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Mothers' Perceptions on Fathers' Participation in the Early Childhood Education of Their Children

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ABSTRACT This study set out to examine mothers' perspectives on the fathers' participation in the academic development of their children in the foundation phase education in Eastern Cape. A qualitative case study approach positioned in the interpretivist paradigm studied six purposively selected mothers as participants in their natural habitation. Through semi-structured interviews, data collected from participants were thematically analyzed. All ethical measures were observed and respondents signed consent forms. The findings revealed that negation of paternity, absent father syndrome, migratory labor and unemployment were the main causes of the fathers' non-participation. The study concluded that despite the circumstances, children had the right to a relationship with their fathers since effective fathers' participation in their lives is essential for achieving the early childhood education goals. The study recommends that programs ought to be tailor-made to suite all classes of fathers whether they are resident or non-resident with their children.