

**Extent of Parental Participation on Management of Public Pre-Schools in Matuga
District, Kwale County- Kenya**

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ABSTRACT

Parents play a key role in the child's holistic development hence; poor parental participation in school management will have far reaching effects in the child's cognitive social and moral development. The purpose of this study was to investigate the extent of parental participation on the management of public pre-schools in Matuga District, Kwale County. The objectives of the study were to: examine the extent of parental participation in the education of their children in public pre-schools, an assessment of parental participation in school development, to determine the role of parents in the development of human resource and to find out how parents are involved in financing public pre-schools in Matuga District, Kwale County. The study was supported by Epstein's Framework on parental involvement in a child's learning environment which focused on six factors regarding parental involvement in child's education. The related reviewed literature indicated that, parental involvement on the management of pre-schools is vital for school efficiency. The study used qualitative and descriptive research design in its methodology. The research instruments were survey questionnaires and interview schedule guide for data collection. A simple random sampling technique was used to draw the sample size from a population of 8,640 parents and 96 head teachers in the 96 public pre-schools in the district. A sample size of 117 respondents was drawn from 10 randomly selected pre-schools who participated in the study. The reliability of the research instruments was determined by use of test-re-test technique from three primary school head teachers and twelve pre-school parents and three pre-schools which were not part of the final study sample. One education Officer who was purposively selected also took part. For the validation of the research instruments, the researcher presented them before educational experts in management and in early childhood education for validation and their views was incorporated in the final version. Data collected was analysed by use of SPSS program to obtain a descriptive analysis which gave rise to measures of central tendency, measures of dispersion cross tabulation and correlations as appropriate. Qualitative data was analysed using descriptive statistics by use tables, graphs and charts. The findings of the study indicated that parental participation in school management was very minimal and therefore a need for an inquest to improve parental participation on management of public schools right from the elementary level.