

Barriers Educators Face in Involving Fathers in the Education of their Children at the Foundation Phase

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ABSTRACT This study investigated the barriers that educators faced in involving fathers in the academic development of their children in the foundation phase education in South Africa. The study adopted the qualitative case study approach and followed the interpretivist paradigm to investigate the participants in their natural setting. The sample size comprised six educators who were purposively selected to respond to semi-structured interview questions. All ethical procedures were observed and respondents completed the consent forms. Data collected was thematically analyzed. The findings revealed that lack of knowledge, absent father syndrome, migrant labor, educational poverty and political will were the main barriers to father involvement. The study concluded that effective fathers' participation in the education of their children is necessary to achieving the goals of early childhood education. The study recommends that programs should be tailor-made to suite all categories of fathers in order to encourage father participation regardless of their economic status.