

Abstract

The major aim of this study was to examine whether differences exist between paternal and maternal involvement, particularly in the aspects of parent-child activation and parent-child play. The influence of these interactions on child's social development was also a concern in this study. Fifty-five kindergarten students and parents participated in this study. Parents were invited to finish questionnaires regarding their playtime, play behaviors and involvement. Results indicated that there were no significant differences between father-child and mother-child activation, and fathers' and mothers' playtime, when parents' weekly working time was controlled. Mothers were found to involve more in typical mothers' play behaviors than fathers when playtime was controlled, but no such finding was observed in fathers' engaging in typical fathers' play behaviors. Parents' play behaviors correlated with activation. No factors were demonstrated to be significant predictor of child's sociability. An interesting finding was that parents' working time and parents' education level related to some aspects of parent-child interactions. Cultural factors might explain why no differences were found in father-child and mother-child interactions. Future research can put more emphasis in the linkage between play and activation, and parent-child activation relationship can be further explored.