

**MUSICAL ACTIVITIES BETWEEN FATHER AND TODDLER IN
LOCAL MUSIC CENTRE IN KLANG VALLEY**

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**CULTURAL CENTRE
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KUALA LUMPUR**

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**MUSICAL ACTIVITIES BETWEEN FATHER AND TODDLER
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**CULTURAL CENTRE
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MUSICAL ACTIVITIES BETWEEN FATHER AND TODDLER IN LOCAL MUSIC CENTRE IN KLANG VALLEY

ABSTRACT

Historically, different forms of musical activities, including singing, was one of the earliest ways of parents to bond with their children. Lullaby or other forms of singing has been used for ages to encourage or teach children necessary skills required in future. As recent studies signify, the effects of the music education from the early ages can have very positive effects on the children. Meanwhile, by growing the popularity of musical early childhood programs the number of researches on outcome of these classes are increasing. However, there are not many researches in which the focus specifically aim the effects of such courses on the emotional bonding between children and their fathers. Due to the modern life style, busy schedule, and the main role of the fathers as the provider for family, the number of mothers who attending the classes with their children are more than the fathers. Therefore, observing fathers who continuously attend the musical activity classes with their children can be much harder task for the researcher. Nevertheless, this matter should not be an obstacle to prevent researching the effects of the music and movement courses on the paternal bonding. This research contributes to raise the awareness of both fathers and the educators of the musical activity courses about the effects of the music and movement courses for children between 11 to 30 months on the paternal bonding. This research looks forward to help fathers to understand that what are the positive effects of musical activities on their emotional connections with their children. Furthermore, this research can be a reference for educators and course designers to gain a better insight of fathers standpoints about these current activities and what they believe is the most helpful part of these courses.

Keywords: music, activities, movement, paternal, bonding

AKTIVITI MUZIK ANTARA BAPA DAN KANAK - KANAK KECIL DI PUSAT MUZIK TEMPATAN DALAM KLANG VALLEY

ABSTRAK

Pelbagai bentuk aktiviti muzik, termasuk nyanyian merupakan cara yang paling awal bagi ibu bapa untuk mengikatkan perhubungan dengan anak - anak. Lullaby atau bentuk nyanyian lain telah digunakan selama berabad-abad untuk menggalakkan atau mengajar kanak-kanak kemahiran yang diperlukan pada masa akan datang. Kajian baru - baru ini menunjukkan keberkesanan pendidikan muzik dari zaman awal dapat memberi kesan positif kepada kanak-kanak. Tambahan pula, dengan peningkatan populariti program muzik untuk anak kecil (berumur 7 tahun ke bawah), bilangan hasil penyelidikan mengenai kelas program seperti ini semakin meningkat. Walau bagaimanapun, penyelidikan khusus kepada ikatan emosi antara anak-anak dengan bapa sukar didapati. Perhatian oleh penyelidik menjadi lebih sukar disebabkan oleh bilangan bapa yang menghadiri kelas aktiviti muzik dengan anak-anak amat kurang berbanding dengan bilangan ibu. Ini adalah disebabkan oleh peranan bapa sebagai pencari nafkah keluarga diikuti dengan dengan jadual yang sibuk dalam gaya hidup moden ini. Perkara ini tidak menjadi halangan untuk penyelidik untuk meneliti kesan kelas aktiviti muzikal pada ikatan bapa dengan anak. Kajian ini bertujuan untuk meningkatkan kesedaran bagi bapa dan pendidik kursus aktiviti muzik mengenai kesan-kesan muzik dan pergerakan bagi kanak-kanak berumur antara 11 hingga 30 bulan pada ikatan perhubungan densa bapa. Kajian ini berharap untuk membantu bapa memahami kesan positif aktiviti muzik pada hubungan emosi bapa dengan anak-anak. Tambahan pula, kajian ini boleh menjadi rujukan kepada para pendidik dan perk kursus untuk mendapatkan wawasan yang lebih baik tentang pandangan bapa mengenai kursus semasa ini.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

The importance of musical activities for young children is historically valued. This matter is genuinely explained by Dees (2004) in her thesis paper. Based on her paper, music sensitivity during past century has been gradually devastated due to advancement of technology. However, in this research, it is plain to see that exercising this matter is passed on from one generation to the other. Valid reason such as development of a healthy neural pathways, physical coordination and sensitivity in expression had been believed to provide optimal experience for young children. Music and movement are naturally related and it is hard to imagine music with no movement or vice versa. As it is mentioned in the book of Hargreaves (2005) when a set of frequencies were played for 50 babies who were maximum five days old, physical movement had been produced and significant changes in the heart beat has been noticed. Meanwhile in the other part, this book refers to another experiment in which the results demonstrate that babies between three and six months have active response towards music instead of being a passive listener. They had been attracted by the source of the sound and astonished by the pleasure it brings. Therefore, it is not likely that babies respond to rhythmic elements of music until the end of first year of their life, but it is assumed that these reactions are responses towards the pure sound.

In addition to the children response to the music, the importance of music and movement on paternal bonding is studies on by several researchers. Barrack (2005) defines the term of bonding as such: “The terms bonding and attachment are often used interchangeably to refer to the relationship between a parent and child that is based on love” (p. 16). In her point of view, three main characteristics of being dependent, providing the feeling of security and eternality which are constructed upon love distinguish the bonding from other terms. She believes that this process starts before birth

of an infants which will be resulted to a strong relationship between parents and unborn child. On the other hand, Chamberlain (1998) explained that the atmosphere in which babies are ageing for nine months including the birth process and early stages of bonding period will severely have an effect on her or his view towards the world in future.

As an educator of an early childhood development program by the title of Kindermusik, the author of this research paper is influenced by the thought and experiences of the founder of these courses. Along with other significant achievements, Dan Pratt designed this very course to improve the fundamentals of coordination and family bonding in the children up to the age of six (Leymn, 2015). Once a child is involved in this program, parents should report the effectiveness of bonding materials such as instruments and instructions after a certain period of engagement. On the other hand, the importance of movements and keeping in touch with children, regardless to age and ability is always highlighted by the experienced educator to the parents and newly trained educators. For instance, when a toddler is not able to move by him or herself, one of the parents would assist the activity by holding the child with their hands and practice the movements as one. Nevertheless, among all the achievements and observations, the author of this research exclusively focused on study the enhancement of father and child relationship by engaging in music and movement classes.

The importance of fatherhood might be underestimated in the course of history. Alan Gurwitt (1993) believed that this issue has strong roots in the past. In part of his article, he describes the background of this problem in American society as such “In colonial America there was a strong societal emphasis on a multiplicity of roles for fathers” (p. 18). In his opinion these emphasises included the traditional expectations such as providing and protecting as well as constant companionship. He also mentions that as early as 20 years ago, there were not many studies on fathering and its relations to children's needs and only in the beginning this century researches performed on

delinquency and the absence of father which mainly revived during and after World War. Based on the argument of gender differences in parenting, an interesting shift of the language can be seen in the social science which describes the human parenting. Mothers always have seen the main role in parenting and major study had been performed on them. It is just a decade that many started to believe that care giving from the fathers can be as important as mothers and this very argument brought the literature of comparison between paternal and maternal role. Three major research permits put the paternal under magnifying glass. Rossi (1984) listed three types of reasons in paternal parenting: (1) solo fathers: those men who lost their wife as a result of death or failed marriage; (2) non-traditional families: which would refer to the groups of social contract couples; and (3) men in intact marriage who take responsibilities for children without any commitment to marriage (pp. 1-5).

Aside all the categories and types of paternal, fatherhood might have same effects among all males regardless of race or age. These effects start from the early days of women's pregnancy which would cause the hormone changes in the males' body. For example, the level of stress hormone, prolactin as well as cortisol in new fathers' system would help them to behave like a parent (Kemp, 2011). It is clear that every man can be a father but more important is the significant role that he would have on the children's emotional well-being. Recent studies showed that if father successfully affectionate and support the child that would results to development of the child's social behavior, language, and cognitive. These matters would finally help the child's future for great academic achievement, stronger personality, sense of well-being, authenticity and high self-esteem (Gross, 2014).

The purpose of this research is to evaluate the effects of music as a paternal bonding element specifically between father and toddler aged between 11 to 30 months old. This study is performed through the class observations and interviews as well as studying and

analysing the existing published materials. By observing the fathers and children facial expressions, body language and movements, as well as analysing the father's answers to the interview's questions, this paper explains and evaluates the effectiveness of music and movement programs on paternal bonding.

1.2 Statement of Problem

In general, in Asian culture, maternal role is significance in the early years of children. However, paternal role has been emphasised in the western culture. As Asian parenting styles is much influence by the Western culture, paternal role has been more encouraging in nurturing children in early musical enculturation. Previous studies findings are related to maternal relationship, involvement in early learning and paternal involvement is much lacking in this field. Therefore, this study aims to contribute to this knowledge gap.

1.3 Objective of the Study

This study focuses on the music as a paternal bonding between father and toddler aged between 11 to 30 months old. By studying the existing literatures, observation, and interviewing the fathers of the children in the class this paper focuses on the effects of musical activities on paternal bonding. The specific objectives of this research are:

1. To investigate the importance of paternal bonding with toddlers between age of 11 to 30 months old.
2. The influence of music to strengthening the paternal bonding.
3. The fathers' standpoint of view on the help of musical activities on paternal bonding.

1.3.1 Research questions

The main focus of this research is to research and evaluate the effects of musical activities as a paternal bonding element between father and toddler aged between 11 to 30 months old. This study addresses the following questions:

1. What is the affection (emotion) bonding between father and child in musical activities?
2. How does paternal involvement enhance the toddler music participation?
3. How do musical activities improve father-child relationship?
4. What is the father-child bonding ideas in the musical activities?
5. The similarity and difference of paternal bonding between father-son and father-daughter?

1.4 Significance of the Study

This study aims to contribute to the knowledge gap in paternal involvement in early years musical education. It also aims to provide new paradigm in early years parenting in Asian culture. While culture is not a good indication to determine the child's attachment to his or her parents (Louie, 2014), it is significant to focus on Asian culture in order to study the Asian paternal style of bonding. It is clear that western paternal style has influenced Asian paternal bonding, whereby paternal took active role in nurturing their young children in such a male dominance culture (Kam, 2016).

1.5 Limitations of Study

For this paper, researcher focuses in Klang Valley area which is located in Kuala Lumpur, Malaysia. The minimum education of the fathers who will be chosen for this research would be at least SPM level or any other equivalent educational level. Most of the participants are Malaysian middle-class citizens who can financially support their families without struggle of providing extra curriculum activities for their children.

Meanwhile, researcher limited the age range of toddlers between 11 to 30 months old at the existing Kindermusik class. The reason behind this choice is to increase the accuracy of the results as the researcher has a working background with this age of range for over 2 years.

1.6 Definition of terms

In this section of the research the definition of some specific terms which are used in this paper can be find.

- 1. Musical activities:** In this study, musical activities refer to group musical learning with participation of parents. These activities include movement dance, playing instrument, story-telling and singing which could uncover an engaging musical world while building child's confidence, self-control, communication, and improve bonding at the same time.
- 2. Toddler:** Toddlers in this research were aged between 11 – 30 months old. Due to limitation of motor skills, parent involvement was necessary in the musical activities class. Despite their growing independence, toddlers still long for the safety and security of parent closeness. During the class, toddlers are relished the comfort of familiar things while seeking new challenges.
- 3. Paternal bonding:** A paternal bonding is referring to the relationship between a father and his child. In this study, musical activities are creating attachment between them. Fathers were singing and dancing together with their children in both classes and home. Fathers also experience 'bonding time' in the class where fathers are rocking, hugging children in their arms, and having eye contact.
- 4. Father:** Father in this paper refers to a male parent actively participating in the musical class with his toddler.

1.7 Outline of the study

This research consists of two main sections. First section, which is consisted of chapter 1 and 2, lays the foundation of this study. Chapter one begins with an introduction of music and movement. Later, it follows by outlining the importance of music in paternal bonding. The significance of this research is stated, followed by limitations of this study. Research objectives and research questions, followed by the general clarification of the research methodology were also included in this chapter.

In Chapter 2, the literature review of this research is presented. This chapter inspects the existing works of literature on music and movement related to the paternal bonding. It also explores the differences of paternal role between the Western and Asian cultures.

The second section of this research paper is consisted of the remaining chapters, which includes chapters 3, 4 and 5 of this dissertation. Chapter 3 discusses the execution of research methodology employed for this research. This is a comprehensive explanation of how the research methodologies are carried out during this research and how the researcher accomplished each research methodology to collect data during the research.

The results acquired from methodologies are represented in chapter 4, which are utilised as the foundation for observation analysis. This is continued by studying and inspecting the interview responses from fathers to acquire their standpoints and suggestions.

Chapter 5 is a summary of the entire research. This chapter concludes the results and execution of the study, addresses the limitations of study, as well as providing suggestions for future researches.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter starts by introducing the secondary resources along the literature used in this research paper and the point and proportionality of it will also be explained. The purpose of the review of literature is to discuss the relevant knowledge of the key concept in this study. The chapter is arranging accordingly to the music and movement as the important segment of musical activities in early childhood development, father's role in the 21st century parenting, and parental bonding. This chapter specifically inspects the details of the reviewed secondary resources, and will discuss the relevance to this study. Books, articles and number of published thesis are the resources which apply directly to this study or only contributed as a reference to the author.

2.2 Understanding the Music and Movement

The tendency of movement with music is general among humans. Despite visual art, which is occurring in the space domain, music is flows through the time and when listeners engage with music, the pulse, tempo, and rhythmic patterns bring them in this state (Levitin, Grahn, & London, 2018). During the past decades, by the help of modern neuroimaging techniques, we start to comprehend what happens in a healthy brain when one listen, play, think, and feel music and in which way the underlying structure of the brain can change when one engages the musical training and expertise (Särkämö, Altenmüller, Rodríguez-Fornells, & Peretz, 2016). However, this section of this research focuses on the three main perspectives of music and movement as a good grasp of these aspects are crucial to understand the basics of this phenomenon.

2.2.1 Educational perspectives

Besides the philosophical terms and definitions, researchers performed various experiments to prove the benefits of movement in childhood development courses. For instance, Levinowitz's (2001) research explains that the development of children experiences with rhythm and movements in a natural atmosphere through early physical and language development. He believes that teacher put the right direction of learning by playing music in classroom but he highlights the importance of music playback should be all day long activities while parents or caregivers are taking care of children movement and singing.

Kołodziejski (2014) explains in his journal about the impact of music and movement specifically on children. In his point of view, music and movement, has notable effects on the health and the personality of children. In the conclusion of his paper he explains that the roots of music and movement symbiosis can be found our spontaneity and naturalness. This matter can be used to educate and enhance the communication between people if reasonable music genres or activities utalised for higher goals such as arts, experience, and aesthetic feeling. He also adds "This symbiosis can also help us to rest from everyday exertion and mental stress toward the harmony of body and spirit through therapy and healthy lifestyle" (Kołodziejski, 2014, p. 667).

However, while the importance of the cognitive music education for children will be discussed in the psychological perspective, it is important to mention that some experts doubt whether such education has equal impact on all children. For example, Julie Nicolich (2008) argues that while the music excites many children, it is hard to prove that all benefits equally from an education as such (Nicolich, 2008). She points out that "Differences in socioeconomic status, race, gender, and age can skew results significantly from one study to the next" (Nicolich, 2008, p. 16). Then she suggests that focused studies as well as selecting particular individuals for research will enable researchers to point out

different types of musical instructions that can effectively help with cognitive development to be used by schools.

2.2.2 Psychological perspective

Church (1992) in her book with the title of *Learning through play: A practical guide for teaching young children* recognised the music and movement as the foundation of all beings. Sometimes, movement is referred as a logical inheritance in early childhood education (Retra, 2010). Retra (2010) explained that the true understanding of preschool children movement responses still requires specific knowledge which answers to the concerns about movement. This matter can be helpful to support the musical learning process. Small musical activities with a song for young children suggests that there is an underlying aim which concerns the process of musical learning in a music education setting. However, the importance of educators' knowledge and experience is undeniable.

A good teacher can guide children in appropriate lead for learning progress. Andress (1980) pictures the early music education for children as a body of understanding about music which should be acquire for children. He explains that each experience would face a child to deal with the basic of music understanding and while a child may not be fully conscious of provided musical concept, teacher must be absolutely aware. Most os the parents would recognize their children as musical when they see their children react towards music by movement and it leaves the parents with the big challenge of finding an proper way to support children musical learning (Retra, 2010). In another part of her research, Retra (2010) shares her view about this matter by mentioning her experience with children and their parents. In her opinion, the challenge of making purposeful movements by children below four requires an active body and mind. She also believes that one should acknowledge the body as a crucial tool to feel, and express the music. Early childhood music creation is a sign of duration with an active and mindful

engagement of motor activity. Researcher discovered the signs and symptoms in which body separates its movements from the mind (Young, 1999).

Another interesting research by Chau and Riforgiate (2010) discusses the way that music psychologically effects the development of different aspects of children's mind and body. In a part of the argument, where the general benefits of musicianship is discussed, they mention that once an instrument learnt by a musician and sight reading, she or he can perform in a pleasing way for both musicians and audience. Reading music and sight-reading enables the musician to recognise and play musical notes at the right time. This cognitive process also creates the rhythmic structure. A successful music reading needs correct rhythmic understanding, paying attention to the meter, and other elements which creates to the overall structure of the music (Chau & Riforgiate, 2010).

However, in order to understand that how musical activities help children, by the help of previous researches in this area, this study is going to focus on three major areas that benefit the most from such activities:

1. **Brain Development:** In a research by Norton, Winner, Cronin, Lee, and Schlaug (2005) musical training impacts on the brain of 5-7 year olds is studied. These children were divided into two groups, first group in which music lessons were provided for children and the second group of children (a control group) which received no musical activities. By taking advantage of MRI technology, the team of researchers was looking for the differences in children brain structure. Furthermore, besides MRI scans, the researchers looked for possible differences in visual-spatial, verbal, and/or motor skills between two groups. By observing retrospectively at the brains of children who join the music training continuously and revealed an exceptional achievement, they decided to examine if the brains of these students look different compare to the time that they were not participating in music activities. Moreover, they test whether the respond of these children differs compared to those

who showed less interest to the music. While the results showed no relation between perceptual skills in music and any brain or visual measures, it was observed that these activities had a significant impact on both non-verbal reasoning and phonemic awareness.

2. **Linguistic Development:** A team of researcher consists of Anvari, Trainor, Woodside, and Levy (2002) performed a research on the relations between musical training and linguistic development. In this research the skills of phonological awareness, early reading skills, and music perception examined among 100 children between the ranges of 4-5 years old. In this examination, children received a combination of musical activities with a focus on chord progression, rhythm and melody. Once tasks completed, children were tested on phonological awareness and reading skills. Interestingly, the results of this research revealed that the music skills have correlation with phonological awareness, as well as the skills of early reading. For perceiving music, basic auditory skills, which shares same mechanism with reading ability, is stimulated and this phenomenon helps the children to have an easier development of this skill. On the other hand, the researchers suggested that music perception skill can exercises the auditory awareness which will help children in reading. Another interesting research on the importance of musical activities on the children's reading skills shows the same positive result. Moreno, Marques, Santos, Santos, Castro, and Besson (2009) in a research on thirty-two 8 years old non-musician children discovered that even limited musical activity can enhance the reading ability in children. In this study, children with no background in music were tested for neuropsychological assessments and pitch discriminations before receiving any musical activity. However, after 6 months of musical activities, when the same test was performed, results clearly demonstrate a noticeable improvement in reading skills and pitch discrimination abilities in speech.

3. **Memory Development:** By the help of several studies, it is now safe to say that music activities enhance the long-term verbal memory. In one of these researches by Franklin, Moore, Yip, Jonides, Rattray, and Moher (2008), number of studies on the effects of musical training on the verbal abilities and memory are reviewed. This study revealed that compare to the non-musicians, musicians perform much better on verbal working memory tasks. Musicians also benefits from a verbal long-term memory in compare to people with no music background. This might be resulted from a more developed verbal rehearsal mechanism. In this research participants were divided into two groups. First group consist of musicians who started taking formal music lessons from the age of 10 or younger. The other group, control group, was made of non-musicians who did not play any instrument but have the history of playing one prior to age 10. At the end, the result of this research showed the evidence of a greater verbal working memory span in musicians.

However, in another similar study by Chan, Ho, and Cheung (1998) musicians, compare to non-musicians, where able to memorise and repeat a greater number of words given in a list. Years later, when same group of researcher, Ho, Cheung, and Chan (2003), performed the same test on the exact group of people, results revealed that those who continued their involvement with music could achieve a more significant improvement compare to those who stopped their training.

In the authors point of view, based on the countless number of researches in the benefit of music for children, it is very convincing and apparent that music training and regular engagement with musical activities benefits children in various ways especially when it comes to cognitive development.

2.2.3 The basics of parental bonding

For ages, parental bonding has been practicing in so many different ways. One of the practices which are shared among all cultures is mothers singing to baby in different situations. Huffpost website reports about Professor Shannon de l'Etoile's research on this matter in which she looks for babies react towards their mothers singing and the consequences that it would have on parental bonding. In this research, 70 infants' reactions have been filmed while their mothers sing an assigned song, reading a book, playing with toys and listening to recorded music. Among all the activities, it was obvious that babies had the highest cognitive level while their mothers were singing a song to them. Results in another research by same professor demonstrates that such activity bring a high level of engagement and it stimulates the motherhood instincts in which they would be more intuitive towards pitch, tempo or even the key of the song based on the child's response (D'Souza, 2017).

Therefore, the results in the researches which only involved singing are eye-opening but when music and movements are studied together, significant results would be expected. For instance, in a research about interpersonal synchrony related to increment of personal behavior during infancy, results point towards the importance of synchronized movements with music. In this research, 48 14-month-old infants have been bounced synchronously and asynchronously when the music was played. After session, experimenters accidentally dropped an object on the floor and interestingly those infants who were bounced in sync with music have shown a prosocial and altruistic behavior in which they instantly help to hand it to the experimenters (Cirelli, Einarson, & Trainor, 2014).

Queensland University of Technology performed a research on the benefits of music in family bonding. In the article published on their website. In this study which was focused on the help of music in bonding children with disabilities with their parents,

results show a positive improvement in social and communication skills as well. This article states that the music therapy effects children with disabilities positively. But the effects of such therapy on parents' mental health was more interesting as it surprised the researchers that music therapy can share the positive experience for both parent and child. Also, effective connections between the children and parents were observed (Queensland University of Technology, 2011).

2.2.3.1 Parental bonding instrument

Based on Perrelli, Zambaldi, Cantilino & Sougey (2014) reviewed studies, researcher found some parental bonding assessment tools such as are Maternal Fetal Attachment Scale (MFAS), Paternal Fetal Attachment Scale (PFAS) and Maternal Antenatal Attachment Scale (MAAS). However, these scales are only suitable for measuring parental bonding during pregnancy. Researcher also found some tools which are most frequently utilised for evaluating mother's emotional response in relation to the Baby in the postpartum period, for instance, Postpartum Bonding Questionnaire (PBQ), Mother-Infant Bonding Scale (MIBS), Parent-to-infant Attachment Questionnaire (PAQ) and Maternal attachment inventory (MAI). Among all mentioned tools used for postpartum period, PBQ was the most often used questionnaire in Perrelli *et al.* (2014) reviewed studies. There is not much studies found related to paternal bonding measurement in these particular reviewed studies especially between father and toddlers.

Suzuki and Kitamura (2011) stated that Parker had postulated that there are two main domains of perceived parenting styles of care and overprotection. According to these two domain theories, Parental Bonding Instrument (PBI) had been developed by Parker *et al.* In this instrument, respondents were asked to retrospectively assess the information of being raised by their parents in the first 16 years of their life. Two bipolar factor scales, care and overprotection were consisted in PBI. It is worth mentioning that care is structured upon the care and indifference while on the other hand, overprotection

aspect is based on overprotection and autonomy. Considering the two parenting aspects, there are five types of style including average parenting, optimal parenting, affectionate constraint, affection less control and neglectful parenting.

Among the instrument designed by Parker, Cubis, Gomez-Benytto, Murphy, Kendler, Uji (2011), researcher has to decide which model is the most appropriate among all models mentioned. According to Cock and Shevlin (2014), study found that overprotection dimension is broken down into further sub-dimensions, overprotection and authoritarianism. While this three-factor model was agreed by many studies, there were some studies have proposed that a four-factor model provides better fit for eastern populations such as Japan and China.

Besides the two factors of physical and educational, emotional or psychological which include love, affection, nurturance and health care is fundamentally important. Good parenting is taking care of both cognitive-emotional development and physical at any age. Compromise in these factors would be resulted into child's problem in health, survival, development and dignity. These problems in the older age would be sympathised as the health and physical issues, emotional and cognitive development as well as psychosocial and behavioral problems. The PBI is designed to quantify the parental contribution behavior in the development of appropriate parental bonding (Karim & Begum, 2017).

2.2.4 The effects of musical activities on emotional bonding

The general positive effects of music and movement can be found in number of articles and studies. In many of these studies, however, the stimulation of parental love by musical activities are discussed as part of extra significant observation of the research paper. Furthermore, the researcher was not able to find a study which specifically focuses on how does music and movement stimulate the emotional bonding of fathers and children.

In an article on Psychology Today by Jeanette Bicknell (2013), the general advantages of music and movement is discussed. By referring to several other researches in this field, Bicknell (2013) explains that how does musical movement relates to the emotional stimulations. She explains that the results strongly demonstrate the presence of a shared foundation in emotionally expressive music and movements. These examinations help the researchers to understand the relations between music and emotion. The evidences suggest that the dynamic aspects of emotional expression can be culturally universal, and also share similar dynamic contours in music and movement. Bicknell (2013) also saying, by considering the shared structure between music and movement, how might that structure have played a role in human evolution? It is necessary to perform these experiments with different populations in different places of the world so that a clear understanding of the relationship between music and movement can be achieved.

However, in the case of music and movement role on bonding with children, a recent significant research by Sui and Cheung (2017) demonstrates a concordant result. In this study, a group of twelve and twenty-month-old infants exposed to emotionally concordant and discordant music. The group of 20 months old showed a notable reaction to the musical and facial expressions, which was a proof of their sensitivity to musical emotions. The result of this research suggests that the responsiveness of infants to the musical emotion and action involved with emotions can be a prof of existing capacity to represent emotion by infants, which can be encountered as the foundation of future social communication development (Siu & Cheung, 2017).

2.2.5 The effects of parental involvement on children

The participation of parents in musical activities can have a permanent effect on children. A research article by Wallace and Harwood (2018) suggests that the musical engagement between parents and children results in a strong relationship and bonding in the adulthood. This research, which was performed based on the musical engagement communicative

dynamics, clearly demonstrate that such activities which help the interpersonal coordination as well as the unanimity between parents and the child (Wallace & Harwood, 2018).

Myers (2019), a clinical child and adolescent psychologist, explains that one can say that taking part in a musical activity makes the participants more in tune with each other. In his opinion this synchronisation is more than musical experiences in everyday life. His research indicates that the empathy development during childhood leads to prosocial behaviour which also includes cooperation and social interactions improvements. Then he adds, parents and children can interact musically in many ways. Parents singing a lullaby to their baby can be often the first musical practice. Parents usually like to sing for their babies and young children. This practice not only helps the bonding, but it's also necessary to language development (Myers, 2019).

In another article by Adrienne M. Wills (2011), the significant of parental involvement in early childhood music program among musical home environment is discussed. In this paper the researcher was looking for the parents' attitudes who are involve in the early childhood programs. The findings of this paper, however, show a high level of satisfaction among the participants. The important point is the almost all participants believed that their involvement benefited themselves and their children simultaneously. The parents in this research claimed that the instructions in the class equally benefitted themselves and their children (Wills, 2011).

In the author's point of view, the outcome of parental participation in early childhood programs can have a permanent effect on both parties. When the children and parents are joining such classes and share the activities, many factors such as body-language and physical contacts suggest a development of a better foundation for their future relationship.

2.3 The Effects of Ethnicity and Cultural Background on Parenting

In order to gain a better understanding of paternal relationship, one should consider the cultural and ethnical variables as an important part of this phenomenon. Thus, a good grasp of parenting fundamentals is crucial to be reviewed.

2.3.1 Understanding the four styles of parenting

Before mentioning the role of ethnicity, it is important to understand the definition of different types of parenting. A typology which is developed by Diana Baumrind (1967), divides the styles of the normative parenting into four categories of Authoritative, Authoritarian, Permissive or Indulgent, Withdrawn or uninvolved. Below, each of these types are discussed in detail:

- 1. Authoritative parenting:** These types of parents expect many achievements from their children. However, this type of parents stays close, warm and responsive when their children need them. In this type, the boundaries and rule enforcement is dictated by an open discussion between parents and children. These parents, which also refer as Dramatic style parents, are well-known for being supportive and encouraging their children to stay independent. In general, the children of this group of parents look happy and content, tend to be more independent, are more successful in achieving higher academic status, are confident and have a very good self-esteem, can interact with others by employing necessary social skills, experience a better mental health (less depression, anxiety and, suicidal attempts), less chance of alcohol and drug use, and finally, less tendency of exhibiting violence.
- 2. Authoritarian parenting:** These types of parents demand a lot but have a low responsiveness. While the name 'Authoritarian' is very similar to 'Authoritative', a number of important elements separate these two groups from each other. It is clear that both parental types demand a lot from the children but unlike authoritative parenting, authoritarian parents expect a blind obedience by utilising phrases such

“because I said so”. This type of parenting dictates high standards of discipline and for a better control employs punishment in various ways. The needs of children of these types of parents are not nurtured as they generally are not responsive. Children of these parents mainly have an unhappy state of mind, do not appreciate the independency, feel insecure, suffer from low self-esteem, have behaviour problems, have a low academic achievement, are not equipped with necessary social skills, experience more mental issues, and are more prone to drug and alcohol use.

- 3. Permissive (or Indulgent) parenting:** This type of parents has a low demanding but a very high responsiveness. Permissive parents generally hesitate to enforce rules and boundaries and they do not like to disappoint their children. In addition, they usually are very warm and affectionate. As the result, the children of this group are not able to follow rules, are very bad in controlling themselves, tend to be selfish with egocentric tendencies, and have various problem in building relationship or interact with others.
- 4. Withdrawn (or Uninvolved) parenting:** These parents have low expectations and also do not pay enough attention to their children. Also known as neglectful, this style of parenting does not have high standards and do not care for boundaries as much. They pretty much look like strangers to their children and do not involve themselves in their lives. This type of parents usually experienced a hard childhood or suffer from mental illnesses themselves. The result of this type of parenting generally will be children who act without forethought, have trouble in controlling their emotions, are more prone to delinquency, have high tendency to addictive substances, and more tendencies of suicide in adolescents (Baumrind, 1967).

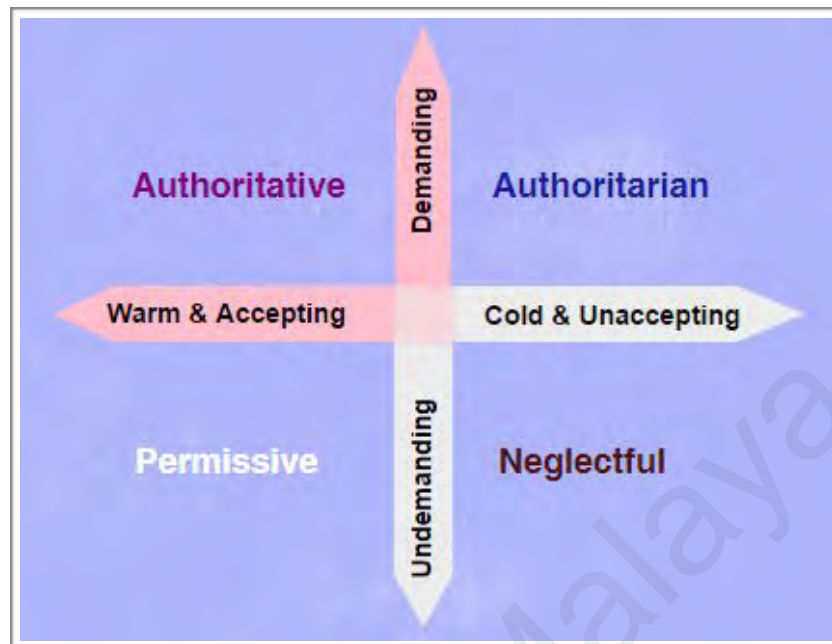


Figure 2.1 A demonstration of four types of parenting

2.3.2 Previous studies on the effects of ethnicity of parenting

Previous studies generally discuss the effects of ethnical background on parenting, and not many specifically focus on the paternal side. However, one may claim that such effects can affect both father and mother in a family in a same way. Therefore, in this section those researches which particularly focus on this issue are reviewed.

Although the outcome of authoritative parenting seems to be reasonable, but the important question to ask is does ethnicity and cultural background has any effect on the results as well? In a study on ethnic differences in adolescent achievement by Steinberg, Dornbusch, and Brown (1992), researchers collected a large sample from high school students to examine the differences in (1) practices of parenting, (2) education value in family, and (3) the youngster opinion regarding the occupational reward of academic achievement. Interestingly, the result of this research revealed that White youngsters benefited from the both authoritative parenting and peer support for their achievements while Hispanic youngsters suffers from authoritarian parenting as well as the low peer

support. On the other hand, the researchers realised that the high academic achievement of Asian-American youngsters is due to a negative consequence of authoritarian parenting and African-American students suffer from lack of peer support while their achievements are the result of the authoritative parenting (Steinberg, Dornbusch, & Brown, 1992).

In the opinion of the author of this research paper, and as the result of the study demonstrates, ethnicity and cultural background can affect the outcome of any type of parenting around the globe. However, most of the times, the term 'race' and 'ethnicity' are used interchangeably. It is important to consider that 'ethnicity' is about the community which more or less share common cultural activities, as well as the historical background. Moreover, while the change of ethnic identity is possible, it has the capacity of self-maintenance and drastic incorporation in a high degree (Phoenix & Husain, 2007, p. 4).

In case of Asian style of parenting and the way that it is influenced by the western culture, there are plenty of researches on Asian-American parents to understand how these two cultures react when they come together in a family. In one of the significant papers by Park, Kim, Chiang, and Ju (2010), findings show that, in general, Asian parents have more tendency towards the authoritarian style of parenting. In the discussion of their paper, it is demonstrated that the percentage of families with authoritarian parenting style is more than permissive style. Also, results show that rating of authoritative style is higher than permissive style. Based on this study, the tendency for authoritarian parenting among Asian American parents is very high. In addition, a partial support for hypothesised relations among the styles of parenting, parents' commitment to Asian values, enculturation, and conflict between families of Asian American college students can be observed. This study also adds that the relation between parents is not mediated by the permissive and authoritative parenting styles. With focus on permissive parenting style, no significant relation between possible family conflict and permissive style was

found. In spite of the fact that it is hard to explain this nonsignificant finding, it is safe to say that Asian American family conflict is not effected by lenient parenting. However, the findings suggests that the restrictive and autocratic perception of Asian American parents is playing the main role in conflicts. (Park et al., 2010).

By studying various sources, the author of this research paper believes that the authoritarian nature of Asian style of parenting can pretty much maintain its characteristics even when it faces an alien culture. This matter, however, can be true for both Asian fathers and mothers, who grow up with the same Asian style of parenting.

Based on the author's experience of teaching a completely western designed music and movement course to the Asian parents and children, as well as evidences demonstrated in the chapter 4 of this research paper, the effects of cultural collision can also be experienced even in a small group of Asian parents in a small class.

2.4 Father's Role in the 21st Century Parenting

Due to enforcements of the new era's requirements such as growth in population of female workforce, unpredictable economical system and the effect of cultural mainstream, the roles of the genders in modern families are redefining. Traditionally, father of a family would be known as the provider of the family's needs. However, due to factors mentioned above, fathers of this era understand the incomplete definition of traditional fathers' role. Today's paternal is also included nurturing and guidance in which a heart-to-heart relation is necessary (Bean, 2015). Statistics show that more fathers are engaging in children's rearing compare to past decades. Based on the figures, the population of stay-at-home fathers is significantly increase. By looking at the numbers from U.S. Census Bureau, in 2002, 105000 fathers spend their time at home to take care of their children. Interestingly, this number had a notable growth of 33 percent in only six years which raise it to 140000. This is worth mentioning that this number does not include fathers who work at home or same-sex couples who have adopted (Bean, 2015).

Bean (2015) also includes that paternal active participation in child upbringing is not a trend.

It is noteworthy that unlike fathers, the relation of mothers towards children is constructed biologically. By keeping these factors in mind, it is advised for fathers to educate themselves to be a better role in future.

Based on the numbers from Statistics New Zealand, almost 36000 Kiwi men chose to be a full-time fathers back in 2013 census. This statistic however, shows the number of 195000 women with same occupation at the same time. Based on prediction, it is expected that in the near future, the fast increment in full time fathers number even out the figures of both genders. Meanwhile, in the UK, one out of seven fathers are the main care givers (Owens, 2017).

The decision of becoming full time caregiver as a father is due to one of the following reasons: (1) high income of their spouses; (2) personal choice to become a full-time care giver; and (3) hesitating of involving a third person to take care of children. The choice of becoming full time caregiving fathers would demonstrate the change in definitions in 21st century. In the modern days, no man would evaluate by their financial status, nevertheless, one would be called truly successful man who enriches his true values.

Good numbers of studies demonstrate plenty advantages which would come with full time caregiving of fathers in early stages of parenting. The earlier parental bonding, the more last-longing it would be. Researchers in Monash University figured out that 85% of surveyed fathers claimed that they would stop their career for three months in order to look after their new-born if there would be no financial threat to their families.

In this millennium, the growing of awareness in differentiation of different types of fathers is understandable. This is included non-residential fathers, divorced fathers,

stepfathers and gay fathers. Fortunately, the awareness of society has been raised and many people agreed that a good fathers may come in variety of sizes and shapes.

2.4.1 Existing literatures on father and child bonding

Based on an intensive research by the author of this paper, unfortunately, there are not many existing works of literatures which specifically focus on the issue of bonding between fathers and children. However, there are plenty of articles that discusses this matter in the form of parental bonding or maternal bonding.

When it comes to the differences of fathers and mothers parenting, it is believed that children can easily differentiate the contrast between these two types of parenting because fathers sound and smell different than mothers. They also play and behave differently and that would be a big help to the children's sensory experiences (Cummings, 2017). It is almost impossible to underestimate the father's role in the children's life. Based on the recent researches the involvement of father will benefit the social, emotional, behavioural, physical and cognitive development of children. Also, recent analysis reveals that a loving and involving father is equally important to having a mother with the same character (Cummings, 2018). In general, unlike mothers, fathers love to engage in rough and physical activities. Activities such as 'muck around' play, chasing, and spinning around. These activities, in fact, are very much helpful to the children's brain development. In fact, these types of movements stimulate the brain stem as well as the cerebellum (Williams & Cummings, 2017).

Since this research is being conducted in the region of south east Asia, Malaysia to be precise, it is important to consider the fact that still there is a preference for male-gender child in general (Lundberg, 2005). It is also equally important to understand if this child-gender biased idea has any effect on the relation of parents, specially fathers, with their daughters or sons. While this topic requires another dedicated research but luckily, based on an academic research, it is observed that recent population of young men and

women received comparable education level and evidences suggests that these two genders are treated equally (Taubman, 1991).

In the author's opinion, the role of mother and father are equally crucial for the child. However, based on authors personal experience and existing works of literatures, the nature of paternal can be defined as more active compare to maternal nurturing. This is regardless of child's gender and age. However, the possible differences that gender of the child might dictate to the style of parenting will be discussed in the next section.

2.4.2 The effects of child's gender on paternal relation

This question is one of this paper's survey questions which is asked from parents whose activities with their children has been observed in the music and movement classes. While the fathers' responses to this question will be discussed comprehensively in Chapter 4 of this research paper, but the author believes that it is also crucial to look at the previous observations by other researchers.

In one of the researches by Harris and Morgan (1991) researchers focused on 184 pairs of siblings and recognised the elements with variability in both within and between sibship. Findings shows that characteristics which differentiate siblings, including age and gender, affect within-family variability. Other factors that associate with father's engagement across sibships are the order of the birth, the level of the education of father, and the wife's level of marriage satisfaction. Meanwhile, further analysis on the effects of the gender revealed that while daughters receive less attention from fathers compared to the sons, such differential would be attenuated when the daughter is in a sibship with more brothers. It means that daughters with brothers have the advantage compare to the other girls while for boys this advantage exists if only, they be the 'only boy' in the family (Harris & Morgan, 1991).

Another team of researcher who studied the sensitivity of both father and mother towards their children found that gender of children will not affect the paternal sensitivity.

However, fathers are more intrusive towards their youngest male child compare to the old one. In addition, this study showed that mothers are more sensitive and nonintrusive behaviour towards children and fathers. One may explain this phenomenon by the fact that usually mothers are the primary caregivers and also, they are more familiar with their children's attitude and behaviour (Hallers-Haalboom, et al., 2014).

As mentioned earlier, the researcher is going to find the answer to the question that whether the children's gender effects the paternal bonding by surveying the fathers who are the subjects of this research paper. The findings, of course, can clearly picture the mindset of Asian fathers, as all participants are from the same region as the researcher.

University of Malaya

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter describes in detail on how the proposed research methodology in Chapter 1 is implemented in this research in order to obtain the data. This is a qualitative research in which the study will be divided into two parts. The data and information for this research are collected by utilising both primary and secondary methods, which will be described in this chapter. Once data is collected, it will then be analysed and discussed in Chapter 4. The outline of this chapter will be organised as follows: (1) research design; (2) instrumentation (bonding assessment); (3) data collection procedures; and (4) data analysis procedures.

3.2 Primary Method

The primary method is based on first-hand data collection related to the research topics through the analysis of the questionnaire, closed observations and revision of the recorded video files. All these aspects will complement the triangular perspective of data collection for this paper. This will involve observing fathers and children who involved in the existing class activities.

To collect data using primary method, the researcher observed and video record seven pairs of father-child music and movement classes for three weeks in row (6 classes with the length of approximately 4 hours and 30 minutes in total), distribute questionnaire for fathers at the end of the third week, and study of secondary resources related to the topic. This entailed survey foremost involves the father of children who have been observed by the researcher for 3 weeks. Since the number of the fathers who regularly accompany their children to musical activities classes is extremely limited, the researcher had to wait for a significant period of time for a class with considerable number of fathers. However, another limitation was dictated by the educator of the classes in which the

researcher was only allowed to observe and record the classes for three weeks. The researcher also reviewed and observed latest analytical and descriptive secondary resources regarding their statements and opinions of the issue as stated, the primary methods used in this research are observation and interview with accurate analytical description from different aspects, and studying the secondary resources including latest issues which are explained in details as follows:

3.2.1 Instrumentation

According to Perrelli *et al.* (2014), selecting the most suitable tool for a certain study requires verification of its psychometric properties which are validity and reliability. Measuring relationship between mother and child with inaccurate tools utilization will result in controversial and questionable data. Thus, there is a necessity to understand the elements of several tools and possibilities for use in the context of Klang Valley fathers and toddlers between 11 to 30 months old in detail, considering the peculiarities of this population.

In this study, paternal interaction (emotional interaction) is evaluated with researchers' self-designed PBI adapted and based from an Parker *et al.* (1979) and other recent PBI (Karim and Begum, 2017); and (Suzuki, 2011).

3.2.2 Data collection procedures

The primary data which has the most authenticity and reliability is obtained from the first-hand experience which has yet to be published. This includes interviews with numbers of selected fathers and observing activities at designated classes. For these data to be collected, observations would be recorded on video recording. In this study, two main methodological perspectives have been combined which are questionnaire and observations to obtain a set of triangulated data.

3.2.3 Questionnaire

Selected fathers were provided the questionnaire in order to obtain information as well as their standpoints regarding the effect of the particular activities in the class. The open-ended question could provide in-depth information as the participants (fathers) are experiencing the effect of the activities during the class. The approach towards creating a better bonding between toddlers and fathers can develop the idea by the help of which people can understand the effectiveness of paternal bonding.

However, as it was claimed, due to the tight working schedule, fathers mostly refused to join a face-to-face interview. Therefore, the researcher forced to learn the benefits and limitations of data collection by online qualitative interviews. There are number of studies on performing long-distance interviews. These papers support the idea of interview data collection by telephone (Lechuga, 2012) and other platforms such as tablet applications (Ericsson, 2017). Based on a recent publication by a team of researchers, there are already number of official interviews which are successfully conducted on the online networks and social medias (Flick, 2018). By studying the advantages and limitations of new technologies, and by the suggestion and agreement of fathers, the author of this research paper performed the interview through the WhatsApp mobile application.

Once questions were sent, the participants shared their experience with the researcher based on the open-ended questions which prepared prior to the interview. This type of interviewing has root into the researcher's interest to be informed about the lived experience of others and also to understand the definition they provide of that experience. At the centre of interviewing research is the attraction in other individuals' stories. Due to this reason, coding interviewees or put them under the pseudonyms can be very hard task.

The researcher believes that open-structured approach will not provide accurate information for this paper. One of the major reasons is the vastness of the obtained data which would be too general to be analysed. Two favourite approaches of this kind are role-playing and story-telling. As one can expect from the title of these approaches, either of these methods will not be a precise guideline to drive this research.

The questionnaires were distributed among the fathers after the third sessions of observations. The respondents had been asked to fill up the questionnaire in the class and provide explanation for all questions. It is also important to mention that due to busy schedule of some fathers, questionnaires have been sent via Whatsapp application. However, their responses were later transcribed into physical paper and attached to the appendices of this paper.

3.2.3.1 Questionnaire analysis

Since a considerable portion of the data obtained through the investigation is text related, the researcher took advantage of a number of online text analysis websites. Before further explanation, it should be considered that the paid text analysis softwares are mainly very expensive as they are mainly designed for an academic environment, not an individual. However, there are a number of very well-regarded free text analysing websites which, based on the reviews and feedbacks, do a decent job in their category. Also, it should be noted that these free services usually come with some limitations such as lack of control over some features such as changing the font size and type, table arrangement and other basic details as such. IntenCheck, a free text analysis service, is one of the main tools that the researcher took advantage of. By entering the answers obtained from the questionnaires into the analysing section of this website, the algorithm analyses and checks the communication style of the respondents. This includes intent, emotions, and attitude which is hidden inside the text.

Besides, in order to have a better visual representation of the responses, the researcher utilised the Word It Out free word cloud analysis service. Word cloud, which is also known as tag cloud, would provide a visual representation of text. These tags are usually single words which based on their frequency in the text have a bigger or smaller size compare to the rest of the words.

3.2.4 Observation

Observation and video recording are main sectors of the qualitative research methodology. First-hand information relating to the research would be obtain from observation. Observing the emotional bonding and the responses of both parties (father and child) to the activities in the class provide the fundamental data for result analysis which will be combined and completed with the information obtained from interviews and questionnaire. Observation also provides the chance of inspection at the exact moment of activity execution. This way, the researcher is able to gather valuable momentary data while both parties are completely focus on class instructions.

The researcher remains passive in the class as she only observes the participants with different aspects. Meanwhile, class activities are recorded on a digital video format which meant to be utilised for precise study of the interactions and emotions of fathers and children at the moment of performing the activities. The frequency of observation is once a week for three consecutive weeks in order to observe and take notes from the emotional bonding progress.

The data and necessary information for this research are obtained using both primary and secondary methods. Primary method is based on collecting first-hand information relating to research period. The authenticity and reliability of data which were collected by this method is far better because it is coming from the first-hand experience. This includes interviews with informants, observation at designated activities to obtain the data for the research. To collect data using the primary method, researcher

interviews prominent figures which are fathers and children doing activities which were designed to strength the bonding. The researcher observes the setup of the class and also interviews various fathers regarding their statements on the effect of the activities as mentioned.

3.3 Secondary method

Unlike the primary method which employs the data obtained first-hand, secondary methods require information collection from secondary resources. Data from secondary method is based on the findings from other researches which are relevant to this research. This involves gathering of the results of other researches through reports, articles, books, journals, and internet. The data collection obtained through this method is summarized, analysed and discussed in the chapter two to support the topic of this research. This method is functioning as the foundation of the research in early stages in order to help and support the viability of the topic of this research.

As the data collection for primary method needed a lot of effort and time in order to design an easy-to-understand but yet purposeful survey, the secondary resources were more available as the materials were accessible mainly on the internet. Therefore, some of the resources such as books which were only offered in a digital version (e-book) have been purchased by the researcher. This purchase helped the author to have access to the information which was not available in any other sources. This will assure the researcher that enough information and evidence is collected to make the valuable primary method for this qualitative research.

3.3.1 Content analysis

At the early stages of this study, the researcher analysed and collected information from books and literatures in order to understand the definition of music and movement, and its various aspects. Publications related to the paternal bonding and its relation with musical activities, the role of the race and cultural background on bonding, and gender

influences on paternal bonding were reviewed. This is to ensure that this paper is viable and collection of all relevant information is backing up the topic of this research. Through the collecting of data during the analysis of secondary resources, it is found out that there is little to no particular publications or literatures regarding the effects of music and movement activities specifically on paternal bonding. Because of limitation of literature resources, the researcher referred to the internet to collect more data from official and recognised websites.

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CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter is divided between two sections - the first section includes the result analysis which was acquired through the methodologies discussed in the previous chapter whereas the second part consist of discussion of the fathers' explanations by analysing the descriptive answers of the open-ended questions. Finally, all responses are attached to the appendices of this research paper as a reference of future researches.

4.2 Analysis and Results

This analysis is based on the close observation of activities of fathers and children in music and movement classes (2 classes in 3 weeks with a total of 6 classes each with approximate length of 45 minutes), analysing approximately 4 hours and 30 minutes of recorded classes on the digital video files, as well as examining the fathers answers to the questionnaires. As mentioned earlier in chapter 3, the researcher has recorded each class on a digital video file format for analysis of the content of the classes as well as the future inspection of fathers and children reactions to the music and movements activities. The revision of the video files, combined with the close analysis in the class enable the researcher to perform a precise analysis of the situation.

On the other hand, the open-ended questions of the survey give a clearer picture of what fathers think about these activities. As open-ended questions encourage a descriptive answer compiled by the subject's knowledge and feelings, the researcher can obtain a more in-depth understanding of the fathers' standpoints. For the measurement of the questions, obtained results from the table, bar graphs and word cloud analysis will be utilised. Respondents were required to answer all 10 questions in the questionnaire. The following are results for each question that have been obtained through the preceding

research methodology. In the next part of this chapter, discussion and findings, the result of the survey analysis will be examined with the outcome obtained from the observations.

4.2.1 The effects of music and movement activities on the children

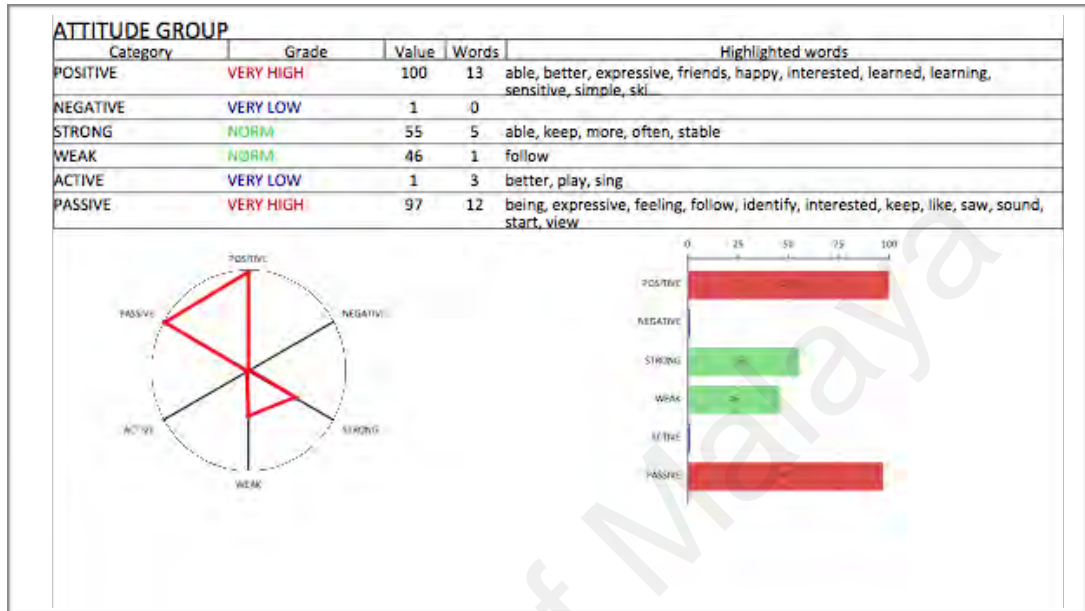


Figure 4.1 Attitude analysis of the responses to survey's question 1



Figure 4.2 Word cloud analysis of the responses to survey's question 1

The attitude analysis of the answers to the question 1 can be observed in Figure 4.1 and the analysis of common phrases and words of the answers to the same question can be found in Figure 4.2 and. By gaining the value of 100 in the chart of the words in figure 4.1, there is a very strong positive response to the question 1 of the survey. Highlighted words such as expressive, happy and sensitive shows the way that fathers mainly tend to describe the effect of music and movement activities on their children.

On the other hand, more aspects of these description can be understood when looking at the word cloud analysis of this questions. The repetition of the word music, more, follow and rhythm can be a proof that fathers felt a very sensible change on their children after joining the music and movement activities. The answers to this question can be categorised in two main observations as it is shown in the table 4.1.

Table 4.1

Categorisation of the main effects of music and movement activities on children described by fathers

Category and definition	Example from each discipline
Developing rhythmic cognition Some fathers claim that their children get more sensitive towards the rhythm and beat of the music.	1- He will follow music rhythm and follow what is instructed in lyric. 2- She has more interest in music (and) follows the beat. 3- More sensitive to sound and rhythm.
Sound identification Where children are more conscious about the sound.	1- She is definitely more expressive and can identify (the) tones. 2- Aside from being emotionally stable, she is also able to recognise sounds (instruments, animals, etc).

4.2.2 Observation of significant differences before and the after activities

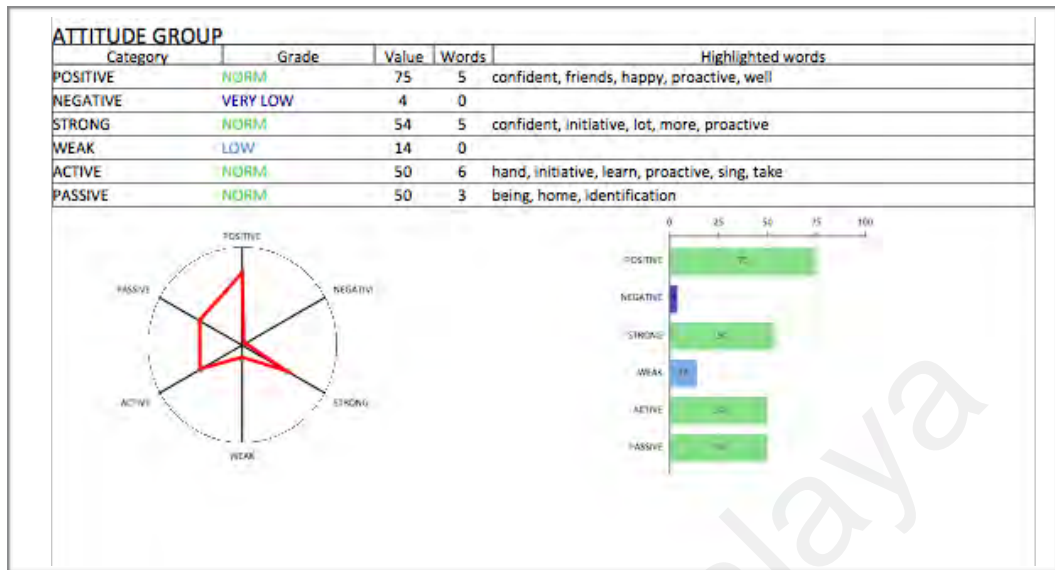


Figure 4.3 Attitude analysis of the responses to survey's question 2



Figure 4.4 Word cloud analysis of the responses to survey's question 2

The responses to the questionnaire's second question in which respondents were asked about observing significant differences in their children before and after participation in music and movement activities are positive. Based on the result from the text analyser shown in Figure 4.3, use of words such as confident and proactive demonstrates a strong and positive nature of the responses.

On the other hand, the word cloud analysis of the same question reveals the emphasis on the words such as hears, learn and music. The responses mainly fall into two main groups as it is demonstrated in the Table 4.2:

Table 4.2

Categorisation of the differences before and after music and movement activities on children described by fathers

Category and definition	Example from each discipline
Enhancement of physical, mental and social activities Where more physical and mental activities as well as social interactions are reported by fathers.	1- More proactive. Starting to interact with new people. 2- She likes music a lot and (she) is more confident. She learns to share things as well. 3- Clap her hand when heard some sounds. Take initiative to (turn) "ON" music at home and in the car.
Memory enhancement Mention of better memorisation and learning.	1- She remembers what she hears in the class and (she) performs at home. 2- Memory and identification of music being played in the class. 3- They learn some vocabulary from the class.

4.2.3 The help of music and movement activities in emotional bonding

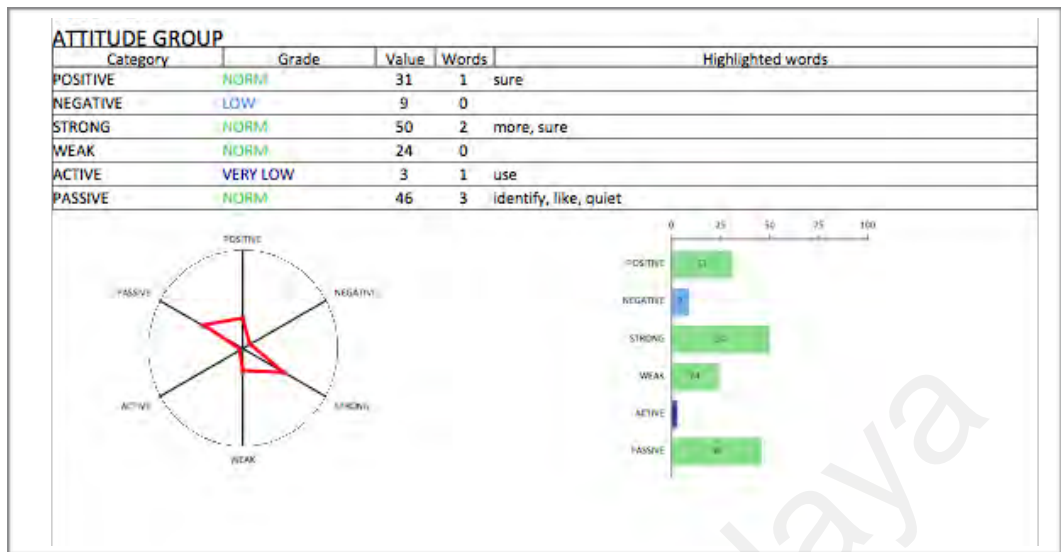


Figure 4.5 Attitude analysis of the responses to survey's question 3

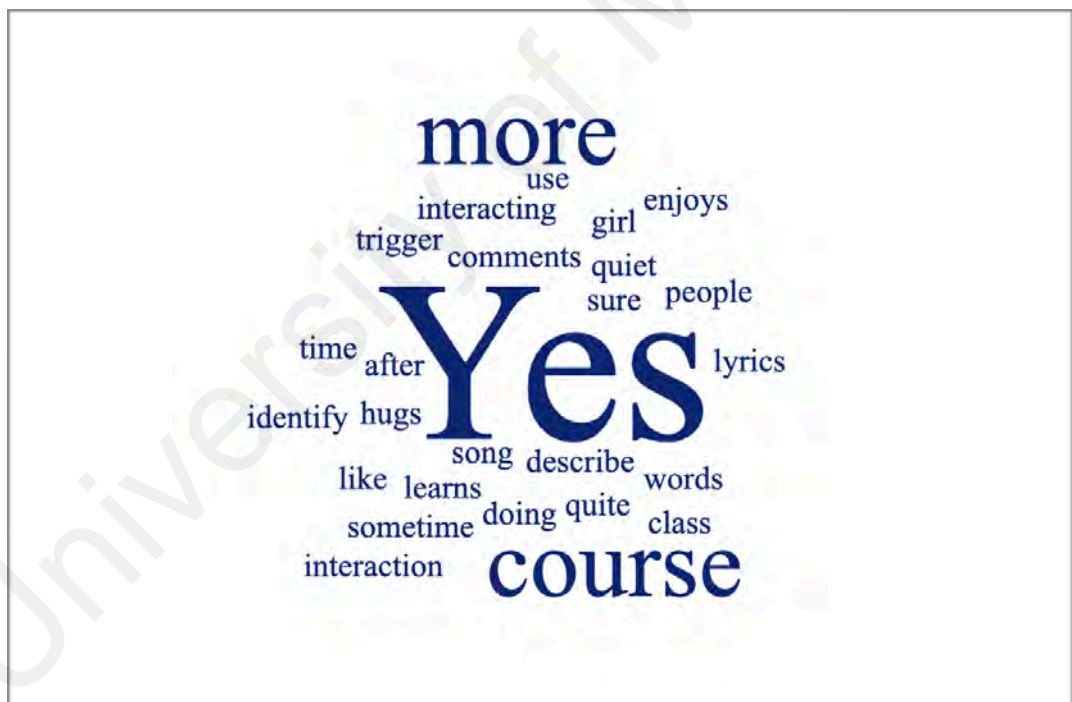


Figure 4.6 Word cloud analysis of the responses to survey's question 3

Figure 4.5 shows the attitude analysis of the answers to the survey's third question. It is clear to see that analysis demonstrates a very strong and positive result. On the other hand, by looking at the word cloud analysis, one can easily realise that the very first common word utilised by respondents is the word Yes. Combining the results of both attitude and word cloud analyser can provide the assurance that fathers had a very strong positive feeling towards help of music activities in emotional bonding.

Interestingly, while some fathers easily identify the enhancement of the emotional bonding, number of them were not able to clearly identify any changes. For a better demonstration, the researcher would categorise the questions in two groups as below:

Table 4.3

Categorisation of the emotional bonding enhancement by fathers

Category and definition	Example from each discipline
Enhancement of physical and non-verbal interactions Some fathers claim that their children get more interactive non-verbally.	1- Of course! Couldn't describe by words. 2- Yes, she is enjoying what she learns in class with me. 3- Yes. My daughter hugs me more after this course. We like the "quiet time".
Failed to identify any changes Where fathers failed to identify any significance.	1- Not sure. 2- No comment. Can't quite identify.

4.2.4 The favourite activity of fathers for emotional bonding

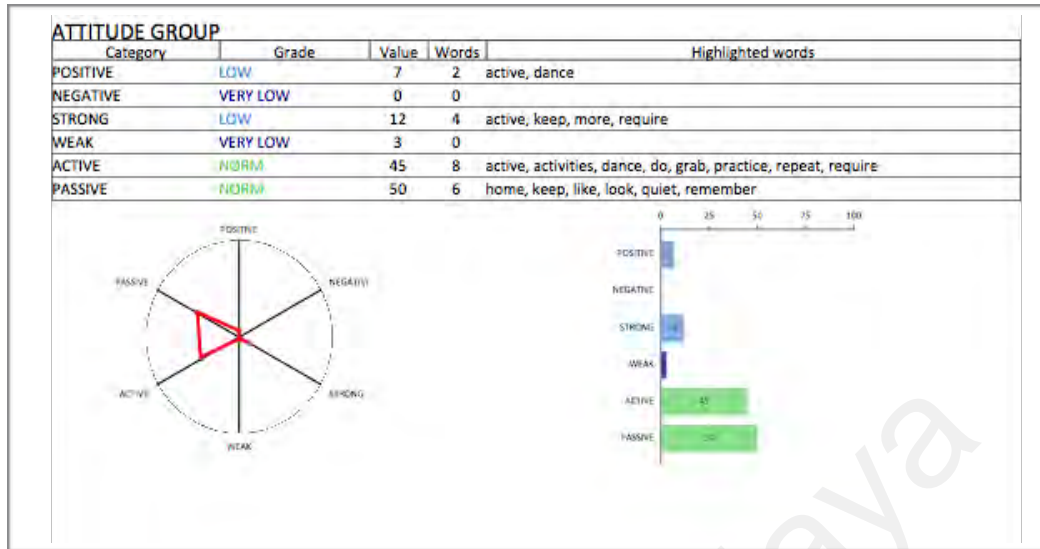


Figure 4.7 Attitude analysis of the responses to survey's question 4



Figure 4.8 Word cloud analysis of the responses to survey's question 4

The demonstration of question 4 attitude and word cloud analysis can be found in figure 4.7 and 4.8 respectively. By looking at the Figure 4.7, it is plain to see that responses to question 4 of the survey are very active in nature. However, active in this context can be defined as the activities which mainly mentioned by the fathers repeatedly. Words such as dance, grab, practice and repeat which are mentioned in the figure 4.7's highlighted words. Meanwhile, word cloud analysis provides a more in-depth analysis. As it can be seen in the centre of the figure 4.8, the word 'Story' has the largest size of all. Interestingly, a number of other largest words such as 'Book' and 'Telling' are related to the 'Story'. One can conclude that storytelling and verbal activities have the major impact on the emotional bonding between fathers and children. Therefore, based on the detailed analysis, the responses to this question can be categorised as below:

Table 4.4

Categorisation of favourite activities for emotional bonding

Category and definition	Example from each discipline
Physical activities The responses which endorse the physical activities such as dancing.	1- Activities which require cuddling and 2-way communication. 2- Yes, she is enjoying what she learns in class with me. 3- We practice ... with the movements taught in class. She (can) identify the music and we dance along.
Verbal activities Fathers who found verbal communication more appealing.	1- Yes, we did repeat some of the activities at home. Like story book telling, singing the same song with the children. 2- Story time, once I took the story book, she will keep look at me ...

4.2.5 The effects of the parents' physical participation on children

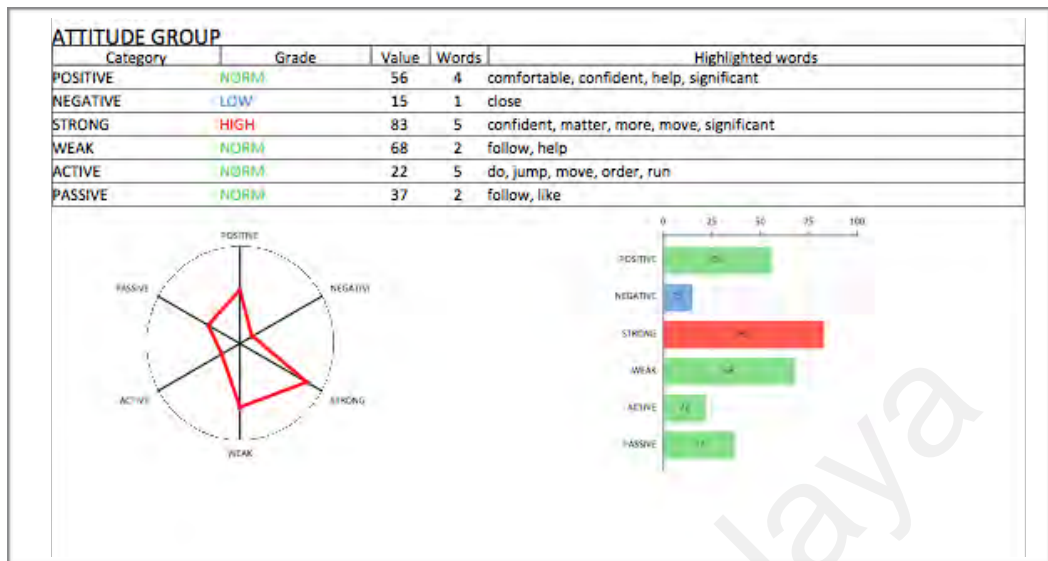


Figure 4.9 Attitude analysis of the responses to survey's question 5

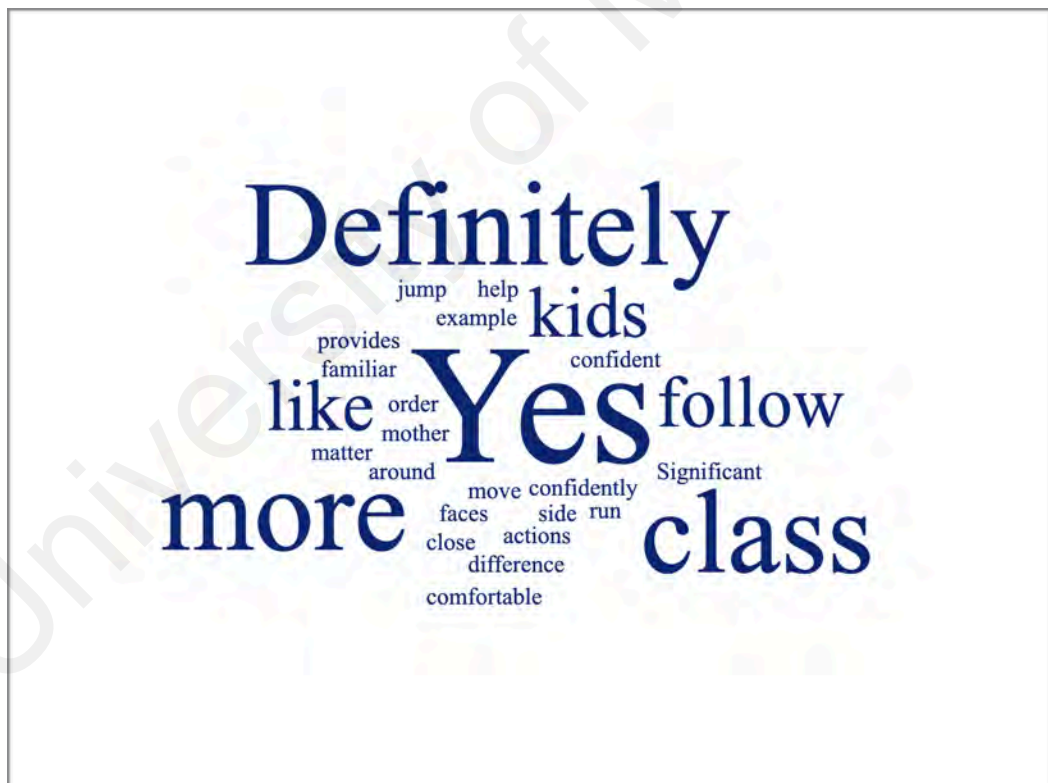


Figure 4.10 Word cloud analysis of the responses to survey's question 5

The analysis of responses to the question 5 of the survey can be found in Figure 4.9 and 4.10. In Figure 4.9, the text analysis is represented while the Figure 4.10 is demonstrating the frequency of the word usage by respondents in the form of word cloud. One can easily observe that the response to the positive effects of parents in class with children is strongly positive. As it is revealed in Figure 4.9, the only attitude in the analyser which possess the high grade is ‘Strong’. Meanwhile, the word cloud demonstrates very powerful words such as Definitely, and Yes.

A close review of the responses from the fathers shows that, except only one response, rest of the fathers strongly believe in the effect of the physical presence in the class. It is also worth mentioning that responses were whether positive or negative and none respond with a doubtful statement. In the Table 4.5 example of each discipline is demonstrated:

Table 4.5
Categorisation of favourite activities for emotional bonding

Category and definition	Example from each discipline
Strongly agree	1- Definitely
Where fathers agreed that physical presence of parents have positive effect on children in class.	2- Yes, it provides more confident (as she sees) familiar faces that she’s comfortable with. 3- Definitely yes.
Disagree with the statement Where the positive effect of physical presence is doubted.	1- No Significant difference, as she like to move around in class no matter me or mother at side.

4.2.6 The importance of father's presence in class compare to mother

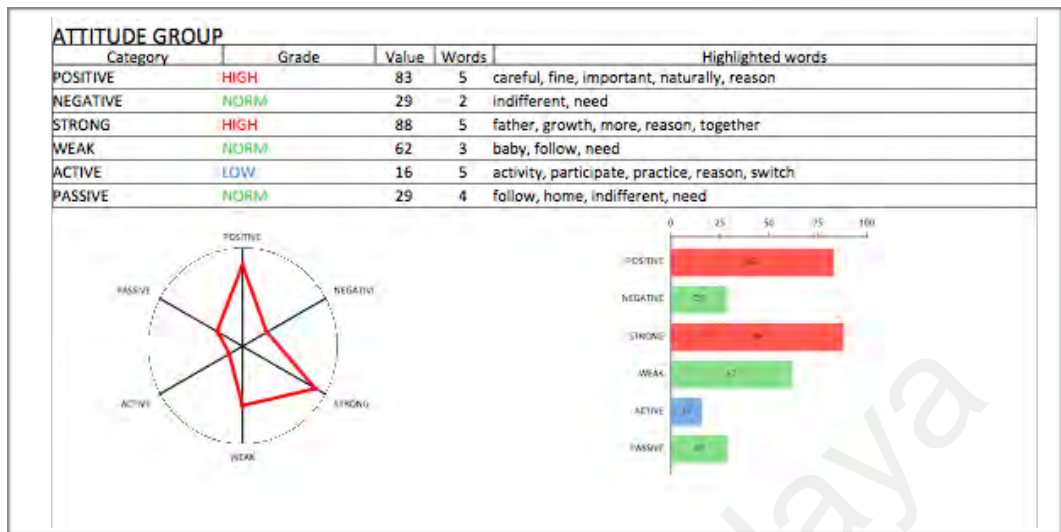


Figure 4.11 Attitude analysis of the responses to survey's question 6



Figure 4.12 Word cloud analysis of the responses to survey's question 6

The Figure 4.12 indicates that majority of respondents believed in the importance of the presence of both fathers and mothers equally. However, word cloud also reveals that the word ‘Mother’ is the next repeated word.

In question 6, respondents were asked to indicate if they priorities the importance of presence of either parent in the class. While this study mainly focuses on the role of the fathers in musical activities, it was important to the researcher to understand if fathers, as the respondents, would priorities themselves over their partners for any reason. However, as it was explained earlier, a large number of respondents believed in the equality of the paternal and maternal importance.

However, it is worth mentioning that in any of the responses from the fathers, none exclusively give the complete priority to the father. Close revision of questioners shows that fathers, as the responders, whether believed in the equality of the importance, or prioritise their partners over themselves. In Table 4.6 the categorisation of these responses are demonstrated:

Table 4.6

Categorisation of responses to the priority of fathers or mothers

Category and definition	Example from each discipline
Believe in equal importance Respondents who argued that the presence of fathers and mothers are equally important.	1- Both ... can practice the same activity at home together. 2- Either one is fine ... 3- Both mom and dad are important.
Believe in the presence of mother more than father Fathers who believed that mother’s presence is more effective.	1- For baby girl, I think mother will more important to her. Reason (is) because (of the) same sex. 2- Mothers. Mother will be more focus and careful.

4.2.7 The help of music in connecting with the child

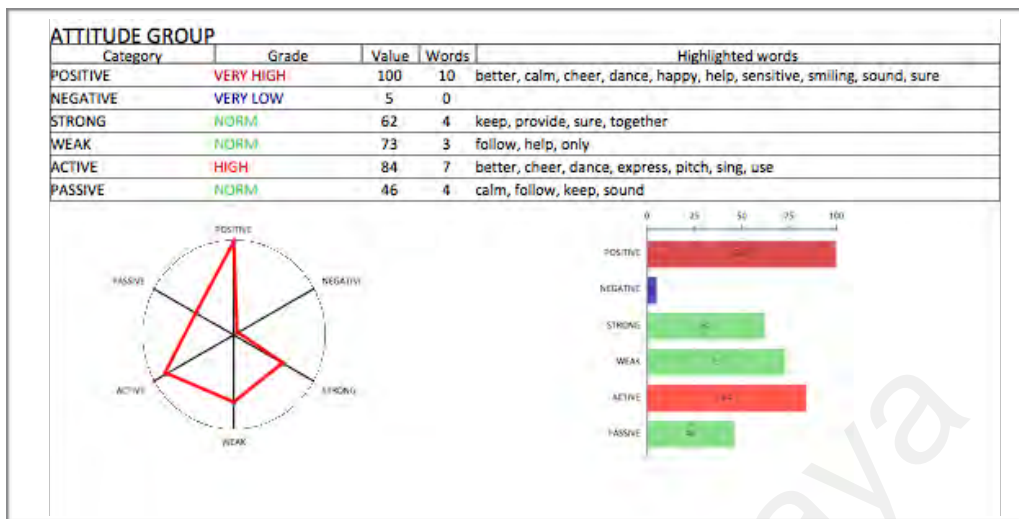


Figure 4.13 Attitude analysis of the responses to survey's question 7



Figure 4.14 Word cloud analysis of the responses to survey's question 7

Figures 4.13 and 4.14 are demonstrating the analysis of the responses to the question 7 of the survey. With a very high grade of the positive characteristic of the responses, as it is revealed in the figure 4.13, it is safe to conclude that majority of the responders had a very good experience of utilising music in order to connect with their children.

Among the music activities, as it is clear in the word cloud of Figure 4.14, singing was one of the main activities practiced by fathers in order to establish a better connection with their children. It is also clear that other main repeated words are also related to the word 'Sing'. words such as 'Songs' and 'Together' can be relate to the 'Sing' easily. While by reviewing the responses, it is clear that singing is one of the main activities implemented by parents, it is notable that different experiences and reasons are explained by the fathers. As it is explained mainly, singing and dancing are helping fathers to teach their children how to express their feelings. However, the researcher would categorise the responses as below:

Table 4.7

Categorisation of responses to the music as a tool for better connection

Category and definition	Example from each discipline
Utilising singing as the only tool	1- Rhythm in songs provide cheers for kids. Easier to follow when they are happy.
Fathers who only sing for their children.	2- To express our feelings. She is learning to sing songs on her own.
Singing and dancing at the same time	1- (We) sing and dance together.
Respondents who accompanied their children for dance.	2- We use music to calm her and sing together.

4.2.8 The experience of engaging musically with children out of the class

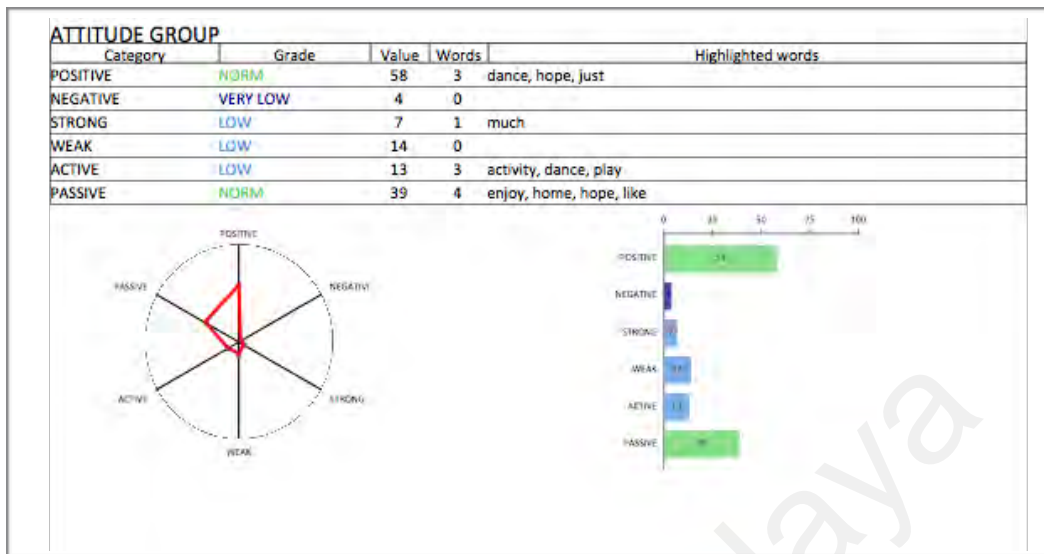


Figure 4.15 Attitude analysis of the responses to survey's question 8



Figure 4.16 Word cloud analysis of the responses to survey's question 8

The figures 4.15 and 4.16 are the question 8 response analysis. Both of attitude analyser and word cloud clearly show that majority of the fathers who participated in this survey has the experience of musically engaging themselves with their children.

By reviewing the responses, it become clear that better communication and cooperation is main reasons that fathers trying to engage with their children musically. However, of course, the way and tools of such communication varies from one to another. This is also important to note that among all responses, only one father responded to this question negatively. Unfortunately, he only mentioned ‘Not yet’ as the response and no further explanation is provided.

The researcher categorises the answers as demonstrated in Table 4.8.

Table 4.8

Categorisation of musical engagement between fathers and children

Category and definition	Example from each discipline
Emotional expression	1- Yes, just a way of expressing our feelings (and) emotions.
Respondents who engage musically with their children for psychological reasons.	2- Yes, as it is something that she is already familiar with.
Teaching extra skills or practicing extraactivities	1- She “plays” the keyboard and ukulele with me. She use(d) to just watch me when (she was) infant but now she can play it.
Fathers who use this tool to teach their children new skills or to enjoy physical activities.	2- Yes, we always dance at home. My girl like(s) the activity.

4.2.9 Suggestions for musical activity enhancement

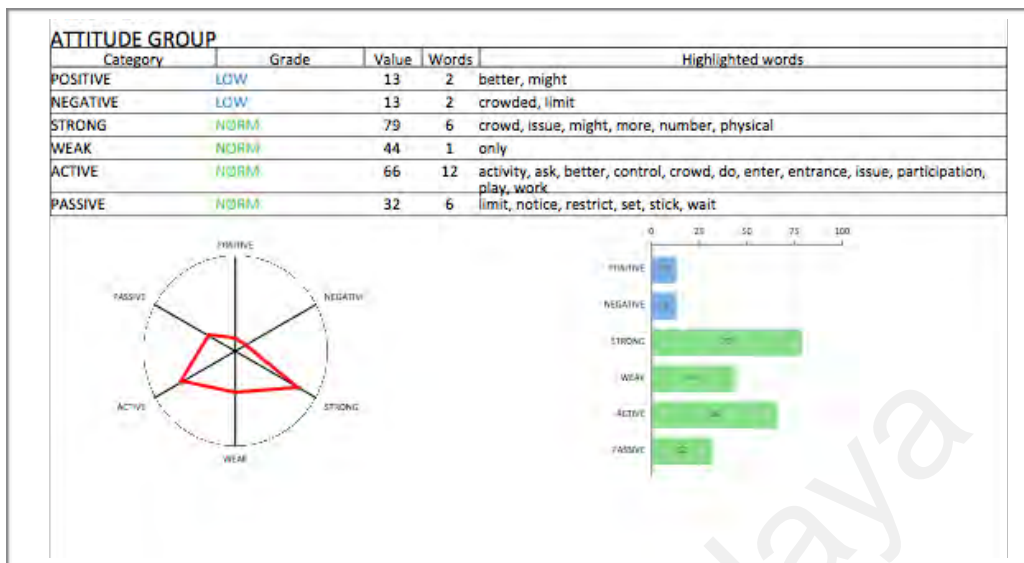


Figure 4.17 Attitude analysis of the responses to survey's question 9

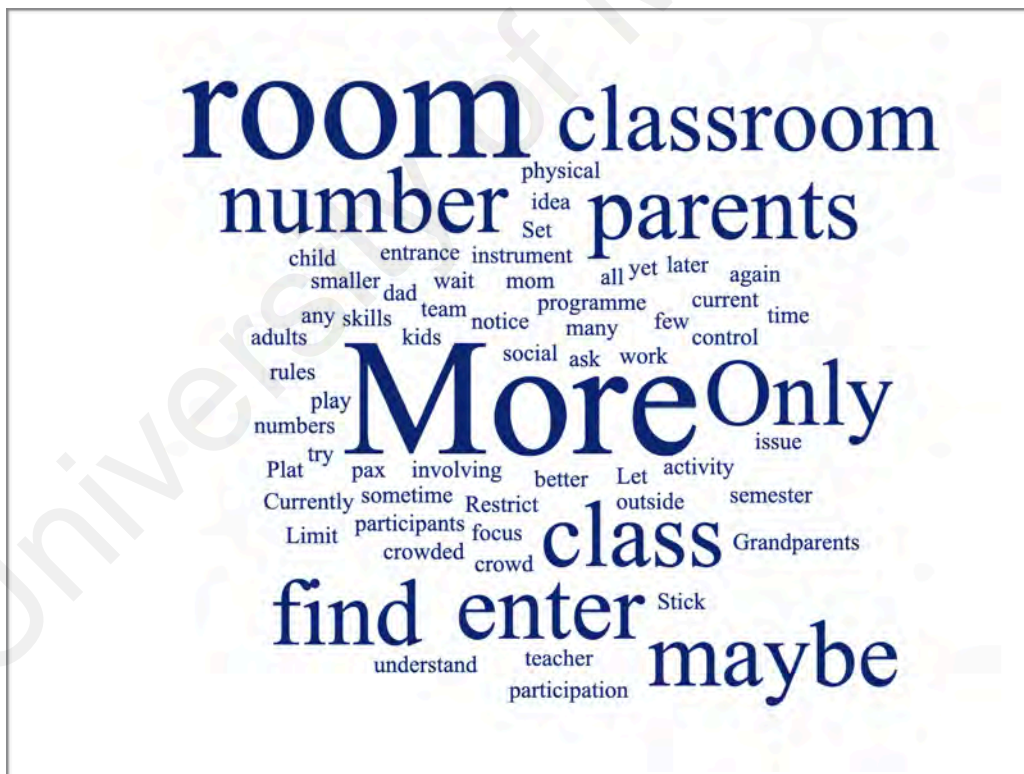


Figure 4.18 Word cloud analysis of the responses to survey's question 9

The results of the answers to the question 9 are demonstrated in Figures 4.17 and 4.18. One can see the frequency of the word usage in cloud shape in Figure 4.18 and the attitude analysis in the Figure 4.19.

Based on the responses received from the fathers, the researcher can divide the answers into the 3 major categories:

Table 4.9
Categorisation of suggestions for musical activity class enhancement

Category and definition	Example from each discipline
Environment related Suggestions related to enhancement of the class environment.	1- Restrict the number of adults in the class ... if there are too many kids, either mother or father (should) enter the classroom. 2- Limit the numbers of child or participants for a class, sometime we find it too crowded, teacher might have a better control and focus with a smaller crowd.
Activity related Responses that offers changes in class activities	1- (Provide) more instruments (for kids) to play. 2- Playtime (should) involve more team work for (improving children) social skills. 3- More Physical activity and participation
No suggestion	1- I don't find any issue with current programme.
No comment	Currently no idea yet.

4.2.10 The effect of child's gender on father's music activities experience

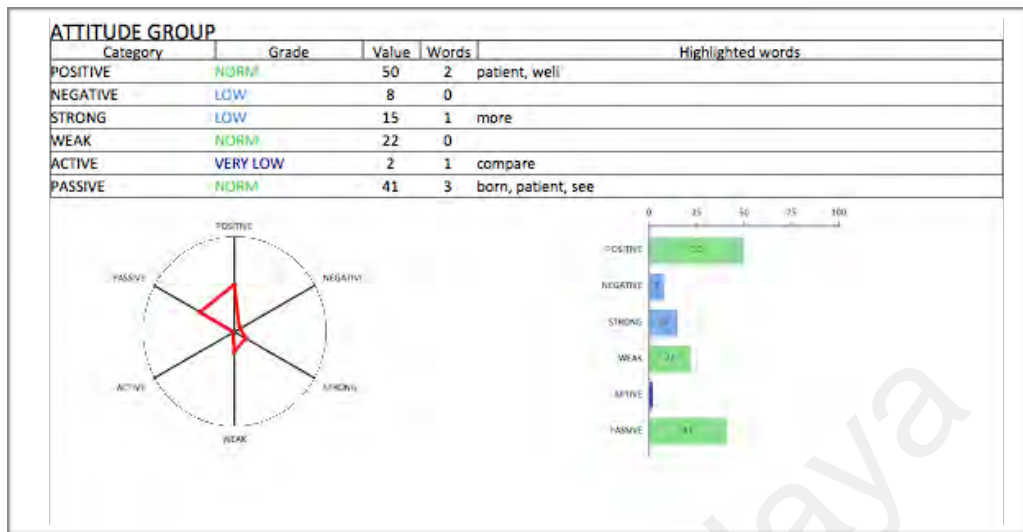


Figure 4.19 Attitude analysis of the responses to survey's question 10



Figure 4.20 Word cloud analysis of the responses to survey's question 10

The analysis of responses to the question 10 of the survey can be found in Figure 4.19 and 4.20. It is clear to see that the number of the female children in the class outnumbered the male. However, it was important for the researcher to discover the idea of parents about whether their children's sex would have any effect on their experience in musical activity classes. It is interesting to note that majority of the fathers who are not sure about this question, mainly are awaiting their newborn child with opposite sex to join the class.

As can be seen in Table 4.10, the responses are sorted in three main categories:

Table 4.10

The effect of the child's gender on the parent's musical activities

Category and definition	Example from each discipline
Negative	1- Girl. No different.
Fathers who believe child's gender would have no effect on their experiences.	2- Girl. No.
Not sure	1- Female. Maybe, until we actually try it with our newborn boy.
Responders who are not sure about the possible effects of child gender on musical activities.	2- Girl. Well, we shall see when her brother tries it out one day.
Positive	1- I realized my daughter is much more focused and having more patience in the class compared to her elder brother that had attended to the same class.
Father who believe child's gender would have different effect on their experiences.	

4.3 Conclusion

The analysis of this study is hoped to be eye opening for the reader. This research tries to seek the and reflect the ideas based on the analysis and proof as to why and how various variables, including music activities, can affect or enhance the paternal bonding. As the above results demonstrate, paternal bonding has direct relation with various elements such as child's gender and age and music activities such as music and movement classes can positively affect such bonding. Meanwhile it should be considered that above results are merely propositions as how interpersonal psychological aspects can affect the paternal bonding.

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CHAPTER 5

DISCUSSION, IMPLICATIONS AND RECOMMENDATION

5.1 Discussion of the Findings

The bonding offers a qualitative measure for interpreting the verbal and non-verbal emotional connection between the child and father. As explained in chapter 3, in addition to open-ended questions of this survey which compliments the data analysis by providing a descriptive section in which respondents explain their ideas in their own words, by attending the music and movement classes, the researcher took note of her close observations and also recorded the whole sessions on number of digital video files. It is important to mention that the video files and completed surveys are provided on a DVD as appendix of this research paper. This section focuses on the analysing the visual observations with results obtained from the survey questions in order to answer the research questions discussed in chapter 1 of this study.

5.1.1 The father and child emotion bonding by musical activities

As mentioned in chapter 1, The first research question seeks to understand the emotional bonding between fathers and children in musical activities. In both close observations and revision of the recorded movies, the author of this paper focuses on the two types of verbal and non-verbal emotional connections between fathers and children. This matter will help the researcher to be able to categorise the observation in a more effective way.

Based on the close observation in classes by the researcher, it was plain to see that musical activities, besides providing the children enough confidence to move away from their gardens to socialise with other kids, were giving them time for a better emotional bonding with their parents. As can be find in the fathers' descriptions, the effectiveness of these activities where even more obvious when the particular section of the activities was designed specifically for such matter.

As for the non-verbal bondings, based on the observations and fathers' responses, the activity known as 'quiet time' in this particular music and movement course observed by the researcher, significantly was able to create a non-verbal emotional connection between parents and children. In this particular section of the activities, as it can be observed in all sessions on DVD attached to this research paper, the educator was asking parents to hug their children and make them feel as relax as possible. Then, after dimming the light of the class, a very soft lullaby like music would be played for considerable time. During this time, the eye-contact between parents and children would be almost stagnant and soft music, as a stimulus, were clearly help both parents and their kids to bond emotionally with no words spoken. As mentioned in the previous section of this chapter, some fathers in response to the question number 3 of the survey, were specifically named the 'quite time' as a very effective way of connection with their children.



Figure 5.1 A picture of the music and movement class during the 'quiet time'

The Figure 5.1 is a screenshot taken from the file video 1-2 available on DVD in the appendix of this thesis. This picture shows the class during the 'quiet time'. As one can clearly observe, there is a very good physical contact between parents and children and in some cases, a very close eye-contact can be observed. In the researcher's opinion, in all classes observed, this particular section was one of the best example of an effective non-verbal emotional connection between children and their parents.

Besides the activities for non-verbal emotional enhancement, in the classes observed by the researcher, there were plenty of activities for the parents to verbally bond with their children. In the researcher's point of view, the greater number of verbal bonding activities might be due to the nature of children as they prefer physical activities more than remaining quiet or still for a long period of time. As one can expect from the name of the musical activities course, it is safe to say that majority of the activities for verbal connection were based on the singing and cheering around the class. As it was observed, in many cases, the facilitator was encouraging the parents to sing along and, based on the desired result, children were encouraged to engage with their parents.

In the case of toddlers' classes, as can be seen in videos 1-1, 2-1, and 3-1, children preparation was involved a verbal connection by singing, as well as massaging the toddler's body in a particular manner. based on the researcher observations, these activities were mainly aimed at preparing the toddlers for rest of the activities in the class, however, it was preparing a very good bonding foundation between parents and children verbally and non-verbally.



Figure 5.2 Preparing toddlers for the class by singing and massaging their bodies

Based on the children and parent's reaction and body language, there was another activity which successfully bond the parents with their kids. This activity was consisted of parent's movements while hugging their children closely in their arms. Movements consisted of regular patterns which grabs the attention of the kids by getting closer or being distanced from each other. By analysing the children body language, it was clear for the researcher that children are enjoying the activity but at the same time, by being tightly hugged by their parents, there was a sense of bonding between them as they completely felt safe in their guardians' arms. On the other hand, the parents smiling followed by their children would suggest that there is a deep emotional connection which were stimulated by performing such activities in the class.

5.1.2 Effects of paternal involvement on toddlers' participation

To answer the second question of this research, the researcher needed to ask the opinion of the participants, as well as observe the different aspects of the parents and children collaborations and connection in the class. The answer to the question of the questionnaire in which the importance of parents' physical presence were asked is already discussed in

the previous section of this chapter. As mentioned earlier in this chapter, the majority of parents believed that parents' presence in the class is necessary as it would help the children to be confident and feel more comfortable in the class. It is also worth reminding that great number of the participants believed in the equal importance of father and mother presence equally.

However, to have an authentic experience, the researcher paid a close attention to the connection of children parents during the observations. These observations include the approximate duration that children tend to leave their parents arm to join the rest of the class by their own and, by reviewing the recorded video files, to roughly estimate the time that children tend to stay close with their parents. The number of times that children refer to their parents and the approximate time that they spend in their arms can signify the importance of their presence for the children. Meanwhile, one may argue that, just like adults, children may act different based on their characteristic. While this statement is correct and the researcher is also aware of this issue, at the moment of performing this research, it is the best available way of measurement as many of the children in the class are too young to speak.

After a close observation and reviewing the recorded video files for several times, it was crystal clear that the presence of the parents in the class was a necessity. Not only the children require their parents' company, on the other hand any of the activities in these classes were designed to be executed by the help of children's guardians. Therefore, picturing such musical activity classes without the presence of the parents might be inappropriate. However, the researcher realised that there is only one session that parents, as well as the educator, prefer to leave the children on their own while they are still being observed closely. This session is called 'story telling' in which children are being seated in front of the educator by their parents in order to listen to the story with their fellow classmates. Interestingly, while there was occasional referral to the parents, toddlers

manage to stay focused without their parents' accompaniment for a considerable period of time. On the other hand, in the other class in which children were able to walk, the number of referrals to the parents were considerably higher than the toddlers. Figures 5.3 and 5.4 are showing the time lines of approximate 3 minutes from moment of starting the story time. As it can be observed, unlike toddlers, older children would like to refer to their parents to continue the activity together.



Figure 5.3 The story time where toddlers remain seated without their parents



Figure 5.4 The story time where children refer to their parents in less than 3 minutes

5.1.3 Improvement of father-child relationship by musical activities

The third research question seeks to answer how much musical activities can help to improve father-child relationship. For this reason, the researcher included the question inside the survey to be filled by fathers. As it was discussed in the previous segment of this chapter, based on the responses from fathers, musical activities can help parents and kinds to express their emotions. Based on the results demonstrated in previous part, one of the main tools for communication that fathers mainly refer to is singing. It was also mentioned that singing as a musical activity had a positive effect on the father's communication with their children. Therefore, it is safe to conclude that a sensible result has grabbed the attention of fathers as they repeatedly mentioned singing in their responses.

Meanwhile, the researcher observations may not be sufficient enough to prove the effects of singing on the father and child communication. The problem with observations in the class is that mainly parents, regardless of mothers or fathers, tend to follow the educator. As the result, it is mainly observed that the main focus of the parents, including fathers, are mainly on the actions of educator, other parents, and their children. In addition, some of the materials introduced in the class are new and parents do not have prior preparation to sing the song. Therefore, to identify the effectiveness of musical activities on the relation of fathers and children, the researcher should mainly rely on the responses of the fathers.

Nevertheless, in order to confirm the effectiveness of the musical activities on father and child connection, the researcher added an additional question to the survey. In this question, which already discussed in the previous section of this chapter, fathers were asked to explain whether they try to engage themselves with their children musically out of the class and reason to do so. As the results was demonstrated, a major group of fathers

have a positive answer to this question. In addition, fathers had the same goal of a better connection with their children.

In researcher's point of view, the results obtained from the survey can conclude that fathers found the musical activities useful to establish a better connection with their children. The author believes that this type of emotional communication would have a better and deeper effect on both parties, and also it can provide a very good foundation for the parents, fathers in this case, to teach new skills to their children.



Figure 5.5 Fathers interacting with their children in the class

5.1.4 The idea of father-child bonding by musical activities

As previously discussed in chapter 2, parental bonding is a practice that based on the culture and other variables such as child's gender, took many shapes. However, based on the following evidences, the practice of singing for her children appears to be one of the oldest methods utilised by parent to bond with their children. Various researches have been performed to discover the effects of the parents for their children. As mentioned in literature review of this paper, in one of the researches on 70 infants it was clear that

children have reached to the highest cognitive level while their mothers were singing a song to them and another research demonstrates that such activity bring a high level of engagement in children (D'Souza, 2017).

While reviewing the existing literature, unfortunately, not many works of literatures were exist to specifically focus on the importance of the bonding between fathers and children. Therefore, the researcher spends a great deal of time searching for reliable studies and literatures. As it discussed in chapter 2, children can easily differentiate the contrast between fathers and mothers parenting as fathers sounds and smells different than mothers. They also play and behave differently and that would be a big help to the children's sensory experiences (Cummings, 2017). Fortunately, the researcher has the chance to observe number of children in the classes who, for a very limited duration, attended with their both mother and father. In the second class of the first week, as it can be observed in video 1-2, one of the female children was attended with both father and mother. To prove the claim above, the researcher closely observed the behavior pattern of the child to see if she shows any contradiction when dealing with father and mother. When the activities started, mother tried to take the control and practice the movements with her. However, she was not seems to be as collaborative. Interestingly, when mother asked for father to join, she warmly welcome father, collaborate as expected, and even shared her toys with him rather than mother. The sequence of this can be seen in in Figure 5.6.

In researcher point of view, based on the observations, survey responses, and literature review, it is completely clear that children can differentiate the differences between paternal and maternal parenting. The researcher believe that child's gender also plays an important role in her or his connection with either parent.

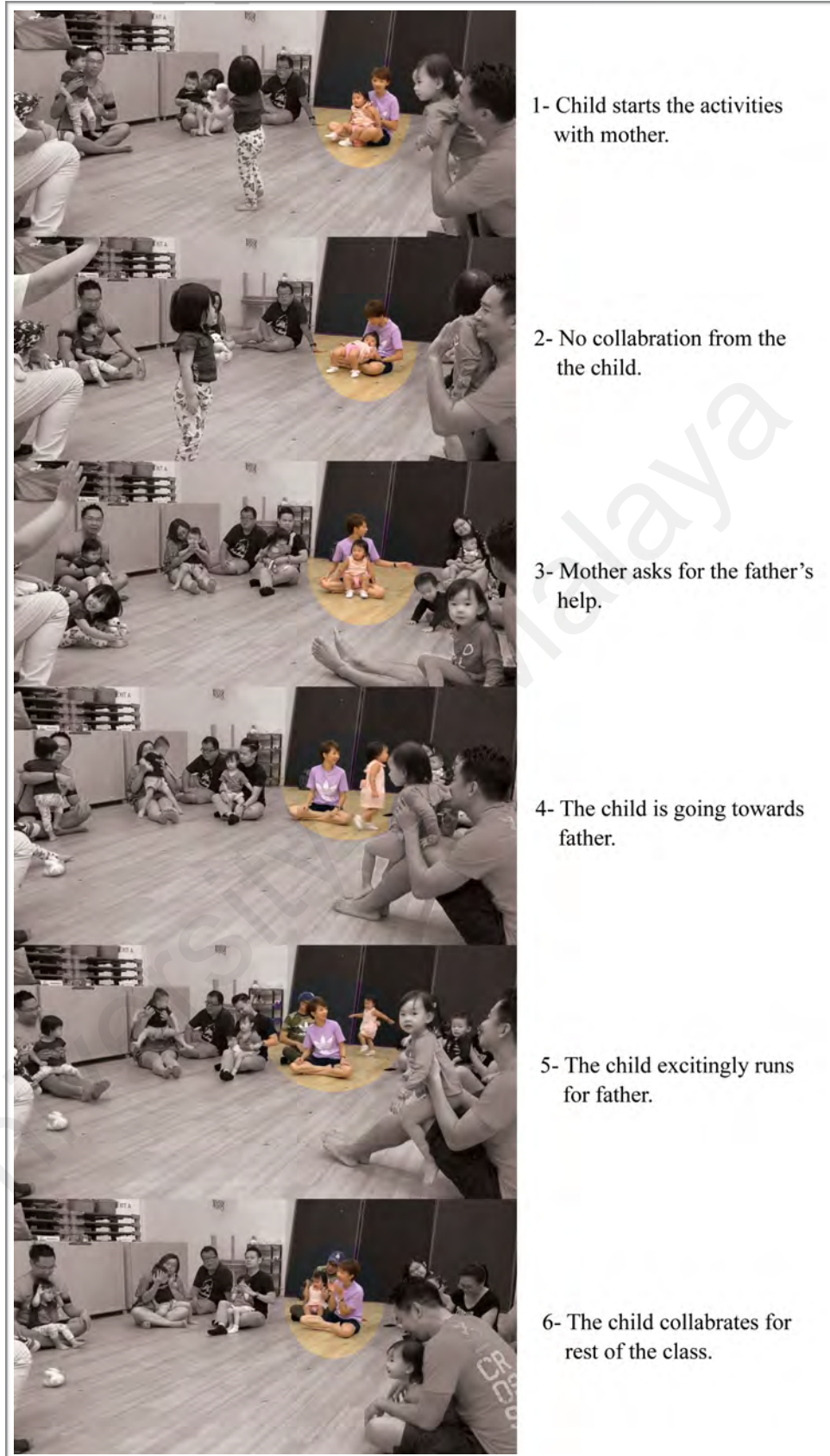


Figure 5.6 The behavior pattern of the female child with father and mother

In chapter 2, it was discussed that it is almost impossible to underestimate the father's role in the children's life. As recent researches show, the involvement of father will benefit the social, emotional, behavioral, physical and cognitive development of children. Also, recent analysis reveals that a loving and involving father is equally important to having a mother with the same character (Cummings, 2018). However, in the researcher's point of view, this phenomenon does not have direct relation with the time that a child spends with his or her father. As mentioned earlier, based on the author's observations, the gender of the child plays an important role in choosing his or her company between father or mother.

In previous example, the female child was very eager for her father to join the activities and spend time with her. However, in another example, which can be observe in video 1-2, a male child, in presence of both parents, mainly tend to spend his time and share the activities with his mother. As the sequence shows in Figure 5.7, during various activities, the male child stands by his mother while his father can be observed at the corner of the class observing him. It is completely clear for the researcher that the child understands that his father is free and he can refer to him anytime but it is obvious that he is consciously choosing his mother to spend time with. Based on these observations, the researcher believes that the idea of father and child bonding by musical activity is valid however, child's gender might have an effect on this phenomenon.



Figure 5.7 The behavior pattern of the male child with father and mother

5.1.5 The effects of child's gender on paternal bonding

In previous segment the possible effects of the gender on the child's choice of accompany was discussed. Observations showed us that, based on the gender, a child might show more tendency towards either of the parents, in this case opposite sex. However, as the number of the samples in observation were quite limited, it might not be enough to conclude whether the child's sex would directly affect the paternal bonding.

To solve the problem mentioned above, the researcher included the question in the survey to be asked from the fathers. As discussed in the previous part of his chapter, there were two main group of answers. First group believed that the child's gender would not have any effect on the paternal bonding while the other were not sure or they were awaiting their opposite sex child to grow up and join the class. It is worth mentioning only one father had the experience of attending the class by his both son and daughter in different period of time.

The review of the literature in chapter 2 showed that some elements such as the order of the birth, the level of the education of father, and the wife's level of marriage satisfaction would can have a direct effect on paternal bonding. Also, further analysis on the effects of the gender revealed that while daughters receive less attention from fathers compared to the sons, such differential would be attenuated when the daughter is in a sibship with more brothers. It means that daughters with brothers have the advantage compare to the other girls while for boys this advantage exists if only they be the 'only boy' in the family (Harris & Morgan, 1991). In another research results showed that the sensitivity of both father and mother towards their children found that gender of children will not affect the paternal sensitivity. However, fathers are more intrusive towards their youngest male child compare to the old one (Hallers-Haalboom, et al., 2014).

It is clear that existing literature, in some aspects, contradicts the responses from the fathers obtained through the survey. On the other hand, the limited observations of

the researcher show that children would love to have more interact with parent who has the opposite sex. Therefore, based on the available data, the researcher would conclude that while fathers intentionally would like to avoid any different behavior between their male or female children, biological aspects of human relations might have an unconscious effect on this phenomenon. In the researcher point of view, this very question can have a dedicated research as the number of existing literatures are very limited.

5.2 Summary of Research

The value of the musical activities in early childhood development is valued historically. The researcher, as an educator of an early childhood development program by the title of Kindermusik, is influenced by the thought and experiences of the founder of music and movement courses, including Kindermusik. In these courses, the importance of movements and keeping in touch with children, regardless to age and ability is always highlighted by the experienced educator to the parents and newly trained educators. Meanwhile, among all the achievements and observations, the author of this research exclusively focused on to study the enhancement of father and child relationship and emotional bonding by engaging in music and movement classes. Therefore, due to lack of research on the effects of musical activities, specifically music and movement, on paternal bonding, the researcher chose to perform a research in this area.

This research was based on investigation of existing literatures related to paternal bonding as well as music and movement class observation, recording and revision the recorded files, and designing a survey which responded by the fathers who attend music and movement classes with their children. These classes were for children between the age of 11 to 30 month. The researcher observed the classes as a passive observer in the class and recorded all the sessions, 6 classes with the length of 45 minutes each, on the video. Therefore, for more accuracy in data collection, besides observations, the researcher surveyed the fathers in the class to obtain a better understanding of their

standpoints. Once the surveys were submitted, by reviewing the recorded videos, the researcher reanalyse the observations and compared the result with the answers of the surveys.

Based on the close observation in classes by the researcher, musical activities were giving them time for a better emotional bonding with their parents. As can be find in the fathers descriptions, these activities mainly helped in developing rhythmic cognition, where children responded better to the music, and sound and tone identification (Table 4.1). The obtained result indicates that music and movement activities mainly helped children in enhancement of physical, mental and social activities as well as stimulating their memorisation (Table 4.2). Analysis revealed that musical activities can enhance the physical and non-verbal interaction between fathers and children as some fathers claimed their children get more interactive non-verbally (Table 4.3). Results demonstrated that fathers prefer physical activities such as dancing and verbal activities such as lingual communication for emotional bonding more than other ways (Table 4.4). When respondents asked about the importance of parents' presence in the class, with only one exception, majority agreed strongly (Table 4.5). A big group of the participants believed in equal importance of the presence of mother and father while some gave the priority to the mothers (Table 4.6). Singing was the main tool to refer when fathers want to connect with their children and some father preferred singing and dancing combine (Table 4.7). Fathers mainly claimed that musical engagement with their children out of the class is mainly for emotional expression. However, some take this opportunity to teach various skills to their children (Table 4.8). Suggestions for enhancing the musical activity classes divided into 2 main categories of environment related, such as number of parents in the class, and activity related, such as providing more instruments (Table 4.9). The responses revealed that father's idea about the effect of child gender on musical activities are divided into 2 group, first group believe that child's gender has no effect on their

experience in the class and the other are not certain as they did not have the prior experience before (Table 4.10).

Throughout the investigation on the father and child emotion bonding by music it was noted that musical activity is giving the children time for a better emotional bonding with their parents. As for the non-verbal bondings, based on the observations and fathers' responses, some particular activities significantly is able to create a non-verbal emotional connection between parents and children. These activities encourage a very good physical contact between parents and children and in some cases, a very close eye-contact can be observed. Sessions as such, in the researcher's opinion, is the best example of an effective non-verbal emotional connection between children and their parents. Meanwhile, it is safe to say that majority of the activities for verbal connection were based on the singing and cheering around the class. As it was observed, in many cases, the facilitator was encouraging the parents to sing along and, based on the desired result, children were encouraged to engage with their parents. By analysing the children body language, it is clear that children enjoy to sing with their parents in the class, but at the same time, by being tightly hugged by their parents, there is a sense of bonding between them as they completely feel safe in their arms.

The study shows that the participation of parents in class is very important for children. After a close observation and reviewing the recorded video files for several times, it is completely clear that the presence of the parents in the class is a necessity. Besides children requiring their parents' company, majority of the activities in music and movement classes are designed to be executed by the help of children's guardians. Therefore, picturing such musical activity classes without the presence of the parents is not feasible. Meanwhile it was observed in one of the activities that while children were left in class to sit by their own, while there was occasional referral to the parents, toddlers managed to stay focused without their parents' accompaniment for a considerable period

of time. While, interestingly, in the other class in which children were able to walk, the number of referrals to the parents were considerably higher than the toddlers (Figures 5.3 and 5.4).

The analysis for improvement of father-child relationship by musical activities is mainly on the father's description in surveys. Based on the results obtained, musical activities such as singing has a positive effect on the father's communication with their children. Therefore, it is safe to say that a sensible result has grabbed the attention of fathers as they repeatedly mentioned singing in their responses. As such phenomenon mainly happens out of the class and in a long period of time, the limited observations of the researcher might not be enough to prove the effects of musical activities on father-child relationship. Nevertheless, researcher believes that the results obtained from the survey can conclude that fathers found the musical activities useful to establish a better connection with their children.

The idea of father-child bonding by musical activities proved to be a very complicated matter. Based on the observations, survey responses, and literature review, it is completely clear that children can differentiate the differences between paternal and maternal parenting. The study shows that the idea of father and child bonding by musical activity is valid however, based on the examples of child's attention to father and mother based on his or her sex (Figures 5.6 and 5.7) child's gender might have an effect on this phenomenon.

Finally, to search for the effects of child's gender on parental bonding, same question included into the survey and, as discussed in the survey responses, there were two main group of answers to this question. First group believed that the child's gender would not have any effect on the paternal bonding while the other were not sure. This result contradicts the results of some of the existing literatures discussed in chapter 2. Meanwhile, the limited observations of the researcher show that children would love to

have more interact with parent who has the opposite sex. Therefore, based on the available data, the researcher concludes that while fathers avoid dictating any priority between their male or female children intentionally, biological aspects of human being might have an unconscious effect on this phenomenon.

5.3 Suggestion for Future Research

There are many aspects of musical activities which need to be studied and expanded. This research studied the effect of the musical activities on paternal bonding to understand the benefits of such activities on father-child relation enhancement. However, there are existing limitations and lack of literature on the connections of the child's gender with the father's paternal behaviour. Besides the music and movement activities, there are other available musical courses designed for early childhood development. Courses such as dancing, singing or musical activity courses other than Kindermusik. While the children and parents' enjoyment is one of the main considerations in class, the outcome of these courses should be academically studied to have a healthier future generation.

Studying the parent's suggestions to improve the existing courses can be another interesting area to study. This is also interesting to study adults who participated these such courses as a kid to examine the possible effects on them. It is sincerely hoped that this research will help the musical activity courses up to another level and help the fathers to establish a better relationship with their children. In addition, this research also hopefully can help the music and movement courses to have a more clear insight of parents standpoints for their future enhancements. As result from chapter 4 shows clearly, the musical activities have positive effects on both children and their parents. These effects also enhance the paternal bonding as they encourage the verbal and non-verbal emotional communication.

Finally, in today's world the importance of early childhood development courses, specially music and movement, is very clear for the parents. Psychological, physical and

musical studies can help these courses to become more effective than before. As the result suggests, music and movement classes are helping paternal relationship but this matter still needs to be studied for a further improvement.

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