



Teachers' Perception towards the Establishment and Effectiveness of Early Childhood Education

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Abstract: Education is a systemic framework for building the cornerstone of civilization. It is an important factor in any country's success worldwide. Early Childhood Education (ECE) is a branch of educational philosophy that refers to education for young children up to the age of eight years. The main objective of this study was to find out teachers' perceptions of this ECE setup. A teacher is a part and parcel of our education system and any policy can't succeed without satisfaction. The population of this study was teachers involved in early childhood education set up in the district Nankana Sahib. Whereas, 308 teachers were selected as a sample using a stratified sampling technique. The data was collected through instruments by survey method. On the whole, it was found that most of the statements on the questionnaire had a mean score higher than 3 which shows teachers' positive perception of the ECE setup. There was a significant difference in the perception of teachers based on gender. This study is beneficial for the development of early childhood education.

Key Words: Early childhood Education, Active Learning, Effectiveness

Introduction

In the modern era, the education system mainly focuses on the basis for further learning and advancement in the period of extraordinary brain growth. Different studies have shown that for a child's growth, the first few years are especially significant. Both areas of development and learning are developed faster than any other aspect of life in these years (Pyle & Deluca, 2017). The major challenge for the ECE in Pakistan is inadequate access to education and poor quality that disadvantaged and excluded children as well as families living poorly prefer to concentrate on fodder rather than schooling in terms of the negative effects. Other areas of growth including psycho-social,

cognitive and physical ability are often disregarded. Similarly, the early years are crucial for the growth of a child's brain ability and cognitive skills. Because a young kid's day-to-day experiences influence neural growth and brain development, the brain of a child develops fast at this age (Morrissay, 2014). Children explore their environment via play at this age. As a result, the effect of play-based learning is highly beneficial since it is child-centred and focuses on children's growth, interests, and talents while also engaging and organizing academic learning experiences in a developmentally appropriate manner. Children's growth and well-being are aided by

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play ([Murugi et al., 2018](#)). Children learn to negotiate tough social circumstances and build problem-solving abilities via playing games through activities ([Sjoerdsma, 2016](#)).

Literature Review

The recommended advantages of ECE for the primary and secondary education system are as follows. Reduction in drop out, enhanced education quality is achieved. Children's growth is influenced by their conversations with their surroundings ([Cadima et al., 2016](#)). A loving and encouraging emotional climate, marked by positive teacher-child relationships, is one of the foundations of a high-quality ECE classroom ([Sjoerdsma, 2016](#)). There is evidence that a warm classroom environment, in which ECE teachers treat children with respect, use positive language, and respond to their needs can help children's cognition and socio-emotional development. It's also important for ECE teachers to treat children fairly. Teachers who exhibit these behaviours foster positive relationships with children, which are essential for children's learning and development ([Hamre, 2014](#)). By treating children with respect, ECE teachers foster positive relationships with them. Children's ability to think independently and creatively is aided by a respectful and open teacher-child relationship ([Murugi et al., 2018](#)). Respectful classrooms are ones where students feel appreciated and secure. ECE instructors demonstrate respect for children by addressing them by name, speaking in a friendly tone of voice, physically approaching them, actively listening to their thoughts and questions, and reacting to their needs (Chepkonga, 2017). Children are more likely to demonstrate respect for their classmates when ECE instructors show respect for them, leading to a conducive learning environment. When children have deeper ECE teacher-child interactions, they exhibit greater increases in self-regulation. It's crucial to remember, however, that what constitutes polite adult-child contact varies depending on the setting and cultural norms. Calling children by their first names, for example, maybe polite in certain cultures but not in others ([Cadima et](#)

[al., 2016](#)). Children with a good ECE quality are more likely to be citizens who comply with the law

Education for All is a non-profit organization founded by the Ministry of Education (2001-2015). The NPA reflects Pakistan's commitment to developing literacy goals, methods, policies, and metrics, including basic education. The expansion of pre-school and early childhood care and education institutions is the first of Education for All's six primary aims. After consulting with the Ministry of School, the European Education Board prepares kids for formal education by fostering a good learning environment, enabling students to gain fundamental skills and attitudes, and encouraging them to pursue post-secondary education ([Ministry of Education, 2003](#)). Preschool courses, the growth of ECE facilities, the availability of educated instructors, and the provision of adequate learning materials for kindergarten pupils are all priorities for the Ministry of Education. These obligations have yet to be met, according to the most available data. 59 percent of Pakistani children have no preschool experience prior to attending school, according to the South Asian Forum for Education Development and Idara-e-Taleem-o-Annual Agahi's Status Report on Education ([ASER, 2013](#)). [Shami, Ahmed, and Khyzer \(2012\)](#) performed an ECE status study in Punjab in relation to Education for All (2014), finding that although the Gross Enrolment Ratio in Punjab improved above the national level, it did not satisfy the satisfaction of meeting the EFA objective by 2015. Younger children, according to research, are more inclined to engage with older youngsters ([Kordower et al., 2013](#)). Mixed-age groups have been shown to have an influence on cognition owing to the cognitive conflict created by youngsters engaging with peers of varied cognitive maturity levels, according to the study.

[Lillard \(2016\)](#) emphasizes the significance of improving a child's cognitive and linguistic skills as a whole through grasping, moving, fostering self-locomotion, and participating in a range of practical and sensory activities. At

many Midwestern schools, [Sjoedma \(2016\)](#) performed a study with preschool teachers, kindergarten transitional teachers, children's kindergarten teachers, and primary management. A total of 42 educators responded to the survey, which was given to 25 schools. The survey was carried out. The participants were thirteen teachers and three preschool directors, five child care and transitional teachers, thirteen kindergarten teachers, and eight main administrators. 57% of students have 11 years or more of teaching experience, 25% have 5 to 10 years of experience, and 9% have 3 to 5 years of teaching experience. The purpose of this research was to find out how preschoolers learn to play and what they think about it. Three styles of early childhood education were used in the surveys: teacher-led teaching, student-centred instruction, and play-based learning. The poll included 24 statements. Eight statements were taught by teachers, eight by students, and eight through play. In each grade group, all replies were analyzed and compared. A good learning experience is vital for pupils, according to 57% of instructors, and it should be employed at least 90% of the time. The outcomes of the fun assertions were deemed correct by 57 percent of those polled. A total of 76.92 percent of students agreed to assist in the creation of the finest learning environment possible. According to 54 percent of participants, students are better able to learn, taste, touch, smell, hear, and watch, and the best learning activities are directed by student interest, according to 50% of participants. Students, not professors, agreed that they should discover their own solutions to their own questions, with 50% agreeing. Students' experiences are crucial in achieving a 57% comprehension agreement ([Sjoedma, 2016](#)).

Games are rules and regulations with competitive features that draw kids' attention ([Xiaoyu, 2016](#)). Games in language lessons were established in response to the needs of the twenty-first century, where the learning process might mirror the real-world situation ([Lu & Ren, 2016](#)). Games are beneficial in a variety of ways. They build trust with pupils and push them to study, regardless of how

sluggish or bright they are ([Alemi, 2010](#)). Which will enthruse students in the classroom and turn their constructive involvement into the genuine heart of the learning process ([Bakhsh, 2016](#)). Students' imaginations benefit from games ([Petrovic et al., 2014](#)). They also help students improve their test scores ([Dolati & Mikaili, 2011](#)). When it comes to teaching vocabulary through games, having fun, having the option to repeat, and having the opportunity to utilize words with emphasis are all successful training techniques ([Wulanjani, 2016](#)).

Objectives of Study

1. Find out teachers' perceptions about ECE setup based on the academic development of ECE students.
2. Determine teachers' perception of ECE setup based on personality development of students.
3. Investigate the significance of differences in genders regarding academic and personality development of ECE students.

Research Methodology

This research study was quantitative by nature. As this research study was related to the perception of teachers towards the establishment and utility of early childhood education resource rooms in schools. So, the Population of this research was teachers teaching in schools where ECE setup exist in district Nankana Sahib. Selecting a selection from a sampling frame or the whole population is referred to as sampling. Sampling may be used to make educated guesses about a population or to generalize a new hypothesis' probability. For this research 308 respondents were selected through the Stratified sampling technique. The researcher selected some indicators on the basis of related literature included in this study. After discussion of this indicator with experts, the self-administered questionnaire was developed with two dimensions; one portion related to academic development and the second was related to the personality development of ECE students. This

questionnaire was developed on the basis of three points Likert scale. The data was collected through a questionnaire by survey method. The content and face validity were administered by some experts and also check the reliability of

the scale by using Cronbach'S Alpha coefficient that was greater than 0.7. Statistical Package for Social Sciences (SPSS) was used to analyze the objectives of the study by descriptive and inferential statistics.

Table 1. Teachers' Perception regarding Utility of ECE Resource Rooms in terms of academic development

Statements	A	N	DA	M	SD
ECE set-up is helpful to improve the cognitive/intellectual skills of the students.	179	57	72	3.55	1.24
ECE setup is useful for the retention of students.	229	8	71	4.15	1.39
ECE setup is a source of information for ECE students.	131	54	123	3.16	1.21
ECE set-up is helpful for increasing the enrollment of students.	178	61	69	3.55	1.22
ECE setup is useful for students to understand the subject.	224	52	32	4.11	1.05
ECE setup is useful to develop the scientific and discovery ability of pupils.	153	67	88	3.16	1.08
ECE setup is helpful to provide students with knowledge about modern technologies.	154	69	85	3.28	1.25
ECE setup is helpful to provide quality education to the students in backward areas.	224	52	32	4.11	1.05
ECE setup is helpful to achieve EFA (Education for All) goals.	222	54	32	4.08	1.05
ECE setup is useful in reducing the absence ratio of students.	152	74	82	3.39	1.22
ECE setup is helpful to learn counting and basic alphabets conceptually.	224	52	32	4.11	1.05
ECE setup is helpful to achieve the goals of LND.	221	54	33	4.06	1.05
ECE setup is helpful to improve students' writing skills.	153	71	84	3.28	1.24
ECE setup is helpful to fulfil the educational need of Kachi class students.	224	52	32	4.11	1.05
ECE setup is helpful to learn and understand Urdu and the English alphabet effectively.	201	62	45	3.84	1.44
ECE setup is helpful to develop the reading ability of students.	224	52	32	4.10	1.05
ECE setup is helpful to improve the pronunciation ability of students.	179	57	72	3.55	1.24
ECE setup is useful to develop students learning language skills.	229	55	24	4.19	1.01
ECE setup is useful to develop question answering ability.	156	65	87	3.28	1.23
ECE setup is helpful for students to be attentive.	196	56	56	3.72	1.17
Students take interest in class activities due to the use of animated videos and cartoons.	179	57	72	3.55	1.24
ECE setup is helpful for the future learning of students.	224	52	32	4.11	1.05
ECE setup is helpful to develop education seeking skills among students.	151	73	84	3.37	1.23

Statements	A	N	DA	M	SD
ECE setup is useful to develop critical thinking in students.	224	52	32	4.10	1.04
Overall perception				3.75	1.16

A=Agree N=Neutral DA=Disagree M=Mean SD=Standard Deviation

Table 1 describes the teachers' perception of the utility of ECE rooms in terms of academic development. Their perception is given in the form of the mean score and standard deviation. From Table 4.3 it is clear that most of the statements have a mean score higher than 3 which shows their positive perception. ECE rooms are helpful in terms of academic achievement like improvement in cognitive skills (Mean score 3.55 & S.D 1.24), retention of students (Mean score 4.15 & S.D 1.39), source of information for students (Mean score 3.16 & S.D 1.20), increasing the enrollment in schools (Mean score 3.55 & S.D 1.21), understanding of the subjects for students (Mean score 4.11 & S.D 1.05), development of scientific ability (Mean score 3.16 & S.D 1.08).

In the same way, Table shows that ECE setup is helpful in many ways like provision of knowledge about modern technology (Mean score 3.28 & S.D 1.25), provision of quality education in backwards areas schools (Mean score 4.11 & S.D 1.05), achievement of EFA goals (Mean score 4.08 & S.D 1.05), reduction in absence ratio (Mean score 3.39 & S.D 1.22), learning counting and alphabets (Mean score 4.11 & S.D 1.05), achievement of LND goals

(Mean score 4.06 & S.D 1.05), improvement in students writing skills (Mean score 3.28 & S.D 1.24), fulfilment of Kachi class requirement (Mean score 4.11 & S.D 1.05), understanding of Urdu and English alphabets (Mean score 3.84 & S.D 1.44), development of reading ability of students (Mean score 4.10 & S.D 1.05).

The table describes that ECE setup is helpful for the development of different skills among students like improvement in pronunciation skills (Mean score 3.55 & S.D 1.24), development of students learning language skills (Mean score 4.19 & S.D 1.01), increase in questioning ability (Mean score 3.28 & S.D 1.17), increase in students attention (Mean score 3.72 & S.D 1.17), take interest in-class activities (Mean score 3.55 & S.D 1.24), helpful in future learning for the students (Mean score 4.11 & S.D 1.05), development of education seeking skills (Mean score 3.37 & S.D 1.23), development of critical thinking in students (Mean score 4.10 & S.D 1.04). Table 4.3a also shows that overall perception based on the academic development of teachers is in the favor of ECE setup (Mean score 3.75 & S.D 1.16)

Table 2. Teachers' Perception regarding Utility of ECE Resource Rooms in terms of personality development

Statements	A	N	DA	M	SD
Students spend the whole time in a happy mood.	179	57	72	3.55	1.24
The confidence level of students is increased Because of the child-friendly environment in the ECE classroom.	221	54	33	4.06	1.05
ECE room is useful for the development of creative arts (artistic abilities) among children.	153	71	84	3.28	1.25
ECE setup is helpful to develop social skills in children.	156	65	87	3.28	1.25
ECE setup is helpful to develop discipline sense in pupils.	179	57	72	3.55	1.24
ECE setup is helpful to develop communication skills (oral, speaking skills) among ECE Students.	234	30	44	3.83	1.10
ECE setup is helpful to motivate a student to participate in healthy activities and hobbies.	151	66	91	3.25	1.27
ECE setup is useful for the development of the sensory and	155	65	88	3.29	1.26

Statements	A	N	DA	M	SD
perception skills of pupils.					
ECE setup helpful to improve emotional development.	151	66	91	3.25	1.27
ECE setup is helpful for the holistic development of students.	234	30	44	3.83	1.10
ECE setup is useful to provide students interactive (co-operative) and simulative environment.	167	59	82	3.33	1.23
ECE setup is helpful for moral development in pupils.	224	52	32	4.11	1.05
ECE setup is useful to develop problem-solving skills in students.	222	54	32	4.07	1.04
ECE setup is useful in improving students' listening skills.	216	55	37	4.06	1.08
Parents are satisfied with the ECE setup.	137	76	95	3.22	1.20
ECE setup helps in the development of positive self-image and self-reliance in students.	228	53	27	4.16	1.02
The use of play in the ECE setup is helpful to develop pupils' motor skills.	251	39	18	4.28	0.91
ECE setup is helpful to promote good habits in pupils.	160	69	79	3.37	1.20
ECE setup is useful for character-building of students.	185	68	55	3.65	1.16
ECE setup is helpful to develop a sense of responsibility among pupils.	251	39	18	4.30	0.91
ECE setup is useful to develop self-control ability among students.	160	69	79	3.37	1.20
Overall perception				3.67	1.15

A=Agree N=Neutral DA=Disagree M=Mean SD=Standard Deviation

Table 2 describes the teacher's perception of personality development regarding the utilization of ECE resource rooms. From Table 4.4 it is clear that most of the statements have mean scores higher than 3 which show their positive perception of the personality development of the children. ECE rooms are helpful in terms of personality development like students spend the whole time in a happy mood (Mean score 3.55 & S.D 1.24), improve students' confidence level (Mean score 4.06 & S.D 1.05), developing students' creative skills (Mean score 3.28 & S.D 1.25), development of social skills (Mean score 3.28 & S.D 1.25), development of discipline sense (Mean score 3.55 & S.D 1.24), development of communication skills (Mean score 3.83 & S.D 1.10), motivate students to participate in healthy educational activities (Mean score 3.25 & S.D 1.27), development of sensory skills (Mean score 3.29 & S.D 1.26), improvement in emotional development (Mean score 3.25 &

S.D 1.27), holistic skills (Mean score 3.83 & S.D 1.10).

The table also describes that ECE rooms are also very important in the development of different students' skills like provision of the interactive environment (Mean score 3.33 & S.D 1.23), moral development (Mean score 4.11 & S.D 1.05), development of problem-solving skills (Mean score 4.07 & S.D 1.04), improvement in students listening skills (Mean score 4.06 & S.D 1.08), parental satisfaction (Mean score 3.22 & S.D 1.20), development of self-reliance in students (Mean score 4.16 & S.D 1.02), development of students motor skills (Mean score 4.28 & S.D 0.91), promotion of good habits (Mean score 3.37 & S.D 1.20), students character building (Mean score 3.65 & S.D 1.16), sense of responsibility (Mean score 4.30 & S.D 0.91), self-control ability (Mean score 3.37 & S.D 1.20). Table 4.4 also shows that overall perception based on personality development of teachers is in the favor of ECE setup (Mean score 3.67 & S.D 1.15).

Table 3. Independent Sample t-test

Variable	Category	M	SD	t	Sig.
Academic Development	Male	3.46	.78	.47	.00*
	Female	3.76	.63	.82	
Personality Development	Male	3.26	.88	.59	.02*
	Female	3.74	.68	.96	

Significance Level <0.05

In order to find out the significant difference between the male and female participants. It found that there was a significant difference found between the gender group (sig=.00). Whereas, the Mean score of males was 3.46 was less than females 3.76 the resources of ECE for academic development. Moreover, there was also found a significant difference (Sig=.02) between the male and female teachers regarding resources of ECE for personality development the Mean score of females was 3.74 was greater than male teachers' 3.26.

Conclusions

On the whole, it was found that most of the statements on the questionnaire had a mean score higher than 3 which shows teachers' positive perception of the ECE setup. There was a significant difference in the perception of teachers based on gender regarding ECE resources for the development of academic achievement and personality. From the findings of this research, the ECE setup is trying to fulfil the educational needs of Kachi class. Findings also show that ECE setup is helpful to improve question answers and the pronunciation ability of students. Due to the attractive environment students pay full attention and take participation in activities and these things are helpful for future learning students. Students' critical thinking skills and educational seeking skills can also be improved with the help of different teaching techniques adopted in early childhood education setup.

According to the findings of the research, there is a dearth of amenities in elementary schools. Facilities are a key problem in ECE that must be overcome. The majority of research, such as (Murugi et al., 2018) complements the

findings demonstrate that facilities for implementing high-quality early childhood education are critical. Furthermore, the Kombo and Gogo (2012) Study has added that good facilities impact ECE implementation in schools. It also highlighted that proper installation is a critical aspect in dealing with ECE issues. Another research (Chepkonga, 2017) suggested that facilities are beneficial to early childhood learners. The present study's results suggest that the ECE program is being applied effectively in public primary schools. Moreover, suggested that if the program was implemented properly, it would result in a more flexible educational climate and aid in the achievement of objectives. Kahiga et al (2015) back up previous studies on the relevance of learning materials in ECE implementation. He believed that learning materials are crucial in the implementation of ECE. In both rural and urban schools, learning materials should be offered without regard to location.

Discussion and Recommendations

This research study was conducted to know about the perception of teachers and parents about the utilization of ECE rooms at the primary level in district Nankana Sahb. From the findings of this study, ECE setup is developing students' cognitive skills. ECE setup is the source of information and it is useful for the retention of students. Due to the ECE room, Enrollment in Kachi class has increased in most of the schools. ECE setup is helping the students to understand educational subjects and it is also developing their scientific attitude. Students are learning about modern technologies with help of ECE setup. Early childhood education is helpful to provide quality education in backward areas. ECE setup is providing help to achieve EFA goals. ECE

setup is helpful to reduce the absence ratio of students. ECE setup is making students able to learn counting and the alphabet in a better way. Literacy and numeracy drive is the new imaging technique that is helpful in improving students' cognitive skills and they understand the subjects ECE set up was helpful to improve the results of literacy and numeracy courses. Students learning language skills, writing skills and reading skills can also be improved with the help of early childhood education.

On the basis of the findings, there are some suggestions that can be implemented to increase the ECE setup effectiveness. Moreover, findings revealed that there were some suggestions that may be implemented to increase the ECE setup effectiveness like more room should be constructed so that students

may be taught in a small group. More audio-video ads should be available in such rooms so that students may take interest in their studies. In ECE classes there should be educational toys and models so that students can learn in a conceptual way and with great interest. It was also suggested that future studies in this area should be conducted on different aspects. Female teachers should be appointed in the school where this setup exists so those female teachers can teach the students with positive and soft behaviour. Moreover, it is very important to provide training to the teachers who are teaching in the ECE schools so that they can teach the students according to the demand and nature of the setup. Furthermore, the student-teacher ratio should be 15 or 20 so that teachers can teach the students with individual care.

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