

Parents' View of Children's Preschool Education in Slovakia

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Abstract : The practice of kindergartens shows that the communication and cooperation of teachers and directors of kindergartens with parents, who come with different expectations and ideas about preschool education, is becoming an increasing problem, which leads to many misunderstandings in their mutual functioning. In practice, little attention is paid to communication and cooperation between kindergartens and families, whether in the professional development of educators, in professional articles and publications, or in the field of research. The approach of teachers to parents whose children attend kindergarten requires more and more skills on the part of educators, which is also related to the introduction of the institute of compulsory preschool education. Thus, the discrepancy in mutual expectations and requirements for children's preschool education on the part of the kindergarten and the family is increasing. The aim of the research was to look into the world of parents and learn about their subjective experience with preschool education of children in kindergarten. The findings could be useful in the search for appropriate strategies for mutual communication and cooperation between kindergartens and families in order to achieve more effective progress for children in education. The data were collected through the method of a constellation with figures, semi-structured interviews, and the use of a research diary. Through an interpretive phenomenological analysis, it was found that the parents' view of preschool education in kindergarten is connected to 6 basic topics - parenting with a preschooler, adaptation to kindergarten, professionalism of teachers, cooperation with kindergarten, and parents' satisfaction with preschool education. The conducted research also revealed that the determinants at the level of microsystem, mesosystem, exosystem, macrosystem, and chronosystem influenced parents' view of children's preschool education in kindergarten.

Keywords : preschool education, parents, kindergarten, interpretive phenomenological analysis, subjective experience

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