being noticed, the child's correct use of verbal language will be supported. According to the behavioral theory, children come into the world as a blank slate and acquire language by being reinforced and conditioned by adults over time (Brown, 2007; Karacan, 2000). This makes it possible to explain why the experts said that you must correct the wrong pronunciations in the courses where Mr. Ali sent his daughter. However, behaviorist theory deals only with the child's visible language and does not deal with natural and cultural contexts. According to social learning theorists, children acquire

language from the people in the closest environment, through observation and imitation within the natural culture. Considering that hearing-impaired people can also learn language in natural life, social learning theory argues that outsiders should not interfere with the child's acquisition of language and that the child can develop his/her language over time with adult imitations (Demirel, 2016).

Secondary and High School Period

During the secondary school period, Ali Bey mentioned that when he told a subject to his daughter, he wanted her to understand immediately and to be able to say it the next day without forgetting it. Doğan, Tüfekçioğlu, and Er (2013), in their study examining the role of working memory and short-term memory of children with hearing loss and children with normal hearing, in cognitive processes stated that children's academic achievement is related to the presence of verbal stimuli, which is one of the factors affecting these memories. Therefore, since people with hearing loss have difficulties in decoding language, it is difficult for them to make sense of a subject, pass it through cognitive processes and reflect it back.

During the transition to high school, Ali Bey took Ayşe to the high school for those with normal hearing, with the thought that it would support her verbal language and social development. After a while, she decided that this was not possible, stating that the teachers did not treat children with hearing loss like children with normal development, they gave the exam questions in advance, and her daughter spent time with children with hearing loss again. In her second year of high school, Ayşe went back to the school for the hearing-impaired. At this point, it should be known that the most important thing for a child with hearing loss is to be in the least restrictive environment (Ertürk Mustul & Doğan, 2021; Marschark & Knoors, 2012).

When Ayşe was fifteen, cochlear implant surgery came to the fore. The doctor said that Ayşe's ear structure and auditory nerves were suitable for cochlear implant surgery and that she could have surgery. However, the family abstained because they had no cochlear implant surgery and there was no one who could set a good example. The existence of families who have difficulty in making the decision to have surgery due to the risks of the surgery and the lack of success guarantee is also included in the study of Isarin et al., (2015).

Adulthood Period

Mr. Ali stated that the main problems started after Ayşe went to university due to insufficient language development. Although there are no studies on university students with hearing loss in our country, studies on individuals with different types of disabilities are also limited. Considering three existing studies (Burcu, 2002; Sarı, 2005; Sevinç & Çay, 2017), disabled individuals and their families face difficulties such as physical arrangements, insufficient knowledge of academicians, and social isolation. Isolation from the social environment, that is, "social isolation", shows that an individual with any disability pulls himself into a loneliness that is difficult to get rid of (Younghusband, 1970; cited in Mengi, 2019).

Mr. Ali talked about the expectation of using sign language in addition to oral language education, so that the language development of the hearing-impaired and accordingly their academic development can progress in a positive direction. Considering the individual differences of children with hearing loss, using a single method in education instead of using methods that serve different needs from each other can reduce the success of individuals (Cengiz, et al., 2016). However, all the requirements of the education given by the natural auditory verbal method in the school where children with hearing loss attend are consistently fulfilled by all the working teachers and it is seen that there are positive outcomes for the children (Polat, 1995).

e-Kpss/ Business Life

Mr. Ali stated that in the e-Kpss period, individuals with different types of disabilities were subjected to the same exam and this caused an unfair competition among them. He stated that they explained this situation to the relevant authorities and that their expectations from the state were to make this distinction well. In 2012, it was decided to organize the exams known as the Handicapped Public Personnel Selection Exam (ÖMSS)' in a way to measure the knowledge, abilities and skills of the candidates, taking into account the learning, language development and communication levels according to the types of disabilities. After the first ÖMSS held in 2012, the use of the word disabled instead of the word handicapped was regulated by the law and the name of the OMSS was changed to 'Disabled Public Personnel Selection Exam (EKPS)' (T.C. Official Gazette, 2015). Ayşe got 61 points from e-Kpss and was appointed as a civil servant in the third appointment.

Ayşe talked about her desire to have cochlear implant surgery while she was working. However, Mr. Ali stated that they still approached this process negatively due to the risks of the surgery. Their own doctors said that cochlear implant surgeries performed at a late age had little or no effect on the language development of children with hearing loss and stated that the surgery would be useless. Sources in the literature also state that it is important to equip children with severe or very severe hearing loss, especially between 0-24 months (Haensel et al., 2005; Tait et al., 2007; Turan et al., 2012). Harrison et al. (2005) and Morrison (2015) when they looked at the developmental outcomes of children who had late and early cochlear implant surgery, they stated that there is no universal time to have a cochlear implant, but it will have positive outcomes for language development if it is done in the period up to the age of four when brain plasticity (neuroneural connections) is higher. Tait et al. (2007) compared children with hearing loss who were implanted before the age of one with children with normal hearing, and concluded that there would not be much difference between the oral languages of the two groups in the future. This shows the effect of immediate implantation on the language development of a child diagnosed with hearing loss. However, Ayşe had her cochlear implant surgery done despite all the negative opinions and started using the Nucleus 6 device. After the surgery, Ayşe explained to her father the difference between the use of a behind-the-ear device and a cochlear implant, saying that she could even hear the rustling sounds of trees that she could not hear before. But Mr. Ali

says that hearing is not understanding and that Ayşe needs to work hard to make sense of the sounds she hears.

Considering all the findings, Ayşe's primary caregiver and academic supporter is thought to be her father. At the same time, it is an undeniable fact that Ayşe, who shows language development behind her normal hearing peers, is affected by hearing loss, as well as the effect of the cochlear implant surgery being performed too late.

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