

An Analysis Of A First-Year Kindergarten Teacher's Perceptions And Implementation Of Various Skills Programs For An Online Kindergarten

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ABSTRACT

This study employs a quantitative approach to examine the ways in which a first-year online kindergarten instructor plans lessons using several literacies. Through surveys and assessments of lesson plans, data was collected using a quantitative method approach, with a focus on digital, visual, and critical literacies. Over the course of a semester, thirty online kindergarten classes were evaluated for literacy components and instructional approaches. Statistical research revealed that instructors' conceptual understanding was significantly related to the frequency with which they employed activities requiring various literacies. Class participation assessments showed a 25% improvement when compared traditional techniques to those that included many literacies. Based on the findings, it is essential to help first-year teachers have a solid understanding of various literacies, particularly in digital settings. It seems that the teacher's theoretical knowledge is at odds with their inconsistent practical application. These results stress the necessity for specialized training programs that provide first-year educators with resources to design engaging online courses. This study contributes to the ongoing discussion on early childhood education by bringing attention to the importance of various literacies in planning effective online learning environments. The best way to help first-year teachers with professional development and curriculum construction is to conduct future research with larger samples and a wider range of scenarios.

Keywords: *Kindergarten For First-Year Students, Educators' Perceptions, Curriculum Development, Virtual Kindergarten.*

1. INTRODUCTION

The area of early childhood education has recently seen a paradigm shift due to the rise of online learning environments. This shift necessitates reevaluating long-held beliefs about the best ways to teach and organize lessons, especially in the setting of kindergarten. This study investigates how a first-year online kindergarten instructor plans lessons that cover many literacies. Many literacies, including digital, visual, and critical literacy, are necessary for today's youth to thrive technologically sophisticated culture. If they wish to create engaging and effective online classrooms, instructors must understand the role of various literacies in the curriculum. The study's results shed light on the unique challenges and opportunities faced by first-year teachers as they navigate the complexities of online education while striving to provide an inclusive classroom environment for all students (Ackesjö &

Persson, 2019).

Using the perspective of a single kindergarten teacher, this research investigates the practical use of different literacies in lesson preparation. Investigated are the ways in which a teacher's pedagogical position and educational philosophy influence their decision-making, which in turn affects the way their younger students learn. The report goes on to talk about how this may affect teacher training and education more generally, highlighting the necessity for support systems that let educators adapt their practices to online learning environments. The ultimate goal of this research is to provide new information on how to use various literacies to enhance digital age early childhood education (Byrnes & Wasik, 2019).

2. BACKGROUND OF THE STUDY

Preschool programs have been greatly impacted by the rapid transition to online learning, which was accelerated by global events like as the COVID-19 pandemic. For kindergarten teachers, this shift has opened up both new opportunities and challenges, particularly in terms of lesson preparation. The concept of multiple literacies has gained traction within this paradigm; it stresses the need of instructors integrating cultural, visual, and digital literacy into their classes. Children in today's digital age engage with and comprehend information via a multitude of mediums. Various forms of literacy reflect this variety. Classical literacy, which places an emphasis on reading and writing, is inadequate to equip pupils with the complexities of modern communication (Costantino-Lane, 2019). Teachers, on the other hand, should construct classes with the goal of developing students' analytical, creative, and flexible thinking skills so that they can effectively use many forms of media. Coming to terms with the reality of online education while also developing one's own pedagogical beliefs and practices is an especially daunting task for first-year instructors. Many of these educators may lack the necessary skills or experience with technology to effectively plan engaging, interactive classes for their online students. Their early beliefs about education shape their approach to curriculum creation, which in turn impacts their ability to effectively employ various literacies. This study aims to provide insight into these topics from the perspective of a first-year kindergarten teacher. By studying their work, the researcher may get insight into how to implement diverse literacies in online courses. Understanding how first-year teachers handle these situations is critical for improving teacher preparation programs and continuing professional development to meet the demands of today's increasingly digital classrooms. This research aspires to contribute to the ongoing discussion on the impact of technology on early childhood education and the literacy experiences of young learners (Hanemann, 2019).

3. THE PURPOSE OF THE RESEARCH

This study seeks to explore the ways in which a first-year kindergarten teacher approaches the development of online learning curriculum via the lens of several literacies. This research investigated how instructors saw digital learning environments, the methods they used to teach it, and the challenges they encountered. Its findings provide insight on effective ways to incorporating various types of literacy into early childhood education. This research seeks to illuminate teacher training programs and provide feedback to new instructors as they enhance their pedagogical techniques. The ultimate goal is to help young children have better online learning experiences.

4. LITERATURE REVIEW

A lot of people, particularly in the online education community, have been discussing ways to include different types of literacy into preschool programs as of late. Having a wide range of skills, or multiple literacies, is crucial for today's youth as they navigate the information landscape. Some examples of these skills include critical thinking, visual literacy, and digital literacy. Educators in the modern day need multi-literacies skills to help their students succeed in the digital world. The study indicates that in order for online learning environments to be effective, a shift away from more static, instructor-centered techniques is required. Because they are often entrusted with the development of kids' foundational skills, kindergarten teachers may find this transition particularly challenging. For first-year teachers, the weight of the curriculum and the responsibility of developing their own pedagogical approaches might be too much to bear. Studies have shown that starting teachers benefit greatly from mentorship and professional development programs that integrate digital tools and approaches of diverse literacies. Additionally, the research stresses that instructors' views and attitudes substantially impact the ways they instruct. Teachers' perspectives on literacy and learning influence both the creation and implementation of curricula. If they want to create engaging and effective online lessons for their kindergarten children, first-year teachers should study up on the idea of multiple literacies. They use this understanding to inform their educational techniques, which in turn affect their students' involvement and achievement. Furthermore, the COVID-19 pandemic has highlighted the essential need of equipping educators with the resources they need to conduct online instruction. Teachers who have invested in their professional development in multiple literacies are more equipped to meet the needs of their online students, no matter where they live or what their background is. The study concludes by emphasizing the significance of first-year kindergarten teachers having a solid understanding of various literacies and practical strategies for developing stimulating and demanding lessons. The purpose of this research is to contribute to the current discourse on online education by exploring the viewpoints and experiences of a novice teacher in this area (Mantilla & Edwards, 2019).

5. RESEARCH QUESTION

- In what ways can parental support benefit pupils in 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.

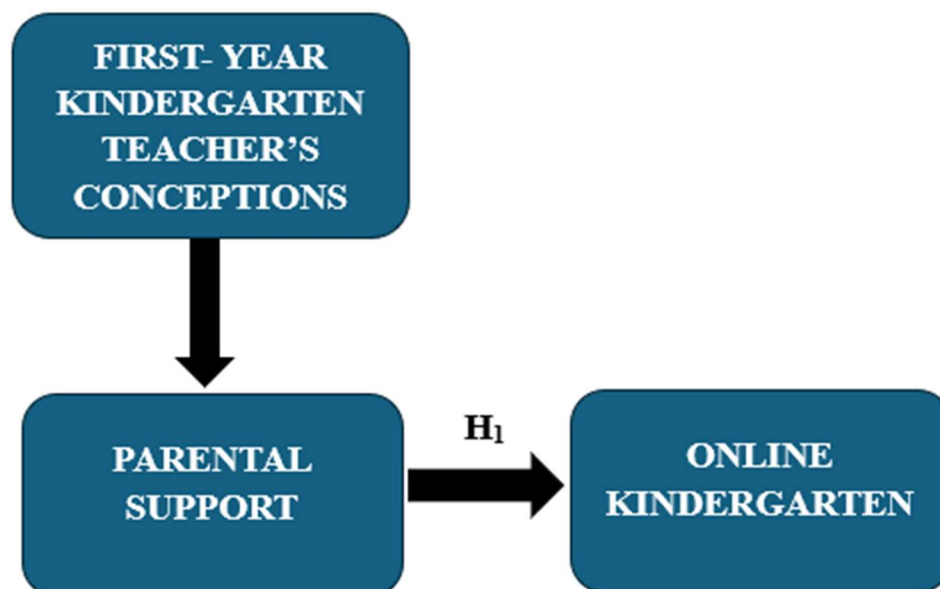
6.2 Sampling: A convenient sampling technique was applied for the study. The research relied on questionnaires to gather its data. The Rao-soft program determined a sample size of 673. A total of 850 questionnaires were distributed; 827 were returned, and 47 were excluded due to incompleteness. In the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

A first-year kindergarten teacher's views, understandings, and interpretations about literacy, teaching, and early childhood education make up their concepts. Their views on child development and effective teaching methods are included in these ideas, which also include the integration of visual, digital, and

critical literacies. The perspectives of first-year teachers shape curriculum creation, pedagogical choices, and student interactions as they navigate their first classroom experiences. In a constantly changing educational setting, teachers must have a solid understanding of these concepts in order to identify the challenges they face and the tools they need to enhance their pedagogical practices (Wills et al., 2019).

❖ Factor

Parental Support

Parents may greatly enhance their child's online learning experience by setting a positive and encouraging atmosphere at home. A strong message about the value of education is sent to children when parents take an active role in making this atmosphere a reality. The involvement of parents in their children's development is crucial as they mature into adults and learn to navigate life on their own. Teaching a kid the value of a good education and the need of continuing to study throughout one's life is one of the most important things a parent can do. The academic achievement of a kid has a direct bearing on their future chances, both in terms of their academic performance and their ability to get into prestigious universities. Because parents may either inspire their children to do well in school and strive for academic excellence or discourage them from pursuing such goals, they have a significant impact on their children's attitudes about schoolwork. Some kids never seem to figure out what they're here for or what matters in life, while others thrive in every way. Look at what has an effect on children's well-being, particularly academically, to figure out why this occurs to some kids and not others (Pelletier & Corter, 2019).

❖ Dependent Variable

Online Kindergarten

Early elementary school-aged children (around 5 or 6 years old) may benefit from an online kindergarten program that focuses on literacy, numeracy, and social development. Using multimedia resources to captivate students is a prevalent practice in this way of delivering lessons, exercises, and tests. Online programs for kindergarteners allow them to study from the convenience of their own homes. These programs include live instruction, recorded lectures, and group projects. By regularly interacting with classmates and teachers, students may learn key social skills. This approach is designed to be easy to use and can be adjusted to fit the needs of students with different learning styles in today's online classroom (Gottfried et al., 2019).

❖ Relationship Between parental support and Online Kindergarten

1488 pupils in Elazig province were administered the Parental Involvement Scale and the Engagement to School Scale as part of this article's investigation of the connection between the two in online kindergarten. Perceptions of parental connection and involvement with the school were high among the adolescents who took part in the survey. Students' levels of involvement with school were shown to be greater among female students compared to male pupils. The amount of involvement in school

activities declines as students become older. Furthermore, when parents are living together, students have a more positive impression of parental participation than when parents are separated. Parental participation and student engagement both rise in tandem with parents' educational attainment. Also, the parental participation scale and the engagement to school scale were shown to be positively and significantly related to one another. Parents' participation accounts for sixteen percent of the variation in their children's engagement with school-related tasks. Families should be encouraged to participate more actively in their children's education if the researcher want to see a rise in student engagement with school (Costantino-Lane, 2020).

“H₀₁: There is no significant relationship between Parental Support and Online Kindergarten.”

“H₁: There is a significant relationship between Parental Support and Online Kindergarten.”

Table 2: H₁ ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	69125.182	454	4978.486	2095.837	.000
Within Groups	98.258	325	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 Parental Support and Online Kindergarten.”*** is accepted and the null hypothesis is rejected.

9. DISCUSSION

The study's research questions center on first- and kindergarten teachers' perspectives on the necessity of integrating the two language learning curricula, as well as their ideas for improving language instruction at both grade levels within the framework of integration, or the reasons they disagree with it. The researcher may deduce the following from the results: Based on the results of the closed-ended question, it seems that first-grade instructors have a more favorable outlook on combining the two subjects than kindergarten teachers do. Their philosophies, educational views, and pedagogical techniques are all evident in this variation. But it seemed like both the kindergarten and first grade teachers were on board with the idea of working together, sharing ideas and resources, and coordinating language-related activities as a way to bridge the gap between the two grade levels; sharing pedagogical aims and practices, developing a shared framework, and transferring student records and assignments. Consistent with previous studies conducted in Greece and elsewhere, these results

10. CONCLUSION

A first-year kindergarten teacher's exploration of the concepts and applications of several literacies in the development of online curricula provides insight into the opportunities and challenges faced by novice teachers. Researchers need to be familiar with their own ideas and methodologies in order to develop effective strategies for online education. This study emphasizes the need of providing first-year professors with focused support and professional development so they may better combine diverse literacies. Ultimately, this will result in a more interesting and fulfilling online learning environment for elementary school students (Bao et al., 2020).

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