

Educators' Perspectives on Fathers' Participation in the Early Childhood Education of Their Children

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ABSTRACT In this study, the researchers were interested in finding out how educators utilise the social environment in which fathers operate to the advantage of the learning of their children in the foundation phase. The perspectives of 6 educators on fathers' participation in early development of their children were explored through qualitative data collected by semi-structured interviews. Data obtained were thematically analysed. Results of the study show that although educators understood the concept of father involvement, formal programmes that enabled educators to involve fathers in the school were non-existent. Findings also suggest that fathers' participation in the school was insignificant. The study concludes that fathers' participation in their children's education is germane to effective early childhood education in schools. It also recommends a collaborated effort between schools, District Education Office and parents in the formulation of fathers' involvement policies and programmes through workshops on fathers' involvement