

3,000/-

**FACTORS RELATING TO FATHERS' DIRECT
AND INDIRECT INVOLVEMENT IN EARLY
CHILDHOOD LITERACY IN THIKA
MUNICIPALITY, KENYA**

BY

**(MAINA ANNE WANJIRU
REG. NO. E55/13683/05**

**A RESEARCH THESIS SUBMITTED FOR THE
DEGREE OF MASTER OF EDUCATION (EARLY
CHILDHOOD STUDIES) IN THE SCHOOL OF
EDUCATION OF KENYATTA UNIVERSITY**

APRIL, 2010

Maina Anne Wanjiru
*Factors relating to
father's direct and*




2011/351059

KENYATTA UNIVERSITY LIBRARY

DECLARATION

This thesis is my original work and has not been presented for a degree in any other university or any other award.

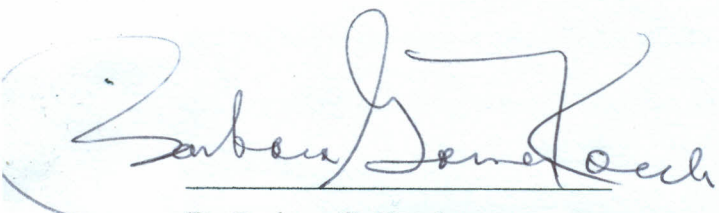


Maina Anne Wanjiru

Department of Early Childhood Studies

Date 30/04/2010

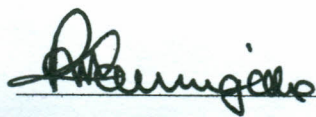
We confirm that the work reported in this thesis was carried out by the candidate under our supervision as University Supervisors.



Dr. Barbara G. Koech

Department of Early Childhood Studies

Date 30/04/10



Dr. Rachael W. Kamau-Kang'ethe

Department of Early Childhood Studies

Date 30/04/2010



DEDICATION

This thesis is dedicated to my dear husband B. M. Mugenyi and our children, Rita, Brenda and Sammy for their encouragement, comfort and patience during my study. You are all very special to me.

ACKNOWLEDGEMENT

Thanks to the almighty God for helping me go through this work. The completion of this thesis would not have been possible without the assistance and cooperation of many institutions and head teachers to whom am highly indebted.

My special thanks and appreciation goes to my supervisors, Dr. B. Koech and Dr. R. Kamau-Kang'ethe, for their guidance, encouragement, patience and the valuable time they spent guiding me through the work. Many thanks to the ECD lecturers for the help they accorded me during my struggle for excellence. To the fathers who availed themselves for the research work, may God bless you all. In particular, I wish to thank all the head teachers for their cooperation and the Municipal Education Officer for allowing me carry out the research in his area of jurisdiction.

My sincere gratitude goes to my dear husband who was so patient and gave me all the comfort and love even when things seemed not to work. Thank you for being there for me. And to my children, I owe you a lot and may God bless you.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF FIGURES	x
ABBREVIATIONS AND ACRONYMS	xi
ABSTRACT	xii
CHAPTER ONE	1
INTRODUCTION	1
1.0 Introduction	1
1.1 Background to the Study	1
1.2 Statement of the Problem	6
1.3 Purpose of the Study	7
1.4 Research Objectives	8
1.5 Research Hypotheses	8
1.6 Significance of the Study	8
1.7 Scope, Limitations and Delimitations of the Study	9
1.8 Assumptions of the Study	10
1.9 Theoretical Framework	10
1.9.1 Holdaway's Theory of Literacy Development	11
1.9.2 Social Development Theory	12
1.9.3 Conceptual Framework	14
1.10 Operational Definition of Terms	16
CHAPTER TWO	18
LITERATURE REVIEW	18
2.0 Introduction	18
2.1 Emergent Literacy and Home Environment	18
2.2 Role and Strategies of Caregivers in Early Literacy Development ...	21
2.3 Fathers' Involvement in Early Child Literacy Development	26
2.4 Fathers' Marital Status and Changing Roles	31
2.5 Fathers' Involvement in Children's Literacy in Kenya	32
2.6 Factors Influencing Fathers' Involvement in Early Child Literacy Development	34
2.6.1 Fathers' Income	34
2.6.2 Fathers' Level of Education	36
2.6.3 Fathers' Perceived Roles in Children's Early Literacy Development	38
2.6.4 Gender Bias	39
2.6.5 Fathers' Nature of Work	41
2.7 Summary of the Literature Reviewed	44

CHAPTER THREE	47
METHODOLOGY	47
3.0 Introduction	47
3.1 Research Design	47
3.2 Variables.....	47
3.2.1 Independent Variables:-.....	47
3.2.2 Dependent Variables.....	49
3.3 Location of the Study	50
3.4 Target Population	51
3.5 Sampling Techniques and Sample Size.....	51
3.5.1 Sampling Techniques	52
3.5.2 Sample Size	52
3.6 Research Instruments.....	53
3.6.1 Questionnaire.....	53
3.6.2 Scoring of the Questionnaire	54
3.7 Pilot Study	56
3.7.1 Validity	56
3.7.2 Reliability	57
3.8 Data Collection Procedures	57
3.9 Data Analysis.....	58
3.10 Statistical Hypothesis	59
3.11 Logistical and Ethical Considerations	61
CHAPTER FOUR	62
DATA ANALYSIS, RESULTS AND DISCUSSIONS	62
4.0 Introduction	62
4.1 Presentation of Results and Discussions	62
4.1.1 Fathers' Demographic Features.....	62
4.1.1.1 Fathers' Level of Education	63
4.1.1.2 Fathers' Level of Income.....	64
4.1.1.3 Fathers' Nature of Work.....	65
4.1.1.4 Fathers' Perception	67
4.1.1.5 Fathers' Gender Bias	69
4.1.2 Descriptive and Inferential Statistics.....	70
4.1.2.1 Fathers' Direct and Indirect Involvement in Early Literacy Development.....	70
4.1.2.2 Fathers' Education and Levels of Involvement.....	74
4.1.2.3 Fathers' Income and Direct Level of Involvement.....	80
4.1.2.4 Fathers' Involvement and Nature of Work.....	85
4.1.2.5 Fathers' Involvement and Role Definition (Perception)	91
4.1.2.6 Fathers Involvement and Gender Bias.....	99
CHAPTER FIVE	106
SUMMARY, CONCLUSION AND RECOMMENDATIONS	106
5.0 Introduction	106
5.1 Summary of the Findings	106
5.2 Implications of Findings.....	108

5.3	Conclusion	112
5.4	Recommendations	114
5.4.1	Recommendation for the Ministry of Education	114
5.4.2	Recommendations for the Head Teachers	115
5.4.3	Recommendation for Fathers.....	115
5.4.4	Recommendations for Further Research	115

REFERENCES	117
APPENDIX I.....	127
COVERING LETTER.....	127
APPENDIX II.....	128
FATHERS' QUESTIONNAIRE.....	128

Table 4.1: Categorized Occupation of Fathers	65
Table 4.2: Frequencies of Fathers' Responses in Relation to their perception of their Role in Early Literacy	67
Table 4.3: Frequency of Fathers' Interaction with their Sons and Daughters in Early Literacy	69
Table 4.4: Relationship between Fathers' Direct and Indirect Involvement in Early Child Literacy	71
Table 4.5: Reported Frequencies of Fathers' Direct Involvement by Level of Education	74
Table 4.6: Relationship between Fathers' Direct Involvement in Early Literacy and their Level of Education	75
Table 4.7: Relationship between Fathers' Indirect Involvement in Children's Early Literacy Development and their level of Education	78
Table 4.8: Fathers' Responses to Direct Involvement in Relation to their Level of Income	80
Table 4.9: Relationship between Fathers' Direct Involvement in Children's Early Literacy Development and their Level of Income	82
Table 4.10: Relationship between Fathers' Indirect Involvement in Children's Early Literacy Development and their Level of Income	84
Table 4.11: Fathers' Frequency of Interaction in Relation to Nature of Work	86
Table 4.12: Father's Direct Involvement in Children's Early	87

LIST OF TABLES

	Page
Table 3.1: Proportionate Distribution of Fathers	53
Table 4.1: Frequencies on Fathers' Level of Education	63
Table 4.2: Fathers' Category of Income	65
Table 4.3: Categorized Occupation of Fathers	66
Table 4.4: Frequencies of Fathers' Response in Relation to their perception of their Role in Early Literacy	67
Table 4.5: Frequency of Fathers' Interaction with their Boys and Girls in Literacy Activities	69
Table 4.6: Significant differences of Fathers' Direct and Indirect Involvement in Early Child Literacy	62
Table 4.7: Reported Frequencies of Fathers' Direct Involvement by Level of Education	74
Table 4.8: Relationship between Fathers' Direct Involvement in Early Literacy and their Level of Education	76
Table 4.9: Relationship between Fathers' Indirect Involvement in Children's Early Literacy Development and their level of Education	78
Table 4.10: Fathers' Responses to Direct Involvement in Relation to their Level of Income	80
Table 4.11: Relationship between Fathers' Direct Involvement in Children's Early Literacy Development and their Level of Income	82
Table 4.12: Relationship between Fathers' Indirect Involvement in Children's Early Literacy Development and their Level of Income	84
Table 4.13: Fathers' Frequency of Interaction in Relation to Nature of Work	86
Table 4.14: Father's Direct Involvement in Children's Early	87

Literacy Development and Nature of Work

Table 4.15: Fathers' Nature of Work and their Reported Frequencies of Indirect Involvement in Children's Early Literacy Development	89
Table 4.16: Fathers' Indirect Involvement in Children's Early Literacy Development and their Nature of Work	90
Table 4.17: Frequencies, Means and Percentages of Father's Response to Direct Involvement in Children's Early Literacy Development in Relation to their Role Definition	92
Table 4.18: Fathers' Perceptions on Children's Needs	93
Table 4.19: Fathers' direct Involvement in Children's Early Literacy Development and their Role Definition	94
Table 4.20: Fathers' Responses in Relation to their Indirect Involvement in Children's Literacy	96
Table 4.21: Relationship between Fathers' Indirect Involvement in Children's Early Literacy Development and Fathers' Role Definition	97
Table 4.22: Frequency of Father's Direct Involvement in Children's Early Literacy in Relation to Gender.	99
Table 4.23: Father's Direct Involvement in Children's Early Literacy Development in Relation to Gender.	100
Table 4.24: Frequency of Fathers' Total Responses to Indirect Involvement in Relation to Gender Bias.	103
Table 4.25: Fathers' Indirect Involvement in Early Children Literacy Development and the Gender of the Child.	104

ABBREVIATED LIST OF FIGURES

		Page
Figure 1.1:	Direct and Indirect Involvement of Fathers in Children's Early Literacy Development	14
Figure 4.1:	Comparison of Fathers' Level of Education	62

FGDs: Focus Group Discussions

FIBS: Fathers' Indirect Behavioural Strategies

FIW: Family Interference with Work

KIE: Kenya Institute of Education

NACEC: National Centre for Early Childhood

PE: Parental Engagement

ZPD: Zone of Proximal Development

CBS: Central Bureau of Statistics

WIF: Work Interference with Family

FIW: Family Interference with Work

NASEC: National Association for the Education of Young Children

MEOS: Ministry's Education Office

ABBREVIATIONS AND ACRONYMS

CBS:	Central Bureau of Standards
DICECE:	District Centre for Early childhood
FDBS:	Fathers' Direct Behaviour Strategies
FGDs:	Focus Group Discussions
FIBS:	Fathers' Indirect Behaviour Strategies'
FIW:	Family Interference Work
K.I.E:	Kenya Institute of Education.
NACECE:	National Centre for Early Childhood
PRSP:	Poverty Eradication Strategy Paper
ZPD:	Zone of Proximal Development
CBS:	Central Bureau of Standard
WIF:	Work Interference with Family
FIW:	Family Interference with Work
NAEYC:	National Association for the Education of Young Children
M.E.O:	Municipal Education Office

ABSTRACT

The extent of mothers and other female caregivers' involvement in emerging literacy has been investigated over the years in both developed and developing countries. In developed countries research on fathers' contribution to the child's early literacy development suggests that fathers have an important impact on child learning and academic success. In developing countries this has not been adequately investigated and documented, and research in Kenya has documented the traditional view of fathers as not being directly involved with infants and young children. The study intended to find out the extent of fathers' direct and indirect involvement in early child literacy development and identify factors that might be related to fathers' extent of involvement, including type of work, family income, and fathers' level of education, gender bias and fathers' role definition. The two guiding theories were: Holdaway's Theory of Literacy Development and the Social Development Theory by Vygotsky. The study used a descriptive research design. The site of study was Thika Municipality within Central Province. The target population was fathers with 4-5 years old children in pre-schools. Seven schools were selected through simple random sampling. Stratified random sampling was used to select the sample of fathers. Fathers were clustered according to their nature of work. Simple random sampling was used to select the study sample from the cluster groups. Data was collected using questionnaires and Focus Group Discussions and analysed using descriptive and inferential statistics. The Statistical Package for Social Sciences (SPSS) was used for analysis. A t-Test for Related Samples was used to compare means and Pearson Chi-square used to test the relationship between the two variables. Findings from the study indicated that fathers' level of education had significant relationship on direct and indirect involvement while income was significantly related to direct involvement only. The other three factors had no significant relationship with fathers' direct or indirect involvement in their children's early literacy. Recommendations included awareness creation workshops for fathers on their important role in early literacy and further research to look into other factors that might be influencing fathers' direct and indirect involvement in literacy in the same area and another research in another metropolitan area using the same factors for comparison of results and further conclusions.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter considered the background information of the study, problem statement, and purpose of the study, research objectives, research questions, hypotheses and assumptions. The chapter also outlined the significance of the study, the scope and delimitations of the study, theories that guided the study and the conceptual framework and finally the operational definitions of various terms as employed in the study.

1.1 Background to the Study

Early literacy development begins at home. Parental stimulation in literacy is a very crucial starting point in children's literacy development. (Koech, Wanjohi, & Wambiri, 2007) Researchers worldwide have indicated that reading is a developmental process that begins at infancy, and therefore, it is never too early for the parents to read or share literacy materials with a child. Low literacy performance at adolescence is related to the few experiences children have had in their early childhood, meaning that literacy learning begins at home (McMahon, 1996).

Parental involvement in early literacy development has been found to play a crucial role in the development of reading and writing (Teale & Sulzby, 1987). Parents as partners in education act as the first teachers of their children as they involve themselves in literacy activities with their children. Teale (1981)

found that every reading method or early childhood development books or articles recommended that families read to young children in order to provide a sound foundation for learning to read and write. Children whose parents and caregivers are not involved in literacy activities are more disadvantaged as they join preschool and seem to be poor in literacy development (Goodman, 1980).

The role of parents in early literacy development is to invite young children to participate in all literacy activities as in reading story books aloud and use of oral language patterns, which are very much related to literacy instructions in reading and writing in preschools. (Wambiri, 2007). One of the predictors of the children reading achievements in pre-schools is the number of hours children spend reading as pre-schoolers (Wells, 1986). Children who interact more with their parents as they read aloud have larger vocabularies and better story understanding at five years of age (Dickinson & Tabor, 1991). Furthermore, children gain experience with literacy from the way caregivers use reading and writing materials in the presence of the children. Other experiences are through reading environmental print or as parents discuss with children, talk with and to children hence parents provide a conducive environment for learning at home, to facilitate early literacy (Wambiri, 2007).

Fathers' involvement in children's education was found to be significantly related to children's performance in school. 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. (Mwoma, 2009).

There are three dimensions of parental involvement as defined by Lamb and other researchers (Lamb, 1986; Pleck & Levine, 1987). These include; engagement, responsibility and accessibility. Engagement can be defined as time spent in actual one to one interaction with the child (Lamb, 1986; p.8). These direct contacts involve reading or playing a game with the child. Responsibility that involves indirect involvement includes scheduling activities and being accountable for the child's welfare for example, arranging for school meetings, childcare and buying learning material. The last one is accessibility. This is less intense category of involvement that includes indirect involvement like being available for the child as you do other things such as the child plays as you monitor. In this study both the indirect and direct involvements of fathers were explored.

Research studies in U.S. Department of Education (1997) reveal that fathers involved in their children's school help children perform better. In addition the studies indicate that boys without fathers have problems in balancing between masculinity, assertiveness and self-restraint, self-control and friendship, academic success and career goals. For girls, the father has a positive factor in their academic and career achievement (Gottman & Declaire, 1997).

Despite extensive research on parental contribution to early child literacy development, more focus has been on mother's direct interaction that enhances

literacy development (National Academy of Sciences, 1982; Ninio, 1980). According to Lloyd (1999), fathers' contribution to children's early literacy experiences and outcomes have not been explored in details, and less is known about the roles of fathers across different ethnic and cultural settings in relation to literacy of young children. The economic contribution of fathers is widely acknowledged, but fathers' direct and indirect involvement in infants and young children's lives, beyond their economic contribution have not been consistent (Amato, 1994).

Traditionally, Kenyan fathers have always taken an active role in their children's education (KIE 1999). Traditional education functions were not elaborated, and instead life skills were taught according to gender. Fathers concentrated on passing the economic life skills of the family to the male child, while the mother was responsible for educating the girl on her expected roles and skills as female. This means that education was geared along gender lines.

The role of Kenyan fathers, like all African Bantu fathers is hard to describe as easily as that of mothers. This is because the paternal roles are cultural (Wanjohi, 1991, Gakuru & Koech, 1994). In general, Kenyan fathers are providers, protectors and disciplinarians. According to culture they have the moral obligation of educating boys into matters related to the male world (Wanjohi, 1991). Both the fathers and mothers have more attachment and love for the boy child (Koech, 2005).

In most Kenyan communities, fathers do not appear to undertake any role in care giving of young children although they are mentioned in reference to financial contributions (Gakuru, Koech & Nduati, 1995). Gakuru & Koech (1994 and studies cited in Koech (2005) have revealed that when mothers are absent, fathers are never the exclusive caregivers; instead they supervise the other siblings or child minders as they take care of the young ones. In a few communities in Nyanza and the Coast, fathers are named as primary caregivers, although this role is less visible in practice.

Kenyan fathers' involvement in their children's education appears to be low if at all. Juma, Mwiroti & Ambrose (1999) indicate that financial status of fathers indirectly provides for facilities in most schools in Kenya. Studies done in Thika District established that there is low parental involvement in preschools, and if any participation, it was dominated by women (Ndani, 2007). Mwona (2009) and Koech (2010) also found low involvement of fathers in Guchu and Uasin Gishu Districts, respectively, in their pre-school children's education. Wambiri (2007) also highlighted this in her study where fathers were rarely observed stimulating their children's emergent reading development.

Generally, fathers might not know how to engage in children's literacy, considering their attitude towards childcare and other commitments. Thus, the type of father's involvement in literacy development is not elaborate but the impact of children having a poor start in literacy cannot be underrated. The question then is: are Kenyan fathers directly involved in their children's

literacy development or do they still contribute primarily in an indirect way? Since research has not answered this question, a study of father's extent of involvement in literacy is warranted (File:/A:/starting/The Quiet Crisis.gtm).

Various factors appear to be related to fathers' involvement. Mwoma (2009) and Koech (2010) found that fathers' level of education and fathers' occupation was related to their level of involvement in their children's education. Available literature suggests that mother's low perception of fathers as caregivers keeps fathers away; mothers act as strong gatekeepers supporting or discouraging father's involvement in childcare (Marsiglio, 1991; Lamb, 1997; Radin, 1981). Nature of work and gender bias were also identified as potentially affecting involvement (Mwoma 2009, Gakuru & Koech 1994). Parents' perceptions of their roles have also been shown to influence parental involvement (Wambiri, 2007). Are these factors and the gender of the child significant to fathers' involvement in children's literacy in all communities? This study attempted to answer this question.

1.2 Statement of the Problem

Parental involvement is very important for children's holistic development. Literature reviewed shows an increasing recognition of both school and the home as important institutions for socializing and educating children. Involvement of fathers in children's literacy 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 literacy, their roles in direct and indirect involvement in early literacy is not fully understood. Reviewed studies show that several variables appear to influence fathers' involvement in children's literacy development: nature of father's work, income, and level of education and gender bias. Education and income were also identified in Kenyan research 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 literacy in Kenya is not known. Also, the factors that enhance or hinder the fathers' involvement in their children's emergent literacy have not been investigated. To fill these gaps in research and understand the role of fathers in early literacy, a study on fathers' involvement in children's early literacy development and factors contributing to their involvement was necessary.

1.3 Purpose of the Study

The purpose of this study was to investigate the extent of direct and indirect involvement of fathers in their children's early literacy development. The study was also seeking to document if selected factors that might enhance or limit fathers' involvement both at home and at preschool level.

1.4 Research Objectives

The following objectives guided the study:

1. To find out the extent of fathers' direct and indirect involvement in their children's early literacy development.
2. To find out if fathers' nature of work, role definition, level of education, gender and income influenced their level of involvement.

1.5 Research Hypotheses

- H₁ Fathers' direct and indirect involvement in their children's literacy development is different.
- H₂ Fathers' direct and indirect involvement in children's early literacy development is related to their level of education.
- H₃ Fathers' direct and indirect involvement in children's early literacy development is related and their level of income.
- H₄ Fathers' direct and indirect involvement in children's early literacy development is related to their nature of work.
- H₅ Fathers' direct and indirect involvement in children's early literacy development is related to fathers' role definition.
- H₆ Fathers' direct and indirect involvement in children's early literacy development related to the gender of the child.

1.6 Significance of the Study

The study is of great importance to programme developers towards educating fathers and other caregivers on how they can empower their young children in

preparation for formal learning. Kenya Institute of Education (K.I.E.) and National Centre for Early Childhood Education (NACECE) can use the information as a guide for setting up a curriculum on community training and parenting roles especially for DICECE trainers. The study findings are expected to improve fathers' perception on their extent and importance of involvement in children's literacy. The study provides useful information on the importance of fathers' interaction with children that could be used to promote children's early literacy if put into practice in the family set up at the appropriate time. Researchers in education could use this information to develop other studies to add information to the existing field of knowledge as they consider other factors that were not included in this study. Teachers, head teachers, administrators and pre-school teachers will hopefully find the study useful as they strive to involve fathers in pre-school activities for faster literacy development. During their school meetings, head teachers can take the advantage of educating fathers on their role in their children's education.

1.7 Scope, Limitations and Delimitations of the Study

The study was carried out in Thika Municipality in Central Province, Kenya. Thika town has unique characteristics as it is an industrial town surrounded by agricultural plantations. Also, it is a metropolitan town with people of various cultures. The study focused on fathers with children in public pre-schools and their involvement in their children's literacy development only. Fathers could also be involved in other developmental aspects which are equally important to the holistic development of the child, but other aspects of development in

children were not considered. The study limited its focus on children aged 4-5 years. The research findings, therefore, can only be generalized to populations with similar characteristics. Many of the fathers targeted did not complete the questionnaires. This limited sample made generalisation to a larger population of all of the target fathers difficult.

1.8 Assumptions of the Study

The following assumptions were made. If fathers get involved in their children's early literacy at an early age, children would perform better in preschool and at adolescence. It was also assumed that factors influencing fathers' involvement in children's early literacy in the western world could apply in the area under study.

1.9 Theoretical Framework

The focus of this study was on factors relating to fathers' direct and indirect involvement in early child literacy development. To understand how fathers' extent of involvement influences literacy development in young children, the study used two theories. Holdaway's Theory of Literacy Development (1979), and Lev Vygotsky's Social Development Theory (1978). The two theories were selected as each one of them explains how children learn within a social context with the help of adults and significant others who act as role models. Holdaway's Theory is more of indirect involvement and Vygotsky's Theory has more of direct involvement. They supplement each other in children's literacy developmental outcomes.

1.9.1 Holdaway's Theory of Literacy Development

This theory was based on observations of home environment where children learned how to read and write without direct instructions (Holdaway's, 1979). Rather than verbal instructions in the training of reading skills, parents set up an emulative model of the skill intended and encourage the child to perform an activity which leads to the use of the skill. Holdaway's model combines a rich home environment and supportive adults who intervene in their children's development for a skill to be induced. Attempts by the child to do something like the skill he wishes to emulate is refined by immediate rewards. This makes the activity to be repeated leading to the acquisition of the required skill(s).

According to Holdaway's (1986) observation of literacy behaviour, there are four processes of enabling children acquire reading and writing skills: observation, collaboration, practice and performance. In observation, the child observes literacy related behaviours like, seeing somebody read or turn pages, writing and being read to. The second process is collaboration. This means interaction with an adult, who encourages, motivates and offers help when necessary. Examples include parents who helps in school assignment or parents who make reading fun.

The third process is practice. This involves the learner, who is motivated for trying out what has been learnt on his own without the help of the adults. This means that the child will be modelling the observed behaviours from the adults.

For example, a child will pretend to be reading a book on his/ her own so long as she/he has seen somebody in the family do it.

The fourth process is performance. The child does what he/she has learnt and seeks approval from adults who are supportive, interested and encouraging. An example is when a child will try to draw a picture from a picture book. An interested adult will encourage the activity and help to put details in the picture. This brings satisfaction to the child, which in itself is motivating and leads to a repeat of the action.

The four processes are systematically arranged to help the child acquire required skills and attitudes like reading and writing. This theory is emphasizing on home learning environment and childhood experiences as important aspects of informal instructions readiness for formal instructions.

This theory forms an important base of this study. It is emphasizing on a rich learning environment for the child while at home in the presence of interacting and interested adults. The whole literature review has focused on the three elements; rich literacy environment, interaction with significant others, and interested parents. Specifics of adult-child interaction for literacy development are also highlighted in Vygotsky's social development theory.

1.9.2 Social Development Theory

Vygotsky's social development theory emphasized the importance of social interaction as the basis for learning. He further believed in the developmental

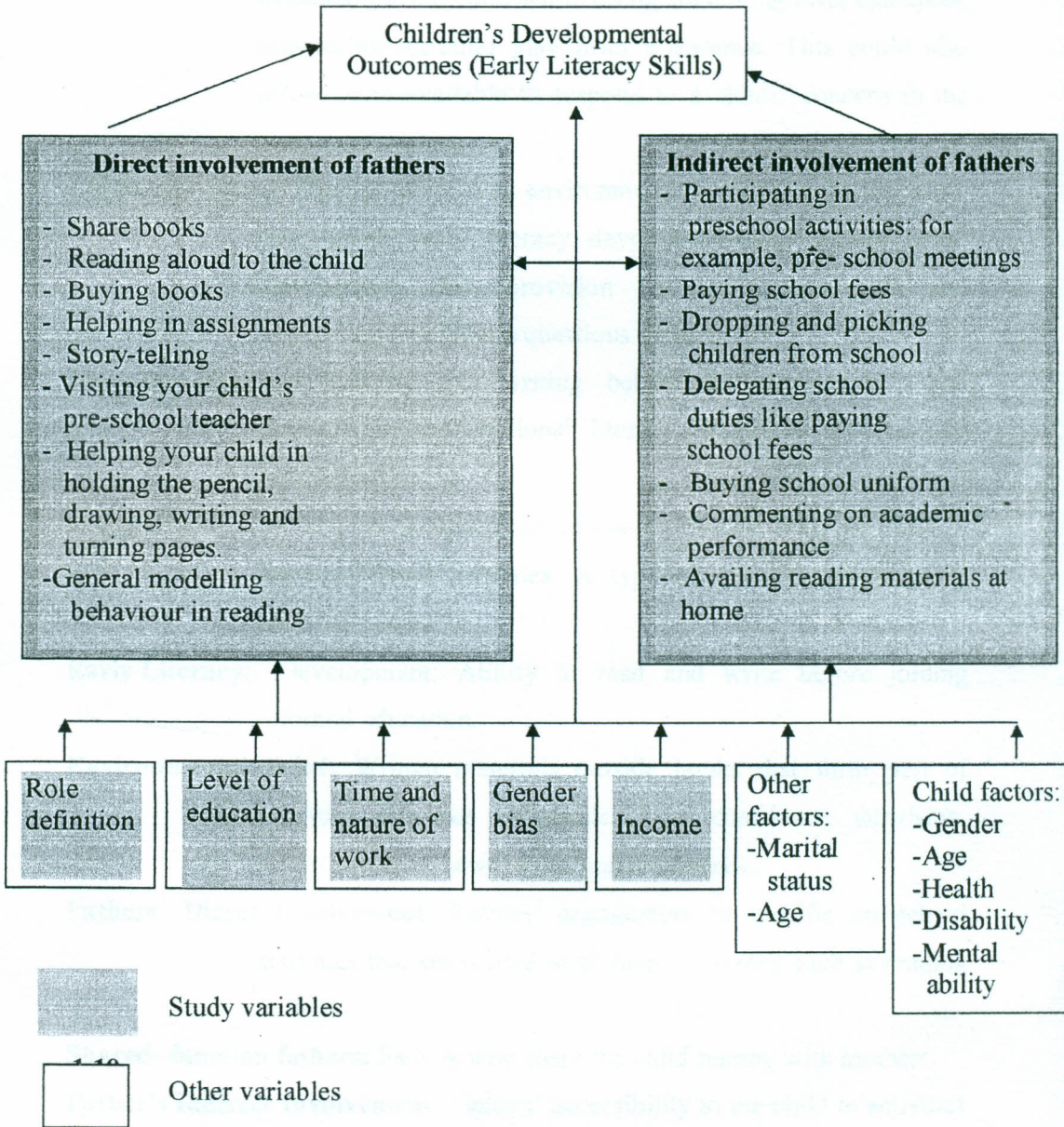
process that begins at birth and one that is continuous. He believed that the long life development is dependent on social interactions and that social learning leads to cognitive development. Meaning that, learning takes place when adult and children interact. Thus, all learning involves a movement from doing activities in a social situation with the support of more knowledgeable others to doing the activities on their own. For example, as adults play, talk and read aloud to children, children listen, internalize and use the language later on as their own. This means that there is a gap between what a child can learn on his own, and what the child can learn in the presence of adults. Vygotsky referred to this gap as the zone of proximal development (ZPD) (Vygotsky, 1978).

Vygotsky argues that you cannot separate learning from social context. Then, intellectual development must be explained as a product of social interaction between the child and the adult. These arguments mean that children's cognitive development requires more than provision of play materials or rich literacy home environment. In addition, they require engagement with parents and knowledgeable caregivers to influence learning, hence children learn through collaboration in the process of interacting. This theory is useful in guiding the study as it relates to learning as resulting from the child's interaction with the adults in informal settings in literacy activities which influences literacy readiness.

1.9.3 Conceptual Framework

Emergent literacy consists of behaviours that are related to future reading and writing skills. These emergent skills are related to the level of adult interaction. Interaction can be through direct or indirect involvement with the child. Direct involvement means caregivers engaging in the child's literacy activities, like reading aloud to the child. Indirect involvement means provision of literacy environment for the child such as providing reading books, newspapers, magazines and watching television programmes. Direct and indirect involvement in children's literacy could be influenced by the study variables which leads to positive developmental outcomes while negative influence by the study variables could hinder early child developmental skills related to literacy.

Figure 1: Direct and Indirect Involvement of Fathers in Children's Early Literacy Development



Source: Researcher

1.10 Operational Definition of Terms

Accessibility: It includes indirect involvement with the child, such as being available for the child while doing something else; examples, monitoring the child play from a distance. This could also mean being available to respond to a child's concern in the process of reading.

Conducive Home: The terms refer to environmental conditions in the home that favour early literacy development and general child development, like provision of reading materials and responding to a child's questions on reading.

Emergent Literacy: Reading and writing behaviour that precedes and develops into conventional literacy (before formal reading instructions).

Engagement: Time spent in actual one to one interaction with the child in literacy related activities. A type of direct involvement in children's literacy.

Early Literacy: Development: Ability to read and write before joining formal education.

Environmental Print: Written materials outside books that form part of everyday life, like billboards, food containers, television, advertisements, newspapers and magazines.

Fathers' Direct Involvement: Fathers' engagement in specific pre-school activities that are related to children's literacy such as reading to them.

Shared- function fathers: Fathers who share the child rearing with mothers.

Father's Indirect Involvement: Fathers' accessibility to the child in activities related to early literacy development. Examples are dropping them in school, paying school fees.

Father/parental Involvement: Fathers' or parents' extent of interaction with the child. Facilitating child's early literacy through

modelling, encouraging, motivating and participating in the pre-school activities.

Home Literacy Environment: All print materials available for the child within the home environment that provides literacy experiences.

Literacy: Engaging in reading and writing skills, other cognitive and social activities.

Print Material: All reading and writing materials in the home. This includes books, newspapers, and magazines, labels on food containers, soaps, and pictures, among others.

Responsibility: Scheduling activities and being accountable for the child's activities, such as planning for the child's schooling, reading with the child, helping in their homework, provision of learning materials.

Role Definition: Caregivers' perception of their role in early child literacy.

Self-efficacy: Personal judgment on one's capability of performing a given task.

Employed Fathers: Fathers with a monthly salary.

Self-employed Fathers: Fathers with business

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature related to the study of father's involvement in early child literacy development; researches done and their outcomes; factors that might be influencing or hindering fathers' involvement in early child literacy development.

2.1 Emergent Literacy and Home Environment

This refers to the reading and writing behaviour that precedes and develops into conventional literacy (Sulzby, 1989). It is concerned with the earliest phases of literacy development, between birth and the time children learn how to read and write conventionally. Emergent literacy signals the starting process of becoming literate.

Literacy development begins before children start formal instructions in school (Teale & Sulzby, 1986). At three years, many children can identify signs, labels and logos in their home environment. Reading and writing develops at the same time in young children rather than develop sequentially. Early child literacy development involves listening, speaking, reading and writing abilities, copied from the significant people around the child. Children listen and internalize what they have heard which they retain and produce at the appropriate time. In other words, children apply what they have heard and seen or observed from the adults within their environment.

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). This interaction creates joy and closeness with caregivers and special support that makes them free to seek assurance and clarification from their parents. This enables them to gain experience and understanding of stories and discussions held between them and parents at home. Children's first experiences with literacy activities are passed on to the child through the way parents and caregivers use reading and writing materials in their lives. This means that, language and cognition emerge almost at the same time (Teale & Sulzby, 1987).

The concept of guided participation explains how learning occurs between parents and children through everyday events (Rogoff, 1990). This concept suggests that during routine activity, parents guide children's participation in relevant events and this helps them adopt their understanding of new situations and assist them in assuming responsibilities for managing problem-solving. From their active involvement, children are thought to assimilate an understanding that may carry them on to the future occasions and new situations that resemble those in which they have participated.

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 et al, 1988). 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).

Apart from modelling reading and writing activities, environmental print plays an important part in beginning literacy experiences for toddlers. Many children have more experiences with environmental print items like toy packages, street signs, and food packages than they have with books. They learn to recognize meaning in environmental print by being engaged in daily activities involving items that include print (Goodman, 1980). They observe and listen as items are named which they later talk about as they acquire language.

A study by Scarborough, Dobrich and Hager (1991) examined the relationship between pre-school development and level of literacy activities while at home and children reading achievements. Results showed that exposure to print

materials gave children a better start in school compared to their counterparts. This shows the importance of a rich learning home environment for the development of emergent literacy. A home with a rich learning environment coupled with involvement with print materials is very important in influencing early literacy. It gives the child a strategy for completing tasks, encourages turn taking, provides elaborate feedback and respond to children's initiative (Neuman & Roskas, 1993). Literacy is enhanced through parents and children's interaction as they read environmental print.

2.2 Role and Strategies of Caregivers in Early Literacy Development

Literature on the role of caregivers and strategies in early literacy development brings out the importance of parents and other caregivers in guiding the child in early literacy development. The presence of print alone without positive parent-child interaction cannot enhance children's early literacy. This means that the environment has to be responsive. Neufield (1997) reports that parents play a significant role in children's literacy development by providing opportunities for interacting with print. Hughes (1993) explores literacy related home experiences with pre-school children and correlates the experiences with literacy skills as they joined school. Children with earlier exposure to books have better reading and writing skills when they join pre-school while those who lack this exposure are disadvantaged (Scarborough, Dobrich & Hager, 1991).

Parents influence children to develop positive attitudes towards school, education and life long-learning, which should be a continuous process from what takes place at home and in school. Learning is enhanced by active engagement in experiences in real life settings. Various studies support the concept of early literacy as beginning at birth and as continuous. Early literacy relies on a range of environmental stimuli provided by caregivers participating at home in early literacy education. However, successful interaction and strategies are related to the caregivers' self-efficacy. Caregivers' understanding of their roles in their children's education and development enhances involvement. Confident parents are more involved in their children's education (Moreno & Lopez. 1999).

In the traditional Kenyan societies, important information was passed on through proverbs and sayings by fathers and other caregivers. Language development was the responsibility of the mother before weaning. After weaning, other caretakers took over as they interacted with the children using stories, riddles, songs and lullabies. All these provided clues on the way the child was perceived. In addition, education of the child was communal and more lived than thought about. Children learnt through deduction from the adults, as there was nothing written or formal. Today, there is deductive learning from parents plus academic and print materials and the media from which children can learn from, and fathers can use these to influence early literacy (Wanjohi, 1981).

It is never too early to read to a child (McMahon, 1996). By reading to children, parents can help them develop an understanding of print at an early age as infants learn to make connections between words and meaning. When they are engaged early enough in reading, and allowed to observe those around them engage in reading activities, parents help foster a life-long passion for reading that benefits the child in all areas of development, as the child grows older. The role of caregivers is to invite young children to participate in literacy activities like reading storybooks aloud and also story telling. It has also been observed that children who interacted more with their parents as they read aloud have wider vocabularies and better story understanding at five years (Dickinson & Tabors 1991).

Early interaction between adults and children in literacy activities is important (ENZ, 1995). An informal survey conducted with 400 high school students found that 70% of the remedial readers had not been read to by their parents as children, while 96% of the advanced students reported that their parents had read to them regularly, hence the difference in performance which can be directly attributed to caregivers' interaction. Retrieved in October, (2006) from (<http://pecrp.uiuc.edu/index.ltm>).

According to Holdaway (1979), and Vygotsky (1978), learning takes place first in a social context. To build a new context, children interact with others who provide feedback for their hypothesis or those who can help them accomplish tasks they cannot do on their own. Adult language is an important part of the

social context of learning. Vygotsky (1978) believes that children need to be able to talk about their problems in order to understand it and use it. Adults supply language that fits children's needs at a particular stage or in response to a particular problem. As the child gradually internalizes the language and routine tasks that help in solving problems, they become the child's own. As was revealed in the theoretical frame work, Vygotsky (1978) calls this the zone of proximal development. This is the opportune time for growth, but one in which children are dependent on help from others (Vygotsky, 1978). Within this zone, children do what they can while caretakers complete the rest of the tasks, thus the zone of Proximal Development bridges the gap between what the child knows and what they can learn from others which leads to learning.

Adult talk is an important part of helping children in scaffolding the tasks. Scaffolding talk gives advice, directs children's attention, alerts them to the sequence of activities, and provides information for completing the tasks successfully. Gradually, children internalize this talk and use it to direct their own attention, plan and control their activities (Sulzby & Teale, 1991). Oral language enhances reading and writing achievement. Research findings indicate that certain kinds of oral language patterns are related to the kind of language used in literacy instructions in schools. Such include parents who ask their preschoolers questions to recount or retell their daily activities. This is the same way teachers ask children to retell events from stories read or told by others (Heath, 1984; Snow, 1993).

Parental techniques play a significant role in children's literacy development. A study conducted by Anbar (1994), on pre-school children who learnt to read without former systematic instructions but with parental assistance found that parental help was spontaneous, intuitive and unplanned, but used a variety of techniques to teach and facilitate reading development. Many children learn about literacy early and naturally as they sit on their parent's laps or on those of other caregivers or as they share storybooks or other literacy activities (Clark, 1984; Cochran-Smith, 1986).

Other strategies of reading enhancement are making literacy learning sessions enjoyable. Baker, Scher and Mackle (1997) emphasize on parental reading for children as an entertainment rather than a skill. This helps children develop a positive attitude towards reading. Lancy et al. (1989) argue that parents who are poor readers hold the reading sessions with a lot of seriousness and expect children to master. This results to anxiety and frustration in children who fail to accomplish the task. Therefore, when reading is not made enjoyable, it discourages children as an activity. According to Lancy and Boyce's (1992) findings, children who are fluent and positive about books come from parents who make reading fun, encourage and ask questions and create humour while they read to and with their children. Such children have a tendency of being with books often and hence developing reading skills faster than the frustrated children.

Though self-efficacy has been positively related to family involvement in developed countries (Moreno & Lopez, 1999), it has not been studied in Kenya in relation to early literacy. Successful literacy interaction is related to the caregiver's self-efficacy. Confident parents tend to be more involved in their children's education (Moreno & Lopez, 1999). Teaching strategies make an impact in early literacy but we are not sure whether Kenyan fathers are aware of the strategies that can enhance their children's early literacy, hence the need for the intended study which will specifically study the extent of fathers' involvement in early literacy.

2.3 Fathers' Involvement in Early Child Literacy Development

Early literacy is a significant art of preparing children to achieve academically (Amato, 1994). This is one area fathers can be engaged in but studies in this area are scarce. Studies on the importance of fatherhood in children's lives beyond fathers' economic contribution and discipline have not been consistent (Amato, 1994).

Outstanding school performance is linked with fathers' consistent reading with their children. Fathers, who read to their children often, tend to raise children who are superior readers and consequently perform better in school (Gasden, Brooks & Jackson, 1997). Educators contend that reading and storytelling stimulates imagination, enhances vocabularies, introduces them to the content of the story, like identifying the characters, actions, and provides them with information about the world around them. Reading with children allows for

warm and positive interaction between parents and children. A study on parental role in literacy development concludes that fathers who are involved in care-giving have infants with greater cognitive development at one year of age than children of fathers who are less or not involved. (U.S Department of Education, 1999).

Historically, mother's education has been the primary predictor of children's achievement. Closeness to mothers can be attributed to absence of fathers in care-giving activities. Studies show that fathers are conspicuously absent in terms of spending time with children. In a cross cultural study conducted by Olmsted & Weikert (1995), examining the lives of four years old children in eleven countries, found that children spent five working hours with their mothers, and less than one hour under the supervision of their fathers. In U.S., children spend eleven hours per day with the mothers, one hour with both parents, and forty-two minutes in their fathers' care. Shared function fathers are impressed by their children's achievement as they help them in their assignments, though they still believe that preschool related activities are the responsibility of their spouses and can only be involved if mothers are busy with important tasks. This implies that fathers' involvement is conditional and not a responsibility. This explains why they are mostly absent in the lives of children (Kutsche, 1983; Zavella, 1987; Martinez, 1988). Shared- function fathers view literacy as an activity that brings the family together. Fathers participated in literacy practices for religious, academic and recreational purposes (Martinez, 1988).

Shared function fathers associated family reading to short and long-term goals, with children viewed as contributors and recipients of literacy activities. Time spent together created bondage, which is an incentive to learning. Some fathers reported that they engaged in reading with their children because they understood the importance of education while research on shared function fathers' involvement in children's literacy have revealed that 37% of fathers reported that both partners read to their children equally, 40% of fathers agreed that their partners were more active in reading to their children (Millard & Hunter, 2001).

Despite children's closeness with mothers, researchers are in general agreement that fathers and mothers interact with their children differently. Fathers spend more time with rough and tumble play while mothers spend time in caretaking activities. Fathers are tactile and physical while mothers are verbal and didactic and toy related in their play. Children who are close to mothers have better language development as compared to those close to fathers (Parke, 1995).

In other related studies in U.S Department of education (1997) on fathers, a father with a child in pre-school wants his child to learn a lot from reading. He believes that by reading with the daughter, she would not get bored when she joins formal school. To him, early literacy activities were a way of encouraging children to habituate reading (Park, 1995). Studies by Clarke-Stewart (1978) observed both parents with three years old children at home in unstructured and

semi-structured environment. She observed that the intellectual skills of those children were significantly related to the fathers' engagement with unstructured play, fathers' positive rating of children, and extent of father's interaction with children and fathers' aspiration for children.

In other related studies conducted in United States, 26 fathers were interviewed in relation to literacy involvement. Results showed that the majority of fathers engaged in weekly literacy practices. Two thirds read with their children for recreational purposes, while others read as a way of maintaining relationship with their children. They viewed having home library and being seen reading as important to their children (Lloyd, 1999). Social Learning Theory emphasizes on adults acting as role models and those children will model what they enjoy and like from the adult (Bandura, 1977).

A significant impact of fathers' experience with the child is on the father himself. The more the father cares for the child, the more he becomes involved with the child. A father with exclusive responsibility for a child, at some point in time develops care-giving skills and gains confidence. This research leads to a strong argument on increasing fathers' roles in parenting as involvement results in positive outcomes (Engle & Breause, 1994). The factors that emerge as significant are the levels of involvement and the type of involvement the father has with his child, rather than the amount of time that the father spends interacting with the child. Engle and Breaux (1994).

Several researchers argue that most literacy has been narrowed to book based literacy practices, neglecting the media which fathers are more comfortable with. 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).

More research from leading scholars reviews the important role of fathers in children's lives (Marsiglio, Amato & Lamb, 2000; Parke, 1996). Children who grow up in warm nurturing and actively involved fathers as opposed to uninvolved fathers, reap tremendous benefits which include: better school performance, increased self-esteem, healthier relationships with peers and healthier sex roles, development and access to greater financial resources (Lamb, 1997; Pruett, 2000). In an issue of Parents Magazine, of February 1982 an article entitled, "The New Fatherhood" by Muenchow (2006), a clinical psychologist, discussed recent research findings from various universities regarding fathers' ability to respond to children's needs. The findings suggest that fathers can be as responsible as mothers and the only difference is that mothers' breastfeed. The idea that mothers can meet their children's needs better, makes mothers feel more responsible while fathers feel insignificant and excluded. Exclusion means their involvement is minimal; hence their role as fathers is underrated and ignored in children's lives (Muenchow, 2006).

2.4 Fathers' Marital Status and Changing Roles

The rise in divorce and non-marital child bearing means that most children are spending most part of their childhood with one parent. Estimates are that at least half of all children will spend some time with a single parent before they are 18 years (Furstenberg & Cherlin, 1991). In most cases this parent is the mother although the proportion of custodial fathers has increased over the last several decades. Mothers take custody at an early age but the proportion of custodial fathers has increased recently (Meyer & Garasky, 1993). In U.S. by 1994, 3.4 % of young children under 18 years lived in fathers' only families (Saluter, 1996). Fathers in single – parent families behave like mothers in single parent families in respect to involvement in school activities. This supports the notion that in single parent families, the lone parent assumes all the responsibility and that single fathers and mothers are more similar in their parenting behaviour than are mothers and fathers in two parent families. Single parents of necessity must often fill all roles within the family. The structural constraint of being the sole parent in the household diminishes traditional gender role differences. This makes single fathers' involvement pattern more similar to that of the mothers who lead most single parenting families (Becker, 1981). Custodial fathers arise from the high rate of divorce and separation of parents. While divorce is more prevalent today than in the recent past desertion is an alternative in creating lone parents. (Huber 1973, p.167)

2.5 Fathers' Involvement in Children's Literacy in Kenya

Childcare is a challenging task for the increasing number of working women with young children. A national survey of women in the reproductive years (15-49) shows that 52% of the employed women have a child under age 6. 42% of the employed said they take care of their young ones while at work, 17% said they have relatives other than their husbands who look after their children. 15% of the cases said older siblings mostly girls mind the young children. Women with more education are employed and living in urban areas use hired workers. (CBS, 1999)

No studies appear to have been done to investigate fathers' involvement in the pre-school aged children in Kenya. According to Wambiri (2007), the only such studies conducted earlier investigated the extent of parental involvement in children's reading in standard four (Kiugu, 1997 & Obondo, 1984). Kiugu reports on lack of stimulating home environment like lack of English books, and pre-school background leading to poor preparedness for primary learning. According to Kiugu, illiteracy is a major drawback to a large population. He argues that to have a semi-illiterate parent reading to children at home will only mislead them and will be poor teachers of their children (Kiugu, 1997: 129).

Recent studies by Mwoma , (2009) revealed that fathers' involvement in their children's education was significantly related to children's performance in school. Children are likely to do better in school when their fathers are involved in their education than when they are not. Fathers in Gusha were found to be involved in the purchase of uniforms, Books, paying school fees

and buying presents for their children when they well at school. The same study highlighted fathers' involvement to be influenced by their level of education, occupation, beliefs on their role their children's education. According to Koech,(2009) study on partnership, fathers' level of education, role definition were found to be significantly related to partnership between parents and teachers. Parents who were more educated were found to be more involved in partnership with the child and the school. This means that quality time must be accompanied by other qualities if the father is to be effective in early literacy development.

Studies on parents' involvement in children show that parents are more likely to use physical punishment. Fathers usually did the beating to discipline though in polygamous household mothers were more involved in physical discipline of their children. Kayongo Male & Onyango (1982,p.22) A research study by Mburugu & Adams (2001,p.24) show that wives spend twice as much time caring for children as the husbands do.

In related studies by Obondo (1984) on parents' involvement in their standard one, children's reading ability in three different schools in Nairobi revealed , that 90% of those interviewed considered reading with children as important but admitted not being involved. They had delegated the responsibility to other caregivers. Ninety-five percent admitted having problems helping their children due to lack of teaching strategies. The sample did not know what a home library was nor were they aware of the school textbooks. Ignorance was

high, poverty contributing to poor literacy environment, illiteracy and poor time management all leading to poor literacy development among children.

2.6 Factors Influencing Fathers' Involvement in Early Child Literacy Development

The extent of fathers' involvement in early literacy could be influenced by many factors known or unknown to them. Such factors influence positively or hinder direct or indirect involvement with children's literacy.

2.6.1 Fathers' Income

This refers to the fathers' monthly income including salary and all other income, for example, from business or property. In most cultures, men's identity and self-esteem is derived from their ability to provide for their families financially. If they cannot meet their obligations, this affects their relationships with their families, resulting in changes in men's parenting behaviour to the extent of being physically absent (Barros, 1994).

Studies conducted in Brazil looked at relationships between the number of fathers who lived with their families and the relative poverty of the family. The studies revealed that there was a close relationship between family poverty and fathers living or not living with the family. Results showed that the poorer the family, the less likely that fathers were living with the families. When fathers cannot afford to live with their families, it means that they cannot provide the necessary materials for intellectual stimulation (Barros 1994).

In Jamaica, studies revealed that fathers were more likely to stay with their families if they could provide income for their families, and women were willing to allow men to stay if they can provide (Brown & Chavanness, 1993). Fathers, who made significant contributions financially, were more present and confident about their roles in the family. It can be concluded that poverty undermines the family and the wellbeing of children, reducing chances of conducive environment for learning.

More financial resources for fathers result in greater level of involvement. Involvement in school increases with increased household income, and the latter is directly related to provision of developmental needs like provision and access to children's learning materials and books. The opposite is most likely for low-income fathers with poor literacy abilities, literacy experiences and preparations and goals for their children but also in the family relationships and family resources (Brown & Chavanness, 1993). These studies have suggested that fathers' ability to support his children's learning affect the child's engagement with books and schooling.

Such findings support the concept that income is essential in the family to provide adequate materials for the necessary stimulation at early childhood. When fathers are able to provide they are more likely to have the confidence to use the learning materials in the household. Low income is related to inadequate parenting skills and inconsistent parental behaviour. Fathers with high social-economic status, and who are highly educated are more likely to be

involved in their children's schooling. They have more to offer to encourage learning environment and contribute more to giving learning experiences (Zill & Nord, 1994).

2.6.2 Fathers' Level of Education

This means the highest academic certificate achieved. All parents regardless of their education levels recognize the importance of a positive home literacy environment (Delgado- Gaitan, 1987). Education levels, skills and abilities of parents indicate the aspirations, expectations and beliefs of the individual. Most fathers with high level of education have flexible jobs. This means they are more readily available and confident as they help in school assignments, stimulate and motivate their children to ensure their expectations are met (Nord, Brimhall & West, 1997).

Fathers have a powerful impact on their children's academic success. Studies done in U.S. Department of Education (1997), with 20,000 parents revealed that when fathers take an active role in their children's education, they are likely to get A's, participate in extra curricular activities and enjoy school and are less likely to repeat classes. Also, fathers who value education have children who do better in school. There is a relationship between children's reading levels and the reading habits of the fathers. Reports indicate that fathers who value education have children who do better in school than those who do not. Investigations reported a relationship in children's reading levels to the amount they saw their fathers reading at home (Lewis, & Sale, 1986). Thus,

fathers as role models have a strong influence on the level of literacy development through their behaviours with print materials. Furthermore, fathers who are involved in the lives of their children attend to their children's school events, which expose them to learning experiences that they can use at home with their children.

Parental involvement in early childhood education is higher if the parents are confident that they are of help to the child and if they believe that the child is capable of doing well in school (Eccles & Harold, 1996). A study of low income African-American fathers participating in fatherhood programs examined fathers' beliefs regarding the value, uses and problems of literacy. Fathers agreed that they felt challenged by the expectations attached to parenting roles, their own limited formal literacy capacities and their desire to help their children in early literacy development (Barros, 1994).

Despite the reviewed evidence on fathers' influence in early literacy, the extent of fathers' involvement with their children's school-related activities reveals less involvement in all types of school activities. Revealed studies by Koech, 2010, Mwoma, 2009, and Ndani, 2007 all support the idea that levels of education is related to parents' involvement and participation in their children's education. Studies suggest that fathers' level of schooling influences his ability to support his children's learning and their engagement with books and schooling. Fathers with limited schooling, low reading and writing abilities have difficulties in school related activities requiring higher levels of literacy

and feel intimidated by the school settings (Zill & Nord, 1994). There are no studies known to the researcher that have examined fathers' level of education and their direct and indirect involvement in children's literacy and its impact on children's early literacy in Kenya. Therefore, the study intended to find out if Kenyan fathers' level of education is significant in early literacy development.

2.6.3 Fathers' Perceived Roles in Children's Early Literacy Development

Fathers accept that background experience is related to task allocation. The latter has roots founded on traditional and gender role beliefs, where fathers are the authority, disciplinarian, provider and protector of the family. Parental beliefs about children and their roles as parents influence parent/child interactions, parenting practices and parental responsibility. Parental perceptions influence parental behaviours that in turn affect children's outcomes (Sigel & McGillicuddy-De Lisi, 2002).

Perceptions can be positive or negative depending on whether they feel they have a role to play or it is not their responsibility at all. Fathers with less traditional beliefs and who view fatherhood as critical for their children's development are more involved in the day-to-day care of their child than those who hold traditions strongly (Beitel, Parke, 1998). In addition to men's beliefs, women's attitude towards their husbands as potential caregivers influences the degree to which husbands value the nurturing roles (Rane & McBride, 2000). Irrespective of the traditional beliefs relating to children,

fathers and women's attitudes, fathers are not aware of their roles in preparing children for formal learning, which is a critical, continuous and demanding responsibility (Palkovitz, 1984). Fathers who got involved in their children's education did not believe they have a role to play in their children's education other than provision of the required literacy materials. Study findings by BvLF (2004) established that in Western Europe, North America, some parts of Latin America and the Caribbean men expressing and experiencing confusion over their roles and identities as men and fathers.

As most women take on new roles outside the home in a way that generally expands their skills and sense of self, most men have been slower to take on new roles within the household, and many speak and behave defensively about women moving into or taking over traditional male spheres. When men take on household roles, these roles are not socially valued for with an exception of involved fathers in some parts of Western Europe. To a lesser extent some men in various parts of the world are beginning to question traditional cultures that keep them away from their families. They are reflecting on their roles as fathers and the meaning children hold for them. These men remain the minority in most if not all societies but these emerging trends are nonetheless significant (BvLF, 2004)

2.6.4 Gender Bias

Traditionally, men and women roles were clearly defined and functional. Research on fathers' involvement in children states that, involvement changes

as children grow older and also depends on sex. Fathers are more likely to be involved with their sons than their daughters (Marsiglio, 1991; Lamb, 1986). The nurturance of fathers is related to boys' cognitive abilities but less so of girls (Radin, 1981). Close father-son relationship appears to encourage analytic skills and discipline in sons.

Fathers are more close to sons as they grow older, as they learn to balance between career, peer relationship and in academic achievement (Thompson, 1986). Some programs started in the U.S. Department of Education (2002), aimed at providing fathers with information on the support they can give to their children's learning while at home. Some such programs included, "Its Dads' and Sons' campaign, dad and sons a winning team". This helped improve the sons' educational achievements while daughters remained as strangers to their fathers due to cultural barriers.

Furthermore, fathers tend to handle their sons more than their daughters and they handle them differently. They are soft with girls and rough with boys. At age two, clear father-son links are already established which are important for early literacy involvement. Fathers' contribution to intellectual development at this age relates to play with toys and exploration (Belsky, 1980). Fathers who are close to their daughters and are demanding, challenging and passionate appear to raise the most competent and independent daughters. Daughters work hard to impress their fathers; they have steady relationships and are good in mathematics (Baumrind, 1978).

Gender bias in India is more pronounced. A Study in India entitled “The girl-child and the family” by Anandalakshmy (1994) reveals that a father has no role in sharing activities with daughters. Observations and research findings show that Indian fathers have obligated their responsibility. They are financial providers, but beyond the basic minimum, fathers have nothing to do with girls’ socialization.

According to Kikuyu culture, fathers had nothing to do with the girl child other than marrying her off as the head of the family (Kenyatta, 1938). Depending on individuals, fathers can at times manifest utter difference, great love and attachment towards the male child. They openly show tenderness to the boy child, taking him to his arms and listening to his every word. With the girl child, the father keeps a distance due to cultural rules that limit their contact and mutual expression of sentiments (Wanjohi, 1981). In this study it is expected that fathers are more inclined to the male child in terms of direct interaction.

2.6.5 Fathers’ Nature of Work

This refers to the occupation of the father. Social interaction and attachment between fathers and children has been associated with the nature of work parents are engaged in (Bernett and Hyde, 2001).

Work schedules, distance and job responsibilities place demands on parents that must be accommodated by the family (Bernett and Hyde, 2001). Literature

on work and family conflict suggests two elements: work interference with family (W.I.F) and family interference with work (F.I.W) (Frone, Yardley & Markel, 1970). Investigations into men's work and effects on father-child interactions revealed that work obligations is one of the most frequent reason given by fathers for low levels of paternal involvement (Haas, 1992).

Fathers' involvement in their children's education is influenced by the kind of job they do. From her study, teachers were more involved with their children's education than fathers in other occupations. This implies that fathers in the teaching fraternity knew that involved fathers enhance children's performance. Mwoma (2009)

Excessive work for long hours results in job stress especially with young fathers when career goals are not met. This means that needs for career investment compete with family responsibilities, job demands and overworking resulting in reduced time and energy for father interaction with children, which in turn leads to family conflict. Studies reveal fathers' job stress as being related to behaviour problems with their children. British Market Research Bureau has shown that only 12% of fathers get involved in their children's education, with two third blaming the pressure of work. Fathers use their spouse's unemployment status as a reason for not engaging in children's caregiving activities. They argue that the unemployed spouses have all the time for children's chores unlike them. Fathers argue that they work more, while their

spouses stay at home and therefore, they are busy people to be engaged with children.

This shows that they are not aware of the importance of their contribution to the child's early literacy development. It shows that work responsibilities take more time at the expense of their interaction with their children in literacy related activities. Working away from home also keeps fathers away from their families for weeks, months or even years depending on the distance, money earned and job responsibilities. Such fathers are rarely available for their children. For example, men from Bangladesh and Indonesia work in Malaysia, Indians and Pakistanis work in Arabia. Botswana men work in South Africa and there are Turkish guest workers in Germany (Engle & Breause, 1994).

Migration in search of greener pastures has characterized the labour force in Kenya. Though not documented, many men are working outside Kenya, in Botswana, Somalia, Rwanda, Arabia, Dubai, Sudan, U.S.A. and Britain among other developed and developing countries. The distance and the working conditions in some countries do not allow fathers to carry their families with them for example, Southern Sudan and Somaliland and Dubai among others. The very busy lives parents are leading and the ever-growing numbers of dual career families only serve to worsen fathers' involvement in children's literacy. When children need parents for some reason, they need their help at that very time, and not at the convenience of the parents. That is, the zone of proximal development has to be considered (Vygotsky, 1978). Help not given at the

appropriate time is denial of an opportunity in development. Therefore, parents have balance work and children's needs for unity in the family, where each member will be aware of and respond to the needs and feelings of the other (Ulune, 1984).

2.7 Summary of the Literature Reviewed

The whole literature incorporates the cultural strengths and the distinctive ways fathers and families can contribute to educational achievements of their children. However, childcare is constrained by major gaps and inadequacy in the research literature especially with regards to fathers' involvement in literacy development. Fathers' contribution to early literacy in developing countries has not been understood and documented as observed in the literature review. In Kenya, the only studies done on parental involvement related to reading abilities in class four but not at pre-school level or early childhood, nor did such studies consider the direct and indirect involvement of fathers or the ability of children before they joined formal learning but concentrated on parents' influence after children joined school. Studies in developed countries review that involved fathers enhance their children's performance

Reviewed literature does not suggest father's involvement in literacy in preparation for formal schooling. Research studies in Kenya review lack of stimulating home environment and poor pre-school preparedness leading to poor performance in primary learning (Kiugu, 1997). He attributes poor parental involvement to illiteracy.

Literature review has analysed the influence of fathers' education in relation to involvement. Fathers with high education were more confident as they engaged with children's literacy while poor education made fathers shy leading to delegation to significant others. High income gave fathers the resources required to provide a rich home environment and were willing to spend more on their children's literacy development. Such fathers had stable jobs and had time for their children. Nature of work contributed to fathers' availability for their children. That is; work interference with the family and family interference with work. Search for money keeps fathers away from the family. Role definition considered fathers' perception on children's early literacy which can be positive or negative depending on whether they think they have a role to play or it is not their responsibility. Traditional beliefs, women's attitudes and background experiences are related to fathers' extent of involvement. Lastly gender bias considered fathers' involvement in relation to their boy and girl child. Studies reviewed that traditional men and women roles were clearly defined and functional. Fathers were more close to their sons than their girl child. In the kikuyu community fathers were only interested in marrying off the girls after maturing. There were no studies in Kenya relating to involvement in early literacy. Dr Wabiriri's study looked at stimulation by parents and not fathers and Dr Ndani who looked at parents' contribution to preschool. There is need for research in Kenya to reveal the factors that could be influencing or hindering fathers' involvement in their children's early literacy development.

In his study on parental involvement in reading for class one children Obondo (1984), states that 90% of parents valued reading with their children though they were not involved and instead delegated the responsibility to the mother and other siblings or other caregivers. The study looked at parents, and was not specific on which parent nor was there a study or statement as to why parents delegate their responsibility. There is need therefore to be more specific on each parents' role in early literacy interactions with children as their input impacts differently on young children.

3.2 Variables

The study had five independent and two dependent variables to be measured.

3.2.1 Independent Variables

1) Father's Level of Education

This refers to the highest level of education attained. For parents, no certificate, primary certificate, form one certificate, tertiary certificate and

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter covers the research design, target population and sample size, research instruments, data collection techniques, piloting and data analyses, logical and ethical considerations and research variables.

3.1 Research Design

This study adopted Ex-Post Facto research design. Orodho (2004) defines Ex-Post Facto research design as a systematic empirical inquiry in which the scientist does not have direct control of the independent variables because their manifestation has already occurred. This is an appropriate design because the researcher in this study was not only looking for existing relationship of the variables but also factors that already existed which the researcher has no control of and the direction (positive or negative) and the strength of the relationship.

3.2 Variables

The study had five independent and two dependent variables to be measured.

3.2.1 Independent Variables:-

i) Fathers' Level of Education

This refers to the highest level of education attained. For example, no certificates, primary certificate, form four certificate, tertiary certificate and

graduates. This is a categorical variable and the categories were coded during data entry. Primary certificate and below were considered as low education, secondary, college certificate and diploma certificate as average while graduate level was considered as high level of education.

ii) Fathers' Level of Income

This referred to the total monthly income. This included income from salaries, business, property or any other sources identified in the course of the study. Income was coded as high and low income. Below ksh 5,000 was not coded as it was not in the categories given and none of the respondents registered any figure below ksh 5000. Between Ksh 5,000 -14,000 was considered as low income while between Ksh 15,000 – 25,000 and above was considered as high income.

iii) Fathers' Nature of Work

This referred to the occupation of the father. Nature of work determines the amount of time a father spends with his children. It influences availability to children. This is a categorical variable with two categories: Employed and self employed. Employed fathers included teachers, clerks, messenger's managers, secretaries and any other salaried employment and unemployed included manual workers, hawkers, business people. Father's responses were coded during data entry. Frequencies, means and percentages were calculated to compare the level of involvement for each category.

iv) Fathers' Gender Bias

Gender bias referred to preference of one sex at the expense of the other. Bias against one sex. Fathers responses were categorized into two groups of Yes and No. Yes category represented positive response statements which favoured both boys and girls. They were awarded 2 points. No category represented negative statements which was awarded 1 point. Negative statements that are answered in a positive response were scored in the reverse order.

v) Fathers' Perceived Role in Early Literacy Development

This was the feeling of fathers about the roles they should play or whether they believe that it was or it was not their responsibility to involve themselves in children's activities more so in early literacy. A Likert Scale was used where fathers responded to given questions by ticking from alternatives given. These included; Strongly Agree (5), Agreed (4), Uncertain (3), Disagree (2), Strongly Disagree (1). Total score was calculated for each response chosen to get the final score for comparison and for the hypotheses testing.

3.2.2 Dependent Variables

There were two dependent variables in the study:

i) Fathers' Direct Involvement in their Children's Literacy Development.

Direct involvement of fathers involved actual direct activities with the child. This could include reading a story to the child, telling a story, helping in writing and other early literacy related activities. For instance, how long he talked, played with, read, and told stories to the child among other literacy

related activities. These activities were measured in terms of how much time was spent on the activity.

This variable was a combined score of two aspects: frequency of their reported direct involvement and the reported length of time spent by the fathers. Likert scale of measurement was used to gauge the amount of time spent with the child. The frequency score was totalled and categorized into one of the following categories: every day, three days a week, two times a week, once a week and none. These two aspects were then individually totalled and then combined for a final direct involvement score.

ii) Fathers' Indirect Involvement in their Children's Literacy Development.

This included attending school meetings, taking the child to school or dropping them at school and paying school fees. Frequencies of indirect involvement were totalled to get the final score that was used in hypotheses testing.

3.3 Location of the Study

The study was conducted in Thika Municipality. This is a cosmopolitan town with people of all walks of life and from all of parts of the country. This is one of the divisions that make up Thika District in Central Province. The District neighbours Nairobi city to the south, Kiambu District to the west, Maragua District to the north, and Machakos District to the east. Thika municipality has a population of approximately 645,713 of which 260,000 persons are

considered to be living below the poverty line (CBS, 1999). There are 28 public pre-schools. Performance in public preschools was poor. Ndani's, (2007) study considered community participation in preschool activities which was found to be very low among public preschools but this study was specific to fathers' direct and indirect involvement in early literacy.' The researcher wanted to understand the role of fathers within a metropolitan area. Fathers were always missing out in school meetings when called upon to discuss on schools issues while all school meetings were dominated by women.

3.4 Target Population

Target population in this study was fathers who have children aged 4-5 years in the public pre-schools. There are 28 public pre-schools in Thika Municipality. The total population in the pre-schools is 2,208. (M.E.O, 2007). It is estimated that the population of fathers in the 28 public pre-schools is 1400. The study targeted the public schools only because they are the ones affected by low enrolment and poor literacy development at pre-school level. Public pre-schools are characterized by absenteeism and the age of pre-school is not always observed. School meetings are scheduled for Sunday afternoon, and even then the turn-up is very poor and mostly dominated by women.

3.5 Sampling Techniques and Sample Size

This refers to the method used to get a fraction from the target population or group to be used as the sample to represent the total population about which generalizations are made. According to Mugenda and Mugenda (1999) the

purpose of sampling is to secure a representative group which will enable the researcher to gain information about the population. The sample size is the number of samples that will be included in the research for study purposes.

3.5.1 Sampling Techniques

The study adopted stratified random sampling technique. Selection of public schools with high enrolment was done from each zone. Since the schools are grouped into education zones, the zones were used as stratus and therefore stratified sampling was applied to select schools. Within each of the selected schools, the researcher used the schools' register/list of parents to compile the full list of fathers. Simple random sampling was used to pick the samples from each selected school within the zones.

3.5.2 Sample Size

According to Ary Jacon and Razeviah (1972), 10% to 20 % of any population is an adequate representation in a sample when the target population is less than 10,000. Fathers' population was 1400. Based on Ary Jacon and Razeviah's assertion, the study used 20% of fathers (1400) as the sample size (280). The schools in the area are few and therefore the study sampled 25% of all the 28 schools giving a sample of seven schools from which the 281 fathers were selected. Therefore the sample size for this study was 281 fathers randomly selected across the seven schools. The number of fathers from each school was determined by the proportionate distribution of fathers across the schools. See table below:

Table3.1: Proportionate Distribution of Fathers

Names of Schools	Population	Distribution (%)	Sample Size	Actual Sample
School 1	218	15.6%	43.6	44
School 2	182	13.0%	36.4	36
School 3	208	14.9%	41.6	42
School 4	164	11.7%	32.8	33
School 5	210	15.0%	42.0	42
School 6	198	14.1%	39.6	40
School 7	220	15.7%	44.0	44
Total	1400	100.0%	280	281

3.6 Research Instruments

The researcher with the guidance of the supervisors used two research instruments:

- i). A questionnaire
- ii). Focus Group Discussions.

3.6.1 Questionnaire

Closed and open-ended questions relating to the knowledge of roles of fathers, their levels of interaction with children using print and non-print children literacy materials were used. The questionnaire had four sections designed to collect information on the different variables of the study. Section A was dealing with fathers' demographic information. Section B covered fathers' information on gender bias, Section C covered fathers' perceived role relating to children's early literacy and learning and section D gathered information on fathers' direct and indirect involvement in children's early literacy.

3.6.2 Scoring of the Questionnaire

Section A: Demographic information

Fathers' level of education was scored and coded during data entry. This was coded by noting the highest certificate achieved, ranging from KCPE to graduate level of education. Coding ranged from (1) for no certificate, (2) for standard 8 certificate. This formed the first category; (3) For form four certificate and (4) for Tertiary certificate and diploma (5) forming the second category; (6) Graduate certificate formed the highest level of education. Frequencies, means, and percentages were calculated.

Section B

Father's income was scored and coded during data entry. Frequencies, means and percentages were calculated to help compare father's extent of involvement in children's literacy from each category.

Section C

Nature of work was part of demographic information. It included manual workers, hawkers, businessmen and professionals. Data was coded during data entry. Frequencies, means and percentages were calculated.

Section D

The Instruments on fathers' gender bias were scored according to the fathers' response. "Yes" scored 2 points representing positive responses and "No" response scored 1 point representing negative responses. Negative responses for positive statements were awarded in a reverse order. Total score for each category were added. Means, frequencies and percentages were calculated.

Section E

Fathers' perception was scored using a Likert Scale where fathers were to choose from five responses: Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), Strongly Disagree. These responses were assigned scores as follows: Strongly Agree (5), Agree (4), Uncertain (3), Disagree (2), and Strongly Disagree (1). Each of the father's score on these alternatives was added up to give fathers' roles definitions on children's literacy development. Frequencies and means were calculated.

Section F

Items on the father's behaviour check list were scored using a Likert Scale where fathers responded to one of the five alternatives given. Each of the alternatives given was assigned a value as every day, (5), three times a week (4), two times a week (3), once a week (2), none (1). Means, frequencies and percentages was calculated.

Section G: Focused Group Discussions

Focus Group Discussions helped to generate in-depth information that helped to cross check and enrich responses from the questionnaires. The focus groups were composed of 7 to 12 fathers who were familiar to each other and shared similar characteristics. There was one focus group discussion per school. The interviewer asked questions in a bid to encourage discussions and expressions on their differing opinions with regard to their roles in supporting their children in literacy skills. One team member recorded the responses from the respondents. Scores for FGD was analyzed qualitatively using frequencies and percentages.

3.7 Pilot Study

A pilot study was carried out to establish valid constitution of the sample in the final sample. According to Orodho, (2004) the pilot study stage gives the researcher a practical appreciation, familiarity and creates rapport with the respondents. The purpose of the piloting was to determine the validity and reliability of the research instruments with an aim of strengthening the instruments. (Mugenda and Mugenda, 1999).

The questionnaire was piloted with a small representative sample population of fathers from two schools which were identical to, but not included in the final sample schools for the study. The instruments were pre-tested with fathers from two schools which were not to be included in the sample. The instruments were administered to the same respondents after a period of two weeks. As a result of piloting, instruments were modified to help collect the required data.

3.7.1 Validity

According to Orodho (2004), validity is the degree to which gathered information actually represents the phenomenon under study. The researcher ensured that the research instruments met both construct and content validity. To test for construct validity, peer reviewers were also used to ensure the instruments were viable to collect the intended data. To ensure content validity, items used covered all the study variables in the intended study. Internal

validity was maintained by answering the respondents' questions and clarifying any unclear statement if any.

3.7.2 Reliability

This is a measure of the degree to which research instruments yield consistent results from the sample on different but comparable occasion (Mugenda & Mugenda, 999). To test for reliability of research instruments, a test- retest technique was used. Same instruments were administered to the same sample population two weeks after the first test. Results from the two tests were analyzed and comparisons made. Cronbach's Alpha Coefficient was used to establish the extent to which the content of the questionnaire was consistent in eliciting the same responses when administered at different times to the same group. Cronbach's Alpha is a method of measuring internal consistency (repeatability) based on the average inter-item correlation. A reliability analysis procedure calculates measures of scale, reliability and provides information about the relationship between individual items in the scale.

3.8 Data Collection Procedures

M.E.Os' letter was delivered to the head teachers whose preschools had been selected. The second stage included calling for the heads meeting and briefing them on the intended research study.

Data was collected in three stages. First stage the researcher held a meeting with preschool head teachers where the researcher explained the intention of

the research and the type of respondents required. At the same time school heads scheduled for fathers' meeting in their respective schools. The researcher met respective fathers in their respective schools. Fathers were believed on the intended research by the school heads who invited the researcher to explain. Fathers were assured of confidentiality, questionnaires were given out and the researcher read through and arising questions were answered.

Third stage involved collecting the questionnaires. Fathers were given one week to complete the questionnaire. Head teachers were to collect the questionnaire from the fathers through their preschool children and then hand in to the researcher. Focus Group Discussions (FGD) were held immediately after going through the questionnaires.

3.9 Data Analysis

Statistical Package for Social Sciences (SPSS) was used to prepare and organize data for analysis. Data analysis consisted of both descriptive and inferential statistics. Descriptive analysis consisted of the calculation of various measures of central tendency involving means, frequencies, percentages pie chart, graphs and tables. Inferential statistical analysis included testing statistical hypotheses at 0.05 level of significance.

According to Sproul (1998), descriptive statistics are measures used to describe and summarize data, such as measures of central tendency, variability and

relationships, frequency tables and percentages, pie charts and graphs. Inferential statistics were used to infer to the larger population. For the first hypothesis, a t-test was used to test for the significance of the difference between fathers direct and indirect involvement in children's early literacy. Pearson chi-square was used to test hypothesis two to hypothesis eleven. The tests aimed at establishing whether there was a significant correlation between fathers direct and indirect involvement in early literacy related activities of children for categorical data as in fathers' level of education in relation to children's early literacy development, income in relation to fathers' direct and indirect involvement in early literacy, fathers' perception in relation to early literacy and gender bias in relation to children's early literacy development. Mugenda and Mugenda, (1999) states that Pearson Chi-square attempts to establish relationship between two variables which are categorical in nature and compute a statistic. The variables being tested are mainly one that is dependent and one that is independent.

3.10 Statistical Hypothesis

To test for significant difference between the direct and indirect involvement of fathers' in children's literacy t-test was used. Pearson Chi-Square was used to test for significant relationship between fathers' direct and indirect involvement in children's literacy development for hypothesis two through to eleven. Research hypothesis 2-6 were expanded into two distinct statistical hypotheses each. One of each pair focused on direct involvement and the other testing indirect involvement.

- Ho₁ There is no significant difference between fathers' direct and indirect involvement in their children's literacy development. A t- Test for Related Samples was used to test the significance of the difference between fathers' direct and indirect involvement in children's early literacy development.
- Ho₂ There is no significant relationship between fathers' direct involvement in children's early literacy development and their level of education. Pearson Chi Square used to test the significance of the relationship.
- Ho₃ There is no significant relationship between fathers' indirect involvement in children's early literacy development and their level of education. Pearson Chi Square was used to test the significance of the relationship.
- Ho₄ There is no significant relationship between fathers' direct involvement in children's early literacy development and their level of income. Pearson Chi Square was used to test the significance of the relationship.
- Ho₅ There is no significant relationship between fathers' indirect involvement in children's early literacy development and their level of income. Pearson Chi Square was used to test the significance of the relationship.
- Ho₆ There is no significant relationship between fathers' direct involvement in children's early literacy development and their nature of work. Pearson Chi Square was used to test the significance of the relationship.
- Ho₇ There is no significant relationship between fathers' indirect involvement in children's early literacy development and their nature of work. Pearson Chi Square was used to test the significance of the relationship.

Ho₈ There is no significant relationship between fathers' direct involvement in children's early literacy development and father's role definition. Pearson Chi Square was used to test the significance of the relationship.

Ho₉ There is no significant relationship between fathers' indirect involvement in children's early literacy development and father's role definition. Pearson Chi Square was used to test the significance of the relationship.

Ho₁₀ There is no significant relationship between fathers' direct involvement in children's early literacy development and the gender of the child. Pearson Chi Square was used to test the significance of the relationship.

Ho₁₁ There is no significant relationship between fathers' indirect involvement in children's early literacy development and the gender of the child. Pearson Chi Square was used to test the significance of the relationship.

All tests for significance were at 95% confidence level, which means for any test to be considered significant the p-value must have been less or equal to 0.05.

3.11 Logistical and Ethical Considerations

Data collection process was done in three stages. The first stage was to obtain a letter from the School of Postgraduate Studies of Kenyatta University which was presented to the Ministry of Education to facilitate for a research permit. The research permit was presented to the Thika Municipal Education Officer who authorized the research to be carried out in the Municipality. Willing respondents were assured of confidentiality for any information received.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter represents the methods that were used to analyze data collected from fathers with children aged 4-5 years in selected schools for the study. The chapter also includes discussions of the results in relation to other studies done on fathers' involvement in children's early literacy.

4.1 Presentation of Results and Discussions

This section includes demographic features of fathers, descriptive results for each objective, presentation and discussion of test results. According to the sample size 281 fathers were supposed to be involved in the study. Fathers from the seven sampled schools were invited for pre-school meetings where they were to be briefed on the intention of the meeting and the intended research. Out of the seven pre-school meetings only 95 fathers turned up, who were briefed and given the questionnaires which they were supposed to fill and return to the school heads. Out of 95 questionnaires only 42 were returned to the school heads. Using this criterion, there seemed to be less involvement of fathers in children's early literacy development for those who responded.

4.1.1 Fathers' Demographic Features

Fathers sampled for the study included those with children aged 4-5 years. The sample size for the study was 281 but only 95 fathers out of 281 fathers were available for the final sample. 42 out of 95 fathers responded to the

questionnaires. Information required from the fathers' in the sample included fathers' level of education, amount of income, fathers' nature of work, role definition and gender bias. Presentation of findings on demographic information and fathers' responses of fathers as relates to children's early literacy has been presented below in Tables 4.1 to 4.11. Data on fathers reported frequencies on involvement shows their total number of responses in activities of early literacy rather than the number of fathers.'

4.1.1.1 Fathers' Level of Education

In this section, fathers were supposed to give their level of education ranging from primary certificate, secondary, tertiary certificate, Diploma, Degree certificate and any other certificate. Table 4.1 below depicts information on education levels.

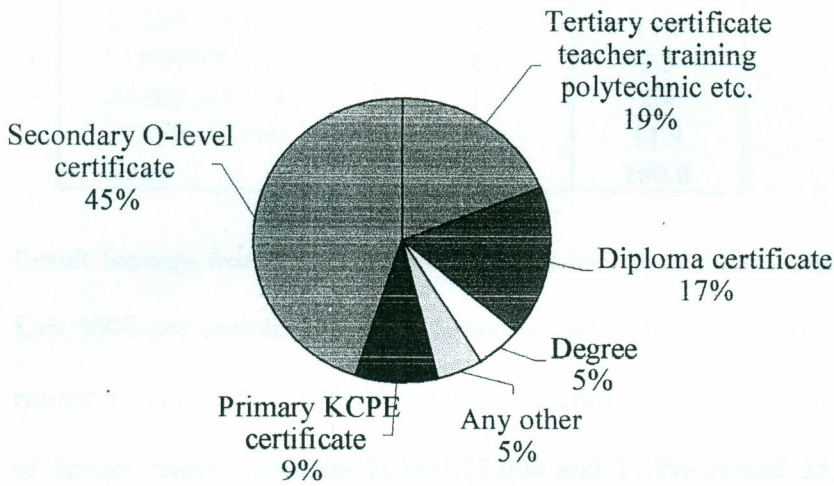
Table 4.1 Fathers' Level of Education

Education Level	Frequencies	Percentages
Primary KCPE certificate	4	10
Secondary O-level certificate	19	44
Tertiary certificates-Teacher training, polytechnic etc	8	19
Diploma certificate	7	17
Degree certificate	2	5
Any other	2	5
Total	42	100

The Table 4.1 above indicates that 4(10%) of the respondents had KCPE certificates, 19(44%) had form four certificates, tertiary certificate holders were 8 (19%), 7(17%), diploma holders, 2 (5%), degree holders and 2 (5%) for any other certificate. Based on these findings, majority of the respondents had

secondary certificates. To compare these results, the information was presented in a diagram. Figure 4.1 represents information on fathers' education level for comparison.

Figure 4.1 Comparison of Fathers' Level of Education



The diagram shows that most of the fathers who responded to this question had a secondary certificate with 44%, followed by Tertiary certificate holders with 19%, Diploma certificate holders had 17%. Holders of other certificates were 5% and 9% respectively. Using these findings one can conclude that majority of the respondents with children in the public preschools are literate fathers. However there were very few fathers with Diploma and Degree certificates.

4.1.1.2 Fathers' Level of Income

Fathers' level of income was categorized into five categories, ranging from less than Kshs 5000, 5000-9000, 10,000-14000, 20,000-24,000 and 25,000-30,000.

Fathers were expected to tick from any of the categories given. Table 4.2 below represents information collected from the respondents.

Table 4.2: Proportion of Fathers by Income Levels

Income Interval	Frequency	Percentage
Less than 5,000	7	16.7
5,000 - 9,000	20	47.6
10,000 -14,000	5	11.9
15,000-19,000	4	9.5
20,000 -24,000	1	2.4
25,000 -30,000	5	11.9
Total	42	100.0

Result findings from Table 4.2 indicate that 16.7 % of fathers earned less than Ksh 5000 per month, 47.6% of fathers earned between 5,000-9,000, 11.9% earned between 10,000-14,000, and 9.5% earned between 15,000-19,000 2.4% of fathers earned between 20,000-24,000 and 11.9% earned 25,000-30,000. Results reveal that majority of fathers in the area of study earned between 5,000 and 9,000 shillings, which is 47.6% followed by less than ksh 5,000 categories who formed 16.7% and a very small percentage; 2.4% earned a substantial income. The first three categories put together makes 76.2% of the fathers earning less than ksh 14,000 with 23.8% earning above ksh 15,000. This suggests that the public schools are dominated by low income fathers.

4.1.1.3 Fathers' Nature of Work

This section wanted to establish the occupation of fathers which could be related to their availability for literacy related activities for further conclusion in relation fathers' involvement in children's literacy. The questionnaire

required the respondents to indicate their occupation. The various types of jobs given were categorized according to how they are related. Table 4.3 below indicates grouped categories of father's occupations.

Table 4.3: Proportion of Fathers by Occupation

Occupation	Frequency	Percent
Business	18	46.1
Employed	10	25.6
Security	4	10.3
Teaching	3	7.7
Farming	2	5.1
Pastor	1	2.6
Lab Technician	1	2.6
Total	39	100

Results based on the table indicate that respondents were involved in a variety of activities to earn a living. Categorized occupations of fathers indicate that 46.1% of the respondents were business men but they did not specify the type of businesses they were involved in. Those who said they were employed did not specify the type of work or form of employment and formed 25.6%. They could not be categorized with those who were specific in type of work they were involved in. teachers were 7.7%, farmers formed 5.1%, security men formed 10.3%, there was 1 pastor making 2.6% and one technician 2.6%. This category of technician was not specific nor was the business men clear on what type of business they were involved in. These findings indicate that majority of the fathers in the area of study were business men. However, the types of businesses could have been in small scale as indicated earlier by their level of income where 76.2% were earning less than Ksh 14,000. The second category of fathers was employed forming 25.6%. The type of employment was

questionable in that some were casual workers; and others employed in company but did not indicate their positions or their professions. The technician did not specify their positions either. Given the amount of income given earlier, one can conclude that most of the fathers are small scale business people and are in unskilled jobs. This can also be related to their level of education which was low. Given these type of jobs, it means that fathers are in and out of employment which means most of the time they are busy looking for employment.

4.1.1.4 Fathers' Perception

This section wanted to establish fathers' perception in relation to their role in early literacy, and their feelings towards involving themselves in children's learning. Fathers were expected to respond to given statements that related to their roles in early literacy development. They were expected to strongly agree, agree, disagree, strongly disagree or state if they were not sure of their role in literacy development. Table 4.4 below indicates their responses calculated in frequencies, percentages and means.

Table 4.4: Fathers' Response in Relation to their Perception of their Role in Early Literacy

Response	Frequencies	Percentage	Mean
Strongly agree	292	40.7%	15.4
Agree	187	26.1%	9.8
Uncertain	68	9.5%	3.6
Disagree	63	8.8%	3.3
Strongly disagree	107	14.9%	5.6

Fathers' response to the statements related to their perception as regards to early literacy indicated that 40.7% of the fathers strongly agreed that they had a role to play in their children's early literacy development. On average 14.9% of fathers strongly disagreed that they had no role to play in early literacy development. This gives a mean range of 9.8 which signifies a wide range in opinions as relates to fathers perceptions towards early literacy. However, the percentage of those who agreed that they valued early literacy by strongly agreeing or agreeing with the given statements formed the biggest percentage of 66.8%. These are fathers who responded positively towards participating in literacy activities with their children either directly or indirectly. Few fathers had negative perception towards early literacy as indicated by the decline in responses towards strongly disagree. However, as much as they agreed they should be involved in early literacy, they said they delegate these responsibilities to the mothers who were more versed with childcare. These statements were voiced during the focus group discussions where some fathers viewed interaction with young children as the responsibility of their partners.

According to Millard & Hunter (2001) study on shared function fathers, 40% of the fathers agreed that their partners were more active in reading to their children. Studies by British Market Research Bureau 1985, revealed that only 12% of fathers get involved with their children's' education with two third blaming the pressure of work. Fathers used their spouses' unemployment status as a reason for not playing their role in early literacy arguing that their unemployed partners have all the time for children's chores. Same arguments

were raised during the group discussion. They argued that they work more while their spouses stayed at home and that they are busy people to be engaged with children. Results also indicated that there was a group of fathers, i.e. 9.5% who were not sure whether they are supposed to be involved or not. They were uncertain on their roles in early literacy development. May be those are the fathers who are not aware of the importance of their contributions to their children's early literacy development.

4.1.1.5 Fathers' Gender Bias

The researcher was interested in knowing the extent of involvement in relation to gender. To gather this information, fathers were presented with a list of statements related to interaction between the boys and the girls in literacy related activities where they were supposed to answer yes or no. Table 4.5 presents frequency of fathers' responses

Table 4.5: Fathers' Involvement with their Boys and Girls in Literacy Activities

Response	Frequency	Percentage
Yes	178	30.4%
No	386	68.4%
Total	564	98.8%

The Table above indicates that most fathers responded negatively to questions related to gender preference in relationship to either sex. Indirect activities that enhance literacy development like; you value boys more than girls, you respond to girls questions more than you do for boys were rejected by fathers by responding negatively which accounts for the high percentage of 68.4%

negative responses. Fathers were positive on statements that rated both sexes equally raising 30.4% of the total responses. Responses during the focus group discussion raised heated debate on the issue of performance. Fathers were asked about their satisfaction in their sons' good performance than that of their girls. The high percentage of 68.4% was coupled with agreement that they interact with both girls and boys equally and would therefore expect the same results. There were mixed reactions as to whether children perform differently due to interactions with either sex. Fathers were not sure whether boy's performance was related to their interaction with their sons in literacy related activities. Considering the percentage of the two responses it appears that most fathers were not inclined to either sex since the highest percentage disagreed with all statements that favoured one sex over the other. This suggests that fathers regarded their children equally in all aspects related to literacy in this area of study.

4.1.2 Descriptive and Inferential Statistics

This section will present descriptive and inferential statistics in relation to the objectives and the hypothesis.

4.1.2.1 Fathers' Direct and Indirect Involvement in Early Literacy

Development

Objective 1 of the study was to find out the extent of fathers direct and indirect involvement in children's early literacy.

The question on fathers' direct and indirect involvement in early literacy considered the total score rather than the number of respondents. The total score for direct involvement was 779 and a total score of 234 for indirect responses in involvement. Fewer fathers reported their indirect involvement than their direct involvement. Means and standard deviation for fathers' extent of involvement was calculated.

The mean for direct involvement was 3.28 and the mean of indirect involvement was 2.46. The difference in the means between the direct and indirect involvement was 0.82. The standard deviations were 1.529 and 1.591, respectively. Direct involvement scores ranged from one to five while the range for indirect involvement was also one to five. Meaning, five was the highest score.

H₀₁. There is no significant difference between father's direct and indirect involvement in their children's literacy development.

A t-Test for Related Samples was used to test the significance of the difference in direct and indirect involvement in early child literacy development.

Table 4.6 below depicts the significance of the difference tested within this hypothesis.

Table 4.6: Father's Direct and Indirect Involvement in Early Child Literacy

Involvement	N	Mean	Standard Deviation	Std. Error Mean
Direct	779	3.28	1.529	0.055
Indirect	234	2.46	1.591	0.104

t-value	df	p-value	Mean difference	Standard error difference	95% confidence interval of difference	
					Lower	Upper
7.114	1011	0.001**	0.819	0.115	0.593	1.045

****Significant at $p < 0.001$**

According to the results, there was a significant difference ($t=7.114$, $p < 0.001$) between father's direct and indirect involvement in children's early literacy development. H_{01} was therefore rejected and the alternative hypothesis is retained. The average father's involvement was 3 and 2 for direct and indirect involvement respectively which are statistically different. It was concluded that fathers had significantly more of direct than indirect involvement in their children's literacy development.

These findings were consistent with Parke (1995), who argued that early literacy activities were a way of encouraging children to habituate reading. Studies in United States where 26 fathers showed that majority of fathers engaged with weekly literacy practices. They viewed home library and being seen reading as important to their children (Lloyd, 1999).

In the present study, fathers were reported to be involved in buying of books, reading environmental print, talking to their children, answering their

environmental questions and rewarding their children for efforts made in reading and writing. This relates to studies by Ortiz, Stile & Brown 1999). They argued that literacy has been narrowed to books, neglecting the media which fathers are more comfortable with. They are involved in reading environmental print, road signs, logos, television adverts, reading newspapers, defining words, all related to reading in later years. The findings also agree with findings of Purcell-Gates (1994) who said that 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.

Though the level of direct involvement was higher, fathers' indirect involvement was also important. Indirect activities observed in fathers included; paying of school fees, delegating on buying of school uniforms and preschool books and were concerned about their children's performance. These activities also enhance early literacy. They give the child an enabling environment for early literacy at home and in school.

However, though fathers were found to be more in direct involvement than indirect involvement in their children's early literacy, other factors could be contributing to the extent of involvement. Such factors like the level of education, level of income, nature of work, role definition and gender bias influence or hinder fathers extent of involvement in literacy development.

4.1.2.2 Fathers' Education and Levels of Involvement

Objective 2 of the study was to find out if fathers' level of education, income, work, perception and gender bias are related to their level of involvement in their children's early literacy development. Table 4.7 below depicts the percentage of fathers' direct involvement on a weekly basis in early literacy and their level of education.

Table 4.7: Reported Frequencies of Fathers' Direct Involvement and Level of Education

Level of Education	None	Once a week	Two times	Three times a week	Every day	Total
Less than KCPE Certificate	1	9	10	14	6	40
Primary KCPE Certificate	17	15	21	5	22	80
Secondary O-level certificate	73	49	57	30	115	324
Tertiary certificates, Teacher training, Polytechnic	30	23	28	16	57	154
Diploma certificate	9	22	28	19	45	123
Degree	5	5	3	5	20	38
Total Frequencies	135	123	147	89	265	759

The table indicates the frequency of fathers' level of involvement within the course of the week. According to the data presented above, fathers with secondary education had the highest frequency of none involvement in early literacy with 73 (22.5%) followed by tertiary certificate holders with 30. Fathers with high education, Diploma certificate and above posted the lowest percentages of none involvement with 9, 5, and 1 respectively. This can be

attributed to the small number of fathers with high education compared to the middle level certificate which could make the difference in the percentages. While fathers with secondary and tertiary certificates had the highest level of none involvement, they also had the highest frequency of fathers who were directly involved in children's early literacy on a daily basis. The rest of the higher education certificate holders had frequencies that were proportionate to their numbers in the study sample. This means that fathers' education is directly related to fathers' direct involvement in children's early literacy. There was consistency in the level of involvement in the two moderate education holders throughout the week. Higher level certificate holders increased their level of involvement as the week advanced but the most remarkable improvement was registered by the secondary certificate holders with 115 (43.4%). This reflects the relationship between fathers' education and their rating of early literacy and the confidence they have in handling children's work. Primary certificate had the lowest percentage of interaction with their children in literacy activities. Though those who had none involvement was 12.6%, the extent of involvement remained low throughout the week, with the highest level of involvement as 21 (14.3%) for two times a week. Any other referred to those who could have gone to school but had no certificate and had pre-school going children. The frequencies of interaction within the week also tended to increase from none 0.7% with the highest 15.7% level of involvement for three times a week. This indicates that the frequency of direct involvement could be related to the level of education.

Ho₂. There is no Significant Relationship between Fathers' Direct Involvement and their Level of Education

This hypothesis was tested using the Pearson Chi square. Table 4.8 below depicts the significance of the relationship tested within this hypothesis.

Table 4.8: Relationship between Father's Direct Involvement in Early Literacy and Their Level of Education

Level of Education	Frequency of Direct Involvement						Total
		None	Once a week	Two times a week	Three times a week	Every day	
Primary KCPE Certificate	Count	17	15	21	5	22	80
	%	12.6%	12.2%	14.3%	5.6%	28%	100%
Secondary O-Level Certificate	Count	73	49	57	30	115	324
	%	54.1%	39.8%	38.8%	33%	35.5%	100%
Tertiary Certificates	Count	30	23	28	16	57	154
	%	22.5%	18.7%	19.0%	28%	37%	100%
Tertiary Diploma	Count	9	22	28	191	45	123
	%	6.7%	17.9%	19.0%	21.3%	36.6%	100%
Degree	Count	5	5	3	5	20	38
	%	3.7%	4.1%	2.0%	5.6%	52.6%	100%
Below KCPE Certificate	Count	1	9	10	14	6	40
	%	0.7%	7.3%	6.8%	15.7%	15%	100%

	r-value	p-value
Pearson's Chi Square	0.107	0.003**

**** Significant at $p < 0.001$**

Test results indicated that there was a significant relationship ($r=0.107$, $p=0.003$) between father's direct involvement in children's early literacy development and their level of education. The significance was at 0.01 levels (i.e. 99%) and the relationship was positive. Therefore, Ho₂ was rejected and

the alternative hypothesis was retained. This means that the level of education and fathers' direct involvement in early literacy is related.

This study is in line with studies by Nord, Brimhall & West (1997) who stated that education levels, skills and abilities of parents indicate the aspiration, expectations and beliefs of the individual. Fathers with high education have flexible jobs and are therefore more readily available and confident as they help in school assignment, stimulate and motivate their children to ensure their expectations are met. According to Nord & Zill (1994), fathers with limited schooling, low reading and writing abilities have difficulties in school related activities requiring higher levels of literacy and feel intimidated by the school settings. This means that fathers' involvement in early literacy is higher if fathers' are confident that they are of help to their children and if they believe that their children are capable of doing well in school. This means that fathers' as role models have strong influence in the level of literacy development through their levels of education and behaviour with print materials. Fathers with less education may feel challenged by the expectations attached to fathers' roles, their own limited formal literacy capacities and their desire to help their children in early literacy development.

Fathers' indirect involvement was also considered in relation to their level of education. Table 4.9 below depicts fathers' indirect involvement in relation to their level of education.

Table 4.9: Relationship between Father's Indirect Involvements in Children's Early Literacy Development and their Level of Education

Level of Education	Frequency of Indirect Involvement						Total
		None	Once a week	Two times a week	Three times a week	Every day	
Primary KCPE Certificate	Count	12	5	4	4	3	28
	%	42.8%	17.8%	14.4%	14.3%	10.7%	100%
Secondary O-Level Certificate	Count	48	15	13	3	19	98
	%	48.9%	15.3%	13.3%	3.1%	19.4%	100%
Tertiary Certificates	Count	18	5	4	2	17	46
	%	39.1%	10.9%	8.7%	4.3%	37%	100%
Tertiary Diploma	Count	14	3	3	5	6	31
	%	45.3 %	6.6%	9.6%	16.1%	19.4%	100%
Degree Certificate	Count	7	2	0	0	1	10
	%	70%	20%	0%	0%)	10%	100%
Below KCPE Certificate	Count	1	5	2	4	2	14
	%	7.1%	35.7%	14.3%	28.6%	14.3%	100%

	r-value	p-value
Pearson's Chi square	0.077	0.025**

** Significant at $p < 0.001$

- From The table above, the trend of indirect involvement is different from that of direct involvement. Whereas there was consistency in increased involvement in early literacy with level of education, the indirect involvement showed inconsistency in number of times fathers were indirectly involved with children literacy per week. For example, secondary certificate holders had 48 (48.9%) level of none indirect involvement and degree holder with 7(70%) level of none indirect involvement and the decrease continued with level of education. However, the level of indirect involvement increased relatively in all levels of education for every day involvement. Indirect involvement in literacy activities within the course of the week was high among secondary certificate

holders with 15(15.3%), 13 (13.3%), 3 (3.1%), 19(19.4%) respectively. These results suggest that fathers' education is related to their indirect involvement in literacy activities.

Ho₃: There was no significant relationship between father's indirect involvement in their children's early literacy development and their level of education.

This hypothesis was tested using the Pearson Chi square. Table 4.9 above depicts the significance of the relationship tested within this hypothesis. Results from the test indicate that there was a significant relationship ($r=0.077$, $p=0.025$) between father's indirect involvement in children's early literacy development and their level of education. Ho₃ was rejected and the alternative hypotheses retained. It was concluded that there was correlation between father's level of education and their indirect involvement. This means that Father's level of education influence their indirect involvement in early literacy.

These findings are consistent with Lamb (1986) where he suggests that fathers delegate their responsibility to their partners and caretakers while at the same time are accountable for their children's welfare. Fathers arrange for the school meetings, Childcare and cater for learning materials. Fathers are accessible for their children. They will monitor as children play but not involve themselves with anything to do with the play work. Studies in U.S. Department of Education (1997) revealed that fathers involved in their children's school

activities perform better. According to Llyod (1999), fathers' contribution to children's early literacy is widely acknowledged as an indirect involvement in literacy development. This means that, irrespective of fathers' level of education, their level of indirect involvement is limited and relies on delegation. These study findings are consistent with (Mwoma's, 2009) findings where fathers' education was related to their level of involvement in their children's education.

4.1.2.3 Fathers' Income and Direct Level of Involvement

Objective 2 of the study was to find out whether fathers' income (household income) was related to their level of involvement. Fathers were presented with questions that aimed at testing their feelings towards their stated income. Parents were expected to respond with yes or no answers. Table 4.10 below represents fathers' responses related to their income and level of direct involvement in literacy in percentages.

Table 4.10: Fathers' Responses to Direct Involvement in Relation to their Level of Income

Response	Frequency	Percentage
Yes	105	46.0%
No	123	54.0%
Total	228	100%

Based on the results presented on the table, 123 responses were negative to statements that intended to state that they were satisfied with their income. Meaning they were not satisfied with the income they received as it was not adequate. Majority of the same fathers stated that they were not able to meet

their children's requests as regards to literacy needs. 105 responses consented to their income. They were able to meet their children's needs though they were stressed. Fathers who consented were the same fathers who had an income range of Ksh 20,000 and above. The number of positive responses with regards to income and relationship with early literacy increased with increase in income. These results imply that income might be a factor that determines fathers' extent of direct involvement in children's literacy as the percentages indicate. Pearson Chi square was computed to test the hypothesis for the relationship.

Ho₄. There is no significant relationship between fathers' direct involvement in Children's early literacy development and their level of income.

Table 4.11 below depicts the significance of the relationship tested within this hypothesis.

Table 4.11: Relationship between Father's Direct Involvements in Children's Early Literacy Development and their Categories of Income

Level of income		Frequency of Direct Involvement					Total
		None	Once a week	Two times a week	Three times a week	Every day	
Less than 5,000	Count	27	9	14	8	29	87
	%	22.9%	10.3%	16.1%	9.2%	33.3%	100%
5,000-9,000	Count	67	70	70	36	125	368
	%	18.2%	19%	19%	9.8%	34%	100%
10,000-14,000	Count	32	25	30	30	59	176
	%	18.2%	14.2%	17%	17%	33.5%	100%
20,000-24,000	Count	0	0	18	1	1	20
	%	0%	0%	90%	5%	5%	100%
25,000-30,000	Count	9	16	10	12	41	88
	%	10.2%	18.2%	11.4%	13.6%	46.6%	100%

	r-value	p-value
Pearson's Chi square	0.102	0.005**

**** Significant at $P < 0.001$**

Findings indicate that there was a significant relationship ($r=0.102$, $p=0.005$) between father's direct involvement in children's early literacy development and their level of income. The significance was at 0.01 levels (99%) and the relationship was positive. H_{04} was rejected and the alternative hypothesis retained. It was concluded that there was a positive correlation between fathers' level of income and their direct involvement in children's early literacy development, meaning that as income increases so does their level of direct involvement. These conclusions are in line with studies by Barros (1994). According to his study, men in most cultures owe their identity and self esteem from the ability to provide for their families financially.

Barros looked at the relationship between fathers who live with their families and relative poverty of the family. Studies revealed that poverty keeps fathers away when they cannot provide for their family. This means they cannot provide for their children's intellectual stimulation. Related studies in Jamaica supported the view that fathers who made significant financial contribution were more present and confident about their roles in the family. Brown & Chavannes (1993)

This means then that poverty undermines the family and the well being of children, reducing their chances of a conducive learning environment while more financial resources for fathers results in greater levels of involvement in developmental needs of children and access to children's learning materials and books. According to Zill & Nord (1994), fathers with high social economic status and who are highly educated are more likely to be involved in their children's schooling. They have more to offer to encourage a learning environment and contribute more to giving learning experiences.

Fathers' indirect involvement was also considered in relation to their level of income. Fathers were expected to respond to statements related to indirect involvement in children's early literacy. The Table 4.12 below represents fathers' responses to indirect involvement in relation to their level of income. Pearson Chi Square was computed to test the hypothesis for the relationship.

Ho₅. There is no significant relationship between fathers' indirect involvement in children's early literacy development and their level of income.

Table 4.12 show the results of the testing of this hypothesis.

Table 4.12: Relationship between Father's Indirect Involvements in Children's Early Literacy Development and their Level of Income

Levels of Income	Frequency of Involvement in Indirect Literacy Activities						
		None	Once a week	Two times a week	Three times a week	Every day	
Less than 5,000	Count	9	5	3	0	4	21
	%	42.9%	23.8%	14.3%	0.0%	19.4%	100%
5,000-9,000	Count	53	22	10	9	26	120
	%	44.2%	18.3%	8.3%	7.5%	21.7%	100%
10,000-14,000	Count	26	4	5	7	12	54
	%	48.1%	7.4%	9.3%	13%	22.2%	100%
20,000-24,000	Count	0	0	6	1	0	7
	%	0.0%	0.0%	85.7%	14.3%	0.0%	100%
25,000-30,000	Count	9	2	1	1	6	19
	%	47.4%	10.5%	5.3%	5.3%	31.6%	100%
Total	Count	97	33	25	18	48	221

	r-value	p-value
Pearson's Chi square	0.069	0.309

Results of the test show that there was no significant relationship ($r=0.069$, $p=0.309$) between father's indirect involvement in children's early literacy development and their level of income. Ho₅ was retained and the alternative hypothesis is rejected. It was concluded that there was a positive correlation between fathers' indirect involvement in their children's early literacy and their level of income.

Studies conducted in Brazil by Barros (1994) indicated that there was a close relationship between family poverty and fathers living with their family. Results from that study showed that the poorer the family, the less likely that fathers were living with their families. When fathers cannot afford to live with their families, it means they cannot directly or indirectly provide the necessary materials for intellectual stimulation. In Jamaica studies revealed that fathers were more likely to stay if they could provide income and women were willing to allow men to stay if they can provide according to Brown et al (1993). Where as they get finances to contribute to the activities of the family, their physical absence denies the child the indirect roles played by the father that enhance early literacy development. Therefore the amount of income earned does not replace the absence of the father or relate to indirect involvement in literacy related activities of children.

4.1.2.4 Fathers' Involvement and Nature of Work

Objective 2 was also to find out whether fathers' nature of work was related to their level of involvement.

Father's nature of work was categorized into various groups according to how their occupations were related. This helped to analyze the information related to occupations in relation to extent of involvement.

To test for indirect involvement in children's literacy, fathers were presented with questions that required them to say whether their nature of work interfered with their direct involvement in their children's early literacy by responding

yes or no. Table 4.13 below depicts the relationship between fathers' nature of work and their direct involvement in literacy activities.

Table 4.13: Fathers' Frequency of Interaction In Relation to Nature of Work

Occupation	Responses to Literacy Activities		Total
	Yes	No	
Employed	38.0%	62.0%	100
Business	44.1%	55.9%	100
Security	46.4%	53.6%	100
Teaching	48.5%	51.5%	100
Farming	45.8%	54.2%	100
Preaching	45.3%	54.7%	100
Technician	45.9%	54.1%	100
Average %	44.2%	55.1%	

Results based on the table above 62% of the employed fathers who had not specified their types of jobs were very responsive to children's literacy activities. Those who were employed as teachers the best positive response to children's literacy activities with 50.7%. The rest of the occupations had almost the same range of positive involvement in early literacy activities with their children. However, business men had negative response towards early literacy activities with 54.5%. All the other occupations had almost the same range of negative response towards children's literacy. The positive and the negative response towards children's literacy compared show a negative response overshadowed the positive response. This shows that fathers' nature of work could be influencing their level of involvement in literacy activities. These responses were further computed on their involvement on a weekly basis.

Ho₆. There was no significant relationship between fathers' direct involvement in children's early literacy development and work.

Table 4.14 below depicts the significance of the relationship tested within this hypothesis.

Table 4.14: Fathers' Direct Involvement in Children's Early Literacy Development and Nature of Work

Frequency of Direct Involvement		Employment		Sub Totals & % of Total
		Yes	No	
None	Count	360	456	816
	%	18.6%	20.0%	19.3%
Once a week	Count	326	377	703
	%	16.8%	16.5%	16.7%
Twice a week	Count	398	422	820
	%	20.5%	18.5%	19.4%
Thrice a week	Count	210	249	459
	%	10.8%	10.9%	10.9%
Every day	Count	644	779	1,423
	%	33.2%	34.1%	33.7%
Total	Count	1,938	2,283	4,221
	%	45.9%	54.1%	100%

	r-value	P-value
Pearson's Chi square	-0.002	0.893

It was observed that there was no significant relationship ($r = -.002$, $p = 0.893$) between fathers' direct involvement in their children's early literacy development and their work. Ho₆ was retained and the alternative hypothesis rejected. This means that father's direct involvement in early literacy was as a result of one's initiative and may be their perception towards their role in early literacy other than their nature of work. This contradicts studies by Bernett & Hyde (2001) that stated that less social interaction and attachment of fathers to

their children as being associated to the nature of work parents are engaged in, work schedules and work responsibilities as factors that placed demand on parents that must be accommodated by the family. But the fact that only 42 fathers of the 281 returned the questionnaires, this could be a biased sample. These findings were also inconsistent with research findings from Gucha District where occupation of fathers influenced involvement in children's education. This could be the influence of the area of study and the respondents.

Haas (1992), studies on investigation into men's work and its effect 'on father-child interactions revealed work obligations as one of the frequent reasons given for low levels of involvement in children's literacy. This is accompanied by fathers' job stress as being related to behaviour problems with children. This study could not be unique compared to earlier studies done in that most of the fathers were engaged with small business or jobs that were not stressing nor were their jobs demanding as such. Employed fathers were working as supermarket attendants, working in the laboratory as a technician and others in the factory. British Market Research Bureau shows that only 12% of fathers get involved in their children's education with two thirds blaming the pressure of work.

However, findings from this study reveal that work was not a factor in direct involvement of fathers with children's literacy. This can be attributed to the type of work done by fathers included in the study and the fact that all the respondents were staying with their families and not working away from home.

These two characteristics could have contributed to the availability of fathers to their children.

Father's indirect involvement in early literacy was also considered in relation to their nature of work. Table 4.15 below depicts fathers' nature of work and their reported indirect involvement in early literacy.

Table 4.15: Father's Nature of Work and their Reported Frequencies of Indirect Involvement in Children's Early Literacy Development

Father's Responses to Literacy Activities			
Occupation	Yes	No	Total
Employed	38%	62%	100
Business	45.5%	54.5%	100
Security	42%	58%	100
Teaching	49.3%	50.7%	100
Farming	39.8%	60.2%	100
Preaching	48.6%	51.4%	100
Technician	45.6%	54.4%	100

Fathers' indirect involvement responses were very similar to those of direct involvement. Those fathers who did not perceive work as a limitation to their level of indirect involvement in children's early literacy were constantly high percentages. Fathers disagreed with statements that tended to show work as a limitation to their level of involvement. The percentages on negative response were highest with fathers who were farmers with 60.2% negative response from farmers. Fathers who agreed that work could be a hindrance to their involvement in literacy activities had relatively low percentages compared to the negative responses. One may then conclude that nature of work does not determine the level of indirect involvement in early literacy related activities.

The researcher wanted to establish the significance of the relationship between the indirect involvement and the frequency of involvement.

Ho7. There was no significant relationship between fathers' indirect involvement in children's early literacy and their work.

Table 4.16 below depicts the significance of the relationship tested within this hypothesis using the Pearson's Chi square.

Table 4.16: Fathers' Indirect Involvement in Children's Early Literacy Development and their Nature of Work

Frequency of Indirect Involvement		Employment		Sub Total & % of Total
		Yes	No	
None	Count	235	281	516
		43.9%	44.1%	44.0%
Once a week	Count	73	101	174
		13.6%	15.9%	14.8%
Twice a week	Count	67	69	136
		12.5%	10.8%	11.6%
Thrice a week	Count	37	56	93
		6.9%	8.8%	7.9%
Every day	Count	123	130	253
		23.0%	20.4%	21.6%
Total	Count	535	637	1,172
		45.6%	54.4%	100%

	r-value	p-value
Pearson's Chi square	-0.018	0.553

Test reveals that there was no significant relationship ($r = -0.018$, $p = 0.553$) between fathers' indirect involvement in children's early literacy development and their nature of work. Ho 7 was retained and the alternative hypothesis rejected. It was concluded that there was no correlation between fathers' indirect involvement in their children's early literacy development and their

nature of work, meaning their extent of indirect involvement was not related to their nature of work.

Like in direct involvement, indirect involvement was not related to their nature of work. Studies by British Market Research Bureau revealed that fathers use their spouses' unemployment status as a reason for not engaging in children's care giving activities. They argued that the unemployed spouses' have all the time for children's chores. Fathers also argued that they work more while their spouses stay at home. It is not clear whether fathers' arguments were based on the fact that they were not aware of their contribution to their children's early literacy or it is because they felt that this responsibility belongs to women who are less engaged whenever they are working.

Research studies were conducted in an urban setting where most of the nuclear family lived together. The question of the fathers living away from the family could not arise. Fathers felt that their wives could do as well as they could since they had all the time with children. This means that fathers' indirect involvement in literacy activities of their children cannot be attributed to their nature of work but there could be other factors related to nature of work that need to be investigated.

4.1.2.5 Fathers' Involvement and Role Definition (Perception)

Objective 2 also wanted to establish whether fathers' role definition (perception) was related to their level of involvement. To understand fathers'

perception in relation to children's early literacy, fathers were given nineteen items where they were to respond according to their perception to early child literacy. Table 4.17 below represents findings of the role definition and their levels of direct involvement in frequencies and means.

Table 4.17: Frequencies, Means and Percentages of Father's Response to Direct Involvement in Children's Early Literacy Development in Relation to their Role Definition

	SA	A	U	D	SD	Total
Total frequencies	272	187	68	73	139	739
Percentage (%)	36.8	25.3	9.2	9.9	18.8	100
Mean Score	14.3	9.8	3.6	3.8	7.3	

Based on the table above, the total number of frequencies registered for those who strongly agreed that they had a role to play in their children's education was high compared to those who strongly disagreed 272 and 139 respectively. The mean for those who strongly agreed was 14.3. Fathers who were not sure of their role in early literacy formed the minority with a mean of 3.6. They were not sure whether they should be involved or not. Those who strongly disagree had a mean score of 7.3. This is a relatively big number considering their significance to the child. Considering those who agreed with a total mean of 24.5 with those who were uncertain and disagreed with a total mean of 14.7, you find that most fathers had a very high positive perception as regards their children's early education. This is reflected by the high percentage (36.8%) of fathers who strongly agreed that they have a very important role to play in their children's early literacy development. However, the percentage of fathers who

were uncertain and those who disagreed or strongly disagreed was significantly high.

The researcher wanted to know fathers' perception on children's literacy needs. To understand their perception, fathers were required to respond to eight items that were related to literacy needs of children. The table 4.18 below presents fathers' responses.

Table 4.18: Fathers' Perceptions on Children's Needs

	Yes (Correct)	No (Incorrect)	Totals
Frequencies	227	151	378
Percentages	60.1%	39.9%	100%
Mean	28.3	18.9	47.2

The researcher tested fathers on their knowledge of children's needs and their role. Parents were to respond to eight statements given with yes or no. From their responses, those who were aware of children's needs were more than those who were not by 76. Those who responded positively were 227 compared to 151 negative responses. This gives 60.1% and 39.9% respectively. Fathers who were not aware of children's needs thought that children's early literacy is the responsibility of the mothers and teachers. This can be attributed to the influence of urbanization. It can also be attributed to the cultural beliefs and practices. The researcher wanted to test the hypothesis for the relationship. It is most likely that those fathers who strongly agreed in the earlier table 4.13 were the same fathers who were aware of children's needs.

Ho₈. There was no significant relationship between fathers' direct involvement in children's early literacy development and fathers' father's role definition.

Table 4.19 below depicts the significance of the relationship tested within this hypothesis using Pearson's Chi square.

Table 4. 19: Father's Direct Involvements in Children's Early Literacy Development and Their Role Definition

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Total
Count	904	605	263	280	424	2,476
	17.3%	16.3%	20.5%	18.8%	15.3%	17.1%
Count	785	585	156	246	444	2,217
	15.0%	15.7%	12.1%	16.6%	16.1%	15.3%
Count	1,337	728	295	270	653	3,293
	25.6%	19.6%	23.0%	18.2%	23.6%	22.7%
Count	495	512	169	157	330	1,664
	9.5%	13.8%	13.2%	10.6%	11.9%	11.5%
Count	1,704	1,293	401	533	915	4,854
	32.6%	34.7%	31.2%	35.9%	33.1%	33.5%
Count	5,225	3,723	1,284	1,486	2,766	14,504
Count	100%	100%	100%	100%	100%)	100%

	r-value	p-value
Pearson's Chi square	0.010	0.222

* Results show there was no significant relationship ($r=0.010$, $p=0.222$) between fathers' direct involvement in children's early literacy development and fathers' role definition. Ho₈ was retained and the alternative hypothesis rejected. It was concluded that there was no correlation between father's direct involvement in children's early literacy involvement and their role definition (Perception).

These studies are related to Palkovitz (1984) findings that fathers are not aware of their roles in preparing children for formal learning. Fathers accept that beliefs and traditions have a lot to do with task allocation. Perception of fathers is that of disciplinarians, providers and protectors of the family. Studies by Engle & Brease (1994), state that significant impact of fathers' experience with children is on the father himself. Meaning that the more the father cares for child, the more he becomes involved with the child. A father with exclusive responsibility for a child develops care giving skills and confidence. The argument then is on increasing fathers' roles in parenting as involvement results in positive outcomes. However, Mwomas' study on fathers' involvement and their beliefs on their roles on children reveal that even fathers who got involved in children's education did not believe they have a role to play in children's education. This is inconsistent with findings in this study where fathers agreed they had a role in their children's education but they delegated their role to significant others.

In other studies that reviewed the important role of fathers in children's lives, Marsiglio, Amato & Lamb (2000) argued that children who grow up in warm nurturing and actively involved as opposed to uninvolved fathers reap tremendous benefits which include better school performance, increased self-esteem, and healthier relationships with peers. According to this study, there was no significance between role definition and fathers' direct involvement. Studies by The British Market Research Bureau argue that fathers delegate their responsibilities for the child to their unemployed wives who they claim

have a lot of time with children. This means that the extent of fathers' direct involvement in literacy depends on individuals and not on a group of fathers. Most of them had diverse perceptions while some were not even aware of how they perceive children's early literacy.

The researcher was also interested in identifying their role in indirect involvement in early literacy related activities. Table 4.20 below represents fathers' role definition and their indirect involvement.

Table 4.20: Fathers' Responses in Relation to Their Indirect Involvement in Children's Literacy

	Yes	No
Frequencies of responses	125	151
Mean	18.1	21.6
Percentages (%)	46.2	53.8

Based on the above findings, fathers who were indirectly involved in early literacy activities were fewer compared to those who were not involved, 125 and 151 respectively. The range between the highest frequency and the lowest frequency was 26, and a mean score difference of 3.5. The 53.8% is more than half. This means that more than half of the fathers who responded to the indirect involvement in early literacy were not either aware or were not involved in early literacy activities. The researcher also tested the following hypothesis for the relationship.

H₀₉. There was no significant relationship between fathers' indirect involvement in children's early literacy development and fathers' role definition.

The table below depicts the significance of the relationship tested within this hypothesis using Pearson's Chi square.

Table 4.21: Relationship between Fathers Indirect Involvement in Children's Early Literacy Development and Father's Roles Definition.

	Role Definition					Total
	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
Count	774	487	106	196	372	1,932
%	46.7%	43.4%	40.6%	43.2%	44.3%	44.7%
Count	245	165	43	75	134	662
%	14.8%	14.7%	16.5%	16.5	16.0%	15.3%
Count	148	147	32	52	99	478
%	8.9%	13.1%	12.3%	11.5%	11.8%	11.0%
Count	103	103	31	44	75	356
%	6.2%	9.2%	11.9%	9.7%	8.9%	8.2%
Count	386	220	49	87	159	901
%	23.3%	19.6%	18.8%	19.2%	19.0%	20.8%
Total	1,656	1,122	261	454	839	4,332
%	(38.2%)	(25.9%)	(6.0%)	(10.5%)	(19.4%)	100%

	r-value	p-value
Pearson's Chi square	-0.005	0.765

It was observed that there was no significant relationship ($r=-0.005$, $p=0.765$) between Fathers' indirect involvement in children's early literacy development and Fathers' perception. H_0 was retained and the alternative hypothesis rejected. It was concluded that there was no correlation between fathers' indirect involvement in their children's early literacy development and their perceptions. The trend of responses was similar to that of the direct involvement. There were very high percentages for those who strongly disagreed and those who disagreed with proposed indirect activities related to children's early literacy development, recording as high as 42.8 %. Fathers'

who strongly agreed and agreed formed a small fraction. This may suggest that there is no relationship between their level of involvement and their perception implying that their low level of involvement cannot be attributed to perception and that there could be other factors not included in this study.

Results agree with other studies by Muenchow (2006). He was a clinical psychologist who discussed father's ability to respond to children's needs in his work entitled 'The new fatherhood.' The studies found out that fathers can be as responsible as mothers and that the only difference is that mother's breast feeds. The idea that mothers can meet their children's needs better, makes mothers feel more responsible while fathers feel insignificant and excluded in children's activities. Exclusion of fathers' means that their extent of involvement is minimal hence their role as fathers is underrated and ignored in children's lives.

In a related study by Obondo (1984) on "Parent's Involvement in their Standard One Child Reading Ability in Schools" in Nairobi it was revealed that 90% of those interviewed considered reading with children as important but admitted not being involved. They had delegated the responsibility to other care givers. 95% admitted having problems helping their children due to lack of teaching strategies. They were not aware of what home library was or were not aware of their children's school text books. There was a lot of ignorance portrayed. The revelations by Nairobi schools parents were very much related to this study. Though the previous study was on parents and the current one

specifically on fathers, there is a parallel in delegation of parental responsibilities. There was ignorance in parents' role as the first teachers of their children, hence the findings, where perception and indirect involvement are not related.

4.1.2.6 Fathers Involvement and Gender Bias

Objective 2 was to investigate fathers' gender bias in relation to their level of direct involvement in early literacy development activities.

Table 4.22 below represents fathers' level of direct involvement and gender bias.

Table 4.22: Frequencies of Father's Direct Involvement in Children's Early Literacy in Relation to Gender.

Response	Frequency	Percentage
Yes	178	31.6%
No	386	68.4%
Total	564	100%

Fathers were expected to answer yes or no to statements that were given regarding gender bias. Father responses reflect a non bias impression as regards to gender bias. Most fathers rejected statements that were intended to show fathers as tending to side with any sex. Based on these findings, 68.4% of fathers rejected any statement that favoured any sex. Fathers disagreed that they were attached to their girls more than to their boys while at the same time some fathers' felt that girls cannot perform as well as boys given the right atmosphere. During the focus group discussions, fathers seemed to be interested in performance rather than the gender of the child. 68.4% of fathers

rejected any statement that favoured any sex. Fathers disagreed that they were attached to their girls more than to their boys while at the same time some fathers' felt that girls cannot perform as well as boys given the right atmosphere. During the focus group discussions, fathers seemed to be not aware of the literacy activities they can be involved in. These results suggest that fathers are not in favour of any sex and that children are held equally in relation to performance and interaction. Fathers were interested in performance and not the sex of the child a deviation from the literature review that fathers tend to interact more with boys more than with the girl child. The researcher wanted to test the hypothesis for the significance of the relationship.

Ho₁₀. There was no significant relationship between fathers' direct involvement in children's early literacy development and gender bias.

Table 4.23 below depicts the significance of the relationship tested within this Hypothesis, using Pearson's Chi Square.

Table 4.23: Father's Direct Involvement in Children's Early Literacy Development and the Gender of the Child

		Direct involvement of Fathers					Total
		None	Once a week	Two times a week	Three times a week	Every day	
Male	Count	82 (22%)	60 (16.1%)	52 (13.9%)	40 (10.7%)	139 (37.3%)	373 (55.6%)
Female	Count	31 (10.4%)	52 (17.4%)	66 (22.1%)	41 (13.8%)	108 (36.2%)	298 (44.4%)
Total	Count	113 (16.8%)	112 (16.7%)	118 (17.6%)	81 (12.1%)	247 (36.8%)	671 100%
		100.0%	100.0%	100.0%	100.0%	100.0%	

	r-value	p-value
Pearson's chi square	0.075	0.054

The table shows a significant percentage of fathers did not have direct involvement with their children. 38% had none or once a week frequency of involvement. Significant level of involvement was 37.3% but the whole weeks' frequency was marked with inconsistency of involvement. This is contrary to the literature review where studies have reviewed that fathers are more involved with their boy child. These low percentages and inconsistent involvement supports the idea that the boy child is neglected. However there was consistency in the frequency of involvement in the fathers' direct involvement in the girl child with the highest as 36.2%. This shows that traditions are no longer regarded and that fathers are interacting with their children equally. This could mean that fathers are no longer interested with the gender of the child but with performance. Girls are no more foreigners to their fathers, a factor that would influence girls to work hard to influence their fathers.

Although the relationship appeared to approach significance there was no significant relationship ($r = 0.075$, $p = 0.054$) between father's direct involvement in children's early literacy development and the gender of the child. H_{010} was accepted and the alternative hypothesis rejected. The correlation was not statistically significant. It was concluded that there was no significant correlation between fathers' direct involvement in children's early literacy development and the gender of the child. This implies that fathers' interaction in children's early literacy is not determined by the gender of the child in the area of study.

This study is unlike studies reviewed in the literature review. According to Marsiglio (1991) & Lamb (1986), fathers are more likely to be involved with their sons more than with their daughters. The nurturance of fathers is related to boys' cognitive abilities but less so for girls. Radin (1981), states that close fathers-son relationship appears to encourage analytic thinking and discipline in sons.

Furthermore, Belsky (1980) argues that fathers tend to handle their sons more than they do their daughters. He states that at two years, father-son links are already established which are important for early literacy involvement. Fathers who are close to their daughters, who are demanding, challenging and passionate appear to raise the most competent and independent daughters. Daughters work hard to impress their fathers and are good in mathematics according to Baumrind (1978). Studies in India by Anadalakshmy 1994 indicate that fathers have no role in sharing activities with their daughters other than financial provisions. In the Kikuyu culture, fathers had no interaction with their girl child. While they showed tender love and care to the boy child, they kept their distance from the girl due to cultural beliefs and practices that limit their contact and mutual expression of sentiments according to Wanjohi 1981.

The present study findings revealed that fathers appear to be out of these outdated cultural barriers and handle their children equally though a few of the fathers still held to the notion of boys being better performers than girls. Reviewed studies outline the importance of fathers' role in children's early

literacy for both sexes, which fathers in this study seemed to have adopted in their interaction with their children in early literacy activities. Similar findings were revealed in a study in Nyanza. Lack of significance in the relationship between fathers' involvement and gender bias could suggest that fathers have outgrown cultural barriers and gender discrimination and value their children equally.

Objective two was also to investigate fathers' indirect involvement in children's early literacy development and gender bias.

Table 4.24 below represents fathers' level of indirect involvement and gender bias.

Table 4.24: Frequency of Fathers' Total Responses to Indirect Involvement in Relation to Gender Bias

Gender	Total frequencies	percentage
Boys	36	34.3%
Girls	69	65.7%
Total	105	100%

Table 4.24 above indicates fathers total responses to indirect involvement in children's early literacy development in relation to gender bias. According to the findings, fathers were more positive to the girls' literacy development than to the boys. Most fathers tended to respond to their girls requests more than to their boy child. Fathers response to their boy child was 34.3% compared to 65.7% for girls. This shows the position of the girl child in the family which could lead to the conclusion that fathers in the area of study were more inclined to helping their girl child as much as their boy child. From the responses, most

fathers were very positive with their girl child performance, hence the high percentage of fathers' response in favour of the girl child. The researcher wanted to test the hypothesis for the significance of the relationship.

Ho₁₁. There was no significant relationship between fathers' indirect involvement in children's early literacy development and the gender of the child.

Table 4.25 below depicts the results of testing this hypothesis..

Table 4.25: Fathers' Indirect Involvement in Early Children's Literacy Development and the Gender of the Child

Gender	Count and percentages within indirect involvement	Indirect Involvement					Total
		None	Once a week	Two times a week	Three times a week	Every day	
Male	Count	57	17	11	7	27	119
	%	62.0%	56.7%	44.0%	38.9%	58.7%	56.4%
Female	Count	35	13	14	11	19	92
	%	38.0%	43.3%	56.0%	61.1%	41.3%	43.6%
Total	Count	92	30	25	18	46	211
	%	100%	100%	100%	100%	100%	100%

	r-value	p-value
Pearson's Chi square	0.067	0.331

To test for the hypothesis, fathers were questioned on their extent of indirect involvement within the course of the week according to gender. Test results indicate that there was no significant relationship ($r=0.067$, $p=0.331$) between Fathers' indirect involvement in children's early literacy development and the gender of the child. HO_{11} was accepted and the alternative hypothesis rejected. This implies that fathers' indirect involvement is not related to the sex of the child and that there could be other factors influencing indirect involvement in early literacy other than gender.

These results are not in line with studies carried out by Clarke et al (1993) on gender differentiation and stereotyping. In traditional settings, men had the role of training boys to develop their masculinity and life skills while women trained girls. Their roles were carried out through proper role modeling in full view of the young children. Other studies by John Gottman & Joan Declaire (1997) through observation realized that fathers tend to handle their sons more than their daughters. They were engaged in rough play with their boys and were soft with their girls. These studies could relate to studies by U.S Department of Education which contend that fathers who are actively involved with their children's education, raise children who are superior readers and perform better in school and that fathers' love is performance oriented. Research findings in this study can be used to conclude that fathers are interested in achievements and not the sex of the child.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter represents the summary of research findings, conclusions of the study and the recommendations. Recommendations for various stakeholders have been discussed and suggestions made for further research studies.

5.1 Summary of the Findings

Involvement in children's literacy was measured using a number of direct and indirect literacy related activities that fathers can be involved in so as to influence early literacy.

The purpose of the study was to investigate the extent of fathers' direct and indirect involvement in their children's early literacy development and identify factors that were likely to influence their involvement. The t-test was computed to test for the significant difference between fathers' direct and their indirect involvement. Results indicated there was a significant difference between fathers direct and their indirect involvement in children's early literacy development. Fathers' direct involvement in their children's early literacy development was significantly greater than their indirect involvement. Direct and indirect involvement in literacy activities compliments each other to influence early literacy developmental outcomes. Pearson Chi-Square was computed to test for significant relationship between fathers' direct and indirect

involvement and factors that were likely to influence fathers' extent of involvement.

Fathers' education and income were found to be significantly related to their extent of involvement in early literacy activities. This indicated that fathers' education and income determined their availability and engagement in children's literacy. Findings reviewed that only one factor; fathers' level of education had direct and indirect significant relationship. This was clearly indicated by the high frequencies of fathers who interacted with their children in literacy related activities on a daily basis. One could easily conclude that fathers with less education were shy to involve themselves in early literacy and lacked confidence in handling of literacy related activities. This means that education is a determinant in father's direct involvement in early literacy. They are confident when handling their children's work and act as good role models in literacy activities within the home environment. However,

Level of income had a significant relationship with direct involvement in children's early literacy development. This means income is required to provide literacy materials that enhance literacy development. They have time for their children's education as they have steady jobs, and ready to spend more on their children's early literacy development. Fathers with more income can provide the necessary resources required for enhancing literacy at home and in preschools. However, there was no significant relationship between fathers' indirect involvement in literacy and their income. Implying that fathers were

ready to provide the literacy materials but they are not aware of all their roles or what is required to influence early literacy.

There was lack of significant relationship between fathers' nature of work, role definition and gender bias and their direct and indirect involvement in children' literacy. This suggests that the three factors are not related to literacy development in the area of study. Findings of this study were found to be inconsistent with reviewed literature which stated that fathers' involvement in early literacy was influenced by fathers' work, fathers' (role) perception and gender bias. This inconsistency could be attributed to cultural differences depicting the area of study, the fathers' who participated and the concept being tested. Most studies were based on parents' involvement in children's education and performance in school while the current study dealt with children's early literacy in preparation for preschool education and formal education. The study focused on one aspect of growth; literacy development, whereas fathers could be involved in other developmental areas.

5.2 Implications of Findings

The result findings and the literature review provides useful information on what influences fathers extent of involvement in early literacy and activities that fathers should be involved in order to enhance early literacy development. Importance of fathers in early literacy development was reviewed.

Studies have reviewed that fathers' direct and indirect involvement was significantly related the level of education and incomes. This implies that the

two factors, education and income determine the extent to which fathers can get involved in children's literacy. This means that educated fathers have the courage and confidence required to handle children's work, are aware of their children's literacy needs and value early literacy as the foundation for future performance. Fathers with limited education feel inadequate and challenged in handling children's work and therefore they tend to keep off. During group discussions, fathers openly argued that it is difficult to teach young children and that they do not have the strategies required. They felt it was the work of mothers who are well versed with care giving skills. This implies that as much as the fathers could be willing to get involved in their children's literacy, they have drawbacks. Mothers feel they are more competent in child care, a perception that puts fathers off and hence the delegation of the task even for fathers with education. NACECE should come up with community mobilization programmes through DICECE officers and media programmes that can equip fathers with the necessary strategies of teaching and interacting with children in literacy related activities in order to enhance early literacy development.

Income determines the purchasing power of the father. They are the financiers of the family and feel confident when they can provide for their family's needs. Fathers with high income are more confident as they relate with their children as they are in control of their family's affairs. They are settled and available for their children. They give quality time to their children. They are ready to spend more on their children's education so that they can be better achievers in life

than their parents. Such parents can do anything to help their children perform at all levels. Fathers' involvement in early literacy was not significantly related to indirect involvement. They assume that their work is to provide the necessary literacy materials but other co-related activities can be done by others. There is need for educational programmes to enlighten fathers on their roles in literacy development of their children and the influence they have over their children's performance.

Fathers' nature of work was found to have no significant relationship with fathers' direct or indirect involvement in children's early literacy development. This implies that the type of work fathers' were involved in does not interfere with extent of involvement in literacy in this area of study. Work cannot be an excuse for not attending to your child's needs. Instead, one can always create time for the Child's literacy needs if they are aware of their role in children's education or their role in child rearing.

Lack of significant relationship in either direct or indirect involvement means that fathers could be having other issues that hinder their involvement or they do not know they have a responsibility of educating their young children. Head teachers should hold regular meetings with fathers in their schools to sensitize them on their roles in early literacy as the first teachers of their children. They should engage them more in preschool activities and the day today running of the preschools.

There was no significant relationship between fathers' direct and indirect involvement in children's literacy and their role definition. Fathers agreed they have a role to play in early literacy but argued that it is hard to handle young children. They have no child rearing skills and that mothers were better placed to handle children and can do as well if not better. These findings imply that fathers are aware of their roles but they have a problem with child rearing skills. Mothers also tend to think that they are better than fathers in child rearing. They criticise fathers' efforts and this keeps them off. With family changing structures, both parents should be brought on board in child rearing practices. Mothers should be mobilized on their roles and how they can invite fathers to share in child rearing as they complement each other in influencing early literacy. Fathers were aware of their responsibilities, but they delegated to significant others, where 68% of fathers accepted they delegate to their wives. Most fathers thought that early literacy was the responsibility of teachers and mothers. Though some agreed they had a role to play in their children's education, they also thought it was a hard task, they lacked skills and that teachers were better placed to do that. This implies that they felt inadequate in handling of early literacy and took the challenge to others. This implies that a big fraction of children's early literacy is handled by mothers, yet the literature review stated that fathers and mothers interact with children differently, and so is their impact in influencing early literacy.

Fathers' direct and indirect involvement was not significantly related to gender bias. This means fathers handle children equally. They are interested in results

and performance rather than the sex of the child. This gives both sexes equal chances of gaining from the fathers' influence in literacy unlike training along gender lines.

5.3 Conclusion

Conclusions were based on the findings of the study. The literature review considered five factors as influencing fathers' level of direct or indirect involvement in children's early literacy. The five factors were tested for their significant relationship with the study variables. Study findings reviewed that level of education had a significant relationship with fathers' direct and indirect involvement in children's literacy. Fathers are likely to be more involved when they are confident that they can handle children's work. This means that level of education determines the extent of fathers' direct and indirect involvement in early literacy.

That is fathers' level of education and Household income was significantly related to Father's level direct involvement to literacy development but no relationship with their indirect involvement. Income helped fathers provide the required literacy materials. Fathers' responsibility is to provide and that is all. This suggests that they are not aware of their role in influencing early literacy.

Tests on other factors in relation to involvement in early literacy indicated that there was no significant relationship between fathers' involvement in early literacy development and their nature of work, role definition (Perception) and

gender bias either in direct or indirect involvement in early literacy development. Fathers' role definition and their direct and indirect involvement in literacy had no correlation. Fathers were not sure whether they are supposed to be involved in their children's literacy at this early age. Father's perception was related to formal learning more than to early literacy. To them, involvement in early literacy did not matter much while others said it is hard to deal with young children and that mothers were better placed to handle small children. Meaning that fathers felt that it was not their responsibility, even as they agreed that they should be involved in their children's learning.

Nature of work was classified into various categorized for easy assessment. Tests carried out on the results indicated there was no significant relationship in both direct or indirect involvement and nature of work. This means that direct or indirect involvement in early literacy was not determined by nature of work but may be other factors like fathers' knowledge of the content in literacy, knowing his role in literacy development and creating time for what fathers' think is right for his children.

Gender bias was not an issue that could hinder their interaction with young children. Fathers interacted with their children equally. Meaning that the earlier school of thought that fathers are more inclined to their sons does not hold in this area of study. Fathers' direct or indirect involvement in early literacy was not based on the child's sex. According to the responses during the group discussions, fathers were interested in achievement rather than the gender of

the child. May be this could have been influenced by the culture of urbanization.

5.4 Recommendations

Study findings have reviewed important information that could be used to make recommendations to fathers and other stakeholders in education on the importance of early involvement in literacy development.

5.4.1 Recommendation for the Ministry of Education

1. Fathers' level of education was found to be significantly related to their level of involvement in children's literacy activities. The Ministry of Education has a role to play in educating fathers on their role in children's literacy development. This can be made possible by introducing literacy programs that are tailored to meet fathers' needs. This can be done through media programs by the National Centre for Early Childhood Education. The same institute can use the information to formulate a curriculum for community mobilization and parenting roles component in their DICECE programmes.

2. Some fathers were missing out in early literacy because of their low education and lack of confidence. Adult education should be enhanced to enrol more fathers who are currently overshadowed by the number of women in such classes. Fathers should be given their own sessions that will strictly address their objectives in education and their role in their children's education which should include strategies of teaching children.

5.4.2 Recommendations for the Head Teachers

Fathers' direct and indirect involvement was found to influence early literacy development. Head teachers should involve fathers more in their preschool activities and sensitize them on their role as the first teachers of their children during annual general meetings. Head teachers can initiate father's day in their schools to strategize on how fathers can interact with their children in literacy related activities to make learning fun. This stimulates both the learner and the trainer.

5.4.3 Recommendation for Fathers

1. More fathers should be encouraged to enrol for adult classes so that they can be more confident in handling early literacy activities. This can be done through enrichment of their curriculum to meet their needs as fathers, family members and other social issues. This means their curriculum should be diversified to cover different topics of interest other than literacy.
2. Mothers should encourage fathers to take up care giving activities and avoid discouraging them and thinking that they are better caregivers
3. Education stake holders should sensitize fathers on the important role they play in their children's education

5.4.4 Recommendations for Further Research

1. The study covered a metropolitan area. This fact could be making the area have its unique characteristics that cannot be generalized to other areas. It is

important that the same study is done in another area using the same factors for comparison of results and varied conclusions.

2. The study relied on the response of fathers only, whereas their direct or indirect involvement could be influenced by their wives. It is important that another research is done where the two parents are involved. This will help in getting balanced information on what fathers and mothers do or do not do while at home with their children as regards to improvement of children's early literacy.
3. Further research should be done on children's entry behaviour to assess their level of literacy in relation to father's direct and indirect involvement in literacy related activities prior to joining preschool.
4. In this area of study, factors such as perception, role definition and gender bias were found not to be significant in direct or indirect involvement in children's early literacy. There is need for another study to investigate what other factors influence fathers' direct and indirect involvement in children's early literacy in this area of study.

REFERENCES

- Amato, P. R. (1994). *Father-child relations, mother-child relations and offspring psychological well-being in early adulthood*. *Journal of Marriage and Family* 56(4):1031-1042
- Anandalakshmy, S. (1994). *The girl child and the family. An Action Research Study*. Madras: India. Antar, A. (1984). Natural reading acquisition of pre-school children. Unpublished *Doctoral Dissertation*. States University of New York.
- Ary, B. Jacob, L. & Raveniah, A. (1972). *Introduction to research in education*. New York: Rinehart and Winston.
- Baker, L., Scher, D. & K. Macklern (1997). Home and family influences on motivation for reading. *Educational Psychology*. 32(2) 69-82.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: New York: General Learning Press.
- Bandura, A. (1997). Self- efficacy. *The exercise of control*. New York: W.H. Freeman.
- Bandura, A. & Walters, R. (1965). *Social Learning and personality development*. New York: Holt, Rinehart & Winston.
- Barnett & Hyde (2001). Work and family variables as related to Paternal engagement, responsibility and accessibility in dual earner family with young children. Retrieved in March 22, 2007 from <File://A:\Fathering.%20work%20and%20variables%20>
- Barros, F. (1994). Consultation on the roles of men and fathers in achieving gender equity. Unpublished Tables Presented in June (1994) Meeting at The UNICEF: New York: UNICEF.
- Baumrid (1978). Children's Literacy. Retrieved May 7, 2007 from <http://WWW.First Book. Org>.
- Becker, G. S. (1981). *A treatise on the family*. Cambridge, M.A Thesis. Harvard University Press.
- Beitel, Parke (1998). Paternal engagement, responsibility and accessibility Retrieved in March 22, 2007 from <File://A:\Fathering%20Work%20and%20family%20variables>

- Belsky, (1980). The effects of fathers' involvement in children's learning. Retrieved in October, 2006 from (Fira.ca/cms/documents/29.pdf)
- Brimhall, Nord, C.W. & West, J. (1997). *Fathers' involvement in their children's schools*. Washington, D.C: US Department of Education, Office of Educational Research and Improvement.
- Brown, J. P. & Chavanness, B. (1993). *The contribution of Caribbean men to the family*. A pilot study. Kingston Jamaica, Caribbean Child Development Centre, University of West Indies.
- Bukatko, D. & Dachler, M. W. (1995). *Child Development: A thematic approach*. Boston: Houghton Muffia Company.
- Chomsky, C. (1970). Reading writing and phonology. *Harvard Educational Review*, 40, 287-307.
- Clark, (1984). Studies in low income parent's involvement in schooling. Retrieved on May, 2006 from (WWW.Springlink.com).
- Clark, M.M. (1975). *Young fluent readers*. Exeter. NH: Heinemann Educational Books.
- Clarke-Stewart, K.A. (1978). And Daddy makes three. Fathers' impact on the mother and the young child. *Child Development*. Parents' Magazine Institute. Bergenfield 49(2), 466-478. EJ.185321.
- Cochran-Smith, D. (1986). *African American fathers: A decade review*. *Families in society*, 78 (4), 340-350. Retrieved in October, 2006 from (doi.Wiley.com/10.1002)
- Delgado-Gaiten, C. (1987). *Fathers' involvement in their children*. Retrieved in October, 2006 from (file:/A:/98-091%20- 20 Involvement %20in%20 Their %20Children's%20sch.
- Dickinson, D. K. & Tabors, P.O. (Eds) (1991). *Beginning literacy with language. Young children learning at home and school*. Baltimore, MD: Brookes ED 450972
- Eccles, J. S. Harold, R. D. (1996). *Family involvement in children and adolescents schooling*. A. Booth & J.F.
- Dunn. Eds; Erlbaum Associates. Retrieved on October, 2006 From (<http://nces.ed.gov/pubs98/fathers/refs.asp>).

- Engle, P. L. (1994a). *Men in families*. Report of A Consultation In The Roles of Men and Fathers In Achieving Gender Equity, UNICEF. June 13-14 1994.
- Engle, P. L. & Breause, C. (1994). *Is there a family instinct? Fathers responsibility for children*. Population and the International Centre for Research on Women.
- ENZ, B. (1995). Strategies for promoting parental support for emergent literacy programs. *Reading Teacher*. Retrieved October, 2006 from (<http://ecrp.uiuc.edu/index.html>).
- Frone-Yardley & Markel (1970). Paternal engagement, responsibility, and accessibility. Retrieved March, 2007 from (File//A:\Fathering%20Work%20and %20 family and %20variables)
- Furstenberg, F. F. & Cherlin, A. J. (1991). *Divided families. What happens to children when parents part*. Unpublished Masters Thesis, Harvard University.
- Gadsden, V. L.; Brooks, W. & Jackson, J. (1997). *African- American Fathers, Poverty and Learning Issues Supporting Children in and out of school*. A Paper presented at the Annual Meeting of the American Educational Research Association. Chicago.
- Gakuru, O. & Koech B. (1994). *The experiences of young children: A multiple case study of early education and care in 10 Divisions in Machakos, Kenya*. A research report of research sponsored by Bernard Van Leer Foundation, The Hague.
- Gakuru O., Koech B. & Nduati N. (1995). *Early Childhood Education Development Services for the Under Three Year Old Children*. A research report of research sponsored by the World Bank.
- Gall, M.D. Borg., W. R. & Gall, J. (1996). *Education research: An introduction*. 6th ed. White Plains, New York: Longman Publishers.
- Goldfield, B.A., & Snow, (1984). Reading books with children: The mechanics of parents influence on children's' reading achievement. In J. Smith (Ed). *Understanding reading comprehension*. New York: D.C.
- Goodman, Y. (1980). The roots of literacy. In Gollasch, F.V. (1982). *Language and literacy: Selected writings of Keneth S. Goodman*. London: Routledge and Kegan Paul.

- Gottman, J. & Joan, D. (1997). *The heart of parenting. How to raise an emotionally intelligent child*. London: Bloomsbury.
- Haas (1992). Paternal engagement, responsibility and accessibility. Retrieved March, 2007 from (File://A: \fathering%20 Work%20 and%20family)
- Heath, (1984). *Ways with words*. Cambridge University Press.
- Holdaway, D. (1986). *The structure and natural learning as a basis for literacy: Early rearing and writing*. Dubuque, IA: Kendall.
- Hughes, J. B. (1993). *The relationship of home literacy skills level at school entrance*. Unpublished Masters Thesis. Boston University: *Dissertation Abstracts International*. 54,03a.
- Juma, Mwiroti & Ambrose, (1999). The development and operations of Headteachers support groups in Kenya: A mechanism to create pockets of excellence, improve the provision of quality education and target positive changes in the community. Paper presented at the Oxford International Conference on Poverty, Power and Partnerships in Education. ([http://ecrp. Uiuc.edu/index.html](http://ecrp.uiuc.edu/index.html)).
- Kabiru, M. & Njenga, A. (1988). Concern in education and early stimulation of three year old children in Kenya. A paper presented for the National Conference on the Care of Under Threes. Green Hills Hotel, Nyeri. October 1993.
- Kenyatta, J. (1938). *Facing Mt. Kenya*. London: Seekers & Warburg.
- K.I.E., (1999). *Guidelines for early childhood development in Kenya*. Nairobi: National Centre for Early Childhood Education.
- Kiugu, E. M. (1997). *Reading skills at the standard four level in twelve schools in Meru District*. Unpublished Masters Thesis, University of Nairobi.
- Koech, B. (no date) *Changing child rearing practices in Kenya: Issues in psychosocial stimulation and valuing of children*. Book manuscript in progress.
- Koech, P., (2010). *Parental –Teacher Partnerships for Enhancing Re-school Children's Education in Uasin Gishu District, Kenya*. Unpublished Ph.D Thesis. Kenyatta University.
- Kothari, C. R. (2004). *Research methodology. methods and techniques*. New Delhi: New Age International Publishers.

- Kutsche, P. (1983). *Household and family in Hispanic Northern New Mexico*. Journal Comparative Family Studies, 14,151-65.
- Lamb, M. E. (1986) *The fathers' role*. Applied perspectives. New York: John Wiley & Sons.
- Lamb, M. E. (1997). *The role of the father in child development*. 3rd Ed. New York: John Wiley & Sons Inc.
- Lancy, D.P., Draper, K.D. & Boyce, G. (1992). Parental influence on children's acquisition of reading. *Contemporary Issues in Reading* 4(1), 83-91.
- Lewis, R. A. & Sale, R. E. (1986). *Men in families*. Beverly Hills, C.A: Safe.
- Llyod, T. (1999). *Reading for the future. Boys and fathers' view on reading*. London: Save the children.
- Marsiglio, W. (1991). Parental engagement activities with minor children. Journal of Marriage and Family. 55(4):993 - Retrieved march, 2007 from (<http://nces.ed.gov/pubs98/fathers/refs.asp>)
- Marsiglio, W., Amato, Dany, R.D. & Lamb, M.E., (2000). Scholarship on Fatherhood in the 1990 and beyond. Journal of Marriage and the Family.62, 1173-1191 Retrieved October, 2006 from (<http://www.joe.org/joe/2002october/iw4.shtml>.)
- Martinez, E.A. (1988). *Child behavior in Mexican, American families: Maternal teaching and child rearing practices, family relations*. New York, John Wiley & Sons Inc.
- McMahon, R. (1996). *Introducing infants to the joy of reading*. Dimensions of Early Childhood. Retrieved October, 2006 from (<http://www.indiana.edu/~eric-rec>).
- Meyer, D. R. & Garasky, S. (1993). Custodial fathers; Myths, Realities and Child support policy. Journal of Marriage and the Family. 55(1):73-89.Retrieved October, 2006 from (<http://nces.ed.gov/pubs98/fathers/refs.asp>).
- Millard, E. & Hunters, R. (2001). *It's a man thing!* Evaluation Report of CEDC's Fathers and Reading Project. Coventry: CEDC.
- Moreno, R. P. & Lopez, J.A. (1999). *Latino mothers involvement in their children schooling: The Role of Maternal Education and Acculturation*. Julian Samora Research Institute Working

Paper series (Online) Retrieved in November, 2006 From
 ([Http://www.jsri.Msu. Edu/Ranals/Research/wps/wpuu.
 Html.](http://www.jsri.Msu.Edu/Ranals/Research/wps/wpuu.Html))

- Muenchow, (2006). Mum and Dad. In Hilda Guya (Ed.). *The Guide For Modern Career Parents*. New York.
- Mugenda, O. M. and Mugenda, A. G. (1999). *Research Methods. Qualitative and quantitative approaches*. Nairobi: Acts Press.
- Mwoma, (2004). *Paternal Involvement in Children's Education: An Implication of Children's Performance At Preschool in Gucha District, Kenya*. Unpublished PhD Thesis, Kenyatta University.
- National Academy of Sciences, (1982). *Children of working parents: Experiences and outcomes*. S.B. Karman and C. D. Hayes (Eds). Washington DC: National Academy Press.
- Ndani, N. M. (2007). *Impacts of community participation on preschool teachers' motivation and physical learning environment in Thika district, Kenya*. Unpublished Ph.D Thesis. Kenyatta University.
- Neufeld, S. M. (1997). Perceptions of literacy In a first grade classroom. A Masters Thesis, University of Southern California, 1997. *Dissertation Abstracts International*.
- Neuman, S. B. & Roskas, K. A. (1993). *Language and literacy learning in early years*. An integrated approach San Diego: Harcourt Brace Collage, Publishers.
- Ninio, A. (1980). *Picture book reading and mothers*. Infant-dads belonging to two sub-groups in Israel. *Child Development*. Retrieved November, 2006 from [File://A:JEILMS%20Summer %201996%20.htm](file://A:JEILMS%20Summer%201996%20.htm).
- Ninio, A. (1983). Joint book reading as multiple vocabulary acquisition device. *Developmental Psychology*, 49,445-451. Retrieved November, 2006 from [file://A:JEILMS%20Summer %201996%20 Volume%2016- 9.htm](file://A:JEILMS%20Summer%201996%20Volume%2016-9.htm)
- NAEYC (1985). *Toys for learning*. Washington, DC: NAEYC National Association for the Education of Young Children (1997). Helping children learn about reading (online). Available

http://npin.org/library_text/home/Learnabo.html 1997, September 25).

- Nord, C.W., Brimhall, D., & West, U. (1997). *Fathers' involvement in their children's schools*. Washington, DC: U.S. Department of Education ED 409,125.
- Nova, S. L. (1996). Early language abilities and interest. In reading as a predictor of school reading achievement. Doctoral Dissertation, University of Chicago. (1996). *Dissertation Abstracts International*.
- Obondo, M. A. (1984). *Involving parents in teaching of Reading. A Study of current Practices in selected schools in Nairobi Southern Division*. Unpublished Masters Thesis. University of Nairobi.
- Olmsted, P. P. & Weikert, D. (Eds) (1995). *Families peak Early childhood care and education in eleven countries*. Ypsilanti, MI: High Scope Press.
- Orodho, J. A (2004). *Elements of education and social sciences research methods*. Bureau Education Research; Nairobi; Masola Publishers.
- Ortiz, R. Stile & Brown, C. (1999). Early literacy activities of fathers. Reading and writing with young children. *British Journal of Educational Psychology. Young Children Volume 54: 16-18*
- Palkovitz, R. (1984). Reconstructing "involvement". Expanding conceptualization of men's caring in contemporary Families. In A.J. Hawkins & D.C. Dollahite (Eds). *Generative Fathering: Beyond deficit perspectives*. Thousand Oaks, CA: Sage.
- Parke, R. D. (1995). Fathers and families. In M.H. Bornstein, ed. *Handbook of parenting*, Vol. 3 Mahwah, NJ: Lawrence Erlbaum Associates.
- Parke, R. D. (1996). *Fatherhood*. Cambridge, MA: Harvard University Press.
- Pleck, J. H. (1997). Paternal involvement. levels, sources and consequences. In M.E.Lamb, (Eds). *The Role of fathers in child development*. New York: Wiley.

- Pleck, J. H. & Levine, J.A. (1987). A biosocial perspective on Parental behaviours and involvement . In J.B. Lancaster, J. Altmann, Ross, & L.R. Sherrod (eds). *Parenting Across Life Span. Biosocial Dimension*. New York: Aldine De Gruyter.
- Pruett, K. (2000). *Fatherhood*. New York: The Free Press.
- Purcell Grates, V. (1994). *The relationship between parents' literacy, skills and functional uses of print and children's ability to learn literacy skills*. Cambridge. MA: Harvard University Graduate School of Education.
- Radin, (1981). *The role of fathers in child development: Increased Father Participation and child Development*. New York: John Wiley and Sons.
- Radin, H. & Russell, G. (1983). Increased father participation and child development outcomes. In Lamb, M.E. & Asagi (Eds). *Fatherhood and Family Policy*. New York: John Wiley & Sons.
- Rane & McBride (2000). Paternal engagement, responsibility and accessibility.
[File://A:\Fathering%20Work%20and%20family%20variables](file:///A:/Fathering%20Work%20and%20family%20variables).
- Rogoff, B. (1990). *Apprenticeship in thinking: Cognitive development in social context*. Oxford University Press.
- Ross, P. & Ashley (1995). Fathers and families. In M.H. Bornstein (Eds). *Handbook of Parenting, Volume3*. Lawrence, MA: Erlbaum Association.
- Russel, B., Engle & Townsend, J.W. (1994). *The effects of Early Child-bearing in women status in Barbados*. New York: Population Council.
- Saluters, A. F. (1996). *Marital status and living arrangements: March 1994*. Current population Report series. Washington DC: US Department of Commerce, Bureau of the Census.
- Scarborough, H., Dobrich, W. & Hager, M. (1991).Preschool literacy, experiences and Later Reading Achievement. The Role of Maternal Education and Acculturation. *Journal of Learning Disabilities*. 24(8) 504-511.

- Senechal, M., Lefevre, J. Thomas, E. & Daley K.E. (1998). Differential effects of home literacy experiences on the development of oral and written language. *Reading Research Quarterly*. 33(1), 96-116. EJ559454.
//www.findarticles.com/p/articles/tn_home.
- Sigel, M. (1985). A study of maternal beliefs and values within the context of an intervention program. In Moreno, R.P. (Eds). *Latino Mothers Involvement in their Children Schooling*. Israel Working paper NO. 44, 1999. The Julian Research Institute. Michigan: State University.
- Sigel, McGillicuddy-De Lisi (2002). Childhood literacy. *Journal of Early Literacy*. Ecl.sagepub.com/egi/reprint/6/2/191. pdf)
- Snow & Ninio, (1993). Language skills that relate to literacy development. *Language and Literacy in Early Childhood Education*. B. Spodek ; O.N. Saracho, Eds. New York: Teachers College.
- Sproul, N. L. (1998). *Handbook of research method: A guide for practitioners and students in the social sciences*. New York: Scarecrow Press Inc.
- Teale, W. H.(1981). Reading to young children: Its significance in literacy development. In Goelman, H. Obreg, A. Exates and Smith (Eds). *Awakening to Literacy*. Exetes. N.H: Heinemann Educational Books.
- Teale, William & Sulzby, E. (1986). *Emergent literacy: writing and reading*. Monwood, M. J: A Blex Publishing Corporation.
- Teale, W.H. & Sulzby, E. (1987). *Young children's story book reading*. A Longitudinal Study of Parent-Child Interactions and Children Independent functioning. Final Report to the Spences Foundation, Ann Arbor, University of Michigan.
- Thompson, A. A. (1986). Fathers and the child's best interests: Judicial Decision making in Custody Disputes. In M.C Lamb, (Eds). *The Fathers' Role: Applied Perspectives*. New York: John Wiley & Sons.
- Ulune, A. (1984). How to bring your family closer together. *Family Circle*. Vol. 3.
- U.S Department of Education, National Centre Education Statistics (1990). *Home literacy activities and signs of children's emerging literacy 1993 and 1999*. NCES 2000-2006, by Christiaa

- Winguist Mord, Jean Lennon, and Baiming Liu
Washington D.C.
- U.S, Department of Education. (1994). *Strong families, strong schools: Building Community Partnership for Learning*. Washington D.C.
- U.S. Department of Education (1997). *Fathers' involvement in their children's schools*. Washington D.C.: National Centre for Education Statistics.
- U.S. Department of Education (1999). *Home literacy activities and signs*. Washington D.C.: National Centre for Education Statistics.
- Vygotsky L. S. (1978). *Mind and society: The development of higher mental processes*. Cambridge, MA: Harvard University Press.
- Wambiri, G. (2007). *Factors influencing caregiver's behavior with Print and Children's emergent reading behaviour*. Unpublished Ph.D. Thesis, Kenyatta University.
- Wanjohi, G. J. (1981). *The child and his environment in black Africa*. Oxford University Press. New York.
- Wells, G. (1986). *The Meaning Makers: Children learning language to learn*. New Hampshire, Portsmouth.
- Whitehurt, G. J. & Lunigan, C.J. (1998). Child development and emergent literacy. *Child Development*, 86, 848-8712.
- Zavella, P. (1987). *Women's work and Chicano families*. New York: Cornell University.
- Zill, M. & Nord, C. W. (1994). *Running in place: How American families are faring in a changing economy and an individualistic society*. Washington D.C: Child Trends Inc.

APPENDIX I

COVERING LETTER

Department of Early Childhood Studies,
Kenyatta University,
P.O. Box 43844, Nairobi

Dear Respondent,

I am a post graduate student in the school of Education, Department of Early Childhood Studies at Kenyatta University currently undertaking a research on Fathers involvement in early child literacy in Thika Municipality. The findings of this study will help fathers and other stake holders in coming up with strategies on how to improve on fathers' extent of direct and indirect involvement in children's early literacy for a strong foundation in education. Due to such importance, you are kindly requested to provide the information much needed for this study. Note that any information you give will be treated as confidential and will only be used for academic purposes only.

Please respond to the questions by following the instructions given. You may not write your name anywhere on the questionnaire.

Yours Faithfully,

Anne w. Maina

APPENDIX II

FATHERS' QUESTIONNAIRE

Instructions

No doubt, you have your own views on children's early reading and writing skills, which I would like you to share with me. The following questionnaire is intended to establish your extent of involvement in children's early literacy. The information you give will be strictly for educational purposes and will be kept confidential.

The questionnaires are in two parts. You are requested to answer all the questions listed.

For every question listed, there is only one answer.

Tick your correct answer from the list of alternatives given.

You are requested to answer all the questions honestly and accurately by putting a tick on the correct answers according to you for questions with alternatives.

Demographic information: Fathers Particulars

Date.....

Name of the school
.....

Name of the zone you represent.....
.....

Name of the parent

(optional).....

Age of the parent

(optional).....

Age of your child in ECD.....

Gender of the child you are representing? Boy or Girl.....

The table below shows the various certificates of education. Tick from the table the highest certificate you achieved.

SECTION A**Table 1: Level of Education**

Education level	Tick the correct certificates
Below Class 8	
Primary KCPE certificate	
Secondary O-level certificate	
Tertiary certificates – Teacher Training, Polytechnic etc.	
Diploma certificate	
Degree	
Any other	

SECTION B**Fathers' level of income**

Use the table below to answer the following questions.

Put a tick in the right place.

Table 2 Income range per month

Category	Income intervals	Tick <input checked="" type="checkbox"/> the correct income range
1	Less than -5,000	
2	5,000-9,000	
3	10,000-14,000	
4	15,000-19,000	
5	20,000-24,000	
6	25,000-30,000	

In which income bracket does your income fall in? Tick from the table above.

Table 3

	YES	NO
1. Is the amount you earn enough for your family?		
2. Fathers are always busy looking for money		
3. Does your income level help you in supporting your children in reading and writing skills while at home		
4. Does your income level hinder you from getting involved in your children's reading and writing activities.		
5. Is it true that fathers with low income are always busy looking for money and have no time to read with their children?		

6. Do you believe that the higher the income, the higher the level of father's involvement in children's reading and writing activities.		
7. Do you believe that the lower the income the lower the level of involvement in children's literacy?		
8. Father's Nature of Work		

SECTION C

Nature of work

What is your main occupation/employment/work/main source of income?

What time of the day do you work?

The table below shows some categories of work that fathers are engaged in. The researcher will tick in the appropriate box from the table below depending on the response given by the respondents.

Table 4 Nature of Work and Time schedule

Working schedule	Yes	No
Are you working?		
Do you work in shifts		
Do you work at night?		
Do you work during the day?		
Do you work as part-time?		
Are you in business?		

TIME SPENT WITH CHILDREN

1. How many hours do you work per day approximately?
2. How many hours do you spend playing with your children per week?
3. How many hours do you spend reading or writing with your children per week?
4. If you work during the night, what time do you interact with your children?

5. Does your nature of work lead to less time for interaction with your children?
6. If it does, who takes over your duties in the family?.
7. How effective is the person who takes over your duties as compared to you? Pick the appropriate choice from the following. Very poor, moderate, effective, very effective, not sure. Tick one of the choices given.
8. What activities do you engage in with your children when you are not working?

SECTION D**Information Related to Gender Bias in School Performance.****Fathers' Information on Gender Bias**

Use Yes or No to answer the questions that follow:

	Yes	No
1. Do you interact with all your children equally?		
2. Boy's performance is the same as that of girls in schools.		
3. Boys' performance in education is related to their interaction with their fathers in literacy related activities.		
4. Are you disappointed with your girls poor performance as you are with that of boys.		
5. You play with boys more than girls.		
6. You are attached to girl(s) more than boys?		
7. You motivate your girls more than you motivate your boys for good performance.		
8. You motivate your boys more than you motivate your girls for good performance.		
9. Girls can do much better than boys in school when motivated by their fathers.		
10. Girls do better when fathers are involved in their reading and writing at an early age.		
11. You are more satisfied with your sons' good performance than that of your girls.		
12. Fathers take a lot of time helping their girls in school assignment more than they do with their boys.		
13. Fathers take a lot of time helping their boys in school work than they do with their girls.		
14. Fathers prefer taking their sons out		
15. Even if fathers and teachers gave the girl child extra teaching, they would not achieve as much as boys		

SECTION E**(1) Father's Perception**

Answer the following questions by choosing from any one of the initial given below:

Strongly agree (SA), Agree (A), Uncertain (U), Disagree (D), Strongly Disagree (SD)

Table 5: Fathers' Perception on Children's learning how to read and write.

	SA	A	U	D	SD
1. Father should be the first teacher of his/her child.					
2. Father influences the child's early reading and writing skills more than mothers.					
3. Fathers' interaction with children promotes early literacy.					
4. Fathers' should provide a child with reading materials before joining preschool					
5. It is the fathers' responsibility to provide a learning atmosphere at home.					
6. Fathers' role in children's education ends or start when children start school.					
7. A father has a strong influence in the children's reading and writing behaviours.					
8. It is the fathers' responsibility to appreciate all children equally.					
9. A father has a strong influence in the children's reading and writing behaviours.					
10. Fathers' have a role to play in children's reading and writing development.					
11. It is the pre-school teachers' duty to teach children how to read and write and not the father.					
12. It is the mothers' responsibility to teach children how to read and write before they join pre- school and not the fathers.					
13. It is the fathers' responsibility to help children learn more about books before joining pre-school					
14. Father's role in the family is only that of providing money.					
15. Father's role in the family is only that of disciplining children.					
16. Fathers and teachers should have shared responsibilities of teaching children.					
17. Fathers should act as role models for the children in reading and writing.					
18. Fathers involvement is associated with higher children's achievement.					
19. Most fathers are not aware of the roles they should play in children's early literacy.					

SECTION F**(2) Fathers' perceptions on children's literacy needs**

Tick Yes or No in the following questions

	YES	NO
1. Do you find it easy to be involved in pre-school children's reading and writing activities while at home?		
1. Do fathers have the patience required to be involved in pre-school children's reading and writing activities?		
2. Are you aware of suitable reading books for pre-school children?		
4. Do you think teaching children how to read and write is a difficult job for fathers?		
5. Fathers lack interest in children's reading and writing		
6. The higher the father's level of education, the easier it is for fathers to engage in children's reading and writing activities.		

SECTION G

Tick the correct answer from the alternatives given on the table below.
Every day (5), three a week (4), two times (3), Once a week (2), none (1)

Table 6: Father's behaviour checklist on direct involvement

Fathers' behaviour on children's literacy	Frequencies per week				
	1	2	3	4	5
1. How often do you tell stories to your to your children?					
2. How often do you reward your children for attempts made In reading and writing?					
3. How often do you answer your child's question from the Print materials? For example a newspaper					
4. How often do you draw your children's attention to the print materials? For example in newspapers or books					
5. How often do you ask your child to recount their daily activities?					
6. How often do you ask your child to recount stories told to them by their teachers or in Sunday school?					
7. How often do you share books with your children?					

8. How often do you read environmental print with your child?					
9. How often do you practice reading and writing numbers and letters or hand writing with your child?					
10. How often do you help your child in counting?					
11. How often do you draw and colour pictures with your child?					
12. How often do hold talk/discussions with your child?					
13. How often do you help your preschool child turn book pages?					
14. How often do you help your children in their school assignments?					
15. How often do you read or write in the presence of your child?					
16. How often do you talk to and with children about school?					
17. How often do you tell stories to your children?					
18. How often do you help your children to understand pictures or plays on televisions?					
19. How often do you visit your child's teacher to get information on his/her class performance?					

SECTION H:

Father's behaviour checklist on indirect involvement

Fathers' behaviour on children's literacy	Frequencies per week				
	1	2	3	4	5
1. How often do you purchase children's text books?					
2. How often do you punish your child for handling your books or newspaper?					
3. How often do you delegate your children's school responsibilities?					
4. How often do you attend to preschool meetings?					
5. How often do you volunteer for preschool activities?					
6. How often do you go to school to pay school fees?					
7. How often do you walk/ drop or pick your children from school?					

SECTION I**Focus Group Discussions**

1. Do you think fathers' should be involved in teaching their pre-school children?
2. Do you think fathers' level of education helps in their involvement in children's early literacy development and preschool activities?
3. Is it true that the higher the income the higher the level of involvement in children's literacy?
4. The nature of work determines the extent of fathers' involvement in children's in literacy development.
5. All fathers are happy with their boy's school performance as compared to girls.
6. Do you think father's roles are restricted to finances only?
7. Do you think fathers are directly or indirectly involved in teaching children how to read and write?