

**ATTITUDE OF EARLY CHILDHOOD EDUCATORS TOWARDS
DEVELOPMENTALLY APPROPRIATE PRACTICES**

BY

A. VENKATESWARI

20PHD027

A THESIS SUBMITTED TO



**AVINASHILINGAM INSTITUTE FOR HOME SCIENCE AND HIGHER
EDUCATION FOR WOMEN COIMBATORE – 641043, INDIA**

UNDER THE GUIDANCE OF

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DEPARTMENT OF HUMAN DEVELOPMENT

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF SCIENCE**

IN

HUMAN DEVELOPMENT

MAY, 2022

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**In
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Certified as Bonafide Research Work


31/5/2022
Signature of the Supervisor

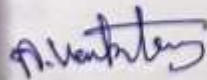

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DECLARATION

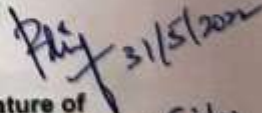


DECLARATION

I, **A. VENKATESWARI** hereby declare that the matter embodied in the thesis titled **"ATTITUDE OF EARLY CHILDHOOD EDUCATORS TOWARDS DEVELOPMENTALLY APPROPRIATE PRACTICES"** the result of the investigation carried out by me under the Department of Human Development, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore.


Signature of the
Researcher


Signature of the
Guide


Signature of
Head of the Department (i/o)

ACKNOWLEDGEMENT

The researcher raises her heart in a humble prayer of thanks giving to the **ALMIGHTY GOD** for his manifold mercies which enabled her to successfully complete this research study.

The investigator records her sincere thanks to **Prof. S.P. Thyagarajan**, Chancellor, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, for providing the infrastructural facilities for the conduct of the study.

The investigator wishes to express her profound gratitude to **Dr. Premavathy Vijayan, M.Sc., M.Ed., Dip.Spl.edn., M.Phil., Ph.D.**, Vice Chancellor, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, for being a constant source of guidance during the course of the study.

The investigator extend her sincere thanks to **Dr. S. Kowsalya, M.Sc., M.phil., Ph.D., Registrar**, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, for extending all possible for the smooth conduct of the study.

The investigator expresses her respectful regards and sincere thanks to **Dr. (Tmt) N. VasugiRaaja, M.Sc., M.B.A., M.phil., Ph.D., Dean**, Faculty of Home Science, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, for rendering all help needed for the successful completion of the study.

The investigator expresses her profound sense of gratitude to **Dr. (Mrs.) M. Priya M.Sc., M.Phil., Ph.D., Assistant Professor and Head (i/c), Department of Human Development**, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, for her support towards the research work.

The investigator expresses her sincere thanks to **Dr. Ramya Bhaskar M.Sc., Ph.D., Assistant Professor, Department of Human Development**,

Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, for her support throughout the research work and statistical analysis.

The investigator owes her heartfelt gratitude to work under the guidance of her esteemed guide Mrs. **VijayaLakshmiM.Sc., Diploma in French. Assistantprofessor , Department of Human Development,** Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, for untiring enthusiasm, useful suggestion and motivation for her effective guidance and encouragement, meticulous efforts and valuable suggestions, enduring help, support and patient assistance rendered for the successful execution of the study. She records her deep sense of appreciation to all the respondents for their willingness in providing the required information and all their co – operation.

The investigator also extend her sincere gratitude to the beloved **Teachers of the Department of Home Science Human Development,** Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore.

I gratitude and thanks to the **preschool Teachers and ECE educators** who had graciously consented to be a part of the study and openly gave their responses with almost enthusiasm and helped the investigator to complete her research.

Last but not the least, the researcher expresses her sincere thanks to all the unseen hand behind this endeavour who have provided their time, energy, effort and support.

THANK YOU!

| CHAPT ER NO. | CHAPTER PARTICULARS | PAGE NO. |
|-------------------------|---|-------------------------------|
| I | INTRODUCTION | 1-12 |
| II | REVIEW OF LITERATURE | 13-27 |
| | 1. Concept of early childhood education | 14-15 |
| | 2. Developmentally Appropriate Practices – An overview | 15-19 |
| | 3. Related research studies | 19-27 |
| III | METHODOLOGY | 28-35 |
| | A. Selection of the Area | 29 |
| | B. Selection of the Samples | 30 |
| | C. Selection of the tools | 30-32 |
| | D. Conduct of the Study | 33 |
| | E. Analysis of data | 33-35 |
| IV | Result and discussion | 36-52 |
| | I. General Profile of the respondents | 37-40 |
| | 1.Socio demographic profile | 38-40 |
| | 2.Profile of the ECE center or school | 41 |
| | II.Implementation in Attitude And Practices Towards Developmentally Appropriate Practices | 42-52 |
| | 1.Level of attitude for Early Childhood Educators on Developmentally Appropriate Practices | 42 |
| | 2.Level of Practices on Developmentally Appropriate Practices for Early Childhood Educators | 43 |
| | 3.Differences in the attitude toward Developmentally Appropriate Practices (dap) for Early Childhood Educators. | 44-45 |
| | 4.Difference in implementation of Developmentally Appropriate Practices by Early Childhood Educators | 46-47 |
| | 5.Impact of selected Demographic variables on attitude of Early Childhood Educators toward Developmentally Appropriate Practices | 48-49 |
| | 6.Impact of the selected demographic variables on the implementations of Developmentally Appropriate Practices by Early Childhood Educators | 50-51 |
| | 7.Relationship between attitude and Practices of Early Childhood Educators with regards to Developmentally Appropriate practices. | 52 |
| | V | SUMMARY AND CONCLUSION |
| VI | BIBLIOGRAPHY | 62-68 |
| VII | ANNEXURE | 69-77 |

CONTENTS

LIST OF TABLES

| TABLE NO | TITLES | PAGE NO |
|-----------------|---|----------------|
| 1. | Score range of attitude of Early Childhood Educators on Developmentally Appropriate practices | 32 |
| 2. | Score range of practices of Early Childhood Educators | 33 |
| 3. | Socio-demographic profile of Early Childhood Educators | 39 |
| 4. | Profile of the School | 41 |
| 5. | Level of attitude for Early Childhood Educators on Developmentally Appropriate Practices | 42 |
| 6. | Level of implementing on Developmentally Appropriate Practices in classroom. | 43 |
| 7. | Differences in the attitude toward Developmentally Appropriate Practices (dap) for Early Childhood Educators. | 44 |
| 8. | Difference in implementation of Developmentally Appropriate Practices by Early Childhood Educators | 46 |
| 9. | Impact of selected Demographic variables on attitude of Early Childhood Educators toward Developmentally Appropriate Practices | 48 |
| 10. | Impact of the selected demographic variables on the implementations of Developmentally Appropriate Practices by Early Childhood Educators | 50 |
| 11. | .Relationship between attitude and practices of Early Childhood Educators with regard to Developmentally Appropriate Practices | 52 |

LIST OF FIGURES

| FIG. NO | TITLES | PAGE NO |
|----------------|---|----------------|
| 1. | Methodology Chart | 35 |
| 2. | Types of Schools | 41 |
| 3. | Level of Attitude for Early Childhood Educators on Developmentally Appropriate Practices. | 42 |
| 4. | Level of Practices on Developmentally Appropriate practices for Early Childhood Educators | 43 |

LIST OF ANNEXURES

| ANNEXURES. NO | TITLES | PAGE NO |
|----------------------|---|----------------|
| I. | Institutional ethical committee approval form | 70 |
| II. | Questionnaire to assess the general profile of the early childhood educators | 71-73 |
| III. | Self – constructed rating scale to assess the DAP in early childhood classrooms | 74-77 |

INTRODUCTION

I.INTRODUCTION

Early Childhood Care and Education (ECCE) encompass the inseparable elements of care, health, nutrition, play, and early learning within a protective and enabling environment. It is an indispensable foundation for lifelong development and learning and it impacts early childhood development. It is the foundation for lifelong learning, behavior, and health. The experiences children have in early childhood shape the brain and the child's capacity to learn, get along with others, and respond to daily stresses and challenges. It aims at the holistic development of a child's social, emotional, cognitive, and physical needs to build a solid and broad foundation for lifelong learning and wellbeing.

The National Association for the Education of Young Children (NAEYC) defines "early childhood" as occurring before the age of eight. During this period, a child goes through the most rapid phase of growth and development. Their brains develop faster than at any other point in their lives, so these years are critical. The foundations for their social skills, self-esteem, perception of the world, and moral outlook are established during these years and the development of cognitive skills.

Early childhood education is basically for children between the ages of three and five. It is more commonly referred to as preschool, pre-kindergarten, day-care, nursery school or simply early education. Despite the different names, they all have the same purpose – to prepare children for elementary school. Giving your children special attention before elementary school helps in giving them a head start for their future.

United national Education scientific and cultural organization(UNESCO) believes that early childhood care and education (ECCE) that is truly inclusive is much more than just preparation for primary school. It can be the foundation for emotional wellbeing and learning throughout life and one of the best investments a country can make as it promotes holistic development, gender equality, and social cohesion.

Early Childhood Education is the time from when a child is born until they start kindergarten. This time of life is about so much more than learning the necessary skills and preparing for K-12 education. In preschool programs, children learn how to interact with their classmates, teachers, and parents. They also start to discover interests that they hold for a lifetime. Children will learn to express their

emotions, like happiness, sadness, and anger. They will also work on how to cope with their feelings. In a group setting, children can work on their listening skills. With numerous children and only a few teachers, they will naturally learn to take turns with others. Circle time is also an excellent structured time for listening and taking turns.

When children attend early childhood education programs, they learn to cooperate with other kids their age. They learn to share and take turns speaking. It is especially important for children who don't have siblings at home. A Harvard study revealed that early childhood education leads to a lower chance of special education placement. It also increases the likelihood of graduating from high school.

One of the significant benefits of early childhood education is that it builds a love of learning that lasts well past the preschool years. These early interactions build up children's self-esteem at an early age. This confidence will carry them throughout life. They work with each family to build the child's self-esteem in a positive and loving environment. Early childhood education programs work on attention spans as part of their learning process.

In preschool, children start understanding when it's time to work and when it's time to play. Young children work well on Science, Technology, engineering, and mathematics (STEM) projects when they can do it as a group. Research has shown that children can stay motivated and concentrate on a complicated task for longer when they see other kids doing it.

In Early Childhood Education programs, they emphasize curiosity. Teachers encourage children to ask critical questions like "why," "what," and "how." The positive emphasis on these questions at an early age is key to remaining interested in STEM later in life.

One of the best things about early childhood education programs is giving kids lots of opportunities to get creative and messy. Let's be realistic; most parents are less than thrilled to get out the messy paints and other arrays of art supplies. Art projects are a vital component of early childhood education programs. Children can learn about the fall and paint leaves, or make the classic hand turkeys while learning about Thanksgiving. Kids love to paint, make arts and crafts, and get messy.

The second significant part of preschool programs is exposure to music. Kids get to sing, play instruments, and learn about sound at an early age. Music is just as

important as things like reading and writing. Making music, clapping, dancing, and other fun activities can help develop children's fine motor skills. Singing songs can build brain and body coordination. The skills that children learn while participating in music contribute to the child's overall brain development. Early exposure to the arts in early childhood education is just as beneficial as social skills and STEM (science, technology, engineering, mathematics) programs for curious little ones.

Early Childhood Education is an activity that takes place before the school age. In this case preschool is a part of early childhood education. The aim of Early Childhood Education is versatile development of child's personality. Besides education and teaching, early childhood education also includes basic care. Early childhood education should help a child to be ready and mature for a smooth transfer to the school.

Early childhood education is encouraged for the healthy development and nurturing of all these important foundations, and trends show that parents are increasingly recognizing this.

Early childhood education yields many long-term benefits for children. Studies, such as one by Harvard, have shown how early childhood education programs can prepare children to develop the social and emotional skills they need to succeed and graduate high school. Other benefits of ECE can include earning higher grades and having a lifelong enthusiasm for reading and learning. Studies have also shown that children who attend high-quality ECE programs as children can develop an improved attention span which can lead to more productivity in their adult careers.

Early Childhood Care and Education (ECCE) in the Indian context are generally defined as the care and education of children from birth to eight years.

It includes Early stimulation programs through crèches/homes stimulation for 0–3-year-olds. In 2013, the Government of India adopted the National Early Childhood Care and Education (ECCE) Policy in recognition of the importance of investing in early childhood development – including early childhood education (ECE) -- and its impact on lifelong development and learning and breaking the intergenerational cycle of inequity and disadvantage. A National ECCE Curriculum Framework and Quality Standards accompany the Policy.

Four pioneer Indians who made a significant impact on early childhood education and from whom all educators need to learn are: Gijubhai Badheka (1885-

1939), Rabindranath Tagore (1861-1941), TarabaiModak (1892-1973), AnutaiWagh (1910-1992) and Mahatma Gandhi (1869-1948).

Many Surveys have indicated a high level of enrolment almost 8 out of 10 children 3-6-year-old are enrolled in some ECCE program, there are wide variations across states (Uttar Pradesh with the lowest participation at 43.7 percent and Karnataka with the highest participation percentage of 86.6 percent). Of those enrolled nearly half of the children are enrolled in private sector, this being much higher in urban areas. Most children from the lowest wealth quintile (51 per cent) attend Anganwadi centres while most children in the highest wealth quintile (62 percent) attend private facilities.

In July 2020, the Ministry of Education released the new National Education Policy, where schooling begins with the inclusion of ECCE from age The policy states "Universal provisioning of quality early childhood development, care, and education must thus be achieved as soon as possible, and no later than 2030, to ensure that all students entering Grade 1 are school ready. "The three years of ECCE and early primary grades (Classes 1 and 2) are proposed as a continuum of learning and referred to as the foundational stage of school. The National Education Policy (NEP) 2020 recommends four models for implementation of quality ECCE, these are Anganwadi centres in communities; Anganwadi centres located within school premises, pre-primary sections in schools and standalone pre-schools.

Sample evidence globally shows, when children enter primary school directly without quality pre-primary education – and thus, without school readiness – it increases the likelihood of them dropping out and not learning to their potential. Evidence from the Indian Early Childhood Education Impact Study (IECEI) 2017, demonstrates that when children have been through a quality early childhood education programme, they are more likely to have higher learning levels, especially in the early primary grades.

Since March 2020 anganwadi centres have been closed due to COVID-19. During this time anganwadi workers have reached out to parents, using social media platforms, made home visits and while distributing supplementary nutrition and shared resources like monthly calendar of activities, video of songs, stories and rhymes for parents to ensure continuity of learning through play.

In the context of COVID-19, the importance of the role of parents in supporting the early learning of young children has emerged as a critical area for

supporting families. This increased engagement of parents in playful activities needs to be sustained.

UNICEF (United Nations International Children's Emergency Fund)'s focus will be on strengthening systems to improve on the provision of quality ECE in line with the National Education Policy 2020 and the National Early Childhood Care and Education (ECCE) Policy adopted in 2013, which calls for the promotion of inclusive and equitable development and learning opportunities for all children from 3 to 6, as well as sustainable development goal (SDG 4), Target 4.2. This would include support for school readiness (covering all three dimensions including children's readiness for school; schools' readiness for children; and families' and communities' readiness for school by supporting learning through play activities at home and getting children ready for school), and transition from ECE to early grade learning.

UNICEF will support the implementation of recommendation under the NEP (National Education Policy) of India 2020 to support children's access to quality foundational learning from pre-primary which includes the revision and development of an early childhood education curriculum and school readiness programme in partnership with NCERT, (National Council of Educational Research and Training) civil society and private sector.

Developmentally appropriate practice (DAP) is a research-based framework that outlines practices in the early childhood environment that provide optimal education for young children's learning and development or "best practices." DAP requires teachers to be aware of children's development, meet them where they are as individuals and know about the social and cultural contexts in which each child lives. These three considerations make up the core of developmentally appropriate practice. The first core consideration is knowing about child development and learning.

Child development follows general, sequential, and predictable patterns. These patterns are interrelated across developmental domains, including physical, social, emotional and cognitive. Effective early childhood educators know and understand milestones and sequences of development across all domains, and use this information when they are planning activities and structuring the environment.

Developmentally Appropriate Practice is based on knowledge, not assumptions, of children's growth and development. Through this knowledge,

teachers are able to plan for appropriate activities that challenge children enough to continue to promote their progress and interest.

NAEYC defines “developmentally appropriate practice” as methods that promote each child’s optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning. Educators implement developmentally appropriate practice by recognizing the multiple assets all young children bring to the early learning program as unique individuals and as members of families and communities.

A top priority for early childhood educators is to teach children to read. Using developmentally appropriate practices (DAP) while incorporating foundational concepts into lessons help teachers differentiate instruction, engage students in the learning process, and increase achievement of all children. While students are treated as unique individuals, all practices should be appropriate to the child's age and developmental stage and build on previously taught concepts. The purpose of this article is to explore teachers' experiences as they implement DAP into their literacy instruction. It also examines obstacles they face as they implement their practices.

Early childhood education has become very popular in the last several years and is being highly acknowledged and recognized by educational institutions and important government figures (Pelo, 2008). A significant amount of money has been put into early education lately because of the positive affects the programs are having on students' future success in school (U.S Department of Education and Health and Human Services, 2011). In early childhood classrooms, the focus should be on DAP that incorporates the physical, social, emotional, and cultural development of the whole child with diverse populations in relation to literacy instruction (Eggen and Kauchak, 2007).

Literacy is the core and foundation level of teaching. This allows children to build on basic skills which start in early childhood classrooms. Teachers must effectively plan literacy instruction, reflect on the developmental stages of children, the interests of those children, and allow them to engage in the learning and problem-solving process (Copple and Bredekamp, 2009). Early childhood professionals that employ a literacy-engaging atmosphere where DAP is used prove to have thriving and successful students (Copple and Bredekamp, 2009). When DAP is employed in classroom environments, lessons are more successful, highly

effective, and all students benefit throughout each learning domain in relation to literacy instruction (Copple and Bredekamp, 2009).

Level of DAP in the classroom often comes down to the educators preferred teaching style. Instruction methods tend to vary between teachers and settings; however, most commonly, practices tend to fall within either the child-centered or skills-centered dichotomy (Morrow et al., 2011). Regardless of preference, there is a plethora of disagreement in the literature when it comes to these instructional methods; both methods have been shown to have positive and negative aspects. It is also important to note that most research on this topic revolves around literacy acquisition. Children who receive literacy education early achieve more than those who do not (e.g. Copple and Bredekamp, 2009; Snow et al., 1998), but the selection of the best instructional method remains controversial (Erickson, 2018).

Implementing developmentally appropriate practices into classroom literacy instruction means meeting the students at the developmental stage they are currently and enabling them to reach goals that are set for them. DAP reduces learning gaps, increases achievement for all children, and allows students to share and engage in the learning process while they solve their own problems as they learn new information (Copple and Bredekamp, 2009). Developmentally appropriate practices are proven in research to help children succeed.

In the mid 2000's, DAP guidelines went through yet another overhaul and now follow the framework of intentional teaching (Copple and Bredekamp, 2009). This framework is similar to the prior standards but also considers the child's interests, social/emotional wellbeing, and their culture when making academic decisions. The 2009 revision encompasses the idea that teachers should create different academic goals for individual students and carefully consider which method of instruction would be most beneficial. This framework falls somewhere between the child-centered and didactic-focused methods while still following a developmentally sensitive model. Epstein (2006) explains that in the intentional teaching model both 'child-guided,' instances where the child negotiates activities, and 'adult-guided,' instances where a teacher directs the learning, are crucial to the early educational process. This combination of variables requires educators to carefully differentiate instruction across students in their classroom. (Erickson, 2018).

A teacher that implements DAP into teaching employs a busy classroom where students are self-engaged, interacting physically with objects and people, mentally processing, and constructing knowledge that builds on previous learning (Beaty, 2009). A DAP classroom has direct-hands-on interaction, is full of materials, activities, and interactions that lead to different kinds of knowledge those young children should acquire during the early years (Beaty 2009). As educators we choose teaching strategies that best fit our students by using our knowledge of children, child development, and learners and how they learn, how to plan curriculum, and understanding what the goals are, and learning styles. For young children to develop literacy skills they need time to engage, practice, and participate in meaningful activities where they can interact and respond with peers on reading and writing efforts. The next section gives developmentally appropriate teaching strategies teachers can incorporate into their teaching practices.

As the teachers were interviewed, the benefits of implementing DAP were very prominent. Early childhood teachers realize how young children develop and learn and know what students need to develop skills on their own time (Morrow, 2009).

Each teacher having some sort of professional development and that it is very important to how well one teaches in the classroom. They were each understanding about budgets and limitations to what kind and how much professional development they received each year. All participants when asked said they did want more professional development for their teaching practices and wants it to be meaningful to what they are doing in their classrooms. As each teacher voiced what he believed to constitute as relevant professional development, the best DAP teaching strategies believed to help children in the classroom with literacy development surfaced.

There are many DAP teaching strategies that teachers use to reach children. Teachers often try several teaching strategies to reach all types of learners in their classroom. Collaboration, professional development, and continuing education help teachers to learn new ways to incorporate DAP so that students succeed, want to succeed, and feel that success.

The fourth theme that arose from the data was barriers that teacher's faces when they try to implement DAP into their literacy instruction. Interview results indicated that every teacher faces barriers in the classroom. Barriers can range

from administration, government mandates, education, professional development, and budgeting constraints. Additionally, testing, time, and supportive staff and administration, along with large class sizes and different learning levels, make incorporating DAP into literacy instruction a challenge for teachers.

Developmentally Appropriate Practice is an approach to teaching and learning grounded in research that takes into account how young people develop and learn and what is known about effective early education. Children develop holistically – aesthetic, affective, cognitive, language, physical, and social developments are interrelated. Although at times it may seem as if one facet of development is more dominant. E.g. playing a game (Kostelnik et al, 2013)

ECCE is one of the best investments a country can make to promote human resource development, gender equality, and social cohesion, and to reduce the costs for later remedial programs. For disadvantaged children, ECCE plays an important role in compensating for the disadvantages in the family and combating educational inequalities. Developmentally appropriate practice is a comprehensive educational perspective that supports optimal healthy development for every child.

The developmentally appropriate practice embraces both continuity and change; continuity because it guides a tradition of quality early learning and change as it incorporates new research, knowledge, and science in regard to children's development and learning. The research aims therefore to on the knowledge of early childhood educators on developmentally appropriate practice.

Developmentally appropriate practice (DAP) emphasizes what is known about children and what can be done about individual children as a basis of decision-making when it comes to instruction and care. It recognizes that children's needs and abilities change over time and depend on universal laws governing these to determine the propriety of practice. DAP also holds that children have a natural disposition towards learning; hence, they are capable of constructing their own knowledge through exploration and interaction with others, learning materials, and their environment. Thus, teachers trained to be DAP in their approach to teaching may find it difficult to implement or practice this philosophy in their classroom. In other words, there might be a disconnect between teachers' beliefs regarding DAP (their thoughts regarding developmental appropriateness), their stated practices (how they practice DAP in their own classroom from their own perspective) and their actual/observed practices (how they are actually implementing DAP in their

classroom from a trained observer's viewpoint). Because of standards that do not coincide with DAP, such as the ones set by NCLB (The No Child Left Behind Act) and Common Core, teachers have to make difficult decisions in the classroom when it comes to which instructional method they will employ. They must choose if they believe it is more important to push academic instruction, DAP, or the most difficult task, a combination of the two. Interestingly, the learning standards implemented by NCLB do not prescribe a specific teaching method to ensure student success. This means teachers are free to choose whichever instructional style they prefer. Even so, the strong focus on academic achievement appears to persuade most educators to use didactic instructional methods. Those that do choose to promote a child-centered classroom often face strict administrative and parental pressures discouraging them from using DAP on a daily basis (Goldstein, 2007).

Research on teachers' thinking assumes that beliefs that teachers influence their practices (Isenberg, 2000). Clark and Peterson (2000) state that teachers' thought processes share a reciprocal relationship with their actions, reinforcing the idea that there is a very close relationship between beliefs and practices. However, in the early childhood literature, the findings are mixed. Charlesworth, Hart, Burts, and Hernandez (2002), who developed a self-report scale on developmentally appropriate beliefs and practices for kindergarten and preschool teachers, found that teachers' beliefs were more developmentally appropriate than their reported practices, and teachers who felt they had more control over planning and implementing instructions had the highest ratings on beliefs and practices. Jones and Gullo (2002) administered the Teacher Questionnaire to assess teachers' beliefs and practices on developmental appropriateness in first-grade classrooms, and subsequently, children were assessed on math, science, and social skills.

DAP reduces learning gaps, increases achievement for all children, and it allows the students to share and engage in the learning process while they solve their own problems as they learn new information "Developmentally appropriate practice refers to teaching decisions that vary with and adapt to the age, experience, interests, and abilities of individual children within a given age range. "According to DAP is a way of teaching that focuses on how children learn best. A teacher that implements DAP into his teaching employs a busy classroom where students are self-engaged, interacting physically with objects and people, mentally processing, and constructing knowledge that builds on previous learning.

Knowledgeable, favourable attitude and highly skilled teachers are an integral part of high-quality early childhood education programs (National Association for the Education of Young Children (NAEYC), 2009). In this research-based on explore the **“Attitude and practices of early childhood educators towards developmentally appropriate practices (DAP)”**

Rationale of the study:

ECCE is one of the best investments a country can make to promote human resource development, gender equality and social cohesion, and to reduce the costs for later remedial programmes. For disadvantaged children, ECCE plays an important role in compensating for the disadvantages in the family and combating educational inequalities. Developmentally appropriate practice is a comprehensive educational perspective that supports optimal healthy development for every child. The developmentally appropriate practice embraces both continuity and change; continuity because it guides a tradition of quality early learning and change as it incorporates new research, knowledge, and science in regard to children’s development and learning. Based on the reviews the below the objectives were formulated.

Objectives of the study:

Primary Objectives:

- To explore the attitude of early childhood educators of Developmentally Appropriate Practice (DAP)

Secondary Objectives:

- To identify the factor influencing the attitude of early childhood educators of Developmentally Appropriate Practice (DAP)
- To correlate the attitude of early childhood educators of Developmentally Appropriate Practice (DAP)

REVIEW OF LITRATURE

II. REVIEW OF THE LITERATURE

“Review of related literature” consists of two words Review and Literature. The term ‘review means to organised the knowledge of the specific area of research, to evolve a large knowledge, to show that the proposed study would be an addition to this field and the term ‘literature’ refers to the knowledge of a particular are of investigation of any discipline which includes theoretical, practical and its research studies. Review of literature is a very important aspect of the research as it provides a deep understanding of the variables being studied and it helps in proper planning of the research. After describing the theoretical frame work it will be desirable to review the empirical studies which have been conducted in India and abroad.

The literature for present study is reviewed under the following headings

1. Concept of early childhood education
2. Developmentally Appropriate Practices – an overview
3. Related research studies

1.CONCEPT OF EARLY CHILDHOOD EDUCATION:

Early childhood education consists of activities and/or experiences that are intended to effect developmental changes in children prior to their entry into elementary school. Early childhood education (ECE) programs include any type of educational program that serves children in the preschool years and is designed to improve later school performance. In the second half of the twentieth century, the early education system in the United States grew substantially. This trend allowed the majority of American children to have access to some form of early childhood education.

there are several types of programs that represent early childhood education. They are also known by a variety of names, including preschool and pre-kindergarten (pre-K). One of the first early childhood education initiatives in the United States was the Head Start program, started in 1965. Head Start is a federal government education initiative that has provided children from low-income family’s free access to early education. It targets children of low socioeconomic status or those who qualify in some at-risk category. **Head Start programs** are funded by the federal Department of Health and Human Services.

Benefits of early childhood education

Early childhood education can produce significant gains in children's learning and development. High quality early childhood education assists many at-risk children in avoiding poor outcomes, such as dropping out of school. Although the benefits seem to cross all economic and social lines, the most significant gains are almost always noted among children from families with the lowest income levels and the least amount of formal education. However, whether these benefits are long lasting is disputed. Some studies focused on the IQ score gains of disadvantaged children in Head Start programs, but these gains seemed to be short-term. However, studies also indicate that ECE produces persistent gains on achievement test scores, along with fewer occurrences of being held back a grade and being placed in special education programs. Other long-term benefits include decreased crime and delinquency rates and increased high school graduation. One extensive study found that people who participated in ECE were less likely to be on welfare as adults compared to those who had not received any early childhood education.

2.DEVELOPMENTALLY APPROPRIATE PRACTICES – AN OVERVIEW:

Developmentally Appropriate Practice (also known as DAP) is a teaching perspective in early childhood education where a teacher nurtures a child's development (social, emotional, physical, and cognitive) based on the following:

1. theories of child development;
2. what is individually important uncovered through assessment;
3. the child's cultural background (community, family history, and family structure).

Three Core Considerations of Developmentally Appropriate Practice

I. .Knowledge of Childhood Development

Knowing typical development and learning at different ages provides you with a benchmark that will help prepare you to make decisions on the environment, interactions, activities, and materials. This knowledge should be based on research.

II. Knowing what is individually appropriate for each child through assessment

Observing children at play, their interactions with their peers and environment helps you learn what each child's interests, skills, and developmental progress. These

observations are crucial in refining how and what to teach each child as an individual. Having this knowledge allows you to know each child's individual skills, needs, strengths, abilities, challenges, and interests

III. Knowing what is culturally important

Each child has their own cultural and family background. Having this knowledge ensures that each experience is respectful and meaningful for each child and family. There are many basic principles of development that inform DAP, which include: the domains of development, observations/documentation, seeing each child as unique, and knowing the impact of early experiences, relationships and play has on the early years. Here are the basic principles of development:

- All the domains of development and learning are important, which include: physical, social, emotional and cognitive, which are interrelated to one another and influence what takes place in each of the domains
- Learning and development is observed and documented
- Each child is unique and develops at their own pace
- Early experiences are important for children's development and learning
- Children develop best when they have secure and consistent relationships with adults and peers
- Social and cultural contexts influence development and learning
- Play promotes self-regulation, language, cognition and social competence

Some of the studies conducted related to DAP are,

Kim, HaeKyoung,(2011). The study shows that early childhood preservice teachers possess relatively strong beliefs about DAP. Preservice teachers who were further along in the teacher training program demonstrated stronger DAP beliefs than teachers who had just begun the teacher training program. Similarly, teachers who had undergone more field placements reported stronger beliefs about DAP.

Jaber et.al. found that this study examined the perception of pre-service teachers at the university of Jordan towards developmentally appropriate practices. The result indicated that pre-service teachers at University of Jordan recognised the importance of future practice of DAP that supports child-oriented approach.

Yeung Suk Leea,,JeesookBaikb, Rosalind Charlesworth(2006), found that DAP guidelines can provide the foundation for concrete teaching skills or strategies for scaffolding and that a teacher training program that incorporate such concrete teaching skills and strategies of scaffolding can have a positive effect on Korean kindergarten teachers with DAP beliefs. Before teacher training, there was no significant difference in scaffolding measures between DAP teachers and DIP teachers. However, DAP teachers made significantly greater gains on a scaffolding measure than DIP teachers after teacher training which provided scaffolding skills and strategies.

SaigeethaJambunathanand Mathew Caulfield (2000), their study is to explore the use of DAP in Asian Indian early childhood classrooms. This information is critical for all early childhood educators and teachers because the society now live in is fast becoming extremely diverse and their classrooms are becoming a cauldron of various cultures, languages, personalities, and views on education. For their research they observed in a southernmetropolitan city in south India. The trained researchers filled out the Rating Scale to Assess the use of DAP in early childhood classrooms to evaluate the use of DAP in the classrooms. The observations are in the categories of creating a caring community of learners, teaching to enhance development and learning, constructing appropriate curriculum, assessing childrens' learning and development, and reciprocal relationships with parents and families. The result of the study seemed to indicate that Asian Indian classrooms did not have abundance of appropriate practices occurring in the classrooms. Their results do give them information about what practices are given importance and which ones are not considered that important in India.SaiJambunathan, explores beliefs of Asian Indian teachers regarding the importance of use of developmentally appropriate practices in early childhood classrooms. A total of 178Asian Indian early childhood teachers working in various early childhood classrooms in the southern part of India participated in the study. The teachers filled out questionnaire to determine their beliefs about the use of developmentally appropriate practices. The questionnaire contained 62 statements with five subscales: (1) parent participation, (2) assessment, (3) curriculum development and integration, (4) teaching strategies, and (5) caring for children's development. The teachers responded to the questions on a Likert scale of 1–5, where 1 was "Not at all important" and 5 "Extremely important." Preliminary analysis of the data indicated that all the teachers were not

very inclined towards the use of the western definition of developmentally appropriate practices. Parent participation was rated highest (3.74), followed by assessment (3.44), teaching strategies (3.29), curriculum development and integration (3.16), and caring for children's development (2.76). The result indicate that the teachers were not favorably inclined towards the use of the Western definition of developmentally appropriate practices.

The position statement on developmentally appropriate practices (DAP), published by the National Association for the Education of Young Children (NAEYC), has strongly influenced the field of Early Childhood Care and Education (ECCE) (Bredekamp, 1987; Bredekamp & Copple, 1997). DAP is based on the child-centred philosophy of education which is a perspective espousing that child actively learn and construct their own knowledge by interacting with peers, teachers and materials. It is assumed that in any country, DAP can serve as the minimum foundation for quality and be measured as a parameter of quality (La Paro, Sexton, & Snyder, 1998). These quality practices are important as they are known to influence children's development. Research has revealed that children placed in these developmentally appropriate classrooms in the United States are more socially mature, less stressed, more creative and show greater affinity towards school than children who are placed in developmentally inappropriate classrooms (Burts et al., 1992; Hirsh-Pasek, Hyson, & Rescorla, 1990; Jambunathan, Burts, & Pierce, 1999). Thus, DAP's positive impact on children's development has popularised this concept in various westernised countries around the world. However, we are yet to know how these practices are being implemented and interpreted in other developing countries such as India. The National Policy on Education in India states that child-centred or play-based education be a part of the ECCE system of India. Teacher training institutes also adhere and agree with this philosophy. However, the reality of the ECCE settings in India is very different. Kindergarten classrooms in India are very formal and didactic in their approach to teaching.

(Hyun, 2003). Human and learning development along with individual characteristics and experiences are two core dimensions of the first edition of DAP (Bredekamp, 1987). As a view of today's kindergartens comes into focus, and continue to be significant changes. Federal involvement, such as the No Child Left

Behind (NCLB) Act of 2001, has given academic content a much more prominent role in today's kindergarten classrooms than social or emotional concepts.

Betawi and Jabber (2018) examined the perceptions of pre-service teachers at the university of Jordan towards Developmentally Appropriate Practices (DAP). It also examined the influence of the demographic characteristics on their perceptions of DAP. A total of 189 pre-service teachers completed a survey questionnaire describing their demographic information and perceptions regarding their DAP using the TBS (Teachers Belief Scale) scale. Results indicated that pre-service teachers have high perception of DAP on the TBS scale and there was a statistical significance in DAP due to pre-service teachers' practicum experience in favour to students with less experience. On the other hand, there was no statistical significance in DAP due to pre-service teachers' age, college year, GPA nor academic major.

Archana and Deborah (2009) the study examining teachers' beliefs regarding developmentally appropriate practices was conducted in the city of Mumbai, India. Twelve kindergarten teachers were interviewed for this study, and a constant comparative method was used to analyze the interviews. Six themes were identified within this study. The themes highlighted distinct differences between American and Indian cultures, as well as striking similarities, and pinpoint the importance of culture as the foundation for classroom practices. Themes included a focus on academics vs. play, the importance of worksheets, the importance of groups for socialization, and the difficulties of implementing a play-based curriculum. The description of these themes and its implication for the early childhood care and education of India are discussed in detail.

3.RESEARCH RELATED STUDIES:

Pickens (2009) made a study on "Socio- Emotional Training promotes positive behaviour in pre-schoolers" The study evaluated on early childhood socialemotional programme aimed at promoting pre-school social skills and reducing behaviour problem. Peace education, foundation's (PEF) socio-emotional development programme was provided in English and Spanish to preschool teachers, parents and children in Miami, Florida. The programme instructs teachers and parents how to used activities and" I-care rules and language" to encourage empathy, fair play, express feelings, avoided conflict, manage anger and interact

more positively with others. Teachers and parents of pre-school participated in PEF's creating caring children and "peace-making skills for little kids" trainings. The pre-school and kindergarten behaviour scales (PKBS-2) was 30 used to assess 246 pre-schools behaviour change over time at pre-school participating in the PEF programme, compared with 50 children from a match group that did not received the programme. Children's PKBS-2. Scores showed increased social co-operation, more positive interaction quality and greater social independence, plus fewer internalizing problem behaviour in PEF pre-school verses controls. This study demonstrated the efficacy of the peace education foundation model to promote positive e socio-emotional development in children attending diverse, private pre-school.

Schultz et al (2011), studied "A Preschool pilot study of connecting with others; Lessons for teaching social and emotional competence" Social emotional learning in early childhood sets the stage for student's future behaviour in schools. The current study examined the effects of social-emotional skills curriculum on the behaviour of students in an early childhood programme. The children received instruction in social and emotional skills using the" Connecting with others: Lessons for teaching social and emotional competence programme". Pre-test and Post-test scores for the BASC-2 Rating scale and the connecting with others Rating Scale were used to determine if the children demonstrated progress in their behaviour by the end of the intervention. The results indicated that the social skills curriculum connecting with others: lessons for teaching social and emotional competence were associated with positive changes in the children's behaviours.

Gormley and Phillips (2009) made a study on "Social Emotional effects of Early Childhood Education Programs in Tulsa" This paper assesses the effects of Tulsa, Oklahoma's early Childhood education Programs on Social –Emotional outcomes , using Teacher ratings of Children's disobedience, aggression ,attention-Seeking, apathy and timidity from the adjustment Scales for Preschool Intervention(ASPI) and a separate measure of attentiveness as the dependent variables and OLS fixed effects with propensity score matching as the estimating technique. We conclude that high quality Pre- School programs can enhance Social- Emotional development, perhaps specially in domains of behaviour that affect the Child's attentiveness and engagement in learning.

Stewart et al (2007) made a study on “The effect of fine Motor skill Activities on Kindergarten student Attention” This study explored the effect of fine motor skill activities on the development of attention in kindergarteners (n=68) in 5 classes at a suburban public school in the Intermountain west through a pre-test/post-test 31 experimental group (n=36) control group (n=32) design. A significant group X sex interaction with females positively responding to the treatment was found, suggesting that fine motor skills activities are effective in increasing female kindergartener’s attention. Further studies exploring effective materials for males and factors such as student choice and interest are needed.

Syiem (2007) carried out an “Analytical study on the functioning of the schools catering to Early Childhood Education in greater Shillong”. She found out that the development of cognitive faculty, play-way method practised in school helps children to understand human feelings. It creates interest for the pupils to go to school, become active in playing, singing, reading etc. Different pictorial charts helped stimulates children’s mind to learn through motivational skills. Besides this, other findings were: (1) trained teachers are lacking in Shillong (2) the privately owned Pre-School do not follow a common curriculum nor do they have adequate facilities; 3) most of the teachers adopted the teaching and storytelling in combination with other method. Srivastava, Sushila(1992) made” A short term longitudinal study of the impact of exposure to the science oriented educational toys on the concept and language development of the Preschool children” It was found that exposure to science oriented educational toys considerably improve pre-school children’s concept of colour, shape, size, position (only in four organisation); number, volume texture(only in three organisations);temperature ,weight, auditory concepts , taste and odour(only in four organisations) and science concepts. Only in the concept of motion, there was not much gain, while in affective concepts; the gain was noticeable after three months of exposure but not after 24 months.

Onchwari and Keengwe (2011), made a study on “Examining the Relationship of Children’s Behaviour to Emotion Regulation Ability”. This study investigated the relationship between children’s ability to regulate emotions and display of appropriate behaviour in social settings. A sample of 33 children representing a wide range of social economic status was randomly selected from a Head start programme and an Early Childhood Development Centre in the Midwest. Data were collected using the Emotion.A “behaviour recording’s” checklist was

developed and used to record appropriate and inappropriate behaviour observed during children's social interactions. Teacher ratings identified children as generally high emotion regulators. Girls had generally higher scores than boys in emotion regulation ability. A high relationship($r=.76$) was also found between emotion regulation and display of appropriate behaviour. Results indicate the importance of emotions in relation to child's wellbeing and academic achievement.

Chen and McNamee (2011) studied on the "Positive Approaches to learning in the context of Preschool classroom activities". Positive approaches to learning are considered essential for young children's school readiness and early school success. Researchers have reported that positive learning approaches, such as attentiveness and goal orientation, are associated with higher levels of early school achievement in math and reading. The present study extends this research by examining children's learning approaches in the context of classroom activities from a range of curricular areas. 92 children from Pre-kindergarten and kindergarten classrooms took part in the study. Four approaches to learning were rated during children's participation in seven classroom learning activities. Results showed that positive learning approaches were a significant contribution to children's performance, but they were not equally effective in all activities. The effectiveness of a learning approach depends in part, on the characteristics of the activity in which the child is engaged.

Jambunathan et al (1999) Much attention has been placed on the child being prepared for school, while the school and home environment are just as much of an integral part of a successful school transition. According to Jambunathan et al (1999) said that research of developmentally appropriate practices it was found that most research fell into three distinct groups: (1) impact of DAP on the social-emotional development of young children; (2) effects of DAP on early literacy skills; and (3) how educators views of DAP effect classroom teaching strategies. This literature review will focus on the impact of DAP on the social-emotional skills of young children in the early childhood classroom (preschool through third grade). While searching to determine the effectiveness of developmentally appropriate practice on a child's self-esteem and positive attitude toward learning and they the findings of current research are generally supportive of DAP, researchers continue to question the potential positive and negative impacts of practices that are more or less developmentally appropriate on young children.

Majed Abu Jaber, Aseel Al 2010. This study was to examine the beliefs of Jordanian kindergarten teachers toward developmentally appropriate practices (DAP). The findings indicated that the overall mean score of kindergarten teachers' beliefs on the five dimensions was 4.08, indicating high beliefs toward (DAP). Teachers endorsed DAP on all dimensions except establishing reciprocal relationships with families. The findings also indicated that there are no significant differences between the means of teachers' beliefs toward teaching children according to teachers' level of education, years of experience, or teacher's age.

Cochran-Smith et al. (2016) called the field "sprawling" and suggested four areas on which future research efforts can concentrate: (a) key features of effective teacher preparation, (b) ways to influence teacher candidates' understandings and beliefs, (c) effective ways to shape teacher candidates' teaching strategies, and (d) research connecting these issues to pupils' learning. Most of these questions have already been examined for many years, and seem to be important and central questions to this field of research. However, as this review has shown, such research questions might necessitate research designs other than those established in the field.

Barnett, 2004 investigate determinants of pre-school teachers' attitudes towards teaching in Thika Municipality, Kenya. Total of 53 pre-school teachers and 12 administrators participated in the study. A simple random technique and purposive sampling were employed to identify study samples. Qualitative and quantitative techniques were employed in order to analyse the obtained data. The finding of the study revealed there were still low levels of training among pre-school teachers, teachers with few years of teaching experience were the ones involved in teaching in the pre-schools and teachers in public pre-schools were more positive towards their job than their colleagues in private schools.

Akalın, and Selma (2017) the study was to investigate the knowledge and attitudes of preschool teachers regarding inclusive practices and to determine the relationship between knowledge and attitudes of the teacher about inclusion. Two instruments were used for data collection: The Inclusion Knowledge Test developed by the researchers and the Turkish form of Opinions Relative to Integration of Students with Disabilities. 30 preschool teachers who have children with disabilities in their classrooms participated in the study. The results of analysis provided the specific information about what the teachers know and do not know about inclusive

practices. In addition, it was found that teacher attitudes towards inclusion were neither positive nor negative and there is no significant relationship between the level of knowledge and attitudes of the teachers.

Ndegwa and Barnett, (2004)Preschool teachers' attitudes and practices are a widely discussed subject. The subject has been examined from different perspectives, such as, economic, social, educational, psychological, and in early childhood studies. In the paper the term preschool refers to institutions that care for and provide education for young children up to the age of six years. Such facilities are also referred to as nursery schools, kindergartens, day care centres, crèches, pre-primary school units, and Montessori schools. The term attitude refers to the opinions or feelings the teachers have towards teaching. This was shown in their responses to questions in the questionnaire. The word determinant means factors that influence a teacher's attitude towards teaching.

Kramer et al (2009) made a study on "Social and Emotional learning in the kindergarten class room: Evaluation of the strong start curriculum". Kramer and his friends made a study and the results indicated gains in students' prosocial behaviours and decreases in internalising behaviours as rated by teachers and parents. Implementation integrity and teacher's ratings of social validity were high, suggesting the program's feasibility and potential effectiveness in mutual classroom settings.

Taleb (2012) made a study on "NAEYC's key attributes of Quality Pre-School programme". The main objectives of this research was to evaluate programme practices implemented by private and public sector programme and examine their alignment with developmentally appropriate practise using NAEYC's "Top 10 signs of a good kindergarten classroom" as evaluative guidelines, observational data was collected from 118 classrooms (50-private,68 public). Demographic data were also obtained from classroom teachers; level of education, especially the years of experience. The results of the analysis revealed significant difference in application of the 10 NAEYC's guidelines between public and private sector programmes. Ministry of Education Kindergarten classroom practices were found to be closely aligned to best practices compared to private sector programs. Also, teachers with bachelor's degrees and those with early childhood education backgrounds outperformed their counterparts in the application of developmentally

appropriate practices, years of experience yielded no significant results for this sample of teacher.

Ryu (2004) made a study on "The social adjustment of three, young, High Achieving Korean-English Bilingual students in kindergarten" This research article describes the English acquisition of three, young, high achieving, Korean, bilingual students, their academic development and their social/psychological adjustment in school. All observation and interviews were conducted in the natural classroom setting. The Korean children underwent different school experiences, partially contingent upon their English proficiency, but they generally demonstrated rapid English acquisition and healthy adjustment to school. The study finding suggests that Teachers and parents play an important role in supporting their bilingual children's adjustment to new environments while preserving fundamental aspects of their original culture. Recommendations for both mainstream and bilingual Teachers are suggested to further an understanding of Korean children, as English language learners and enable these children to become bilingual in Korean and English.

Obeng (2008) made a study on "Personal cleanliness Activities in Preschool Classrooms". The results of the study indicate that the most incorporated activities were hand- washing, proper ways of coughing and discussion on germs. The least incorporated personal health related activities were proper use of bathroom and keeping things out of the mouth. Reasons for incorporating the activities include helping to curtail the spreading of colds and germs, helping the children to develop good life skills later in life, and helping the pre-schoolers know about the health hazards associated with germs, among others.

Ahn (2005) made a study on "Teacher's discussions of Emotion in Child Care Centers" Teachers have the opportunity to discuss the emotions of children as they occur in the context of the classroom. As such, teachers play an important role is the socializations of emotions of young children. This observational study examines teacher's discussions of emotions in three child care centres. The findings suggest that child care centres are important social contexts for learning about feelings because of ongoing interaction between teachers and children. Teachers in child care centres use various strategies with children to discuss their emotional expressions. They help children learn to identify emotion-related words, to

understand the causes of emotion, and to provide them with constructive means of emotion regulation

Chuaunga(2004) made “An Analytical study of Pre-school Education in Mizoram” The objective of the present study was to analyse the existing conditions of both the private and public sector Pre-schools in Mizoram in the light of the desired standards. The findings showed that the existing conditions of both the private and public Pre-schools were not in conformity with the desired standards in the following aspects: 1. Few private (30%) and most of the public (94%) Pre-schools did not make any planning of the programme and no schools were found to rely on play and activity oriented method. 2. Activities for physical, language, social, emotional, creativity and aesthetic development of children were either absent or inadequate. 3. Majority of the private Pre-schools (78%) and few public Pre-school (32%) did not provide any equipment and materials for indoor play as against NCERT suggestions.

Sherri Bresdman, Jeffrey S. Winter, Sara Efrat Efron(2016) this study explores the perceptions of 20 experienced teachers in order to understand their professional needs and their perceptions about being mentored. Recommendations for the design of post induction mentoring programs are offered to schools looking to retain experienced teachers and inspire them for a full career of teaching. Once the induction years are over however, mentoring is rarely offered for experienced educators. Additionally, teachers in their mid to late career stages often find professional development poorly suited to their interests or needs. As a result, frustration, cynicism, early attrition, and ‘burnout’ occurs.

Nameera Akhtar, Priscilla Sung (2017) twenty-one preschool teachers in California participated in a Q methodology study exploring beliefs about linguistic diversity. Four perspectives emerged from the factor analysis: Aesthetic Caregivers emphasized the importance of effectively negotiating student differences, Bilingualism Advocates supported bilingualism to reinforce family ties, Diversity Accommodators focused on adapting teaching methods to meet English learners' individual needs, and an English Acquisition Supporter highlighted the need to learn English. All teachers agreed that linguistic diversity contributes positively to the classroom. Findings present a nuanced picture of these teachers' beliefs about linguistic diversity, illustrating the usefulness of Q methodology as a mixed-methods exploration of perspectives.

Christopher Day, Qing Gu(2010) this paper examined the role of resilience in teacher effectiveness. The concept of resilience is located in the discourse of teaching as emotional practice and is found to be a multidimensional, socially constructed concept that is relative, dynamic and developmental in nature. The paper draws upon findings from a four-year research project which explored career long variations in teachers' commitment and effectiveness. Portraits of three resilient teachers in their early, mid and late careers are used to explore the interaction between teachers' sense of efficacy, professional and personal identities, and their management of the interaction between these and the professional, situated and personal Scenarios which they experience in each professional life phase. Teachers' capacity to manage such interactions is a sophisticated process which contributes strongly to the relative strength of their resilience. Understandings of the role of resilience in teachers' management of the interactions between work and life over the course of a career and in different contexts adds to existing knowledge of variations in teachers' work, lives, and effectiveness and contributes to the debate on standards, quality and retention.

Kathy L. Schuh (2004) the study reported here, he compares Learner-Centered Battery (a questionnaire of students' perceptions of the classroom) results and the observation and interview data gathered in one sixth-grade classroom noting first a discrepancy between the descriptions of the classroom that stems from each. This discrepancy highlighted a need for triangulation using different types of data collection methods so as to better understand this particular classroom. Further, the analysis indicates that principles of a learner-centered perspective can be embedded within a traditional teacher-centered environment, at least for this particular classroom.

METHODOLOGY

III.METHODOLOGY

Research is careful investigation or inquiry, especially a search for new facts in any branch of knowledge, and is an important part of any scientific study. The main aim of the research is to Administration of the knowledge tool of Developmentally Appropriate Practices (DAP). Early childhood educators on Methodology is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge.

The present study was conducted on the topic of educators' Developmentally Appropriate **“Attitude of Early Childhood Educators towards Developmentally Appropriate Practices (DAP)”** study is presented under the following headings.

- A. Selection of the area**
- B. Selection of samples**
- C. Selection of the tool**
- D. Conduct of the study**
- E. Analysis of the data**

A. SELECTION OF THE AREA

The selection and research design of one of the samples was from different ECE centers or schools in the city of Coimbatore. The, first and foremost reason for selecting this place as an area of study is being easily approachable to the investigator. As the researcher herself, is residing in the city of Coimbatore, Tamil Nadu the sample could be easily approached. Secondly, this city houses many preschools and ECE centers or schools which makes the investigator find the school easily to get adequate data on the “Attitude and Practices of Early childhood educators towards developmentally appropriate practices (DAP) Coimbatore city was the area selected for the study. A total of 30 schools were approached from 5 zones (east, west, north, south & central) in Coimbatore and were selected for collecting data.

B. SELECTION OF SAMPLES

A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure that the researcher would adopt in selecting items for the sample. The samples selected for this study were early childhood educators. An early childhood educator is a qualified professional who educates children from the age of 3 years until they begin formal schooling. They address the cognitive, social, emotional, and physical needs of both the individual child and groups of children.

A Purposive sampling technique was used for the selection of the population. Purposive sampling (also known as judgment, selective or subjective sampling) is a sampling technique in which the researcher relies on his or her judgment when choosing members of the population to participate in the study. Researchers often believe that they can obtain a representative sample by using a sound judgment, which will result in saving time and money. A total number of 204 early childhood educators were selected for the conduct of the study. Around 30 schools were selected to conduct the study. For the study, the schools with early childhood education within the north and south zone between five kilometres from the heart of Coimbatore were shortlisted.

➤ **Ethical clearance**

A proposal for getting approval from the human ethical committee was prepared with relevant information and supportive submitted for the review. The application form explaining the design and the protocols used in the research study was also subjected to Institutional Human Ethical Committees and was approved for the same with approval number- **AUW/IHEC/HD-21-22/XPD-22**.

C. SELECTION OF THE TOOL

“Research Tools” can be defined as vehicles that broadly facilitate research and Related activities. “Research Tools” enable researchers to collect, organize, analyze, visualize, and publicized research outputs.

- **Questionnaire to assess the general profile, professional profile of the samples, and profile of the schools.**
- **Self-constructed questionnaire to appraise Attitude of early childhood educators on developmentally appropriate practices and**

checklist to appraise the practices of Early Childhood educators on developmentally appropriate practices.

The general profile of early childhood educators

The investigator constructed a simple questionnaire to acquire the samples' general and personal information, which consists of name, age, gender, marital status, and educational qualification.

Professional profile

Professional development is the acquisition of skills, attitudes, understanding, and attitudes that will enable early childhood educators to fulfil their potential in their current and future roles and help them work towards their career goals.

The investigator constructed a questionnaire to elicit professional information about the respondents. This questionnaire consists of questions like designation when joining the institution, current designation, the current and total experience of the respondents, and the ECE training information.

Profile of the school

Profile of the school is to elicit the information about schools of respondents. This questionnaire consists of the types of ECE centers, the main approach or curriculum followed in the questionnaire, working hours of the school, no. of Teachers handling classes, total. No of children in the center, no. of children in a class, age group of children in a class, no. of helpers, time spent for teaching-learning, time spent in school for preparing teaching-learning activities.

Self-appraisal

The self-appraisal questionnaire is to examine the skills and performance of respondents. The statements that rate the abilities as a part of the early childhood center.

Ranking by the number of influence educators believes that each has on the teaching-learning process in the classroom such as parents, school policy, principal/ director/ administrator, children, community, teacher, government policies, coordinator, and other teachers.

- **Self-constructed questionnaire to appraise Attitude of early childhood educators on developmentally appropriate practices**

The scale to elicit the Attitude of early childhood practitioners on Developmentally Appropriate Practices administrated to the selected early childhood educators. The purpose of the study was explained clearly to the respondent. The statements are to be answered with a prompt response. These self-preparation questionnaire on Attitude of early childhood educators on developmentally appropriate practices consists of 45 statements, each to be scored on a three-point scale. All items were positive and the statements were further categorized into 5 levels, namely strongly disagree, disagree, neither agree nor disagree, agree, strongly agree and its carries 1 (strongly disagree), 2 (disagree), 3 (neither agree nor disagree), 4 (agree) and 5 (strongly agree).

By, summing up the overall score can be obtained. The scale provides attitude score where the respondents can be categorized to their level of attitude. The score ranges to the classification are given below **TABLE 1**

TABLE 1
SCORE RANGE OF ATTITUDE OF THE EARLY CHILDHOOD EDUCATORS

| S.NO | Level | Score Range |
|-------------|--------------|--------------------|
| 1 | Unfavorable | 45-105 |
| 2 | Neutral | 106-166 |
| 3 | Favorable | 167-225 |

➤ **Checklist to appraise the practices of Early childhood Educators based on DAP.**

The self-prepared questionnaire to appraise the practices of early childhood practitioners based on DAP is indicate the frequency of each activity that educators facilitate in the classroom and consists of 30 statements. All statements were positive and the statements were categorized into 5 levels, namely Almost never, Rarely, Sometimes, Regularly, very often each to be scored as 1 (almost never) to 5 (very often). the overall scores can be obtained by totalling up the scores of every statement. The scores were further categorized into 3 levels namely, (bad, neutral, and good) so educators can be easily classified according to the scores. The score range of these classifications is given in the below **TABLE 2**

TABLE 2
SCORE RANGE OF PRACTICES OF THE EARLY CHILDHOOD
EDUCATORS

| S.NO | LEVEL | SCORE RANGE |
|------|---------|-------------|
| 1 | 30-70 | Bad |
| 2 | 71-110 | Neutral |
| 3 | 111-150 | Good |

D.CONDUCT OF THE STUDY

The present study was conducted in two phases as follows;

Rapport building

The present study was conducted among selected early childhood educators. An assurance of confidentiality was given to the educators so that they could share their responses without any hesitation. Before collecting the data, the investigator approached the Early Childhood Educators and oriented the study in brief about the type of information being acquired and its purpose, and how they were expected to fill in the datasheet. They were also oriented on the potential benefits of the study. Enough instructions were given to respondents about how to fill in the personal profile, professional profile, the profile of the school, and self-constructed questionnaire.

Data collection through Google forms and Datasheets.

The most crucial aspect of any research is data collection. The data for this research study was collected through the formulated self-constructed personal profile, professional profile, and profile of the schools. Self-prepared scale to elicit the attitude of early childhood educators on developmentally appropriate practices and a checklist to appraise the practices of early childhood practitioners based on developmentally appropriate practices. The data collections were conducted online (Google forms) and offline.

E.ANALYSIS OF THE DATA

Data analysis is considered to be an important step and heart of the research work. An analysis is a process that enters into research in one form or the other,

from the very beginning in the selection of the problem, in the determination of methods, and in interpreting and drawing conclusions and discovering facts from data gathered. The collected information was consolidated, coded, scored, and tabulated accordingly providing raw data which were ready to be analysed.

In the present study following statistical applications are used.

Frequency:

The frequency of a particular value is the number of times the value occurs in the data. The distribution of a variable is the pattern of frequencies, meaning the set of all possible values and the frequencies associated with these values. Frequency distributions are portrayed as frequency tables or charts

T-test:

A t-test is a statistical test that is used to compare the means of two groups. It is often used in hypothesis testing to determine whether a process or treatment actually has an effect on the population of interest, or whether two groups are different from one another.

in this study used for analysing the differences in the Attitude toward Developmentally Appropriate Practices for Early Childhood Educators

ANOVA

Analysis of variance, or ANOVA, is a statistical method that separates observed variance data into different components to use for additional tests. A one-way ANOVA is used for three or more groups of data, to gain information about the relationship between the dependent and independent variables.

in this study, this test was employed to find out the impact on the Attitude Of Developmentally Appropriate Practices Of Early Childhood Educators

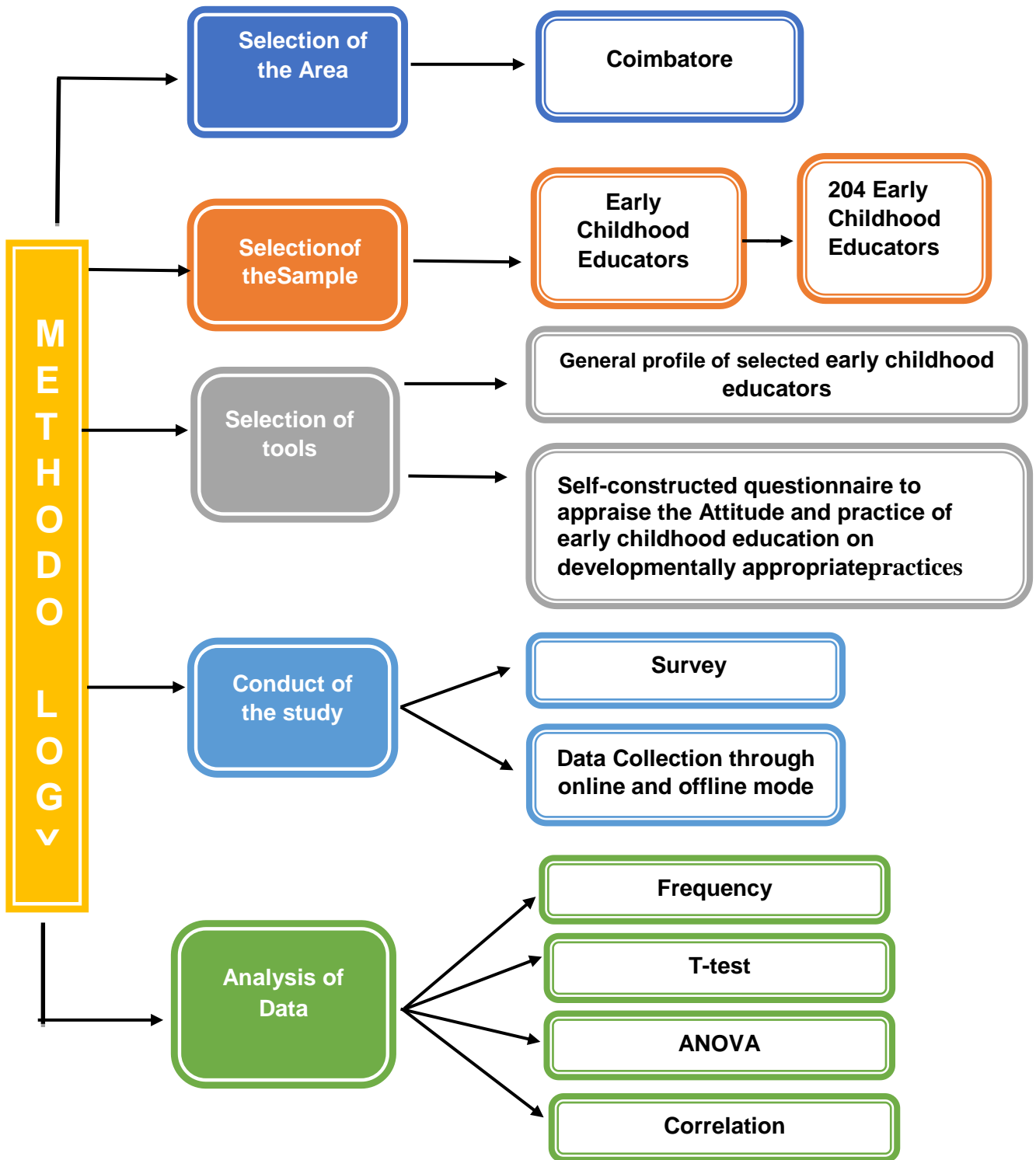
Correlation

Correlation is a statistical measure that expresses the extent to which two variables are linearly related (meaning they change together at a constant rate). It's a common tool for describing simple relationships without making a statement about cause and effect.

A test was performed to determine the degree to which a relationship exists between two or more variables. In the present study, a correlation was performed to examine the relationship between attitude and practices of early childhood educators on developmentally appropriate practices.

METHODOLOGY

fig 1



RESULTS AND DISCUSSION

IV.RESULT AND DISCUSSION

The results of the study entitled “**Attitude and Practices of Early Childhood Educators towards Developmentally Appropriate Practices (DAP)**” are presented and discussed under the following headings:

I. General profile of the selected respondents

1. Socio-demographic profile of ECE educators
2. Profile of the ECE center or school

II. Implementation in attitude and practices of Developmentally Appropriate Practices in ECE centers

1. Level of attitude towards Developmentally Appropriate Practices.
2. Level of implementing the DAP in the classroom.
3. The Difference between attitude towards the DAP in the Early Childhood Educators (ECE).
4. Differences in implementation of developmentally appropriate practices by Early Childhood Educators.
5. Impact of selected demographic variables on the attitude of ECE towards Developmentally Appropriate Practices.
6. Impact of the selected demographic variables on the implementation of Developmentally Appropriate Practices by Early Childhood Educators.
7. Relationship between attitude and practices of Early Childhood Educators with regard to Developmentally Appropriate Practices.

I. General profile of the selected respondents

Socioeconomic status is an important factor which gives a great impact on research studies. The fact that one's socioeconomic influences their behavior, attitudes and how to implement DAP makes a critical component of our research design. The general profile of the selected respondents is divided into two parts – their personal profile, and the profile of the ECE center they work.

A. Socio-demographic profile of ECE educators

The socioeconomic background provides the basic demographic variables needed to conduct any research. Table 1 explains the age, educational status, marital status, designation, experience, and training underwent details of the selected respondents.

TABLE 3**SOCIO-DEMOGRAPHIC PROFILE OF ECE EDUCATORS**

| variables | | No | Percentage (%) |
|---------------------------|--------------------|------------|----------------|
| Age group | 20-30 | 46 | 22.6 |
| | 31-40 | 78 | 38.2 |
| | 41-50 | 66 | 32.4 |
| | 51 above | 14 | 6.8 |
| Gender | male | 10 | 4.9 |
| | female | 194 | 95.1 |
| Marital status | married | 178 | 87.3 |
| | unmarried | 26 | 12.7 |
| Education qualification | UG | 93 | 45.5 |
| | PG | 93 | 45.5 |
| | Diploma and school | 18 | 9 |
| Designation while joining | Teacher | 170 | 83.3 |
| | Teaching assistant | 24 | 11.7 |
| | Any other | 10 | 5 |
| Current Designation | Teacher | 180 | 88.2 |
| | Teaching assistant | 6 | 3 |
| | Any other | 18 | 8.8 |
| Experience current | Below 5years | 85 | 41.6 |
| | 5 years- 15 years | 103 | 50.5 |
| | Above 15years | 16 | 7.9 |
| Total-experience | Below 5 years | 60 | 29.5 |
| | 5 years- 15 years | 110 | 53.9 |
| | Above 15 years | 34 | 16.6 |
| Training undergone | yes | 69 | 33.8 |
| | no | 135 | 66.2 |
| Total | | 204 | 100.0 |

Table 1 represents the socio demographic variables of the selected respondents. It represents the demographic profile of the Early Childhood Educators considered for the study.

Age-wise distribution, more than (38.2 %) of the educators were in the age group of 31 to 40 years , followed by 32.4% were between 41 to 50 years, 22.6% of them were between the age of 20 to 30 years , only 14 of them were in the age of above 50 years.

Gender wise distribution, out of total 204 Early Childhood Educators, more than half of the respondents were female (95.1%) and only 10 people were in other counterparts.

Marital status distribution,the majority of the respondents were married (87.3%) remaining only few (12.7%) were unmarried.

Education wise distribution, both UG and PG were equally distributed based on the above table (92%). only 18 persons were qualified in diploma and school.

Designation while joiningbased on above the table Highest representations were designation while joining in 83.3% wereteacher's category followed by 11.7% were in teaching assistant category. And the remaining 5% were doing other work. Based on my survey most of the respondents were in the teachers' category

current designation, based on the above table highest respondents were working as teachers, (88.2%), based on their experience they get the promotion. followed by 3% were in the teaching assistant category and the remaining 8.8 % were doing other work.

Current experience wise distribution, more than half of the ECE educators were in 5 to 15 years of experience (50.5%), followed by 41.6% of respondents were in below 5 years of experience, remaining 7.6% were above 15 years of experience.

Total experience wise distribution, the majority of the respondents were in the 5 to15 years' experience (53.9%) followed by 29.5% were below 5 years of experience, remaining16.6% there were in above 15 years of experience.

Training undergone distributionbased on above the table majority of respondents is not attending any training regarding ECCE education (66.18). Only 33.82 % of respondents have been exposed to the training on early childhood education.

B. PROFILE OF THE ECE CENTER

Current literature in the area of DAP, it gives recommendations for implementation and theories about what a classroom should look like (**Van Tassel-Baska and Stambaugh, 2005**). This study is investigates teachers' experiences and obstacles, how they face difficulties and how they implement DAP into their literacy instruction in their own class room teaching.

TABLE-4
PROFILE OF THE SCHOOLS

| Profile of the schoolschool | Types of ECE centers | No | Percentage (%) |
|-----------------------------|---------------------------------|------------|----------------|
| | Franchised ECEcenters | 40 | 19.6 |
| | ECE attached with normal school | 92 | 45.1 |
| | Exclusive ECE centers | 33 | 16.2 |
| | Others | 38 | 19.1 |
| | Total | 204 | 100.0 |

Above the table illustrate the profile of schools in which the Early Childhood Educators work. As per the research, majority of the respondents were in working in ECE attached with normal schools (45.09%), followed by 19.61% are franchised ECE centers, remaining 16.2% of educators were in exclusive ECE centers, only 19.1% were in other category

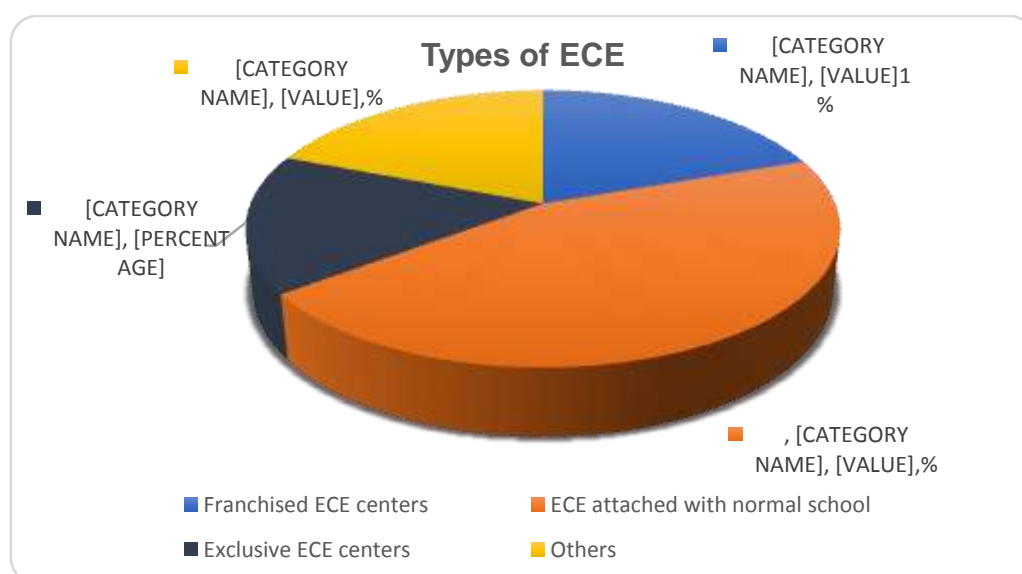


fig 2

TABLE 5

LEVEL OF ATTITUDE TOWARD DEVELOPMENTALLY APPROPRIATE PRACTICES

| Range | No | Percentage (%) |
|--------------|-----|----------------|
| Unfavourable | 12 | 5.9 |
| Neutral | 138 | 67.7 |
| Favourable | 54 | 26.4 |

Assessing the Attitude of Early Childhood Educators toward developmentally appropriate Attitude shows that more than half of respondents (67.7) were a neutral level of attitude, followed by 26.4% of respondents having a favorable attitude toward DAP. The remaining 5.9% were an unfavorable level of Attitude toward Early Childhood Educators on DAP.

So, most of the respondents have a neutral level of attitude and teacher that if he expresses his personal view certain conditions must be satisfied of attitude toward developmentally appropriate practices.

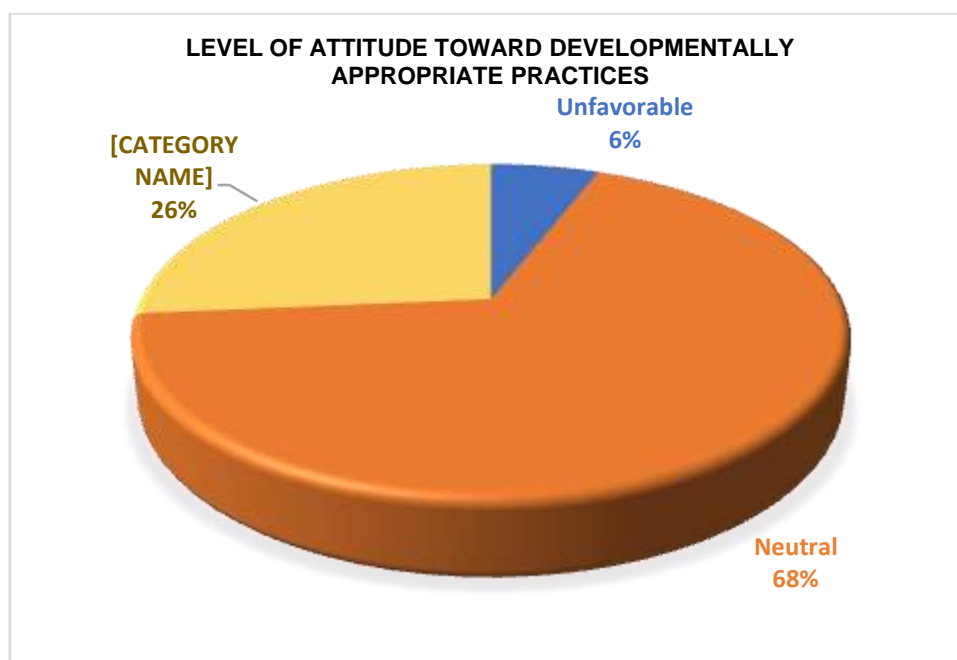


fig 3

TABLE 6
LEVEL OF IMPLEMENTING DAP IN CLASSROOM

| Range | No | Percentage (%) |
|---------|-----|----------------|
| Poor | 7 | 3.4 |
| Neutral | 55 | 26.9 |
| Good | 142 | 69.7 |

Table 4 brings out the level of implementation of Developmentally Appropriate Practices in Early Childhood Education centers.

From the above table, it was evident that all of the selected respondents had implemented developmentally appropriate practices. More than half of the respondents were at a good level of implementing DAP in the classroom (69.7%) followed by 26.9% were in the neutral level of implementing DAP in class. The remaining 7 people were in a poor level of implementation DAP in the classroom. It's because most of them were found to be unaware of the appropriateness of those practices.

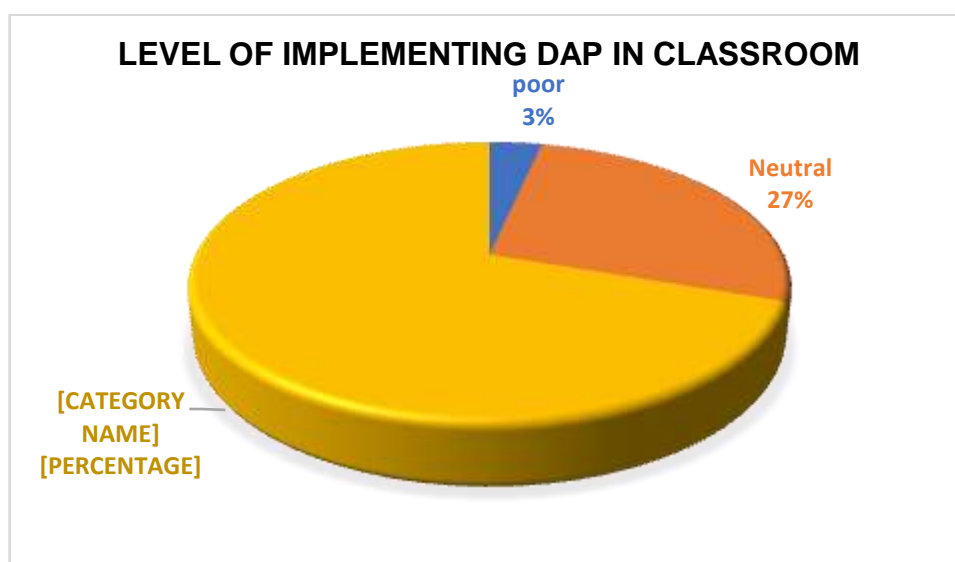


fig 4

II. Difference in the attitude toward Developmentally Appropriate Practices (DAP)for Early Childhood Educators (ECE)

The term attitude refers to the opinions or feelings the teachers have towards teaching. The subject has been examined from different perspectives, such as, economic, social, educational, psychological, and early childhood studies. It was also necessary to investigate teachers' level of training because the training helps to shape preschool teachers' attitudes and relates to the quality of services delivered (Barnett, 2004)

TABLE 7
DIFFERENCE IN THE ATTITUDE TOWARDS DEVELOPMENTALLY

| S. NO | variables | | Mean | SD | df | f | sig |
|-------|--------------------|-----------|--------|--------|---------|-------|--------------------|
| 1. | Training undergone | Yes | 150.00 | 26.54 | 202 | .026 | .873 ^{ns} |
| | | No | 144.11 | 27.15 | 142.606 | | |
| 2. | Marital status | Married | 145.66 | 27.645 | 201 | .002 | .964 ^{ns} |
| | | Unmarried | 148.08 | 30.593 | 31.293 | | |
| 3 | Main approach | Yes | 146.18 | 15.650 | 202 | 2.184 | .141 ^{ns} |
| | | No | 144.25 | 23.318 | 7.328 | | |

APPROPRIATE PRACTICES FOR EARLY CHILDHOOD EDUCATORS

ns– Not significant

Table 5 describes the difference in the attitude of Developmentally Appropriate practices for Early Childhood Educators. The training undergone status will not make difference in the attitude toward Developmentally Appropriate Practices. From above the table, it was found that the mean score of training undergone teachers (150.00), SD 26.54 and the teachers who did not undergo training (144.11) SD 26.54, $P > .873$ were not significant. So the respondents of training undergone does not significant with the attitude of Early Childhood Educators on developmentally appropriate practices.

Comparing the mean scores of the attitude of the respondents based on their marital status revealed that respondents' marital status did not make any difference in their attitude toward DAP. From the table, it was found that the married mean score was (145.66), SD = 27.645 and unmarried mean score was 148.08, SD = 30.593, $p > .964$ were not statistically significant with the attitude of Early Childhood Educators on DAP.

The main approach of schools did not make any difference in the attitude of DAP. By looking into the table, it was found that the mean score of the respondents who know the main approach of school was (146.18), SD =15.650, and those who doesn't know the main approach of school score (144.25),SD = 23.318 even though having of minor difference between these mean values. The p-value was $p>.141$ statistically not associated with Early Childhood Educators on DAP.

The overall analysis based on the selected demographic variables revealed that marital status, training undergone and the main approach did not provide any significant difference in the attitude of DAP for Early Childhood Educators

6.Differences In Implementation Of Developmentally Appropriate Practices By Early Childhood Educators

As each teacher voiced what he believed to constitute as relevant professional development, the best DAP teaching strategies believed to help children in the classroom with literacy development surfaced. The next section gives developmentally appropriate teaching strategies teachers can incorporate into their teaching practices (Rockwell, Hoge, and Searcy, 1999). The practices that the Early Childhood Educators use when working with young children need to embrace the most current, effective approaches in learning and development. These can be described as best practices, thoughtful teaching, quality practices or (DAP). As each individual is unique, it is mandatory to assess the difference in their classroom practices based on their personal profile.

TABLE 8
DIFFERENCE IN PRACTICES OF DEVELOPMENTALLY APPROPRIATE PRACTICES FOR EARLY CHILDHOOD EDUCATORS

| S no | Variables | | Mean | S.D | df | f | sig |
|------|--------------------|-----------|--------|--------|---------|-------|--------------------|
| 1 | Training undergone | Yes | 116.72 | 16.514 | 202 | .019 | .891 ^{ns} |
| | | No | 115.23 | 15.677 | 130.970 | | |
| 2. | Marital status | Married | 114.85 | 16.203 | 201 | 1.187 | .277 ^{ns} |
| | | Unmarried | 121.35 | 13.133 | 37.165 | | |
| 3 | Main approach | Yes | 115.68 | 15.650 | 202 | 1.220 | .271 ^{ns} |
| | | No | 117.00 | 23.318 | 7.260 | | |

ns – Not significant

Table 6 describes the difference in the implementation of developmentally appropriate practices for Early Childhood Educators.

The training undergone status will not make difference in the implementation of Developmentally Appropriate Practices for Early Childhood Educators. By, the table display the mean score of training undergone teachers (116.72) SD 16.514 teachers who doesn't undergo training mean score was (115.23) SD 15.677 and ($p>.891$) respondents training undergone does not significant with the difference in implementation of Developmentally Appropriate Practices for Early Childhood Educators.

This study contradictory of present study HaeKyoungKim (2011) examines early childhood preservice teachers' beliefs about developmentally appropriate practices (DAP). The study shows that early childhood preservice teachers possess relatively strong beliefs about DAP. Preservice teachers who were further along in the teacher training program demonstrated stronger DAP beliefs than teachers who had just begun the teacher training program. Teacher beliefs develop and change through experiences and learning. Specifically, once the teachers enter the teaching practice as novice teachers, they may encounter different beliefs, conflicts with their own beliefs, or difficulties implementing certain practices. The researcher opinion that this study done different place (Hong kong) and from above study done ten years back that may be the reason for the current results.

Based on their marital status, It was found that the mean score for married teachers 114.85, SD =16.203 and unmarried teachers mean score was 121.35, SD= 13.133. ($P>.277$) does not statistically significant difference between implementation of Developmentally Appropriate Practices for Early Childhood educators.

The main approach of schools did not make any difference in implementation of developmentally appropriate practices of Early Childhood Educators. By looking into the table, it was found that the mean score of the respondents who know the main approach of school 115.68, SD 15.650 and for those who doesn't know the main approach of school mean score was 117.00, SD =23.318.($P>.271$) statistically didn't associated with difference in implementation of developmentally appropriate practices for Early Childhood Educators.

The overall analysis based on the selected demographic variables revealed that marital status, training has undergone and main approach did not provide any significant difference in the implementation of Developmentally Appropriate Practices and Early Childhood Educators.

TABLE 9

IMPACT OF SELECTED DEMOGRAPHIC VARIABLES ON THE ATTITUDE OF ECE TOWARDS DEVELOPMENTALLY APPROPRIATE PRACTICES

| S.no | Variables | NO | SD | Mean | df | f | Sig. | |
|------|---------------------------|---------------------------------------|-----|--------|--------|---|-------|--------------------|
| 1 | Educational qualification | UG | 19 | 27.098 | 146.21 | 2 | 1.096 | .336 ^{ns} |
| | | PG | 96 | 28.131 | 149.02 | | | |
| | | Diploma and school | 89 | 27.933 | 142.93 | | | |
| | | TOTAL | 204 | 27.966 | 146.10 | | | |
| 2 | Age group | 20 years to 30 years | 46 | 27.133 | 147.50 | 3 | 2.355 | .073 ^{ns} |
| | | 31 years to 40 years | 78 | 29.499 | 150.73 | | | |
| | | 41 years to 50 years | 66 | 25.383 | 138.86 | | | |
| | | 51 years above | 14 | 29.534 | 149.86 | | | |
| | | Total | 204 | 27.966 | 146.10 | | | |
| 3 | Designation while join | Teacher | 167 | 27.413 | 143.32 | 2 | 6.780 | .001* |
| | | Teaching assistant | 26 | 26.743 | 164.42 | | | |
| | | Any others | 11 | 24.724 | 145.09 | | | |
| | | Total | 204 | 27.966 | 146.10 | | | |
| 4 | Designation current | Teacher | 176 | 28.237 | 145.50 | 2 | 3.860 | .023** |
| | | Teaching assistant | 6 | 29.333 | 176.50 | | | |
| | | Any others | 22 | 24.813 | 142.64 | | | |
| | | Total | 204 | 27.966 | 146.10 | | | |
| 5 | Current experience | Below 5 years | 81 | 28.992 | 142.60 | 2 | 1.122 | .328 ^{ns} |
| | | 5 years to 15 years | 106 | 27.527 | 148.03 | | | |
| | | Above 15 years | 17 | 25.257 | 150.76 | | | |
| | | Total | 204 | 27.966 | 146.10 | | | |
| 6 | Total-experience | Below 5 years | 61 | 29.438 | 141.10 | 2 | 1.658 | .193 ^{ns} |
| | | 5 years to 15 years | 107 | 27.307 | 147.27 | | | |
| | | Above 15 years | 36 | 26.809 | 151.11 | | | |
| | | Total | 204 | 27.966 | 146.10 | | | |
| 7 | Types of ECE centers | ECE class attached with normal school | 92 | 28.365 | 149.08 | 3 | 1.763 | .516 ^{ns} |
| | | Exclusive ECE centers | 32 | 26.941 | 143.72 | | | |
| | | Franchised centers | 40 | 29.222 | 141.65 | | | |
| | | Others | 40 | 26.772 | 145.63 | | | |
| | | Total | 204 | 27.966 | 146.10 | | | |

**** - Significant 1 % level, * significant 5% level, NS – Not significant**

TABLE 7 describes the impact of attitude on Developmentally Appropriate Practices for Early Childhood Educators. From the table Comparing the mean scores of the attitude of the respondents based on their designation while joining revealed that statically significant at 1 % level based on impact of attitude on Developmentally Appropriate Practices for Early Childhood Educators towards DAP. The mean value of the teaching assistant score was (164.42, SD =27.743) The teachers mean score (143.32, SD=27.413) was less than compared to teaching assistant mean score. and other work score was(145.09,SD=24.724) and ($p>.001$) it was statically significant with 1% of level.so designation while joining make an impact on the attitude of developmentally appropriate practice for early childhood care and education.

Based on their current designation revealed that statically significant with the impact of attitude on developmentally appropriate practices for Early Childhood Educators. The mean value of the teaching assistant score was (176.50, SD =29.333) The teachers mean score (145.50, SD=28.237) was less than compared to teaching assistant mean score. and other work score was(142.64,SD=24.813) and ($p>.001$) it was statically significant with 5% of level.so designation while joining make an impact on the attitude of developmentally appropriate practice for early childhood care and education.

Ellan nazyMckenzie(2013) The study investigated a relationship between National Board certification (NBCT) and perceived use of developmentally appropriate practices (DAP).It use of DAP was affected more by professional development through participation in National Board certification than by advanced coursework and higher-level degrees. Years of experience were significantly related to NBCTs' perceived use of DAP. The more experienced NBCTs perceived that they instituted DAP into classroom teaching in many areas and with more consistency than less experienced NBCTs. Research has indicated a positive relationship between teaching experience and teacher effectiveness Teachers with substantial teaching experience are likely to be more successful teaching than those with less experience.

Based on the teacher's profile the f value display above the table like -age group (2.355, $p>.366$), educational qualification(2.355, $p>073$),current experience(1.222, $p>.193$),total experience (1.658, $p>.193$), types of ECE centers (1.763, $p>.516$) were doesn't show any significant level .Hence, above the results

none of the predictor shows any impact of attitude on Developmentally Appropriate Practice For Early Childhood Educators.

TABLE 10

IMPACT OF THE SELECTED DEMOGRAPHIC VARIABLES ON THE

| S.no | Variables | NO | SD value | Mean | df | f | Sig. | |
|------|---------------------------|---------------------------------------|----------|--------|--------|---|-------|--------------------|
| 1 | Educational qualification | UG | 19 | 20.485 | 113.11 | 2 | .283 | .754 ^{ns} |
| | | PG | 96 | 15.077 | 116.02 | | | |
| | | Diploma and school | 89 | 15.913 | 115.99 | | | |
| | | TOTAL | 204 | 15.940 | 115.74 | | | |
| 2 | Age group | 20 years to 30 years | 46 | 15.964 | 114.35 | 3 | .607 | .611 ^{ns} |
| | | 31 years to 40 years | 78 | 16.837 | 117.38 | | | |
| | | 41 years to 50 years | 66 | 15.039 | 115.47 | | | |
| | | 51 years above | 14 | 15.480 | 112.36 | | | |
| | | total | 204 | 15.940 | 115.74 | | | |
| 3 | Designation while join | Teacher | 167 | 16.274 | 114.37 | 2 | 3.904 | .022* |
| | | Teaching assistant | 26 | 12.255 | 123.46 | | | |
| | | Any others | 11 | 13.898 | 118.18 | | | |
| | | Total | 204 | 15.940 | 115.74 | | | |
| 4 | Designation current | Teacher | 176 | 16.185 | 114.90 | 2 | 2.121 | .123 ^{ns} |
| | | Teaching assistant | 6 | 8.214 | 125.67 | | | |
| | | Any others | 22 | 14.367 | 119.73 | | | |
| | | Total | 204 | 15.940 | 115.74 | | | |
| 5 | Current experience | Below 5 years | 81 | 16.048 | 116.48 | 2 | .149 | .861 ^{ns} |
| | | 5 years to 15 years | 106 | 15.354 | 115.29 | | | |
| | | Above 15 years | 17 | 19.594 | 114.94 | | | |
| | | Total | 204 | 15.940 | 115.74 | | | |
| 6 | Total-experience | Below 5 years | 61 | 16.763 | 117.20 | 2 | .402 | .670 ^{ns} |
| | | 5 years to 15 years | 107 | 15.576 | 114.90 | | | |
| | | Above 15 years | 36 | 15.852 | 115.75 | | | |
| | | Total | 204 | 15.940 | 115.74 | | | |
| 7 | Types of ECE centers | ECE class attached with normal school | 92 | 15.471 | 114.46 | 3 | .931 | .426 ^{ns} |
| | | Exclusive ECE centres | 32 | 16.050 | 114.41 | | | |
| | | Franchised centers | 40 | 18.860 | 116.23 | | | |
| | | Others | 40 | 13.613 | 119.25 | | | |
| | | Total | 204 | 15.940 | 115.74 | | | |

IMPLEMENTATION OF DEVELOPMENTALLY APPROPRIATE PRACTICES BY EARLY CHILDHOOD EDUCATORS

***Significant 5% level, ns – Not significant**

Table 8 explains the Impact of the selected demographic variables on the implementation of Developmentally Appropriate Practices by Early Childhood Educators. From the table Comparing the mean scores from the implementation of the DAP respondents based on their designation while joining revealed that statically significant at 5 % level between Developmentally Appropriate Practices by Early Childhood Educators, comparing to teachers' scores (114.37) SD =16.274 teaching assistant (123.46, SD = 27. 743) mean score were higher. The other designations mean score was 118.18, SD value is 13.898.($p>.022$) is statically significant at 5% level.so designation while joining make Impact of the selected demographic variables on the implementation of Developmentally Appropriate Practices by Early Childhood Educators.

Based on the above the table age group (.607, $p>.611$), educational qualification(.283, $p>.754$), current designation (2.121, $P>.123$) current experience (.149, $p>.861$) total experience (.402, $p>.670$),types of ECE centers (.931, $p>.426$) were not statistically significant associated. So,it's doesn't make the any Impacts on socio demographic variables of Developmentally Appropriate Practices by Early Childhood Educators

TABLE 11
RELATIONSHIP BETWEEN ATTITUDE AND PRACTICES OF EARLY CHILDHOOD EDUCATORS WITH REGARD TO DEVELOPMENTALLY APPROPRIATE PRACTICES.

| S.no | Variables | Attitude total | Practices-total |
|------|-----------|-----------------------|-----------------------|
| 1 | attitude | 1 .204 | .389 .000* .204 |
| 2 | practices | .389 .000* .204 | 1 204 |

***. Correlation is significant at the 1% level.**

Table 9 describes the correlation between the attitudes and practices of Early Childhood Educators on developmentally appropriate practices. The correlation coefficient value of $p > .000$ revealed that there was significant relationship at a 1% level between attitude and practices of developmentally appropriate practices. Attitude and the practices were related to implementing developmentally appropriate practices. It was an indicator that advises a favourable attitude will improve the practices of developmentally appropriate practices.

EmanGheith(2016) the purpose of this study is to investigate the correlation between kindergarten teachers' attitudes toward teaching science and their practice regarding science according to a developmentally appropriate approach. The results of the study indicate that teachers' attitudes toward science were positively significant in teachers' scores on the teaching practices scale. The findings further indicate that teachers' attitudes toward teaching science are considered to be a significant factor in predicting developmentally appropriate teaching practices in science

SUMMERY AND CONCLUSION



SUMMARY AND CONCLUSION

Developmentally Appropriate Practice (DAP) is a framework designed to promote young children's optimal learning and development. Developmentally appropriate practice is important because the healthy development in the early years is the foundation of a child's future well-being and success.

Early childhood education (ECE) is a term that refers to educational programs and strategies geared towards children from the age of 3 to 8 years. ECE often focuses on guiding children to learn to play. ECE is more than preparation for Primary school. The setting may include child care center, nursery school, preschools, pre or junior kindergarten and kindergarten. The teacher helps to encourage learning by asking questions and interacting with the students.

With this background, research on the topic "**Attitude Of Early Childhood Educators Toward Developmentally Appropriate Practices**"

A Purposive sampling technique was used for the selection of the population. A total number of 204 early childhood educators were selected for the conduct of the study. Around 30 schools were selected to conduct the study. Objective of present study to appraise Early childhood educators' Attitude on developmentally appropriate practice and to find out the correlation between the Attitude & practices of Early childhood educators.

- Questionnaire to assess the general profile, professional profile of the samples, and profile of the schools.
- Self-constructed questionnaire to appraise Knowledge of Early Childhood Educators on Developmentally Appropriate Practices
- Checklist to appraise the practices of Early Childhood Educators on Developmentally Appropriate Practices.

Key findings of the study.

A.Socio-demographic variable

- Among the total sample of ECE educators more than (38.2 %) of the educators were in the age group of 31 to 40 years, 32.4% were between 41 to 50 years, 22.6% of them were between the age of 20 to 30 years , only 14 of them were in the age of above 50 years.
- Out of total 204 Early Childhood Educators, more than half of the respondents were female (95.1%) and only 10 people were in other counterparts.
- the majority of the respondents were married (87.3%) remaining only a few (12.7%) were unmarried.
- The respondents' education level higher percentage is UG (46) and PG respectively 45 and 9% were completed diploma and school.
- More than half of the respondents designated while joining (83) are teachers, 12% are teaching assistants and 5% were doing other work.
- Currently, a higher percentage of respondents are working as teachers, and (88%), 9% were in other designation and 3% were teaching assistants.
- The Early Childhood Educators higher level of percentage in current experience is 5 years- 15years of experience (51%), 41% were below 5 years of current experience and 8% were above 15 years.
- More than half of the respondents have 5 years- 15 years total experience (54%), 29% were below 5 years of total experience and 17% were above 15 years of total experience this tells that most of the respondents have experience of 5 – 15 years of experience.
- A higher percentage of respondents have not undergone any training based on early childhood education and the percentage is 67%, 34% of respondents have undergone such training based on early childhood education.
- The respondents' education level higher percentage is UG (46) and PG respectively 45 and 9% were completed diploma and school.
- More than half of the respondents designated while joining (83) are teachers, 12% are teaching assistants and 5% were doing other work.
- Currently, a higher percentage of respondents are working as teachers, and (88%), 9% were in other designation and 3% were teaching assistants.

- The Early Childhood Educators higher level of percentage in current experience is 5 years- 15years of experience (51%), 41% were below 5 years of current experience and 8% were above 15 years.
- More than half of the respondents have 5 years- 15 years total experience (54%), 29% were below 5 years of total experience and 17% were above 15 years of total experience this tells that most of the respondents have experience of 5 – 15 years of experience.
- A higher percentage of respondents have not undergone any training based on early childhood education and the percentage is 67%, 34% of respondents have undergone such training based on early childhood education.

B.Profile of the school

- The profile of schools in which the Early Childhood Educators work. As per the research, 45% of educators are working in ECE attached to normal schools, 19% are franchised ECE centers, 16% of educators are exclusive ECE centers, and 20% are others.

C. Level of the attitude of Early Childhood Educators on Developmentally Appropriate Practices

- More Than half of respondents (67.7) were a neutral level of attitude, followed by 26.4% of respondents having a favourable attitude toward DAP. The remaining 5.9% were an unfavourable level of Attitude toward Early Childhood Educators on DAP.

D.Level of practices for Early Childhood Educators on Developmentally Appropriate Practices.

- More than half of the respondents were at a good level of implementing DAP in the classroom (69.7%) followed by 26.9% were in the neutral level of implementing DAP in class.

E. DifferenceIn The Attitude Toward Developmentally Appropriate Practices For Early Childhood Educators

- It was found that the mean score of training undergone teachers (150.00), SD 26.54 and the teachers who did not undergo training (144.11) SD 26.54,

$P > .873$ were not significant. So, the respondents of training undergone does not significant with the attitude of Early Childhood Educators on Developmentally Appropriate Practices.

- Marital status did not make any difference in their attitude toward DAP. From the table, it was found that the married mean score was (145.66), SD = 27.645 and unmarried mean score was 148.08, SD = 30.593, $p > .964$ were not statistically significant with the attitude of Early Childhood Educators on DAP.
- It was found that the mean score of the respondents who know the main approach of school was (146.18), SD = 15.650, and those who doesn't know the main approach of school score (144.25), SD = 23.318 even though having of minor difference between these mean values. The p-value was ($p > .141$)
- The overall analysis based on the selected demographic variables revealed that marital status, training undergone and the main approach did not provide any significant difference in the attitude of DAP for Early Childhood Educators

F. DIFFERENCE IN PRACTICES OF DEVELOPMENTALLY APPROPRIATE PRACTICES FOR EARLY CHILDHOOD EDUCATORS

- The table display the mean score of training undergone teachers (116.72) SD 16.514 teachers who doesn't undergo training mean score was (115.23) SD 15.677 and ($p > .891$)
- Marital status, It was found that the mean score for married teachers 114.85, SD = 16.203 and unmarried teachers mean score was 121.35, SD = 13.133. ($P > .277$)
- The main approach of school 115.68, SD 15.650 and for those who doesn't know the main approach of school mean score was 117.00, SD = 23.318. ($P > .271$)
- The overall analysis based on the selected demographic variables revealed that marital status, training has undergone and main approach did not provide any significant difference in the implementation of Developmentally Appropriate Practices and Early Childhood Educators.

G.IMPACT OF SELECTED DEMOGRAPHIC VARIABLES ON THE ATTITUDE OF ECE TOWARDS DEVELOPMENTALLY APPROPRIATE PRACTICES

- Designation while joining revealed that statically significant at 1 % level based on impact of attitude on Developmentally Appropriate Practices for Early Childhood Educators towards DAP. The mean value of the teaching assistant score was (164.42, SD =27.743) The teachers mean score (143.32, SD=27.413) was less than compared to teaching assistant mean score. and other work score was(145.09,SD=24.724) and ($p>.001$)
- Current designation revealed that statically significant with the impact of attitude on developmentally appropriate practices for Early Childhood Educators. The mean value of the teaching assistant score was (176.50, SD =29.333) The teachers mean score (145.50, SD=28.237) was less than compared to teaching assistant mean score. and other work score was(142.64,SD=24.813) and ($p>.001$) it was statically significant with 5% of level.
- Age group (2.355, $p>.366$), educational qualification (2.355, $p>.073$), current experience (1.222, $p>.193$),total experience (1.658, $p>.193$),types of ECE centers (1.763, $p>.516$)were statically not significant. Its not make the impact of attitude on Developmentally Appropriate Practice For Early Childhood Educators.

I.IMPACT OF THE SELECTED DEMOGRAPHIC VARIABLES ON THE IMPLEMENTATION OF DEVELOPMENTALLY APPROPRIATE PRACTICES BY EARLY CHILDHOOD EDUCATORS

- designation while joining revealed that statically significant with the impact implementation of Developmentally Appropriate Practices by Early Childhood Educators. the mean value of the teaching assistant mean score was 123.46 SD value is 27.743.higher than that of teachers' mean score (114.37) and the SD value is16.274 other designations mean score was 118.18 the and SD value is 13.898.($p>.022$) is statically significant with 5% of level.
- agegroup(.607, $p>.611$),educationalqualification(.283, $p>.754$),currentdesignation (2.121, $p>.123$)currentexperience(.149, $p>.861$),totalexperience(.402, $p>.670$),types of ECE centers (.931, $p>.426$)were not statistically significant. Soits not make the Impact of the selected demographic variables on the implementation of Developmentally Appropriate Practices by Early Childhood Educators.

J. RELATIONSHIP BETWEEN ATTITUDE AND PRACTICES OF EARLY CHILDHOOD EDUCATORS WITH REGARD TO DEVELOPMENTALLY APPROPRIATE PRACTICES.

- The correlation coefficient value of $p > .000$ revealed that there is a significant relationship at a 1% level between attitude and practices of developmentally appropriate practices. Attitude and the practices were related to implementing developmentally appropriate practices

CONCLUSION

Early childhood education (ECE) is a term that refers to educational programs and strategies geared towards children from the age of 3 to 6 years. Developmentally Appropriate Practice (DAP) is a framework designed to promote young children's optimal learning and development. With DAP, early childhood educators benefit from a sound and accurate understanding of what children are generally capable of doing or not doing based on their age and developmental abilities. The tool was circulated among preschool teachers and ECE center educators in Coimbatore through online mode (Google forms). For those respondents, Half of the respondents found to be in neutral level (68%) of attitude towards DAP, 26% of the respondents found to be in favourable attitude on DAP and least of the respondents found to be in unfavourable level of attitude on developmentally appropriate practices.

Higher the respondents found to be in the better level of practices on DAP, least percentage of respondents found to be in neutral and very few of the respondents are found to be in bad level of practices on Developmentally Appropriate Practices. The correlation between the attitude of Early Childhood Educators on Developmentally Appropriate Practices and their implementation in the teaching learning process was assessed and the correlation coefficient value of .000 revealed that there was a significant relationship at a 1% level between attitude and practices of developmentally appropriate practices. The analysis showed that a favourable attitude will improve the practices of Developmentally Appropriate Practices. Hence, the study will form the base for a sensitization program for early childhood educators about Developmentally Appropriate Practices to ensure a quality foundation education for the children.

LIMITATIONS

This study includes several limitations. First and foremost, it was conducted during the Covid-19 global pandemic. Covid-19 impact on school schedules and students and teachers may have impacted how students react to developmentally appropriate practices and how teachers view them. I attempted to temper these effects by limiting the recruitment pool to teachers with over three years of experience.

SUGGESTION

It is recommended that future research attempts to replicate these results with a larger sample size to ensure accuracy and generalizability and to further delve into the behavioral component of this discussion.

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ANNEXURE

INSTITUTIONAL ETHICAL COMMITTEE APPROVAL FORM

INSTITUTIONAL HUMAN ETHICS COMMITTEE



Avinashilingam

Institute for Home Science and Higher Education for Women
(Deemed to be University under Category 'A' by MHRD, Estd. u/s 3
of UGC Act 1956) Re-accredited with 'A++' Grade by
NAAC. Recognised by UGC Under Section 12 B
Coimbatore-641 043, Tamil Nadu, India

26th February 2022

Chairman

Dr. Sudha Ramalingam
Director-Research & Innovation,
Professor-Community Medicine,
PSG Institute of Medical Sciences
& Research, Coimbatore

Member Secretary

Dr. S. Uma Mageshwari
Professor and Head,
Department of Food Service
Management & Dietetics

Members

Mr. K. Arunmoli (Legal Expert)
Dr. Subhashini K. Sripathi
Dr. A. Saraswathy (Medical Officer)
Ms. D. Kavitha
Dr. A. R. Sudamani Ramasamy
Dr. G. Victoria Naomi
Dr. Judith Justin
Dr. Anitha Subash

To
Ms. A. Venkateswari
Department of Human Development
Avinashilingam Institute for Home Science and
Higher Education for Women
Coimbatore – 641 043

Dear A. Venkateswari,

Ref: Your proposal No. IHEC/21-22/HD-22 entitled
"Attitude of Early Childhood Educators towards the
Developmentally Appropriate Practices (DAP)" submitted for
approval of IHEC on 23.11.2021.

The Institutional Human Ethics Committee of our University
hereby grants approval to your research proposal No. IHEC/21-22/
HD-22 entitled "Attitude of Early Childhood Educators towards the
Developmentally Appropriate Practices (DAP)" submitted by you.
The Approval number for the same is AUW/IHEC/HD-21-22/
XPD-22.

We wish you all the best in your research endeavours.

Regards,

S. Uma Mageshwari
Dr. S. Uma Mageshwari
Member Secretary



Professional development

1. Have you undergone any training related to Early Childhood Care and Education?

Yes No

If yes, please furnish the details

| S.No | Particulars of the training | Duration | Topics covered | Organizers |
|------|-----------------------------|----------|----------------|------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Profile of the school/ ECE center

1. Type of ECE center

I. Run by government (Anganwadi/ balwadi)

II. Run by NGOs

III. Run by private institutions

Franchised ECE centers

ECE classes attached with normal schools

Exclusive ECE centers

IV. Special schools

V. Inclusive schools

2. Do you know the main approach or curriculum followed in your center?

Yes No

If yes, please specify _____

3. Working hours of the school

Half day Full day

4. No. of teachers handling ECE/KG/nursery classes _____

5. Total No. of children in the center _____

6. No. of children in your class _____

7. Age group of children in your class

Below 2 years 5 months

2 years 6 months – 3 years 5 months

3 years 6 months – 4 years 5 months

4 years 6 months – 5 years 5 months

Above 5 years 5 months

8. No. of helpers _____

9. Time spent for teaching learning

Less than 1 hour 1-2 hours 2- 3 hours Any other(specify) _____

10. Time spent in school for preparation of teaching learning activities

Less than 1 hour

1-2 hours

More than 2 hours

Any other (Specify) _____

Self appraisal

An early childhood educator's job is to provide optimal learning experiences to cater to the developmental needs of children. A self-appraisal will enable you to examine your skills and performance. The following are some of the statements that rate your abilities as a part of the early childhood centre. Please indicate how strongly you agree or disagree with each of these statements

- 1) Strongly disagree
- 2) Disagree
- 3) Neither agree nor disagree
- 4) Agree
- 5) Strongly agree

| S.No | Statement | 1 | 2 | 3 | 4 | 5 |
|------|--|---|---|---|---|---|
| 1. | I feel that my ideas are incorporated in the daily activities | | | | | |
| 2. | I feel that my knowledge is appreciated by my director/colleagues | | | | | |
| 3. | I feel that my suggestions are taken into consideration in the planning process | | | | | |
| 4. | I am confident of working as an early childhood educator | | | | | |
| 5. | I feel that I have received enough training about the child development | | | | | |
| 6. | I received enough training about curriculum development and program planning | | | | | |
| 7. | I got appropriate training in planning daily activities | | | | | |
| 8. | I feel the strategies I learned in my training (e.g., behaviour guidance) help me work effectively with the children | | | | | |
| 9. | I am confident of inculcating DAP principles in my teaching learning process | | | | | |
| 10 | I am confident of dealing with children with special needs | | | | | |

Rank the following (1-9) by the amount of influence you believe that each has on the teaching learning process in your class (1 being most influencing and 9 being least influencing)

Parents

School policy

Principal/ Director/ Administrator

- Children
- Community
- Teacher
- Government policies
- Coordinator
- Other teachers

Scale to assess the attitude of early childhood practitioners on Developmentally Appropriate Practices (DAP)

Please indicate how strongly you agree or disagree with each of these statements

- 1) Strongly disagree
- 2) Disagree
- 3) Neither agree nor disagree
- 4) Agree
- 5) Strongly agree

| S.No. | Statement | 1 | 2 | 3 | 4 | 5 |
|-------|--|---|---|---|---|---|
| 1. | Implementation of DAP principles makes teaching learning easier | | | | | |
| 2. | DAP principles ensure wholesome development of children | | | | | |
| 3. | Inculcating DAP into curriculum ensures quality in ECCE program | | | | | |
| 4. | Evaluation of children's progress through formal tests is important | | | | | |
| 5. | Teaching learning activities should cater to the developmental needs of individual child | | | | | |
| 6. | DAP principles do not insist on assessment of child's cognitive ability | | | | | |
| 7. | DAP can be applied only in franchised preschools | | | | | |
| 8. | DAP do not cater to group activities | | | | | |
| 9. | DAP does not reflect age-appropriate activities | | | | | |
| 10. | DAP focuses only on individual needs | | | | | |
| 11. | Implementation of DAP principles allow flexibility in teaching learning process | | | | | |
| 12. | DAP includes activities responsive to cultural diversity of the children | | | | | |
| 13. | Children should create their own opportunity for learning | | | | | |
| 14. | DAP activities are child centered | | | | | |
| 15. | In DAP classroom, children cannot participate in group activities | | | | | |
| 16. | Activity sheets and work books are not important in DAP classrooms. | | | | | |
| 17. | DAP principles make the preschool programme very rigid. | | | | | |
| 18. | DAP activities are only play based fun activities | | | | | |
| 19. | In DAP classroom, all the children should do the same activity | | | | | |
| 20. | In DAP classrooms, children should work on their own without any guidance from the teacher. | | | | | |
| 21. | According to DAP, it is important to punish the children if they are not able to complete a task | | | | | |

| | | | | | | |
|-----|--|--|--|--|--|--|
| 22. | While following DAP principles, early childhood practitioners should not interfere in children's activities | | | | | |
| 23. | DAP principles are difficult to be implemented in groups. | | | | | |
| 24. | Appreciations by giving stars, stickers and claps cannot be done in DAP classrooms. | | | | | |
| 25. | According to DAP principles, children with problem behaviour cannot be handled. | | | | | |
| 26. | Strict time limit is to be followed in DAP classrooms for completing an activity. | | | | | |
| 27. | Story telling and rhymes recitation are not part of DAP | | | | | |
| 28. | In DAP classrooms, the children are not allowed to discuss while doing the activities. | | | | | |
| 29. | DAP classrooms allow limited conversation with the children. | | | | | |
| 30. | An early childhood practitioner can easily implement DAP principles without any training. | | | | | |
| 31. | Children in DAP classroom have better social skills | | | | | |
| 32. | The DAP programme includes both indoor and outdoor activities | | | | | |
| 33. | DAP principles ensure balance between active and passive play. | | | | | |
| 34. | In DAP programme, parents are not involved in early learning activities | | | | | |
| 35. | Cultural and social diversity are not given importance in DAP programme. | | | | | |
| 36. | Parental knowledge and perception about their child should be incorporated in DAP programme. | | | | | |
| 37. | According to DAP principles, it is important to adapt and accommodate learning experiences specific to children with special needs | | | | | |
| 38. | While following DAP principles, children with special needs should be separated from the normal group for all the activities | | | | | |
| 39. | Early childhood practitioners should maintain quiet environment during the activities in DAP programme | | | | | |
| 40. | When DAP principles are followed, the curriculum and programmes should not be modified according to the needs of the children. | | | | | |
| 41. | Low cost and indigenous learning materials cannot be used in DAP programme. | | | | | |
| 42. | All the DAP activities are planned for children to have fun without any connection to the programme goals | | | | | |
| 43. | DAP principles cannot be applied in Indian preschools | | | | | |
| 44. | Activities based on DAP principles are difficult to implement | | | | | |
| 45. | Special materials are needed to plan programmes based on DAP principles | | | | | |

Questionnaire to appraise the practices of Early childhood practitioners based on DAP

Please indicate the frequency of each activity that you facilitate in your class.

1. **Almost Never (less than monthly)**
2. **Rarely (monthly)**
3. **Sometimes (weekly)**
4. **Regularly (2-4 times a week)**
5. **Very Often (daily)**

How often do children in your classroom....

| S.No | Statements | 1 | 2 | 3 | 4 | 5 |
|------|--|---|---|---|---|---|
| 1. | Building blocks | | | | | |
| 2. | Provide variety of activities and tasks (e.g., dramatic play, construction, art, music, science experiences, etc.) | | | | | |
| 3. | Activity sheets done by children are displayed | | | | | |
| 4. | Experiment with writing by drawing, copying, and using their invented spelling | | | | | |
| 5. | Play with games, puzzles, and construction materials | | | | | |
| 6. | Explore science materials (e.g., animals, plants, wheels, gears, etc.) | | | | | |
| 7. | Sing, listen, and/or move to music | | | | | |
| 8. | Do activities using large muscles (e.g., balancing, running, jumping) planned and directed by the educator | | | | | |
| 9. | Use manipulatives as directed by educator (e.g., pegboards, Legos, and Unifi Cubes) | | | | | |
| 10. | Use commercially-prepared phonics activities | | | | | |
| 11. | Work in assigned ability-level groups | | | | | |
| 12. | Circle, underline, and/or mark items on worksheets | | | | | |
| 13. | Use flashcards with ABCs, sight words, and/or math facts | | | | | |
| 14. | Participate in rote counting | | | | | |
| 15. | Practice handwriting online | | | | | |
| 16. | Colour, cut, and paste pre-drawn forms | | | | | |
| 17. | Participate in whole-class, teacher-directed activities | | | | | |
| 18. | Sit and listen for long periods of time | | | | | |
| 19. | Provide opportunity to learn about people with special needs (e.g., a speaker or a character in a book) | | | | | |
| 20. | Give rewards as incentives to participate in classroom activities in which they are reluctant participants | | | | | |
| 21. | Opportunity to experience their own race, culture, language reflected in the classroom | | | | | |
| 22. | Get placed in time-out (e.g., isolation, sitting on a chair, in a corner, or being sent out) | | | | | |
| 23. | Parents reading stories or sharing a skill or hobby with the class | | | | | |
| 24. | Engage in child-chosen, educator-supported play activities | | | | | |

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| 25. | Draw, paint, work with clay, and use other art media | | | | | | |
| 26. | Solve real math problems using real objects in the classroom | | | | | | |
| 27. | Get separated from their friends to maintain classroom order | | | | | | |
| 28. | Provide experiences that demonstrate the explicit valuing of each other (e.g., sending a card to a sick classmate) | | | | | | |
| 29. | Work with materials that have been adapted or modified to meet their needs and age group | | | | | | |
| 30. | Do concrete activities in the appropriate learning/interest areas (e.g., writing in writing centre, math in math centre, science in science centre) | | | | | | |