

An Evaluation of Different Types of Teaching Methods Among The Pre-Schoolers (A Case study of lucknow city)

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ABSTRACT: A preschool is an education setup where kids are given the basic education with utmost care kids within the age group of 3-6 year get enrolled in the preschools. Many preschools even take in kids who are two years old. The basic rules of the pre-schools involves teaching the basic things in life to the kids like eating independently, maintaining, cleanliness, dressing up etc. it is a place where kids learn to interact with each other. The present survey was conducted to study the different types of teaching methods in different pre-schools. The subjects were selected from different school of Lucknow city in U.P. 120 subjects (60-male,60-female) were selected randomly that teachers had good knowledge about different teaching methods. Statistical analysis was done by Chi square analysis. From the study it was concluded that, teaching experience of the teacher played important role in organize different activities for over all development of the children. The study also reverted that play way method of teaching was followed by most of the respondents.

KEYWORDS: teaching activities, pre schools, dressing, cleanliness

I. INTRODUCTION

The age of the children before they enter into class one or primary education is generally called pre-school age. Thus, education to the children, prior to the formal schooling is known as “pre-school education” according to Mahatma Gandhi” The real education begins from conception as the mother begins to take up the responsibility of the child .If a mother is correctly in structured and prepared for her coming responsibility, then that will be the education of the child as well” .National Policy on Education(NPE) 1986 and the Ramamurti Committee Report(1990) have considered pre-school children from 3-6 years.

Piaget’s (1962) conceptualization of play as developing in stages defined by qualitatively different levels of thinking and increased levels of knowledge was particularly influential in pre-school.

The National Policy on children specially emphasizes investment in the development of young child, particularly children from sections of the population in which first generation learners predominate. Early Childhood Development (ECD) centres comprise one of the immediate social and physical environments influencing children’s development, that Bronfenbrenner (1986,1989) terms Microsystems.

The positive child outcome clearly demonstrates the need to motivate teachers. The key factors influencing ECD teacher motivation therefore needed to be investigated in order to guide communities in areas where they need to concentrate their efforts. This was important because most pre-school teachers reportedly worked in what Herzberg described as an “unhealthy Psychological work environment.

As more attention is focused on children readiness to begin Kindergarten(Justice,Bowles,Pence Turn ball, and Skibbe 2009; Rimm-Kaufman,Pianta and Cox 200), it become increasingly important to understand the unique effect of pre-school on children’s school readiness school readiness generally refers to aspects of children’s social and academic development that are associated with children’s preparedness for formal schooling(De Feyter and Winsler,2009); This includes emotional maturity and social competencies, such as self-regulation, as well as general knowledge, cognitive ability, and language development (Boethel,2004;Duncan et.al.2007;Pianta,2002)

In addition to self –regulation, early literacy skills as well as overall success in school (Teale and Sulzby, 1986; Whitchurst and Lonigan, 1998). Various types of pre-primary school are available in India more children are now attending pre-school (NIPCCD, 2006) indicating an increase in demand for education at this stage.

Participation in activities such as fund raising assisting educators with academic or extramural activities and motivating children to perform well in the school depends on the extent to which the school and the principal encourage such involvements. The participation of parents indeed has a positive influence on the academic achievement of their children (Gene and Stoneman, 1995)Integral role ,together with the school in education children, As they construed it, their parental roles involved active monitoring or ”Keeping on top of” children’s progress, they also saw themselves as responsible for intervening in school decisions(Lareau, 1987,1089.)

The pre-school curriculum should have activities that include the following basic concepts or ideas of mathematics (Ginsburg, Balfanz, and Greenes, 1999); Number ,Shape ,Putting together and taking a part ,Spatial relations ,Measurement, patterns and predications.

OBJECTIVES OF THE STUDY

1. To study the different type of teaching activities in different pre-school.
2. To study the knowledge of teacher about teaching activity.

HYPOTHESIS OF THE STUDY

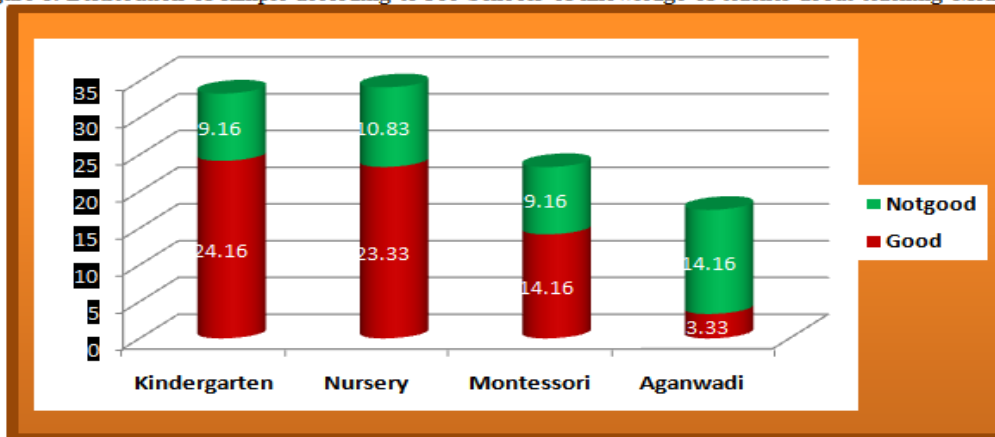
1. **H₀**-There is no significant relationship between teaching activities carried out in the pre-school education system across type of preschool

II. METHODOLOGY

This investigation was carried out on teacher. The subject was selected from different schools of Lucknow city in Uttar Pradesh. 120 subjects (60 male and 60 female) were include in this study. The age range of the subjects was 20-40years and they were selected at randomly when they were teaching in different schools. Questionnaire method was used for sample survey. Tabulation was done with the help of master chart and analysis was done by SPSS (20th version). Chi square test was used for data analysis.

III. RESEARCH FINDINGS AND DISCUSSION

Figure 1: Distribution of sample according to Pre-Schools of knowledge of teacher about teaching Methods.



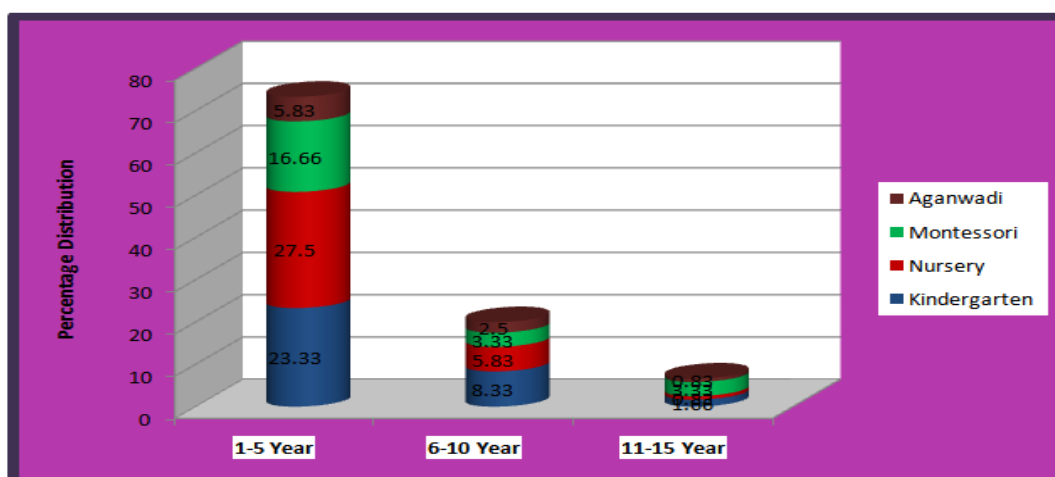
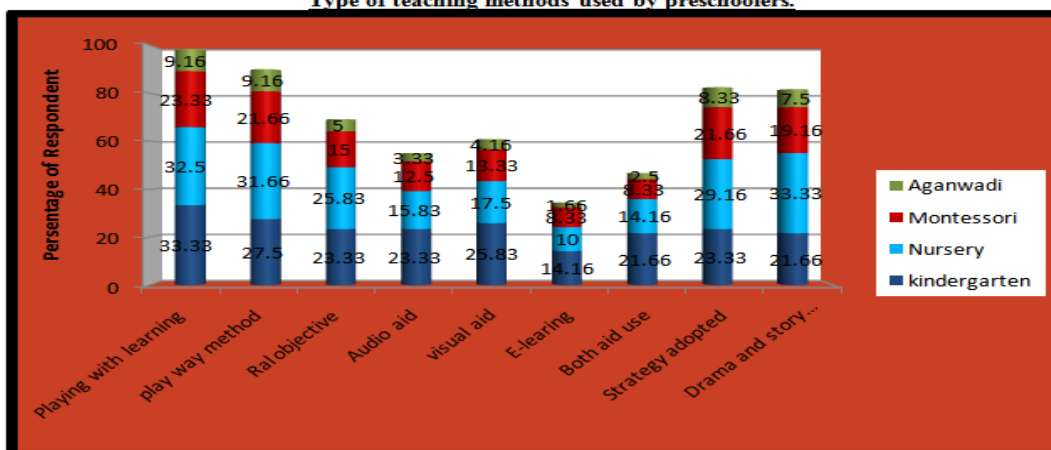
From the above graph it is clear that, majority of respondents belongs to kindergarten school (24.16) followed by nursery school (23.33) had good knowledge and minimum (3.33%) respondents of Aganwadi centre(3.33) had low knowledge in teaching Methods.

Table-1 Assessment of the using teachers different teaching methods by the different type of pre-school.

Methods	Type of teaching methods used by preschoolers				Total
	Kindergarten	Nursery	Montessori	Aganwadi	
	Yes N(%)	Yes N(%)	Yes N(%)	Yes N(%)	N(%)
Playing with learning	40 (33.33)	39(32.5)	28 (23.33)	11 (9.16)	90 (75)
Play way method	33 (27.5)	38(31.66)	26 (21.66)	11 (9.16)	81 (67.5)
Real objective	28 (23.33)	31(25.83)	18 (15)	6(5)	58 (48.33)
Audio aids	28 (23.33)	19(15.83)	15 (12.5)	14 (3.33)	71 (59.16)
Visual aid	31 (25.83)	21(17.5)	16 (13.33)	5 (4.16)	57 (47.5)
E-learning	17 (14.16)	12(10)	10 (8.33)	2 (1.66)	31 (25.83)
Both aid use	26 (21.66)	17(14.16)	10 (8.33)	3(2.5)	42(35)
Strategy adopted	28 (23.33)	25(29.16)	26 (21.66)	10(8.33)	74 (61.66)
Drama and story playing	26 (21.66)	40(33.33)	23 (19.16)	9(7.5)	67 (55.83)

The above table explains the teaching methods among teachers according to type of pre-school 33.33 percent teachers were use playing with learning teaching methods in Kindergarten school, 32.5 percent teachers were use playing with learning teaching methods in Nursery 23.33 percent teachers were use playing with learning teaching methods in Montessori,9.16 percent teachers were use playing with learning teaching methods in Aganwadi and 27.5 percent teachers were use play way method in Kindergarten, 31.66 percent teachers were use play way method in Nursery, 21.66 percent teachers were use play way method in Montessori, 9.16 percent teachers were use play way method in Aganwadi and 23.33 percent teachers were use real objective method in Kindergarten, 25.83 percent teachers were use real objective method in Nursery, 15 percent teachers were use real objective method in Montessori, 5 percent teachers were use real objective method in Aganwadi and 23.33 percent teachers were use audio aid method in Kindergarten, 15.83 percent teachers were use audio aid in Nursery, 12.5 percent teachers were use audio aid method in Montessori, 3.33 percent teachers were use audio aids method in Aganwadi and 25.83 percent teachers were use visual aid method in Kindergarten, 17.5 percent teachers were use visual aid in Nursery, 13.33 percent teachers were use visual aid method in Montessori, 4.16 percent teachers were use visual aid method in Aganwadi and 14.16 percent teachers were use E-learning method in Kindergarten, 10 percent teachers were use E- learning method in Nursery, 8.33 percent teachers were use E-learning method in Montessori, 1.66 percent teachers were use E- learning method in Aganwadi and 21.66 percent teachers were use both aid in Kindergarten, 14.16 percent teachers were use both aid in Nursery, 8.33 percent teachers were use both aid in Montessori, 2.5 percent teachers were use both aid in Aganwadi and 23.33 percent teachers were use different strategy adopted in Kindergarten, 29.16 percent teachers were use different strategy adopted in Nursery,21.66 percent teachers were use different strategy adopted in Montessori, 8.33 percent teachers were use different strategy adopted in Aganwadi and 21.66 percent teachers were use drama and story playing in Kindergarten, 33.33 percent teachers were use different strategy adopted in Aganwadi and 21.66 percent teachers were use drama and story playing in Nursery, 19.16 percent teachers were use different strategy adopted in Aganwadi and 21.66 percent teachers were use drama and story playing in Montessori, 7.5 percent teachers were use different strategy adopted in Aganwadi and 21.66 percent teachers were use drama and story playing in Aganwadi.

Type of teaching methods used by preschoolers.



Finger No-4 Assessment of teaching experience according to type of pre-school.

It is evident from the above graph that, majority of (27.5%) respondents, belongs to 1-5 years in nursery school followed by kindergarten (23.33%) had teaching experience and minimum 0.83 per cent respondents had low experience of teaching belong to 11-15 year in Anganwadi centre(0.83%) followed by nursery school (0.83%)

Table-4 χ^2 value of teaching activity carried out in the pre-school education system across type of preschool.

Variable	df	Value	Level of Signifies
Type of pre-school	3	19.5**	.000

χ^2 19.5 (p=0.01)

The above table showed that there was highly significant difference was found between type of pre-school and Teaching Methods. This means that the null hypothesis was rejected. It means that teaching methods may vary according to type of pre-school.

IV. DISCUSSION-

The teaching experience of the teacher is determined by several teaching methods. In the present study teaching experience of the teacher was expressed by terms good knowledge and bad knowledge about teaching methods .The knowledge of teacher about teaching methods is on an average while most of the teacher have experience between 1-5years. Teacher use many teaching methods in pre-school but most of the teacher 75 percent were use play with learning teaching methods and same of the teachers 25.83 percent were use E-learning teaching methods.

V. CONCLUSION-

From this study it can be concluded that teachers had good knowledge of teaching methods .A teaching experience analysis revealed that most of the teacher had on an average experience 1-5year during teachers .The play with the learning teaching methods is most used by teachers because the students are feel very comfortable with this teaching methods.

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