

# EFFECTIVENESS OF PRE-PRIMARY TEACHERS TRAINING IN GOVERNMENT PRIMARY SCHOOL BANGLADESH

Md Mahfuzur Rahman Jewel<sup>1</sup>, Sharon Drew<sup>2</sup>, Nasrin Akter<sup>3</sup> and Kamrul Qader Chowdhury<sup>4</sup>

<sup>1</sup>Education Officer, Directorate of primary Education, Mirpur, Dhaka, Bangladesh.

<sup>2</sup> Faculty, Faculty of Life Science and Education, University of South Wales

<sup>3</sup> Assistant Education Officer, Directorate of primary Education, Mirpur, Dhaka, Bangladesh.

<sup>4</sup>Education Officer, Directorate of primary Education, Mirpur, Dhaka, Bangladesh.

## ABSTRACT

*It gives a clarification on the research approach, sample of the study, sampling techniques, data collection methods, analysis, validity and reliability of as well as ethical issues. Over all aim of this study is to explore and analyze of impact with gap and practice of pre-primary education teachers training of government primary school in Bangladesh; the challenges the teachers are being faced in practicing training skills. And identifying the supports the teachers need for developing their professional skills. To achieve the overall aim this study will focus on the following research questions; i) How have the teachers applied the knowledge and skills gained during the training within their setting? ii) What kind of challenges did the teachers faced when implementing their knowledge and skills gained from pre-primary education training? iii) What solutions can be offered to enhance pre-primary education teachers training for implementing PPE curriculum?*

*According to the National Education Policy and ensuring the universal coverage of pre-primary education the ministry of primary and mass education has been created 37672 posts of assistant teachers of namely pre-primary for each government primary school in Bangladesh. From 2012 to 2015 government has been recruited newly pre-primary teachers appointed and deployed in each government primary school with 15(Fifteen) days special training on Pre-primary (ASPR,2015). The ensuring of quality pre-primary and primary education in Bangladesh is a challenging issue Although, more than 97.93% children are enrolled in the primary school but drop out per years more than 20.4% from the school system (APSC,2015)*

*The study will explore and analysis of impact with gap and practice of PPE teachers training of government primary school in Bangladesh. What challenges teachers are faced in practicing training skills and to know what kind of support teachers needed for developing their professional skills.*

**Key Words:** Pre-Primary, Teachers Training, Government, Primary School, Bangladesh.

## INTRODUCTION

Pre-primary education is one of the remarkable interventions executed by the Government of Bangladesh under the Directorate of Primary Education (DPE). This intervention helps all-encompassing advancement of young children. Under the government framework, pre-primary education is considered as the initial step to enter into formal schooling. In the year 2010, The Directorate of Primary Education (DPE) of Bangladesh suggested a yearlong pre-primary education programme for 5+ aged children. Before that DPE has been attempting to deliver pre-essential classes in government primary schools in Bangladesh to be specific " Shishu Class" (Baby Class. However, absence of age appropriate learning-teaching materials and deficient of classrooms hindered this initiative to be effective in the long run. As a result, the government of Bangladesh introduced pre-primary education in Primary Education Development Program-2 (PEDP-2; 2004-2011). More recently government of Bangladesh has extended pre-primary education from 2010 under PEDP-3 (2011-2017), where significance levels of intervention has been implemented in order to scale up the pre-primary education with minimum quality standard for universal coverage in Bangladesh.

Pre-primary education is a common and most promising intervention of Early Childhood Care and Development (ECCD) as it revealed by many researches. Different organization used different terminologies example; Early Childhood Development (ECD), Early Childhood Care and Development (ECCD) and Early Childhood Care and Education (ECCE) almost with the similar meaning though sometimes focus may differ. The main trust of early year's development is creating a 'strong foundation' for better achievement in future life. The period of a child's life from birth to eight years is widely recognized as early childhood (UNESCO, 2006). Research shows that care and education at early years help children get cognitive advantage, positive social adjustment at adolescence and beyond, family functioning and parenting practices at adulthood, and reduce social inequality throughout life (Ou & Reynolds, 2004). The term 'care' generally includes attention to health, hygiene and nutrition within a nurturing and safe environment that supports children's growth, cognitive and social –emotional wellbeing. Use of the term 'education' in the early childhood years is much border than (Pre-) schooling, capturing learning through early stimulation, guidance, and range of age appropriate developmental activities and opportunities (Islam et al., 2016), Choi (2002), Myers (1995) and OECD (2001)) emphasized that care and education cannot be separated in the process of early year's development; rather it is necessary to address good quality provision of both young children. The Dakar Framework, (2000) stated that, both are need to foster holistic growth, development and learning of young children. However, early intervention and stimulation of the young children (0-8 years) through planned and organized way helps holistic development which has a long term bearing on the life of a child. Early Childhood Education in the other words Pre-Primary Education-PPE (as termed by DPE) is very important for preparing a child for the next level of education (NCTB, 2011).

The Directorate of Primary Education (DPE) implemented pre-primary education is one of the breakthrough interventions. Early Childhood Care and Education (ECCE) have received much attention in Bangladesh that was inspired by Education for All (EFA) in 1990 and Dakar Framework for Action (DFA) in 2000. Non-Government Organizations (NGOs) were found implementing ECCE interventions more than their government counterpart in Bangladesh. However, the government become more active from 2008 when Pre-Primary Education (PPE) Operational Framework was approved by the government of Bangladesh (MoPME, 2008). After that formal pre-primary education was introduced as a government policy. Pre-primary education targets children aged 5-6 years for one academic year in Bangladesh and is free of charge for all children of that age in line with Sustainable Development Goal (SDG) 4.2.

### **BACKGROUND OF THE STUDY**

Bangladesh has by this time made a remarkable progress in establishing pre-primary education and enrolling children at the pre-primary setting in the last few years. Though significant numbers of intervention were taken for quality implementation of PPE however it remains as a daunting challenge for improving the quality of PPE. Lack of teachers, the traditional way of learning and teaching, perception about learning –teaching practices, learning-teaching materials, lack of appropriate assessment to measure holistic development and achievement, big class size, contact hour in the setting, child friendly environment and lack of skilled trained teachers are the main issue that affect quality in the PPE (Islam et al., (2016). With all those challenges the government of Bangladesh has created 37672 additional posts of assistant teachers namely PPE teacher one for each Government Primary School (GPS) for implementing quality universalize PPE program (PEDP3). The Directorate of Primary Education (DPE), has now recruited of the 34,895 assistant teacher's and successfully completed 15 (fifteen) days special basic teacher's training during the PEDP3 period (ASPR, 2016). In additional, DPE has submitted proposal to Ministry of Primary and Mass Education (MoPME) for 25800 pre-primary teacher's posts for Newly Nationalized Primary School (NNPS) which is waiting for approval (ASPR, 2016). The expansion plan, (2012) mentioned that pre-primary training has a great influence on the early grade teaching and child friendly learning-teaching processes. Therefore, the government is very willing to implement PPE training for the teachers working in PPE. Since, 2014 the government of Bangladesh has started providing training to the PPE teachers. It is found from different reports that though the teachers have received training on PPE but the quality their PPE classes has not been comply with the acceptable level of standard mentioned in the expansion plan. As a result, the effectiveness of the PPE training for the teacher needs to be evaluated.

### **SIGNIFICANCE OF THE STUDY**

The pre-primary teacher is the most important entity in providing quality universal pre-primary education. Bangladesh government has implementing one of the biggest pre-primary and primary education systems in the world. There are more than 17.5 million children in the system (ASPR, 2016). Bangladesh has already made significant development in pre-primary setting. Gross enrolment of children in any form of pre-primary education

rose from 23% in 2009 (MICS, 2009) to 84% in 2016 (Islam et al., 2016). Available information shows that 56.6% of these children are enrolled in GPS and NNPS and remaining 43.4% in NGO and private run school. However, the Education Watch (2013) report showed that the Net Enrolment Rate (NER) at age five was 52.5%. In 2015, there were 1.62 million children enrolled in pre-primary setting in GPS and NNPS, it was more than double the enrolment in PEDP3 base line year of 2010. The ASPR (2016) showed that almost 100% of the GPS and 91% of NNPS are now implementing pre-primary education. In 2015, the total enrolment in pre-primary settings was 2.86 million in all types of educational institutions run by the government, NGOs and private sector (ASPR, 2016). The percentage of Grade-1 students with PPE experiences increased from 50% in 2012 to 96.1 % in 2015 (DPE, 2016). In providing quality pre-primary education, teachers need to know about basic information on child development since it helps dealing with PPE more efficiently. Among the primary school teachers who have received early childhood teacher training do better in classroom practices (UNESCO, 2007). So, it is comprehended that early childhood teachers training helps the student's comprehensive development (Akhter, 2012).

## RESEARCH AIMS AND OBJECTIVES

The key objective of this study is to investigate and analyze the impact of training provided to the PPE teachers in Bangladesh. Identifying the gaps between concept and practice of training is also an aim. PPE training helps PPE teachers to underscore child development and play based learning and showing which impacted early child care and advancement in government primary school in Bangladesh.

### Research Questions

The research questions consequent from the general aims and objective are as follows

- How have the teachers applied the knowledge and skills gained during the training within their setting?
- What kind of challenges did the teachers face when implementing their knowledge and skills gained from the PPE training?
- What solutions can be offered to enhance pre-primary education teachers training for implementing PPE curriculum?

## REVIEW OF THE LITERATURE

The literature review will find models of best practice pre-or in- service teacher training programmes that will include: duration of study; qualifications; manner of delivery; instructional strategy and content; duration of time; assessment methods and quality assurance. Keeping with the reference, the literature review identifies models of global best practice about pre- or in-service teacher training. The review of literature will be international in space, with a special importance on related cases which is similar with the teachers training program of Bangladesh. The literature review will also priorities cases with evidence of high-level performance in primary teacher training. Sources will contain international lessons and synthesis information with a global grasp and studies from world-wide agencies having specific focus on early childhood and primary education.

Professionalism is defined by different researchers. Osaki (2007) says that ‘‘profession’’ is usually used to define various professions in society. Kelly (1995) upholds that, the word ‘‘profession’’ emerges from the Latin word profession that means an announcement or an oath related to religious views. Professional development defines that it is a process terms focus on upgrading the skills and competencies of the individuals (Ramey & Ramey, 2008). At present professional development in early childhood programming emphasize on knowing the professional development rather how it promotes to get new knowledge and skills. The teachers who currently engage with early childhood education, their level of understanding rely on the previous educational background, interaction during the training and coaching. Teacher's educational research suggested that not only the education but also other factors support to predict positive outcomes of the children (Early et al., 2007). It is crucial for effective professional development to identify the appropriate training strategies to help Early Childhood Education and Care (ECEC) practitioners becoming update on scientifically based methods and curriculum subject knowledge by which they can apply the gained knowledge into their work (Litjens and Taguma, 2010). It is an emerging issue to understand the ways how professional development of the teachers contributed on student's achievement. Though the study investigates the feature of high-quality professional development and its impact on increasing the knowledge and desired classroom practice but it did not show that the knowledge transferred to get students outcomes sustain over time or change in practice (Garet et al., 2008; Wilson, 2009). Though the professional development is crucial, however it needs to determine what works for whom, which context it can work best and how much does it involves (Welch-Ross, 2006).

Teachers are one of the important fundamentals in school and effective education is the crucial propellers for school advancement. Significantly accepted that teachers' role is the most important for creating child friendly school and education place are mandatory to prepare and support and their training is the most priority (UNICEF, 2009). This review is about the way to state a teacher's efficiency and making an efficient teacher. It draws out suggestions for policymakers for refining classroom practice. Preparation of child to get entrance into formal schooling and their learning determined by the knowledge, skills and practices of the early childhood educators. Again, upgrading the professional capacities and practice of educators is very important to the quality of experiences that a child gained (Martinez, Beck & Zaslow, 2006). Pianta and Hadden (2008) emphasize to develop higher quality teachers; it needs to consider the significance of moving beyond a dependence on early childhood teacher's credibility or other preparation programme outcomes. They debated that the ingredients and content of the training programme play a vital role to improve the results of the children. The researchers who support the induction and mentoring debated that high quality programme take teacher's quality into account by dropping the high rate of attrition among the new teachers. The process also considers capacitating the teachers by giving high quality instruction (Moir et al., 2010).

This study has expressed teachers' principles and attitudes regarding the concept of quality, which has so many important impacts on education practices in the setting of pre-schools. From the findings of this study, it seems that teachers of preschools in Bangladesh convey traditional conceptions of pre-school education. A central technique to deal with this is helping educators to investigate their insights of quality teaching approaches. It needs to be recognized that quality is far more than routine education of children, but also intricately combined and connected with the physical, social, emotional, personal, spiritual, creative and linguistic development of children (DEEWR, 2009). Pre-school teachers of Bangladesh may assess children as subjects in the classrooms who can enthusiastically build knowledge using their experiences (Banu, 2014). Teachers could believe that their support and inspiration to children have a significant role for 'helping them to make links between their prior knowledge and new learning, and making implicit knowledge explicit' (The State of Queensland, 2006). Usually, quality pre-school matters through quality pre-school education; children will have the required skills and positive natures for nonstop future knowledge. Therefore, to confirm excellence in pre-school education in Bangladesh, policy-makers, educators, teachers and parents could modify their views, as quality in pre-school education very much depends on how teachers, educators and parents observe their children. Banu (2014) on her teacher's beliefs and perception of quality pre-school education in Bangladesh states and suggests that a change of preschool education, suggested by post-colonial theory, is beneficial in dismantling present conventional follows that untie the children from meaning making. In this study, a transformational perspective is perceived as a continuing procedure which brings revolutions in people's thinking, beliefs, behaviors, attitudes and views. It is not a produce but a process which brings new trials and will help teachers to meet challenges they face in everyday classroom practices. It can help teachers to think about converting their views about children and methods of teaching in the classrooms.

A study in the UK on effectiveness of Pre-school education has revealed that quality of Early Childhood Care and Education (ECCE) very much related to qualification of staff; leadership capacity of the staff members; experienced staff; trained staff and the staff members who have ample knowledge and skills on child development (Siraj-Blatchford, 2010). Level of education of the concerned staff members for upgrading the quality of ECCE service depends. Sylva *et al.*, (2010) stated that the educational qualification, skills and professional development of the concerned leaders and managers strongly related to improve the quality of ECCE services. However, the less qualified staff can be improved their capacity working with the skilled staff. One of the prominent studies argued for this. The Effective Provision of Pre-school Educators (EPPE) study showed that the behavior the low caliber staff members observed from highly qualified staff can be turned out to work positively (Sammons, 2010).

In March 2011, Association of Teachers and Lectures (ATL's) Early Years' position report published and acknowledges that children's learning is complex and identifies that, young children are active learners, deeply devoted to the project of discovering and understanding the world. Learning is complex, influenced by children's previous knowledge and understanding, and is designed by their interests. This is critical for growing children's thoughts, reasoning and problem-solving skills and also the foundation for good development in math's, reading and comprehension (Whitebread, 2011). Experiences initiated by the child allow children to raise ownership and accountability (Moyle et al., 2008). Playful teachings may be one instance of this. Mostly, schools have become part of a 'delivery agency model of education' where more attention is given to pre-specified goals and curriculum than to children (Young, 2006). Nevertheless, in spite of government demands, many schools working with the youngest children have tried to state substitute pedagogy and that is not technics but human along with not delivery but engagement.

Both professional development and learning work to help teachers in the securing or reaffirmation of information to help children's ' learning and advancement (Cole, 2004; Sheridan et al., 2009). Customarily, proficient

improvement is a restricted, here and now, direct exchange of information from the expert advancement supplier to the beneficiary (Byington and Tannock, 2011; Helterbran and Fennimore, 2004). Then again, proficient learning is situated as including the recognizable proof of a premium and the consequent development of learning by peers, installed in a more extensive culture of learning and data gathering (Cole, 2004; Huffman, 2011; Sheridan et al., 2009). The expert improvement is the co-development of information is installed in the continuous intelligent process that is proficient learning. Proficient learning takes many structures and regularly incorporates into house or on location preparing, online modules, addresses and gathering exercises (Byington and Tannock, 2011). In classrooms, the two instructors and children are the fundamental segments of the educating and learning process (Jin, 2011). As per an OECD report, "instructors" convictions, practices and states of mind are vital for understanding and enhancing instructive procedures' (2009). The explanation behind accentuating educators' view of learning accomplishments is the persuasive connections between their originations, instructing and learning procedures, and practice results (Biggs, 1993; Brownlee and Chak, 2007; Watkins, 2004). This is so in light of the fact that the educators distinguish their children just as substance students who have no voice and portrayal in the ways instructing and learning are conveyed (Agbenyega, 2009; Agbenyega and Deku, 2011).

Educators ought to become more acquainted with children and follow up their advancement in both pre-school and primary school periods (Kutluca Canbulat and Tuncel, 2012; Yaman, 2010; Güven, 2012; Clark and Zygmunt-Fillwalk, 2008; Erkan, 2011a; Harman and Çelikler, 2012, Özgan and Tekin, 2011). Şahin, Sak and Tuncer (2013) state that one of the points of the pre-school instruction is setting up the children to grade school in view of their examination with pre-school and elementary teachers. The elementary teachers recommended that they (preschool instructors) ought to be in contact with the principal review educators to help them in status with engaging exercises and picking the exercises that are appropriate for all territories of advancement. One of the points of the pre-school instruction is setting up the children for primary school (MEB, 2013). For this point, it is vital to get thoughts of pre-school and elementary teachers on classroom administration and to compose the projects as per these thoughts for raising the nature of instruction. Educator convictions work as focal points through which their translations, practices, and choices are refined and they are, hence, viewed as intense develops that impact the way instructors play out their calling (Cross, 2009; Eryaman and Riedler, 2009).

In-service teachers training is characterized as all exercises and set of trainings that is required for quality change and expert advancement of instructors (Saiti and Saiti, 2006 referred to in Bayrakci, 2009). It is an arrangement of composed activities for execution change of the educators or for working of their ability to actualize any new program in officially set condition. In-service training is a vital methodology in impacting the expert advancement of instructors and it can assume a positive part in upgrade of their insight and showing quality change. As per Akhter et al (2011), in-service training incorporates every one of those exercises which are intended for proficient improvement and ability working of teachers. It is basic for proficient change of educators and stay up with the latest on most recent data. Instructing and non-showing representatives of training frameworks need to improve their insight through pragmatic and intelligent engagement in persistent expert advancement (Gabrscsek and Roeders, 2013). Toward the finish of an in Service Training, INSET course instructors are relied upon to completely get and procure planned information, abilities and mentality; apply them into training; through their applications impact understudies learning and accomplishment; lastly decidedly impact different educators in their school in bringing required changes (Day, 1999 referred to in Cimer et al, 2013). The changing need of society is principle purpose behind in-service training, yet numerous different considers,

Time of any in- service training programme is the most important marker for its adequacy. Courses which are led amid school period or those directed at night are not supported by instructors. The next important marker is organization of the preparation, including strategies for educating, offices and abilities obviously teacher. As indicated by Joyce and Showers (1980) referred to in Cimer et al (2010), the mix of various techniques, for example, introduction, demonstrating, practice, input and instructing improve the adequacy of in-benefit preparing programs. Teacher or coach's quality and learning of the subject and powerful showing capacity has noteworthy effect on the adequacy of the program (Ayes et al., 2007, referred to in Cimer et al., 2010). It is additionally said that the associating of topic content and academic or instruction content in teacher training program assume noteworthy part in viability of any instructors educating program. Plans and projects through which all instructors may increase required expertise and learning (Gabrscsek and Roeders, 2013). Likewise, some exploration discoveries demonstrate that in-benefit preparing assume little part in proficient improvement of teachers. For proficient advancement investigate reveals to us that the preparation might be reached out past the prompt needs of school and classroom rehearses (Day, 2006). Since ,2007 it has been a piece of instruction quality change program (Prepare), yet at the same time there are a few issues to be understood about instructor preparing to make the preparation more functional and compelling for the educators. In service training for early childhood programme and population included some of the activities that take places outside the formal educational system. It provides

the participants specific skill instruction or skill-building content to apply during performing the duties (Maxwell, 2006; Tout, Zaslow, & Berry, 2006). Usually the in-service training is formative and it includes general knowledge and information on early childhood practice. However it has limited scope in follow-up or feedback on observed practice (Pianta, 2006).

Harris & Sass (2006) stated the influence of different types of education and training to increase the ability of the teachers to promote student's achievement. In connection to this Aaronson et al., (2007) and Betts et al., (2003) argues that there is no correlation between teacher experience and student's achievement. In contrast, Glatfelter, et al., (2007) agreed that there is a strong positive effect between these two. Effective training methods needs to be considered different needs and backgrounds of the practitioners to select the best suited method to make the training effective (Elliott, 2006). Hyson et al., (2009) argues that specialized education and training does not guarantee to achieve greater effectiveness. But the quality of education or training programme can be an influential factor in staff ability to stimulate children's development and training. Sound in initial preparation; greater consistency throughout the professional preparation programmes to improve the quality (Elliot, 2006). Specialization means to go beyond the general attainment from education or training that focus only on education or training on early childhood development or similar (Litjens and Taguma, 2010).

It is highlighted in the Organization for Economic Cooperation and Development (OECD) teachers review that to get high quality outcomes from the teachers it needs to invest in intensive teacher's education and training (OECD, 2006). It is assumed that specific knowledge, skills and competencies are required for the ECCE practitioners. Research also shows that high quality ECCE service can be delivered by the well-trained practitioners and they can support attaining favorable cognitive and social outcomes for the children. In addition, behavior of concerned practitioners of ECCE service influences depends on their education and training. Hence the education and training of the staff are important policy issue (OECD, 2006). However, not only the qualification of the teachers impacted on achieving child outcomes but also the ability to create a high-quality pedagogic environment makes the differences (Elliott, 2006; Sheridan *et al.*, 2009). It evident that qualified staff adopted better quality pedagogy that leads to attain better learning outcomes (Litjens and Taguma, 2010). Although educational qualification and training support however knowledge on curriculum and the ability of the individual teacher contribute to create a multi-disciplinary learning environment. However, in general it is concluded that higher education of ECCE staff leads to higher pedagogical quality but it is not supported by all studies. Early e al., (2007) stated that the quality of teacher is a very complex issue and it is not simply related to education of the staff and learning outcomes. Pedagogical practice can be improved if the ECEC staffs improve their competence on communicating and interacting with the children in a shared and sustainable manner (Sheridan *et al.*, 2009).

It is most significantly important of teacher's individualism and styles of teaching helps the child to bring them to school setting (Momen, 2010). Teachers are the most powerful peace corps of any education system. According to Clotfelter et al, (2006) and Feng (2009) define that trained and experienced teachers assisted the pupils who have better talent and difficulties with small correction. Important concern is that better performing and trained teachers always been deputed for upper class rather than pre-primary classes. Early grade teachers could positively school and management system with major effect on child success of increase by proper teachers training (Jacob and Lefgern, 2005). Among the primary school teachers who have received early childhood teachers training do better in classroom practices (UNESCO, 2007). So, it is comprehended that early childhood teachers training helps the student's comprehensive development (Akter, 2012). In rural Bangladesh a study done by Opel et al., (2012) on evaluation of mathematics program for pre-primary children disclosed that, if early grade teachers got appropriate training and support paraprofessional teacher can implement such a refined program. Training changes the teachers' performances in learning-teaching process in the classroom. On the other hand, Spillane and Zoltners Sherer (2004) stated that early childhood setting teachers increase the quality of learning –teaching efficiency and enhance the students learning outcomes by practicing distributed leadership. Its mean that elementary or pre-primary school teachers need to be practice of distributed leadership. Harris and Mujis (2004) indicated that student's self –efficiency and motivational programs gives the positive relationship among the leaders, teachers and students increase the teacher's participation in decision making. A case study done by Harris (2008), showed that significant effects to improve the school learning and teaching by practicing of distributed leadership.

## RESEARCH METHODOLOGY

The proposed study as a researcher intend to analysis interview and PPE settings observation to draw a significant and consistent conclusion.

### **Instruments and data collection**

Two types of data collection tools have been used for data collection in this study. Interview questionnaire with semi-structured open ended and observation guidelines (checklist) instrument were used in proposed research.

### **Interview guides**

To get more in-depth information and thoughts from the respondent's interview process has been considered in this study. Semi-structured interviews were conducted with trained pre-primary teachers of sampled primary schools. The interviews guide was thus done to 4 teachers. In this study the technique involved face to face interaction between individuals leading to self-report. The respondents were asked through general opinions to her personal viewpoint of a particular theme with reasoning. No leading question was allowed.

### **Data analysis procedures**

Documented and recorded data were shaped and transcript content was coded. According to the research questions coded data were analyzed from themes derived. The explanation, management and conclusion were followed the steps as defined below.

These data were interpreted so as to provide insights into the school management capacity for teacher professional development. Observation data obtained through the checklists were also analyzed. Transcripts of the audiotapes were prepared and then analysis was done by examining the transcripts and note-takers' notes in detail to identify the range of ways in which the participants responded.

### **Data Management**

Response and checklist were reviewed by the researcher through to extract the insights and possible themes. Primary data were collected through interviews, and observations discussions.

### **Records**

All records are kept in bolted file organizers. All data identifying with benefit clients will be left in bolted drawers. This incorporates scratch pad, duplicates of correspondence and some other wellsprings of data.

## **FINDINGS AND DISCUSSION**

The tools used for this research were interview questionnaires, semi-structured open-ended interviews and observation checklist. First section is 'Findings' where collected data from interview, observation and field notes from pre-primary settings will be presented. Quotations of some of the respondents have been mentioned to enrich the in-depth interview. The findings from pre-primary settings observation are described and analyzed to indicate the teachers' perception about teaching-learning and how this is put into practice as well as the challenges they face in this respect. Second section is discussion where the analyzed data will be discussed in light of literature and researcher's reflection.

### **Characteristics of the Respondents**

Total four educators were interviewed. All of the respondents have newly recruited and trained teacher of pre-primary settings who received fifteen days training on pre-primary education of government primary school in Bangladesh.

The following are the main findings across the respondents of the research:

- All of the educators are female.
- All of the educators have a minimum experience of at least 2(two) years teaching in pre-primary settings.
- All of the educators have a minimum education qualification of the bachelor degree. However, 2 of them have an MA degree, one of them have degree in education from the university.

### **Familiarity of the teachers with the standard of Pre-primary classroom**

All educators are very familiar on quality standard of pre-primary education. About the training Teacher-3 added that "*we have been informed about this during the training*". According to the teachers' feedback a dedicated well trained teacher is must for quality standard education. Then teacher students' ratio is also an important aspect for quality standard. Teacher-1 mentioned that "*there should be 30 students in a class*". Child friendly classroom along with play material should be available to achieve the quality level as well. One of the teachers (Teacher-3)

mentioned about quality is: *“According to my understanding teacher’s guide and effective class routines are the ingredients of quality standard”*.

### **Purposes of reading stories to children**

Regarding this question 3 out of 4 of the teachers mentioned that by reading stories children can improve their language skills, communication skills and children get the opportunity to develop their vocabulary. Teacher-2 mentioned that *“Reading stories help them developing their imagination skills and also supports to make them familiar with their own environment”*. Teacher-4 commented that *“Reading stories promoted children’s ability to listen and also become able to rephrase the stories according to their own language”*.

Based on the above discussion, the study found that narrating stories to the children is one of the most interesting and effective methods for student engagement.

### **Process to promote children’s early literacy**

All of the respondents mentioned the same responses regarding this issue. One of the participants stated that *“we used to tell stories to the children to help them developing their vocabulary, show them charts containing simple rhymes. We also use word cards, alphabet cards to increase children’s vocabulary”*.

Developing children’s vocabulary is one of the strategies to teach children’s early literacy this is done using several aids like telling stories to the children, showing flip charts, flash cards, pictures, real objects etc. According to the U. S Department of education (2005), readings encourage gaining better skills.

### **Teaching-learning process to promote children’s early numeracy**

In terms of concern about teaching-learning process to promote children’s early numeracy, the responses were distinctively different among the respondents. Teacher-1 stated that, *“I used to follow several processes including using numbers, cards, numbers songs and number bingo to support and promoting the numeracy skills of the children”*. Teacher-2 mentioned her strategy is; *“counting small objects and finding out the same objects in the classroom, using flash cards, repeating the activities etc.”*. Showing real objects and cards; drawing simple object such as stick or star on counting those are some of the effective processes or strategies Teacher-3 used to follow while promoting numeracy skills of the learners. Teacher-4’s strategy was, showing real objects and block to the children and counting stick and seeds to promote their numeracy skills. Moreover, she provides opportunities so that children’s can learn by doing the things.

It is observed that the teachers are being using several strategies to improve the numeracy skills on the teachers. In addition, the teachers also support to learners to improve their numeracy skills while they play with blocks, seeds, buttons stick etc.

### **Assessment of children’s learning**

Three out of four educators assess their students in the classroom following the formative assessment style. The importance of assessment stated by the teachers is, they could measure the learning ability of the children and also they can understand the progress of the children by assessing them. Teacher-3 usually assess her children in the classroom orally but very rarely she assesses the children in written format.

The researchers observed 4 pre-primary settings and found that, all the educators given the priority to assess the children by recitation of rhymes, drawing, games, asking the question and answer. Teachers also asked the students to read the alphabet and numbers; the students sometimes did so collectively and sometimes individually.

### **Confirmation of participation of special need children in the classroom activities**

Special needs children should be involved in all the activities of the class. To do so Teacher-1 used to ask the children with special needs to join with other children during groups activities. Teacher-2 always provides more support to the children with special needs than the other and helps them to understand what is taught to the class. Two of the 4 teachers do not have any pragmatic idea about dealing with the special need children. However, Teacher-4 gave her opinion regarding the special need children are: *they should be offered special environment in the class and the school as well.*

### **Most effective findings from the PPE Training to implement in the classroom**

Regarding this question, all of teachers found, play, rhymes and songs to be effective in the classroom. Additionally, teacher-1 said about child centered teaching-learning, making a joyful learning environment and decorating the class using child friendly way. Teacher-2 mentioned about use of child friendly language and pre-writing activities for



effecting teaching in PPE. Also, stories and rhymes were added by teacher-3 and teaching literacy and numeracy by teacher-4. All these processes were found effective during the training that can be implemented in the pre-primary setting.

### **Things most ineffective from PPE training to implement in the classroom**

Concerning this question, it is very much interesting that, 3 out of 4 educators found nothing was ineffective they learnt from the training. Correspondingly, water and sand corner seemed to be less effective in context of Bangladesh to teacher-4.

According to the PPE curriculum, there should be four learning zones in pre-primary settings these should include - book and arts, block, imaginative and sand and water. Among these, sand and water corner might be placed in the outside of the classroom. The researcher observed that 3 out of 4 schools have four corners facilities. Only 3 schools have established water and sand corner and children are interested to play there. However, it is found that all the schools have established imaginary and books corner.

### **Challenges faced by the teachers in day to day work**

In response to this question, 3 out of 4 teachers mentioned that they face difficulties in maintaining the time because of its limitation to cover so many activities in the classroom. In addition, teacher-1 commented about group work, playing in the settings and keeping attention of the children. Teacher -2 stated that the learning expectations of some the parents seemed high since it does not match with the expectations of the curriculum hence it is difficult bringing both these in a line Teacher-3 also included teaching language, alphabet, and drawing, arts and crafts to the children and large teacher student's ratio as major challenges.

### **Ensuring to follow the class routine**

Answering this question, 3 out of 4 teachers stated that the class routine (daily schedule of the class) should have to be hanged on the wall easily visible to the teachers. Teacher-2 gave importance about writing it in large font so that it could be easily visible. Teacher-3 follow the routine approved from the Assistant Upazilla (sub-district) Education Officer (AUEO).

### **Ensuring needs of individual child**

Regarding ensuring needs of individual child, 2 out of 4 teachers maintain individual portfolio for the individual child to get information. Teacher-1 conducts a baseline assessment to obtain information of the children about their ability, strengths and weaknesses and teacher-2 identify individual needs of the children through as assessment. Teacher-3 gets support from other teachers and students to identify the needs and to address the need of other children.

### **Professional skills to overcome the existing challenges**

In reply to this question, all teachers gave opinions about continuous professional development training and refreshers training, special training on crafts, arts, music & physical training. Sharing the problems with head teacher and AUEO, providing co-teacher; maintaining maximum 30 children in a setting, appropriate play materials and ensuring adequate spaces for playing the children outside can also help in overcoming the challenges according to teacher-3. She also mentioned about practical oriented activities, showing the video of developed countries PPE settings, sharing the teachers' experiences of good practice and the challenges. Teacher-4 mentioned that it would be possible to implement most the activities outlined in the daily schedule if the conduct hour is increased in the pre-primary classes.

So, continuous professional development training and refreshers training would help the teachers overcoming the challenges especially on specific areas namely arts & crafts training and music & physical training. Necessary training and support to get ready teachers for this significant role must be a priority (UNICEF, 2009).

### **Expectations from the school authority/government**

Concerning this matter, teacher's expectations are, appropriate setting with improved staff ratio, ensuring timely and adequate supply of play materials and teaching aids and space and activity for outdoor play. Additionally, teacher-1 commented about support to involve the parents in preparing the low/no cost materials, teacher-2 added a dedicated classroom for the PPE and support to ensure a child friendly environment in the classroom following the international best practice. Teacher-3 mentioned about effective training and teacher-4 further added about ensuring support from head teachers and other supervisors to improve the quality of pre-primary.

## Observations

### **Teachers' support in children's engagement to perform the activity**

Participation of the children's in all learning process was observed very well. The children participate in the setting activities such as whole class work or pair work or individually. Teachers' support and inspiration to children have a significant role for 'helping them to make links between their prior knowledge and new learning, and making implicit knowledge explicit' (The State of Queensland, 2006). It was also observed that the teachers support the child to do any activity the teachers have been assigned. They actively participate and facilitate the children to play with their peers. Teacher was also found very enthusiastic to participate in children's play and it is observed that they enjoyed participating in children's play. All the educators knew their students name and when they are not engaged than called by their name. The children of these schools could ask anything to their teachers without any hesitation. It shows that the relationship among the students and teachers are very friendly. In addition, the teachers scaffold the slow learners by her or with the help of advanced learners.

### **Facilitating the learning- teaching process as per the instruction given in the instructional aid**

It was found in the observation that most of the teachers followed the teacher's guide instructions to teach in the settings. However, they add on their own experiences and learning from training they received as and when needed. During sharing the experiences teacher-1 was observed really very well. It was also revealed by the observation that the Teacher-2 followed the teacher's guide instruction which was not exactly like teacher's guide and Teacher-4 was very instrumental during uses of her experiences.

### **Necessary preparation to facilitate activities with children**

It was observed that all the teachers have taken necessary preparation for conducting learning- teaching process by using lesson plan along with appropriate teaching aids. However, Teacher-2 also used supplementary activities along with her lesson plan which found supportive to achieve the regular outcomes.

The classroom is not just a room in which children learn academic lessons but also a social setting in which children's study social education likes friendship, teamwork and suitable conduct. Only a teacher has the ability to attract the children's by making the setting fun and enjoyable for young children (Lee,2006).

### **Appropriate use of learning- teaching materials required for individual activity**

All the teachers used appropriate learning -teaching materials in the setting while giving activity in group, pair and individual's task for the children but it was found that the materials was not enough in case of teacher-4. While talking to the teachers it is learnt that supply from the government is not adequate and they could not be able to collect all the necessary materials.

### **Updates and preservation of the portfolio of individual child**

Portfolio are preserved in script books and found regularly updated during the observation. Teachers did preserves student's good individual paper works like drawing, writing in the setting by hanging or pasted it on the wall. Observation also revealed that, teacher-4 did not update portfolio of the individual children.

### **Familiarity of the children with the routine**

It was observed that, by the middle of the year children were habituated in the daily activities. It was also revealed that all the teachers followed the weekly PPE routine for conducting learning-teaching activities in these ways children's got acquainted on what will be the next activity.

### **Facilitating interaction among the children effectively**

It was found in the observation that all the teachers were very well at initiate discussion and interaction among the children. It was also observed that they followed the strategies to facilitate interaction among the children like praising the children, Q/A sessions, giving feedback, playing with the students and thus encouraged them to increase interaction. Through this interaction and conversation teacher can understand the children's ability about how they are dealing with others, how their communication and language skills are progressing on.

### **Praising students' performance and ensuring gender parity in the classroom**

Findings from the observation showed that the entire teacher praised the children by naming, clapping, giving star and moon, using encouraging language for their good performances. They ensured gender parity in the setting by arranging open questions for all, encouraged the children to work together friendly and making groups mixed with both boys and girls.

### **Challenges/obstacles, the teacher faces in the class while practicing child friendly interactive teaching and way of coping**

It was found in all respondent's observation that the main challenges for the teachers are huge number of the children than number of teachers, lack of teaching aids and limited time for conducting their settings. Some of the underage children (less than 5 years) were found in the pre-primary settings during observation. The teachers found

facing difficulties to manage those children while practicing child friendly interactive teaching. Teachers also tried to cope up these obstacles by showing positive attitudes, focusing on individual child and providing appropriate activities in the class to keep learners busy.

### CONCLUSION AND RECOMMENDATION

In the field of education training is one of the key mediums of developing the professional knowledge skills of practitioners. Usually training improved employee's productivity, higher employee morale, and increased employee's motivation. Most importantly it supports the newly recruited practitioners to be acquainted with the programme and it shows them way to dealing with it. However, training needs to be effective to get optimum outcomes from the training. With this in mind the government of Bangladesh has developed a 15 days intensive training for the newly recruited pre-primary teachers to upgrade their knowledge and skills on pre-primary education. This training is designed not only for providing them new knowledge but also it supports covers the areas of how to becoming a pre-primary teacher and how to deal with the young learners. This study has examined the effectiveness of the said training programme.

The major challenge of pre-primary education programme is to implement the activities ensuring the quality standards. It was observed and found that class routine was not followed properly in the settings. In general, teachers are more interested in and give more emphasis on teaching alphabets, numbers and writing. This is again largely a question of training and practice of the training knowledge and skills in the classroom. It is found from the study that four play zones (corners) have not yet been established appropriately in the classroom. In addition, the pre-primary teachers have been facing trouble to manage the large class size specifically where there are more than 30 children enrolled in the pre-primary settings.

It is through quality preschool training that children will pick up the important aptitudes and positive impression to keep learning into what's to come. It can help educators to consider changing their perspectives about young children and procedures of teaching and learning method in classrooms. Prepared teachers can assume essential part to create a cordial environment at the schools for the children. For that their preparation is the most need and compulsory.

However, it is necessary to select age appropriate play and apparatuses to support learning of the children. The findings of this study revealed that the trained teachers are likewise appeared to be concurred with these works. They understood the value of play in PPE and strive to implement several kinds of age appropriate play for the children.

Hence, the teachers found the preparation extremely meaningful. It helped them to 'learn' or 'understand' about child directed education and establishing conducive and child friendly learning classrooms. Additionally, stories, play and teaching literacy and numeracy were said valuable. Every one of these procedures was discovered successful amid the preparation that can be executed in the setting. In the present time, schools and guardians are reacting to expand desires according to their financial ability and time. Likewise, in many circumstances, teachers battle to build up relationship in order to children's learning at home.

PPE teachers should be performing multi-dimensional activities and they need to exchange their views with their peers. To play out a coveted level of commitment and expected great quality children's advancement relies upon quality and proper teachers' preparation. In this study, a few teachers were fulfilled about the way toward preparation and some proposed to build the quantity of preparation. The significance of which is evident in some studies.

The government is very instrumental providing necessary learning-teaching materials and other play materials to each of the classes. To ensure the quality learning-teaching process in each of the classes the government has been offering capacity building training for the pre-primary teachers. Through this study, it is found that the training is effective in many extents however it needs to develop further in some areas. Considering results from findings and observation this study comes up with the following **recommendations**;

- Teaching learning and play materials should be made available to the children so that they can use them. The DPE can play vital role ensuring the materials at the school's level.
- Subject based training on arts –craft, physical and music need to be provided to the Pre-primary teachers. So that they can conduct the teaching-learning process easily. The NAPE and NCTB can think of developing the curriculum for training and the DPE can take initiative for implantation.
- It needs to develop a comprehensive training plan and provide continuous professional development training for pre-primary teachers. For an example regular refresher training can be provided to the teachers within a specific interval so that they can get opportunities to develop their knowledge and skills. Since DPE is the sole body responsible for teachers' capacity development, hence, this body can think of developing the process.

- In accordance with the findings from the study it is suggested that pre-primary teachers' training need to be facilitated by qualified specialists and academicians. DPE can come forward to involve the specialist to facilitate the training.
- The findings from this study suggested that the existing 15 days training package for the PPE teachers needs to be revised to make it more participatory. NAPE along with NCTB and DPE can work together to make the revision of the training package.
- To exchange the views exposure, visit for pre-primary teachers, supervisors and other officials at field and central level can arranged. It will facilitate to see the best practice in pre-primary education. DPE as the sole responsible body can think of undertaking the above.
- DPE can think of disseminating the results from this study among the PPE officials so that they can start thinking of revising the process for improving PPE in Bangladesh.
- To reflect upon their classroom experiences and learning a monthly or by monthly reflection session for the teachers can be arranged. Since the administrative body of District level can think of arranging such kind of forum for the PPE teachers.
- Due to time and budgetary constraints this study has been designed to be completed in small scale. Therefore, a further large scale study is needed to direct a more comprehensive research on teachers' preparation in different geographical locations of the country with a specific goal to have a more profound comprehension of various settings under which such projects are executed. In addition, another study ought to be done to identify the impacts of teachers' proficient advancement and performance in the context of rural and urban areas.

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