



Tv Exposure and Mother Child Playtime as Risk Factors for Mother Child Relationship in Early Childhood

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Abstract

The objective of this study was to examine the associations of tv exposure, playtime with children and mother child relationship. Correlational research method was considered for this study. Sample size was 73 mothers whose children's ages change between 50 and 74 months of age from the largest city İstanbul (33 boys and 40 girls). Turkish version of Child Parent Relationship Scale, family demographic characteristics form and a questionnaire (short answered questions about playtime and tv exposure hours) were used as data collection tools. Bivariate analyses using t tests, analysis of variance, and Pearson correlation coefficient were conducted. Multiple linear regression was run to examine associations between TV exposure, play time and mother child relationship. Mothers and children had a high level of positive relationship in the current study. Mothers' education level, mothers' age, parents' work hours and children's gender and order of birth which were assumed to have a link with mother child relationship didn't make a significant difference on mother child relationship scores. The link was presented between tv exposure, playtime with children and mother child relationships via regression results. It was concluded that mothers who play with their children more were expected to have higher mother child relationship scores, after controlling for the household tv exposure. Household tv exposure had a significant negative weight, indicating that after accounting for playtime between mothers and children, participants who stated higher household tv exposure were expected to have lower mother child relationship scores.

Keywords

Early childhood
Mother child relationship
Tv exposure
Play

Article Info

Received: 02.14.2019
Accepted: 05.20.2019
Online Published: 01.06.2020

DOI: 10.15390/EB.2020.8516

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Introduction

It is known that the quality of parents' relationship with children has a critical role in acquiring children's emotional development, social skills, language skills, self-regulation and school achievement (Anderson & Keim, 2016; Turculet & Tulbure, 2014; Caro, 2011; Reeslund, 2006; Dodici, Draper, & Peterson, 2003). In recent years, researches have been examined parent child relationship in different aspects such as language that is used at home, parenting styles and their perspectives on children's learning. One such a study, Hart and Risley (2003) investigated the factors that a child's learning ability may be related. In contrast to the variables such as socio-economic status, gender, birth order and race; language environment at home in the first years was determined the main factor that identifies a child's future learning path. In another study, Lareau (2003) found that parents in the middle-class that were examined parental language with reasoning, oral discussion and word games in the foreground, and that the directives were not used except in health and safety situations. In the parental language of families from the low-socioeconomic status, directives were more prominent instead of discussion or speech. The difference between these two parenting styles was reflected to the school success of children. Moorman and Pomerantz (2010) stated that parents who believe that intelligence cannot be changed not able to offer constructive learning methods to their children's learning difficulties, not allow their children to try learning on their own, they said directly to children how to solve problems in order to avoid the shame of failure. At the end of the study, mothers who think intelligence is fixed, it was ensured them to notice intelligence can be improved. Driscoll and Pianta (2011) focused on adaptation problems in their study and presented that the nature of a healthy mother child relationship helps children to adapt in new environments and present less behavior problems. All these studies indicate that a wide variety of factors play a role between the parent-child relationship.

Pianta (1997) states that "Relationships have a history, a memory; they are patterns of interactions, expectations, beliefs and affects organized at a level more abstract than observable behaviors" (p. 14). He addresses that assessing relationships over time and across situations is important so that these qualities can be described and understood wholly (Pianta, 1997). One of the explanation about how these relationships be developed had done by John Bowlby. He addresses the attachment concept and provides explanations how parent child relationship develops and how it shapes children's social emotional and cognitive development finally Bowlby (1982). Children's healthy psychological development is eased by responsive and moderately demanding parenting styles (Fletcher, Walls, Cook, Madison, & Bridges, 2008). Responsive parents support their children and attend their needs, demanding parents guide their children and maintain consistent standards for their child's behaviors. Both of these parenting characteristics has been linked to secure attachment in children (Karavasilis, Doyle, & Markiewicz, 2003). The attachment relationship is so critical on children's development. Wood (2007) found that early secure attachment to parents enhanced positive peer relationships and academic competence. Moreover, Wood, Emerson, and Cowan (2004) study found that mothers' perceptions of their children as more or less trusting and secure predict children's peer acceptance in preschool. Children in more highly 'connected' parent-child relationships tend to display more positive socioemotional outcomes, such as stronger prosocial orientations, more numerous and higher quality friendships, and higher levels of peer acceptance in kindergarten (cited from Edwards, Sheridan, & Knoche, 2010).

According to Berk (2012), play has an important role in the content of parent child relationship in early childhood. Play is the most effective way for children to learn about the real life, moreover it is the most enjoyable action for the children (Tuğrul, 2010). Gray (2011) study showed that free play is associated with children's mental health. The study presented that decrease in free play time caused a remarkable increase in children's anxiety and depression level. Play also provides opportunities for parents to support their children's development in many aspects. Children can learn how they can express their feelings, how they can solve problems, how they can control their reactions, how they can interact with adults and peers by experiencing during play (Sumaroka & Bornestein, 2007). Previous studies showed that there was an association with parent child relationship and parents' playtime with

children (Sezer, Yılmaz, & Koçyiğit, 2016; Lawson, Parinello, & Ruff, 1992; Alessandri, 1992; Edwards, Sheridan, & Knoche, 2010; Yijun & Marilyn, 2016). Studies examined children's play time presented that children today play less than past generations did. Instead, children today spent more time in front of the screen than playing (Tuğrul, Ertürk, Özen Altinkaynak, & Güneş, 2014; Bodrova & Leong, 2003; Clements, 2004). American Academy of Pediatrics (AAP, 2016) and Canadian Pediatric Society (2017) published pediatric guidelines for helping parents establish a healthy parent child relationship. In the guidelines, it was underlined that screen time for children in early childhood period should have less than an hour a day. Parents also should ensure that the content of the program is high quality. Moreover, it warns parents to turn screen time into an opportunity for social interaction by co-viewing, co-playing, talking, asking questions and making explanations to children. Considering the fact that not only the direct tv exposure but also household tv use can effect children's development negatively, Canadian Pediatric Society (2017) suggests parents to limit the screen time at home, asks parents to look over their own media habits and change it if necessary. It is suggested to turn all technologic devices off when they aren't used in order to remove children's additional tv exposure. Recent studies showed that children's direct or household tv exposure effected their self regulation skills such as executive functions, attention etc. (Nathanson, Alade, Sharp, Rasmussen, & Christy, 2014; Radesky, Silverstein, Zuckerman, & Christakis, 2014; Lillard & Peterson, 2011), social behaviors (Shiue, 2015; Conners Burrow, McKelvey, & Fussell, 2011; Manganello & Taylor, 2009), language (Lin, Cherng, Chen, Chen, & Yang, 2015; Chonchaiya & Pruksananonda, 2008; Zimmerman, Christakis, & Meltzoff, 2007); school readiness (Pagani, Fitzpatrick, & Barnett, 2013; Zimmerman & Christakis, 2005) and playtime with parents (Courage, Murphy, Goulding, & Setliff, 2010; Kirkorian, Pempek, Murphy, Schmidt, & Anderson, 2009). It is thought that identifying the factors which can affect, develop or inhibit mother-child relationship will offer an insight into the quality of the time mother-child spent together. From this point of view, aim of this study was to assess the contribution of mothers' playtime with children and tv exposure on mother child relationship among preschool children. For that purpose, search for an answer to following research question: Do playtime with children and tv exposure predict mother child relationship?

Method

The features of this study are in accordance with the quantitative research paradigm. Correlational research design was considered for this study. The relationship between two or more variables is examined without any interference on variables in this research type (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2008). Correlational research method is also concluded as a type of descriptive research design because of its function to describe the relationship (Fraenkel & Wallen, 2006).

Participants

Convenience sampling which is also called opportunity sampling method was preferred to select the participants (Büyüköztürk et al., 2008). Two preschool were chosen for this study because children who studied at these schools had low and middle income families, school managers offered good working conditions to collect the data, teachers and parents were open to cooperation and school district had an easy access for the researcher. The data collected in December 2017. Sample size was 73 mothers whose children's ages change between 50 and 74 months of age from the largest city İstanbul (33 boys and 40 girls). Mothers' age change between 24 and 43 years.

Table 1. Demographic Features of the Participated Families

Variable	F	%
Gender of children		
Girl	40	54,8
Boy	33	45,2
Order of birth		
Only child	17	23,3
The youngest	31	42,5
Middle	10	13,7
The oldest	15	20,5
Mother education level		
Primary school	10	13,7
Elementary school	18	24,7
High School	26	34,2
College	20	27,4
Mother work status		
Employment	10	13,7
Non-employment	63	86,3
Fathers' work hours		
10 hours and less in a day	49	67,1
More than 10 hours in a day	25	32,9
Total	73	100

When Table 1 is examined, it can be seen that most of the mothers were graduated from high school (%34,2) and they are mostly non-employment (%86,3). Most of fathers work 10 hours and less in a day (%67,1). Boys were %54,8 and girls were % 45,2 of the sample. And most of the children were the youngest child in their families (%42,5).

Measures

Child Parent Relationship Scale (to assess mother- child relationship level) and Personal Information Form (to determine mother-child playtime, tv exposure at home, children's direct tv exposure and family members' demographic features) were used as data collection tools.

Mother Child Relationship

Early childhood mother child relationship was assessed using a 24-item Likert-type scale developed by Pianta (1992) and adapted to Turkish by Akgün and Yeşilyaprak (2010). Turkish version of Child Parent Relationship Scale was designed to assess parents' relationship with their children in two subdomains called; conflict (14 items) and positive relationship (10 items). There were five possible response options for each statement in the scale: "Definitely does not apply" (1), "Not really" (2), "Neutral, not sure" (3), "Applies somewhat" (4) and "Definitely applies" (5). Test re-test reliability coefficients were calculated as .98 for conflict, .96 for positive relationship and .96 for the total of the scale ($p < .01$). A relationship score was created by summing all item responses ($\alpha = 0.73$). In this sample Cronbach alpha reliability coefficient was calculated as .72.

Playtime Between Mothers and Children

Playtime between mothers and children are thought to be one of the factors that can be associated with mother child relationship (Tamis LeMonda, Uzgiris, & Bornstein, 2002). According to Durrant (2012), warmth is absolutely necessary to build a strong, healthy parent child relationship. And, one of the factors that can help parents to provide warmth to their children is playing with them. Çelik (2012) stresses the role of parents at supporting their children's development and states that a child can be physically, mentally, social and emotionally healthy if adults provide them an environment that foster play. In the current study, mothers answered the following questions "How much time would you say your child play with you in a typical weekend day?", "How much time would you say your child play with you in a typical weekday?". The average number of hours the child play with his/her mother was calculated using this formula: [(number of hours the child play on typical weekday x 5) + (number of hours child play on a typical weekend day x 2)] ÷7.

Direct Child Tv Exposure

Parents answered the following question separately for a typical weekday and a typical weekend day: "How much time would you say your child spends watching TV or watching videos on TV, either in your home or somewhere else?" The average number of hours the child spent watching tv was calculated using this formula: [(number of hours child watched TV on a typical weekday x 5) + (number of hours child watched TV on a typical weekend day x 2)] ÷7.

Household Tv Use

Mothers answered the following question "About how many hours is a TV on in your home during a typical day?" They were instructed to include time the TV was on even when no one was watching it. To avoid counting direct child tv exposure twice, direct child TV exposure was subtracted from the response and additional tv exposure was calculated.

Family Demographic Characteristics

Because many studies were presented that family demographic characteristics were associated with child parent relationship (Young, 2018; Dereli & Dereli, 2017; Moss, 2016; Button, Pianta, & Marvin, 2001). A form was developed by the researcher to have information about children's gender and order of birth, their mothers' education level, parents' work hours and mothers' age. These variables were assessed to control them as running linear regression analyses in case that they have an association with mother child relationship.

Data Analyses

Bivariate analyses using t tests, analysis of variance, and Pearson correlation coefficient were conducted. Because mothers' education level, gender, order of birth and work hours were not continuous variables, statistical tests were conducted using t tests or analysis of variance. Multiple linear regression was run to examine associations between TV exposure, play time and mother child relationship. To interpret the results $p < .05$ and Cohen (1988) were used as references.

Results and Discussion

A Family Demographic Characteristics and Mother Child Relationship

The average mother child relationship score was 92,22 which indicated high degree of positive relationship. t test results showed that gender had no level of statistical significance with mother child relationship in this sample ($t(71)=-1,752$). Cause of this finding can be mothers' similar attitudes towards their children regardless their children's gender. Some of the studies support this finding (Topçu Bilir & Sop, 2016; Çakıcı, 2006). There was no significant difference in mother child relationship scores according to the children's order of birth ($F(3,69)=1,417$; $p>.05$). Being the only children, the youngest, the oldest or the middle child had no decisive role in mother child relationship scores. Topçu Bilir and Sop (2016), in their study, presented that the oldest children's mothers stated more conflict than the other mothers and they concluded that these mothers could be less experienced regarding healthy parenting. Current research presented that mothers had similar attitudes towards their children regardless their order of birth. Most of the mothers stated that they were not working ($f=63$). Because mothers' work hours didn't show any variance, this variable left out of analyses of variance. Correlational analyses showed that there was no significant relationship between mothers' age and mother child relationship ($r=-,071$; $p>.05$). Cause of this finding can be the closeness of mothers' ages in the current study. It is possible to come across different findings regarding mothers' age and mother child relationship in the related literature (Saygı & Uyanık Balat, 2013; Kaya, 2010; Özyürek, 2004). So, it can be concluded that multiple assessment methods can be used to identify the decisive role of mothers' age in mother child relationship. Fathers' work hours were range between 6 and 15 hours in a day. And the average fathers' work hour was 10 hours. The analyses showed that there was no significant difference between mother child relationship scores according to fathers' work hours ($F(4,68)=1,517$; $p>.05$). Cause of this finding is thought to be mothers working status. Because most of the mothers not working in the current sample, they spend more time with their children. Mothers who had responsibilities both at home and at work can need more support from their husbands in terms of their relationships with children. In families in which mothers are not working, mothers tend to spend more time with caring and supporting their children's needs (Sharma, 2012). Mothers' education status was distributed as; primary school ($f=10$), secondary school ($f=18$), high school ($f=25$) and university ($f=20$). %34 of the mothers had a high school degree. The analyses showed that there was no significant difference between mother child relationship according to mother's education status ($F(3,68)=1,958$; $p>.05$). Some studies' results support this finding (Garriaga & Kiernan, 2014; Button et al., 2001). It can be concluded that mothers in this study sample had similar awareness regarding children's developmental needs to build a healthy mother child relationship. It was determined that none of the chosen family demographic characteristics had an association with mother child relationship significantly.

Tv Exposure

The average of direct tv exposure was more than one hour in a weekday ($\bar{X}=74,29$ minutes) and in a weekend day ($\bar{X}=87,95$). There was an average of 78,55 minutes direct tv exposure in a week. It was seen that children attended to current study averagely watch tv more than one hour per day. The AAP (2016) recommend that the time spent in front of the screen should be limited to less than 1 hour a day (if the family prefers to introduce the child to the screen). Results showed that children watched tv exceed the limit which was stated by AAP (2016). Average of household tv exposure was 6 hours on a typical day. When direct tv exposure was subtracted from household tv exposure, it was seen that there was 5 hours additional household TV use (background tv) on a typical day. This finding is much

greater than Lapierre, Piotrowski, and Linebarger (2012) study finding which presented that 6–8 years old children were exposed background tv 2 3/4 hours in a day while 2 years old exposed 5.5 hours. In the current study, it is thought that the additional tv exposure is remarkably too high for preschoolers (AAP, 2016). Wartella, Rideout, Lauricella, & Connell (2013) found that in families which parent screen time was 11 hours in a day, young children had more daily screen time. One such a reason for long time tv exposure can be parents' consciousness on media literacy. Parents may not be aware of messages on tv, question their reality and use it levelly. One such a study supported this view is Gündüz Kalan (2010) found that participated parents (n=20) were not aware of the concept of media literacy and they didn't think that additional tv exposure can damage the relationship with their children. Nathanson (2001) focuses the active mediator role of parents when children were exposed to the media. Parents should give additional information, ask questions to their children and criticize the messages on the program they watch together on tv so that they can be a good role model as a media literate. According to Ertürk and Gül (2006) parents who were given information about media literacy can perform as active mediators better than the others. Şen, Yılmaz, and Teke (2018) also found that the participated parents (n=830) were not perform their active mediator role highly, but mothers' attempt were higher than fathers'. And it was determined that when education level was increased, parents' attempt was also higher in terms of being an active mediator for their children.

Additional tv exposure was presented as a risk factor for children's cognitive development in recent studies (Schmidt, Pempek, Kirkorian, Lund, & Anderson, 2008; Christakis, Zimmerman, DiGiuseppe, & McCarty, 2004). Because the participated mothers mostly stated that they are not working, the reason behind this finding can be mothers being at home during all day and interest in watching tv. Distribution of additional tv exposure according to mothers' education status support this view. Mothers who were graduated from secondary school ($\bar{X}=6$ hours) stated significantly greater additional tv exposure than mothers who had bachelors' degree ($\bar{X}=3$ hours) ($F(3/69)=2.611, p<.05$). In addition, mothers interest in watching tv programs or preference to spend time by watching tv all together at home can cause this finding (Anne Çocuk Eğitim Vakfı [AÇEV], 2016). Similarly, Lapierre et al. (2012) presented that as mother education increased, additional TV exposure decreased. Mothers with high school diplomas or less were exposed to 5 hours whereas mothers with bachelor's degree were exposed to 2.5 hours of background TV on a typical day. Additional tv exposure did not change significantly according to fathers' education status ($F(3,69)=2.027, p>.05$). It can be concluded that mothers have a critical role on children's additional tv exposure at home. Pearson test results showed that there was no correlation between children direct tv exposure and mother child relationship scores ($r=-.09; p>.05$). The reason of this finding may be because the context of the tv programs children watched could have no remarkable factors that can affect mother child relationship. On the other hand, additional tv exposure ($r=-.27; p<.05$) and household tv use ($r=-.27, p<.05$) had an association with mother child relationship. It can be concluded that when household and additional tv exposure are increased, mother-child relationship scores will decrease. One of the reasons can be the context of the adult programs watched at home. They may be having a negative effect on children's prosocial behaviors and may finally damage mother child relationship. One such studies, Manganello and Taylor (2009) found that direct and household tv exposure were associated with children's aggressive behaviors. The other possible reason for this is thought to be distracting effect of television. Mothers' attention could be distracted, so they could have difficulty to focus on children's interests. Some studies support this view. For instance, to present the effect of additional tv exposure on mother child interaction Kirkorian (2004) observed the interactions of mothers and their children (2-3 years old) with

a tv on in the background and with it off. Results of the study showed that the quantity and quality of mother child interactions decreased with the TV on. Ertürk Kara (2018) searched how parent child relationship was effected if parents and children spend their one week without screen. Researcher wanted participated families to stop household tv use for one week. Results of the interviews with parents showed that they recognized the importance of parent child interaction at that week, they spent more qualified time with their children and their children were happier when they spent time with them.

Playtime between Mothers and Children

Four mothers stated that they didn't spend any time for playing with her son/daughter in a typical weekday. %35,6 of mothers play one hour, %30.1 of mothers play 30 minutes, %16,4 of mothers play 20 minutes and %12.3 of mothers play 2 hours with her son/daughter in a typical weekday. The values increase for weekend days: %6,2 of mothers play 3 hours, %20,5 of mothers play 2 hours, %35.6 of mothers play one hour, %16.4 of mothers play 30 minutes, %15.1 of mothers play 20 minutes and three mothers didn't play any with her son/daughter in a typical weekend day. When the average of weekend and weekdays were calculated, it was seen that mothers played with their children approximately one hour (54 minutes) per day. No significant difference in playtime hours were found between groups according to mothers' educational status ($p > .05$). Pearson correlation results showed that there were correlations between mothers' playtime with their children and mother child relationship scores ($r = .25$, $p < .05$ for weekdays playtime; $r = .30$, $p < .01$ for weekend playtime; $r = .30$, $p < .01$ for the average of mother child playtime hour in a week). It is possible to come across studies with similar findings (Coyl Shepherd & Hanlon, 2013; Akgün, 2010). Akgün (2010) studied with 27 mothers and examined the effect of the education called develop mother-child relationship through play on mother child interaction. Results showed that mothers who attended the education had higher scores on therapeutics skills (adapt child's requests, describe the behavior, verbal reflection, reflective expression, play talk, give information and make interprets) and lower scores on undesirable behaviors (give order and keep being silent). Milteer et al. (2012) stresses the value of mother child play especially for fostering healthy parent child relationship. In addition, providing environment for play, modelling, teaching through play are critical for preschoolers' play development (Bornstein & Putnick, 2012). AAP (2016) underlines the importance of parent child interaction for many developmental skills of the child. It argues that taking responsibility, being persistent on completing an activity, impulse control and higher thinking skills such as creative and flexible thinking can be learned best through unstructured social games and quality parent child relationships. Sezer et al. (2016) concludes that positive communication between parent and child during play also had a critical role on supporting children's play skills. Lawson et al. (1992) and Alessandri (1992) suggest that when children's play with a parent, they become more focused and sophisticated. Children who frequently engage in responsive interactions with their parents, and who had opportunities for learning through constructive play, and exploration with his/her parents display higher academic skills in the preschool and primary years (Edwards et al., 2010). Yijun and Marilyn (2016) suggests that playtime with parents, especially family collective play not only foster positive child parent interactions but also improve child's creating and using the pretend signs either by means of continually extended performance or through playful demonstrations.

When the variables which were assessed in the current study were reviewed, it was seen that “household tv exposure” ($r=-.27$) and “playtime between mothers and children” ($r=.30$) variables had significant correlations with mother child relationship. Multiple linear regression analysis was run in order to answer the research question: “Do household tv exposure and playtime between mothers and children predict mother child relationship?”.

Table 2. Results from the Multiple Regression Analysis

Variables	B	Std. Error	Beta	t	p	Zero order	Partial
Constant	92,454	3,618		25,556	,000		
Household Tv Exposure	-,012	,006	-,225	-2,001	,049	-,273	-,233
Playtime between mothers and children	,085	,037	,261	2,320	,023	,303	,267

As can be seen in Table 2, the multiple regression model with two predictors produced $R^2 = .141$, $F(2, 70) = 5,732$, $p < .001$. Two predictors examine %14 of the change in mother child relationship scores. According to standardized regression coefficients, predictors’ relative importance order was playtime between mother and children ($B = ,261$) and household tv exposure ($B = -,225$). Playtime between mothers and children variable had significant positive regression weight, indicating mothers who play with their children more were expected to have higher mother child relationship scores, after controlling for the household tv exposure variable in the model. Household tv exposure had a significant negative weight, indicating that after accounting for playtime between mothers and children, participants who stated higher household tv exposure were expected to have lower mother child relationship scores. This finding suggest that playtime and tv exposure together has a critical role in building a healthy mother child relationship. Previous studies such as Kirkorian et al. (2009), Schmidt et al. (2008), Armstrong and Greenberg (1990) and Armstrong and Chung (2000) also presented the link between playtime, tv exposure and mother child relationship. These studies’ findings suggest that tv exposure cause children’s attention focusing problems during play, reduce cognitive performance and effect mother child relationship negatively. Vandewater, Bichham, and Lee (2006) revealed that with the increasing time spent in front of the screen, the interaction with the mothers weakens and the number of creative games decreases. Studies also found that verbal interactions and play between parents and children decreased when the tv was on (Nathanson & Rasmussen, 2011; Kirkorian, 2004). One such study Anderson and Evans (2001) also found that mothers who focused on tv paid less attention to their children, were less engaged in play and reacted more negatively toward their children if they were interrupted as they were watching tv. Recent and previous studies such as LaForett and Mendez (2017), showed that mothers who endorsed play as valuable and kept play with children going in early childhood could build an effective parenting process. This effort helped them prevent behavior problems in children in the upcoming years.

Conclusion and Suggestions

When the average score of mother child relationship presented was taken into account, it can be said that mothers and children had a strong relationship in the current study. Mothers' education level, age, parents' work hours, children's gender and order of birth which were assumed to have a link with mother child relationship didn't make a significant difference on mother child relationship scores. Current study examined tv exposure and playtime variables as risk factors for a healthy mother child relationship. It was found that children attended to current study averagely watched tv more than one hour per day which is over the time limit, stated by American Academy of Pediatrics. Correlation analyses showed that there was no significant relationship between mother child relationship and children's direct tv exposure. However, household and additional tv exposure values had a negative correlation with mother child relationship scores. This finding can be step for future studies in terms of examining the context of tv programs and reflections on behaviors. Heavy tv exposure can be risk for child rearing, daily routines at home, discipline styles etc. which are also risk factors for a healthy mother child relationship. Mother's playtime with their children had an association with mother child relationship scores. This finding highlights that mothers' beliefs and attitudes toward play is critical for a healthy mother child relationship. This finding suggest that mothers who play more with their children strengthens the relationships. Mothers who knew about their children's needs and played more with them contributed to a positive climate at home in terms of the relationships. It can be concluded that parent education programs which consist of themes such as importance of play, playful learning, qualified play materials, qualified verbal interactions during play etc. can be a way for helping parents establish a healthy mother child relationship. Finally, current study presented the link between tv exposure, playtime between mothers and children and mother child relationships. It was concluded that parents who play with their children more were expected to have higher mother child relationship scores, after controlling for the household tv exposure. Household tv exposure had a significant negative weight, indicating that after accounting for playtime between mothers and children, participants who stated higher household tv exposure were expected to have lower mother child relationship scores. When the limitations regarding sample size and data collection tools were taken into consideration, future research in this field should consider inclusion of both of these TV and playtime variables along with additional mother-child interaction assessments, observational assessments when possible, quality and/or content of play and TV programs, and longitudinal analyses. In addition to the demographic and risk factors which were examined in terms of mother child relationship in current study, risk factors such as mothers' welfare, depression levels etc. can be held in future studies.

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