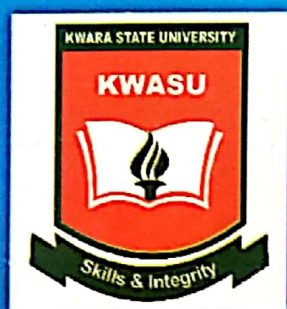
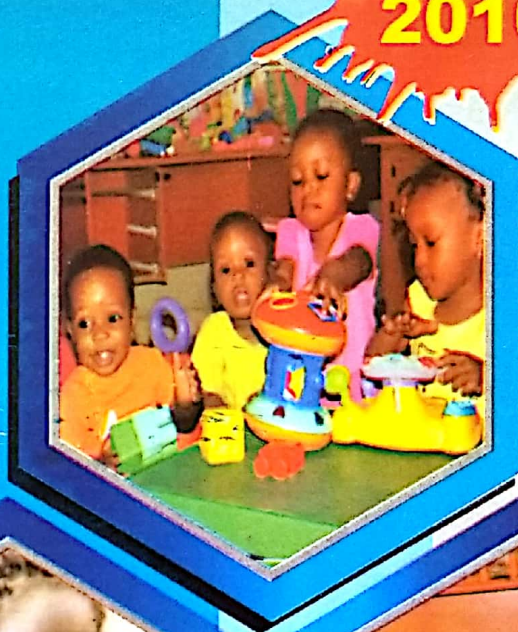


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Foreword from the Desk of Editor-In-Chief

Dear Readers,

Welcome to Volume Five (5) of the Journal of Early Childhood and Primary Education (JECPE). The theme for this edition is entitled: "Strengthening Childhood Education Programmes: Implication for sustainability." The Journal is published by the Department of Early Childhood/Primary Education, College of Education, Kwara State University, Malete, Kwara State, Nigeria.

In a time of high technological advancement, progressing globalization, and numerous changes in the field of early childhood and primary education, it is imperative to communicate research results to a broad practitioner audience, to strengthening the dynamic and ever growing the field of early childhood/primary education, and for its national and international sustainability. The articles presented in this edition, will surely enhance that!

In our fifth edition, we include voices from the field out of our fundamental conviction that scholarship in education is furthered by collaboration among researchers and practitioners. It is our fundamental belief that research continually supports effective pedagogy as an important and successful scientific way of learning in the field of early childhood and primary education, and that our journal can help to further applied research and scholarship in this growing field. We also believe that all stakeholders in early childhood/primary education can make important contributions to the expanding knowledge-base in the field. To this end, all articles are blind-reviewed. Also, the JECPE features scholarly research papers evaluated for publication under standards suitable for traditional research journals.

I would like to take this opportunity to thank the contributing authors and the referees. I would also like to invite all interested researchers in the areas of early childhood and primary education, as well as teacher education to send their contributions. In the meantime, we hope you enjoy and learn from this issue of the Journal of Early Childhood and Primary Education! I wish you all the best, and I look forward to another challenging year in 2017. 'Onward Early Childhood Educators/Practitioners.'

Professor Olaiya E. Aina

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FATHERS' INVOLVEMENT IN THEIR CHILDREN'S EDUCATION IN ILORIN SOUTH LOCAL GOVERNMENT AREA OF KWARA STATE

Ahmed Tijani Ayinla

Abstract

Policy makers and educators agree that family involvement in children's lives is closely linked to children's school success. For several decades, researchers in children's issues have tended to focus on mothers and children. In a similar vein, many federal agencies and programs have also focused almost exclusively on mothers and their children leaving out the aspect of that of the fathers in which this study addressed. It adopted a descriptive survey design type. The sample consisted of 200 randomly selected fathers in the area of study. A researcher designed questionnaire titled; Fathers' Questionnaire on Fathers' Involvement in Children's Education (FQFICE) was used to elicit responses from the respondents. The questionnaire was face and content validated by experts in early childhood education in kwara state and a test-re-test was thereafter conducted to ascertain the validity of the questionnaire. The result revealed that although fathers were involved in their children's education but they were more involved in the financial aspect than the non-financial aspects. It was therefore recommended that fathers should pay attention to the non-financial aspect and exhibit cordial relationship with their children and show more interest in their children's school activities.

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Keywords: Fathers Involvement, Children's Education.

Introduction

Children of today need to be prepared for the vastly complex and rapidly changing world of tomorrow. This calls for an integrated and meaningful educational system. The nation's future, its prosperity or poverty, strengths or weaknesses depends on the care with which the character and habits of the children are built up. Young children's education is the most impressionable education in life; whatever is learnt at this stage gets so deeply in a child that it becomes difficult to change later on, hence early stimulation and education enrichment can promote creativity in young children.

Home, school and surroundings are the factors, which influence the child's life most strongly during this formative year (Aparajita & Rita, 2002). Home and school need to work together for proper understanding of each other, guiding the children co-operatively for better welfare of the children. The benefits of parental involvement in a child's education have long been recognised. Parents play a crucial role in influencing the aspirations and achievements of their children (Peters, Seeds,

Goldstein, and Coleman, 2008). Research suggests that parenting appears to be the most important factor associated with educational achievement at age 10, which in turn is strongly associated with achievement in later life (Every Child Matters, 2003 in Peters, Seeds, Goldstein, and Coleman, 2008). The role of fathers in children's lives varies over time and across cultures (Lamb, 1997). During the colonial period, fathers were the primary parent and had ultimate say in matters of the child; in the rare case of divorce, the law awarded custody to the father (Demos, 1986). As the primary parent, fathers had multiple roles: provider, moral overseer, disciplinarian, companion, and teacher, to name a few. Although mothers were responsible for the day-to-day care of children, especially young children, they were assumed to be too emotional and too indulgent to properly raise children (Demos, 1986). The advent of urbanization and industrialization in the 19th century redefined the roles of mothers and fathers. The role of fathers became predominantly that of "provider," while the role of mothers expanded in some respects and narrowed in others. Mothers became the parent with primary responsibility for children, including their moral development, and for ensuring the smooth operation of the household (Demos, 1986). As "homemaker" mothers became increasingly isolated from life outside the family. The contributions that she had previously made to the economic well-being of the family through such activities as assisting in the raising of crops, weaving, and the production of household goods decreased (Scott & Tilly, 1975). Surveyed in 2007, mothers are more likely than fathers to say that they felt 'very involved' in their child's education 53% compared to 45% (Peters, Seeds, Goldstein, & Coleman, 2008).

In recent decades, shifts in our society are once again transforming the roles of fathers and mothers. The entry of a large number of mothers into the labour force has contributed to a marked decline in the strict gender division of labour within a family to an arrangement where the roles of mothers and fathers overlap to a great extent (Furstenberg, 1988). Nowadays, fathers, like mothers, have multiple roles: provider, protector, nurturer, companion, disciplinarian, teacher, and instiller of societal norms to name just a few (Lamb, 1997; Marsiglio, 1993). Researchers are in agreement that mothers and fathers interact differently with their children (Parke, 1995). Fathers spend proportionately more time playing with their children, while mothers spend a greater proportion of their total time with their children in caretaking activities (Lamb, 1986). Because mothers spend a greater amount of time overall with their children, they may actually spend more time playing with them than do fathers, yet caretaking is still what best characterizes their time, while play best characterizes the fathers' overall time with their children. Fathers and mothers also play differently with their children, with fathers much more likely to be rough and tumble (Parke, 1995; Hetherington & Parke, 1993). Summarizing a wide range of studies, Parke 1995 concluded, Fathers are tactile and physical and mothers tend to be verbal, didactic, and toy mediated in their play. Clearly, infants and young children experience not only more stimulation from their fathers, but a qualitatively different stimulatory pattern. It is not only fathers' stimulation of their children, however, that influences them. Radin

(1981), in her review of the importance of fathers to children's lives, concluded that there are many channels through which a father may influence his children's cognitive development, including "through his genetic background, through his manifest behaviour with his offspring, through the attitudes he holds about himself and his children, through the behaviour he models, through his position in the family system, through the material resources he is able to supply for his children, through the influence he exerts on his wife's behaviour, through his ethnic heritage, and through the vision he holds for his children. Not only these but emotionally, Infants whose fathers are involved in their care are more likely to be securely attached to them. (Cox, Owen, Henderson, & Margand, 1992), be better able to handle strange situations, be more resilient in the face of stressful situations, be more curious and eager to explore the environment, relate more maturely to strangers, react more competently to complex and novel stimuli, and be more trusting in branching out in their explorations (Biller, 1993; Parke & Swain, 1975; Pruett, 1997).

There is tantalizing evidence from smaller scale and observational studies that children and youth rely upon their fathers to provide factual information and that children, at least in middle-class families, tend to believe that with respect to family goals, the most important one for fathers is that "every one learn and do well in school," while children are more likely to say that mothers think it is more important to make "everyone feel special and important" (Ramey, 1996).

The involvement of fathers in their children's lives have a lot of influence on their well being and this influence is evidently seen not only in one aspect of children's live but to include cognitive, emotional and wellbeing, social and all round development of the children. For many years, research on children's development and well-being focused on the dynamics between mothers and their children. Fathers were usually omitted from the picture. This bias in the research was in part a reflection of the prevailing roles of mothers and fathers described above. Fathers were often assumed to be on the periphery of children's lives and, therefore, of little direct importance to children's development (Lamb, 1997). This study therefore examined fathers' involvement in their children's education in Ilorin South Local Government Area of Kwara State.

Research Questions

To guide this study the following research questions were posed;

1. What is the level of involvement of fathers in their children's education in Ilorin South Local Government Area of Kwara state?
2. In what areas are fathers involved (financial or non-financial) in their children's education?

Hypothesis

H₀1: There is no significant influence of educational qualification on fathers' involvement in their children's education.

Methodology

The descriptive survey design was adopted in this study. A total number of two hundred (200) fathers participated in the study. They were randomly selected from Ilorin South Local Government Area of Kwara State. A twelve (12) item structured questionnaire was developed by the researcher and was "face and content" validated by experts in Early Childhood Education. The questionnaire consisted of two sections (sections A and B). Section A is for the demographic information while section B consists of the questionnaire items. Thereafter, a test-re-test was conducted using twenty (20) fathers outside the Local Government Area and reliability index of 0.80 was derived. Frequency counts and Mean were used to analyse the data, while Analysis of Variance (ANOVA) was used to test the hypothesis at 0.05 level of significance.

Results

Research Question One: What is the level of involvement of fathers in their children's education?

Table 1: Percentage and mean of the responses on level of fathers' involvement in their children's education

S/N	Items	Always	Sometimes	Never	Mean
1	I pay my children's school fee	192(96.0)	8(4.0)		2.96
2	I help my children with their homework	12(6.0)	180(90.0)	8(4.0)	2.02
3	I check my children's school work	12(6.0)	165(82.5)	23(11.5)	1.95
4	I tell my children stories	24(12.0)	153(76.5)	23(11.5)	2.01
5	I play games with my children		48(24.0)	152(76.0)	1.24
6	I take my children to school	39(19.5)	147(73.5)	14(7.0)	2.13
7	I prepare my children for bedtime	20(10.0)	66(33.0)	114(57.0)	1.53
8	I provide school materials for my children	151(75.5)	49(24.5)		2.76
9	I attend PTA meeting in my children's school	6(3.0)	26(13.0)	168(84.0)	1.19
10	I come to school to see my children character		160(80.0)	40(20.0)	1.80
11	I take my children out to places	2(1.0)	168(84.0)	30(15.0)	1.86
12	I stay with my children after coming back from work	2(1.0)	94(47.0)	104(52.0)	1.49
13	I watch the TV with my children		108(54.0)	92(46.0)	1.54
14	I go on walk with my children		88(44.0)	112(56.0)	1.44
	Weighted Average				1.85

Note: The figures in parentheses are in percentages

Table 1 shows the level of involvement of fathers in their children's education. The fathers indicated that they always do the following: I pay my children's school fee (Mean = 2.96), I provide school materials for my children (Mean = 2.76). The fathers also indicated that they sometimes do the following: I help

my children with their homework (Mean = 2.02), I check my children's school work (Mean = 1.95), I tell my children stories (Mean = 2.01), I take my children to school (Mean = 2.13), I prepare my children for bedtime (Mean = 1.53), I come to school to see my children character (Mean = 1.80), I take my children out to places (Mean = 1.86), I watch the TV with my children (Mean = 1.54). However, the fathers indicated that they never do the following: I play games with my children (Mean = 1.24), I attend PTA meeting in my children's school (Mean = 1.19), I stay with my children after coming back from work (Mean = 1.49), I go on walk with my children (Mean = 1.44). The weighted average is 1.85 which is a numeric indicator that fathers sometimes get involved in their children's education.

Research Question Two: In what areas are fathers involved (financial or non-financial) in their children's education?

It is evident on the table 1 that the highest mean is 2.96 (I pay my children's school fee) followed by 2.76 (I provide school materials for my children). This implies that fathers were more involved in their children's education in areas that are financially related.

Research Hypothesis: There is no significant influence of educational qualification on fathers' involvement in their children's education.

Table 2: Summary of Analysis of Variance (ANOVA) showing the influence of educational qualification on fathers' involvement in their children's education.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	16.438 ^a	3	5.479	1.267	.287
Intercept	61144.825	1	61144.825	14139.835	.000
Qualification*	16.438	3	5.479	1.267	.287
Error	847.562	196	4.324		
Total	135026.000	200			
Corrected Total	864.000	199			

Table 2 shows the influence of educational qualification on fathers' involvement in their children's education. There was no significant influence of educational qualification on fathers' involvement in their children's education ($F_{(3, 196)} = 1.267$; $P > .05$). The hypothesis is therefore not rejected in the light of the result.

Discussion

From the responses obtained from fathers in the local government of study it is evident in table 1 that fathers sometimes get involved in their children's education. This is in line with Peters, Seeds, Goldstein, and Coleman, (2008) who reported that the vast majority (92%) of parents surveyed in 2007 said that they felt 'fairly involved' in their child's school life. This may be due to their tight schedule especially in their place of work. Also, it was observed that fathers were more involved in their

children's education in areas that are financially related than areas that are not financially related.

Furthermore, table 2 showed that there was no significant influence of educational qualification on fathers' involvement in their children's education. This is supported by the assertion of Caldas and Bankston (1997), cited in Suleman (2012) that parental educational background had significant effects on academic achievement of children.

Conclusion

The findings of this study puts forth conclusion from the forgoing evidences that despite the importance of fathers' involvement in children's education Ilorin south fathers are not well involved in their children's education. This implies that mothers are left to do majority of the work pertaining to their children's education. Their children therefore will lack the fatherly support needed in their education so as to enable them perform optimally.

Recommendations

In the light of the findings, the researcher therefore, presents the following recommendations.

1. The school should endeavour to educate fathers on the importance of their involvement in their children's education.
2. The school should emphasize that getting involved in their children's education doesn't necessarily involve a large time commitment.
3. The school should define various means by which they can communicate with fathers more effectively.

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