

# The Impact of Effective School Management on Early Childhood Education Outcomes

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## ABSTRACT

To determine the extent to which school resource management leads to greater educational standards, the goal of this study is to define the situation. The degree to which the educational system is in accordance with the standards and objectives that must be accomplished in schools is one approach to describe the quality of education. Within the scope of this investigation, a qualitative technique and descriptive research design are used. Based on the results of the research, it can be concluded that the ability of the educational system to increase the added value of input components in order to develop high-quality outputs is a measure of the quality of education. When schools decide to use an integrated problem-solving approach to management, it is essential that all resources that have the capability to empower students on a consistent basis be included into the implementation of School-Based Management (SBM).

**Keywords:** Quality Of Education, Educational Standards, Educational System.

## INTRODUCTION

When it comes to a nation's growth, human resources (HR) are very important. Education is the most important factor in producing a generation of high-quality individuals who are capable of competing in the competitive climate of the globalization age, notably in the areas of education and technology. Education is another factor that plays a significant part in the process of enhancing human resources. As a consequence of this, the educational system has to go through a process of gradual development and transformation. A well-educated population is more likely to possess a broad variety of highly skilled occupations and to be able to adapt effectively to life in society, as citizens of a state, and as members of the global community. As a result, the government has been making every effort to enhance the level of education. This is because it is extremely probable that a well-educated population will possess these abilities. In the context of education, the phrase "high-quality schools" is often used to refer to educational institutions that are noted for their great quality, effectiveness in a variety of fields, high rates of academic achievement, and remarkable accomplishment records. School is one of the places where children have the opportunity to gain formal information. Schools are not just locations where children get academic teaching, but they are also places where children gather, play, and share delight with one another, which helps to cultivate strong social ties. In addition to being a site

where teaching and learning activities take place, a school is also a place where interactions between teachers and pupils take place simultaneously.

A school, which is an official institution, is tasked with the responsibility of carrying out a process of teaching and learning that is both systematic and continuing. When it comes to education, it is the responsibility of teachers and other members of the educational staff in schools to transmit information and skills that would assist pupils in conducting themselves in an educated manner. The great learning drive, ethical behaviour, and noble character of the pupils, as well as their academic accomplishments, will demonstrate this. It is imperative that all educators, but especially administrators and instructors, continue to disseminate information on the ways in which the school operates as a dynamic social structure in which students have the opportunity to grow and develop.

### **Educating Young Children**

ECE, which stands for early childhood education, is a subgenre of education philosophy that focuses on the formal and informal teaching of children from birth to the age of eight. It is also often referred to as nursery education. Most of the time, this is up to the level of the third grade or above. ECE is often regarded as an essential period in the development of a kid.

In the early years of the Enlightenment, early study concentrated on early childhood education (ECE), particularly in the more literate countries along the European continent. During the nineteenth century, when primary education became universal in Western countries, it expanded far more than it had before. The topic of early childhood education has been more prominent as a public policy problem in recent years. This is mostly attributable to the fact that local, state, and federal politicians have been discussing the funding of preschool and pre-K programmes. Early childhood education is now being disputed by governing organisations, who are contending between developmentally appropriate play and demanding academic preparation curriculum in terms of mathematics, reading, and writing.

The primary focus of early childhood education is currently being challenged. The significance of early childhood education on a global scale is brought to light by the aims of Sustainable Development Goal 4 of the United Nations. However, as of the year 2023, "only about four out of ten children between the ages of three and four are enrolled in early childhood education" worldwide. In addition, participation rates differ dramatically from country to region. For example, around two out of every three children in Latin America and the Caribbean are enrolled in early childhood education (ECE), but fewer than half of children in the United States are participants.

ECE is yet another professional title that may be gained by participation in a post-secondary education course. For example, in the province of Ontario, Canada, the designations "Early Childhood Educator" (ECE) and "Registered Early Childhood Educator" (RECE) are only allowed to be used by registered members of the College of Early Childhood Educators. This college is made up of certified child care providers who are required to adhere to the standards of practice established by the College.

### **Management in Schools**

Education is one of the problems that Indonesians face, and one of those problems is the low quality of education. When it comes to students, brilliance manifests itself in areas such as better conduct and academic

performance. Managers who demonstrate work behaviour that is commensurate with or exceeds expectations will be evaluated based on the quality of their job. In the field of human resources, it is essential to possess the courage to take measured risks and the ability to grab opportunities and strengths. A further sign of the quality of human resources is the capability to produce ideas that are more original, creative, sustainable, and highly responsible. This is in addition to the ability to be directly evaluated based on the services that are provided.

Providing quality services in the field of education is not a static process. Alongside the continual evolution of the interaction that exists between the human resources of service providers and customers as stakeholders in need of services, the perspective of consumers as stakeholders will also continue to evolve. This is because customers are stakeholders in need of services. The interaction that occurs in the administration of educational quality is thus a process of moments of truth, and the perception of quality will develop in a manner that is unpredictable. There are a number of factors that are thought to be responsible for the low quality of education. These factors include policies and the use of input-output analysis in education that is not fully implemented and places an excessive emphasis on inputs. This is despite the fact that the process of education plays a significant role in achieving the expected educational outputs. The second factor that often contributes to the formation of obstacles in the process is the engagement of the community in the provision of educational services. With regard to the educational process, community engagement is still more often linked with financial support and input than it is with the educational process itself.

The Government-Based Health Network (GBHN) at the time said that school-based management (SBM) or school-based management is one of the projects that the government is pursuing in order to achieve community excellence in learning about science and technology. The concept of school-based management (SBM) provides schools with the autonomy to choose their own policies in order to improve the quality, efficiency, and equity of education. In addition, schools are able to fulfil the demands of local communities and cultivate strong connections between the government, various communities, and educational institutions. One kind of educational reform that allows schools to give students with a better and more adequate education is known as schools-based management (SBM). In order to comply with the SBM system, schools are required to independently investigate, distribute, establish priorities, administer, and accept responsibility for the resources they possess, both to the government and to the community. The core of school-based management is the authority that is housed inside the school. This authority is very efficient and provides advantages to children, parents, and teachers. School rules and authority have a direct influence on all of these individuals. Additionally, school authorities make good use of local resources and coach children. Concerns that are often voiced include decision-making, the empowerment of teachers, school administration, the redesign of schools, and the planning of change.

## **OBJECTIVES**

1. To investigate the issues surrounding the execution of ECE programmes.
2. To investigate how ECE's efficacy affects students' academic performance

## **RESEARCH METHODOLOGY**

Research that was descriptive in nature was conducted in the district of NCR, Delhi with the purpose of investigating the influence that early childhood education (ECE) had on the learning outcomes of children. All of the educators who were in charge of these early childhood education facilities at the schools that were managed by the government in the NCR, Delhi District were the participants in this research. The randomizer tool was used to choose 173 schools at random from the total of 313 early childhood education institutions. A sample of 173 respondents was selected from these randomly selected schools, with one teacher from each school being included in the sample. Calculating the sample size was accomplished by the use of technologies that are easily available online, such as servosystems systems. The compilation of information was the reason for the development of the questionnaire. For the purpose of analyzing the data that was obtained, the Statistical Package for Social Sciences (SPSS) was used, and the results were tabulated and described thereafter.

## RESULTS AND DISCUSSIONS

There will be a substantial connection between the insufficient availability of financial resources and the efficiency of the Early Childhood Education Programme.

**Table 1: Relationship between an ECE program's efficacy and its lack of funding**

Lack of Financial Resources	Effectiveness of ECE Program					Total
	Effective	Highly Effective	Average	Non-Effective	Highly Non-Effective	
Agreed	2 3.7%	5 9.3%	5 9.3%	20 37.0%	22 40.7%	54 100.0%
Strongly Agreed	2 2.8%	8 11.1%	8 11.1%	23 31.9%	31 43.1%	72 100.0%
Undecided	3 16.7%	1 5.6%	2 11.1%	5 27.8%	7 38.9%	18 100.0%
Disagreed	3 18.8%	3 18.8%	5 31.3%	2 12.5%	3 18.8%	16 100.0%
Strongly Disagreed	6 46.2%	1 7.7%	2 15.4%	3 23.1%	1 7.7%	13 100.0%
<b>Total</b>	16 9.2%	18 10.4%	22 12.7%	53 30.6%	64 37.0%	173 100.0%

It has been shown that there is a correlation between the effectiveness of the Early Childhood Education (ECE) programme and the lack of financial resources, as demonstrated by the gamma value of 0.001. A substantial association between the effectiveness of the Early Childhood Education (ECE) programme and its lack of finance is suggested by the chi-square value (41.754). The original null hypothesis for this research suggested that there was a significant association between the effectiveness of an early childhood education (ECE) programme and the amount of financing that it received. According to the findings, the Early Childhood Education (ECE) initiative in India did not achieve the level of success that was envisaged; challenges needed to be conquered. The administration is tasked with addressing a number of issues, including ineffective teachers, a lack of funds, irregular educational courses, and a general lack of comprehension.

Because there are no teaching-learning activities and resources available, the effectiveness of the Early Childhood Education (ECE) curriculum will be considerably diminished.

**Table 2: Relationship between the ECE program's efficacy and the absence of physical facilities and learning opportunities**

Lack of learning and Physical Facilities	Effectiveness of ECE Program					Total
	Effective	Highly Effective	Average	Non-Effective	Highly Non-Effective	
Agreed	2 2.8%	6 8.3%	6 8.3%	29 40.3%	29 40.3%	72 100.0%
Strongly Agreed	1 2.0%	6 11.8%	8 15.7%	13 25.5%	23 45.1%	51 100.0%
Undecided	3 17.6%	1 5.9%	1 5.9%	5 29.4%	7 41.2%	17 100.0%
Disagreed	4 20.0%	4 20.0%	5 25.0%	3 15.0%	4 20.0%	20 100.0%
Strongly Disagreed	6 46.2%	1 7.7%	2 15.4%	3 23.1%	1 7.7%	13 100.0%
<b>Total</b>	<b>16 9.2%</b>	<b>18 10.4%</b>	<b>22 12.7%</b>	<b>53 30.6%</b>	<b>64 37.0%</b>	<b>173 100.0%</b>

The fact that the gamma value is 0.000 demonstrates that there is a positive correlation between the effectiveness of the Early Childhood Education (ECE) curriculum and the lack of both physical facilities and learning opportunities. The result of the chi-square statistic (35.329) reveals that there is a significant association between the effectiveness of the Early Childhood Education (ECE) programme and the limited availability of physical learning spaces and facilities. According to the second null hypothesis of the present study, the effectiveness of the Early Childhood Education (ECE) programme was discovered to have a significant correlation with the lack of physical learning facilities. According to Mustard (2008), the two most significant challenges that early childhood education (ECE) in India was experiencing were a lack of physical facilities and instructors who lacked expertise. According to the findings of an investigation that was conducted by Osakwe, R. N. in 2009, there was insufficient access to both physical space and educational resources in order to provide high-quality teaching and enhance the capabilities of educators in the field of early childhood education.

If there is no continuous monitoring and evaluation, it will have a substantial influence on the extent to which early childhood education projects are successful.

**Table 3: Relationship between the success of ECE and the absence of ongoing monitoring and assessment**

Lack of continuous monitoring and evaluation	Effectiveness of ECE Program					Total
	Effective	Highly Effective	Average	Non-Effective	Highly Non-Effective	
Agreed	1 1.8%	5 8.9%	5 8.9%	22 39.3%	23 41.1%	56 100.0%
Strongly Agreed	2 3.2%	6 9.5%	9 14.3%	19 30.2%	27 42.9%	63 100.0%
Undecided	4 17.4%	3 13.0%	5 21.7%	3 13.0%	8 34.8%	23 100.0%
Disagreed	5 27.8%	2 11.1%	2 11.1%	4 22.2%	5 27.8%	18 100.0%
Strongly Disagreed	4 30.8%	2 15.4%	1 7.7%	5 38.5%	1 7.7%	13 100.0%
<b>Total</b>	16 9.2%	18 10.4%	22 12.7%	53 30.6%	64 37.0%	173 100.0%

As shown by the gamma value (0.001), there is a significantly positive correlation between the effectiveness of the Early Childhood Education (ECE) programme and the lack of continuing monitoring and evaluation. According to the chi-square value (32.553), there is a substantial correlation between the effectiveness of the Early Childhood Education (ECE) programme and the continual monitoring and evaluation of the programme. The final test of the null hypothesis in this investigation suggested that there is a significant connection between the effectiveness of early childhood education initiatives and the continuous monitoring and evaluation of such programmes. When teachers are aware of their personal and institutional support systems, when they are willing to learn new ways to improve the learning of their students, when they have experience with previous ECE learning practices, and when they have a solid understanding of pedagogical material, they are significantly more engaged in the process of improving their teaching practices and adopting new ways of thinking. According to the findings of Pardhan, A. (2011), they play a particularly significant role in the process of developing development initiatives.

There will be a considerable correlation between the efficacy of the Early Childhood Education (ECE) curriculum and the relative levels of learning outcomes achieved by the pupils.

**Table 4: Relationship between Students' relative degree of learning results and the ECE Program's effectiveness**

Effectiveness of ECE Program	Student's relative level of learning outcomes					Total
	Bad	Poor	Fair	Good	Excellent	
Effective	2 12.5%	0 0.0%	1 6.3%	2 12.5%	11 68.8%	16 100.0%
Highly Effective	3 16.7%	2 11.1%	2 11.1%	6 33.3%	5 27.8%	18 100.0%
Average	3 13.6%	2 9.1%	2 9.1%	7 31.8%	8 36.4%	22 100.0%
Non-Effective	8 15.1%	17 32.1%	7 5.7%	14 26.4%	11 20.8%	53 100.0%
Highly Non-Effective	10 15.6%	14 21.9%	7 10.9%	23 35.9%	10 15.6%	64 100.0%
<b>Total</b>	26 15.0%	35 20.2%	15 8.7%	52 30.1%	45 26.0%	173 100.0%

The Gamma Value (0.005) demonstrates that there is a positive correlation between the effectiveness of the Early Childhood Education (ECE) programme and the relative degree of learning outcomes achieved by the pupils. The chi-square value of 30.806 demonstrates that there is a significant link between the effectiveness of the Early Childhood Education (ECE) programme and the relative degree of learning outcomes that the pupils achieve. It was found that there was a strong correlation between the effectiveness of early childhood education (ECE) programmes and the relative levels of learning outcomes that children achieved. This was the fourth null hypothesis that was tested in this study. There was a significant influence that early childhood development had on the growth of a child's brain, which in turn had an effect on the development of the child's cognitive capacities, such as the child's capacity for creativity, logical reasoning, and the ability to solve problems. Preschool education initiatives led to a sustained increase in academic performance, which included improved test scores, a lower risk of repeating a class, and a higher level of educational happiness. These improvements were achieved via the implementation of these programmes.

### Recommendations

During the course of this study, perceptions of the effectiveness of the Early Childhood Education curriculum as well as its impact on the learning outcomes of students were investigated. Currently, it was decided that ECE was not performing up to the standards that were expected of it. To put the Early Childhood Education (ECE) programme into effect on a local level, there were a number of obstacles to overcome, including instructors who lacked the necessary training, a lack of financial resources, insufficient learning and physical facilities, continual monitoring and evaluation, and so on. These problems have a significant influence on the effectiveness of the programme. The fact that their department did not give any consideration to early childhood education (ECE) training, that they only had one primary school teacher, and that they needed funds were some of the other variables that were found to be contributing to the problem. Additionally, the allocation of government financing for the improvement of early childhood education (ECE) programmes was not done correctly since the classrooms in question did not have the necessary teaching and learning tools to fulfil the needs of the pupils who were enrolled in the programmes. In addition, it was said that the good results of the Early Childhood Education programme are dependent on the continuing monitoring and evaluation methods. As a consequence of this, there is a significant positive effect on the learning outcomes of children as a result of the success of the Early Childhood Education programmes.

## CONCLUSIONS

It is necessary for the human resources of the educational environment to continue polishing their ability for environment adaptation because of the dynamic character of the educational environment. In order to successfully raise the quality of institutions, which is one of the management efforts, it is necessary to carefully organise, supervise, and control the process using the proper strategy. It is necessary to have management and leadership in place in order for an organisation or institution to operate effectively. While administration is vital in order to maintain order, leadership is essential in order to bring about change. It is possible that leadership and management working together will bring about orderly change, and management working together with leadership will ensure that the organisation continues to be environmentally conscious at this time. In order to attain efficiency and effectiveness, quality management must be conducted in a manner that is comprehensive, sustainable, and responsive to an environment that is continuously changing. This is something that may be accomplished via the use of the planning, controlling, and improving quality (PDCA) cycle, which is founded on a number of concepts. In order to achieve successful management, it is necessary to use a variety of strategies that combine art and knowledge, as well as a combination of intuitive perspectives and logical objectivity. One kind of educational reform that allows schools to give students with a better and more adequate education is known as schools-based management (SBM).

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