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RESEARCH PAPER

An Analysis of Learning Practices and Habits of Children at Early Childhood Education: Students' Perspective

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ABSTRACT

The study was designed to analysis learning practices and habits of children at early childhood education. The major objective of the study was to find out the learning practices and habits of children. Problem was related to current situation, so survey method was exercised, 220 students were selected with the help of convenient sampling technique. Self-constructed questionnaire were exercised. The collected data was analyzed and calculate frequency, percentage, mean score, standard deviation and t-test of independent variable. The major findings of the study were; students learn from the pictures, cartoons and funny face; student's eyes get tired of reading. When student read context continuously then they feel that their eyes get tired. There was a significance difference between male and female student about learning practices and habits of children.

Introduction

World is changing, new concepts, ideas and approaches emerge. In this way, new complications arise and its explanations are required. Therefore, the world of work is a continuously moving and developing, if we are not continuously learning as we are going ahead, then every day we are getting farther and farther out of the touch with the demands of modern world in which we are living and working (Berthelsen, Brownlee & Johansson, 2009). Every child immediately start learning after his birth or in other way from the experiences of mother, directly or indirectly, very beginning, it is found a dominant role shaping and molding the behavior of an individual. He loses no time in withdrawing from it, when he touches burning mastic. He learns a lesson to escape not only the burning mastic but also entire burning things (Miller, 1999). Directly or indirectly, these all conclusions may derive from the experiences, bring about change in the behavior of an individual. These changes in human behavior due to the result of experience are generally known as learning. In broadly speaking the term learning stands for all those modifications and changes and in human behavior or child which he experiences during his whole life (Morrison, 2000).

Literature Review

Children learn rapidly from birth to age of eight years, he uses all of their entire bodies and senses and to take experiences and sensations of the world around them. In this period, children engage actively in play, they spend most of their time in waking time activities. It has been declared that play is work for child and that work provides learning to them. According to National Association for the Education of the Young Children (NAEYC) (1991) research studies have investigated that through playing activities children learn and investigation across important growing dimensions, these are emotional development, social, physical, motor development and as well as language development etc. Playing is a natural component of children's everyday lives. When it is asked to children what they like best to do, answers are mostly common: to play. Essa (1999) describes that education for children is planned to promote learning through playing activities. Whole school however is conventionally seen as a place of learning and not for playing for children, preschool learning of children is more often connected with playing rather than deep focus on learning on the perspective of the children. The objective of preschool education is achieved through playing.

Berthelsen (2009) describes that when a child in early stage of education then we can say that the child has a hundred languages. Its mean that in early stage he has no specific language then the language we would like to teach, the same language will be spoken. Similarly, he has hundred hands, hundred ways of thinking and hundred ways of listening. In this way we can say that when a child comes to early stage, he does not know anything, but what we teach him will learn the same thing when a child in early stage he has a lot of thinking. Now, if we recognize his interest and we've given him the same learning so that he can make his learning as his habit. Nursery education and early childhood education (ECE) is a subdivision of education theory which relates to the teaching and learning of little children from birth up to the age of eight formally and informally, traditionally which is related to about third grade (Corsaro & Eder, 1990). Now a day, early childhood education has become a predominant issue of public policy, as community, national, and federal lawmakers consider finance for preschool. In the development of child it is considered as an important period in a child's development. Early child education refers to the development of a child's personality and behavior (Dahlberg, Moss & Pence, 2007).

National Scientific Council the publication of 2007 on the developing child, in early development curricula, children build more difficult skills from the basic and foundational abilities. Children are given greater opportunities to develop a wide range of skills in preschool programs. In this way they better prepare for themselves for additional challenges which will be presented in kindergarten school (MacNaughton, 2005). Now a day the need and the importance of early childhood education cannot be denied for the cognitive, affective and psychomotor development of the children. The current study was also an attempt to increase and enhance the understanding and importance of early childhood education. The researcher designed study to analysis the learning practices and

habits of children at early childhood education. It is an attempt to see the relationship between learning practices, habits and early childhood education (ECE) level. How different activities can promote the learning habits through early childhood education?

Material and Methods

The purpose of the study was to analysis the learning practices and habits of children at early childhood education. Questionnaires were used as key source of collecting the elementary data. As the problem was related to current situation, so the survey method was used to generalize the results of the study. In survey method questionnaire technique was used to collect data. Self-constructed questionnaire on three point of rating scale (never, sometime and always) having 27 items under three factors was used to analysis the learning practices and habits of children at ECE. Questionnaire was also validated from eight subject experts. Keeping in view the suggestions of experts the instrument was revised and then to check the reliability of the instrument Cronbach coefficient was calculated. The value of Cronbach coefficient was 0.89 and then thinks instrument is valid and reliable to collect data. The study was delimited to only public and private: male and female secondary schools having the ECE rooms of Bahawalpur. The population of the study was, all the public and private secondary schools of boys and girls having the ECE rooms of Bahawalpur. Simple random sampling and convenient sampling technique were used to select a sample from the five tehsil of Bahawalpur. Two schools (one public and one private) from each tehsil of Bahawalpur were selected randomly and 12 students were conveniently selected from each school. Therefore 240 students were selected for data collection, 220 questionnaires were return back and response rate was 92% which was appropriate.

Results and Discussion

Finding of the study was drawn on the basis of percentage and mean score. The collect data was analyzed as under in following ways:

Table 1
Students' responses about how students learn better in different types of activities at ECE level.

Sr. No.	Statements	Responses			Mean	S.D.
		Never	Sometime	Always		
1.	I learn better from the pictures	22 10%	44 20%	154 70%	2.60	0.67
2.	I learn better from Cartoons	80 36.5%	100 45.4%	40 18.9%	1.81	0.72
3.	I learn better from Funny faces	120 54.5%	70 31.9%	30 13.6%	1.59	0.72
4.	I learn better from Body language	46 20.9%	100 45.5%	74 33.6%	2.13	0.73
5.	I learn better from Facial expression	248 21.8%	62 28.2%	110 50%	2.28	0.80

6.	I learn better from When anyone makes move his/her fingers	18 8.2%	62 28.2%	140 63.6%	2.55	0.64

Tables 1 describe that how students learn better from the pictures? Response rate reveals that 70% students always learn better from the pictures. The mean score of the statement is 2.60. So, it can be said that most of the students learn better from the pictures. Statement two describes that how students learn better from the cartoons? Response rate shows that 45.4% students sometime learn better from the cartoons. The mean score is 1.81. It is concluded that most of the students learn better from the cartoons. Statement three shows that how students learn better from the Funny faces? Responses of students' shows that 54.5% students never learn better from the funny faces. The mean score of the statement is 1.59. It is concluded that most of the students do not learn better from the funny faces. Statement 4 describes that how students learn better from the body language? Students' responses show that 45.5% students sometime and 33.6% students always learn better from the body language. The mean score of the statement is 2.13. So, it is concluded that that most of the students learn better from body language. Statement 5 describes that how students learn better from the facial expression? Response rate shows that 50% students always and 28.2% students sometime learn better from the facial expression. The mean score of the statement is 2.28. Therefore, it can be said that most of the students learn better from the facial expression. Statement 6 describes how to students learn better from when anyone makes move his/her fingers? Responses of students indicate that 63.6% students always and 28.2% students sometime learn better from when anyone makes move his/her fingers. The mean score of the statement is 2.55. It is concluded that most of the students learn better from when anyone makes move his fingers.

Table 2
Students' responses about how students remember better things and knowledge in different types of activities at ECE level.

Sr. No.	Statements	Responses			Mean	S.D.
		Never	Sometime	Always		
1.	Writing something	40 18.2%	50 22.7%	130 59.1%	2.40	0.78
2.	Make a picture of instructions and remember it	56 25.4%	130 59.1%	34 15.5%	1.90	086
3.	Keep in mind the picture of textbook with page number	58 26.4%	95 43.2%	67 30.4%	2.04	0.76
4.	I learn alone	24 10.9%	50 22.7%	146 66,4%	2.55	0.68
5.	I could not learn in crowd	30 13,6%	80 36.4%	110 50%	2.36	0.71
6.	I use flashcard to learn	24 10.9%	30 13.6%	166 75.5%	2.35	0.67
7.	From Diagrams	60 27.3%	40 18.2%	120 54.5%	2.12	0.86
8.	With the help of Models	20 9.1%	80 36.4%	120 54.5%	2.54	0.66
9.	On seeing Signboards	54 24.5%	40 18.2%	126 57.3%	2.67	0.85

Tables 2 describe how students remember by writing something? Responses rate indicates that 59.1% students always and 22.7% students sometime remember by writing something. The mean score of the statement is 2.40. Therefore, it is concluded that most of the students remember by writing something. Statement 2 describes that how students remember to make a picture of instructions and remember it? Students' responses shows that 59.1% students sometime remember to make a picture of instructions and remember it. The mean score of the statement is 1.90. So, it can be said that most of the students sometime remember to make a picture of instructions and remember it. Statement 3 describes that how students remember to keep in mind the picture of textbook with page number to? Students' responses reveals that 43.2% students sometime and 30.4% students always remember to keep in mind the picture of textbook with page number to. The mean score of the statement is 2.04. It can be said that most of the students sometime remember to keep in mind the picture of textbook with page number to. Statement 4 describes that how students learn alone? Response rate shows that 66.4% students always and 22.7% students sometime remember by learn alone. The mean score of the statement is 2.55. It can be said that most of the students remember by learn alone. Statement 5 describes that how students could not learn in crowd? Students' responses indicate that 50% students always and 36.4% students sometime could not learn in crowd. The mean score of the statement is 2.36. It can be said that most of the students remember by could not learn in crowd. Statement 6 shows that how students remember by use flashcard to learn? Response rate reveals that 75.5% students always remember by use flashcard to learn. The mean score of the statement is 2.35. It can be said that most of the students remember by use flashcard to learn. Statement 7 describes that how students remember by diagrams? Response rate reveals that 54.5% students always remember by diagrams. The mean score of the statement is 2.12. It can be said that most of the students remember by diagrams. Statement 8 shows that how students remember by with the help of models? Students' response shows that 54.5% student always and (36.4%) students'someti sometimsremember by with the help of models. The mean score of the statement is 2.54. It can be said that most of the students remember by with the help of models. Statement 9 describes that how students remember by on seeing signboards? Students' responses shows that 57.3% students always remember by on seeing signboards. The mean score of the statement is 2.67. It can be said that most of the students remember by on seeing signboards.

Table 3
Students' responses about how students learn by practicing the words at ECE

Sr. No.	Statements	Responses			Mean	S.D.
		Never	Sometime	Always		
1.	I remember something better if I write it down.	60 27.2%	80 36.4%	80 36.4%	2.09	0.80
2.	I solve the problems by trial-and error method	60 27.3%	100 45.4%	60 27.3%	2.02	0.74
3.	It is better for me to get work done in a quiet place	20 9.1%	40 18.2%	160 72.7%	2.63	0.72
4.	I learn by practice	40 18.2%	70 31.8%	110 50%	2.32	0.76

5.	Laboratory work is attractive for me	0	0	220 100%	3	0.00
6.	I remember things that I hear, rather than things that I see or read.	30 13.6%	160 72.8%	30 13.6%	2.20	0.53
7.	I chew gum or eat snack while studying	88 40%	80 36.4%	52 23.6%	1.83	0.78
8.	I would rather listen to a good lecture or speech than read about the same material.	28 12.7%	150 68.2%	42 19.1%	2.06	0.57
9.	I learn the spelling of words by "finger spelling" them.	64 29%	68 40%	88 40%	2.32	0.83
10.	I think the best way to remember something is to picture it in my mind	52 23.6%	106 48.2%	62 28.2%	2.04	0.72
11.	I play with coins or keys in my pocket.	30 13.6%	64 29.1%	126 57.3%	2.56	0.68
12.	I can remember best by writing things down several times.	48 21.8%	88 40%	84 38.2%	2.75	0.76

Tables 3, statement one describe that how students remember something better if they write it down? Response rate reveals that 36.4% students always and 36.4% students sometime remember something better if they write it down. The mean score is 2.09. It can be said that most of the students remember something better if they write it down. Statement 2 shows that how students solve the problems by trial-and error method? Response rate shows that 45.4% students sometime and 27.3% students always solve the problems by trial-and error method. The mean score is 2.02. It can be said that most of the students solve the problems by trial-and error method. Statement 3 describe that how students it is better for them to get work done in quiet place? Response rate reveals that 72.7% students said it is always better for them to get work done in quiet place. The mean score is 2.63. It can be said that most of the students said it is better for them to get work done in quiet place. Statement 4 illustrates that how students learn by practice? Data in table reveals that 50% students learn by practice; 31.8% students are sometime learning by practice. The mean score is 2.32. It can be said that most of the students learn by practice. Statement 5 describes that how laboratory work is attractive for students. Data in table reveals that 100% students said that laboratory work is always attractive for them. The mean score is 3.00. It can be said that all students always said that laboratory work is attractive for them. Statement 6 describes that how students remember things that they hear, rather than things that they see or read? Data in table reveals that 72.8% students sometime remember things that they hear, rather than things that they see or read. The mean score is 2.20. It can be said that most of the students remember things that they hear, rather than things that they see or read. Statement 7 describes that how students chew gum, smoke or snack while studying? Data in table reveals that those 40% students never and 36.4% students sometime chew gum, smoke or snack while studying. The mean score is 1.83. It can be said that most of the students never chew gum, smoke or snack while studying. Statement 8 describes that how students learn by practice? Response rate reveals

that 68.2% students sometime and 19.1% students always learn by practice. The mean score is 2.06. It can be said that most of the students learn by practice. Statement 9 illustrates that how students learn the spelling of words by "finger spelling" them? Response rate reveals that 40% students always and 39.9% students sometime learn the spelling of words by "finger spelling" them. The mean score is 2.32. It can be said that most of the students learn the spelling of words by "finger spelling" them. Statement 10 describes that how students think the best way to remember something is to picture it in their mind? Response rate reveals that 48.2% students sometime and 28.2% students always think the best way to remember something is to picture it in their mind. The mean score is 2.04. It can be said that most of the students think the best way to remember something is to picture it in their mind. Statement 11 shows that how students play with coins or keys in their pocket? Response rate reveals that 57.3% students always and 13.6% students sometime learn better from the Funny faces. The mean score is 2.56. It can be said that most of the students play with coins or keys in their pocket. Statement 12 describes that how students can remember best by writing things down several times? Response rate reveals that 40% student sometime and 38.2% always students can remember best by writing things down several times. The mean score is 2.16. It can be said that most of the students can remember best by writing things down several times.

Table 4
Gender wise comparison of students' opinions about learning practices and habits of children

Variables	Gender	N	Mean Score	SD	t-value	p-value
Learning practices and habits of children	Male	220	2.21	0.62	3.53	0.03*
	Female	220	2.43	0.40		

*Significant P < 0.05

Table 4 illustrates the gender wise comparison of students' opinions about learning practices and habits of children at ECE level. There is a significance difference between the male and female student ($t = 3.53$, $p < 0.05$) about learning practices and habits of children. Mean score of female students (2.43) was significantly higher than the male (2.21).

Table 5
Public and private school wise comparison of students' responses about learning practices and habits of children

Variables	Gender	N	Mean Score	SD	t-value	p-value
Learning practices and habits of children	Public	220	2.26	0.57	-7.65	0.04*
	Private	220	2.35	0.54		

*Significant P < 0.05

Table 5 describes the public and private school wise comparison of students' opinions about learning practices and habits of children at ECE level. There is a significance difference between public and private schools students ($t = -7.65$, $p < 0.05$) about learning practices and habits of children. Mean score of private schools students (2.35) was significantly higher than the public schools (2.21).

Discussion

Students' responses about how students learn better in different types of activities

The finding show that 70% students always learn better from the pictures; 45.4% students sometime learn better from the cartoons; 54.5% students never learn better from the funny faces; 45.5% students sometime learn better from the body language 33.6% students always learn better from the body language; 50% students always learn better from the facial expression; 28.2% students sometime learn better from the facial expression; 63.6% students always learn better from when anyone makes move his/her fingers; 28.2% students sometime learn better from when anyone makes move his/her fingers. Petrie, Boddy, Cameron, Heptinstall, McQuail, Simon & Wigfall (2008) conducted study on Pedagogy-A holistic, personal approach to work with children and young people, across services at university of London. The findings of the study concluded that at ECE level children learn better through picture, charts, play cards and body postures. Findings of international study support the results of current study.

Students' responses about how students remember better things and knowledge in different types of activities.

The findings related to how students remember better thins and knowledge in different types of activities shows that 59.1% students always remember by writing something; 22.7% students sometime remember by writing something; 59.1% students sometime remember to make a picture of instructions and remember it; and 15.5% students always remember to make a picture of instructions and remember it; 43.2% students sometime remember to keep in mind the picture of textbook with page number to; 30.4% students always remember to keep in mind the picture of textbook with page number to; 66.4% students always remember by learn alone; 22.7% students sometime remember to learn alone; 50% students always could not learn in crowd; 36.4% students sometime could not learn in crowd; 75.5% students always remember by use flashcard to learn; 54.5% students always remember by diagrams; 36.4% students sometime remember by with the help of models; 57.3% students always remember by on seeing signboards. Woodhead (2014) designed study on early childhood and primary education: Transitions in the lives of young children. Published in Early Childhood Education Journal also verify the findings of the current study.

Students' responses about how students learn by practicing the words.

The findings related to how students learn by practicing the word indicate that 36.4% students always remember something better if they write it down; 36.4% students sometime remember something better if they write it down; 45.4% students sometime solve the problems by trial-and error method; 27.3% students always solve the problems by trial-and error method; 72.7% students said it is always better for them to get work done in quiet place; 18.2% students sometime it is better for them to get work done in quiet place; 50% students learn by practice; 31.8% students are sometime learning by practice; 100% students said that laboratory work is always attractive for them; 72.8% students sometime remember things that they hear, rather than things that they see or read; 40% students never chew gum, smoke or snack while studying; 68.2% students sometime learn by practice; 19.1% students always learn by practice; 40% students always learn the spelling of words by "finger spelling"; 48.2% students are sometime think the best way to remember something is to picture it in their mind; 28.2% students always think the best way to remember something is to picture it in their mind' 57.3% students always play with coins or keys in their pocket. Woodhead (2014) conducted study on early childhood and primary education: Transitions in the lives of young, Published in early Childhood Education Journal, the results of the study shows that students remember better if they write it down, student better understand by trial and error method, practice and repetition of words makes students memory strong.

Gender wise comparison of students' opinions about learning practices and habits of children.

Finding related to gender wise comparison of students' opinions about learning practices and habits of children at ECE level. There is a significance difference between the male and female student about learning practices and habits of children. Mean score of female students was significantly higher than the male. Elkind (1986) conducted study on formal education and early childhood education: An essential difference. The findings of the study show that there was a significance difference between male and female students learning. Female students learn better as compared to male students.

Public and private school wise comparison of students' responses about learning practices and habits of children.

Finding related to public and private school wise comparison of students' opinions about learning practices and habits of children. There is a significance difference between public and private schools students about learning practices and habits of children. Mean score of private schools students was significantly higher than the public schools. Mumtaz (2011) conducted study on early childhood education in Pakistan: an international slogan waiting for national attention published in contemporary issues in early childhood, the findings of the study also verify the results of current study that private schools give more focus on students learning practice as compared to public schools.

Conclusions

Generally, students learn from the pictures but mostly students sometime learn from the cartoons and mostly of the students never learn from the funny faces. Mostly students always learn from the body language, most of the students sometime learn from the body motion and mostly students learn from facial expression. Most of the students learn better from when anyone makes move his/her fingers. Mostly students remember by writing something. Generally, students learn alone. Because they feel comfortable in lonely to study and learn better and mostly students always couldn't remember in crowed. Generally, students never remember from the flashcard, because they don't know about the flashcard. Most of the students while reading they mix-up the meanings. Mostly student's eyes get tired of reading. When student read context continuously then they feel that their eyes get tired. Sometime writing is tiresome job for students. When teacher assign the more homework then this is tiresome job for the mostly students. Mostly, students never remember words once listened. Most of the students sometime remember things that I hear, rather than things that I see or read. Most of students think that the best way to remember something is to picture it in my mind. Most of students never use chew gum, smoke or snack while studying. There is a significance difference between the male and female student and there is a significance difference between public and private schools' students about learning practices and habits of children.

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