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RESEARCH PAPER

Identification of Instructional Practices according to Children's Needs to Recognize Letters, Numbers, Concepts and Digits at Early Childhood Education

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ABSTRACT

The present study aims to identify the instructional practices according to children's needs at early childhood education. Quantitative method was used for this survey and descriptive nature study. Population comprised of head teachers, teachers and children of ECE in district Rahim Yar Khan. Sample consisted of 120 head teachers, 240 care givers and 1200 children of ECE. The observation sheet was developed for data collection. Validaty and reliability of the tools were calculated through SPSS-23. The study concluded that majority of head teachers and teachers suggesting a generally positive attitude towards using objects for number recognition in early childhood education, majority of teachers indicated a general preference for using objects. This suggests a divergence in practices and the potential need for a more standardized approach in teaching digit recognition through objects in early childhood education. On the basis of results researchers recommended that, standardize the use of teaching methods, tailor instructional techniques to accommodate diverse learner needs, Develop guidelines to promote consistent implementation of interactive methods, and encourage the widespread adoption of supplementary tools like flashcards and drawing activities to reinforce concepts such as letter pronunciation and shape recognition.

Keywords: Concept Recognition, Digits, ECE, Recognition of Letters, Recognition of Numbers

Introduction

Increasingly, early education is being recognized as a judicious and cost-effective investment in human capital, playing a pivotal role in fostering sustainable long-term development. A wealth of global economic assessments underscores the substantial returns yielded by investments in a child's early years, generating benefits that resonate across families, communities, and governments alike (Ahmad, 2011). However, the argument for investment goes beyond mere financial gains, emphasizing the substantial costs of inaction.

Infancy stands out as a critical phase characterized by rapid brain growth, a phenomenon that starts even before birth, as emphasized by findings in neuroscience (Palermo, Hanish, martin, Fabes & Reiser 2007). With a staggering 100 billion brain cells at birth, infants require early stimulation, care, and proper nourishment to establish accurate and robust cerebral connections. During the first year of life, neurons forge new connections at an astonishing pace, a rate that will never be replicated again.

Early childhood education holds the power to profoundly enhance children's learning and holistic development. Particularly for at-risk children, the benefits are striking, steering them away from negative outcomes like school dropout (Rashid, 2009). While these

advantages appear to transcend economic strata, they are most conspicuous among children hailing from low-income backgrounds with limited exposure to formal education. The durability of these advantages is subject to scholarly debate, yet research consistently suggests that (ECE) generates lasting improvements in achievement test scores, while simultaneously diminishing instances of grade retention and special education placements.

The efficacy of early childhood programs hinges on a constellation of factors: a cadre of skilled staff, environments conducive to learning, effective group dynamics, consistent routines, and robust parental involvement (Rao et al, 2023). The department of education articulates essential attributes that define high-quality (ECE) programs, serving as a guide for optimal educational experiences.

The emergence of sunlight, as it gently escapes the embrace of the horizon, carries with it a profound symbolic message imbued with both light and optimism. This radiant spectacle signifies far more than the break of day; it serves as a metaphorical lifeline, a beacon of hope that stretches its embrace to encompass the entire spectrum of life on our planet. From the soaring birds of the sky to the creatures of the earth, and from the intricate tapestry of humanity to the bustling inhabitants of the animal kingdom, this resplendent dawn holds significance for all. In parallel to this natural spectacle, there exists a different but equally impactful rhythm that resonates in the human realm the persistent and resolute quest for knowledge. This quest takes shape as an unwavering knock, reverberating through the chambers of a child's mind. This knock is not merely a physical sound; it is a symbolic vibration that ushers in the child's cognitive journey, a journey of exploration, understanding, and growth.

The child's socio-emotional growth: during the early stages of childhood education, children refine their social and emotional aptitudes. They become adept at negotiation, polite interactions, and creative problem-solving. These interactions are instrumental in developing a sense of self, facilitating peer communication, and cultivating a resilient self-confidence (Figueroa sánchez 2008).

This environment empowers them to tackle tasks independently and make decisions without continual parental guidance. The child's school readiness: early education instills behavioral discipline, enabling children to comfortably transition into the role of students within a structured school environment. They acquire patience, learn to raise their hands, practice sharing, and manage the teacher's attention. This phase establishes routines, inculcates obedience, and fosters patience. Quality early education encourages exploration, experimentation, and dialogue as a means to finding solutions (Charney, 1993). It also aids children in developing self-reliance, gradually detaching from their parents or primary caregivers.

The child's cognitive and linguistic development: the classroom setting becomes a fertile ground for the blossoming of language skills. Teachers enrich children's linguistic abilities by introducing new vocabulary through engaging activities such as painting and reciting rhymes (Paquette & rieg 2008). Thought-provoking questions stimulate language acquisition through avenues like singing, painting, and imaginative play.

The child's academic progress: early education introduces the building blocks of math and literacy skills in a captivating manner, teaching numbers and letters through methods that captivate young minds. The chanting the alphabet while following along in a picture book or engaging in rhymes assists children in recognizing distinct sounds within words (Dixon yssel mcconnell & hardin, 2014). Teacher-led story reading enhances listening skills comprehension, and expressive language abilities. The counting, matching, and sorting activities deepen numerical comprehension and understanding of sequences. Puzzles foster pattern recognition and sharpen problem-solving acumen (Chang, 2020). Engaging in enjoyable activities like music, storytelling, and imaginative play enhances the

effectiveness of learning (Maitlo et al, 2023). The objective of early education is to cultivate a well-rounded child who is curious, inquisitive, and engaged, focusing not solely on academic accomplishments (Figueroa-sánchez, 2008).

The child's self-confidence building: early education instills self-confidence by allowing children to perceive themselves as capable and independent learners. Children learn to execute self-care tasks such as hand washing, using the restroom, and removing shoes without adult assistance (gehris gooze, whitaker & development, 2015). Active participation in classroom activities bolsters their sense of accomplishment, and acquiring new skills further elevates self-esteem **(**Fatima, malik, & research, 2017).

Varied perspectives on learning give rise to distinct learning styles (Sadaf et al, 2024). Understanding these diverse styles is crucial for effective teaching and personalized learning .Neglecting to acknowledge and cater to these varied learning approaches might cause some students to lag behind (Yell et al, 2011) as their unique styles remain disengaged. As educators, we bear the responsibility of tailoring our teaching methodologies to the needs of each specific group of students the most effective educators adapt their lessons to align with individual capacities ensuring comprehensive understanding of the material.

The teacher's role, teaching style, methods, and techniques play a pivotal role in early childhood education (ECE) classes, augmenting child performance and learning outcomes. Every child possesses a distinct nature and exhibits varying learning behaviors. It becomes crucial to explore modern teaching trends, methodologies, and learning styles at the (ECE) level to maximize the benefits of learning.

Managing children of such tender age within an (ECE) setting presents no small challenge. However, the integration of different teaching techniques and learning styles contributes significantly to effective classroom management (Dearing, Zachrisson, Nærde, 2015). This study delves into contemporary teaching trends and learning styles, conducting thorough analysis through teacher questionnaires and observations across various schools in the district Rahim yar Khan further insights into this study can be found in the subsequent chapters

Represent a coherent approach to working with young children, including a philosophical and theoretical base, goals, curriculum designs, methods, and evaluation procedures.

Hayes and Allison (1997) (Corina, 2011) noticed that this compatibility of the teaching styles with the learning styles is bene Recent research (Neacsu, 2006) (Cornea Iurea, 2011) has brought up to light the uniqueness of the various teaching and learning styles and has identified the associative characteristics. Although there are advantages in the case of the compatibility of the teaching style with the learning one, this compatibility does not guarantee learning performances. Varying with age, educational level, and motivation, the preferred learning style could be flexible and adjustable.

My own experience informs me that this is abundantly true and several hundred years of research has underscored that truth; hence, it is beyond me why an effective focus of community resources on early childhood education still needs to be studied, least of all justified.

Material and Methods

“Research methodology is the part of the research study in which researchers give an account of the research methods, which they have used to conduct their research” (Ahmad et al, 2023, p.402). The study entitled was survey and descriptive in nature for the

study. The quantitative as well as qualitative (QUAN-qual) method was adopted for the proposed study the sequential explanatory techniques were adopted for the study. "The population is defined as a set of individuals, data, or items from which a statistical sample is taken" (Younus et al., 2023). Population of the study comprised of all heads, instructors and children of early childhood education. Population of the study consisted of one hundred and twenty all heads all instructors and all children of ECE. Population of the study was comprised of all the: all Head teachers of ECE classes, all Instructors of ECE classes and all Children of ECE classes. The sample of study was consisted of one hundred and twenty 120 heads two hundred and forty 240 instructors and one thousand and two hundred 1200 children of ECE. The sample of study were consisted of one hundred and twenty head teachers 120, two hundred and forty 240, one thousand and two hundred 1200**.** **"**Instrumentation performs significant part and helps to assemble accurate information from the contributors" (Ahmad et al,. 2023). The questionnaire, observation sheet and semi structured interview. The research tool was constructed in the light of objectives and keeping in view the related literature needs item was reconstructed and questionnaire was made more reliable and valid. Pilot testing of the instruments of the study was done before the conduction of the research. In order to determine the validity of research tools, the pilot study was conducted for the study. The tool was further simplified and was refined for the usage of the study. Reliability of all three instruments was ensured during pilot testing. Reliability was calculated by using Cronbach Alpha. The content and construct validity of all the three instruments was judged through experts' opinion and by using item analysis and factor analysis. The researcher collected through questionnaire Semi-structured interview and observation sheet The questionnaire was visit and was deliver the questionnaire personally to the teachers of ECE classes head teachers of ECE schools, education officers and parents and was collect personally The researcher was personally visit to the teachers of ECE teachers, schools heads of ECE schools education officers and parents to conduct the interview and physically was observe the classes delivered by the ECE teachers. The researcher arranged and was analyzed by applying percentage and mean Likert scale five options were calculate for each statement.

Results and Discussion

Table 1
I teach children through objects to recognize the letters

No.	Stat.	Head Teacher Response						SD	Mean
		Never	Rarely	Some-time	Mostly	Always	Total		
1	F	8	16	12	57	27	120	1.16	3.66
	%	7%	13%	10%	48%	23%	100%		
	Teacher Response								
	F	38	39	29	79	55	240	1.40	3.31
	%	16%	16%	12%	33%	23%	100%		

Based on the data collected from head teachers and teachers through questionnaires, the majority of respondents indicated that they sometimes to mostly use objects to help children recognize letters, with 48% of head teachers and 33% of teachers stating they use this method mostly. Conversely, 7% of head teachers and 16% of teachers reported never using objects for this purpose. The standard deviation values of 1.16 for head teachers and 1.40 for teachers suggest moderate variability in responses around the mean values of 3.66 and 3.31, respectively. This indicates a general consensus but with some variation in how frequently objects are utilized, potentially influencing pedagogical strategies in early childhood education.

Table 1
I teach children through objects to recognize the numbers

No.	Stat.	Head Teacher Response							
		Never	Rarely	Some-time	Mostly	Always	Total	SD	Mean
2	F	14	21	17	44	24	120	1.30	3.36
	%	12%	18%	14%	37%	20%	100%		
	Teacher Response								
	F	18	32	76	90	24	240	1.06	3.29
	%	8%	13%	32%	38%	10%	100%		

Based on the data collected from head teachers and teachers regarding the use of objects to teach children to recognize numbers, the majority of head teachers (37%) and teachers (38%) indicated that they mostly use this method. Following this, 20% of head teachers and 10% of teachers reported always using objects for this purpose. On the other hand, 18% of head teachers and 13% of teachers rarely use objects, while 12% of head teachers and 8% of teachers never use this method. The standard deviation values of 1.30 for head teachers and 1.06 for teachers indicate variability in responses, with mean values of 3.36 and 3.29 respectively, suggesting a generally positive attitude towards using objects for number recognition in early childhood education but with some differences in frequency.

Table 2
I teach children through A.V Aids to memorize the concepts

No.	Stat.	Head Teacher Response							
		Never	Rarely	Some-time	Mostly	Always	Total	SD	Mean
3	F	4	37	9	22	48	120	1.37	3.61
	%	3%	31%	8%	18%	40%	100%		
	Teacher Response								
	F	20	38	23	48	111	240	1.38	3.80
	%	8%	16%	10%	20%	46%	100%		

Based on the data collected from head teachers and teachers regarding the use of A.V. aids to help children memorize concepts, a significant proportion of both groups indicated frequent usage. Among head teachers, 40% always use A.V. aids, while 31% rarely use them. Similarly, 46% of teachers reported always using A.V. aids, with 16% rarely using them. The mean values of 3.61 for head teachers and 3.80 for teachers suggest a generally high frequency of using A.V. aids. However, the standard deviation values of 1.37 for head teachers and 1.38 for teachers indicate considerable variability in their responses. This variability suggests that while A.V. aids are commonly used, the frequency of their use varies among individual educators.

Table 3
I teach children through objects to recognize digits

No.	Stat.	Head Teacher Response							
		Never	Rarely	Some-time	Mostly	Always	Total	SD	Mean
4	F	17	22	7	48	26	120	1.38	3.37
	%	14%	18%	6%	40%	22%	100%		
	Teacher Response								
	F	39	50	43	52	56	240	1.41	3.15
	%	16%	21%	18%	22%	23%	100%		

Based on the data collected from head teachers and teachers regarding the use of objects to teach children to recognize digits, a significant proportion of head teachers (40%) mostly use this method, followed by 22% who always use it. In contrast, 18% of head teachers rarely use objects for this purpose, and 14% never use them. Among teachers, the responses were more varied: 23% always use objects, 22% mostly use them, and 21% rarely use them, while 16% never use this method. The mean values of 3.37 for head teachers and 3.15 for teachers indicate a general preference for using objects, although the standard

deviation values of 1.38 and 1.41, respectively, show a notable variability in responses. This suggests a divergence in practices and the potential need for a more standardized approach in teaching digit recognition through objects in early childhood education.

Table 4
I teach children through the stories to enhance vocabulary

No.	Stat.	Head Teacher Response							
		Never	Rarely	Some-time	Mostly	Always	Total	SD	Mean
5	F	3	49	11	11	46	120	1.41	3.40
	%	3%	41%	9%	9%	38%	100%		
	Teacher Response								
	F	15	34	28	89	74	240	1.22	3.72
	%	6%	14%	12%	37%	31%	100%		

Based on the data collected from head teachers and teachers regarding the use of stories to enhance children's vocabulary, 41% of head teachers rarely use stories, while 38% always use them. Additionally, 9% of head teachers use stories mostly or sometimes, and only 3% never use this method. Among teachers, 37% mostly use stories, followed by 31% who always use them, and 14% who rarely use them. The mean values of 3.40 for head teachers and 3.72 for teachers indicate a general preference for using stories to enhance vocabulary. However, the standard deviation values of 1.41 for head teachers and 1.22 for teachers suggest variability in the frequency of use. This indicates that while stories are a popular method, the extent of their use varies, highlighting the need for a consistent approach to vocabulary enhancement in early childhood education.

Table 5
I teach children through asking and recalling

No.	Stat.	Head Teacher Response							
		Never	Rarely	Some-time	Mostly	Always	Total	SD	Mean
6	F	8	28	10	46	28	120	1.26	3.48
	%	7%	23%	8%	38%	23%	100%		
	Teacher Response								
	F	20	92	23	48	57	240	1.36	3.13
	%	8%	38%	10%	20%	24%	100%		

Based on the data collected from head teachers and teachers regarding the use of asking and recalling to teach children, 38% of head teachers mostly use this method, followed by 23% who always use it, and 23% who rarely use it. Meanwhile, 7% of head teachers never use asking and recalling. Among teachers, 38% rarely use this method, 24% always use it, and 20% mostly use it, while 8% never use it. The mean values of 3.48 for head teachers and 3.13 for teachers suggest a general inclination towards using this method, though the standard deviation values of 1.26 and 1.36, respectively, indicate some variability in responses. This variability highlights differing practices among educators, underscoring the potential need for a standardized approach to using asking and recalling as a teaching strategy in early childhood education.

Table 6
I teach children through Audio to recite the Holy Book

No.	Stat.	Head Teacher Response							
		Never	Rarely	Some-time	Mostly	Always	Total	SD	Mean
7	F	14	32	12	27	35	120	1.43	3.31
	%	12%	27%	10%	23%	29%	100%		
	Teacher Response								
	F	20	19	61	56	84	240	1.26	3.69
	%	8%	8%	25%	23%	35%	100%		

Based on the data collected from head teachers and teachers regarding the use of audio to teach children to recite the Holy Book, 29% of head teachers always use this

method, followed by 27% who rarely use it, and 23% who mostly use it. Additionally, 12% of head teachers never use audio for this purpose. Among teachers, 35% always use audio, 25% use it sometimes, and 23% mostly use it, while only 8% rarely or never use this method. The mean values of 3.31 for head teachers and 3.69 for teachers indicate a general preference for using audio, though the standard deviation values of 1.43 for head teachers and 1.26 for teachers show variability in responses. This variability highlights differing practices and suggests the need for a more standardized approach to using audio aids in teaching children to recite the Holy Book in early childhood education.

Table 7
I teach children through objects to understand concept of objects

No.	Stat.	Head Teacher Response						SD	Mean
		Never	Rarely	Some-time	Mostly	Always	Total		
8	F	6	28	7	51	28	120	1.22	3.56
	%	5%	23%	6%	43%	23%	100%		
	Teacher Response								
	F	39	51	33	60	57	240	1.43	3.19
	%	16%	21%	14%	25%	24%	100%		

Based on the data collected from head teachers and teachers regarding the use of objects to teach children the concept of objects, 43% of head teachers mostly use this method, followed by 23% who always use it, and another 23% who rarely use it. Only 5% of head teachers never use this method. Among teachers, 25% mostly use objects, 24% always use them, and 21% rarely use them, while 16% never use this method. The mean values of 3.56 for head teachers and 3.19 for teachers indicate a moderate inclination towards using objects. The standard deviation values of 1.22 for head teachers and 1.43 for teachers suggest some variability in their responses. This variability highlights differing practices among educators, indicating a need for a more consistent approach to using objects to teach concepts in early childhood education.

Table 8
I teach children through exercise to get physical education

No.	Stat.	Head Teacher Response						SD	Mean
		Never	Rarely	Some-time	Mostly	Always	Total		
9	F	0	45	5	24	46	120	1.33	3.59
	%	0%	38%	4%	20%	38%	100%		
	Teacher Response								
	F	5	56	32	54	93	240	1.25	3.73
	%	2%	23%	13%	23%	39%	100%		

Based on the data collected from head teachers and teachers regarding the use of exercise to provide physical education to children, a significant portion of both groups indicated frequent usage. Among head teachers, 38% always use exercise for physical education, while another 38% rarely use it. No head teachers reported never using exercise. For teachers, 39% always use exercise, followed by 23% who rarely use it. Only 2% of teachers reported never using exercise. The mean values of 3.59 for head teachers and 3.73 for teachers suggest a strong preference for incorporating exercise into physical education practices. The standard deviation values of 1.33 for head teachers and 1.25 for teachers indicate some variability in responses, but overall, there is a consistent trend towards utilizing exercise as a teaching method for physical education in early childhood education.

Table 9
I teach children through physical fitness classes

No.	Stat.	Head Teacher Response						SD	Mean
		Never	Rarely	Some-time	Mostly	Always	Total		
10	F	6	32	10	50	22	120	1.21	3.42
	%	5%	27%	8%	42%	18%	100%		

	Teacher Response								
F	24	61	47	61	47	240	1.29	3.19
%	10%	25%	20%	25%	20%	100%		

Based on the data collected from head teachers and teachers regarding the use of physical fitness classes to teach children, the majority of head teachers (42%) mostly use this method, followed by 27% who rarely use it. Conversely, only 5% of head teachers never use physical fitness classes. Among teachers, 25% both mostly and rarely use physical fitness classes, while 20% always use them. The mean values of 3.42 for head teachers and 3.19 for teachers indicate a moderate to strong preference for incorporating physical fitness classes into teaching practices. However, the standard deviation values of 1.21 for head teachers and 1.29 for teachers suggest some variability in their responses, indicating differing practices among educators regarding the integration of physical fitness classes in early childhood education.

Findings

- The data collected from head teachers and teachers through questionnaires, the majority of respondents indicated that they sometimes to mostly use objects to help children recognize letters, with 48% of head teachers and 33% of teachers stating they use this method mostly. Conversely, 7% of head teachers and 16% of teachers reported never using objects for this purpose. The standard deviation values of 1.16 for head teachers and 1.40 for teachers suggest moderate variability in responses around the mean values of 3.66 and 3.31, respectively. This indicates a general consensus but with some variation in how frequently objects are utilized, potentially influencing pedagogical strategies in early childhood education.

- The data collected from head teachers and teachers regarding the use of objects to teach children to recognize numbers, the majority of head teachers (37%) and teachers (38%) indicated that they mostly use this method. Following this, 20% of head teachers and 10% of teachers reported always using objects for this purpose. On the other hand, 18% of head teachers and 13% of teachers rarely use objects, while 12% of head teachers and 8% of teachers never use this method. The standard deviation values of 1.30 for head teachers and 1.06 for teachers indicate variability in responses, with mean values of 3.36 and 3.29 respectively, suggesting a generally positive attitude towards using objects for number recognition in early childhood education but with some differences in frequency.

- The data collected from head teachers and teachers regarding the use of A.V. aids to help children memorize concepts, a significant proportion of both groups indicated frequent usage. Among head teachers, 40% always use A.V. aids, while 31% rarely use them. Similarly, 46% of teachers reported always using A.V. aids, with 16% rarely using them. The mean values of 3.61 for head teachers and 3.80 for teachers suggest a generally high frequency of using A.V. aids. However, the standard deviation values of 1.37 for head teachers and 1.38 for teachers indicate considerable variability in their responses. This variability suggests that while A.V. aids are commonly used, the frequency of their use varies among individual educators.

- The data collected from head teachers and teachers regarding the use of objects to teach children to recognize digits, a significant proportion of head teachers (40%) mostly use this method, followed by 22% who always use it. In contrast, 18% of head teachers rarely use objects for this purpose, and 14% never use them. Among teachers, the responses were more varied: 23% always use objects, 22% mostly use them, and 21% rarely use them, while 16% never use this method. The mean values of 3.37 for head teachers and 3.15 for teachers indicate a general preference for

using objects, although the standard deviation values of 1.38 and 1.41, respectively, show a notable variability in responses. This suggests a divergence in practices and the potential need for a more standardized approach in teaching digit recognition through objects in early childhood education.

- The data collected from head teachers and teachers regarding the use of stories to enhance children's vocabulary, 41% of head teachers rarely use stories, while 38% always use them. Additionally, 9% of head teachers use stories mostly or sometimes, and only 3% never use this method. Among teachers, 37% mostly use stories, followed by 31% who always use them, and 14% who rarely use them. The mean values of 3.40 for head teachers and 3.72 for teachers indicate a general preference for using stories to enhance vocabulary. However, the standard deviation values of 1.41 for head teachers and 1.22 for teachers suggest variability in the frequency of use. This indicates that while stories are a popular method, the extent of their use varies, highlighting the need for a consistent approach to vocabulary enhancement in early childhood education.

- The data collected from head teachers and teachers regarding the use of asking and recalling to teach children, 38% of head teachers mostly use this method, followed by 23% who always use it, and 23% who rarely use it. Meanwhile, 7% of head teachers never use asking and recalling. Among teachers, 38% rarely use this method, 24% always use it, and 20% mostly use it, while 8% never use it. The mean values of 3.48 for head teachers and 3.13 for teachers suggest a general inclination towards using this method, though the standard deviation values of 1.26 and 1.36, respectively, indicate some variability in responses. This variability highlights differing practices among educators, underscoring the potential need for a standardized approach to using asking and recalling as a teaching strategy in early childhood education.

- The data collected from head teachers and teachers regarding the use of audio to teach children to recite the Holy Book, 29% of head teachers always use this method, followed by 27% who rarely use it, and 23% who mostly use it. Additionally, 12% of head teachers never use audio for this purpose. Among teachers, 35% always use audio, 25% use it sometimes, and 23% mostly use it, while only 8% rarely or never use this method. The mean values of 3.31 for head teachers and 3.69 for teachers indicate a general preference for using audio, though the standard deviation values of 1.43 for head teachers and 1.26 for teachers show variability in responses. This variability highlights differing practices and suggests the need for a more standardized approach to using audio aids in teaching children to recite the Holy Book in early childhood education.

- The data collected from head teachers and teachers regarding the use of objects to teach children the concept of objects, 43% of head teachers mostly use this method, followed by 23% who always use it, and another 23% who rarely use it. Only 5% of head teachers never use this method. Among teachers, 25% mostly use objects, 24% always use them, and 21% rarely use them, while 16% never use this method. The mean values of 3.56 for head teachers and 3.19 for teachers indicate a moderate inclination towards using objects. The standard deviation values of 1.22 for head teachers and 1.43 for teachers suggest some variability in their responses. This variability highlights differing practices among educators, indicating a need for a more consistent approach to using objects to teach concepts in early childhood education.

- The data collected from head teachers and teachers regarding the use of exercise to provide physical education to children, a significant portion of both groups indicated

frequent usage. Among head teachers, 38% always use exercise for physical education, while another 38% rarely use it. No head teachers reported never using exercise. For teachers, 39% always use exercise, followed by 23% who rarely use it. Only 2% of teachers reported never using exercise. The mean values of 3.59 for head teachers and 3.73 for teachers suggest a strong preference for incorporating exercise into physical education practices. The standard deviation values of 1.33 for head teachers and 1.25 for teachers indicate some variability in responses, but overall, there is a consistent trend towards utilizing exercise as a teaching method for physical education in early childhood education.

- The data collected from head teachers and teachers regarding the use of physical fitness classes to teach children, the majority of head teachers (42%) mostly use this method, followed by 27% who rarely use it. Conversely, only 5% of head teachers never use physical fitness classes. Among teachers, 25% both mostly and rarely use physical fitness classes, while 20% always use them. The mean values of 3.42 for head teachers and 3.19 for teachers indicate a moderate to strong preference for incorporating physical fitness classes into teaching practices. However, the standard deviation values of 1.21 for head teachers and 1.29 for teachers suggest some variability in their responses, indicating differing practices among educators regarding the integration of physical fitness classes in early childhood education.

Conclusions

The study concluded that majority of head teachers and teacher indicated that they sometimes to mostly use objects to help children recognize letters. This indicates a general consensus but with some variation in how frequently objects are utilized, potentially influencing pedagogical strategies in early childhood education. The study concluded that majority of head teachers and teachers indicated that they mostly use this method. This suggests a generally positive attitude towards using objects for number recognition in early childhood education but with some differences in frequency. The study concluded that majority of head teachers and teachers regarding the use of A.V. aids to help children memorize concepts, a significant proportion of both groups indicated frequent usage. This variability suggests that while A.V. aids are commonly used, the frequency of their use varies among individual educators. The study concluded that head teachers and teachers regarding the use of objects to teach children to recognize digits, a significant proportion of head teachers. This suggests a divergence in practices and the potential need for a more standardized approach in teaching digit recognition through objects in early childhood education. The study concluded that head teachers and teachers regarding the use of stories to enhance children's vocabulary. This indicates that while stories are a popular method, the extent of their use varies, highlighting the need for a consistent approach to vocabulary enhancement in early childhood education. The study concluded that head teachers and teachers regarding the use of asking and recalling to teach children. This variability highlights differing practices among educators, underscoring the potential need for a standardized approach to using asking and recalling as a teaching strategy in early childhood education. The study concluded that head teachers and teachers regarding the use of audio to teach children to recite the Holy Book. This variability highlights differing practices and suggests the need for a more standardized approach to using audio aids in teaching children to recite the Holy Book in early childhood education.

The study concluded that head teachers and teachers regarding the use of objects to teach children the concept of objects. This variability highlights differing practices among educators, indicating a need for a more consistent approach to using objects to teach concepts in early childhood education. The study concluded that head teachers and teachers regarding the use of exercise to provide physical education to children, a significant portion of both groups indicated frequent usage. Overall, there is a consistent trend towards

utilizing exercise as a teaching method for physical education in early childhood education. The study concluded that head teachers and teachers regarding the use of physical fitness classes to teach children, the majority of head teachers mostly use this method. The teachers suggest some variability in their responses, indicating differing practices among educators regarding the integration of physical fitness classes in early childhood education.

Recommendations

The study recommendation that:

- Standardize the use of teaching methods like objects and audio-visual aids to ensure consistent and effective learning experiences in early childhood education.

- Tailor instructional techniques to accommodate diverse learner needs, particularly in integrating storytelling and physical exercises more uniformly across educational settings.

- Develop guidelines to promote consistent implementation of interactive methods such as asking and recalling to enhance engagement and learning outcomes in early childhood classrooms.

- Encourage the widespread adoption of supplementary tools like flashcards and drawing activities to reinforce concepts such as letter pronunciation and shape recognition.

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