DETERMINANTS OF FATHER’S INVOLVEMENT IN THEIR CHILDREN'S EARLY READING DEVELOPMENT, IN KIAMBU COUNTY, KENYA

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DECLARATION

I declare that this research project is my original work and has not been presented in any other university/institution. The research project has been complemented by referenced works duly acknowledged. Where text, data, graphics, or tables have been borrowed from other works- including the internet, the sources are specifically accredited and reference cited in accordance with anti-plagiarism regulations.

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E55//OL/25621/2011

Supervisors

I confirm that this research project has been submitted with my approval as University Supervisor.

Signature ________________________________ Date_____________________

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DEDICATION

This research project report is dedicated to my parents, my wife Keziah and Daughter - Erin for your support and inspiration during my studies. Moreover, to the Almighty God for giving the strength and effort to complete this study.
ACKNOWLEDGEMENT

I would like to express my deep and sincere appreciation for all those who dedicated their time, effort and support during my study. Special thanks go to my family for financial, material, emotional and moral support they accorded me in pursuit of this course.

I also want to thank my supervisor, Dr. Mary Ndani and other lecturers from the Early Childhood Department Studies, Kenyatta University in a special way for the encouragement, guidance, advice and inspiration whose contributions led to the success and accomplishment of this study.

Many individuals assisted me to accomplish this work in different capacities, but since it is not possible to mention each and every person who contributed to the success of this study, I thank you all and feel appreciated.
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# ABBREVIATION AND ACRONYMS

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<tr>
<td>ECD</td>
<td>Early Childhood Development</td>
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<tr>
<td>ECE</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>NACOSTI</td>
<td>National Commission for Science, Technology and Innovation</td>
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<tr>
<td>KU ERC</td>
<td>Kenyatta University Ethics Review Committee</td>
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<tr>
<td>RCT</td>
<td>Rational Choice Theory</td>
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ABSTRACT

Children who grow up with warm, encouraging, and keenly engaged fathers in reading; gain incredible benefits, as well as improved school performance, better self-confidence, enhanced relationships with peers and caregivers, and imminent access to more economic means. The purpose of the study was to find out whether some selected factors dictate the engagement of fathers in young children’s early reading development. Specifically, the study was exploring the level of father’s involvement in their children’s reading and the factors that influence their involvement. The primary years of a child present crucial opportunities for growth, development and learning. Fathers’ participation in their children’s early reading development has been found to be important since they are among the first educators of their children. Studies have however established that fathers are minimally involved in this important role. This study therefore was intended to explore the factors influencing fathers’ contribution to their children’s early reading development. Specifically, the research strived to establish whether age, occupation and education levels of the father are important in determining their involvement level. This study applied the Rational Choice Theory (RCT) by Coleman (1990). The theory was applied in this context to show how fathers make decisions regarding involvement in reading activities of their children. In this study, RCT was adopted to demonstrate certain aspects of involvement which formed the basis of the research project and the motivation behind these choices that fathers make. The descriptive research design was used to investigate whether fathers’ age, occupation and education levels influence their input in their child’s early reading development in Ruiru Sub-County, Kiambu. The target population of this study consisted of fathers of children in early years stage in 78 schools within the zone. The total target population was 6260 participants in the 78 schools. The questionnaire was the only data collection tool and qualitative data analysis was employed. The researcher ensured that each respondent's right to privacy is respected and this was communicated to them. The findings on fathers’ involvement revealed that fathers participated more in pre-school activities that related to financial support and less in those that required them to sacrifice their time. Therefore, there is need to increase parents’ awareness on the importance of getting involved in early reading development on and this could be done by encouraging fathers to attend provide reading materials and reading the child. Further findings showed that father’s education level was found to affect their involvement in their children’s early reading development. Most Fathers in Ruiru Sub-County were found to be learned and capable of supporting their children’s early reading development via reading and listening to them. The study also recommends that schools should develop platforms that will help improve fathers’ homework supervision by starting up seminars for fathers that clarify the practice of assisting children.
CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

This chapter presents the background information which justifies the need for the study. It also covers the statement of the problem, objectives and the purpose of the study. The research questions, scope and limitations, theoretical and conceptual framework and definition of terms are also incorporated.

1.1 Background of the Study

Learning to read is a highly complex task. Essentially, children learn literate attitudes, concepts and behaviours from people who are significant to them. As such, learning how to read that occurs before schooling has significant effects on children's reading achievement when they go to school.

Literacy progress begins in the principal three years of life and is related to a child's earliest interaction with reading and stories. The interactions that young children have with such literacy materials as story books, papers, pastels, and with the grownups in their lives are the ingredients for reading development.

The development of reading abilities is an important part of a child’s general progress. It is the base of doing well in school; especially in attaining the expected reading level. Children obtain reading cognizance from nursery rhymes, jingles, poetry, and books that
have words with rhymes and resonance. These methods of gaining phonics benefit children to advance reading awareness and mastery of the print impressions.

Father’s involvement is a form of investment made by him for the future benefit of their child (Smits & Hosgor, 2006). The greater the parents involvement in their children's reading and other homework activities, the more confidence is instilled in their children regarding success in school, (Eliason & Jenkins, 2003).

Parent participation in early reading is obviously linked to academic attainment (Brimhall, 2002). Children need parents to be their reading role models with daily rehearsal in order to circumnavigate effectively through commencement of reading skills (Evans, Shaw, Bell, 2000). In their study (Clark, Osborne and Dugdale, 2009) exhibited that mothers are the best persons to inspire reading in children and young people; this can only be seconded by fathers.

Also, research that looks at the scope in which fathers are engaged in their children's schools has been done broadly. Nord, Brimhall, & West, (1997) for example found that fathers are less engaged than mothers in all types of school undertakings.

Ortiz, Stile & Brown (1999) list activities that fathers reported to have been involved in like reading environmental print, road signs, logos, billboards and television adverts, reading newspapers, magazines, maps, bed time stories, spelling and defining words, colouring and tracing letters, all related to reading in later years (Nova, 1996).

According to Green, (2002), children who grow up with warm, encouraging, and keenly engaged fathers in reading; gain incredible benefits, as well as improved school performance, better self-confidence, enhanced relationships with peers and caregivers,
and imminent access to more economic means. Fathers reading to their young children steadily, incline to nurture children who are greater readers, who achieve higher in school, and who have healthier bonding abilities.

Children get to benefit more in circumstances where adults read with them. They get to learn that some books comprise of pleasing stories and songs that they can repeatedly listen to. Whenever they are read to them, they pick up how words are utilized, take note of wide language, and acquire different words. It is therefore imperative that parents engage in their children’s early reading progression.

In Japan, teachers make demands on parents to involve themselves at home and school in activities such as monitoring homework and attending school functions (Holloway, 2000). Holloway further continues to note that fathers in homes with deficit economic, social and cultural capital however, inadequately participate in their children’s reading activities. This is implies that the occupation of the father’s has a great effect on the fathers involvement in their child’s early reading development

Father’s contribution to children’s early reading has a boosting impact on children’s social, emotional and cognitive development (Darquise, Pomerlean, & Malcuit, 2006). The long- term effects of fathers involvement with their children’s reading are manifested through childhood and adolescence (Lamb, 1977). Fathers’ contribution to children’s early reading experiences and outcomes have however not been adequately explored in details and less is acknowledged about the roles of fathers across different ethnic and cultural settings in relation to literacy of young children (Lloyd - 1999).
Although fathers can be a vital connection in inspiring and involving their children in reading, various research studies that debate parental participation in supporting their children’s reading development, or learning in general, report primarily on the mother’s roles (Fletcher, Greenwood, & Parkhill, 2010; Nichols, 2000; Nutbrown & Hannon, 2003; Wylie & Hodgen, 2007). However, there has been an increase of awareness in the connection concerning father participation and the welfare of their children. A number of reports, books and articles published have reflected on this issue, as well as the number of websites devoted to fathers and their children, and the amount of symposiums or conferences that have been held on this matter (Kerry Daly, 2007).

According to Joseph (2001), as fathers get to their late adulthood age, their activity levels are reduced. They also tend to be busy in businesses, meetings and other social and economic activities. On the contrary, the fathers at the prime age are exciting to their children, they engage with the children actively and there is a lot of modeling from them. These fathers at the prime age tend to provide opportunities for their children to read with them and they model by reading and acting out the book. The literature is however based on experiences in the western world, and it is not clear whether the same holds true in Africa, and more specifically Kenyan scenario.

Father’s education and parenting styles throughout childhood similarly may be related more openly to the child’s emerging reading achievement and success-oriented approaches (Lamb, 1997). In the common social knowledge and social-cognitive background (Bandura, 1986), conduct is molded measurably via observational and one to one learning familiarities. Those practices lead to the establishment of internalized mental scripts, ethics, and principles that direct and uphold manners over a period (Anderson &
Huesmann, 2003; Huesmann, 1998). This means that fathers who have low education levels are less likely to model behaviours that shape reading success oriented behaviours at home. It has been established that father’s education level has an influence on their taking part in their children’s reading. Nord, Brimhall, and West (1997) established that fathers with less than a high school education were far less expected to participate in their children's schools than fathers with advanced stages of learning.

In Kenya, studies have mostly focused on the general literacy development without specifically tackling the fathers influence on reading levels of their children (Maina, 2011). Mary Tatyana (2012), a temporary study project author notes that there is no appropriate establishment for reading in most households. “Most parents do not actually bother to warrant that their children (age 4-7) read books.

Traditionally in Kenya, fathers were expected to provide food, protect, cloth and unite the family. The fathers were highly respected by the children and incase of any problem within the family, the first person to consult was the father. So fathers have been playing a vital role in guiding the families. If fathers failed in their duties towards their children, the wider community could punish them through pouring shame on them (Mbiti, 1991).

The role of parents in early reading development is to invite young children to take part in all reading practices like in reading interesting story books audibly and use of oral language; they are highly linked to literacy guidelines in reading. Parental involvement in Kenya public schools dates back to pre-independence as indicated in some local studies. The studies which investigated factors that influence children’s reading at the infancy and pre-school levels have found that parents level of education, occupation,
socio-economic status, role definition and time factor influence parents and caregivers involvement in children’s reading (Maina, 2010; Wambiri, 2007).

Mwoma, (2010) noted that fathers rarely talk to their children about school work because of being very busy in other activities or because they consider that as a responsibility of the mother who should be in charge of children or a primary responsibility of the teacher who is paid to do the teaching and ensuring that children are performing well. Research has also shown that there is little direct involvement of fathers with their children’s reading. Father’s involvement is reportedly limited to unplanned support for child care activities like providing monetary upkeep and that of a supervisor (Koech, 2010)

Teachers have been left with this enormous obligation. This failure probably contributes to the low reading levels reported in UWEZO ‘Assessing reading fluency in Kenya’ (2012). The UWEZO publication reports that countrywide, only 32 per cent of third-graders can read a second-grade-level passage, in English and Kiswahili

This research therefore intended to establish various elements that may impact on father’s low participation in their child's early childhood reading development.

1.2 Statement of the Problem

Learning how to read is a prequisite to academic achievement at all levels of schooling. Research has however established low levels of acquisition of this skill, a situation that calls for all stakeholders to get involved in helping children learn how to read. Fathers’ involvement is very important for children's holistic development. Literature reviewed shows a cumulative credit to both school and the home as imperative foundations for socializing and enlightening children. Involvement of fathers in children's early reading
development in early childhood education (ECE) is significant but most studies have concentrated on mothers' involvement in child literacy. Research studies internationally and in Kenya acknowledge fathers' economic contribution and discipline. Recent research documents low involvement of fathers' in their children's education. Fathers' involvement in child early reading development, their roles in direct and indirect involvement in early reading development is not fully understood. Reviewed studies show that several variables appear to influence fathers' involvement in children's early reading development: nature of father's work, income, and level of education and gender bias. Education and income were also identified in Kenyan research; done in a rural set up as factors influencing fathers' involvement in their children's education. From the existing research reviewed, the extent of fathers' direct and indirect involvement in their children's early reading development in Kenya is not well known. Also, the factors that enhance or hinder the fathers' involvement in their children's early reading development have not been investigated. To fill these gaps in research and understand the influence of fathers' involvement in early reading development of their children, a study on factors contributing to their involvement was necessary. This research is focused on finding out the factors that affect father’s involvement among the urban-rural residents of Ruiru Zone.

1.2.1 Purpose of the study

The purpose of the study was to find out whether some selected factors dictate the engagement of fathers in young children's early reading development in the rural area of Ruiru Sub-County in Kiambu County. Specifically, the study explored the level of
father’s involvement in their children’s reading and the factors that influence their involvement.

1.2.2 Objectives of the Study

1. To find out the influence of father's age on their involvement in their children’s early reading development.

2. To establish the influence of father's occupation on their involvement in their children’s early reading development.

3. To determine the influence of father's education level on their involvement in their children’s early reading development.

1.2.3 Research Questions

1. How does the father's age influence their involvement in their children’s early reading development?

2. How does the father’s occupation influence their involvement in their children’s early reading development?

3. How does the father’s level of education influence on their involvement in their children’s early reading development?

1.3 Significance of the Study

This study is valuable in numerous ways. It offers some necessary information to the government and the policy makers regarding father’s engagement in young children's early reading development. Policy-makers may use the outcomes of this research to
strategise on programmes that educate fathers on the importance of their involvement in their children’s reading. School administrators and teachers may also make use of the findings to encourage fathers to get involved with their children’s reading. In addition, information from this study may be useful to child welfare organizations and non-governmental organizations to develop suitable teaching programmes for fathers on how they could get more involved in developing their children’s early reading.

1.4 Delimitation and limitation of the Study

The delimitations and limitations of the study are described in 1.4.1 and 1.4.2 that follow.

1.4.1 Delimitation of the study

Although there could be many factors that influence father’s engagement in their children’s early reading development, this study only focused on age, education level and the occupation factors so as to allow for a thorough research to be done. Data was gathered from the fathers of young children in Ruiru Zone. The children involved in the study were of ages 4-7 years. This study was delimited to Pre–Primary and standard one, two and three children in Ruiru zone. It also only focused on fathers and not both parents. Findings from the study were only generalized to schools in Ruiru and any other community with similar characteristics but not all schools in Kenya.

1.4.2 Limitations of the Study

The fathers are busy in their work stations during the day. Consequently the researcher selected a small sample but carried out an in depth investigation on the fathers’ involvement in their children’s reading. This helped save on both time and financial
resources that would have otherwise constrained the research, yet collected valuable data for the study. Since the data was collected from a small sample the results can only be generalized with caution to a similar population. Secondly, the study was also constrained by time factor. The duration for data collection took a longer period than anticipated due to work schedules of parents respondents. To counter this, the researcher took precaution and ensured that parents were purposively selected and the distribution of questionnaires was smoothly done.

1.5 Assumptions of the study

The researcher assumed that father’s level of engagement in their children’s reading development was not a matter of personal choice but was influenced by some factors. It was also assumed that research on influence of age, occupation and education level on fathers involvement in their children's early reading development was relevant and valid in Kenya.

1.6 Theoretical and Conceptual Framework

The theoretical and conceptual frameworks that guided the study are presented in sub-sections 1.6.1 and 1.6.2 respectively.

1.6.1 Rational Choice Theory (RCT) by Coleman (1990)

This theory states that the choices made' by buyers and sellers are the choices that help them achieve their objectives (Coleman, 1990). Rational Choice theory is an approach used by social scientists to understand human behavior. The approach has long been the
dominant paradigm in economics, but in recent decades it has become more widely used in other disciplines such as educational studies. The basic idea behind rational choice theory is that people do their best under prevailing circumstances (Coleman, 1993). In Education, Rational Choice Theory is based on the fundamental tenets, which hold that people freely choose their behavior and are motivated by pursuit of success and the avoidance of pain or loss. The theory states that individuals evaluate their choice of actions in accordance with each option's ability to produce advantage, pleasure and happiness. RCT was used to explain why parents or guardians chose to get involved in certain aspects of a child's education and not others. The theory has been applied in this context to show how fathers make decisions regarding involvement in reading activities of their children. In this study, RCT has been adopted to demonstrate certain aspects of involvement which forms the basis of the research project and the motivation behind these choices that fathers make. The aspects of father involvement which influence their involvement in their child’s early reading development may be identified through father's age, occupation and education level. Rational choice is premised on a utilitarian belief that actions are based on a conscious evaluation of the utility of acting in a certain way. This perspective involvement in a child's early reading development is a personal choice, which results from individual fathers’ decision making processes. In this regard, the fathers have the sole discretion of deciding the activities of their children to engage in while reading which is relevant to this study. The choices the fathers make regarding involvement will be determined by indicators which show how they model reading, read with the child and providing a conducive environment. This means that parents are responsible for their decisions in involvement in the early development of their children’s
reading both at pre-school and other levels of schooling. In terms of involvement, Rational Choice Theory suggests that fathers weigh the potential benefits and consequences associated with such involvement and then make a rational choice on the basis of this evaluation. Therefore, before fully getting involved in the early reading development of their children, the reasoning father weighs the severity of the expected penalty of non-involvement and the value to be gained by involvement. If parents perceive the penalty to be too low or the payoff to be too small, they will choose not to fully get involved in the early reading development of their children. On the other hand involvement would be high where the penalty for non-involvement and rewards for such involvement are perceived to be too high.

In this study, fathers have several ways of getting involved in the early reading development of their children in pre-school. Fathers are involved in the early reading development of their children if they attend school meetings, when they communicate with teachers about the welfare of their children, when they model reading, read with the child and providing a conducive environment. These ways/strategies may serve as the alternatives, but depending on the benefits and consequences of such involvement, the fathers would choose to participate or not.

1.6.2 Conceptual Framework

The father’s involvement in their child's early childhood reading development is the dependent variable, whereas the three influencing factors i.e. age, education level and occupation are the independent variables.
In Figure 1.1, the variables under study are: age, education level and occupation of the fathers. All these variables were investigated to find out whether they interact to influence father’s involvement in modelling reading, reading with child and providing a conducive environment, in order to facilitate their child’s reading development. Fathers’ residence and mothers’ involvement was factored in to check whether the level of fathers’ involvement was affected.
1.7 Operational Definition of terms

- **Early childhood reading development** - The process in which a child of between 3 to 7 years acquires the skills necessary for reading.

- **Children** – Human offsprings of ages between 4 and 7 years.

- **Children reading level** – This refers to the extent to which a child has mastered the skills that he/she needs to read at the expected level.

- **Fathers’ education** - Refers to the highest level of education attained by the fathers of children in their early reading development period.

- **Father’s Involvement** - The common role and behavior in which fathers engage in their children’s reading at home and in school for example modelling reading, reading with child and providing a conducive environment.

- **Fathers’ occupation** - Type of work that fathers of children in their early reading development period does for a living.

- **Non-Resident father** - A father who does not live in the same household as the child. A non- resident father may be divorced, separated, working away from home or never-married to the child's custodial parent.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter discusses past research findings that touch on the issues addressed by this study. First, the chapter introduces father’s involvement in their child’s reading as a vital responsibility. It then presents some of the existing literature on the factors that influence the father’s involvement in their child’s reading as per the study objectives. The summary of the chapter is the final part of this section.

2.2 Fathers involvement in ECD.

The desire to help young children become better readers is in every parent. Children use strategies to construct meaning as they share books with parents and other caregivers. They use these strategies to understand and construct meanings from stories read aloud or told to them. They label, ask questions and connect their lives to the story (Snow & Ninio, 1986).

Children acquire phonemic awareness through nursery rhythms, jingles, poetry and books with words that are rhythmic (McMahon, 1996). Book reading is one of the activities of providing context for language development and an essential component of an effective pre-school curriculum (Senechal, 1998). It can be used to engage fathers with programmes at home to help in reading readiness. Literacy engagement is not limited to reading and writing only. It includes a range of cognitive and social learning. Children acquire literacy through observing and modelling. Holdaways (1979) indicates that learning is as a result of interaction between children and parents. The number of literacy
events in the home, willingness and ability of parents to include their children in these activities are related to the amount of knowledge children have about literacy. In reference to pre-reading, children whose homes include frequent literacy events, like parents reading magazines, books and letter writing, know more about how reading and writing materials are used (Purcell-Gates, 1994)

Fathers all over the world try to increase their efficacy in helping their children learn to read (Lonigan, 2003). An important factor contributing to fathers' decisions to involve themselves in children's education and, in particular, with their children's reading, is their understanding of the parenting role. In other words, fathers possess beliefs about what they are supposed to do in relation to their children learning to read. These beliefs about the parenting role are important to issues of involvement because they are the basis for establishing the range of activities fathers consider to be necessary, important and permissible to engage in, with and on behalf of their children.

What fathers' conceive their parental roles to be with regard to their children's reading, is related to their engagement in many activities involving children and their reading. While fathers may want to raise the period quantity they spend with their children, there are familial, individual, physical and traditional obstacles that may deter greater than before participation in family work (for a detailed overview see Goldman, 2005). For example, men regularly say that they are not engaged due to their lack of adequate time as they are busy in work obligations. Indeed, the breadwinner responsibility is left as a great basis for identity (Henwood and Procter, 2003), particularly for working class men (Wari, 1999). In children's early reading, Gadsden and Bowman (1999), in a critical review of research on father involvement in children's education and schooling, conclude that
fathers' involvement in reading activities, the obstacles that parents find on their way as a result of inadequacy in literacy, and their awareness of the role that they can play in their children's reading development may affect children's readiness for school. These aspects may also impact on the direct and subtle messages that fathers send to their children about the worth, practicability, and authority related with reading.

A study of parents in 2007 established that fathers assist less frequently with reading assignment than mothers, nonetheless amid parents employed permanently there was no gender difference. Evidence submits that the worth and content of fathers’ involvement matter more for children’s results than the magnitude of time fathers devote to their children. Fathers have an important task of enhancing progressive results for their children (O’Brien and Shemilt, 2003).

In another study of 50 low-income African American fathers participating in fatherhood programs, Gadsden et al. examined fathers' views concerning the treasuring, uses, and difficulties of learning to read for themselves and in connection to their children's early schooling. Fathers' versions proposed that many fathers felt confronted by the anticipations attached to parenting responsibilities—a problem that was aggravated by their own inadequate formal literacy capabilities and their wish to back their children's early reading progress. In addition, fathers' beliefs about their children's educational success and future possibilities were ambivalent, often contraindicated their practices, and sometimes were at odds with their self-perceptions of facilitating children's reading achievement. The researchers remind us that low-income African American fathers are a diverse group, not only in their reading abilities, reading experiences, reading preparation, and goals for their children, but also in their family relationships and family resources.
These and other studies propose that a father’s capacity to sustain his child's reading influences the child's engagement with books and schooling. Fathers (and mothers) who have inadequate schooling as well as low reading and writing abilities have difficulty engaging in school-linked undertakings needing high levels of literacy. However, these parents have great expectations for their children and rely on programs to make sure that their children will turn into proficient learners.

In Africa and specifically in Ghana, a research study by Chowa, Ansong & Osei-Akoto (2012) showed that Ghanean parents rarely have engaged in their children’s reading. In addition, parents’ involvement in the school environment appears to be high in school meetings, attendance, and discussing expectations with their children whereas they never assist their children directly with reading homework.

In a study conducted in Kenya, Ndegwa, Mengich, and Abidha (2007) stated that parents who did not involve themselves in their children’s reading gave some several reasons for not doing so. For example they said children were not given homework by the teachers, some of the parents were not literate or the educated ones were too busy and compensated by taking their children for tuition. According to Tuyisenge (2012), fathers are less involved in reading practices instead they get more into attending meetings, determining on issues linked to providing learning resources, school fees to be paid, building of facilities and looking after them.

In addition, a research conducted in Uasin Gishu District, Kenya showed that parents and teachers contrasted among themselves in their reports of fathers’ level of involvement reportedly ranging from low in volunteering to often in communication and reading at
home (Koech, 2010). Where there was communication, Ondieki (2012) found out that it was in form of phone calls, short visits to the school or written notes to and from the teachers.

2.3 Age Factors.

The factors that affect how a child learns to read are numerous. However research in western countries has found that the age of a child’s father has a significant effect on the reading involvement. Though the influences of raising a child at a later age tend to be positive, this does not mean older fathers are automatically superior parents when it comes to being involved in their child’s reading (Pena, 2000). Throughout ones childhood and teenage years, there is acquisition of life skills and problem-solving abilities that make one to challenge and circumnavigate through problems – both unexpected and foreseen - in later life. As an outcome, those who are past their teen years are more likely to make knowledgeable decisions, use feasible survival tactics, and reason over significant judgments. It’s not difficult to see how these qualities result to more efficient reading methods and involvement. When a baby is born to an adolescent mother, there are several interconnected threat elements at play, meaning that the probability that one or more disastrous consequences will happen is higher.

Studies across many disciplines, from sociology to developmental psychology have looked at how the effect a father’s age can have on the children he raises. And according to Susan E. Mayer, Ph.D. (2004), the general link is that older parents tend to raise children that are enhanced in many aspects, from social functioning to reading attainment. However, psychologists are careful not to draw drastic conclusions from such studies because of the possibility of other aspects that weren’t focused on.
Age difference between the child and the father might be a factor that influences their involvement in their child’s reading. Besides the ability to spend increased income that tends to come with age on children’s education, parenting information and extracurricular activities, an older parent also has the capacity to share his abundant familiarities and understanding with his child. The father at an older age might buy books and other useful resources that will enhance the reading process.

An older father is more dedicated on consolidating his child’s reading level than is focused on personal gain, such as in a corporate office that requires employees to work overtime to excel. Thus, older people are probably going to spend more time and psychological strength on reading with their children (Kevin Durkin, 2016).

The cognitive ability of the fathers also plays a major influence in their involvement in their child’s early reading development. As fathers grow older, they become more experienced and wiser. As a child relates with his peers in a different way as he grows up, parents interact with their children differently as they grow. The parenting practices of older parents differ from those of younger parents, according to the article (Perceived Parental Stress, 2011). Specifically, older parents tend to show and feel less stress in their parenting efforts, use better coping strategies and engage in more positive reinforcement. Such a parenting style, commonly referred to as the authoritative style, tends to yield the best results in the reading engagement, reading ability and the interpretation success of children.

At the older age, a parent is more independent on the amount of money he may want to spend on the reading resources for his child. This will enable the father to go for the best
materials also apply the best ways in fulfilling the mandate of reading with the child and making it more interesting. Major studies across the world which follow families over time have found fathers’ involvement with their children reading linked with their higher earnings and economic wellbeing (Sarkadi et al, 2008; Flouri, 2005; Pleck & Masciadrelli, 2004). In a survey done in the US, in low-income families, more than 50% of the fathers had no contact with their kindergarten child’s reading; and in infants school only 10% of the child’s reading was done with fathers (Rimm-Kaufmann & Zang, 2005). This does not mean that fathers’ income is insignificant. Fathers’ earnings are linked to their children’s reading attainment (Ermish & Francenson, 2002) and have been found to predict, among other things, sons’ period of acquiring adequate fluency in reading (Yeung, 2004). As is evident, the studies reviewed have a bias on the experiences in the western world but not in an African setting. This study therefore aimed to find out whether the same findings apply in a Kenyan setting.

2.4 Educational level factors

Education level is a vital factor in determining the involvement of fathers in their child’s early reading development. Fathers’ educational level is a powerful factor that can influence their involvement in their children’s education and ultimately the minor’s reading success or achievement (Okantey, 2008). In addition, Keith (2002) found out 30 that fathers with higher educational attainment and more income volunteer and support school events more than fathers with low education. Sargian (1990) also concurs that educational level of fathers is greatly connected to the reading level attainment of their children. Further, Chowa et. al. (2012) adds that fathers who are more educated than their children are more involved at home than those whose education is equivalent to or lower
than that of their children. The area of specialization in education by a father has been proven to determine their involvement in their child’s early reading development. In a case where the father is a teacher, pastor or even a news writer, the child may benefit more as the father is sometimes engaged in serious reading and writing which the child might emulate. These parents may also be more willing to engage their children in reading and have a close follow up to their levels of progression. In a study done by Clark et al (2009), British children say their fathers are the second most important people in their lives to inspire reading – second only to mothers. This serves to show how important the fathers’ role in modeling reading is.

Well educated fathers are equipped by virtue of their education to appreciate the fact that father-child relationship is important in order to promote reading level attainment and overall school accomplishment, (Okantey, 2008). These parents are also able to create an enabling reading environment by providing quality and adequate resources, role modeling, using the right cues while reading and also setting higher standards of reading level for the child to achieve.

In Kenya, a research study by Ng'eno (2012) stated that parent’s educational value has direct impact on their children's educational aspirations as children's schooling is positively related to their parents because they tend to imitate their parents and also aspire to be highly educated as their parents. The study found that education level of the parents have positive and significant effect on the enrolment of preschool children as parents' education level affect involvement, support and what they expect of their children. The same study concur that parental level of education leads to good income which can empower parents to give children solid foundation for schooling and life success. A lower
education level is associated with higher prevalence of indicators of unhealthy lifestyle. However, the same study found out that in some cases fathers who had low education level had high involvement levels and had high children enrolment in schools. Also in concurrence was a study by Koech (2009) in Uasin Gishu District which found that parent's education affects parental participation in parent-teacher partnerships confirming that parent's lack of education affect their willingness to participate in family-school partnerships as their low education level makes them feel inept in their contributions to parent-teacher partnerships while those who are educated value their children's education at pre-school. In supporting these findings, was a study by Kangara (2010) in Githunguri Division Kiambu district, found that parents who were educated up to secondary level (56%) participated in ECD activities of their children compared to (15%) who were not educated and (29%) who had only attained primary education. Research was required to document how the father’s education level affects their involvement in their child’s early reading development in the local context of Kenya.

2.5 Occupational factors
Fathers' employment patterns can have consequences for their children's early reading development. A study by John Ermisch and Marco Francesconi (2001) of the Institute for Social and Economic Research, University of Essex, measured the impact on children of having spent less time with their fathers because of work arrangements. The results were that the children’s level of reading levels were affected by the nature of each fathers job.

Non-residency of a father is another factor that determines the involvement of fathers in their child’s early reading development. A non-resident father is a parent who does not live in the same household as his child. A non-resident father may be divorced, separated
or never-married to the child’s mother. Research has found out that children with fathers that are inactive and less engaged have a higher probability of leaving school, becoming a criminal, being sexually active, consuming hard drugs and liquor, committing crimes and having lesser incomes as a grown up person (Korem, 1994; McLanahan & Booth, 1989, pp. 557-580). In comparison, higher engagement by fathers in school events is related to lesser behavior difficulties, better friendliness, and higher school performance by children and adolescents (Nord, Brimhall, & West, 1997). This is shown from the early ages of a child as they don’t get the special attention from a father when doing reading homework. The fathers who are available for reading time with their children get to closely monitor and also enhance the child’s reading level. Research published by the British Journal of Educational Psychology (2016) into the role of early father involvement and its impact upon children’s educational attainment showed "a positive relationship between the amounts of reading fathers engage in for their personal use and their children's reading test.

Non-resident fathers barely find time to sit and read or even listen to their children read. This has been made difficult especially by situations whereby the father lives far away from the home, he only visits once in a while. The time they visit is spent attending to other matters thus the child is denied the chance to have a reading moment with the father.

The type of job the father does also has an effect on his involvement in a child’s early reading development. A study done by Mwoma (2009) found out that that father’s involvement in their children’s education was influenced by their occupation. It is very likely that this reflects the impact of fathers who work full-time having less time available for their children. They spend most of their time in work places and when they come back
in the evening the child or father is too tired or even the child is already asleep. However, Mwoma’ study was carried out in a rural setting and was general in that it looked at the general early childhood education. Fathers who have well-paying jobs tend to put better investment in children’s education Becker (2002). The fathers who have low paying jobs struggle to keep up with the demanding standards of education. Similarly, investing in reading resources is a hurdle. Some may even have two or more jobs to compensate for the high demands of life. This lives them with little or no time to read with their children.

Some fathers go to during the night. This means that they are at home during the day whereas their children are in school. These parents miss the opportunity to spend time with their children especially during homework doing hours. This makes it hard to facilitate their children’s reading progress. Studies have indicated that children from fathers unavailable for their children develop reading skills more slowly compared to children from available fathers (Morgan, Farkas, Hillemeier, & Maczuga, 2009).

Fathers who also tend to work on job assignments at home deny their children the precious time of reading and listening to them. A study done by Aikens & Barbarin (2008), shows that children whose fathers are so much engaged in other activities and having time for them especially in reading, acquire reading skills more slowly, exhibit delayed letter recognition and phonological awareness, and are at risk for reading difficulties. The fathers with such a culture even extend there working hours at the places of work thus arriving home late when the child is asleep. In this case, there is minimal contact between the child and the father.
In Kenya, therefore, no studies have been carried out to find out the factors that influence the involvement of fathers in their child’s early reading development. The studies conducted in Early childhood Education have been looking for parents/fathers involvement in general preschool education (Maina, 2011) and (Mutuma, 2015).

2.7 Summary

This chapter has reviewed literature related to the present study. Past studies have revealed that father’s involvement is affected by a number of factors. These factors include age, occupation and education level. The factors have been studied in various parts of the world and they indeed played a role in influencing the father’s participation. What was not clear is whether these factors apply in all the parts of the world. The chapter also highlights that fathers play an important role in their child’s early reading development. However, father’s involvement is still low in many sub-Saharan African countries and the East African region countries are listed among many African countries with a low father’s involvement in their child’s early reading development due to various reasons. Many researchers focused on socio-economic factors.

A study done by (Mwoma, 2009) found out that children are likely to do better in school when their fathers are involved in their education. Fathers were found to be involved in various literacy related activities including; paying school fees, selecting and purchasing school uniform, buying school books, ensuring children's safety and buying presents for their children when they performed well in school. Father’s involvement is reportedly confined to indirect support for child care activities like providing financial support and that of an overseer (Koech, 2010). These reports however do not specifically cover the factors influencing fathers’ involvement in their child’s early reading development, thus
the need to do a study. The research was intended to demystify the facts based on above influences in Ruiru Sub-County of Kenya.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter covers research design, study variables, location of the study, target population, sample size, sampling procedure, research instrument, pilot study, test of validity and reliability, data collection procedures and methods of data analysis.

3.1 Research Design

The research employed a descriptive research design. The design was appropriate for this study because it allowed the researcher to obtain adequate and credible information on the subject without manipulating the subjects. It also enabled the researcher to get information which could otherwise have been impossible to get through other designs. The data collected was a lot richer and of greater depth.

The importance of a descriptive research disign has been emphasised by Kombo, D. & Tromp, L. (2006) and Kothari (1990), who acknowledge that it is a powerful form of qualitative analysis that involves a careful and complete observation of a unit, irrespective of what type of unit is under study. It is a method that drills down, rather than cast wide. This design therefore enabled the researcher to gain an insight regarding factors influencing fathers’ involvement in their child’s early reading development.

3.1.1 Study Variables

The independent variables in the study comprised of the factors influencing fathers’ involvement in their child’s early reading development, while the dependent is fathers’ involvement in their children’s early reading development as described below.
3.1.2 Independent variable

The factors influencing fathers’ involvement under investigation include father’s occupation, level of education and age. Fathers’ occupation was investigated within five categories; unemployed, self-employed, part-time employment, full time employment, (works night shifts) and full time employment (not working night shifts).

Fathers’ level of education was categorized into; no certificate, primary school certificate, form four certificate, ‘A’ level certificate, diploma and degree levels. Fathers’ age on the other hand was classified as: Young fathers below 30 years; Middle age fathers (30-40 years) and older fathers (over 41-50 years).

3.1.3 Dependent Variables

The dependent variable was the fathers’ involvement in children’s reading comprising of modeling, reading with the child and providing a conducive environment. Modelling comprised of reading in the child’s presence, buying or borrowing books together with the child, and interacting with reading materials.

Reading with the child on the other hand includes; praising the child for reading, correcting the child’s errors, explaining difficult words and answering the child’s questions.

Finally, providing a conducive environment involves providing reading space, providing a table, availing a variety of reading materials and making reading time distraction free.

To measure these factors, the questionnaire contained specific items inquiring on the above variables. For instance on age factors, the questionnaire will inquire on the fathers’ age bracket i.e. below 30 years, 30-40years and 41-50 years whereas on occupation factor;
unemployed, self-employed, part time employment, full time employment (works night shifts) and full time employment (Not working night shifts) was asked. The researcher strived to find out whether aforementioned factors have an influence on fathers’ involvement in their child’s early reading development. The same applied to education. Further information to ensure depth was sought by asking open ended questions on other factors that might have influenced on fathers’ involvement in their child’s early reading development.

3.2 Location of the Study

The study was carried out in Ruiru sub-county - Kiambu County. Ruiru Sub-County was selected because it encompasses both urban and rural settings. The area was also chosen due to the children’s low levels of reading as indicated by UWEZO (2012) study. In addition, Ruiru Sub-County has a diversified population in terms of social economic status, which is inferred to be as a result of diversified education levels.

3.3 Target Population

The target population of this study consisted of 5000 fathers of the 6260 children in 78 schools in Ruiru sub-county. The target population in this study comprised of fathers of children in the ages 4-7 years in public and private primary schools in Ruiru Sub-County. The constituency has a total of 78 primary schools of which 20 are public and 58 private. Preliminary information from the District Education Officer, Ruiru Sub-County confirmed that all the primary schools in the constituency have a pre-school section. Fathers of the above age group were selected for this study because children at this level are expected to begin reading and are usually given reading homework. This is important
because some of the items that were measured in the study involved children’s reading and assistance with reading at home by the father.

### Table 3.1: Number of fathers and children in Private/Public Pre-schools

<table>
<thead>
<tr>
<th></th>
<th>Number of schools</th>
<th>Number of children</th>
<th>Number of fathers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Schools</td>
<td>58</td>
<td>4640</td>
<td>3712</td>
</tr>
<tr>
<td>Public Schools</td>
<td>20</td>
<td>1620</td>
<td>1288</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>78</strong></td>
<td><strong>6260</strong></td>
<td><strong>5000</strong></td>
</tr>
</tbody>
</table>

#### 3.4 Sampling Techniques and Sample Size

The sampling techniques and sample size are as described below:

##### 3.4.1 Sampling Techniques

The Ruiru sub-county was selected purposefully. The sub-county was selected because it is one of the highly populated areas in Kenya and it encompasses both urban and rural settings. The area was also chosen due to the children’s low reading levels as indicated the UWEZO (2012) report. Stratified sampling was used to arrive at county and private pre-schools to participate in the study. The researcher used simple random sampling to get 5% of the schools in each of the strata. Further two lists, one of public schools and the other of private schools was used to select the study schools using the Random Number Generator (RNG) tool. This sampling method was used to ensure that parents from both county and private schools were represented in the study sample in proportion to their number in the population.
3.4.2 Sample Size

A sample size of 8 (10%) pre-schools was selected from the 78 (100%) pre-schools in the Sub-county under study. 13 (20%) fathers from the 64 (100%) of fathers in each school was selected. Therefore the study had a sample of 104 fathers. According to Kothari (2004), a sample size of between 10% - 30% is adequate in descriptive study. Stratified sampling was used to arrive at county and private pre-schools. Simple random sampling was again used to get the specific number of fathers according to their levels of education. The outskirts of Ruiru Town factored in the rural characteristics. To ensure that all individuals in the population were given an equal chance to participate, the researcher employed various sampling methods.

Table 3.2: Number of fathers and children in Private/Public Pre-schools selected for study

<table>
<thead>
<tr>
<th></th>
<th>Number of schools</th>
<th>Number of children</th>
<th>Number of fathers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Schools</td>
<td>5</td>
<td>320</td>
<td>65</td>
</tr>
<tr>
<td>Public Schools</td>
<td>3</td>
<td>192</td>
<td>39</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>512</strong></td>
<td><strong>104</strong></td>
</tr>
</tbody>
</table>

3.5 Research Instruments.

Data was gathered using a questionnaire for fathers. The questionnaire has an advantage over other tools for data collection as for instance; there is minimal interference by the researcher in the course of data collection. This ensured that the respondent did not feel intimidated due to the presence of the researcher in the process of filling the questionnaire unlike other tools of data collection like interview schedule to avoid. Finally, the questionnaire enabled the collection of large data within a very short period of time. The
questionnaire had sections A and B. Section A gathered demographic information including the father’s gender, occupation, age and level of education. Section B gathered information on the level of fathers’ involvement in children’s early reading development.

3.6 Pilot Study

A pilot study was conducted to enable the researcher to check the reliability of the instruments. The questionnaire was pilot tested on 12 fathers; six from private schools and the other six from public schools. The researcher took precaution to ensure that any school in the pilot study was not included in the final study so as not to alter the final results.

3.6.1 Validity

The researcher first constructed the study instruments carefully following the objectives. To establish content validity of the instrument, the researcher used the expertise of the supervisors and other professional researchers who are familiar with the study area. They conducted item-analysis to check if the items in the test instrument would generate the required information. Specifically, they established the relevance, clarity, simplicity and ambiguity of each item in the test instrument. Items that were rated as relevant, clear, simple and non-ambiguous were included in the final test. Items that were found to be inadequate in terms of generating the required information were modified or dropped and replaced with other items that provided the required information based on the suggestions of the professional researchers.
3.6.2 Reliability

To examine the reliability of the instruments, a pilot study was carried out and Cronbach's Alpha test was used for computation. The questionnaire for data collection was administered to all the fathers who were selected for the study. After administration of the questionnaires, they were randomly split into two parts. One part was made up of the even-numbered questionnaires while the other part was made up of the odd-numbered ones. To determine the reliability of the instruments, the two sets of scores were computed using Cronbach's Alpha Coefficient at 0.7 where a reliability co-efficient (alpha value) of 0.7 or more is assumed to reflect the acceptable reliability. The results of the test was 0.9.

3.7 Data collection Techniques

Data collection for the study began in March 2018 just before schools close for the April holiday. The process began after getting authorization to conduct research from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher visited the schools that were selected for the study to seek permission from the school heads. The heads of the schools gave permission and helped the researcher in identifying parents' respondents for the study with assistance from the teachers. After permission was granted, the researcher arranged to distribute the questionnaires to parents of children in the 8 sampled pre-schools with the help of the teachers. The researcher requested the teachers to help distribute the questionnaires to the parents through the children’s diaries. The parent respondents were given one week to complete answering the questionnaires after which the data collection instruments were collected for analysis. The parent respondents were required to return the filled questionnaires to the respective teachers who in turn handed over to the researcher. The researcher went back to the
schools to collect the completed questionnaires after a week. The period of distributing the questionnaires and collecting took one and half weeks after which the data was coded, cleaned and submitted for analysis.

3.8 Data Analysis Procedures

The researcher employed qualitative data analysis. Qualitative data was organised according to the study objectives and as per emerging themes. Qualitative data was presented in narrative form to support the statistics.

3.9 Logistical and Ethical Considerations

The logistical and ethical considerations are as described in 3.9.1 and 3.9.2.

3.9.1 Logistical considerations

As a logistical measure, the researcher printed adequate questionnaires that helped avoid unnecessary disruptions during data collection. The researcher then liaised with the heads of schools to be involved in order to schedule the activities and reach the respondents. This also enabled the researcher to avoid unnecessary interruptions to the fathers.

Before going to the field to collect data, the research proposal was assessed and approved by the Kenyatta University Ethics Review Committee (KU ERC). The researcher then obtained an introduction letter from Graduate School, Kenya University and also acquired a research permit from the National Council for Science, Technology and Innovation (NACOSTI). The County Government of Kiambu and the local administration of Ruiru sub-county were informed of the intended study and their consent was also
obtained. All the head teachers and managers of the selected public and private schools were involved in inviting the fathers to their respective schools to take part in the study.

3.9.2 Ethical Considerations

The researcher ensured that each respondent's right to privacy was respected and this was communicated in the consent form. Respondents were not required to write their names on the questionnaire. Respondents were assured that the information they provided was to be treated confidentially and was only to be used for the purpose of the study. The questionnaires had an explanation of the purpose of the research and its benefits to them. The researcher informed the fathers that participation in the study is voluntary and that they were free to opt out at any point of the process. The researcher acknowledged all works quoted in the study.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1: Introduction
This chapter presents data analysis, findings, and discussions of the study. The purpose of the study was to find out the influence of age, occupation and education level on fathers involvement in their children's early reading development. Data for this study was collected from parents of pre-school pupils selected from both public and private schools in Ruiru Sub-County, Kiambu County. All the 104 fathers who were sampled to participate in the study accepted to fill in the questionnaire. The results presented in this chapter are therefore based on the responses from 104 father participants. Total frequency counts of participants indicating each response for each item on the questionnaire was calculated and converted into percentages. The results for each research question are presented in tables.

4.2 Findings and Discussions
Findings of this study are presented in two sections. First, demographic information of the respondents is presented. Descriptive analysis related to variables in each objective is then presented.

The findings are presented in the order of the following objectives:

(i) To find out the influence of father's age on their involvement in their children’s early reading development.

(ii) To establish the influence of father's occupation on their involvement in their children’s early reading development.
(iii) To determine the influence of father's education level on their involvement in their children’s early reading development.

4.3 Demographic Information
Information regarding the respondents’ age and education level was analysed using frequency and percentages. The proportions of parents’ by their age are presented in Table 4.1.

4.3.1 Fathers’ age
The table below shows the number of fathers in proportion to their age. They are categorized into below 30 years, 30-40 years, 41-50 years and 51 years and above.

Table 4.1: Proportion of fathers by age

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 30 years</td>
<td>40</td>
<td>38%</td>
</tr>
<tr>
<td>30-40 years</td>
<td>41</td>
<td>39%</td>
</tr>
<tr>
<td>41-50 years</td>
<td>17</td>
<td>17%</td>
</tr>
<tr>
<td>51 years and above</td>
<td>6</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>104</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

As illustrated in the table 4.1, majority of the respondents in the study were fathers of age 30-40 years who formed 39%, fathers aged below 30 years comprised 38%, while 17% of the respondents were aged 41-50 years. Only 6% fell within the age 51 and above.

The data shows that parents of different ages were represented in the study. The age of an individual is an important personal attribute which determines how a person thinks. The quality of thinking and behaving may be influenced by the age of an individual. The
study showed that majority of the fathers were mature adults in the community who were capable of making decisions regarding the education of their children. As observed by Mugo (2009), mature individuals in terms of age and in this case parents, are more likely to make the right decisions in regard to how they participate in their children's education or how they generally view it.

4.3.2 Fathers’ level of education
Fathers’ level of education was categorized into; no certificate, primary school certificate, form four certificate, ‘A’ level certificate, diploma and university degree levels.

Table 4.2: Proportion of fathers by level of education

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No certificate</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Primary school certificate</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Form four certificate (ordinary level certificate)</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>‘A’ level certificate</td>
<td>7</td>
<td>7%</td>
</tr>
<tr>
<td>Diploma</td>
<td>34</td>
<td>32%</td>
</tr>
<tr>
<td>University degree</td>
<td>59</td>
<td>57%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>104</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The figures in Table 4.2 clearly show that the largest category of parents (57%) had completed university education, and only an insignificant number (4%) had not acquired a post ordinary secondary school certificate.
Surprisingly, more than 90% of the respondents had attained advanced secondary level certificate, a diploma or a degree. This could be attributed to area being an urban place; educated individuals migrate from the countryside to town areas in pursuit for employments. It is alleged that better employment opportunities are in the town areas and actually most of productions are in the town areas. This implies that a large proportion of parents in this constituency have the capacity to read for their children at home.

4.3.3 Fathers’ Occupation

The distribution of the fathers in the study sample by occupation is illustrated in table 4.3.

**Table 4.3: Proportion of fathers by occupation**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unemployed</td>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td>Self-employed</td>
<td>34</td>
<td>32%</td>
</tr>
<tr>
<td>Part time employment</td>
<td>18</td>
<td>19%</td>
</tr>
<tr>
<td>Full time employment (works night shifts)</td>
<td>13</td>
<td>12%</td>
</tr>
<tr>
<td>Full time employment (Not working night shifts)</td>
<td>35</td>
<td>33%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>None</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>104</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

As shown in Table 4.3, majority (33%) of the respondents in the study were fathers who were in full time employment followed by those who were self-employed. Fathers who were unemployed constituting 4% of the respondents and those on part-time employment (19%) comprised the minority of the study respondents.

4.4 Fathers’ age and their Involvement in their children’s Early Reading Development.

As illustrated in Table 4.4, the age is a key factor in father’s involvement in their child’s early reading development. Majority of the fathers who reported that they were always
involved in their children’s reading fell in the age bracket between 31 and 40 years, followed closely by those under 30 years. The two age categories comprised 72.1% of the total sample.

Table 4.4: Father’s age and the rate at which they help their children read.

<table>
<thead>
<tr>
<th>Age code</th>
<th>Represented as</th>
<th>Not at all</th>
<th>Rarely</th>
<th>Always</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>&lt;30</td>
<td>5</td>
<td>16</td>
<td>16</td>
<td>37</td>
</tr>
<tr>
<td>2</td>
<td>31-40</td>
<td>3</td>
<td>15</td>
<td>20</td>
<td>38</td>
</tr>
<tr>
<td>3</td>
<td>41-50</td>
<td>3</td>
<td>10</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
<td>&gt;51</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>10</td>
</tr>
</tbody>
</table>

Figure 4.1: Line graph on how age affects father’s involvement.

As demonstrated in figure 4.1, fathers in the age categories below 30 years and 31-40 reported higher involvement compared to those older than 50 years. This finding seems to suggest that the more fathers get old the less they get involved in the children’s early reading development and thus the less they support in education activities at home.
Age difference between the child and the father might be a factor that influences their involvement in the children’s reading. Besides the ability to spend increased income that tends to come with age on children’s education, parenting information and extracurricular activities, an older parent also has the capacity to share his abundant familiarities and understanding with his child. The father at an older age might buy books and other useful resources that will enhance the reading process. An older father is more dedicated on consolidating his child’s reading level than is focused on personal gain, such as in a corporate office that requires employees to work overtime to excel. Thus, older people are probably going to spend more time and psychological strength on reading with their children (Kevin Durkin, 2016).

The cognitive ability of the fathers also plays a major influence in the involvement in their child’s early reading development. As fathers grow older, they become more experienced and wiser. As a child relates with his peers in a different way as he grows up, fathers interact with their children differently as they grow. The parenting practices of older parents differ from those of younger parents, according to the article (Perceived Parental Stress, 2011). Specifically, older fathers incline to having minimal pressure in their child-rearing ways, use improved surviving approaches and participate in more optimistic support. Such a parenting style, commonly referred to as the authoritative style, tends to yield the best results in the reading engagement, reading ability and the interpretation success of children.

Based on these findings, it can be argued that the age of a father determines to a large extent the degree of father’s involvement in their children’s early reading development.
This contradicts with most of the researches done and could be linked to the very unique that lifestyle of today’s fathers.

4.5 Fathers’ Occupation and their Involvement in their children’s Early Reading Development.

An investigation of the occupation of fathers in the study sample yielded the information presented in Table 4.5.

Table 4.5: Fathers’ occupation and the rate at which they help their children read.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Fathers’ involvement in the child’s reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not at all</td>
</tr>
<tr>
<td>Unemployed</td>
<td>0</td>
</tr>
<tr>
<td>Self-employed</td>
<td>4</td>
</tr>
<tr>
<td>Part time employment</td>
<td>3</td>
</tr>
<tr>
<td>Full time employment (works night shift)</td>
<td>0</td>
</tr>
<tr>
<td>Full time employment (Not working night shift)</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>

In order to determine the fathers’ level of involvement in their children’s early reading development with regard to the father's occupation, the respondents were given a task that required them to state the frequency with which they got involved in various activities in support to their children's reading. The tasks for this section were selected purposively by the researcher in order to generate appropriate information with regard to the behavior of the fathers showing how they got involved in their children’s early reading development. The parent's responses to the questionnaire were "not at all", "rarely" or "always". To compute the fathers' level of involvement the responses of the father respondents were scored and the results converted into frequencies.
Figure 4.2 shows the levels of father’s involvement in their children’s early reading development per occupation.

**Figure 4.2: Line graph on how occupation affects father’s involvement**

The graph in figure 4.2 shows that the full time and self-employed fathers tend to support children more in their early reading development. One may draw that the conclusion that fathers who are self-employed and those on fulltime employment (not working night shift) have sound financial and time base which is necessary for the provision of their pre-school children's early reading development needs. A report by UNESCO (2010) stated that scarcity is one of the hindrances to educational success and academic progression. A study by Hung (2007) which aimed at investigating fathers’ involvement in their children’s early reading development considering social status found that reading development was directly related to economic status and fathers' expectations of their children in reading. Becker and Tomes (1976) reported that increase in an individual's income relatively increases the quality of their children's life. Based on this argument, it is credible to claim that fathers with high income levels and high occupational rank mostly thrive in getting their children ready for learning since they have a variety of resources to
enhance, discover and support children in learning resulting in better early reading development. According to Akinsanya, Ajayi & Salomi (2011), fathers occupation control to a large degree the amount of resources which fathers will be able to devote into their children's education which plays a significant role in reading outcomes. The findings concluded that children with fathers who were self-employed and in fulltime employment (not working night shift) were more involved in their children’s early reading development. Based on this argument, a report by Laureau (2003) stated that fathers with little income incline to put less importance on the delivery of resources in the homes for children's reading and also pay less attention to planned reading activities which contributed to low reading development of the child. Moreover, a study by Ballantine (1993), indicated that though teachers seek equitable involvement of fathers from various classes, fathers of upper-middle-class with high income levels are generally more openly engaged in both their children's home and school education activities than lower working-class fathers who have lower income. Research has suggested that fathers with higher income levels would want their children to be at the level they are occupying on the socioeconomic class. In contrast, lower working class fathers have to spend so much time at their work place in order to raise funds to support the family and thus this contributed to less involvement in the early reading development of their children.

Similar findings were reported by Zedan (2011) who stated that serious economic difficulties may delay the involvement of fathers in the education of their children. The study established that the more the income of the father the better was the participation in the early reading development of their children.
Based on these findings, it can be argued that the occupation of a father determines to a large extent the degree of parental involvement in their children’s early reading development in terms of provision of physical and academic needs which are critical and thus may affect their overall progress.

4.6 Fathers’ Education Level and their Involvement in their children’s Early Reading Development.

Objective three sought to find out how fathers’ level of education influences involvement in their children’s early reading development. The analysis of the fathers’ distribution by their level of education revealed that most of the parents have attained secondary level of education. The information regarding the respondent's level of education relative to their level of involvement in their children’s early reading development is presented in Table 4.6.

Table 4.6: Fathers’ Education Level and the rate at which they help their children read.

<table>
<thead>
<tr>
<th>Fathers Education Level</th>
<th>Fathers’ involvement in the child’s reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not at all</td>
</tr>
<tr>
<td>No certificate</td>
<td>0</td>
</tr>
<tr>
<td>Primary certificate</td>
<td>0</td>
</tr>
<tr>
<td>Form four</td>
<td>0</td>
</tr>
<tr>
<td>A level</td>
<td>2</td>
</tr>
<tr>
<td>Diploma</td>
<td>5</td>
</tr>
<tr>
<td>Degree</td>
<td>4</td>
</tr>
</tbody>
</table>

Results from the father respondents indicated that a majority of the fathers who were above A level were more involved in their children’s early reading development. The results imply that the findings were consistent with Okantey (2008) who revealed that
educational level of fathers is an influential aspect which influences their children’s educational attainment. In addition, Sargiani (1990) concurs with these remarks that educational level of fathers is largely linked to the educational achievement of their children.

The relationship between father’s education level and their level of involvement in their child’s early reading development, is more clearly illustrated in figure 4.3

**Figure 4.3: Line graph on how education level affects father’s involvement**

Evidently, the level of father’s education influences their involvement in their children’s early reading development. The support offered by parents having degrees and diplomas is markedly high as opposed to those having just primary or form four certificate.

Studies conducted in various parts of the world have revealed that fathers who had upper standards of formal education were more engaged in their children’s reading than those who had less formal education (Dauber & Epstein, 1993; Zill & Nord, 1994; Hoover-Dempsey & Sandler, 1995; Maina, 2010).
Fathers’ level of education has been found to have positive and significant effect on how they get enganged in their children’s early reading development and it is linked to father support and expectation of their children. Fathers with higher levels of education have high aspirations for their young children. Davis-Kean & Schnabel (2001) reported that fathers’ learning affects their prospects, in that getting advanced learning is meaningfully connected to having greater prospects of children’s attainment. In concurrence, Raynolds & Lee (1991) suggested that fathers with higher education will mostly set upper principles for their children's education than fathers with lower education. They further stated that fathers with higher education transmit morals of achieving in reading and of coping well with teachers all of which contributed to better reading in children.

Further studies by Becker (1993) supported the argument that fathers education influence involvement in children's early reading development which might indicate the direction via which a father's abilities and motivation are conveyed to children and is associated with children's cognitive and other development. Based on this concept, it can be argued, that for most children to do well in reading, their fathers' concern in their reading is of vital significance.

According to Jeynes (2007), father’s level of education is regarded as a predictor of children's reading achievement. Father’s level of education has been found to influence expectations and aspirations in regard to knowledge, beliefs, values and goals about child reading. Higher father’s level of education may enhance and facilitate fathers into participating in their children's early reading development and empower them get reading abilities and problem solving approaches favorable to children's achievement in reading than fathers with lower education level (Jeynes, 2007). Likewise Onocha (1985)
concluded that a child whose father is in great socio-economic rank is more probable of performing well in reading than a child from a family of a father with low education. He argues that a child from an educated family is accorded backing such as a better and conducive setting for educational tasks, father’s support, adequate written and educational resources in addition to proper nurturing. Moreover, the child is expected to be sent to decent schools where experienced teachers will tackle the subjects well resulting in good reading achievement. Further research has revealed that fathers' education will affect children’s reading development. According to Grissmer (2003), fathers' level of education is a vital factor touching children's reading development. Similarly, Taiwo (1993) concluded that fathers’ educational background influence the early reading development because fathers would be better placed to act as additional teachers to the child, guide and advice the child on the paramount method to achieve well in reading in addition to providing the necessary materials needed to support children's reading. Moreover, Musgrave (2000) stated that a child from an educated home would like to follow the strides of their father and thereby work harder in studies. The study further suggested that fathers who have a minimum level of education are likely to have favourable approach to the child's early reading development and to inspire and assist the child with school activities.

Based on this argument, fathers' level of education could help in reaching resources such as higher income needed in providing facilities to support children in their reading. In addition, father’s level of education influences father’s knowledge, beliefs and benefits about getting involved in their child’s early reading development and supporting them by providing resources which aid reading at home.
4.9 Summary
In this chapter the findings of the study have been presented and discussed. The study revealed that the age of a father determines to a large extent the degree of father’s involvement in their children’s early reading development. This contradicts with most of the researches done and could be linked to the very unique that lifestyle of today’s fathers. It is also evident that the occupation of a father determines to a large extent the degree of parental involvement in their children’s early reading development in terms of provision of physical and academic needs which are critical and thus may affect their overall progress.

In addition, father’s level of education influences father’s knowledge, beliefs and benefits about getting involved in their child’s early reading development and supporting them by providing resources which aid reading at home. Fathers’ level of education escalates father’s income and also educated fathers have high expectation and awareness on importance of education thereby participating more in their children’s early reading development.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter presents a summary of the findings, implications of the findings and the conclusion derived from this study. Recommendations on steps that may be taken by various stakeholders to improve fathers’ involvement in their children’s early reading development at home are also discussed.

5.2 Summary of the Study Findings
This study has provided information on the scope to which fathers were involved in their children’s reading at home and factors influencing their level of involvement. The study findings are presented as follows

The frequencies and graphs were done to reveal the demographics of age, education level and occupation of fathers and their influence of on the father’s level of participation. Majority of the fathers who were interviewed had more than secondary education. The relationship between education of fathers and their level of participation in preschools of their children was relatively strong.

The relationship between fathers’ occupation and father’s level of participation in the child’s early reading development is consequential statistically. This means that the study found out that occupation had a big chance of determining fathers’ involvement in their children’s early reading development.

There is a noticeable difference between father’s aged between below 30 years and 31-40 when compared to those of older than 50 years. The more one gets old the lesser one
get involved in the child’s early reading development and thus the less you support in education activities at home.

5.3 Conclusions
Findings showed that fathers’ were frequently engaged in buying recreational materials such as toys and giving presents to their children for behaving well. At the same time, deprived parenting styles, lack of information and expertise as well as lack of adequate time due to businesses were found to be the grounds for low participation of fathers in their children’s early reading development. Father’s education level was found to affect their involvement in their children’s early reading development. Most Fathers in Ruiru Sub-County were found to be learned and capable of supporting their children’s early reading development via reading and listening to them. This was made possible by the fact that Ruiru Sub-County is located in the city where many opportunities and schools and colleges were available and these influenced the fathers’ literacy affluence. Findings further revealed that mothers perceive fathers as participating more in activities that require them to contribute money only. On the side of the home, it was also discovered that no time was set aside for discussion between mother and father regarding their children’s early reading development and most fathers were found not to be quite skilled in working with children in their reading activities.

Age was established to be a key determining factor in fathers’ involvement in their children’s early reading development. There was a substantial variance in their level of participation between people aged between below 30 years and 31-40 when compared to those of older than 50 years.
It emerged that fathers’ level of education could improve their involvement. Parents’ level of education increases their employability chances thus most of them were working in far places with lots of car traffic thus being left with little time to spend with their children.

Educated fathers also have high prospects and consciousness on the significance of their children’s education. In relation to the approaches that could encourage fathers’ involvement, it was suggested that pre-school should come up with educational clinics so as to sharpen fathers’ awareness about their responsibilities in their children’s early reading development such as forming consistent communication with parents and organizing school undertakings like seminars where fathers would serve an important part.

5.4 Recommendations

The following are the recommendations of the study:

(i) The findings on fathers’ involvement revealed that fathers participated more in pre-school activities that related to financial support and less in those that required them to sacrifice their time. Therefore, there was need to increase fathers’ awareness on the importance of getting involved in early reading development on and this could be done by encouraging fathers to attend provide reading materials and reading the child.

(ii) The study recommends that, a hands-on fathers’ engagement program should be established by the Ministry of Education and distributed to the pertinent education stakeholders with precise procedure for fathers’ involvement that stipulates the areas of participation and expectations regarding father’s involvement in their children are early reading development.
(iii) The study recommends that schools should develop platforms that will help improve fathers' homework supervision by starting up seminars for fathers that clarify the practice of assisting children. This will generate assurance in fathers and in turn enable them turn to teachers in regard to school events and thus, enhance the advantages of father’s participation in their children are early reading development.

5.4.1 Recommendations for Further Research

The researcher recommends for further research in the following areas which were not covered by this study;

(i) Urban factors that influence father’s involvement in their child’s early reading development.

(ii) Father’s involvement in their child’s early reading development in the marginalized and hardship areas of Kenya.

(iii) The present study focused on father’s involvement in pre-school education. There is need to extend the study from pre-school level to the lower primary school to find out whether the situation is similar or different.
REFERENCES


Chowa, G., Ansong, R., and Osei, J. (2012). The effects of parental involvement on education of


Fletcher, J., Greenwood, J., & Parkhill, F. (2010). *Are schools meeting their clients’ expectations?* Parents voice their perceptions about children learning to read in schools today.


Ondieki, L. G. (2012) *Parental involvement in preschoolers’ academic work in Dandora Educational Zone of Nairobi County*, University of Nairobi: Kenya.


APPENDICES

APPENDIX I: QUESTIONNAIRE FOR FATHERS.

The purpose of this questionnaire is to gather data concerning the factors influencing fathers’ involvement in their child’s early reading development. High degree of confidentiality will be accorded to the information given. As part of this confidentiality, kindly DO NOT write your name.

Section A: Personal Information

Details about the school

<table>
<thead>
<tr>
<th>Nature of school</th>
<th>Tick one</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location of school</th>
<th>Tick one</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td></td>
</tr>
</tbody>
</table>

Q1. What is your occupation? (Job)

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Tick one</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unemployed</td>
<td></td>
</tr>
<tr>
<td>Self-employed</td>
<td></td>
</tr>
<tr>
<td>Part time employment</td>
<td></td>
</tr>
<tr>
<td>Full time employment (works night shifts)</td>
<td></td>
</tr>
<tr>
<td>Full time employment (Not working night shifts)</td>
<td></td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
</tr>
<tr>
<td>____________________________</td>
<td></td>
</tr>
</tbody>
</table>

Q3. How old are you?

<table>
<thead>
<tr>
<th>Age</th>
<th>Tick one</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 years and below</td>
<td></td>
</tr>
<tr>
<td>31 - 40 years:</td>
<td></td>
</tr>
<tr>
<td>41 - 50 years:</td>
<td></td>
</tr>
<tr>
<td>51 and above</td>
<td></td>
</tr>
</tbody>
</table>
Fathers’ Level of Education

Q4. What is the highest academic certificate you have attained?

<table>
<thead>
<tr>
<th>Highest education level attained</th>
<th>Tick one</th>
</tr>
</thead>
<tbody>
<tr>
<td>No formal education (no certificate)</td>
<td></td>
</tr>
<tr>
<td>Primary school certificate</td>
<td></td>
</tr>
<tr>
<td>Form four</td>
<td></td>
</tr>
<tr>
<td>A – Level certificate</td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td></td>
</tr>
<tr>
<td>University degree and above</td>
<td></td>
</tr>
</tbody>
</table>

Section B: General Questions On Fathers’ Involvement In Their Child’s Early Reading Development.

Q5. Kindly tick under the appropriate column. Do you always, rarely or do not at all do the following?

<table>
<thead>
<tr>
<th>Activities (Tick one)</th>
<th>Not at all</th>
<th>Rarely</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have reading materials with you at home?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read in the child’s presence?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carry something to read when going out?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buy or borrow books in the presence of your child?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide a conducive environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide reading space?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set aside reading time?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avail reading materials?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make reading time distraction free?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read with the child</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen as the child read?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teach the child how to read?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct the child’s errors?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain difficult words?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answer the child’s questions?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fathers’ residence.

Q6. If you don’t stay at home permanently, state how often you visit?

<table>
<thead>
<tr>
<th>Option</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, always at home</td>
<td></td>
</tr>
<tr>
<td>Visit every weekend</td>
<td></td>
</tr>
<tr>
<td>Visit once a month</td>
<td></td>
</tr>
<tr>
<td>Visit occasionally</td>
<td></td>
</tr>
</tbody>
</table>

Q7. Describe some reading activities that you get involved in with your child.

........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

Q8. In what areas do you think the teachers could support you to enable better involvement?

........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

Q9. What other reasons can you give for Not at all/ Rarely/Always being involved in your child’s early reading development?

........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
APPENDIX II: APPROVAL OF RESEARCH PROPOSAL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

FROM: Dean, Graduate School
TO: George Kithinji Njeru
     C/o Early Childhood Studies Dept.

DATE: 25th January, 2018
REF: E55/OL/25621/2011

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 10th January, 2018 approved your Research Project Proposal for the M.Ed Degree Entitled, “Influence of Age, Occupation and Education Level on Father’s Involvement in their Children’s Early Reading Development in Ruiru, Kenya”.

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University’s Website under Graduate School webpage downloads.

Thank you.

ELIJAH MUTUA
FOR: DEAN, GRADUATE SCHOOL

cc. Chairman, Early Childhood Studies Department.

Supervisors:

1. Dr. Mary Ndani
   C/o Department of Early Childhood Studies
   Kenvatta University
APPENDIX III: RESEARCH AUTHORIZATION BY GRADUATE SCHOOL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke
P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/OL/25621/2011
DATE: 25th January, 2018

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR GEORGE KITHINJI NJERU – REG. NO.

I write to introduce Mr. George Kithinji Njeru who is a Postgraduate Student of this University. He is registered for M.Ed degree programme in the Department of Early Childhood Studies.

Mr. George Kithinji intends to conduct research for a M.Ed Project Proposal entitled, “Influence of Age, Occupation and Education Level on Father’s Involvement in their Children’s Early Reading Development in Ruiru, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
APPENDIX IV: RESEARCH AUTHORIZATION BY NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 020 460 7000
0913 744798/0703 3564243
Fax: +254-20-311845/318249
Email: dg@nacostu.go.ke
Website: www.nacostu.go.ke
When replying please quote

Ref: No. NACOSTU/P/18/11856/21476 Date: 24th April, 2018

George Kithinji Njeru
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

Re: Research Authorization

Following your application for authority to carry out research on “Influence of age occupation and education level on fathers involvement in their children’s early reading development in Ruiru Kenya” I am pleased to inform you that you have been authorized to undertake research in Kiambu County for the period ending 24th April, 2019.

You are advised to report to the County Commissioner and the County Director of Education, Kiambu County before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Commission within one year of completion. The soft copy of the same should be submitted through the Online Research Information System.

Dr. Stephen K. Kibiru, PhD.
For: Director-General/CEO

Copy to:

The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.
APPENDIX V: RESEARCH PERMIT BY NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

THIS IS TO CERTIFY THAT:
MR. GEORGE KITHINJI NJERU
of KENYATTA UNIVERSITY, 0-60400
Nairobi, has been permitted to conduct research in Kiambu County

on the topic: INFLUENCE OF AGE OCCUPATION AND EDUCATION LEVEL ON FATHERS INVOLVEMENT IN THEIR CHILDREN'S EARLY READING DEVELOPMENT IN RUIRU KENYA

for the period ending:
24th April, 2019

Permit No: NACOSTI/P/18/11856/21476
Date Of Issue: 24th April, 2018
Fee Receipted: Ksh 1000

..................................
Applicant's Signature

..................................
Director General
National Commission for Science, Technology & Innovation