



## Develop a Strategy of Pre Service Teachers Training Program for Early Childhood Education in Azad Jammu & Kashmir

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### Abstract

*The aim of this study was to develop a strategy of pre service teachers training program for early childhood education. The objective of the study was to develop a strategy of pre service teachers training program for early childhood education. The study is descriptive in nature which would assess need to the pre service teacher training program for ECE and development of strategies for future in Azad Jammu and Kashmir (AJK). The researchers decided to take sample from each division. 175 primary teachers and 35 head teachers from each division were chosen. Thus teachers sample consisted of total 510 teachers and 105 head teachers from three divisions. In this study multistage sampling technique was used. All scores on the individual data sheets and questionnaire of all categories were entered in the SPSS 21 database for analysis. The data was analyzed by applying descriptive statistics and inferential statistics.*

**Key Words:** Model, Pre Service Teachers Training, Early Childhood Education

### Introduction

Education is a form of learning in which the knowledge, skills and habits of group of people are transferred from one generation to the next generation through teaching, training and research. Quality education for all has emerged as one of the most desirable goals throughout the world. Consequently well trained and qualified teachers are essential for provision of quality education (Ball, 1984). Hence quality of teachers is the most critical aspect of schooling and that it has a direct impact on students' learning. Various factors contribute to the quality of education, but the central importance of the teacher cannot be denied. Every educational system requires highly skilled teachers to raise the standard of education (Mishra & Koehler 2006).

The expression "in-service training" refers to training of persons already employed. On the other hand, it is being recognized as a continuous process, coextensive with teaching. In Pakistan different steps have been taken to improve the early childhood education. According to the National Education Policy 2009, it has been commenced by USAID to develop the quality of ECE by better prepared teacher under the government of U.S. This program is committed to support the Government of Pakistan for the stability of the education sector. Practicum is an important part of teacher's training. During the practicum, teachers connect the theory and practice of teaching and demonstrate their progress towards (NPSTP). The US aid Project has developed a set of books for the guidance and evaluation of the Practicum. These courses have been prepared by PRE-STEP universities Professional Development and are meant for capacity building of Teacher Trainees of B.Ed. (Hons) Elementary 04 year program has been initiated for the betterments in classroom teaching through the development of well qualified and well prepared teachers. Every child has the right to get basic education. Researchers suggested that the experience in early childhood always leave long lasting impact on a child's entire life. However, both the opportunities that are availed by a teacher or guide and the experiences of a child for learning have been considered as significant for individual's growth. Moreover, a child need healthy education in

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his childhood therefore, the teacher should be well trained and well knowledgeable. The reason is that, it is understood only a well-trained teacher can provide good education to a child. Likewise, it is also mandatory that a teacher should be master in his own field. Specialists in this field has suggested that a teacher should be well trained in Montessori if s/he is teaching to child in his early childhood. It is very important to note that, the early childhood time is an important time for the emotional development of a child. In that period, a child needs special attention to support and enhance his/her capabilities. For this reason, a childhood trainer must be appropriately trained in the emotional assessment in his pre-service training. Brandford et al. (2005) argued that, the pre-service teacher's training programs has been considered the initials to provide modern trends' training services to new graduates to meet-up the coaching criteria. For the achievement of this goal, the B.Ed programs have been introduced around the world. Moreover, in this regard the syllabus has been revised for the purpose to improve the teacher's development program. Similarly, they have claimed that a teacher must be master in modern teaching trends to improve the results. It is also important that a teacher should get the opportunity to interact with students and society. Different teaching and learning approaches have been utilized in this course: Lecture, group discussion, and group work, peer learning, informational banners, and question-and- answer techniques. Discussion and reflection will help student become familiar with the concept of curriculum; its elements, aims, and objectives; and the curriculum development process (NCRC, 2012).

### **Objective of the study**

Followings is objectives of the study:

To develop a strategy of pre service teachers training program for early childhood education.

### **Research Question**

Following research question will be kept in mind to guideline the research

1. How to develop a strategy of pre service teachers training program for early childhood education?

### **Significance of Study**

Early child education plays important role for educational development of early stage students. Well qualified teachers are necessary for provision of early child education. Unfortunately in AJK, teachers' performance remained unsatisfactory. There is a dire need for educational planners, policy makers and educators to improve the teacher trainings. The gaps would be identified and planners would address the deficiencies. A variety of prospective teachers would be built from carefully selected and implemented professional development during ECE pre service teacher training program. It would raise awareness about the need significance and methodology of ECE among decision makers and educational planners in classroom delicacy essentially. This study will assess on-going efforts, needs and gaps in ECE Pre service training program. This would also provide possible strategies for expanding access and improving the quality of ECE Pre service training program in where similar conditions are present. This is the first study of its kind in Azad Jammu and Kashmir and the role of this research would be much beneficial in improving the quality of ECE pre service teacher training program in AJK and Pakistan.

### **Literature Review**

Best possible start in life is the right of every child to show their potential. Early childhood experience leave ever lasting impressions on child's life. Individual learning should be the focus of the practitioner's equality of opportunity does not mean some treatment with all children but recognition of unique skills of each child. For early child education and care program requires well trained and knowledgeable work force. Well educated teachers provide better quality of program, in order to increase confidence and competency of pre-service teachers, their concern about occupation needs to be defined. The fundamental aspect of a quality early care and education (ECE) program is well trained knowledgeable work force, based of background of early childhood pedagogies. Early childhood is a crucial time of social emotional development.

Every child has the right to get basic education. Researchers suggested that the experience in early childhood always leave long lasting impact on a child's entire life. However, both, the opportunities that are availed by a teacher or guide and the experiences of a child for learning have been considered as the significant for individual's growth. Moreover, a child need healthy education in his childhood therefore, the teacher should be well trained and well knowledgeable. The reason is that it is understood only a well-trained teacher can provide good education to a child. Likewise, it is also mandatory that a teacher should be master in his own field. Specialists in this field have suggested that a teacher should be well trained in Montessori if he is teaching to child in his early childhood. It is very important to note that, the early childhood time is an important time for the emotional development of a child. In that period a child needs a special attention to support and enhance his capabilities. For this reason, a childhood trainer must be appropriately trained in the emotional assessment in his pre-service training. Brandford et al. (2005) argued that, the pre-service teacher's training programs have been considered the initials to provide modern trends' training services to new graduates to meet-up the coaching criteria. For the achievement of this goal the B-Ed programs has been introduced around the world. Moreover, in this regard the syllabus has been revised for the purpose to improve the teacher's development program. Similarly, they have claimed that, a teacher must be master in modern teaching trends to improve the results. It is also important that a teacher should get the opportunity to interact with students and society.

It has universally accepted that, the learning of a child in the early life or just after the birth may lead him in the later life. The rational for this is that, instructions given to the child in his early life by the teachers, parents and the caretakers governs the behaviour of a child about his learning habits and the way of adoption. In the period of early childhood caring a child can grow the essentials of emotional intelligence, self-assurance, snooping, and all characteristics related to the mental psychology and learn from the environment and society. In that, age, a child is very conscious and keen observer. Moreover, he accepts the things in a very short time. Shonkoff (2010) has reviewed the early childhood education policy for last 40 years in United States and suggested that a child more understand and memorize the concepts if someone teacher provide them evidence based information to the children. He has suggested that the bio-developmental and early education always help to improve the health and learning behaviour. The motivation and learning in pre-schooling or early childhood education has helped out the students in fewer dropouts in the high school levels (Alexander et al., 1997). The early education is also supposed as the central element for educational achievement in the later age. Emotional Intelligence has helped the students to get the higher education in their later age. The concept of race, gender social and economic discrepancies has also become the set in the early age of a child. Therefore, the good learning at that time has also become helpful for improving the individual's concept in the future Shonkoff (2010).

According to the national education policy for children, (2006) National Education Census (NEC) appropriately outlines the contemporary situation about education in the country both respectively public and private, conversely, it is important to mention that it has become unable to provide the information about the conditions either developing or running with the passage of time. For getting the answers of required questions, alike information needed to get on systematic version on both private and public schools. The above pattern has been accomplished by three means; first, private schools' data has prioritized in annual survey of NEMIS. Secondly, an ad-hoc survey of private institutions implementation has stipulated on regular basis. Lastly, the NEC is also occasionally replicate. If someone chose the final option for the analysis, then it obliges to make regular interval for about four to five years. Likewise, it also corresponds with National Planning Cycle. Though, an additional survey instigated toward the national goals of meeting.

For the accomplishment of the educational objectives, this policy has been conducted for two or three years annually. For instance, it does not help to give the information about age of a student therefore, the assessment of students' changes with the passage of time. This information has become oriented steps that also will include in upcoming arena. In Pakistan, about 36000000 students have been attending the educational institutes since 2005 and 2006, that figure has been collected by NEC and NEIMS. The complete detail has suggested that 50% belonged to primary level, whereas, 20.9 % in pre-primary, 5600000 in middle that has reached about 15.4 %, 6.9 percent in secondary, 2.5% in higher secondary and 4.9% at the post-secondary level of education. Many surveys have revealed that, Pakistan has not yet attained the worldwide enrolment in primary level. According to Net Enrolment Rate of primary level, there are around 7000000 students with age (5 to 9) not had no yet

Attended the school. At that time, there were not the considerable percentage of students those could conceivably enrol under that poor means of educational system. Likewise, the registration of students at middle level is half to primary level. That level has become almost much less to any other country (UNESCO 2006). The Gross Enrolment Rate (2006) in Pakistan has suggested that about 80% students enrol in primary level; however, it has also included that the students above the age of 9. Nonetheless, while comparing the results with NER, around 2.5 million children have in primary level been over age of nine. This age difference is reaching by making more and more schools around the country. While talking about the private education system, about 31 percent students have enrolled in pre-primary level. Whereas, by contrasting the rural and urban areas of private institutions, the report suggested that, at that time, in cities, about 51 percent students have registered in the private institutions; however, in villages about 80% students have attended regularly public schools. The report argued that, in developed nations, like, Netherlands and Lebanon, about 60 % primary education has based on the private institute.

According to Gender Parity Index (2006), around 4000000 male enrolled students have a higher ratio as compared to female at primary level and the GPI has become 0.71. Conversely, at secondary level the GPI has just reached near to 1.0. The surveys showed that, the enrolled boys have become more in quantity comparatively from girls in Pakistan; therefore, the minor inequality has also reported in both genders. The reports have also discovered that, number of boys is reportedly withdrawing their studies after primary level, which caused to equivalent the disparity rate between both. The non-professionalism in the teaching field has marked a question on the quality of education in Pakistan. In public sector, many teachers are highly trained while comparatively to the private sectors where more than half of the teachers are reportedly un-trained. The report further adds that, the infrastructure has also needed for improvement, even then 10 percent primary schools have not yet the blackboard facilities and 24 percent schools have no books facility for students. Similarly, about 46 percent primary schools have no access to the desks for children. Moreover, just 36 percent primary schools have the electricity facility in their country. It has suggested that the infrastructure should be improved for the encouragement of education in the country (UNESCO, 2006).

### **Methodology of the Study**

It is a survey type study. The nature of the study is quantitative. The study is descriptive in nature which would develop a model of pre service teacher training program for ECE. All prospective teachers and teacher educators of GCET and universities of AJK. All primary school teachers from AJK having B.Ed or ADE qualification with at least three years of teaching experience and heads of all primary schools in AJK is the population of my study. 175 primary teachers and 35 head teachers from each division will be chosen. The 105 prospective teachers chosen from three divisions of Muzaffarabad, Mirpur and Poonch. The 75 teacher educators chosen from three divisions of Muzaffarabad, Mirpur and Poonch GCET and universities. Prospective teachers and teacher educators from three division of Muzaffarabad, Mirpur, Poonch GCET and universities respectively. Thus teachers sample will consist of total 510 primary teachers and 105 head teachers from three divisions. In this study multistage sampling technique was used. Questionnaires were used as research tools. The validity of the tools was checked by the help of expert while the reliability of the instruments were checked with the help of Cronbach Alpha. The data was analyzed by applying descriptive statistics (frequency count, mean, standard deviation) and inferential statistics (Chi-Square) through IBM Statistics Version 21.

### **Data Analysis and Interpretation**

**Table 1.** Co-ordinates between the Teachers and Students

Description	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	Mean Score	$\chi^2$
Frequency	32	64	5	2	2	105		
Percentage	30.5	61.0	4.8	1.9	1.9	100	4.16	140.38
*Significant df=4		$\chi^2$ at p-value 0.05			= 9.49			

Table 1 indicates that 91.5% heads of primary school teachers supposed that Co-Ordinates between the Teachers and Students, and 4% disagreed however 5% heads of primary school teachers gave uncertain responses. The value of Mean score was (4.16). The values of  $\chi^2$  was (140.38), which was bigger than table vale (9.488) at significance level 0.05. Therefore it was said that Co-Ordinates between the Teachers and Students.

**Table 2.** Early Childhood Education (ECE) Teachers got the Pre-Service Training

Description	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	Mean Score	$\chi^2$
Frequency	15	59	10	17	4	105	3.61	90.76
Percentage	14.3	56.2	9.5	16.2	3.8	100		
*Significant df=4						$\chi^2$ at p-value 0.05	= 9.49	

According to table 2, 70.5% heads of primary school teachers supposed that Early Childhood Education (ECE) Teachers got the Pre-Service Training, and 20% disagreed however 10% heads of primary school teachers gave uncertain responses. The value of Mean score was (3.61). The values of  $\chi^2$  was (90.76), which was bigger than table vale (9.488) at significance level 0.05. Therefore it was said that Early Childhood Education (ECE) Teachers got the Pre-Service Training.

**Table 3.** Maintains the School Records

Description	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	Mean Score	$\chi^2$
Frequency	33	64	6	1	1	105	4.21	143.71
Percentage	31.4	61.0	5.7	1.0	1.0	100		
*Significant df=4						$\chi^2$ at p-value 0.05	= 9.49	

According to table 3 indicates that 92.4% heads of primary school teachers supposed that Maintains the School Records, and 2% disagreed however 6% heads of primary school teachers given uncertain responses. The value of Mean score was (4.21). The values of  $\chi^2$  was (143.71), which was bigger than table vale (9.488) at significance level 0.05. Therefore it was said that maintains the School Records.

**Table 4.** Applying the Professional Techniques

Description	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	Mean Score	$\chi^2$
Frequency	8	70	10	10	7	105	3.59	143.24
Percentage	7.6	66.7	9.5	9.5	6.7	100		
*Significant df=4						$\chi^2$ at p-value 0.05	= 9.49	

According to table 4 indicates that 74.3% heads of primary school teachers supposed that Applying the Professional Techniques, and 17% disagreed however 10% heads of primary school teachers given uncertain responses. The value of Mean score was (3.59). The values of  $\chi^2$  was (143.24), which was bigger than table vale (9.488) at significance level 0.05. Therefore it was said that Applying the Professional Techniques.

**Table 5.** Needs of Early Childhood Teaching Learning Activities

Description	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	Mean Score	$\chi^2$
Frequency	5	63	16	14	7	105	3.43	109.05
Percentage	4.8	60.0	15.2	13.3	6.7	100		
*Significant df=4						$\chi^2$ at p-value 0.05	= 9.49	

Table 5 indicates that 64.8% heads of primary school teachers supposed that needs of Early Childhood Teaching Learning Activities, and 20% disagreed however 15% heads of primary school teachers given uncertain responses. The value of Mean score was (3.43). The values of  $\chi^2$  was (109.05), which was bigger than table vale (9.488) at significance level 0.05. Therefore it was said that Needs of Early Childhood Teaching Learning Activities.

**Table 6.** Implement the Rules and Regulation

Description	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	Mean Score	$\chi^2$
Frequency	27	63	9	4	2	105	4.04	123.52
Percentage	25.7	60.0	8.6	3.8	1.9	100		

\*Significant df=4  $\chi^2$  at p-value 0.05 = 9.49

According to table 6, 85.7% heads of primary school teachers favoured the implementation of the Rules and Regulation, and 12% disagreed however 9% heads of primary school teachers given uncertain responses. The value of Mean score was (4.04). The values of  $\chi^2$  was (123.52), which was bigger than table vale (9.488) at significance level 0.05. Therefore it was said that implement the Rules and Regulation.

**Table 7.** Informs To Higher Authorities about Basic Needs

Description	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	Mean Score	$\chi^2$
Frequency	38	56	6	4	1	105	4.20	115.62
Percentage	36.2	53.3	5.7	3.8	1.0	100		

\*Significant df=4  $\chi^2$  at p-value 0.05 = 9.49

Table 7 directs that 89.5% heads of primary school teachers supposed that Informs to Higher Authorities about Basic Needs, and 5% disagreed however 6% heads of primary school teachers given uncertain responses. The value of Mean score was (4.20). The values of  $\chi^2$  was (115.62), which was bigger than table vale (9.488) at significance level 0.05. Therefore it was said that Informs to Higher Authorities about Basic Needs.

**Table 8.** Facilities to Staff to Resolve Their Internal Problems

Description	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Total	Mean Score	$\chi^2$
Frequency	28	63	5	5	4	105	4.01	124.48
Percentage	26.7	60.0	4.8	4.8	3.8	100		

\*Significant df=4  $\chi^2$  at p-value 0.05 = 9.49

Table 8 specifies that 86.7% heads of primary school teachers agreed to the Facilities to Staff to Resolve Their Internal Problems, and 9% disagreed. However, 5% heads of primary school teachers given uncertain responses. The value of Mean score was (4.01). The values of  $\chi^2$  was (124.48), which was bigger than table vale (9.488) at significance level 0.05. Therefore it was said that Facilities to Staff to Resolve Their Internal Problems.

### Conclusion and Recommendations

Pre-service training in ECE schools mixed conditions. Majority of head teachers 71% favored sufficiency of the training. Half of teacher educators e.g. 52% reported the permission of ECE training on an important of human resource facility. The educators group 68% fill the need of separate component of ECE training, block or component after in the college rather than a mixed phenomenon. The group 57% equally fill appropriate environment for ECE training: 69% of the educators fell the need for equipping them with the knowledge and skills to train ECE training, 85% of them believed that pre-service training for ECE formed the basic need of

early childhood. A wide gap as perceived by different groups included: physical facilities in terms of proper roaming, advancement materials and specialized training of ECE teachers. Teacher educators were head teachers and reporting personnel strategic training in replacement of ECE programs. In term of syllabus requirement. Included in relevant in ECE training. Through forward environment health and playground facilities. And Continued efforts. Physical and psychological growth deficiencies of ECE learning through action research, ethical and professional development, and instant student assessment training activity based, real learning environment schools facility, ECE lab for student physical and academic use of college compare in female teacher linkages with universities.

In training domain, the percent prescribed pre-service education programs, known ADE/B.Ed (Hons) need to be resisted. A specialized elementary ADE in ECE is the need of hour for young prospective teachers. A parallel ADE program in ECE may be instituted in AJK universities for young and middle age serving teachers offered blended through media. For advanced aged working teachers (beyond 50), Allama Iqbal Open University (AIKU) diploma course may be adopted. For supervisory personnel, young heads teachers be selected. B.Ed (Hons) need to be instituted individuals with adequate contention ECE component. (Such as child growth and development, cognitive learning, performance assessment, interactive-based learning, managing classroom institution). In ECE in-service training (INSET) need to be tailored in two ways: One, short need-based inter relations for various groups, including advanced aged teachers in ECE. Two, 2-3 summer-based in-service semester Diploma program in ECE. The course contents, duration and other requirements may be standardized, accredited and offered in Government Colleges for Elementary Teacher (GCETs), affiliated to the AJK universities.

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