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Impact of pre-school teachers' professional variables on children's performance

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Abstract

Teaching in early childhood education is important as the early childhood period is the foundation period of human life. Early childhood educators with higher standards of training and expertise in the developmental aspects of children can provide rich, meaningful educational experiences for the children. Research has shown a significant relationship between the teacher's disposition and improved child outcomes. The present study was conducted to study the relationship between early childhood educator's professional variables and children's performance. One hundred pre-schools (50 Government and 50 private schools) were identified using stratified random sampling technique from Medak District of Telangana state. The teachers of selected schools were interviewed using a schedule. Children's Performance was assessed based on class room observation tool. Results revealed that there was significant association between teachers' educational qualification, experience and salary they receive with the type of management under which they were working. Teachers' implementation of creative activities differed significantly depending on their educational qualification and also on type of school.

Keywords: Childhood education, human life, attitudes, education

Introduction

Providing quality early childhood education is an important need of present day educational system not only for framing good foundation through holistic development for young children but also to improve quality of academic performance of a child at primary and secondary levels. Teaching is a demanding job, and especially teaching in early childhood education significantly is important that an urgent approach to be applied to make quality pre-school learning available to children. In recent years, growing knowledge of the critical importance of early childhood development for lifelong learning and growth had led to increased calls for the professionalism of early childhood educators, including higher standards for their training and education. The knowledge, skills, and practices of early childhood educators are important factors in determining quality of young children's learning and their preparation for entry into elementary school. Although good teachers are crucial for every grade level, it is especially important that pre-school teachers are to be effective.

One of the main challenges for policy makers facing the demands of a knowledge society is how to sustain teacher quality and ensure all teachers continue to engage in effective on-going professional learning. Research on the characteristics of effective professional development indicates that teachers need to be evaluated for their personal and professional qualities. Evaluation can play a key role in school improvement and teacher development (OECD, 2005) [7].

Research has shown a significant relationship between the quality of a pre-school centre and improved child outcomes. There was also a positive relationship between the qualifications of staff and ratings of quality.

Children made more progress in pre-school centres where staff had higher qualifications. Having trained teachers working with children in pre-school settings had the greatest impact on quality, and was linked specifically with better outcomes in pre-reading and social development at age 5 years.

The Government of India approved the National Early Childhood Care and Education (ECCE) Policy in 2013. The Policy framework also includes the National Curriculum Framework and Quality Standards for ECCE.

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Government of India, the Despite the recognition of the importance of ECE by the challenges in implementation still remain. There are still substantial numbers of children not enrolled in pre-schools.

According to the Human Development Report of Telangana (2017), Medak district remained in the bottom HDI in the state along with Nizamabad, and Mahbubnagar. About 78 per cent people are engaged in agriculture and allied activities. It is one district in Telangana currently receiving funds from the Backward Regions Grant Programme (BRGF). The quality of education is also important to improve the educational status of the District. Teacher’s personal and professional qualities besides implementation of effective curriculum are some of the important factors that determine the learning outcomes of children. However, teaching and learning outcomes are still remain the major concerns in the District. Hence, a need was felt to assess the personal and professional qualities of pre-school teachers working in Government and private sectors of Medak District. The following are the objectives of the study;

Objectives

1. To measure the professional variables of pre-school teachers in Government and private sectors of Medak District.
2. To assess the impact of professional variables of pre-school teachers on children’s performance in creativity and rhyme singing activities.

Methodology

Sample

The study sample were 100 pre- schools belonged to Government and private sectors of Medak District of Telangana state. The schools cover under Government sector were *Anganwadis* run by ICDS and thus 50 *Anganwadis* and 50 private schools were identified using stratified random sampling technique.

The details of 100 pre-school teachers of selected schools (50

Govt schools and 50 private schools) were collected using a schedule and their class room teaching and participation in other activities were observed using Classroom observation tool. Thus 100 teachers and 100 schools constituted the sample of study

Tools

1. A schedule was developed to obtain personal and professional information of teachers
2. Early Childhood Education Quality Assessment Scale (ECEQAS) developed by Centre for early Childhood education and Development (CECED), New Delhi (2013).

Results

The data was pooled and tabulated. Appropriate statistical techniques were employed and presented in following tables.

Table 1: Distribution of Sample Teachers According to Type of Management

S.No.	Sample	Number	Per cent
1	Teachers in Govt. (Anganwadi) Schools	50	50.0
2	Teachers in Private Schools	50	50.0
Total		100	100.0

Table 1 shows distribution of sample teachers according to type of management they were working. From table it is evident that equal number of teachers were selected from Government and Private sector to enable comparison.

Teacher Professional Variables

Teacher’s professional variables included in the study were their educational qualification, Training and receiving of salary on time.

Table-2 shows distribution of sample teachers according to educational qualification across type of management.

Table 2: Distribution of Sample Teachers According to Educational Qualification across Type of Management

S.no	Teacher Educational Qualification	Type of School				Total	Chi-square Value
		Govt		Private			
		Number	Per cent	Number	Per cent		
1	Below Intermediate	41	82	15	30	56	27.435 ($P < 0.001$)
2	Above Intermediate	09	18	35	70	44	
Total		50	100	50	100	100	

From table 2 it is clear that there was significant association between teachers’ educational qualification and type of management under which they were working. The chi-square value was significant ($\chi^2 = 27.43$ $p < 0.001$). As the Government teachers were *Anganwadi* workers, majority of

the Govt. teachers were having educational qualification below Intermediate.

Table-3 shows the association between type management and training received.

Table 3: Distribution of Sample Teachers According to Experience across Type of Management

S. No	Teachers’ Experience	Type of School				Total	Chi-square Value
		Govt.		Private			
		Number	Per cent	Number	Per cent		
1	15 to 20 years & More	8	16	6	12	14	6.286 ($p < 0.05$)
2	5 to 14 years	30	60	20	40	50	
3	Below 5 years	12	24	24	48	36	
Total		50	100	50	100	100	

It is evident from table 3 that there was significant association between teachers’ experience and type of management under which they were working. The chi square value (6.286) was significant at 0.05 level. Majority of teachers in Government

sector had five to fourteen years of experience and teachers in private schools are having below five years of experience.

Table 5 shows distribution of sample teachers according to receiving of salary on time across type of management.

Table 4: Distribution of Sample Teachers According to Receiving Salary on Time across Type of Management

S.no	Receiving Salary on Time	Type of School				Total	Chi-square Value
		Govt.		Private			
		Number	Per cent	Number	Per cent		
1	yes	45	90	26	52	71	17.533 P<0.05
2	no	5	10	24	48	29	
Total		50		50		100	

It divulges from table 4 that there was significant association between the answers teachers have given about receiving of salary on time and type school they were working. The chi-square value (17.533) was significant at 0.05 level.

In pre-school curriculum, providing experience of creative activities and rhyme singing help to improve thinking skills, imagination, self-expression etc, among young children. Teacher plays an important role in implementation of activities in a pre-school programme, The teachers role and guidance in implementation of activities

like creative activities and rhyme singing, and recitation of individual and group etc. children’s participation in these activities were assessed by observation of class room performance. Based on performance rating was given for each activity on a three point scale ranging from 0,1 and 2 related to the extent to which opportunity was provided by the programme. A score of 0 indicates no opportunity and 2 indicate opportunity for all.

The data was pooled across type of management and presented in table 5.

Table 5: Implementation of activities and Children’s Performance across Government and Private Schools

Implementation of Activities and Children’s Performance	Type of Schools	N	Mean	SD	t-value	P-value
Children’s participation in Creative Activities	Government	50	0.38	0.64	1.066	0.289(NS)
	Private	50	0.52	0.68		
Teacher guidance in Creative Activities	Government	50	0.34	0.63	0.000	1.000(NS)
	Private	50	0.34	0.59		
Children’s participation in singing	Government	50	1.38	0.53	2.043	0.044*
	Private	50	1.14	0.64		
Music and movement in singing	Government	50	1.38	0.64	2.895	0.005**
	Private	50	0.98	0.74		
Individual and group recitation in singing	Government	50	1.42	0.58	2.115	0.037*
	Private	50	1.18	0.56		
Children’s performance in singing	Government	50	1.22	0.68	2.810	0.006**
	Private	50	0.88	0.52		

From table 5 it is clear that the teachers’ implementation of activities and children’s performance differed significantly depending on type of school they were working in aspects of implementation of music / songs, music and movement, individual and group recitation and performance of children in singing. The t-values were significant. Comparatively

teachers working in Government schools that is in *Anganwadis* scored more than teachers working in private schools. However, teachers’ implementation of activities and children’s performance did not differ significantly depending on type of school they were working in aspects of creative activities.

Table 6: Implementation of Activities and Children’s Performance across Teacher’s Educational Qualification

Implementation of Activities and Children’s Performance	Teacher’s Educational qualification	N	Mean	SD	t-value	P-value
Children’s participation in Creative Activities	Below Inter	56	0.55	0.593	4.278	0.041* (p<0.05)
	Above Intermediate	44	0.39	0.730		
Teacher guidance in Creative Activities	Below Inter	56	0.30	0.570	2.271	0.135 (NS)
	Above Intermediate	44	1.16	0.608		
Children’s participation in singing	Below Inter	56	1.39	0.593	.002	0.966 (NS)
	Above Intermediate	44	1.30	0.632		
Music and movement in singing	Below Inter	56	1.25	0.720	.928	0.338 (NS)
	Above Intermediate	44	1.09	0.709		
Individual and group recitation in singing	Below Inter	56	1.32	.575	.054	0.817 (NS)
	Above Intermediate	44	1.27	.585		
Children’s performance in singing	Below Inter	56	1.07	.684	4.081	0.046* (p<0.05)
	Above Intermediate	44	1.02	.549		

From table 6 it is clear that the teachers’ implementation of activities differed significantly depending on their educational qualification. The t-values were significant at 0.05 level for children’s participation in creative activities and children’s performance in singing. Comparatively teachers having educational qualification of below intermediate scored more than teachers with above intermediate qualification. Majority of teachers with qualification of below intermediate were

Anganwadi teachers. Though, the teachers have less educational qualification they could implement the activities better than teachers working in private sector. Mostly the emphasis in schools run by private management give importance to reading and writing than creative activities and management also encourage same because of parental expectations.

Table 7: Implementation of Activities and Children's Performance across Teacher's Experience

Implementation of Activities and Children's Performance	Teacher's Experience (years)	N	Mean	SD	t-value	P-value
Children's participation in Creative Activities	15 to 20 above	14	.36	.497	1.159	0.318 (NS)
	5 to 14 years	50	.56	.705		
	Below 5 years	36	.36	.639		
Teacher guidance in Creative Activities	15 to 20 above	14	.14	.363	1.912	0.153 (NS)
	5 to 14 years	50	.46	.676		
	Below 5 years	36	.28	.566		
	5 to 14 years	50	1.24	.555		
	Below 5 years	36	1.36	.639		
Children's participation in singing	15 to 20 above	14	1.43	.646	.180	0.836 (NS)
	5 to 14 years	50	1.32	.621		
	Below 5 years	36	1.36	.593		
Music and movement in singing	15 to 20 above	14	1.29	.726	1.807	0.170 (NS)
	5 to 14 years	50	1.28	.701		
	Below 5 years	36	1.00	.717		
Individual and group recitation in singing	15 to 20 above	14	1.21	.579	.297	0.744 (NS)
	5 to 14 years	50	1.34	.593		
	Below 5 years	36	1.28	.566		
Children's performance in singing	15 to 20 above	14	1.14	.663	.180	0.835 (NS)
	5 to 14 years	50	1.04	.669		
	Below 5 years	36	1.03	.560		

From table 7 it is known that the teachers' implementation of activities and children's performance did not differ

significantly according to teacher's experience. The f-values were not significant for all the components.

Table 8: Implementation of activities and Children's Performance According to Teacher's opinion about getting Salary on Time

Implementation of Activities and Children's Performance	Teacher's Salary	N	Mean	SD	t-value	P-value
Children's participation in Creative Activities	Yes	71	0.44	.649	.307	0.581 (NS)
	No	29	0.52	.688		
Teacher guidance in Creative Activities	Yes	71	0.32	.580	.445	0.506 (NS)
	No	29	0.41	.682		
Children's participation in singing	Yes	71	1.35	.612	.003	0.957 (NS)
	No	29	1.34	.614		
Music and movement in singing	Yes	71	1.24	.706	1.699	0.196 (NS)
	No	29	1.03	.731		
Individual and group recitation in singing	Yes	71	1.31	.600	.071	0.791 (NS)
	No	29	1.28	.528		
Children's performance in singing	Yes	71	1.07	.683	.259	0.612 (NS)
	No	29	1.00	.463		

Table 8 shows teachers' implementation of creative and singing activities according their opinion about getting salary on time. Teachers did not differ significantly in implementation of activities and children's performance depending on their opinion about getting salary on time. The t-values were not significant for all components.

From the above discussion the following conclusions can be drawn.

Conclusions

1. There was significant association between teachers' educational qualification and type of management under which they were working.
 2. There was significant association between teachers' experience and type of management under which they were working.
 3. There was significant association between teachers' opinion about getting salary on time and type of management under which they were working.
 4. Teachers' implementation of creative activities and rhyme singing differed significantly depending on type of school they were working in aspects of implementation of music/songs, music and movement, individual and group recitation and overall performance.
- Comparatively teachers working in Government schools

that is in Anganwadis scored more than teachers working in private schools.

5. Teachers' implementation of creative activities and rhyme singing differed significantly depending on their educational qualification in aspects of children's participation and children's performance.
- Comparatively teachers having high educational qualification scored more than teachers with low educational qualification.

Implications

The results of the study helps to understand the relation among teachers' professional variables like educational qualification, training, salary etc., in implementation of creative activities and Rhyme singing among children. Teachers working in *Anganwadis* seemed to implement activities in good manner than those in private schools. This helps to suggest management of private schools to implement good practices for benefit of young children.

Note

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