

Effects of Early Childhood Education Training Program on the Development of Children

Shaista Mushtaq

Department of Education, Faculty of Social Sciences, Arid Agriculture University Rawalpindi, Pakistan

Dr. Almas Ikram Kayani

Associate Professor, Faculty of Social Sciences, University of Arid Agriculture University, Rawalpindi Pakistan

Abstract

The purpose of the study was to investigate the effect of early childhood education training program on the development of child. First objective of the study was to identify the existing Early Childhood Training Programs. Second objective of the study was to analyze the effects of Early Childhood Education Training Program in the light of stakeholders. Third objective of the study was to evaluate the ECE Training Program in the development of children. Fourth objective was to suggest some guidelines for effectiveness of ECE trainings programs. The nature of the study was mix method. The population of the research study was pre-schools of Taxila city. The teachers and heads of pre-schools were included in the population. The population of the study was 3 heads and 90 teachers. The sample of the study was 100% of the population sample included 3 heads and 90 teachers. The interview and questionnaire was personally administered by researcher herself. Qualitative and quantitative respondents were randomly selected. Chi-Square association test was utilized to explore the association between responses of the students. In this research study early childhood education training program was the independent variable. ECE training program factors named as knowledge and teaching competency of teachers, command on subject matter, use of AV aids, theories and principles of learning, lesson planning skills, assessment skills and time management skills were used to analyze the effectiveness of training program. The study recommended that to make teaching process more effective and to get better results in field of education teacher may have pedagogical skills to improve classroom management. The study also recommended that in order to make productive teaching teacher may reflect upon their teaching strategies and teaching style.

Introduction

Early childhood education (ECE; likewise nursery education) is a branch of education theory which identifies with the instructing of young children (formally and casually) up until the period of around eight (birth to Grade 2). Childhood education, a subset of early childhood education, means the education of children from birth to age two. It emerged as a field of study amid the enlightenment, especially in European nations with high literacy rates. It kept on becoming through the nineteenth century as widespread primary education turned into a standard in the Western world. As of late, early childhood education has turned into a prevalent open strategy issue, as city, state, and government administrators think about financing for preschool and pre-Kindergarten. It is portrayed as a critical period in child's development. It alludes to the inside and out development of a child's personality. ECE is additionally an expert assignment earned through a post-secondary education program. For instance, in Ontario, Canada, the designations ECE (Early Childhood Educator) and RECE (Registered Early Childhood Educator) may just be utilized by enrolled individuals from the school of Early Childhood Educators, which is comprised of licensed child care experts who are considered responsible to the school's standards of practice (Ferguson, 2007).

Participation can be viewed as a common activity to understand the world with adults who regard and tune in to children and are occupied with their undertakings. This implies children are accepted to have an opportunity to be tuned in to, an open door for autonomous activities, decision making encounters and opportunities to assume liability. It additionally incorporates security in communal and material surroundings, where children can adjust to mutual and important knowledge openings with adults and look closely. In the course of dynamic participation of their general public children's abilities of self-control and confidence are upgraded. Participation implies partaking in exercises realizing that one's activities are accepted and might be followed up on. On a more broad point, participation implies including an empowering children to take an interest in basic leadership forms in their regular day to day existences. It is vital to regard and perceive children's influence and engage their plans to help them to have affect alone lives. (Slope, 2005; Sinclair, 2004).

In prior sociological studies conducted on child education, it is presented the rules for this entire child approach, where it is measured the participation from the perspective of choices and occasions of life of children (Corsaro, 2011). The main purpose of workout to study and comprehend children as focus of their own lives and not the question of the learning activity, participation is measured as an active and developing idea of personal and mutual skill as opposed to a child's assets or a steady the norm. As in this manner the participation is identified with relevant communal environment and society plus communication, communal importance making

and moral substances in children's regular day to day existences (Karlsson, 2012).

The idea of participation can be established in UN's (1989) Convention of the Rights of a Child, where the current privileges can be separated into four classes of P's: the defense rights, the terms rights, the Participation rights and the Promotion of rights. As expressed by Nyland (2009) the Participation privileges express that children have a privilege to be heard and to have their sentiment considered, as they are able subjects of our way of life. Participation rights for children incorporate issues, for example, a flexibility of expression with or without dialect, an opportunity of attention, and a privilege to have suitable data, the security of protection and a privilege to have impact in and have feelings considered in their regular day to day existences. Participation is regularly viewed as an optimistic esteem where children ace their capacities of adopting the organization of their personal life. The growth and its association with the evaluation of education is a process of participation. As demonstrated by educational research ought to effectively intend to impact the estimations of communal facts and comprehension about the objectives of teaching during instructive and political procedures. Strengthening of a single child is measured during the influence moving from organization level to singular level. In early childhood education the problem of children's participation has been in the focal point of growth and authoritative techniques and in this way viewed as supporting better basic leadership by adults and enhancing policies went for children (Venninen et al. 2012).

Bernstein (2000) has viewed participation as basic in instructional frameworks that advance popular government. He expresses that in popular government participation is an educational precise. Participation can be viewed as a useful and creating problem which ought to have constructive results when considered through instructional method. This implies this correct appropriate to take part in systems whereby arrange is built, kept up and changed'. Through these children skills of duty and comprehension about good and qualities are creating. Generous children an influence is one part of majority rule teaching that offers them a chance to play a dynamic part in ordinary problems relating to their society, prosperity and growth. In developed nations this majority rules system angle is unequivocally actualized in early childhood education strategies at the institutional stage. Participatory popular government on early days education setting is measured to develop throughout social cooperation amongst instructor and children where together offer influence and obligation. From side to side this just education moves toward children's participation is seen additionally during communal duty of prosperity. For instance, the open syllabus of pre-school education in Finland expresses that the objective of pre-school education is to advance children's advance as communally delicate and helpful individuals by directing them to esteem other people groups' rights and bolster morally dependable conduct (Einarsdottir and Puroila, 2013).

One theoretical framework that has impacted this research procedure and my originations about children's participation is Corsaro (2011) copy of the path to participation. It is a replica of five points of participation where adults allow the part of the empowering influences of participation from side to side responsibility. Each height needs three stages of growth. Initial tread is an opportunity period where adults will begin operational in that stage. Second stage is an open door arrange where the will is addressed by the requirements for that is practice of that level and thirdly stage is a commitment organize where the experiences out and procedures of that stage are embraced likewise at the hierarchical point and inherent the framework. These three stages of adults are necessary in each stage of children's participation; those are as indicated by Corsaro (2011):

- 1) Children are listened to. In this level adults are first open to hear children's voice in everyday interaction situations. Then they work to remove any obstacles and create environments and practices for children to become listened to, and finally these practices become a duty for staff to listen children's voice.
- 2) Children's expression of views and opinions is supported. In the second level adults first open up to idea of supporting children's views. Then they actively offer chances for children to express them. And finally the idea of supporting children's views and opinions are adopted in policy level of organization.
- 3) Children's views are taken into account. This means that children are not only expressing their ideas and opinions, but they also know that their views have influence in everyday activities in their society. This requires the adults thinking of how children's views should be taken to account. Next it requires that new practices are adopted where children ideas become visible and finally also in this level these new everyday practices become part of organization culture.
- 4) Children are involved in decision-making process. The fourth level of this model requires that power issues in the society are re-considered to offer opportunities for children to participate in decision-making processes. In this level adults need to first consider the idea of involving children in their decision-making. Next these new practices of processes should be put into action and finally adopted as an internal law of the organization.
- 5) Children should be able to share power and responsibility for decision-making. In the final level of the Pathways to participation model children share power with adults. For adults this mean that first they should consider the power-issues in their practical work and adopt the idea that children could join those practices. Also new practical ways for children to share the power with adults needs to be found and, finally these practices should become part of the organizations action culture.

Objectives of the Study

The following objectives were formulated for investigation.

1. To identify the existing Early Childhood Training Programs.
2. To analyze the effects of Early Childhood Education Training Program in the light of stakeholders.
3. To evaluate the ECE Training Program in the development of children.
4. To suggest some guidelines for effectiveness of ECE trainings programs.

Hypotheses of the Study

Hypothesis 1: *There is no significant effect of early childhood education training program on the development of children.*

Hypothesis 2: *There is no significant relation between early childhood education training program and its effects on development of children.*

Materials and Methods

Research Design

Sequential explanatory mix method design was used to conduct this particular study, both quantitative and qualitative aspects were considered in the process. The participants for quantitative aspects were teachers and heads for qualitative analysis.

There were two major aspects those were addressed by the study. First one is the variable of effectiveness of ECE training program, and secondly the effects of these trainings on child development.

Mix method is more reliable while addressing sensitive issues in the field of research and requires more expertise (Creswell & Creswell, 2017).

Population

Population is “the group of interest for the investigator, this group has some special attributes those distinguish it from other groups, the research process is generalized through this group” (Marion, 2004). Population of the study included all the teachers teaching at pre-school level (Montessori Schools) and heads of these schools in Taxila City. Population consisted of 3 heads and 90 teachers from all 3 institutions.

Delimitation of the study

The study was delimited to: Pre-schools of Taxila City

Table 1: Population Size from Selected Institutions

S.No	Montessori Schools	Qualitative Population (Heads)	Quantitative Population (Teachers)
1	Montessori School Johar Campus, Taxila	1	30
2	HITEC Montessori School, Taxila	1	30
	CB School Montessori Section, HIT Taxila	1	30
	Total	3	90

Table 1 shows that population from Montessori schools of Taxila city consists of 3 heads and 90 teachers from 3 institutions.

Sampling

Stratified random sampling technique was used to obtain the sample from population. From total teachers 100% were selected as proportionate allocation which implies 30 teachers and 1 heads out of 30 teachers and 1 head from each school were selected. Research selected 100% of respondents which according to Gay, Mills, & Airasian (2009) is justifiable sample size.

Instruments of study

For heads respondents an interview is developed asking questions closely related to the objectives of the study and focusing on effect of early childhood education training program on the development of child. After going through extensive literature of early childhood education training program and child development, one questionnaire was developed for teacher trainees. Five-point Likert scales (categorically Strongly Agree, Agree Undecided, Disagree, and Strongly Disagree) was used. Both interview questions and questionnaire statements were closely related to the objectives of the study. The statements of the questionnaire were aligned with the objectives of the study. Supervisor, members, and experts examined. Meet with them several items were deleted, rephrased and reviewed before the pilot tool was created.

Pilot testing of the instrument

Pilot testing was carried out to diagnose the deficiencies in questionnaire. For study validation and reliability, pilot study was conducted in one university of Rawalpindi district, which included 30 teacher respondents.

Respondents of pilot study were excluded from the final sample of the study.

Validity of the Instrument

The validity of the scale was determined through the experts (5 Ph.D. Education) working in different universities. They were asked to give their suggestions regarding language of questionnaires, different items of questionnaires, clarity in items, assessing main purpose. They returned questionnaires with their valuable suggestions. Then again questionnaire was redesigned in the light of opinions of respondents. The suggested changes by the educationists and subject specialists were addressed and tool is modified as required. Furthermore the statements of questionnaire were also matched with the factors of the ECE training program and child development.

Reliability of the Instrument

The reliability coefficient of questionnaire for pilot testing was determined by applying Cronbach alpha reliability method and its value was $\alpha = 0.84$, for teachers questionnaire.

Table 2: Reliability Coefficient for teachers' questionnaire

Questionnaire	No. of Items	Cronbach Alpha Reliability Coefficient
Teachers	37	0.84

Data Collection

The researcher personally visited the sampled schools for data collection. The questionnaires and interviews were personally administered by the researcher to collect data from respondents to fulfill the study. Respondents were approached in classrooms formally and where it is not possible they were accessed informally after class. Few extra questionnaires were administered to control and avoid non-response or other issues.

Data Analysis

To analyze the collected data SPSS version 22 is used. Data was collected, scored, tabulated and analyzed by chi-square association. Chi-square association test was applied to examine the association and effect of early childhood education training program on the development of child.

Results

The results of the analysis of data and their interpretations are given below.

Table 3: Early Childhood Education Training enhances students' cognitive level

No	Opinion	Frequency	Percentage	Item Analysis
1	Strongly Agree	47	52.22%	$\chi^2=82.39$ $p\text{-value}=0.00001$
2	Agree	30	27.78%	
3	Neutral	8	8.89%	
4	Disagree	5	5.56%	
5	Strongly Disagree	0	0%	
Total		90	100%	$p\text{-value} < 0.05$

Table 3 indicates teachers' response regarding statement Early Childhood Education Training enhances students' cognitive level, about 52.22% teachers were strongly agree, about 27.78% were agree, about 8.89% were neutral, about 5.56% were disagree and about 0% were strongly disagree, value of χ^2 was 82.39, which is significant at $p\text{-value} 0.00001$.

Table 4: Early Childhood Education Training improves students' mathematical skills

No	Opinion	Frequency	Percentage	Item Analysis
1	Strongly Agree	24	26.67%	$\chi^2=83.67$ $p\text{-value}=0.00001$
2	Agree	49	54.44%	
3	Neutral	10	11.11%	
4	Disagree	7	7.78%	
5	Strongly Disagree	0	0%	
Total		90	100%	$p\text{-value} < 0.05$

Table 4 indicates teachers' response regarding statement Early Childhood Education Training improves students' mathematical skills, about 26.67% teachers were strongly agree, about 54.44% were agree, about 11.11% were neutral, about 7.78% were disagree and about 0% were strongly disagree, value of χ^2 was 83.67, which is significant at $p\text{-value} 0.00001$.

Table 5: Early Childhood Education Training improves students' language skills

No	Opinion	Frequency	Percentage	Item Analysis
1	Strongly Agree	22	24.44%	$\chi^2=61.44$ $p\text{-value}=0.00001$
2	Agree	45	50%	
3	Neutral	12	13.33%	
4	Disagree	8	8.89%	
5	Strongly Disagree	3	3.33%	
Total		90	100%	$p\text{-value} < 0.05$

Table 5 indicates teachers' response regarding statement Early Childhood Education Training improves students' language skills, about 24.44% teachers were strongly agree, about 50% were agree, about 13.33% were neutral, about 8.89% were disagree and about 3.33% were strongly disagree, value of χ^2 was 61.44, which is significant at p-value 0.00001.

Table 6: Early Childhood Education Training improves students' mental development

No	Opinion	Frequency	Percentage	Item Analysis
1	Strongly Agree	26	28.89%	$\chi^2=82.78$ $p\text{-value}=0.00001$
2	Agree	48	53.33%	
3	Neutral	9	10%	
4	Disagree	7	7.78%	
5	Strongly Disagree	0	0%	
Total		90	100%	$p\text{-value} < 0.05$

Table 6 indicates teachers' response regarding statement Early Childhood Education Training improves students' mental development, about 28.89% teachers were strongly agree, about 53.33% were agree, about 10% were neutral, about 7.78% were disagree and about 0% were strongly disagree, value of χ^2 was 82.78, which is significant at p-value 0.00001.

Discussion

The present study was conducted to explore the effect of early childhood education training program on the development of child. The present study results indicated a significant association between independent variable early childhood education training program and dependent variable development of child. The present study also showed a strong significant effect of early childhood education training program and child development.

The study exposed that most of the teachers said that process of learning and the process of instruction in the climate where early childhood education is focused. At earlier stages of development beginning word pedagogy essentially signifies to educate the learner. The above mentioned finding is consistent with Woodhead, (2006) he conducted a study on theories, research and policy implementation on ECE training programs and explained that children's participation is viewed as a piece of child development process at earlier stages of age approach archives in different countries. Such as core curriculum for pre-school education perceived providing activities to children a piece gaining knowledge from partaking in arranging and assessing classroom practices. Taguma et al. (2012) further identified in early childhood education learners are considered as dynamic learners, specialists because of having more control over their life cycle way of life as opposed to being poor and vulnerable creatures. The aspect is considered broadly significant and historian takes prior interest in ECE. The developmental theories of childhood development and learning and has discovered help in different trains, for example, human science, developmental brain science and social investigations. Collaborating these views, Robinson, & Jones (2005) has opined that self-control can be recognized in classroom conduct to be associated with alternating, continuing on an assignment, or recalling the bearings. Research studies on ECE presents connection among singular aspects of learning and acquiring knowledge setting can be recognized, new methods of teaching discovery learning to advance social equity through the use of effective instructional strategies for child learner.

The discussion of the study concludes that through early childhood education training programs could lead the educational institutions to achievement of desired academic goals at ECE level. Statistical data analysis indicated mixed results with most variables showed a positive significant relationship with each other. The study also showed significant effect of early childhood education training program on the development of child.

Conclusion

The study concluded that participation rate of the respondents those were teachers and heads of selected pre-schools was 100%. The study also concluded that majority of teachers mentioned that ECE training programs offer multiple skills for teachers such as use of instructional resources, knowledge competencies of teachers, comprehension of content and principles of learning process. The study further concluded that majority of teachers informed that ECE training programs effectively contribute into the developmental process of child while providing diversity of professional development concepts. The study moreover concluded that majority of

teachers mentioned that responsibilities of the teacher working at childhood level offer great responsibility in daily instructional practices viewed through fundamental to allow active involvement of the child in learning improving child's involvement in instructional activities.

Recommendations

The research proves the ECE training improve teacher's performance so the study recommended more training programs may conduct to improve teaching at ECE level teacher. The study recommended that to make teaching process more effective and to get better results in field of education teacher may have pedagogical skills to improve classroom management.

References

- Ferguson, R. (2007). Constructivism and social constructivism. *Theoretical frameworks for research in chemistry/science education* (pp. 28-50). Upper Saddle River, NJ: Pearson Education.
- Sinclair, R. (2004). Participation in practice: Making it meaningful, effective and sustainable. *Children & society*, 18(2), 106-118.
- Corsaro, W.A. (2011). *The sociology of childhood*. 3. edition. CA: Sage Publications.
- Karlsson, L. (2012). In the paths of child- initiated research and action. In L. Karlsson, & R. Karimäki, (eds.) *Sukelluksia lapsinäkökulmaiseen tutkimukseen ja toimintaan*. Jyväskylä: Suomen kasvatustieteellinen seura. pp. 17–63.
- Nyland, B. (2009). The Guiding Principles of Participation: Infant, Toddler Groups and The United Nations Convention of the Rights of the Child. In: D. Berthelsen, J. Brownlee, and E. Johansson (Eds.), *Participatory learning in the early years: research and pedagogy*, New York: Routledge. pp. 26–43.
- Venninen, T., Leinonen, J., Ojala, M., & Lipponen, L. (2012). Creating conditions for reflective practice in early childhood education. *International journal of child care and education policy*, 6(1), 1-15.
- Bernstein, B. B. (2000). *Pedagogy, symbolic control, and identity: Theory, research, critique* (No. 4). Rowman & Littlefield.
- Einarsdóttir, J., & Puroila, A-M. (2013). Democracy, caring and competence values: Analysis of ECEC policy documents in the Nordic countries. Paper presented at the 23rd European Early Childhood Education Research Association (EECERA) conference "Values, culture and contexts" August 28th-30th 2013, Tallinn, Estonia.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications (p. 178).
- Marion, J. (2004). *Index annuities power of protection*. 1st ed., Western Home communities in cedar falls, (pp. 136-137).
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2009). *Educational research: Competencies for analysis and applications*, student value edition. Upper Saddle River, NJ: Merrill.
- Woodhead, M. (2006). Changing perspectives on early childhood: theory, research and policy, *International Journal of Equity and Innovation in Early Childhood*, 4(2), 1–43.
- Taguma, M., Litjens, I., & Makowiecki, K. (2012). *Quality Matters in Early Childhood Education and Care: Finland*. OECD Publishing. 2, rue Andre Pascal, F-75775 Paris Cedex 16, France.
- Robbins, J. (2003). Moving through understanding rather than to understanding: A sociocultural perspective on young children's conceptions of the rain. *Journal of Australian Research in Early Childhood Education*, 10(1), 93-108.