

A Study of Early Childhood Educational Environment and Conducive Factors for Pre-School Education: A Data Analysis Approach

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1.0 ABSTRACT:

The purpose of this research was to encourage parental involvement in preschool education by obtaining teachers' and parents' opinions, thoughts, and perceptions on this topic. This paper deals with the analysis and interpretation of the data collected from the primary school teachers regarding the knowledge on behavioral problems of children in selected schools at District Dehradun. Analysis and interpretation of data were tested based upon the objectives and hypothesis of the study.

Keywords: *Preschool, Demographically and Socially Distributed*

1.1 INTRODUCTION: DATA ANALYSIS TECHNIQUES

I analyzed the data collected in the research from the data obtained from questionnaires, interviews and archives. The questionnaire consists of open questions that provide good information and closed questions that provide more information. Based on the research questions, the parent and teacher questionnaires were divided into three groups. The research question is: What are the challenges with parent involvement in different families around the world? What are the barriers that prevent parents from participating in their children's education? What strategies can teachers use to encourage parent involvement? I relate all results to one of the questions so that I can answer the question. I also compared teachers and parents to reveal differences and similarities in perceptions of parent involvement.

I compared among demographically and socially distributed parents in their perspectives on parental involvement and the reasons that prevent groups from getting involved. I analyzed the interview data and the open questions in the survey using coding as a process of identifying themes from the data collected from the research questions. The steps in data classification are reading and writing answers to research questions and putting together similar articles. The aim here is to find repetitive patterns in the answers of the participants. Some of the types of coding I want to analyze are the relationships between parents and teachers, the relationship of schools to parents, and issues with limiting parent involvement. I analyzed closed surveys and profile data using Excel spreadsheets and

created tables and graphs. After analyzing all the data, I prepared a report showing the findings and recommendations for teachers and parents in collaboration with parents in the preschool period.

1.2 PARENTS' QUESTIONNAIRE

The parents' questionnaire consisted of 10 questions and was given to 60 parents who have children in kindergarten. The total number of parents who completed the questionnaire was 20.

Question one asked about the result was that 100% of parents preferred personal meetings.

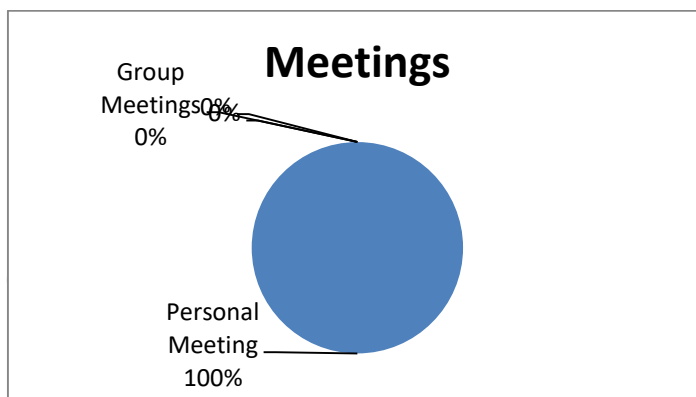


Fig. 1.1: Type of meeting preferred

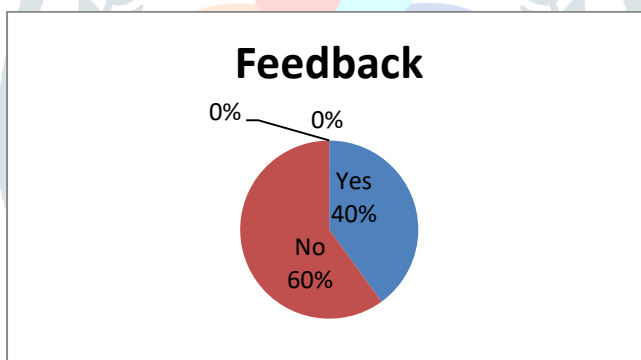


Fig. 1.2: Receiving feedback from teachers

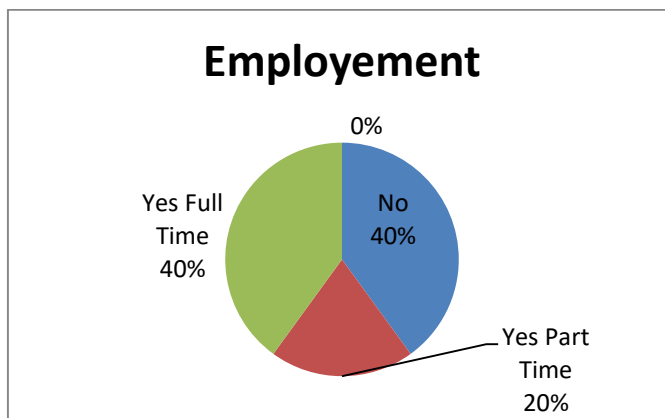


Fig. 1.3: Employment

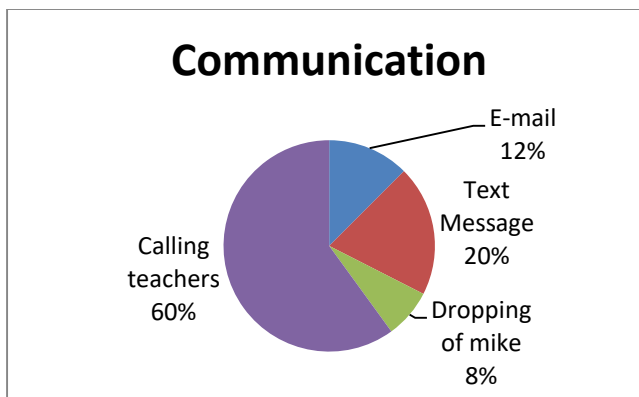


Fig. 1.4: Kind of communication parents prefer

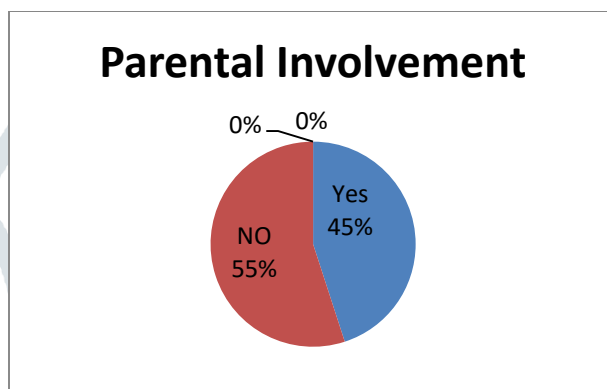


Fig. 1.5: School providing meeting about benefits of parental involvement

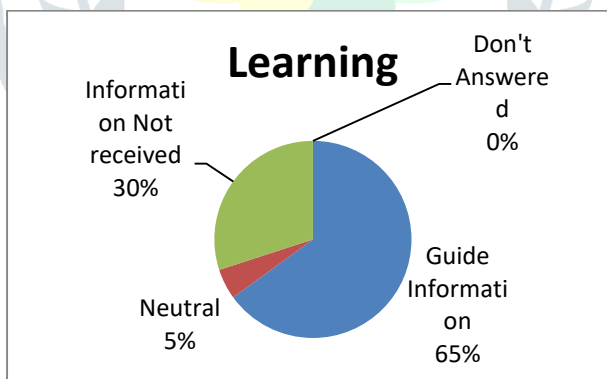


Fig. 1.6: Receiving a guide to help children with learning

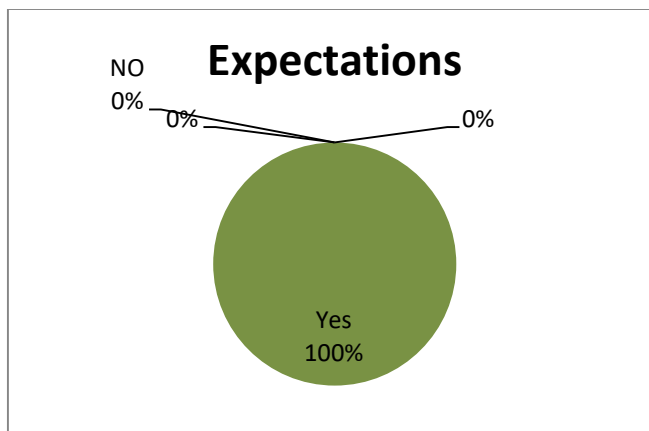


Fig. 1.7: Teacher explained her expectation

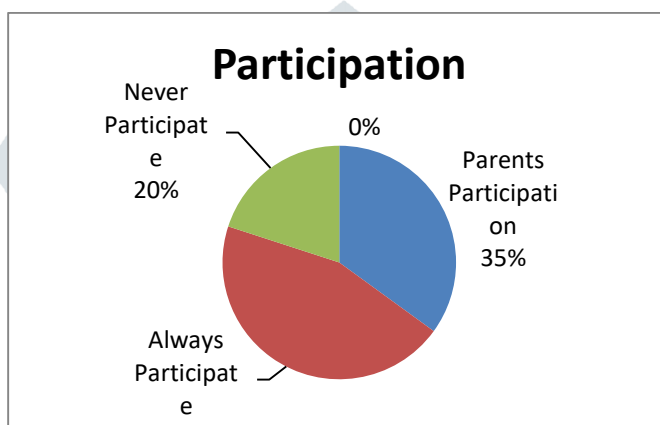


Fig. 1.8: Participation frequency

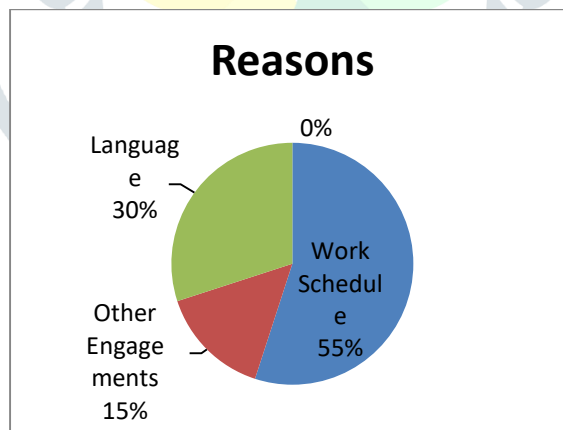


Fig. 1.9: Reasons that prevent parents from participating

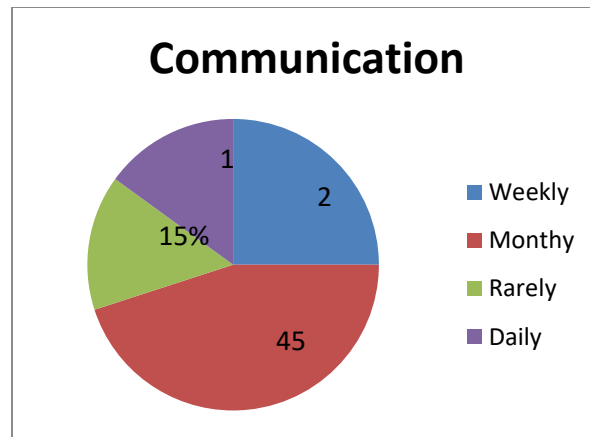


Fig. 1.10: Communication frequency

1.3 TEACHERS' QUESTIONNAIRE:

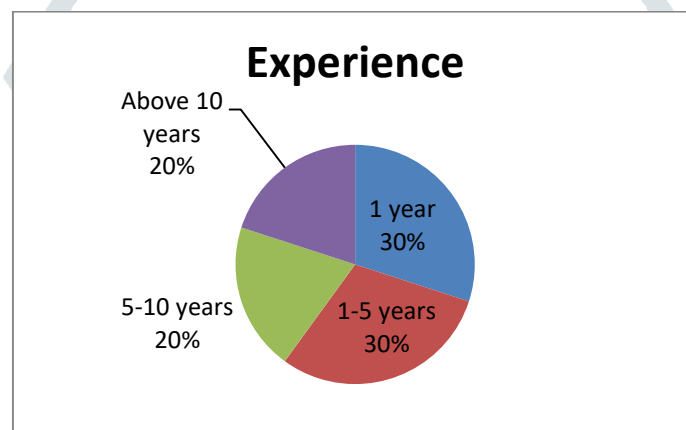


Fig: 1.11 Bar diagram shows frequency and percentage of the years of experience of Teachers.

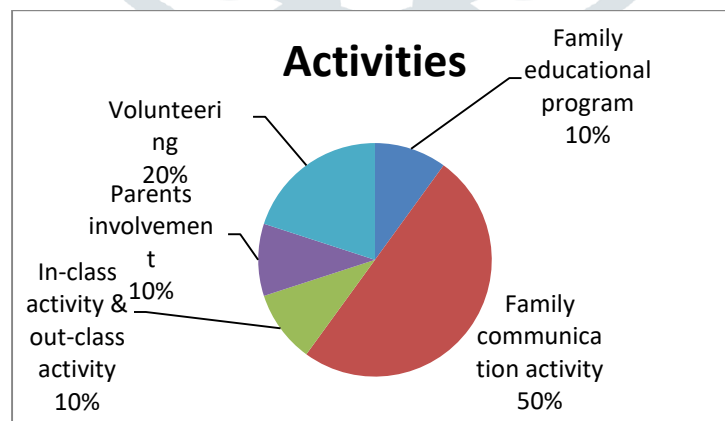


Fig: 1.12 Bar diagram shows the frequency and percentage of activities provided to parents.

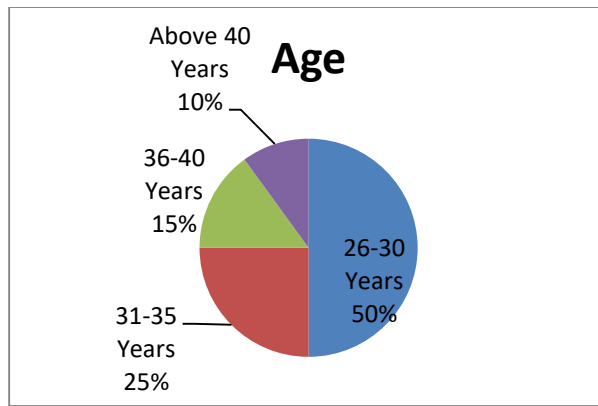


Fig: 1.13 Bar diagram shows the frequency and percentage of the age in years of teachers.

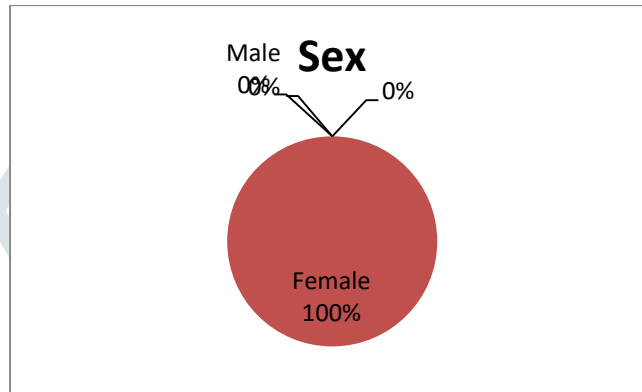


Fig: 1.14 Bar diagram shows the frequency and percentage of distribution of school teachers with sex.

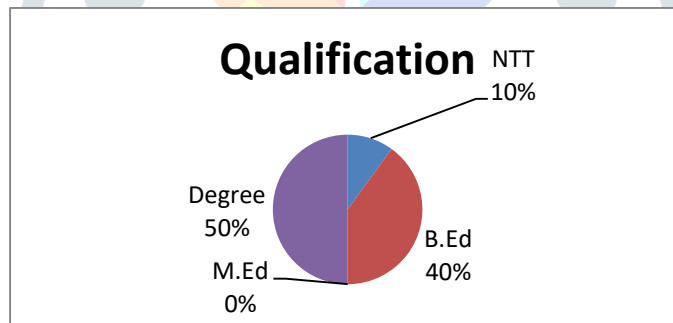


Fig: 1.15 Bar diagram shows the frequency and percentage distribution of school teachers with educational qualification.

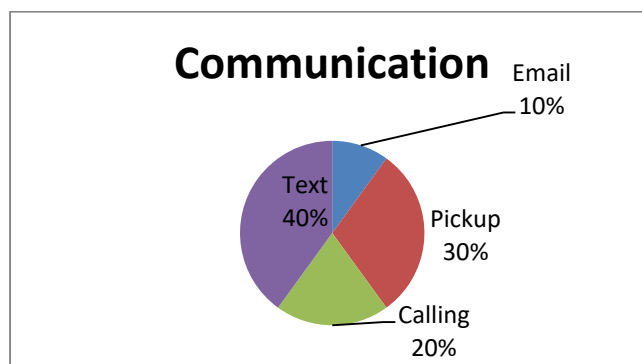


Fig: 1.16 Bar diagram shows the frequency and percentage of communication language used by teachers while doing conversation with parents

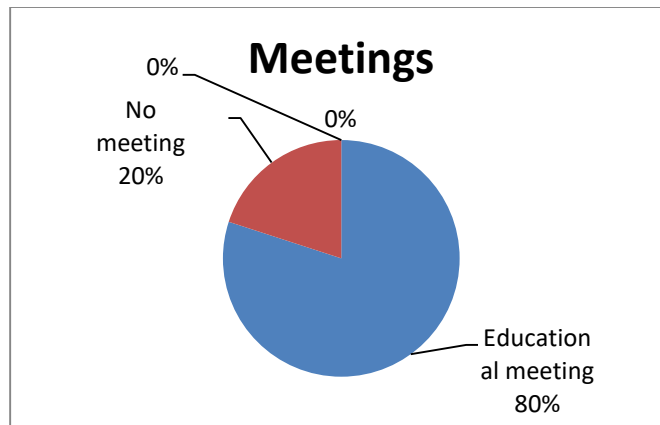


Fig: 1.17 Bar diagram shows the frequency and percentage of educational meetings provided by teachers to explain the benefits of parental involvement for parents

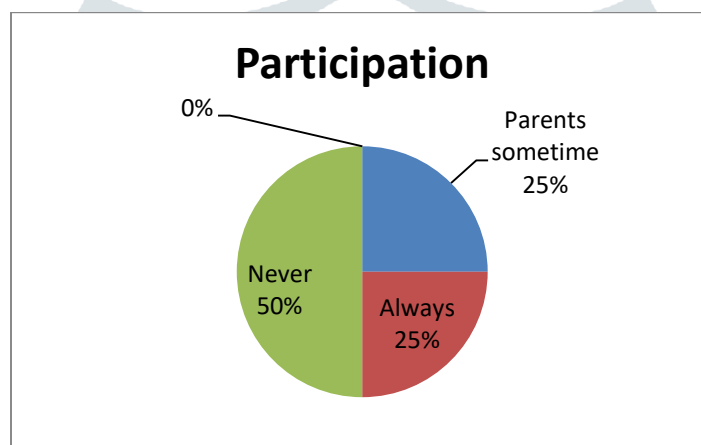
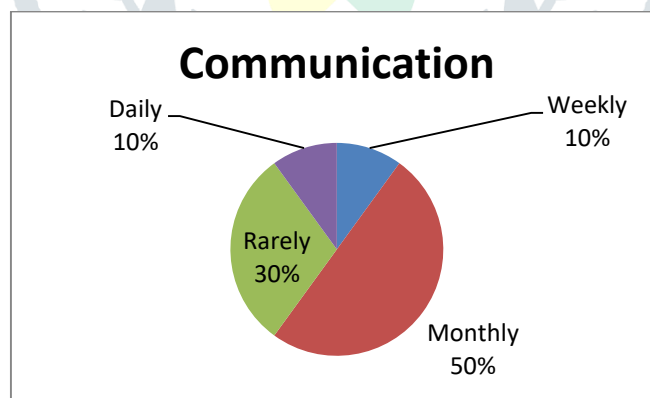


Fig: 1.18 Bar diagram shows the frequency and percentage for how often parents participate in school activities.



1.19 Bar diagram shows the frequency and percentage for how often parents communicate with the teacher.

1.4 INTERVIEW

I interviewed 10 parents to get their thoughts on their child's school and parent involvement. Interview questions consisted of five main questions and an optional follow-up question.

The first question is whether their relationship with their children's school is good or bad. The answers given show that parents have a positive attitude towards their children's school. Responses include “great”, “good”, “nice”, “teaching well”, “children love school”, and “attractive activities”.

Listen to what a parent shares: "My child loves games in the classroom and his teacher is great."

The second question is about school activities that parents like. Nine parents love classroom activities and only one parent enjoys volunteering at the school. One parent said, "I like participating in classroom activities."

The third question is about activities that parents do not like to attend. The most popular interests cited by parents are parties, volunteering, and extracurricular activities. Also, barriers preventing parents from participating in schools include lack of English language skills, lack of interest, career/ job, being culturally diverse, and trusting teachers to understand what they are doing without attending. Get the comment from parents, "I don't go to parties because they represent rich culture and I have a busy schedule."

The fourth question asked to the teacher explains parents' expectations at the beginning of the lesson. Responses showed that groups were engaged in volunteer activities, less negative activities were not spoken in English and teachers were not interested in working differently, and had a firm understanding of their work with parent involvement. Difficulty of parent involvement Parents' opinion is that the teacher only explains the learning process and communicates only with the teacher. Parents do not get involved in the school day and do not discuss expectations. Hear what parents around the Dehradun District are sharing: "The teacher just asked my favorite method of communication."

The final question asked the favorite method of parents around. Responses showed that parents around the world preferred to communicate via text message, email, welcome times and face-to-face meetings. “I love texting because my English is not very good and I can't talk to the teacher face to face,” said one parent.

1.5 RESULTS OF QUALITATIVE DATA PARENTS' QUESTIONNAIRE

Question seven was an open-ended question in which I asked parents to describe the relationship that they wished to have with their children's teacher. Parents in this study showed a desire to have open communication with teachers. Listen to what one parent shared: “I like to get to know and talk with teachers easily through emails and face to face meetings.” They also showed a desire to be given more details about their children's progress and behaviors. One parent stated, “I would like to meet the teacher more frequently and receive more feedback about my child's performance.” Parents in the study also showed a desire to receive immediate and objective feedback. One mother pointed out, “I would like to know what my child did in the same day instead of waiting for a week to

read that in my child's folder." In addition, parents in this study showed 0% 10% 20% 30% 40% 50% 60% 70% Email drop off/ pick up children calling text message wanted teachers know and be familiar with the children outside of the classroom. One parent reported, "I wish that teachers knew about my child's behavior at home."

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