

Perspectives Of University Students On The Impediments To Fathers' Capabilities To Actively Participate In Children's Early Social Development

Charity C. Okeke¹, Christian S. Ugwuanyi^{2*} & Chinedu I.O. Okeke³

¹Lecturer, School of Social Sciences and Language Education, Faculty of Education, University of the Free State, Bloemfontein, South Africa.

^{2*}Research Fellow, Faculty of Education, University of the Free State, Bloemfontein, South Africa.

³Professor, and Head, School of Education Studies, Faculty of Education, University of the Free State, Bloemfontein, South Africa.

Abstract

There is an array of literature on South African fathers' inability to be involved in the early educational development of their children. Several research efforts have been made to unravel the causes of fathers' non-participation in early childhood education, but little is known about the impediments to fathers' engagement in the child's early development both socially and educationally. Thus, this study sought the factors that impede fathers' participation in their children's early social development. This study adopted a descriptive survey research design of a quantitative research approach. The study participants comprised 300 University Students. Data were gathered using a 19-item questionnaire. To analyze the data collected, mean and analysis of variance statistics were adopted. It was revealed that lack of necessary fatherly skills, unemployment, having multiple partners, are the factors that inhibit fathers' participation in their children's early social development. It was thus, recommended that efforts should be made by both the South African government and non-governmental organizations to ameliorate the identified impediments to fathers' participation.

Keywords: Children's early social development, Fathers' capabilities to participate, Impediments, University Students

Introduction

At the launch of a new era in Early Childhood Development, research, as well as government agenda, has focused on initiatives regarding fathers' participation in family affairs (Mathwasa & Maphosa, 2018). According to Bilal et al. (2016), fathers are seen as the economic

providers in the family with little or no involvement in children's social or academic development. Ekinçi-vural and Doğan (2021) noted that schools and teachers alone cannot successfully achieve the goal of early childhood education without the active participation of fathers. Most early childhood education programs do not actively engage fathers despite the research evidence on the positive benefits of father involvement (Ancell, Bruns & Chitiyo, 2018). Accordingly, parental roles have become a topic of inquiry for scholars of family studies' (Bilal, Spigt, Czabanowska, Mulugeta, Blanco & Dinant, 2016).

A child's development encompasses all learning since it improves the ability of a child to interrelate with others (Mathwasa & Maphosa, 2018). For most parents, a child's development is conceived to be physical growth, language, literacy and numeracy acquisition (Mathwasa & Maphosa, 2018). According to Posey-Maddox (2017), parental engagement is one of the key components of educational reforms on narrowing socioeconomic disparities in children's achievement. Despite the positive impacts of fathers' involvement in the child's development, South Africa has a high prevalence of Black fathers' absence in their children's early lives (Khewu & Adu, 2015). It is evident in South Africa that young men who desire to be good fathers later realize that they do not know their fatherhood responsibilities (Okeke, 2018). Drawing on the Social Capital Theory, this study was conducted to determine the impediments to fathers' participation in children's early development.

Theoretical Framework

This study is anchored on the Social Capital Theory (Coleman, 1988). According to Coleman (1988), the family is the first social capital provider followed by the environment. Social capital is conceived as an aspect of social relationships that brings about reproductive benefits. The social capital theory posits that social relationships are instruments of the healthy development of humans. Citing an instance, educational attainment and support for children or adults can be achieved through the development of a stable family environment. Social capital assumes that family and community play significant roles to achieve the human capital development of the children. The theory emphasizes the role of family and the significance of family life in producing healthy children in society (Coleman, 1988). We adopted this theory to determine the impediments to fathers' capabilities to participate in the child's early social development. This theory has been successfully used by other researchers (Bala, Mohd & Nor, 2017; Von Otter & Sten-Åke, 2015). Von Otter and Sten-Åke (2015) opined that a very good parent-child relationship leads to enhanced social capital development. The social capital theory has been used by Bala et al. (2017) to explain how the schooling of left-behind children in Nigeria is dependent on parental involvement. A recent study by Lo, Chen, Wang, Liu, Chen and Chen (2019) used the Social Capital Theory to explore the prediction of youthful drinking behavior and problems by family social capital in late childhood and found that parents may most likely lower their children's engagement in alcohol-involved activities by monitoring children's daily activities. Using the same theory, An and Western (2019) through exploration of the association between family social capital and children's participation in extracurricular activities, found that children from more

comfortable families are more likely to participate in organized extracurricular activities than their counterparts.

Literature Review

Researchers of children matters (e.g. Lamb-Parker, Piotrkowski, Baker, Kessler-Sklar, Clark & Peay, 2001) have identified the significant roles of fathers' involvement in the early social development/education of children across the globe. Empirical evidence shows that parental involvement plays a significant role in the social development of their children, to educate them to the highest standard and to build on their knowledge of child development (National Children's Resource Centre, 2006). Father's participation in the social development of the children helps in providing adequate engagement (caregiving and play), accessibility in terms of responding to children's request, and exercising full fathers' responsibilities such as choosing children's schools, scheduling appointments with teacher among others (Diniz, Brandao, Monteiro & Verissimo, 2021). According to Morales-castillo (2021), the engagement of fathers' in the children's social development brings about proper development of the children's early behavior, especially in educational contexts. Proper cognitive development, a lesser exhibition of problem behavior as well as the development of emotional regulation by children are benefits of fathers' early engagement in the social development of children (Connor & Stolz, 2021). Fathers' participation in the social development of children leads to positive fathers' support and proper disciplining of the children (Okorn, Verhoeven & Van Baar, 2021). Promoting child development and reducing child undernutrition result from the increasing involvement of fathers in child care (Rakotomanana, Walters, Komakech, Hildebrand, Gates, Thomas et al., 2021). Fathers' experience of being more self-confident as effective parent makes them feel intrinsically more important to their children and more satisfying too (Ancell, Bruns & Chitiyo, 2018). Downer and Mendez (2010) reveal how higher levels of children's emotion regulation are associated with father involvement in childcare and home-based educational activities. For Tekin (2012), children's education of actively involved parents is normally associated with stronger cognitive, social, and emotional developments.

The social benefits of actively involved fathers with their children include not only improved academic outcomes for children but also improve fathers' wellbeing (Fleming, King & Hunt, 2014). Since the quality of father involvement influences children's development (Wilson & Prior, 2011), children with actively engaged fathers tend to have more positive physical, cognitive, and social-emotional health (Campbell, Howard, Rayford & Gordon, 2015).

According to Ball and Moselle (2016), there is always a better educational outcome for children whose fathers are involved and caring. Chaudhary (2016) states that research in United States, Brazil and Australia implicate the essential roles of fathers in the lives of their children Mncanca, Okeke and Fletcher (2016) found that positive education and social development of children are functions of fathers' early participation in children's education. According to Barnes (2016), positive outcomes in the development of children are dependent on positive fatherhood. Mathwasa and Maphosa (2018) found that fathers effectively get to

know the needs of their children and communicate with them when they give quality time to their children. The above roles of fathers' involvement in children's early education notwithstanding, the quality of fathers' involvement in South Africa is below expectations due to some unidentified factors or impediments which the present study looked at. A careful review of related empirical studies on the barriers to fathers' involvement in their children's early education/social development across the globe is provided below.

Perceptions of hostile parent-teacher interactions and students' exhibition of aggressive and disrespectful behavior in the school constitute signs of the absence of fathers' involvement (Murray, Finigan-Carr, Jones, Copeland-Linder, Haynie & Cheng, 2014). Inhibiting factors to fathers' participation in early childhood education include mothers obstructing the father-child relationship, negative remarks about fathers by mothers, and fathers' financial difficulties (Roberts, Coakley, Washington & Kelley, 2014). Structural, social, cultural, suspicion and stigma have been identified as barriers to the active engagement of fathers in their children's early development (La Placa & Corlyon, 2014). Mytton, Ingram, Manns and Thomas (2014) denote that stigma and gender issues, competing for demands on parents' time/resources, social and cultural barriers, lifestyle, low income, ethnicity, fear/suspicion of agencies, language barriers, and low literacy are some of the barriers to fathers' capabilities of active involvement in the early child's development. It is disclosed by Makusha and Richter (2016) that cultural gatekeeping, as well as non-payment of *inhlawulo*, constitute barriers to father involvement in their children's early development.

The above authors are not alone in exposing factors behind barriers to father involvement in their children's early development factors such as being busy with work, lack of knowledge, traditional beliefs, and financial constraints as (Bilal et al., 2016), lack of statutory paternity leave (Froning, 2016), lack of good parental role models, lack of proper management of work and family and low self-esteem (Aldoney & Cabrera, 2016), experiences of racism and marginalization (Posey-Maddox, 2017), masculine stereotypes, lack of skills by childhood professionals, inadequate opportunities among others (Rominov, Rominov, Giallo, Pilkington & Whelan, 2018) and excessive abuse of alcohol, keeping multiple partners, unemployment and poverty (Okeke, 2018) are some of the impediments to fathers' capabilities in engaging in the child's early development.

Last in the issue of factors behind barriers to father involvement in their children's early development is teachers' lack of professional knowledge of how to initiate and implement partnership programs that will actively engage fathers in their children's education (Epstein, 2018), individual parent and parent-teachers, child factors, parent-teacher factors, societal factors (Hornby & Blackwell, 2018), poverty, fear of responsibility, lack of commitment (Mathwasa & Maphosa, 2018), domination of female presence in a childhood education setting, time educational background of the father (Rahmah, 2019) impede their capabilities to participate in their children's development. In Iran, Firouzan, Noroozi, Farajzadegan and Mirghafourvand (2019) found that the barriers to men's participation in children's care are cultural, personal, interpersonal, health issues, and low socio-economic status. It goes to show that fathers' experience of huge crises as well as the social system that immensely stereotypes men limit their involvement in the child's early development (Okeke, 2018).

Gaps in literature

The review of related literature on the impediments to fathers' capabilities in engaging in their children's early development are numerous. However, the reviewed literature lacked information on the impediments fathers face in participating in the early education of their children in the South African context. Secondly, none of the studies reviewed was conducted within the quantitative research approach. Thirdly, no such studies have used male university undergraduate students to explore the challenges faced by fathers in participating in the early education of their children. These point to the reality that there is a scarcity of studies conducted within the South African context providing significant challenges in the participation of fathers in the early education of their children. It is for this reason that this study comes to the fore.

This study is aimed at filling the gaps for further studies on the impediments to fathers' capabilities in engaging in children's early development in South Africa as perceived by University Students .

Methodology

Research Approach and Design

With epistemological roots in positivism (Creswell & Plano Clark, 2018; De Vos, Strydom, Fouché & Delpont, 2018; Delpont & Fouché, 2018), a structured, quantitative research approach (Bryman, 2016; Cohen, Manion & Morrison, 2018; Polit & Beck, 2020) with pre-determined objectives (Cohen et al., 2018; Creswell & Plano Clark, 2018; Salkind, 2019) was the approach adopted for this study. Epistemological roots in positivism imply that knowledge is acquired as a result of our interaction with sensory experiences of the world otherwise known as empiricism which results in positivism. Thus, research in this context is conceptualized as a basis for making knowledge claims. Positivism is commonly associated with the quantitative research approach. This approach was used because it relies on big sample sizes (Bless, Higson-Smith & Sithole, 2018; Leedy & Ormond, 2020; Wild & Diggines, 2015), it was able to generate findings and generalize from the sample (Creswell, 2017; Fouché & Delpont, 2018; Li, Lipping & Khan, 2018; Walliman, 2018). The study adopted a descriptive survey research design which allowed the researchers to survey the opinions of University Students on the study aims using a sample of the students' population. This design has been used by Okeke, Ugwuanyi and Mufutau (2020), Okeke, Okeke and Ugwuanyi (2020), Okeke et al. (2020), Eze et al. (2020), Okenyi et al. (2021), Ugwuanyi et al. (2020), Ezema et al. (2021), Ezeaku et al. (2021), Okenyi et al. (2022), Agbo, Ugwuanyi et al. (2022), Agbo et al (2022) in similar studies.

Participants

The study participants comprised 300 University Students sampled from a population of University Students in the Faculty of Education of one Eastern Cape-based University. The sample was drawn across the different levels of study through the use of a simple random sampling technique. Specifically, a number was assigned to every undergraduate student in the Faculty of Education of the sampled University and a random number generator was used

to select 300 numbers that represented the sampled participants. Table 1 showed the demographic characteristics of the participants.

Table 1 Demographic characteristics of the participants

Variable	Frequency	Percent (%)
Gender		
Male	128	42.7
Female	172	57.3
Age		
28-25 years	150	50.0
26-30 years	61	20.3
31-35 years	48	16.0
Above 35 years	41	13.7
Race		
Black	234	78.0
White	41	13.7
Coloured	20	6.7
Indian	5	1.7
Marital Status		
Married	59	19.7
Single	207	69.0
Divorced	34	11.3

Instrument for Data Collection

A 19-item questionnaire titled “factors hindering fathers participation questionnaire” and structured on a 5-point Likert Scale was administered to the 300 respondents. The questionnaire items were developed by the researchers through an extensive literature review on the subject matter. Examples of the questions on the questionnaire are lack of a close relationship between men and the mother of the children, failed relationships, too much consumption of alcohol, lack of work opportunities, neglect of fathers’ responsibilities due to workload among others. This assisted us to get factual knowledge about respondents’ attitudes (McNabb, 2018), opinions (Li et al., 2018), and feelings (McMillan & Schumacher, 2014) about the phenomena under study. The questionnaire was distributed to the study respondents by email (Dane, 2018), face-to-face (Dewis, 2018), and telephonically via interviews (Nardi, 2018).

Instrument Validity and Reliability

Face validation of the instrument was performed by instrument development experts. The instrument was modified based on the comments of the experts. After that, an internal consistency reliability index of 0.82 was obtained using Cronbach’s alpha method.

Data collection procedure

At the first, the researchers sought ethical approval for the conduct of the research through the researchers’ University committee on research ethics. Such approval was granted

accordingly which enabled the researchers to gain access to the sampled university for the administration of the copies of the questionnaire. On the spot administration and retrieval of the copies of the questionnaire were adopted for the data collection. Thus, the sampled participants were given the questionnaire items to respond to within 20 minutes after which the completed copies were retrieved from them and packaged for data analysis.

Analyses

To analyze the data, mean and analysis of variance statistics were adopted to answer the research questions and test the null hypotheses at a 5 percent probability level.

Results

The results were presented based on the following main research question for the study: What are the impediments to fathers' capabilities to participate in their children's early social development?

Table 2 Mean analysis of the ratings of the students on the impediments to fathers' capabilities to participate in their children's early social development

n = 300

Item statement	Mean	Std. Deviation	Remarks
1. Lack of money	3.51	1.40	Impediment
2. Some fathers work and come back very late and tired	3.87	1.17	Impediment
3. Lack of necessary fatherly skills	3.40	1.31	Impediment
4. Unemployment	3.70	1.28	Impediment
5. Having multiple partners	3.86	1.15	Impediment
6. Lack of a close relationship between men and the mother of the children	4.08	.97	Impediment
7. Failed relationships	3.92	1.11	Impediment
8. Too much consumption of alcohol	3.49	1.23	Impediment
9. Lack of work opportunities	3.48	1.32	Impediment
10. Neglect of fathers' responsibilities due to workload	3.43	1.31	Impediment
11. Health issues	3.31	1.30	Impediment
12. Lack of close relationship between the father and his child	3.86	1.14	Impediment
13. Too much observation of the rights of children	3.01	1.34	Impediment
14. Divorce and separation	3.44	1.29	Impediment
15. Some fathers' engagement in criminal activities	3.69	1.22	Impediment
16. Children staying with their mothers without their father	3.44	1.25	Impediment
17. Lack of financial resources	3.14	1.41	Impediment
18. Poor education	3.17	1.39	Impediment
19. Lack of father-child relationship skills	3.28	1.34	Impediment
Cluster Mean	67.13	10.86	Impediment

Table 2 shows that the University Students agreed to the statements of items 1 to 19 as the impediments to fathers' capabilities to participate in their children's early social development. Thus, lack of money, overworking by some fathers, lack of fatherly skills, unemployment, having multiple partners, lack of close relationship between men and the mother of the children, high consumption of alcohol by fathers, lack of work opportunities, illiteracy, involvement in criminal activities, health issues, lack of cordial relationships at home, among others, limit fathers' abilities to engage in children's early social development.

As we assume that race and age are the main impediments to fathers' capabilities to participate in their children's early social development, we put forth the following hypotheses:

H₀₁: University Students' views on the impediments to fathers' capabilities to participate in their children's early social development will not differ by race.

Table 3 Mean analysis of the ratings of the students' views on impediments to fathers' capabilities to participate in their children's early social development based on their race

Race	n	Mean	Std. Deviation	Std. Error
Black	234	66.92	10.88	.71
White	41	69.46	10.57	1.65
Coloured	20	64.70	10.81	2.41
Indian	5	67.60	12.73	5.69
Total	300	67.13	10.86	.62

Table 3 showed that University Students of black origin had mean rating of ($M = 66.92$, $SD = 10.88$, $SE = .71$), white students had mean rating of ($M = 69.46$, $SD = 10.57$, $SE = 1.65$), coloured students had mean rating of ($M = 64.70$, $SD = 10.81$, $SE = 2.41$), while those of the Indian students are ($M = 67.60$, $SD = 12.73$, $SE = 5.69$). This shows that white students had the highest mean rating, followed by Indian students. However, the standard deviation (SD) of 12.73 and standard error (SE) of 5.69 for the mean rating of the Indian students show that there is a high variation in the individual ratings of the Indian students on the items than the other students.

Table 4 shows how the views of University Students on the impediments to fathers' capabilities to participate in their children's early social development will not differ by race.

Table 4 Analysis of variance for the difference in the mean ratings of the students' views based on the race

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	352.456	3	117.485	.995	.395
Within Groups	34942.211	296	118.048		
Total	35294.667	299			

Table 4 reveals that there was no significant racial difference concerning the University Students' views on the impediments to fathers' capabilities to participate in their children's early social development, $F(3, 296) = .995, p = .395$. Thus, the null hypothesis was not rejected, meaning that the respondents had similar views on the impediments to fathers' capabilities to engage actively in their children's early social development irrespective of their racial inclination.

Ho₂: University Students' Views on the Impediments to Fathers' Capabilities to Participate in Their Children's Early Social Development Will not Differ by Age

Table 5 Mean analysis of the ratings of the students' views on impediments to fathers' capabilities to participate in their children's early social development based on their age

Age	n	Mean	Std. Deviation	Std. Error
20-25 years	150	66.32	10.75	.87
26-30 years	61	67.31	11.16	1.42
31-35 years	48	67.33	11.06	1.59
Above 35 years	41	69.60	10.57	1.65
Total	300	67.13	10.86	.62

Table 5 shows that students aged 20-25 years had mean of ($M = 66.32, SD = 10.75, SE = .87$), students aged 26-30 years have mean of ($M = 67.31, SD = 11.16, SE = 1.42$), students aged 31-35 years had mean of ($M = 67.33, SD = 11.06, SE = 1.59$) and students of 35 years and above had mean of ($M = 69.60, SD = 10.57, SE = 1.65$). This shows that the students who are above 35 years of age have the highest mean rating, followed by the students aged 31-35 years.

Table 6 shows how the views of University Students on the impediments to fathers' capabilities to participate in their children's early social development will not differ by age.

Table 6 Analysis of variance for the difference in the mean ratings of the students' views based on the age

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	354.522	3	118.174	1.001	.393
Within Groups	34940.145	296	118.041		
Total	35294.667	299			

Table 6 reveals that there is no significant age difference in terms of University Students' views on the impediments to fathers' capabilities to participate in their children's early social development, $F(3, 296) = 1.001, p = .393$. Thus, the null hypothesis was not rejected, meaning that the University Students' views on the impediments to fathers' capabilities to participate in their children's early social development irrespective of their age are the same.

Discussion

This study sought to establish the impediments to fathers' capabilities to participate in their children's early social development. The study has ascertained that lack of money, overworking, lack of fatherly skills, unemployment, having multiple partners, high consumption of alcohol by fathers, lack of work opportunities, illiteracy, involvement in criminal activities, health issues, lack of cordial relationships at home, among others, are such impediments. Buttressing these findings, Ekinci-vural and Doğan (2021) found that fathers' multiple children in the family, absence in classroom activities, unwillingness to do the homework, none participation in seminars constitute impediments to their active engagement in their children's social development. These findings are consistent with findings from other countries (Aldoney & Cabrera, 2016; Bilal et al., 2016; Epstein, 2018; Firouzan et al., 2019; Froning, 2016; Hornby & Blackwell, 2018; Makusha & Richter, 2016; Mathwasa & Maphosa, 2018; Okeke, 2018; Posey-Maddox, 2017; Rahmah, 2019; Rominov, Giallo & Whelan, 2016 as cited in Rominov et al., 2018).

Several barriers inhibit fathers' capabilities in participating in their children's early development. Such barriers related to lack of good parental role models, proper management of work and family and exhibition of low self-esteem (Aldoney & Cabrera, 2016), lack of statutory paternity leave (Fening, 2016), teachers' lack of professional knowledge of how programs and implement partnership programs that will actively engage fathers in their children's education (Epstein, 2018) and poverty, fear of responsibility, and lack of commitment (Mathwasa & Maphosa, 2018).

According to Firouzan et al. (2019), in Iran, barriers to men's participation in children's care are cultural, personal, and interpersonal factors. Other factors that impede fathers' capabilities to participate in their children's early development include individual parent and family barriers; child factors; parent-teacher factors; and societal factors, constitute impediments to fathers' involvement in their children's early development (Hornby & Blackwell, 2018).

Other scholars (Makusha and Richter, 2016; Okeke, 2018; Posey-Maddox, 2017; Rahmah, 2019; Rominov et al., 2018) have found out that there are barriers to father involvement. For Makusha and Richter (2016), cultural gatekeeping, as well as non-payment of *inhlawulo*, constitute barriers to father involvement. Okeke's (2018) findings are that of fathers' experience of huge crises as well as the social system that immensely stereotypes men are impediments to their ability to participate in the socio-education development of their children. Besides, excessive abuse of alcohol, keeping multiple partners, unemployment, poverty among others were some of the main crises constraining fathers' participation in children's early childhood development (Okeke, 2018). Posey-Maddox (2017) found that experiences of racism and marginalization are some of the impediments to fathers' capabilities in engaging in their children's early development. A revelation by Bilal et al. (2016) is that the common impeding factors to fathers' involvement in child care include being busy with work, lack of knowledge, traditional beliefs, and financial constraints. According to Rominov et al. (2016), as cited in Rominov et al. (2018), the barriers to fathers' engagement in early child care include masculine stereotypes, health professionals' lack of skill, few opportunities for men to relate to other males among others.

Contributions of the finding to knowledge

This research finding has become the first in the South African context to showcase the impediments fathers face in participating in the social development of their children, using male undergraduate students as study participants. Before this research, no such research has been conducted in South Africa. Thus, this finding has contributed to the development of early childhood care and education in South Africa by empirically identifying the reasons for fathers' inability to participate actively in their children's early social development.

Implications of the finding

This finding has implications on fathers' participation in the early social development of their children as well as children's total early educational development. The finding implies that fathers cannot effectively participate in their children's early social development if the identified challenges are not properly handled. Moreover, when fathers are not actively involved in their children's early social development, the children's overall early education development will be distorted. This implies that children cannot develop very well at their early stage of education without fathers' active participation.

Conclusion and Recommendations

The above findings point to the fact that several factors inhibit fathers' capabilities in participating in their children's early development. Some studies have made recommendations, but the government agencies have not taken many actions. The findings of this current study, therefore, implicate the government policy on early childhood care and education in South Africa. This implies that the South African government needs to expedite action on early childhood care and education policy statements on the active intervention strategies to engage fathers in their children's early development. Apart from the South African government, non-governmental organizations, the education system, and local governments should also take responsibility for fathers to participate in the social development of the child. Non-government organizations need to design appropriate orientation programs for fathers' active engagement in the early education of their children. The education system itself through the help of various education stakeholders needs to fashion out education campaign programs that can propagate early positive fatherhood. At the local government level, efforts should be made by the area and zonal inspectors of education in ensuring that fathers are properly intimated about the progress of the children at schools. It was also recommended that fathers should be allowed to be part and parcel of the decision-making process of their children's school activities. These will help to overcome the identified impediments that have been revealed in the foregoing.

Limitations of the Study

Despite that the findings of this study have provided enough information on the fathers' impediments in participating in the social development of their children, the findings may have been affected by some limiting factors. A survey study normally involves a large sample size, but due to some limiting factors during the conduct of this research, the researchers limited the sample size to 300 faculty of education Library and Information Science

University Students . This may not be a good representation of the entire population of the study. Readers should therefore be careful of generalizing the findings of this study to the entire population. Also, the non-inclusion of fathers in this research may pose a limitation to the findings.

Thus, areas of future research include replicating the study in various parts of South Africa using a larger sample size. Also, this study can be replicated by using both undergraduate students and their fathers as the study participants instead of using only the students.

Acknowledgments

The researchers acknowledge all the University Students who participated in the research for their active participation which is evidenced in the outcome of this research. Also, **Dr. Christian S. Ugwuanyi** is appreciated for his correspondence role for this research.

References

- Agbo AD, Ugwuanyi CS, & Ekere OR 2022. Sources of library information needs for climate change adaptation among rural farmers in South Eastern Nigeria. *Library Philosophy and Practice* (e-journal). 6959. <https://digitalcommons.unl.edu/libphilprac/6959>
- Agbo AD, Ugwuanyi CS, Ekere OR & Idoko N. 2022. Extent of Provision Of Library Information For Climate Change Adaptation Among Rural Farmers in Nigeria. *Library Philosophy and Practice* (e-journal). 6958. <https://digitalcommons.unl.edu/libphilprac/6958>
- Aldoney D & Cabrera NJ 2016. Raising American Citizens: Socialization Goals of Low-Income Immigrant Latino Mothers and Fathers of Young Children. *Journal of Child and Family Studies*, 25(12):3607–3618. <https://doi.org/10.1007/s10826-016-0510-x>
- An W & Western B 2019. Social capital in the creation of cultural capital: family structure, neighborhood cohesion, and extracurricular participation. *Social Science Research*, 81:192-208.
- Ancell KS, Bruns DA & Chitiyo J 2018. The importance of father involvement in early childhood programs. *Young Exceptional Children*, 21(1), 22-33. <https://doi.org/10.1177/1096250615621355>
- Bala M, Mohd RB & Nor AAR 2017. Does family's social capital affects parental involvement in the schooling of left behind children? Empirical Evidence from Niger State, Nigeria. *Journal of Economics and Development Studies*, 5(2):57-67. <https://doi.org/10.15640/jeds.v5n1a6>
- Ball J & Moselle S 2016. Aboriginal fathers in Canada. In JL Roopnarine (ed). *Father – paternity*. Syracuse, NY: UNICEF.
- Barnes CC 2016. The Relationship between male Involvement in early childhood education and student academic achievement. PhD dissertation. Minneapolis, MN: Walden University. Available at <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=3888&context=dissertations>. Accessed 17 September 2020.

- Bless C, Higson-Smith C & Sithole SL 2018. *Fundamentals of social research methods: An African perspective* (4th ed). Cape Town: Juta.
- Bryman A 2016. *Social research methods*. Oxford: Oxford University Press.
- Bilal S, Spigt M, Czabanowska K, Mulugeta A, Blanco R & Dinant G 2016. Fathers' Perception, Practice, and Challenges in Young Child Care and Feeding in Ethiopia. *Food and Nutrition Bulletin*, 37(3):329–339. <https://doi.org/10.1177/0379572116654027>
- Campbell CA, Howard D, Rayford BS & Gordon DM 2015. Fathers matter: Involving and engaging fathers in the child welfare system process. *Children and Youth Services Review*, 53:84–91. <https://doi.org/10.1016/j.childyouth.2015.03.020>
- Chaudhary N 2016. Fathers. In JL Roopnarine (ed). *Father – paternity*. Syracuse, NY: UNICEF.
- Cohen L, Manion L & Morrison K 2018. *Research methods in education*. London: Routledge.
- Coleman JS 1988. Social capital in the creation of human capital. *American Journal of Sociology*, 94(Suppl.):95-120. <https://doi.org/10.1016/j.jsp.2017.04.002>
- Connor LA & Stolz HE 2021. Child Development Knowledge and Father Engagement: The Mediating Role of Parenting Self-efficacy. *Journal of Family Issues*, 0192513X21994628.
- Creswell JW 2017. *Research design: Qualitative and quantitative and mixed methods approaches*. Los Angeles: SAGE.
- Creswell JW 2014. *Research design: Quantitative and qualitative mixed methods approaches* (4th ed). Thousand Oaks, CA: Sage.
- Creswell J & Plano CV 2018. *Designing and conducting mixed methods research*. California: SAGE.
- Delpont CSL & Fouché CB 2018. Mixed methods research. In AS De Vos, H Strydom, CB Fouché & CSL Delpont (eds). *Research at grassroots for the social sciences and human service professionals*. Pretoria: Van Schaik.
- De Vos AS, Strydom H, Fouché CB & Delpont CSL 2018. Research at grassroots level for the social sciences and human service professionals. Pretoria: van Schaik.
- Diniz E, Brandao T, Monteiro L & Verissimo M 2021. Father involvement during early childhood: A Systematic Review of the Literature. *Journal of Family Theory & Review*, 13:77–99 77. DOI:10.1111/jftr.1241
- Downer JT & Mendez JL 2010. Early Education & Development African American Father Involvement and Preschool Children's School Readiness. *Early Education & Development*, 92(89):37–41. <https://doi.org/10.1207/s15566935eed1603>
- Epstein JL 2018. *School, family, and community partnerships: Preparing educators and improving schools* (2nd ed). New York, NY: Routledge. <https://doi.org/10.4324/9780429494673>
- Ekinci-Vural D & Dogan-Altun Z 2021. Parental Involvement in Early Childhood Classrooms: Turkish Teachers' Views and Practices. *African Educational Research Journal*, 9(1), 60-68. <https://doi.org/10.30918/AERJ.91.20.208>

- Eze,KO, Ugwuanyi CS & Okeke CIO 2020. Extent of the Upper Basic Education French Language Curriculum Content-Delivery with Technologies in Nigerian Secondary Schools. *International Journal of Mechanical and Production Engineering Research and Development (IJMPERD)*, 10(4): 311-318. <https://doi.org/10.24247/ijmperdaug202027>
- Ezema VS, Okenyi EC & Ugwuanyi CS 2021. Assessment of the extent of community involvement in the funding of primary schools in Enugu State, Nigeria: Implications for further research. *International Journal of Mechanical and Production Engineering Research and Development*, 10 (1), 91-98. <http://www.tjprc.org/publishpapers/2-67-1611554947-8IJMPERDFEB20218.pdf>
- Ezeaku FN, Onu EA, Agu PU, Edikpa EC, Nwafor BN, Ozioko AN & Ugwuanyi CS 2021. Appraisal of quality assurance measures in the management of secondary schools and its implication on science, technology, engineering and mathematics education. *International Journal of Mechanical and Production Engineering Research and Development*, 10 (1), 159-170. <http://www.tjprc.org/publishpapers/2-67-1612434030-IJMPERDFEB202115.pdf>
- Firouzan V, Noroozi M, Farajzadegan Z & Mirghafourvand M 2019. Barriers to men's participation in perinatal care: A qualitative study in Iran. *BMC Pregnancy and Childbirth*, 19(1):1–9. <https://doi.org/10.1186/s12884-019-2201-2>
- Fleming J, King A & Hunt T 2014. Just call me dad: Health and social benefits to fathers and their children. *Children Australia*, 39(1):34–41. <https://doi.org/10.1017/cha.2013.35>
- Froning JF 2016. From Provider to Carer : Identifying Opportunities and Challenges of the New South African Fatherhood.
- Hornby G & Blackwell I 2018. Barriers to parental involvement in education: an update. *Educational Review*, 70(1):109–119. <https://doi.org/10.1080/00131911.2018.1388612>
- Khewu N & Adu EO 2015. Black Fathers' Involvement in the Early Education of Their Children and Associated Factors: South African Context. *Journal of Social Sciences*, 42(1–2):1–9. <https://doi.org/10.1080/09718923.2015.11893388>
- La Placa V & Corlyon J 2014. Barriers to inclusion and successful engagement of parents in mainstream services: Evidence and research. *Journal of Children's Services*, 9(3):220–234. <https://doi.org/10.1108/JCS-05-2014-0027>
- Lamb-Parker F, Piotrkowski CS, Baker AJL, Kessler-Sklar S, Clark B & Peay L 2001. Understanding barriers to parent involvement in Head Start: A research-community partnership. *Early Childhood Research Quarterly*, 16(1):35–51. [https://doi.org/10.1016/S0885-2006\(01\)00084-9](https://doi.org/10.1016/S0885-2006(01)00084-9)
- Leedy PD & Ormond JE 2020. *Practical research: Planning and design*. New Jersey: Prentice Hall.
- Li W, Lipping P & Khan Q 2018. *Research methods in education*. London: SAGE.
- Lo Y, Chen W, Wang I, Liu C, Chen WJ & Chen C 2019. Family and school social capitals in late childhood predict youthful drinking behaviors and problems. *Drug and Alcohol Dependence*, 204:107482.

- Makusha T & Richter L 2016. Gatekeeping and its impact on father involvement among Black South Africans in rural KwaZulu-Natal. *Culture, Health and Sexuality*, 18(3):308–320. <https://doi.org/10.1080/13691058.2015.1083122>
- Mathwasa J 2018. Factors Hindering Men’s Capabilities to Actively Participate in the Early Social Development of Children: A Qualitative Approach. *The Anthropologist*, 32(1–3):58–69. <https://doi.org/10.31901/24566802.2018/32.1-3.2000>
- Mncanca M, Okeke CIO & Fletcher R 2016. Black fathers’ participation in early childhood development in South Africa: What do we know? *Journal of Social Sciences*, 46:202–213.
- Morales-castillo M 2021. Family Contributions to School Performance of Adolescents : The Role of Fathers’ Perceived Involvement. 45. <https://doi.org/10.1177/0192513X21994143>
- Murray KW, Finigan-Carr N, Jones V, Copeland-Linder N, Haynie DL & Cheng TL 2014. Barriers and facilitators to school-based parent involvement for parents of urban public middle school students. *SAGE Open*, 4(4). <https://doi.org/10.1177/2158244014558030>
- Mytton J, Ingram J, Manns S & Thomas J 2014. Facilitators and Barriers to Engagement in Parenting Programs: A Qualitative Systematic Review. *Health Education and Behavior*, 41(2):127–137. <https://doi.org/10.1177/1090198113485755>
- National Children’s Resource Centre (Ireland) 2006. *Parental involvement : a handbook for childcare providers*.
- Okeke CIO 2018. Crises impacting South African men’s participation in early socio-education development of children and possible useful interventions. *South African Journal of Psychology*, 48(4):476–487. <https://doi.org/10.1177/0081246317729572>
- Okeke CIO, Ugwuanyi CS & Mufutau MA 2020. Stakeholders’ Views on Engaging Fathers in Early Childhood Care and Education. *Journal of Human Ecology*, 71(1-3): 177-186. <https://doi.org/10.31901/24566608.2020/71.1-3.3233>
- Okeke CIO, Okeke CC & Ugwuanyi CS 2020. Intervention strategies that can support young adults’ transition into positive fatherhood: implications for Science, Technology, Engineering and Mathematics Education. *International Journal of Mechanical and Production Engineering Research and Development (IJMPERD)*, 10(3):8585–8596. <https://doi.org/10.24247/ijmperdjun2020816>
- Okenyi EC, Ugwuanyi CS, Ezema VS, & Ngwoke AN. 2022. Enhancing Learners’ Motivation and Academic Achievement in Basic Science Using Printed Library Resources. *Library Philosophy and Practice (e-journal)*. 7010. <https://digitalcommons.unl.edu/libphilprac/7010>
- Okorn A, Verhoeven M & Van Baar A 2021. The Importance of Mothers’ and Fathers’ Positive Parenting for Toddlers’ and Preschoolers’ Social-Emotional Adjustment. *Parenting*, 1-24.
- Polit DF & Beck CT 2020. *Nursing research: Generating and assessing evidence for nursing practice*. Philadelphia: Wolters Kluwer.

- Posey-Maddox L 2017. Schooling in suburbia: the intersections of race, class, gender, and place in black fathers' engagement and family-school relationships. *Gender and Education*, 29(5):577–593. <https://doi.org/10.1080/09540253.2016.1274389>
- Rahmah F 2019. Fathers' involvement in early childhood education in indonesia. In *International Conference on Early Childhood Education and Parenting 2009 (ECEP 2019)*. Atlantis Press.
- Rakotomanana H, Walters CN, Komakech JJ, Hildebrand D, Gates GE, Thomas DG, ... & Stoecker BJ 2021. Fathers' involvement in child care activities: Qualitative findings from the highlands of Madagascar. *Plos one*, 16(3), e0247112.
- Roberts D, Coakley TM, Washington TJ & Kelley A 2014. Fathers' Perspectives on Supports and Barriers That Affect Their Fatherhood Role. *SAGE Open*, 4(1). <https://doi.org/10.1177/2158244014521818>
- Rominov H, Giallo R, Pilkington PD & Whelan TA 2018. Getting help for yourself is a way of helping your baby: Fathers' experiences of support for mental health and parenting in the perinatal period. *Psychology of Men and Masculinity*, 19(3):457–468. <https://doi.org/10.1037/men0000103>
- Rominov H, Giallo R & Whelan TA 2016. Fathers' postnatal distress, parenting self-efficacy, later parenting behavior, and children's emotional-behavioral functioning: A longitudinal study. *Journal of Family Psychology*, 30(8):907-917. <https://doi.org/10.1037/fam0000216>
- Salkind NJ 2019. *Exploring research*. London: Pearson.
- Squelch J 1991. *Teacher training for multicultural education in a multicultural society*. MEd dissertation. Pretoria, South Africa: University of South Africa. Available at <http://abc.cardiff.ac.uk/login?url=https://search.proquest.com/docview/1833185873?accountid=9883> Accessed 17 September 2020.
- Tekin AK 2012. Father involvement in early childhood education. Paper presented at the International Conference on Educational Research, Bangkok, Thailand, 8-9 September.
- Ugwuanyi CC, Nwachukwu WC, Ugwuanyi CS, Okeke CIO, Nworgu BG, Nwoye MN, Odo IO, Okeke AM, Inweregbuh OC, Osakwe IJ & Idoko JU 2020. Perceived Impact of the Use of Internet Resources on Undergraduate Students' Academic Achievement in Mathematics: Implication for Physics and Engineering Teaching. *International Journal of Mechanical and Production Engineering Research and Development (IJMPERD)*, 10(4), 359-368. <http://dx.doi.org/10.24247/ijmperdaug202031>
- Von Otter C & Sten-Åke S 2015. Social capital, human capital and parent-child relation quality: interacting for children's educational achievement? *British Journal of Sociology of Education*, 36(7):996-1016, <https://doi.org/10.1080/01425692.2014.883275>
- Walliman N 2018. *Research methods: The basics* (2nd ed). London: Routledge.
- Wild J & Diggins C 2015. *Marketing research* (3rd ed). Cape Town: Juta.
- Wilson KR & Prior MR 2011. Father involvement and child well-being. *Journal of*

Paediatrics and Child Health, 47(7):405–407. <https://doi.org/10.1111/j.1440-1754.2010.01770.x>