

HOW DOES PATERNAL INVOLVEMENT DURING MARITAL CONFLICT  
CONTRIBUTE TO YOUNG CHILDREN'S SOCIOEMOTIONAL OUTCOMES?

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## DECLARATION OF ORIGINALITY

I, Rümeyza Pınar Karan, certify that

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## ABSTRACT

### How Does Paternal Involvement During Marital Conflict Contribute to Young Children's Socioemotional Outcomes?

The family is a system in which each existing relationship, such as mother-father or father-child, affects each other. Past research has shown that marital conflict negatively impacts fathers' engagement, their direct care activities, and children's socio-emotional adjustment. No study has yet examined children's socio-emotional adjustment by examining the combination of marital conflict and paternal involvement. The present study is in the scope of a representative project called "*Socio-cultural and Psychological Antecedents and Consequences of Child-rearing Styles Across Generations and Developmental Stages in Turkey*" and investigated the relationship between these variables as well as the role of marital conflict on toddlers' socio-emotional adjustment in the combination of low and high paternal involvement. Mothers with children aged 13-40 months (699 boys, 676 girls) participated in the study. They completed a comprehensive demographic form, marital conflict, paternal involvement (i.e., paternal engagement and paternal care), toddlers' social-emotional adjustment, and mother involvement scales. Hierarchical regression analyses showed that maternal involvement and marital conflict uniquely contribute to paternal engagement and care. Additionally, marital conflict has a unique contribution to toddlers' behavioral problems. Likewise, paternal engagement and care in total have a relatively main effect on toddlers' social competence. There was an interaction between paternal engagement and marital conflict such that the relationship between marital conflict and toddlers' social competence was significant only when paternal engagement was high.

## ÖZET

### Evlilik Çatışmasında Babanın Katılımı Küçük Çocukların Sosyo-Duygusal Gelişimine Nasıl Katkıda Bulunur?

Aile, anne-baba ya da baba-çocuk gibi var olan her ilişkinin birbirini etkilediği bir sistemdir. Geçmiş araştırmalar, evlilik çatışmasının babaların çocuklarıyla etkileşimini, bakım faaliyetlerini ve çocukların sosyo-duygusal uyumunu olumsuz etkilediğini göstermiştir. Buna karşın, hiçbir çalışma henüz çocukların sosyo-duygusal uyumunu, evlilik çatışması ve baba katılımı bir arada incelememiştir. Bu çalışma, geniş bir örneklem içeren "*Türkiye'de Çocuk Yetiştirme Tutumlarının Sosyo Kültürel ve Psikolojik Öncüllerinin ve Sonuçlarının Kuşaklararası, Kuşak İçi ve Gelişim Dönemleri Temelinde İncelenmesi*" adlı bir proje kapsamında yürütülmüştür. Belirtilen değişkenlerin birbirleriyle ilişkileri ve evlilik çatışmasının yeni yürümeye başlayan çocuklar üzerindeki rolünü baba katılımının farklı seviyeleri ile etkileşimine bakarak incelenmiştir. Araştırmaya 13-40 aylık çocuğu olan anneler (699 erkek, 676 kız) katılmıştır. Katılımcılar; kapsamlı bir demografik form, evlilik çatışması, baba katılımı (baba etkileşim ve bakımı), çocukların sosyal-duygusal uyumu ve anne katılımı ölçeklerini doldurmuştur. Hiyerarşik regresyon analizi, anne katılımı ve evlilik çatışmasının baba etkileşim ve bakımını yordadığını göstermektedir. Ek olarak, evlilik çatışmasının yeni yürümeye başlayan çocukların davranış sorunlarını yordamaktadır. Ayrıca, bütün olarak baba etkileşim ve bakımı yeni yürümeye başlayan çocukların sosyal yetkinliği göreceli olarak açıklamaktadır. Baba etkileşimi ile evlilik çatışması arasında bir etkileşim bulunmuştur. Buna göre, evlilik çatışması ile yeni yürümeye başlayan çocukların sosyal yetkinlikleri arasındaki ilişki ancak baba etkileşimi yüksek olduğunda anlamlı olmaktadır.

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# CHAPTER 1

## INTRODUCTION

Family is a fundamental social group and a social system that includes marital-, mother-child, and father-child relationships. *The family systems theory* emphasizes that each relationship in the family influences and is influenced by the other relationships (Cox & Paley, 1997; Grych, 2002; Minuchin, 1974; 1985). Of these relationships, the marital relationship between spouses represents one of the core subsystems in the family because it plays a critical role in the climate of the family (Cox et al., 1989; Han et al., 2017; Lee, 2013), on the interactions among family members (Belsky et al., 1991) as well as on parenting attitudes (Cox et al., 2001; Dix, 1991; Gao et al., 2019) and children's developmental outcomes (Craft et al., 2021; Cummings & Davies, 2002; Fishman & Meyers, 2000; Grych & Fincham, 2001; Kaczynski et al., 2006; See Barletta & O'Mara, 2006; Rhoades, 2008; Zimet & Jacob, 2001 for reviews). The present study has addressed the role of marital conflict on young children's (13–40-month-olds) socioemotional developmental outcomes as this age range represents a sensitive period for the development of attachment (Bowlby, 1969). Yet not all children who are exposed to marital conflict display problems with their socioemotional development. Indeed, previous reviews and meta-analyses have shown that marital conflict explains a small to moderate proportion of the variance in child outcomes (e.g., van Dijk et al., 2020). This suggests that certain factors at the child, caregiver or family level may play a role in moderating the link between marital conflict and child outcomes. Of particular relevance to the present study was paternal involvement (PI), which refers to the combination of fathers' parenting dimensions such as care and daily engagement

(Diniz et al., 2023; Zhang et al., 2021) to explore whether the degree of PI may condition the role of marital conflict on child development. PI is chosen as a moderator based on past literature showing its direct and indirect effects on child outcomes (Cabrera et al., 2018). Specifically, past research has shown fathers' direct effects on children's development in various domains through direct interactions (Flouri & Buchanan, 2004) and indirect effects via their relationship with their wives or parenting behaviors (Cabrera et al., 2009; Garfield et al., 2014). Moreover, past research has emphasized the role of marital quality on father-child interaction beyond the mother-child interaction (See Jeynes, 2016).

Taken together, in line with the family systems approach, both marital relationship subsystem and father-child relation subsystem were taken into consideration in relation to toddlers' emotional and behavioral problems. Thus, the present study examined the role of marital conflict alone and in combination with PI on toddlers' socioemotional adjustment outcomes.

This thesis first provided a brief background about marital conflict and how it impacts young children's (0-3 years) socio-emotional outcomes. Next, factors that play a role in the relationship between marital conflict and children's socio-emotional outcomes were explained. Of particular interest to the present study was the impact of marital conflict on PI and a possible buffering effect of PI in the negative role of marital conflict on toddlers' socio-emotional functioning. After the methodology of present study, results were outlined. Finally, the implications of the present study were discussed.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Marital conflict

Marital conflict refers to the quarrels and disagreements mostly between the spouses due to opposite or discordant ideas, values, opinions, behaviors, and actions (Fincham, & Beach, 1999; Henry, & Miller, 2004; Montgomery, 1989; Miller et al., 2003). Marital conflict can arise from various sources such as problems in financial resources (Betcher & Macauley, 1990; Bodnar & Cliff, 1991; Dew, & Stewart, 2012; Epstein et al., 2006; Papp et al., 2009; Williamson et al., 2013), disagreements in division of labor (Chong, & Mickelson, 2015; DeLecce, 2017; Kluwer et al., 1997; Sutor, 1991; Sprecher, 2001; Newkirk et al., 2017), conflicting personal habits such as leisure time activities (Cohen et al., 1991; Halford, & Osgarby, 1993; Miller et al., 2014; Oggins, 2003; Papp et al., 2009; Papp, 2018; Terling-Watt, 2001; Walton-Moss et al., 2005), and child-rearing disagreements (DeLecce, 2017; Kizildag & Sahin, 2018; Levenson et al., 1993; Nomaguchi & Milkie, 2003; Pfeifer et al., 2013; Rauer, 2020; Su et al., 2015; Timothy-Springer, & Johnson, 2018). Research shows that these factors do not uniformly predict marital discord in all cultures (e.g., Kızıldağ, & Şahin, 2018; Miller et al., 2014; Onyishi et al., 2012; Su et al., 2015). For example, a study that recruited participants from five different cultures found that division of labor was not a significant predictor of marital conflict in Turkey, but this factor contributed to marital conflict in the samples from the US or Britain (Dillon et al., 2015). Likewise, intimacy as a marital conflict topic is not as commonly endorsed in samples from Taiwan compared to the samples from the US

(Su et al., 2015). Based on these findings, the present study has used a widely employed marital conflict scale, expanded with items that reflect commonly endorsed themes of spousal disagreements among Turkish spouses as established in previous research (Sümer et al., 2009).

#### 2.1.1 The role of marital conflict on young children's socio-emotional outcomes

The role of marital conflict on children's functioning is well-documented over the last four decades (Ablow et al., 2002; Cowan, & Cowan, 2010; Davies & Cummings, 1994; See Ran et al., 2021; Supol et al., 2021, van Dijk et al., 2020 for comprehensive reviews). As an example, 11 of 13 studies have found a significant correlation between interfamily violence exposure and children's academic functioning (Supol et al., 2021). Likewise, van Dijk et al. (2020) have found a small but significant effect size from 115 samples. Ran et al. (2021) have also shown the small but significant correlation between marital conflict and child outcomes. A large body of these studies includes samples of infants to adolescents and focuses on the socio-emotional functioning of children and adolescents who are exposed to marital conflict (e.g., Zemp, 2013 for low levels of academic performance; Cummings et al., 1994; for high levels of externalizing problems). However, research on infants and toddlers is limited.

The few available studies have shown that infants and toddlers who live in families with marital conflict are likely to display increased levels of negative outcomes such as higher levels of externalizing problems (e.g., DeJonghe et al., 2011; Du Rocher et al., 2011; Zhou et al., 2017) and internalizing problems during infancy (Crockenberg et al., 2007) and thereafter (i.e., at age 10; Brock & Kochanska, 2016). These long-lasting behaviors problems might result from their

emotion regulation difficulties as they were exposed to stressful conditions very early on (Campbell et al., 2000; Crockenberg, & Leerkes, 2006; Davies & Cummings, 1998; Lorber et al., 2014). This feature is explained through an analog, "the emergence of a dirt footpath on a grassy lawn" by Lorber and colleagues (2014), referring to the importance of infancy as the starting point of children's outcomes.

Indeed, several studies using physiological measures have shown a significant association between interparental conflict and attenuated respiratory sinus arrhythmia (RSA) regulation and lower baseline vagal tone in 6-month-olds, as a sign of deteriorated emotion regulation and greater stress activity, respectively (Moore, 2010; Porter et al., 2003). Likewise, a recent study demonstrated concurrent results for the relationship between marital conflict and vagal tone in a way that marital conflict at six months predicted lower physiological regulation through lower vagal tone at 12 months (Porter & Dyer, 2017). Moreover, an observational study that recruited infants aged 6-14 months demonstrated higher levels of infants' frustration, dysregulation and lower levels of contentment (i.e., smiling) and self-soothing (i.e., sucking thumb) in the presence of marital conflict, early signs for emotion regulation difficulties during infancy (Du Rocher et al., 2011). Negative child outcomes as a result of marital conflict are not limited to emotion regulation problems. An "Early Childhood Longitudinal Study-Birth Cohort" study conducted in the United States that has more than 10,000 participants has revealed the adverse effects of marital conflict at child age of 12 months on cognitive ability at child age of 24 months (Pendry & Adam, 2013).

Researchers focusing on marital conflict and young children's outcomes have examined this relation with non-US samples as well (Buehler & Gerard, 2002;

Feldman et al., 2010). In their study, Feldman and colleagues (2010) recruited Israeli and Palestinian families and found higher toddler aggression in the presence of marital hostility in both cultures. Buehler and Gerard (2002) have also found similar results among Latino and African American samples in a way that marital conflict was related to higher maladjustment of 2- to 4-year-old children.

One of the explanations that researchers offered to this association between marital conflict and negative developmental outcomes is the spillover hypothesis. The spillover hypothesis suggests that the stress associated with marital conflict is also transferred to parenting behaviors towards the children such that caregivers show less warmth and more punitive behaviors in child rearing (Erel & Burman, 1995; Krishnakumar & Buehler, 2000 for reviews). As a result, children's negative outcomes are shaped by contextual adversity that includes multiple risk factors, namely marital conflict and negative parenting. According to the spillover hypothesis, unhealthy/hostile marital relationships give rise to caregivers' negative affective states that promote negative parenting (e.g., hostile or uninvolved behaviors towards the child), which in return acts to undermine child development as well as adjustment. Indeed, research provides support that marital satisfaction contributes to PI positively (Kwok et al., 2013), whereas marital conflict contributes to parental involvement negatively (Buehler & Gerard, 2002). Many studies since the 1980's have also investigated the indirect role of marital conflict on child outcomes via compromised parenting behavior and provided support to the spillover hypothesis. Surprisingly, only one study to date with a sample of infants and toddlers (Zhou et al., 2017) has shown that interparental conflict was indirectly related to infants' and toddlers' internalizing problems via mothers' decreased sensitivity (Zhou et al., 2017).

Besides this evidence for the mediating role of parenting behaviors between marital problems and children's emotion regulation difficulties as well as psychological problems, other researchers have explored factors that might moderate this relationship. One factor that changes the impact of marital conflict on children's socio-emotional outcomes is the content and style of marital conflict (Goeke-Morey et al., 2002; Lindahl, & Malik, 2011). Specifically, if parents' conflict is about child-related topics, children get more distressed and anxious than other topics because children tend to feel more guilt, blame, and insecurity in the case of child-related topics (Goeke-Morey et al., 2002; Shelton et al., 2006). Regarding the style of the conflict, it is demonstrated that if parents manage their conflict and discussions in a smoother way, children blame themselves less compared to parents who become more hostile and conflictual during their argument (Lindahl, & Malik, 2011).

Davies and Cummings (1994) have argued that the degree to which children feel emotionally secure in the relationship with their parents plays an important role within the context of marital conflict. This means that the marital conflict's impact on children might depend on the perception and interpretation of children with respect to their feelings of security (Barletta & O'Mara, 2006). Thus, their socio-emotional development is protected from the adverse effects of marital conflict by their perception and interpretation (van Eldik et al., 2020). Research that investigated factors that increase or decrease children's emotional security within the context of marital conflict has looked at the moderating role of 11–14-year-olds' coping strategies in the relationship between marital conflict and children's adjustment problems such as anxiety and aggression (Shelton & Harold, 2007). They found that marital conflict predicted children's anxiety and depression when children vented their negative emotions (i.e., acting aggressively), which is seen as a sign of

ineffective coping strategy. However, marital conflict was unrelated to anxiety and depression when children engaged in low levels of ineffective coping strategies. Obradović et al. (2011) have looked at children's heightened level of sympathetic nervous system (SNS) reactivity to a stressful task and how this reactivity level might impact the relationship between marital conflict and kindergarten children's internalizing problems. They found higher levels of stress reactivity as a risk factor for internalizing problems in the presence of marital conflict. However, it is not a risk factor when there is no marital conflict. Steeger et al. (2017) also found the highest levels of internalizing and externalizing behaviors among adolescents in the presence of higher cortisol response in response to stressful family life events.

In a number of studies, parenting behaviors were also investigated as moderating factors on children's outcomes in the presence of marital conflict (Buehler & Gerard, 2002; Cui, & Conger, 2008; Frosch, & Mangelsdorf, 2001; Gordis, Margolin, & John, 1997). To illustrate, a longitudinal study in the scope of the Iowa Youth and Families Project conducted by Cui and Conger (2008) has shown that adolescents' emotional well-being is harmed the most in the combination of marital conflict and unsupportive/ negative parenting (e.g., inconsistent, and harsh parenting). Buehler and Gerard (2002) have also found that the association between marital conflict and preschoolers' adjustment was strongest in the presence of harsh discipline. Similarly, Frosch and Mangelsdorf (2001) also indicated a link between marital conflict and child adjustment problems was particularly accentuated when mothers also displayed high levels of hostility. This pattern was slightly similar to fathers' parenting behaviors: The highest levels of externalizing behaviors appeared in the presence of higher marital quarrels and lower paternal unsupportive parenting.

On the other hand, mothers' warm/ supportive parenting behaviors buffered children's behavior problems in the presence of marital conflict.

The present study has addressed PI as a potential and not investigated widely moderator in the relationship between marital conflict and toddlers' adjustment outcomes. In "*The fathering-vulnerability hypothesis*," Cummings and Davies (2010) have argued that mothers might better compartmentalize their roles as mothers and spouses during marital conflict and continue to fulfill their duties as mothers in distressing conditions. Yet, the role of marital conflict would be more harmful to fathers and their involvement in parenting due to the less compartmentalization of their spousal and caregiving roles (Ponnet et al., 2013). Guided by the fathering-vulnerability hypothesis, this study has aimed to better understand the role of marital conflict on PI with different subcomponents and explore how marital conflict.

## 2.2 Paternal involvement

PI refers to the combination of several components. These include spending time with the child, showing warmth through hugging or telling a story before sleep, setting rules for children's daily activities, participating in tasks such as going to a pediatrician or a school event and teaching new skills such as playing football (Cabrera et al., 2000; Fagan & Cabrera, 2022; Feldman, & Shaw, 2021; Hofferth, 2003; Lamb, 2000; 2004; Palkovitz, 1997; Planalp, & Braungart-Rieker, 2016; Shorey et al., 2019; Tamis-LeMonda, 2004; Torres et al., 2014; Volling, & Belsky, 1991; Woodworth et al., 1996; Zhang et al., 2021). Based on existing research, Lamb et al. (1985) have proposed three components of PI: paternal engagement, responsibility, and accessibility. Paternal engagement refers to one-to-one interactions with the child to boost social competence such as playing or telling a

story. Paternal responsibility refers to the child-care activities in which fathers are responsible to increase children's wellbeing such as feeding. Lastly, paternal accessibility refers to the total amount of time fathers are available to their children, such as being in the next room when the child is playing alone in his room. Among these subcomponents, only paternal accessibility does not include direct interaction and implies the state of being accessible. However, the present study focuses explicitly on direct interaction. Therefore, it has used the other two PI subcomponents and labeled them paternal engagement and paternal care. When looked at the literature, it can be concluded that these subgroups are not widely used separately. Instead, their combination labeled as direct involvement has been used predominantly (e.g., Zhang et al., 2021).

Studies on PI have sharply increased over the last few decades because of three predominant reasons (Feldman, & Shaw, 2021). The first reason is the fact that approximately one-third of children live with both parents in the US (United Nations, 2017), with evidence that US fathers are greatly involved in their children's daily routines (Pattnaik, 2013; Feldman & Shaw, 2021). This involvement is also strong for non-residential fathers: Half of the non-residential fathers engage with their children for their basic activities such as feeding, even though they live apart (NCHS, 2015). The second reason behind this increase in PI studies is the growing literature that aims to understand the differences between mothers and fathers in parenting (Bögels, & Perotti, 2011; Cabrera et al. 2000; Feldman, & Shaw, 2021; Paquette, 2004a; 2004b; Möller et al., 2013). The last reason for fathers' increasing involvement in child-rearing is due to the social change that has influenced the dynamics of the family structure as mothers are increasingly becoming employed with long working hours (Cabrera et al., 2000; Cabrera, 2010; Gregory, & Milner,

2008; Shorey, & Ang, 2019). According to the Organisation for Economic Co-operation and Development (OECD) data, seven out of ten mothers were employed in 2019 (OECD, 2020). This number increases day by day and makes fathers take more responsibilities in households and child-rearing (Barclay, & Lupton, 1999; Lamb, 1987; LaRossa, 1988; Pleck, 1987; Shorey, & Ang, 2019). Thus, there is a shift from mothers being the first caregivers to co-parenting (Cabrera et al., 2000). Altogether, PI has been the focus of recent research as outlined below (Cabrera et al., 2000; Kalil et al., 2014; Cabrera et al., 2018).

Before summarizing the research findings on PI, it is important to note a few methodological issues. To date, researchers have used a variety of methods to measure PI given the challenging nature of recruiting fathers as participants. Some researchers measured fathers' involvement in childcare from their fathers' own perspectives (e.g., Baker, 2017; Wang et al., 2021a). Other studies, however, recruited both parents and asked them to report who is more likely to provide caregiving in a variety of childcare tasks (Torres et al., 2014). In that way, those researchers managed to measure both maternal and PI while comparing each report to each other. This comparison is crucial because past studies have found that father-reported PI is significantly higher than mother-reported PI (Culp et al., 2000; Coley & Morris, 2004). Moreover, some studies have recruited mothers and fathers as dyads together to examine mother-perceived PI, father-perceived PI and a combined score on PI in relation to child outcomes (Culp et al., 2000). Lastly, some studies recruited mothers to measure PI despite the possible biased effect of maternal reports (Waller, 2012). However, mother-reported PI is used because of the hardship in finding fathers as participants. Moreover, they mentioned that the association between co-parenting and father-reported PI was similar to the association between

co-parenting and mother-reported PI, based on past research (Carlson et al., 2008). In other words, they have concluded that the relationship between co-parenting and father involvement reported by fathers is not significantly different from such a relationship reported by mothers. Of these methods, the present study has preferred to recruit mothers as reporters because it was challenging to recruit mothers and fathers as a dyad from the same family through online data collection during the COVID-19 pandemic.

There is expanding literature displaying the crucial role of PI as the combination of paternal engagement and paternal care in children's outcomes (see Diniz et al., 2021; Sarkadi et al., 2008; Shorey et al., 2016; WHO, 2007; Zhang et al., 2021 for reviews). This crucial role has been also found after controlling for mothers' contribution in young children's development such as cognitive development (Bronte-Tinkew et al., 2008) as well as social and emotional development (Cabrera et al., 2007; Kelly, 2018). Based on the meta-analysis that have found medium effect and systematic reviews of literature, PI has been found to be positively related to children's physical health and social adaptability (WHO, 2007), as well as children's social, psychological, and cognitive outcomes (Diniz et al., 2021; Sarkadi et al., 2008), and negatively related to children's externalizing and internalizing problems (Zhang et al., 2021). Father has a role in this relationship: As fathers get older, the likelihood of the intended pregnancy and, in return, PI increases (Cabrera et al., 2000). Regarding the child's age, results are mixed such that fathers are either more or less involved as their child gets older in early childhood years (Diniz et al., 2021).

Moreover, there is expanding literature using samples from different cultures to investigate PI with an emphasis on how PI is affected by cultural differences

(Glass & Owen, 2010; Rentzou et al., 2019). As an example, a study conducted by Glass and Owen (2011) has shown that Latino fathers' involvement is negatively influenced by *machismo* (i.e., Latino masculine gender norms that portray Latino men as aggressive and authoritarian). Likewise, a study that recruited Greek, Greek-Cypriot, and Turkish fathers (Rentzou et al., 2019) concluded that Turkish fathers have a less positive perspective on their involvement as a sign of a patriarchal-oriented culture that underlines relatively low importance of fathers' role compared to mothers'. In the study by Yeh et al. (2021), it is found that American fathers are more involved with their children compared to Thai and Taiwanese fathers. Such an involvement of American fathers is explained through egalitarian approach to caregiving activities: American fathers do not see themselves as the only financial support while their partners raise their children but rather as both financial support and caregiver (Yeh et al., 2021).

Although there are differences in how cultural background differentiates patterns of PI, it is concluded that PI has a significant role in children's outcomes when examined with samples from Pakistan (Maselko et al., 2019), China (Wang et al., 2021a), and Serbian Roma communities (Čvorović, 2022). To illustrate, a study with Pakistani families have shown a significant and positive role of PI on children's concurrent and future socioemotional outcomes (Maselko et al., 2019). Likewise, Wang et al. (2021a) have found this significantly positive association between PI and socioemotional scores of 24-month-olds and older. Čvorović (2022) has demonstrated the significant role of PI on children's physical development by measuring fathers' direct care and children's height.

Even though studies with different samples are not sufficient to generalize the substantial role of PI on child outcomes (Diniz et al., 2021), one can stress that

these studies have mainly underlined such a substantial role. However, this is not valid for the encouragement of PI, which seems culture dependent. Only one-fifth of countries have encouraged men to interact with their children (Brown & Barker, 2003). This difference underlines the cultural differences in the perception and description of PI. As an example, it is demonstrated that Japanese fathers tend to spend less than an hour with their children (Sorifu, 1997), while East Indians tend to spend almost five hours per day (Roopnarine, 2006), showing evidence for cross-cultural differences in PI. Overall, these findings address the differential PI across different contexts and cultures.

Finally, there is growing literature on the relation between the conflictive/non-conflictive marital relationship and PI (e.g., Buehler & Gerard, 2002; Molloy et al., 2022). Fathers' involvement in childrearing is promoted by positive marital relationships (Bouchard & Lee, 2000), while this involvement is lessened by negative marital relationships such as interspousal conflict (Coley & Chase-Lansdale, 1999; Molloy et al., 2022; Waller, 2012). A study conducted in Hong Kong (Kwok et al., 2013) has also shown that marital satisfaction predicts PI. In parallel to this association, Cabrera and her colleagues (2008) have indicated a significantly negative association between marital status and PI across different races and ethnicities, including African American, Latino, and White fathers. Similarly, Buehler and Gerard (2002) have found a negative relationship between marital conflict and PI. Lastly, this relationship is also valid for nonmarital couples who are co-parenting. According to the study by Fagan and Palkovitz (2011), nonresidential fathers in a nonromantic relationship engage with their toddlers more when co-parenting support is high. However, there are some studies that do not support that this relationship between marital relationship and PI is significant, and on the

contrary, say it is insignificant (e.g., Macon et al., 2017). Overall, one can say that studies that focus on the relationship between conflictive/ non-conflictive marital relationships and PI, predominantly find a negative association between conflictive marital relationships and PI.

One focus of the present study is how marital conflict impacts PI in the Turkish context. Turkish families go through major social change in the last three decades that has increased the rates of literate and independent women, which in return increased maternal employment. The Turkish Statistical Institute (TUIK) has reported that the percentage of the maternal employment rate was %26.2 in 2021 and 28% in 2022. At the same time, the patriarchal characteristics of the family have weakened, with fathers taking more active roles in childrearing (Bayer, 2018; Cindođlu et al., 2008). There is also evidence that Turkish fathers are more involved in childrearing than previous generations (Izci, & Jones, 2021; Unuvar, 2011). Based on research conducted by AÇEV (i.e., Mother Child Education Foundation), it was found that Turkish fathers from higher SES are more involved with childrearing and have higher marital satisfaction compared to lower SES fathers (Akçınar, 2017). Other studies supported this finding. There is evidence that Turkish fathers with low SES levels perceive their role as the provider of financial needs compared to the availability role (i.e., being present to fulfill child's needs) (Ünlü-Çetin & Olgan, 2021). These studies also support the beneficial role of PI in children's self-perception (Gülay Ogelman et al., 2019) and cognitive skills (Turan, 2018). Moreover, a study (Gazi, 2019) has concluded a positive relationship between marital satisfaction and PI in the Turkish context and shown a significant positive correlation between marital satisfaction reported by both parents and PI reported by

children ( $r = .24$  for mother-reported marital satisfaction,  $r = .29$  for father-reported marital satisfaction).

### 2.3 Present study

This study was part of the larger research project entitled “*Socio-cultural and Psychological Antecedents and Consequences of Child-rearing Styles Across Generations and Developmental Stages in Turkey*” supported by The Scientific and Technological Research Council of Türkiye. Due to the research design, all data were taken from mothers’ perspective, including PI with two subcomponents.

In the present study, only a subgroup of mothers, namely the mothers of toddlers were used from the larger project due to the interest in marital conflict during the transition to parenthood and its role on toddlers’ socioemotional adjustment (Belsky, & Rovine, 1990; Christopher et al., 2015; Zhou et al., 2017). Socioemotional adjustment was of particular focus because previous literature has shown that children's adjustment problems as early as infancy and toddlerhood might be a vital sign for later psychological problems (Lorber et al., 2014; 2018).

When looking at separate lines of research on (1) the relation of marital conflict on child adjustment and (2) the relation of PI on child adjustment, one would expect that marital conflict and PI would each make an independent and additive contribution to children's socioemotional adjustment such that the cumulative combination of high marital conflict and low PI would act as multiple risk factors. The first hypothesis of the present study is that both high marital conflict and low PI would have a unique and negative contribution to toddlers’ socioemotional adjustment outcomes (i.e., higher levels of behavior problems and lower levels of social competence).

Secondly, the present study focused on the role of marital conflict in combination of high and low PI on toddlers' socioemotional adjustment. In light of previous research reviewed above, it is hypothesized that the impact of marital conflict on toddler's socioemotional adjustment outcomes would be greater in the presence of low PI. Lower PI in the presence of marital conflict would be expected in light of the father vulnerability hypothesis. On the other hand, it is also plausible that, when fathers could remain involved with their children's daily lives despite their marital conflict, this involvement might buffer the negative role of marital conflict on toddlers by providing them with a strong sense of security.

Based on the conceptualization of fathering that refers to different effects of different PI types on child outcomes (Cabrera et al., 2008; Cabrera et al., 2009), the present study will use two subscales of PI (i.e., paternal engagement and paternal care) to measure the unique contribution of various paternal activities. It is also clear that other factors, such as maternal involvement, affect young children's adjustment (e.g., Burchinal et al., 2008; Martinez- Torteya et al., 2014; Pleck, & Hofferth, 2008). Thus, it is important to consider this critical parenting as a covariate while investigating the relationship between marital conflict and child outcomes.

## CHAPTER 3

### METHOD

#### 3.1 Participants

Participants were married mothers of 1375 (699 males, 676 females) infants and toddlers. Children's mean age were 24.11 months ( $SD= 7.43$ , range=13-40). 45.6% of infants-toddlers were the only child ( $SD= .844$ , range=1-5 or more). The inclusion criteria were to respond to all the items of the scales used in the study including the comprehensive demographics.

Mothers' mean age was 31.00 ( $SD= 4.348$ , range=21-47). Of all mothers, 64.9% had college degree or above degree, and 35% of the mothers had high school degree or below. Their husbands' mean age was 34.21 ( $SD= 4.98$ , range=24-52). Of all fathers, 57.7 % had college degree or above, and 40.3 % had high school degree or below, while 2% of them did not report their education level. The table of family demographics was presented in Table 1.

Table 1. Family Demographics

Variables	Mean (SD)	Min	Max
Child age (in months)	24.11(7.43)	13	40
Child gender (% of boys)	50.8%		
Maternal age (years)	31.00(4.34)	21.00	47.00
Maternal education level			
University or above	64.9%		
High school or below	35.1%		
Paternal age (years)	34.21(4.98)	24.00	52.00
Paternal education level			
University or above	57.7%		
High school or below	40.3%		
Number of children in the household	1.77	1	5 or more

#### 3.2 Procedure

Mothers will be recruited within the scope of the project *Socio-cultural and Psychological Antecedents and Consequences of Child-rearing Styles Across Generations and Developmental Stages in Turkey* TÜBİTAK-1003 (118K050) between May and June 2021. Participants have been reached through Qualtrics (i.e., an online platform for data collection) due to the COVID-19. The consent form appeared at the beginning of the online questionnaire (See Appendix A for Turkish and Appendix B for English version of consent form). After giving their consent, mothers were requested to answer the four scales in addition to a demographic form (i.e., marital conflict, PI, infant-toddlers' socioemotional outcomes, and maternal involvement). Mothers are informed that their names would be anonymous for confidentiality. Mothers who do not complete any scales and whose children with developmental disabilities (e.g., mental retardation) would be excluded. Before conducting this online experiment, Boğaziçi University's Ethics Sub-Committee of the Institutional Review Board for Research with Human Subjects approved the entire process (See Appendix C).

### 3.3 Measures

#### 3.3.1 Demographics

Mothers were requested to complete a comprehensive demographic form including maternal, paternal, and child age (See Appendix D). Especially, paternal age is crucial in this proposed study because previous literature has found a significant effect of paternal age and the timing of fatherhood in PI (Cabrera et al., 2000; Coley, & Chase- Lansdale, 1999).

#### 3.3.2 Marital conflict

To assess marital conflict, which is the frequency of interparental conflict in front of the children, the 12-item O'Leary-Porter Scale was used (OPS; Porter & O'Leary, 1980) (e.g., "How often do you have arguments with your spouse in front of your child?). The Turkish version of this scale was developed by Sümer and colleagues (2009), by adding three culturally specific items that pertained to the most commonly endorsed interparental conflict topics among Turkish spouses ("Discussing what and how much the child eats", "Arguing with your spouse about not taking enough care of your child", and "Discussing with your spouse about making a meal of the child") (See Appendix E). The scale uses a 4-point scale ranging from 1 (never) to 4 (always). The reliability of the adapted version of this scale was found satisfactory in past research, both for mothers and fathers, ranging from .77 to .80 (Sümer et al., 2009).

Since the proposed study only included toddlers, an item regarding children's academic success will be excluded (i.e., "How often do you argue with your spouse in front of your child about school success and studying?"). Altogether, the proposed study used the culturally adapted version of the O'Leary Porter Scale, aiming to measure Turkish parents' marital conflict topic properly and its association with children's socio-emotional outcomes. The scale's Cronbach's alpha was .82 in the present study.

### 3.3.3 Paternal involvement

To measure PI, two four-item scales were used in which all items are rated on a 4-point Likert scale ranging from "1 = never" to "4 = 5-7 days each week" (See Appendix F). This scale was taken from a previous study conducted with samples of Turkish families (Çorapçı et al, 2022). The first scale is labeled as "Paternal Care"

and has four items (“How often did your husband change your baby’s/ child’s diaper?”, “How often did your husband put your baby/child to sleep?”, “How often did your husband feed your baby/child?”, and “How often did your husband bathe your baby/child?”). The second scale is labeled as “Paternal Engagement” and has four items (“How often did your husband look at a picture book or tell a story to your child?”, "How often did your husband play with your baby/child?", “How often did your husband sing with your baby/child?” and “How often did your husband talk to your baby/child?”) Dividing PI activities is crucial because researchers who focus on new conceptualization of fathering and PI have argued that different types of PI have different effects on child outcomes (Cabrera et al., 2008; Cabrera et al., 2009). In the present study, the paternal engagement scale has a Cronbach’s alpha coefficient of .76. while the paternal care scale has a Cronbach’s alpha coefficient of .70.

#### 3.3.4 Children's socio-emotional outcomes

Brief Infant-Toddler Social and Emotional Assessment was used to assess children's socio-emotional development (BITSEA, Briggs-Gowan et al., 2004). The scale has been used with parents of infants and toddlers as well as children coming from different ethnic and socioeconomic backgrounds (e.g., Behrendt et al., 2019; Pietikäinen et al., 2020; Somers et al., 2019). The scale includes two subscales with 34 items that are rated on a 3-point Likert scale ranging from 1 (Not true/Rarely) to 3 (True/Frequently) (See Appendix G). The twenty-three-item *Behavior Problems* subscale measures children's general problems such as internalizing problems (e.g., "He appears nervous, bored, or scared") and externalizing problems (e.g., He intentionally hurts other children) with a Cronbach’s alpha score of .76 in

this study. The eleven-item *Social Competence* subscale measures children's social abilities to handle daily social situations effectively (e.g., If he sees that someone is hurting, he tries to help him). The scale received Cronbach's alpha score of .55 in this study. The internal consistency reliability ranged from .81 to .83 in the Turkish sample (Karabekiroglu et al., 2009). Construct and criterion validity of BITSEA was satisfactory in the Turkish sample as well (Karabekiroglu et al., 2009).

### 3.3.5 Maternal involvement

Maternal involvement was measured through a subscale of the Comprehensive Early Childhood Parenting Questionnaire (CECPAQ; Verhoeven et al., 2017). The CECPAQ-Stimulation subscale has thirteen items using a 7-point scale ranging from 1 (never) to 6 (always), and 7 (not appropriate for my child's age) (See Appendix H). The scale has satisfactory internal consistency reliability (.88) (Verhoeven et al., 2017), and criterion validity (Dong et al., 2021). The Cronbach's alpha score of the scale is .85.

### 3.4 Data Analyses

Two hierarchical multiple regressions were conducted on two subscales of PI, paternal engagement and paternal care. In Step 1, child age and gender, father and mother age and maternal involvement were entered to the model as covariates. In Step 2, marital conflict was entered. Likewise, two hierarchical multiple regressions were conducted on two subscales of BITSEA, namely negative problems and social competence. In Step 1, child age and gender, father and mother age and maternal involvement were entered to the model as covariates. In Step 2, marital conflict was entered followed by the entry of both PI subscales in Step 3. Lastly, the two interaction terms that

were computed by multiplying PI subscales and marital conflict were entered in Step 4.

## CHAPTER 4

### RESULTS

#### 4.1 Descriptive statistics

Mean, standard deviation, minimum and maximum scores of outcomes and predictors were presented in Table 2. All predictors were centered in analyses in order to reduce the possibility of multicollinearity during the analysis (Field, 2013).

Table 2. Descriptive Statistics for Study Variables

	Mean	SD	Min	Max
Variables				
Maternal Involvement	4.90	.66	1.85	6.38
Paternal Engagement	2.66	.75	1.00	4.00
Paternal Care	2.04	.77	1.00	4.00
Marital Conflict	1.78	.43	1.00	4.00
Behavior Problems	1.53	.23	.04	2.39
Social Competence	2.57	.23	1.60	3.00

#### 4.2 Intercorrelations among parental and child demographics, and study variables

Table 3 shows the correlation table among parental and child characteristics, and child outcomes. According to the table, child gender was significantly and positively correlated with behavior problems ( $r = .077, p = .004$ ), showing the evidence for boys tending more to have behavior problems than girls. Likewise, child age was significantly and positively correlated with maternal age ( $r = .061, p = .023$ ), and social competence ( $r = .138, p < .001$ ), but negatively correlated with maternal

involvement ( $r = -.083, p = .002$ ), paternal engagement ( $r = -.077, p = .004$ ), and behavior problems ( $r = -.068, p = .012$ ).

When looked at parental characteristics, it is shown that maternal age was significantly associated with paternal age in a positive way ( $r = .749, p < .001$ ), while significantly associated with maternal involvement ( $r = -.088, p = .001$ ), paternal engagement ( $r = -.079, p = .004$ ), and behavior problems ( $r = -.072, p = .007$ ) in a negative way. Paternal age, on the other hand, was significantly correlated with maternal involvement ( $r = -.131, p < .001$ ), paternal engagement ( $r = -.107, p < .001$ ), and behavior problems ( $r = -.075, p = .010$ ) in a negative way. Maternal involvement was also significantly and negatively related to marital conflict ( $r = -.214, p < .001$ ) and behavior problems ( $r = -.111, p < .001$ ), while significantly and positively related to paternal engagement ( $r = .173, p < .001$ ) and social competence ( $r = .300, p < .001$ ).

Marital conflict was significantly associated with paternal engagement ( $r = -.333, p < .001$ ), paternal care ( $r = -.166, p < .001$ ), and social competence ( $r = -.108, p < .001$ ) in a negative way but was significantly and positively associated with behavior problems ( $r = .338, p < .001$ ).

Paternal engagement was another variable that was significantly and positively related to social competence ( $r = .183, p < .001$ ) while negatively related to behavior problems, ( $r = -.138, p < .001$ ). Paternal care, on the other hand, was significantly related only to social competence in a positive way, ( $r = .074, p = .006$ ). The correlation between these two paternal variables was also significantly positive, ( $r = .470, p < .001$ ). Lastly, the correlation between two outcomes was significantly negative ( $r = -.161, p < .001$ ).

Table 3. Intercorrelations among Parental and Child Demographics, and Study Variables

	1	2	3	4	5	6	7	8	9	10
1 Child Gender (0= Girl, 1=Boy)	1	.004	-.006	-.004	.029	-.015	.016	.053*	.077**	-.110***
2 Child Age		1	.061**	.048	-.083**	.040	-.077**	.636	-.068*	.138***
3 Maternal Age			1	.749** *	-.088**	-.013	-.079**	.033	-.072**	.006
4 Paternal Age				1	-.131***	-.020	- .107** *	-.054	-.075**	-.008
5 Maternal Involvement					1	-.214***	.351** *	.173***	- .111** *	.300***
6 Marital Conflict						1	- .333** *	- .166***	.338***	-.108***
7 Paternal Engagement							1	.470***	- .138** *	.183***
8 Paternal Care								1	-.029	.074**
9 Behavior Problems									1	-.161***
10 Social Competence										1

p<.05\*, p<.01\*\*, p<.001\*\*\*

### 4.3 Overview of analyses

The assumptions of hierarchical multiple regression were checked before the analysis based on Field (2013). Intercorrelation between independent variables was not above .80 (see Table 3). The assumption of collinearity (i.e., Tolerance and VIF) is satisfied. Only marital conflict and behavior outcomes are not linearly related ( $p = .020$ ). Mahalanobis distance scores of 31 participants indicated multivariate outliers.

#### 4.3.1 Predictors of paternal engagement and paternal care

Firstly, the predictors of paternal engagement and paternal care were examined in two separate hierarchical regression analyses. Among covariates in the first step of paternal engagement, child age ( $\beta = -.052, p = .049$ ), father age ( $\beta = -.081, p = .040$ ) and maternal engagement ( $\beta = .297, p < .001$ ) were significant predictors of the model,  $F(5,1177) = 38.965, p < .001$ . Marital conflict in the second step was another significant predictor of PI ( $\beta = -.250, p < .001$ ) via explaining additional 5.9% variance in paternal engagement,  $\Delta F(1,1176) = 87.323, p < .001$ . The results are presented in Table 4.

Table 4. Regression Analysis Predicting Paternal Engagement

	$R^2$		Dependent Variable Paternal Engagement		
			B	SE (B)	$\beta$
Step 1: Covariate	.142**				
Child Gender			-.045	.039	-.030
Child Age			-.005	.003	-.052*
Mother Age			.002	.007	.014
Father Age			-.012	.006	-.081*
Maternal Involvement			.340	.031	.297*
Step 3: Predictor	.059**	$\Delta R^2$			
Marital Conflict			-.434	.046	-.250*

\* $p < .05$ . \*\*  $p < .01$ .

When looked at the covariates in the first step of paternal care, child gender ( $\beta = .068, p = .017$ ) and maternal involvement ( $\beta = .157, p < .001$ ) were significant predictors of the model,  $F(5, 1177) = 10.696, p < .001$ . In the second step, marital conflict was another significant predictor of paternal care ( $\beta = -.130, p < .001$ ) via explaining additional 1.6% variance in paternal engagement,  $\Delta F(1, 1176) = 19.928, p < .001$ . The results are presented in Table 5.

Table 5. Regression Analysis Predicting Paternal Care

		Dependent Variable Paternal Engagement		
		B	SE (B)	$\beta$
Step 1: Covariate	$R^2$ .043**			
Child Gender		.104	.044	.068*
Child Age		.003	.003	.031
Mother Age		.006	.008	.035
Father Age		-.010	.007	-.063
Maternal Involvement		.185	.034	.157*
Step 3: Predictor	$\Delta R^2$ .016**			
Marital Conflict		-.230	.052	-.130*

\* $p < .05$ . \*\*  $p < .01$ .

#### 4.3.2 Predictors of child outcomes

##### 4.3.2.1 Predictors of behavior problems

In the prediction of behavior problems, child gender ( $\beta = .090, p = .001$ ) and child age ( $\beta = -.091, p = .001$ ) were significant predictors of behavior problems,  $F(5, 1177) = 8.617, p < .001$ . Adding marital conflict ( $\beta = .331, p < .001$ ) in the second step explained an incremental 10% of variance in the model,  $\Delta F(1, 1176) = 140.763, p < .001$ . Paternal engagement ( $\beta = -.049, p = .146$ ) and paternal care ( $\beta = .053, p = .087$ ) did not make a significant contribution to the model,  $\Delta F(2, 1174) = 1.63, p = .197$  in the third step. Lastly, adding interaction between PI subtypes and marital

conflict did not make a significant contribution to the model,  $\Delta F(2,1172) = 1.81, p = .164$ . The results are presented in Table 6.

Table 6. Regression Analysis Predicting Behavior Problems

			Dependent Variable Behavior Problems		
			B	SE (B)	$\beta$
Step 1: Covariate	$R^2$	.035**			
Child Gender			.043	.013	.090*
Child Age			-.003	.001	-.091*
Mother Age			-.004	.002	-.066
Father Age			-.001	.002	-.024
Maternal Involvement			-.014	.011	-.040
Step 2: Predictor	$\Delta R^2$	.103**			
Marital Conflict			.179	.016	.331*
Step 3: Predictor	$\Delta R^2$	.002			
Paternal Engagement			-.015	.010	-.049
Paternal Care			.016	.009	.053
Step 4: Interaction	$\Delta R^2$	.003			
Marital Conflict x Paternal Engagement			.013	.022	.019
Marital Conflict x Paternal Care			.030	.022	.041

\* $p < .05$ . \*\*  $p < .01$ .

#### 4.3.2.2 Predictors of social competence

In the prediction of social competence, child gender ( $\beta = -.117, p < .001$ ), child age ( $\beta = .158, p < .001$ ) and maternal involvement ( $\beta = .283, p < .001$ ) were significant predictors of social competence,  $F(5,1177) = 34.418, p < .001$ . Adding marital conflict ( $\beta = -.043, p = .145$ ) in the second step did not make a significant contribution,  $\Delta F(1,1176) = 2.38, p = .123$ . Paternal engagement ( $\beta = .075, p = .025$ ) and paternal care ( $\beta = -.023, p = .448$ ) made a marginally significant contribution to the model, explaining an additional 4% of variance in the outcome,  $\Delta F(2,1174) = 2.85, p = .058$ . Lastly, adding the interaction terms between marital conflict and

paternal engagement and marital conflict and paternal care made a significant contribution to explain the variability in toddlers' social competence,  $\Delta F(2,1172) = 6.519, p = .002$ . The results are presented in Table 7. Only the interaction term between marital conflict and paternal engagement was statistically significant ( $\beta = -.057, p = .007$ ).

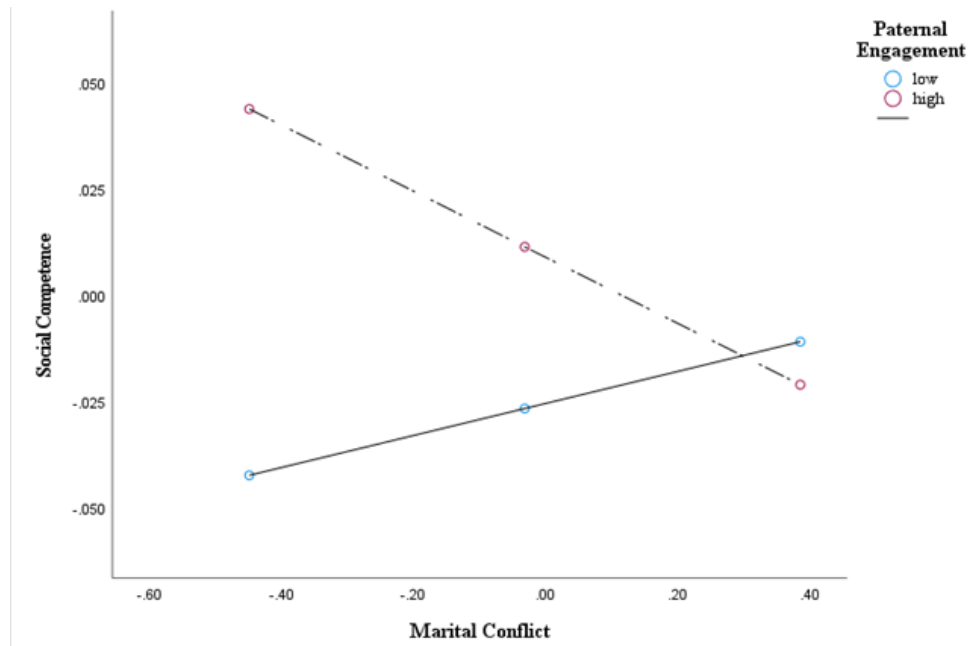
Table 7. Regression Analysis Predicting Social Competence

		$R^2$	Dependent Variable Social Competence		
			B	SE (B)	$\beta$
Step 1: Covariate		.128**			
Child Gender			-.054	.013	-.117*
Child Age			.005	.001	.158*
Mother Age			.003	.002	.056
Father Age			-.001	.002	-.013
Maternal Involvement			.099	.010	.283*
Step 2: Predictor	$\Delta R^2$	.002			
Marital Conflict			-.022	.015	-.043
Step 3: Predictor	$\Delta R^2$	.004*			
Paternal Engagement			.023	.010	.075*
Paternal Care			-.007	.009	-.023
Step 4: Interaction	$\Delta R^2$	.01*			
Marital Conflict x Paternal Engagement			-.057	.021	-.082*
Marital Conflict x Paternal Care			-.022	.021	-.031

\* $p < .05$ . \*\*  $p < .01$ .

The significant interaction was examined by using Process Version 4.0 for SPSS with Model 1, after controlling for the covariates. The moderation analysis has shown that the main effect of paternal engagement ( $b = .02, CI [.0015, .038], t = 2.12, p = .034$ ) and the interaction of marital conflict and paternal engagement were statistically significant ( $b = -.07, CI [-.103, -.028], t = -3.44, p < .001$ ), (See Figure 1). The nature of interaction was explored through the simple slope test on Process Version 4.0. which revealed that the negative relationship between marital conflict

and toddlers' social competence was significant when paternal engagement is high (1 SD above mean),  $b = -.0711$ ,  $CI [-.1167, -.0255]$ ,  $t = -3.06$ ,  $p = .0023$ . When paternal engagement was low, there was no significant relation,  $b = .0279$ ,  $CI [-.0104, -.0662]$ ,  $t = 1.429$ ,  $p = .153$ .



## CHAPTER 5

### DISCUSSION

Considerable empirical studies and theoretical attention has been devoted to understanding the mechanisms that explain how marital conflict influences children's socioemotional outcomes. These factors include attachment styles (Camicasca et al., 2017) and hostile parenting behaviors (Frosch & Mangelsdorf, 2011; Zhou et al., 2017). However, no study has yet investigated the moderating role of PI in the relationship between marital conflict and children's socioemotional outcomes. Therefore, the current study aimed to investigate the independent and combined role of marital conflict with PI in the prediction of toddlers' socioemotional outcomes (i.e., behavior problems and social competence).

To our knowledge, this is the first study with Turkish families to investigate such a relationship by including PI with two subcomponents (paternal engagement and paternal care) while controlling for the unique contribution of maternal involvement as well as family characteristics. Results have shown that only marital conflict has a main effect on behavior problems, supporting past studies, (Zhou et al., 2017). Paternal engagement has a main effect on social competence. This is in parallel with the previous studies that underline the positive association between paternal engagement and social competence (e.g., Kelly, 2018).

Finally, our findings have shown the significant effect of paternal engagement in the relationship between marital conflict and social competence but not in the relationship between marital conflict and behavior problems. In line with previous studies, this study underlines the importance of studying different subcomponents of PI because each component has different levels of contribution to

children's outcomes (Cabrera et al., 2007). Moreover, a significant impact of maternal involvement in social competence is found, as evidenced by past research (Steelman et al., 2002). Below significant and non-significant findings are discussed.

### 5.1 Marital Conflict as a Predictor of Paternal Involvement

As hypothesized, there is a significant and negative association between both subcomponents of PI and marital conflict after controlling for demographic characteristics and maternal involvement. Higher levels of marital conflict predict lower levels of paternal engagement and care. Given the cross-sectional nature of data, this finding suggests that marital conflict may lead to lower engagement and daily-care activities by fathers. Alternatively, low levels of paternal engagement and care may lead to marital conflict. These findings align with family systems theory, which stresses that each family relationship mutually influences each other (Cox & Paley, 1997). The family systems theory could explain this finding in the opposite direction. Given the content of the marital conflict scale that includes childrearing activities, low levels of PI may lead to increase in marital conflict.

In parallel to the family systems theory, which formed the foundation of the hypothesis of this thesis, previous studies have found supportive results in the present study and concluded a detrimental impact of marital conflict on PI (e.g., Molloy et al., 2020; Volling & Belsky, 1991). Likewise, Easterbrooks et al. (2014) found a negative correlation between mother-reported PI and marital conflict. A longitudinal study also found this correlation (Planalp et al., 2016). Altogether, the current study's findings promote both spillover (Erel & Burman, 1995; Krishnamur & Buehler, 2000) and the fathering-vulnerability hypothesis (Cummings & Davies, 2010). Fathers might get confused in the presence of marital conflict. This confusion

leads to negative parenting attitudes, such as lower engagement and care, because they cannot get compartmentalized as well as mothers, based on the fathering-vulnerability hypothesis (Cummings & Davies, 2010).

In addition to replicating these results, the present study took a step forward and found a negative association between marital conflict and PI after controlling maternal involvement. This significant result is essential because past literature has asserted the direct influences of mother involvement on PI (Harris & Ryan, 2004; Pleck & Hofferth, 2008). Thus, the present study's conclusion about the negative association between marital conflict and PI after controlling for mother involvement, promotes the argument on the role of marital quality on father-child dyad interaction over and above contribution of the mother-child dyad interaction (Jeynes, 2016).

## 5.2 Predictors of socio-emotional outcomes

### 5.2.1 Marital conflict as a predictor of socio-emotional outcomes

As hypothesized, a significant association between marital conflict and behavior problems was demonstrated. These findings suggest that higher levels of marital conflict are associated with increased children's behavior problems. This significant association aligns with the previous literature that included samples of infants to investigate the association between marital conflict and infant-toddler's behavior problems (e.g., DeJonghe et al., 2011; Crockenberg et al., 2007; Zhou et al., 2017). This finding might be explained through the emotional security hypothesis: Children can feel insecure when parents have arguments in front of their children (Davies & Cummings, 1994; Hess, 2022). Such insecurity might cause negative outcomes such as higher levels of anxiety and behavioral problems due to difficulties in emotion regulation, as previously described in other studies (e.g., Davies & Cummings,

1998). Difficulties in emotion regulation might be derived from children's insecurity through insecure attachment styles (Frosch, Mangelsdorf, & McHale, 2000; Moss et al., 2005), excessive levels of negative emotion arousal (Crockenberg & Langrock, 2001) or lower levels of emotional expressiveness (Crockenberg et al., 2007; Du Rocher Schudlich et al., 2011). Altogether, it is proposed that marital conflict during infancy can be highly detrimental through increasing their concurrent externalizing and internalizing problems that are the sign of later problems, as evidenced by previous studies conducted with infants and toddlers (e.g., Zhou et al., 2017). Yet, given the cross-sectional data, an alternative explanation is also possible. Behavior problems in toddlers might lead to an increase in marital conflict, based on their mutual relationships (Jenkins et al., 2005). Being exposed to toddlers' behavior problems their children can increase parents stress levels and in turn, marital conflict. Indeed, past literature has underlined that parental stress with childrearing problems, may result in an increase in marital conflict (Dong et al., 2022).

Contrary to the hypothesis, the results showed a non-significant association between marital conflict and infant-toddlers' social competence. This does not align with previous research (e.g., Azam, & Hanif, 2011; Hess, 2022; Marks et al., 2001) but might be explained in two ways. Firstly, maternal involvement might have a significant protective role against marital conflict in children's social competence because maternal involvement includes a dyadic relationship between child and mother, while marital conflict includes a triadic relationship in which the child witnesses the dyadic relationship (i.e., marital relationship and conflict). Since children are directly engaged with their mothers, this engagement might protect them from the detrimental impact of marital conflict and increase social competence (Yu, 2023). Moreover, past research underlines that mothers might compartmentalize their

roles as a parent during marital conflict, and this ability might protect children's social competence against marital conflict in parallel to fathering-vulnerability hypothesis (Cummings & Davies, 2010; Thompson & Walker, 1989; McCoy et al., 2013). Overall, the significant association can be due to the protective role of maternal involvement. As a second explanation, previous literature has underlined the importance of the content and style of marital conflict (Goeke-Morey et al., 2002; Lindahl & Malik, 2011). Studies have demonstrated that constructive marital conflict that includes problem-solving behaviors and affection might contribute to children's social competence, while destructive marital conflict that includes verbal aggression or hostile behaviors damage children's social competence (McCoy et al., 2009; van Eldik et al., 2020). Moreover, some studies have highlighted how child-related topics influence children's outcomes: Children might tend to feel more guilty and insecure while observing their parents' conflict about themselves, and in turn, cause lower levels of social competence. However, the present study used the O'Leary-Porter Scale with three culturally specific items (Sümer et al., 2009), which does not distinguish the items of constructive and destructive conflict as well as child-related topics. Instead, it combined all the items, which might result in a non-significant relationship. Future studies can distinguish the content and the style of marital conflict while investigating such as a relationship.

#### 5.2.2. Paternal Involvement as a Predictor of Infant-Toddlers' Socio-emotional Outcomes

Contrary to the hypothesis, both paternal engagement and care do not predict children's behavior problems, which does not align with the previous meta-analyses and systematic reviews (e.g., Zhang et al., 2021). This finding can be explained in

three ways. According to past literature looking at the Turkish context, Turkish fathers spend approximately 1-2 hours with their children per day (Tezel Şahin et al., 2017). This amount of time might not be enough to see a significant impact of PI on children's behavior problems, which is also perceived as insufficient by the study's participants. Insufficient time spent with children might result from Turkish patriarchal characteristics, even though these characteristics have gradually weakened (Bayer, 2018; Cindoğlu et al., 2008) and Turkish fathers' working hours (Tezel Şahin et al., 2017). The second reason might be participants' education level. According to Roberts et al. (2014), fathers with undergraduate and graduate levels have limited time to spend with their children due to intense working hours. Since %57.7 of mothers recruited in the present study have reported that their husbands have either an undergraduate diploma or above, this sample is counted as educated. Thus, fathers' intense working hours might hinder the significant relationship between PI and young children's socio-emotional outcomes. Lastly, toddlers' age might be an obstacle to this relationship. Maternal involvement has more influence on young children's socioemotional outcomes (Yuvaci, 2019). Likewise, previous literature has undermined that the role of PI is more effective in older children, compared to young children (Wang et al., 2021a). Overall, the role of intense working hours and children's age might preclude observing the impact of PI.

The hypothesis on the relationship between PI subcomponents and social competence has been partially supported: There is a significant relationship between paternal engagement, but not for paternal care. This significant relationship is in line with previous literature (Cabrera et al., 2007; Kelly, 2018; Sarkadi et al., 2008). Since engagement activities such as playing or singing are opportunities to explain

and exemplify emotions and emotion-related behaviors such as empathy, these activities might contribute to an increase in social competence.

However, there was not a significant relationship between paternal care and social competence. This insignificance can be explained in three ways. Firstly, past research has found that fathers tend to engage through emotional communication, rather than direct care that includes children's physiological needs (Wang et al., 2021b). In light of this finding, Turkish fathers might prefer to engage with their children, rather than providing their basic needs. Indeed, the present study has confirmed that the mean score of paternal engagement is more than that of paternal care. These preferences might be due to the characteristics of Turkish society, which pinpoints the second reason. Studies have shown that the patriarchal characteristic of Turkey still exists even though it is gradually decreasing (Barker et al., 2009; Tezel Şahin et al., 2017). These characteristics might clearly distinguish parents' division of labor in which mothers are perceived as the first and primary caregiver while fathers are the financial support (Ünlü-Çetin & Olgan, 2021). Altogether, this cultural characteristic may reduce fathers' involvement in basic needs such as bathing. Lastly, there may not really be a significant relationship between the two variables. It is still a crucial finding because this lack does not mean that daily-care activities do not contribute to the child's overall development. Daily-care activities such as feeding might not contribute to social competence but contribute to physical development of the child. Future studies should address this issue.

5.2.3 The role of marital conflict in combination of high and low paternal involvement on toddlers' socioemotional outcomes

#### 5.2.3.1 The role of marital conflict in combination of high and low paternal involvement on toddlers' behavior problems

Contrary to the hypothesis, there is not a significant role of marital conflict in the combination of high and low paternal engagement and paternal care on toddlers' behavior problems. These findings are not aligned with emotional security hypothesis which argues the role of child-parent relationship in the relationship between marital conflict and children's behavioral problems (Davies & Cummings, 1994). Moreover, it is not in line with synergistic/ interactive effects that proposes that the severity of a relationship between two variables differentiates according to a third variable's level (Buehler & Gerard, 2002). Rather, a unique contribution of marital conflict to children's behavior problems is found, regardless of levels of paternal engagement and paternal care. This finding highlights the importance of marital conflict on children's behavior problem, as evidence for previous findings (e.g., Zhou et al., 2017).

#### 5.2.3.2 The role of marital conflict in combination of high and low paternal involvement on toddlers' social competence

The hypothesis on the interaction between marital conflict and PI on children's social competence has been partially supported. According to the interaction plot, marital conflict is negatively associated with social competence in the context of high paternal engagement. However, in the context of low paternal involvement, marital conflict is not related to social competence. As fathers engage with their children, children's awareness on family relationships including marital relationship might be increase. Moreover, as children become more aware, they might also become vulnerable to these relationships such as marital conflict. Thus, this awareness and

vulnerability might be the reason behind the negative association between social competence and marital conflict. As the second explanation, the present study included a marital conflict scale with some items on child-rearing topics. When fathers are engaged with their children, they might also have a conflict with their spouses on these topics. As a result, when children have witnessed this conflict, their social competence may be impaired. The findings with regards to the interaction between paternal involvement and marital conflict on toddlers' socioemotional outcomes can be easily explained through the father-vulnerability hypothesis. Unlike mothers, fathers are less able to compartmentalize different aspects of their lives when interacting with their children, leaving their children vulnerable to various stressors. Thus, fathers who are more involved with their children might expose their children to their own stress. In relation to the findings, marital conflict is negatively related to social competence only when paternal involvement is high because fathers are less likely to compartmentalize the marital conflict when interacting with their children. This could imply that a potential channel from marital conflict and toddler social competence is through paternal involvement, which should be investigated through future studies.

### 5.3 Strengths and limitations

There are some limitations to be considered in the current study. Firstly, the data were completely obtained from mothers, as mentioned above. Mothers can be biased when reporting their spouses' involvement in their children's daily lives, especially when they quarrel. Indeed, previous literature has underlined that mothers report lower levels of PI compared to fathers (Coley, & Morris, 2002). Secondly, mothers might have social desirability when they reported their own involvement besides PI.

They might compare their involvement with their spouses', and in turn, they may have responded in a way that makes them appear more involved. Altogether, future studies might recruit both fathers and mothers as dyadic to obtain as objective reports as possible and to decrease social desirability.

Moreover, the present study relied on an online cross-sectional survey. This means that Turkish mothers had to evaluate their romantic relationships, their partners' involvement, and their children's development simultaneously. Longitudinal studies should be designed to understand better the role of marital conflict in the combination of high and low PI on toddlers' behavior problems and social competence.

Higher education and socioeconomic status might lead to more involved parenting behaviors. Indeed, a nationally representative study from Turkey has indicated that Turkish fathers from higher SES groups are more involved than fathers from lower SES groups (Akçınar, 2017). However, the present study's participants were recruited from relatively high SES group because more than half of the mothers and their spouses graduated from university or above. Future studies might focus on Turkish fathers' involvement from various educational and socioeconomic backgrounds.

Despite the limitations mentioned above, the contributions and strengths of the study should be affirmed. Firstly, the present study has added culturally adapted items that reflect topics of disagreement among Turkish spouses based on past research (Sümer et al., 2009). Even though literature has shown the role of culture in marital conflict topics (e.g., Dillon et al., 2015; Su et al., 2015), research on marital conflict was predominantly conducted in Western culture (See Robles et al., 2014 for

a meta-analysis). Thus, this study has used the O'Leary-Porter scale with additional three items in order to make a culturally sensitive measurement of marital conflict.

Secondly, the present study has used a PI scale with two subcomponents based on a study conducted with Turkish parents (Çorapçı et al., 2022). Examining PI in two subcomponents leads to a better understanding of fathers' role in children's development. Paternal engagement and paternal care have different effects on child outcomes. Only paternal engagement uniquely contributes to social competence, not paternal care.

In summary, this study provides further evidence for the role of marital conflict in combining different levels of PI on toddlers' socio-emotional outcomes. Future studies with a Turkish sample should consider investigating the role of child gender and recruiting participants from different SES levels.

#### 5.4 Conclusion

Using a sample from Turkey, this thesis investigated the main and interactive effects of paternal involvement and marital conflict on toddler outcomes. This thesis found that the father-vulnerability hypothesis comes into play when marital conflict and paternal involvement interact with each other with regards to toddler social competence. This study illuminates the importance of conducting cross-cultural studies, studying different components of paternal involvement, and investigating the different components of toddler outcomes. Moreover, this study highlights the role of understanding parenting within the familial system and the unique dynamic fathering has in comparison to mothering.

## APPENDIX A

### CONSENT FORM- TURKISH VERSION

Değerli Ebeveynler, TÜBİTAK'ın ülkemizin öncelikli konularında çağrılı araştırmaları kapsamında dört üniversitenin ortaklığı ile yürüttüğümüz araştırma projemiz (TÜBİTAK-1003-118K050) için yardımınıza ihtiyacımız var. Çalışmanın temel amacı Türkiye'deki özellikle anne babalık deneyimine geçiş sürecini ve çocuk yetiştirme tutum ve davranışlarını incelemektir. Dolayısıyla, bu ankete TEK çocuğu olan ve ÇOCUĞU 0-36 ay arasında olan ebeveynlerin katılması rica ediyoruz. Bu araştırmaya aşağıdaki bağlantıdan katılarak görüş ve deneyimlerinizi paylaşırsanız çok memnun oluruz. Çalışmaya katılım tamamen gönüllülük esasına dayanmaktadır. Katılmayı kabul ederseniz, sizden kendi çocuk yetiştirme deneyiminiz, ailenizdeki tutumlar ve ilişkileriniz hakkında 40-45 dakika sürecek bir ankete cevap vermeniz istenmektedir. Konunun geniş kapsamı nedeniyle anket görece uzun olmasına karşın, ebeveynlere kendi davranış ve tecrübelerini değerlendirme ve gözden geçirme fırsatı vermesi bakımından çok faydalı olabilmektedir. Ankete cep telefonundan doldurabilirsiniz ancak bilgisayar üzerinden doldurursanız daha rahat ve hızlı cevap verebilirsiniz. Anketteki hiçbir sorunun doğru ya da yanlış cevabı yoktur. Araştırma sonuçlarının yansız olması ve çocukların sağlıklı gelişimini etkileyen faktörlerin doğru saptanması için vereceğiniz bilgilerin sizin gerçek duygu ve düşüncelerinizi yansıtması çok önemlidir. Rahatsızlık hissettiğiniz bir durum olursa, anketi yarıda bırakabilirsiniz. Sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Araştırmayla ilgili sorularınızı aşağıdaki e-posta adresini kullanarak araştırma yürütücülerine yöneltebilirsiniz.

Çalışmamıza katıldığınız için şimdiden teşekkür ederiz.

Proje Yürütücüleri:

Prof. Dr. Nebi Sümer (Sabancı Üniversitesi)

Prof. Dr. Feyza Çorapçı (Boğaziçi Üniversitesi)

Prof. Dr. Zeynep Cemalcılar (Koç Üniversitesi)

Prof. Dr. Kezban Çelik (TED Üniversitesi)

Bu çalışmaya katılmayı:

KABUL EDİYORUM/ KABUL ETMİYORUM

## APPENDIX B

### CONSENT FORM – ENGLISH VERSION

Dear participants,

We need your help for our research project (TÜBİTAK-1003-118K050), which we carry out in partnership with four universities, within the scope of TÜBİTAK's invited research on the priority issues of our country. The main purpose of the study is to examine the transition to parenting experience and child-rearing attitudes and behaviors in Turkey. Therefore, we ask parents who have ONLY children and children between 0-36 months to participate in this survey. We would be very pleased if you would share your views and experiences by participating in this research via the link below. Participation in the study is completely voluntary. If you agree to participate, you are asked to answer a 40-45 minute questionnaire about your own parenting experience, family attitudes and relationships. Although the questionnaire is relatively long due to the wide scope of the subject, it can be very useful in terms of giving parents the opportunity to evaluate and review their own behaviors and experiences. You can fill out the survey on your mobile phone, but if you fill it out on a computer, you can answer more easily and quickly. There is no right or wrong answer to any question in the survey. It is very important that the information you provide reflects your true feelings and thoughts in order for the research results to be unbiased and for the correct determination of the factors affecting the healthy development of children. If there is a situation where you feel uncomfortable, you can leave the survey halfway. No identifying information is requested from you. Your answers will be kept completely confidential and will be evaluated only by the researchers. You can direct your questions about the research to the research coordinators using the e-mail address below. Thank you in advance for your participation in our work.

Project Coordinators:

Prof. Dr. Nebi Sümer (Sabancı University)

Prof. Dr. Feyza Çorapçı (Bogazici University)

Prof. Dr. Zeynep Cemalcılar (Koç University)

Prof. Dr. Kezban Çelik (TED University)

To participate in this study:

I ACCEPT / I DO NOT ACCEPT

## APPENDIX C

### ETHICS COMMITTEE APPROVAL

Evrak Tarih ve Sayısı: 12.04.2023-122527

T.C.  
BOĞAZIÇI ÜNİVERSİTESİ  
SOSYAL VE BEŞERİ BİLİMLER YÜKSEK LİSANS VE DOKTORA TEZLERİ ETİK İNCELEME  
KOMİSYONU  
TOPLANTI KARAR TUTANAĞI

Toplantı Sayısı : 43  
Toplantı Tarihi : 12.04.2023  
Toplantı Saati : 14:00  
Toplantı Yeri : Zoom Sanal Toplantı  
Bulunanlar : Prof. Dr. Feyza Çorapçı, Doç.Dr. Arhan S. Ertan, Dr. Öğr. Üyesi Yasemin Sohtorik İlkmen,  
Dr. Öğr. Üyesi Ayşegül Metindoğan  
Bulunmayanlar : Doç. Dr. Senem Yıldız

Rümeysa Pınar Karan Ulutepe  
Psikoloji

Sayın Araştırmacı,  
"Evlilik Çatışması Bağlamında Bebekler ve Yeni Yürümeye Başlayan Çocukların Sonuçlarında Annelerin İfadelerine Göre Baba Katılımının Rolü " başlıklı projeniz ile ilgili olarak yaptığımız SBB-EAK 2023/35 sayılı başvuru komisyonumuz tarafından 12 Nisan 2023 tarihli toplantıda incelenmiş ve uygun bulunmuştur.

Bu karar üyelerin toplantıya çevrimiçi olarak katılımı ve oy birliği ile alınmıştır. Onay mektubu üye ve raportör olarak Yasemin Sohtorik İlkmen tarafından toplantıya katılan bütün üyeler adına e-imzalanmıştır.

Saygılarımızla, bilgilerinizi rica ederiz.

Dr. Öğr. Üyesi Yasemin  
SOHTORİK İLKMEN  
Öğretim Üyesi

e-imzalıdır  
Dr. Öğr. Üyesi Yasemin Sohtorik  
İlkmen  
Öğretim Üyesi  
Raportör

SOBETİK 43 12.04.2023

**Bu belge, güvenli elektronik imza ile imzalanmıştır.**

## APPENDIX D

### DEMOGRAPHIC FORM

1. Cinsiyet: Kadın/Erkek
2. Doğum yılınız: \_\_\_\_\_
3. Kaç yaşında evlendiniz? \_\_\_\_\_
4. Kaç yaşında ilk çocuğunuz oldu? \_\_\_\_\_
5. Eğitim Durumunuz:
  - Okuryazar değil
  - Diplomasız okur
  - İlkokul mezunu
  - İlköğretim/ortaokul mezunu
  - Lise mezunu
  - Üniversite mezunu
  - Yüksek lisans/doktora
6. Eşinizin Doğum Yılı: \_\_\_\_\_
7. Medeni Durumunuz
  - Evli
  - Boşanmış
  - Bekar
  - Dul
  - Diğer
8. Hanede Yaşayan Kişi Sayısı (Tüm Yetişkin ve Çocuklar): \_\_\_\_\_
9. Kalıcı ve sürekli tedavi gördüğünüz bir sağlık sorununuz var mı? Varsa, nedir?
  - Hayır
  - Evet (Lütfen yazınız)
10. Kaç çocuğunuz var?
  - 1/2/3/4/5 veya daha fazla
11. Çocuğunuzun doğumu
  - Erken (28-31 haftalıkken doğdu)
  - 32-36 haftalıkken doğdu
  - 37. Hafta ve sonrası doğdu
12. Doğum kilosu
  - 2.5 kg'den düşüktü
  - Normaldi (2.5 kg üstündeydi)
13. Çocuğunuzun kalıcı ve sürekli tedavi gördüğü bir sağlık sorunu var mı?
  - Hayır, yok.
  - Evet var (Lütfen yazınız)
14. Doğduğunuz yerde mi yaşıyorsunuz?
  - Evet
  - Hayır
15. Evde konuştuğunuz dil: \_\_\_\_\_

16. Şu an nerede yaşıyorsunuz? \_\_\_\_\_
17. Göç etme nedeniniz nedir?
- İş
  - Eğitim
  - Evlilik Nedeniyle
  - Sağlık
  - Ailem göç ettiği için
  - Diğer (Lütfen yazınız)
18. Şu an yaşadığınız yere göç ettiğinizde kaç yaşındaydınız? \_\_\_\_
19. Şu an yaşadığınız yere göç ettiğinizde evli miydiniz?
- Evet
  - Hayır
20. Şu an yaşadığınız yere göç ettiğinizde çocuğunuz var mıydı?
- Evet
  - Hayır
21. Şu an yaşadığınız yere geldiğinizde çocuğunuzun yaşı kaçtı? \_\_\_\_\_
22. Hayatınızda toplam kaç kere şehir değiştirdiniz? \_\_\_\_\_
23. Evde konuştuğunuz dil: \_\_\_\_\_
24. Çalışma Durumunuz:
- Kendi hesabıma tam zamanlı çalışıyorum
  - Kendi hesabıma yarı zamanlı çalışıyorum
  - Ücretli tam zamanlı çalışıyorum
  - Ücretli yarı zamanlı çalışıyorum
  - Çalışmıyorum
25. Bekarken çalışıyor muydunuz?
- Evet
  - Hayır
26. COVID-19 salgını nedeniyle evden çalışma zorunluluğu dışında, çalışma durumunuzda bir değişiklik oldu mu?
- Evet
  - Hayır
27. Konut sahibi misiniz?
- Evet
  - Hayır
28. Aylık hane geliri:
- 2850 TL'den az (asgari ücret altı)
  - 2850 TL (asgari ücret civarında)
  - 2580 TL-6000TL
  - 6001 TL-8000 TL
  - 8001 TL-10000 TL
  - 10001 TL-15000 TL
  - 15 000TL ve üzeri
29. COVID sonrası eve giren gelir durumunuz değişti mi?
- Değişmedi
  - Yarıya yakın azaldı
  - Arttı
30. Kadınların ücretli bir işte çalışması ile ilgili ne düşünüyorsunuz?

	Pek Katılmıyorum	Kısmen Katılıyorum	Tamamen Katılıyorum
--	------------------	--------------------	---------------------

Mecbur deęillirse alıřmalarını doęru bulmuyorum.	1	2	3
Evlendikten sonra alıřmalarını doęru bulmuyorum.	1	2	3
ocuk olduktan sonra alıřmalarını doęru bulmuyorum.	1	2	3
alıřmalarını destekliyorum/doęru buluyorum.	1	2	3

Bu anket kapsamında ocuęunuz ya da ocuklarınızdan biri hakkında bilgi almak istiyoruz. Birden fazla ocuęunuz varsa velisi olduęunuz bir ocuęunuzu seerek soruları cevaplayınız. Őimdi setięiniz ocuęunuzun cinsiyeti ve doęum yılını ařaęıda belirtilen yerlere yazınız.

Bu anket kapsamında ocuęunuz hakkında bilgi almak istiyoruz. Őimdi 0-36 ay arasında olan bir ocuęunuzu seiniz ve ařaęıdaki soruları ona gre cevaplayınız.

**31.** Tm sorular cevaplanırken dikkate alınacak ocuęun Cinsiyeti:

- Kız
- Erkek

**32.** Tm sorular cevaplanırken dikkate alacaęınız ocuęunuzun doęum yılını ařaęıdan seiniz:

2000-2020

**33.** Tm soruları cevaplarken dikkate alacaęınız ocuęunuzun doęduęu ayı ařaęıdan seiniz:

Ocak-Aralık

**34.** Setięiniz ocuk iin hamile kalmayı planlamıř mıydınız? Srpriz mi oldu?

- Evet, planlamıřtık
- Hayır, planlamamıřtık
- Dięer (ltfen yazınız):.....

43.1. Hayır ise, bu gebelięin zamanlamasından memnun muydunuz?

- Evet
- Hayır

**35.** Doęum sonrası dzenli bakım desteęi (bakıcı, bykanne/bykbaba vb.) aldınız mı?

- Evet
- Hayır

**36.** ocuęunuz kreře gidiyor mu?

- Evet
- Hayır

**37.** Hamilelięiniz sresince size byk znt veren, stres yaratan, sizi olumsuz etkileyen olay(lar) yařandı mı?

- Evet
- Hayır
- Cevap yok / Fikri yok

## APPENDIX E

### O'LEARY-PORTER SCALE

Her evlilikte tartışmaların olması normaldir. Eşler belli konularda anlaşmazlığa düşerler. Kimi zaman tartışmaları belirli zamanlara ve ortamlara sınırlamak zorlaşır. Aşağıdaki davranışları çocuğunuzun önünde eşinizle ne sıklıkta yaptığınızı uygun rakamı seçerek belirtiniz.

	Hiçbir Zaman	Bazen	Sık Sık	Her Zaman
1. Parasal konular hakkında tartışmak				
2. Çocuğunuzun disiplini ile ilgili problemleri tartışmak				
3. Ailede kadının üstlenmesi gereken roller ile ilgili tartışmak.				
4. Kişisel alışkanlıkları nedeniyle (örneğin; içki-sigara içmek, dağınık olmak vb.) eşinizi eleştirmek				
5. Kişisel alışkanlıklarınız nedeniyle (örneğin; içki-sigara içmek, dağınık olmak vb.) eşinizin sizi eleştirmesi				
6. Eşinizle tartışmak				
7. Evliliğinizdeki öfkeyi eşinize yönelik fiziksel davranışlarla ifade etmek				
8. Birbirinize öfkeli sözler söylemek				
9. Eşinizle birbirinize olan sevginizi göstermek				
10. Çocuğunuzun neler ve ne kadar yediği konusunda tartışmak				
11. Çocuğunuzla yeterince ilgilenmediği konusunda tartışmak				
12. Çocukların üzerine gereğinden fazla düşme konusunda tartışmak				

## APPENDIX F

## PATERNAL INVOLVEMENT QUESTIONNAIRE

Şimdi de eşinizi düşünerek kendi aşağıdaki soruyu değerlendiriniz.

	EŞİNİZ son 1 hafta içerisinde.....	Hiç	1-2 gün	3-4 gün	5-7 gün
1.	Bebeğinizle/çocuğunuzla resimli bir kitaba baktı veya bebeğinize hikaye anlattı mı?	1	2	3	4
2.	Bebeğinizle/çocuğunuzla ne sıklıkta oyun oynadı?	1	2	3	4
3.	Bebeğinize/çocuğunuza ne sıklıkta şarkı söyledi?	1	2	3	4
4.	Bebeğinizle/çocuğunuzla ne sıklıkta konuştu?	1	2	3	4
5.	Bebeğinizin/çocuğunuzun altını ne sıklıkta değiştirdi?	1	2	3	4
6.	Bebeğinizi/çocuğunuzu ne sıklıkta uyuttu?	1	2	3	4
7.	Bebeğinizi/çocuğunuzu ne sıklıkta yedirdi?	1	2	3	4
8.	Bebeğinizi/çocuğunuzu ne sıklıkta yıkadı?	1	2	3	4

## APPENDIX G

### BITSEA

**DİKKAT:** Aşağıdaki form 1-3 yaş çocuklarına ait ifadeler içermektedir. Pek çok ifade normal duygu ve davranışları tanımlarken, bazıları da sorun olabilecek durumları ifade etmektedir. Bazı ifadeler bu çocuğun yaşına göre fazla büyük ya da fazla küçük yaşa ait gelebilir.

Lütfen aşağıdaki her soru için çocuğa SON BİR AY için en uygun olan cevabı işaretleyiniz.

(0= doğru değil/nadiren 1= kısmen doğru/bazen 2= oldukça doğru/sık sık)

		Doğru değil/ nadiren	Kısmen doğru/bazen	Oldukça doğru/Sık sık
1	Bir şeyi başarınca zevk aldığını belli eder (örneğin, kendini alkışlar).	0	1	2
2	Gözünüzü bir dakika üzerinden ayıramayacağınız kadar sık yaralanır.	0	1	2
3	Gergin, sıkkın, ya da korkmuş görünür.	0	1	2
4	Çok hareketlidir, yerinde duramaz.	0	1	2
5	Kuralları uygular.	0	1	2
6	Kolaylıkla uyanır, tekrar uykuya dalması için yardım etmek gerekir.	0	1	2
7	Yorulana/gücü tükenene dek ağlar, öfke atakları yaşar.	0	1	2
8	Belli bazı ortamlardan, hayvanlardan, nesnelere korkar. (Korktuğu şey varsa nedir?.....? .....?)	0	1	2
9	Diğer çocuklara göre daha az keyiflidir, daha az eğlenir.	0	1	2
10	Kaygılı/sıkıntılı olduğunda anne/babasını ya da bakıcısını arar.	0	1	2
11	Anne/Babası ondan ayrılırken ağlar, üzerine asılır/eteğine yapışır.	0	1	2
12	Çok endişelidir, her şeyi fazla ciddiye alır.	0	1	2
13	İsmi söylediğinizde dönüp size bakar.	0	1	2
14	İncindiğinde/canı acıdığında tepki vermez.	0	1	2
15	Sevdiklerine karşı sevgi/sevecenlik gösterir.	0	1	2
16	Dokunduğunda rahatsız olacağı/huylanacağı bazı nesnelere dokunmaz. (ör, pamuk, tahta gibi)	0	1	2

17	Uykuya dalmakta ve uykuyu sürdürmekte güçlük çeker.	0	1	2
18	Dışarıda (parkta/sokakta) kaçar/uzaklaşır.	0	1	2
19	Diğer çocuklarla yaşına uygun oyunlar oynar (kardeşi dışındaki).	0	1	2
20	Dikkatini bir konuda uzun süre sürdürebilir. (Televizyon hariç)	0	1	2
21	Değişikliklere uyum sağlamada sıkıntılar yaşar.	0	1	2
22	Birinin canı acıdığını görse ona yardım etmeye çalışır. (ör, oyuncasını verir)	0	1	2
23	Genellikle hemen üzüntüye kapılır.	0	1	2
24	Yemek yerken öğürür, boğazına yemek kaçar.	0	1	2
25	Yapması istendiğinde bazı sesleri taklit eder (oyun, şakalaşma sırasında).	0	1	2
26	Yemek yemeyi reddeder.	0	1	2
27	Çocukları iter, tekmeler ya da ısırır (kardeşi dışındaki).	0	1	2
28	Zarar vericidir. Amaçlı olarak nesnelere kırar, bozar.	0	1	2
29	Uzaktaki bir şeyi size parmağıyla gösterir.	0	1	2
30	Anne/Babasını iter, tekmeler, ısırır.	0	1	2
31	Oyuncak bebekleri, hayvanları kucaklar, onları besler (oyun olarak).	0	1	2
32	Çok üzgün, mutsuz, depresif, kendi kabuğuna çekilmiş bir görüntüsü vardır.	0	1	2
33	Kasıtlı olarak diğer çocukların canını acıtır.	0	1	2
34	Kaygılı/sıkıntılı olduğunda hareketsizleşir, donmuşcasına durgunlaşır.	0	1	2

APPENDIX H

CECPAQ - STIMULATION

İçinde bulunduğumuz salgın dönemi ebeveynlerin çocukları ile olan ilişkisini doğal olarak etkilemiştir. Bundan sonraki soruları salgın dönemine göre değil, sizin genel olarak tutum ve davranışlarınızı dikkate alarak cevaplayınız. COVID-19'un etkisine ilişkin ek sorularımız anketin sonunda yer almaktadır.

	Hiçbir Zaman	Nadiren	Bazen	Ara Sıra	Sık Sık	Her Zaman	Çocuğumun Yaşı İçin Uygun Değil
33.Çocuğuma hikâyeler anlatırım veya ona kitap okurum.							
34.Çocuğumla şarkı söyler, dans ederim veya onunla müzik dinlerim.							
35.Çocuğumu oynamak, yürümek veya bisiklete binmek için dışarı götürürüm.							
36.Çocuğumu tek başına oynamaya ve çevresini keşfetmeye teşvik ederim.							
37.Çocuğumun düzenli olarak diğer çocuklarla oynamasına izin veririm.							
38.Çocuğumun ebeveynler dışındaki yetişkinlerle de oynamasına düzenli olarak izin veririm.							
39.Çocuğumu yemek pişirme, evcil hayvanlarla ilgilenme veya bitkileri sulama gibi günlük aktivitelere dahil ederim.							
40.Çocuğumu market alışverişi yapmak için yanımda götürürüm.							
41.Çocuğumla peluş oyuncaklar, ahşap bloklar ve çingiraklı kitap gibi değişik oyuncaklarla birlikte oynarız.							

42.Çocuğumla yuvarlanabilen oyuncaklarla birlikte oynarız (örneğin; top, arabalar ve çekmeli hayvan oyuncakları).							
43.Çocuğumla lego gibi üst üste konan oyuncaklarla oynarız.							
44.Çocuğumun, henüz özen gösteremese de, oynayabileceği oyuncakları, kitapları vardır.							
45.Çocuğumla müzikli oyuncaklarla birlikte oynarız (örneğin; davul, flüt).							

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