

EXPLORING THE PERCEPTION OF DIFFERENT STAKEHOLDERS IN RURAL AREA OF BANGLADESH'S KINDERGARTEN SCHOOLS.

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Abstract

In the research It wanted to explore the perceptions of different stakeholders (head teachers, assistant teachers, community leaders, assistant Upzila education officer, and Upzila education officer) on kindergarten schools. In this study It was wanted to observe the govt. primary school and kindergarten schools. For this study it has collected the in-depth information from interviews and FGD with the help of some stakeholders (head teachers, assistant teachers, community leaders, assistant Upzila education officer, and Upzila education officer). In the study it tried to unveil the teaching-learning, classroom environment and parent-school relationships of govt. schools and kindergarten schools. There was also an effort to see what the perceptions of different stakeholders on kindergarten schools were. In this study it tried to find out how the educational problem is impacting the education sector. Finally, based on the findings of this study some recommendations are given for the student's achievements.

Key word: Achievement, Community leader, Perception, Kindergarten, Relationships, Educational Problem, Impact.

I. Introduction:

Education is a fundamental human right for all, and a public good. Quality education is both a fundamental right for all and an essential enabler for the achievement of other rights. States are obliged, collectively and individually to make quality education available to all, at all levels, free of charge (Plan International).

Lots of government primary schools are there at Santhia in Pabna to ensure primary education. Govt. provides necessary facilities to ensure quality primary education. In spite of that many kindergarten schools have been set up at this area.

Through this study it wants to explore the perceptions of different stakeholders on kindergarten schools and why do they prefer kindergarten schools over private schools. As my study is on kindergarten schools so it was working on teaching-learning, parent-school relationship and classroom environment of kindergarten schools.

Today's kindergarten is more focused on literacy and numeracy. The public perception is that kindergarten is what 1st grade used to be. Today's kindergarten children are caught in a triple bind. They have more formal schooling but less time to explore practice social skills or build relationships with peers and adults (Grane Elizabeth 2009).

This study is quite different than the previous one because it has been done based on urban area. From its knowledge and experience, this research is needed because despite well-furnished govt. primary schools in rural Pabna area, parents are interested to admit their children into kindergarten schools. The main aim of this study is to explore what types of attractive facilities they have in kindergarten schools.

II. Purpose of the study

The purpose of the study is to explore why stakeholders (parents, assistant teachers, HT, AUEO, UEO, community leader) of rural Pabna area get interest to admit their children into KG schools rather than government primary schools. Through this study it was going to explore in what extend does teaching-learning & classroom environment in the kindergarten schools affect the decision making process of different stakeholders (parents, assistant teachers, HT, AUEO, UEO, community leader) and how is the community and parent-school relationship in the kindergarten schools?

To speak the truth, this research is needed because in spite of well-furnished govt. primary schools in rural Pabna area, different stakeholders (parents, assistant teachers, HT, AUEO, UEO, community leader) are interested to admit their children into KG schools and to know about their perception about that. The aim of the study is to explore what types of attractive facilities are there in kindergarten schools. It thinks this to be helpful to improve the overall educational situation of that rural Pabna area.

This study targeted kindergarten schools are located at rural Pabna. There are numerous parents, and teachers who are this research participant and targeted population as well. Study has been gone through about admitting children into kindergarten schools. This study is quite different than the previous one because it has done based on urban area. To speak the truth, this research is needed because in spite of well-furnished govt. primary schools in rural Pabna area, parents are interested to admit their children into kindergarten schools. The aim of the study is to explore what types of attractive facilities they have in kindergarten schools. This will be helpful to improve the overall educational situation of that rural Pabna area.

III. Significance of the Study

By the findings of the study different stakeholders will be benefitted. The policy- makers, educationalists, teachers, community-leaders, will get scope to rethink about the matter. In rural Pabna area numerous govt. primary schools are there. Govt. provides necessary supports to these schools for ensuring quality primary education. In spite of that different stakeholders (parents, assistant-teachers, HT, AUEO, UEO, community leader) of that area are admitting their children into kindergarten schools.

This research is needed because by this research It will be able to know the perception of different stakeholders (parents, assistant teachers, HT, AUEO, UEO, community leader) about kindergarten schools.

As the purpose of the study is to explore the perception of them and why they are admitting their children into kindergarten schools, it will get some findings and based on that findings, it will give some recommendations to take step of different stakeholders (parents, assistant teachers, HT, AUEO, UEO, community leader), policy makers and field personnel and will open the door for further research.

IV. Objective

- (1) To explore the perception of different stakeholders for teaching-learning & classroom environment in the kindergarten schools?
- 2) How is the parent-school relationship in the kindergarten schools?

V. Research Questions

- (1) To what extend does teaching-learning & classroom environment in the kindergarten schools affect the decision making process?
- (2) How is the parent-school relationship in the kindergarten schools?

VI. Methodology

In this research it was used qualitative approach with support of tools in order to illustrate of holistic view of the situation It has selected qualitative approach for the study because this approach is appropriate for the study– Exploring the perception of different stakeholders in rural area of Bangladesh’s Kindergarten Schools.

Qualitative research is pragmatic interpretive and grounded in the living experience of the people. Qualitative research investigates the why and how of decision making and has a strong basis in the field of sociology. It enables a researcher to conduct and intensive study

with a small sample. A thick narrative description of the results and findings could be developed from this approach.

VII. Data collection methods and tools.

It had done two types of tools. They are: (1) Interviews- 6 (2) FGD-2.

It conducted an informal discussion with the students of class of Three to Five. It selected 10 students randomly and from every class minimum two students were selected. For this informal discussion It developed a guide including five questions.

It was conducted one survey, Two FGD and Six interviews because survey helped me to get their personal and individual information. Through the FGD it got multiples identical and diverse information of different tastes. On the other hand, interviews are very much interactive.

It helped the study to collect detail perceptions of the individuals. This face to face informative method connected the study with the direct views and attitudes of participants. As-

Interview is a two-way method which permits an exchange of ideas and information. It is unique in that it involves the collection of data through direct verbal interaction between the interviewee and the interviewer. It requires that all the normal channels of communication carried out with a definite purpose of obtaining certain information by means for the spoken word. (SHIDHU, 2001, p.145)

It was very much helpful for to know about individuals' thoughts, feelings, behavior and habits. So, it used interviews, survey and FGD these three types of tools.

VIII. Observation

Marshall and Rossman (1989) define observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p 79). Observations enable the researcher to describe existing situations using the five senses. This looks carefully, listen carefully, pay attention, experience the context and write down what actually happened without intervening.

In this study Exploring the perception of different stakeholders in rural area of Pabna District on Kindergarten Schools what it does actually in the natural setting.

IX. Data collection procedure

It has used in depth interview, informal discussion with the students and focus group discussion to collect the data. It interviewed three Head Teachers and three community leader, Assistant Upazila Education officer and Education officer. It developed an observation guide for observation of the school and teaching learning process. It conducted an informal discussion with the students of class one to five.

Each interview sessions continued for 40 minutes with both the Head Teachers and assistant teachers of the schools in rural and urban areas.

We can get a real description and analysis of a research topic, within short facility of the research and the nature of responders (Collis & Hussey, 2003). The targeted groups were Head Teachers. It had developed an observation guide and observed the classroom and the whole school environment according to the guide line. It helped me not only in collecting the factual data but also understanding the deep feelings of the participants. In addition, it helped me to realize if there were any gap between the data collected from the interview and the actual scenario.

Qualitative approach is used specially for social circumstances through a close and interaction with the people in the real field (Rossman & Rallis, 2003). For this research it has used qualitative approach because by this approach, it has got the in-depth data and information why the parents at rural Pabna are admitting their children into kindergarten schools rather than government primary schools. Under this approach It has used interview and FGD methods so that It can get the natural data about the topic.

X. Data Analysis

The process of data analysis involves in arranging the data reasonably and picturing them sequentially. During collection data was recorded whole of the interviews and discussions. It also took notes for whole of the process with interviews. After collecting data, it rearranged them into the different theme and marked them into different colors with a marker pen. It cleaned all of this data for the necessity of the research. Then it read all of them again and again and tried to understand the inner meaning of those. It tried to relate the collected information with the interviews, focus group discussions, survey and content analysis.

Then it was translated them into English for research as it had to do in English version after that it matched the rearranged data with this research topic, research questions and conceptual frame work.

XI. Ethical concern

Studies that involve collecting data from participant's researchers should consider protecting research participants from possible harm and maintain any of my interviewee's name and did not do anything without the institutions and my participants consent where I went for my data collection I have shared my purpose of the study and the reason of the interviewing, observation sectors and how my findings will be used further, beforehand conducting the data collection from the participants. I have also provided my participants an informed consent letter where I have mentioned about the purpose of the research, its use and other things.

With the help of my respondents I have recorded the data by motivating them. I have taken necessary notes from my respondents.

XII. Credibility and Rigor

It has designed the research in a systematic process. Before conducting my research, it completed one research course that made me worthy of my research. For my research It has selected a topic from the area of interest. After

selecting the research topic, it checked for its feasibility and accessibility. After getting feedback and taking suggestions from the peers it modified the research title. Then it selected the research questions, key questions and sub questions which also came into a shape after incorporating the feedback of the respective faculties and peers. These questions gave me the answer of my research questions. It has developed some data collection tools and piloted it in the field and again modified through feedback from the research supervisor. All of the ideas were shared with peers, faculty members and mentors to ensure credibility and rigor.

XIII. Demographic profile of the participants

This research site is at Santhia in Pabna. For the research it has selected two Kindergarten schools, one government primary school and an Upzila education office. It has selected these sites as it wants to explore the perception of different stakeholders on kindergarten schools.

These three schools are at Santhia in Pabna and nearby Pabna area. It has selected this site thinking that it was very helpful for necessary collecting and authentic data from the parents and teachers of this area related to the topic. That is why it think that this site was related with the research topic.

It was very easy for researcher to arrange FGD with the assistant teachers and interview with the head teachers, community leaders, UEO and AUEO. The first kindergarten school it was visited which two tin shed houses with a small field in front. The school was established in 2000 with only three classrooms and now it has expanded up to grade eight with one pre-primary class. The school has modern facilities like sanitary, safe water etc.

It had selected this site guessing that it will be very helpful for this to collect necessary authentic data from the parents and teachers of this area related to this topic. That is why it think that this site is related with my research topic.

The second research site was also a kindergarten school of three storied building established in 1992. The fascinating part of the school was all the walls were decorated with beautiful scholarly quotes and moral words.

The third research site was a government primary school. It was established in 1899. The school has got all the govt. facilities like sanitation and hygiene, SLIP etc. Classrooms were also well decorated specially the preprimary classroom. The room was spacious, decorated with colorful charts, pictures and rhymes. There are 450 students up to class five and there are 50 students in preprimary class. The teacher-student ratio is 1:50. It was a one shift school. Students are mostly from middle and lower class families.

The logic behind choosing these schools are parents are admitting their children in kindergarten schools rather than GPS though lots of facilities are there in government primary schools. So It has selected these schools purposively to get my required data through FGD and interview.

Research participants

Types of Research participants	Number Research participants	Data collection Tools
Assistant teachers	10	FGD
Head teachers (kg)	02	Interview
Head teacher (GPS)	01	Interview
Parents	12	FGD
Community leader	1	Interview
AUEO	1	Interview
UEO	1	Interview

XIV. Results

This study was intended to find out the perceptions of different stakeholders (assistant teachers, head teachers, parents, community leaders, assistant Upzila education officer, and Upzila education officer etc.) on kindergarten schools. Data were collected through three FGDs and six interviews with assistant teachers, head teachers, parents, community leaders, assistant Upzila education officer, and Upzila education officer. After collecting data, it organized them into different key themes according to my research questions.

The key themes suggested by the research data are:

Stakeholders view on Kindergarten education:

With a view to finding out the actual perceptions of different stakeholders on Kindergarten schools I have conducted FGDs and interviews with different types of participants who are directly related with Kindergarten school's education and able to give me authentic information about Kindergarten schools.

The focus of this theme is to explore the prevalence of Kindergarten education based on the result only. After coming out of the KG school ring, almost no students get chances at reputed medical college or engineering universities. Quality of education is no matter to the kindergarten school's authority. Even guardians are actually happy with the result only. Quality education should be ensured without any delay. Most of the participants do not want result-based education.

Stakeholder's perceptions mapping:

1. Kindergarten schools

1.2 Assistant teachers

a) Classroom environment & teaching learning.

In an FGD#01, one of the assistant teachers of kindergarten school said, Guardians are interested to get GPA-5 in Primary Education Completion Examination. Our primary education is competency based. Students will be able to learn competency and creative thinking so that they can be able to use the learned knowledge in their real life situation. It is never being good to establish quantity rather than quality. (FGD#01).

The above data shows that children should be grown up with the quality of education. Only the result-based education is an unwanted issue in primary education as it is the base of all educations.

b) Parent-school relationship

According to assistant teachers of two kindergarten schools-

Parents are the first teachers of the child. They play a vital role in child learning. They are very helpful to enhance students learning. They help students while preparing home work. Teachers of kg schools argued that they are very much dedicated and keep good relationship with the parents. They motivate the parents to admit their children into kindergarten school. Parents are happy to send their children in kindergarten schools.

1.1 Head teacher

a) Classroom environment & teaching learning.

In an interview a head teacher of a kindergarten said,

Kindergarten schools should be brought under the control of the government as there are no rules and regulations there. They do not follow the curriculum. They run the school according to their own will. They create extra pressure to the students where loads should be given according to the Childs age, capacity and merit. (Interview#03).

The stated data denotes that the kindergarten schools do not care the govt. rules and regulations and so they should be brought under the control of the government to follow the primary curriculum.

b) Parent school relationship

The Head Teacher of a kindergarten school says that,

It inspires the parents by home visit, communicate with the students over mobile phone and motivate the parents by giving rewards to them. Parents come to school with their children and stay at school till the school is over. At all times he tries to make the best use of time. So the overall performance of the school is good. (Interview#03).

The above data indicates that parents take proper care of the children and help to enhance their learning.

1.2 Parents

a) Classroom environment & teaching learning.

The parents of kindergarten school say that the classroom environment of kg schools is well enough for the students learning. They arrange free Friday class out of the routine. Teachers use traditional method of teaching as they have no training. They have well-disciplined environment in the classroom. Though teachers have low qualification (SSC, HSC), they try to teach the students at their level best. Teachers are always punctual and dedicated. And so, the result of kg schools is always good.

b) Parent school relationship

The parents of kindergarten school say that they have good parent-school relationship. Teachers communicate with the students over phone. Sometimes they communicate with the parents. The head teacher invites them on different occasions of the school. They added that they are very much happy to join in those occasions. Parents help students while preparing home work. Teachers of kg schools argued that they are very much dedicated and keep good relationship with the parents. They motivate the parents to admit their children into kindergarten school. Parents are happy to send their children in kindergarten schools.

1.3 Community Leader

a) Classroom environment & teaching learning.

In an interview a community leader said that,

In govt. kindergarten schools, teachers have no professional training like C in Ed or Bed. They always use the traditional method of teaching. As the world is constantly changing, so to cope with the changing world teachers need to be updated by gathering knowledge and information. Teachers can be updated with the necessary information only by training. (Interview # 03, date 13.10.2018).

The above data indicates that without training the actual teaching is quite impossible.

b) Parent school relationship

Parents play a vital role in child learning. They are very helpful to enhance students learning. They help students while preparing home work. Teachers of kindergarten schools argued that they are very much dedicated and keep good relationship with the parents.

1. Government Primary School

2.1 Head teacher

a) Classroom environment & teaching learning.

In an interview a head teacher said

It is said that training-application-succeed. It means that after receiving training, when the acquired knowledge is applied properly, then succeed may come. Teachers are the main helpers, facilitators, problem-shooters and counselors of the learners. They need to have adequate subject and pedagogic knowledge to make the subject easy, interesting and enjoyable. So, to speak the truth it is the training that can help the teachers to play their role effectively.

b) Parent school relationship

Another HT of another kindergarten school said that,

It motivates the parents by inspiring them about the profit of education. Parents try to enhance the students learning by providing necessary supports to them in time. Parents come to the school and communicate with the teachers about their children. They become happy to get the result. (Interview # 04).

The above data indicates that parents communicate with the teachers and become happy to get their children's good result.

2.2 Parents**a) Classroom environment & teaching learning.**

While conducting FGD a mother said,

In govt. primary school more or less 50 to 60 students are there in a class. It is difficult to keep discipline in such a large classroom. As a result, classroom environment & teaching learning become hampered.

b) Parent-school relationship

During FGD a mother said,

In our area there are some mothers who have HSC or BA degree. A school can use them in class teaching because some schools have not adequate teachers. If so, students will be motivated and it will be helpful for the whole school improvement.

2.3 AUEO

a) Classroom environment & teaching learning.

According to one of the AUEOs

Govt. school's classroom environment are not well enough for students learning. In most cases they have large classrooms. Teachers have too busy with additional work outside the school and so they cannot conduct the classes properly. (Interview # 5).

The above data indicates that kindergarten school's environment is not well enough for the students learning.

b) Parent-school relationship

According to one of the AUEO KG schools parent-school relationship are almost well. They arrange mother's assembly, home-visit for increasing the attendance of the students. Teachers go to the parent's home to inspire them to admit their children into kg schools. The students of KG schools always remain in a box. The system of KG schools does not support them to come out of the box.

2.4 Upazila Education Officer

a) Classroom environment & teaching learning.

In an interview an UEO said,

Learning materials make the complex things easy to the students. Well-trained teachers are expert in collecting, using and preserving the teaching-learning materials. They collect no-cost or low-cost materials with the help of the students. They are able to make the lessons easy, interesting and enjoyable to the students. (Interview # 06).

The above data indicates that in teaching-learning process materials have a crucial role. It makes the transparent idea of any lesson in student's mind.

b) Parent school relationship

In another interview another UEO said,

I motivate the parents by inspiring them about the profit of education. Parents try to enhance the students learning by providing necessary supports to them in time. Parents come to the school and communicate with the teachers about their children. They become happy to get the result. (Interview # 04).

The above data indicates that parents communicate with the teachers and become happy to get their children's good result.

XVI. Discussion

The study was conducted to know the perception of different stakeholders on kindergarten schools. I tried to gather different stakeholders view for this purpose. This discussion chapter provides a brief overview of major findings of the research and comparative analysis of these with previous researches conducted. The paragraphs for this chapter are arranged according to my research questions and a brief discussion is done under each heading.

There are some hidden competitions between the govt. primary schools and kindergarten schools. Teachers are becoming more dedicated in both govt. primary schools and kindergarten schools. I have observed that teachers of different schools, community leader have commented on kindergarten schools in different way but they argued that kindergarten schools are showing some good performances. They have well discipline, good result, dedication etc.

According to my own analysis kindergarten schools are doing better day by day. For better performance the teachers of kindergarten schools should be trained without any delay. It is said that Training-Application-Succeed. Without proper training a teacher cannot play his role in proper way. If a teacher becomes well trained and utilizes trained knowledge in his respective field, then succeed will knock at the door.

A trained teacher can take part in the whole school improvement process easily. He must be able to manage the class and make the class easy, interesting and enjoyable to the learners. He knows how to collect, use and preserve necessary teaching-learning materials. He is the asset for the country as he does his duties for the welfare of the nation.

In kindergarten schools also the head teachers don't get any training at all and so they don't know how to motivate the subordinates. They don't know how to mentor the assistant teachers. As an administrator the head teacher should motivate the teachers and the students. He should mentor them and monitor the school project for the expected achievement of the institution.

He should encourage the assistant teachers to be updated by reading necessary papers, magazines, books etc. They should be enriched by subject knowledge and pedagogical knowledge.

Curriculum is one of the crucial components for the students for ensuring learning outcomes. NCTB prepares, prints and supplies the curriculum. The existing scenario is that the kindergarten schools don't use the curriculum at all. On the contrary the govt. primary schools are completely following the curriculum. As the kindergarten schools don't follow the curriculum students are not being taught in a systematic way. I think the govt. should take necessary steps to ensure the curriculum based teaching-learning in kindergarten schools.

For ensuring sustainable learning and to make the class easy, interesting and enjoyable to the learners teaching-learning materials play a very vital role. To speak the truth, it is a matter of great sorrow that in kindergarten schools, teachers don't use the proper teaching-learning materials while teaching. They just depend on text-book, paper and pencil. Digital TLM is out of thought here.

Teachers should use no-cost or low-cost teaching-learning materials so that students can understand the lesson easily. Teachers need to collect no-cost or low-cost teaching-learning materials locally so that it can be easily usable and preserve able.

I suggest the HTs to collect TLM with the help of the students and assistant teachers. But in kindergarten schools the uses of learning materials are absent. They do not follow the curriculum. But gps teachers are bound to follow the well-arranged curriculum which is prepared according to the student's class, age and ability. In kindergarten schools, no scopes are available for the students to participate in "learning by doing" activities. The overall process is result-oriented.

In most of the kindergarten schools, working hour is 8:00am-11:00am. It should be extended up to at least 1:00pm. According to my own will this time-table is suitable for the students because after the class hour students get enough time for taking rest, lunch and physical exercise. That is why children can grow up properly.

On the contrary in GPS working hour is 9:00am-4:30pm. This time-table is allotted by the govt. In this circumstances children feel bore and cannot want to continue their learning too long. Besides teachers have to carry the extra load of teaching. For this they lose the interest of teaching. Students become inattentive in the lesson.

According to my own will the time-table of kindergarten school is suitable for the students because after the class hour students get enough time for taking rest, lunch and physical exercise. That is why children can grow up properly.

Kindergarten schools should be come out from the result-based education. Learning is here cost-effective. Here education is sold instead of money. The proper growths of children are hampered. Though teachers try to communicate with the parents, Parents-school relationship is not so satisfied. Teachers have no pedagogical knowledge at all. They just practice result-centered education.

They do not follow the lesson plan and IPT(Input-Practice-Task) based teaching-learning techniques. Most of the time GPS result is better than that of kg schools. Through effective supervision and monitoring I directly observe the students. Some parents take Kindergarten schools as their fashion and prestige. Besides only the result is their expectation.

Activity based learning or learning by dong is very essential. Present curriculum is totally based on creative question and all the books are activity based. In kindergarten schools creative teaching-learning should be practiced instead of memorization and rote learning. To establish creative teaching-learning teachers should be well trained. In kindergarten schools creative teaching-learning is absent. Memorization and rote-learning is practiced widely.

Teachers in kindergarten schools just practice memorization and rote learning. The world is constantly changing. To cope with the changing world our education should be up to the mark.

Kindergarten school's education is cost-effective. Sometimes educational expenses are too difficult for the guardians to bear. So the cost should be bearable. As all types of expenses are met only by the student's fees so teachers want a large amount of fees from the students. For this guardians need to pay fees in full and for some guardians it is too difficult to manage. So, the cost should be tolerable so that all types of parents and guardians can be able to pay the fees without any hesitation.

Classrooms of Kindergarten schools are very congested. So classroom-space should be extended. Generally, Classrooms of Kindergarten schools are too congested to conduct the classes. Kindergarten schools are set up here and there. In most cases a tin made house is used as kindergarten school where there's no playground. Adequate and spacious classrooms are absent and the teaching-learning is hampered.

Activity based learning should be implemented in kindergarten schools so that students can get enough scope to take part in learning by doing. In learning by doing activities students get much pleasure and learning can be more sustainable.

Most of the kindergarten schools have no School Management Committee and have less community involvement. School Management Committee should be made for more community involvement. Community is one of the most important parts of the school. Community people can take part in many ways in the whole school improvement.

In most cases kindergarten schools are established for getting economic benefit from it. Actual learning remains absent. So it can be established as the complement instead of competition of primary education.

There is no supervision over kindergarten schools. For this reason, teachers move according to their own will. So they should be brought under proper supervision and control. Change should be brought in the assessment system. The strong formative assessment system must be followed by the teachers.

XVII. Conclusion:

Through this study it tried to find out the perceptions of different stakeholders on kindergarten schools. It has also tried to analyze the comparative study of kindergarten schools with govt. primary schools based on parent-school relationship, classroom environment and teaching-learning process.

It is seen that almost similar understandings are there according to the perception of different stakeholders as assistant teachers, head teachers, community leaders and the officers. From the above discussion it found that for kindergarten schools public schooling getting affected, community and parent school relationship getting affected, loss of trust on public schooling & willingness to spend on private schooling.

Similarly, it was found that there is a competition between kindergarten schools and public schools. In spite of more shortcomings kindergarten schools are firm confident to make better performance in comparison to the govt. primary schools.

To conclude, though the kindergarten education is the parallel education in Bangladesh, it needs to be reconstructed with the help of the concerned authority and person. As a head teacher and teaching in a profession we have to give emphasized for Stakeholders demands. The purpose of the study was to explore the perception of different stakeholders on kindergarten schools, it mitigated the objectives and fulfilled the purpose.

To speak the truth this research was in a short range. Scopes are available to study in this field. Study should be done elaborately over this subject.

XVIII. Recommendations

Based on of the study findings and discussion, it has some recommendations. Considering the data and results and writing the discussion section its recommendations are as follows:

- ❖ There is no alternative to training. That is why; teachers should be trained as early as possible.
- ❖ Curriculum is one of the crucial indicators for the students. So teachers should follow the curriculum.
- ❖ Teachers should use no-cost or low-cost teaching-learning materials so that students can understand the lesson easily.
- ❖ Most of the kindergarten schools have no School Management Committee (SMC) and have less community involvement. SMC should be formed for more community involvement.
- ❖ Kindergarten schools should be registered by the govt. and they should be brought under rules and regulations of the govt.
- ❖ There is no supervision over kindergarten schools. For this reason, teachers go according to their own will. So they should be brought under proper supervision and monitoring.

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