

# **Preschool Teachers' Knowledge of Early Childhood Development and Educational Practices in Metropolitan Dhaka, Bangladesh**

A thesis presented to the BRAC University Institute of Educational Development

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In Partial fulfillment of the requirements for the degree of

**Master of Child Development.**

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**Teacher's knowledge and practices on pre-schooling in metropolitan Dhaka,  
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A thesis is for partial fulfillment of the Master's in  
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## **Executive Summary**

Knowledge of teachers on ECD and relevant teaching methods are critical for the learning and development of the pre-school children. There is very little opportunity for formal training for the teachers of pre-schools in Bangladesh; most teachers are paraprofessionals with minimal training and education from the NGOs. The main purpose of this exploratory study was to investigate the current status of pre-school teachers' knowledge on ECD and preschools as well as their practices in the classroom.

This exploratory study used both quantitative and qualitative methods to collect relevant information. Due to constraints in time and resources, the study was done in 27 conveniently selected schools (10 English medium, 12 Bangla medium and 5 NGO schools) from Dhaka City Corporation areas (Ajimpur, Dhanmondi, Mohammadpur, Lalmatia, and Mirpur) where pre-school grade is present. A total of 75 teachers from these schools (who were present on the day of survey) were interviewed using a pre-tested structured questionnaire. From each of the three categories of schools, two teachers were selected (n=6) according to their length of service, for in-depth interviews and classroom observations. Parents were selected from these schools randomly for an informal group discussion.

Findings revealed that the pre-school teachers had very superficial knowledge of ECD and its implications for classroom engagement with the toddlers. However, most of them were complacent about the way they are currently managing the pre-school classes. Most of them were not motivated enough to take teaching as a profession; they came into teaching finding no other alternative and would leave if better opportunities become available. There was uniform complaint about the salary structure and other facilities which, according to them, is not prestigious. Only teachers from NGO schools had some short training on ECD and those with a B.Ed/M.Ed degree had some conceptual exposure to child development issues, without its practical applications. However, the beneficial effect of ECD training was reflected in the fact that the NGO teachers did better than other teachers in engaging and managing the children in classroom environment. They were more organized, used various materials to stimulate the children and made sure that the children understood what they were delivering. Pro-active



interaction with children occurred few and far between, and only in NGO schools project work was used to nurture creativity of the children. Attempts were made to connect the lessons with examples from real life, but was not always successful because the teachers lacked the necessary skills.

One of the important barriers mentioned by the teachers was that the parents, and sometime the school authorities also, were not cooperative in implementing pedagogical activities based on ECD concepts and approaches. This was further reiterated by the parents' lack of understanding of, and orientation to, the ECD approaches to child management as revealed through informal discussion with them. They were more concerned with the physical facilities in the school (such as open space for playing), class size and finishing the curriculum in time. The parents wanted the curriculum to be related to the formal system so that at the end of pre-school, the children can get themselves admitted easily in 'good' schools. The parents had no idea about teacher training but the educated parents thought regular parents-teachers monthly meeting can contribute to monitor progress of the child or troubleshoot problems if there is any.

In conclusion, it can be said that both the teachers and the parents need a comprehensive orientation and the motivation to learn and apply ECD approaches, engaging young children to optimize their development and education. The public sector being the major player in this field, should take the initiative with active cooperation from the non-state sector and the parents.

Based on the findings of this study, the following recommendations are made:

- 1) Establish and expand early childhood development training for pre-school teachers both in the public and private sectors with realistic but ambitious timelines; the teachers may be given on-job training organized by the institution itself or scholarships may be given for training elsewhere.
- 2) To improve motivation and attract better stock, policy regarding salary and other benefits should be given serious re-thinking. Policy support for fund for recruiting and retaining qualified teachers should be provided.
- 3) Involve parents in the activities of the pre-schools including curriculum development, and establish congenial relationship between teachers and parents.

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## **Glossary**

BRAC- Bangladesh Rural Advancement Center

EFA-Education for All

ECD-Early Childhood Development

ECCE-Early Childhood Care and Education

GO- Government Organization

MOWCA- Ministry Of Women and Children Affair

NGO- Non Government Organization

NCTB- National Curriculum and Text Book

SPSS- Statistical Package for Social Science

UNICEF-United Nation Individual Children Emergency Fund

UNESCO-United Nation Educational Scientific and Cultural Organization

UPE- University of Primary Education

## **Chapter one: Introduction**

### **Chapter outline**

- Background of the study
- Review of earlier studies
- Rationalization of the study
- Operational Definitions

## **Introduction**

### **1.1 Background of the study:**

Bangladesh is a developing country and for its transition to a developed country, there is no other option but to improve in the education sector for building skilled human resources and sustainable economic development. This should start at the very beginning of life since early childhood education (pre-school) prepares the children for school and influences education and development in later life. The teachers play a key role in this endeavor. Children's social, emotional, physical and intellectual development is strongly related with establishing and maintaining positive relationships with teachers in the classroom (Bredekamp & Copple, 1997). S/he has an important role to create positive interest to preschooler for further learning (Hurlock, 1957). Study shows that a child who has a favorable concept of "teacher" will do better academically in school (Hurlock, 1957).

However, the quality of education depends mostly on how the teacher teaches and researchers have found that lack of a quality teacher decreases the level of student performance (Fantilli and McDougall, 1997). Erik Erikson (1968) believes that good teachers should be able to produce a sense of industry, rather than inferiority in their students. A good teacher should be able to know how to alternate between work and play, study and games (Erikson, 1968). Otherwise, undue academic pressure increases stress on young children (Burts, Charlesworth & Fleege, 1991). Also, research has shown that children who are misguided in the classroom by the teachers become prone to antisocial behavior compared to properly guided children (Burts, et al., 1989). Thus, if we want to bring children to the school, teacher characteristics and instruction styles are also important (Begum, 1990). In successful programs, teachers have the time, training and skills that are needed to build relationships of trust with children (Zigler & Styfco, 1994).

Parents also play an important role in the functioning of these pre-schools because parents' feelings for children have an effect on the pre-schooling system (Lengdon, et al., 1954). We know that parents are people with past experiences of their own, some of which are favorable and some unfavorable to the business of building sound relationship with children (Hymes,



1953). Also, they have different perceptions about child-centered learning activities. Thus, their informed participation in the activities of the pre-schools is necessary for success (Read, 1964).

In Bangladesh, around 17% of children still do not have the chance to enroll in school while of those who do, 33% do not complete their primary education, and 36% of those who complete five years of schooling still fail to acquire even a minimum set of cognitive skills (UNICEF, 2007). Despite great achievement in school enrollment recently, the quality of education remains questionable due to poorly qualified teacher and their child-unfriendly teaching/learning methods (Malek, 2005). There is lack of in-depth information on the state of pre-schools in Bangladesh including the capacity of the teachers to effectively teach preschool children. There are some data on the quality of NGO preschools (Malek, 2005), but none are available for the English and Bangla medium schools, which comprise the majority of such schools. (UNESCO, 2007)

The Government of Bangladesh is strongly committed to achieve education for all (UNESCO, 2007). They provide a curriculum framework for quality pre-school programs, to improve school facilities, hire more and better qualified teacher, and provide proper training to teachers with the help of NCTBs, NGOs, CBOs and private organizations for advancement of the pre-school system (Malek, 2005).

## **1.2 Literature review**

To secure a strong foundation for the development of children, one of the important cornerstones is to ensure children attend high quality pre-schools in which teachers have knowledge about early childhood development, creative learning environments, and methods for teaching early literacy and numeracy from pre/in service teacher training (Consultative Group on Early Childhood Care and Development, 2007). In order to understand these, we need to introduce some theoretical concepts.

### ***Development***

Development is a chronological change of growth and experience which involves both qualitative and quantitative changes (Hurlock, 1997). Achievement of genetic potentials or self-realization is a main goal of development (Hurlock, 1997). Scientists have found that “early development is more critical than later development (Sultana, 2004). There is a Chinese proverb which says “as the twig is bent, so the tree is inclined” (Santrock, 1997). Vygotsky (1962) told that children knowledge build up by the proper scaffolding by adult and peers. Bronfenbrenner (1986) also points that one of the major conditions of child development beside the family is school environment.

### ***Early childhood development***

Early childhood care is a process of child protection and supports for optimal health, nutrition, psychosocial and cognitive development (Engle and Lhotska, 1997). Nationally, children are defined to be below 14 years of age (UNICEF, 2009), although the Convention on Child Rights (1990) defines them to be below 18 years. Again, childhood is divided into three parts: early, middle and late childhood (Sultana, 2004). Early childhood is the developmental period extending from the end of infancy to about five to six years of life. This is the period which is sometime called the “pre-school years” (Evans, Myers, & Ilfeld, 2000). Researchers have found that the most rapid period of brain development takes place in the first two years of life; this is the period of children’s cognitive, motor and socio-emotional development. These early experiences provide them strong foundation for later learning and formal education (Mayer & Ivan, 2000). During this time, young children learn to become self-sufficient and care for themselves, develop school readiness skill, and get ready for academic education (Santrock,



1997). This is because maturation and learning change the behavior of child (Sultana, 2004), and therefore, deprivation of learning opportunities limits their development (Hurlock, 1997). Herein lay the important role of kindergarten and pre-school programs (Erwin, 1996). Besides family, teachers also have a role for providing appropriate age-specific stimulation for childhood development and education (Sultana, 2004). Researchers have found that children who attended pre-school are more socially competent, confident, self-sufficient, and capable of better adjustment when they go to school (Clarke-Stewart Stefein, 1983).

### ***History of pre-school***

In the 1840s, Friedrich Froebel's concern for quality education for young children led to the founding of the kindergarten, literally "a garden for children." The founder of the kindergarten understood that like a growing plant, children require careful nurturing (Santrock, 1997). In 1909, the first real nursery schools were established in England by Rachel and Margaret McMillan (Logan, 1960). In 1920, America also established nursery as a research centre for maximum development of children (Logan, 1960). According to the education specialists, pre schooling is important for preparing the child for entry into the primary schools (Engle et al., 2007). Thus, pre-school has rapidly become a norm in early childhood education. Besides learning how to read, write, and do arithmetic, pre-school program has other effects such as socialization, knowing the natural world around and becoming confident, extraverted, assertive, self-reliant, independent, and verbally expressive (Clark et al., 1983 ).

In 1986, National Association for the Education of Young Children (1986) asserted that in pre-schools, a developmentally appropriate practice is essential (Santrock, 1997). Evidences show that children who attend developmentally appropriate kindergarten schools display more appropriate classroom behavior, have better conduct records, and better work study habits in the first grade than children who attended developmentally inappropriate kindergartens (Hart et al., 1993). So, teachers' knowledge is an important factor for providing good stimulation to the children in preschool. The great contribution of Piaget in the theory and practice of education is his view of children as active constructors of their own knowledge, as an independent discoverers and explorers---recently known as cognitive or individual constructivism. (Berk,

1985) So, teachers need to know about the individualization of the children, how to guide them, and what kind of scaffolding needs to be provided according to their zone of proximal development (Vygotsky, 1962).

The international standards classification of education defines preprimary education (ISCED level 0) as including all programs that, in addition to providing children with care, offer a structured and purposeful set of learning activities either in a formal institution or in a non-formal setting (Kagan & Britto, 2009). Both the world declaration on Education for All, and the Dakar for action (2000) have underscored the importance of early childhood care and education as a part of comprehensive approach to achieving education for all (Unesco,2007 ).

### ***Characteristics of a good pre-school:***

In general a good pre-school system developed according to the growth of two to five year children under the guidance of qualified teachers working together with parents (Logan, 1964). Child develop mentalist Logan (1964) also found four issues which can help to make a good pre-school such as

- 1) Every child ways of learning should be respect.
- 2) For development of child's personality and well being need to emphasize on child's inner feelings.
- 3) Include parent participation and contribution to the pre-school.

If a school want to decentralize it need to link between school governance and parent teacher relations, because parents are an important component (Addi-Racchah & Ainhoren,2 009). On the other hand parents influence children's attitudes toward school in general and also their attitudes toward the importance of education, toward studying, toward different school subjects and toward their teachers (Read.,1964).

### ***Bangladesh scenario***

Presently, the Bangladeshi system of education is divided into three different branches. Parents are free to choose anyone of these provided they have the means. These are: a) The English Medium, b) The Bangla Medium, and c) The Religious schools. The English and the Bangla



medium schools have some sort of pre-schooling. So far, there is no formal system of pre schooling in the public sector in Bangladesh. However, in the NGO sector, there are about 25,180 pre-schools run by BRAC, PLAN, Save the Children and UNICEF. The number of privately run pre-primary schools is around 18,000-20,000 all over Bangladesh (Nuruzzaman, personal communication, March 2008). But evidence shows that pre-school teachers have no training relevant to ECD. Primary training institute (PTI) provides training for the primary school teachers and National University provides a Bachelor's Degree in education, which does not cover pre-school. (Haider, personal communication, September 2009). School committees do not follow any rules when they recruit teachers for Pre School such as whether they have any knowledge on ECD or any training on pre-Schooling. The Ministry of Primary and Mass Education also have no rules on recruiting pre-School teachers (Malek, et al., 2005).

The Government of Bangladesh has made national and international commitments besides the Education for All commitments which are reflected in the Policy and Operational Guideline for early childhood education. (Ministry of Primary and Mass Education, 2008) The key national documents which have provided ideas and direction for the pre-primary education framework include the National Policy (1994), and the second National Program of Action on Education. The commitments, strategies and goals contained in this document have been taken into account in preparing the framework for pre primary education (Ministry of Primary and Mass Education, 2008) (Pre –primary education operational framework). To fulfill these objectives, this operational framework states that pre-primary teachers must have basic training on ECD/ECCE with a focus on pre-primary education because quality education is dependent mostly on teaching methods. To develop such a model for pre-primary school teachers training information is needed about their current knowledge of ECD and pre-schooling, including the methods they use for teaching.

### **1.3 Rationale of the study**

The Government of Bangladesh has made national and international commitments besides Education for All commitments which are reflected in the Policy and Operational Guideline for early childhood education. (Ministry of Primary and Mass Education, 2008). The key national

documents which have provided ideas and direction for the pre-primary education framework include the National Policy (1994), and the second National Program of Action on Education. The commitments, strategies and goals contained in this document have been taken into account in preparing the framework for pre primary education (Ministry of Primary and Mass Education, 2008) (Pre –primary education operational framework). To fulfill these objectives, this operational framework states that pre-primary teachers must have basic training on ECD/ECCE with a focus on pre-primary education because quality education is dependent mostly on teaching methods. To develop such a model for pre-primary school teachers' training, information is needed about their current knowledge of ECD and pre-schooling, including the methods they use for teaching and parents' perception of ECD and pre-schooling. This study was undertaken to fulfill this knowledge gap.

#### **1.4 Operational definitions**

##### *Anecdotal record:*

It is a method of qualitative observation which is used in classroom (Trawick-Smith, 2006)

##### *Facilitating family school relation:*

It is way of facilitating preparation of learning materials for preschool children with the help of reciprocal communication between teacher and family (V.copley, 2008).

##### *Orchestrating classroom activities:*

Teacher use different strategies for classroom activity which is called orchestrating classroom activity such as whole group, small group, project teams (V.copley, 2008).

##### *Planning experience:*

It is another instruction principle where teacher make variety of decisions based on their knowledge and children's individual needs (V.copley, 2008).

*Scaffolding:*

Scaffolding means how guidance is provide to children according to their zone of proximal development (Santrock, 1997).

*Stimulation:*

Stimulation is factors which help in the development of a human being. For example, in a story telling session, teachers encourage children to think and imagine what may happen and next helps children's cognitive development (Santrock,1997).

## **Chapter two: Objective**

### **Chapter outline**

- Statement of the problem
- Research question
- Hypothesis of the study
- Objective of the study



## **2.1 Statement of the Problem**

Knowledge of teachers on ECD and relevant teaching methods are critical for the learning and development of the pre-school children. There is no opportunity for formal training for the teachers of pre-schools in Bangladesh; most teachers are paraprofessionals with minimal training and education from the NGOs (Moore, Akter, & Aboud, 2008). Thus, to understand the current status of teachers' knowledge of ECD and preschool practices as well as their skills is essential for informing the development of a scientific preschool teaching model in Bangladesh. There is dearth of data on these aspects and this study will try to fill in this knowledge gap.

## **2.2 Research questions**

1. Do the preschool teachers in Dhaka have adequate knowledge of ECD and preschool practices and the necessary skills to teach children between 3-5 years of age?
2. What do preschool teachers perceive to be their greatest challenges and training needs?
3. What are parent's perceptions about ECD and preschool? What improvements do they Believe should be made?

## **2.3 Hypothesis**

The teachers teaching at the pre-schools in Bangladesh do not have adequate understanding of ECD and parents do not have appropriate perception of ECD and Pre School.

## **2.4 General Objective**

To explore the state of preschool system in Bangladesh with respect to teachers' knowledge and practices, and perceptions of the parents.

## **2.5 Specific objectives**

1. To study the socio-demographic, educational and training characteristics of the pre-school teachers of English ,Bangla,NGO preschools in Dhaka metropolis
2. To explore preschool teachers' knowledge of ECD and preschool practices (including its difference from primary schooling) in a variety of English, Bangla and NGO preschools in Dhaka metropolis.
3. To explore preschool teachers' methods of teaching and interaction with children.
4. To explore parents' perceptions about ECD and preschool education.

## **Chapter three: Methodology**

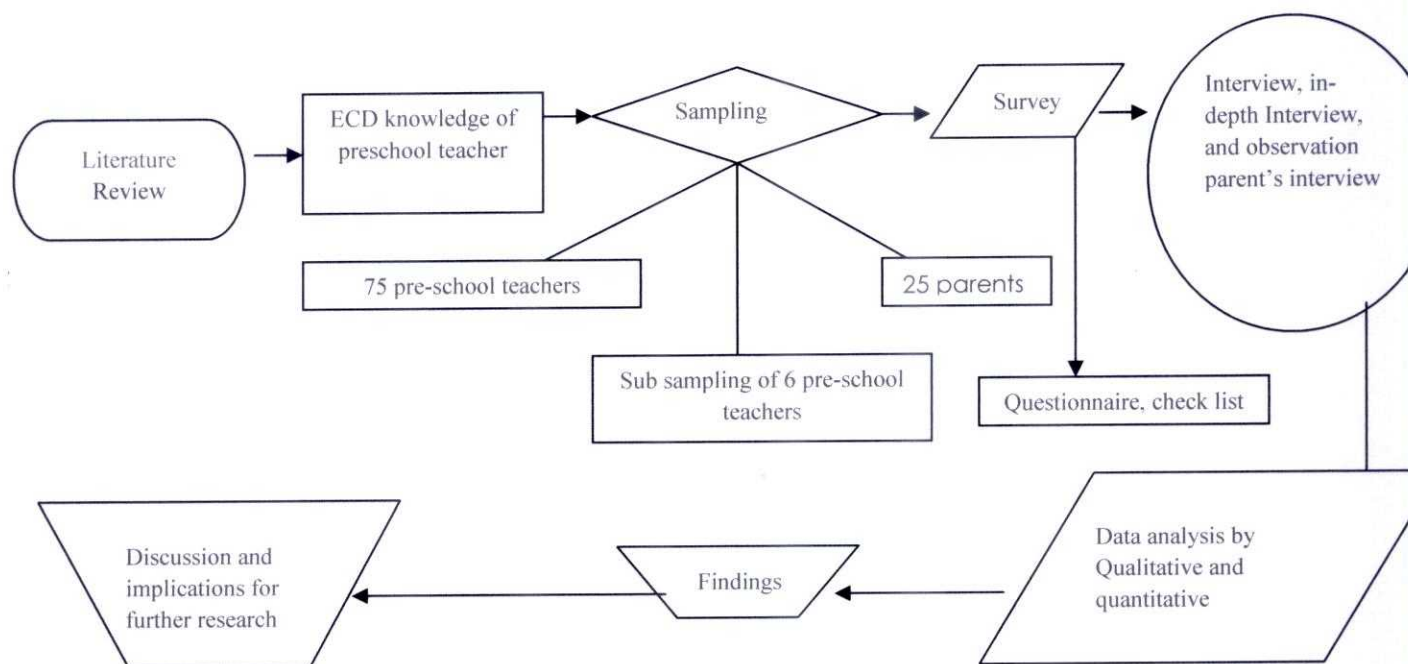
### **Chapter outline**

- Introduction
- Sampling
- Tools and techniques
- The survey
- Data analysis



### 3.1 Introduction

This exploratory study used both quantitative and qualitative methods. Due to constraints in time and resources, the study was done in metropolitan Dhaka. A quantitative survey was done to explore teachers' SES and knowledge about ECD and related issues. While the qualitative component comprised of In-depth interviews with a sub-sample of teachers and to record teacher-student interactions in the classroom environment, and perception of parents of preschoolers and suggestions for improvement. The following figure illustrates the research approach employed in this study as described above.



**Figure: 1 Methodological approach and research design flow chart**

### ***3.2 Sampling***

For the survey, 27 schools (10 English and 12 Bangla and 5 NGO Pre School) were selected purposively from different parts of Dhaka city to represent three gross SE levels of Pre Schools. All of these schools had pre-school grades. Schools were selected from Ajimpur, Dhanmondi, Mohammodpur, Lalmatia, and Mirpur areas while the selected NGO Schools were operated by BRAC, Plan Bangladesh, Ahsania Mission, Phulki, and Dhoritri.

A total of 75 teachers from these schools were included for face-to-face interview using a pre-tested structured questionnaire. From each of the three categories of schools, six teachers were selected according to their length of services for in-depth interviews and classroom observations. Parents are selected from these schools randomly for informal group discussion.

### ***3.3 Tools and techniques***

#### ***Questionnaire:***

A pre-tested structured questionnaire (see appendix) was used for eliciting relevant information on socioeconomic and demographic characteristics, knowledge, training and current practices on ECD, related concepts on pre-school teaching etc. in a face-to-face interview with the teachers. The interviews were conducted by the researcher with the help of two research assistants.

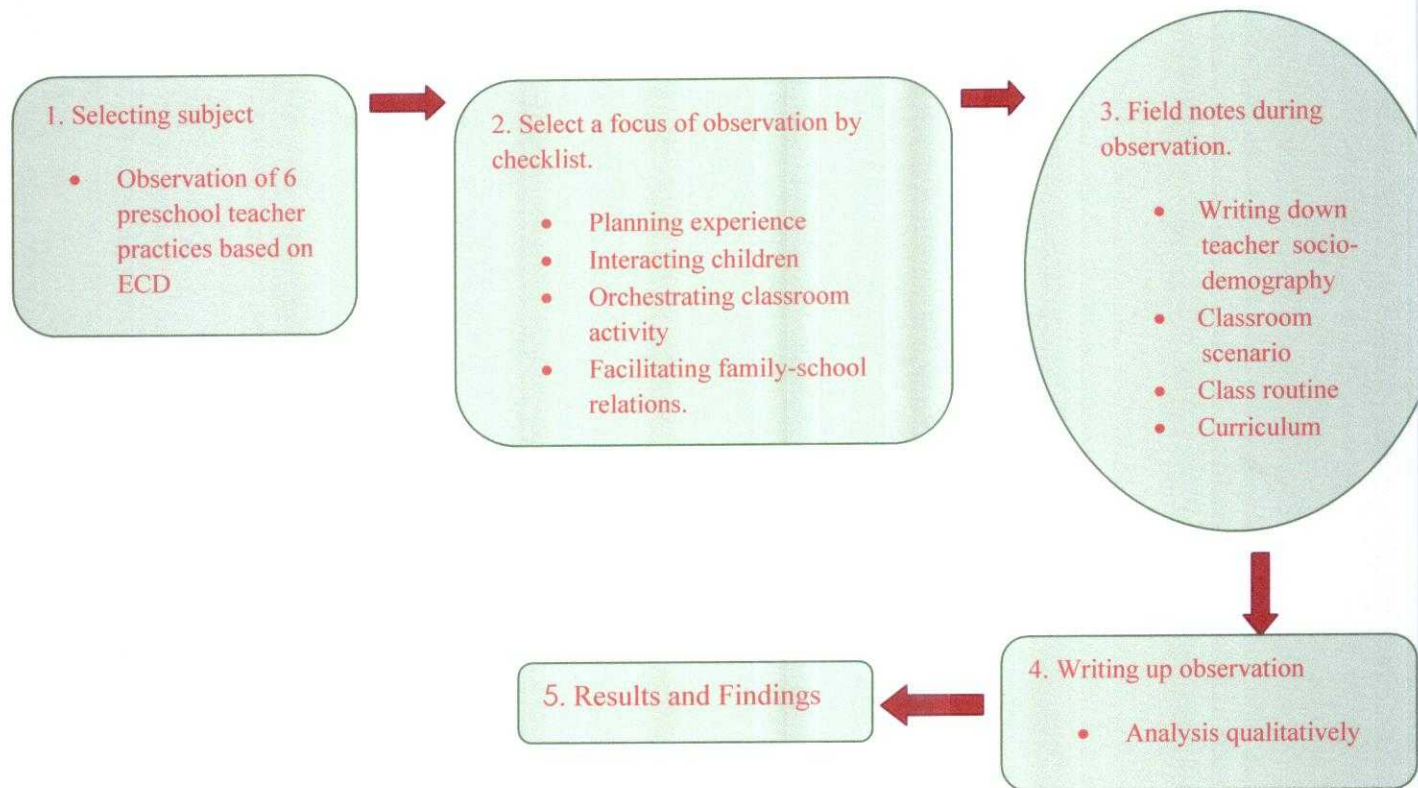
#### ***Checklist for in-depth interview***

In-depth interview checklist was decorated by open ended question where respondent have the opportunity to describe everything about their professional life such as their educational background, professional problem, challenges suggestion etc.

#### ***Checklist for observation:***

Selected six preschool teachers' classroom practices were observed by anecdotal records which is one way of qualitative observation Method. Observation part was conducted by a checklist which was renovated including four guidance principles (V.Copley, 2008) with the help of ELL

classroom observation checklist format (<http://www.fcoe.k12.ca.us/fcoe/uploads/eahangarzadeh/ELD%20Observation%20checklist.pdf>). It also included appendix. Five steps were followed for observation that is described in a diagram.



**Figure2: Observation Method Flow Chart**

### ***Checklist for Parents***

Parent's checklist was formatted with the help of one research checklist which was used in BRAC. Checklist included the question in five parts, sociodemographic characteristics, concept on preschool children, awareness about pre school child, awareness about teacher, difficulties on class and accepted teacher .All question are related with their pre school child and their school and teacher.



### ***3.4 The survey***

After constructing the questionnaires and check list, pre-testing was done in schools other than those in the sample. After necessary corrections, tools were finalized for the final survey.

Questionnaires' survey was conducted by face-to-face interview and each teacher took 1 hour - 1.5 hours. For in-depth interview, a 40-50 minute interview was conducted by face to face and telephone interview. Observation was conducted in one school for two hours according to their following schedule. Survey part was conducted by me and one of my assistant. In depth part and observation was conducted by me. Observation was done for two hours in one class. Parents were selected for informal discussion from in front of these schools who were available on that time.

### ***3.5 Data Analysis***

Survey data was entered into SPSS v11.5 software and univariate analysis was done in this study. The univariate analysis looked at the means of the variables while analysis explored the individual situation of participants socioeconomic, demographic, ECD training etc. and ECD-related knowledge and practices were discuss according to their opinion .

Qualitative data were analyzed manually. Content analysis was done. Results are presented comparing different types of schools and the relationship between knowledge and practice of the teachers' and parents' opinions have been explored. Triangulation of data sources (teacher's knowledge, actual practices, and parent's opinions) has been done to reach a conclusion on the knowledge and practice of the teachers regarding ECD and pre-schooling.

## **Chapter Four: Results**

### **Chapter outline**

- Interview
- In-depth interview
- Observation of teacher practices
- Parents views

## 4.1 Results

The demographic characteristics of the sampled pre-school teachers are presented in table 1. Majority of the teachers were female (87%) and Muslim (87%). Forty percent of them were from English schools, 39% from Bangla and 21% is from NGO Schools. Fifty-two percent of them were married while 57% did not have any offspring.

**Table 1:** Demographic characteristics of the pre-school teachers

<b>Variables and category</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Age (years)</b>		
<20	5	6.7
20-30	40	53.3
30-40	19	25.3
41+	11	14.7
<b>Gender</b>		
Male	10	13.3
Female	65	86.7
<b>Marital status</b>		
Married	39	52.0
Unmarried	36	48.0
<b>Number of children</b>		
None	43	57.3
1	12	16.0
2	12	16.0
3	8	10.7
<b>Number of Family Member</b>		
2	4	5.3
3	15	20.0
4	18	24.0
4+	38	50.7
<b>Religion</b>		
Muslim	65	86.7
Hindu	4	5.3
Christian	6	8.0
<b>School of Respondents</b>		
Bangla	29	38.7
English	30	40.0
NGO	16	21.3



The pre-school teachers were not the sole earner in the family mostly (Table 2). Though in most of the instances, family income was >Tk 10,000 only, the contribution of the teachers from salary was less than Tk 5,000 in most of the cases (49%) (Table 2). About 41% of the teachers had other source of income, and as such, 65% of them reported that they could manage family expenditure from income earned.

**Table 2:** Socioeconomic characteristics of the pre-school teachers

<b>Variables and Category</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Family Income (tk.)</b>		
<5000	3	4.0
5000-10000	27	36.0
10000+	45	60.0
<b>Monthly Income (tk)</b>		
<5000	37	49.3
5000-10000	25	33.3
10000+	13	17.3
<b>Other Income Source</b>		
Yes	31	41.3
No	44	58.7
<b>Only Earner in the Family</b>		
Yes	15	20.0
No	60	80.0
<b>Relationship between Income and Expenditure</b>		
Yes	49	65.3
No	26	34.7

Educational qualification is an important factor in any job, but teaching profession is a special one, because only a formal education won't do for those teachers who teach children at their early childhood. Thirty-three percent pre-school teachers in this study were master degree holder while around 16% had  $\leq 10$  years of schooling (SSC) which raises question about their capability (Table 3). Sixty-nine percent of the pre-school teachers had training varying from PTI training (11%) to ECD training (15%) to BEd (15%) and MEd (11%). The duration of training was  $\geq 12$

**Table 3: Education and training characteristics of the pre-school teachers**

<b>Variables and Category</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Educational Qualification</b>		
Under SSC	4	5.3
SSC	8	10.7
HSC	6	8.0
BA/BSc./BSS	13	17.3
Hons.	19	25.3
Masters	25	33.3
<b>Have Training</b>		
Yes	52	69.3
No	23	30.7
<b>Types of Training</b>		
P.T.I	6	11.5
ECD	8	15.4
B.Ed.	8	15.4
M.Ed.	6	11.5
Others	24	46.2
<b>Duration of Training</b>		
< 1 month	10	19.2
1 month	5	9.6
3 months	6	11.5
6 months	8	15.4
12 months	9	17.3
12+ months	14	26.9
<b>Concept about ECD in training</b>		
Yes	30	57.7
No	18	34.6
Insignificant	4	7.7
<b>Training before job</b>		
Yes	37	71.2
No	15	28.8
<b>School authority organized the training</b>		
Yes	23	44.2
No	29	55.8
<b>Significant relation with current job</b>		
More significant	36	69.2
Significant	10	19.2
Less significant	5	9.6
Insignificant	1	1.9

months, but short training of  $\leq 1$  month was also substantial (around 26%). The latter was mainly on English teaching and computer operating skills. Besides ECD training, the pedagogical training had ECD contents in the curriculum. Probably because of this, 58% participants

responded that they have knowledge on ECD. Only 29% of the participants were trained after entry into the job, and in 44% of instances, school authority arranged the training. Majority of them (88%) reported that the training has relevance to their current job.

**Table 4: Pre-school teacher's knowledge on ECD**

<b>Variables and Category</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Importance of early childhood development</b>		
Social development	8	10.7
Cognitive development	12	16.0
Introducing school	6	8.0
All	49	65.3
<b>Importance of development in early childhood period</b>		
Children are dependent	4	5.3
Foundation for future	5	6.7
Developments are rapid	8	10.7
Long term effect of stimulation	1	1.3
All	55	73.3
Others	2	2.7
<b>Stage of early childhood development</b>		
Physical	5	6.7
Mental	4	5.3
Social	2	2.7
Cognitive	4	5.3
Physical & Cognitive	6	8.0
All	54	72.0
<b>Developmental impact on late childhood</b>		
Protection from school drop-out	4	5.3
Create interest on education	1	1.3
Increase independency	3	4.0
Create interest on school & curriculum	6	8.0
All	56	74.7
Others	5	6.7

Majority of the pre-school teachers (65%) new the importance of ECD with respect to social and cognitive development, as well as introduction to formal schooling (Table 4). Most of them



Table 5: Knowledge of teachers on milestones of development

<b>Physical development of early childhood (2.5 to less than 6 years)</b>	Frequency	Percentage
Walk	2	2.7
Run	5	6.7
Climb	3	4.0
Skip	1	1.3
Chronological	63	84.0
Others	1	1.3
<b>Gradual development of hand and finger</b>		
Draw straight line, parallel & circle by pencil	9	12.0
Catch pencil for writing	15	20.0
Can write some words	13	17.3
Make tower using more than 6 blocks	32	42.7
Can draw human figure	6	8.0
<b>Development of understanding in 3-6 years</b>		
Identify size and color of materials	32	42.7
Understand maximum sentences and words	17	22.7
Use sentence with 4/5 words	9	12.0
Others	17	22.7
<b>Milestone development of languages of children 5 years &amp; half</b>		
Memorize a part of story	24	32.0
Ability of speaking name & address	19	25.3
Speaking ability of present, past & future	1	1.3
Tell long story	1	1.3
Memorize & tell a long story	5	6.7
All	21	28.0
Others	4	5.3
<b>Concept on early childhood stimulation</b>		
Supply materials according to children needs	15	20.0
Give age standard interactive care	3	4.0
Process stimulation for development	9	12.0
All	44	58.7
Others	4	5.3
Sometimes	18	24.0

(72%) knew about the different stages of child development. Also, majority of them (73%) understood the impact of ECD on early and late childhood development

The pre-school teachers were knowledgeable about the chronological milestones of development and cognitive development as detailed in Table 5. About two-third of them reported to know about childhood stimulation for facilitating their cognitive development.

Most Participants (46%) reported that they were using the training optimally and that while managing classes, they gave preference to children's need over their own personal opinion or administrative issues (Table 6)

Table 6: Current practices of the pre-school teachers

	Frequency	Percentage
<b>Use of training</b>		
All	15	28.8
Maximum	24	46.2
Minimum	10	19.2
None	3	5.8
<b>Important issue to manage the class</b>		
Children needs	52	69.3
Own opinion	12	16.0
Administrative framework	11	14.7

Scaffolding means through their attention and choice of behaviors, adult provide a frame work around which they and their children interact. Only 36% participants reported to provide minimum scaffolding to child while most of them (57%) provide optimum guidance especially when the child is troublesome (Table 7). Children should learn to live on their own strength; otherwise they will be grown up as a dependent child. 46.2% around half the respondents state that they helped in solving any problem that the child may have.

**Table 7: Pre-school teachers' cooperation with children's developmental activities**

	Frequency	Percentage
Cooperating in pursue normal activities		
Some	27	36.0
Full	43	57.3
None	5	6.7
<b>Level of cooperating according to the child development activities</b>		
Yes	44	58.7
No	11	14.7
Sometimes	20	26.7
<b>Cooperating in helping to solve children's problems</b>		
Yes	39	52.0
No	21	28.0
Sometimes	15	20.0

**Table 8: Interaction with children at classroom by pre-school teachers**

Variables and Category	Frequency	Percentage
<b>Interact with children in classroom</b>	72	96.0
<b>Practices friendly behavior with children</b>	67	89.3
<b>Approach of interaction</b>		
Based on children needs	63	84.0
Based on own opinion	9	12.0
Based on Administrative framework	3	4.0
<b>Mode of interaction</b>		
Command	16	21.3
Friend	31	41.3
Neutral	3	4.0
All	22	29.3
Others	3	4.0

A safe secure attachment can build up children's trust while interacting with the outside world beyond immediate family surroundings. Attachment can grow out of frequent and quality interaction with children. Majority of the pre-school teachers reported that they interact with children and that the interaction used to be on friendly terms (Table 8). However, quite a substantial proportion (21%) of the teachers reported using command in their interaction with children which is not healthy. Again, 29% of the teachers said that they use a "carrot and stick"



policy meaning they use both friendly gesture and command as they feel necessary to manage a particular child (Table 8).

When children are properly stimulated depending upon age, and provided customized care, children learn and develop better. Great majority of the respondents (90%) provides stimulation which encourages children to actively participate in classroom activities (Table. 8). Both traditional (15%) and modern (19%) methods are used, but child friendly way used most (67%) (Table 8).

**Table 9: Mode of stimulation for development by pre-school teachers**

<b>Variables and Category</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Creating appropriate environment which encourage Children to participate in the class</b>		
Sometimes	34	45.3
Always	34	45.3
Never	7	9.3
<b>Method using for encouragement</b>		
Traditional	11	14.7
Modern	14	18.7
Child friendly	50	66.7
<b>Can run question-answer method in class</b>		
Yes	41	54.7
No	5	6.7
Sometimes	29	38.7
<b>Do present model for encouragement</b>		
Present model for encouragement	45	60.0
Compare with others for encouragement	38	50.7
Criticize the children in front of themselves	12	16.0
Do encourage for group work	61	81.3
<b>Perceived mode of stimulation of children's thinking power</b>		
Story	16	21.3
Drama	1	1.3
Painting	9	12.0
All	49	65.3

While 60% of the pre-school teachers reported that they present role-model before the class so that children can emulate them but 66% of them said that they use either comparison with other children or make use of criticism to stimulate children both of which is harmful (Table 9).

Every child is an individual; they have their own vision and learning style. According to their individualization, they need different type of scaffolding from the teachers. Majority of the respondents were knowledgeable about the concept of individualization (73%) and the different \ factors underlying it (71%) (Table 10). However, around 1/3<sup>rd</sup> of the teachers said that they could not use the concept because of large class size (34%), administrative framework of the school (24%) and traditional curriculum (7%), among others.

**Table 10: Knowledge of pre-school teachers on individualization**

<b>Variables and Category</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Knows about the concept on individualization</b>	55	73.3
Yes	5	6.7
No	15	20.0
Little		
<b>Reasons for individualization</b>		
Age	10	13.3
Gender	1	1.3
Family	4	5.3
Stage of development	5	6.7
Culture	1	1.3
Personality	1	1.3
All	53	70.7
<b>Can provide curriculum according to individualization to manage the class</b>		
Yes	46	61.3
No	6	8.0
Sometimes	23	30.7
<b>Reasons who can't</b>		
Number of student	10	34.5
Traditional curriculum system	2	6.9
Administrative framework	7	24.1
Lack of training	3	10.3
All	7	24.1

Some time children have some problems which need special care. This is not likely to be solved by avoidance or by denying the existence of the problem what they need understands the problem and then deal with the problem compassionately. This time they need special care. Eighty percent of the respondents said that they are familiar with the concept and also, 68% are capable of managing the problems (Table 11). According to them these behavioral problems include crying without reason, inattentiveness, aggressive behavior etc. (80%). Parents, school authority and lack of knowledge on ECD pose barriers to tackle the problems, according to the respondents. Over protectiveness, strict discipline and lack of vision among teachers were cited as some of the underlying causes.

Inattentiveness was cited as the most common problem in the classroom (60%), and majority (79%) emphasized identification of the underlying cause towards solving the problem (Table 11). Sixty-five percent of the respondents believed that ECD training would have helped in this situation instead of punishing the children or complaining to the parents.

Eighty percent of the respondents suggested a combination of different measures such as involvement of the Govt. in the process, awareness of the school authorities on the importance of ECD approach and finally, training on ECD to the teachers (Table 12). They also suggested that while recruiting teachers, the authorities should standardize the process with due emphasis on ECD training especially for the pre-school teachers.



**Table 11: Knowledge of the pre-school teachers on child behavioral problem and how to manage those**

<b>Variables and Category</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Knows about the concept on children's behavioral problem</b>	60	80.0
<b>Have any knowledge to protect child behavioral problem</b>	51	68.0
<b>Types of behavioral problem</b>		
Nail cutt by teeth	2	2.7
Aggressive behavior	3	4.0
Cry	1	1.3
Inattentiveness	8	10.7
All	60	80.0
None	1	1.3
<b>Barriers to protect behavioral problem</b>		
School environment	2	2.7
Parents	16	21.3
Administration	1	1.3
Ignorance about ECD	9	12.0
All	36	48.0
Others	11	14.7
<b>Reason of this type of behavior</b>		
Over protectiveness	4	5.3
Over discipline	2	2.7
Curriculum	4	5.3
Lack of vision among teachers	3	4.0
All	41	54.7
Others	21	28.0
<b>Types of problem to face in the class</b>		
Inattentiveness	45	60.0
Aggressive behavior	5	6.7
Absence	5	6.7
All	17	22.7
Others	3	4.0
<b>Rules to protect this behavior</b>		
Scold	5	6.7
Punishment	1	1.3
Identify the reason	59	78.7
Complain to parents	3	4.0
Others	7	9.3
<b>Perceives that ECD approach can help to solve this problem</b>	34	65.4

**Table12: Suggestions from the pre-school teachers to improve the situation**

<b>Variables and Category</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Way of pre-schooling improvement</b>		
Govt. involvement	6	8.0
Awareness of school administration	6	8.0
Mandatory of ECD training	3	4.0
All	60	80.0
<b>Should standardize pre-school teachers recruitment process</b>	70	93.3
<b>Should emphasize both pedagogical knowledge and ECD knowledge</b>	66	88.0

Finally, the respondents emphasized different types of training to equipper the pre-school teachers with the necessary skills to mentor toddlers (Table 13).

**Table13: Perceived need of training by the respondents**

<b>Variables and Category</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Types of training for pre-school teacher</b>		
Process of classroom management	7	9.3
ECD training	11	14.7
All	54	72.0
Others	3	4.0

#### 4.2 In-depth Interview with pre-school teachers

Two pre-school teachers from each of the Bangla, English and NGO schools were conveniently selected for the in-depth interview. Their socio-demographic characteristics are shown in the tabular form below.

**Table.14 Characteristics of teachers participating in in-depth interview**

Characteristics	Frequency
<b>Age (years)</b>	
20-30	1
31-40	2
41+	3
<b>Sex</b>	
Male	1
Female	5
<b>School status</b>	
Bangla	2
English	2
NGO	2
<b>Education</b>	
S.S.C	1
H.S.C	1
Graduate	2
Master	2
<b>Training</b>	
ECD	2
B.ed	2
Other	2
<b>Years of experience</b>	
0-4 years	2
5-9 years	2
9+ years	2



### ***Education and training***

From the in-depth interview it became apparent that the teachers had little opportunity to learn about ECD and its application in classrooms. The two teachers from NGO School have had some pedagogical training on ECD but others with B.ed degree had only a course on child development in the curriculum which could not fulfill practical requirements of the teachers. Two of the participants had training on computer operation and English which was out of context in his situation.

### ***Motivation to work as teacher***

Teachers from English and Bangla schools with 7-9 years of experience said that they were involved in this profession knowingly and willingly, and that they want to continue. However, teachers from NGO Schools choose this profession because being they undergraduate degree; they didn't have many options open. They will leave teaching if they get better job. The sole male participant was doing this to get job experience until he gets a better offer. All of them think that teaching at pre-schools is easy, doesn't require much skills and they are fit for the job.

### ***Views about children and pre-school***

The interviewed teachers perceive the children to be dependent as they don't understand what to do. They learn from imitation. Teachers from Bangla & NGO schools opined that pre-school is the beginning of education which helps them to get basic skills on numeracy and literacy. Teachers from English medium school express their opinion, that pre-school is essential to introduce children with school environment and build up their basic concept for further education.

### ***Class room performance and interaction with children***

All participants told that their performance is sufficient for pre-school. Most of them think that according to administrative curriculum they are successful to reach their goal.

Teacher from NGO, English & Bangla medium school have group & individual activity such as play, math., language, music etc. Two participants from Bangla & English medium school told

that their curriculum is based on NCTB curriculum which follows the traditional system of formal education. So they have lots of activity on reading, writing which is based on text.

### ***Challenges faced***

All participants faced one common challenge which was how to control the child and make them concentrate in studying. According to them, most of the children's developmental level is not appropriate for formal education. The participants faced another common challenge from parents: parents always knock them why their children are not learning much more text. All teachers told that some time academic rules are a big issue, where teachers have no opportunity to use their own views on teaching.

### ***Suggestions for improvement***

All teachers told that pre-school is essential for children but too much pressure at this stage may ruin the main purpose of child development. They opined that school management should ensure training on ECD. To improve job satisfaction, they suggested upward revision of salary structure.

### 4.3 Observation Results on teacher practices

Participants from in-depth interview were selected for observation of the practices while engaging with the children. Characteristics of three different types of teacher and school are shown below in to tables.

**Table 15: Scenarios of School**

Teacher student ratio		
School no 1- 2 : 50	School no 1- 2 : 20	School no1- 1 : 30
School no 2- 1 : 35	School no 2- 1 : 30	School no 2- 1 : 30
Classroom environment		
Bangla medium schools	English medium schools	NGO schools
1.	1.	1.
<ul style="list-style-type: none"> <li>Class room is decorated as a school going children of traditional system.</li> <li>open space is not sufficient</li> <li>materials expensive but not child friendly</li> </ul>	<ul style="list-style-type: none"> <li>class room is well decorated</li> <li>sufficient open space</li> <li>materials expensive but child friendly</li> </ul>	<ul style="list-style-type: none"> <li>well decorated class room where they have four corners- playing, reading, drawing , writing</li> <li>sufficient open space</li> <li>low cost, child friendly materials</li> </ul>
2.	2.	2.
<ul style="list-style-type: none"> <li>well decorated</li> <li>space is not sufficient</li> <li>materials expensive but not child friendly</li> </ul>	<ul style="list-style-type: none"> <li>well decorated</li> <li>space is not sufficient</li> <li>materials expensive but not child friendly</li> </ul>	<ul style="list-style-type: none"> <li>not well decorated class room, other rooms were dark</li> <li>sufficient open space</li> <li>low cost, child friendly materials</li> </ul>



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### Classroom activity

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- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>○ Warm up session</li> <li>○ Language class based on text (Reading, Writing), Rhyme, story</li> <li>○ Math-counting by memorization, writing</li> <li>○ Play-indoor play, group play with materials</li> <li>○ Art-painting by water and pencil colour, use model</li> <li>○ Same activity in other school.</li> </ul> | <ul style="list-style-type: none"> <li>○ Warm up session</li> <li>○ Language class based picture, oral discussion, memorable moment, asking questions, toy telling, rhyme</li> <li>○ Math-counting by using materials according to age</li> <li>○ Play- indoor play with costly materials but child friendly</li> <li>○ Art-painting with water and pencil colour</li> <li>○ Same in other school</li> </ul> | <ul style="list-style-type: none"> <li>○ Warm up session with introducing one child with memorable moment of previous day.</li> <li>○ Language class-based on story telling, rhyme, poster</li> <li>○ Math-using local materials, book</li> <li>○ Art-use only pencil colour</li> <li>○ Same in other schools only introducing child was not available.</li> </ul> |
|---|--|--|
- 

### Teacher-in-action: practices in the classrooms

#### *Planning experience:*

The observation revealed that all the teachers planned their classes according to their own vision and experiences. Only one English medium school teacher used materials with lots of stimulation. She used easy language, various techniques, graphics, organizers and paintings to make a point. For example, she wanted to give a lesson on vegetable. First, she asked the children whether they know about vegetable. Then she described vegetable dramatically and asked them questions. NGO school teacher was also well organized and used pictures, materials, local language, and frequently checked whether the children understood what is being discussed. On the other hand, the Bangla schools had traditional system of teaching and the curriculum was not appropriate for pre-school. They also plan for providing lessons but for the curriculum it is hard to reach the children and keep them attentive. In most of the instances, when a child can't do a task given, she herself completed or used some model to do it which limits children's imagination. Most of the schools emphasized memorization of lessons. This is a bad process of learning. In this case, level of children's understanding may be dangerous.

### ***Interacting with children:***

We know from the literature that for proper learning in class room, teacher student ratio must be 2:18 (Logan, 1964). But from the observed schools it was found that most of the classes were larger than this ratio, and as such, it was too difficult to make interactions with individual child. Teachers were unable to interact on one-to-one basis. Most of the teachers were busy delivering the scheduled lesson to the children. However, on occasions, friendly interaction was seen at personal level especially with someone known to the teacher. Most of the teachers weren't interested in children's needs, thinking and rules. Teachers always used to say, "...o.k. now do this lesson". Never said, "O.k. let's do it" The teachers were interested in completing the lesson and they didn't want to waste their time for trivialities. When they delivered lessons, they did not heed to the children's questions, or if they want to say something about their own experiences. When they taught lessons, if children wanted to do another work then the teacher responded that they can do it. One NGO school teacher and English medium school teacher responded like "Ok, we will do it after this task". Interacting with children is a key concept of early childhood teaching to build trust and remove inferior complex. From observation, it was evident that this was not happening in classrooms.

### ***Orchestrating classroom activity:***

From observation it was found that most of the schools follow group work approach while children are allowed to play. Project work was not available here. Only one English medium school had project works. In NGO schools, the children sat roundly and communicated with each other by name. They also had arrangements for traditional plays such as cooking, play with doll, sand and water play etc. Teacher guidance was explicit in NGO schools and both of them walked round and round the children and trying to answer their questions.

In English and Bangla medium schools, teachers were making group work only for reciting rhyme in circle, moving around with them. In one English medium school, the children were given individual project work (to make a kite by cutting paper). The teacher gave them instructions from time to time, thus helping individual children to make the kite step by step. All three types of schools had physical movement activity. The NGO School and one English school



teacher participated with them creating a friendly atmosphere. Orchestrating classroom learning was not so vivid in other schools. Teachers were not active in this and obviously, they were not knowledgeable about its utility.

***Facilitating family school relations:***

Family is the first place of children. In the outer world, the second place is the school. For helping children adjusting to this new experience, it is necessary that teachers build up affirmative relationship with the family for the well-being of the child. In NGO schools, they tried to make connections with real life in the family while discussing the lessons. For example, when the teacher described any item e.g., umbrella, she wanted to know whether the child has one in the family and who use that. In that case learning will have more effect and when he will find any umbrella they can easily recognize it. Bangla and English medium school teachers also wanted to make connections between the lesson and the real life family, but not so effectively. They used high cost painting, books and materials etc. One important thing found from observation of classrooms in the NGO School is that, as the children were from low income people teachers always tried to connect to the family for making teaching materials from left-over family materials---a learning from their training. One English medium teacher asked questions while discussing usefulness of milk, "do you know about milk? Do you drink it?" This helps in nurturing thought process of the child.

A finding from classroom observations reiterates the fact that the teachers have very little knowledge on ECD and thus do not have the capacity to guide and manage very young children in a way that ensures intellectual and emotional development of the very young children.



#### **4.4 Parent's knowledge and perceptions on ECD and pre-schooling**

For a successful pre-school programmed, informed participation and cooperation from parents are essential. One of the objectives in this study was to explore their understanding about ECD and pre-school learning and perceptions about the schools where their children are admitted. Due to constraint in time and resources, we selected 25 parents from the schools where classroom observations and in-depth interview of the teachers were done. The semi-structured interview took place in or around the school premises where the parents usually wait to pick-up the children when classes adjourn. Majority of the parents were in their 3<sup>rd</sup> (32%) or 4<sup>th</sup> (48%) decade of life, mostly females (88%), were graduates (40%) and belonged to low to middle SES.

##### ***Perception of ECD***

About 12% parents had no idea about early child hood development while 28% (education less than passing School Certificate exam) believed it to be meaning to grow up naturally. Rest of the parent told that It is 1-3 year child and they mention developmental domain is physical cognitive, Emotional and social. Some of the parents (12%) didn't know about stimulation and its positive and negative effect on child while 16% parents said that they had little knowledge on stimulation & early foundation.

##### ***Perception of pre-schooling***

Majority of the parents (72%) perceived that pre-school environment must be cheerful and friendly; there must be some open place where children can move and play freely. The school environment should be such that children are interested to go, they opined. Economically solvent parents (40%) were concerned about class size, facilities, teacher quality, and curriculum. Others are more concerned about the tuitions fee. The parents want curriculum to be related to formal education system so that at the end of pre-school, they can get admission to good schools. However, most of them (80%) don't think that school administration can fulfill up their hope.

##### ***Perception about the teacher***

Only a small proportion (4%) of parents opined that teacher should have knowledge on child development while rest of the parents wanted the teachers to be well educated, knowledgeable and cheerful. The parents had no idea about teacher training but the educated parents thought

that regular monthly meeting of teachers with parents can contribute to monitor progress of the child or troubleshoot problems if there is any.

## **Chapter five: Discussion**

### **Chapter outline**

- Discussion
- Conclusions
- Recommendation



## 5.1 Discussion

The beneficial effect of pre-primary education on subsequent performance in primary schools is now well-established (Berlinski et al., 2006, RAND 2005). Teacher's knowledge on ECD is likely to influence children's early foundation (Coffman & Lopez, 2003). Pre-school teachers have to interact extensively with children and facilitate their cognitive development. For this, they need to have comprehensive knowledge about the chronological stages of child development, age-appropriate stimulus for cognitive development, and principles of engagement/inter-action with children of very young age. Research also shows that overprotected children in most of the times fail to do work independently (Santrock, 1997), and as such, a fine balance has to be made between facilitation and to be open to independent initiatives from the child. This is not an easy task for the pre-school teachers and for this both knowledge, and practical hands-on training, is essential.

In Bangladesh, there have been few studies on the overall effectiveness of pre-schools run by specific NGOs (Aboud 2006), but no study has been done to investigate pre-school teachers' knowledge and skills with respect to the ECD approach of engaging and interacting with the children. The study attempted to fill in this knowledge gap through quantitative and qualitative investigation of pre-school teachers' knowledge and its application in classroom situation including parents' perception and opinion. It used a convenient sample of teachers from English, Bangla and NGO schools in Dhaka Metropolis to collect relevant data.

Although pre-schooling system is not new in the country, the concept of Early Childhood Development is. Evidence shows that for developing a clear concept on ECD, long time training is essential (Coffman & Lopez, 2003). This study has found that most of the teachers have none to superficial knowledge about ECD and they are not professionally trained to teach at the pre-schools. Only NGO schools arrange a two week pedagogy training course for new recruits which provide some superficial concept on ECD, which is not sufficient. As such, the teachers interact

with the children without proper cognizance of their individual need, potentiality and developmental level. Interestingly, the study reveals that most of the teachers were complacent with what they know, and thinks that it is an easy task to teach children. As a result, in the classroom, they failed to apply ECD approaches to engage and stimulate children for creative activities. In our country context, we have teacher training facilities for primary grades but not for pre-schools. The government of Bangladesh has planned a pre-operational frame work where they have a goal for pre-primary teacher training on ECD/ECCE. The public sector being the major player in the primary education, should take up training the vast number of pre-school teachers, with active involvement of the non-state sectors.

Another finding that emerged from this study is that teachers are not motivated enough and have no interest in continuing teaching job in future because they want better job with socially prestigious salary and facilities. Thus, to recruit and retain quality pre-school teachers in the system, reforms are needed to make this profession prestigious and attractive to the prospective job-seekers. Some degree of motivation on the would-be teachers is also warranted.

The study found that there was lack of knowledge and orientation of the parents on ECD as also observed in Nepal (Shreshta 2009) and the purpose of classroom interaction in the pre-schools. Rather, they were more concerned with the availability of physical and extracurricular facilities in the pre-schools. However, research shows that qualification of teacher is more important for influencing classroom interaction than physical facilities (Mtahabwa and Rao 2010). They need to be made aware of this concept so that informed cooperation from them is obtained in running the system. Participatory involvement of the parents in the affairs of the school such as recruitment and training of the teachers, curriculum formulation, arrangement of extra-curricular activities, caring of the children who are a little behind others etc. are essential in implementing ECD-informed pre-schooling. They can also be taught skills for age-appropriate stimulation of the child in family environment (Aboud 2007).



## **5.2 Conclusion**

In conclusion, it can be said that both the teachers and the parents need a comprehensive orientation and the motivation to learn and apply ECD approaches, given the level of understanding regarding this issue. This will help them to engage and interact with very young children based on proven evidence, and facilitate their psychosocial and cognitive development. The public sector, being the major player in this field, should take the initiative with active cooperation from the non-state sector and the parents.

## **5.3 Recommendations**

Based on the findings of this study, teacher faced lots of challenges to maintain children early childhood.

- 1) Establish and expand early childhood development training for pre-school teachers both in the public and private sectors with realistic but ambitious timelines; the teachers may be given on-job training organized by the institution itself or scholarships may be given for training elsewhere.
- 2) To improve motivation and attract better qualified teachers, the policy regarding salary and other benefits should be given serious re-thinking. Policy support for fund for recruiting and retaining qualified teachers should be provided.
- 3) Involve parents in the activities of the pre-schools including curriculum development, and establish congenial relationship between teachers and parents.
- 4) For building parental awareness on ECD, school authorities can arrange workshops, seminars etc. in partnership with the parents.



## **Chapter Six: Appendix**

### **Chapter outline**

- References
- Survey Questionnaire
- Checklist for in-depth interview
- Checklist for observation
- Checklist for informal discussion with the parents

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BRAC UNIVERSITY

BUIED, DHAKA

**Survey Name: Exploring teacher knowledge and practices on Pre-schooling in selected schools of Dhaka city:**

**1. Demographic characteristics :**

1) Name

2) Age

i) Below 20

ii) 20-30

iii) 31-40

iv) Above 41

3) Gender

i) Male

ii) Female

4) Marital status

i) Married

ii) unmarried

5) Number of child

i) No

ii) 01

iii) 02

iv) 03

v) more

6) Member of family

i) 02 persons

ii) 03 persons

iii) 04 persons

iv) more

7) Religion



8) Name of the school:

9) Present address:

**2. Socio economic status**

- 1) Monthly income of family
  - i) Below 5000
  - ii) 5,000-10,000
  - iii) above 10,000
- 2) Monthly income of yours
  - i) Below 5000
  - ii) 5,000-10,000
  - iii) above 10,000
- 3) Another source of income
  - i) Yes
  - ii) No
- 4) Only earning member of the family
  - i) Yes
  - ii) No
- 5) Previous year
  - i) Yes
  - ii) No

**3. Education and training:**

- 1) Your educational qualification
  - i) Under S.S.C
  - ii) S.S.C
  - iii) H.S.C.
  - iv) B.A/B.S.C/BSS
  - v) Honors
  - vi) Masters
- 2) Any other training
  - i) Yes
  - ii) No
- 3) If "yes" then what kind of training it was
  - i) P.T.T
  - ii) ECD
  - iii) B.Ed
  - iv) M.Ed
  - v) other
- 4) Duration of training period

- vi) 12 months
- 5) Was the training included ECD concept?
  - i) Yes
  - ii) No
  - iii) some
- 6) Did you take training before service?
  - i) Yes
  - ii) No
- 7) Did school administration arrange this training?
  - i) Yes
  - ii) No
- 8) How much your current job is related to the training?
  - i) Much more related
  - ii) Generally related
  - iii) Not so related
  - iv) Everything is related

#### **4. Knowledge on ECD and pre-schooling**

- 1) What is ECD?
  - i) Early childhood development
  - ii) Early child hood care
  - iii) Early childhood growth
- 2) Why this period is important?
  - i) Children are dependent
  - ii) Foundation stage for future
  - iii) It is a rapid development period
  - iv) Longtime effect of stimulation
  - v) All
  - vi) others
- 3) How this period effect on later development?
  - i) Decrease dropout rate
  - ii) Increased interest
  - iii) Increased self-depending
  - iv) Increased interest in school and curriculum
  - v) All others
  - vi)
- 4) What is developmental domain of early childhood?
  - i) Physical
  - ii) Emotional
  - iii) social

- 5) Any idea about development level?
- Yes
  - No
  - Some
- 6) How much development is done in early childhood (2 ½ year-<6 years)?
- Can walk
  - Can run
  - Climb up
  - Able to skip
- 7) What is hand and finger chronological skill?
- Draw vertical, horizontal, circular by pencil
  - Holds a pencil in writing position
  - Prints some letters
  - Builds a tower of more than six blocks
  - All chronologically
- 8) What is 3-6 year old cognitive development?
- Sorts object by shapes and colors
  - Understand most sentences and many words
  - Uses four and five words sentences
  - other
- 9) What is the language milestone of 5 ½ years?
- Recalls part of a story
  - Says name and address
  - Uses present, past, future tense
  - Tells longer story
  - 1 and 4
  - all
  - other
- 10) What is the milestone of play with mates and take turns in game?
- 2 years
  - 3 years
  - 4 years
  - 5 years
  - 6 years
- 11) What is early simulation?
- Providing material according to child need
  - Providing age appropriate interactive care
  - Encourage process for development
  - All
  - none
- 12) Can you provide proper simulation?
- Yes



- ii) Your ignorance problem
- 14) Why pre-school is important in early childhood?
- i) Social development
  - ii) Cognitive development
  - iii) For social introducing
  - iv) Institutional education
  - v) All above

#### **5. Current practices:**

- 1) How much you can use your training?
  - i) All
  - ii) Most of them
  - iii) Some
  - iv) Little bit
  - v) none
- 2) Do follow training rules in class?
  - i) Yes
  - ii) No
- 3) In class room facilitations which matter is important to you?
  - i) Children needs
  - ii) Your opinion
  - iii) Administrative process

#### **6. Scaffolding:**

- 1) How much co-operation you make in children work?
  - i) Minimum
  - ii) All
  - iii) Not yet
- 2) Can you provide co-operation according to their development level?
  - i) Yes
  - ii) No
  - iii) Sometime
- 3) How do you give support when children fall in any kind of problem?
  - i) Solve
  - ii) Tell the way of solution
  - iii) Provide minimum support

#### **7. Interaction**

- 1) Can you make interaction in the class?
  - i) Yes

- iii) Sometime
- 3) What matter is important to create interaction?
- i) Children needs
  - ii) Your opinion
  - iii) Administrative process
- 4) Which one is acceptable to you for interaction in classroom?
- i) Director
  - ii) Friend
  - iii) Neutral
  - iv) All
  - v) Other

## 8. Stimulation

- 1) Can you make environment to encourage every child in class?
- i) Sometime
  - ii) Every time
  - iii) Never
- 2) Which way you use to make stimulation?
- i) Traditional
  - ii) Modern
  - iii) child centered
- 3) Always established questionnaire method?
- i) Yes
  - ii) No
  - iii) Sometime
- 4) Do you use model for stimulation?
- i) Yes
  - ii) No
  - iii) Sometime
- 5) Do you stimulate to compare with others?
- i) Yes
  - ii) No
  - iii) Sometime
- 6) Do you encourage in group activity?
- i) Yes
  - ii) No
  - iii) Sometime
- 7) How do you provide curriculum for children cognitive development?
- i) Story
  - ii) Drama
  - iii) painting
  - iv) Visit
  - v) All

- 1) Have you any idea on individualizing?
  - i) Yes
  - ii) No
  - iii)Some
- 2) What is the reason of individualize difference?
  - i) Age
  - ii) Gender
  - iii)Family
  - iv)Developmental level
  - v) Culture
  - vi)Personality
  - vii) All above
- 3) Do you provide curriculum according to individualizing?
  - i) Yes
  - ii) No
  - iii)Sometime
- 4) If 'no' or sometime, why?
  - i) Number of students
  - ii) Traditional system
  - iii)Administrative process
  - iv)Lack of training
  - v) All
  - vi)Other

#### **10. Problem and barriers?**

- 1) Do you know about behavior problem?
  - i) Yes
  - ii) No
  - iii)Some
- 2) Do you have any idea of solving the problem according to developmental age?
  - i) Yes
  - ii) No
  - iii)Some
- 3) What is problem behavior?
  - i) Thumb sucking
  - ii) Cutting nail
  - iii)Aggressive behavior
  - iv)Crying
  - v) Absent minded
  - vi)All above
- 4) What make difficulties to solve the problem?
  - i) School



- 5) What is the reason of this behavior?
  - i) Strict attitude
  - ii) Strict discipline
  - iii) Curriculum
  - iv) Lack of teacher for seeing
  - v) All
  - vi) Other
- 6) What kind of problem is available in classroom?
  - i) Absent mind
  - ii) Aggressive behavior
  - iii) Absent
  - iv) All
  - v) Other
- 7) How do you protect this behavior?
  - i) Talkative way
  - ii) Punishment
  - iii) Search cause
  - iv) Complain to parents
  - v) Other way
- 8) Does ECD training help to overcome this problem?
  - i) Yes
  - ii) No
  - iii) Sometime

#### **11. Suggestions for improvement**

- 1) How can be pre-school activity developed?
  - i) Government concern
  - ii) Awareness of school administration
  - iii) Changing curriculum
  - iv) Compulsory ECD training
  - v) all
  - vi) other
- 2) Is there any need to make a norm to recruitment of teachers?
  - i) Yes
  - ii) No
- 3) What kind of norm do you prefer?
  - i) Educational qualification
  - ii) Training
  - iii) All

#### **12. Need for training**

- 1) Do you think training is necessary?

ii) EOD training  
iii) All

**Checklist for in-depth interview of pre-school teacher**

- 1) What are your demographic characteristics?
- 2) What is your socio economic background?
- 3) Tell about your education and training?
- 4) Why do you choose this occupation? Describe.
- 5) Do you think that you are appropriate for this service? Why? Explain.
- 6) What is your view about children and pre-school?
- 7) Tell something about your classroom performance and activity with children?
- 8) What kind of challenges and problems you face with them? Explain with example.
- 9) What is your opinion about pre-school system of Bangladesh? Do you encourage parent support in pre-school?
- 10) What would be your suggestion to improve pre-school quality in Bangladesh?
- 11) Are you satisfied with this job? Why?



**Class Observed:**

- i) Language
- ii) Math
- iii) Art
- iv) play

**ACCESS TO CURRICULUM**

<b>COMPONENTS</b>	<b>EVIDENCE</b>
<b><i>Planning experience</i></b> <ul style="list-style-type: none"><li>○ Clear Evidence</li><li>○ Some Evidence</li><li>○ Limited Evidence</li><li>○ No Evidence</li></ul>	<p>---Teacher use easy language and local material for describe lesson,-graphic organizer and picture.</p> <p>---Make spontaneous conversation.</p> <p>---uses variety techniques for make concentration and build up their learning.</p> <p>---teacher frequently checks understanding level of student by question.</p> <p>---incorporates appropriate literature according to children level.</p>
<b><i>Interacting with children</i></b> <ul style="list-style-type: none"><li>○ Clear Evidence</li><li>○ Some Evidence</li><li>○ Limited Evidence</li><li>○ No Evidence</li></ul>	<p>---Teacher invite by posing problem or question.</p> <p>---- Teacher responds to child's interest and share experience.</p> <p>----Respect Childs thinking and rule system.</p>

	<p>----Describe child's activity.</p>
<p><b><i>Orchestrating classroom activity</i></b></p> <ul style="list-style-type: none"> <li>○ Clear Evidence</li> <li>○ Some Evidence</li> <li>○ Limited Evidence</li> <li>○ No Evidence</li> </ul>	<p>-----Teacher provide activity and independently.</p> <p>-----Teacher uses group activity.</p> <p>-----Encourage project work.</p> <p>-----Teacher focused clear instruction by using board.</p> <p>-----Teacher engages in group work by walking and answered their question when they ask.</p>
<p><b><i>Facilitating family-school relations</i></b></p> <ul style="list-style-type: none"> <li>○ Clear Evidence</li> <li>○ Some Evidence</li> <li>○ Limited Evidence</li> <li>○ No Evidence</li> </ul>	<p>----Teacher facilitates effective family school relation.</p> <p>----Provide information using family object and material.</p> <p>----Teacher provides meaningful situations in which to use learning.</p> <p>----Provide familiar curriculum where they have opportunity to explore.</p> <p>----Encourage children to share their experience with their family member.</p>

Gender:.....  
Occupation:.....  
Education:.....  
Monthly income:.....  
Number of child:.....

**Concept about pre-school child:**

- 1) What do you mean by pre-school children?
- 2) Do you know the development stage of these children?
- 3) What is developmental stage?
- 4) Do you give stimulation according to development?
- 5) Do you have any idea about positive and negative impact of early foundation?

**Awareness on pre-schooling:**

- 1) What kind of environment is appropriate for pre-school child?



4) Can school administration fill up your desire?

5) What curriculum is appropriate for school?

**Awareness about teacher**

1) What kinds of teacher do you want?

2) What will be appropriate teaching knowledge?

3) Do you think that any other training is essential for teacher?

4) Do you appreciate teacher activity?

5) Can teacher fill up your goal for children in pre-school?

6) Do you think that teacher will teach everything to children?

7) Does children afraid his/her teacher?

**Difficulties in classroom**

- 1) What is negative in teacher?
- 2) Do you appreciate any strict behavior of teacher? Otherwise it is a difficulty?
- 3) Does curriculum and administration make negative impact on teacher role?
- 4) Do you think teacher parent meeting is essential?

**Hope for teacher**

- 1) What will be the administration steps for selecting skilled teacher?
- 2) do you want government to and nongovernmental steps? If “yes” then what?

**Consent Form:**

I have read the policy on Plagiarism. I understand the consequences of plagiarism including receiving a zero for y work to being dismissed from the program.

Student Signature: Thoman

Date: 25/04/2010

Student's Supervisor: Shel

Date: 25/04/2010