

Parental Involvement and Perceptions of Their Role in Early Childhood Development Education Pedagogy in Kenya

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Abstract

This paper examines the role of parents and perceptions of both parents and teachers towards early childhood development based on a study conducted among Mumias Town, Kenya. The descriptive research design was adopted. The data sources were: a parental involvement questionnaire for pre schedules for the pre the pre-school parents and saturated sampling for pre methods was used. It emerged that both teachers and parents held positive perceptions towards parental i teacher-education courses did not equip them with knowledge and skills on parental involvement strategies while parents indicated that in most pre parental involvement in instructional activities. Parents were involved at the curriculum implementation level when they paid fees, provided teaching and learning materials, interacted with teachers, supported children with homework recommended, among other things, an adult literacy

Key words: Parents, Involvement, Perception, Role, Early Childhood Education, Curriculum Development

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