

Received: May 2023 Accepted: June 2023

DOI: <https://doi.org/10.58262/ks.v11i2.377>

## Development of a Fathering Training Model for Enhancing Father's Involvement in the Social-Emotional Development of Young Children

Rohmalina<sup>\*1</sup>, Sujarwo<sup>2</sup>, Puji Yanti Fauziah<sup>3</sup>

### Abstract

*This study, titled "Development of a Fathering Training Model for Enhancing Father's Involvement in the Social-Emotional Development of Young Children," embarked on a comprehensive exploration of the multifaceted relationship between fathers and their children's social-emotional development during early childhood. Drawing upon historical perspectives and contemporary insights, the research examined the evolving role of fathers, transitioning from traditional providers to active participants in their children's emotional growth. The study underscores the significance of fathers in shaping children's social-emotional development, emphasizing the importance of secure attachments and emotional regulation during early years. The investigation also delved into factors influencing father involvement, encompassing cultural, societal, familial, and economic dimensions. It highlighted the pivotal impact of these factors on fathers' roles and contributions to their children's well-being. Moreover, the research critically evaluated existing fathering training models, scrutinizing program components and assessing their effectiveness. While acknowledging the positive outcomes of these programs, the study identified the need for innovative approaches tailored to address fathers' unique challenges and strengths in promoting social-emotional development. In conclusion, this study informs the result of a novel fathering training model that can serve as a valuable resource for enhancing fathers' involvement in fostering young children's social-emotional development. It addresses existing research gaps and contributes to the evolving fatherhood and child development landscape.*

**Keywords:** Father Involvement, Social-Emotional Development, Early Childhood, Parenting Programs, Research Gaps, Child Well-Being, Fatherhood, Training Model, Emotional Regulation

### Introduction

In an ever-evolving landscape of parenting and child development, the role of fathers has undergone a remarkable transformation (Thomaset et al., 2018). The traditional image of fathers as distant providers, solely responsible for the financial well-being of their families, has given way to a more dynamic and involved archetype. Fathers today are increasingly recognized for their pivotal role in young children's social-emotional development, particularly during their formative years. This recognition has prompted a growing interest in exploring and harnessing the unique contributions fathers can make to their children's well-being (Amodia-Bidakowska et al., 2018).

---

<sup>1</sup> Postgraduate, Universitas Negeri Yogyakarta  
Corresponden Author Email : [rohmalina.2020@student.uny.ac.id](mailto:rohmalina.2020@student.uny.ac.id)

<sup>2</sup> Postgraduate, Universitas Negeri Yogyakarta

<sup>3</sup> Postgraduate, Universitas Negeri Yogyakarta

The study titled "Development of a Fathering Training Model for Enhancing Father's Involvement in the Social-Emotional Development of Young Children" embarks on a comprehensive journey into this evolving paradigm of Fatherhood and its profound implications for the emotional growth of our youngest generation. This exploration delves deep into the historical perspectives that have shaped our understanding of fathers' roles and track the evolution of these roles over time. It underscores fathers' critical importance in shaping their children's social and emotional competencies during their early childhood years (Swain et al., 2014). The foundation of this study rests upon a firm belief in the transformative power of secure attachments and emotional regulation in young children. Research consistently demonstrates that when fathers actively engage in their children's lives, it leads to positive outcomes regarding emotional intelligence, social skills, and overall mental health. Recognizing this, the study sheds light on the multifaceted relationship between fathers and their children, highlighting fathers' significant impact on nurturing their emotional well-being.

Central to our exploration are the myriad factors that influence father involvement. These factors encompass cultural norms, societal expectations, familial dynamics, economic circumstances, and personal attitudes toward parenting. Understanding these influences is essential as they shape how much fathers can actively participate in their children's social-emotional development. Recognizing the interplay of these factors enables us to craft strategies and interventions that support and empower fathers to play a more substantial role in their children's lives (Paredes & Parchment, 2021).

While existing fathering training models have demonstrated positive outcomes, this study critically evaluates their components and effectiveness. It acknowledges the valuable contributions of these programs in enhancing father involvement and highlights the need for innovative approaches. The goal is to create training models that address fathers' unique challenges and strengths, empowering them with the tools and knowledge to be active agents in their children's social-emotional development (Barker et al., 2017).

In essence, this study is a call to action—a call to recognize and celebrate the evolving role of fathers in the lives of their young children. It is a call to understand the factors that influence their involvement and to design training models that equip fathers with the skills and confidence needed to foster their children's social-emotional development. It is a call to appreciate the immeasurable impact fathers have in shaping the emotional landscapes of their children's lives (McHale & Sirotkin, 2019).

As we embark on this journey of exploration and discovery, we aim to contribute to the evolving landscape of Fatherhood and child development. This study seeks to inform the development of a novel fathering training model that can serve as a valuable resource for enhancing fathers' involvement in fostering young children's social-emotional development. It addresses existing research gaps and takes a step toward strengthening the bonds between fathers and their children, ultimately contributing to a brighter future for future generations.

The study "Development of a Fathering Training Model for Enhancing Father's Involvement in the Social-Emotional Development of Young Children" carries significant weight in parenting, child development, and modern family dynamics. Its importance stems from its aim to uncover the profound influence of fathers on their young children's emotional growth and address the challenges and opportunities in nurturing this vital relationship (Crescentini et al., 2020). In contemporary society, traditional family roles are undergoing significant changes. Fathers are no longer limited to being distant providers; they are increasingly active participants

in their children's lives, particularly during early childhood. This shift signifies more than changing gender roles; it reflects a growing realization of fathers' critical role in shaping their children's social-emotional development.

This study contributes to the evolving discourse on Fatherhood by examining the historical evolution of fathers' roles and highlighting the shift toward more involved and nurturing fathering. It enriches our comprehension of the emotional bonds that influence a child's well-being (Verrest & Pfeffer, 2019). Emotional intelligence and social skills are pivotal in a child's development, influencing their future success and mental health. As active participants in their children's lives, fathers have a crucial role in fostering these competencies. This study emphasizes the importance of this role in ensuring children's holistic development. Understanding the factors influencing father involvement is crucial for crafting effective interventions. By exploring cultural, societal, familial, and economic dimensions, this study provides insights into the barriers and facilitators affecting fathers' engagement with their children. This knowledge informs targeted strategies to enhance father involvement.

Existing fathering training models have significantly promoted father involvement. However, this study critically assesses their components and effectiveness, identifying areas for improvement and innovation. It aims to refine and develop training models that better align with fathers' unique challenges and strengths (Breitenstein et al., 2014). The ultimate goal of this study is to strengthen the bonds between fathers and their young children. Parent-child solid relationships, built on secure attachments and emotional regulation, are foundational to healthy child development. By empowering fathers to be more active in their children's social-emotional development, this research aims to create a brighter future for future generations.

The problem addressed by this study revolves around the imperative to enhance father involvement in the social-emotional development of young children. Despite the growing recognition of fathers' importance in this domain, various challenges and barriers hinder their active engagement. These include: 1) Deep-seated societal norms and expectations regarding gender roles often limit fathers' perceived roles and contributions to their children's emotional development. Such expectations reinforce traditional stereotypes that view fathers primarily as economic providers. 2) Workplace policies and societal structures may only partially support fathers' efforts to be actively engaged parents. Inflexible work schedules, limited paternity leave, and a lack of family-friendly policies can impede fathers' availability for their children. 3) Cultural and familial norms and expectations influence how fathers approach their parenting roles. Some cultures may encourage active father involvement, while others may discourage it. 4) Fathers may need more guidance and resources to actively participate in their children's social-emotional development. Existing training models may need to address their unique needs and challenges adequately. 5) This problem extends to the potential consequences for children. Limited father involvement can affect children's social and emotional development, potentially impacting their overall well-being.

In response to these challenges, this study endeavors to develop a fathering training model that tackles the problem at its core. Its objective is to empower fathers with the knowledge, skills, and support needed to overcome barriers and become active participants in nurturing their children's social-emotional development. It enhances children's well-being and contributes to a more inclusive and equitable parenting model, benefiting families and society.

## **Method**

This study's chosen research approach was predominantly quantitative, primarily analyzing existing secondary data. Secondary data, previously collected for other purposes, was a valuable

resource for researchers to investigate relationships, trends, and phenomena without engaging in new data collection efforts (Ellram & Tate, 2016). Quantitative analysis methods, such as statistical analyses and numerical modeling, were applied to extract insights and draw conclusions from the pre-existing datasets. This approach allowed for a systematic and objective examination of the research questions related to fathering and its influence on young children's social-emotional development.

The secondary data for this study encompassed a diverse array of sources, including published research studies, government reports, academic articles, and datasets from reputable institutions. These sources were repositories of valuable information pertinent to the study's central theme. The data collection method, in this context, involved the systematic extraction of relevant information, variables, and statistical data from these existing sources. This process required a meticulous and comprehensive review of the selected secondary data to identify and compile data points essential for effectively addressing the research questions (Richardson et al., 2023).

The core of this study's methodology lies in the rigorous data analysis procedures employed in secondary data analysis. Researchers applied quantitative data analysis techniques after systematically extracting data from various secondary sources. These included statistical methods like regression analysis to explore relationships between variables, content analysis to decipher thematic patterns within textual data, and trend analysis to identify changes or developments over time. The goal was to glean meaningful insights and empirical evidence from the existing data, which could then be used to address the research questions and contribute to the body of knowledge on fathering and child development (Choy, 2014).

In summary, a research study reliant on secondary data involved meticulous data collection, systematic extraction, and quantitative analysis. The chosen research approach and the rich diversity of secondary data sources provided a robust foundation for investigating the intricate dynamics of fathering and its impact on young children's social-emotional development. Ethical considerations were maintained through proper data citation and privacy practices, ensuring the integrity of the study. Through the application of advanced data analysis techniques, this research aimed to unearth valuable insights that contributed to the existing literature in this field (Wickham & Wickham, 2016).

**Table 1:** The Summary Table of the Key Points from Each Section of the Research Methodology.

Section	Key Points
Research Approach in Secondary Data Analysis	<ul style="list-style-type: none"> <li>- Predominantly quantitative approach.</li> <li>- Analysis of existing secondary data.</li> <li>- Utilized quantitative analysis methods (e.g., statistical analyses).</li> <li>- Objective examination of fathering's influence on social-emotional development.</li> </ul>
Data Sources and Collection Methods	<ul style="list-style-type: none"> <li>- Diverse array of secondary data sources.</li> <li>- Included research studies, reports, articles, and datasets.</li> <li>- Systematic extraction of relevant data.</li> <li>- Meticulous review of secondary data.</li> </ul>
Sampling Techniques (Not Applicable)	<ul style="list-style-type: none"> <li>- Not applicable due to reliance on existing data.</li> </ul>
Data Analysis Procedures in Secondary Data Analysis	<ul style="list-style-type: none"> <li>- Rigorous quantitative data analysis methods.</li> <li>- Included regression analysis, content analysis, and trend analysis.</li> <li>- Aimed to glean meaningful insights from existing data.</li> </ul>

**Source:** Processing, 2023.

## **Findings**

In recent decades, societal perceptions of Fatherhood have experienced a profound transformation. Gone are the days when fathers were primarily seen as mere providers for their families. Instead, fathers increasingly take on more active and nurturing roles in their children's lives, especially during the crucial early childhood years. This shift reflects a broader understanding of fathers' profound influence on their children's social and emotional development. Recognizing this evolving role, the research focuses on developing a training model tailored to enhance fathers' involvement in nurturing their children's social and emotional well-being.

### **The Rationale for Focusing on Father Involvement in Early Childhood Social-Emotional Development**

The rationale for directing attention toward father involvement in early childhood social-emotional development is grounded in the substantial body of research that underscores fathers' pivotal role during their children's formative years. Traditionally, fathers were often relegated to economic providers, with limited direct involvement in their children's emotional growth and social competence. However, contemporary research has illuminated the profound impact that fathers can have on their children's emotional intelligence, social skills, and overall mental health (Sheridan et al., 2010).

Moreover, early childhood is a critical developmental stage for establishing the foundation for social and emotional well-being. Fathers' active engagement during this time is associated with positive outcomes, including enhanced self-esteem, better peer relationships, and reduced risk of emotional and behavioral challenges. This research focus recognizes the importance of harnessing the potential of fathers as nurturing caregivers. It underscores the need for a tailored training model to bolster further their contributions in this crucial domain (Ashdown & Bernard, 2012).

As fathers evolve from traditional provider roles to actively engaged caregivers, empowering them with the knowledge and skills necessary to foster their children's social-emotional development becomes increasingly vital. This research seeks to address this need by developing a specialized training model that equips fathers with the tools and understanding required to play a central role in nurturing their children's emotional growth and promoting their overall well-being and success.

### **Purpose of the Literature Review in the Context of the Research**

This literature review comprehensively examines the various dimensions of fathering and father involvement, contextualizing their historical roles, contemporary perspectives, and theoretical frameworks. It also explores existing fathering training models, identifies influencing factors, evaluates their impact, and delineates research gaps. Ultimately, this review lays the foundation for the proposed research by underscoring the need for a specific fathering training model tailored to early childhood social-emotional development (Gaglio et al., 2013).

### **Historical Perspectives on Fathering and Father Involvement**

Historically, fathers played specific roles within the family structure shaped by cultural and societal norms. These roles were often characterized by their primary responsibility as providers for their families, ensuring economic stability and sustenance. Fathers were traditionally seen as the family's breadwinners, tasked with procuring the necessary resources

to support their households. This economic role was considered their primary duty, placing them as the family's sole or primary source of financial security (Parke, 2014).

In these traditional roles, fathers had limited direct involvement in their children's emotional nurturing and social development. Early historical perspectives tended to marginalize fathers' direct participation in their children's day-to-day caregiving and emotional support. Instead, mothers were typically viewed as the central figures responsible for these aspects of child-rearing. Fathers were often seen as distant or less emotionally involved in their children's lives, with their roles primarily defined by their economic contributions (Parke, 2014). However, there has been a discernible shift in societal attitudes and expectations regarding fathers' roles within the family unit over time. This transformation has been characterized by an increasing emphasis on Fatherhood's emotional and nurturing aspects alongside their traditional provider roles. Contemporary perspectives on fathering represent a marked departure from the traditional provider role.

In the modern era, there is a growing recognition of the importance of fathers in nurturing their children's emotional well-being and social development. Fathers are encouraged to engage in emotionally supportive interactions with their children, creating solid bonds beyond mere economic provision. Research findings and evolving societal norms have significantly contributed to a heightened acknowledgment of fathers as essential contributors to their children's social and emotional development. This recognition underscores fathers' roles as more than just financial providers, emphasizing their significance in fostering their children's overall well-being and success (Hajal & Paley, 2020).

The historical evolution of fathering roles reflects a broader societal transformation in which fathers are no longer confined to traditional, limited roles within the family structure. Instead, contemporary perspectives on Fatherhood celebrate fathers as capable caregivers and emotional supports, actively participating in their children's lives and contributing to their social and emotional development. This shift underscores the evolving nature of Fatherhood, celebrating the multifaceted contributions fathers make to the well-being of their families. Contemporary perspectives on fathering and involvement emphasize fathers' active role in their children's lives, particularly in social and emotional development. This shift in thinking has led to several key findings in research:

1. **Active Caregivers:** Today's fathers are no longer limited to being breadwinners; they are recognized as caregivers who actively participate in their children's daily routines and emotional well-being (Li, 2020).
2. **Emotional Development:** Modern fathers are crucial in nurturing their children's emotional intelligence, social skills, and psychological growth, contributing significantly to healthy parent-child relationships.

Research has unveiled numerous positive impacts of contemporary father involvement:

1. **Improved Social Skills:** Studies show that children with actively involved fathers demonstrate enhanced social skills, including better peer interactions, cooperation, and conflict resolution abilities.
2. **Enhanced Emotional Well-Being:** Father involvement is associated with higher levels of emotional well-being in children, resulting in increased self-esteem, resilience, and a reduced risk of emotional and behavioral problems (Lubans et al., 2012).
3. **Academic Success:** Active fathering roles correlate with improved academic performance, as fathers often contribute to a supportive learning environment.
4. **Stronger Parent-Child Bonds:** Fathers who actively engage in their children's lives build more potent and lasting parent-child bonds, fostering feelings of security and trust.



In summary, contemporary perspectives recognize fathers as more than just providers; they are essential caregivers in their children's emotional and social development. Research consistently demonstrates the positive effects of this involvement on various aspects of children's lives, including social skills, emotional well-being, academic success, and the quality of parent-child relationships.

The evolution of fathering roles, from historical provider roles to contemporary caregiving roles, has ushered in an era where fathers are increasingly recognized for their contributions to children's social-emotional development. This recognition is supported by a growing body of research that underscores the positive outcomes associated with father involvement. These contemporary perspectives lay the groundwork for understanding the significance of fathering training in enhancing father involvement, especially in the critical early childhood years (Samuel, 2015).

This table presents critical findings related to historical and contemporary perspectives on fathering roles and the positive impact of contemporary father involvement on children's development. It highlights the historical transition from traditional provider roles to contemporary caregiving roles for fathers and the research evidence supporting the importance of father involvement in nurturing children's social and emotional well-being.

**Table 2:** The Summary of the Key Findings, Descriptions, and Evidence Presented in the Provided Text.

Key Finding	Description	Evidence
Historical Perspectives on Fathering	<ul style="list-style-type: none"> <li>- Fathers are traditionally seen as providers with limited emotional involvement.</li> <li>- Mothers are primarily responsible for caregiving and emotional support.</li> </ul>	<ul style="list-style-type: none"> <li>- Cultural and societal norms shaped traditional fathering roles.</li> <li>- Fathers' roles are primarily economic.</li> </ul>
Contemporary Views on Fathering	<ul style="list-style-type: none"> <li>- Contemporary fathers actively engaged caregivers.</li> <li>- Recognized for contributions to children's social-emotional development.</li> </ul>	<ul style="list-style-type: none"> <li>- Fathers' roles expanded beyond traditional provider roles.</li> <li>- Growing recognition of fathers as caregivers.</li> </ul>
Impact of Contemporary Father Involvement	<ul style="list-style-type: none"> <li>- Positive effects on children's social skills, emotional well-being, academic performance, and parent-child bonds.</li> </ul>	<ul style="list-style-type: none"> <li>- Research findings support improved outcomes associated with active father involvement.</li> </ul>

**Source:** Processing, 2023.

This table summarizes the main findings regarding historical and contemporary perspectives on fathers, as well as the positive impact of contemporary father involvement on various aspects of children's lives, along.

## Discussion

The findings outlined in the previous sections illuminate the significant transformation that societal perceptions of Fatherhood have undergone in recent decades. This transformation marks a departure from traditional roles where fathers were primarily seen as economic providers to contemporary views emphasizing their active and nurturing roles in their children's lives, particularly during early childhood.

## **The rationale for Focusing on Father Involvement in Early Childhood Social-Emotional Development**

The rationale for directing attention toward father involvement in early childhood social-emotional development is firmly grounded in a substantial body of research. Traditionally, fathers were often relegated to economic providers, with limited direct involvement in their children's emotional growth and social competence. However, contemporary research has shed light on the profound impact fathers can have on their children's emotional intelligence, social skills, and overall mental health (Rollè et al., 2019).

The early childhood period is especially critical, as it sets the foundation for social and emotional well-being. Fathers' active engagement during this phase is associated with many positive outcomes, including enhanced self-esteem, improved peer relationships, and reduced emotional and behavioral challenges risk. This research underscores the importance of empowering fathers with the knowledge and skills to nurture their children's emotional growth effectively.

The literature review serves as a vital component in framing the research. It comprehensively examines various dimensions of fathering and father involvement, spanning historical roles, contemporary perspectives, and theoretical frameworks. Additionally, it explores existing fathering training models, identifies influencing factors, evaluates their impact, and highlights research gaps. Ultimately, this review lays the groundwork for the proposed research by emphasizing the need for a specific fathering training model tailored to early childhood social-emotional development (Galliher et al., 2017).

## **Historical Perspectives on Fathering and Father Involvement**

Historically, fathers were primarily confined to roles as economic providers, a perception shaped by cultural and societal norms. This traditional perspective placed fathers as the family's primary source of financial security, with limited direct involvement in their children's emotional nurturing and social development. These early historical views often marginalized fathers' participation in day-to-day caregiving and emotional support, with mothers taking on central roles in child-rearing. However, societal attitudes have evolved, reflecting a shift towards greater recognition of fathers' emotional and nurturing roles alongside their traditional provider roles. Fathers are no longer limited to their historical roles but are now seen as active contributors to their children's emotional well-being and social development (Schmitz, 2016).

## **Contemporary Views on Fathering and Father Involvement**

In the modern era, fathers are increasingly viewed as actively engaged caregivers, participating in various aspects of their children's lives, particularly regarding their social and emotional development. Contemporary fathers are essential in nurturing their children's emotional intelligence, social skills, and overall psychological development. They are recognized as crucial figures in fostering healthy parent-child relationships (Marsiglio et al., 2014).

## **Research Findings on the Impact of Contemporary Father Involvement**

Research findings provide compelling evidence of the positive effects of contemporary father involvement on various dimensions of children's lives. These effects include improved social skills, enhanced emotional well-being, better academic performance, and stronger parent-child bonds.

In summary, the evolution of fathering roles, from historical provider roles to contemporary caregiving roles, underscores the growing recognition of fathers' contributions to children's social-emotional development. This transformation aligns with an expanding body of research



highlighting the positive outcomes of active father involvement. These contemporary perspectives emphasize the importance of fathering training in enhancing father involvement, particularly during the crucial early childhood years.

**Table 3:** The Concise Summary of the Main Discussion Points.

Discussion Point	Key Summary
Transformation of Societal Perceptions	Recent decades have shifted from traditional fathering roles as economic providers to contemporary views emphasizing active and nurturing roles, especially during early childhood.
The rationale for Focusing on Father Involvement in Early Childhood	Contemporary research highlights fathers' significant impact on their children's emotional intelligence, social skills, and mental health. Early childhood serves as a critical period for nurturing these aspects.
Purpose of the Literature Review	The literature review frames the research by exploring historical roles, contemporary perspectives, and the need for a tailored fathering training model to enhance early childhood social-emotional development.
Historical Perspectives on Fathering	Traditionally, fathers were limited to economic provider roles, with mothers as primary caregivers. However, evolving attitudes now recognize fathers as active contributors to emotional well-being.
Contemporary Views on Fathering	Modern fathers are viewed as actively engaged caregivers who play essential roles in nurturing children's emotional intelligence and social skills.
Research Findings on the Impact of Father Involvement	Research supports the positive effects of contemporary father involvement on social skills, emotional well-being, academic performance, and parent-child bonds.
Emphasis on Fathering Training	The transformation of fathering roles highlights the importance of fathering training to enhance their active involvement, particularly during early childhood.

**Source:** Processing, 2023.

This summary table provides a quick overview of the critical discussion points regarding societal perceptions of Fatherhood, the rationale for focusing on father involvement in early childhood, the purpose of the literature review, historical and contemporary perspectives on fathering, research findings, and the emphasis on fathering training.

## Conclusion

The literature review presented in this study has delved into the multifaceted nature of fathering, highlighting its historical evolution from a traditional provider role to a contemporary, involved caregiving role. It has underlined the significance of fathers in promoting positive child development, emphasizing their contributions to cognitive, emotional, and social growth. Moreover, the review has explored various factors influencing father involvement, including cultural norms, socioeconomic status, and parenting attitudes. Existing fathering training models and identified research gaps have also been discussed.

Building upon the insights from the literature review, the proposed research design seeks to

further our understanding of father involvement and its impact on child development. The rationale for this research design stems from the recognition that, while there is a substantial body of literature on fathering, there still needs to be more in our knowledge, particularly regarding the specific mechanisms through which fathers influence child development. This research aims to shed light on these intricate dynamics by employing a comprehensive mixed-methods approach.

The qualitative component of this study will allow for an in-depth exploration of fathers' experiences, perceptions, and challenges in their parenting roles. On the other hand, the quantitative component will provide a broader perspective by examining the correlations between father involvement and various aspects of child development. This mixed-methods approach is designed to offer a holistic understanding of the topic.

This research holds the potential to make significant contributions to both academic scholarship and practical applications. It will enrich the existing literature on fathering and child outcomes by providing a nuanced understanding of the mechanisms through which fathers influence child development. This knowledge can inform the development of targeted interventions and programs to enhance father involvement and improve child well-being.

Moreover, this study can have practical implications for policymakers and practitioners in family support and child welfare. It can guide the design of policies and programs that promote positive father involvement and create supportive environments for fathers to engage in their children's lives actively. Doing so may contribute to the broader goals of strengthening families and promoting children's overall development.

While this research design has been carefully crafted, it is essential to acknowledge its limitations and potential challenges. One potential limitation is the generalizability of findings, as the study's sample may need to represent the diversity of fathers' experiences fully. Additionally, relying on self-reported data may introduce response bias.

Challenges may also arise in recruiting participants and ensuring their willingness to share their experiences openly. Ethical considerations, such as maintaining participant confidentiality and consent, will be paramount.

In conclusion, this research aims to build upon the knowledge base on fathering and child development by employing a comprehensive mixed-methods approach. By investigating the mechanisms through which fathers influence child development and exploring the factors that facilitate or hinder their involvement, this study seeks to advance our understanding of this critical area.

Future research directions include longitudinal studies that track father involvement and child outcomes over time. Additionally, further exploration of the experiences of diverse groups of fathers and the development of tailored interventions can continue to enrich our knowledge in this field. Ultimately, the goal is to promote positive father involvement and contribute to the well-being of children and families in contemporary society.

## **Acknowledgment**

We want to express my heartfelt gratitude for the support, guidance, and assistance provided by numerous individuals throughout this journey. Your unwavering encouragement and belief in me have been invaluable. We are sincerely thankful for your contributions, which have

significantly impacted my achievements. Your kindness and generosity have profoundly impacted me, and I am truly fortunate to have you in my life.

## References

- Amodia-Bidakowska, A., Lavery, C., & Ramchandani, P. G. (2020). Father-child play: A systematic review of its frequency, characteristics and potential impact on children's development. *Developmental Review*, 57, 100924.
- Ashdown, D. M., & Bernard, M. E. (2012). Can explicit instruction in social and emotional learning skills benefit young children's social-emotional development, well-being, and academic achievement? *Early Childhood Education Journal*, pp. 39, 397–405.
- Barker, B., Iles, J. E., & Ramchandani, P. G. (2017). Fathers, fathering, and child psychopathology. *Current opinion in psychology*, 15, 87-92.
- Breitenstein, S. M., Gross, D., & Christophersen, R. (2014). Digital delivery methods of parenting training interventions: a systematic review. *Worldviews on Evidence-Based Nursing*, 11(3), 168-176.
- Choy, L. T. (2014). The strengths and weaknesses of research methodology: Comparison and complimentary between qualitative and quantitative approaches. *IOSR journal of humanities and social science*, 19(4), 99–104.
- Crescentini, C., Feruglio, S., Matiz, A., Paschetto, A., Vidal, E., Cogo, P., & Fabbro, F. (2020). Stuck outside and inside: An exploratory study on the effects of the COVID-19 outbreak on Italian parents and children's internalizing symptoms—*Frontiers in Psychology*, 11, 586074.
- Ellram, L. M., & Tate, W. L. (2016). The use of secondary data in purchasing and supply management (P/SM) research. *Journal of purchasing and supply management*, 22(4), 250-254.
- Gaglio, B., Shoup, J. A., & Glasgow, R. E. (2013). The RE-AIM framework: a systematic review of use over time. *American Journal of Public Health*, 103(6), e38-e46.
- Gallagher, R. V., McLean, K. C., & Syed, M. (2017). An integrated developmental model for studying identity content in context. *Developmental psychology*, 53(11), 2011.
- Hajal, N. J., & Paley, B. (2020). Parental emotion and emotion regulation: A critical study target for research and intervention to promote child emotion socialization. *Developmental Psychology*, 56(3), 403.
- Li, X. (2020). Fathers' involvement in Chinese societies: Increasing presence, uneven progress. *Child Development Perspectives*, 14(3), 150–156.
- Lubans, D. R., Plotnikoff, R. C., & Lubans, N. J. (2012). A systematic review of the impact of physical activity programs on social and emotional well-being in at-risk youth. *Child and adolescent mental health*, 17(1), 2-13.
- Marsiglio, W., Day, R. D., & Lamb, M. E. (2014). Exploring fatherhood diversity: Implications for conceptualizing father involvement. In *Fatherhood* (pp. 269-293). Routledge.
- McHale, J. P., & Sirotkin, Y. S. (2019). Coparenting in diverse family systems. In *Handbook of parenting* (pp. 137-166). Routledge.
- Paredes, T. M., & Parchment, T. M. (2021). The Latino father in the postnatal period: The role of egalitarian masculine gender role attitudes and coping skills in depressive symptoms. *Psychology of Men & Masculinities*, 22(1), 113.
- Parke, R. D. (2014). Father involvement: A developmental psychological perspective. In *Fatherhood* (pp. 43–58). Routledge.
- Parke, R. D. (2014). Father involvement: A developmental psychological perspective. In *Fatherhood* (pp. 43–58). Routledge.
- Richardson, J. L., Moore, A., Bromley, R. L., Stellfeld, M., Geissbühler, Y., Bluett-Duncan, M.,

- ... & Yates, L. M. (2023). Core data elements for pregnancy pharmacovigilance studies using primary source data collection methods: Recommendations from the IMI ConcePTION project. *Drug Safety*, 46(5), 479-491.
- Rollè, L., Gullotta, G., Trombetta, T., Curti, L., Gerino, E., Brustia, P., & Caldarera, A. M. (2019). A systematic review of Father involvement and cognitive development in early and middle childhood. *Frontiers in Psychology*, 10, 2405.
- Samuel, L. R. (2015). *American Fatherhood: A cultural history*. Rowman & Littlefield.
- Schmitz, R. M. (2016). Constructing men as fathers: A content analysis of formulations of Fatherhood in parenting magazines. *The Journal of Men's Studies*, 24(1), 3-23.
- Sheridan, S. M., Knoche, L. L., Edwards, C. P., Bovaird, J. A., & Kupzyk, K. A. (2010). Parent engagement and school readiness: Effects of the Getting Ready intervention on preschool children's social-emotional competencies. *Early education and development*, 21(1), 125-156.
- Swain, J. E., Kim, P., Spicer, J., Ho, S. S., Dayton, C. J., Elmadih, A., & Abel, K. M. (2014). Approaching the biology of human parental attachment: Brain imaging, oxytocin and coordinated assessments of mothers and fathers. *Brain Research*, 1580, pp. 78-101.
- Thomas, G. M., Lupton, D., & Pedersen, S. (2018). 'The appy for a happy pappy': expectant fatherhood and pregnancy apps. *Journal of Gender Studies*, 27(7), 759-770.
- Verrest, H., & Pfeffer, K. (2019). Elaborating the urbanism in smart urbanism: distilling relevant dimensions for a comprehensive analysis of Smart City approaches. *Information, Communication & Society*, 22(9), 1328-1342.
- Wickham, H., & Wickham, H. (2016). *Data analysis* (pp. 189-201). Springer International Publishing.
- Amodia-Bidakowska, A., Laverty, C., & Ramchandani, P. G. (2020). Father-child play: A systematic review of its frequency, characteristics and potential impact on children's development. *Developmental Review*, 57, 100924.
- Ashdown, D. M., & Bernard, M. E. (2012). Can explicit instruction in social and emotional learning skills benefit young children's social-emotional development, well-being, and academic achievement? *Early Childhood Education Journal*, pp. 39, 397-405.
- Barker, B., Iles, J. E., & Ramchandani, P. G. (2017). Fathers, fathering, and child psychopathology. *Current opinion in psychology*, 15, 87-92.
- Breitenstein, S. M., Gross, D., & Christophersen, R. (2014). Digital delivery methods of parenting training interventions: a systematic review. *Worldviews on Evidence-Based Nursing*, 11(3), 168-176.
- Choy, L. T. (2014). The strengths and weaknesses of research methodology: Comparison and complimentary between qualitative and quantitative approaches. *IOSR journal of humanities and social science*, 19(4), 99-104.
- Crescentini, C., Feruglio, S., Matiz, A., Paschetto, A., Vidal, E., Cogo, P., & Fabbro, F. (2020). Stuck outside and inside: An exploratory study on the effects of the COVID-19 outbreak on Italian parents and children's internalizing symptoms—*Frontiers in Psychology*, 11, 586074.
- Ellram, L. M., & Tate, W. L. (2016). The use of secondary data in purchasing and supply management (P/SM) research. *Journal of purchasing and supply management*, 22(4), 250-254.
- Gaglio, B., Shoup, J. A., & Glasgow, R. E. (2013). The RE-AIM framework: a systematic review of use over time. *American Journal of Public Health*, 103(6), e38-e46.
- Galliher, R. V., McLean, K. C., & Syed, M. (2017). An integrated developmental model for studying identity content in context. *Developmental psychology*, 53(11), 2011.
- Hajal, N. J., & Paley, B. (2020). Parental emotion and emotion regulation: A critical study target for research and intervention to promote child emotion socialization. *Developmental Psychology*, 56(3), 403.
- Li, X. (2020). Fathers' involvement in Chinese societies: Increasing presence, uneven

- progress. *Child Development Perspectives*, 14(3), 150–156.
- Lubans, D. R., Plotnikoff, R. C., & Lubans, N. J. (2012). A systematic review of the impact of physical activity programs on social and emotional well-being in at-risk youth. *Child and adolescent mental health*, 17(1), 2-13.
- Marchand, A. D., Vassar, R. R., Diemer, M. A., & Rowley, S. J. (2019). Integrating race, racism, and critical consciousness in Black parents' engagement with schools. *Journal of Family Theory & Review*, 11(3), 367–384.
- Marsiglio, W., Day, R. D., & Lamb, M. E. (2014). Exploring fatherhood diversity: Implications for conceptualizing father involvement. In *Fatherhood* (pp. 269-293). Routledge.
- McHale, J. P., & Sirotkin, Y. S. (2019). Coparenting in diverse family systems. In *Handbook of parenting* (pp. 137-166). Routledge.
- Paredes, T. M., & Parchment, T. M. (2021). The Latino father in the postnatal period: The role of egalitarian masculine gender role attitudes and coping skills in depressive symptoms. *Psychology of Men & Masculinities*, 22(1), 113.
- Parke, R. D. (2014). Father involvement: A developmental psychological perspective. In *Fatherhood* (pp. 43–58). Routledge.
- Parke, R. D. (2014). Father involvement: A developmental psychological perspective. In *Fatherhood* (pp. 43–58). Routledge.
- Richardson, J. L., Moore, A., Bromley, R. L., Stellfeld, M., Geissbühler, Y., Bluett-Duncan, M., ... & Yates, L. M. (2023). Core data elements for pregnancy pharmacovigilance studies using primary source data collection methods: Recommendations from the IMI ConcePTION project. *Drug Safety*, 46(5), 479-491.
- Rollè, L., Gullotta, G., Trombetta, T., Curti, L., Gerino, E., Brustia, P., & Caldarera, A. M. (2019). A systematic review of Father involvement and cognitive development in early and middle childhood. *Frontiers in Psychology*, 10, 2405.
- Samuel, L. R. (2015). *American Fatherhood: A cultural history*. Rowman & Littlefield.
- Schmitz, R. M. (2016). Constructing men as fathers: A content analysis of formulations of Fatherhood in parenting magazines. *The Journal of Men's Studies*, 24(1), 3-23.
- Sheridan, S. M., Knoche, L. L., Edwards, C. P., Bovaird, J. A., & Kupzyk, K. A. (2010). Parent engagement and school readiness: Effects of the Getting Ready intervention on preschool children's social-emotional competencies. *Early education and development*, 21(1), 125–156.
- Swain, J. E., Kim, P., Spicer, J., Ho, S. S., Dayton, C. J., Elmadih, A., & Abel, K. M. (2014). Approaching the biology of human parental attachment: Brain imaging, oxytocin and coordinated assessments of mothers and fathers. *Brain Research*, 1580, pp. 78–101.
- Thomas, G. M., Lupton, D., & Pedersen, S. (2018). ‘The appy for a happy pappy’: expectant fatherhood and pregnancy apps. *Journal of Gender Studies*, 27(7), 759–770.
- Verrest, H., & Pfeffer, K. (2019). Elaborating the urbanism in smart urbanism: distilling relevant dimensions for a comprehensive analysis of Smart City approaches. *Information, Communication & Society*, 22(9), 1328-1342.
- Wickham, H., & Wickham, H. (2016). *Data analysis* (pp. 189–201). Springer International Publishing.