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## Perceptions of Teachers Regarding Early Childhood Classroom

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### Abstract

Perceptions of Teachers regarding Early Childhood Classroom were a new study. In this the following objectives were used: (1) To investigate teachers' views about early childhood classroom; and (2) To find out the teachers' opinion about students learning at early childhood classroom. While in this study two research questions were tested: (1) What do educators think the best setting is for young children to learn? and (2) How do teachers perceive the current situation of their school's early childhood classrooms? All the Primary School Teachers in Ghari Kapoora were the population in this study. A sample of (63) Primary School Teachers from (10) Schools were selected randomly. A closed-ended questionnaire with three (Yes, No, & Undecided) were developed. The instrument was validated from the experts. Reliability of instrument was calculated 0.80. It was concluded that most of the teachers were of the view that ECC refers to learning from birth to eight years, produces a child's brain is more responsive, and productive. Based on conclusion, it was recommended that teachers may be focused on Early Childhood Classroom in their learning.

Keywords: Teachers, Primary School, Early Childhood Classroom.

### Introduction

From birth until age eight, a child's brain is more responsive to their environment, which is why the phrase "early childhood" is used. During this "remarkable growth" phase, a special approach to education is required to ensure that children gain the foundational skills and information that will benefit them later on. (Harini et al., 2023).

The main ideas, skills, and developmental turning points that children go through throughout this period of their lives—such as the emergence of reading, numeracy, and critical thinking—are the focus of early childhood education. In addition to preparing children for future academic success, the OECD considers the availability of high-quality early childhood care and education to be a critical economic indicator for assessing a nation's health and future position. Additionally, encouraging high-quality early childhood education is one of UNESCO's sustainable development goals. Children's lives are directly impacted



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by this crucial aspect of education, which fosters civic engagement, economic advancement, and national success. (Murray, 2023).

Early life: From the age of five to eight, children acquire their early education in the classroom, where they spend their first few years of life. Since it offered an effective learning environment that incorporated all forms of play and other essential activities for the child's development, it was believed to be an essential component of a child's early development. (Adnan et al., 2016).

A youngster's academic achievement can be greatly influenced by their early experiences. During this critical stage of life, a child's social, psychological, biological, and emotional development all change. Children between the ages of three and five were the focus of several educational projects and practices designed to support child development. (Bibi and Ali, 2012). The NEP (1998–2010) sought to increase the number of years of primary education by reintroducing "Katchi" as a regular lesson in primary schools, in response to recognition of the importance and role of early childhood education (ECE), particularly its influence on students' learning outcomes. Early childhood development and care may be expected in this situation. (Shonkoff et al., 2012).

### Research Objectives

- To investigate teachers' views about early childhood classroom.
- To find out the teachers' opinion about students learning at early childhood classroom.

### Research Questions

- What do educators think the best setting is for young children to learn?
- How do teachers perceive the current situation of their school's early childhood classrooms?

### Statement of the Problem

perceptions of teachers regarding early childhood classrooms. Specifically, it seeks to explore how teachers view the effectiveness of classroom environments, teaching strategies, and the impact on child development at the early stages of education. By examining these perceptions, the study aims to identify potential gaps or areas for improvement in early childhood education practices.

### Review of Related Literature

ECE, or early childhood education, is essential for forming young brains and promoting lifelong learning. Children's growth and future academic achievement are significantly impacted by the caliber of early childhood education. Knowing how teachers perceive their classroom surroundings is essential to designing the best learning environments that promote kids' overall growth.

### Key Themes in Teacher Perceptions

Numerous important factors in teachers' opinions of early childhood classrooms are regularly highlighted by research:

1. **Physical Environment:**
  - **Space and Organization:** Educators like well-organized classrooms with areas designated for a variety of activities,



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including quiet areas, learning areas, and play areas. (Jones & Chandler, 2017).

- **Natural Light and Ventilation:** It is believed that creating a stimulating and healthy learning environment requires natural light and enough ventilation. (Evans & Weikart, 2002).
  - **Aesthetic Appeal:** Children can learn more in a visually appealing classroom with age-appropriate furnishings, vibrant décor, and engaging exhibits. (Sylva et al., 2004).
2. **Learning and Teaching Practices:**
- **Play-Based Learning:** Teachers emphasize play's function in cognitive, social, and emotional development and recognize its importance as a foundational component of early childhood education. (Bodrova & Leong, 2007).
  - **Child-Centered Approach:** Teachers strongly support a child-centered approach that respects children's interests, developmental requirements, and learning preferences. (Katz & Chard, 2000).
  - **Differentiation:** The ability to adapt their teachings to each student's unique learning needs is something many teachers enjoy. (Tomlinson & Allan, 2000).
3. **Teacher-Child Interactions:**
- **Positive Relationships:** Building solid, wholesome relationships with kids is essential to creating a supportive and caring learning environment. (Hamre & Pianta, 2001).
  - **Responsive Teaching:** Teachers place a strong emphasis on the ability to respond to children's cues and individual needs in a sensitive and efficient manner. (Brophy, 2004).
  - **Emotional Support:** Early childhood education is said to provide psychological guidance and assistance for kids. (Pianta, 1999).
4. **Resources and Materials:**
- **Access to Quality Materials:** Teachers emphasize the importance of having access to a variety of excellent learning resources, including technology, books, and tips. (Bredenkamp & Copple, 1997).
  - **Adequate Resources:** Enough space, tools, and technology are needed to implement successful early childhood programs. (Jones & Chandler, 2017).
  - **Professional Development:** To increase their knowledge in early childhood education, teachers take use of chances for continuous professional development. (Darling-Hammond, 2000).

### Implications for Practice

Examining the perspectives of early childhood educators may help develop and administer successful early childhood programs. Creating learning settings that reflect the beliefs and priorities of teachers can enhance the quality of early childhood education and the results for young students.



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## Methodology

### Population

All the Primary Schools in Garhi Kapoora were the population in this study.

### Sample

A sample of (10) Primary Schools in tehsil Garhi Kapoora were selected randomly. In which the following respondents were included.

School No	Teachers	Total
10	63	63
<b>Sample: 63</b>		

### Research Instrument

A closed-ended questionnaire with three options were developed.

### Validity

The instrument was validated from the experts.

### Reliability

The reliability of instruments was calculated 0.80.

### Delimitation

This study was delimited to the tehsil Garhikapoora in District Mardan.

### Data Analysis

#### Statement No: 1 Early Childhood Education refers to learning from birth to eight years

PST	Yes %	No %	Undecided %	Highest %
63	98.40	1.60	00	98.40

Statement No, 1 show that (98.40) percent of teachers said that Early Childhood Education refers to learning from birth to eight years.

#### Statement No: 2. Early Childhood Education produces a child's brain is more responsive to their environment

PST	Yes %	No %	Undecided %	Highest %
63	96.80	1.60	1.60	96.80

Statement No, 2 show that (96.80) percent of teachers said that Early Childhood Education produces a child's brain is more responsive to their environment.

#### Statement No: 3. Early Childhood Education creates foundation skills among the learners

PST	Yes %	No %	Undecided %	Highest %
63	98.40	00	1.6	98.40

Statement No, 3 show that (98.40) percent of teachers said that Early Childhood



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Education creates foundation skills among the learners.

### **Statement No: 4. Early Childhood Education develops reading skills among the learners**

PST	Yes %	No %	Undecided %	Highest %
63	96.80	3.20	00	96.80

Statement No, 4 show that (96.80) percent of teachers said that Early Childhood Education develops reading skills among the learners.

### **Statement No: 5. Early Childhood Education progresses numeracy among the learners**

PST	Yes %	No %	Undecided %	Highest %
63	100	00	00	100

Statement No, 5 show that (100) percent of teachers said that Early Childhood Education progresses numeracy among the learners.

### **Statement No: 6. Early Childhood Education improves critical thinking among the learners**

PST	Yes %	No %	Undecided %	Highest %
63	95.20	4.80	00	95.20

Statement No, 6 show that (95.20) percent of teachers said that Early Childhood Education improves critical thinking among the learners.

### **Statement No: 7. Early Childhood Education promotes Learning**

PST	Yes %	No %	Undecided %	Highest %
63	96.80	1.60	1.60	96.80

Statement No, 7 show that (96.80) percent of teachers said that Early Childhood Education promotes Learning.

### **Statement No: 8. Early Childhood Education helps learners in gaining knowledge**

PST	Yes %	No %	Undecided %	Highest %
63	96.80	1.60	1.60	96.80

Statement No, 8 show that (96.80) percent of teachers said that Early Childhood Education helps learners in gaining knowledge.

### **Statement No: 9. Early Childhood Education increases learners' experiences**

PST	Yes %	No %	Undecided %	Highest %
63	98.40	1.60	00	98.40

Statement No, 9 show that (98.40) percent of teachers said that Early Childhood Education increases learners' experiences.




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**Statement No: 10. Early Childhood Education changes learners' behavior**

PST	Yes %	No %	Undecided %	Highest %
63	98.40	1.60	00	98.40

Statement No, 10 show that (98.40) percent of teachers said that Early Childhood Education changes learners' behavior.

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**Statement No: 11. Early Childhood Education improves conceptual clarity of learning**

PST	Yes %	No %	Undecided %	Highest %
63	96.80	3.20	00	96.80

Statement No, 11 show that (96.80) percent of teachers said Early Childhood Education improves conceptual clarity of learning.

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**Statement No:12. Early Childhood Education inculcates social learning among the learners**

PST	Yes %	No %	Undecided %	Highest %
63	98.40	00	1.60	98.40

Statement No, 12 show that (98.40) percent of teachers said Early Childhood Education inculcates social learning among the learners.

**Conclusion**

It was concluded that most of the teachers were of the view that ECC refers to learning from birth to eight years, produces a child's brain is more responsive, creates foundation skills, develops reading skills, progresses numeracy, improves critical thinking, promotes Learning, helps learners in gaining knowledge, increases learners' experiences, changes learners' behavior, improves conceptual clarity and inculcates social learning among the learners.

**Recommendations**

On the basis of conclusion, it was recommended that teachers may focused on Early Childhood Education in the learning. They may read new books and research studies on it to perform better in the learning environments.

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