

## A study to identify the factors regarding early exposure to the formal education system among mothers of toddlers in a selected pre- school of Delhi, NCR

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### Abstract

A descriptive study was conducted to identify the factors regarding early exposure to the formal education system among mothers of toddlers in a selected Pre- School, Gurgaon. The objective of this study was to identify the factors regarding early exposure to the formal education system among mothers of toddlers using a structured interview schedule & rating scale among 200 samples from three pre-schools. Data was analyzed & interpreted by using descriptive statistics. The findings of the study revealed that among three factors namely: Maternal factors, Child factors & Social factors out of 200 mothers 186 mothers (93%) strongly agreed for all child factors. 168 mothers (84%) strongly agreed for all social factors & 96 mothers (46%) strongly agreed for all maternal factors were responsible for early exposure to formal education. Which demonstrate the potential benefits that early exposure to the formal education system.

**Keywords:** Formal education system, Mothers, Toddlers, School.

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**Background of the Study:** Many educators & researchers viewed that early childhood education as beneficial to children's cognitive & social development. Preschool education provides a foundation for learning both socially & academically that will help the child succeed in elementary school, which are as follows:

1. Preschool is an opportunity for growth.
2. Preschool prepares children for the kinder garden.
3. Preschool promotes social & emotional development.
4. Preschool environment is structured although it may not appear that way.
5. Children get to make choices
6. Children learn to take care of themselves & others.
7. Preschool promotes language & cognitive skills
8. Preschool teachers nurture a child's curiosity.
9. Preschool activities boost pre-math & literacy skill
10. Preschool helps to develop motor skills.

Increasing attention has been paid to the early childhood years as the foundation of children's academic success. The importance of high quality learning environments, qualified teacher, family engagement with early care & education programmer have all been identified as critical factors in enhancing young children's early learning experiences & their subsequent educational outcomes. Family is the primary influence of young children & sets the stage for how they grow & develop. Furthermore, children of involved parents typically display higher levels of achievement, more acceptable behavior & greater motivation in school. & books & the special attention of a warm & caring adult.

**Purpose of the Study:** It was to identify factors of early exposure to the formal education system among mothers of toddlers. Mothers will manage all activity & role peacefully at her home & outside & toddler will

develop socially & intellectually from pre-school & this will help toddlers to take admission in nursery.

**Objective of the Study:** To identify the factors regarding early exposure to the formal education system among mothers of toddlers through rating scale.

### Variables

**Research Variable:** The factors regarding early exposure to the formal education system.

**Demographic Variable:** Age of the mother, education of both the parents, occupation of both the parents, family income of both the parents, type of family, number of family members, source of information & number of children.

### Delimitation

1. Mothers of toddlers who were within 1-3 years of age & read in pre-school.
2. Mothers who were able to understand English & Hindi.
3. Mothers who gave free & frank response.

### Research Methodology

**Research Approach:** The present study aimed to identify the factors regarding early exposure to the formal education system among mothers of toddlers in a selected pre-school of Delhi, NCR. Therefore, the Survey research approach was considered to be the most suitable one to conduct the study.

**Research Design:** The research design selected for the study was descriptive survey design.

**Setting of the Study:** The study was conducted at selected ten Pre-schools of Delhi, NCR.

**Population:** In this study population was defined as the mothers of the toddler those who are residing in Delhi, NCR.

**Sample & Sample Size:** The study sample was comprised of 200 mothers of toddlers, who had early exposure to the formal education system in a selected pre-school of Delhi, NCR.

**Sampling technique:** The sampling technique adopted for the study was non-probability convenient sampling.

**Tools and Techniques:** Based on the objective of the study a rating scale for early exposure to formal education in Pre-school toddlers were selected for the data collection.

As the purpose of the study was to do an in-depth study to identify the factors regarding early exposure to the formal education system among the mothers of toddlers, interview schedule was selected to collect the data directly from the mothers & a good deal of information can be gathered by questioning.

Based on the review of literature & purpose of the study, the following tools were constructed to generate data for interviewing the mothers.

The tools were as follows:

**Tool I:** Interview schedule for demographic data. Number of items 12

The tool I was consists of two different parts.

#### Part A: Personal Data

This part of the tool consists of the background data. They include age of the mother, education of the parents, religion, occupation of both the parents, and income of both the parents.

**Part B:** Socio-economic status, family history, type of family, total number of family members, total number of children, age of the children & source of information.

**Tool II:** A rating scale was developed to assess the factors of early exposure to pre-schoolchildren in different criteria. Total numbers of items were 22 which was classified under the heading of three different factors like maternal factors, Child factors & Social factors.

**Reliability of the Tool:** The reliability was established by using Chron- Back Alpha method. The reliability of the tool was found 0.95. Thus the tool was considered to be highly reliable.

**Data Collection Procedure:** The study was assessed by using the validated & reliable structured interview schedule for demographic data & rating scale for assessing factors for early exposure to formal school after taking informed consent from the samples.

### Analysis & Interpretation:

#### Organization of the Study findings

##### Part A Personal Data

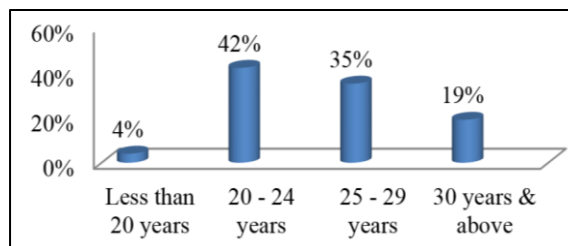


Fig. 1: Bar diagram shows distribution of age of the mothers (N=200)

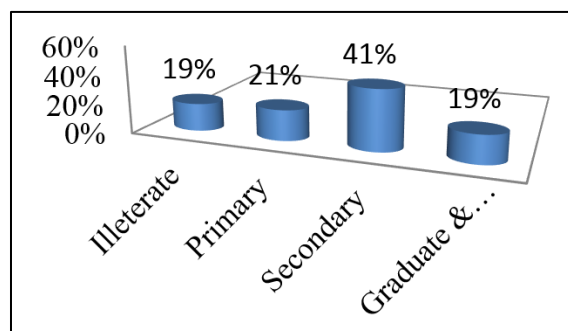


Fig. 2: Bar diagram shows distribution of educational status of mothers (N=200)

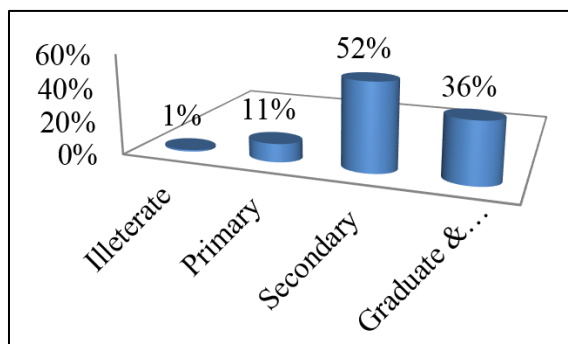


Fig. 3: Bar diagram shows distribution of educational status of father (N=200)

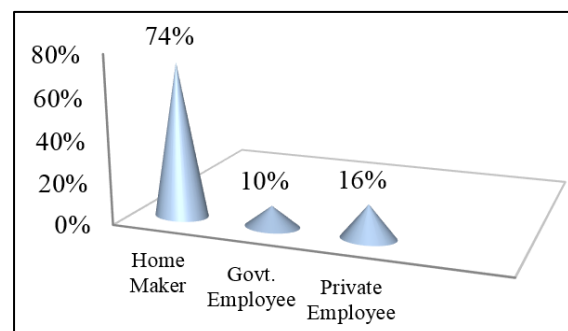


Fig. 4: Bar diagram shows distribution of occupation of Mothers N=200

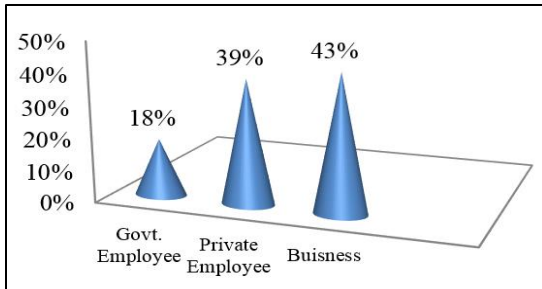


Fig. 5: Bar diagram shows distribution of occupation of Fathers (N=200)

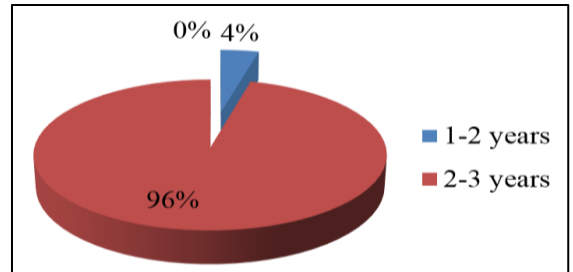


Fig. 9: Pie diagram shows age distribution of children (N=200)

Part B Family Data N=200

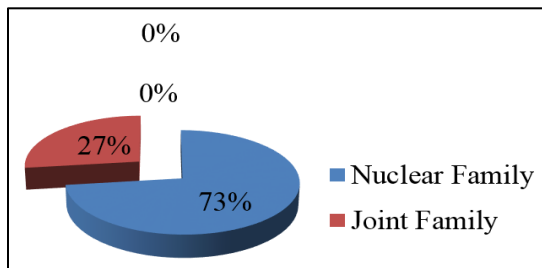


Fig. 6: Pie diagram shows distribution of types of family

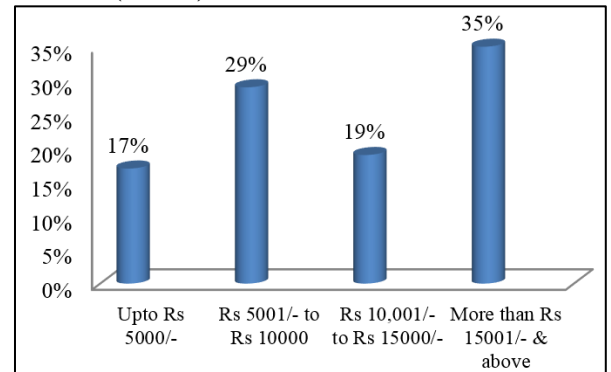


Fig. 10: Bar Diagram shows distribution of percentage of total family income (N=200)

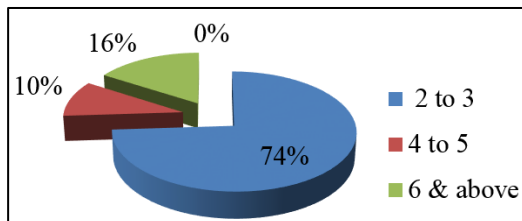


Fig. 7: Pie diagram shows distribution of percentage of family members (N=200)

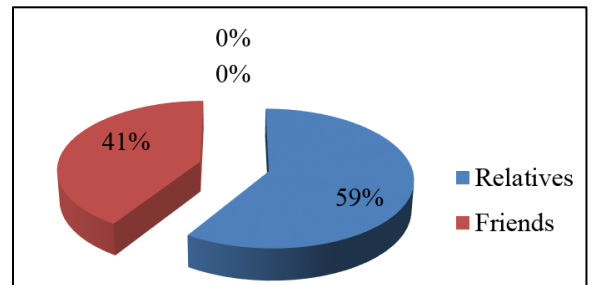


Fig. 11: Pie diagram shows source of information (N= 200)

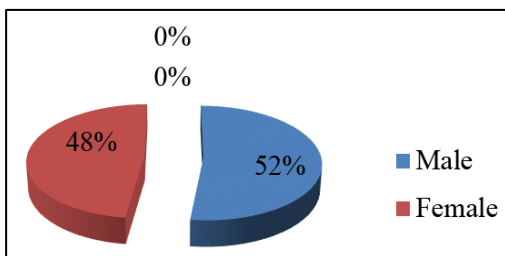


Fig. 8: Pie diagram shows percentage of male & female toddlers (N= 200)

Section II

**Tool II:** To identify the factors regarding early exposure to the formal education system among mothers of toddlers through rating scale.

**The rating scale further divided into three parts as per the following factors:**

- Part A – Identifying Maternal factors
- Part B - Identifying Child factors
- Part C - Identifying Social factors

Table 1: Part A – Frequency & percentage distribution of identifying factors for mothers to give early exposure of Pre-School N=200

Criteria	Strongly agree (f)	Strongly agree (%)	Agree (f)	Agree (%)	Partially agree (f)	Partially agree (%)	Disagree (f)	Disagree (%)
Improving family prestige	1.5	7.5	73	36.5	60	30	52	26
Keeping child for few hours out of	7.0	3.5	74	37	77	38.5	42	21

home								
Getting enough time for other works for parents	5.0	2.5	41	20.5	101	50.5	53	26.5
Preparing the child for next higher education.	40	20	110	55	50	25	-	-

**Table 2: Part B – Frequency & percentage distribution of identifying factors of children for early exposure of Pre-School N=200**

Criteria	Strongly agree (f)	Strongly agree (%)	Agree (f)	Agree (%)	Partially agree (f)	Partially agree (%)	Disagree (f)	Disagree (%)
Finding scope to learn from peer group	66	33	119	59.5	15	7.5	-	-
Getting opportunity for class room behavior	51	25.5	132	66	17	8.5	-	-
Developing attitude to learn rules & regulations	35	17.5	151	75.5	14	7	-	-
Learning different languages	132	66	58	29	10	5	--	-
Introducing early Literacy	135	67.5	53	26.5	12	6	-	-
Developing competence	114	57	79	39.5	7	3.5	-	-
Identifying area of interest	66	33	106	53	28	14	-	-
Getting opportunity to develop motor skill	114	57	72	36	14	7	-	-
Proving opportunity of playing with friends	130	65	59	29.5	11	5.5	-	-

**Table 3: Part C – Frequency & percentage distribution of identifying factors of social for early exposure of Pre-School N=200**

Criteria	Strongly agree (f)	Strongly agree (%)	Agree (f)	Agree (%)	Partially agree (f)	Partially agree (%)	Disagree (f)	Disagree (%)
Avoiding bad companions from home surroundings	37	18.5	102	51	61	30.5	-	-
Paying attention to teacher	62	31	115	57.5	23	11.5	-	-
Listening others to speak	53	26.5	126	63	21	10.5	-	-
Developing good sense of confidence & self-worth	74	37	108	54	18	9	--	-
Getting more friends	155	77.5	42	21	3	1.5	-	-
Developing sharing habits	82	41	94	47	24	12	-	-
Identifying different roles amongst people of pre-school	51	25.5	118	59	31	15.5	-	-
Learning societal	41	20.5	105	52.5	54	27	-	-

norms, etiquette & communication								
Preventing drop out in the higher education	51	25.5	102	51	47	23.5	-	-

### Major Findings of the study:

- From the demographic proforma, out of 200 mothers, 42% were in age group of 20-24 years, 35% in age group of 25-29 years, 19% in age group of 30 years & above & 41% in age group of below 20 years respectively.
- Out of 200 mothers 41% studied up to secondary, 21% up to Primary, 19% up to Graduate & above & 19% were Illiterate.
- Among 200 Fathers 52% studied up to secondary, 36% up to Graduate & above, 11% up to Primary & 1% was Illiterate.
- All family included in this study were Hindu.
- Among 200 Mothers 74% were Home maker, 16% Private Employee & 10% were Govt. Employee.
- Among 200 Fathers 43% were Businessman, 39% Private employee & 10% were Govt. employee.
- Out of 200 families 73% were Nuclear family & 27% were Joint family.
- Out of 200 Mothers 74% had 2 to 3 members, 10% had 4 to 5 members 16% had 6 & more than six members in the family.
- Out of 200 Mothers 52% had male child & 48% had female child.
- Out of 200 Children 90% children were in 2-3 years old & only 4% were in 1-2 years old.
- Out of 200 families 35% family's total family income were less than Rs.15000/- & above, 29% families income Rs.5001/- to Rs.10000/-, 19% Rs.10001/- to Rs.15000/- & 17% families income up to Rs.5000/- respectively.
- Out of 200 mothers, 59% mother's source of information gathered from relatives, 41% from friends.
- Out of 200 mothers, 44% mothers expressed that early pre-school exposure will improve on the statement i.e., improving family prestige, 30% mothers were partially agreed to the statement & 26% disagreed to the statement.
- 40.5% mothers agreed to the statement that; keeping child few hours out of home b, 38.5% mothers were partially agreed to the statement & 21% disagreed.
- 23% mothers agreed to the statement that getting enough time for other works for parents, 50.5% mothers were partially agreed to the statement & 26.5% were disagreed.
- 75% of mothers were agreed to the statement i.e., preparing the child for next higher education & 25% mothers partially agreed to the statement.
- Out of 200 mothers, 92.5% agreed to the statement i.e., finding scope to learn from peer group & 7.5% partially agreed.
- Out of 200 mothers, 91.5% agreed to the statement i.e., getting appropriate class room behavior% 8.5% partially agreed to the statement.
- Out of 200 mothers, 93% agreed to the statement i.e., developing attitude to learn rules & regulations & 7% partially agreed to the statement.
- Out of 200 mothers, 95% agreed to the statement i.e., learning different language & 5% mothers were partially agreed.
- Among 200 mothers, 94% agreed to the statement i.e., introducing early literacy & 6% mothers were partially agreed.
- Out of 200 mothers, 94.5% agreed to the statement i.e., providing opportunity of playing with friends & 5.5% partially agreed to the statement.
- Out of 200 mothers, 93% agreed to the statement i.e., getting opportunity to develop motor skill & 7% partially agreed to the statement.
- Among 200 mothers, 86% agreed to the statement i.e., identifying area of interest & 14% mothers partially agreed to the statement.
- Out of 200 mothers 96.5% agreed to the statement i.e., developing competence & 3.5% partially agreed to the statement.
- Out of 200 mothers, 69.5% agreed to the statement i.e., avoiding bad companions from home surroundings & 30.5% partially agreed to the statement.
- Out of 200 mothers, 88.5% agreed to the statement i.e., paying attention to the teacher & 11.5% partially agreed to the statement.
- Out of 200 mothers, 89.5% agreed to the statement i.e., listening others to speak & 10.5% partially agreed to the statement.
- AMONG 200 mothers, 91% agreed to the statement i.e., developing good sense of confidence & self-worth & 9% partially agreed to the statement.
- Out of 200 mothers, 98.5% agreed to the statement i.e., getting more friends & 1.5% partially agreed to the statement.
- Out of 200 mothers, 88% agreed to the statement i.e., developing sharing habits & 12% partially agreed.
- Among 200 mothers, 84.5% agreed to the statement i.e., identifying different role amongst people of pre-school & 15.5% partially agreed to the statement.
- Out of 200 mothers, 73% agreed to the statement i.e., learning societal norms, etiquette, communication & 27% partially agreed to the statement.

34. Out of 200 mothers, 76.5% agreed to the statement i.e., preventing drop out in the higher education & 23.5% partially agreed to the statement.

**Limitation:** The study was confined to a sample size from only 10 selected schools.

**Recommendations:** The following recommendations made based on the present study findings.

1. A similar study may be replicated by taking samples from different settings.
2. The study can be undertaken with large sample to generalize the findings.

### Conclusion

From the findings of the present study it can be concluded that mothers expressed their view that early exposure will improve the listening, speaking, developing good sense of confidence & self-worth, getting more friends, developing of sharing habits,, learning societal norms, etiquette & communication ability which were described Mother factors, Child factors& Social factors.

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