

Parents and practitioners' partnership in Early Childhood Education provisioning in East London

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Abstract

Early childhood development (ECD) is fundamental to human development and success in later life. Relationships and interactions of stakeholders are of paramount importance in ensuring effective early childhood education provisioning. Yet it has been reported that sharing of information concerning children's educational development is not happening. The purpose of this study was therefore to explore the parents and practitioners' partnership in early childhood education provisioning in ECD centres based in South Africa, East London Education District. The study focused on how parents and ECD practitioners work together, their views, how they communicate, on decision making and the strategies to enhance the partnership. This study used the mixed method approach in the sampling, data collection and data analysis processes. Quantitative data was collected from the ECD practitioners and principals by using questionnaires and qualitative data was collected through interviews with the parents. Quantitative data was analysed using SPSS and qualitative data was analysed using the thematic approach. The findings indicated that both parents and practitioners are working together in supporting learning and development. The results indicated that even though some parents are working together with practitioners, some are showing ignorance and lack of knowledge on how they can partner. Awareness and information sessions need to be development and implemented.

Keywords: Parents, practitioners, ECD, partnership, education development.

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