



ORIGINAL RESEARCH PAPER

Education

“OPINIONS OF PARENTS AND TEACHERS TOWARDS THE PLAY IN EARLY CHILDHOOD EDUCATION IN ANGANWADI SCHOOLS”

KEY WORDS:Opinion, Early Childhood Education, and Anganwadis Schools

Siga Ravindar*

Assistant Professor (c)University College of Education Telangana University Nizamabad. TS *Corresponding Author

ABSTRACT

Play in early childhood education (ECE) is a very broad topic that continues to generate much discussion and debate. Slogans such as “play is the business of childhood” or “play is the child’s way of learning” are still heard but they are becoming less convincing. Voicing slogans such as these often encourages those who are opposed to play in education to dismiss it on the grounds that the idea seems too broad and vague to be a valid and useful basis for teaching and learning. It doesn’t help when ECE programs claiming to be play-centered lack a thoughtful rationale for their play policies and practices or when low-level, unchallenging activities called “play” abound in their indoor and outdoor environments. Presently, the schools provide less or no opportunity to play, in this study to know the relevance of play in early childhood education and to find out the overall opinion of the Play in early childhood education in Anganwadi Schools the researcher concluded that the Play does exist in any relevant Approach like Montessori or Probel play way method in Anganwadis schools and there is significant difference between the opinion of parents and teachers towards the Play in early childhood education in Anganwadi Schools.

INTRODUCTION:

Early childhood is a crucial stage of life in terms of a child’s physical, intellectual, emotional and social development. Growth of mental and physical abilities of children progress at an astounding rate and a very high proportion of learning take place from birth to age six. It is a time when children particularly need high quality personal care and learning experiences. Education begins from the moment the child is brought home from the hospital and continues on when the child starts to attend playgroups and kindergartens. The learning capabilities of humans continue for the rest of their lives but not at the intensity that is demonstrated in the preschool years.

Early Childhood Education(ECE): ECE programmes concentrate on preparing children for attending schools. These are also preschools, nurseries, kindergartens, preparatory schools and alike. that concentrate on education

Early Childhood Care and Education(ECCE): These have a larger scope apart from education. They include care and early stimulation for children from 0 –3 years, crèches, home stimulation, caring for expectant mothers, adolescent girls and more. (National Focus Group, 2006 1). This terminology is used by United National Educational, Scientific and Cultural and Organization (UNESCO) and in India, this term is used since the formation of Nation (or is it National) Policy of Education in 1986.

Play in Early Childhood Education: The stress on formal education and learning 3R’s, has completely eradicated the play from childhood. Presently, the schools provide less or no opportunity to play, whether to play freely in the playground or to use commercial equipment; use manipulating materials or organise games and sports; or just running and chasing? then follows the question of pretend play. The question of how much, how long and, whether one has to be given the freedom to choose the play? If yes, how much freedom? Whether the children should be encouraged to play alone or in groups? What is the take of philosophers like Montessori, Vygotsky, Steiner on the play? Another important question is whether the preschools, which emphasise play exceedingly accommodated in their curriculum and Montessori schools which reject the idea of play are any different from the other preschools? What is their outcome, do they produce children with better abilities?

No Scope for Play: Third issue in early childhood education is that the classroom has no scope for play. The private schools which have good infrastructure have no indoor play activities. For that matter, none of the early childhood education

managements neither the government nor private, provide any activity based learning or learning materials to the children (Kaul, Chaudhary, & Sharma, 2015, p. 48). In most Anganwadis children are taught to sing and dance. Hence, most villagers consider singing rhymes, songs itself as 'play way method' (Prochner, 2002, p. 445). Adarsh Sharma, as quoted by Larry Prochner, describes a typical Anganwadi in 1987.

Lack of Active Learning: TheSeventh issue in the children in theAnganwadisor private nursery schools do not have any opportunity for activelearning (Kaul, Chaudhary, & Sharma 2015: 51). Most of the centers consider singing rhymes, songs are 'joyful learning'. The teachers consider that singing, pasting and filling up worksheet are part of child centered curriculum. Some who understand the importance of movement and play blame the huge class strength and congested classrooms for not having activity or play-based learning in their classroom and resort tochalk-and-talk methods.

Objective of the Study:

1. To study the relevance of play in early childhood education
2. To find out the overall opinion of the Play in early childhood education in Anganwadi Schools.
3. To compare the parents and teachers the Play in early childhood education in Anganwadi Schools.

Delimitations:

1. The study is limited to the opinions of parents and teachers towards the Play in early childhood education in Anganwadis Schools only.
2. The study is limited to the opinions of those Anganwadis located in Hyderabad district.

Research Design of the Study

The present study is an analytical and descriptive study. In the present the influence of parents and teachers of children’s with reference to their opinions towards play in early child hood education. The data was collected using a tool developed by the investigator, i.e. Early Childhood Education Quality Assessment Scale (ECEQAS) and Opinion of ECE Scale

Sample of the Study

Stratified random sample was employed for the collecting the data from parents and teachers of Anganwadis schools. The data was collected from 35 parents and 15 teachers belonging to 15 Anganwadis schools in Hyderabad District.

Result and Discussion:

The responses of the sample on the opinionnaire was collected and it was grouped into three viz., High opinion of Parents and teachers, average opinion of Parents and teachers and low opinion of Parents and teachers .The high opinion teachers are those Parents and teachers who are above mean plus 1 sigma score, and those average student teachers group is those Parents and teachers fallen between the mean minus sigma to mean plus sigma, and the low opinion group is Parents who are below the mean minus one sigma score. The results are given in table.

Table 1: Showing opinion of the groups

	Parents	Teachers
Mean- 1 sigma (Low favourable opinion group)	2(4%)	4 (2%)
-1 Sigma to+ 1sigma (Average opinion group)	40(80%)	31(62%)
Mean +1 sigma (Highly favourable opinion group)	8(16%)	15(30%)

From the above table it could be observed that on an average 80% have positive opinion, 16% have high opinion and 4% have low opinion about the play in early childhood education from parents point of view, and an average 62% have positive opinion, 30% have high opinion and 2% have low opinion about the play in early childhood education from teachers point of view. Less number of Parents has low favorable opinion towards play in Early childhood Education in Anganwadis Schools.

Hypothesis-1: There is no significant difference between the parents and teachers the Play in early childhood education in Anganwadis Schools.

Table 1: Showing the mean value and the results of t test

Variable	N	Mean	S.D	t-value	Level of Significance	df
Parents	35	25.45	2.47	3.85**	0.01	48
Teachers	15	33.67	8.09			

****Significant at 0.01 level**

From the results of 't' test, the mean opinion scores of parents and teachers were 25.45 and 33.67 respectively. The respective SDs was 2.47 and 8.09. The 't' value was 3.85. The obtained calculated value is significant even at 0.01 levels. Therefore the null hypothesis is rejected. There is a significant difference between the parents and teachers the Play in early childhood education in Anganwadis Schools.

Hypothesis 2: Play does exist in relevant approach to early childhood education.

Table3: showing the score of relevant and non relevant approach in play early childhood Education

Relevant Approach	75%(18.75)
Non Relevant Approach	25% (6.25)

Table reveals that the 75% of play activities is not relevant to any approach only 25% are relevant. Hence the hypothesis is Play does exist in any relevant Approach is accepted.

Major Finding of the Study:

- There is a significant difference between the opinion of parent and teachers towards the play in early in childhood education. Teachers opinion on Montessori approaches in play: It is evident from the study that Montessori approach has significantly more free play with material, guided play with material, clay and sand play, pre-reading, pre-writing and pre-number activities compared to non-Montessori approach but its differ on parents view.
- Play does exist in any relevant Approach like Montessori

or Probel play way method: The observation of the schools indicated a significant difference between the relevant and non relevant approaches;

- Parent's point of view there is no play in early childhood education here low opinion on play in early childhood education.

Recommendation:

Young children's play is important for the development of the skills, concepts, and approaches. It is essential that public policy promote and support early education methods that make full use of play and child-initiated activities. State and local policymakers should: Adopt preschool learning standards/foundations that identify play as the primary method for early learning Require the adoption of preschool curricula that emphasize play and child-initiated activities Establish parent education programs that explain the importance of play for cognitive development Require assessment based on teacher-documented observations of children during play. Rule out high-stakes testing of preschool children. Developing tools to measure creativity in preschool children in the context of multicultural background Impact of Family life environment on play and creativity in preschool children Evolving strategies to nurture play and creativity in intellectually exceptional children Impact of training of teachers in cognitive problem solving on problem solving abilities in children Effect of Some psychological and social adjustment variables on creativity level in children

CONCLUSION

The present study reveals that Play is one of the major activities which promote young children's creativity. Young children have a potential of thinking and playing creatively and Parents have a role in being involved in their children's play. Children tend to be more creative when their parents are involved in their play.

REFERENCES:

1. Alberta, C. (2008). The Primary Programs Framework for Teaching and Learning, Kindergarten to Grade 3. Retrieved from <http://education.alberta.ca/teachers/core/math/programs.aspx>. Retrieved
2. Anning, A., Cullen, J., & Fleer, M. (2004). Early childhood education: society and culture. Delhi, New York & London: Sage Publications.
3. Brown, S. (2008). Foundations of Play work. Maidenhead: Open University Press. Chen, Q. (2005). The Project Spectrum approach to early education, early childhood education, 3(2), 50-53.
4. Ginsburg, K. R. (2007). The importance of play in promoting healthy child development and maintaining strong parent-child bonds, Pediatrics, 119(1), 182-191.
5. Meyerhoff, M. (2006). parents' view of early childhood development. Young Children journal, 52(5), 46-49.
6. Pound, L. (1950). How Children Learn: From Montessori to Vygotsky – Educational Theories and Approaches Made Easy. Step Forward Publishing Ltd.
7. Sutton, C. (2001). The effect of play on the creativity of young children during subsequent activity. Early Child Development & Care, 172, 323-328. Verenikina, I., Harris, P., & Lysaght, P. (2003). Child's play: Computer games, theories of play and children's development. Paper presented at the IFIP Group 3 Conference: Young Children and Learning Technologies.
8. Wright, S. (2010). Understanding Creativity in Early Childhood: Meaning-- Making and Children's Drawing. Sage Publications Ltd.
9. Yvonne, J. M. (2009). "Low-Income African American Parents' Views About the Value of Play for Their Preschool Age Children". Electronic Theses, Treatises and Dissertations. Retrieved from <http://diginole.lib.fsu.edu/etd/2202>
10. Zimiles, R. (1986). Today's kindergarten: exploring the knowledge base, expanding the curriculum. New York: Teachers College Press.