CHAPTER II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION:

Research is a systematic search for new facts, truth, cause and effect relationship, objective analysis and recording of controlled observations that may lead to the development of generalizations and its verifications, principles or theories resulting in predictions and possibly ultimate control of events and solutions to problems. Research takes advantage of the knowledge which has accumulated in the past as a result of constant human endeavour. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a Researcher. A review of the related literature must precede any well planned research study.¹

2.1 What is a Review of Related Literature?

The term “Review” has been originated from the French term “Revue” which means a formal examination of something so as to make changes if necessary. It means a critical assessment of a book, play or other work, a report of an event that has already happened. Thus the term review of related literature from the research point of view means the formal examination of the connected written works or the books and other writings on the particular subject undertaken as research problem.² The review of related literature involves the systematic identification, Location, analysis of documents, containing information related to the research problems. A careful review of the research journal, books, dissertations, theses and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study.³ It helps the researcher to avoid duplication, to delimit and define his problem and to find out suggestion given by previous researchers.

¹ Lokesh Koul,(2012), Methodology of Educational Research,P-165
² Mukunda Sarma,(2010), Research Methodology,Assignment,Seminar Paper&Project,P-109
³ Lokesh Koul(2012), Methodology of Educational Research, P-165
2.2 Review of Related Literature:

The Review of Related Literature for the present study was done in 2 (two) categories and is shown below:

1. Research done in India and
2. Research done abroad

2.2.1 RESEARCH DONE IN INDIA:

There are several Research studies being done in India about Early Childhood Care and Education but very few in the area of Socio-Emotional Development of Children at the Pre-school stage. The Review of the Related Literature is given below:

Murlidharan (1968)\textsuperscript{4} Made a study on “Personal- social Development of Indian Children: Developmental Norms of Indian Children” and the findings was that the differences in pre-school social development between urban, rural and industrial children were only to be expected as cultural influences exercised their maximum effect perhaps on this aspect of development.

Bernstein’s (1971)\textsuperscript{5} study in the psycho-linguistic and social-linguistic fields have identified more positively than in the past, the function of language as an instrument of developing intelligence and personality. The socio-linguists have emphasised the importance of “restricted code” user. Psycho-linguists studying the child’s acquisition of linguistics skills have emphasised child’s need for language experience in interaction with adults in order to generate his own creative expression powers. Both fields of study emphasised the importance of interaction with the adult who should encourage child’s desire to express himself and communicate his ideas.

Bevli (1974)\textsuperscript{6} NCERT conducted research on “Comparison of the norms of language development of Indian children of ages 2 ½ to 5 years as obtained by the cross-sectional

and longitudinal studies”. The aim of the study was to see how far the results of the cross-sectional urban study were in agreement with the results of the longitudinal study. Findings showed that the development of language is very important in the pre-school period, as it was at this stage that the child, for the first time was able to speak freely. Language ability got gradually integrated with other fields of behaviour by the end of the pre-school stage.

Ghosh (1975) carried out “A study on the social maturity of pre-school age Bengalee children of Calcutta city belonging to different socio-economic groups”. The study revealed that: 1) sex had very insignificant role in imbibing social maturation; 2) Economic status was insignificant as testimony of ability to enrich the social maturity level; 3) social competency was the consequence of acculturation feedback, irrespective of any training or controlled environment

Singh et al (1978) made a study on “Balwadis in India-An Evaluation Study” The objective was to evaluate the existing programs to determine the relative effectiveness of Balwadis and suggest ways of making maximum use of existing services. And the findings were;(1).Locations were unhealthy in 29% of the cases, the worst being in West Bengal, followed by Maharashtra and Gujarat. Balwadis had inadequate space and furniture as well as equipment for education, health and nutrition. (2)A majority of Balwadis run by the ICCW in Andhra Pradesh had no provision for outdoor play, creative handwork, drawing, painting and nature study. In CSWB Balwadis, learning was formal, with emphasis on acquisition and memorization of the alphabet, numbers and nursery rhymes, emphasis on developing the creative faculty were rare.

NIPCCD(1980) made a study on “Pre-School Education in the ICDS: An Impact Study”

It was found that the teaching of the alphabet, numbers and singing action songs were the primary activity of the Anganwadi. Socialization of children i.e. teaching them to sit properly in place etc was among the expectations of parents from the Anganwadis.
Narula (1982)\textsuperscript{10} carried out a study on “Play preferences of Nursery school boys and girls as related to their cognitive development, socio-economic status, reactions to frustration, and patterns of social behaviour”. And found that most of the boys and girls preferred to play with building blocks, ball frames, coloured trays, fruit sets, beads, bricks, hole fixing boxes, musical instruments, picture boxes, alphabets and water. In the case of outdoor games, boys and girls preferred to play with double ladder, sand boxes, and swings. Further it was also found that socio-economic status did not influence the play preferences of boys and girls at junior or senior stages, if given equal opportunity.

Shukla (1984)\textsuperscript{11} made “A study of Social Competence of five-six year old Children in relation to the Family structure and Pre-School background”

The study was designed to determine the effect of the structural composition of the Family, ordinal position of the child, school environment and socio-economic status on the social competence of children between the age of five and six years. The Research findings gave a startling result which shows that family structure did not have any effect on children’s ability for social interaction as against school environment which had a significant effect. It also shows that family size and sex did not have any effect on social competence of children but age, rewards and punishment did.

Tarapore et al (1986)\textsuperscript{12} made a “Study of Non-Formal Pre-School Components of ICDS project, Junar”. This was a two phase study. The first phase dealt with general monitoring of social components of ICDS. The second phase was an in-depth study on the component of non-formal pre-school education in ICDS. It was found that Higher Rating Anganwadis (HRA) and non ICDS children performed better than the Lower Rating Anganwadis (LRA)group.

Agarwal (1986)\textsuperscript{13} carried out “A study of an intervention in on-going ICDS Programme to promote cognitive abilities of pre-schoolers”. The result showed that there was a significant difference between pre and post intervention in the knowledge and skills of

\textsuperscript{10} Ib\textit{id}.P-1242
\textsuperscript{11} Ib\textit{id}.P-1245
\textsuperscript{13} Ib\textit{id}.P-1244
Anganwadi workers and also in the cognitive abilities of children before and after intervention.

Vani (1986)\textsuperscript{14} made a study on the “Effect of enriched Perceptual Experiences through play materials on the Performance of Pre-School Children on simple perceptual tasks”. This research tried to find out whether exposing a set of pre-school children who had a common environmental background to a short duration of perceptual training through play materials would facilitate perceptual development. And the result showed that perceptual discrimination based on touch and Copying geometric forms significantly improved in the children after they had an exposure to play materials. There was a significant and favourable difference in the perceptual discrimination task of colours and forms following enriched experience and decrease the errors in naming the colours verbally.

Sahni, Agarwal (1986)\textsuperscript{15} made “A study of an intervention in on-going ICDS programme to promote cognitive abilities of pre-schoolers”. The major finding was that there was a significant difference between pre and post intervention in the knowledge and skills of Anganwadi workers and also in the cognitive abilities of children before and after intervention.

Mistry et al (1986)\textsuperscript{16} made an “In depth study of Non-Formal Pre-School Education component of the ICDS Project” On the basis of the assessment made through the investigator’s observation Pro-forma used in general monitoring, all the Anganwadis under study were ranked on a continuum. It was found that both the exposed groups performed almost at equal level in all the aspects of development and there was not much difference in the performances of children from Anganwadis at the two extreme polarities. The impact of the Anganwadi experience on the exposed children was significant but not dramatic.

Murlidharan, Kaur,(1987)\textsuperscript{17} made a study on “The Impact of an intervention programme on the language and cognitive development of Pre-school children from tribal and urban slum areas” The findings emerged that no matter how disadvantaged the

\textsuperscript{17} Ibid.P-1240-1241
children were, well planned early childhood education strategies did make an impact and foster the development of children. In all cognitive tasks, the experimental group of slum children scored consistently and significantly higher than the control group. In language tasks, the direction was the same but differences were significant only in two tasks.

**Sood, Neelam,(1987),** made “An evaluation of the non-formal Pre-school education components in the Mangolpuri Integrated child Development services(ICDS) block” The study addresses the problem of quality of the pre-school education component in ICDS by analysing the findings of five studies conducted in different ICDS projects. The Research showed that the overall developmental status of ICDS children was higher than that of the non ICDS group. The superiority of performance of children from high ranking Anganwadis over the other two groups (low ranking Anganwadi children and non ICDS children) was clear.

**Muralidharan and Kaur (1987)** NCERT made “A study of the relationship between physical development and language and cognitive development of Tribal Pre-school children”. The result showed that no matter whether the children were tall or short, heavy or light, the experimental group children made positive gains in language and cognitive test after educational intervention. The control group too made some gains which were expected due to maturation.

**Bagai (1988)** studied on “Adult-child interaction in three communities: Implications for children’s growth- cognitive and social development”. The result showed that there was a positive relationship between provision of play materials and the child’s measured social maturity and intelligence Quotient .Further it revealed that verbal interaction had a positive relationship with I.Q

**Mandke ,Sandhya (1989)** carried out “A study to determine the effects of exposure to pre-school education on the learning abilities of pre-school children”. The major findings were that non-school going children did require varied language experiences though they

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21 Ibid.P-1112
were not poor in all aspects of language development. Similarly, non-school going children definitely needed preparation to learn the formal school tasks.

Jachuck (1990)\textsuperscript{22} studied on “\textit{Socio-economic status and time related effects of pre-school education on cognitive abilities}”. The study attempts to answer the question whether pre-school programmes had equal impact on the cognitive abilities of children. The study reveals that socio-economic status and pre-school education have a positive impact upon cognitive abilities. Further, age and pre-school education were found to have a significant effect upon cognitive abilities.

Devi and Batani(1990)\textsuperscript{23} made a study on the “\textit{Effect of Behavioural Modification Techniques on aggressive Pre-school Children of Anganwadi Centres in Chandigarh}”

The result revealed that (1) Aggressive behaviour was more prevalent among Pre-school children aged 3-6 years as compared to other behaviour problems,(2) Aggressive behaviour and eating difficulties were found more among boys; unsocial behaviour and sense of self-adequacy-inadequacy were more among girls,(3) children who were difficult to manage had more aggressive, more non-complaint and more delinquent behaviour than those who were easily managed,(5) behaviour problems ,namely, difficult habits, sense of self adequacy-inadequacy, unsocial, non-complaint and delinquent behaviour decreased, whereas intelligence increased as a result of reduction in aggressive behaviour.

Mishra(1990)\textsuperscript{24} made “\textit{A study of the problems of Pre-school education in the city of Cuttack}”. It was revealed that there were insufficient learning materials and aids. Due to lack of knowledge in regards to the development of the pre-school child, all the activities stated were not encouraged. Various media like TV, Radio, tape-recorder etc were not used by schools. All the school adopted examinations, written and verbal, as the technique of evaluation in their Pre-school centres.

\textsuperscript{22} Ibid.P-1107  
\textsuperscript{23} Ibid.P-1104-1105  
\textsuperscript{24} Ibid.P-1113
Mistry et al (1990)\textsuperscript{25} made an “In-depth study of non-formal Pre-school Education component in the Baroda Urban ICDS block”

And the following findings emerged; Children exposed to ICDS performed better in all the four areas, namely gross motor, conceptual personal-social and fine motor skills. In comparison to children who were not exposed to ICDS. Children of the highest ranking Anganwadis and the lowest-ranking Anganwadis did not show much difference. Children of grades I and II exposed to the highest ranking Anganwadis performed better on Reading Readiness and graded word test. However the performance in grade III declined significantly.

Sharma, Adarsh, (1990)\textsuperscript{26} made a study on the “Status of social components of ICDS in the Haryana rural projects Bhiwani and Adampur”

The findings were unearthed that in pre-school education no perceptible change could be seen due to the constraint of the low skills of workers in conducting PSE, and non-availability of materials. There was a need to integrate information including the social components, at one place to give a holistic picture of the ICDS implementation.

Hejmadi (1991)\textsuperscript{27} made a study on the “Effects of intervention training on some cognitive abilities of pre-school children”. The major findings were: 1) the experimental and control groups of children were found to differ significantly from each other in their intelligence and creativity scores irrespective of the testing conditions; 2) the differential training groups were not found to interact significantly with the testing conditions in both the tests.

Seth and Poonam (1991)\textsuperscript{28} conducted a study on the “Effect of parental interaction and educational intervention in optimising the integrated development of pre-school children”. The major findings were; (1)The democratic, loving and nurturant style of class management was found to be favourable for enhancing development of verbal communication, discriminating ability and early mathematical ability in the age group of 4-5 years. Whereas in the age–group of 3-4 years the two environments did not produce

\textsuperscript{26}Ibid.P-1124-1125
\textsuperscript{27}Ibid.P-1106
\textsuperscript{28}Ibid.P-1123
significant differences. There appeared to be a greater amount of teacher-performance activity, non verbal behaviour and use of rewards, prompts and encouragement in the behaviour of teachers in the high performing classes of both age-groups while in low performing classes of both age groups, there was more of verbal talk by the teacher or didactic teaching. Individual and group performance, free play and mutual interaction were child activities that were found to be more frequent in the performing classes.

Rajalakshmi (1992) made “An assessment of the existing nursery education programme in Kerala” It was found that 60% of Nursery teachers prepared some kind of learning materials. And that 64% of parents were involved in the activities of Nursery Schools.

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.

Sood, Neelam. (1992) carried out a study on “Pre-school education in the ICDS: An appraisal”. The study addresses itself to the problem of ensuring the quality of the pre-school component in the ICDS programme. The study reveals the followings: 1) Exposure to ICDS enhanced the overall developmental status of pre-schoolers; 2) exposure to ICDS raised the level of mother’s awareness about the value of pre-school education and the nutritional needs of their children.

Padhan and Braganza (1995) conducted a study on the “Activities of different Pre-Primary Schools of Goa: A study” It revealed that the private Pre-Primary schools organised better physical development activities and provision of activities for sensory training,

29 Ibid.P-1121
31 Ibid.P-1126
observation of nature and self-expression than government Pre-schools. 58% and 73.7% private schools provided directed and free play respectively as government Pre-Schools although not specified.

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.

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

33 Perspectives in Education(2004), Vol-20, No-3, ISSN 0970-1575
34 Syiem(2007), Ph.D Thesis, NEHU
2.2.2 Researches done abroad:

Featherstone (1986)\(^{35}\) reviewed several recent studies which focussed on the short and long term effects of pre-school participation on cognitive and social outcomes. It is found that pre-school participation produced an array of cognitive and social benefits. Beneficial effects on parents are also noted.

Ryu (2004)\(^{36}\) 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.

Ahn (2005)\(^{37}\) 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

\(^{36}\) http://link.Springer.com/article/10.1023/B%3AECEJ.ooooo48968.53805.ca  
understand the causes of emotion, and to provide then with constructive means of emotion regulation.

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 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.

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 preschoolers know about the health hazards associated with germs, among others.

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.

38 http://link.springer.com/article/10.1007/s10643-007-0169-4
Pickens (2009)\textsuperscript{41} made a study on “Socio-Emotional Training promotes positive behaviour in pre-schoolers”

The study evaluated on early childhood social-emotional 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 instruct 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 “peacemaking skills for little kids” trainings. The pre-school and kindergarten behaviour scales(PKBS-2) was 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 socio-emotional development in children attending diverse, private pre-school

Yin and Ebbeck (2009)\textsuperscript{42} made a study on “Children’s Preferences for Group Musical Activities in Child Care Centres: A cross cultural study”

This paper reports on a cross cultural research study of children’s preferences for group musical activities in child care centres. Result showed that dancing/moving was child’s most preferred musical activity in centres. Significant differences were found between children’s cultural contexts and their preferences for three activities(1) singing(2)listening and (3)playing instruments. Qualitative data further revealed the social phenomena of these two cultural contexts which influenced children’s preferences. Implications for the curriculum planning of early childhood music education arising from these findings are discussed.

Kramer et al (2009)\textsuperscript{43} made a study on “Social and Emotional learning in the kindergarten class room: Evaluation of the strong start curriculum”. Kramer and his

\textsuperscript{41} http://www.peace-ed.org/research/pickens.pdf
\textsuperscript{42} http://link.springer.com/article/10.1007/s10643-009-0334-fulltext.html
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.

Chen and McNamee (2011)\textsuperscript{44} 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.

Schultz et al (2011)\textsuperscript{45}, 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.

\textsuperscript{43} http://link.springer.com/article/10.1007/s10643-009-0354-8/fulltext.html
\textsuperscript{44} http://link.springer.com/journal/1064/39/1/page/1
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 Regulation Checklist (ERC) developed by shields and Cicchetti (Dev psychol,33:906-916,1997, J Clin child Psychol,27:231-395,1998). A “behaviour recording’s” checklist was developed and used to record appropriate and inappropriate behaviour observed during children 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 well being and academic achievement.

Taleb (2012) made a study on “NAECYC’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, specially 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.

2.3 Conclusions:

Review of the related literature showed that the impact on the performance of Pre-Schoolers depends on the quality program of Pre-Schools. Also it revealed that many researchers are experimenting with new socio-emotional development model which showed good result with probability that it may be adopted as new curriculum in the future. Further, it showed that there were many Pre-Schools running for the sake of existence without sufficient provision of teaching aids, play and learning materials which naturally affect poor performance in children as against good quality Pre-Schools with successful output. Therefore, children who are exposed to good quality Pre-Schools performed better in all overall developmental areas in primary and other levels as compared to children without Pre-School exposure. The review further suggested the need to make health education a core component of Pre-School teacher’s training and to explore effective play materials specifically for male and female Pre-Schoolers and option to choose according to their choice and interest.