

## **A Study of Early Childhood Educational Environment and Conducive Factors for Pre-School Education: Highlights and Recommendations**

Tripti Juyal<sup>1</sup>, Sanjay Kumar<sup>2</sup>

<sup>1</sup>Research Scholar, Faculty of Education, NIILM University, Kaithal, Haryana

<sup>2</sup>Associate Professor, Faculty of Education, NIILM University, Kaithal, Haryana

### **ABSTRACT**

The study of child development did not begin until the late nineteenth and early twentieth century's. But ideas about how children grow and change have a long history. These thoughts support the development of development together with science. A theory is an ordered, unified set of statements that describe, explain, and predict behavior. For example, a positive theory of infant-caregiver attachment would

- Describe the behavior of 6- to 8-month-old infants as they seek care and comfort from familiar adults.
- Explain why infants form such connections relationship, Emotional attachment to caregivers.
- Predicted the impact of emotional attachment on future relationships.

Imagination is an important tool for two reasons. First, they provide a framework for our observations of children. In other words, they guide and give meaning to what we see. Second, theories confirmed by science can often provide a solid basis for action. When theory helps us understand development, we can better understand the development of children's health and treatment.

As we will see later, views were influenced by the culture and religion of the time. But a theory differs from a theory or belief in one important respect. Its continued existence depends on scientific analysis. All theories should be tested using ethical research methods approved by the scientific community, and their findings should be maintained or replicated over time. Many theories in child development have different ideas about what children are like and how they change. Research on child development does not offer the ultimate truth because researchers disagree on the implications of what they find. Moreover, children are complex creatures. They

experience physical, cognitive, emotional and social changes. No single theory can explain all of this. However, many theories contribute to knowledge, as scientists constantly try to support, refute, and reconcile these different theories.

Although there are many theories, we can easily establish them by analyzing their work on our problem:

- Is the development process continuous or not?
- Is there a developmental path that is characteristic of all children, or are there multiple developmental paths?
- The role of (and including) genetics and environment in development?

**Keywords:** Preschool, Educational Environment, Teachers' Expectations, Encouragement and Guidance, Demographically, Socially Distributed

## **INTRODUCTION:**

Behavior problems are reactions and treatments caused by stress or negative environment. The term behavioral problems cover many problems such as hygiene problems in the workplace, emotional problems such as disobedience, verbal abuse, physical abuse or violence (KP Neeraja, 2000).

For example, teachers, school staff, parents can benefit from access to information and resources to improve quality of education for disable students. These interests to difficulties these children have with participation:

- frequency or attendance
- Identify the types of environmental variables that affect school withdrawal
- factors that inhibit or encourage their participation in school).

School age is the period of 6-12 years. Young scholars are promising as creative people who are preparing for their future role in society. The school years are a time for new achievements and new experiences. Individual children needs and preferences should be respected. Danger Signs of Behavioral Disorders Include

- Harming or threatening themselves or other people
- Damaging or destroying property
- Lying or stealing
- Not doing well in school, skipping school (Saraswathi. K.N)

Education is a multifaceted process involving different factors in providing student's with a good learning environment. Teachers, schools, administrators, and programmes are critical in helping student's development academically. One of the most effective ways to increase student's success is parent's involvement. The significance of this has been repeatedly discussed by researchers in education. Although the significance of parent involvement is widely recognized in the education society, most teachers responding to the education survey indicate that most of the parents are not involved in their child's education.

The aim of this research is to examine the views of teachers and parents on their involvement in preschool education. In addition, this study explores teachers' expectations from parents and the relationship between parents and teachers' hopes for a positive relationship.

The stage concept also assumes that children experience rapid transitions as they progress from one stage to the next, alternating with plateau periods during which they remain stable at one stage. In other words, changes are sudden rather than gradual and continuous. - Is the development being done well and at a social level? This exciting theory faces significant challenges. We will examine some of the level of influence theories later in this chapter. Stage theorists think that people follow the same level of development everywhere. For example, in cognitive theory, stage theorists will seek to identify the influences that enable children to express their world through language and idea in play and thinking in childhood and to feel about thinking and work in middle childhood. At the same time, child development has become increasingly aware that children grow up in different environments and that the blend of personality & environment will lead to different changes. For example, a shy child who is afraid of social interaction will grow up in a very different environment than a child who goes out to find friends.

Middle childhood is a difficult time when relationships with friends, school and social world become difficult. Negotiating successfully in any means requires social skills and understanding

and understanding that others may see things differently than you. During this development, doctors see difficulties and problems arise. It is important to recognize the main symptoms as soon as possible to ensure effective and efficient treatment. The therapeutic goal is to improve child and family dynamics, thereby minimizing the impact on the child's emotional, social, and emotional development.

### **STATEMENT OF THE PROBLEM**

From the above conversation, it is not simple to see that the opportunities for children aged 3-6 to receive pre-school education differ according to different economic conditions. Children from lower social background go to public kindergartens, while children with better health often go to private kindergartens.

The quality of teaching in public kindergartens and Anganwadi centers is unsatisfactory due to the lack of experienced teachers. The government should make efforts to improve the quality of services in Aanganwadi centers and kindergartens to improve the performance of preschool students. Main problems are:

- What is the challenge that prevents all parents from participating in their child's education?
- What strategies can teachers use to encourage parent involvement?

### **IMPACT OF THE ENVIRONMENT:**

Demand for kindergartens is growing, and researchers are questioning whether these facilities are sufficient to meet the needs of all children. Children learn by understanding. Positive or negative, the way they see their environment affects their learning (Read, Sugawara, and Brandt, 1999). Careful and considerate design of children spaces may lead to more interaction and involvement by the children toward their tasks and promote better learning habits (Doctoroff, 2001).

During childhood, the child undergoes a remarkable transformation from a productive, successful infant to an independent, self-sufficient individual with thoughts and feelings. Everyone wants their child to behave well. However, behavioral problems may develop in children aged 6-12 years. These childhood disorders are usually defined as abnormalities in at least one of these, be it emotional, behavioral, or social. (Roberts, 2002).

The purpose of this study is to help teachers recognize behavioral problems and give some tips to support and encourage parents' involvement in preschool education. Findings from this study may help teachers and administrators provide activities for parents that encourage parent involvement in school activities and make parent involvement more productive.

Waanders, Mendez, & Downer (2007) have defined parental involvement as participating in children's education through communication or behaviors. Huang, & Mason (2008) have defined parental involvement as activities, attitudes, and behaviors from parents towards their children's education, which contribute to improving students' performance. Ramirez (2003) has defined parental involvement as having and applying a program in schools that helps to engage more parents in school life.

Turney & Kao (2009) have defined parental involvement as "social capital that consists of networks and connections" (p. 258). The importance of parental involvement in preschool is that it determines the academic achievement in next educational grades. Parental involvement in preschool includes not only meeting the children's needs for education, but also supporting children's development (Kocyigita, 2015).

Some special benefits of parental involvement at a preschool level are improvement in reading level and students showing improvement in their understanding, which allows them to move to the next level (Huang, & Mason, 2008). Academic achievement in subsequent school grades is determined during preschool (Kocyigita, 2015).

### **PARENTAL INVOLVEMENT OPTIONS:**

According to Kocyigita (2015), There are five ways parents can participate in school activities; for example, family activities, family communication, parent involvement in education, home visits, and parent involvement in management and decision-making.

Huang and Mason (2008) mentioned that there are six types of parental involvement, which are parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community. Parental involvement can be effective through several practices that help parents to engage in their children's educational processes. Some of the parental involvement practices are family education programs, PTO/ PTA involvement and conferences. Family

education programs are the main method of involving parents that is used in schools (Huang, & Mason, 2008).

## **CHILD PSYCHOLOGY AND PARENTING BEHAVIOUR**

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## **HIGHLIGHTS OF FINDINGS**

The results showed that all parents enjoyed in-person meetings, and most said their child's school explained the benefits of parent involvement. Additionally, all of the parents reported that their children's teachers explained their expectations at the beginning of the school year. Many parents say they seek advice to help their children learn. Most parents said they sometimes attended school events. However, they said that they did not receive any feedback from the teachers after the incident.

According to reports, the main reason that prevents most parents from participating in school activities is work conflict due to full-time work. Even though parents have a busy schedule, they communicate with teachers every week and like to communicate with teachers via text messages. Additionally, more than half of the parents liked the classroom activities and extracurricular activities. The results suggest that teachers need to improve communication with parents, who say they want more information about their children's performance and behavior in the classroom. Additionally, teachers want parents to be involved in curriculum/special education, help their children with homework, and communicate openly and honestly with teachers.

Teachers also reported that most parents liked classroom/extracurricular activities, and this preference was also expressed by the parents themselves. Also, the thing parents least like about teachers is volunteering. Most teachers said they run courses to explain the benefits of parental involvement; much like parents respond to teachers teaching their children the benefits of parenting collaboration. Teachers are also willing to talk to parents at school pick-up and drop-off. This incident shows that both teachers and parents prefer to communicate in writing or face to face. The best qualities teachers want to demonstrate in their relationships with parents are open communication, trust, use of feedback and willingness to help.

Results show that both teachers and parents want to talk openly. Interview results show that parents like in-class activities, while the activities that parents do not like to participate in are extracurricular activities, volunteering and parties. Additionally, the results of the interviews showed barriers to parental involvement, such as poor English skills, conflicting work hours, cultural differences, and the belief that teachers know their job. Some parents cannot go to school or talk to their child's teachers due to a speech impediment.

Additionally, some parents do not have time to participate because they work as full-time students. Parents also said that they trust teachers to do their job and do not want to interfere. Some parents said teachers did not explain parenting expectations to them at the beginning of the year. Other parents said they received little information about communication and education plans and no details about parental rights and involvement. Additionally, some parents cannot understand the teachers' expectations because they do not come to school on the first day of school.

## **RECOMMENDATIONS**

I want teachers to help parents who do not speak English well and to teach parents who understand English and have a good cultural background. Building relationships with parents who speak English and have been living in Dehradun for several years will help new parents in Dehradun integrate into and learn the new culture. Parental support for each other encourages parent involvement in their child's school. Schools can also invite parents to talk about their culture and holidays in their children's classes and among other teachers. Additionally, teachers need to understand the culture of their students and understand the education of other countries. Having books in school libraries is beneficial for students and teachers. Schools should hold meetings to explain to parents what is expected of them and the importance of parental involvement.

Also, teachers should attend meetings to help them understand other cultures and understand that attending panel discussions or parent-teacher conferences is new to some teaching parents. Discussions between parents and teachers and between parents can only occur through parent nights, informal discussions with parents and teachers. Informal meetings between teachers and parents can help break the ice and provide time to talk in detail about children at home and at



school. Building a strong relationship between parents and teachers can help increase teacher and parent involvement.

Future research should expand the survey and interview sample. Additionally, a study that would provide a better understanding of parental involvement is a study that compares two or more schools in various sectors. Parents can be divided into different groups based on their culture, and barriers to participation can be compared between each group. Additionally, future studies can focus on parents and expand the sample to more cities in Dehradun district through online survey. Another possibility for future research is to investigate parent involvement across classrooms.

### **CONCLUSION:**

The health and well-being of all children is the primary goal. In the digital age, awareness about the health, social, emotional and physical development of all children is more important than ever. The use of technology and digital media should not isolate, reduce or interfere with children's healthy communication with friends, family and teachers, and their social, recreational and other activities. Scientific research by early childhood educators on emerging technology-related topics, including 3D and eye health, electromagnetic fields, toxins from lead-based paint or batteries, choking hazards associated with minor or other problems, physiological or developmental, or side effects associated with technology use. Role of parents: Parents are the foundation of a child's development. If children do not develop a good relationship with their first parents, their emotions and performance at school will suffer. The best time to bond early is between 0-7 months, and the best way to bond is through play. Technical conditions determined on the brain. Parents need be sure for the necessary controls are made when introducing technology into their lives so that their children adapt to technology and do not become addicted to it.

Experiencing these issues and other challenges looks different for many children: Children in stressful homes Later Effects on Social and Developmental Development may also live in poor communities, attend under-resourced schools, and interact with under-resourced peers. Research shows that risk factors for the child, parents, peers, and culture all contribute to risky thinking and behavior. All additional risk factors explain variability in outcomes, and there is growing

evidence that risk factors are associated with depression and behavioral problems [20]. For example, the impact of exposure to extreme poverty may vary depending on parenting characteristics and family relationships; A full analysis of the family and interventions should consider all levels of benefit and their effects.

Technology is an important tool that supports children's learning in the home and school environment. Many people's interest in technology is a childhood obsession. If a child relies on technology for every lesson, their creativity will be compromised and therefore better collaboration will be needed. Technology has brought students, teachers and parents closer together.

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