

Parent – Teacher Perception of Early Childhood Education

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ABSTRACT The present study was an attempt to measure the concordance and appropriateness of the perception of parents and teachers of nursery schools regarding early childhood education. A representative sample of 300 parents and 20 nursery school teachers from 10 randomly selected nursery schools of different localities of Ludhiana was subjected to a specially developed interview schedule. Perception of the respondents was recorded and measured with regard to various indicators of quality early childhood education. The results of the study reveal that parents and teachers differed with respect to teacher qualification, teacher-child ratio, importance of play activities, and medium of instruction and were similar in their perceptions with regard to the remaining indicators. The perception of the respondents was inappropriate with regard to indoor and outdoor space requirements, teacher qualification, teacher-child ratio importance of play activities, expectations from a nursery school child while leaving for a formal school and were appropriate for the rest of the indicators. The study concludes that intervention at parental and schools levels is essential to improve the quality of early childhood education.