

AN EMERGENT LITERACY INTERVENTION AND FATHERS' INVOLVEMENT IN EARLY CHILDHOOD EDUCATION CENTRES

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Abstract

Early year's education experts highlight the critical role of fathers in children's educational development, however, very few studies have focused on fathers to encourage their involvement in childcare centres. The purpose of the present study was to examine the effectiveness of an emergent literacy intervention programme that targeted fathers and facilitated their involvement in early year's education services. Participants were 12 fathers, along with their children, aged between three and five years old, who completed a three-week emergent literacy programme in their childcares' environment. Eight childcare centres were selected for the research, with participants and centres being randomly assigned to either a comparison (control) or an experimental group. Data collected focused on the frequency of participants' reading behaviours during shared reading sessions, as well as the frequency and nature of father-child interactions in the centres. Findings demonstrated a higher frequency of word, questioning and print knowledge reading behaviours among the experimental group than observed among the participants in the comparison group. Overall, the results supported the idea that father-focused programmes may create a favourable context for increased involvement of fathers in early childhood centres.

Keywords: Early Childhood Education, Emergent Literacy, Father Involvement & Shared Book Reading.
