

The Perception of Teachers for the Creation of Conducive Environment in Classroom at Early Childhood Education

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Article History

Received: 06.02.2018

Accepted: 18.02.2018

Published: 28.02.2018



Abstract: The research entitled as "The perception of teachers for the creation of conducive environment in classroom at early childhood education" was conducted in the private schools of District "Swabi" (A very well-known education city of Khyber Pakhtunkhwa, Pakistan) with objectives to inquire various concepts of conducive classroom environment at ECE level and observe the perception of teachers about creating a conducive environment in class room at ECE level. Total number of ten (10) private schools, where Early Childhood Education (ECE) undergoes, were selected. From each school five (05) teachers concerned with ECE were interviewed. Thus total fifty (50) number of teachers were sampled. A very simple structured questionnaire was planned with questions about ECE. Each question was optioned as 'Strongly Agree', 'Agree', 'Disagree', 'Strongly Disagree' and 'don't know'. From the research work, it is concluded that ECE is the first stage of education. At this level the child should be treated with love and kindness and will be facilitated appropriately to improve child's learning abilities and improve a child mentally socially and intellectually. Motivation and conducive environment in the class room could lead to better development and learning process. Play way method, use of A.V aids and group working could better improve the child learning abilities.

Keywords: ECE, Questionnaire, Learning, Class room, Children, Conducive Environment.

INTRODUCTION

Early childhood education (ECE) refers to a branch of education sciences commonly known as pedagogy. It focuses on the young children up to eight years in particularly on their education before the starting period of formal or compulsory education. ECE education has got immense attention because the first years from 3 to 5 of a child's life are the vital years for attention span, language development, capabilities of solving a problem and development of social skills of a child [1]. All the Early childhood educators and neurologists are agreed with this that the critical time for the development of brain of a child are the first eight years of a child's life [2]. A child becomes the happiest and the productive member of society when he/she develops well mentally, physically, emotionally, intellectually and socially.

For the holistic development of young children, their age of ECE is much critical. Most of the countries have considerable investments in the early year's education of children. Various policy makers and academics use different terminologies for ECE such as Early Childhood Development (ECD), Early Childhood Education (ECE) and Early

Childhood Care and Development (ECCD) according to their purpose, orientation and preferences.

Unfortunately, Pakistan is in lower rank in regard to researches related to the development of ECE. This is because the people of Pakistan are not much aware about the significance and importance of ECE and even at ministry level, most of the attention are paid to primary level of education rather than ECE.

Keeping in view the importance of ECE and the need of research work in the field of development of ECE, the present research work is organized with the following objective:

Objectives of the study:

- To inquire various concepts of conducive classroom environment at ECE level.
- To observe the perception of teachers about creating a conducive environment in class room at ECE level.
- To make recommendations on the basis of concluded results for further research works at ECE level.

MATERIALS AND METHODS

Area selection

The data was collected from the private schools of district ‘Swabi’ (A very well-known education city of Khyber Pakhtunkhwa, Pakistan).

Sample size

Total number of ten (10) private schools, where Early Childhood Education (ECE) undergoes, were selected. From each school five (05) teachers

concern to ECE were interviewed. Thus total fifty (50) number of teachers were sampled.

Tool for data collection

A very simple structured questionnaire was planned with questions about ECE. Each question was optioned as ‘Strongly Agree’, ‘Agree’, ‘Disagree’, ‘Strongly Disagree’ and ‘Don’t know’. The type of questions are presented in Table-1.

Table-1: Type of questions of interviewing teachers.

S/No.	Type of questions
1	Idea About Various stages of Education
2	ECE is the First stage of Education
3	Teaching with love and Kindness encourage learning Process
4	Motivation in class room is important for ECE
5	Conducive environment of class room is the reason of motivation for learning at ECE
6	Play-way method of teaching is the better way at ECE
7	Play-way method of teaching is good for physical development at ECE
8	Print rich environment helps in developing interest of learning at ECE
9	Use of AV aids at schools is helpful at ECE
10	All of the kids take interest in AV aids
11	Av aids are more fruitful in learning process
12	Neglecting attitude of teachers could adversely affects the learning process at ECE
13	Scolding adversely affects the student learning process at ECE
14	Punishment is more effective for learning process at ECE
15	Over strength of students in class room adversely affects the student learning process
16	20 to 30 strength of students in class is ideal at ECE
17	Adoption of different teaching techniques in over strength class rooms
18	Individual Attention to students is necessary
19	Group work develops the social skills in students at ECE
20	Sufficient Facilities are required for creating the conducive environment of learning in class room

Data Analysis

The data collected was statistically analyzed using statistix 8.1 software and also tabulated and graphically analyzed. The percentage base analysis were also performed to facilitate the data.

RESULTS AND DISCUSSION

The data collected from the total number of fifty (50) teachers of all the ten (10) selected schools were presented in Table-2 and graphically shown in in Figure-1 & 2. Whereas their percentages were shown in Table-3 however, the changes in the degrees in percentages were presented in Figure 3. The questions were numbered in the order as presented in Table-1. The data illustrates the number of respondents (teachers) for every question with multi options. Most of the questions were positive in nature so the number responses with strongly Agree were recorded higher than other options (Fig-1). There found a variation in the answers of different teachers in response of various questions (Fig-2). Table-2 & 3 shows that all the respondents (50) (100%) were strongly agreed to the statements that teachers must have an ideas about various stages of education, conducive environment of class room is the reason of motivation for learning at

ECE (Early Childhood Education) and print rich environment helps in developing interest of learning at ECE (Early Childhood Education). 38 respondents (76%) selected the option strongly agree, 4 respondents (8%) agree and only 8 respondents (16%) selected don’t know option for the statement that ECE (Early childhood Education) is the First stage of Education. 41 respondents (82%) selected the option strongly agree, 5 respondents (10%) selected agree while 4 respondents (8%) selected disagree option for the statement that teaching with love and kindness encourage learning process. 40 respondents (80%) selected the option strongly agree, 7 respondents (14%) agree and only 3 respondents (6%) selected the option ‘don’t know’ for the statement that motivation in class room is important for ECE (Early childhood Education). 39 respondents (78%) were strongly agreed where 11 respondents (22%) selected the option ‘agree’ for the statement that Play-way method of teaching is the better way and is good for physical development at ECE (Early childhood Education). 28 respondents (56%) were found strongly agreed and 16 respondents (32%) simply agreed while only 6 respondents (12%) had no idea about the statements that use of AV aids at schools is helpful, all of the kids take interest in AV aids and AV aids are

more fruitful in learning process at ECE (Early childhood Education). 44 respondents (88%) selected the option 'strongly agree' whereas 6 respondents (12%) selected the option 'agree' for the statement that neglecting attitude of teachers could adversely affects the learning process at ECE (Early childhood Education). 48 respondents (96%) selected the option 'strongly agree' and 2 respondents (4%) selected the option 'agree' for the statement that scolding adversely affects the student learning process at ECE. All the respondents were against about the statement that punishment is more effective for learning process at ECE as 11 respondents (22%) selected the option 'disagree' and 39 respondents (78%) selected the option 'strongly disagree' in this regard. 29 respondents (58%) were agreed and 21 respondents (42%) were strongly agreed to the statement that 20 to 30 strength of students in class is ideal at ECE. 6 respondents (12%) were agreed and 44 respondents (88%) were strongly agreed to the statement that adoption of different teaching techniques in over strength class rooms. For the statement that individual attention to students is necessary, 23 respondents (46%) were agreed, 19 respondents (38%) were strongly agreed while only 8

respondents (16%) were disagreed. 23 respondents (46%) were agreed and 27 respondents (54%) were strongly agreed with the statement that group work develops the social skills in students at ECE.

The results of the present study is correlated with the previously published literature indicating that child friendly class rooms could lead to curiosity of learning among children [3]. Students should be comfortable in class room with an easy access to class room materials [4]. Play way method can develop learning o children at ECE level [5, 6]. The results have the similarities with [7] who believed that students should be encouraged and appreciated and should be provided with opportunities to explore. Children at ECE level has four major environmental needs like control, competence, comfort and movement [8]. It was indicated in the previous literature that most of the people involved in the criminal activities or prone to suicide are actually beaten or punished at their childhood [9]. The physical punishment causes psychological damage and hinders the learning process including loss of confidence and self-esteem [10].

Table-2: Number of respondents (teachers) to each question with multiple options at the private schools of district Swabi (Khyber Pakhtunkhwa, Pakistan).

Questions	Number of respondents					Total
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	
1	50	0	0	0	0	50
2	38	4	0	0	8	50
3	41	5	4	0	0	50
4	40	7	0	0	3	50
5	50	0	0	0	0	50
6	39	11	0	0	0	50
7	39	11	0	0	0	50
8	50	0	0	0	0	50
9	28	16	0	0	6	50
10	28	16	0	0	6	50
11	28	16	0	0	6	50
12	44	6	0	0	0	50
13	48	2	0	0	0	50
14	0	0	11	39	0	50
15	50	0	0	0	0	50
16	21	29	0	0	0	50
17	44	6	0	0	0	50
18	19	23	8	0	0	50
19	27	23	0	0	0	50
20	50	0	0	0	0	50
Total	734	175	23	39	29	

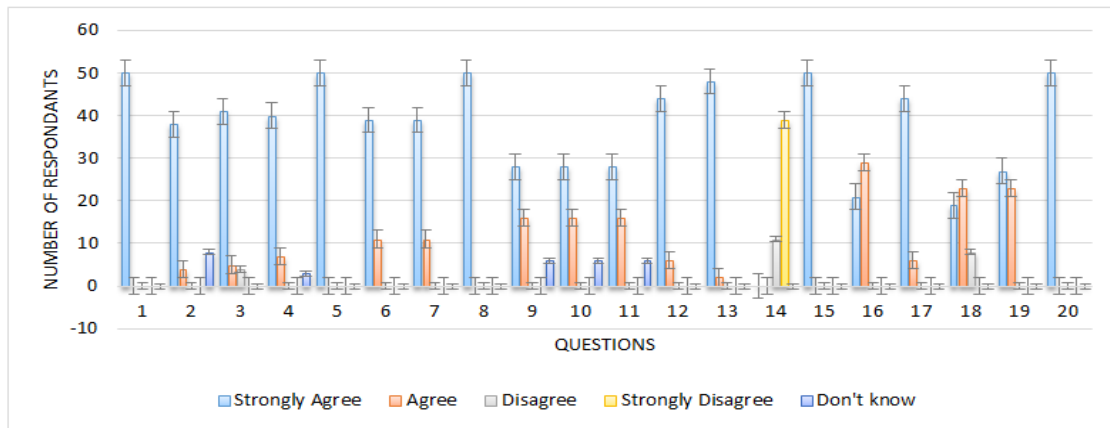


Fig-1: Graphical representation of the number of respondents (teachers) to each question with multiple options at the private schools of district Swabi (Khyber Pakhtunkhwa, Pakistan).

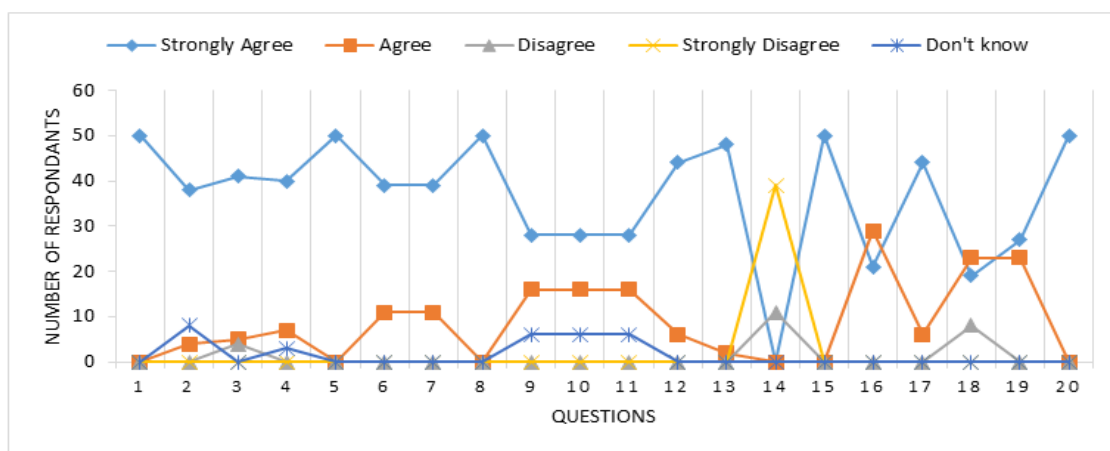


Fig-2: Graphical representation of the variations found in the number of respondents (teachers) to each question with multiple options at the private schools of district Swabi (Khyber Pakhtunkhwa, Pakistan).

Table-3: Percentages the number of respondents (teachers) to each question with multiple options at the private schools of district Swabi (Khyber Pakhtunkhwa, Pakistan).

Questions	Percentages of the respondents (%)				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
1	100	0	0	0	0
2	76	8	0	0	16
3	82	10	8	0	0
4	80	14	0	0	6
5	100	0	0	0	0
6	78	22	0	0	0
7	78	22	0	0	0
8	100	0	0	0	0
9	56	32	0	0	12
10	56	32	0	0	12
11	56	32	0	0	12
12	88	12	0	0	0
13	96	4	0	0	0
14	0	0	22	78	0
15	100	0	0	0	0
16	42	58	0	0	0
17	88	12	0	0	0
18	38	46	16	0	0
19	54	46	0	0	0

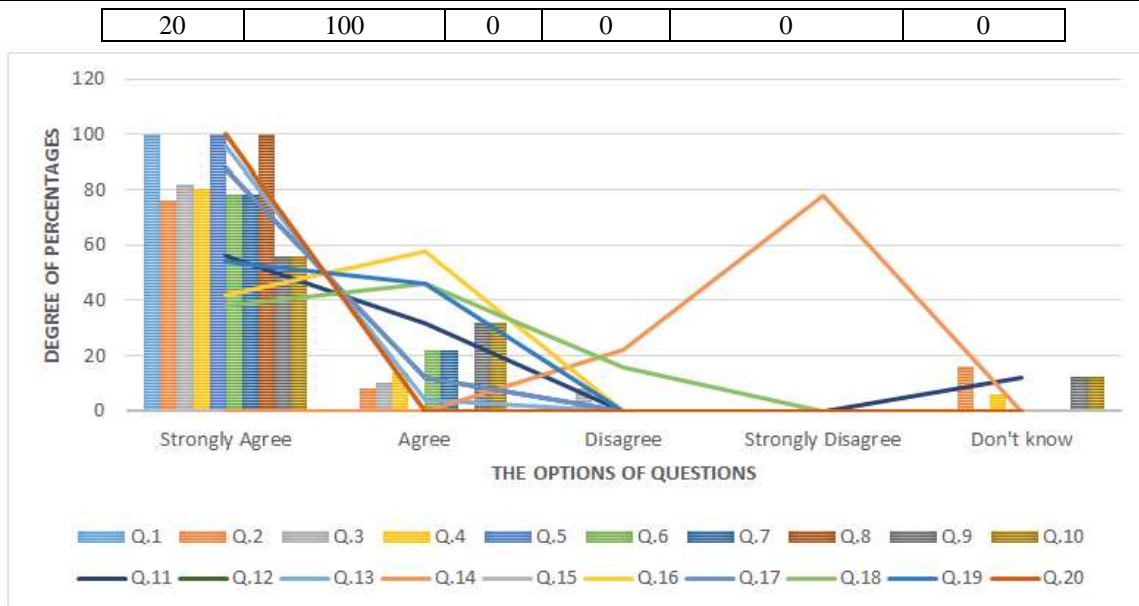


Fig-3: Graphical representation of the changes in percentages of the number of respondents (teachers) to each question with multiple options at the private schools of district Swabi (Khyber Pakhtunkhwa, Pakistan).

Figure-4 shows the pie chart of the overall response of total 50 number of teachers of the 10 selected schools of district Swabi to all the questions/statements mentioned in the questionnaire for the collection of data for the present research work. Whereas the descriptive statistics of the data collected

through the prescribed questionnaire is presented in Table-4 illustrating the number of questions of the paper, mean, Standard deviation (SD), Variance, Standard Error (SE) mean and coefficient of variance (CV) of the data collected.

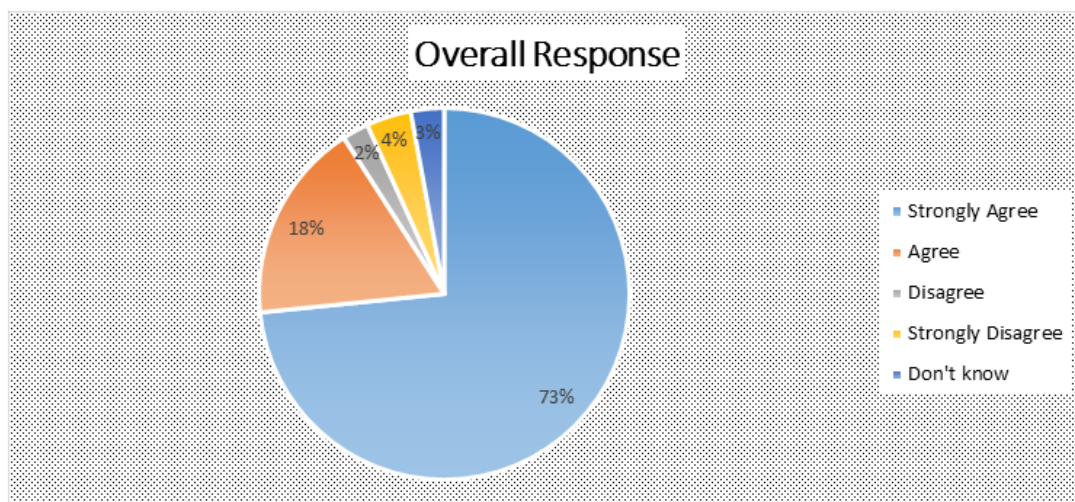


Fig-4: Overall response of total number of teachers of the selected schools to all the questions/statements mentioned in the questionnaire.

Table-4: Descriptive statistics of the data collected through the prescribed questionnaire.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
N	20	20	20	20	20
Mean	36.70	8.75	1.15	1.95	1.45
SD	13.35	9.01	3.03	8.72	2.70
Variance	178.33	81.25	9.18	76.05	7.31
SE Mean	2.98	2.01	0.67	1.95	0.60
CV	36.38	103.02	263.56	447.21	186.50

CONCLUSION

From the research work, it is concluded that ECE is the first stage of education. At this level the child should be treated with love and kindness and will be facilitated appropriately to improve child's learning abilities and improve a child mentally socially and intellectually. Motivation and conducive environment in the class rooms could lead to the better development and learning process. Play way method, use of A.V aids and group working could better improve the child learning abilities.

RECOMMENDATIONS

Further research work on ECE level studying student psychology, student teacher relation, response of child to class room activities and training of teacher of ECE should be performed to arrange a better frame for the development of ECD (Early childhood education).

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