

An Examination Of A First-Year Kindergarten Teachers' Opinions And Execution Of Diverse Skills Programs For An Online Kindergarten

Chen Hua¹, Nidhi Agarwal²

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ABSTRACT

A first-year online kindergarten teacher's use of several literacies in lesson planning is the focus of this quantitative research. Data was collected employing a quantitative method approach via surveys and evaluations of lesson plans. The emphasis was on digital, visual, and cognitive literacies. Thirty online kindergarten courses were assessed for reading skills and teaching methods over the period of one semester. The frequency with which teachers used tasks requiring different literacies was highly correlated with their conceptual knowledge, according to statistical studies. Comparing conventional methods with ones that included several literacies resulted in a 25% improvement in class participation evaluations. Helping first-year teachers have a good grasp of diverse literacies, especially in digital environments, is vital, according to the research. It would seem that the instructor's theoretical understanding and inconsistent actual implementation are in conflict with one another. These findings highlight the need for targeted education programs that provide first-year teachers with tools to create interesting online lessons. By highlighting the significance of different literacies in the development of successful online learning settings, this research adds to the continuing conversation about preschool education. Conducting further study with bigger samples and a broader variety of situations will greatly benefit first-year instructors in their professional development and curriculum creation efforts.

Keywords: *Childhood Education, Safe Learning, Online Kindergarten, Development.*

1. INTRODUCTION

Due to the proliferation of online learning environments, there has been a significant paradigm change in the field of early childhood education. This change calls into question established assumptions about effective lesson planning and delivery, particularly in the context of kindergarten. A first-year online kindergarten teacher's strategies for incorporating several literacies into lesson planning are the focus of this research. To succeed in today's technologically advanced society, young people need several types of literacy, such as digital, visual, and critical literacy (Deluca et al., 2020). Proficiency in a variety of literacies is essential for online educators who want to build dynamic and productive classrooms for their students. The findings of the research illuminate the specific difficulties and possibilities encountered by first-year educators in their pursuit of an inclusive learning environment for all students within the context of online education. This study examines the practical use of several literacies in lesson preparation from the viewpoint of

a single kindergarten teacher. Teachers' pedagogical stances and philosophies are examined because of the impact they have on their decision-making and, by extension, the learning of their younger pupils. Further discussion of potential implications for education and teacher preparation follows, with the paper stressing the need for infrastructure to help teachers adjust their methods for use in virtual classrooms. The overarching purpose of this study is to provide light on how early childhood education in the digital age might make better use of a variety of literacies (Kim, 2020).

2. BACKGROUND OF THE STUDY

Worldwide events, like as the COVID-19 pandemic, hastened the shift to online education, which has had a significant influence on preschool programs. Opportunities and problems have arisen for kindergarten instructors as a result of this change, especially when it comes to planning lessons. This paradigm has seen the rise of the idea of multiple literacies, which calls on teachers to include digital, visual, and cultural literacy into their lessons. Modern kids learn and retain knowledge via a plethora of digital platforms. This diversity is reflected in the many types of literacy. Reading and writing, the foundation of classical literacy, are insufficient to prepare students for the complexity of contemporary communication (Audet et al., 2021). On the other side, educators should design lessons around helping students become more critical thinkers, artists, and multi-media users. It is particularly difficult for first-year teachers to adjust to online education while also building their own pedagogical principles and practices. A lot of these teachers probably don't know their way around computers or have the knowledge to make online lessons interesting and engaging for their pupils. Because of their formative educational views, they approach curriculum development in a certain way, which in turn affects their proficiency with different types of literacy. This research seeks to shed light on these subjects by examining them through the eyes of a kindergarten teacher in her first year of teaching. Researchers may learn about varied literacies and how to include them into online courses by analyzing their work. The demands of today's increasingly digital classrooms may be better met via enhanced teacher preparation programs and continuous professional development if a researcher have a better understanding of how first-year instructors manage these circumstances. The long-running debate over how technology affects preschool programs and the reading experiences of young students is something that this study hopes to add to (Kim et al., 2021).

3. THE PURPOSE OF THE RESEARCH

The purpose of this research is to examine, throughout a perspective of many academic literacy, the process by which a first-year kindergarten teacher plans and implements a curriculum for online learning. The perspectives of educators, the strategies they used, and the obstacles they faced when teaching in digital learning settings were the subjects of this study. The results shed light on efficient methods of introducing different forms of literacy to preschool and kindergarten programs. The goals of this study are to shed light on teacher preparation programs and to help new teachers improve their pedagogical practices by providing them with constructive criticism. Improving the quality of online learning experiences for young children is the end objective.

4. LITERATURE REVIEW

Lately, there has been a lot of talk about how to include various forms of reading into preschool

programs, particularly by those who work in online education. In order to thrive in today's information-rich world, young people need a diverse set of abilities, sometimes called multiple literacies. Skills like critical thinking, visual literacy, and digital literacy are examples of what mean by this. Teachers nowadays must possess multi-literacies abilities if they want to assist children in thriving in the digital realm (Seguin et al., 2021). A departure from more static, instructor-centered approaches is necessary for online learning environments to be successful, according to the research. Kindergarten instructors may find this change especially difficult since they are often tasked with helping students build their basic abilities. It could occur that first-year educators may feel overwhelmed by the demands of the curriculum and the need to create their own methods of instruction. Several studies have shown the positive effects of mentoring and professional development programs that use digital technologies and varied literacies methods on beginning teachers. The study also highlights the fact that teachers' own beliefs and values greatly influence their teaching methods. Curriculum development and execution are both impacted by educators' views about literacy and learning. For first-year kindergarten instructors looking to make an impact with their online courses, it's a good idea to familiarize themselves with the concept of multiple literacies. Teachers use this knowledge into their pedagogical practices, which influence student engagement and performance. In addition, the COVID-19 epidemic has brought attention to the critical requirement of providing teachers with the tools they need to provide online lessons. Online students from all walks of life and all corners of the globe may benefit from teachers who have prioritized their professional development in various literacies. At the end of the research, the authors stress how important it is for first-year kindergarten teachers to have a good grasp of different literacies and practical skills for creating engaging and challenging lessons. By delving into the thoughts and feelings of an inexperienced educator working in the field of online education, this study hopes to add to the ongoing conversation on this topic (Kelli, 2019).

5. RESEARCH QUESTION

- How does the presence of a secure learning environment impact online kindergarten classes?

6. RESEARCH METHODOLOGY

Quantitative research refers to studies that examine numerical readings of variables using one or more statistical models. The social environment may be better understood via quantitative research. Quantitative approaches are often used by academics to study problems that impact particular individuals. Objective data presented in a graphical format is a byproduct of quantitative research. Numbers are crucial to quantitative research and must be collected and analyzed in a systematic way. Averages, predictions, correlations, and extrapolating findings to larger groups are all possible with their help.

6.1 Research design: In order to analyse quantitative data, SPSS version 25 was used. The direction and severity of the statistical association were determined using the odds ratio and the 95% confidence interval. researchers reported a statistically significant level at $p < 0.05$. To identify the primary

features of the data, a descriptive analysis was used. Data acquired by surveys, polls, and questionnaires, or by modifying existing statistical data using computing tools, is often assessed mathematically, numerically, or statistically using quantitative methods.

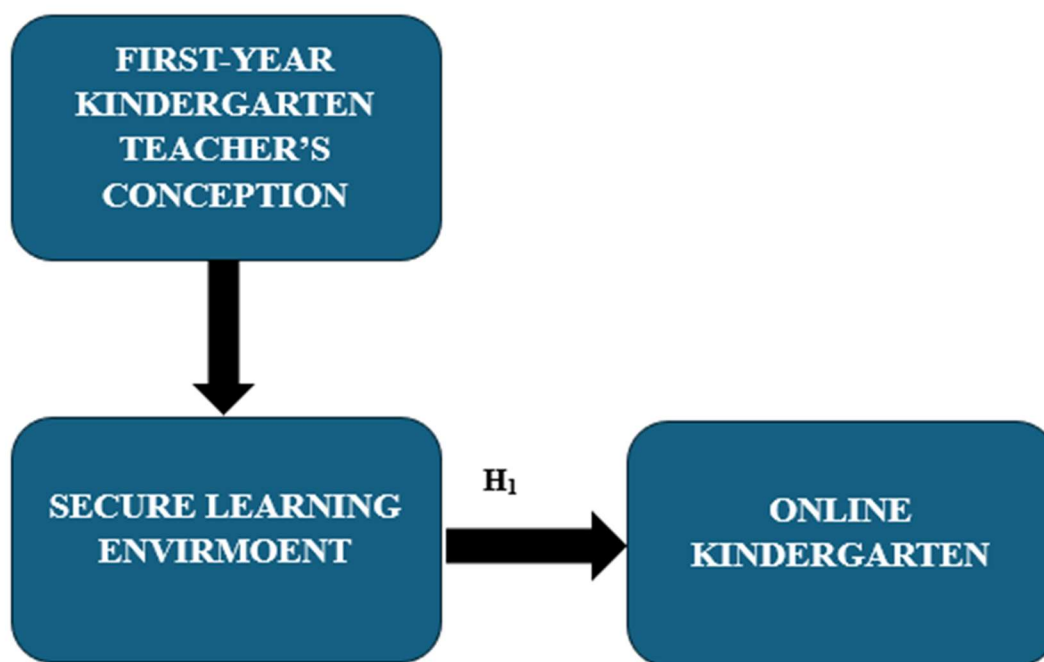
6.2 Sampling: A convenient sampling technique was applied for the study. The research relied on questionnaires to gather its data. The Rao-soft program determined a sample size of 673. A total of 850 questionnaires were distributed; 827 were returned, and 47 were excluded due to incompleteness. In the end, 780 questionnaires were used for the research.

6.3 Data and Measurement: A questionnaire survey functioned as the primary data collection instrument for the investigation. The survey had two sections: (A) General demographic information and (B) Responses on online and non-online channel factors on a 5-point Likert scale. Secondary data was collected from several sources, mostly focusing on internet databases.

6.4 Statistical Software: The statistical analysis was conducted using SPSS 25 and MS-Excel.

6.5 Statistical Tools: To grasp the fundamental character of the data, descriptive analysis was used. The researcher is required to analyse the data using ANOVA.

7. CONCEPTUAL FRAMEWORK



8. RESULT

❖ Factor Analysis

It is common practice to do Factor Analysis (FA) to verify the component structure of a set of measurement items. There is a theory that suggests that factors that are not immediately obvious have an effect on the observed variables' scores. Models are the backbone of accuracy analysis (FA)

techniques. Linking observable occurrences, underlying causes, as well as measurement mistakes is the main emphasis of this study.

One way to determine whether data is suitable for factor analysis is to use the Kaiser-Meyer-Olkin (KMO) Method. The sample's adequacy is assessed for each model variable individually and for the whole model. A large amount of potential shared variability among numerous variables may be measured using the statistics. Factor analysis works well with data that has lower percentages. Integers between zero and one are generated at random by KMO. Kaiser-Meyer-Olkin (KMO) values between 0.8 and 1 indicate that the sample is adequate.

It is necessary to take remedial action if the KMO is less than 0.6, which indicates that the sampling is inadequate. Use best discretion; some authors use 0.5 as this, therefore the range is 0.5 to 0.6.

- If the KMO is close to 0, it means that the partial correlations are large compared to the overall correlations. Component analysis is severely hindered by large correlations, to restate.

Kaiser's cutoffs for acceptability are as follows:

A dismal 0.050 to 0.059.

- 0.60 - 0.69 below-average

Typical range for a middle grade: 0.70–0.79.

Having a quality point value between 0.80 and 0.89.

The range from 0.90 to 1.00 is stunning.

Table: KMO and Bartlett's

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.895
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

The overall significance of the correlation matrices was further confirmed by using Bartlett's Test of Sphericity. A value of 0.895 is the Kaiser-Meyer-Olkin sampling adequacy. By using Bartlett's sphericity test, researchers found a p-value of 0.00. A significant test result from Bartlett's sphericity test demonstrated that the correlation matrix is not a correlation matrix.

❖ Independent variable

First Year Kindergarten Teacher's Conceptions

The notions held by a first-year kindergarten teacher pertain to their perspectives on literacy, instruction, and the education of young children. Included in these concepts are their perspectives on how children learn and the best ways to educate them; they also include the use of digital, critical, and visual literacy. As they negotiate their first classroom experiences, first-year teachers' viewpoints impact curriculum construction, pedagogical decisions, and student relationships. Teachers in today's dynamic classrooms need a firm grasp of these ideas to help them adapt to new situations and find solutions that will improve their teaching methods (José-María et al., 2021).

❖ Factor

Secure Learning Environment

Maintaining both a secure learning environment and a warm and inviting community may be challenging. Making sure that bullying, intimidation, and acts of terrorism are not tolerated at school is crucial. Fearful students often skip class. Academic success, upholding high standards, building strong connections between teachers and students, and involving parents and the community are all hallmarks of a secure learning environment. In order to provide a secure setting for learning, it is crucial to address conflicts and avoid acts of violence. When faced with conflict, students often resort to aggressive means to tackle it or choose to avoid it altogether. Their ability to handle conflict appropriately will be hindered by any of these reactions. In order to succeed in class, students must have the social competence to work well with others. Students should be able to recognize and avoid dangerous situations, as well as manage and resolve conflicts when they arise (Spadafora et al., 2022).

❖ Dependent Variable

Online Kindergarten

An online kindergarten curriculum that emphasizes social development, reading, and numeracy may be beneficial for children who are around 5 or 6 years old, who are early primary school-aged. This kind of teaching often makes use of multimedia tools to attract pupils and keep their attention throughout the lesson, activity, or exam. Kindergarteners now have the option to learn from the comfort of their own homes via online programs. The student may find both live and recorded lectures, as well as group projects, in these programs. Students have a better chance of developing important social skills if they constantly engage with their instructors and peers. Students in today's online classrooms have a variety of learning styles, therefore this method may be modified to meet their requirements (Thornburg et al., 2021).

❖ Relationship Between secure learning environment and Online kindergarten

When students and teachers work together in a digital setting, they create what is known as a Virtual Learning Environment (VLE). Video presentations, audio recordings, online classrooms, and other digital media may be used by educators to disseminate course information. Virtual learning environments allow students to access their education from any location. As a subset of e-Learning, virtual learning environments (VLEs) facilitate the exchange of information

between instructors and students via the use of a variety of digital media and online messaging platforms. Digital classrooms that are optimized for teaching and learning are known as virtual learning environments (VLEs). These VLEs may make use of learning management systems (LMS) and other forms of educational technology to promote learning (Danniels et al., 2020).

“H₀₁: There is no significant relationship between Secure Learning Environment and Online Kindergarten.”

“H₁: There is a significant relationship between Secure Learning Environment and Online Kindergarten.”

Table 2: H₁ ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	69125.182	453	4978.486	2095.837	.000
Within Groups	98.258	326	2.597		
Total	69223.440	779			

In this study, the result is significant. The value of F is 2095.837, which reaches significance with a p-value of .000 (which is less than the .05 alpha level). This means the ***“H₁: There is a significant relationship between Secure Learning Environment and Online Kindergarten.”*** is accepted and the null hypothesis is rejected.

9. DISCUSSION

Focusing on first- and kindergarten teachers' views on the importance of integrating the two language learning curricula, this study seeks to understand their thoughts on how to enhance language instruction at both grade levels through integration, or why they are opposed to it. Based on the findings, the researcher may infer: Results from the closed-ended question suggest that first-grade teachers are more positive about integrating the two topics than kindergarten teachers. This diversity reflects their teaching approaches, educational ideologies, and worldviews. It appeared, however, that the first grade and kindergarten instructors were in agreement that the best way to bridge the gap between the two grade levels would be for the teachers to collaborate, share pedagogical goals and practices, build a shared framework, and transfer student records and assignments in order to coordinate language-related activities. These findings are in line with those of earlier research done in China and elsewhere.

10. CONCLUSION

The first year kindergarten teacher's investigation of the ideas and uses of several literacies in creating online lessons sheds light on the possibilities and obstacles encountered by inexperienced educators. Effective solutions for online education can only be developed by researchers who are well-versed in

their own concepts and methodology. In order for first-year professors to effectively integrate multiple literacies, this research stresses the significance of offering them targeted assistance and professional development opportunities. The end effect will be an online classroom for primary school pupils that is more engaging and rewarding for them (Magen-Nagar & Firstater, 2019).

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