



University of Fort Hare
Together in Excellence

**EXPLORING FATHERS' ROLE IN SUPPORTING THEIR CHILDREN'S LEARNING: A
CASE OF SELECTED PRIMARY SCHOOLS IN THE EAST LONDON DISTRICT**

By

PAMPILA SIYABULELA

[200600120]

**Submitted in Fulfilment of the requirements for the degree of Masters in
Education**

Faculty of Education

University of Fort Hare

PROMOTER: PROF. COSMAS MAPHOSA

JUNE 2017

DECLARATION

I hereby declare that the thesis submitted for Masters of Education, University of Fort Hare, is my original work and has not been previously submitted to any other institution of higher education. I further declare that all sources cited or quoted are indicated and acknowledged in my reference list.

Siyabulela Pampila

Date: 15 June 2017

Signed:

A handwritten signature in black ink, appearing to read 'Siyabulela Pampila', written over a light gray rectangular background.

DECLARATION OF PLAGIARISM

I **Pampila Siyabulela**, student number **20060012**, hereby declare that the thesis submitted for Masters of Education, University of Fort Hare, is my original work and has not been previously submitted to any other institution of higher education. I am fully aware of the University of Fort Hare Policy on Plagiarism and that I have taken every possible precaution to comply with the regulations pertaining to this policy furthermore, I declare that all sources cited or quoted are indicated and acknowledged in my reference list.

Siyabulela Pampila

Signed

A handwritten signature in black ink, appearing to read 'Siyabulela Pampila', written over a horizontal line.

Date: 15 June 2017

DECLARATION ON RESEARCH ETHICS CLEARANCE

I, Siyabulela Pampila, student number 200600120, hereby declare that I am fully aware of the University of Fort Hare Policy on Research Ethics and that I have taken every possible precaution to comply with the regulations pertaining to it. I have obtained an ethical clearance certificate from the University of Fort Hare Ethics Committee, for which the reference number is **[MAP081SPAM01]**.

Signed: 

Date: 15 June 2017

ABSTRACT

The aim of this study was to explore fathers' role in supporting their children's learning in selected urban primary schools in the East London Education District. Epstein parental involvement theory informed the study. The study was located in the interpretivist research paradigm and it qualitative in nature. It followed a case study research design. Participants were selected through the use of purposive sampling. A total of fifty two (52) participants were selected and these included school teachers, fathers and learners. Semi-structured interviews (for school teachers and fathers) and focus group interviews (for learners) were used in the four selected primary schools. The data was coded and thematic content analysis was used. The findings from the research indicated that fathers' and teachers had a very limited understanding of fathers' support in children's learning. They generally thought that it was confined to activities done at school such as payment of school fees and levies, providing labour for the construction or renovation of school buildings and providing teaching/learning resources. Participants confirmed that the majority of fathers were too poor and with low education to be meaningfully involved in their children's learning. However, there were a few fathers who believed that their socio-economic status did not prevent them from participating in their children's learning. They actually indicated useful ways in which they could be involved. It was found that a minority group of fathers who were unemployed spent time helping their children in their learning whilst, those working worked long hours and had no time to help their children. Among the significant findings of the study was the fact that educated fathers were too involved in their children's learning and even reserved time on weekend to be part of their children's life and learning. The research also revealed that fathers and teachers had wrong perceptions about themselves and each other in connection with limited fathers' support in their schools. The study recommends, among other issues, enhanced school/parent partnership with emphasis on the involvement of fathers in academic activities meant to improve their children's learning.

ACKNOWLEDGMENTS

My deepest gratitude goes to the following special people:

- Professor Cosmas Maphosa for not just being a supervisor to me but a mentor and role model to me and many others. For his expert advice and encouragement which inspired me to complete this work with a lot of enthusiasm.
- My wife who has always looked forward to being part of everything I do – thank you for accompanying me on my field trips and for being a critical friend
- My mother who instilled the love for learning in me at a tender age
- The Department of Education, School principals for granting me permission to conduct this research in their schools
- Learners', teachers and fathers' who willingly participated in this research.

I can never thank these people enough. May the Dear Lord bless them abundantly.

Thank you Lord for enabling me to undertake this fulfilling task

DEDICATION

To my wife, my mother and my mother in law, my unborn child, Brother and sisters,
True friends are life's greatest treasure. They give without demanding. They love
without condition.

TABLE OF CONTENTS

DECLARATION	ii
DECLARATION OF PLAGIARISM	iii
DECLARATION ON RESEARCH ETHICS CLEARANCE	iv
ABSTRACT.....	v
ACKNOWLEDGMENTS.....	vi
DEDICATION.....	vii
LIST OF TABLES.....	xiii
LIST OF ACRONYMS.....	xiv
1	CHAPTER ONE: INTRODUCTION AND BACKGROUND 1
1.1	INTRODUCTION 1
1.2	BACKGROUND OF THE STUDY 4
1.3	STATEMENT OF PROBLEM 6
1.4	MAIN RESEARCH QUESTION..... 7
1.4.1	Sub-Research Questions 7
1.5	PURPOSE OF THE STUDY 7
1.6	RESEARCH OBJECTIVES ARE TO:..... 8
1.7	SIGNIFICANCE OF THE STUDY..... 8
1.8	RESEARCH METHODOLOGY 8
1.8.1	Research Paradigm: 8
1.8.2	Research Approach 9
1.8.3	Research Design 9
1.8.4	Population and Sample 9
1.8.5	Data Collection Instruments10
1.9	DELIMITATION OF THE STUDY10
1.10	DEFINITION OF TERMS10
1.11	CHAPTER OUTLINE11
1.12	SUMMARY12
2	CHAPTER TWO: THEORETICAL FRAMEWORK AND LITERATURE REVIEW13
2.1	INTRODUCTION13
2.2	THEORETICAL FRAMEWORK.....14
2.2.1	Theoretical Framework and its importance in research14
2.2.2	The Epstein theory of parent involvement15
2.2.3	Application of Epstein theory of parent involvement17
2.3	LITERATURE REVIEW.....17

2.3.1	Fathers' perception their role in the learning of their children	19
2.3.2	Supportive vs non-supportive fathers' in the way they assist their children in learning 21	
2.3.2.1	Supportive Fathers (SF)	22
2.3.2.2	Non-supportive father (NSF)	28
2.3.3	Ways fathers use to assist their children in learning	32
2.3.4	Opportunities and threats to fathers' contribution of their children learning.....	36
2.3.4.1	Threats to fathers supporting their children in learning	41
2.3.5	Previous studies on father involvement	44
2.4	SUMMARY	47
3	CHAPTER THREE: RESEARCH METHODOLOGY	48
3.1	INTRODUCTION	48
3.2	RESEARCH PARADIGM	48
3.2.1	The interpretive paradigm	49
3.3	RESEARCH APPROACH	50
3.4	RESEARCH DESIGN	51
3.5	POPULATION AND SAMPLE	52
3.5.1	Purposeful sampling.....	53
3.6	DATA COLLECTION INSTRUMENTS	54
3.6.1	Semi-structured interviews	54
3.6.1.1	The semi-structured interview guide.....	55
3.6.2	Focus group interviews with learners	56
3.6.2.1	Selection of the interview location and sitting arrangement	57
3.6.2.2	Designing the focus group interview guide	58
3.6.2.3	Categories of questions	58
3.6.2.4	Recording the focus group interviews.....	59
3.7	DATA TRUST- WORTHINESS	59
3.7.1	Field notes	62
3.8	DATA COLLECTION PROCEDURE	63
3.9	DATA ANALYSIS	64
3.9.1	The process of data analysis.....	66
3.10	ETHICAL ISSUES.....	69
3.10.1	Gaining access	69
3.10.2	Research ethics	70
3.10.2.1	Informed consent	70
3.10.2.2	The right to privacy.....	71
3.10.2.3	Protection from harm.....	71
3.10.2.4	Terminating the study.....	71
3.11	SUMMARY	72
4	CHAPTER FOUR: PRESENTATION AND ANALYSIS OF THE DATA	73
4.1	INTRODUCTION	73
4.2	BIOGRAPHICAL DATA.....	74
4.3	RESULTS WITH RESPECT TO OPPORTUNITIES WHICH ENCOURAGE FATHERS' TO SUPPORT THEIR CHILDREN'S LEARNING AT PRIMARY SCHOOL	80
4.3.1	Developmental programs that can help develop father-child relationship	82
4.3.2	Involving fathers' in the learning of their children	83
4.3.3	Schools welcoming to fathers.....	84
4.3.4	Specific activities provided by school to involve fathers.....	85

4.3.5	Teachers being trained on ways to work with fathers, in involving fathers in parenting activities related to their children learning.....	86
4.3.6	Attracting fathers to be involved in the learning of their children	87
4.3.7	Educational law and fathers' involvement in children's learning	88
4.3.8	Strategies used to involve fathers in children learning	89
4.3.9	Mothers role vs fathers role	90
4.4	RESULTS WITH RESPECT TO THE FATHERS' PERCEPTIONS ON THEIR ROLE IN THEIR CHILDREN'S LEARNING	91
4.4.1	Fathers' assistance in their children's learning	93
4.4.2	The impact fathers make in assisting their children in their learning	94
4.4.3	Time spent by fathers in assisting their children with their school work	95
4.4.4	Engaging Fathers to social activities that promotes learning	96
4.4.5	The influence of child's family earnings to children's learning.....	97
4.4.6	Fathers' commitment and involvement in their children learning.....	98
4.4.7	Fathers, reading and writing with their children	99
4.5	WAYS FATHERS USE IN ASSISTING THEIR CHILDREN IN THEIR LEARNING..	100
4.5.1	Fathers' assistance with their children school work	102
4.5.2	Differentiating differences between help provided by mothers or fathers'	103
4.5.3	Assessing how often fathers' help their children with school activities at home	104
4.5.4	Activities shared by fathers and children which promote learning	105
4.5.5	Difficulties learners encounter when being help by their fathers in learning	105
4.5.6	Encouraging both fathers and learners on ways to avoid these difficulties	106
4.5.7	Strategies used to motivate fathers in their involvement in their children's learning Implementation of these strategies.....	107
4.5.8	Schools help to learners with learning difficulties	108
4.5.9	Learners opinions about their fathers' assistance in learning	109
4.5.10	Provisions made by fathers' to assist in their children's learning	109
4.5.11	Impact of fathers' level of education to their children's learning	111
4.6	THREATS THAT INFLUENCE FATHERS' TO BE NON-SUPPORTIVE TO THEIR CHILDREN'S LEARNING	111
4.6.1	Time and assistance to their children's learning	112
4.6.2	Provision of resources towards supporting their children's learning.....	113
4.6.3	Father-child relationship	114
4.6.4	Fathers' opinions about teachers' and school.....	114
4.6.5	Feelings of being a father.....	115
4.6.6	Understanding on how to assist their children with learning	115
4.7	DISCUSSION OF FINDINGS	116
4.7.1	Results with respect to opportunities which encourage fathers' to support their children's learning at primary schools	116
4.7.2	Results with respect with to the father's perceptions on their role in their children's learning	121
4.7.3	Ways fathers use in assisting their children's' learning	125
4.7.4	Threats that influence fathers to be non-supportive to their children's' learning.....	130
5	CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	137
5.1	INTRODUCTION	137
5.2	RESTATING OF RESEARCH PROBLEM.....	137
5.2.1	Main Research Question.....	137
5.2.2	Sub-Research Questions	138
5.2.3	Research Objective.....	139

5.3	SUMMARY OF FINDINGS	139
5.3.1	Sub-Research Question 1: How do fathers' view their role in the learning of their children? 139	
5.3.2	Sub-Research Question 2: In what ways do fathers assist their children in learning? 140	
5.3.3	Sub-Research Question 3: What are the opportunities which encourage fathers to support their children's learning at primary school?	141
5.3.4	Sub-Research Question 4: What are the threats to fathers which negatively influence them to be non-supportive in their children learning?	142
5.4	CONCLUSIONS OF THE STUDY	142
5.4.1	Fathers' view their role in the learning of their children.	142
5.4.2	Ways in which fathers assisted their children in their learning	142
5.4.3	Opportunities which encouraged fathers to support their children's learning at primary school 143	
5.4.4	Threats to fathers which negatively influenced them to be non-supportive in their children learning.....	143
5.5	RECOMMENDATIONS	144
5.5.1	Teachers' understanding of fathers' involvement in learning	144
5.5.2	Fathers' understanding of their involvement in their children's learning	145
5.5.3	Father-child relationship	146
5.5.4	Fathers and the school.....	147
5.5.5	Impact of family socio-economic status on children's learning.....	147
5.5.6	Fathers' perceptions about their role in their children's learning	148
5.5.7	Threats to fathers' support in children's learning	149
5.5.7.1	Absence of a clear government policy on fathers' involvement in learning	149
5.5.7.2	Absence of a clear school policy	149
5.5.7.3	Fathers' level of education	150
5.5.7.4	Fathers' attitudes towards learning and school.....	151
5.5.7.5	Teacher attitudes towards fathers	152
5.5.7.6	Communication between school and home	153
5.5.7.7	Learners' opinions on fathers' support in learning	153
5.5.7.8	Culture	154
5.6	ACHIEVEMENT OF RESEARECH OBJECTIVES	154
5.6.1	Research objective 1:.....	155
5.6.2	Research Objective 2:.....	155
5.6.3	Research Objective 3:.....	155
5.6.4	Research Objective 4:.....	155
5.7	LIMITATIONS OF THE STUDY.....	156
5.8	RECOMMENDATIONS FOR FUTHER STUDY	156
5.9	SUMMARY	156
	REFERENCE LIST	159
	LIST OF APPENDICES	170
	APPENDIX A: LETTER REQUEST FOR PERMISSION TO CONDUCT RESEARCH ON TEACHERS/LEARNERS	170
	APPENDIX B: ETHICAL CLEARANCE CERTIFICATE.....	171

APPENDIX C: ETHICS RESEARCH CONFIDENTIALITY AND INFORMED CONSENT FORM	173
APPENDIX D: PERMISSION REQUEST LETTER	175
APPENDIX E: APPROVAL LETTER FROM THE DEPARTMENT OF EDUCATION-EASTERN CAPE	176
APPENDIX F: INTERVIEW GUIDE FOR FATHERS	178
APPENDIX G: INTERVIEW GUIDE FOR TEACHERS.....	182
APPENDIX H: INTERVIEW GUIDE FOR LEARNERS.....	185
APPENDIX I: INTERVIEW GUIDE FOR FATHERS	188
APPENDIX J: CHILD ASSENT FORM.....	190
APPENDIX K: LANGUAGE EDITOR’S CERTIFICATE	193

LIST OF TABLES

Table 4-1: Characteristics of Teachers.....	74
Table 4-2: Characteristics of FGD participants.....	75
Table 4-3: Characteristics of fathers'	79
Table 4-4: Opportunities which encourage fathers' to support their children's learning at primary	81
Table 4-5: Theme and sub-themes concerning the fathers' perceptions on their role in their children's learning.....	92
Table 4-6: Theme and sub-themes concerning the way fathers' use in assisting their children in learning	100
Table 4-7: Theme and sub-themes threats that influence fathers' to be supportive to their children's learning.....	112

LIST OF ACRONYMS

FGD	Focus Group Discussions
F	Father (s')
L	Learner (s)
T	Teacher (s)
FR	Fathers' Role
FSTCL	Fathers' Support in Learning
NCF	National Center for Fathering
NCES	National Center for Education Statistics
CRF	Central Role of Fathers'
NSF	Non-Supportive Father
SF	Supportive Fathers

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

The role of fathers in children's lives varies over time and across cultures (Pruett, 2000). According to Desmond and Hosegood (2011), traditionally a father is a male person that and the head of the household who is regarded as a financial provider and protector of the family. Mkhize (2004) notes that in many locations in sub-Saharan Africa a father is viewed as an intercessor between the ancestors and his family. Those who believe in the traditional worldview view a father as a provider, a protector and as a family head. At the same time, a father is perceived as one closest to Qamata (meaning God). However, an impression is given that African perspectives on fatherhood continue to undergo changes largely due to urbanization and western education (Cassirer & Addati, 2007).

Seward (2014) argues that the Western tradition perceives fatherhood as the framework of a biological connection between a father and his child where a father and or a father figure is located within the context of a nuclear family. However, fatherhood in the African context is not defined within the frame of the biological father. Lesejane (2006) believes that fathering is a shared responsibility of males within the extended family. This conceptualisation includes not only the child's father but also his/her maternal and paternal uncles and brothers within the family line; sometimes adult males within the larger immediate communities. In the absence of the biological father, these significant others often assume the responsibilities of looking after the African child. Accordingly, (Mkhize, 2004: 5) states that "one's father's brother is also one's father...and is expected to behave in a manner deserving of a father". Mkhize (2004: 5) further suggests that in the African extended family "children do not belong to their biological parents: other family members are expected to take an active responsibility for the

wellbeing of their relatives' children".

Mkhize (2004) and Lesejane (2006) argue that fatherhood is less of a biological connection, instead the concept appears to be more of a social responsibility that mainly adult males within the proximal communities of the child are expected to assume albeit voluntarily. According to this study a father is an authorised male person responsible to take care of a child's welfare, a person accountable for the child's learning or education both at school and home. For example, these are individuals who have the father role such as stepfathers, adoptive fathers and foster fathers (Lamb, 2000).

The fathers' role (FR) in supporting their children in learning has been found to influence the cognitive and social development of children (Reay, 2000). The foregoing statement indicates that the child's development, learning achievement and an understanding of the school's purpose are influenced to a large degree by the fathers' role in supporting their children in learning. Nichols (2000) believes that the fathers' support in their children's learning is a motivational factor that paves the way for his/her future.

Bryan (2005) further argues education has a pivotal role in a nation as well as individual character building. It is a life line for any society and nation. The education of a child needs multidimensional efforts. For example, learners, teachers, and fathers' all have an important role in their learning process. More-over education can be regarded as the most important path through which the child's potential can be developed. In order for the child's potential to be developed, teachers and fathers' need to work together to ensure that the child develops to the best of his or her ability. In support, Bouchard and Lee (2000) note that when fathers begin to work with schools to support learning, their children tend to succeed not just in school, but throughout life. Similarly, research has shown that fathers, no matter their income or cultural background, can play a critical role in supporting their children's learning. When fathers are involved, their children learn more, perform better in school and exhibit healthier behaviour. Thus, even if fathers do not share a home with their children, their active involvement can have a

lasting and positive impact (Nichols, 2000).

Moreover, Burgess (2007) and Pruett (2000) note that fathers' support in their children's learning (FSTCL) plays an important role in their performance at school. In the proposed study fathers' are defined as follows, category 1 Non-supporting fathers (those with no interest in the learning of their children), and category 2 highly supporting fathers' (those who have more interest in the learning of their children). Some studies done by Kim (2008) and Khan (2006) found out that non-supporting fathers always encounter difficulties in helping their children with school activities at home. On the other hand Kang (2003) raises a point that many fathers may not be certain on how to help their children with assignments guide or support them due to their limited education. But, it is expected that they become highly supportive in the learning of their children both at school and at home.

Evidently, the fathers' role in supporting their children's learning, environment and family in which the child grows up has important implications for the child's academic achievement at school, level of aspiration, motivational level and attitude towards school. Hence, Jung and Honig (2000) believe that making fathers aware of the need to improve their role in supporting their children learning can also promote and improve the quality of children's education in general.

Recent, observations have been made that, shifts in our society are once again transforming the roles of fathers and mothers. Nowadays, fathers, like mothers, have multiple roles of being a provider, protector, nurturer, companion, disciplinarian, teacher, and instiller of societal norms (Lamb, 2000).

Therefore, there is overwhelming evidence that fathers support in a child's learning makes a very positive difference. Decades ago, an assumption was made that "parent support in children's learning" meant "mothers' involvement." Recent research reveals that the role played by fathers in supporting their children's learning is crucial. Given such evidence, together with a dearth of previous work on expanding fathers' role in

supporting their children's learning, this research will propose new opportunities in this area.

1.2 BACKGROUND OF THE STUDY

Research in the last three decades has established a clear link between parental involvement and children's educational attainment (Desforges & Abouchaar, 2003). While most of what we know is based on mother-child interactions, increased attention has been paid to the specific influences fathers and other male caregivers have on their children's development.

Indeed, a growing body of research has indicated that fathers make an important contribution to the lives of their children. Furthermore children who grow up with actively involved fathers benefit in numerous ways, including increased cognitive abilities; higher self-esteem; increased social competence; healthier relationships with peers both as adolescents and adults; access to greater financial resources, and better health outcomes (Ball & Moselle, 2007).

In 2009 The National Center for Fathering (NCF) conducted a survey in Kansas City, about father's support in Children's Learning, the summary of study's findings revealed that fathers have significantly increased their involvement with their children at school. For example 38% to 54% +16 percentage points of fathers were reported to be walking/taking their child to school. While, 28% to 35% +11 percentage points were reported for those who attended class events. Fathers who visited their child's classroom were 30% to 41% +11 percentage points and those who volunteered at their child's school were 20% to 28% + 8 percentage points. Fathers also significantly increased their interaction with teachers, school officials and other parents. They also increased their engagement by attending parent-teacher conferences 69% to 77% +8 percentage points, attending school meetings 28% to 35% +7 percentage points and attending school-based parents meetings 47% to 59% +12 percentage points.

Similarly, a 2007 Scottish survey (South Lanarkshire Home School Partnership, 2007) indicated that a majority of fathers are involved in their children's education. More

specifically, 60% of respondents helped out with their child's homework or schoolwork often. Meanwhile, 86% said that they read books/newspapers with their children at home. Other main activities that the respondents stated they were involved in with their children at home are eating meals, watching TV, and playing physical games together.

Interestingly, though mothers in the UK still assume overriding responsibility for their children's education, the amount of time that fathers spend with their young children has also increased dramatically over the past 20 years (Gershuny, 2001). Women continue to devote twice as much time as men in caring for children under four (approx. 4 hours per day compared to 2 hours for men). But men's involvement in child-related activities has increased from less than 15 minutes in the 1970s to almost 2 hours in the 1990s till to date.

According to Fatherhood Institute (2009) it is said that fathers' are increasingly supportive with their children's learning, though not to the same extent as mothers. This is based on a South Lanarkshire online survey of 177 men in 2007 where they found that 86% of this self-selected sample read with their children, 60% were cited as helping 'often' with schoolwork and 77% alluded to 'often' attending parents' night.

Furthermore, it is argued (Fatherhood Institute, 2009) that there is a widespread failure of non-resident fathers to engage with their children's schools. For instance, the statistics showed that 31% of the non-resident fathers who have contact with their children go into their schools as compared to 75% of fathers who live at home – may be contributing to school failure in this group. However, it would be wrong to assume that non-resident fathers are unwilling. A UK survey in 2008 found 70% of two-parent-family fathers and 81% of non-resident parents (mainly men) wanting to be more involved in their children's education. Therefore, it may be assumed that school processes that fail to include non-resident fathers and staff anxieties may be key.

A study conducted in Ghana by Nyarko (2011) brought evidence that fathers who have gone beyond a high school education are found to be more likely to be supportive in their children learning than those who did not go to school. Research findings by Chindanya (2011) in a study about parental involvement in primary schools at

Zimbabwe found out that there were some male parents who thought parental involvement in children's learning is more a mother's duty than a father's duty. A response which typified this kind of thinking was: "A mother must be more involved because culturally a father represents authority in the family. To play with small children would undermine that authority, resulting in indiscipline on the part of children".

Statistics South Africa (2011), research findings indicate that it is about 30% of fathers in South Africa are involved in the learning of their children. These fathers have shown interest in their children's education, by playing social games with them, reading stories during bed time, teaching them spelling and attending school meetings. More than 70% indicated a high rate of fathers who are not involved in the learning of their children. The results of Maluleke (2014) study in Limpopo found that a large number of non-educated fathers in South Africa are not actively involved in the learning of their children. Reason being, they always spend most of their time at work and arrived mostly at their homes over-weekends since they are mine workers. Furthermore, besides being uneducated, about 60% of non-supporting fathers spend their time at work than helping their children with their school activities home. Thus, the question remains, do these fathers know their role as fathers in supporting their children's learning. Therefore, the issue worth investigating in this study is whether or not fathers play their role in supporting the learning of their children in selected urban primary schools in East London district.

1.3 STATEMENT OF PROBLEM

It has been assumed often that mothers have the primary responsibility for encouraging the children's learning and development (Clark & Foster, 2005). These assumptions miss the importance of fathers' support in their children's learning. In addition, the adverse effects of a father's absence on the development of his children are well documented. Policymakers and educators agree that fathers' support in children's education is important in fostering children's school success.

Similarly, Burgess (2007) says that children in the 6th through the 7th grade with fathers, who are highly supportive in their schools, provide their children with multiple

types of resources at home perform well at school. Data from 2009, as reported by the South African Institute of Race Relations, indicates that 48 per cent of children in South Africa have living but absent (non-supportive) fathers. Swartz and Bhana (2013) suggest that being an active, supportive father in child's learning and taking responsibility is not easy and financial, cultural and relational obstacles were highlighted as the hindrance to effective child to father relationship in relation to learning.

It is therefore, imperative that factors contributing to the influence of fathers' support in the learning of their children in urban primary schools be identified in order to address and implement changes to benefit learners, teachers especially in the East London District.

1.4 MAIN RESEARCH QUESTION

The main research question explored by this study was: 'What are the fathers' role in supporting their children's learning: a case of selected primary schools in the East London district?'

1.4.1 Sub-Research Questions

- How do fathers view their role in the learning of their children?
- In what ways do fathers assist their children in learning?
- What are the opportunities which encourage fathers to support their children's learning at primary school?
- What are the threats to fathers which negatively influence them to be non-supportive in their children learning?

1.5 PURPOSE OF THE STUDY

The purpose of this study is to understand fathers role in supporting their children's

learning: a case of selected primary schools in the East London district.

1.6 RESEARCH OBJECTIVES ARE TO:

- To establish fathers' understanding of their role in the learning of their children.
- To explain ways fathers use to assist their children in learning.
- To investigate the opportunities that encourage fathers to more supportive in their children's learning at primary schools.
- To outline the threats that negatively influence fathers to be non-supporters in their children's learning at primary schools.

1.7 SIGNIFICANCE OF THE STUDY

This study will gather information about the fathers' support in the learning of their children in selected urban primary schools. The findings may help in unveiling the views of the teachers, fathers and learners in order to understand the links between fathers' support and children's learning. These finding might be used to develop an action plan to utilize these strategies in homes, classrooms and schools.

1.8 RESEARCH METHODOLOGY

The concept of research methodology refers to the range of approaches used in research to gather data, which is used as a foundation for interpretation, for explanation and prediction (Barbie & Mouton, 2004). Hereunder follow an exposition of the brief description of the research methodology which was adopted for this study.

1.8.1 Research Paradigm:

This study was conducted under the interpretivist paradigm since it is the process of emphasizing and interpretation. Participants got the opportunity to express their views

on the role fathers play in supporting the learning of their children in selected urban primary schools in East London district.

1.8.2 Research Approach

In this study qualitative approach was used because it deals with the participants' perceptions and involves an in-depth understanding of human beings, their reasoning values and behaviours. Since human emotions are difficult to quantify, qualitative research appeared to be a more effective method of investigating emotional responses thus it suited the researchers' study.

1.8.3 Research Design

This study adopted the case study research design. Basically, a case study is an in depth study of a particular situation. The researcher used the case study design, so that in-depth and rich information with regard to the fathers support on their children's learning could be solicited through a variety of data collection tools.

1.8.4 Population and Sample

The aim of sampling in social research is to produce representative selections of population elements (Creswell, 2010). The study was carried out in four primary schools in East London District. The participants comprised of teachers, fathers of children who are in grade five and learners from the same grade cohort of the selected schools.

A sample of thirty six (36) learners, nine (9) from each school, four teachers (4), one from each school and twelve (12) parents were purposively drawn. This sampling technique was essential for this study because, purposive sampling is a type of non-probability sampling in which a researcher selects the units to be observed on the basis of his own judgments about which ones will be most useful or representative (Barbie & Mouton 2004: 183).

1.8.5 Data Collection Instruments

Interviews were the main source of data collection in the study because they enabled the researcher to converse naturally with the participants.

This also allowed participants to freely express their feelings. Interviews also enabled the researcher to probe on answers given and to observe the body language of participants. According to Creswell (2010), “interviews can provide access to the meanings people attribute to their experiences and social worlds”.

The study used 9 learners per school, selected according to their academic achievement to get in-depth information for the study. Thus having four focus groups which comprised of highly performing, average performing and under-performing learners in each school.

1.9 DELIMITATION OF THE STUDY

The study was limited to four selected urban primary schools in the East London district. Participants were primary school teachers, fathers and learners on investigating the fathers’ support on their children’s learning.

1.10 DEFINITION OF TERMS

1.10.1 Fathers’ - A father is a biological parent who may decide to educate his child, an adult person who shows and guides a child or the legal guardian of a child who is employed somewhere (Richter & Makusha, 2010). In this study fathers shall be taken to be male persons, biological parents or guardian who has much influence in the learning of the child both in school and at home.

1.10.2 Learner - A learner is someone who is learning subject content or skills, or one who acquires knowledge, skills and receives instruction from the educator (Sullivan, 2000). In this study a learner is someone still doing his/her studies at primary level.

1.10.3 Education Level - Education level can defined as an ability to reason well, read

or write and even able to help children with their school activities. Education level can be measured with formal school achievements or attainments (Sullivan, 2000). In this study education level referred to the ability of parent, to be able to assist and take part in the learning of their children in school and at home.

1.10.4 Teacher - A teacher is someone educated and qualified to teach children in a class room setting (Wilson, 2006). In this study a teacher is regarded as someone who teaches a child at school and has open communication with the child's father, about his/her child learning.

1.10.5 Learning- According to Richter and Makusha (2010), learning is about functioning properly, dealing with matters at hand, acting in situations and coping with oneself and one's world. For the purpose of this study, learning is understood to be the ability to read and write, and also being able to take part in decision making processes in education.

1.11 CHAPTER OUTLINE

Chapter One: Introduction and Background of the Study- explains the researcher's awareness of the problem and puts the problem into context. The problem statement and sub-problems, the aim and elucidation of concepts for common understanding are contained in this chapter. The value of the research is also indicated, as is the suitability of the research method chosen.

Chapter Two: Theoretical Framework and Literature Review - gives a literature review to illuminate the problem and bring the research in line with local and international trends. The literature provides a framework within which research findings are discussed.

Chapter Three: Research Methodology - explains and justifies the research methodology used. It also deals with research ethics and the trustworthiness of the research.

Chapter Four: Data is presented, analysed and discussed in this chapter-

Chapter Five: this chapter focuses on summary of findings, conclusions and recommendations - reflects on the whole completed research process, summarizing the main findings. On the basis of the data analysis, conclusions are drawn and recommendations made. The limitations of the research are pointed out and recommendations for further related research studies are made.

1.12 SUMMARY

This chapter discussed the importance of fathers' role in their children's learning. It shows a brief review of international, African and South African scholarly views on fathers' roles in supporting their children's learning. This chapter also identified key factors on research and statistical evidence on why this study is conducted. In addition, the main research question and sub-research questions, research objectives, methodology, geographical delimitation of the study, chapter outline and how this study might contribute to policy and practice is elucidated. The following chapter shall focus on discussing issues around theoretical framework and literature review.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter discussed the importance of fathers' role in supporting their children's learning. A brief review of global literature on views of fathers' roles in supporting their children's learning is conducted. In addition, key factors on research and statistical evidence on why this study was conducted are given. The previous chapter highlighted the main research question and sub-research questions, the objectives, methodology, geographical delimitation of the study, chapter outline and how this study may contribute to policy and practice.

According to Flouri and Buchanan (2004) traditionally a number of schools have kept fathers' away from school situation because they regarded them as critics. This resulted to limited active support from fathers. But, more recently there has been a move from this practice towards an increasing awareness and the recognition of the central role of fathers' (CRF) as significant partners in the learning process. Nelson (2002) notes that fathers' support in their children's learning will not automatically occur. Nelson (2002) further argues that schools must establish, encourage and manage fathers' support in their children's learning. Similarly, Goldman (2005) states that efficient management is a pre-condition for effective fathers' support in the learning of their children. Goldman (2005) concludes by saying that both schools and fathers need to consider the collaborative support in children's learning as crucial.

This chapter discusses theoretical framework adopted for this study. In addition the chapter reviews preliminary documented literature. The purpose of the literature review is manifold. Among other purposes, it provides an understanding of the concept fathers' roles in supporting their children learning. It will also put emphasis the following areas of literature to be reviewed: Fathers' view on their role in the learning of their children

(Bouchard & Lee, 2000; O'Brien & Shemilt, 2003; Kang, 2003); Educated versus uneducated fathers in the way they assist their children in learning (Fall, 2002; Kim, 2008); strategies used by fathers assist their children in learning (Goldman, 2005; Kang, 2003); and Opportunities and threats to fathers' contribution of their children learning (Nelson, 2002; Flouri & Buchanan, 2004; Goldman, 2005).

2.2 THEORETICAL FRAMEWORK

A theoretical framework consists of concepts and, together with their definitions and reference to relevant scholarly literature. It is an existing theory that is used for one's particular study (William, 2006). Furthermore William (2006) asserts that a theoretical framework is used to limit the scope of the relevant data by focusing on specific variables and defining the specific view point that the researcher will take in analyzing and interpreting the data to be gathered. Moreover, it also facilitates the understanding of concepts and variables according to given definitions and builds new knowledge by validating or challenging theoretical assumptions.

2.2.1 Theoretical Framework and its importance in research

Abend (2008) states that theories are formulated to explain, predict, and understand phenomena and, in many cases, to challenge and extend existing knowledge within limits of critical bounding assumptions. Furthermore, the theoretical framework is the structure that can hold or support a theory of a research study. The theoretical framework introduces and describes the theory that explains why the research problem under study exists.

A theoretical framework consists of concepts and, together with their definitions and reference to relevant scholarly literature, existing theory that is used for one's particular study. A theoretical framework strengthens the study in following ways; an explicit statement of theoretical assumptions permits the reader to evaluate them critically. The theoretical framework connects the researcher to existing knowledge, guided by a relevant theory; one is given a basis for his/her hypotheses and choice of research

methods (Abend, 2008).

Abend (2008), argues that articulating the theoretical assumptions of a research study forces the researcher to address questions of why and how. It permits the researcher to describing a phenomenon he/she has observed to generalizing about various aspects of that phenomenon. According to Abend (2008) that having a theory helps the researcher to identify the limits to those generalisations. A theoretical framework specifies which key variables influence a phenomenon of interest and highlights the need to examine how those key variables might differ and under what circumstances.

2.2.2 The Epstein theory of parent involvement

The theoretical framework that was adopted in this study was developed by Epstein to explain parent involvement in the 1980's (Epstein, 1996:214). In his theory, Epstein (2001) provided three guiding perspectives for researchers when conducting a study about family and school relations; namely separate responsibilities of families and schools; shared responsibilities of families and school and sequential responsibilities of families and school.

Looking on the separate responsibilities of institutions, this theory emphasises on the inherent inconsistency, competition and conflict between families and schools. Epstein (2001) further argued that educators and parents direct school bureaucracies and family organizations respectively, who can best fulfil their different goals, roles and responsibilities. Christenson and Hirsch (1998) as quoted by Epstein (2001) believe that the distinct goal of parents and educators can best be achieved when educators keep a professional distance from and equal standards for learners in their classroom, in contrast with parents who develop personal relationships with and individual expectations for their children at home.

Epstein (2001) suggests that shared responsibilities of the school and home, can be viewed as attached to the co-ordination, corporation and complementary of schools and families, and encourages communication and collaboration between the two institutions. Moreover, his theory assumes that the schools and families share responsibilities for

the socialization of the learner. Epstein believes that educators and parents do share common goals for learners that are achieved most effectively when educators and parents work together.

Some scholars such as Christenson and Hirsch (1998) believe that Epstein (1996) perspective is based on models of inter-institutional interactions and ecological designs that emphasises the natural and necessary connections between individuals and their groups and organization. They further argued that holding into such perspective one could expect overlapping of responsibilities between parents and educators. Thus even though educators may combine these perspectives, they tend to emphasize the guidelines of one theory when organizing their teaching practices.

Lastly, in the third perspective, “the sequential perspectives, the critical stages of parents’ and educators’ contribution to learner development are emphasised” (Epstein, 1996:121). Furthermore, it is also suggested that parents play a crucial role in teaching their children needed skills until the time of their formal education around the ages of five or six. This is the time whereby, educators assume the primary responsibility for learners' education. It is essential to note that these major theoretical perspectives on home-school relations have an intense consequence and either inspire or discourage parent involvement in schools. Epstein (2001) asserts, that “the three main theories explain the basic differences in philosophies and approaches of educators and parents and produce more or fewer, shallow or deep family-school connections”.

However, concerns have been raised that the perspectives on family-school relations do not however explain motivations to reinforce or remove borders between schools and families, nor the changing forms in home-school relations. It is believed that they also fail to explain the influence families and schools have on each other or take cognisance of learner development and the effect thereof on home-school relations.

In conclusion one can suggest that both parents and educators are partners in education and as such, have to share information, skills, responsibilities, accountability and decision-making. Furthermore, Parents have an educational responsibility towards their children. For that reason it would be a mistake to leave them out of curricular and

extracurricular activities. Through their involvement in these activities, they would be in a very good position to evaluate education objectively and should be able to make a meaningful contribution to the teaching and learning of their children. It is equally important that a parent should at all times acknowledge the operational areas of each other so that the education of a child can be effective.

2.2.3 Application of Epstein theory of parent involvement

The theory of parental involvement was useful in this study , not only in explaining the role played by fathers in supporting the learning of their children in urban primary schools in East London district, but also in generating strategies to enhance it. This is mainly because the assumptions made by parents and teachers about parental involvement in the learning of their children, tend to influence their actual behaviour of being involved or of initiating involvement activities.

This theory also assisted the researcher in revealing the beliefs that influence fathers' to have interest to participate or not to participate in the learning of their children. As a result, the theory showed that low-income parents have low educational aspirations for their children, lack the requisite skills to help their children, are not concerned about their children, and therefore are generally less involved in schooling. Whereas, those who are well educated and are more likely to be involved in their children's learning. Therefore, the proposed study attempted to identify the nature and extent of the influence of fathers' levels of education in the learning of their children.

2.3 LITERATURE REVIEW

Previous studies, related to the problem under investigation will be identified and evaluated. More-so, the future of any country and mankind depends solely on the children. In order to achieve this, there must be emphasis laid on the issue of the role of fathers' in supporting the learning of their children in primary schools. Research is abound with literature that suggests that the fathers' support in the learning of their children in primary schools can positively affect their children's academic performance

and social development (Sullivan, 2000).

Cunningham and Dorsey (2004) assert that it is a belief deep-rooted in many people's minds in the early childhood development sector that women appear naturally predisposed to caring for young children while most men appear not to. In support of such a statement Seward (2014) states that traditionally, the responsibility of caring and raising children in most South African societies has been left largely in the hands of women. Though society still maintain such belief, the 21st century scholars such as Sullivan (2000) say that when schools work together with fathers' to support learning, children are inclined to succeed not just in school, but also through life. According to Sullivan (2000) fathers' support in children's learning improves learner learning. Such support by fathers' is critical not only in the very beginning of the educational process, but also throughout the child's entire academic career.

In the report focusing on South Africa's education crisis, evidence reveals that there are severe disparities in the reading ability of learners based on the teaching and learning language. Hence, the department has put more emphasis on parental support in children's learning, particularly fathers' support (Spaull, 2013). Moreover, numerous studies on fatherhood have emphasized on the need to invest on fathers, given the benefits of having more supportive fathers in the learning of the affected children (Fletcher, 2008). Ideally, Bloch (2009) indicates that if such a stance is taken then, fathers' support in children's learning will improve children's academic performance, reduce dropout rate and improve the moral fibre of their children.

Although there is a growing body of literature on the importance of fathers' support in their children's learning, studies have nevertheless shown that fathers' support in the learning of their children still appears to be limited (Mncube, 2009). In view of the foregoing assertions, the purpose of this section is to review a variety of literature sources on exploring the role of fathers' support in their children's learning in order to provide a theoretical foundation for determining the links between the two concepts.

2.3.1 Fathers' perception their role in the learning of their children

According to Bouchard and Lee (2000) fathers' views of their role as teachers and their degree of comfort in communicating with teachers might be in part a reflection of their own educational experience. A poor or limited personal education might leave the father lacking in vision as well as confidence, or competence in supporting their own children. Bouchard and Lee (2000) assert that that higher quality fathering is associated with fathers' level of education. They go on to say the fathers' education influences the quality of interaction between the father and the child in problem-solving and intellectual stimulation.

Research studies indicate that fathers concur that the school constitutes another important determinant towards their involvement in their children's learning. For example, if the school itself, plays its role well it may likely to affect the fathers' involvement in children's learning positively if not, it may happen the other way round. This means that if teachers are perceived as caring about the welfare of children, show respect for fathers', and establish effective ways of communicating with families, then fathers' become more inclined to be involved in their children's learning (O'Brien & Shemilt, 2003). If the reverse is the case, fathers' tend to have a disinclination for their involvement. Kang (2003) study further shows that some fathers believe that, their income and cultural background play a critical role in their children's learning.

Fathers' perceptions about their role constitute a major contributor to their willingness to engage in supportive fatherhood (Kim, 2008). According to Kang (2003), fathers' perceptions of their role as teachers and their degree of comfort in communicating with teachers might be in part of a reflection of their own educational experience. A poor or limited personal education might leave the father lacking in vision as well as confidence, or competence in supporting their own children. Furthermore, Bouchard and Lee (2000) and Smith (2008) corroboratively state that quality father-child relationship is associated with fathers' level of education. According to Maume (2011) when fathers hold high expectations for their children's future they are likely to be more willing to exert efforts to ensure that these expectations are realized. Maume (2011) indicates that fathers' self-efficacy is constituted by beliefs in one's capabilities to organise and execute the

actions required to produce given attainments. More-so fathers with high self-efficacy are generally more optimistic, authoritative, and consistent in their interactions with their children than those with lower parental self-efficacy. Maume (2011) affirms that father's self-efficacy is a key determinant of their involvement in their children's learning. It makes it more likely for fathers' to monitor their children's schoolwork and to participate actively at the school site.

Desforges and Abouchaar (2003) comment that apart from fathers' role construction in relation to their children's learning, another powerful fathers' involvement determinant is their sense of personal efficacy. This, enlarging on an earlier definition, refers to the extent to which one feels capable of making a difference in regard to the learning of one's child. It depends on a number of related beliefs, attitudes and skills. If the father regards achievement as related to luck or to innate ability, one will not expend effort in trying to enhance it. Again, if one thinks achievement is related to what one knows instead of what one does, efforts to promote it will be made in the context of establishing the perceived necessary relationships. When a father lacks such connections but, believes that they are essential, one would scarcely bother to be involved. Beliefs about achievement, ability, luck, intelligence and social interaction are all implicated in one's sense of efficacy (Davis, 2004). Meanwhile, Davis (2004) states that good and enthusiastic fatherhood is spread across fathers of all social classes and ethnic backgrounds- where it is absent, "it can possibly be taught."

Fathers believe that they are often forgotten in the role of parenting because everything tends to focus on the mothers role concerning to their children's learning (Smith, 2008). As a result, fathers feel that they can make a huge positive impact when they are actively involved in their child's life and learning simply because they are the other half of the child's history and makeup. Smith (2008) further states that fathers perceive themselves as important because children receive care from their fathers' that they cannot necessarily get from their moms hence, they also have critical role to play. Davies (2002) in support of the above says that, fathers think that they are just as capable for caring for children's needs as mothers are. This also helps improve the child's self-esteem, which is an invaluable asset to the child.

Linked with the foregoing, Wilson (2015) says that many fathers still believe that a child needs a father as much as a child needs a mother. They hold onto a notion that having a male role model around provides an equal part in raising a well-adjusted child. Swartz and Bhana (2009), observed that some fathers who are engaged in the life of their children and learning were more likely to say that, as fathers they set a good example of strength and devotion and that their children need a father not just a mother for support and encouragement..

2.3.2 Supportive vs non-supportive fathers' in the way they assist their children in learning

According to this study a supportive father in children's learning is someone who has undergone formal education training. A study by Fall (2002) says that children with supportive fathers in their learning have less identity problems and do better in life. Furthermore, such fathers play an important role in all areas of development of their children. It is also mentioned that the more the educated fathers' are involved in actively raising, educating their children the better chance that their children will get a good education. Moreover, this helps their children to resist peer pressure, stay away from drugs and will seek more positive role models to follow when their fathers are involved.

In addition, fathers who support in their children's learning at primary schools, are said to be able to organize and execute the actions required to produce immeasurable assistance for their children, in their school activities such as homework and reading. Generally, they are viewed as more optimistic, authoritative, and consistent in their interactions with their children than those with no formal schooling (Fall, 2002; Kim, 2008).

According to this study a non-supportive father, is someone who ignores to play part in his child's education/learning at primary school etc. These fathers believe that their participation in their children is attached to financial provision for school material and basic necessities for the child etc. They also assert that "traditionally" the paternal role is to be a bread winner of the family (Kim, 2008).

2.3.2.1 Supportive Fathers (SF)

Maume (2011) suggests that fathers of the 21st century are more engrossed in the lives of their children as compared to the previous years. Wilson (2015) believes that when a child is in primary school (particularly senior phase), it is a time when fathers like to use as much family resources as possible and spend maximum time with their child to enrich the child's learning. While traditionally, the role of nurturing children at this stage is bestowed upon mothers. Research has shown that a father's role, at this stage, has more impact on the child's cognitive and moral behaviour than that of the mother (Cairney & Ashton 2003). Wardle (2003) supports the above statement by saying this era is characterized by fathers' who are more involved in the learning of their children, this is as a result of having fathers as single parents.

A supportive father in the learning of his children should be able to have a close relationship with his children. He can also be regarded as being sensitive, heartfelt, close, approachable, supportive, intimate, nurturing and loving, encouraging, comforting, and tolerant (Goldman 2005). Smith (2015) sought to say that father support with children learning from an early time of life has been equated with improved cognitive development. Furthermore, activities undertaken by fathers at home are usually more significant for children's intellectual and social development than the parent's job, education or earnings.

Similarly, Nord and West (2001), supports this statement by saying learners with fathers who play a crucial role to support their learning are also better academic achievers. They are more likely to get A's, have better quantitative and verbal skills; have higher grade point averages, get better achievement test scores, receive superior grades, perform a year above their expected age level on academic tests, obtain higher scores on reading achievement, or learn more and perform better in school (Smith, 2015). Flouri (2005) is also of the view that when fathers begin to support the learning of their children, are more likely to enjoy school, have positive attitudes toward school and even participate in extracurricular activities, and graduate. Flouri (2005) also mentions that such children are also less likely to fail a grade, have poor attendance, be suspended or expelled, or have behaviour problems at school. Similarly, Maume (2011) agrees that

when fathers support the learning of their children they are more likely to be able to solve complex tasks on their own and have good morals.

Flouri and Buchanan (2004) advance that once fathers start to play a crucial role by supporting the learning of their children, their children are more likely to have higher levels of economic and educational achievement, career success, occupational competency, better educational outcomes, higher educational expectations, higher educational attainment, and psychological well-being. Flouri and Buchanan (2004) further posit indicate that fathers' support in child's learning is positively correlated with children's overall life satisfaction. Moreover, such children experience less depression, less emotional distress, less expressions of negative emotionality such as fear and guilt, less conduct problems, less psychological distress, greater sense of social competence, higher-levels of self-reported happiness, fewer anxiety symptoms, and Lower-neuroticism. Furthermore, when fathers' support in children's learning is provided earlier in child's life, it can be another protective factor in counteracting risk conditions that might later lead to low attainment levels. Smith (2015) also believes that in primary school level is where fathers' are needed the most. When they are engaged at this time their children are most likely to have a brighter future since a good foundation is laid in time.

Supportive fathers influence their children to demonstrate a greater internal locus of control, have a greater ability to take initiative, use self-direction and control and display less impulsivity (Ross & Broh, 2000). Linked with the above, pupils with supportive fathers are more willing to try new things, keep busier, and are more likely to have positive peer relations and be popular and well liked. Their peer relations are typified by less negativity, less aggression, less conflict, more reciprocity, more generosity, and more positive friendship qualities. Therefore, it may be inferred that the growing interest of fathers' roles in supporting their children's learning at home and at school has improved over the years and this is evident in recent research and academic writing. In support of this statement, a report by Moller and Stattin (2001) highlights that the role of a father in children's learning and development includes being a role model, encourager, guider, protector, care provider, breadwinner, teacher, story-teller, play

partner, and standard setter. Lamb (2000) notes that the interest in the father's role in the lives of their children has increased and that men have responded to the changes within our society today by assuming roles of nurturing caregivers and active teachers of their children. Moreover Maume (2011) asserts that fathers do not only play a role of being financial provider as traditional studies indicated, but they also play role of being teachers, life coaches and nurturing care givers. It can be concluded that fathers of the 21st century play various significant roles in being involved at early learning of their children.

Flouri and Buchanan (2004) pointed out that fathers play a crucial role in enhancing their children's development and learning, yet in the past the school professional neglected their involvement. Kang (2003) notes that it is important that school professionals understand that fathers are a treasure in enhancing child's development and learning, and if they are actively supportive with their children, the children are free to pursue more of their own interests in their learning. Flouri and Buchanan (2004) are also of the view that fathers may support their children's with their homework and reading through social coaching with peer interaction. the fore-going assertion indicate that fathers' support in the educational process allows children to be exposed to a greater variety of educational experiences as compared to situation when only the mother is actively involved.

In a study done in Korea on parental support particularly fathers in their children's learning by Kang (2000) highlighted that the role of Korean fathers is mainly on working hard as a breadwinner while their wives take care of their children. Korean fathers typically focus on earning more money as a means to constantly increase financial security and consider supporting and contributing to their families as virtuous. This study further brings to the fore that the role of Korean fathers is not limited only on being a bread winner and working hard, but they are also critical factors in their children's learning and social success. A study done in South Africa by Swartz and Bhana (2009) also draws up some similar findings of that done in Korea. It emerged from the results of the study that most young fathers between the ages of 18-30 in Cape Town when asked if they were involved in the learning of their children, most of them they linked their

support to their children's learning as associated with financial assistance for provision of school resources. However, Lee (2002) states that the role of the fathers is not about financial support only, thus, if fathers want to see their children being leaders' of tomorrow much effort is needed, they must read and write with their children.

Lee (2002) notes that the fathers' behaviour is the primary determinant of children's social competence at home and at school. This author also argues that in senior primary school learners whose fathers are actively supportive in their learning and schooling are more socially competitive than other learners' whose fathers are less supportive. Furthermore, learners with support of their fathers tend to have stronger sex role identification than the other group of learners. Contrary, it has been suggested by Flouri and Buchanan (2004) that father's absence can adversely affect the children's sex role identification and sex typing of children. As such, it is important that fathers participate in children's activities right from the time of birth and through the early years of their growth and development.

Meanwhile, Jung and Honig (2000) study also agrees that fathers' support is associated with increase in intellectual development in young children, and that "the more nurturing the father, the more their children model him and internalize his modes of thinking and problem solving". Kim (2008) indicates that Korean learners in particular have shown a remarkable degree of success in making cultural and social adjustments to mainstream American society when their fathers actively assist them with their learning and schooling. This suggests that strong relationships between fathers and their children can be crucial in dealing with the difficulties and conflicts which their children face in learning. They further argue that fathers' support in activities of their children can be attributed to perceive paternal identity which is an important factor as far as the role of father in a child is concerned; whilst outcomes of fathers' support in children are closely related to the meaning and importance assigned to such assistance.

Literature evidence indicates that each year it is important that teachers acquire insights into the developmental and academic history of their learners. William and Cutler (2000) note that "ignoring the home greatly increases the chances of failure because children

spend far more time with parents who could easily counteract the schools influence” (p. 134). Thus, it is advisable that teachers aim to access and use fathers’ knowledge to better understand learners. In turn, fathers need to be informed of and empowered by the schools expectations, goals, mission statement and vision. Research confirms that a strong connection between the teachers and fathers can help learners adjust and learn effectively. Fathers’ influence their children’s academic achievement by exposing them to intellectually stimulating experiences, directly teaching them and monitoring their homework (McNergney & Herbert, 2001). It is within this context that schools should devise effective means for involving fathers in their children’s academic endeavours.

According to Swartz and Bhana (2009) many countries, including South Africa, one of the strongest trends in education reform has been to give fathers, and in some cases community members, an increased role in governing schools. These patterns of reform seem to be achieving the range of expected outcomes. A considerable body of evidence suggests that changes in governance arrangements are only weakly related to teaching and learning and thus, improves learner achievement. Moreover, the preference of most fathers is not for involvement through school governing bodies but to give support in their own children’s learning. It is assumed that most fathers are more likely to disengage themselves from being part of school committees yet, they believe that their involvement in schools is more focused on their children’s learning (Winter & Zimmerman, 2002).

Winter and Zimmerman (2002), indicate that fathers’ warmth and nurturance significantly predicts children’s moral maturity, is associated with more pro-social and positive moral behaviour in both boys and girls, and is positively correlated with higher scores on measures of internal moral judgment, moral values, and conformity to rules. On the other hand, fathers can indirectly influence the physical health and well-being of their children through facilitating optimal health outcomes for mothers. When fathers are emotionally supportive of their spouses, wives are more likely to enjoy a greater sense of well-being (Teitler, 2001). Cairney and Ashton (2003) also concur with the above and suggest that fathers have a positive impact on mother’s health and children’s well-being.

Having a close, positive father child relationship predicts a reduced risk of engagement

in multiple and first time risky behaviours. In addition, when fathers have a positive relationship with their children, the negative effect of having a father with an authoritarian or permissive parenting style on increased risk of engaging in delinquent activity and substance use is reduced (Bronte-Tinkew, Moore & Carrano, 2006). In addition, children's good relationships with their fathers are associated with significantly lower risk of internalising or externalising problems (White & Gilbreth, 2001). For instance, Goldman (2005) posits that children with absent fathers in their learning seem to be bully and more likely to fail at school. Goldman (2005) goes on to say that when fathers are more supportive in their children's learning they do better at school and they are more likely to have a smooth tongue when it comes to languages.

Positive support from towards their children's learning is related to children having fewer behavioral problems (Amato & Rivera, 2000). For example, children who feel close to, and do things frequently with their fathers display less anti-social behavior and are less depressed and withdrawn. Fathers' support is also negatively associated with children's behavior problems, conduct disorder, and hyperactivity (Flouri, 2005). In addition, Flouri (2005) found that a father's support was not only negatively associated with bullying behavior, but that it provided a buffering effect for children in that it protected them from extreme victimization. Likewise, Aldous and Mulligan (2002) found that a father's greater support in his "difficult to raise primary-scholars life" was related to the child having fewer reported behaviour problems as a grade scholar. Simply put, literature suggests that children from homes with positive supportive fathers seem to be disciplined and have courage to do well at school. These views are buttressed by (Wardle, 2003) who states that children's brains are like sponges the first couple years of their lives and they absorb everything surrounding them. Therefore, what they learn from their fathers in the first couple years of their lives will impact children for the rest of their lives. It is important that children learn how to be excited about learning from an early age. Fathers are the ones who need to instill this excitement in their children.

Research by O'Brien and Shemilt (2003) shows that fathers with a personal, educated background have a much easier time preparing their children for school compared to

fathers lacking this background. The education that children receive is very much dependent on the education that their fathers received when they were children. In addition, research by (Sanders, 2002) shows that the literacy level of their fathers strongly affects the education of their children. Swartz and Bhana (2009) found in their studies that children experience literacy primarily as a social process during their primary school years. Furthermore, fathers strongly affect this social learning process because they are the biggest influence at this early stage in their children's lives. One of the reasons why it strongly affects their children's education is because "Fathers who have gone beyond a high school education are found to be more involved with their children than those who did not finish high school...many less educated fathers simply have more unmanaged stress in their lives, and this stress interferes with ability and opportunity to interact with their child" (Swartz & Bhana, 2009). Typically, fathers who have finished high school and gone on to receive additional schooling understand the pressures and stresses of school and are more equipped to handle them with their children when they go through school. Moreover fathers who have obtained further educational opportunities also have less stress in their lives because they maybe be more financially stable as compared to those fathers, who were not able to finish high school for one reason or another (Sanders, 2002).

2.3.2.2 Non-supportive father (NSF)

Richter and Morrell (2006) insinuate that in South Africa, not all men are proud to be fathers, and not all fathers want to participate in the lives of their own children. This statement depicts a nation of uncaring men which of course is debatable. Thus, this raises a question that, 'Do all fathers who do not support their children learning do so willingly or there are factors affecting them from doing so?' Sanders (2002) states that although fathers' support is linked to school success, schools frequently fail to establish strong links between home and school and as a result fathers' support is not significant in many schools even where fathers are invited.

A study done by Swartz and Bhana (2009) of the experiences of a group of young fathers in Cape Town and Durban, found out that young fathers face multiple challenges

in being supportive in the lives of their children. Overall, the study brings evidence to understand the desire of young men to be involved in parenting their children's learning and this raises awareness of the barriers presented by cultural traditions, their family and the family from the mother's side. An outline of some of the factors that hinder young fathers' support which emerged from the study include the fact that money is equated with responsibility; for example, young father's support in a child's life is compensated for with so-called "damages" paid to appease the family for impregnating their daughter; young fathers' view of being able to support the child financially dominating over other aspects of their involvement; frequent rejection by the mother of their child's family because young fathers cannot provide financially; high unemployment rates leading to an inability to provide financial support with related feelings of shame; and the common geographical and residential separation between a young father and their child (Swartz & Bhana, 2009).

A study by Abosi and Muranga (2002) in the same line of thought provides evidence about possible causes of limited fathers' support in their children's learning. This include the following: ignorance, lack of knowledge of what to do, work commitments, negligence, reliance on house maids, not being empowered in terms of what to do and how to do it, poor relationships between teachers and, a general lack of support in their children's learning, not being aware of their role, not knowing the value of education. Therefore, not valuing it and not getting supportive, spending most of the school days taking alcohol and other drugs with their children, and unwelcoming teachers who see fathers' as uneducated and useless.

Kim (2008) notes that what causes limited fathers' contributions to their children's learning is that fathers do not relate well with teachers because they feel they are the cause of their children's poor performance in primary school education. While other fathers' claim to be very busy and have no time for their children's school work. Kim (2008) study further highlights that most of the fathers went to say teachers are paid for the job and should not bother them with it. It is also mentioned that most fathers are illiterate and cannot help their children, whilst some fathers spend most of their time brewing and drinking alcohol, often with their children and will tell them they should not

be bothered. On the other hand, some fathers do not know the value of education and so do not care about encouraging their children, and most fathers do not attend meetings and are therefore, not aware of their roles in education of their children (Kim, 2008). Richter and Morrell (2006) assert that a majority of fathers in South Africa are non-supportive to learning of their children, because they do not know what to do or how to help their children. Whilst some fathers still believe that it is the teachers' job to teach their children not the way round. Fagan (2000) notes that a number of fathers in many countries still hold onto a traditional belief that it is a mother's role to nurture, care and help children with their learning, whilst their role is to provide financial for their families.

A South African study conducted by Lemmer (2007) reveals that a teacher at a farm school who described an ineffective father support in their children learning in this way: "Most of the fathers do not go to school due to staying and working on another man's farm. Some, in fact, or most of them cannot read and write. They only speak their mother tongue and Afrikaans. They are interested in dancing, fighting, going to work, drinking liquor and not caring for children. They know nothing about going to church either as they are staying on a farm. In addition, Davies (2002) points out that there are many barriers to support by fathers such as: the belief that a child's learning is a mother's responsibility; a tendency for schools to communicate primarily with mothers; divorced or separated mothers having sole custody of children; a lack of awareness on how to help, fathers often overwhelming work schedules; a failure to recognize the importance of becoming involved; last but not least literacy and language difficulties. Sanders (2002) agrees that even though fathers would want to be involved in the learning of their children, working long hours and difficulty of the language used as the medium of instruction in schools becomes an hindrance for their participation.

Fagan (2000) reveals that women are more comfortable working with women, and also provides some indication that there is a certain level of tension between men and women which exist in primary school programmes due partly to the number of single mothers in this field who resent the lack of support from their own children's fathers. On the other hand, Sanders (2002) suggests that all male primary teachers have to defend

their choice of a profession to family, friends, and female teachers in their own profession. Clearly, some female teachers have more trouble relating to fathers than to mothers of children and to male colleagues rather than female colleagues (Sanders, 2002). This issue is worth investigating, because literature points out that there are numerous factors affecting fathers' support in the learning of their children. A number of fathers' reveal that they prefer having their spouses involved in the learning of their children, due to difficulties they encounter in schools for example, being undermined by teachers or ignored when they visit their children at school.

According to Fagan (2000), Sanders (2002) and Wardle, (2003), the following items summarise the issues that affect fathers and male teachers support in primary school learning: they found that fathers feel not respected as equal partners in raising their children and they also complain that teachers do not talk to them about their children; rather they always communicate with their wives. As such, the extant literature indicates that male staff members want to be able to work with young children without their motives being questioned and without being placed under constant scrutiny by administrators, other teachers, and parents for possibly being gay or a pedophile (Sargent, 2002). Horn and Sylvester (2002) says that fathers reported that sometimes their spouses restrict them from being involved in the learning of their children, by being controlling and claiming to be the ones who know their children better than their men. As a result schools continue communicating with these women neglecting their male-spouses and ignore their role in child's learning.

Furthermore, Wardle (2003) sought to say that some fathers believe that somehow there are characteristics held by women and some parents in primary schools, which reflects the teaching profession in primary schools supporting the societal stereotype, where men would be difficult to hire and retain in this sector. For example, a law enforcement official declared, after a teacher had been arrested for alleged sexual abuse, "We know these kinds of men find ways to get into positions where they have close contact to young children." A voice was raised that for fathers to be effectively supportive in the learning of their children, men should be treated equally with their female-counterparts in everything, including rules, expectations, and personnel policies.

And they must be given a chance or have a right to express their beliefs and opinions about various aspects of the profession without being considered aggressive, opinionated, and without being accused of trying to take over the field (Sargent, 2002).

Fathers' significant support in a child's learning may be discouraged if there is a lack of social activities that include the whole family, as well as opportunities to talk to other fathers; and insufficient provision of training that highlights the importance of fathers and men in the lives of children and where they should not have to listen to presentations about men as being 'the oppressors and the enemy' (Wardle, 2003). In light of the above findings, Sargent (2002) found that fathers withdraw from being supportive in the learning of their children, due to being uncertain about specific ideas about ways to be engaged and involved with their children's learning.

Overall, Horn and Sylvester (2002) state that children who live without their fathers are more likely to experience health related problems, and have problems in school performance (Kelly, 2000). In addition, Painter and Levine (2000) clearly state that they are more likely to have lower scores on achievement tests, lower scores on intellectual ability and intelligence tests, have lower grade point averages, be academic underachievers working below grade level, have lower academic performance, have trouble solving complex mathematical and puzzle tasks, or spend an average of 3.5 hours less per week studying.

Nord and West (2001) believe that children with non-supportive fathers are less likely to graduate from one grade to another or one school to another school, more likely to complete fewer years of schooling, less likely to enroll in college, and more likely to be out of school and work or have poor labour attachments in their mid- 20's. Fathers with less education do not support their children often in their learning. It may be implied that they do not realize the importance of their interaction with schools and they are probably intimidated, just like they were in primary school (Sargent, 2002).

2.3.3 Ways fathers use to assist their children in learning

Goldman (2005) advocates that when fathers are empowered with skills, abilities and

materials to work with their children on academic skills in and outside of school. They are able to play mathematics and reading games with children; provide rewards or incentives for school performance; read collaboratively with their children and engage their children in mathematics or science-related activities outside of school. Fathers also assist their children with their learning, by helping their children with homework and visit schools to check on their progress. They are encouraged to take part in school activities such as sports and to help in disciplining their children. In addition, even if fathers are called by individual teachers about their children's misconduct and low performances they are willing to help their children at home (Kang, 2003).

A number of fathers assist their children with learning, by telling childhood stories; reading with their children, modelling reading behaviors etc. During the meal, have each family member tell about the best thing that happened to them that day or an important thing they have learned, but most of all, a father must express love and pleasure in being with his child (Kang, 2003).

One can say that fathers' involvement in children has significant positive effects on them. For example fathers demonstrate to their children that male adults can take responsibility, help to establish appropriate conduct, and provide a daily example of how to deal with life, how to dress, how to regulate closeness and distance, and the importance of achievement and productivity. If they have an active religious or spiritual life, fathers, like mothers, can serve as models in that area as well (Sargent, 2002). In agreement Davies (2002) makes a statement that children glean from their fathers a range of choices about everything from clothing to food to devotion to a great cause. This promotes positive moral values, conformity to rules and the development of conscience. In addition to these findings Swartz and Bhana (2009) also suggest that highly involved fathers also contribute to increased mental dexterity in children, increased empathy, less stereotyped sex-role, beliefs and greater self-control. Furthermore, when fathers are more actively involved, children are more likely to have solid marriages later in life. They go on to explain that even very young children who have experienced high father involvement show an increase in curiosity and in problem solving capacity. Fathers' involvement seems to encourage children's exploration of the

world around them and confidence in their ability to solve problems.

Abosi and Muranga (2002) assert that fathers should take part in school meetings, help their children with homework and visit schools to check on their progress, being part of sports activities at school and help in disciplining their children. In agreement Conway (2008) notes that there are many ways fathers use to be involved in the learning of their children, for example they volunteer for school activities and attending school functions as well as participation in school governance. Furthermore, Conway (2008) goes on to say that fathers provide material resources or make contributions such as paying for teaching material, maintenance of buildings or furniture and fittings constitute important school based involvement. In addition Vogels (2002:4) mentions that social activities such as supervision of children at lunchtime as well as practical things like cleaning and odd jobs seem to be other ways that some fathers use to be involved in the children learning.

Hoell (2006) states that fathers engage in home discussions which are associated with discussing school related activities and home supervision which involves monitoring the child's out-of-school activities, inclusive of homework. Jeynes (2005) confirms that fathers especially, those who are involved in their children learning invest a lot of time in activities such as reading and communicating with their children and this has a greater impact on pupil learning outcomes. Moreover Vogels (2002) agrees that when fathers speak words of encouragement children tend to engage in learning in the home setting and providing learning opportunities for children. Reviewing children's homework, spending time working with a child on reading and writing skills, bringing home learning materials such as books seem to have greater impact on child's positive school performance. Wardle (2003) also supports the previous statement by saying the way fathers' interact with their children is more important in predicting child academic outcomes.

Wardle (2003) goes on to say that such interaction shapes how pupils perceive learning and schoolwork and bolsters their motivation to succeed. McNeal (2001) adds that apart from improving achievement, father-child discussion also consistently reduces problematic behaviour such as laziness or lack of application. Activities such as reading

to and with the child, library visits with the child and playing with letters and numbers, painting and drawing, teaching the letters of the alphabet through play, playing with shapes are other ways that fathers' can use to contribute in their children's learning (Fagan, 2000).

Wilson (2015) asserts that at home, fathers read with their children. The ability to read well is known to be one of the most critical skills a child needs to be successful. Therefore fathers as caregivers often get their children interested in reading, interested enough to turn off the television and read on their own. Moreover, Wilson (2015) goes on to say if the father cannot read the text, he stimulates his child's imagination by telling stories using a picture book. In addition, it is important that fathers read to their children and children to read to their fathers and also taking frequent trips to the library with the child to check out books and get to know the children's librarian and children's library programs. In addition, Goldman (2005) states that at home fathers set a time for homework, chores and other activities; use television wisely by limiting viewing to no more than two hours a school day; and work with their child on homework and special projects, guiding them through the steps involved and encouraging them along the way.

Fathers believe they do not need to have in-depth knowledge of a subject, but can be supportive of their child in working through tough spots in her or his school work. Most fathers' make the most of bedtime a terrific opportunity for fathers to connect with their children. For one thing, the audience is definitely captive; there are also fewer distractions. Perhaps most importantly, there is no one standing by with a scorecard rating the dad on his performance. At bedtime, a father enriches a child's life merely by recounting what he did during the day. Discussing the day's events shows interest in the child and builds his or her knowledge. A father may also tell or read a story. Every moment he spends and every word he says builds a relationship with his child (Kang, 2003).

At school fathers participate in efforts to keep their children's schools safe, plan for the future by talking with their children and school counselors about future high school courses and postsecondary career options. Fathers attend parent-teacher conferences and school or class events and volunteer at school. Fathers are welcome at schools as

tutors, as leaders of afternoon or evening clubs, as chaperons for field trips, social activities or athletic events, or as classroom speakers who share information about their work and the world of work and how education contributed to their expertise on the job (McNeal, 2001). Vogels (2002) notes that it is important for fathers to visit their child's school and that father-child breakfasts or lunches are good opportunities to informally share a meal with children and learn about their daily school experiences, successes and concerns.

Jeynes (2005) also affirms the above statements and says that fathers meet with their child's teachers and learn about school curriculum, and how to become involved in activities. Moreover, they pitch in to help meet school and program needs, such as installing new play-ground equipment, cooking at a school picnic or painting and repairing school property. Jeynes (2005) further explains that they join the Parent Teacher Association or other parent groups at their child's school. In addition, at meetings, they can make their voices heard regarding their concerns and ideas for school improvement. In the community, fathers play or coach a game or sport they like with their children on a regular basis. They become involved in community activities by joining a community group, place of worship, union or professional group to participate with their children in an ongoing service activity (Hoell, 2006).

They use their community learning centers to participate in after-school and evening educational and recreational activities such as English as a second Language, parenting, literacy, arts and music programs and crafts or computer classes. These courses are often designed for fathers' and their children to learn together (Abosi & Muranga, 2002)

2.3.4 Opportunities and threats to fathers' contribution of their children learning

Davies (2002) notes that in order to engage fathers more fully as partners in children's learning it is vital that the schools, programs and providers challenge the assumption that parent involvement means only mothers' involvement by proactively encouraging fathers to be part of the family learning team. Thus, "family friendly environment" must

also mean a “father friendly environment” and a “mother friendly environment.”

Goldman (2005) describes positive influence of fathers’ level of education to their children’s learning; as the extent to which fathers’ are interested in being knowledgeable about and willing to take an active role in the day-to-day school activities of their children. Fathers’ education level can positively or negatively affects the process of bringing their children up; it is on-going until their children have developed into responsible adults. Educated fathers do not only participate on children’s learning on activities that happen at home but they also work together with the teachers of their children to ensure learners become successful in their education (Goldman, 2005).

Furthermore, this ensures that cooperation and collaboration between the schools and home become strong, in order to close the gaps that exist between what the school intends to achieve and what the community expects about their children’s learning. Quality education make fathers to be able to collaborate on educational matters, such as setting goals, finding solutions, implementing and evaluating shared goals as well as inspiring and maintaining trust between the home and the school (Flouri & Buchanan, 2004).

Accordingly Fletcher and Daly (2002) believe that fathers’ support leads to improved school performance, reduced dropout rates, a decrease in delinquency and a more positive attitude towards the school. They further argue that learners whose fathers use frequent support practices are more likely to show a more positive attitude towards school; more regular homework habits; greater concurrence between the school and family practices; more familiarity between teachers and the fathers; and more homework is completed on weekends. Therefore, this shows that fathers’ support improves commitment to school work on the part of the learner (Fletcher & Daly, 2002).

Kang (2003) indicates that researchers conclude that children whose fathers stay in touch with the school, earn higher marks than of similar aptitude and background whose fathers’ are not supportive. Sargent (2002) support the above by stating that children are successful learners at all grades levels if fathers’ give support in school activities and encourage education and learning at home. This shows that fathers’ support can

improve the learner's achievement at school. Sargent (2002) also indicates that the opportunities of fathers' support are to help all children succeed at school and later in life. In the same vein, Nord and West (2001) states that it is clear that when schools work together with fathers to support learning children tend to succeed not just in school, throughout life.

Some studies by Nelson (2002) as well as Painter and Levine (2000) identify fathers' support as a major factor in pupil achievement, because the evidence is clear fatherhood argument, activities, and interest at home and support in schools and classrooms affect children's achievements, attitudes and aspirations, and even after learner ability and family socio-economic status are taken into account. Learners gain personal and academic development if their fathers emphasise learning, let children know they do, and do so continually over the school years. Horn and Sylvester (2002) warns that the learners' attitudes, opinions and value system are influenced by the community in which they live. They went on to say this means that for the child to succeed in learning, fathers' support is crucial. Furthermore, they indicate that fathers can support the learners by way of building schools, arranging school functions and open an effective channel of communication between home and school.

Kelly (2000) notes that fathers' support can play a significant role in improving school programmes and climate, may provide family service and support to the school, improve relationships and contacts between home and school. Kim (2008) supports the above by stating the following opportunities of effective fathers' support: it improves the relationships among fathers, teachers and school; the teachers' knowledge of child's home situation improves which can influence his/her learning, it positively increases commitment to teaching by the teacher, and reduces the teachers' workload. It is also comforting for the teacher to know that fathers recognise the complexity of their role in the classroom.

Wardle (2003) agrees by stating that in programmes where fathers and teachers work together, teachers experience support and appreciation from fathers and a rekindling support of their own enthusiasm for problem solving. In addition, Kang (2003) argues that through support by fathers, the school will receive ideas, expertise and human

resources, all of which will improve school decision-making and the learning programme of the school. In the same vein, Sanders (2002) indicates that collaboration broadens the teachers' perspectives as well as increasing their sensitivity to varied supportive circumstances. According to Horn and Sylvester (2002) the opportunities of fathers' support for the school is that fathers can be used as a powerful force of change at school. For example fathers can be a political asset at school when they argue for the interest of children and schools at board meetings or in legislative sessions.

Nord and West (2001) state that the opportunities that fathers can derive from their support in learning of their children include: increased self-esteem, improved skills in teaching their children and decreased feeling of isolation. Kelly (2000) identifies more of these opportunities as: actualization of fathers' potential, development of their strengths and talents, greater understanding of supporting procedures as well as realizing the nature of contributions they can make in the best interests of their children, the school and the community at large. Thus, there are numerous examples that fathers can adopt to support their children and these include: greater appreciation of their important roles; strengthened social networks; access to information and materials; personal efficiency and the motivation to continue their on learning (Sargent, 2002). Nelson (2002) argues that when fathers' understand the problems of their children at school, fathers are in a position to work with the school in resolving them as well as regarding other school related issues. Flouri and Buchanan (2004) state that when teachers work in partnership with fathers, the fathers' self-esteem is developed, that is, they feel valued.

According to Fletcher and Daly (2002) fathers' support is vital for attaining the ideal of the effective school. As such, fathers should be encouraged to contribute to local schools through monetary and voluntary participation. Kang (2003) indicates that increased link between schools and fathers have shown to have multiple positive results such as: increased access to schools and facilities; cost saving and improved services through collaboration and community pride. Kang (2003) further indicates that fathers' support in their children's learning can also contribute to advancing the prospects of a more democratic and equitable school environment.

Another opportunity of support in the learning of their children is that when fathers and

the school team up, the school becomes a potent force in the community in promoting healthy holistic development among all children (Horn & Sylvester, 2002). Furthermore, they argued that: schools need to encourage the fathers to broaden their spheres of activities so that fathers become catalysts for change in the school and the community and informed advocates for their children. The above evidence illustrates that fathers support opportunities all stakeholders involved in learning particularly learners. However, in many schools fathers' support remains a distant reality due to a number of factors which limit or impede this support.

Wilson's (2015) also affirmations that all fathers have strengths; thus, fathers can learn new techniques; fathers have important perspectives about their children; most fathers really care about their children; cultural differences are both valid and valuable and many family forms exist and are legitimate are notable. Desforges and Abouchaar (2003) lend credence to these affirmations when they assert that different fathers' demonstrate different capacities for fathers' involvement in the learning of their children. Furthermore, they stated that capacity in this case, refers to an amalgam of skills, values, motivations and opportunities. While some aspects of capacity are shaped by personal attributes, others are shaped by social structures. Moreover, it is said that most factors attached to fathers' involvement are modifiable by learning process, in other words by the process of teaching and learning. Therefore, Goldman (2005) asserts that the key processes of positive and respectful fatherhood can, at least in principle, be learned.

It is in the context outlined above that Lemmer (2007) also advocates for learning and training programmes that provide fathers with skills, abilities and materials to work with their children on academic skills outside of school. Lemmer (2007) and Sanders (2002) suggest that teaching fathers to play mathematics and reading games with children; provide rewards or incentives for school performance; read collaboratively with their children and engage their children in mathematics or science-related activities outside of school is vital.

On the other, hand, Duckworth (2008) asserts that whether fathers are in two-parent families or single-parent families, or are nonresident fathers, they should be encouraged

to be actively involved in their children's learning and in supporting the school. Duckworth (2008) explains that mothers and fathers should know they are welcome at school and should receive communications from school. If mother and father live in the same home, then the school should address school notices to both of them, not just to the mother. If one parent does not live in the same home as the child, that parent should also receive notices from the school unless there is a legal reason to the contrary. Discretion should also be used in cases where separation exists for the protection of family members and the children. Furthermore, if educators and childcare providers do not see fathers involved, it is natural for them to assume that fathers do not want to be involved. However, it is often the case that fathers and mothers do not think the schools and centers want fathers to be involved. The best way to break out of this "chicken-and-egg" dilemma is to communicate clearly to all parents that fathers and mothers as well are expected to be involved in their learning of their children (Duckworth, 2008).

2.3.4.1 Threats to fathers supporting their children in learning

Despite that fact that fathers' support in their children's learning has many opportunities for fathers, learners, teachers, schools and the entire community, a good relationship is difficult to achieve. The following are some of the major threats to fathers' support in their children learning in primary school.

The first threat to fathers' support in learning of the learners is time. Time constraints are especially problematic for economically disadvantaged fathers, because they work at jobs that do not promote the flexibility that is characteristic of professional occupations (Sanders, 2002). Davies (2002) states that dual income families will be less supportive in the learning of their children because they have less time to spend in school activities. In the same vein, Lemmer (2007) indicates single fathers also have time constraints because most of them work outside the home. This suggests that fathers' want to support their children learning but have difficulties arranging for additional time. Accordingly, Abosi and Muranga (2002) relate that it is sometimes hard to get fathers supportive in their children learning, because they have much work during the school day when meetings might take place. According to Swartz and Bhana (2009)

schools are more comfortable with traditional family support activities, whereas fathers are often interested in advocacy and decision-making. Davies (2002) supports the above view and states that fathers who do not understand how a certain approach will lead to the outcomes they desire will not want to be supportive in their children's learning. As such, different expectations by both teachers and fathers can hinder fathers' support in the learning of their children.

Another threat to fathers' support in the learning of their children is previous negative experiences of schools and language barrier. According to Lemmer (2007) fathers who are not supportive in the learning of their children include those fathers who are unable to communicate effectively with an English speaking teachers; fathers who have little education and fathers with negative school experience. In the same vein, Nelson (2002) argues that fathers sometimes feel intimidated by school principals, staff or teachers, and feel that they lack the expertise to help educate their children. The fourth threat to fathers' support in the learning of their children is uncertainty about what to do, Wardle (2003) indicates that many fathers' seem unwilling to be supportive in their children learning because they are uncertain about what to do. Kelly (2000) supports the above statement and states that fathers seemed to oppose some practices because they do not understand how they could help their children develop the knowledge and skills they could need in the future.

Kang (2003) states that teachers need to have training beyond basic management before they embark on involving fathers in the learning of their children. The school which does not have a policy to involve fathers will not be able to establish successful home-school relations. Further more, Kang (2003) indicates that the future of school and family partnerships rests on improving teacher and administrator education and training. In this, both the fathers and teachers need to play an active role. Fathers may be discouraged from becoming involved in learning activities because of preconceived gender roles, feelings of inadequacy in their own literacy, and prioritizing their own needs and abilities and interests (Fletcher & Daly, 2002). In furthering their argument Fletcher and Daly (2002) point out that that learning practices may not hold the same values for men and that mothers may have stronger beliefs than fathers in their own

ability to help to improve children's reading skills.

It must be noted, however, that there are families facing challenges such as homes without electricity, space for quiet study, or where fathers are illiterate, or where time is constrained in respect of both parents and pupils. These may be one of the threats to fathers' contribution to their children's learning. As such a question may rise which reads: Why are fathers not more involved in their children's Learning?

According to Sanders (2002) getting fathers into the school building can be a hurdle. Reason being, some schools, do not have father-friendly environments and are not organized to work with fathers. Also, when parents are invited into the schools, fathers are less likely, on average, to respond to these invitations for involvement. The answer maybe, part of the reason is that fathers often assume that such invitations are for mothers only. Though incorrect, that assumption is understandable, in our society, the word parent in the school context and others has often been interpreted to mean mother. Moreover, some fathers believe that learning should be left to the education experts, and the fathers' role is one of caring and nurturing outside of school. Sanders (2002) goes on to say fathers ranked institutional practices and barriers imposed by the workplace as the most important reasons for their low levels of involvement. Therefore, they are embarrassed to come to school and interact with educators because they lack, or may believe they lack, these necessary communication skills.

Wardle (2003) argues that parents generally, and fathers specifically, may not know how to assist their children with their education. Thus, fathers' can be intimidated by new, unfamiliar course content, higher expectations for learning and computer technology; their response may be to do nothing.

Furthermore, it is said by Wardle (2003) that unsafe conditions in neighbourhoods can also isolate fathers' from schools. Safety concerns restrict fathers from traveling to schools, particularly after dark. In addition Kim (2008) notes that the involvement of one parent in a two-parent home tends to spur the involvement of the other. If dad is not involved, mom may not get involved, and vice versa. Fathers may need the support of their wives to overcome the disconnectedness that plagues some fathers today, and

mothers may need help adjusting to fathers' desire to be involved. In extending this discussion, Pruett (2000) brings in a different dimension that divorce severely impacts a father's ability to be involved with his children. In 82 percent of marital breakups today, fathers do not have custody of their children. This in turn contributes to academic, social, mental and physical difficulties for children

2.3.5 Previous studies on father involvement

Any research on fathers' involvement needs to begin with a greater understanding of the concept and the ways in which this could improve children's learning. Fathers' involvement in their children learning, is the active and willing participation of fathers' in a wide range of school based and home-based activities which may be educational or non-educational. It extends from supporting and upholding the school ethos to supervising children's homework at home (Lemmer, 2007). Kim (2008) asserts that when fathers' are involved in a child's life they tend to perform extremely well in their learning. Kim (2008) goes to explain that most fathers' in western culture are more likely to support the learning of their children than fathers' from African countries. On the contrary, Sanders (2002) mentions that even though fathers' involvement in children learning is characterized by higher performance, positive outcome and improved problem solving skills in a child's life. There have been findings which show that many households especially in third world countries are headed, by women because their spouse died or divorced or work far from home. Moreover, there is evidence which shows that a number of learners from these families seem to do very well at school (Nelson, 2002). This implies that, it is not all children who do not perform well at school because their fathers are not involved in their education.

Wardle (2003) notes that the mutual collaboration, support, and participation of fathers and teachers at home or at school site in activities and efforts that directly and positively affect success of children's progress in school cannot be understated. Wardle (2003) goes on to explain that if the school has good fathers' involvement and there is a ready pool of volunteers who help raise funds, provide other resources, and attend all meetings regularly called by the school, then the children learning processes will be

enhanced. Nelson (2002) argues that it is perhaps more helpful to see home-school partnerships as a process, a stage in a process or something to work towards rather than something that is a fixed state or readily achievable. Sanders (2002) suggest that fathers' involvement in the intellectual and social development of the child is essential and should be broadly defined.

Davies (2002) believes that the fathers' absenteeism in a life of the child could result to bad behaviour, increased drop-out from school, poor social relationship and poor performance at school. Davies (2002), like many other researchers agrees that fathers' involvement create more chances for a child to be a good story teller and reader. In addition children can only be good leaders and good citizens only when they have a father figure around them. Contrary, Kelly (2000) notes that children do not perform well at school because of father involvement but they respond better in healthy environment that is created around them. It can be created by anyone as long as discipline is instilled, honesty, protection and provision of resources, this may be more likely to be influenced to do extremely good at school because behavior is learned from our social surrounding. Kang (2003) sought to explain that fathers' involvement is essential for both learners' and teachers. Kang (2003) research shows that learners benefit by achieving higher grades, better attendance and homework completion, more positive attitudes toward school, higher graduation rates and greater enrollment in college. In support, Horn and Sylvester (2002) reveal that in past years parent involvement in children learning at primary school meant mothers' involvement and that was how the society made it look like. They went on to say their findings reveal that children with strong relationship with their fathers' tend to perform well than when their mother were only involved in their learning. Such bond is characterised by outcomes such as having learners performing better academically, having fewer discipline problems, and becoming more responsible adults when their parents are actively involved in their learning.

Abosi and Muranga (2002) hold onto a belief that fathers' provision of financial support to children learning seem to a more positive effect to children's academic performance. Swartz and Bhana (2009) seem to agree with the findings presented above, in their

study they found out that fathers don't provide the necessary support and resources that their children need to increase their chances of succeeding in school, their children are placed at increased risk for school failure. They go on to explain that pupils themselves believe that their fathers want them to have the best education they can possibly have. In other words, if their fathers weren't involved, they might not get good teachers and that it might affect their grades or their learning." Davies sought to agree that economic support is one significant part of a father's influence on his children. Another is the concrete forms of emotional support that he gives to the children's mother. That support, enhances the overall quality of the mother-child relationship, for example when dads ease moms' workloads by getting involved with the children's homework. Another view is raised by Painter and Levine (2000) that in families where both the father and the mother are highly involved with their children's learning, the children enjoy several advantages. For example, children's enjoyment of school is enhanced. Furthermore, (Duckworth, 2008) shows children do better in school and life when there's positive father/male involvement. This discussion is extended to a point where Duckworth (2008) says fathers are a core part of a family. Their voice, presence, and viewpoints are vital to success of their children's learning.

In O'Brien and Shemilt (2003) argue that educated fathers, by virtue of their education level, are equipped to recognize the importance of their participation in their children's education. Furthermore, it is that when they maintain parent-teacher relationship that educational attainment and academic achievement of their children is promoted. Duckworth (2008) indicates that educational levels as well as income are interconnected, meaning that fathers who are educated possess the potential for increased income. Therefore, children from high socio-economic status families are likely to improve their academic achievement, as their fathers by virtue of their literacy levels have higher aspirations for their children. Contrary to the above, parents with no education are likely to have low-socio economic status due to the nature of the work they and their educational levels, such fathers' do not regard themselves as influential to their children education, performance, achievement in any way (Duckworth, 2008).

2.4 SUMMARY

In summary, this chapter covered issues pertaining to the theoretical framework adopted for the study. The study went on to discuss fathers' view on their role in the learning of their children Educated versus uneducated fathers in the way they assist their children in learning, ways fathers use to assist their children in learning and opportunities and threats to fathers' contribution of their children learning using the available literature. The following chapter discusses research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The concept of research methodology refers to the range of approaches used in research to gather data, which is used as a foundation for interpretation, for explanation and prediction (Cohen & Manion, 2000). In this chapter, the study area and preliminary outline of fieldwork are briefly described. The research method and design utilised throughout the process of the study are also outlined. This includes qualitative method which was used in this research, the description of the research population, sampling procedures and size. Research instruments, data analysis, validity and reliability of the results are discussed as well. The chapter concludes by stating how trustworthiness and credibility, data analysis and ethical considerations were observed.

3.2 RESEARCH PARADIGM

This study was conducted under the Interpretivist paradigm, because it gave the participants the opportunity to express their views on the role fathers play in supporting the learning of their children in selected urban primary schools in East London district.

Denzin and Lincoln (2001) suggest that a paradigm is the underlying assumptions and intellectual structure upon which research and development in a field of inquiry is based. He further asserts that a paradigm is an interpretative framework, which is guided by "a set of beliefs and feelings about the world and how it should be understood and studied." Denzin and Lincoln (2001) listed three categories of those beliefs: Ontology: is concerned with the nature of reality what there is to know about the world Epistemology: what is the relationship between the inquirer and the known: "epistemology is the branch of philosophy that studies the nature of knowledge and the process by which knowledge is acquired and validated" and Methodology: how do we know the world, or

gain knowledge of it references? Therefore, ontology, epistemology and methodology are integrated within a research paradigm. Moreover, they are a central feature within a research study because they give shape and definition to the conduct of inquiry (Chitsamatanga, 2016)

3.2.1 The interpretive paradigm

The interpretive paradigm, was adopted for this study. The interpretive paradigm is inspired by the belief that there are significant social dynamics that are poorly served by the logic and rationality of the scientific method. The scientific method aims at discovering laws and principles of general validity (Hoberg, 1999, McMillan & Schumacher, 2010:323). It often confines itself to the where and how and neglects the why (McMillan & Schumacher, 2010; Rezal, 2007, Hausbeck, 2005; Cohen and Manion, 1994). Thus, the interpretive paradigm allows the researcher to source for in-depth and rich information of the life and the experiences of the participants of the study (Creswell, 2014). The interpretive paradigm includes research participants' meanings and interpretations in the data that are collected. It does not impose outsiders' meanings and interpretations on data (which scientific enquiry does) thereby compromising discovery (McMillan & Schumacher, 2010:323). In the words of Corbin and Strauss (2008:13), "Qualitative researchers enjoy serendipity and discovery" and resonate to "the endless possibilities to learn more about people." Unlike quantitative researchers, qualitative researchers do not want to distance themselves from their participants, but want the opportunity to "connect with them at a human level" (Corbin & Strauss, 2008:13).

Thus, the interpretive paradigm was utilised in this study, because it relies heavily on naturalistic methods (interviewing and observation and analysis of existing texts). Furthermore these methods ensured an adequate dialog between the researcher and the participants in order to collaboratively construct a meaningful reality. The interpretive paradigm was deemed preferable because it fully takes into account the significance of context in relation to meaning. Moreover, it assumes that all human action is meaningful and has to be interpreted and understood within the context of social practices. In

keeping with the interpretive tradition, this researcher sought to understand fathers' interpretations of the world around them (Cohen & Manion, 1994:37) in relation to the support they give to their children's learning at primary school level.

According to the interpretive paradigm, all knowledge is perspective-bound and partial. Meaning is fuller, if the intention is known. Cohen and Manion (1994:36) lend credence to this point when they contend that actions are meaningful to the extent that one is able to ascertain the intentions of actors (participants) and thus share their experiences. This way the why the positivist method neglects is addressed and the researcher avoids being unduly judgemental. Since the intent of this research is to understand the social context of the phenomenon (fathers' roles) and the process whereby the phenomenon is influenced by the social context (Rezal, 2007:27-34). The paradigm chosen assumes a naturalistic methodology that emphasizes inquiry in natural settings. Thus, multiple data-gathering strategies were used in participants' natural settings (Hoberg, 1999:76, McMillan & Schumacher, 2010). Hence, this provide the researcher the opportunity to question and probe all the participants about their general feelings, concerns, fears and challenges of fathers being involved in their children learning. The focus is on understanding the life world of the participants from their perspective and to make suitable recommendations to alleviate the problem being addressed. Therefore, the research opined that the interpretive paradigm was ideal for this study because it rejects that the same research methods can be used to study human behaviour because reality is viewed not as single but as multiple. In their words, the interpretive paradigm main focus is on the holistic perceptions of the participants and their environment which must be compatible with the support that children are given by their fathers in their education.

3.3 RESEARCH APPROACH

In this study qualitative approach was used because it deals with the participants' perceptions and it involves an in-depth understanding of human beings, their reasoning powers and behaviors. Since human emotions are difficult to quantify, qualitative research appears to be a more effective method of investigating emotional responses thus it suited this research study.

In addition, the qualitative research methodology was used in this study because it is based on a naturalistic phenomenological philosophy that views reality as multi layered, interactive and “a social experience” (McMillan & Schumacher, 2010:322-323). This entails the use of multi-method strategies of data collection such as structured and semi structured open-ended interviews, participant observation and open-ended questionnaires to study the problem from the participants’ perspective.

The qualitative research methodology was chosen because it uses an emic perspective, in other words, it derives meaning from the research participants’ perspective (De Vos, 1998:242; McMillan & Schumacher, 2010:321, 323). This research focused on exploring fathers’ roles in supporting their children’s learning in primary schools. as such using this approach meant that when the underlying factors based on the matter under-investigation were identified, it was possible to generate relevant solutions in relation to the research participants.

3.4 RESEARCH DESIGN

A case study is an investigation which is used to answer specific research questions which seeks a range of different evidence from the case settings. The qualitative case study method was chosen since it entails the collection of very extensive data in order to produce an in-depth understanding of the entity being studied (Borg & Gall, 1989:402). It investigates contemporary phenomenon within a real life context using multiple sources (Cohen, Manion, & Morrison, 2005:18) in order to produce a case description and case-based themes (Creswell, 2007:73). In Cohen and Manion’s (1994:106) the case study it probes deeply and analyses intensively. This study adopted the case study research design. Basically, a case study is an in- depth study of a particular situation. With the use of a case study design, the researcher’s aim was to express in-depth and rich information with regard to the fathers support on their children's learning. The case study also comprises of non-critical research practices with an intention of capturing the actual meaning and interpretations that actors ascribe to the phenomenon under study (Yin, 2012). This made the case study suitable for this study because it focuses on contextual meaning-making rather than generalised rules.

Furthermore, the case study examines the individual or small groups in naturalistic settings (O'Hanlon, 2003). A naturalistic setting allows the researcher to discover the phenomenon being investigated. The researcher will be dealing with real people and events in real situations (Cohen, Manion & Morris, 2000). Thus, the researcher can observe the participants' reaction to naturally occurring events. In a natural setting, human behaviours can be genuinely reflected on and their meanings interpreted in their true perspective (Maykut & Morehouse, 1994:45). The intense probing characteristic of the case study usually leads to the discovery of previously unsuspected relationships relating to the matter under investigation (Ary, Jacobs & Razavieh, 1996:484).

The researcher is able to gather data about the participants' present state, past experiences, environment and how these factors are related to one another (Ary, Jacobs & Razavieh, 1996:484) in relation to fathers' roles in supporting their children's learning at primary school level. This was done by means of focus group interviews and semi-structured interviews. The case study was used because the researcher was able to choose the participants carefully in order to reveal as much about the case as possible. Sampling procedures used for this study are described in the next section.

3.5 POPULATION AND SAMPLE

The population of the study is the total target group who would in the ideal world be the subject of research and about whom one is trying to say something (Creswell, 2010). In addition, Babbie and Mouton (2004) describes the population as a group of individuals or events from which a sample is drawn. The selection of the population must be readily accessible to the researcher otherwise it will be difficult if not impossible to collect the necessary data. The study was based on the population of all primary schools in East London district. The participants comprised of teachers and fathers of children who are in grade five and learners from the same grade cohort of the selected schools.

Sampling is "the procedure a researcher uses to select people, places, or things to study" (Siririka, 2007:34). The quality of a sample determines the quality of the research findings in large measure. Sampling and selection of a site will to a large extent be

influenced by the strategy of enquiry used by the researcher (Merriam, 2009:77). McMillan and Schumacher (2010) define the word “sample” as comprising a number of individuals selected from a population for study. A sample represents the larger group from which it is drawn. Furthermore sampling is a process of selecting individuals who will participate in a research study. Two methods of sampling exist, namely probability and non-probability sampling. Probability samples constitute samples in which the probability of selection of each respondent is known, while in non-probability samples the converse is true. In qualitative research a small, distinct group of participants is commonly investigated to enable the researcher to “understand the problem in depth” (McMillan & Schumacher, 2010). In this study purposeful sampling was employed.

3.5.1 Purposeful sampling

This is the process of “selecting information-rich cases for study in depth” (McMillan & Schumacher, 2010). The information-rich participants who are selected are “knowledgeable and informative about the phenomena the researcher is investigating” (McMillan & Schumacher, 2010). These participants are expected to be willing to talk (Patton, 2002:230 in Merriam, 2009:77). It enables the researcher to handpick the cases to be included in the sample on the basis of her/his judgement of their typicality. It is inclusive of sampling by case (a process where the researcher selects at random cases that will in all probability yield the information that is required), network (snowball or chain reference) sampling (which is participant referral where each successive participant or group is named by a preceding group or individual– the researcher identifies and develops a certain profile of attributes or traits that is sought and each participant is asked to suggest other participants who might fit the profile), comprehensive sampling (a process where each participant or group, setting or other relevant information is examined) and maximum variation sampling (which is a strategy to represent sub units of the major unit).

A sample of thirty six (36) learners, nine (9) from each school, four teachers (4), one

from each school and twelve (12) fathers were purposively drawn. This sampling technique was essential for this study because, purposive sampling is a type of non-probability sampling in which a researcher selects the units to be observed on the basis of his own judgments about which ones will be most useful or representative (Babbie & Mouton, 2004: 183).

3.6 DATA COLLECTION INSTRUMENTS

According to Denzin and Lincoln (2005) the term research instrument refers to any plan of action that helps the researcher in gathering the relevant data. To supplement the literature review, an empirical investigation will be conducted. The following instruments were used to collect data:

3.6.1 Semi-structured interviews

Interviews were the main source of data collection in the study because they enabled the researcher to converse naturally with the participants. According to Creswell (2007) interviews can provide access to the meanings people attribute to their experiences and social worlds". Creswell (2007) refers interviews to situation in which answers are directly drawn out from the respondents by an interviewer and usually record respondents. For the purpose of this study, an interview implies face-to-face talk between the researcher and the respondent concerning the problem of the study. The interviews were used because they allowed participants to freely express their feelings. Moreover, the researcher was able to probe on answers given and to observe the body language of participants. In this study, parents and teachers are the only ones to be interviewed one on one.

According to McMillan and Schumacher (2010) semi-structured interview imply that each respondent will be asked the same questions in the same manner and order; this will secure the trustworthiness and credibility of the study. The semi-structured interviews (lasting about sixty minutes each) allowed for consequential interaction between the researcher and participants (McMillan & Schumacher, 2010). Furthermore

their advantage was that, while they were reasonably objective, they also permitted “a more thorough understanding of the respondents’ opinions and reasons behind them than would be possible using the mailed questionnaire” (Creswell, 2007). The semi-structured interviews combined objectivity and depth, and generated valuable data that could not be successfully obtained using any other approach. They enable the researcher to elicit meaningful data through a comprehensive strategy in the form of open-ended questions (Creswell, 2007).

The researcher introduced the topic and thereafter guided the discussion by asking specific questions to the participants. The researcher also ensured that he did not control the content or was rigid to avoid the interviewees not being able to tell their story personally in their own words (Bryman, 2004). Words (language) familiar to the participants were used during the interview so that they could respond to something they understood. Although an interview guide was used, the semi-structured interviews offered the interviewer considerable latitude to pursue a range of topics and offered the interviewees the opportunity to shape the content of the interview (Bryman, 2004:352).

Lastly, the researcher motivated all the respondents by informing them how valuable the information would be and explained why the respondent’s assistance was needed. The researcher also ensured the participants that all information given would be protected by the confidentiality rule. The researcher also explained the objectives and background of the study in simple terms, so that everybody understood what the research study entailed.

3.6.1.1 The semi-structured interview guide

The semi-structured interview guide enables the researcher to obtain the data needed to meet the specific objectives of the study and to standardize the interviews to some degree (Creswell, 2007). The interview guide comprised of a list of questions that were asked during the interview in the desired sequence and it acted as a guideline to the researcher regarding what to say at the opening and closing of the interviews. Though, the questions were asked as they appeared in the guide the interviewer also had the

latitude to pursue a range of topics.

3.6.2 Focus group interviews with learners

Focus group interviews are used to get the views of learners on their understanding of their fathers' supporting roles on their learning, its benefits, their involved practice, what they consider to be barriers to active role and what they think can be done to enhance it. De Vos (1998:314) succinctly define a focus group interview as a "purposive discussion of a specific topic or related topics taking place between eight and ten individuals". Each participant may make comments, ask questions of other participants or respond to comments by others, including the moderator (Marshall & Rossman, 2011:145).

Choosing the group focus interview as a means of gathering data in respect of learners, the researcher considered the advantages this data collection strategy will have in relation to the research problem. These included the following (McMillan & Schumacher, 2010:363-364)

- It generates qualitative data (words, categorizations and expressions that are used by participants themselves) thereby acquainting the researcher with the language that his populations use to describe their experiences as well as their cultural values and styles of thinking and communicating about the research.
- It uses open-ended questions which allow the participant to answer freely, thus enhancing the validity of the findings.
- It uses group dynamics to produce new and additional data which could enhance the researcher's understanding of the phenomena being studied.
- It allows participants to react and build upon the responses of other participants, which may result in the generation of opinions and information which might have remained undisclosed in individual interviewing.
- The largely unstructured nature of the questions and the informal group situation

encourage participants to disclose behaviour and attitudes they might not disclose during individual interviews.

- It is a form of triangulation if one employs the interview and questionnaire as well.

According to O'Hanlon (2003:79), a number of focus groups may be used to enhance the validity of the findings. In this research four focus groups were used. These were deemed to be sufficient "to balance the idiosyncrasies of individual focus group sessions" (Bryman, 2004:349). Each group comprised nine learners. The study and these were selected according to their academic achievement to get in-depth information for the study. Thus having four focus groups (highly performing, average performing and under- performing learners) in each school. Such a group was small enough to allow all the participants to have the opportunity to share insights and sufficiently, and large enough to provide diversity of perceptions (Marshall & Rossman, 2011:149).

Throughout the focus group interviews, the researcher was aware that focus group members needed not reach consensus since emphasis was placed on finding out as much as possible about a specific aspect of social reality (Bryman, 2004:349). Focus group members were made aware of this fact. When a session elicited little or no new information, it signalled that data generation had reached saturation point.

3.6.2.1 Selection of the interview location and sitting arrangement

Since there are factors related to the interview location that may threaten the validity of the findings, this researcher ensured that the interview location was easy to find, close to the homes of participants, free from outside distractions and noise that might interfere with the tape recording of discussions (Bryman, 2004:348-349). With regards to sitting arrangement, chairs were arranged such that the participants were able to lean forward "without being self-conscious about their bodies" (Bryman, 2004:348-349). This will help participants to sufficiently relax to express their views freely.

3.6.2.2 Designing the focus group interview guide

The focus group interview guide sets down specific issues for the group to discuss. It not only establishes the agenda of the group interview, but it also provides the structure within which members of the focus group will interact (Bryman, 2004).

In the interview guide design concepts to be investigated were clearly defined and questions that captured the intent of the study were also identified. The meticulously selected questions were carefully phrased prior to the focus group interviews in order to elicit the maximum amount of information. Care was taken to ensure that no leading questions were used. Open-ended questions that allow respondents to describe their views were employed. The questions were ordered carefully, from the more general to the more specific. The questions that the researcher deemed more significance were asked first and those questions that comprised for more sensitive issues were dealt with last (Bryman, 2004:356). Follow-up questions and probing to gain an understanding of the critical issues was utilised.

The moderator (researcher) clearly set the goals and objectives of the interview and also the ground rules for participation during his introduction with the participants. This assisted in regulating the interaction of participants (Bryman, 2004:352). Questions were organized into categories in order to enhance the validity of the findings.

3.6.2.3 Categories of questions

For categories of questions this researcher followed the guidelines given by (Schurink et al in De Vos, 1998:319). These are as follows:

- Opening questions (which are factual and are to be answered quickly to establish which characteristics group members have)
- Introductory question (which introduces the general topic of discussion and is not critical to the study because it is intended to foster conversation and interaction among group members)

- Transitional question (which provides the logical link between the introductory question and the key questions)
- Key questions (which require the greatest attention in the subsequent analysis)
- Ending questions which close the discussion and are of three types, namely the all-things-considered question which allows participants to identify the most important aspects that were discussed; the summary question which is asked after moderator has given a short summary of the significant ideas of the discussion and confirm or disconfirm whether the summary is adequate; and the final question asked following an overview of the purpose of the study by the moderator, for participants to confirm if everything considered important has been covered.

The interview guide was pilot tested before it was used. It was tested with h another set of participants who are representative of those who participated in the actual focus group interviews (Marshall & Rossman, 2011:95). The language that was be used for the learners was Xhosa and English. The focus group interviews were recorded.

3.6.2.4 Recording the focus group interviews

The focus group interviews were audio taped and notes were taken with the aid of an assistant moderator. The notes helped the researcher in capturing non-verbal communication. Participants were informed at the outset that the discussion was going to be recorded so as to capture everyone's comments.

3.7 DATA TRUST- WORTHINESS

The following measures were taken to ensure data trustworthiness entails credibility and transferability; Keeping audit trail of data collection process; Accurately describing research context and participants; Reporting findings accurately; Paying attention to detail when reporting findings; Allowing member checking of interview transcripts; Use of verbatim quotations to support themes. It is essentially important to examine qualitative methods and look for ways to ensure the quality of the findings. Doing so

enhances the trustworthiness of the research. The data collection strategies chosen for this research have been described in ways that indicate how they enhanced the trustworthiness of the data collected.

Trustworthiness can be further strengthened by the employment of triangulation, this is the use of multiple sources of data, multiple observers, and multiple methods-the act of bringing more than one source of data to bear on a single point (Creswell, 2007:129, McMillan and Schumacher, 2010). With triangulation, data collected with one procedure or instrument is confirmed by data collected using a different procedure or instrument.

As O'Hanlon (2003:76) states, studying a situation from multiple perspectives aids the detection of bias through divergent or contradictory data. If divergence is minimal then validation is assured whereas if it is noticeably divergent further investigation is called for. Triangulation of research methods is desirable to overcome over dependence on one method. Different sources of data provide a wider means of verification (O'Hanlon, 2003:77). As Marshall and Rossman (2006:202) put it, data from different sources can be used to "corroborate, elaborate, or illustrate the research question."

In this research triangulation was achieved through data collection from different groups and sites as well as the use of multiple methods described above. By designing a study that makes use of multiple cases, multiple informants and varied data-gathering methods, the researcher greatly strengthened the study's usefulness for other settings (Marshall & Rossman, 2006:202).

Submitting one's interpretations to members in a setting for their validation is another way of enhancing the trustworthiness of the research. This was done in this research by carefully formulating interview questions so that meaning was crystal clear also helped with the trustworthiness and credibility of the research.

Validity, which is an important aspect of trustworthiness, is generally concerned with the extent to which an instrument measures what it is supposed to measure (Creswell, 2007). Babbie and Mouton (2004) affirms that a valid measuring instrument does what it is supposed to do, measure what it is supposed to measure and yields scores whose differences reflect the true differences of the variable being measured rather than

random and constant errors.

Another important aspect of trustworthiness is reliability. According to McMillan and Schumacher (2010), reliability is describable as the extent to which what is recorded as data is in fact what occurred in the natural setting. They went on to describe reliability as achieving the same findings even though another researcher did the research. The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. Creswell (2007), in what is arguably one of the most explicit description of reliability, defines it as “the extent to which independent administrations of the same instruments yield the same results under comparable conditions and it is synonymous to dependability, stability, consistency, predictability, accuracy, reproducibility, repeatability and generalisability.

Guba and Lincoln (2005) model of trustworthiness, according to De Vos (1998:303-305), identifies four criteria, namely truth–value, applicability, consistency and neutrality. These are briefly described below.

- **Truth-value**

The truth-value seeks to establish if the researcher has established confidence in the truth of the findings in relation to participants and the context in which the research was undertaken. It establishes “how confident the researcher is with the truth of the findings based on the research design, informant and context” (Marshall & Rossman, 2006). Truth-value is usually obtained from the discovery of human experiences as they are lived and perceived by research participants. This research met this criterion since it was conducted in naturalistic and not contrived settings. Participants confirmed the findings and a “critical friend.” Marshall and Rossman (2006) confirmed that the logical inferences and interpretations of the researcher made sense.

- **Applicability**

Applicability refers to “the degree to which the findings can be applied to other contexts and settings or with other groups”. It is the ability to generalise from the findings to larger populations (Marshall & Rossman, 2006:202). By triangulating multiple sources of

data the study's usefulness for other settings will be greatly strengthened (Marshall & Rossman, 2006:202).

- **Consistency**

Consistency refers to whether the findings can be consistent if the inquiry were replicated with the same subjects or in a similar context (Babbie & Mouton, 2001:278). In this study the researcher made sure that the results would be consistent in all primary schools within the district.

- **Neutrality**

Neutrality is the freedom from bias in the research procedures and results. It refers to the degree to which the results are a function solely of the informants and conditions of the research and not other biases, motivations and perspectives (Marshall & Rossman, 2006:203). To address the issue of biases, this study used strategies which includes the use of "a critical friend" who confirms that the logical inferences and interpretations of the researcher make sense; using participants to confirm the findings; clearly indicating how data is handled; providing examples of explicitly descriptive, non-evaluative note taking and reflexive journal, and providing explicitly detailed research design and methods so that the reader can judge whether they are adequate and make sense (Marshall & Rossman, 2006:203).

In brief, the trustworthiness of this research was enhanced by the use of "a critical friend", triangulation, submitting the researcher's interpretations to members in the setting for their validation, and formulating interview questions carefully to achieve clarity.

3.7.1 Field notes

Field notes constitute detailed, non-judgemental, concrete descriptions of what has been observed (Marshall & Rossman, 2006:98).

Field note-taking was invaluable for this study for it allowed the researcher to note down things that could not be recorded through the tape recorder (for example the interviewee's anxiety). The qualitative researcher's field notes contain what had been seen and heard by the researcher without interpretation (Marshall & Rossman, 2006:98). As usual, field notes are filled with descriptions of people, places, events, activities and conversations. They contain ideas, reflections, hunches, feelings impressions and notes that seem to be emerging (Marshall & Rossman, 2006:98).

The field notes were used in compiling findings and enabled the researcher to explore his own biases and clarify earlier interpretations. Where the researcher could not write notes as events occur, he would write them soon afterwards, in fact the same day when the memory is still fresh. The researcher focused on words frequently used in or unique to the setting. Such terms helped in wording interview questions and become participant-generated analytic categories in the final write-up

3.8 DATA COLLECTION PROCEDURE

Qualitative research often seeks to clarify ways in which individuals communicate to maintain or change social situations, the present study up-held such aims. The researcher personally engaged himself in the data collection process. With the willingness and permission granted by the respondents, field notes were taken and tape recorder was used. Each interview lasted for 45 minutes and caution was applied to avoid constraining the participants' understanding of time and space. To ensure consistency across time, the same questions were asked to each participant. The purpose of the study was outlined at the beginning of each session, and confidentiality was also discussed and informed consent was obtained at the beginning of all interviews.

The researcher first sought permission from the head office of Department of Education in the Eastern Cape to conduct the research from the four selected urban primary schools (Two township schools and two former model C schools) with their teachers and learners. Fathers' too were consulted before conducting interviews with them. The

researcher personally administered the pre-test and the post-test interviews.

Participants were given a covering letter containing a relevant explanation of the purpose of the study, the importance of the respondent's contributions and participation as well as of the significance of the study. Confidentiality of the information to be supplied by the participant was ensured.

3.9 DATA ANALYSIS

For the purpose of this study, data from interviews was analysed for content. Audio-taped interviews were transcribed and data was classified and coded to come up with themes and sub-themes (Cresswell, 2010: 256; McMillan and Schumacher, 2010:360).

In order to generate findings that transform raw data into new knowledge, a qualitative researcher must engage in active and demanding analytic processes throughout all phases of the research). Qualitative research usually generates voluminous data (Patton, 2002:440). The data needs to be sorted out. The sorting out of the data involves physically organizing and subdividing the data. It also entails dividing data into meaningful segments, "which is already part of data analysis" (Patton, 2002).

Data collection, analysis and recording ought not to be considered in isolation but rather as interrelated simultaneous procedures that are ongoing (Creswell, 2007:150-151). In other words, data collection and data analysis occur simultaneously. Right from the first interview or observation, the researcher reflects on the meaning of what he /she has heard and/or seen, "developing hunches about what it means and seeking to confirm or disconfirm those hunches in subsequent interviews or observations" (Marshall & Rossman, 2006). This is inductive data analysis (proceeding from data to hypothesis to theory).

Marshall and Rossman (2006) elucidate the concept of data analysis by describing it as the process of systematically searching and arranging interview transcripts, field notes and other materials that the researcher accumulates to increase his/her understanding of them and to enable him/her to present what he/she has discovered to others. Typical

of qualitative research, data analysis is a rigorous process involving working with the data, organising them into manageable units, categorising, comparing, synthesising them, searching for patterns, discovering what is important and what is to be learned and deciding what the researcher will tell others (Creswell, 2007). It is noteworthy that qualitative researchers integrate the operations of organising, analysing and interpreting data and call the entire process “data analysis” (Creswell, 2007).

One way of organising qualitative data, which this researcher used, is to develop and use coding categories. Marshall and Rossman (2006:160) refer to coding of data as the formal representation of analytic thinking. According to them, generating categories and themes constitutes the tough intellectual work of analysis. Since coding is not a merely technical task, as data is coded new understandings may emerge thereby necessitating adjustments or changes to the original plan.

The researcher began coding soon after the first interview were completed since the first data served as “a foundation for data collection and analysis” (Corbin & Strauss, 2008:63). The researcher read through the data noting certain words, phrases, patterns of behavior, subjects’ way of thinking, and events that are repeated or which stands out. Regularities, patterns and topics emerged. The words and phrases referred to above are coding categories. They are the means of sorting the descriptive data collected (Corbin & Strauss, 2008:63).

According to Corbin and Strauss (2008), some coding categories will emerge while data is being collected. These coding categories need to be jotted down for future use. Particular research questions and concerns also generate categories. Corbin and Strauss (2008) suggest a number of coding families that provide the researcher with some tools for developing coding categories that will be helpful in sorting out qualitative data. The researcher used some of the codes described below (Corbin and Strauss, 2008:63), alongside new codes that were suggested by emerging data.

- Setting/context codes (here the most general information on the setting, topic or subjects can be sorted. An example of particular codes in this family might be labelled: “Descriptions of urban schools”, “Descriptions of urban homes);

- Definition of the situation codes (here the aim is to place units of data that tell the researcher how the subjects define the setting or particular topics – their worldview, how they see themselves in relation to the setting or the topic);
- Perspectives held by subjects codes (this family includes codes oriented towards ways of thinking subjects share that are as general as their overall definition of the situation but indicate orientations toward particular aspects of a setting),
- Subjects' way of thinking about people and objects codes (the subjects' understandings of each other, of outsiders, and of objects that make up their world);
- Process codes (refer to coding words and phrases that facilitate categorising sequences of events, changes over time, or passages from one type or kind of status to another etc.);
- Activity codes (directed at regularly occurring kinds of behaviour, for example, drawing water from the well, cultivating the fields, etc);

3.9.1 The process of data analysis

Data Analysis according to Corbin and Strauss (2008:480), implies the researcher's understanding of events "as related by participants." Data analysis was done by means of examining the field notes on observations made and responses of each participant observed and interviewed. In analysing the data, the researcher will follow the steps (the constant comparative method) presented by Corbin and Strauss (2008).

The steps that followed in this research are outlined below:

Step 1

Conducting the interview, recording it and reflecting on it in writing immediately after the interview (carrying out observations, writing field notes, observer comments and memos).

Step 2

Transcribing data verbatim immediately after the interview and placing additional comments in brackets.

Step 3

Reading through the data and coding of data according to emerging categories.

Step 4

Unitising the data and identifying units of meaning in the context of the research questions and the topic.

Step 5

Identifying provisional categories and sub categories. (The phenomenon represented by a category is given a conceptual name.) Matching unitised data cards to a category.

Step 6

Refining categories and making a list of key items (main ideas), words, and phrases. Doing a literature check to confirm whether the respondents' responses during the interview bear some similarities to the research topic and what other respondents conclude in similar studies. This is a final check for validity.

Briefly, following the steps outlined above, the responses from the interviews were transcribed verbatim from the audiotape. The audiotape is credible to the extent that it facilitates both the collection and analysis of data as preconceived ideas are discarded (Patton, 2000). An inductive analysis of the data was done to reveal the emergent themes coming out of the interviews and field notes. In the words of Patton (2000:453), inductive analysis entails the discovering of patterns, themes, and categories in one's data. It is unlike deductive data analysis where analytic categories are stipulated beforehand, "according to an existing framework." The constant comparative method was used where the researcher first read the data over quickly to yield an impressionistic view of recurrent themes/categories generated by the data.

At this stage the aim is to utilise the data “to think with”. This tentative analysis was followed by intensive and repeated reading of the responses. Reading, rereading, “and reading through the data once more” (a process often referred to as immersion in the data) forced the researcher to become “intimately familiar with those data” (Marshall & Rossman, 2006:158). The intensive and repeated reading assisted to remove the problem of relating the material too hastily to the researcher’s own questions and to prevent over-looking material whose connection to the researcher’s questions (indicating researcher’s own expectations or prior beliefs) cannot be immediately obvious to the researcher (Flick, 2005:255). Asking questions in relation to the data and making comparisons was used as major analytic strategies for elaborating the analysis, as recommended by Corbin and Strauss (2008:199).

It needs to be noted that as categories and themes are developed and coding is well underway, the researcher starts making integrative interpretations of what will be learned. Interpretation, according to Marshall and Rossman (2006:161-162), “brings meaning and coherence to the themes, patterns, categories, developing linkages and a story line that makes sense and is engaging to read.” To account for the openness of the interviews, the researcher not only will consider categories or repetitive themes suggested by the questions presented to the respondents, but also take account of “new” themes/categories which have not been foreseen in the interview guide but emerged from the collected data – hence the use of open coding which will provide for examining in detail the interviews, field notes and personal diary.

The analytic process of generating categories and themes will demand “a heightened awareness of the data, a focused attention to this data, and openness to the subtle, tacit undercurrents of social life” (Marshall & Rossman, 2006:158-159). Through prolonged engagement with the data (text) the researcher generated the categories, which augmented those suggested by the questions presented to participants. Category generation involves noting patterns evident in the setting and expressed by participants. Finally, the themes were integrated, cross-validated and compared with the themes that had emerged from the interviews, after which they were synthesised in descriptive analysis.

3.10 ETHICAL ISSUES

The following ethical issues were attended; Research Permission; Ethical clearance; Informed consent; confidentiality and anonymity; Voluntary participation and withdrawal.

Permission to conduct the study was secured from Fort Hare Department of Education in East London campus, The Department of Education District as well as from the selected school headmasters. Further permission was also sought from the parents and guardians of the selected learners as well as from the selected teachers.

The participants were informed that their involvement in the study was voluntary and that they are free to withdraw at any stage of the interviews if they are not comfortable. Permission was first be obtained from the participants for the interviews to be audio-taped.

3.10.1 Gaining access

Before any data are collected access is gained by seeking the written permission of the Provincial Education Director of Education, relevant school principals, and the fathers' who are potential participants with their children (McMillan & Schumacher, 2010). The permission of participating fathers' was sought from them directly and not through third parties in order to enhance the voluntary nature of their participation. The aims of the research and what is expected of the potential participants were clearly communicated to them (Marshall & Rossman, 2011). How the investigation was to be undertaken and the envisaged purposes of the results were also set out clearly for the participants (Marshall & Rossman, 2011:47-48).

Practical aspects of the research such as data collection methods and recording of data were discussed with the potential participants in detail (Marshall and Rossman, 2011:47-48). If they are uncomfortable with any aspect of the research procedures, they are free to discuss the matter with the researcher, or even to decline participation.

3.10.2 Research ethics

Ethics in research are principles of right and wrong that a particular group (such as educational researchers) accepts (Marshall & Rossman, 2011:47-49). These principles compel researchers to respect the rights, dignity, privacy and sensitivity of participants.

Important matters relating to research ethics include informed consent, the right to privacy and protection of participants from harm, be it physical, psychological or social (Marshall & Rossman, 2011:47-49).

3.10.2.1 Informed consent

In this research, in respect of informed consent, the researcher informed potential participants both verbally and in writing that participation was voluntary (Christians, 2005:144) and that they could withdraw from the research at any time. It was made clear that choosing not to participate had no adverse consequences for (potential) participants. The nature of the study, its aims, possible advantages to each participant and risks, dangers and obligations that will be involved were also be revealed to participants (McMillan & Schumacher, 2001:421).

This meant that their consent was based on full and open information (Christians, 2005:144). As an example, the participants were informed about how focus group interviews would be conducted and how the researcher appealed to members of the focus group to exercise mutual respect during and after the interviews. This information was verbally passed onto potential participants when they are being invited to participate in the study. They were also be informed that research findings would be published and their identities would be protected. Participants were given the opportunity to seek clarification on any matter of concern to them (McMillan & Schumacher, 2001:421). As McMillan and Schumacher, (2001:421) advise, caution should be taken to ensure that informing participants is not done in a manner that will invalidate research findings. In other words, participants are not made to think or feel that they have to respond in certain ways.

3.10.2.2 The right to privacy

In respect of the right to privacy, participants were informed verbally and in writing that their right to remain anonymous would be fully respected (Christians, 2005) and pseudonyms would be used in the research report. They will be assured at the outset of privacy, as this is a highly sensitive issue (McMillan and Schumacher, 2001:422). Disclosure of confidential information could prove to be most harmful and damaging to an individual's person (Christians, 2005). Therefore, reassurance of privacy would also work to the researcher's advantage, as participants will invariably respond more vividly to questions and discussions. To protect participants' dignity and identity, this researcher ensured that all research material collected would be kept safe even after the study had been terminated (Creswell, 2007; Christians, 2005).

3.10.2.3 Protection from harm

In terms of the protection of participants from harm, be it physical, psychological or social, participants were informed, verbally and by means of an agreement form which they were to sign after agreeing to participate in the study that they would be fully protected (Creswell, 2007:141-142;). They were also be verbally advised that they should expect to be treated with respect (Berg, 2001), not to be imposed upon or embarrassed in any way and that all the questions would not be unnecessarily intrusive. Participants will be encouraged to indicate when the research procedures would be threatening to embarrass them or cause some discomfort (McMillan and Schumacher, 2001).

3.10.2.4 Terminating the study

Terminating the study when the data are theoretically saturated (when no new insights will be gained) has ethical implications. The researcher will need to leave the field without making research participants, with whom he will form a relationship, feel cheated and/ or exploited, or let down. The researcher will ease out of the setting in such a manner that it would be possible for him to return to collect more data or to

confirm findings. Data collection strategies chosen for this research were used in the context of the research ethics considerations discussed above.

3.11 SUMMARY

The chapter looked at the research methodology that was used in the study. The interpretive paradigm and the qualitative approach were discussed. In this study, purposive sampling was used and the data collection techniques that were employed were semi structured interviews, focus group interviews document analysis are also discussed in detail. In addition, research ethics, and data analysis procedures were all carefully considered to assure the trustworthiness of the study.

Chapter four will focus on data presentation and analysis.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF THE DATA

4.1 INTRODUCTION

The main aim of this chapter is to combine the data collected through interviews and from field notes, discuss and present it in a manner which will align with the research questions posed by the study. The style adopted for the presentation aims to capture connections between the research questions and the themes which emerged from the summarised data in order to present the significant responses and insights obtained from an analysis of the data. The study endeavoured to answer the research sub-questions, namely:

- How do fathers' view their role in the learning of their children?
- In what ways do fathers' assist their children in learning?
- What are the opportunities which encourage fathers' to support their children's learning at primary school?
- What are the threats to fathers' which negatively influence them to be non-supportive in their children learning?

The data obtained is presented and discussed according to biographical data, major themes and sub-themes. On the basis of the findings which were obtained from an analysis of the data, measures which could be taken in order to make the implementation of the programmes more effective will be suggested. The biographical data obtained from the participants are presented below.

4.2 BIOGRAPHICAL DATA

In order to understand and explain social meanings, researchers first endeavour to investigate the factors which influence the participants who supply the data in terms of socio-economic backgrounds and specific social contexts (Seale, Gobo, Gubrium & Silverman, 2004). In the study the biographical data was used to assess the maturity of the participants in terms of their experience, their competency in terms of the qualifications which they held, their status from an examination of the representation of the various different schools and their genders. Table 4.1 shows the characteristics of the teachers' whom were sampled for the study in terms of their genders, the schools in which they are employed and their experience and qualifications. As was explained in Chapter 3, the teachers were allocated codes from T 1 to T 4. For example, T 1 stands for Teacher number 1.

Table 4-1: Characteristics of Teachers

Teacher Code	Age	Gender	Type of school	Qualification	Years of experience	Race
T 1	40 years	Male	Township school	BED Honours	17 years	Black
T 2	28 years	Female	Former model C school	Bachelor of Education	7 years	Colored
T 3	47 years	Female	Township school	PTD	26 years	Black
T 4	30 years	Male	Former model C school	BED Honours	9 years	White

As is shown in Table 4.1 above, four teachers were interviewed. Both genders were represented evenly, as the sample consisted of two males and two females. Two teachers represented former model C schools and two represented township schools.

The presented data shows that both male teachers hold BED honours degree and are highly educated than the other two female teachers. One the female teachers who had a significant experience of 26 years holds the lowest qualification (Post teacher's Diploma) and the other female holds a Bachelor of education degree. Racial differences and age differences were fairly represented.

The characteristics of learners who participated in the study are shown in Table 4.2 as was explained in Chapter 3, codes were also allocated to the learners who took part in the four focus group discussions. Although there were nine learners in each group, the codes were assigned from number 1 to 36 and the learners were represented by codes LFDG1 to LFDG36, with LFDG1 representing Learner number 1 in the focus group discussions.

Table 4-2: Characteristics of FGD participants

FGD CODE	GENDER	AGE	GRADE	RACE	TYPE OF SCHOOL
LFGD 1	Male	10	Grade 5	Black	Township School
LFGD 2	Male	9	Grade 5	Black	Township School
LFGD 3	Female	9	Grade 5	Black	Township School
LFGD 4	Male	10	Grade 5	Black	Township School
LFGD 5	Male	10	Grade 5	Black	Township School
LFGD 6	Female	11	Grade 5	Black	Township School
LFGD 7	Female	9	Grade 5	Black	Township School
LFGD 8	Male	9	Grade 5	Black	Township

					School
LFGD 9	Male	9	Grade 5	Black	Township School
LFGD 10	Female	9	Grade 5	White	Former Model School C
LFGD 11	Male	9	Grade 5	White	Former Model School C
LFGD 12	Male	10	Grade 5	White	Former Model School C
LFGD 13	Male	11	Grade 5	White	Former Model School C
LFGD 14	Male	10	Grade 5	White	Former Model School C
LFGD 15	Male	9	Grade 5	Black	Former Model School C
LFGD 16	Female	9	Grade 5	Black	Former Model School C
LFGD 17	Male	10	Grade 5	Black	Former Model School C
LFGD 18	Male	9	Grade 5	Black	Former Model School C

LFGD 19	Female	10	Grade 5	Black	Township School
LFGD 20	Male	9	Grade 5	Black	Township School
LFGD 21	Female	10	Grade 5	Black	Township School
LFGD 22	Female	11	Grade 5	Black	Township School
LFGD 23	Male	11	Grade 5	Black	Township School
LFGD 24	Female	11	Grade 5	Black	Township School
LFGD 25	Male	11	Grade 5	Black	Township School
LFGD 26	Female	9	Grade 5	Black	Township School
LFGD 27	Male	9	Grade 5	Black	Township School
LFGD 28	Male	10	Grade 5	White	Former Model School C
LFGD 29	Female	10	Grade 5	Black	Former Model School C
LFGD 30	Female	9	Grade 5	White	Former Model School C
LFGD 31	Female	9	Grade 5	Black	Former Model School C

LFGD 32	Male	9	Grade 5	White	Former Model C School
LFGD 33	Female	9	Grade 5	White	Former Model C School
LFGD 34	Male	9	Grade 5	White	Former Model C School
LFGD 35	Male	9	Grade 5	White	Former Model C School
LFGD 36	Male	9	Grade 5	Black	Former Model C School

As is shown in table 4.2 above, four focus group discussions were conducted with grade 5 learners from both the township schools and former model C schools. Gender differences and age groups were fairly represented. The table shows 36 learners who participated from four focus group discussions and their racial groups were fairly presented especially in the former model C schools.

The characteristics of fathers who participated in the study are shown in Table 4.3 as was explained in Chapter 3, codes were also allocated to the fathers who took part in the interviews. Although there were twelve fathers who took part in the interviews, the codes were assigned from number 1 to 12 and the fathers were represented by codes F 1 to F 12, with F 1 stands for father number 1.

Table 4-3: Characteristics of fathers

FATHER CODE	LEVEL OF EDUCATION	RACE	AGE	SCHOOL TYPE OF THE CHILD
F 1	University	Black	28	Former Model C Schools
F 2	High School	White	54	Former Model C Schools
F 3	High School	White	45	Former Model C Schools
F 4	High School	White	39	Former Model C Schools
F 5	Uneducated	Black	43	Township Schools
F 6	Primary School	Black	35	Township schools
F 7	Uneducated	Black	35	Township Schools
F 8	University	Black	29	Township Schools
F 9	University	Black	30	Former Model C Schools
F 10	College	Black	28	Township Schools
F 11	High School	White	40	Former Model C schools
F 12	High school	Black	35	Township Schools

As it is shown from the above table, fathers' education was so significant because the results reveal most black fathers were the ones with highest level of education as compared with the white fathers. Looking at the age of fathers it was fairly presented, because it reflected all age groups. For example, there were fathers from ages of 28-35, middle aged fathers from 35-45 and old aged fathers. These results may infer that the researcher was able to get different perceptions from the participants because of their differences in age as to what they view as their role in their children education

4.3 RESULTS WITH RESPECT TO OPPORTUNITIES WHICH ENCOURAGE FATHERS' TO SUPPORT THEIR CHILDREN'S LEARNING AT PRIMARY SCHOOL

The main theme that emerged from the focus group discussions which were held with grade five learners and during the interviews with the teachers and fathers was the opportunities which encourage fathers to support their children's learning at primary school. This theme generated a number of sub-themes, which included developmental programs that can help develop father-child relationship, Involving fathers in the learning of their children, schools welcoming fathers, specific activities provided by school to involve fathers, teachers' capabilities in involving fathers in their children learning, Attracting fathers to be involved in the learning of their children, Educational law and fathers' involvement in children's learning, Strategies to involve fathers in children learning, mothers role vs fathers role, Involving fathers in planning, development and evaluation of programs designed for father-child learning. The main theme and the sub-themes are presented in Table 4.4 below and will be covered in the sections which follow.

Table 4-4: Opportunities which encourage fathers to support their children's learning at primary

THEMES	SUB-THEMES	ISSUES RAISED
Opportunities which encourage fathers' to support their children's learning at primary school.	developmental programs that can help develop father-child relationship	Availability or non-availability that can enhance father-child relationship
	Involving fathers' in the learning of their children	To what extent are fathers involved in the learning of their children.
	schools welcoming to fathers	Difficulties faced by fathers' in schools
	specific activities provided by school to involve fathers'	Lack of specific activities designed by school for fathers
	Teachers being trained on ways to work with fathers, in involving fathers in parenting activities related to their children learning	Teachers are not trained specifically to deal with fathers' in their children's learning.
	Attracting fathers to be involved in the learning of their children	It is difficult to attract fathers to be involved in their children's learning.
	Educational law and fathers' involvement in children's learning	Law speaks about parental involvement generally
	Strategies to involve fathers in children learning	What schools do to involve fathers in their children's learning?
	mothers role vs fathers role	Fathers pass a lot of responsibility onto the mothers'.

4.3.1 Developmental programs that can help develop father-child relationship

This was one of the sub-themes which emerged during the interviews with both the fathers and teachers. Most of the teachers indicated that in their schools there are no specific programs allocated for fathers to develop positive father-child relationships. Two of the teachers during the interviews said:

“We have not been aware by the school or the department about any specific program that can help father develop a positive relationship with their children”(T 1)

“There are no developmental programs allocated specifically for fathers in our schools, even there were I would still prefer to work with mothers since they always take responsibility for their Children.

The fathers corroborated what the teachers' had said with respect to developmental programs allocated for fathers in schools to develop a positive father-child relationship. The fathers who participated reported that schools do not equip them on how to develop a positive father to child relationship. Two fathers during the interviews said that:

“I have never heard of any programs in schools that can assist me to have a closer relationship with my child” (F 10).

“The school never invited me to part of the program that will equip me, in order to develop a positive father-child relationship” (F1)

In addition, learners added to the above by mentioning insufficiency of school to equip their fathers' about ways to develop a positive relationship with them. Such issues were explained by two of the learners who participated in focus group discussions of this study in these words:

“I wish to be close with my father in everything I do, my father never comes to school it is my mother who is called by the school and my school does not have programs allocated specifically for fathers” (LFGD 26)

“There are no developmental programs allocated for fathers to develop a positive father-child relationship. My teacher never encouraged me to work specifically with my father” (LFGD 34)

The emerging data revealed that schools did not have developmental programs allocated specifically for fathers to develop a positive father-child relationship. On the other hand data revealed that this lack of developmental programmes according to teachers is due to adequate resources to implement such programs within the school and the department of education.

4.3.2 Involving fathers’ in the learning of their children

Most of the participants during the focus group and the interviews mentioned that schools do not specifically ask for the involvement of the fathers in their children learning instead they asked for parental involvement from either a father or a mother. However, some teachers stated that they write to the fathers so that they involve fathers’ in their children learning. She said:

“We specifically write a letter to fathers telling them to supervise their children’s homework and reading at home”(T 2)

“We do not differentiate between the mother and the father, it is a parent responsibility to be involved in children learning”(T 3)

In a similar vein, all of the learners’ stressed the fact that their fathers, particularly help them with technical or handwork projects that is how they think their fathers are involved in their learning. They maintained that except for projects it is difficult for their fathers’ to be involved in their learning since they believe they have no idea on how to get involved. Two of the learners said:

“My father helps me with hand work project” (LFGD 21).

“Handwork projects forces my father to be involved in my learning” (LFGD, 4).

Most of the fathers said that they want to get involved in their children learning but they did not know how because schools do not show them on how to get started with the process. Whilst, a minority of fathers who had tertiary education indicated that schools involve them in their children learning and they know how to be involved. Two of the fathers' said:

"I do not know how to be involved in the learning of my child I only help him with hand work" (F 7).

"I always help my child school work of different nature I am involved in my child learning and the school involves me by writing a letter of inclusion" (F9).

There were a minority of fathers who claimed to be involved in the learning of their children. All respondents from the focus group discussions maintained that their fathers only help them with hand work project and they are always busy with their own business or work long hours. Data revealed that schools face difficulties in including fathers in their children learning.

4.3.3 Schools welcoming to fathers

All the teachers during the interviews maintained that schools are welcoming to fathers and they acknowledge their assistance in their children's learning. Two of the teachers said:

"Our school is very welcoming to fathers and to everyone who is a parent" (T 4).

"We are very welcoming to school and we receive praises from parents particularly fathers' for maintaining such record" (T 2).

Whilst data from interviews revealed that most of the fathers expressed feelings of being neglected and undermined by schools. A small proportion of fathers specifically those with tertiary education mentioned their experiences and indicated positively that

the school is welcoming to fathers. The variation of the participants' responses is shown below;

"I feel unwelcomed when I go to school for anything, I normally stay for long hours before getting little assistance, schools only care for us when they want money from us" (F 6).

"I always feel welcomed when I go to my child's school, the teacher would friendly greet me and we would go through the child's portfolio together showing me the child's progress"(F 8).

In the same vein, a large proportion of learners preferred having their mothers going to school to stand for them because their fathers' always complain about how they are given poor services. Whilst approximately five of the learners from the focus group discussions indicated that that schools are welcoming to fathers.

"I think my school is more friendly to my mother than my father, because my dad stays longer without help when he come to find out something related to my learning" (LFGD 13).

"I think my school is good and that it cares for our parents, even my father loves my school he always say my teachers' are friendly" (LFGD 5).

From the above responses, there is need to emphasise that the issue of schools being either welcoming or unwelcoming to fathers' is still an issue that needs to be addressed. This is an indication that most fathers' find it difficult to be involved in the learning of their children in school, which result to their lack of involvement at home.

4.3.4 Specific activities provided by school to involve fathers

All the respondents during the interviews and focus group discussions mentioned that there are no specific activities provided by the school to involve fathers. Two of the teachers said:

“We do not have specific activities in our curriculum that we provide to involve fathers, except encouraging them to supervise homework which the mother can also do” (T 1).

“We do not have specific activities we provide to involve fathers”(T 3).

In agreement two learners indicated that:

“We are not given specific activities to work with our fathers but my father always helps me in his will during handwork activities” (LFGD 11).

“There are no specific activities that my school provides specifically to involve my father” (LFGD 29).

Two fathers added part and said:

“Truly, schools do not give us specific activities to involve us in our children’s learning, they would write a letter encourage you to be involved generally, what the child’s mother can do”(F 1).

“There are no specific activities that are provided by the school to involve me in my child’s learning” (F 5).

It was agreed by all the participants during the interviews and focus group discussions that schools do not provide specific activities to involve fathers in their children’s learning. From data collected there is a need to include such activities in primary school learning, so as to have fathers’ involved in their children’s learning.

4.3.5 Teachers being trained on ways to work with fathers, in involving fathers in parenting activities related to their children learning

All the participants were in agreement that teachers were not trained to work with fathers in such activities. Two of the teachers said:

“We have not been trained to work with fathers in activities of interest to

men to be involved in children's learning" (T 3).

"We have not been trained" (T 4).

In similar vein, all fathers believed that teachers had not undergone special training to work with fathers'. Two fathers said:

"No, teachers have not undergone special training to work with fathers" (F 2)

"It is visible in the way they deal with me in a bad manner when I go to that school, that simple show they have not been trained to work with fathers"(F 7).

Learners added a part and said:

"I think my teachers are trained to work with my fathers, because my teacher is more relaxed she speaks with my mother and father" (LFGD 14).

"Our teachers are not trained to work with fathers; if that was the case my father would not struggle to assist me in my learning" (LFGD 23).

The lack of training for teachers to work with fathers appeared to be having a negative impact to having fathers involved in the learning of their children. That was the general view shared by both fathers and learners during the interviews and focus group discussions.

4.3.6 Attracting fathers to be involved in the learning of their children

Another challenge which emerged from the data concerned the difficulties in attracting fathers' to be involved in the learning of their children. Teachers explained that it is difficult to attract fathers to be involved in their children's learning. Whilst a large proportion of fathers mentioned that they want to be involved in their children's learning. All learners also shared a general view that it is not easy to attract their fathers to be involved in their learning. Two teachers said:

“It is not easy to attract fathers to be involved in their children’s learning; they pass on the responsibility to mothers” (T 2).

“It seems as if fathers run away from responsibility” (T 1).

Similarly, two learners said:

“My father always complains that he is busy or tired; when I ask him to help me with my school work” (LFGD 15).

“My father says he would love to be part of my learning but he does not know how, and he works long hours; he even tells me to go to my mother for assistance” (LFGD 7).

Contrary, two fathers’ said:

“I want to be involved in my children learning but I do not know how”(F 4).

“Teachers do not give us the chance to be involved in the learning of our children, they always prefer our wives”(F 11)

Although many of the participants indicated from the interviews and focus group discussions that it is easy to attract fathers’ to be involved in their children learning. A relatively few of the participants fathers’ themselves indicated that they do want to be involved but they are not given a chance.

4.3.7 Educational law and fathers’ involvement in children’s learning

Most of the participants from both interviews and focus group discussions indicated that they are not aware about what the education law that says fathers’ involvement in children’s learning. A relatively few of the teachers and fathers indicated that fathers’ involvement is obviously recognised in education.

Two of the teachers said:

“Fathers’ involvement in their children’s learning is always emphasised in education” (T 4).

“Fathers’ involvement is obviously emphasised in the educational law of South Africa”(T 1).

Whilst on the other hand two fathers said:

“I am not aware what the educational law says about our involvement in children learning” (F 5).

“The educational law over-emphasised the involvement of fathers in their children’s learning” (F 1).

Contrary both of the two learners said:

“I am not aware what the educational law says about fathers’ involvement in their children’s learning” (LFGD 31).

“I am not sure if the educational law mentions anything about fathers’ involvement in their children’s learning” (LFGD 19).

The data collected during the interviews and the focus group discussions indicates that there is a need for the learners and fathers to be educated about what the educational law says about fathers’ involvement in their children’s learning.

4.3.8 Strategies used to involve fathers in children learning

Most of the participants explained that there are no interventions that can help fathers engage with their children learning. Whilst a relatively few participants particularly the teachers mentioned that there interventions or strategies put in place that can help fathers engage with their children learning and well-being. Two of the fathers said:

“No there are no strategies put in place to involve fathers’ in their children learning and well-being” (F 12).

“They are not enough if there any strategies there I once attended in child school which engaged in talks around fathers involvement in children’s education” (F 9).

Two learners indicated:

“I do not know if there are strategies that can help fathers to be engaged with their children’s learning” (LFGD 17).

“My father was invited to a talk in my school, where they talking about their involvement in our learning because of that I believe there are strategies put in place”(LFGD 25).

A different view was shared by teachers two teachers said:

“We do have associations where fathers talk about issues affecting fathers’ from being involved in the learning of their children” (T 1).

“We have parents association where fathers are also included to discuss their children progress and how to motivate their children to learn....”(T 4).

4.3.9 Mothers role vs fathers role

Most respondents during the interviews and focus group discussions mentioned that mothers play a major role than fathers in being involved in learning. Two of the learners stated:

“My mother explains better than my father when helping me with my school work” (LFGD 20).

“My mother understands me better than my father, when I’m working with my mother, she gives me a break, whilst my father forces me to work hard even if I am tired”.

Similarly, two fathers said:

“Schools have made parental involvement to be mothers’ involvement in the learning of the children, by neglecting us” (F 3).

“As fathers’ we are involve in our children’s learning because we provide them with necessary school resources, their mothers’ always help them with since work long hours and come late at home”(F 8).

In addition, two teachers said:

“In my perspective fathers role is not different rather it is the same as that of the mother” (T 3).

“I think fathers’ pass on responsibility to mothers” (T 2).

From the findings above it can be concluded that fathers and mothers’ roles are different. This is the indication that parental involvement in children’s learning means mothers were more involved in their children learning as compared to the fathers.

4.4 RESULTS WITH RESPECT TO THE FATHERS’ PERCEPTIONS ON THEIR ROLE IN THEIR CHILDREN’S LEARNING

The main theme for the second research question is the fathers’ perceptions on their role in their children’s learning. Many sub-themes emerged from the discussions which were held with learners, teachers’ and fathers’. The theme and the sub-themes are presented in table 4.5 and will be analysed in the next subsection.

Table 4-5: Theme and sub-themes concerning the fathers' perceptions on their role in their children's learning

Theme	Sub-themes	Issues raised
the fathers' perceptions on their role in their children's learning	Fathers' assistance in their children's learning	Fathers' like mothers' have to take a leading role in being part of their children's learning.
	The impact fathers' make in assisting their children in their learning	They are their children support system
	Time spent by fathers' in assisting their children with their school work	They are busy, they always ready to assist their children
	Engaging Fathers' to social activities that promotes learning	Wellness programs, sport etc
	The influence of child's family earnings to children's learning	Poor performance, better schools and better education
	Fathers' commitment and involvement in their children learning	Child behave well and disciplined, high passing marks
	Fathers, reading and writing with their children	Better pronunciation of words and good writing skills

4.4.1 Fathers' assistance in their children's learning

Most of the participants during the interviews and the focus group discussions acknowledge the assistance provided by mothers' in children's learning. Except for a relatively few participants which were fathers who claimed that they benefitted a lot from assisting their children in their learning, and their children benefit as well.

Two of the teachers said:

"Fathers like mothers need to take a leading role in the learning of their children. They need to supervise home-works, attend meetings, pay for their children's learning..." (T 4).

"Fathers pass on responsibility to mothers'; they only assist their children with the more technical side of learning-projects, constructing things etc" (T 3).

Two learners also proclaimed:

"I am not comfortable when I am assisted by my father, I always feel scared and even forget what I know, but I feel happy when I work with my mother because she gives me better knowledge of my school work" (LFGD 21).

"I prefer being assisted by mother than my father, because my mother understands English very well" (LFGD 30).

Contrary, two fathers claimed:

"I benefit a lot when assisting my child in her learning because it enables me to build a strong relationship with my child better and understand her limitations and abilities" (F 10).

"I assist my child with projects, but I find it difficult to help him in other learning areas because I do not know how" (F 6).

From the above findings, it is revealed that even though fathers in this present time are trying hard to be of assistance in their children's learning, there is lot that has to be done. For instance, they are still expected to take responsibility and take a leading role like mothers. These findings indicate that mothers still play a crucial role in assisting their children in learning.

4.4.2 The impact fathers make in assisting their children in their learning

Almost all the respondents during the interviews and group discussions agreed that once fathers assist their children in learning they make a positive impact.

Two teachers said:

"When fathers assist their children in learning, their children become disciplined and they progress in their academic work. Because without discipline learning and teaching cannot be effective" (T 1)

"Fathers' involvement make a great impact as children feel support from their dads and feel that they are worthy of his help" (T 3).

In agreement two learners said:

"My father encourages me to be an A student" (LFGD 12).

"My always teaches me to be a better reader; he likes to read newspapers and he also like to ask me to read for him" (LFGD 5).

In addition two fathers said:

"I feel proud to be assisting my child with learning; as a result my child is well behaving at school and doing well in academics" (F 1).

"My child is well behaving at school and he is getting straight A's, I am making a great positive impact by assisting him in learning" (F 9).

The finding above is an indication that fathers' assistance in children's learning is linked

to better achievement and good behaviour at school.

4.4.3 Time spent by fathers in assisting their children with their school work

The emerging results revealed that most fathers' do not spend time helping their children with school work since they work long hours and arrive late at home. Even those who do they make time on weekends because they work long hours and have a busy schedule during week days; but, a relatively few who always assisted were those fathers who are unemployed with female working spouses. Two of the fathers said:

"I am always available at any given time to help my children with their school, because I am not working; my wife is the one working" (F 1).

"I cannot help my child with his school work; I work long hours and come very late at home because I am a taxi driver" (F 12).

On the other hand two learners said:

"My father helps me almost every day" (LFGD 3).

"My father helps me on weekends because his work schedule is always busy on weekdays" (LFGD 7).

But two teachers went on and explained:

"We as teachers we expect the learners' fathers to assist their children with their school work; each and every day but most fathers' cannot help their children often because of busy work schedules " (T 3).

"we expect the fathers to be always there in their children learning 24/7 but they fail to do so it is the children's mothers who are always of avail when it comes to assist in their children learning" (T 2).

Schools expect fathers to assist their children with their school work each and everyday, but the data collect from the participants showed that there is lack of availability of

fathers' for such tasks. Busy schedules and lack of understanding of fathers on how to assist their children with school work was the main reason why fathers found it difficult to spend much time assisting in their children learning. This leaves a gap that is normally filled up by learners' mothers and causes mothers to be a positive support system in their children's learning.

4.4.4 Engaging fathers to social activities that promotes learning

A large proportion of participants explained that most fathers like to engage in technical activities, sport and wellness programmes etc. Two of the learners said:

"My father likes to play chess with me" (LFGD 11).

"My father plays music instruments and soccer with me" (LFGD 3).

In agreement two fathers indicated that:

"I teach my child to create cars made by wires (called Umaskitikiti in Xhosa)" (F 6).

"I am a mechanic; I always have my kid around when I fix a car to teach him what I do" (F 11).

More-over two teachers said:

"Most fathers like to engage in sporting events with their children for example rugby, cricket etc" (T 1).

"Some fathers spend time with their children in workshops doing drawings, wood work, fixing cars etc" (T 4).

The results shown above indicate that fathers engaged in other social activities with their children which contributed to learning. It is visible from the findings that fathers engaged their children in activities they liked or do as job, not as instructed by the school for examination purposes. This reveals that there was a need for inclusiveness in

curriculum of father-child required activities as part of what has to be done in class.

4.4.5 The influence of child's family earnings to children's learning

If the child comes from a family that has limited resources that can affect the child badly, and the child may even drop out from school. Contrary, a child from a resourceful family tends to do good and even acquire better education from best school. This is the view shared generally by all the participants during the interviews and focus group discussions. Two teachers said:

"A child from poverty stricken family will always be affected in his/her school work. The child who is underfed will have poor concentration in class and fathers who are from poor backgrounds will always send their kids to no fee schools which are always under-resourced. Whilst those who afford will send their children to better resourced schools" (T 3).

"A better resourced family always influence positively on the children academic outcomes, confidence and good discipline at school" (T 2).

On the other hand fathers revealed:

"If I was working my child would arrive earlier at school for classes and have extra study material at home. But she is not doing so, due to insufficiency of resources" (F 3).

"I can provide for my child everything she needs at school and I have invested on her learning by taking her to the best former model C schools" (F 1).

Leaners added and said:

"If both my parents were working not my mother alone, I would also be taken by contract to like others and arrive before the gate is closed for late comers' at school" (LFGD 27).

“Everyone at home is working; my family including my father is able to buy everything I need at school” (LFGD 20).

The findings indicate that really socio economic status of one’s family plays a crucial role in a children’s learning. It may either affect it positively or negatively, all in all it does have an influence to children’s learning.

4.4.6 Fathers’ commitment and involvement in their children learning

It was common amongst the participants during the interviews and focus group discussions, that the child whose father is involved and committed in his/her learning; always behave well, is well disciplined and always dressed in a proper manner (proper school uniform). Whilst a relatively few participants amongst teachers and learners believe that if any of the parents whether the father or the mother is involved the above mentioned results shall be seen. Two learners said:

“My father always teaches me to be a kind and good and disciplined learner at all times at school” (LFGD 19).

“I cannot disappoint my mother, I have to do well at school and keep a good record because she always there for me and sacrifices a lot to assist me with my learning” (LFGD 8).

On the other hand, the fathers appeared to hold on to a traditional view and said:

“If I was not involved in my child life, he would not be this good and passing student” (F 7).

“My son is disciplined at school, my commitment and to be part of his learning makes him to look up to me; and see me as his role model. This resulted, on seeing him being an A student and well –matured child who is able to reason well” (F 2)

Two teachers maintained:

“If any of the parents is committed and involved in the learning of their children, children are more likely to pass with high marks” (T 3).

“Parents committed being the mother or the father to be involved in the learning of their children can be linked to good behaviour at school and result to positive academic outcome” (T 4).

The results indicate that fathers’ commitment and involvement in children’s learning is linked to good behaviour at school and positive academic outcomes; as stated by many participants during the interviews and focus group discussion. It is also notable that some schools still recognize and acknowledge mothers’ involvement in children’s learning.

4.4.7 Fathers, reading and writing with their children

All participants during the interviews and focus group discussions shared a general view that having fathers reading and writing with their children involved them in their children’s learning. Two teachers said:

“We do encourage children to read and write with their fathers’ because such activity will broaden their mind” (T 1).

“Yes we do encourage learners to read and write with fathers’, to get them involved in their learning” (T 2).

Also some of the fathers agreed:

“I read books; newspapers etc; with my child and even help him with spelling and writing skill” (F 12).

“Reading and writing with my child has her to pronounce words very well and also improved her vocabulary and spelling. I am proud of my daughter” (F 1).

Learners concluded and said:

“I like reading and do writing with my father; it is a good feeling because it makes me to be a good reader and to write correct spelling of words” (LFGD 13).

“It helps me because my father is hands on in my learning” (LFGD 29).

The findings concluded that schools do encourage learners to read and write with their fathers. This has resulted having learners being good readers and good writers and even able to pronounce words correctly.

4.5 WAYS FATHERS USE IN ASSISTING THEIR CHILDREN IN THEIR LEARNING

The main theme for the third research question is on the ways fathers use in assisting their children in in learning. Many sub-themes emerged from the discussions which were held with learners, teachers and fathers. The theme and the sub-themes are presented in table 4.6 and will be analysed in the next subsection.

Table 4-6: Theme and sub-themes concerning the way fathers use in assisting their children in learning

Theme	Sub-themes	Issues raised
Ways fathers use in assisting their children in in learning	Fathers' assistance with their children school work	Taking responsibility, facilitating teaching and learning.
	Differentiating differences between help provided by mothers or fathers	No difference, fathers are better teachers, mothers being preferable
	Assessing how often fathers' help their children with school activities at home	Weekends, busy schedules (no available), often

Activities shared by fathers and children promoting learning	Wellness programs, sport etc
Difficulties learners encounter when being help by their fathers' in learning	Giving incorrect answer', always afraid and lose focus when shouted. Fathers' doing work for their children
Encouraging both fathers and learners on ways to avoid these difficulties	Explaining positive outcomes of such relationship. Communication
Strategies used to motivate fathers their involvement in their children's learning	give positive feedback, constant meetings and open communication
Implementation of these strategies	Encourage fathers to work with their children, praise fathers for assistance
School help to learners with learning difficulties	Extra classes, code switching
Learners opinions about their fathers assistance in learning	Learners their need fathers in their learning, It is important. Mothers' help is important.
Provisions made by fathers to assist in their children's learning	Fathers providing finances, buying school stationery. Mothers' being financial providers and fathers' being care-givers.

	Impact of fathers' level of education to their children's learning	Has either positive or negative impact
--	--	--

4.5.1 Fathers' assistance with their children school work

Most of the participants during the interviews and focus group discussions held on a positive view and reflected a good feeling about fathers assisting their learners' in learning. Whilst a relatively few of the participants are uncertain about such help since their fathers are uneducated and they are helped by their mothers or grand-mothers. Two learners said:

"It helps me to be ahead in my class"(LFGD 34).

"I have no closer relationship with my father when it comes to learning, I am happy to be assisted by mother or my grand-mother" (LFGD 14).

Whilst two teachers indicated:

"I always feel positive about the academic outcome when the child is assisted by the father in learning" (T 4).

"Mothers' are good care-givers, when they assist their children they do well at school" (T 2).

Two fathers added and said:

"I feel happy, because I know I have played my role and took responsibility to raise this precious gift to be tomorrow's leader" (F 1)

"Helping my child makes me feel good, about the investment I have made to make her future bright" (F 12).

It seems that in the 21st century that fathers' are developing more interest to be involved

in the learning of their children. Whilst a minority group still believe to mothers care and think that mothers' can do well in assisting their children.

4.5.2 Differentiating differences between help provided by mothers or fathers'

A large proportion of participants during the interviews and focus group discussions were more likely to indicate that fathers' are best teachers'. Whilst a few number of believe that mothers assist their children very well, and slightly few participants believed that there is no difference both parents are needed in children learning. Two teachers said:

"There is no difference as long as one of the parents assists" (T 2).

"To me fathers assist their children very and instill good behavior" (T 4).

And two fathers said:

"I raise my child to be independent and learn to solve problems on his own. His mother always want to do his work for him"(F 9).

"We as father we assist our children to learn and pass with flying colours. Above all if we as fathers' are involved in the learning of our children they turn out to become good citizens but their mothers' spoil them and miss the point"(F 3).

On the other hand two learners said:

"I prefer working with my father he explains well and show me how to do and solve problems on my own" (LFGD 18).

"Working and being assisted by my father gives me passion to study and makes me feel as hero"(LFGD 13).

Fathers are seen to train their children to be problem solvers and to behave well at school. Whilst their mothers reveal a soft side of the matter and tend to do their

children's homework on behalf of their children.

4.5.3 Assessing how often fathers help their children with school activities at home

The data that was collected from the participants revealed that most fathers did not spend time helping their children with school work since they worked long hours and arrived late at home. Even those who did they made time on weekends because they worked long hours and had a busy schedule during week days; but a relatively few who always assisted were those fathers who were unemployed with female working spouses. Two of the fathers said:

"I am always available at any given time to help my children with their school, because I am not working; my wife is the one working" (F 3).

"I cannot help my child with his school work on week days I prefer helping him on weekends" (F 5).

On the other hand two learners said:

"My father helps me almost every day" (LFGD 27).

"My father helps me on weekends because his work schedule is always busy on weekdays" (LFGD 15).

In addition two teachers said:

"Fathers cannot help their children often because of their busy work schedules" (T 1).

"Fathers fail to help their children with their school work, their mothers' always make themselves available when it comes to assist in their children learning" (T 3).

Schools expect fathers to assist their children with their school work each and every

day, but the data collected indicated that there is lack of availability of fathers for such tasks. Busy schedules and lack of understanding of fathers on how to assist their children with school work, make fathers not being able to spend much time assisting in their children learning. This leaves a gap that is normally filled up by learners' mothers and causes mothers to be a positive support system in their children's learning.

4.5.4 Activities shared by fathers and children which promote learning

Many participants indicated that most fathers like activities, such as sport and wellness programmes etc. Two of the learners said:

"My father and I normally create things with clay and use old plastics to knit bags" (LFGD 17).

"My father is a boxer he always go to gym with me" (LFGD 16).

In agreement two fathers indicated:

"I teach my child to create kites etc" (F 11).

"It makes me feel happy when child show interest in wood work and come to assist me" (F 7).

Two teachers added part and said:

"Most fathers like to engage in sporting events with their children for example rugby, cricket etc" (T 1).

"Some fathers spend time with their children in workshops doing drawings, wood work, Artisan work etc" (T 4).

4.5.5 Difficulties learners encounter when being help by their fathers in learning

A large number of participants were more likely to reveal that there are really difficulties encountered when working with fathers' in learning.

Two teachers said:

“I have recognized that learners who assisted by their fathers like to show characteristics of impatience and scared when you shout at them” (T 2).

“There visibly difficulties, for example having learners giving incorrect answers, and most fathers’ cannot impart good art of writing to their children. For example bad writing and untidy work etc” (T 3).

And two learners said:

“My father beats me, if I cannot grasp what he taught me. He only repeats it three times, more than that I get hiding”(LFGD 33).

“My father always wants me to study my book. He does not allow me to go to my friends, my mother does and that is what always causes conflict in my home” (LFGD 6).

More-over two fathers said:

“What makes it so difficult to assist our children they like to play and spend their time watching cartoons on TV” (F 7).

“My children like to play, play station and also associate with friends who do not want to read their books” (F 9).

The findings above really show that there are really challenges that are experienced when the parents, the school and the learners do not work together in school work.

4.5.6 Encouraging both fathers and learners on ways to avoid these difficulties

Really fathers and learners need to come to an agreement on finding ways to avoid the challenges they encounter, when fathers assist their children in their learning.

Two teachers said:

“I think they both need to be encouraged to communicate these challenge and create a plan to resolve them” (T 1).

“Teachers should make sure that tasks are explained thoroughly on paper to be taken home for parents to understand. If tasks are explained verbally children tend to pass wrong information which make it difficult for their fathers’ to help them” (T 4).

Two fathers noted:

“I promise to give her a reward for example buying her a chocolate” (F 1).

“I think, I still need to be educated on how to be involved in my child’s learning, may I do not know how”(F 11).

Contrary two learners said:

“The best thing to do is for my father, to let my mom help me always” (LFGD 22).

“If my mother can take charge and my learning responsibility we’ll avoid these challenges” (LFGD 8)

The results indicate that there are many ways to avoid these difficulties and one of them fathers’ might be in a state of not understanding on how to assist their children. Indeed, it is the school responsibility to educate fathers’ on how to be involved in their children’s learning.

4.5.7 Strategies used to motivate fathers in their involvement in their children's learning Implementation of these strategies

Teachers never cease to motivate fathers’ to be involved in their children’s learning.

Two teachers:

“I always praise fathers for their assistance” (T1).

“I encourage fathers to always make time to help their children and even give them my personal number; in order to call whenever they need assistance”(T 4).

For many fathers being involved in their children’s learning is not easy at all hence, it is vital for schools to motivate such act. Fathers are new to this; they have to be nurtured like new babies for a long time. Reason being, globally the concept of parental involvement means the involvement of mothers.

4.5.8 Schools help to learners with learning difficulties

Most of the participants during the interviews and group discussions reveal that schools do provide assistance for learners experiences learning difficulties.

Two learners said:

“My teacher calls someone with difficulty in learning, for one on one session or repeat what we do not understand until we understand”(LFGD 30).

“Learners’ with difficulties are helped, they are given books to read at home or booked for extra-classes after school”(LFGD 35).

In agreement two teachers said:

“Code switching helps and learners’ experience barriers in learning are given more time to learn from other learners, where those have better understanding work as tutors to assist those with difficulties (peer learning)”(T 2).

“We have remedial lessons during school and extra lessons after school”(T 4).

And two fathers added:

“My son told that he attends mathematics classes after school, since he struggles with mathematics”(F 6).

“My child is always given extra books and educational DVDs which assist her at home with her studies” (F 7).

From the above responses, it can be deduced that schools play a crucial role in assisting learners' with difficulties, children, schools and fathers' were all aware of such help.

4.5.9 Learners opinions about their fathers' assistance in learning

Majority of learners' during the interviews and focus group discussions , learners agreed that it is important for their fathers' to be involved in their learning. Whilst, relatively few respondents valued mothers' involvement than fathers' involvement.

Three learners said:

“Working with my father has restored my confidence”(LFGD 12).

“I like to be assisted by father, it makes me to grow and gain maturity everyday, because my father allows me to take risks and be independent”(LFGD 30).

“I prefer working with my mother than working with my father, my mother listens to me and she is sensitive on how I feel about something” (LFGD 15).

4.5.10 Provisions made by fathers to assist in their children's learning

Fathers in many households are seen to be taking part in their children's learning by being financial providers'. Whilst on the other hand there is evidence that in 21st century there are fathers who play a crucial roles of being care-givers which used to be known as mothers other way round mothers being financial providers.

Two fathers said:

“I am a responsible father; I work hard to provide financial assistance for my children. For example I pay school fees, buy stationery and pay transportation etc” (F 5).

“I am a caring father; I make sure I give my child enough time and pay attention to his learning whilst her mother is at work”(F 6).

Two learners said:

“My father is a good father he buys everything for me, I do not need lack anything at school my father provides” (LFGD 17).

“My mother is the one working at home she is responsible for my needs at school. But I appreciate my father even though he is unemployed he attends meetings, help me with homework and accompany me when I go for music practice after school” (LFGD 27).

In agreement two teachers said:

“Most my learners always give praise for their fathers financial support”(T 1).

“Most of my learners when I ask them to write essays about their role model they would write about their mothers’ and they believe that their mothers’ are a source of everything in their household”(T2).

One could say that the above findings indicate that a majority of fathers still hold their traditional role of being financial providers in their families and that being a way of taking part in their children’s learning. It can be said that one should not overlook the role played by mothers in the learning of their children, results have shown an upward-shift of mothers’ moving from being known as care givers’ to being financial providers. There are still learners and teachers who still valued the involvement of mothers in their children’s learning as important.

4.5.11 Impact of fathers' level of education to their children's learning

Indeed fathers' level of education has an impact to their children's learning either positive or negative.

Two learners said:

"My father studied at Fort Hare university, that helps me a lot and I am doing well in my studies especially in languages"(LFGD 3).

"My father is uneducated, he cannot not read or write that makes to always spend time with my mother helping me with my learning; and I am not happy about that"(LGD 10).

Two fathers said:

"I wish I can be able to read and write so that I can be able to help my children at school, and I also believe that it has affected them emotionally because they do not want me to stand in for them at school whenever there is a call, they prefer their mother's help"(F 7).

"I feel proud to be able to assist my child with his learning he is doing pretty well at school and he is a number learner in all his the subjects he does at school and he is also a prefect"(F 8).

4.6 THREATS THAT INFLUENCE FATHERS' TO BE NON-SUPPORTIVE TO THEIR CHILDREN'S LEARNING

The main theme for the fourth research question is the threats that influence fathers' to be non-supportive to their children's learning. Many sub-themes emerged from the discussions which were held with learners, teachers and fathers. The theme and the sub-themes are presented in table 4.7 and will be analysed in the next subsection.

Table 4-7: Theme and sub-themes threats that influence fathers to be supportive to their children's learning

Theme	Sub-themes	Issues Raised
threats that influence fathers' to be non-supportive to their children's learning	Time and assistance to their children's learning	Busy schedules, help children on weekends, no time at all
	Provision of resources towards supporting their children's learning	Unemployed, wives providing, fathers as care givers', taking responsibility
	Father-child relationship	Good relationship, overlooked by their children, mothers' more controlling and having strong bonds with children
	Fathers' opinions about teachers' and school	'neglected and undermined
	Feeling of being a father	Chance to be influential, I do not know
	Understanding on how to assist their children with learning	Do not know, mothers' assist, better understanding

4.6.1 Time and assistance to their children's learning

Many fathers had busy schedules and could not assist them with their learning. Some revealed the only time that they had was on weekends, whilst those unemployed indicated they had enough time to assist their children with their learning .

Four fathers said:

“I work long hours I cannot help my children with their learning” (F 5).

“I send them to school to be taught, its not my job but the teachers’ job to teach my kids”(F 7).

“It is my wife who help me in assisting them, I have no time on weekdays I only help them on weekends”(F 8).

“I help my son every day, I have enough time because I am not working”(F 3).

The results indicate that most fathers do not spend enough helping their children in learning. The findings are so significant in such that those fathers’ who can be available to assist are those who are unemployed. So, the availability to assist one’s children is associated to the employment status, they also significant because some fathers’ are non-participants to children’s learning by passing responsibility only to teachers’.

4.6.2 Provision of resources towards supporting their children’s learning

Many fathers seem to understand and play their role in providing necessary resources which supports the learning of their children. There were some fathers who indicated that it their wives who sponsor the learning of their children for example buying uniform stationery etc. These fathers played a role of being care-givers’.

Three fathers said:

“I am responsible for buying all goods needed at school and paying for my children’s fees”(F 1).

“I make sure I make means to provide for children’s education”(F 8).

“I do chores at home, fetch the child and help with attending meetings at school etc, it is my wife who buys uniform and stationery etc”(F 6).

This is the indication that even in the 21st century fathers’ involvement in children’s

learning is linked to financial provision. The result indicated that there is a shift of roles mothers' being financial providers' in some households whilst fathers' had become care-givers'.

4.6.3 Father-child relationship

Majority of fathers promised to have a fairly pleasing relationship with their children. A relatively few number of fathers identified their relationships with their children as dead.

Three fathers said:

"My relationship with my child is dead, since his mother who is working she is more controlling and my son overlooks my help" (F 7).

"I have a good relationship with my child, and he knows that I always reward him with good performance" (F 12).

"I have good relationship with my child and I am his role model" (F 10).

The findings revealed that a large proportion of fathers' have a good relationship with their children. What was so significant about the results is that fathers who indicated to have a good relationship whilst their children were those who were financially stable. Fathers who were not working seem to complain about being undermined, overlooked and not given chance by their spouses and their children to take part in their learning.

4.6.4 Fathers' opinions about teachers and school

All the participants agreed that schools still hold on to a tradition that parental involvement in learning means mother involvement. They went on to say schools are not welcoming to fathers they exclude them from their children's learning.

Two fathers said:

"I feel being undermined by teachers' when I go to my child's school" (F 11).

“Schools prefer talking to our spouses about our children behavior at school, they overlook us as fathers’ “ (F 4).

The findings showed that fathers’ non-participation is caused by lack of inclusion of both parents in children learning. The results revealed that fathers are undermined by teachers and schools are not welcoming to fathers.

4.6.5 Feelings of being a father

Fathers feel no pride of being fathers in nowadays, since their roles and their responsibilities are not recognized by social institutions like schools and being undermined by teachers.

Two fathers said:

“I feel that I am not given a chance to influence my children with knowledge I have in their learning” (F 2).

“I do not know exactly if happy or not” (F 9).

The results indicate that fathers are uncertain about their feeling of being a father. They are not given equal chance to influence positively in their children’s learning.

4.6.6 Understanding on how to assist their children with learning

A majority indicated that they do want to participate or be involved in the learning of their children as their spouses do, but they are uncertain on how to start. A relatively few number of participant who were highly qualified indicated they do know how to help their children with their learning.

“I do not know how to help my child with his learning, the teachers have not equipped me on how to assist in my child learning” (F 6).

“It’s my wife who understand how to assist my kids in their learning” (F 7).

“I have a better understanding on how to assist my children in their learning” (F1).

Schools still have to do a lot of work in showing fathers’ on how to be involved in their children’s learning. These results indicate that many fathers’ do want to be involved in their children’s learning but they lack a skill or understanding on how to do so.

4.7 DISCUSSION OF FINDINGS

The previous section presented the findings of this study in the form of a number of different themes and sub-themes. This section will focus on a discussion of the findings with respect to the main themes which emerged during the focus group discussions and interviews. The discussion will be informed by the current literature which is relevant to the various themes, and it will also present the findings with respect to the theoretical framework which underpinned the study, namely, The Epstein theory of parental involvement of 2001.

4.7.1 Results with respect to opportunities which encourage fathers’ to support their children’s learning at primary schools

This theme generated a number of sub-themes, which included developmental programs that can help develop father-child relationship, Involving fathers in the learning of their children, schools welcoming to fathers’, specific activities provided by school to involve fathers, teachers capabilities in involving fathers’ in their children learning, Attracting fathers’ to be involved in the learning of their children, Educational law and fathers’ involvement in children’s learning, Strategies to involve fathers in children learning, mothers role vs fathers role, Involving fathers’ in planning, development and evaluation of programs designed for father-child learning.

Referring to developmental programs that can help develop father-child relationship. The findings revealed that schools have no developmental programs allocated specifically for fathers’ to develop a positive father-child relationship. According to

Nelson (2002) when schools establish programs which motivate fathers to be part of their children life and education, this develops trust between these two parties; and impacts positively to academic outcomes. In addition Sullivan (2000) points out that many fathers are non-supportive to the learning of their children because they feel not included in the school syllabus. One could argue that setting such programs in place will be a sign of inclusion to fathers in their children's life and learning.

The findings further showed that even though, there were a minority of fathers who claimed to be involved in the learning of their children, a very large proportion of participants maintained that their fathers only helped them with hand work project and they were always busy with their own business or worked long hours. Data revealed that schools face difficulties in including fathers in their children learning. In support Swartz and Bhana (2009) did a study of Limpopo parents' including fathers. The results showed that most of these fathers leave their households being child-head for work in mines. Reason be, they work long hours and they are far from home in Johannesburg which cause them not to be involved in their children's learning in weekdays but only on weekends. Mncube (2009) agrees that fathers' support in the learning of their children still appears to be limited. Mncube (2009) further explains that most fathers' feel relaxed when they help their children with hand-work.

The issues of schools being welcoming to fathers still need to be addressed. The findings indicated that most fathers found it difficult to be involved in the learning of their children in school, which resulted to their lack of involvement at home. Sanders (2002) states that most fathers find it difficult to visit their children schools, since they view schools as favoring their children's mothers. Nelson (2002) argues that fathers sometimes feel intimidated by school principals, staff or teachers, and feel that they are undermined by their lack of expertise to help educate their children. According to Sanders (2002) getting fathers into the school building in some schools may be a mammoth task because, some of the schools do not have father-friendly environments and are not organized to work with fathers. Also, when parents are invited into the schools, fathers are less likely, on average, to respond to these invitations for

involvement. Why? Part of the reason is that fathers often assume that such invitations are for mothers only.

The findings revealed that schools do not provide specific activities to involve fathers in their children's learning. From the data collected there is a need to include such activities in primary school learning, so as to have fathers involved in their children's learning. Lemmer (2007) advocates for learning and training programmes that provide fathers with skills, abilities and materials to work with their children on academic skills outside of school. In support Sanders (2002) suggest teaching fathers to play mathematics and reading games with children; provide rewards or incentives for school performance. On the contrary, Kang (2003) says the school which does not have a policy to involve fathers will not be able to establish successful home-school relations.

The findings also reveal that the lack of training for teachers to work with fathers had a negative impact to having fathers involved in the learning of their children. That was the general view shared by both fathers and learners during the interviews and focus group discussions. Sargent (2002) sought to say that if only teachers can be trained on working with fathers in school, the drop-out of learners and bad behavior in schools would drop to lowest percentages. Goldman (2005) advocates that if teachers and fathers can get to the understanding of working together to be involved in the learning of their children that can work wonders and improve the passion to learn more amongst the learners.

Although many of the participants indicated from the interviews and focus group discussions that it is easy to attract fathers to be involved in their children learning. A relatively few of the participants, especially from the fathers indicated that they do want to be involved but they are often not given a chance. Research (O'Brien & Shemilt, 2003) shows that fathers with a personal, educated background have a much easier time preparing their children for school compared to fathers lacking this background. The education that children receive is very much dependent on the education that their fathers' received when they were children.

In addition, (Sanders, 2002) shows that the literacy of fathers' strongly affects the education of their children. However, Davies (2002) raises an argument that is different from these findings and states that it is not easy to attract fathers' to be involved in their children's learning. Davies (2002) goes on to mention several reasons, namely, time constraints, limited resources and limited education might be that make it difficult to attract fathers'.

In mentioning the issue of the educational law and fathers' involvement in children's learning, the findings showed that most of the participants from both interviews and focus group discussions indicated that they are not aware about what the education law says about fathers' involvement in children's learning. A relatively few of the teachers and fathers' indicated that fathers' involvement is obviously recognized in education. Kang (2003) believes that being involved in children's learning is a duty of all fathers. Furthermore school still have to play a major role in ensuring that children's fathers know their role to play as indicated in educational law. Kim (2008) points out that educational law promotes parental involvement including fathers and that it is the school's duty to communicate that law what roles and responsibilities expected from fathers' in being involved in their children's learning.

Furthermore, the results showed that there are no interventions that can help fathers engage with their children learning. Whilst, a relatively few participants particularly the teachers' mentioned that there are interventions or strategies put in place that can help fathers' engage with their children learning and well-being. The idea held by fathers' is that schools have not made them aware and have not invited them in explaining or unpacking those strategies put in place that can help fathers' engage with their children learning.

Contrary, to the study by Jeynes (2005) there is an indication that there are strategies put in place to help fathers to help fathers' get engaged with the learning of their children. Since this is an issue worth investigating in the 21st century, schools encourage fathers' by inviting them to school allowing them to be part of sport activities at school, doing paintings and wood work at school premises on weekends (Jeynes,

2005). Vogels (2002) agrees that a number schools empower fathers to engage in their children's learning, they are empowered to encourage their children, read stories and be involved in their school extra activities both at home and at school regardless of the learner gender.

Wardle (2003) agrees with the findings of the present study that schools have failed to launch such strategies, and that they have given many responsibilities to mothers, it is true that most fathers do not have understanding on how to get engaged with their children's learning. Many of fathers assume that parental involvement in children's learning means mother involvement. Fagan (2000) concluded that activities such as reading to and with the child, library visits with the child and playing with letters and numbers, painting and drawing, teaching the letters of the alphabet through play, playing with shapes are other ways that fathers' can use to contribute in their children's learning.

According to the present study a large proportion of participants mentioned that mothers play a major role than fathers in being involved in the learning of their children. From the findings above it can be concluded that fathers' and mothers' roles are different. Hoell (2006) asserts that when schools need a parent to communicate to about the children behavior at school they like to invite mothers. Davies (2002) agrees that mothers' have been seen to play a more crucial role in being part of their children's learning. For example, reading stories to their children, helping them with homework, teaching them how to use dictionary, attending parents meetings and nursing them when they undergo pains and many more. Whilst their fathers' are busy with work schedules, working long hours and overtime.

McNeal (2001) argues that if only fathers can be given an equal chance as mothers', fathers' could have done better in playing a significant role in being involved in the learning of their children. Lamb (2000), notes that the interest in the father's role in the lives of their children has increased and that men have responded to the changes within our society today by assuming roles of nurturing caregivers and active teachers of their children. Moreover Maume (2011) asserts that fathers do not only play a role of being a

financial provider as traditional studies indicated, but they also play role of being teachers, life coaches and nurturing care givers'. It can be concluded that fathers' of the 21st century play various significant roles in being involve at early learning of their children. In support of this statement, a report by Moller and Stattin (2001) unfold that the roles of a father in children's learning and development include: model, encourager, guider, protector, care provider, breadwinner, teacher, story-teller, play partner, and standard setter.

Furthermore McNeal (2001) goes on to say that, in some parts of the world, it is evident that at schools fathers participate in efforts to keep their children's schools safe, plan for the future by talking with their children and school counselors about future high school courses and postsecondary career options. Fathers' attend parent-teacher conferences and school or class events and volunteer at school. Fathers are welcome at schools as tutors, as leaders of afternoon or evening clubs, as chairpersons for field trips, social activities or athletic events, or as classroom speakers who share information about their work and the world of work and how education contributed to their expertise on the job (McNeal, 2001).

4.7.2 Results with respect with to the fathers' perceptions on their role in their children's learning

The main theme for the second research question is the fathers' perceptions on their role in their children's learning. Many sub-themes emerged from the discussions which were held with learners, teachers' and fathers'. The findings have shown that Most of the participants still honor the assistance provided by mothers' in children's learning. Except the relatively few of the participants which were fathers who claim that they benefit a lot from assisting their children in their learning, and their children benefit as well. Nord and West (2001) hold the notion that assisting children with their learning is a responsibility of both parents, they believe that fathers are involved in anyway, they say even though in most cases mothers' are the ones available at home to assist their

children with homework and other school related activities. In such situation, fathers' assistance in children's learning can be viewed as that of being a financial supporter.

In support, Kang (2000) asserts that the role of Korean fathers is mainly focused on working hard as a breadwinner while their wives take care of their children. Korean fathers typically focus on earning more money as a means to constantly increase financial security and consider supporting and contributing to their families as virtuous. Smith (2015) also salutes mothers' assistance, by saying mothers make good mentors and have long been seen to have a positive influence to children's better academic performance.

On the other hand Wilson (2015) asserts that when fathers assist in their children's learning they develop a heartfelt relationship, they get to understand the psychological and the emotional side of their children, they become learners themselves in understanding how school is like in the present generation and both parties get an opportunity to learn from each other.

Once fathers assist their children in learning they make a positive impact. The findings of the present study indicated that fathers' assistance in children's learning is linked to better achievement and good behavior at school. In support of these findings (Flouri & Buchanan, 2004) reveal that once fathers start to play a crucial role by supporting the learning of their children, their children are more likely to have higher levels of economic and educational achievement, career success, occupational competency, better educational outcomes, higher educational expectations, higher educational attainment, and psychological well-being. On the other hand Jung and Honig (2000) study agrees that fathers' support is associated with increase in intellectual development in young children, and that the more nurturing the father, the more their children model him and internalise his modes of thinking and problem solving.

Meanwhile it emerged from the findings of the study that only a few fathers who always assisted were those fathers who were unemployed with female working spouses. The findings of the study are in line with Goldman (2005) who reported that in house-holds

where mothers are being bread-winners, fathers play more roles and have enough time to assist their children with learning. The literature also aligns with the present study findings that busy schedules and lack of understanding of fathers' on how to assist their children with school work, make fathers' not being able to spend much time assisting in their children learning. This leaves a gap that is normally filled up by learners' mothers and causes mothers to be a positive support system in their children's learning.

The present study findings indicated that a large proportion of participants explained that most fathers like to engage in technical activities, sport and wellness programmes. Similarly, Kang (2003) shared the same opinion that, a number of fathers assist their children with learning, by telling childhood stories; reading with their children, modelling reading behaviors; using the library; playing games and/or sports, taking the child on outings to a park, zoo, museum, and/or participate in cultural activities; completing routine jobs together; teaching the child a skill; watching educational television shows; having a weekly family night, modelling perseverance; exploring interests; eating family meals together and encourage discussion. In addition Vogels (2002:4) mentions that social activities such as parties, excursions and school trips, classroom teaching, supervision of children at lunchtime as well as practical things like cleaning and odd jobs seem to be other ways that some fathers use to be involved in the children learning.

McNeal (2001) adds that apart from improving achievement, father-child discussion also consistently reduces problematic behaviour such as laziness or lack of application. Activities such as reading to and with the child, library visits with the child and playing with letters and numbers, painting and drawing, teaching the letters of the alphabet through play, playing with shapes are other ways that fathers can use to contribute in their children's learning. More-over, Goldman (2005) states that at home fathers set a time for homework, chores and other activities; use television wisely by limiting viewing to no more than two hours a school day; and work with their child on homework and special projects, guiding them through the steps involved and encouraging them along the way. The present study findings revealed that fathers engaged in other social

activities with their children which contribute to learning. It is visible from the findings that fathers engage their children in activities they like or do as job, not as instructed by the school for examination purposes. A conclusion was made by the researcher that, this shows that there is a need for inclusiveness in curriculum of father-child required activities as part of what has to be done in class and out-of school activities.

In addition, the results indicated that fathers' commitment and involvement in children's learning is linked to good behavior at school and positive academic outcomes; as stated by many participants during the interviews and focus group discussion. Literature (Fletcher and Daly, 2002) affirms that fathers' support leads to improved school performance, reduced dropout rates, a decrease in delinquency and a more positive attitude towards the school. They further argue that, learners whose fathers use frequent support practices are more likely to show a more positive attitude towards school; more regular homework habits; greater concurrence between the school and family practices; more familiarity between teachers and the fathers; and more homework is completed on weekends. Therefore, this shows that fathers' support improves commitment to school work on the part of the learner.

In support with the present study findings, Kang (2003) states that fathers' involvement is essential for both learners and teachers, this is because such learners' benefit by achieving higher grades, better attendance and homework completion, more positive attitudes toward school, higher graduation rates and greater enrollment in college. In support, Horn and Sylvester (2002) revealed that in past years parent involvement in children learning at primary school meant mothers' involvement that was how the society made it look like. They went on to say their findings reveal that children with strong relationship with their fathers tend to do better than when their mother were only involved in their learning. Such a bond is characterized by outcomes such as having learners performing better academically, having fewer discipline problems, and becoming more responsible adults when their parents are actively involved in their learning. Fletcher and Daly (2002) further add that mothers may have stronger beliefs than a father in their own ability to help to improve children's reading skills.

The findings concluded that schools do encourage learners to read and write with their children. This has resulted having learners being good readers and good writers and even able to pronounce words correctly. Wilson (2015) asserts that at home, fathers read with their children. The ability to read well is known to be one of the most critical skills a child needs to be successful. Therefore fathers as caregivers often get their children interested in reading, interested enough to turn off the television and to read on their own.

More-over Vogels (2002) agrees that when fathers speak words of encouragement children tend to engage in learning in the home setting and providing learning opportunities for children. Reviewing children's homework, spending time working with a child on reading and writing skills, bringing home learning materials such as books seem to have greater impact on child's positive school performance. Fagan (2000) hold a notion that schools have programmes which are meant to train fathers with skills to read and write with their children. The present study findings agrees with what Fagan (2000) found that, schools really do encourage learners to read and write with their children, but having specific programmes assigned on training fathers to read and write with their children the findings could not come to such content.

4.7.3 Ways fathers use in assisting their children's' learning

The main theme for the third research question is the ways fathers use in assisting their children in in learning. Many sub-themes emerged from the discussions which were held with learners, teachers and fathers.

The findings reveal that most of the participants during the interviews and focus group discussions hold on a positive view and reflected a good feeling about fathers assisting their children' in learning. Furthermore, it seems that in the 21st century that fathers are developing more interest to be involved in the learning of their children. Whilst a minority group still believe that mothers care and think that mothers can do well in assisting their children. In support of these findings, Goldman (2005) advocates that when fathers are

empowered with skills, abilities and materials to work with their children on academic skills outside of school. They are able to play mathematics and reading games with children; provide rewards or incentives for school performance; read collaboratively with their children and engage their children in mathematics or science-related activities outside of school. In addition, Kang (2003) says that fathers also assist their children with their learning, by helping their children with homework and visit schools to check on their progress, encouraged to take part in school activities such as sports and to help in disciplining their children. There some people who still believe that mothers have a special natural connection with their children, and they can coach, mentor and assist their children in learning better than their fathers (Hoell, 2006).

However, the findings of the study differentiated between help provided by mothers or fathers on their children learning. The results indicated that, fathers seemed to train their children to be problem solvers and to behave well at school. Whilst, their mothers reveal a soft side of the matter and tend to do their children's homework on behalf of their children. Sanders (2002) agrees with the findings of the present study, that fathers' involvement in children learning can have a greater positive impact, it has been argued that learners tend to behave well and attain higher scores when writing tests. Sanders (2002) further observes that learners become great thinkers and good problem solvers. According to Fagan (2000), as much as mothers are best teachers and supporters of their children's learning; it has been found that mothers do not enhance the maturity of their children because they are always controlling and do not allow their children to make decisions on their own towards their learning or issues around their lives.

The findings have shown that there are difficulties learners encounters when being help by their fathers in learning. Despite the fact that fathers support in their children's learning has many opportunities for fathers, learners, teachers, schools and the entire community, a good relationship is difficult to achieve. In the same vein Lemmer (2007) indicates single fathers' also have time constraints because most work outside the

home. This suggests that fathers want to support their children learning but have difficulties arranging for additional time. Davies (2002) supports the above view and states that fathers who do not understand how a certain approach will lead to the outcomes they desire will not want to be supportive in their children's learning.

As such, different expectations by both teachers and fathers can hinder fathers' support in the learning of their children. Moreover, some fathers believe that learning should be left to the education experts, and the fathers' role is one of caring and nurturing outside of school. Sargent (2002) adds that fathers withdraw from being supportive in the learning of their children, due to being uncertain about specific ideas about ways to be engaged and involved with their children's learning. Kim (2008) notes that what causes limited fathers' contributions to their children's learning is that fathers do not relate well with teachers because they feel they are the cause of their children's poor performance in primary school education, fathers claimed to be very busy and had no time for their children's school work.

The findings of the present study suggested that there were many ways to avoid these difficulties and one of them being that fathers may not understand how to assist their children. Indeed, it is the school responsibility to educate fathers on how to be involved in their children's learning. Research confirms that a strong connection between teachers and fathers can help learners adjust and learn effectively. "Fathers' influence their children's academic achievement by exposing them to intellectually stimulating experiences, directly teaching them and monitoring their homework" (McNergney & Herbert, 2001). It is within this context that schools should devise effective means for involving fathers in their children's academic endeavours. Kim (2008) asserts that a parent education program should be provided which focuses on providing fathers with appropriate information about child health, safety, nutrition, and development, and encourage them to share ideas about how they can enhance and sustain their caregiving roles and how they can assist in their children's learning.

For many fathers, being involved in their children's learning is not easy at all; hence, it is vital for schools to motivate such act. Fathers are new to this, they have to be nurtured

like new babies Seward (2014) states that traditionally, the responsibility of caring and raising children in most South African societies has been left largely in the hands of women. This is also supported by Cairney and Ashton (2003) who note that traditionally, the role of nurturing children at this stage has been bestowed upon mothers. Davies (2002) argues that interventions that bring the father and the child together in a supportive environment are vital, this is how schools can encourage fathers to be involved in their children's learning. Davies (2002) further points out that there are many barriers to support children learning by fathers such as: the belief that a child's learning is a mother's responsibility; a tendency for schools to communicate primarily with mothers; divorced or separated mothers having sole custody of children; a lack of awareness on how to help, fathers often overwhelming work schedules; a failure to recognize the importance of becoming involved; last but not least literacy and language difficulties.

Sanders (2002) agrees that even though fathers would want to be involved in the learning of their children, working long hours and difficulty of the language used as the medium of instruction in schools becomes an hindrance for their participation. Fagan (2000) reveals that women are more comfortable working with women, and also provides some indication that there is a certain level of tension between men and women which exist in primary school programs due partly to the number of single mothers in this field; who resent the lack of support from their own children's fathers. Therefore, it is important that schools motivate fathers to participate in their children's learning.

Truly, schools play a crucial role in assisting learners' with difficulties, children, schools and fathers were all aware of such help. In agreement with the findings of the present study Sanders (2000) revealed that most of the schools particularly primary schools have remedial lessons for learners encountering learning problems. Furthermore, some schools have their own psychologists that can help learners and assist schools to do referrals if the learners' case is severe and be transferred to special needs school. Wardle (2003) also states that schools do support learners by inviting both their parents

to school to involve them in child's learning, put the child in extra classes and give them extra material to use at home on their spare time.

Meanwhile, the results showed that learners the majority of learners value their fathers more than their mothers help in assisting them with learning. Whilst there were few participants who valued their mothers' help than their fathers'. Those who valued fathers' help stated that fathers' involvement had significant effects on them. For example, fathers demonstrate to their children that male adults can take responsibility, help to establish appropriate conduct, and provide a daily example of how to deal with life, how to dress, how to regulate closeness and distance, and the importance of achievement and productivity (Wardle, 2003). Fagan (2000) notes that a relatively few number of learners in many countries still believe that it is a mother's role to nurture, care and help children with their learning.

In the case of provisions made by fathers to assist in their children's learning; the findings suggested that fathers in many households are seen to be taking part in their children's learning by being financial providers. Whilst on the other hand there is an evidence that in 21st century there are fathers who play a crucial roles of being care-givers which used to be known as mothers role, while the mothers themselves are now financial providers. It has been further investigated that the role of Korean fathers' is not limited only on being a bread winner and working hard, but they are also critical factors in their children's learning and social success. Lee (2002) states that fathers' financial support is crucial, but it does not end there if fathers want to see their children being leaders of tomorrow much effort is needed, they must read and write with their children. In support of the findings Sanders (2002) pointed out that in many household globally in the 21st century, a large proportion of fathers are more involved in the learning of their children, due to unfavorable of high rate of unemployment, most fathers' have become care-givers and mothers' financial providers'.

Looking at the impact of fathers' level of education to their children's learning, the findings of the present study indicated that the level of education of most fathers had an impact to their children's learning either in a positive or negative way. Research by

O'Brien and Shemilt (2003) shows that fathers with a personal, educated background have a much easier time preparing their children for school compared to fathers lacking this background. The education that children receive is very much dependent on the education that their fathers received when they were children. In addition, research Sanders (2002) shows that the literacy of their fathers strongly affects the education of their children.

Moreover, O'Brien and Shemilt (2003) argue that educated fathers, by virtue of their education level, are equipped to recognise the importance of their participation in their children's education. Furthermore, when they maintain parent-teacher relationship it will promote educational attainment and academic achievement of their children. Duckworth (2008) indicates that educational levels as well as income are interconnected, meaning that fathers who are educated possess the potential for increased income. Therefore, children from high socio-economic status families are likely to improve their academic achievement, as their fathers by virtue of their literacy levels have higher aspirations for their children. Contrary, parents with no education are likely to have low-socio economic status due to the nature of the work they do and their educational levels, such fathers do not regard themselves as influential to their children education (performance, achievement etc) in any way (Duckworth, 2008).

4.7.4 Threats that influence fathers to be non-supportive to their children's learning

In view of the time and assistance that fathers give to their children's learning, the findings revealed that schools expect fathers to assist their children with their school work each and every day, but the data collect from both the interviews and focus group discussions showed that there is lack of availability of fathers for such tasks. Busy schedules and lack of understanding of fathers on how to assist their children with school work, make fathers not being able to spend much time assisting in their children learning. Swartz and Bhana (2009) agrees that most fathers do want to spend enough time helping in their children's learning but working long hours has been a hindrance for

them. Davies (2002) raises a point that most fathers are more relaxed in helping their children with handwork. In agreement with the findings Goldman (2005) reported that in households where mothers are being bread-winners, fathers play more roles and have enough time to assist their children with learning. thus, evidence from the extant literature, supports the findings of the present study that busy schedules and lack of understanding of fathers on how to assist their children with school work, make fathers not being able to spend much time assisting in their children learning.

It has been further investigated that the role of Korean fathers is not limited only on being a bread winner and working hard, but they are also critical factors in their children's learning and social success. Lee (2002) advances that fathers' financial support is crucial, but it does not end there if fathers want to see their children being leaders of tomorrow much effort is needed, they must read and write with their children. In support of the findings Sanders (2002) pointed out that in many household globally in the 21st century, a large proportion of fathers are more involved in the learning of their children, due to unfavorable of high rate of unemployment, most fathers have become care-givers and mothers' financial providers.

The findings revealed that a large proportion of fathers have a good relationship with their children. The significance of the results is based on the fact that fathers who indicated to have a good relationship were those who were financial stable. Fathers who were not working seemed to complain about being undermined, overlooked and not given chance by their spouses and their children to take part in their learning. Kelly (2000) indicated that fathers who spend much time with their children and praise them for their good work tend to have good father-child relationship. In support, Kang (2003) suggest that fathers who are involved in the life and learning of their children are more likely to positive relationships with their children. However, Davies (2002) indicates when fathers pass on responsibility of being involved both in children's life and learning, they always have negative feelings of being neglected, undermine or over-looked and many more by both children's mothers and learners.

In support of these findings Lemmer (2007) asserts that fathers who are not supportive in the learning of their children include: fathers who are unable to communicate effectively with an English speaking teacher; fathers who have little education and fathers with negative school experience. In the same vein, Nelson (2002) argues that fathers sometimes feel intimidated by school principals, staff or teachers, and feel that they lack the expertise to help educate their children. The fourth threat to fathers' support in the learning of their children is uncertainty about what to do, Wardle indicates that many fathers seem unwilling to be supportive in their children learning because they are uncertain about what to do. Kelly (2000) supports the above and states that fathers' seemed to oppose some practices because they did not understand how they could help their children develop the knowledge and skills they could need in the future.

Literature also reveals that when fathers hold high expectations for their children's future are likely to be more willing to exert efforts to ensure that these expectations are realized (Maume, 2011). Maume (2011) indicates that fathers' self-efficacy is constituted by beliefs in one's capabilities to organise and execute the actions required to produce given attainments. In addition, fathers with high self-efficacy are generally more optimistic, authoritative, and consistent in their interactions with their children than those with lower parental self-efficacy. Maume (2011) affirms that father's self-efficacy is a key determinant of fathers' involvement in their children's learning. It makes it more likely for fathers to monitor their children's schoolwork and to participate actively at the school site.

More-so if the father regards achievement as related to luck or to innate ability, one will not expend effort in trying to enhance it. Again if one thinks achievement is related to who one knows instead of what one does, efforts to promote it will be made in the context of establishing the perceived necessary relationships. When a father lacks such connections but, believes that they are essential, one would scarcely bother to be involved. Beliefs about achievement, ability, luck, intelligence and social interaction are all implicated in one's sense of efficacy (Davies, 2002).

Furthermore, perceptions of the school constitute another important determinant of fathers' active participation in their children's learning. The extent of fathers' involvement is likely to be affected by the school itself. If teachers are perceived as caring about the welfare of children, communicate respect for fathers, and establish effective ways of communicating with fathers, fathers become more inclined to be involved in their children's learning (Wilson, 2015). If the reverse is the case, fathers would tend to have a disinclination for fathers' involvement.

The findings of the present study showed that some of the fathers had no pride of being fathers in nowadays, since their roles and their responsibilities are not recognized by social institutions like schools and are being undermined by teachers. The results also indicated that fathers are uncertain about their feeling of being a father. They feel that they are not given equal chances as mothers' to influence positively in their children's learning. In support of these findings Swartz and Bhana (2009), says that many fathers still do not embrace the role of being a father, in many cases fathers who cannot assist their children in learning see themselves as useless and as failures. Many fathers want to be involved in the learning of their children's, however, their inability to write or read left many in a state of hopelessness (Reay, 2000). Richter and Morrell (2006) add that in South Africa, not all men are proud to be fathers, and not all fathers want to participate in the lives of their own children. This statement depicts a nation of uncaring men which may be debatable. Thus, raises a question do all fathers who do not support their children learning do so willingly or there factors affecting them from doing so? Sanders (2002) mentioned that although fathers' support is linked to school success, schools frequently fail to establish strong links between home and school and as a result fathers' support is not significant in many schools even where fathers are invited.

In addition, according to Bouchard and Lee (2000) when fathers encounter hindrances in helping their children with their learning they are more likely to deny their roles and pass on responsibility on mothers, this could be the result of poor communication with teachers. Furthermore, a poor or limited personal education might leave the father lacking in vision as well as confidence, or competence in supporting their own children.

Bouchard and Lee (2000) assert that that higher quality fathering is associated with fathers' level of education. They go on to say the fathers' education influences the quality of interaction between the father and the child in problem-solving and intellectual stimulation.

According to Smith (2008) fathers believe that they are often forgotten in the role of parenting, they say that everything tends to focus on the mothers role concerning to their children's learning. Smith (2008) further notes that fathers feel that they can make a huge positive impact when they are actively involved in their child's life and learning; because fathers are the other half of the child's history and makeup. They feel important because children receive care from them that they cannot necessarily get from their mothers. This means that they are extremely important. Davies (2002) adds that fathers hold onto a feeling that they are just as capable for caring for children's needs as mothers are. This also helps improve the child's self-esteem, which is an invaluable asset to the child.

The findings of the study indicated that a majority of the fathers wanted to participate or be involved in the learning of their children as their spouses do, but they were are uncertain on how to start or what to do thus, only a few participants who were highly qualified indicated they do know how to help their children with their learning. Flouri, (2005) highlights that when fathers begin to support the learning of their children, they are more likely to enjoy school, have positive attitudes toward school and even participate in extracurricular activities, and graduate. Flouri (2005) also mentions that such children are also less likely to fail a grade, have poor attendance, be suspended or expelled, or have behaviour problems at school. Similarly, Maume (2011) agrees that when fathers support the learning of their children they are more likely to be able to solve complex tasks on their own and have good morals.

Furthermore, Fall (2002) highlights that fathers who understand how to assist their children are the ones who have undergone formal education training. More-over children with supportive fathers in their learning; have less identity problems and do better in life. Furthermore such fathers play an important role in all areas of

development of their children. It is also mentioned that educated fathers' are more involved in actively raising, educating and have the better chance that their children will get a good education. This helps their children resist peer pressure, stay away from drugs and seek more positive role models to follow when their father is involved (Fall, 2002).

Research by O'Brien and Shemilt (2003) shows that fathers with a personal, educated background have a much easier time preparing their children for school compared to fathers lacking this background. Many less educated fathers simply have more unmanaged stress in their lives, and this stress interferes with ability and opportunity to interact with their child (Swartz & Bhana, 2009). In addition, research by Sanders (2002) shows that the literacy of their fathers strongly affects the education of their children. Swartz and Bhana (2009) found in their study that children experience literacy primarily as a social process during their primary school years.

Typically, fathers who have finished high school and gone on to receive additional schooling understand the pressures and stresses of school and are more equipped to handle them with their children when they go through school. More-over fathers who have obtained further educational opportunities also have less stress in their lives because they most likely making more money while spending less time making that money than those who, unfortunately, have not been able to finish high school for one reason or another (Sanders, 2002).

A study by Abosi and Muranga (2002) provides evidence about possible causes of limited fathers' support in their children's learning. These include the following: ignorance, lack of knowledge of what to do, work commitments, negligence, reliance on house maids, not being empowered in terms of what to do and how to do it, poor relationships between teachers and, a general lack of support in their children's learning, not being aware of their role, not knowing the value of education. Kim (2008) also notes that what causes limited fathers' contributions to their children's learning is

that fathers do not relate well with teachers because they feel they are the cause of their children's poor performance in primary school education, fathers claim to be very busy and have no time for their children's school work. Furthermore fathers went to say teachers are paid for the job and should not bother them with it. Evidence show that some fathers spend most of their time brewing and drinking alcohol, often with their children and will tell them they should not be bothered. On the other hand, some fathers' do not know the value of education and so do not care about encouraging their children, and most fathers do not attend meetings and are therefore not aware of their roles in education (Kim, 2008).

Additionally, Richter and Morrell (2006) assert that a majority of fathers in South Africa are non-supportive to learning of their children, because they do not know what to do or how to help their children. Whilst some fathers still believe that it is the teachers' job to teach their children not the way round. Fagan (2000) notes that a number of fathers in many countries still hold onto a traditional belief that it is a mother's role to nurture, care and help children with their learning, whilst their role is to provide financial for their families. Summary

The foregoing data presentation has unveiled and provided an insight on the father role in the education of their children in primary schools based on the data obtained from the participants according to their biographical data, major themes and sub-themes. The participants were in agreement that there is need to have in place programs to promote fathers involvement in schools and that there was need to address issue of lack of involvement and promoting school friendly environment for all parents regardless of gender.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter provides the summary of the study which is organised around how the research questions were answered and what has been revealed about the role of fathers in the learning of their children in selected urban primary schools in the East London Education district. The summary is followed by the major conclusions derived from the findings. Recommendations also form part of this chapter

5.2 RESTATING OF RESEARCH PROBLEM

5.2.1 Main Research Question

The main research question that this study was exploring was: What is the role played by fathers on the learning of their children in selected urban primary schools in the East London District?

The results showed that fathers' involvement in children's learning particularly grade 5 learners was positively and significantly correlated with the academic performance of the learners'. However, in some cases, especially with the uneducated fathers, it emerged that school involvement in connection to the learners' academic performance was not significant. This means that when it comes to be involved in their children's learning, a majority of fathers' have shown much greater interest in being involved.

The findings of the study corroborates with the findings of Davies (2002) who found that fathers were more involved than mothers on each of the three aspects of fathers' involvement in children's learning such as behavior, cognitive-intellectual, and personal. It may be implied that these fathers' might perceive that the learning of their children is their responsibility and thus, have to sacrifice their resources-money, material, time, to ensure that their children succeed in school. In addition, the results highlight that the non-significant correlation between relatively few fathers' involvement in children's learning and the academic performance of the learners' was not expected. In fact, it was expected that their involvement in their children's learning would also positively impact on the academic performance of the learners.

Kim (2008) indicated that fathers can be a positive force in their children's learning, and that when they get involved, children have a better chance to succeed in school. But, the reason why fathers might not be involved in their children's learning in schools could be due to the fact that they are considered to be the head of the family and thus, have to cater for the needs of the family. As a result, this scenario makes fathers in most cases ask the mothers to represent them at school meetings and other events in the school.

5.2.2 Sub-Research Questions

The main research question focused on the role played by fathers on the learning of their children in selected urban primary schools in the East London District?

The following sub-questions were as follows

- How do fathers' view their role in the learning of their children?
- In what ways do fathers assist their children in learning?
- What are the opportunities which encourage fathers to support their children's learning at primary school?

- What are the threats to fathers which negatively influence them to be non-supportive in their children learning?

5.2.3 Research Objective

These flow from the above questions.

- To establish fathers' understanding of their role in the learning of their children.
- To explain ways fathers use to assist their children in learning.
- To investigate the opportunities that encourage fathers to more supportive in their children's learning at primary schools.
- To outline the threats that negatively influence fathers to be non-supporters in their children's learning at primary schools.

5.3 SUMMARY OF FINDINGS

5.3.1 Sub-Research Question 1: How do fathers' view their role in the learning of their children?

The majority of the fathers indicated that the relationship between the fathers' and the children's educators was very bad, yet, it was important to have a say in the learning of their children. Only a few felt they were being treated fairly and indicated that they sometimes take part in parental activities. However, the results also indicated that the majority of fathers were not satisfied with the education offered to their children. Hence, there were suggestions that training should be provided to fathers on fathers' involvement in the learning of their children.

Fathers believed that when they assist in their children's learning they developed a heartfelt relationship, they got to understand the psychological and the emotional side of their children, they became learners' themselves in understanding how school is in the

present generation and last but not least both parties get an opportunity to learn from each other. Once fathers assisted their children in learning they made a positive impact. The findings of the present study indicated that fathers' assistance in children's learning is linked to better achievement and good behavior at school.

The findings of the present indicated once fathers start to play a crucial role by supporting the learning of their children, their children are more likely to have higher levels of economic and educational achievement, career success, occupational competency, better educational outcomes, higher educational expectations, higher educational attainment, and psychological well-being. Conclusions were made that fathers' support is associated with increase in intellectual development in young children, and that the more nurturing the father is, the more their children model him and internalize his modes of thinking and problem solving.

5.3.2 Sub-Research Question 2: In what ways do fathers assist their children in learning?

The data also revealed that fathers who were concerned with the learning of their children initiated being in contact with the school and this made it easy for the school to reach out to those fathers. But, less concerned fathers did not interact with the school. Thus, interaction was only observed after the school had promoted engagement and their mode of communication with the fathers in their children's learning. It was highlighted in the findings that schools use different communication strategies. This might be in a form of progress reports, school newsletters or organising parents meetings.

The findings further highlight that schools empowered fathers with skills, abilities and materials to work with their children on academic skills outside school environment. This was viewed as a way of promoting father child relationship through playing mathematics and reading games; providing rewards or incentives for school performance; reading collaboratively with their children and engaging with their children in mathematics or science-related activities outside of school. Fathers also assisted their children with their

learning, by helping with homework and visited schools to check on their progress, encouraged to take part in school activities such as sports and to help in disciplining their children.

5.3.3 Sub-Research Question 3: What are the opportunities which encourage fathers to support their children's learning at primary school?

The findings revealed that schools did not provide specific activities to involve fathers in their children's learning. Schools encouraged fathers by inviting them to school allowing them to be part of sport activities at school, doing paintings and wood work at school premises on weekends. Schools empowered fathers to engage in their children's learning, by encouraging them to read stories and be involved in their school extra activities both at home and at school regardless of the gender.

On the contrary, mothers were seen to play a more crucial role in being part of their children's learning. For example, reading stories to their children, helping them with homework, teaching them how to use dictionary, attending parents meetings and nursing their children when they are sick. Whilst, their fathers' are busy with work schedules, working long hours and overtime.

According to the results of the present study, fathers not only played a role of being financial providers as traditional studies indicated, but they also played role of being teachers, life coaches and nurturing care givers. Furthermore, fathers of the 21st century play various significant roles in being involved at early learning of their children. The roles of a father in children's learning and development include: model, encourager, guider, protector, care provider, breadwinner, teacher, story-teller, play partner, and standard setter.

5.3.4 Sub-Research Question 4: What are the threats to fathers which negatively influence them to be non-supportive in their children learning?

The findings show that busy work schedules and failure in being able to identify how and when to assist their children with school work was also one of the reasons that handicapped positive father and child relationship on school matters. This leaves a gap that is normally filled up by mothers. Hence, most of the children view their mothers as positive support system in their learning. Therefore, it may be inferred that most fathers wanted to spend enough time helping in their children's learning but, working long hours continued to be a hindrance for them.

5.4 CONCLUSIONS OF THE STUDY

5.4.1 Fathers' view their role in the learning of their children.

The present study findings concluded that once fathers assisted their children in learning they made a positive impact. The findings of the present study further indicated that fathers' assistance in children's learning was linked to better achievement and good behavior at school.

5.4.2 Ways in which fathers assisted their children in their learning

The findings concluded that most fathers did not spend enough time helping their children with school work since they worked long hours and arrived late at home. Even those who did, it indicated that they could only make time on weekends because they worked long hours and had busy schedules during week days. Only a few who always assisted were those fathers who were unemployed and had working spouses. Therefore, it was concluded that most fathers' assisted their children learning and spent time with their children on weekends, helping them with homework going to libraries,

playing games and watching their children in sports games and many more activities related to learning.

5.4.3 Opportunities which encouraged fathers to support their children's learning at primary school

The study results concluded that mothers played a major role than fathers in being involved in the learning of their children. From the findings it was concluded that fathers' and mothers' roles were different. For instance, when schools needed a parent to communicate to about the children behaviour at school they usually invited mothers. As a result, mothers were seen to play a more crucial role in being part of their children's learning by, reading stories to their children, helping them with homework, teaching them how to use dictionary, attending parents meetings and nursing them when they undergo pains and many more. The findings concluded that schools should encourage learners to read and write with their fathers. This resulted in having some learners being good readers and good writers and even being able to pronounce words correctly. At home, fathers read with their children. The ability to read well is known to be one of the most critical skills a child needs to be successful. Therefore, fathers' as caregivers often get their children interested in reading, interested enough to turn off the television and to read on their own.

5.4.4 Threats to fathers which negatively influenced them to be non-supportive in their children learning

The findings of the study also concluded that fathers' opinions about teachers and school were that schools still held on a tradition that parental involvement in learning meant mother involvement. Schools were found by a majority fathers as not welcoming to fathers and excluding them from their children's learning. The findings showed that fathers' non-participation was caused by lack of inclusion of both parents in children learning. The results explained that fathers' are undermined by teachers and schools are not welcoming to fathers.

It was also concluded that fathers who were not supportive in the learning of their children include: fathers who were unable to communicate effectively with an English speaking teacher; fathers who have little education and fathers with negative school experience. These results imply that fathers sometimes felt intimidated by school principals, staff or teachers, and feel that they lacked the expertise to help educate their children. Furthermore, the study concluded that fathers' support in the learning of their children is uncertainty about what to do, because many fathers seemed unwilling to be supportive in their children learning because they are uncertain about what to do. Moreover, most fathers stated that they did not know how to help their children develop the knowledge and skills they could need in the future. This was regardless of the fact that they were aware that their involvement was beneficial and should be practiced.

5.5 RECOMMENDATIONS

5.5.1 Teachers' understanding of fathers' involvement in learning

This research established that primary school teachers had a limited understanding of fathers' support in learning. This was due to the fact that the learning system did not give fathers' sufficient support with the school curricula. This has contributed to the reasons why school teachers struggle when it came to involving fathers' in their children's learning. In some cases school teachers resented fathers' involvement in children's learning; because they viewed it as interference with their work.

Some teachers believed that it was their sole responsibility as specially trained professionals to handle matters relating to children's school learning. They also regarded fathers' as inadequately educated to meaningfully contribute to their children's learning. In other cases, some of the fathers highlighted that they were uncomfortable to deal with issues they were not too sure about. School teachers also did not have a common understanding of fathers' support in children's learning and so could hardly work in unison to promote fathers' involvement. Most of them were unaware of the

numerous benefits for the children especially in those cases where the fathers were fully involved. Thus they were not inclined to promote fathers' support in children's learning.

In the context of conclusions drawn from this study:, it is recommended that:

Primary teacher education departments give fathers support in learning sufficient attention in their curriculum. This would allow teachers' to appreciate its importance, recognise the critical role fathers' need to play to enhance their children's learning, no matter their level of education, learn about various ways fathers' can participate in the learning of their children and acquire a common understanding that would enable them to work in unison for the benefit of the learners'.

The study all recommends that, there should be workshops and seminars which should be organised at district, cluster and school levels to achieve a comprehensive understanding of fathers' support in children's learning and acquire the requisite skills to handle it. This would make the teachers' disposed to the promotion of fathers' involvement on their children's learning in their schools. It would also act as a corrective measure and redress of bias relating to some of the attributions regarding low rates of fathers' support in learning.

5.5.2 Fathers' understanding of their involvement in their children's learning

Most of the fathers demonstrated a very limited understanding of fathers' involvement in their children's learning, although a few of them indicated a remarkable appreciation of the concept by suggesting interesting ways in which they could be involved. Some fathers' thought that they were morally bound to be involved in their children's learning while others thought that school matters were best left to school teachers who were trained to do the job and were indeed paid to do it. Like school teachers, fathers did not have a common understanding of fathers' support in children's learning. This made it unnecessarily difficult for teachers to collaborate with them. Most fathers were also

ignorant of the benefits of fathers' involvement in children's learning. Thus, they were not disposed to participating in their children's learning.

Recommendations to enhance fathers' understanding of fathers' support in children's learning include school based workshops where the concept would be explicated to the fathers so that they fully grasped what it entails to be involved in their children learning. Identification of fathers who indicated the kind of activities which they could engage in in the context of their limited school education can also be used and these can be role models to other fathers. This would ensure that teachers would not dominate fathers' at the workshops because, adults generally resent being dominated.

The content of the workshops would include matters such as, the chores children were expected to do before and after school and the need to forge positive relations between fathers and teachers. These assumptions are based on the fact that If children do a lot of strenuous work before or after school, it might impact negatively on school performance. Equally true, if relations between fathers' and teachers were negative, fathers' support in children's learning is compromised and this may also compromise the learner's achievement.

5.5.3 Father-child relationship

It emerged from this research that fathers engaged their children in routine conversations in the morning before the children went to school and in the afternoon or evening when they returned from school. The conversations were mainly about day to day home business and had little meaning to their children. They lacked motivational potency. Owing to their brevity, these conversations did not afford fathers the opportunity to identify their children's learning problems and try to generate solutions to such problems.

The workshops suggested in 5.5.2 above could include such content as the quality of conversations between fathers' and their children before the children go to school in the morning and after their return from school in the afternoon or evening. In other words,

the fathers' level of education does not matter much with regards to the quality of motivational conversations they could engage their children in. Such, conversations may result in fathers' identifying their children's learning problems and trying to generate solutions to them. This could also lead to the fathers' alerting the teacher to the child's learning problems. The teacher could then suggest ways fathers' could help learners' at home in terms of their problems as a way of complimenting the teacher's efforts.

5.5.4 Fathers and the school

It also emerged that most fathers did not attend school meetings because at such meetings they were hardly given the opportunity to express their views on pertinent issues. Others tended to avoid the school because either they felt unwanted there or they simply passed on the responsibility on mothers. Thus, it can be deduced from these results that lack of interaction between fathers and the school promoted suspicion between fathers and the school. Consequently, fathers' involvement suffered. This in turn impacted negatively on children's learning.

To increase fathers' attendance of school events, fathers must be afforded the opportunity to articulate their expectations and concerns. They should also be given space to suggest how certain problems could be tackled. This would make them feel needed and useful in their children's learning. As a result, the misplaced attributions that exist between the teachers and fathers made regarding low rates of fathers' support in their children's learning. In their words, fathers should not be embarrassed, unappreciated or feel exposed when they visited school. Rather, they should be given the same respect accorded to the mothers.

5.5.5 Impact of family socio-economic status on children's learning

In respect of home environment (a determinant of fathers' support in learning), it emerged from this research that most homes in East London District (township) were deprived. They lacked such things as computers, playing cards, board games, and

reading materials. They were also not anywhere near such facilities as a library or a museum. Thus, children from such homes were disadvantaged in comparison with their counterparts who lived in homes and places (urban) where such facilities were available. The results indicated that the availability of extra curricula facilities allowed for educative interaction between fathers' and children, implying that where opportunities for educative interaction between fathers' and children were limited, fathers' involvement can also be limited.

To address the challenge of poor home environment, teachers and fathers should jointly explore how fathers could optimise the use of what is available to them. For example, traditional games can be used to enhance learners' reading and mathematics skills. As suggested by some fathers, they could enhance learners' listening and narrative skills as well as morals through folktales. Some fathers suggested that, they could also use riddles to promote logical thinking. All these activities would increase opportunities for educative interaction between fathers' and their children thereby removing feelings of helplessness among some fathers' with a low level of education.

Government could also help schools by giving seed money to set up income-generating projects such as poultry, piggery and market gardening to be run jointly by fathers' and the school. These projects could target especially those fathers that are unemployed. This would help in augmenting teaching and learning resources while reinforcing fathers' support in their children's learning.

5.5.6 Fathers' perceptions about their role in their children's learning

In relation to fathers' perceptions about their role in their children's learning, this research established that (a) when fathers' did not have high aspirations about their children's future they did not exert efforts to ensure that their children reached lofty goals, (b) when fathers' did not believe that they had the capacity to influence things in the direction they wanted then they were not confident to help their children with their learning and (c) if teachers were perceived as welcoming, concerned about children's

educational needs, giving due respect and communicating freely with fathers', then fathers' would be inclined to participate in their children's learning.

To address this situation, fathers' need to (a) be motivated to aspire for their children to reach lofty heights. This can be done through making them realise that their children have the potential to achieve great things and that their support is critical. (b) be shown that they could influence things in the direction they wanted (as explicated in 5.5.2, 5.5.3 and 5.5.4 above), and (c) teachers must create the perception that they are welcoming, concerned about children's educational needs, and show respect to both parents.

5.5.7 Threats to fathers' support in children's learning

This research established that there were many factors that inhibited fathers' involvement in their learning. These are indicated below.

5.5.7.1 Absence of a clear government policy on fathers' involvement in learning

There was no clear government policy relating to fathers' support in learning. In consequence, teachers and fathers' could not determine what their responsibilities were. They did not know what to expect of each other. This contributed to all parties being reluctant to promote or engage in children's learning. Government should formulate a research based policy on fathers' support in learning. Such a policy would give stakeholders some guidelines as to their role or responsibility.

5.5.7.2 Absence of a clear school policy

The absence of a clear school policy impacted negatively on fathers' involvement in children's learning. Teachers and fathers' had no policy to guide them in relation to fathers' participation in their children's learning. Not many people were willing to operate in a haphazard way. This made all parties disinclined to embrace fathers' support in learning to the detriment of learners' interests.

Guided by the government policy on fathers' involvement in children's learning, schools should craft their policies which take into account of the realities surrounding their environment. The policies should have realistic expectations and stakeholders should be involved in their formulation. A clear fathers' involvement policy is likely to impact positively on the school climate. When fathers' and teachers are clear about what fathers' support in learning entails, there won't be duplication of jobs instead, teamwork will be promoted between both parties.

5.5.7.3 Fathers' level of education

The research study revealed that fathers' limited education was perceived as an inhibiting factor regarding fathers' support in children's learning. While this fact could not be contested, it was clear from some fathers' responses that, notwithstanding their low level of education, most fathers could do quite a lot in helping their children with their learning. Some fathers actually came up with useful suggestions of how they could be involved. These included teaching children folktales which teach good morals, proverbs which teach wisdom and riddles which sharpen thinking skills.

To mitigate the effects of fathers' limited school education, committees comprising fathers' and teachers could establish what hindered fathers' support in children's learning. Their findings could constitute content to be discussed at joint workshops and seminars with the view of up-scaling the strategies of both fathers and teachers. Thus, it may be deduced from the above that, it is important to get from fathers' what they think they can comfortably do rather than impose on them. They can also be taught skills they lack. Teachers' need to be aware of learners' and fathers' situation so as to be able to determine, and give advice on, what fathers' can do to enhance their children's learning. Fathers' can also be taught how to provide autonomy support and facilitate for peer assistance where they find it difficult to assist their children.

5.5.7.4 Fathers' attitudes towards learning and school

Fathers exhibited negative attitudes which manifested in the following ways: fathers being overprotective of their children to the extent of preventing them from going to school when it was cold or telling their children not to participate in sporting activities they thought could bring injury to their children; fathers not bothering to attend school meetings/events; fathers being disrespectful towards teachers; fathers thinking that teachers were likely to view them in a bad light with regards to fathers' support in learning because of their limited school education. Such attitudes impacted negatively on relations between fathers, the teachers and the school and this contributed to negative outcomes towards children learning in schools. For instance, some fathers were culpable of being disrespectful of teachers because of the poor working conditions. All this impacted negatively on relations between teachers and fathers' and compromised prospects for vibrant fathers' support in children's learning.

To address these negative attitudes a number of things need to be done. Most importantly, trust must be built between fathers and teachers. Fathers need to perceive teachers as responsible, caring, and respectful. This will give them the confidence that they can entrust their children in the hands of teachers and the school as a whole. Fathers need to be assured that the school needs their support in its educative purpose. Teachers must, not be judgemental on the basis of fathers' socio-economic status. Fathers also need to respect teachers because respect tends to be reciprocal. Teachers must also bear in mind that respect is earned and must desist from behaving in a manner that is unprofessional. As has emerged from the research, teachers can also pay home visits whenever opportunity allows so that they can have a full appreciation of the circumstances in which the fathers and learners live. This would help them to realistically advise fathers' and to have realistic expectations.

5.5.7.5 Teacher attitudes towards fathers

Teachers were sometimes guilty of negative attitudes towards fathers' participation in their children's learning. They looked down upon fathers whom they regarded as uneducated and thus, incapable of meaningful fathers' support in learning. Most teachers did not bother to communicate with fathers' on pupils' academic progress and behaviour. Such teachers did not want fathers in their classrooms because they thought they would be disturbed since the fathers did not have anything to offer. This negative attitude resulted in fathers not being given the opportunity to communicate their expectations or concerns regarding their children's learning.

This frustrated fathers and rendered them impotent in terms of participation in their children's learning. It is not surprising that in the end they became indifferent to matters relating to school. Some teachers did not know how to involve fathers; believed fathers did not have the requisite skills to be involved or simply thought it unfair to ask fathers to expend time and energy on school related activities at home. There were some teachers who felt that their workloads made it impossible for them to embrace fathers' involvement in their practice. They felt that the number of fathers they were supposed to deal with was just too big. All this made them disinclined to promote fathers' support in learning.

Teachers can turn around their negative attitudes towards fathers' by valuing them in spite of their low level of education. This is possible when teachers are adequately exposed to knowledge about fathers' support in learning through initial training, in-service training and staff development workshops. They would then realise that fathers' are indispensable partners in the learning of their children no matter their education status. It is also essential for teachers to communicate with fathers' about their children's learning and behaviour. Fathers should be given the opportunity by the school to communicate their joy and lack thereof in respect of their children's learning and behaviour. This promotes understanding and mutual respect between the two parties. The teacher-learners' ratio also needs to be addressed so that teachers are not burdened to the extent that they become apathetic towards their work.

5.5.7.6 Communication between school and home

All parties (teachers and fathers) were guilty of not communicating. Many reasons were given for that. On the one hand, there were some teachers who thought the fathers' had too little education to be able to help with the learning of their children. On the other hand, there were fathers' who thought that all matters relating to school should be left to teachers who were knowledgeable and were paid for it. Lack of communication between school and home, bred suspicion between teachers and fathers. In consequence, fathers' support in learning suffered.

To improve communication between home and school, joint committees comprising school staff and fathers' can be established to generate ways of communication between home and school. When teachers and fathers are involved in generating such communication strategies, they are likely to respect and use them will avoid promoting individualisation when communicating with parents.

5.5.7.7 Learners' opinions on fathers' support in learning

Teachers and fathers saw irresponsible learners as a barrier to fathers' involvement in children's learning. Such learners deliberately distorted information that was sent from school to home or vice versa. This caused unnecessary misunderstanding between fathers' and teachers. On the other hand, some learners deliberately sabotaged fathers' support in children's learning, others actively promoted it. Such learners spoke positively about school, demonstrated a love for learning and persuaded their fathers' to attend school events.

To deal with this problem, both fathers and teachers need to emphasise to the learners the need for them to carry messages to and from school responsibly. The consequences of failure to do so must be spelt out to them. Fathers also need to demonstrate a love for learning so that learners' fully appreciate their responsibilities.

They should speak positively about school and teachers especially, within their home environment.

5.5.7.8 Culture

A few fathers thought that it was cultural that a mother be more involved with a child attaining low grades and the father would be more involved when the child grew older. Although these responses emerged from a few fathers, it is important that fathers who subscribed to such views are informed of the negative consequences attached to such perceptions.

Workshops and seminars would go a long way towards making fathers appreciate the role they need to play in the learning of their children. Fathers who are actively involved in the learning of their children should be given the opportunity to share their experiences with the other fathers' in order to motivate the non-involved fathers.

5.6 ACHIEVEMENT OF RESEARECH OBJECTIVES

The concept fathers' involvement in children's learning was defined with the help of several authorities. In the context of this research, fathers' involvement in children's learning was defined as embracing a variety of activities such as: At-home good parenting, monitoring and providing encouragement, arranging for appropriate study time and space, tutoring children at home, modelling desired behavior, talking to teachers, attendance of school functions, taking part in school governance, and responding to school obligations.

Fathers' involvement in children's learning was not just about what fathers' did, but also about the relationship between learners, teachers and fathers.

The research problem was on 'What are the fathers' role in supporting their children's learning: a case of selected primary schools in the East London district?' was addressed and the related aims of the research, listed below, were achieved.

5.6.1 Research objective 1:

For example, in relation to the sub-problem, (How do fathers' view their role in the learning of their children?) and the related secondary aim (To establish fathers' understanding of their role in the learning of their children) it was established in that teachers, learners' and fathers' had a limited understanding of fathers' involvement.

5.6.2 Research Objective 2:

The sub-problem, "In what ways do fathers assist their children in learning?" was addressed and the related aim of the research (To explain ways fathers use to assist their children in learning) was achieved. Ways in which fathers use in assisting their children with learning were dealt with and provided in chapter 4.

5.6.3 Research Objective 3:

In relation to research question (What are the opportunities which encourage fathers' to support their children's learning at primary school? While addressing this sub research question, research aim or objective (To investigate the opportunities that encourage fathers' to more supportive in their children's learning at primary schools) was achieved.

5.6.4 Research Objective 4:

In investigating sub-research question (What are the threats to fathers' which negatively influence them to be non-supportive in their children learning?) aligned with the fourth research objective (To outline the threats that negatively influences fathers' to be non-supporters in their children's learning at primary schools) was dealt with. It is explicated in chapter 4 on how the sub-problems and the related secondary aims were addressed.

5.7 LIMITATIONS OF THE STUDY

This study did not include all learners, fathers and teachers. It was confined to a relatively small sample of participants and four schools (2 township and 2 former Model-C schools) in East London District. The researcher could only spend five weeks in the field because of work commitments and financial resource limitation.

Future studies could include learners and include more participants. A more comprehensive sample of fathers with different levels of involvement and different socio-economic status may generate more interesting results.

5.8 RECOMMENDATIONS FOR FUTURE STUDY

Due to the impact that fathers' involvement in the learning of their children has on the learning achievements of their children, the researcher suggests that this study be replicated using a different sample to ascertain the effect of fathers' involvement on the learning of their children. In addition, since the results show the positive and significant relationship between fathers' learning involvement and the learning achievement of the learners, the study further recommends that school authorities design and implement programs that would encourage fathers to be active in the learning activities of their children in their schools. Teachers could develop a program that would bring fathers' together to identify ways that would enable them to actively participate in the learning activities of their children in the school. Through this program they could form some social networks which could serve as a platform for exchanging information which could be beneficial in helping their children succeed in school.

5.9 SUMMARY

It is clear from this research that teachers had a limited understanding of fathers' support in their children's learning. This was mainly because schools and teacher education departments did not give it adequate attention in their curriculum. It is thus, incumbent upon the said schools and education departments to give fathers' support in

learning the attention it deserves. For practicing teachers, it is necessary to have in place workshops and organize seminars to enhance teachers' competences in relation to fathers' involvement in their children's learning.

It also became apparent from the research that fathers had a limited understanding of fathers' involvement in children's learning. It was therefore, necessary to organize workshops for them so as to enhance their appreciation of fathers' involvement. This could lead to fathers' engaging in positive behaviour that promotes children's learning. For example, engaging their children in motivational conversations and desisting from giving children strenuous work before going to school or after school. Some fathers who had practical ideas relating to how they could participate in their children's learning should be allowed to present their ideas during the recommended workshops so that (they) fathers do not feel they are being imposed upon by school staff (teachers). The data from the research also indicated that fathers' socio-economic status did not render them impotent in relation to involvement in their children's learning, instead, they have a lot to contribute.

Lack of a comprehensive government policy on fathers' support in children's learning meant that stakeholders did not have guidelines regarding how fathers could be involved in their children's learning. Fathers' did not know their rights, obligations and responsibilities. The same could be said about teachers, as well as district (and even national) education authorities. Government needs to generate a policy that would enable all stakeholders to promote fathers' support in children's learning in urban primary schools.

In a nutshell, it emerged from this research that fathers' involvement in children's learning was very limited in East London District. There were several reasons attributed to the limited fathers' involvement by stakeholders. Some of these attributions were not based on fact but on fathers' and teachers' perceptions. Facilitating for fathers' and teachers to interrogate their perceptions has the potential of making them realize the validity or lack of validity of their beliefs towards the involvement of fathers in their children education. Such realization would positively change their attitude towards

fathers' involvement in children's learning. Placing blame for limited fathers' involvement in children's learning does not help the situation, instead there is need for everyone involved in children education to work collaboratively to improve the situation.

REFERENCE LIST

- Abend, G. (2008). *"The Meaning of Theory". Sociological Theory*. San Francisco, CA: Berrett-Koehler Publishers.
- Abosi, O. C. & Kandjii-Muranga, I. K. (2002). *Education in Botswana*. Gaborone: Macmillan Publishing.
- Aldous, J. & Mulligan, G. M. (2002). *Fathers' child care and children's behavior problems: A longitudinal study*. *Journal of Family Issues*, 23 (5), 624 - 647.
- Amato, P. R. & Rivera, F. (1999). *Paternal involvement and children's behavior problems*. *Journal of Marriage and the Family*, 61 (2), 375 – 384.
- Angen, M.J. (2000). *Evaluating interpretive inquiry: Reviewing the validity debate and opening the dialogue*. *Qualitative Health Research*. 10 (3), 378-395.
- Ary, D., Jacobs, L.C. & Razavieh, A. (1996). *Introduction to Research in Education*. FortWorth: Harcourt Brace College Publishers
- Ball, J. & Moselle, K. (2007). *Fathers' contributions to children's well-being*. Report http://fira.ca/cms/documents/123/PH_FI_Report_brief.pdf. Accessed online 14 May 2015.
- Babbie, E. & Mouton, J. (2004). *The Practice of Social Research*. Cape Town: University Press.
- Bloch, A.T. (2009). *The impact of parental involvement on children's education*. Nottingham: Crown Publishers Ltd.
- Bogdan, R.C. & Biklen, S.K. (ed). (2007). *Qualitative Research for Education: An Introduction to Theories and Methods*. 5th ed. Boston: Pearson Education, Inc.

- Borg, W. R. & Gall, M.D. (1989). *Educational Research: An Introduction*. 5th ed. New York: Longman.
- Bouchard, G. & Lee, C. M. (2000). *The marital context for father involvement with their preschool children: The role of partner support*. *Journal of Prevention & Intervention in the Community*, 20 (½), 37-53.
- Bronte-Tinkew, J., Moore, K. A. & Carrano, J. (2006). *The father-child relationship, parenting styles, and adolescent risk behaviors in intact families*. *Journal of Family Issues*, 27 (6), 850 – 881.
- Bryan, J. B. (2005). *Fostering educational resilience and achievement in urban schools through school-family-community partnerships*. *Professional School of Counseling*, 8, 219 227.
- Bryman, A. (2004). *Social Research Methods*. 2nd ed. Oxford: Oxford University Press.
- Burgess, A. (2007). Keynote presentation at 4th annual Minnesota Fatherhood Summit, St. Cloud, MN.
- Cairney, T.H., & Ashton J. (2003). *Three families, multiple discourses: Examining differences in the literacy practices of home and school*. *Linguistics and Education*, 13 (3), 303-345.
- Chindanya, A. (2002). *Motivating Professional Staff as Managerial Task at a Higher Education Institution*. Unpublished MED Dissertation. Pretoria: University of South Africa.
- Cassirer, N. & Addati L. (2007). *Expanding Women's Employment Opportunities: Informal Economy Workers and the Need for Childcare*. Paper Presented at the Interregional Symposium on the Informal Economy-Enabling Transition to Formalization, 28th November, 2007, Geneva.
- Christenson, S.L. & Hirsch, J.A. 1998. *Facilitating Partnerships and Conflict Resolution Between Families and Schools*. In K.C. Stoiber , and T.R. Kratochwill

- (eds), *Handbook of group intervention for children and families* (pp 307-344).
- Christians, C. (2005). "*Ethics and Politics in Qualitative Research*", In *The Sage Handbook of Qualitative Research*. Denzin, N.K. & Lincoln, Y.S. (ed). Sage: Thousand Oaks, CA. pp. 139-164.
- Clark, C. & Foster, T. (2005). *The importance of parental involvement in their children's literacy practices*. London: National Literacy Trust.
- Cohen, L. & Manion, L. and Morrison, K. (1994) (4TH Edition). *Research Methods in Education* (5th ed). London: Routledge Falmer.
- Cohen, L. & Manion, L. and Morrison, K. (2000). *Research Methods in Education* (5th ed). London: Routledge Falmer.
- Cohen, L., Manion, L. & Morrison, K. (2005). *Research Methods in Education* (5th ed). London: Routledge Falmer.
- Conway, K.R.(2008). *Parent involvement in education*. Office of Educational Research and Improvement. www.nwerel.org/scpd/sirs/3/cu6.html.
- Corbin, J. & Strauss, A. (2008). *Basics of Qualitative Research*. Los Angeles: Sage.
- Creswell, J.W. (2007). *Qualitative Inquiry and Research Design, Choosing among Five Approaches*. London: Sage Publication.
- Creswell, J.W. (2010). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (Third Edition): London. Sage Publications.
- Creswell, J.W. (2014). *Qualitative Inquiry and Research Design, Choosing among Five Approaches*. London: Sage Publication.
- Cunningham, G. & Dorsey, L. (2004). *Risk factors for teenage fatherhood*. *Journal of Marriage and Family*, 59, 505-522.
- Davies, P. T. (2002). *Marital conflict and child adjustment: An emotional security hypothesis*. *Psychological Bulletin*, 116, 387-411.

- Davis, J.M. (2004). *The Impact of Parental Involvement: A Case of the Relationship Between Homework and Kindergarten Texas Primary Reading Inventory Scores*. Doctor of Philosophy.
- Denzin, N.K. & Lincoln, Y.S. (eds). (2001). *Handbook of Qualitative Research*. Thousand Oaks: Sage Publications.
- Denzin, N.K. & Lincoln, Y.S. (eds). (2005). *Handbook of Qualitative Research*. Thousand Oaks: Sage Publications.
- Desforges, C. & Abouchaar, A. (2003). *The impact of parental involvement, parental support and family education on pupil achievement and adjustment: A literature review*. London: Department of Education and Skills.
- Desmond, C. & Hosegood, V. (2011). *Men, families and HIV and AIDS*. In Department of Economic and Social Affairs (Ed.), *Men in families and family policy in a changing world* (pp. 165-201). New York: United Nations.
- De Vos, A.S. (ed). (1998). *Research at Grassroots*. Pretoria: Van Schaik.
- Duckworth, K. (2008) *Influences on attainment in primary school interactions between child, family and school contexts*. DCSF Research Brief RB 04.
- Epstein, J.L. (1996). *Perspectives and previews on research and policy for school, family and community partnership*. Hillside, N.J: Erlbaum.
- Epstein, J.L. (2001). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*. London: Westview Press.
- Fagan, J. (2000). Principles for developing male involvement programs in early childhood settings: a personal experience. *Young Children*, 51 (4) 64–71.
- Fall, C. (2002). “*The Effects of Father Involvement: A Summary of the Research Evidence*,” Father Involvement Initiative Ontario Network, newsletter.
- Fan, X. T. & Chen, M. (2001). *Parental involvement and students' academic*

- achievement: A meta-analysis. Educational Psychology Review, 13, 1–22.*
- Fatherhood Institute. (2009). *The influence of father-involvement on youth risk behaviors among adolescents: A comparison of native-born and immigrant families. Social Science Research, 35, 181-209.*
- Fletcher, F. & Daly, K. (2002). *Fathers' involvement in their children's literacy development. Newcastle, New South Wales: Family Action Centre, University of Newcastle, Australia.*
- Fletcher R. (2008). *Father-inclusive practice and associated professional competencies. Australian Institute of Family Studies, 9: 1-10.*
- Flick, U. (2009). *An Introduction to Qualitative Research.* London: Sage.
- Flouri, E. & Buchanan, A. (2004). *Early father's and mother's involvement and child's later educational outcomes. British Journal of Educational Psychology, 74, 141.*
- Flouri, E. (2005). *Fathering and child outcomes.* West Sussex, England: John Wiley & Sons Ltd. 153.
- Gershuny, J. (2001). *Changing Times.* New York: Oxford University Press.
- Goldman, R. (2005). *Fathers' Involvement in their Children's Education.* London: National Family and Parenting Institute.
- Guba, E. G. & Lincoln, Y.S. (2005). *The Sage Handbook of Qualitative Research.* (3rd ed). Thousand Oaks: Sage Publications.
- Henricson, C., Katz, I., Mesie, J., Sandison, M. & Tunstill, J. (2001). *National Mapping of Family Services in England and Wales – A consultation document.* London: NFPI.
- Hoberg, J. (1999). *Mobilization, Participation and Democracy in America.* New York: Macmillan
- Hoell, A. (2006). *The Effect of Home on Student Behaviour and Parental Involvement.*

Unpublished Master of Arts Degree Thesis. Rowan University.

Horn, D.J. & Sylvester, B. (2002). *Parents' self-efficacy beliefs, parents' gender, children's reader self-perceptions, reading achievement and gender*. *Journal of Research in Reading*, 25 (1), 54-67.

Human Sciences Research Council. (2006). *The Fatherhood Project Newsletter, No 24*. Pretoria: HSRC.

Jeynes, W. H. (2005). *Parental Involvement and Student Achievement: A Meta-Analysis*. Research Digest. Cambridge: Harvard Family Research Project.
www.hfrp.org/family-Involvement/publications-resources/parental-involvement-and-student-achievement-a-meta-analysis [Accessed June 16 2008]

Johnson, B. & Christensen, L. (2000). *Educational Research: Qualitative and Quantitative Approaches*. Needham Heights: Allyn and Bacon.

Jung, K. H. & Honig, A. S. (2000). *International comparisons of paternal Korean child rearing practices and attitudes*. *Early Child Development and Care*, 165, 59-84.

Kang, J. W. (2003). *Father's involvement in children's playing and children's awareness of competence*, Master's thesis. Chung-Ang University, Seoul: Korea.

Kelly, H.H. (2000). *Parent academic involvement as related to school behavior, achievement, and aspirations: Demographic variations across adolescence*. *Child Development*, 75 (5), 1491- 1509.

Khan, M.B. (2006). *Parental involvement in education: Possibilities and limitations*. *The School Community Journal*, 6 (1), 57-103

Kim, K. K. (2008). *The impact of fathers' involvement and parenting styles on their children's social competence: A study of Korean fathers in the United States*. Retrieved: <http://www.purl.galileo.usg.edu/uga%5Fetd/kim%5Fkeun-kyu%5F200808%5Fphd>, Accessed on 23 July 2015

- Lamb, M. E., (2000). *The history of research on father involvement: An overview. Marriage and Family Review*, 29, 23-42.
- Lee, Y. S. (2002). *Fathers' nurturing attitudes and children's social competence development*. Master's thesis, Ewha Womans University: Seoul, Korea. 26.
- Lemmer, E.M. (2007). *Unpublished Study Guide for Course in Parent Involvement, Centre for Community Training and Development*. Pretoria: University of South Africa.
- Lesejane, D. (2006). *Fatherhood from an African cultural perspective*. In: R Morrell, L Richter (Eds.): *Baba: Men and Fatherhood in South Africa*. Cape Town: Human Sciences Research Council (HSRC) Press, pp. 26-37.
- Lynch, J. (2002). *Parents' self-efficacy beliefs, parents' gender, children's reader self-perceptions, reading achievement and gender. Journal of Research in Reading*, 25, 54–67.
- Maluleke, H. (2014). *Why could father involvement benefit children? Theoretical perspectives. Applied Developmental Science*, 11, 196-202. .
- Marshall, C & Rossman, G.B. (2011). *Designing Qualitative Research*. 5th ed. Los Angeles: Sage.
- Marshall, C and Rossman, G.B. (2006). *Designing Qualitative Research*. 4th ed. London: Sage Publications.
- Maume, D.J. (2011). Reconsidering the temporal increase in fathers' time with children. *Journal of Family and Economic Issues*, 32 (3), 411-423.
- Maykut, P. & Morehouse, R. (1994). *Beginning Qualitative Research: A Philosophical and Practical Guide*. London: Falmer Press.
- McMillan, J.H. & Schumacher, S. (2010). *Research in Education: Evidence-Based Inquiry*. 7th ed. Boston: Pearson Education..

- McNeal Jr. R. B. (2001). Differential Effects of Parent Involvement on Cognitive and Behavioral Outcomes by Socioeconomic Status. *Journal of Socioeconomics*. 30 (2):171-179.
- McNergney, R. F. and Herbert, J. M. (2001). *Foundations of Education: The Challenges of Professional Practice*. Boston: Allyn and Bacon.
- Merriam, S.B. (2009). *Qualitative Research. A Guide to Design and Implementation*. San Francisco: Jossey-Bass.
- Mkhize, N. (2004). Who is a father? *Children First*, 56 (July/Aug), 3-8.
- Möller, K. & Stattin, H. (2001). *Are close relationships in adolescence linked with partner relationships in midlife?* A longitudinal, prospective study. *International Journal of Behavioral Development*, 25(1), 69-77.
- Mncube V.(2009). *The perceptions of parents of their role in the democratic governance of schools in South Africa: Are they on board?* *South African Journal of Education*, 29:83-103.*Journal of Behavioral Development*, 25, 69-77.
- National Center for Education Statistics. (2000). *America's Kindergartners*. NCES 2000-070. Washington, D.C.: U.S. Department of Education.
- Nelson, T. (2002). Parents' social networks and beliefs as predictors of parent involvement. *The Elementary School Journal*, 102, 301-316.
- Nichols, S. (2000). *Unsettling the bedtime story: parents' reports of home literacy practices*, *Contemporary Issues in Early Childhood*, 1(3), 315–328.
- Nord, C. W., & West, J. (2001). Fathers' and mothers' involvement in their children's schools by family type and resident status. National Center for Education Statistics, (NCES 2001-032).
- Nyarko, S. (2011). *Fatherhood in the 21st Century*. *Child Development*, 71, 127-136.
- O'Brien, M. & Shemilt, I. (2003). *Working fathers: Earning and caring*. Manchester:

- Equal Opportunities Commission*, New York: Free Press.
- O' Hanlon, C. (2003). *Educational Inclusion as Action Research. An Interpretative Discourse*. Glasgow: Open University Press.
- Painter, C. H. & Levine, R. C. .(2000). *Dynamics of parent involvement at a multicultural school*. British Journal of Sociology of Education, 30(3), 331-344.
- Patton, M.Q. (2002). *Qualitative Research and Evaluation Methods* 3rd ed. Thousand Oaks: Sage.
- Pruett, K. (2000). *Fatherhood: Why father care is as essential as mother care for your child*, New York: Free Press.
- Reay, D. (2000). *An extension of Bourdieu's conceptual framework? Emotional capital as a way of understanding fathers' involvement in their children's education*, *The Sociological Review*, 48:4, 568-585.
- Rezal, H. (2007). BRAC University Journal, vol. 4, no.2, 2007, pp. 27-34
- Richter, L., Chikovore, J. & Makusha, T. (2010). The status of fatherhood and fathering in South Africa. *Childhood Education*, 86(6): 360-365.
- Richter, L., & Morrell, R. (2006). Introduction. In: L Richter, R Morrell (Eds.): *Baba: Man and Fatherhood in South Africa*. Cape Town: HSRC Press, pp. 1-12.
- Ross, C. E. & Broh, B. A. (2000). *The role of self-esteem and the sense of personal control in the academic achievement process*. *Sociology of Education*, 73, 270-284.
- Sanders, K. (2002). Viewpoint: Men don't care? *Young Children*, 57(6), 44-48.
- Sargent, B. (2002, p. IV). cited in <http://smhp.psych.ucla.edu>. Retrieved November 14, (2002).

- Seale, C., Gobo G., Gubrium J.F. & Silverman D. (2004). *Qualitative Research Practice*. London: Sage.
- Seward, R.R. (2014). *Fatherhood: A Historical and Global Perspective*. Paper presented at the Emeritus College, University of North Texas, Denton, Texas, USA, 26 March 2014.
- Siririka, G. 2007. *An investigation of parental involvement in the development of their children's literacy in a rural Namibian School*. Unpublished MEd dissertation. Grahamstown. Rhodes University. http://eprints.ru.ac.za/935/01_Siririka-MEd-TR07-184pdf [Accessed June 16 2008]
- Smith, A. B. (2008). *Children's rights and early childhood education*: The rights of babies and young children. In A. B. Smith, M. Gollop, K. Marshall & K. Nairn (Eds.) *Advocating for children: International perspectives on children's*
- South Lanarkshire Home School Partnership. (2007). *Low-income fathers' involvement in their toddlers' lives*: Biological fathers form the early head start research and evaluation study. *Fathering: A journal of theory, research, & practice about men as fathers*, 2 (1), 5-26.
- Spaull, K. (2013). *Schools reaching out*: Comprehensive parent involvement in South African primary schools. *Africa Education Review*, 1(2):259-278.
- Statistics South Africa (2011). *General household survey 2010*: Statistical release P0318. Pretoria: Statistics South Africa. Accessed 6 October 2012, <http://www.statssa.gov.za/publications/P0318/P0318June2010.pdf>
- Sullivan, R.(2000). *Fathering and Children*:The Contemporary Context. Paper presented at the Focus on Fathering Symposium at 7th AIFS Conference, Sydney 24-26 July 2000.
- Swartz S & Bhana A. (2009). *Teenage Tata: Voices of young fathers in South Africa*. Cape Town: HSRC Press.
- Teitler, J. O. (2001). *Father involvement, child health, and maternal health behavior*.

Children and Youth Services Review, 23(4/5), 403-425.

- Vogels, R. (2002). *Parents and School. Parental Involvement at School*. SCP.
www.ccp.nl/english/publications/summaries/9037700918.html [Accessed June 16 2008]
- Wardle, F. (2003). *The challenge of boys in our early childhood programs*. *Early Childhood News*. 16 (1), 16–21.
- White, L. & Gilbreth, J. G. (2001). *When children have two fathers: Effects of relationships with stepfathers and noncustodial fathers on adolescent outcomes*. *Journal of Marriage and Family*, 63, 155-167.
- William, T. & Cutler, R. (2000). *Primary Schools and Parents' Rights, Responsibilities and Relationships*. London: Hodder and Stoughton.
- William, M.K.(2006). *Philosophy of Research: Research Methods Knowledge Base*. San Francisco, CA: Jossey-Bass.
- Wilson, D.R. (2015). *The editor's perspective: Fatherhood*. *International Journal of Childbirth Education*, 30(1), 4.
- Winter, H. & Zimmerman, M. A. (2002). *Family structure and psychosocial correlates among urban African-American adolescent males*. *Child Development*, 66, 1598-1613.
- Yin, R.K.(2012). *Case Study Research Design and Methods* (5th edition). Thousand Oaks, CA: Sage. 282p.

LIST OF APPENDICES

APPENDIX A: LETTER REQUEST FOR PERMISSION TO CONDUCT RESEARCH ON TEACHERS/LEARNERS

8675 N.U.3
Mdantsane
East London
5219

23 November 2016

THE DIRECTOR
THE STRATEGIC PLANNING POLICY RESEARCH
BISHO

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH ON TEACHERS/LEARNERS

I hereby request permission, from your office, to conduct research with teachers and learners at selected urban primary schools in the East London District. The responses will contribute towards the research that will be carried out by myself for a research dissertation for a Master's degree qualification offered by the University of Fort Hare.

The title for the study is "EXPLORING FATHERS' ROLE IN SUPPORTING THE LEARNING OF THEIR CHILDREN IN SELECTED URBAN PRIMARY SCHOOLS: A CASE STUDY OF EAST LONDON DISTRICT".

All necessary documents in support of this application have been attached herewith.

Yours sincerely



Siyabulela Pampila

APPENDIX B: ETHICAL CLEARANCE CERTIFICATE



University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE REC-270710-028-RA Level 01

Certificate Reference Number: MAP081SPAM01

Project title: **Exploring fathers' roles in supporting their children's learning: A study of selected urban primary schools in the East London Education District.**

Nature of Project: Masters in Education

Principal Researcher: Siyabulela Pampila

Supervisor: Prof C Maphosa

Co-supervisor: N/A

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:

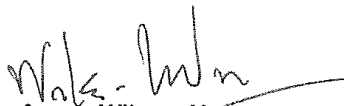
Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - Any unethical principal or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely


Professor Wilson Akpan
Acting Dean of Research

24 January 2017

APPENDIX C: ETHICS RESEARCH CONFIDENTIALITY AND INFORMED CONSENT FORM



Ethics Research Confidentiality and Informed Consent Form

For the study titled:

EXPLORING FATHERS' ROLE IN SUPPORTING THE LEARNING OF THEIR CHILDREN IN SELECTED URBAN PRIMARY SCHOOLS: A CASE STUDY OF EAST LONDON DISTRICT

I am a student at the University of Fort Hare and I am conducting research regarding the fathers' role in the learning of their children in east London urban primary schools. We are interested to explore is the role played by fathers on the learning of their children in selected urban primary schools in the East London District. We are carrying out this research to help find ways of solving some of the identified failure factors through policy recommendations.

Please understand that you are not being forced to take part in this study and the choice whether to participate or not is yours alone. However, we would really appreciate it if you do share your thoughts with us. If you choose not take part in answering these questions, you will not be affected in any way. If you agree to participate, you may stop me at any time and tell me that you don't want to go on with the interview. If you do this there will also be no penalties and you will NOT be prejudiced in ANY way. Confidentiality will be observed professionally.

I will not be recording your name anywhere on the findings of this study and no one will be able to link you to the answers you give. Only the researchers will have access to the unlinked information. The information will remain confidential and there will be no "come-backs" from the answers you give. The interview will last around 1 hr. I will be asking you questions and ask that you are as open and honest as possible in answering these questions. Some questions may be of a personal and/or sensitive nature. I will be asking some questions that you may not have thought about before, and which also involve thinking about the past or the future. We know that you cannot be absolutely certain about the answers to these questions but we ask that you try to think about these questions. When it comes to answering questions there are no right and wrong answers. When we ask questions about the future we are not interested in what you think the best thing would be to do, but what you think would actually happen.

If possible, our organisation would like to come back to this area once we have completed our study to inform you and your community of what the results are and discuss our findings and proposals around the research and what this means for people in this area.

INFORMED CONSENT

I hereby agree to participate in research regarding **Exploring Fathers' Role in Supporting their children's:: A Case of selected urban primary schools in the East London District**. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop this interview at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.

I understand that this consent form will not be linked to the questionnaire, and that my answers will remain confidential.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.



.....
Signature of participant

Date:15 June 2017

APPENDIX D: PERMISSION REQUEST LETTER

8675 N.U.3
MDANTSANE
EAST LONDON
5219

05 April 2017

TO WHOM IT MAY CONCERN

RE: PERMISSION LETTER

This serves to confirm that I Siyabulela Pampila is a registered Master of Education candidate at the University of Fort Hare under the supervision of Professor Cosmas Maphosa. I am working on a study titled; ' **EXPLORING FATHERS'ROLE IN SUPPORTING THE LEARNING OF THEIR CHILDREN IN SELECTED URBAN PRIMARY SCHOOLS: A CASE STUDY OF EAST LONDON DISTRICT**'

I have received a feed- back from your department stating that I must add two ex-model C schools on my study sample. I have decided to add the following two ex-model C schools, namely: Cambridge primary school and Stirling primary school.

May you kindly assist and grant me any necessary support I require to conduct my study in Four schools in the East London District in the Eastern Cape Province.

For any further information do not hesitate to contact me.

Faithfully Yours

MR Siyabulela Pampila



Email: 200600120@ufh.ac.za

Cell: 0785722726

APPENDIX E: APPROVAL LETTER FROM THE DEPARTMENT OF EDUCATION-EASTERN CAPE



Province of the **EASTERN CAPE** EDUCATION

STRATEGIC PLANNING POLICY RESEARCH AND SECRETARIAT SERVICES
Steve Vukile Tshwete Complex - Zone G - Zwelisha - Eastern Cape
Private Bag X0032 - Bhebe - 5805 - REPUBLIC OF SOUTH AFRICA
Tel: +27 (0)40 606 4773/4035/4537 • Fax: +27 (0)40 606 4874 • Website: www.ecedot.gov.za
Enquiries: B Pamba Email: b.pamba@ecedot.gov.za Date: 05 April 2017

Mr. Siyabulela Pampila
P.O. Box 156
Mdantsane
5219

Dear Mr. Pampila

**PERMISSION TO UNDERTAKE A MASTERS THESIS: EXPLORING FATHERS' ROLE IN
SUPPORTING THE LEARNING OF THEIR CHILDREN IN SELECTED URBAN PRIMARY
SCHOOLS: A CASE STUDY OF EAST LONDON DISTRICT**

1. Thank you for your application to conduct research.
2. Your application to conduct the above mentioned research in six Primary Schools under the jurisdiction of Buffalo City District of the Eastern Cape Department of Education (ECDoE) is hereby approved based on the following conditions:
 - a. There will be no financial implications for the Department;
 - b. Institutions and respondents must not be identifiable in any way from the results of the investigation;
 - c. You present a copy of the written approval letter of the Eastern Cape Department of Education (ECDoE) to the District Director before any research is undertaken at any institutions within that particular district;
 - d. You will make all the arrangements concerning your research;
 - e. The research may not be conducted during official contact time;
 - f. Should you wish to extend the period of research after approval has been granted, an application to do this must be directed to Chief Director: Strategic Management Monitoring and Evaluation;



- g. Your research will be limited to those institutions for which approval has been granted, should changes be effected written permission must be obtained from the Chief Director: Strategic Management Monitoring and Evaluation;
 - h. You present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2 – 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis.
 - i. You present the findings to the Research Committee and/or Senior Management of the Department when and/or where necessary.
 - j. You are requested to provide the above to the Chief Director: Strategic Management Monitoring and Evaluation upon completion of your research.
 - k. You comply with all the requirements as completed in the Terms and Conditions to conduct Research in the ECDoE document duly completed by you.
 - l. You comply with your ethical undertaking (commitment form).
 - m. You submit on a six monthly basis, from the date of permission of the research, concise reports to the Chief Director: Strategic Management Monitoring and Evaluation
3. The Department reserves a right to withdraw the permission should there not be compliance with the approval letter and contract signed in the terms and conditions to conduct research in the ECDoE.
 4. The Department will publish the completed Research on its website.
 5. The Department wishes you well in your undertaking. You can contact the Director, Ms. NY Kanjana on the numbers indicated in the letterhead or email nykanjana@live.co.za should you need any assistance.


NY KANJANA
DIRECTOR: STRATEGIC PLANNING POLICY RESEARCH & SECRETARIAT SERVICES
FOR SUPERINTENDENT-GENERAL: EDUCATION

APPENDIX F: INTERVIEW GUIDE FOR FATHERS

SECTION A: DEMOGRAPHIC DATA FOR FATHERS'

Gender.....

What is your age?

Marital Status.....

What is your highest professional qualification?

What is your understanding of parental involvement in learning?

INDIVIDUAL INTERVIEWS WITH FATHERS'

RESEARCH QUESTION 1: How do fathers' view their role in the learning of their children?

INTERVIEW QUESTIONS:

What is your benefit as the father in assisting your children in learning?

What impact do you make in assisting your children in their learning?

How often do you assist your children with their school work?

What are other social activities you engage yourself with your children which contribute to their learning?

In what way does your family earnings/income significantly influence your children's learning?

How do you think your commitment to your child's learning and your involvement with the school affects your children's behaviour at school?

Do you teach your children to read or write?

RESEARCH QUESTION 2: What are the threats to fathers' which negatively influence them to be non-supportive in their children learning?

INTERVIEW QUESTIONS:

Are you working and what kind of job do you do?

Do you have enough time to assist your children with their school work?

Do you have enough resources to help your children with their learning?

Can you describe your relationship with your child?

Do you stay under the same roof with your children?

How is your relationship with the mother of your children?

What is your general attitude towards teachers and schools in this issue of father-involvement in the learning of their children?

How do you feel about being a father?

Do you think fathers' have equal chance as mothers' of the children in terms of assisting their children in their learning?

Do you know how to assist your children with their learning and are there enough resources/program available to assist you in getting-started?

RESEARCH QUESTION 3: In what ways do fathers' assist their children in learning?

1.How do you feel about being able to assist your children in their school activities?

2.How would you explain your relationship with your children?

3. What is different from you working with your children than their mother?

4. How often do you help your children with their school activities?

5. How much time do you spend with your children during those activities?

6. What are other activities do you share with your children?

7. What difficulties have you experienced whilst supporting your children in their learning?

8. How would you avoid encountering such difficulties?

9. What strategies do you use to motivate your children to learn and to have better behaviour at school?
10. What role have you played with enhancing these strategies?
11. How does the schools' help learners who have difficulties learning in the set medium of instruction?
12. Is it important to have you as the father supporting your children in their learning?
13. Do you provide all the necessary resources your children need for their schooling?
14. In what way does your level of education influences your children's learning?
15. How is your caring for your children in general?
16. Can you describe your involvement in your children's learning?

RESEARCH QUESTION 4: What are the opportunities which encourage fathers' to support their children's learning at primary school?

INTERVIEW QUESTIONS:

- Are there any development programs in your children's school that help fathers' develop positive relationship with their children?
- How do you include yourself in the learning of your children?
- Is the school of your children welcoming in getting fathers' involved in the learning of their children, if so how?
- Which are the activities your children's school provide in order to make fathers' to feel free and welcome in taking part in the learning of their children?
- Are you well aware on how to work with your children on providing parenting activities that are of your interest, which involve you in their learning?
- What do you do in ensuring what you can do with your children; formally and informally recognize your involvement in learning?

Is it easy to attract fathers' to be involved in the learning of their children?

- What is the educational law says about fathers' engagement in the learning of their children at primary school?
- Do you know of any intervention programs that can help fathers engage with their children's wellbeing and learning?
- How often are you invited to your children's school?
- Does your children's school involve fathers' in planning, development and evaluation of programs designed for father-child relationship in learning?
- How is the role of a father different from a mother's role in children's learning?
- How your children's school keep fathers' in order to be the integral part of their children's learning?
- What are the types of structures within the school established to reinforce fathers' engagement in their children's learning?

APPENDIX G: INTERVIEW GUIDE FOR TEACHERS

INTERVIEW GUIDE FOR TEACHERS

SECTION A: DEMOGRAPHIC DATA FOR TEACHERS

Gender.....

What is your age?

How long have you been in the teaching service?

How long have you been in this school?

What is your highest professional qualification?

What is your understanding of parental involvement in education?

INDIVIDUAL INTERVIEWS WITH TEACHERS

RESEARCH QUESTION 1: What are the opportunities which encourage fathers' to support their children's learning at primary school?

INTERVIEW QUESTIONS:

Do you have any development programs in your school that can help fathers' develop positive relationship with their children?

How do you include fathers' in the learning of their children?

Is your school welcoming in getting fathers' involved in the learning of their children, if so how?

Which are the activities your school provide in order to make fathers' to feel free and welcome in taking part in the learning of their children?

Are you well trained on ways to work with fathers' on providing parenting activities that are of particular interest to men on their involvement in their children's learning?

What do you do in ensuring what fathers' can do with their children; formally and informally recognize their involvement in learning?

Is it easy to attract fathers' to be involved in the learning of their children?

What is the educational law says about fathers' engagement in the learning of their children at primary school?

Do you have any interventions that can help fathers engage with their children's wellbeing?

How often do you invite fathers' of the pupils to your school?

Does your school involve fathers' in planning, development and evaluation of programs designed for father-child relationship in learning?

How is the role of a father different from a mother's role in children's learning?

How do you keep father's as a school in order to be the integral part of their children's learning?

What are the types of structures within the school established to reinforce fathers' engagement in their children's learning?

RESEARCH QUESTION 2: How do fathers' view their role in the learning of their children?

INTERVIEW QUESTIONS:

- What is your understanding as the teacher on how fathers' assist your children in learning?
- What kind of impact do you think they make in assisting their children in their learning?
- How often do schools require fathers' to assist their children with their school work?
- What kind of social activities that the schools promote for fathers' and their children which contribute to their learning?
- In what way does a child's family earnings/income significantly influences his/her learning?
- How does the parent commitment particularly fathers and their involvement with the school and their children's learning affects their children's behaviour at school?
- Do you encourage children to read or write with their fathers'?

RESEARCH QUESTION 3: In what ways do fathers' assist their children in learning?

How do you feel as a teacher when you see fathers' being to assist their children with school work?

Can point out any difference when a learner is helped working by his/her mother or father in his school work?

3. Do you assess how often do fathers' help your learners' with their school activities at home?
4. How much time do they spend with their children during those activities?
5. What are other activities fathers' can share with their children which contribute to their children's learning?
6. What difficulties have you picked up having your learners' supported by their fathers' in their learning?
7. How would you encourage both fathers' and learners' to avoid encountering difficulties when working together on school activities?
8. What strategies do you use to motivate fathers' to continue to be involved in their children's learning?
10. What role have you played with enhancing these strategies?
11. How does your schools' help learners who have difficulties learning in the set medium of instruction?
12. Do you think that learners' value as important to have their fathers' supporting them in their learning?
13. In your own evaluation, Do their fathers' provide all the necessary resources their children need at school?
14. In what way do you think the level of education of their fathers' influences their learning?

APPENDIX H: INTERVIEW GUIDE FOR LEARNERS

(FOCUS GROUP DISCUSSIONS)

Interview Instrument

I am Siyabulela Pampila a Master's candidate at the University of Fort Hare, Faculty of Education. As a requirement of the programme, I am conducting a study on

“Exploring fathers’ role in supporting the learning of their children in selected urban primary schools: A case study of East London District”. While conducting this research, your school will also have an impact in the collection of data for this study. It would be of great honour if you could allow me to interview you for an hour or two. I wish to guarantee you that the information collected in this interview will remain confidential and will not be disclosed to anyone under any circumstances. At no time will I divulge or make available the information gathered to anybody other than myself.

You are kindly requested to answer the questions below as honestly as you can as your responses would assist in providing information on the views of the role of fathers’ in supporting the learning of their children in selected urban primary schools.

Biographical Information of Participants.

Please state your age.

Gender: Male..... Female.....

In what grade are you?

What kind of community do you live in: Urban..... Township.....

Focus Group Discussion Leading Questions

In what ways do fathers’ assist their children in learning?

How do you feel about being assisted by your father in your school activities?

How would you explain your relationship with your father?

What is different between working with your mother or your father?

How often does your father help you with your school activities?

How much time does he spend with you during those activities?

What are other activities do you share with your father?

What difficulties have you experienced while having your father supporting you in your learning?

How would you avoid encountering difficulties when having your father as a pillar of strength in your learning?

What strategies does your father use to motivate you to learn and to have better behaviour at school?

What role have you played with enhancing these strategies?

How does your schools' help learners who have difficulties learning in the set medium of instruction?

Is it important to have your father supporting you in your learning?

Does father provide all the necessary resources you need for your school?

In what way does his level of education influences your learning?

How is your caring for you in general?

Can you describe your father's involvement in your learning?

RESEARCH QUESTION 2: How do fathers' view their role in the learning of their children?

INTERVIEW QUESTIONS:

- How do you feel as the child to be assisted by your father in learning?
- What impact does it make to your learning both at school and at home when assisted by your father in learning?
- How often does your father assist you with your school work?
- What are other social activities you engage yourself with your father which contribute to their learning?
- In what way does your family earnings/income significantly influence your learning?
- How do you think your fathers' commitment to your learning and his involvement with the school affects your behaviour at school?
- How does it makes you feel to read or write with your father at home?

RESEARCH QUESTION 3: What are the opportunities which encourage fathers' to support their children's learning at primary school?

INTERVIEW QUESTIONS:

- What kind of development programs in your school which help you and your fathers' to develop positive relationship?
- In what way does your father is part of your learning?
- Do you think that your school is welcoming in getting your fathers' involved in your learning, if so how?
- Which are the activities your school provide in order to make your fathers' to feel free and welcome in taking part in your learning?
- Is it easy to attract your fathers' to be involved in your learning?
- How often are your fathers' invited fathers' to your school?
- Does your school involve your fathers' in planning, development and evaluation of programs designed for father-child relationship in learning?
- How is the role of your father different from your mother's role in your learning?
- How does your school keep your father's in order to be the integral part of your learning?
- What are the types of structures within the school established to reinforce fathers' engagement in your learning?

APPENDIX I: INTERVIEW GUIDE FOR FATHERS

SECTION A: DEMOGRAPHIC DATA FOR FATHERS

Gender.....

What is your age?

Marital Status.....

What is your highest professional qualification?

What is your understanding of parental involvement in learning?

INDIVIDUAL INTERVIEWS WITH FATHERS

RESEARCH QUESTION 1: How do fathers' view their role in the learning of their children?

INTERVIEW QUESTIONS:

What is your benefit as the father in assisting your children in learning?

What impact do you make in assisting your children in their learning?

How often do you assist your children with their school work?

What are other social activities you engage yourself with your children which contribute to their learning?

In what way does your family earnings/income significantly influence your children's learning?

How do you think your commitment to your child's learning and your involvement with the school affects your children's behaviour at school?

Do you teach your children to read or write?

RESEARCH QUESTION 2: What are the threats to fathers' which negatively influence them to be non-supportive in their children learning?

INTERVIEW QUESTIONS:

Are you working and what kind of job do you do?

Do you have enough time to assist your children with their school work?

Do you have enough resources to help your children with their learning?

Can you describe your relationship with your child?

Do you stay under the same roof with your children?

How is your relationship with the mother of your children?

What is your general attitude towards teachers and schools in this issue of father-involvement in the learning of their children?

How do you feel about being a father?

Do you think fathers' have equal chance as mothers' of the children in terms of assisting their children in their learning?

Do you know how to assist your children with their learning and are there enough resources/program available to assist you in getting-started?

APPENDIX J: CHILD ASSENT FORM

NAME OF APPLICANT

Ethics Human 2011

<<Approved >>

OFFICE USE ONLY

Ref:

Date:

CHILD ASSENT TEMPLATE

PARTICIPANT INFORMATION LEAFLET AND ASSENT FORM

TITLE OF THE RESEARCH PROJECT: EXPLORING FATHERS' ROLE IN SUPPORTING THE LEARNING OF THEIR CHILDREN IN SELECTED URBAN PRIMARY SCHOOLS: A CASE STUDY OF EAST LONDON DISTRICT

RESEARCHERS NAME(S): Siyabulela Pampila

ADDRESS: 8675 N.U.3 MDANTSANE 5219/P.O. BOX 156 MDANTSANE 5219

CONTACT NUMBER: 0785722726/0736089497

What is RESEARCH?

Research is something we do to find new knowledge about the way things (and people) work. We use research projects or studies to help us find out more about disease or illness. Research also helps us to find better ways of helping, or treating children who are sick.

What is this research project all about?

In this study I would like to understand fathers' role in the learning of their children in East London urban primary schools.

The duration of the research project?

In a group of nine, I will ask you different questions on how your fathers' support you in your learning. This interview shall not take more than one hour.

Why have I been invited to take part in this research project?

I have chosen you to participate simply because you are in grade 5 in this school and you have a father at home.

Confidentiality

Your name will not be required and the answers you give will not be given to anyone.

Who is doing the research?

My name is Siyabulela Pampila. I am doing a Master of Education degree with the University of Fort Hare.

What will happen to me in this study?

I will expect you to answer questions on how your father supports you in your learning.

Can anything bad happen to me?

Nothing bad will happen to you as a result of participating in this study.

Who else is involved in the study?

Eight other learners from your grade are participating in the study.

Can anything good happen to me?

There are no personal benefits for you for participating in the study.

Will anyone know I am in the study?

No one will know that you participated in the study since your name will not be used.

Who can I talk to about the study?

You can contact me, Mr Siyabulela Pampila on cell number 0785722726 or the Principal of your school

What if I do not want to do this?

You are free to refuse to participate in the study even if your parents have agreed to your participation. You can decide to withdraw from the study at any time and nothing bad will happen to you.

Do you understand this research study and are you willing to take part in it?

YES NO

Has the researcher answered all your questions?

YES NO

Do you understand that you can pull out of the study at any time?

YES NO

Signature of Child

Date

APPENDIX K: LANGUAGE EDITOR'S CERTIFICATE

EDITOR'S DECLARATION LETTER

I, **BELLITA BANDA-CHITSAMATANGA** hereby confirm that I have proof read and edited the following Maters Dissertation for **PAMPILA SIYABULELA**

Titled

EXPLORING FATHERS' ROLE IN SUPPORTING THEIR CHILDREN'S LEARNING: A CASE OF SELECTED PRIMARY SCHOOLS IN THE EAST LONDON DISTRICT

The Windows 'Tracking' System was used to reflect my comments and suggested corrections for the author to action.

During the process of the proof reading and editing, the following changes were recommended: punctuation, grammatical and sentence construction. In addition consistency in use of abbreviation, referencing style and capitalization, and also to improve on recommendations given by the editor. Although, greatest care was taken in the editing of this document, the final responsibility for the product rests with the author.



18/06/2017

Editor's signature

Date

Dr. B. B. Chitsamatanga

Language and Writing and Editing Consultant (UFH)

Intermediate Certificate in Business English & Communication (Pitman Qualification, UK)

Further Education in Teachers Certificate (FETC, Zimbabwe)

Bachelor of Arts in English and Communication (BAECS, Zimbabwe)

Bachelor of Education (Honours)(UFH)

Master of Education (UFH)

PhD (Education)(UFH)

Cell Number : 083 755 7084

Email : chitsamatangabellitabanda@yahoo.com