



Effect of Early Childhood Education Training Programmes on Child Development

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Abstract:

The purpose of the study is to investigate the effect of early childhood education (ECE) training programmes on child development. The study is descriptive in nature and a survey method was applied for the collection of data. Ninety (90) teachers and heads of pre-schools of Taxila city were included in the population. A research questionnaire based on five-point Likert scale was used to collect the data and the questionnaire was personally administered by the researcher. Chi-Square association test was utilized to explore the association between responses of the students and percentage was also used for data analysis. The majority of teachers mentioned that ECE training programmes offer multiple skills for teachers such as use of instructional resources, knowledge competencies of teachers, comprehension of content, and principles of the learning process. Further ECE training programmes effectively contribute into the developmental process of child while providing diversity of professional development concepts. The study recommended that to make the teaching process more effective and to get better results in the field of education, teachers may have pedagogical skills to improve classroom management.

Keywords: Early Childhood Education, Training Programs, Development of Children

INTRODUCTION

Children's shared learning in childhood is frequently comprehended as essentially the demonstration of tuning in general practice. Along these lines correspondence and communication with adults and peers is viewed as vital. This concept also supports effective strategies of child learning and features the knowledge acquiring strategies for learner. Furthermore, teachers become exceptionally equipped for imparting knowledge to perform instructional activities effectively. Ability of a learner to plan and prompt perspectives, and to take part in basic leadership is exceedingly reliant on the unique situation, and particularly on the degree to which it enhances development and encourages learning of child (Emilson & Folkesson, 2006).

According to Brownlee (2009), early childhood education (ECE) is considered as centering through the instructional activities arranged by the teacher in classroom and points of view regarding involvement of the child. The research identified that several intercessions in early childhood

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education and children's involvement, in academic and classroom setting is also supported through different theories presented to support child learning human science, and research studies conducted to enhance the learning of a child. The idea of child involvement, identified and explored through several studies, mentioned the unique concept of creating individual need and skill of the child in procedures for regular instructional activities for the child. Children are seen as dynamic learners, operators of their lives, and reproducers of the way of life as opposed to being destitute and powerless creatures (Corsaro, 2011).

Roos (2015) has identified that teacher's side effort in early childhood is considered basic for the involvement of child and expressed through different studies conducted on participatory learning. A study mentioned the typical structure of the learner involvement strategies by imperative pathway to encircling child's involvement in progressing learning. Another Study expresses different aspects of adult education to tolerate the characteristics of empowering agents through learner involvement duty which based on foundation, change, and commitment. The instructional method also supports the participatory learning model which identified that the learning should be measured as a continuous procedure in which instructional activities and procedures of all phases are received through work within the framework. It supports academic connection between child and teacher readiness which centers around learner encounters. Emilson & Johansson (2009) has mentioned that the model needs affectability through eagerness to receive learners' academic achievement. The current study based on the following objectives: To identify the existing Early Childhood Training Programmes at pre-primary school level, and; To suggest some guidelines for effectiveness of ECE training programmes. The study focused on the question: What are the prevailing practices of early childhood training programmes?

REVIEW OF LITERATURE

Roos (2015) has identified that at early stages of learning years, issue of perceiving the active involvement of child is expressed. The researcher expresses that regardless of the way connection of teacher and learner, active involvement is overlooked in communication in classroom. The schedules and social comprehension in learning strategies at childhood provide solid part, while schools design, actualize and assess their ordinary strategies for grabbing learner's attention. For instance, teachers' schedules to provide the absence of day by day intuitive minutes, in light of the fact that firmly planned strategies for children enhance the effective instructional perspectives.

Roos (2015) has brought up that the nature of communication in situations where children ought to have flexibility of expression or their sentiments ought to be considered changed as these might not impact their day by day care schedules to enhance the involvement of the learner. Berthelsen (2009) conducted research that also comparatively encounters several operative instructional practices for children with different learning opportunities to think about the instructional strategies that are truly counseling the learning issues with proper and effective sentiments. Classroom climate purposefully settles on the choice to neglect the individual needs of the child and embrace the educational practices that are operative and present the participatory learning strategies for child to enhance learning. As indicated by another study, the educators' individual support for each child also enhances the involvement of the learner and provides more fundamental needs of the child ability for imparting effective communication.

Anning, Cullen & Flear (2008) explored that ECE provides learning and developmental concepts at early ages. Teachers provide suitable instructions to children so that they can effectively interact with the environment and can produce effective interaction with the academic climate and peers. Parents provide effective attention to the child to keep them on track and perform instructional practices. ECE enables children to attain self-assurance to make them stable in their future academic career and learn effectively. Early childhood works on standard procedures to enhance the personal competency of the child to perform academic practices effectively. This also provides opportunities for action research to enhance the teachers' professional competence. The concept also enables children to perform academic practices effectively with social interaction. It also presents the effective lesson planning so that children can easily understand what is required from the activity. The concept also casts everlasting effects on the learning of the children which provides future merits towards education. Developmental aspects are also combined in the learning environment to enhance the instructional goals.

McDowall (2013) highlighted that use of play in early childhood initiates several aspects of learning and development and provides means to enhance learning opportunities. Teachers must take action to enhance the child learning through implementing those procedures in classroom settings. This creates leadership and cognitive ability which enables children to solve arithmetic problems through enquiry method and problem solving method. Major aspects of implementing learning through playing involve a suitable environment to provide professionally trained teachers, discipline, observation, and appropriate instructional practices to be integrated into play.

Casper & Theilheimer (2009) demonstrated that implementation of learning through play is the standardized concept in early childhood that has numerous effects on the development of the child in various ways. Through this concept, children develop creativity and frequently learn the instruction to solve a puzzle. Study also explored that physical activities must be integrated in the learning concept to enhance the psychomotor abilities of the learner to produce emotional stability. Study identified that play allows a child to interact with peers and allow to enhance social connections with peers and they develop self-confidence. This research also identified that play also enhances the sensation abilities in which children can sense the environment and act according to the situation. Although this quality takes time to master but it is the good time to start practicing this skill at an early age to enhance social interaction among children. It enhances the personal experience of children with the environment and enhances the learning and development of the child and the teacher can take part while understanding the individual needs of the learner in an academic climate.

Campbell *et al.* (2002) identified that underdeveloped countries or country side areas of most developed nations produce disadvantages of child labour which reduced the motivational level of a child. Most of the nations are adopting strong strategies to reduce poverty and child labour through effective manner. Child protection programmes are essential for every nation to reduce child abuse because it is a major drawback of poverty which reduces the child's urge to learn or take part in learning activities and they prefer to work instead. Therefore, several nations momentarily survey the country to reduce poverty and child abuse. Such as, different common wealth nations work together to detect and reduce child labor and provide educational opportunities. Most of the countries supported to reduce child labour and established several departments all over the world

to reduce the poverty level through financial aid and detecting and reducing child abuse worldwide. But there still exists gaps in this area and several organizations hire children to work hard at meager income. UNICEF (2013) identified that worldwide, 130 million children from age 6-15 are considered to be working and victim of child abuse. In most war zone countries, children die due to hunger before celebrating their 5th birthday as compared to underdeveloped countries which observe child labour. In most poor countries, 5 percent of children are the victim of child abuse at different workplaces and about 11 percent are financially suppressed due to the financial condition of the family.

Marope and Kaga (2015) showed that ECE programmes could rarely be afforded by people with meager incomes such as third world countries. Administrators also support the programmes with financial assistance but that is not enough because partners of school administrators sometimes take less control of the financial matters which ultimately reduces the quality of the programme or affordability of the programme expenses. So, third-world or underdeveloped countries mentioned by commonwealth banks are still unaware of the quality of this system and school administrators rarely take responsibility to implement ECE programmes. In several countries, people with less income rarely approach the quality learning so the scope of ECE reduces in that case.

ECE Training and Child Development

Watkins & Mortimore (1999) formulated the process of learning and the process of instruction in the climate where ECE is focused. As suggested by earlier research, teaching methods may be comprehended to enhance the knowledge of the children and general public. At earlier stages of development beginning word pedagogy essentially signifies to educate the learner. Educational research mentioned it as an instructional method. It is identified with a climate where actual learning takes place such as school because of educating as teachers' mediation. In the setting utilized as a part of mainland Europe, the idea of teaching method is identified with the help developmental process that takes place while educating the child. Petrie (2009) presented the expression of instructional method which is identified and incorporated the entire course for a child to acquire knowledge upheld over strategy and classroom activities involve in the teaching learning process. Children's participation is viewed as a piece of child development process at earlier stages of age approach archives in different countries. The subject matter guarantees that learner drives and moves are made teacher-centered instructional activities which are recommended to help or assist the learner in academic climate to end up their individual instructional awareness.

Kumpulainen, *et al.*, (2011) found that in ECE learners are considered as dynamic learners, specialists because of having more control over their life cycle, way of life as opposed to being poor and vulnerable creatures. The aspect is considered broadly significant and historians take prior interest in ECE. The developmental theories of childhood development and learning discovered help in different trains, for example, human science, developmental brain science, and social investigations. The idea of delivering and imparting knowledge in child seen as a self-motivated procedure because learners converge into the way of life of their general public, instructional activities and qualities and by constructing dynamic significance. Lerner and Overton (2008) identified that the integration of learning is associated with the significant idea of the Relational Developmental Systems, presented to comprehend the instructional practices as an essential part of

the developmental process amongst learners and classroom. Furthermore, the motivation in learning is wide and alludes to both social and psychological procedures.

Liew (2012) supported this idea as a critical hindrance involved in the developmental process. Moreover, the confidence of learner in self and the educational climate is essential and comprehended through different instructional practices for learners of early childhood in this manner. However versatile development directions encourage positive development through assets in families, kindergartens and groups. For instance, self-control can be recognized in classroom conduct to be associated with alternating, continuing on an assignment, or recalling the bearings. McClelland & Cameron (2011) conducted a study on ECE and present a connection among singular aspects of learning and acquiring knowledge setting can be recognized, new methods of teaching discovery learning to advance social equity through the use of effective instructional strategies for child learner.

RESEARCH METHODOLOGY

The study aimed to measure the effect of ECE training programmes on the development of children. The study is descriptive for which a quantitative approach was applied. In the quantitative approach, the researcher used survey method for the collection of data. In survey method data were collected through questionnaire.

Population of the study included all the teachers teaching at the pre-school level (Montessori Schools) and heads of these schools in Taxila City. Ninety teachers were working in all pre-school institutions. Universal sampling technique was used to obtain the sample from the population. The researcher selected 100 percent population as a sample because the population size was quite manageable. The researcher selected the 100 percent sample which, according to Gay, Mills, & Airasian (2009), is a justifiable sample size.

After going through extensive literature on ECE training programmes and child development, one questionnaire was developed for teacher trainees and principals. Five-point Likert scale (categorically Strongly Agree, Agree Undecided, Disagree, and Strongly Disagree) was used. The statements of the questionnaire were aligned with the objectives of the study.

The reliability coefficient of the questionnaire was determined by applying Cronbach alpha reliability method and its value was $\alpha = 0.84$, which was appropriate for the survey. The researchers personally visited the sampled schools for data collection. The questionnaires were personally administered by the researchers to collect data from respondents. Respondents were approached in classrooms formally and where it was not possible they were accessed informally after class. To analyze the collected data, SPSS version 22 was used. Data was collected, scored, tabulated, and analyzed by chi-square and percentage.

RESULTS

The purpose of this section is to illustrate the results of the data analysis for the study.

Table 1

Distribution of Teachers Regarding In-service Training

In-service Attended	Training	Frequency	Percentage
Yes		62	69%
No		28	31%
Total		90	100%

Table 1 indicates that 69 percent of the respondents have attended in-service training and 31 percent of the respondents have not yet participated in in-service training.

Table 2

Distribution of Teachers Regarding ECE Training

ECE Training	Frequency	Percentage
Yes	71	79%
No	19	21%
Total	90	100%

Table 2 shows that about 79 percent of the teachers participated in teacher leadership courses while 21 percent teachers have not yet joined ECE training.

Table 3

Conditions and Environment

S#	Statements	χ^2
1	The training provided is quality wise satisfactory <i>SA=23 A=39 N=9 D=12 SD=7</i>	39.11 <i>p=0.00001</i>
2	Training focuses on classroom management skills <i>SA=19 A=46 N=8 D=7 SD=10</i>	59.44 <i>p=0.00001</i>
3	Mentoring is provided to trainee teachers <i>SA=38 A=26 N=5 D=12 SD=9</i>	41.67 <i>p=0.00001</i>
4	Trainee teachers are trained in lesson planning <i>SA=21 A=56 N=7 D=4 SD=2</i>	112.56 <i>p=0.00001</i>
5	Trainee teachers are properly trained in record keeping of school <i>SA=31 A=45 N=9 D=5 SD=0</i>	81.78 <i>p=0.00001</i>
6	Trainee teacher are properly trained in methodology for teaching different subjects <i>SA=25 A=48 N=10 D=7 SD=0</i>	81 <i>p=0.00001</i>
7	Trainee teachers are properly trained in preparation of time table <i>SA=39 A=43 N=6 D=2 SD=0</i>	99.44 <i>p=0.00001</i>
8	Trainee teachers are trained in developing tests <i>SA=36 A=52 N=2 D=0 SD=0</i>	132.44 <i>p=0.00001</i>

p-value < 0.05

Table 3 indicates teachers' statement wise response for the statement, "The training provided is quality wise satisfactory". The value of χ^2 was 39.11 which was above the table value 9.49, which is significant at p-value 0.00001. For the statement, "Training focuses on classroom management skills" the value of χ^2 was 59.44 which was above the table value 9.49, which is significant at p-value 0.00001. For the statement "Mentoring is provided to trainee teachers" the value of χ^2 was 41.67 which was above the table value 9.49, which is significant at p-value 0.00001. For the statement "Trainee teachers are trained in lesson planning" the value of χ^2 was 112.56 which was above the table value 9.49, which is significant at p-value 0.00001. For the statement "Trainee

teachers are properly trained in record keeping of school” the value of χ^2 was 81.78 which was above the table value 9.49, which is significant at p-value 0.00001. For the statement “Trainee teacher are properly trained in methodology for teaching different subjects” the value of χ^2 was 81 which was above the table value 9.49, which is significant at p-value 0.00001. For the statement “Trainee teachers are properly trained in preparation of time table” the value of χ^2 was 99.44 which was above the table value 9.49, which is significant at p-value 0.00001. For the statement “Trainee teachers are trained in developing tests” the value of χ^2 was 123.44 which was above the table value 9.49, which is significant at p-value 0.00001.

Table 4

Gathering Information for Children’s Skills and Interest

S#	Statements	χ^2
9	Trainee teachers are trained to use A.V. aids effectively <i>SA=27 A=46 N=5 D=12 SD=0</i>	77.44 <i>p=0.00001</i>
10	Training gives opportunity to new teachers to enhance their teaching competencies <i>SA=32 A=49 N=5 D=3 SD=1</i>	102.22 <i>p=0.00001</i>
11	Proper evaluation at every step is taken in training <i>SA=20 A=51 N=11 D=6 SD=2</i>	85.67 <i>p=0.00001</i>
12	Trainee teachers are trained in questioning techniques <i>SA=21 A=35 N=4 D=19 SD=11</i>	30.22 <i>p=0.00001</i>
13	Trainee teachers are trained to handle behavior problem of student in a positive way <i>SA=24 A=53 N=5 D=7 SD=1</i>	102.22 <i>p=0.00001</i>
14	Early Childhood Education Training makes students creative learners <i>SA=28 A=56 N=6 D=0 SD=0</i>	129.78 <i>p=0.00001</i>
15	Training helps teachers to teach skillfully <i>SA=26 A=47 N=9 D=8 SD=0</i>	78.33 <i>p=0.00001</i>
16	Early Childhood Education Training enhances students’ cognitive level <i>SA=47 A=30 N=8 D=5 SD=0</i>	82.39 <i>p=0.00001</i>
17	Early Childhood Education Training enhances students’ thinking skills <i>SA=33 A=45 N=12 D=0 SD=0</i>	91 <i>p=0.00001</i>

p-value < 0.05

Table 4 indicates teachers’ statement wise response. For the statement “Trainee teachers are trained to use A.V. aids effectively” the value of χ^2 was 77.44 which was above the table value 9.49, which is significant at p-value 0.00001. For the statement “Training gives opportunity to new teachers to enhance their teaching competencies” the value of χ^2 was 102.22 which was above the table value 9.49, which is significant at p-value 0.00001. For the statement “Proper evaluation at every step is taken in training” the value of χ^2 was 85.67 which was above the table value 9.49, which is significant at p-value 0.00001. For the statement “Trainee teachers are trained in questioning techniques” the value of χ^2 was 30.22 which was above the table value 9.49, which is significant at p-value 0.00001. For the statement “Trainee teachers are trained to handle behavior problem student in positive way” the value of χ^2 was 102.22 which was above the table value 9.49, which is significant at p-value 0.00001. For the statement “Early Childhood Education Training makes students creative learners” the value of χ^2 was 129.78 which was above the table value 9.49,

which is significant at p-value 0.00001. For the statement “Training helps teachers to teach skillfully” the value of χ^2 was 78.33 which was above the table value 9.49, which is significant at p-value 0.00001. For the statement “Early Childhood Education Training enhances students’ cognitive level” the value of χ^2 was 82.39 which was above the table value 9.49, which is significant at p-value 0.00001. For the statement “Early Childhood Education Training enhances students’ thinking skills” the value of χ^2 was 91 which was above the table value 9.49, which is significant at p-value 0.00001.

Table 5

Creating Shared Experiences for Children

S#	Statements	χ^2
18	Early Childhood Education Training improves students’ mathematical skills <i>SA=24 A=49 N=10 D=7 SD=0</i>	83.67 <i>p=0.00001</i>
19	Early Childhood Education Training improves students’ language skills <i>SA=22 A=45 N=12 D=8 SD=3</i>	61.44 <i>p=0.00001</i>
20	Early Childhood Education Training improves students’ mental development <i>SA=26 A=48 N=9 D=7 SD=0</i>	82.78 <i>p=0.00001</i>
21	Early Childhood Education Training enhances students’ communication power <i>SA=32 A=46 N=8 D=4 SD=0</i>	88.89 <i>p=0.00001</i>
22	Early Childhood Education Training has positive effects on students’ personality <i>SA=29 A=41 N=12 D=5 SD=3</i>	60 <i>p=0.00001</i>
23	Early Childhood Education Training has positive effects on students’ reasoning ability <i>SA=19 A=52 N=14 D=5 SD=0</i>	92.56 <i>p=0.00001</i>
24	Early Childhood Education Training enables students to besocial <i>SA=25 A=47 N=15 D=3 SD=0</i>	80.44 <i>p=0.00001</i>
25	Early Childhood Education Training improves students’ moral development <i>SA=31 A=46 N=8 D=5 SD=0</i>	85.89 <i>p=0.00001</i>
26	Early Childhood Education Training improves students’ life skills <i>SA=30 A=51 N=5 D=4 SD=0</i>	106.78 <i>p=0.00001</i>

Table 5 indicates teachers’ statement wise response. For the statement “Early Childhood Education Training improves students’ mathematical skills” the value of χ^2 was 83.67 which was above the table value 9.49, which is significant at p-value 0.00001. For the statement “Early Childhood Education Training improves students’ language skills” the value of χ^2 was 61.44 which was above the table value 9.49, which is significant at p-value 0.00001. For the statement “Early Childhood Education Training improves students’ mental development” the value of χ^2 was 82.78 which was above the table value 9.49, which is significant at p-value 0.00001. For the statement “Early Childhood Education Training enhances students’ communication power” the value of χ^2 was 88.89 which was above the table value 9.49, which is significant at p-value 0.00001. For the statement “Early Childhood Education Training has positive effects on students’ personality” the value of χ^2 was 60 which was above the table value 9.49, which is significant at p-value 0.00001. For the statement “Early Childhood Education Training has positive effects on students’ reasoning ability”

the value of χ^2 was 92.56 which was above the table value 9.49, which is significant at p-value 0.00001. For the statement “Early Childhood Education Training enables students to be social” the value of χ^2 was 80.44 which was above the table value 9.49, which is significant at p-value 0.00001. For the statement “Early Childhood Education Training improves students’ moral development” the value of χ^2 was 85.89 which was above the table value 9.49, which is significant at p-value 0.00001. For the statement “Early Childhood Education Training improves students’ life skills” the value of χ^2 was 106.78 which was above the table value 9.49, which is significant at p-value 0.00001. Table 6

Developing Participatory Activities

S#	Statements	χ^2
27	Early Childhood Education Training improves students’ attitude towards learning <i>SA=27 A=46 N=12 D=5 SD=0</i>	77.44 <i>p=0.00001</i>
28	Early Childhood Education Training improves students’ behavior <i>SA=18 A=55 N=12 D=4 SD=1</i>	105 <i>p=0.00001</i>
29	Early Childhood Education Training improves students’ participation skills <i>SA=32 A=48 N=7 D=3 SD=0</i>	98.11 <i>p=0.00001</i>
30	Early Childhood Education Training improves students’ initiative taking skill <i>SA=11 A=65 N=9 D=5 SD=0</i>	157.33 <i>p=0.00001</i>
31	Early Childhood Education Training improves students’ helping orientation <i>SA=20 A=59 N=9 D=2 SD=0</i>	130.33 <i>p=0.00001</i>
32	Early Childhood Education Training provides students with sense of empowerment <i>SA=25 A=49 N=5 D=8 SD=3</i>	83.56 <i>p=0.00001</i>
33	Early Childhood Education Training provides students with sense of self-confidence <i>SA=22 A=51 N=12 D=5 SD=0</i>	90.78 <i>p=0.00001</i>
34	Early Childhood Education Training enhances students’ self-esteem <i>SA=32 A=45 N=9 D=4 SD=0</i>	84.78 <i>p=0.00001</i>
35	Early Childhood Education Training improves students’ self-efficacy <i>SA=31 A=53 N=4 D=2 SD=0</i>	120.56 <i>p=0.00001</i>

p-value < 0.05

Table 6 indicates teachers’ statement wise response. For the statement “Early Childhood Education Training improves students’ attitude towards learning” the value of χ^2 was 77.44 which was above the table value 9.49, which is significant at p-value 0.00001. For the statement “Early Childhood Education Training improves students’ behaviour” the value of χ^2 was 105 which was above the table value 9.49, which is significant at p-value 0.00001. For the statement “Early Childhood Education Training improves students’ participation skills” the value of χ^2 was 98.11 which was above the table value 9.49, which is significant at p-value 0.00001. For the statement “Early Childhood Education Training improves students’ initiative taking skill” the value of χ^2 was 157.33 which was above the table value 9.49, which is significant at p-value 0.00001. For the statement “Early Childhood Education Training improves students’ helping orientation” the value of χ^2 was 130.33 which was above the table value 9.49, which is significant at p-value 0.00001. For the

statement “Early Childhood Education Training provides students with sense of empowerment” the value of χ^2 was 83.56 which was above the table value 9.49, which is significant at p-value 0.00001. For the statement “Early Childhood Education Training provides students with sense of self-confidence” the value of χ^2 was 90.78 which was above the table value 9.49, which is significant at p-value 0.00001. For the statement “Early Childhood Education Training enhances students’ self-esteem” the value of χ^2 was 84.78 which was above the table value 9.49, which is significant at p-value 0.00001. For the statement “Early Childhood Education Training improves students’ self-efficacy” the value of χ^2 was 120.56 which was above the table value 9.49, which is significant at p-value 0.00001.

DISCUSSION

Analysis provided that skills must be provided by ECE training included teachers’ knowledge and competencies, comprehension of content and individual as well as group training, and effective use of instructional aids, application of learning principles, focus on training outcomes and training evaluation. These results verified the results of the study by Jeffrey, & Smith (2014). They conducted a study on diversified concepts of ECE training. Challenges of ECE training mentioned by heads of institutions included effective coaching, training delivery method (face-to-face, distance, technology-base or hybrid method) and support for reflective processes, support for professional needs, implementation of what learned through training and interaction with trainees and trainers, and mentoring or coaching suitability, individual or grouped training, availability of training resources and follow the professional development plan. These results verified the results of the study by Higgins, & McDonald (2008) on the effectiveness of ECE training through experiencing the cultural effects. Suggestions to improve ECE training mentioned by heads of institutions included proper mentoring and coaching, collaborative problem solving and establishment of trust and positive relationship with the trainer and peer trainees, consultation facilities, focus on theories, principles, and standards of training and development of specific skills and practices, resolution of specific concerns, effective supervision, training clarity, and goal settings and training assessment and evaluation process. These results verified the results of the study conducted by Einarsdottir, & Puroila (2013), on policy implementation for ECE training programs.

CONCLUSION

The study concluded that Pakistan Montessori Council launched several training programs and training workshops the programs included Montessori Infants & Toddlers (age 1 to 3) Training, Montessori Early Childhood / Kindergarten (age 3 to 6) Training, Montessori Lower Elementary / Primary (age 6 to 9) Training, and Montessori Upper Elementary / Primary (age 9 to 12) Training. The majority of teachers informed that ECE training programs effectively contribute to the developmental process of a child while providing diversity of professional development concepts. The analysis of the effects on ECE training programmes showed that ECE training programmes offer multiple skills for teachers such as the use of instructional resources, knowledge competencies of teachers, comprehension of content, and principles of learning process. It also places a greater effect on the teaching competencies of the ECE teachers.

The evaluation of ECE programmes indicated that skills provided by ECE training included teachers’ knowledge and competencies, comprehension of content and individual and group training, and

effective use of instructional aids, application of learning principles, focus on training outcomes and training evaluation.

The following recommendations are designed in the light of results and discussions. The study found that Pakistan Montessori Council launched several training programmes and training workshops. Programmes are in different streams but the training centers are not established in remote locations of the country so the distance learning programs must be offered throughout the country so that new and upcoming teachers may have access to the training facilities. It is recommended that the teachers training programmes should be given to teachers related to all aspects of teaching learning activities. ECE training programmes must follow evaluation of training process. The study recommended that formulation of standardized training process, and need based inventory/checklist of lesson observation drawn from other domains of teaching learning process might be included. It is recommended that teachers should have necessary knowledge about basic terms related pedagogies. Teachers must impart cognitive, intellectual as well as arithmetic skills to learners.

The study found that ECE training improves teacher's performance so the study recommended more training programmes to improve teaching at ECE level. The study also recommended that to make teaching process more effective and to get better results in field of education, teachers may have pedagogical skills to improve classroom management. It is also recommended that to make teaching more productive, teacher may reflect upon their teaching strategies and teaching style. Training programmes must focus on standards of professional training.

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Date of Publication	June 10, 2021
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