

# **Parental Responsibility: Provision of Teaching Learning Resources and Participation of Children Living With Disability in Early Childhood**

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## **Abstract**

This article evaluated the responsibility of parents in provision of Teaching Learning Resource (T/LRs) and participation of Children Living with Disability (CLWD) in Early Childhood Education (ECE) in Kajiado North, Kenya. The purpose of the study was to establish how T/LRs provided by parents influenced the participation of CLWD in ECE. A qualitative research was carried out with a case study design. Observations, interviews and focused group discussions were held to attain the objective of the study. A pilot study was carried out. Content validity was adopted to govern whether the test item offered the content that the test was intended to measure. Split-half method was used to determine the reliability. The study argued that CLWD in ECE are not provided with T/LRs that meets the uniqueness of individual child, and consequently jeopardized participation. In cases where T/LRs were compatible to the needs participation was accelerated. The findings revealed that although the government had played a great role in education, more was yet to be accomplished. Environmental factor, culture, poverty and lack of awareness limited parental participation as actors in ECE. It was recommended that there is need for the government to include ECE in free education to achieve Education for All (EFA) goals.

**Keywords:** Parental Responsibility, Teaching Learning Resources, Participation, Children Living with Disability and Early Childhood Education.

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