

# Awareness of Early Childhood Education among Teachers Working in Pre-Primary Schools

OPEN ACCESS

Manuscript ID:  
EDU-2024-12037634

Volume: 12

Issue: 3

Month: June

Year: 2024

P-ISSN: 2320-2653

E-ISSN: 2582-1334

Received: 06.04.2024

Accepted: 23.05.2024

Published: 01.06.2024

Citation:

Srinivasacharlu, A. (2024). Awareness of early childhood education among teachers working in pre-primary schools. *Shanlax International Journal of Education*, 12(3), 86-92.

DOI:


<https://doi.org/10.34293/education.v12i3.7634>



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

**A. Srinivasacharlu**

*Sri Sarvajna College of Education, India*

 <https://orcid.org/0000-0001-9322-7017>

## Abstract

*The period of a child's growth and development that is most notable is from 0 to 8 years old. These are the years when all that is learned is laid down. Putting strong foundations in place today will yield big dividends later. Greater learning in the classroom and better educational results have a positive social and economic impact on society. Children who get early childhood education (ECE) have a strong foundation, which increases the effectiveness and productivity of every subsequent educational stage. The goal of the current study was to determine the pre-primary teachers' level of awareness regarding early childhood education, given their critical position in the field. To determine the level of knowledge of early childhood education (ECE) among teachers employed in pre-primary institutions in Bengaluru city, the study used a survey approach and a custom application. A sample of 106 teachers were drawn through cluster sampling. The study found out that the demographic variables like locality, marital status and teaching experience have no influence on the awareness of ECE among pre-primary teachers. The study found that 10% of teachers have average awareness, 31% have good awareness, 37% have very good awareness and 22% have excellent awareness of ECE. Thus, close to 90% of them are found to have better awareness of ECE. This means that pre-primary teachers are well aware of the nature, learning needs etc. of children and also methodology of teaching and evaluation. In spite of better awareness of ECE found in teachers, the study comes out with few of educational implications in order to regulate and sustain the awareness of ECE among them and also in proper handling of children.*

**Keywords:** Pre-Primary School Children, Awareness of ECE, Pre-Primary School Teachers

## Introduction

The most remarkable moment in a child's life for growth and development is during the early years (0 to 8 years old). These are the years when the groundwork for all learning is established. Laying a solid basis now will pay off greatly in the future with improved educational outcomes and increased learning in the classroom, which will benefit society both socially and economically. According to research, high-quality early learning, early childhood education, and early childhood development (ECD) programs enhance student results across the board and lower the likelihood of repeating or dropping out of school. Early childhood education (ECE), also known as pre-primary education or pre-school education, provides children with a strong foundation for learning that underpins all subsequent educational stages, increasing their efficiency and productivity.

## Early Childhood Education

The first phase of structured teaching is known as early childhood education, and its main goal is to acclimate young children to a school-like setting by acting as a transitional link between their home and school. Wikipedia describes this stage of education as crucial to a child's growth. Typically, it is made for kids between the ages of three and six. It is typified by interactions between

students and teachers, which helps them to start developing logical and reasoning abilities as well as better language and social skills. In addition, children are encouraged to investigate their surroundings and are taught mathematical and alphabetical principles. Play-based activities and supervised gross motor activities, such as physical activity through games and other activities, can be utilized as educational opportunities to foster peer social relationships and the development of skills, autonomy, and school preparedness.

### Need and Importance of the Study

The National Early Childhood Care and Education (ECCE) Policy was enacted by the Indian government in 2013 as a response to the growing acknowledgment of the value of early childhood development, particularly ECE, and its influence on learning and development throughout life. Studies have shown a high enrollment rate. Approximately 80% of children aged 3-6 are enrolled in an early childhood education program. States do differ significantly from one another, though, with Karnataka having the greatest participation rate at 86.6% and Uttar Pradesh having the lowest at 43.7%. Approximately 50% of the children enrolled are in the private sector, with the percentage being greater in metropolitan regions. While the majority of kids in the richest quintile (62%) attend private facilities, the majority of kids in the lowest wealth quintile (51%) attend anganwadi centers.

As stated in NEP 2020, the National Education Policy, “universal provisioning of quality early childhood development, care, and education must be achieved as soon as possible, and no later than 2030, to ensure that all students entering Grade 1 are school ready.” The NEP 2020 suggests four approaches to provide high-quality early childhood education and care (ECCE): community-based anganwadi facilities, freestanding pre-schools, and pre-primary classrooms in schools. Data from the 2017 Indian Early Childhood Education Impact (IECEI) Study show that children who have taken part in high-quality early childhood education programs are more likely to have higher learning levels. UNICEF is helping to strengthen systems to improve the provision of high-quality early childhood education

in line with the National Education Policy 2020, the ECCE Policy, 2013, and SDG 4, Target 4.2, which all support inclusive and equitable development and learning opportunities for all children from 3 to 6. It facilitates school readiness and the transition from ECE to early grade study.

“Every child deserves access to quality early childhood education,” says UNESCO. Parents, teachers, and other caregivers must provide a child with the loving attention they require in order for them to thrive and grow up to be a happy adult. As a result, a child’s educational journey starts with a top-notch pre-primary education, as the outcome of this education determines the direction of all other educational levels. A diploma in early childhood education is a must for pre-primary teachers, but they also need to have other attributes including creativity, patience, classroom management, communication skills, and the required educational background to thrive in their responsibilities. Their main duty is to provide a safe and secure learning environment so the children may experiment, learn new things, and encounter new things when they’re not at home. It is important to organize, monitor, and support the children’s work and play activities so they can develop a range of abilities. Given their crucial role in the area, the current study set out to ascertain the pre-primary teachers’ knowledge levels about early childhood education.

### Review of Related Literature

[Sidekli and Aktay \(2017\)](#) in their study, the awareness of pre-service teachers in primary school teaching department on environmental problems is aimed to be declared and their awareness and tenderness on this field should be improved. Have sample size of 742 students in Turkey. As a result, it has been found that the awareness of the students on the environmental problems has been seen as 74%.

[Amosun and Bankole \(2018\)](#) found that, reading skills provide a solid foundation for children’s academic success. The findings revealed a significant relationship between teachers’ awareness, content knowledge and the level of children’s emergent literacy respectively, but there was no significant relationship between teachers’ pedagogical skills and the level of children’s emergent literacy in Ibadan metropolis.

The study aimed at exploring how preschool teachers understand inclusive education in a system that is undergoing transition and faces significant challenges overall is given by [Zabeli and Gjelij \(2020\)](#). Ten experienced preschool teachers from different places of Kosovo were interviewed using semi-structured in-depth interviews. The results indicate that teachers have a common understanding of inclusion, but they lack proper skills and knowledge on adequate teaching methods to work with children with special needs. The study on effectiveness of the MA ECE program at the Institute of Education and Research, University of the Punjab is conducted by [Kouser and Akhter \(2020\)](#). Various aspects of the teacher education program were examined regarding their effectiveness as a preparation for teaching.

[Sunko and Kaselj \(2020\)](#) given that personal attitude towards inclusion of children with Down syndrome; inclusion success; knowledge and training; kindergarten and inclusion; and attitudes towards parents of children with Down syndrome. The results showed that there was no statistically significant difference between teachers and students in terms of their attitudes towards inclusion. The results of teachers towards the partial integration of children with Down syndrome are significant. Pedagogical Content Knowledge (PCK) is the essential need of teaching and every teacher had to prioritize it for their teaching preparation. Teachers need to pay attention for all aspect in learning activities. This research use descriptive quantitative method to describe pedagogical content knowledge of 135 early childhood education teacher's in Pekanbaru City that has been chosen by purposive sampling technique given in their article ([Novianti & Febrialismanto, 2020](#)).

The study investigates the attitudes, behaviors, and views about the rights of the child of early childhood education (ECE) teachers in Turkey. A mixed-method sequential transformative design was used, and 205 ECE teachers' attitudes towards children's rights were analyzed by [Banko-Bal and Guler-Yildiz \(2021\)](#).

There aren't enough research on pre-primary teachers' awareness of ECE in India. This study aimed to determine pre-primary teachers' understanding of early childhood education (ECE) in light of the

implementation of NEP 2020 and the post-Covid-19 situation.

### Objectives of the Study

- To create and content validate the questionnaire used to gauge pre-primary school teachers' understanding of early childhood education.
- To investigate how instructors employed in pre-primary schools perceive the importance of early childhood education in relation to demographic factors.
- To ascertain the degree of early childhood education awareness among pre-primary school instructors.

### Variables of the Study

**Demographic Variables:** Locality (Urban/Rural); Teaching Experience (1-5 Years and Above 5 years); and Marital Status (Married and Single)

**Dependent Variable:** Awareness of Early Childhood Education

### Operational Definitions

- **Pre-Primary School Teachers:** It implies teachers who are working in pre-primary school in Bengaluru city. They handle the classes for children whose age ranges from 3 to 6 years. They include teachers from urban and rural places, married and single, and beginners and experienced.
- **Awareness of Early Childhood Education:** It implies pre-primary school teachers being aware of the early child education, characteristics of pre-primary school students, indoor and outdoor activities, methods of teaching and evaluation for assessing their performance etc.

### Method of Research

The study involved descriptive method (survey method) towards collecting the data from the chosen sample.

### Population and Sampling

All of the pre-primary school instructors in Bengaluru were included in the study's population. The method of cluster sampling was employed to choose 106 pre-primary teachers for the sample.

## Research Tool

The researcher has constructed awareness questionnaire and subjected it to content validation from B.Ed. teacher educators, experienced pre-primary school teachers and language experts. On the basis of their advice few items were removed and few items were modified. The tool was also given to ten pre-primary school teachers as a part of its try out. They were not included as a part of sample for the later study. Their suggestions were taken towards difficulty level of the items etc. The final tool has 22 multiple choice questions, each with four options. One mark was given for choosing a correct option and zero mark was given for incorrect option or omitted question.

## Statistical Analysis and Interpretation of the Data

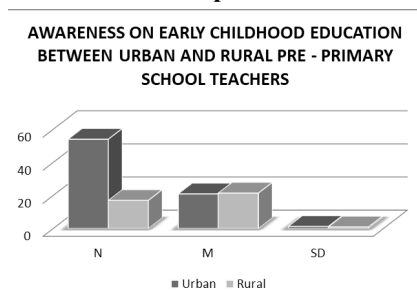
**H<sub>0</sub>1:** Urban and rural pre-primary school teachers' understanding of early childhood education is not significantly different from one another.

**Table 1 Awareness of ECE with respect to Locality of Pre-Primary School Teachers**

Locality	N	Mean	SD	t-value	LoS at 0.05 Level
Urban	79	20.926	1.243	1.582	**NS
Rural	27	21.412	0.939		

\*\*NS – Significant at 0.05 level

**Graph 1**



From the preceding table and graph, it can be determined that, the computed 't' value 1.582 is smaller than the table value 1.96 at 0.05 Level of Significance. As a result, the null hypothesis holds. It indicates that pre-primary school instructors in urban and rural areas are equally aware of the importance of early childhood education. This suggests that pre-primary school teachers' understanding of early childhood education was unaffected by their area.

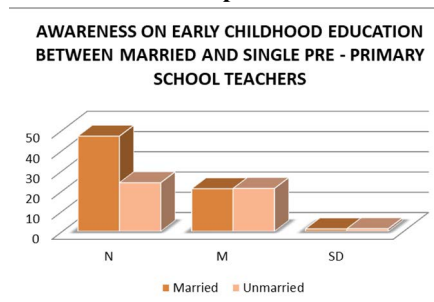
**H<sub>0</sub>2:** Pre-primary school instructors who are married and those who are single do not significantly differ in their degree of knowledge on early childhood education.

**Table 2 Awareness of ECE with respect to Marital Status of Pre-Primary School Teachers**

Marital Status	N	Mean	SD	t-value	LoS at 0.05 Level
Married	80	21.021	1.170	0.476	**NS
Single	26	21.167	1.239		

\*\*NS: Not Significant at 0.05 level

**Graph 2**



It is evident from the preceding table and graph that, at the 0.05 Level of Significance, the derived "t" value of 0.476 is smaller than the table value of 1.96. As a result, the null hypothesis holds. It indicates that married and single pre-primary school instructors have similar knowledge levels about early childhood education. This suggests further that pre-primary school teachers' understanding of early childhood education is unaffected by their marital status.

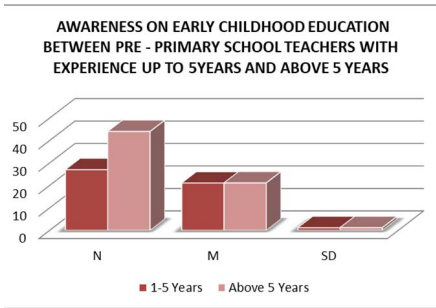
**H<sub>0</sub>3:** Pre-primary school instructors with experience of up to five years and those with experience of more than five years do not significantly differ in their degree of understanding of early childhood education.

**Table 3 Awareness of ECE with respect to Experience of Pre-Primary School Teachers**

Teaching Experience	N	Mean	SD	t-value	LoS at 0.05 Level
1-5 Years	23	21.037	1.160	0.186	**NS
Above 5 years	83	21.091	1.217		

\*\*NS: Not Significant at 0.05 level

**Graph 3**



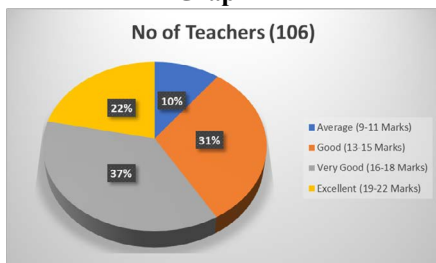
It is evident from the preceding table and graph that, at the 0.05 Level of Significance, the derived “t” value of 0.186 is smaller than the table value of 1.96. As a result, the null hypothesis holds. This indicates that there is no discernible difference in pre-primary school teachers’ understanding of ECE between those with up to five years of experience and those with more than five years. This suggests that school instructors’ understanding of ECE is unaffected by their prior teaching experience. This is mostly due to the fact that both types of pre-primary school instructors underwent pre-primary training.

**Levels of Awareness of ECE in Pre-Primary School Teachers**

**Table 4 ECE Awareness in Secondary School Teachers**

ECE Awareness Level	No of Teachers (106)	% of Teachers
Below Average (8 & Below Marks)	Zero	Zero
Average (9-11 Marks)	11	10%
Good (13-15 Marks)	33	31%
Very Good (16-18 Marks)	39	37%
Excellent (19-22 Marks)	23	22%

**Graph 4**



Of the 106 pre-primary school teachers, 10% have average awareness, 31% have good awareness, 37% have very high awareness, and 22% have exceptional awareness, according to the table and graph. It follows that over 90% of them are found to have greater knowledge of ECE. This indicates that they have a thorough understanding of children’s personalities, learning styles, and needs, in addition to teaching and assessment techniques.

**Educational Implications**

In spite of better awareness of ECE found in pre-primary school teachers, the study comes out with few of educational implications in order to regulate and sustain the awareness of ECE among them and also proper handling of children in pre-primary schools.

- Pre-primary instructors are the first to instruct the kids, and they have a significant impact on their formative years.
- Regular in-service training, workshops, and seminars on curriculum implementation, evaluation, and indigenous approaches to early childhood education should be promoted for pre-primary teachers.
- Pre-primary educators should provide physical affection to their students, such as hugs, holds, handshakes, and shoulder pats, since this fosters the children’s cognitive and psychological development. Pre-primary students who form an emotional bond with their teachers are more capable learners because they are more at ease interacting with novel materials and tasks.
- Teachers of pre-primary students should modify their lesson plans to fit the individual needs of every student in the class. Children’s ability to communicate should be fostered via both spoken and nonspoken interactions. Verbal interactions include things like asking open-ended inquiries, giving directions, making instructions explicit, and having conversations. Nonverbal cues include smiling, kneeling down to the child’s level, embracing, hugging, and making eye contact.
- Pre-primary educators ought to offer a mix of experiences that are led by adults and by children. Engaging in outdoor games and activities from



an early age aids in the development of children's motor skills and coordination.

- Pre-primary educators should use words of welcome, encouragement, and real and targeted appreciation to inspire youngsters to learn.
- Pre-primary educators should build connections with families that stand for respect, collaboration, and shared accountability in achieving common objectives.
- Since creativity is crucial to a young child's development, pre-primary teachers should plan creative activities on a regular basis. Teachers might set up different art and craft projects and music-related activities that require learners to apply their learning at different levels.
- A pre-primary teacher should attend to a child's basic requirements. They are in responsible of making sure the kids eat at the appropriate times, providing clean water to drink, and even aiding them with their personal hygiene needs. While they go about actualizing themselves by meeting these basic wants on their own, they also teach them manners. For the sake of their growth, the pre-primary teacher must create a cozy and supportive atmosphere.
- Teachers of pre-primary students should evaluate each child's unique progress. If necessary, teachers ought to create extra classes and other teaching methods to support pupils who are having trouble adjusting.

### De-Limitations

- The study's scope is limited to determining how well-informed 106 pre-primary school teachers are on early childhood education.
- The study is confined to few pre-primary schools in Bengaluru city in Karnataka.
- The study is confined to measure the influence of place of residence, marital status and teaching experience on awareness of early childhood education in pre-primary teachers.
- The self-made tool is only content validated and has only 22 items.

### Conclusion

A child's childhood is a time of wonder, when everything is new and fascinating. The infant is

fearless and has a broad curiosity about everything and everyone around them. As a result, it becomes crucial that the kid receives attentive nurturing from her family and educators in order for her to reach her full potential, form close emotional relationships with her parents and other family members, and grow up to be a physically, psychologically, and socially healthy adult. Even though teachers had a higher understanding of ECE, the study recommends that pre-primary school administration take periodic action to improve teachers' knowledge, attitudes, and other abilities so they can better nurture the children.

### References

- Amosun, M. D., & Bankole, O. T. (2018). Preschool teachers' awareness, content knowledge, pedagogical skills and children's emergent literacy in Ibadan metropolis. *Journal of Special Education, 16*(1), 157-168.
- Banko-Bal, C., & Guler-Yildiz, T. (2021). An investigation of early childhood education teachers' attitudes, behaviors, and views regarding the rights of the child. *International Journal of Child Care and Education Policy, 15*.
- Konca, A. S., Ozel, E., & Zelyurt, H. (2016). Attitudes of preschool teachers towards using Information and Communication Technologies (ICT). *International Journal of Research in Education and Science, 2*(1), 10-15.
- Kouser, T., & Akhter, M. (2020). Opinion of the graduates teaching in pre-schools about effectiveness of MA early childhood education program. *Bulletin of Education and Research, 42*(2), 1-14.
- Lord, A., & McFarland, L. (2010). Pre-service primary teachers' perceptions of early childhood philosophy and pedagogy: A case study examination. *Australian Journal of Teacher Education, 35*(3), 1-13.
- Novianti, R., & Febrialismanto. (2020). The analysis of early childhood teachers' pedagogical content knowledge. *Journal of Educational Sciences, 4*(2), 404-413.
- Olowe, P., & Ayoola, N. O. (2016). Knowledge and training needs of pre-primary school teachers

- in managing Nigerian early childhood education. *African Journal of Educational Management*, 17(2), 241-252.
- Rengel, K. (2014). Preschool teachers' attitudes towards play. *Croatian Journal of Education*, 16, 113-125.
- Schachter, R. E., Spear, C. F., Piasta, S. B., Justice, L. M., & Logan, J. A. R. (2016). Early childhood educators' knowledge, beliefs, education, experiences, and children's language- and literacy-learning opportunities: What is the connection?. *Early Childhood Research Quarterly*, 36, 281-294.
- Sidekli, S., & Aktay, S. (2017). The awareness of preservice teachers in primary school education department on environmental problems. *International Electronic Journal of Environmental Education*, 7(2), 152-166.
- Sunko, E., & Kaselj, I. T. (2020). Attitudes of early childhood and preschool education students and teachers towards inclusion of children with down syndrome. *International Journal of Education and Practice*, 8(3), 485-497.
- Zabeli, N., & Gjelaj, M. (2020). Preschool teacher's awareness, attitudes and challenges towards inclusive early childhood education: A qualitative study. *Cogent Education*, 7(1).

### Author Details

**A. Srinivasacharlu**, Sri Sarvajna College of Education, India, **Email ID:** [asrinivasacharlu@gmail.com](mailto:asrinivasacharlu@gmail.com)