



Advance Social Science Archive Journal

Available Online: <https://assajournal.com>

Vol.3 No.1, January-March, 2025. Page No. 615-619

Print ISSN: [3006-2497](#) Online ISSN: [3006-2500](#)

Platform & Workflow by: [Open Journal Systems](#)



TEACHERS ROLE IN PRESCHOOLERS' DEVELOPMENT

<p>Saima Yunus</p>	<p>PhD Student at Asia e University (Malaysia) for Ph.d Education Humanities Email: education30@gmail.com</p>
<p>M. Fahad Munir</p>	<p>Electrical Telecommunications Engineer Email: mfmarrwat@gmail.com</p>

ABSTRACT

Teaching children from being nascent to eight years old is of paramount emphasis in the field of early childhood education. Preparing these young fellows for kindergarten and developing their personality is one aspect of early childhood education. It seeks to offer a strong and comprehensive foundation for learning and wellbeing throughout life by attending to each child's physical, social, emotional, cognitive, and linguistic requirements. Educators play a vital role in a child's formal educational journey, particularly within early childhood education. A key objective of ECE is to prepare children for primary school by fostering a comprehensive foundation for lifelong learning and well-being. This is achieved by addressing each child's physical, social, emotional, cognitive, and linguistic development.

Keywords: efficacy, early childhood, Academic development.

Introduction

Early childhood education is one branch of educational theory that addresses instruction of children from birth to age eight. Typically, this reaches the third-grade level. During the Enlightenment Era, ECE became a popular field of study, especially in European nations with sizable reading populations. Kindergarten preparation is not the only aspect of ECE rather It also seeks to offer a strong and comprehensive foundation for learning and wellbeing throughout life by attending to each child's physical, social, emotional, cognitive, and linguistic requirements. The significance of early childhood education for human development cannot be ignored. A child's early experiences lay the groundwork for their future development and progressions in respective fields on interests. Since the majority of parents are illiterate, they will be interviewed for this study, and their responses will be recorded to ensure the accuracy in data. Parents and teachers have a significant impact on a child's entire personality development. They all play a part in his overall demeanor. Their personality and

academic performance would undoubtedly suffer and it will be evident from their character if one of them fails to carry out their obligations. Hence, affecting their overall development including his social, emotional, physical, and linguistic growth.

Literature Review

Early childhood education often emphasizes learning through play, especially in preschool settings. This approach is commonly promoted for programs such as preschool or child care. According to Mehmet and Basaran (2021), while preschool education is effective in helping children adjust to school and prepare for primary education, it does not address challenges that stem from family dynamics (Lewis B, 2019). Research indicates that children's academic success varies depending on parental involvement. Children whose parents are less engaged tends to perform worse academically. This aligns with global research, suggesting that Latin American contexts also need to prioritize parental involvement (Hornby, Garry, & Blackwell, 2018). Many parents support their children's reading habits by using both traditional and digital media, including storybooks, newspapers, and magazines. Parental involvement significantly influences children's academic achievements, and it is important to ensure that parents allocate sufficient time for engaging with their children's learning. This can help educators, policymakers, and parents design programs that encourage reading (Ahmad et al., 2021).

Pakistan's National Education Policy of 1992 was the first to formally recognize the significance of early childhood education (ECE). At the 1990 Jomtien summit in Thailand, Pakistan, along with 155 other countries, committed to providing ECE by 2015. By 2008, Pakistan had developed an "Action Plan" for ECE implementation across provinces and districts, marking its leadership in creating an Education for All Plan (2001-2015). The 2013 National Plan of Action, implemented alongside provincial education programs, aimed to expand ECE across the country (Dawood & Kakli, 2018; Farooq, 2018; Aslam et al., 2014).

Theoretical Framework

One of the goals for 2030 is to ensure that all children receive free, equitable primary and secondary education, achieving positive learning outcomes (Goal 4). The study adopts various theoretical frameworks, including the Tyler Model for curriculum design and Epstein's Model for parental involvement in education. It also aligns with UNESCO's definition of early childhood care and education (ECCE), which emphasizes holistic development encompassing education, emotional and social care, health, and nutrition. UNESCO emphasizes that early learning starts at birth and that early childhood education plays a crucial role in fostering lifelong learning and emotional well-being. However, despite these global commitments, Pakistan faces challenges in implementing structured early childhood programs, with efforts to involve mothers in

educating children being particularly time and resource-intensive (Ahmad, 2021). The study specifically examines the factors influencing the holistic development of preschool children in Islamabad's Model School for Girls (Humak). It evaluates how early experiences, including parental and early childhood care, impact a child's long-term development. The National Curriculum for Early Childhood Education (2007) stresses the importance of early care in shaping a child's ability to learn and adapt to school life. In the early years, children develop emotional intelligence—confidence, curiosity, self-control, communication skills, and cooperation—which are foundational for their future learning and social development. Research consistently underscores the critical role of early childhood education in human development, with significant implications for a child's lifelong learning and success. Preschoolers are commonly taught to learn through play in early childhood education. This phrase is frequently used to indicate a preference for preschool or child care programmers.

UNESCO's Perspective on Early Childhood Education

UNESCO defines Early Childhood Care and Education (ECCE) as a comprehensive system that nurtures and supports a child's development during their formative years. This includes not only education but also emotional, social, and physical well-being, along with intellectual stimulation, healthcare, and nutrition. The importance of early learning is underscored by the World Conference on Education for All (1990), which emphasizes that learning starts from birth. The period from birth to age eight represents a critical window for learning, coinciding with a period of significant brain development in children. Truly inclusive early childhood care and education (ECCE), as defined by UNESCO, is much more than just getting kids ready for kindergarten. It promotes the holistic development of preschoolers, gender equality, and social cohesion. It can also be a pillar for learning throughout life and emotional wellbeing, making it one of the most important investments a country can make. The Dakar Framework for Action (2000) designated the expansion and improvement of ECE as the first of six global priorities. To fulfill their international commitment to the development of care and education services for their young children, a number of nations have started a range of initiatives. One of the nations that has endorsed the Education for All initiative is Pakistan. However, there hasn't been a national consensus in Pakistan to put a structured early childhood education programme into place. As a result, Pakistan is thought to be "far behind" in its efforts to achieve the aim of early childhood education. Utilizing moms to educate children has been one technique in several nations. However, this policy choice is problematic in Pakistan since it will take a lot more time and money than in other nations to educate mothers so that they are

educated and aware about modern childrearing. The goal of this article is to identify the fundamental problems with Pakistan's early childhood education system and to offer workable, evidence-based recommendations. (Ahmad. M. Government College, Arifwala, Pakistan).

Discussion and Analysis

The study focused on factors effecting the holistic development of preschoolers in Pakistan, specifically in Islamabad Model School for Girls (1-10) Humak. The impact of holistic development and the impact of it on preschoolers have been evaluated. It is essential to evaluate the opinions of different researchers related to the topic. It is well known that events that occur during pregnancy and the first few months and years of a child's life can have long-lasting impacts, according to the National Curriculum for Early Childhood Education, published in 2007. Early childhood experiences, encompassing the care received from parents, preschool teachers, and other caregivers, significantly shape a child's ability to learn and connect with both school and the broader world. The foundational elements of emotional intelligence, including self-confidence, inquisitiveness, a sense of purpose, self-regulation, precision, effective communication, and cooperativeness, are nurtured and developed during these crucial formative years.

The study is noteworthy for a number of reasons. First off, it is impossible to exaggerate the value of early childhood education in terms of human development.

Conclusion

A child's formative years play a crucial role in shaping their ability to learn, think critically, and interact with others. These early experiences establish the groundwork for their overall growth and future achievements. Research consistently emphasizes the significance of early childhood education in fostering cognitive and social skills, which are essential for long-term success.

References

- Mark Froiland, John. A Comprehensive Model of Preschool through High School Parent Involvement with Emphasis on the Psychological Facets. 26 Dec. 2022
- Majid, Aliya. The Influence of Parental Perception on Early Childhood Education Choices in Pakistan. 2022.
- Ahmad, Zaheer, et al. Development of the Children. 2021
- Jarmila Bubikova-Moan, Hanne Naess Hjetland & Sabine Wollscheild. Published Online : 14 Oct 2019)

- Malik, S., Khalid, L., Malik, Dr. M., & Asghar, Dr. M. Z. (n.d.). Parental Involvement in Early Childhood Education in Punjab: A Qualitative Study
- Alexander, R. J. (2001). Culture and learning in the early years of school in international contexts: A comparative appraisal of culture and pedagogy. American Educational Research Association. (2022, March). Early child care and children's development prior to school entry: Results from the NICHD Study of Early Child Care.
- Cheung, Peggy. Teachers as Role Models for Physical Activity: Are Preschool Children More Active When Their Teachers Are Active? 14 Mar. 2019.
- Panel, A., Chargrave, A., & Sénécha, M. (2000). A book reading intervention with preschool children who have limited vocabularies: The benefits of regular reading and dialogic reading.
- Nganga, Lydiah W. Early Childhood Education Programs in Kenya: Challenges and Solutions. 3 Nov. 2019.
- Ingrid Pramling Samuelsson and Yoshie Kaga. The Contribution of Early Childhood Education to a Sustainable Society. 2008.
- Beery, T., & Magntorn, O. (2022, April 10). Pre-service early childhood educator experience in a UNESCO Biosphere Reserve.