

Problems Confronting Fathers in the Education of their Pre-school Age Children and the Implications for South African Early Education Policy

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ABSTRACT The Draft Early Education Policy and other related policies noted that parents, including fathers, are supposed to play an active role in their children's pre-school education. This paper aims to investigate problems confronting fathers and hindering them from being involved in pre-school education and implications for policy. The key finding of this paper is that problems confronting fathers in pre-schools are mainly familial, that is, prejudiced belief systems, legislative gaps, the fathers financial and employment status, and the relationship quality of parents. Therefore, it is evident that the identified problems can result in the envisaged policy objectives not being realized. Consequently, there is a need to implement intervention programs that are meant to equip fathers and communities in understanding parenting roles and implications of child related policies and customary laws on active fatherhood. Policy reviews looking at violation of children's rights versus parental care, especially by fathers, are also necessary.