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Abstract

The ICT has played important role in teaching and learning process at early childhood levels in AJ&K. Researcher has conducted Survey research namely "Relationship of information and communication technology with the enhancement of teaching learning process in early childhood education". It has been examined that ICT plays significant role in early childhood levels. For this, researcher conducted Survey of teachers and Head teachers of Kotli AJ&K while using simple random technique for collecting the sample. For this, two questionnaires were defined by the researcher separately for both Teachers and Head Teachers while close ended questions were asked in it. The study diagnosed that ICT is being used by teachers and head teachers for learning and enhancing at early childhood levels. Yet, the research exposed that at some extent, Audio Video games, Computers, Smart cell phones are available at early childhood schools and process of lecturing and enhancing has developed. However, Researcher included both private and Public sectors schools and found that ICT advance tools are available at Public Sectors as well as Private Sectors in but public sector has not as much advance in this regard as compare to Public Sector. However, Private Sectors teachers are more professionally using ICT available tools for learning and enhancing as compare to Public Sector.

Keywords: Teaching, role, enhancing, learning, ICT

Introduction

Early childhood is one of the advance and very versatile method of model teaching and learning. German based most advance technique of teaching and learning that boost ups the abilities of students in very advance learning environment that comprehends the most advance class rooms and learning labs. Furthermore, the very skilled and highly recognized

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professional teachers and mentors tip the curriculum actions at early childhood classrooms. The Education is foremost advance unit of sharp progress and growth in society. The modern education of this system is involved unit of advance technological teaching learning process. For a while, Institutions of this century still couldn't develop their selves according to advance means of communication and as usually couldn't learn the impact of advance technological accessories. However, the tradition all lecturing and teaching method has not yet sure very best or practical but this advance means has been changed and number of technological and communicational contents have rearranged the theory of understanding and learning but, countless benefits have been evaluated by the number of educational experts (Hill, 2007).

Students sometime learn in conscious mood and sometime in unconscious mood. The number of internet based accessories always provides help to the learners and teachers for making understanding and learning new emerging ideas. The preamble of advance learning is to focus on the most advance means of educations. But, still it has proven wrong without proper training, guidance and techniques which have arisen from the teacher, coacher, and guiders. The learning has been divided between the traditional means in which lecturer, teacher, and guiders provide advance techniques for learning through the means of communication and technological accessories. However, the learning through the computer based accessories, software and applications grant the easiest and much summarized ways to the learner for learning and progressing for shining future (Shafqat, 2009,).

Let's, number of technological software's and 3D technologies have been used in classrooms by the teachers in model and advance learning institutes. It depicts that, learners always know about the better and advance communicational skills while he/she dominantly knows the operations, functions and interpretations of digital contents that softens the abilities of students and automatically prepares required content for leaners and enhancers. Meanwhile, learner derives, boosts up, rearranges and patterns for learning through the advance technological and communicational contents (Richard, 2008).

OBJECTIVES OF THE STUDY:
1. To identify the prevailing practices of ICT in Early Childhood Education in AJ&K.
2. To find out the relationship of ICT between Enhancement of Teaching Learning Process and Early Childhood in AJ&K.
3. To compare the public and private and regarding the relationship of ICT in enhancement teaching learning process and Early Childhood in Education.

Literature Review
Communication and technological content can play important role in better education for progress and betterment of the society. In ancient times, Teacher was bound to learn only that aspect of learning which could sustain and maintain the education aspect for better and shinning future of seekers. However, it would also be difficult to understand the learning aspect that derives motives, thoughts, future planning and aspect of inducting and encouraging. However, there was not specific learning objective or a student was bound to learn interesting subjects while seeking knowledge through the advance devices. For example, students were learning in average institutions since the very near past. Nevertheless, they were bound to learn each and every thing that contains the relevancy or

irrelevancy for their desired field. Moreover, for resolving this complexity, the expert of socialization and education derived the context in which education has been categorized in specific sectors and students learns from these sectors of communication and l earning partially that have categorized for seeking and enhancing the professional and technical courses. Meanwhile, these professional schools provide a lot amount of knowledge primarily for understanding and choosing the line that would be beneficial in future for student development and progress (Khan, 2009).

However, "Information and Communication Technologies" are used from various perspectives, For example it has been used to clarify understudies in getting significant Information and Communication Technology administrations which help them to be dynamic and increment their Education. Data and correspondence innovation are utilized in training to oversee and control the educational systems for the two understudies and whole the staff in the school. ICT is additionally utilized in schooling as e-realizing which is a plan for on online adapting any place understudies don't need to sincerely join talks or classes yet are interface with their exercises through the use web, intranet. ICT is used in schools to keep up the data and records, everything being equal, and furthermore the participation records are made sure about. Data and Communicational Technologies can be used in schools to reduce the instructors remaining burden for instance When covers present their tasks to the teachers and the instructors can develop the Computer to be assessed the understudy's task for example checking of the screening sheet (Khan,2009).

The Early Childhood education has serious challenges and problems in AJK and Pakistan. The ECE focused on the child those ages are above 8. However, this was first time dominantly considered and planned in education policy of 2009. In this policy, Ministry decided to launch the effective means and have taken serious measures for resolving the issues related to the kids those are facing language problems, social and economic problems during learning. Further, researcher has found that, these lack technologies, complex problem of evaluation and serious concerns of economically poor background yet not provided easiest path to the administration for resolving the cases of ECE (Anderson, 2006).

Research Methodology

The objective of this research was to analyze, the relationship of information and communicational technologies with the enhancement of teaching learning process in the "early childhood education. Survey was conducted to collect the data as an overall strategy of the study. Two variables were used in this study. ICT was used as independent variable and teachers were as dependent variable. A survey was conducted to collect the data. Mean, T – test and correlation and stander Deviation was used to find out the relationship of information and communication technology with the enhancement of teaching learning process in early childhood education.

Description of sample

Respondents	Teachers	Head Teachers	Total
Public	220	12	232
Private	310	22	332
Total	530	34	564

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Analysis and Results

Mean of ICT

Dimension	Mean
Availability of ICT	6.7713
Practices of ICT	53.8723
Effect of ICT	60.7658

Table 4.1 show total results of ICT teachers at early childhood level. Table shows that obtain result of teachers were 6.7713 in availability of ICT. In practices of ICT result of teachers were 53.8723. Moreover mean of effect of ICT results of teachers were 60.7658.Mean of effect of ICT 60.7658 is slightly better than practices of ICT and availability of ICT.

Table 4.5 t-test for the availability of ICT of sector

Sector	N	M	SD	Df	t	Sig
Public	232	7.3836	1.34978			
				562	9.852	.000
Private	332	6.3434	1.14619			

Table 4.5 reveals results of independent sample t-test. It made clear that there was no statistical difference in the mean scores of public teachers working in early childhood schools (N= 232, Mean=7.3836, SD= 1.34978) and private teachers (N= 332, Mean= 6.3434, SD= 1.14619, t (562) = 9.852, sig= .000. It indicates that there was no significances difference between the mean values of both groups.

Table 4.7 t-test for the practices of ICT of sectors

Sector	N	M	SD	Df	t	Sig
Public	232	52.0431	9.20840			
				562	-4.157	.000
Private	332	55.1506	8.39156			

Table 4.7 reveals results of independent sample t-test. It made clear that there was a statistical difference in the mean scores of public teachers working in early childhood schools (N= 232, Mean=52.0431, SD= 9.20840) and private teachers (N= 332, Mean= 55.1506, SD= 8.39156, t (562) = -4.157, sig= .000. It indicates that there was significances difference between the mean values of both groups.

Table 4.9 t-test for the effects of ICT of sector

Sector	N	M	SD	Df	t	Sig
Public	232	61.7621	7.54783			
				553	2.434	.015
Private	332	60.0762	8.33604			

Table 4.9 reveals results of independent sample t-test. It made clear that there was a statistical difference in the mean scores of public teachers working in early childhood schools (N= 232, Mean= 61.7621, SD= 7.54783) and private teachers (N= 332, Mean= 60.0762, SD= 8.33604, t (553) = 2.434, sig= .015. It indicates that there was no significances difference between the mean values of both groups.

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Table 4.11 t-test for the total of ICT of school

Sector	N	M	SD	Df	T	Sig
Public	232	121.1552	13.40970			
				562	-.313	.755
Private	332	121.5271	14.24566			

Table 4.11 reveals results of independent sample t-test. It made clear that there was a statistical difference in the mean scores of public teachers working in early childhood schools (N= 232, mean= 121.1552, SD= 13.40970) and private teachers (N= 332, Mean= 121.5271, SD= 14.24566), t (562) = -313, sig=.755. It indicates that there was no significances difference between the mean values of both groups.

Table 4.12 Teaching learning process

Dimensions	Mean
Supportive interactions between teachers and children	13.1897
Safe supportive and engaging learning environments	12.9468
Meaningful learning for the individual child	12.9787
Focus on the whole child	12.9131
A culture of authentic assessment and continuous learning	13.6862
Connections to families and community organization	13.2199
Effective administration	13.4947

Table 4.12 show total results of ICT teachers at early childhood level. Table shows that obtain result of teacher were13.1897 supportive interactions between teachers and children. Safe supportive and engaging learning environments results of teachers were 12.9468. Meaningful learning for the individual child results of teachers were 12.9787.Moreever, mean of obtain marks teachers got 12.9131 in Focus on the whole child. While mean of obtain marks teachers got 13.6862 in a culture of authentic assessment and continuous learning, Connections to families and community organizations13.2199 and effective administration results were 13.4947.Mean of a culture of authentic assessment and continuous learning 13.6862 is slightly better than other mean values.

Table 4.14 t-test for the supportive interaction between teachers and children of sectors

Sector	N	M	SD	Df	T	Sig
Public	232	13.1466	1.62903			
				562	-1.076	.577
Private	332	13.2199	1.46968			

Table 4.14 reveals results of independent sample t-test. It made clear that there was no statistical difference in the mean scores of public teachers working in early childhood schools (N= 232, Mean= 13.1466, SD= 1.62903) and private teachers (N= 332, Mean= 13.2199, SD= 1.46968, t (562) = -1.076, sig=.577. It indicates that there was no significances difference the mean values of both groups.

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Table 4.16 t-test for the safe, supportive and engaging learning of environments sector

Sector	N	M	SD	Df	t	Sig
Public	232	12.9397	1.62656			
				562	-.086	.932
Private	332	12.9518	1.67551			

Table 4.16 reveals results of independent sample t-test. It made clear that there was no statistical difference in the mean scores of public teachers working in early childhood schools (N= 232, Mean= 12.9397, SD= 1.62656) and private teachers (N= 332, Mean= 12.9518, SD= 1.67551, t (562) = -.086, sig=.932. It indicates that there was no significances difference the mean values of both groups

Table 4.18 t- test meaningful learning for the individual child test for the individual child of sector

Sector	N	M	SD	Df	T	Sig
Public	232	12.8491	2.51379			
				562	-1.033	.302
Private	332	13.0693	2.47489			

Table 4.18 reveals results of independent sample t-test. It made clear that there was no statistical difference in the mean scores of public teachers working in early childhood schools (N= 232, Mean= 12.8491, SD=2.51379) and private teachers (N= 332, Mean= 13.0693, SD= 2.47489, t (562) = -1.033, sig =.302. It indicates that there was no significances difference the values of both groups.

Table 4. 20 t -test for the Focus on the whole child of sector

Sector	N	M	SD	Df	t	Sig
Public	232	12.9052	1.96276			
				562	-.082	.935
Private	332	12.9187	1.91417			

Table 4.20 reveals results of independent sample t-test. It made clear that there was no statistical difference in the mean scores of public teachers working in early childhood schools (N= 232, Mean= 12.9052, SD=1.96276) and private teachers (N= 332, Mean= 12.9187, SD= 1.91417, t (562) = -.082, sig =.935. It indicates that there was no significances difference between the values of both groups.

Table 4.22 T-test for the A culture of authentic assessment and continuous learning of sector

Sector	N	M	SD	Df	t	sig
Public	232	13.7284	1.96276			
				562	.645	.519
Private	332	12.9187	13.6566			

Table 4.22 reveals results of independent sample t-test. It made clear that there was a statistical difference in the mean scores of public teachers working in early childhood schools (N= 232, Mean= 13.7284, SD=1.96276) and private teachers (N= 332, Mean= 12.9187, SD= 13.6566, t (562)= .645, sig =.519. It indicates that there was no significances difference between the mean values of both groups.

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Table 4.24 t-test for the Connections to families and community organizations of sector

Sector	N	M	SD	Df	T	Sig
Public	232	13.0517	1.63217			
				562	-2.060	.040
Private	332	13.3373	1.61209			

Table 4.24 reveals results of independent sample t-test. It made clear that there was no statistical difference in the mean scores of public teachers working in early childhood schools (N= 232, Mean= 13.0517, SD=1.63217) and private teachers (N= 332, Mean= 13.3373, SD= 1.61209, t (562) = -2.060, sig =.040. It indicates that there is a significance differences between the values of both groups.

Table 4.26 t- test for the Effective administration of sector

Sector	N	M	SD	Df	t	Sig
Public	232	13.4483	1.27476			
				562	-.658	.511
Private	332	13.5271	1.61209			

Table 4.26 reveals results of independent sample t-test. It made clear that there was no statistical difference in the mean scores of public teachers working in early childhood schools (N= 232, Mean= 13.4483, SD=1.27476) and private teachers (N= 332, Mean= 13.5271, SD= 1.61209, t (562) = -.658, sig =.040. It indicates that there is no significance difference between the mean values of both groups.

Table 4.28 t-test for the total teaching learning process of sectors

Sector	N	M	SD	Df	t	Sig
Public	232	93.3664	7.71681			
				562	4.126	.000
Private	332	90.4157	8.77559			

Table 4.28 reveals results of independent sample t-test. It made clear that there was no statistical difference in the mean scores of public teachers working in early childhood schools (N = 232, mean=93.3664, SD=7.71681) and private teachers (N= 332, Mean= 90.4157, SD = 8.77559, t (562) = -.658, sig =.040. It indicates that there was significances difference between the values of both groups.

Table 4.29 correlation of ICT and teaching learning process

No		N	M	SD	R	Sig-value
1	ICT	564	121.657801	13.068949	.742	.006
2	T.L process	564	116.4220	14.71817		

The result indicates that there is a strong, positive and significant correlation between the research variables. It means that there is a relationship between ICT and teaching learning process.

4.31 DISCUSSION

 In "Azad Jammu & Kashmir" a lot of ICT tools are being used for the teaching and learning process in early childhood education. This research was conducted to find out the

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relationship of "information communication technology" with the enhancement of "teaching and learning" process in "early childhood education". The 1st objective of this present research is to examine the prevailing practices of ICT in early childhood education in AJ&K. After applying this, it was concluded that the information communication technology is effective in teaching learning process in early childhood education. The results of previous study are also in line with the present study. Results ex, using ICT in preparation of ECE teachers help them in teaching and learning process, and as well endure children's interest in learning (Olaronke, 2014).The 2nd objectives of the research to examine the detail relationship between ICT and enhancements of teaching learning .After applying that it was included that the relationship between ICT and teaching learning process is very effective and strong. The results of (Rosdy, 2015) have a great effectiveness relationship for both teachers and the students. The 3rd objective of the research to compare the public and private school regarding the relationship of the "ICT" in enhancement "teaching learning" process and early childhood education. There were no significance difference both that, it's may be due to computer literacy skills.

Conclusion
The private and public sector's schools are using ICT technology for teaching at early childhood classes. Here after analyzing results, researcher has concluded that, awareness and training sessions are needed for better progress at early childhood level. However, Early childhood level education should be impart through the most advance features of technological tools, for this researcher will suggest that, govt. should invest and buy more advance ICT tools for revolutionary change at the early childhood academic levels.

The advance communication technologies have literally better presence in Public sector's Schools as compare to private sector's Schools. However, in context of practicing these technologies, the public sector schools preferably are less using these technologies however comparatively; private schools are using these advance based communication technologies more comprehensively and efficiently. For reasonable exercise and building learning aptitude, E-based projects, homework and assignment should be allocated to the student instead of handwriting assignment. However, for interaction and evaluating feedback, quick response and feedback forums must be designed for analyzing the feedback of students. The Strong relationship between ICT teachers and student would make stronger impact on progress of learning and enhancing. For better ICT performance, it has been suggested that, student's response portals would be designed for enhancing the feedback of learners about the potential of advance technologies. ICT is soft face in emerging international trends however using these technologies makes quality of education betters at early childhood level.

Recommendations
1. Awareness amid teacher about the potential importance of ICTs may be fashioned.
2. Attentiveness operations may be launched while active demonstrations, explanations and presentations must be shared with schools, teachers and students
3. The Early Childhood Education accordingly upgraded to the National Education Policy and for this instance, the researcher will propose that familiarities with technologies and communicational tools can make progress of learning more advance.

4. Focusing on progressive and motivational lecturing and conducting such sessions may be compulsory for school administration and heads teachers.

5. The school Syllabus should be planned while possession in view modern tendencies drifts and applies.

6. Instructors may act as inspirational role models for students in class while using ICTs in their courses however, teaching in class.

7. The teachers in class who assimilate ICTs work in their teaching might be encouraged via awarding extra salary and incentives.

8. For better technological progress, one computer might be provided and one internet connection may be allocated along with an LCD or smart projector to each class in School.

9. For reasonable exercise and building learning aptitude, E-based projects, homework and assignment might be allocated to the student instead of handwriting assignment. However, for interaction and evaluating feedback, quick response and feedback forums may be designed for analyzing the feedback of students.

10. For better ICT performance, Students response portals might be designed for enhancing the feedback of learners about the potential of advance technologies.

11. The Smart technologies have changed the concept of Glob, it's recommended that, teacher might be updated about every discovery and happening about the advance communication technology.

12. The Govt. Sectors have resources and availabilities of these technologies but private sectors may also enhance these technologies for meeting the standard of National Education Policy.

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