



## TURKISH FATHERS' PLAY ATTITUDE WITH CHILDREN DURING COVID-19 LOCKDOWN

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### Abstract:

To investigate how the role of fathers has changed with regards to play as a result of the current Covid-19 pandemic, a number of fathers were asked to complete an online survey designed by the researchers that questioned how they felt their activities with their children had changed over the last three months. In total, 128 participants were recruited (128 males), from a wide range of socio-economic backgrounds, aged between 26-58 years old (mean age 38) with children aged between 3-6 years (mean age 4,8) with all being married for 9.5 years. The result of the analysis will be a resource for the literature.

**Keywords:** Covid-19, fathers' play attitude, play, lockdown

### 1. Introduction

Covid-19 process has been faced with a great fear and anxiety from all over the world. In Turkey, as with many countries, schools were closed and parents were asked to work from home due to the lockdown. Children were not allowed to go outside from 13th of March to 10th of June, a period of 90 days. During these difficult three months children under 18 spent their time engaged in distance learning and playing at home with their siblings or families. Because of the Corona Virus, most of the parents either worked from home or had a limited or reduced working schedule. For this reason, parents were able to spend most of their time at home with their children. These afforded parents have the opportunity to make a difference in the family interactions, to change the way they, as parents, engage with their children, and to take a more active role in their children's lives, education, and development. In Turkey, fathers usually complain of being tired after

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work due to having typically very busy working lives. However, despite their fatigue, they are strongly encouraged to meaningfully engage with their children and to create a playful time as a family. The purpose of this current study is to investigate the involvement of fathers in their children's lives and play during Covid-19 lockdown, and how this differs pre-Covid-19.

The importance of play for children's long-term development has been widely researched (e.g. see Muys, Rodger, & Bundy, 2006; A.Kahyaoğlu, 2014; Vygotsky, 1967; Ginsburg, 2007; Burriss & Tsao, 2002; Nijhof, Vinkers, & Van Geelen, 2018). Play helps children to deal with even the most traumatic events through projecting their inner world with play materials and themes (Homeyer & Sweeney, 2020). Children are free, comfortable, and are not directed when they think they are playing by themselves or their peers. However, research from different countries has shown that while children play with adults, children think it is not perceived as play instead it is "work" (Howard, 2002). In Turkish culture, it is indicated that children would like to play with their families, teachers and children do perceive it as a "play". From children's perspective playing with adults is an actual "play" (A. Kahyaoğlu, 2014). Indeed, evidence shows that children are in fact willing to play with parents as this helps them to feel "worthy and understood" (Runcan, Borca, & Petracovschi, 2012). In the context of the current pandemic, and the resulting social and societal changes from this, play can help children to learn how to deal with and adapt to unexpected crises like Corona Virus through engaging in play with their fathers.

Most of the research conducted with fathers focused on the activities fathers and children do together (Cabrera, Tamis-LeMonda, & Bradley, 2000; Cabrera, Tamis-LeMonda, Bradley, Hofferth, & Lamb, 2000). Father-child studies focused on how fathers are responsible for their children's financial care, their physical needs (taking child from school), and the educational decisions (Hofferth, Pleck, Stueve, Bianch, & Sayer, 2002). As a result of these studies, fathers seem to be faced the basic physical and financial needs but not emotional. However, the quality of playful time between father-child is as valuable as their psychical and educational needs. In addition, if fathers enjoy playing with their children, it is irreplaceable for children's development (Lamb, 2002; Simsiki & Şendil, 2014).

Over the last 2-3 decades, Turkey, like other countries, has seen a dramatic increase in the number of women pursuing higher education and the resulting careers that education offers (Gala & Kapadia, 2014). This means that increasing numbers of women are working more regularly outside of the home, engaging in their own careers. This change means that fathers are now increasingly expected to take a more active role in the family, and in the lives of their children (Harewood, Vallotton, & Brophy-Herb, 2016). They are expected to be more attentive to the emotional and social needs of not only the children within the family, but the family unit as a whole (American Psychological Association, 2011). At times, these changes can conflict with the more traditional roles expected of Turkish fathers. Traditionally, fathers in Turkey are known for their authoritarian parenting style, their hesitation to show emotions in society, and for being somewhat emotionally distant from their children. However, due to the societal changes

that have come with women's increasing independence, the modern fathers' role in the family seems to be changing, resulting in a more democratic, active, participatory, and collaborative engagement to children's education and social activities (Kocatepe & Bilgi, 2018). In addition to children's education and social activities, fathers are willing to support children's play when they have time to do it so. Hardly fathers could create enough time which is usually at the weekends but unfortunately with low energy or performance to play with their children in modern full-time working life (Pleck, 1987).

This research will be addressed the questions below:

- 1) What sort of play activities father-child did during lockdown period and what was the time given of these plays?
- 2) What play types and materials did fathers choose on lockdown?
- 3) How was the father-child play process and management from fathers' perspective on lockdown?
- 4) What fathers thought about the importance of play during lockdown period?

## **2. Method**

### **2.1 Sample**

The sample consisted of 220 fathers whose ages between 26-58 years and the mean score is 38. Those fathers are married for almost 9.5 years and who live together with their kids. All the participants stated that they are psychologically healthy, and do not need to take any help from psychologist/psychiatrist. However, 9 fathers are identified to be infected from Covid-19 so they excluded from the study.

### **2.2 Measures**

In this research, the data is gathered through online with snowball technique to reach the research group. The data collection involves the demographic information and descriptive survey model. Descriptive survey model is used to explain fathers-children play preferences. It is widely known that Survey Model allows to reveal the existing situation in the past or present as it is (Büyüköztürk, Çakmak-Kılıç, Akgün Erkan, & Karadeniz, 2009).

In this study, researchers have developed a series of questions in order to understand father-child play attitude. In order to prepare the questions, the researchers read literature related to play during lockdown period, non-governmental organization and play organization reports are detailly examined. The prepared form of questions was examined from 3 academics and applied 23 participants to form final version.

Finally, descriptive analysis has been applied in terms of the themes which came up related to the research questions. As it is suggested from Yıldırım and Şimşek (2013), these themes were collected and summarized.

### 3. Results of the Research

#### 3.1 Sample Characteristics

The sample consists of 220 fathers who's aged between 26-58 years and the mean score is 38. Those fathers are married for almost 9.5 years and who live together with their kids. % 52,3 of fathers have an only child, % 34 have 2 children, % 13,7 have more than two children. Their children's mean age is 4,8.

66,8 % of the fathers who participate the study was at least graduated from University, 19 % of the fathers graduated from high school and 7,3 % of the fathers graduated from middle and primary school. 41,8 % of the whole fathers stated bad economic conditions, 56,8 % middle economic conditions and only 1,4 % is very good economic conditions. 50 % of fathers worked at home, 32 % worked in a workplace, 17 % didn't have a job to work. Within the working fathers, 36, 8 % worked 6 hours and more, 30,9 % worked 0-2 hours, 18,6 % worked 4-6 hours and 13,6 worked 2-4 hours. Wives working status are 58,6 % not working, 31,8 % worked at home, 9,5 % worked in a workplace (see Table 1).

**Table 1:** Socio-Demographic Characteristics of the Sample

Socio-Demographic Characteristic	Number of Fathers (n = 220)	Percentage (%)
<b>Age (Mean±SS)</b>	<b>26-58 (38± SD = 4,1)</b>	
<b>Marital Duration</b>	<b>M = 9.5 years</b>	
<b>Education Level</b>	<b>n</b>	<b>%</b>
Primary School	4	1,8
Middle School	12	5,5
High School	42	19,1
University	103	46,8
Master	59	26,8
<b>Number of Children</b>	<b>n</b>	<b>%</b>
Only child	115	52,3
2 children	75	34,1
More than 2 children	30	13,6
<b>Working Status</b>	<b>n</b>	<b>%</b>
Working at home	110	50
Working at workplace	72	32,7
Not working	38	17,3
Total	220	100
<b>Working Status of Wife</b>	<b>n</b>	<b>%</b>
Working at home	70	31,8
Working at workplace	21	9,5
Not working	129	58,6
Total	220	100
<b>Financial Situation (n=)</b>	<b>n</b>	<b>%</b>
Bad income	12,3	27
Not too bad	56,8	125
Good	29,5	65
Very good	1,4	3

**Question 1:** What sort of play activities father-child did during lockdown period and what was the time given of these plays?

Majority of the fathers (61,4 %) stated that they spare more time to play with offspring. 38,6 % of fathers stated no difference on their play time and 3,2 % of fathers spend less play time than before because of the housework and responsibilities. According to 66,4 % of the fathers, their playtime was cheerful, happy and a lot of fun (n=146). Fathers also mentioned their relationship had a chance to get closer and stronger ever which was the best part of playing together. 10 % of the fathers (n=22) haven't discovered any differences and thought more stressful and forcing, 3,6 % (n=8) of the fathers were bored children who wanted a lot of attention.

**Table 2:** Sort of Play Activities and Time with Father and Child

Variable		No. time /no activities	Less than 15 min	Between 15-30 minutes	60 minutes long	Until the child finishes	Until I lose my patience	Total
Joining Psychically Active Play	f	4	8	56	55	43	54	220
	%	1,8	3,6	25,5	25,0	19,5	24,5	100,0
Joining Table Time Games (boxes etc.)	f	8	12	70	69	42	19	220
	%	3,6	5,5	31,8	31,4	19,1	8,6	100,0
Joining Computer Games	f	94	33	64	21	3	5	220
	%	42,7	15,0	29,1	9,5	1,4	2,3	100,0
Watching Tv	f	29	16	60	86	21	8	220
	%	13,2	7,3	27,3	39,1	9,5	3,6	100,0
Joining Kitchen Activities	f	47	40	69	56	3	5	220
	%	21,4	18,2	31,4	25,5	1,4	2,3	100,0
Joining Arts & Crafts	f	76	39	69	24	10	3	220
	%	34,1	17,7	31,4	10,9	4,5	1,4	100,0
Joining Reading Book Time	f	60	60	84	9	7	-	220
	%	27,3	27,3	38,2	4,1	3,2	-	100,0
Joining distance learning or working from the books	f	44	22	91	45	16	2	220
	%	20	10,0	41,4	20,5	7,3	,9	100,0

25 % of the fathers did the physical games in about 30 minutes long and 1, 8 of the fathers stated no time to do it so. 31,8 % did table time games (box games etc.) and 3,6 % stated no time for this play. 42,7 % of the fathers stated that do not have time to play computer games and 1,4 % of the fathers stated creating time until child thought the game is over. 39,1 % of the fathers watched tv for an hour with children, 3,6 % of the fathers continue to watch Tv until they lost of patience. 31,4 % of the fathers did kitchen activities together for 30 minutes long, 2,3 % of the fathers continued to do the activities until they lost of patience. 34,1 % of the fathers stated no time for arts and crafts, 1.4 % of the fathers continued to do arts and crafts until they lost of patience. 38,2 % of the fathers read a book for 30 minutes long, 3,2 % of the fathers continued to read the books until children finished (see Table 2).

**Question 2:** What play types and materials did fathers choose on lockdown?

Fathers are asked what types of games they most frequently choose. 65 % of the games were with the play materials (playing with lego, boxes games, animals and cars) and the play materials which have actual names, 34,5 % of the games has known names such as hide and seek, blindfold game and yes-no. Boxes games, hide and seek, and the ball games are the most common games for the fathers played. Majority of the fathers choose to play through play materials. 12,7 % of the fathers used lego, 11,8 % of the fathers used boxes games, 0,2 % of the fathers used junk materials, 0,5 % of the fathers used their hands.

**Table 3:** Choices of Play Materials

Variables	Play Materials	f	%
What kind of games did generally played during lockdown?	Hide and seek	40	18,2
	Box games	41	18,6
	Ball games (Basketball, Football etc.)	24	11
	Playing House Games	12	5,5
	Game with Legos, Wooden blocks	11	5,0
	Artistic activities, painting,	11	5,0
	Tablet- PC games	11	5,0
	Yes/No	7	3,2
	Blindfold	6	2,7
	Wrestling	6	2,7
	Animal toys	6	2,7
	Playing with cars	5	2,3
	Jigsaw	5	2,3
	Dancing	5	2,3
	Chess	4	1,8
	Detective	4	1,8
	Jumping	3	1,4
	Role plays (Doctor, House, etc.)	2	,9
	Puzzle	2	,9
	High above ground game	2	,9
	Games with water (bubbles)	2	,9
	Socio-Dramatic Play	2	,9
	Attention Training Games	2	,9
Rock Paper Scissors	2	,9	
Ride on a swing	1	,5	
Five kisses to surprise	1	,5	
Three stones	1	,5	
Survivor	1	,5	
Thief-Police and Fighting Games	1	,5	
	Total	220	100,0
What kind of play materials/toys did you generally use during lockdown?	Ball	33	15,0
	Lego	28	12,7
	Box toys	26	11,8
	Color pencil	25	11,4
	Car	19	8,6
	Household items, pots and pillows	14	6,4

Baby	12	5,5
Animal figures	10	4,5
Computer, tablet, mobile phone	9	4,1
Books	5	2,3
Jigsaw	7	3,2
Wooden toys	4	1,8
Character toys	4	1,8
Chess	3	1,4
Balloon	2	,9
Waste materials	2	,9
Doctor toys	2	,9
Play dough	2	,9
Plastic cup	2	,9
Latch	1	,5
Bike	1	,5
Playhouse	1	,5
Kitchen stuff	1	,5
Stone	1	,5
Costumes	1	,5
Pet	1	,5
Blade, weapon	1	,5
Paper, cardboard	1	,5
Hands	1	,5
Coloring books	1	,5
Total	220	100,0

**Question 3:** How was the father-child play process and management from fathers' perspective on lockdown?

62,3 % of the fathers allowed their children to start play as before lockdown. 56,3 % of the fathers allowed their children to choose the play types and materials. 44,1 % of the fathers put the rules before start to play but during the play 52,7 % of the fathers decided to put the rules equally in the play. 68 % of the fathers allowed children to choose the play materials. 49,1 % of the fathers thought that they decide together whether the play is over or not (see Table.4).

**Table 4:** Fathers' Perspective of Play Process

Variables		Child	Father	Mother	Father and child together	Total
Who starts play at home?	f	137	5	9	69	220
	%	62,3	2,3	4,1	31,4	100
Who chooses the types of play?	f	146	7	4	63	220
	%	56,3	3,2	1,8	28,6	100
Who puts the rules of play at home?	f	50	23	31	116	220
	%	22,7	10,5	14,1	52,7	100
Who chooses the play materials in the play?	f	150	16	41	13	220
	%	68,2	7,3	18,6	5,9	100
Who decides that the game is over ?	f	51	52	9	108	220
	%	23,2	23,6	4,1	49,1	100

44,1 % of the fathers thought that they always decided to put the rules. 36,4 % of the fathers sometimes thought whether they changed the themes of the play after joining, 11,4 % of the fathers thought always whether they change the themes of the play. 32,7 % of the fathers collected the toys and play materials after playing and just 5% of the fathers did not join the collection of toys. 34,5 % of the fathers thought about whether their children feel safe or not, 5 % of the fathers never thought about that. 42,3 % of the fathers always thought whether the play is fun or not, 2,7 % of the fathers never thought about that. 35 % of the fathers sometimes thought who directed the play after joining, 10,5 % of the fathers never thought about that. 36,4 % of the fathers thought whether they change or directed the play after playing and 11,4 % of the fathers always thought about this question.

**Table 5: Fathers' Perspective of Children's Play Management**

		Never				Always	Total
I put the rules before we start playing.	f	87	12	22	97	2	220
	%	39,5	5,5	10,0	44,1	,9	100
I can change the themes of play during the games.	f	23	25	90	47	35	220
	%	10,4	11,4	40,9	21,4	15,9	100
After play, we collect the toys.	f	11	18	64	72	55	220
	%	5	8,2	29,1	32,7	25,0	100
After joining my child's play, I thought whether he feels fun.	f	6	6	39	76	93	220
	%	2,7	2,7	17,7	34,5	42,3	100
After joining my child's play, I thought who directed the play was.	f	44	35	77	41	23	220
	%	20	15,9	35,0	18,6	10,5	100
After joining my child's play, I thought whether I change or directed the play.	f	44	34	80	37	25	220
	%	20	15,5	36,4	16,8	11,4	100

**Question 4:** What fathers thought about the importance of play during lockdown period?

77,7 % of the father participants are strongly agreeing to create time for children's play in order to support their psychological adaptation on the lockdown crisis. 0,9 % of the fathers strongly disagree to create time for children's play. 70 % of the fathers strongly agree that playing together strength relationship between father-child on lockdown crisis. 0,9 % of the fathers strongly disagree that play strength father-child relationship. 49,1 % of the fathers strongly agree that they should create an enough psychical space to support children's play. 3,2 % of the fathers strongly disagree that they should create an enough psychical space to support children's play. 73,2 % of the fathers strongly agree that playing also help father to be relaxed. 0,5 % of the fathers strongly disagree that playing also help father to be relaxed. 73,2 % of the fathers strongly agree that playing helps children to share their emotions. 3,2 % of the fathers strongly disagree that playing helps children to share their emotions. 78,2 % of the fathers strongly agree that playing decreases children's anxiety. 0,2 % of the fathers strongly disagree that playing decreases children's anxiety. 79,5 % of the fathers strongly agree that playing is joyful for children. 0,9 % of the fathers strongly disagree that playing is joyful for children. 61,4 % of the fathers strongly agree that playing helps to relaxing of children. 3,2 % of the fathers



strongly disagree that playing helps to relaxing of children. 71,8 % of the fathers strongly agree that playing helps children to express their problems in the mind. 1,4 % of the fathers strongly disagree that playing helps children to express their problems in the mind. 62,7 % of the fathers strongly agree that playing activates children psychically. 0,9 % of the fathers strongly disagree that playing activates children psychically. 55,5 % of the fathers strongly agree that fathers guide children's thoughts through the help of the play. 1,8 % of the fathers strongly disagree that fathers guide children's thoughts through the help of the play. 60,9 % of the fathers strongly agree that they should let child to win. 2,3 % of the fathers strongly disagree that they should let child to win. 12,7 % of the fathers strongly agree that playing helps children to fix the negative thoughts. 21,8 % of the fathers strongly disagree that playing helps children to fix the negative thoughts. 29,5 % of the fathers strongly agree that playing helps children to discover their strengths. 9,1 % of the fathers strongly disagree that playing helps children to discover their strengths.

**Table 3: Fathers' Thoughts about the Importance of Play**

Variables		Strongly Disagree				Strongly Agree	Total
Father should create time to support children's play in lockdown period.	f	2	2	14	31	171	220
	%	,9	,9	6,4	14,1	77,7	100
Playing with children strength father-child relationship in lockdown period.	f	2	2	15	47	154	220
	%	,9	,9	6,8	21,4	70,0	100
Fathers should create enough physical space to support children's play in lockdown period.	f	7	11	37	57	108	220
	%	3,2	5,0	16,8	25,9	49,1	100
Joining children's play helps father to be relaxed.	f	1	2	11	43	161	220
	%	,5	,9	5,0	19,5	73,2	100
Play helps children to share their emotions in lockdown period.	f	7	-	15	37	161	220
	%	3,2	-	6,8	16,8	73,2	100
Play decrease children's anxiety in lockdown period.	f	2	4	8	34	172	220
	%	,9	1,8	3,6	15,5	78,2	100
Playing is fun in lockdown period.	f	2	4	10	29	175	220
	%	,9	1,8	4,5	13,2	79,5	100
Play helps children to relax in lockdown period.	f	7	4	24	50	135	220
	%	3,2	1,8	10,9	22,7	61,4	100
Play helps children to express their problems in the mind.	f	3	2	18	39	158	220
	%	1,4	,9	8,2	17,7	71,8	100
Play psychically active children in lockdown period.	f	2	1	22	57	138	220
	%	,9	,5	10,0	25,9	62,7	100
Fathers guide children's thoughts through the help of the play.	f	4	2	28	64	122	220
	%	1,8	,9	12,7	29,1	55,5	100
Play help children to fix the negative thoughts in lockdown period.	f	48	38	63	43	28	220
	%	21,8	17,3	28,6	19,5	12,7	100
Fathers should allow children to win the games in lockdown period.	f	5	5	18	58	134	220
	%	2,3	2,3	8,2	26,4	60,9	100
Playing helps children to discover their strength.	f	20	24	44	67	65	220
	%	9,1	10,9	20,0	30,5	29,5	100

#### 4. Discussion

Play is a significant need for children in terms of social, emotional, cognitive, and physical development. As stated by Landreth (Landreth, 2012), play is a symbolic language to express themselves. Children project symbolically their feelings such as anxiety or fears to play instead of talking about them. Beyond, children learn to become resilient towards life challenges, and to communicate with other individuals including caregivers or peers through play (Milteer, Gingsburg, & Mulligan, 2012).

Children watched or heard a lot of things from social media when they stayed at home for Covid-19 lockdown. A lot of misunderstood or terrifying information created fear and stress on both parents and children. Fathers play involvement helps children to open their inner world related to Covid-19. In addition, father's involvement and spending more time on play help children to create more adaptive thoughts, secure attachment (Caldera & Hart, 2004) and increase psychological well-being (Flouri & Buchanan, 2002). Not only children but also adults can have benefits of play to decrease anxiety and cope with negative thoughts because of the reciprocal affect. Playing decreases cortisol and prolactin hormones and it is known that fathers calm down when they played children more than 30 min (Gettler, McDade, Feranil, & Kuzawa, 2011). As it is approved from this study, fathers were already very aware of the importance of play for relationship between father and child. Fathers believed that they guided children's thought through play. Majority of the fathers created time for children's play to support their psychological adaptation on the lockdown crisis. They tried to create an enough psychical space to support children's play. According to fathers' opinion, playing helped children to be relaxed and less anxious, shared their emotions or expressing their problems freely and supporting their strengths. They also believed that play helped children to enhance their psychical health.

Traditional father role is breadwinning and putting the rules in the family but rarely playing with children (Feldman, Nash, & Aschenbrenner, 1983). This idea has been changing since 18<sup>th</sup> century. Although fathers work in full-time jobs with heavy working hours, fathers still involve caregiving process, interested in children's needs and create warm relationship. Even if fathers come home late and have heavy working hours, they still try to be good playmates for children. While fathers are turned out to be playmates especially physical play for children, mothers are interested in emotional and academic learning needs (Lamb, 1997). Playing with fathers provide a safe and secure place when allowed. According to Hancock and Kaiser (1996) fathers' involvement helps to strengthen father-child bond. As a result of the study, majority of the fathers stated that they spared more time to play and had a chance to get closer and stronger ever with offspring on lockdown period. Fathers most frequently played psychical games, table games, watching tv, reading books and did kitchen activities. The most preferred play types were generally with the play materials (playing with Lego, boxes games, animals and cars) and the play materials which have actual names. According to most of the fathers, their playtime was cheerful, happy and a lot of fun.

It is known that when adults choose the type of play or direct play, children do not think that it is “play”. Instead, children think that it is “activity or not play” (Howard J., 2002; Howard, Jenvey, & Hill, 2006). This result is consistent with the previous research done from different cultures (A. Kahyaoğlu, 2014; Erşan, 2006; Erbay & Durmuşoğlu Saltalı, 2012; Koçyiğit & Baydilek Başara, 2015). In Turkey, when children play with adults accompaniment, they do think that it is play (A.Kahyaoğlu, 2014). For this reason, it is also crucial to have cultural understanding for the importance of child-directed play in the society. In this study, most of the fathers allowed their children to start play, to choose the play types and materials, to decide putting the rules equally, to decide together whether play is over, to collect the toys or play materials after playing. After the game was over most of the fathers thought whether the play was fun, whether children felt safe and whether they changed or directed the play. As a result, fathers respected children’s play and they didn’t attempt to interfere or direct children’s play process.

As a result, even if a rising demands of children to focus on more academic success and less play, fathers heavy working hours and traditional perspective of involving children’s play (Milteer, Gingsburg, & Mulligan, 2012), fathers or adults seem to be aware of how important play is for children’s development and handling difficult situations in Turkey.

#### 4.1 Suggestions

Since paternity is learned through father role models, children who have close relationships with their fathers will progress towards being good fathers (Allen & Daly, 2007; Flouri & Buchanan, 2003; Flouri & Buchanan, 2003). In the literature, individuals who stated that they actively participated in the life of their father during childhood are more likely to have better psychological health, social and romantic relationships and career in their youth (Makusha, Richter, Knight, Rooyen, & Bhana, 2013). For this reason, community centers and municipalities can arrange parental education programs regarding to the importance of play for more traditional fathers who applies discipline and rarely play with children (Feldman, Nash, & Aschenbrenner, 1983).

At the same time, relationships with the father during childhood affect their parenting life when individuals become adults. Men, on how to be a father; On the other hand, women use their childhood experiences with their fathers as a guide about what their children should expect from their fathers (Makusha, Richter, Knight, Rooyen, & Bhana, 2013). Fathers participating in the life of their children have more knowledge and a shared relationship with their spouses, and their marital satisfaction is higher (Ahmeduzzaman & Roopnarine, 1992) is known, but data were collected only from fathers as the study passed through a special period.

According to Mehall et al. (2009), men are less likely to make clear distinctions between wife role and fatherhood role; they suggested that spouse relationship may have a spillover effect on the parent-child relationship. This research supports positive couple relationship ends in positive father-child relationship and negative or conflicting couple relationship can negatively affect the father-relationship. Similarly, Coiro and Emery

(1998) stated that marital conflict affects the parents more negatively than women. Again, in this study, couples were not evaluated as having no marital conflict.

This research has attempted to define paternal involvement by working only with fathers. Whereas, father involvement is directed by mother and child (Aldous et al., 1998; Harris & Morgan, 1991; Ivrendi & Işıkoğlu, 2010; Lamb, 2000). These dimensions should not be forgotten in subsequent studies. The child's temperament and behavioral characteristics also seem to be related to father involvement. While positive behaviors of the child contribute to greater father participation, difficult temperament characteristics negatively affect father participation (Manlove & Vernon-Feagans, 2002; Pleck, 2007; Volling & Belsky, 1991).

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