

**AN EXPLORATION OF THE EFFICACY OF PARENT-TEACHER PARTNERSHIP
IN PROVISION OF QUALITY PRESCHOOL EDUCATION IN GATANGA
SUB-COUNTY, MURANG'A COUNTY**

MBURU MILKAH WANJIRU

MEC-24525/2013

**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF
EDUCATION IN EARLY CHILDHOOD STUDIES OF
MOUNT KENYA UNIVERSITY**

OCTOBER, 2014

ABSTRACT

The quality of preschool education has been on the decline and has been a concern to many education stakeholders. Many solutions have been initiated to mitigate the challenge of dismal performance without focusing on the role of parents and teachers partnership. Thus, the study intends to explore the efficacy of parent-teacher partnership in provision of quality preschool education in Gatanga Sub-county in Murang'a County. The literature review was based on the concept of parent-teacher partnership, concept of quality preschool education, and empirical literature based on the objectives of the study. The study adopted both qualitative and quantitative approaches. The study applied explanatory sequential design in which qualitative data helped build upon initial quantitative results. Questionnaires, interviews and observation checklist were used to collect data from preschool managers, teachers, parents' representatives and preschool children. Pilot study was conducted before the actual day of study amongst 5 preschool teachers, 5 preschool managers, 5 parents' representatives and 10 preschool learners from five preschools from Gatanga Sub-county. This was useful in determining validity and reliability coefficient which was determined using Pearson's Product Moment Correlation Method. This study targeted the 35 preschool managers, 83 preschool teachers, 430 parents' representatives and 952 preschool children all totaling to 1500. Using The Central Limit Theorem, a sample of 8 ECDE centers was selected and 250 respondents. The researcher then applied stratified sampling to create 8 strata based on the number of zones each consisting of at least 4 preschools. From each stratum, 1 preschool manager and 9 preschool teachers were selected using purposive sampling. 20 preschool children were selected using simple random sampling. This sampling procedure enabled the researcher to realize a sample of 8 preschool managers, 14 preschool teachers, 72 parents' representatives and 156 preschool children. Collected data was analyzed quantitatively and qualitatively and then merged into one overall interpretation in which the researcher related the quantitative results to the qualitative findings. Analysis of data obtained was done through identifying common themes from the respondents' description of their experiences. Frequency counts of the responses were obtained to generate descriptive information about the respondents and to illustrate the general trend of findings on the various variables that were under investigation. The quantitative data was analyzed using One-Way ANOVA in Statistical Package for Social Science, SPSS (version 21) while analysis of qualitative data was based on the specific themes or objectives of the study. One-Way ANOVA was suitable since it helped establish variances of means of several populations. The findings of the study were presented using tables. The study has established that parent-teacher partnership play key roles in determining the quality of preschool education. It contributes towards the acquisition of language skills, behavior modification, provision of relevant and suitable instruction resources and assisting in children's homework. The study thus recommends that parents should avoid the hands-off mindset on matters concerning children's discipline both at school and outside school. This will ensure proper shaping of the behavior patterns of the preschool children. The government should develop a homework policy to formally make the parents and teachers understand their roles outside the normal classroom setup.