

Early Childhood Care and Education in Mizoram: Assessment of Perception of Parents

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ABSTRACT

The quality of the education can be measured by the quality of its pre-school, because it is the first step towards entering the world of knowledge as well as healthy and purposeful life. Therefore, bearing the importance and its consequences every nations are more concern about Early Childhood Care and Education. So, in present scenario Early Childhood Care and Education is carried out mainly in two ways - private Pre-school and Government Anganwadis. The main objectives of the study is to examined the perception of parents of ECCE in Mizoram, this study seeks to contribute to the development of a high-quality ECCE system that supports the optimal development of young children in the state. By assessing the perception of parents of ECCE in Mizoram firstly by conducting the focus group discussion and after that a questinnaire which was develop by the researcher and using this questionnaire the perception of parents were studied. The sample of the study consists of 40 ECCE Centres from 7 districts of Mizoram to find out the perception of parents of Early Childhood Care and Education (ECCE) in Mizoram. The collected data was used to find out the perception of the ECCE Centres within Mizoram using statistical method. The study revealed that the perception of parents of Early Childhood Care and Education (ECCE) in Mizoram. Overall, findings indicate that the ECCE Centres in Mizoram is satisfactory, providing a positive environment for children's learning and development.

Keywords: Private Pre-schools, Anganwadis, Early childhood Care and Education.

INTRODUCTION

The early childhood is a recent term synonymous or parallelly used for pre-school years to describe the period before children enter school. Nowadays, it has become a common practice for many parents to put their children in a school as early as age two or three or four. In some advanced and even in developing countries, early childhood education, means education for two to five years old children i.e. before primary school or kindergarten. In Indian context the age span covered under early childhood care and education is from conception to 6 years, therefore, formal method of teaching is restricted for this stage of children's development. Early childhood education a pre-school education stage is a preparatory and readiness stage for primary education. It is generally of two years duration extending from 3 to 5 years or 4 to 6 years. Recently 4 to 6 years has commonly been covered under pre- school stage.

Early childhood is a period which covers the colossal growth and development. Children develops rapidly during the period from their birth to 5 years of age in comparing than at any other stage in their

lives, shaped in large part by their experience in the world. These early years of development are critical for providing a firm foundation in cognition, language, and motor development as well as social, emotional, regulatory and moral development. Energizing, nurturing, and stable relationships with parents and other caregivers are of necessary for children's healthy development and the absence of these factors cannot compromise children's development.

The pre-primary education in India is also known as Kindergarten. Kindergarten, a term created by Friedrich Frobel in 1837, which means "children's garden". Various types of pre-primary schools are now available in India and more and more children are not attending preschool, indicating a rise in the need for education of kids. Pre-primary education is considered to be very important for the child as it is the first step towards entering the world of knowledge as well as healthy and purposeful life. Pre-primary education helps children become more independent and confident as well as promote the all round development of the children.

The National Policy on Education (1986) emphasized that "Programme of Early Childhood Care and Education should be child created and focused around play and the individually of the child. Formal methods and introduction of 3Rs will be discouraged at this stage: The local community will be fully involved in these programmes."

RATIONALE OF THE STUDY

Early Childhood Care and Education cover a period from birth of a child till the child enter a pre-school. It is a preparatory stage to enhance holistic development in a child for future life. The main focus of 0-3 years is health condition (including the health of the mother from the conception to the birth of the child); 3-6 years, health condition and education. It is very essential that we provide special care and attention as it is the first phase in child's life where interaction with other begin. Pre-school period is a school readiness programme considered as the foundation of learning. Thus, many steps have been undertaken for the development and improvement of Early Childhood Care and Education.

Knowing that there is still vast unexplored areas to study about Anganwadi and private pre-schools. Thus, the present study proves a great challenge in the field of education in Mizoram. It is assumed that the finding will reflect the real perception of parents whether they have a deep knowledge about the early childhood development and what awareness will be needed to take up. It will also help the policy matters and the authority to develop a systematic procedure for enhancement for holistic advancement of young learner. Hence, the present study will be taken up.

STATEMENT OF THE PROBLEM

The problem of the study is stated as, 'Early Childhood Care And Education In Mizoram : Assessment Of Perception Of Parents'

OBJECTIVES OF THE STUDY

1. To construct parental perception scale about Early Childhood Care and Education.
2. To study the perception of parents about Early Childhood Care and Education in Mizoram.

METHODOLOGY

A descriptive approach was taken to explore these issues. Since the aim was to understand what is currently happening rather than test any intervention, no variables were manipulated. The study follows a cross-sectional format, meaning data were collected only once, during a specific period, to get a sense of the present situation in selected ECCE centres.

Data collection relied on structured questionnaires tools were used for teachers and school heads, chosen because they had been used in similar contexts before. For parents, however, a new questionnaire was created to reflect the specific aims of this study and to better capture their perceptions.

RESEARCH DESIGN

The research design refers to how the study was planned and carried out. In this case, the focus was on describing and understanding ECCE as it exists today—especially in Mizoram. For this reason, a descriptive research design was used. It helped in mapping out present conditions without trying to change or control any variables.

To get a fuller picture, the study used a mixed-methods approach (QUAL-QUAN) exploratory design. This means both quantitative (numbers, patterns) and qualitative (interviews, observations) data were collected. The combination helped balance what people reported in forms with what was visible in their daily routines.

POPULATION OF THE SAMPLE

For this study, the population includes both Anganwadi Centers (AWCs) operating under the Integrated Child Development Services (ICDS) and private pre-schools functioning across different districts of Mizoram. The AWCs are managed under different CDPO blocks spread across the state of Mizoram within the districts of Aizawl, Champhai, Kolasib, Mamit, Serchhip, Lunglei, Lawngtlai, and Saiha. Moreover, a number of private preschools have also been established, especially in urban areas like Aizawl, and increasingly in other districts. Number of Anganwadi from Each District and Headquarter 2021-2022 were 1,816. Number of Private Pre-Schools by District were 438.

SAMPLE OF THE STUDY

40 (forty) Centres of ECCE were selected from Mizoram and from each of the institution 5 (five) parents were selected and total 200 parents perception were taken.

Sampling of ECCE Centres (Anganwadis) for the Study

District :Number of Centres Selected Aizawl 6,Lunglei 4, Champhai 3, Serchhip 4, Mamit 3, Kolasib 4, Saitual 2. Total 26

Sampling of Private Pre-Schools for the Study

District: Number of Centres Selected Aizawl 5. Lunglei 3,Champhai 2, Serchhip1, Mamit 1, Kolasib 1, Saitual 1. Total 14.

TOOLS USED IN THE STUDY:

To collect data for the present study, the following tools were used:

1. Focus Group Discussion conducted for constructing the Parental Perception Scale.
2. Parental Perception Scale on Early Childhood Care and Education, constructed by the researcher specifically for this study.

TOOLS USED IN THE STUDY

To collect the data for the present study, the investigator used the following tools:

The Parental Perception Scale on Early Child Care and Education Programme developed by the Researcher (2023)

The researcher developed a tool to assess the perception of parents on early child care and education programme called the Parental Perception Scale on Early Child Care and Education Programme (PPS-ECCE). The development of the PPS-ECCE is discussed in the following sections:

Generation of Items through Focus Group Discussion

Focus Group Discussion (FGD) is a qualitative research method used to gather opinions, and feedback from a group of people about a specific topic, issue, or product. In an FGD, a small group of participants engages in a guided discussion led by a moderator. The goal is to understand the participants' experiences, attitudes, and perspectives on the subject being studied.

FGD is often used in social research, market research, and program evaluations to gain a deeper understanding of people's views and to identify common themes or patterns. The discussions are typically recorded and analyzed to inform decision-making or further research. In the current study, FGD was conducted and aimed at generating questionnaire items for assessing Early Childhood Care and Education (ECCE) programs.

Participants:

Participants were drawn from different locations: six from Aizawl, five from Serchhip, five from Lunglei, and four from Mamit. A total of 200 parents took part in the focus group discussions (FGDs).

Area of Study:

The study took place in four districts of Mizoram: Aizawl, Serchhip, Lunglei, and Mamit.

Procedure:

Each session was conducted in a private setting with only the researchers and parents present. Detailed notes were taken manually. Each session lasted approximately 25 minutes. The FGDs were conducted without predefined themes, which was important since the parents and caregivers were able to freely express their thoughts. Only after analyzing the discussions were key themes identified, which then served as the basis for item generation. 50 potential questionnaire items were developed based on the concerns and experiences shared by the participants.

Data Analysis

The discussions were documented on Microsoft Word 2007 and NVivoV.10 was used to analyze and systematically identify the most significant themes raised by from the focus group discussions. These key themes were used to guide the creation of questionnaire items related to admission processes, program quality, record-keeping, physical facilities, equipment and materials, teacher-child relations, and health services.

Examples of Parents' Discussions

During the discussions, parents shared a range of experiences and perspectives. These discussions directly influenced the formation of questionnaire items. Below are examples of statements made by parents:

- "I had to go early just to stand in line for admission. It felt unfair because some parents got in through connections."
- "My child is very quiet. During the admission interview, she didn't talk much and was not selected. Admission for children this young should not be based on interviews."

- "The school says it follows a play-based programme, but my child brings home too much homework. It feels too formal, like primary school."
- "I love that my child is learning new things, but I also want her to enjoy school. Some days she doesn't want to go because she's afraid of making mistakes."
- "The school is next to a busy road with no proper fence. I worry about my child's safety every day."
- "They say there are outdoor play activities, but the children sit in a small area. There isn't enough space for them to run and play."
- "The teachers are kind, but they sometimes shout a lot. I understand they have many children to handle, but I wish they were more patient and caring."
- "My child says they have to take turns with toys because there aren't enough for everyone. They also share books, and sometimes they don't get to use them at all."
- "I really appreciate that the teachers check my child's height and weight. It helps me track her growth."
- "The toilets are not clean, and my child refuses to use them. She holds it in until she comes home, which isn't good for her health."
- "There isn't enough clean drinking water. Sometimes the children wait a long time just to get a glass of water."
- "The mid-day meal provided isn't always enough. My child sometimes comes home hungry despite the school offering meals."

Themes Identified for Item Generation

The themes identified are shown in Table 3. Some of the matters parents brought up during the focus group discussions were used for generating questionnaire items. For example, parents talked about how children are admitted to preschool, what the structure of the program should look like, and how important it is for teachers to maintain good records. They also discussed the physical setup of the preschool, including safety and facilities, as well as the availability of materials and toys. Relationships between teachers and children were highlighted, with parents stressing the importance of caring and supportive interactions. Health and hygiene were also mentioned, with parents noting the need for clean facilities and proper care. These discussions served as the framework for developing items that reflect the perception of parents regarding early childhood care and education.

Table 1 : Themes Identified from the Focus Group Discussions

Theme	Description	Example Item
Admission Process	Parents' views on interview-based vs. first-come, first-served admission, and concerns about fees.	"I think admitting children through first-come, first-served is a good idea."
Program Quality	Views on working hours, rest time, and structure of the program.	"I feel the preschool program is too formal, like a school."
Record-Keeping	Maintenance of children's academic and health records.	"Teachers keep proper academic records of children."
Facilities and Safety	Parents' thoughts on preschool location, safety, and space for	"The preschool is in a safe place."

	outdoor play.	
Equipment & Materials	Availability of toys, learning materials, and suitable furniture.	"The educational toys provided in preschool are enough."
Teacher-Child Relations	How well teachers interact with and understand children.	"My child gets proper care and attention from teachers."
Health & Hygiene	Availability of clean water, toilets, and medical care in preschool.	"The toilet facilities for young children are appropriate."

The word cloud (Image 2) visually represents key subject matters related to parental perceptions of the ECCE (Early Childhood Care and Education) programme. Larger words indicate frequently mentioned themes, while smaller words represent less emphasized topics.

Prominent words include admission, programme, teachers, health facilities, records, equipment, materials, and physical structure, highlighting major areas of concern. Other notable words such as homework, hygiene, outdoor play, safety, first aid kits, and rest period indicate specific aspects of early childhood education that parents consider important.

Image 2.

Word Cloud Showing Key Themes in Parental Perception of ECCE Programmes



Expert Review and Finalization

After the initial set of 50 items was generated from the FGDs, an expert review was conducted to refine the questionnaire. Two experts evaluated the items for clarity, relevance, and redundancy. Based on their feedback, the number of items was reduced to 25 in order to consider the most critical aspects of parents' concerns while maintaining simplicity and focus.

The core themes identified during the FGDs were retained in the final form of the scale and are intended to assess parental perceptions of ECCE programs in Mizoram. These 25 items serve as a foundation for further studies or assessments of ECCE program quality. The final Parental Perception Scale of Early Childhood Care and Education Programme consisted of the following 7 subscales:

1. Admission (3 Items)
2. Perception of Program (5 Items)
3. Perception of Records and Register (3 Items)
4. Perception of Physical Structure and Facilities (4 Items)
5. Perception of Equipment and Materials (3 Items)
6. Perception of Relations with Teachers (3 Items)
7. Perception of Health Facilities (4 Items)

Scoring

Responses were rated on a 5-point Likert scale, ranging from:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

For each subscale, total scores were obtained by summing item responses. Since the subscales contained different numbers of items, scores were converted to a common scale of 1 to 5 to ensure comparability. The conversion was performed using the following formula:

$$\text{Standardized Score} = (\text{Total Raw Score} / \text{Maximum Possible Score}) \times 5$$

where:

- Total Raw Score = Sum of responses within a subscale
- Maximum Possible Score = Number of items \times 5 (highest Likert score)
- 5-point scale was used for standardization

This transformation makes it easy for the overall scale and the subscales to be interpreted consistently across all subscales, regardless of the number of items.

Reliability

The reliability of the PPS-ECCE was assessed using the following methods:

(i) Internal Consistency

The reliability of the scale was assessed using Cronbach's alpha. The scale, consisting of $N = 25$ items, demonstrated excellent internal consistency with $\alpha = .92$, exceeding the .70 threshold recommended by Nunnally (1978) for adequate reliability in research.

(ii) Split-Half Reliability Analysis

A split-half reliability test was conducted to further examine the consistency of the scale across two halves:

- Part 1 (13 items): Cronbach's Alpha = .795
- Part 2 (12 items): Cronbach's Alpha = .920
- Total number of items: 25

These values indicate that the first half of the scale has good reliability ($\alpha = .795$), while the second half exhibits excellent reliability ($\alpha = .920$).

(iii) Correlation Between Forms

The correlation between the two halves of the test was .763, indicating a strong positive relationship between the two sets of items. This suggests that the two parts of the scale are measuring the same construct consistently.

(iv) Spearman-Brown Coefficient

The Spearman-Brown coefficient estimates how well the reliability would hold if the test were doubled:

* Equal-length form: .866

* Unequal-length form: .866

These high values indicate that the reliability of the scale would remain strong and stable even if it were extended or adjusted in length.

(v) Guttman Split-Half Coefficient

The Guttman Split-Half Coefficient was .859, meaning that the two halves of the scale are internally consistent and provide similar results.

The findings from these reliability analyses indicate that the scale demonstrates high internal consistency ($\alpha = .92$) and strong split-half reliability (.859–.920). The high Spearman-Brown and Guttman coefficients also show the stability and robustness of the scale. These results confirm that the scale is a reliable measure of the intended construct of parental perception of the ECCE programme.

Validity

The validity of the PPS-ECCE (Perception of Program Scale for Early Childhood Care and Education) was established through expert review and item analysis.

Content Validity

Two experts in Early Childhood Care and Education (ECCE) evaluated the scale for content validity. They assessed whether the items were clear, relevant, and representative of the intended constructs. Based on their evaluation, the experts unanimously agreed that the final form of the PPS-ECCE was valid for measuring perceptions in the ECCE context.

Construct Validity

To assess the construct validity of the scale, item discrimination analysis was conducted using SPSS V.22. The item discrimination index (D) was calculated to be .556, indicating that the item effectively differentiates between respondents with high and low overall scores. Since values above .30 are generally considered acceptable, and values above .50 indicate strong discrimination, this result suggests that the items contribute well to measuring the intended construct.

The combination of expert review and statistical item analysis supports the validity of the PPS-ECCE, which means that the scale accurately measures parental perceptions about early childhood care and education programme.

Development of Norms

To facilitate a meaningful interpretation of the standardized scores in the PPS-ECCE scale, a systematic process of norm development was undertaken. Norms for the PPS-ECCE (Perception of Program Scale - Early Childhood Care and Education) was developed to provide a standardized interpretation of scores obtained from respondents. Given that the raw scores on each subscale were converted to a scoring system that ranged from 1 to 5, these converted scores were again transformed to their corresponding z-scores, which was divided again to establish classification categories.

This process involved converting raw scores into a standardized format, specifically z-scores, and then categorizing them based on the normal probability curve (NPC) as shown in Figure 3. The objective of

this approach was to provide a clear and consistent method for understanding how individual scores compare to a larger reference group.

After computing the z-scores, they were categorized into five distinct groups: Low, Below Average, Average/Moderate, Above Average, and High as shown in Table 3.5.2.13. These categories were defined based on the standard deviation cutoffs in the normal probability curve, a widely accepted statistical model for standardizing data distributions. The categorization follows the standard normal distribution model so that the scores are distributed in a way that allows meaningful differentiation between respondents.

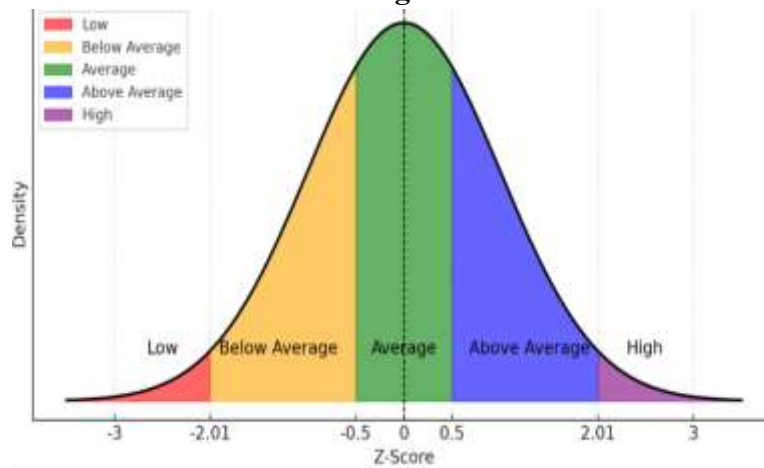
Table 3

Norms for References and Interpretation of the PPS-ECCE

Z-Score Range	Converted Score Range	Category
Below -2.01	1.25 – 1.80	Low
-2.01 to -0.50	1.81 – 3.20	Below Average
-0.50 to 0.50	3.21 – 3.80	Average/Moderate
0.51 to 2.01	3.81 – 4.60	Above Average
Above 2.01	4.61 – 5.00	High

Figure 4

Distribution and Categorisation of Z-Scores



Source: Researcher

The development of norms is crucial for practical applications in early childhood education research. With these established benchmarks, stakeholders such as educators, policymakers, and program evaluators can make informed decisions based on clear, standardized criteria. Procedure for Gathering the Data

The data for this study were gathered from two primary groups: teachers in pre-schools and anganwadis for the first scale, and parents for the second scale.

For the Observation cum Interview Schedule developed by Lalhmasai Chuaungo (2002), data were collected from teachers working in pre-schools and anganwadis. The process began by selecting a sample of teachers from various pre-schools and anganwadis. Teachers were then provided with the

observation cum interview schedule, which included a series of questions designed to assess their perspectives and practices in early childhood education. These teachers were asked to respond to the questions with "Yes" or "No" answers, and their responses were recorded. The data collection was conducted in person, allowing for any necessary clarifications during the process.

For the Parental Perception Scale on Early Child Care and Education Programme, data were gathered from parents whose children are enrolled in early childhood education programs, such as pre-schools and anganwadis. A sample of parents was selected and given a questionnaire that included a set of statements about early childhood care and education, and they were asked to rate their perceptions on a scale ranging from "Low" to "High." The completed questionnaires were then collected, and data were analyzed based on the responses.

Both groups were briefed about the purpose of the study, and informed consent was obtained from all participants prior to data collection. The data gathering process was designed to be as smooth and efficient as possible, with a clear emphasis on ensuring participants understood the items and could respond freely without any pressure.

Statistical Techniques Applied for Analysis

SPSS V.22 was used in the analysis of the research data. Only descriptive statistics were used in this study as they effectively summarize and provide a clear understanding of the data without the need for complex inferential analyses. In this way, the distribution of responses across different categories (such as Yes/No or perception levels) can be easily understood, thereby allowing for the identification of trends and patterns. Since the goal is to describe the participants' perceptions and not to make predictions or generalizations about a larger population, descriptive statistics offer a simple and interpretable way to present the results. This approach helps highlight the most common responses and enables straightforward comparisons across the districts, which makes it suitable for conveying the findings.

ANALYSIS AND INTERPRETATION

To assess the perception of parents with regards to the status of Early Childhood Care and Education (ECCE) in Mizoram

The Level of Overall Perception of the participants of ECCE Programmes across various districts in Mizoram are given in the following order: Aizawl, Serchhip, Lunglei, Champhai, Mamit, Kolasib, and Saitual in the following passages.

Table 5			
Level of Overall Perception of ECCE Programme in Aizawl			
District	Levels	N	%
Aizawl	Low	1	3.3%
	Below Average	4	13.3%
	Average/Moderate	6	20.0%
	Above Average	16	53.3%
	High	3	10.0%

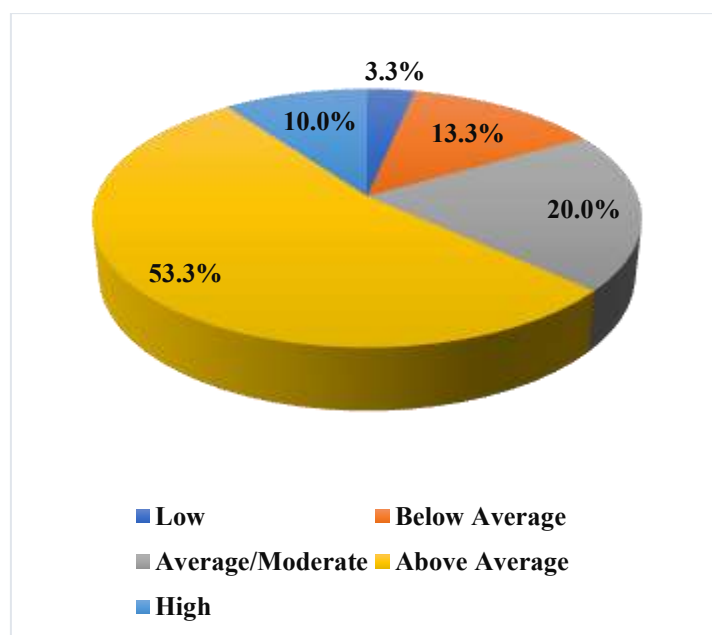


Figure 5: Level of Overall Perception of ECCE Programme in Aizawl

Level of Overall Perception of ECCE Programme in Aizawl

Data vide Table 5 and Figure 5 reveals that among participants from Aizawl, 3.3% view the ECCE Programme as Low, 13.3% as below average, 20.0% as average/moderate, 53.3% as above average, and 10.0% as High. From here we can say that the perception of parents of Aizawl regarding ECCE programme is above average.

(b) Level of Overall Perception of ECCE Programme in Serchhip

Table 6: Level of Overall Perception of ECCE Programme in Serchhip

District	Levels	N	%
Serchhip	Low	0	0.0%
	Below Average	10	35.7%
	Average/Moderate	10	35.7%
	Above Average	8	28.6%
	High	0	0.0%

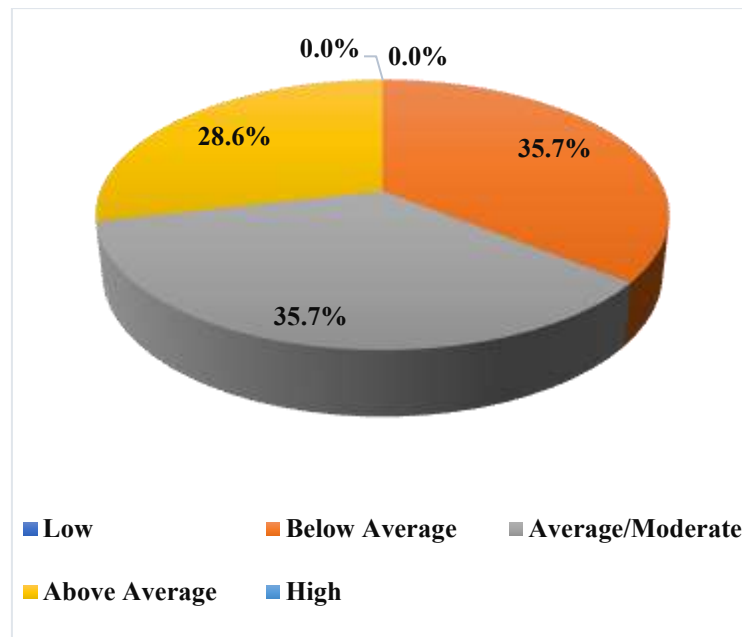


Figure 6: Level of Overall Perception of ECCE Programme in Serchhip

Data vide 6 and Figure 6 reveals that among participants from Serchhip, 0.0% view the ECCE Programme as Low, 35.7% as below average, 35.7% as average/moderate, 28.6% as above average, and 0.0% as High. From the findings we can conclude saying that the perception of parents of Serchhip regarding ECCE programme is low.

(c) Level of Overall Perception of ECCE Programme in Lunglei

Table 7: Level of Overall Perception of ECCE Programme in Lunglei

District	Levels	N	%
Lunglei	Low	0	0.0%
	Below Average	12	42.9%
	Average/Moderate	5	17.9%
	Above Average	9	32.1%
	High	2	7.1%

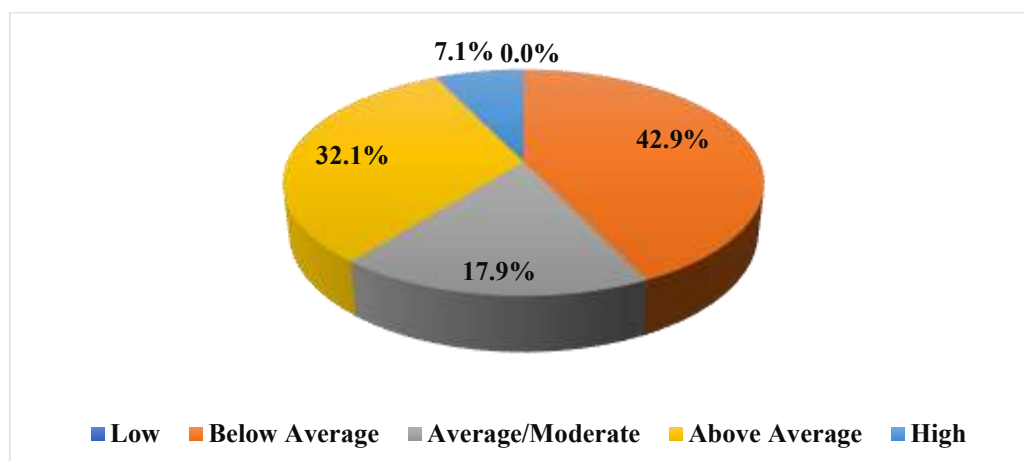


Figure 7: Level of Overall Perception of ECCE Programme in Lunglei

Data vide Table 7 and Figure 7 reveals that among participants from Lunglei, 0.0% view the ECCE Programme as Low, 42.9% as below average, 17.9% as average/moderate, 32.1% as above average, and 7.1% as High. The study reveals that the perception of parents of Lunglei regarding ECCE programme is above average.

(d) Level of Overall Perception of ECCE Programme in Champhai

Table 8
Level of Overall Perception of ECCE Programme in Champhai

District	Levels	N	%
Champhai	Low	0	0%
	Below Average	6	21.4%
	Average/Moderate	9	32.1%
	Above Average	11	39.3%
	High	2	7.1%

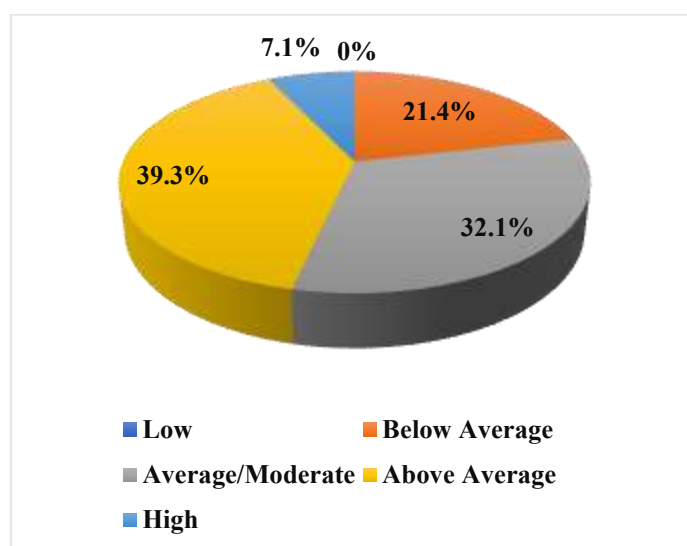


Figure 8: Level of Overall Perception of ECCE Programme in Champhai

Data vide Table 8 and Figure 8 reveals that among participants from Champhai, 0.0% view the ECCE Programme as Low, 21.4% as below average, 32.1% as average/moderate, 39.3% as above average, and 7.1% as High. From the findings we can conclude saying that the perception of parents of Champhai regarding ECCE programme is average.

(e) Level of Overall Perception of ECCE Programme in Mamit

Table 9
Level of Overall Perception of ECCE Programme in Mamit

District	Levels	N	%
Mamit	Low	1	3.6%
	Below Average	12	42.9%

	Average/Moderate	9	32.1%
	Above Average	5	17.9%
	High	1	3.6%

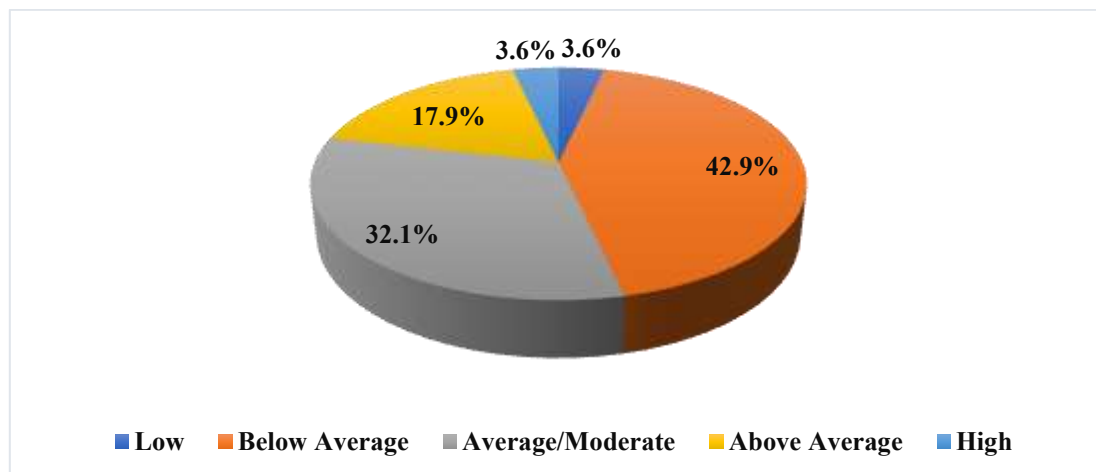


Figure 9: Level of Overall Perception of ECCE Programme in Mamit

Data vide Table 9 and Figure 9 reveals that among participants from Mamit, 3.6% view the ECCE Programme as Low, 42.9% as below average, 32.1% as average/moderate, 17.9% as above average, and 3.6% as High. The study reveals that the perception of parents of Mamit regarding ECCE programme is low.

(f) Level of Overall Perception of ECCE Programme in Kolasib

Table 10: Level of Overall Perception of ECCE Programme in Kolasib			
District	Levels	N	%
Kolasib	Low	2	7.1%
	Below Average	7	25.0%
	Average/Moderate	5	17.9%
	Above Average	11	39.3%
	High	3	10.7%

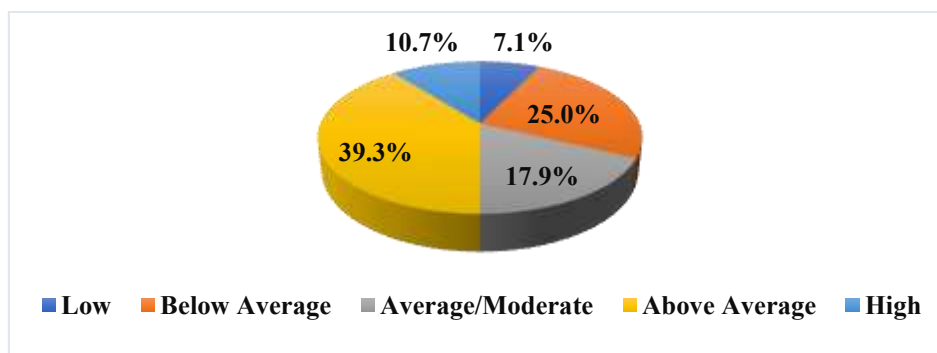


Figure 10: Level of Overall Perception of ECCE Programme in Kolasib

Data vide Table 10 and Figure 10 reveals that among participants from Kolasib, 7.1% view the ECCE Programme as Low, 25.0% as below average, 17.9% as average/moderate, 39.3% as above average, and 10.7% as High. From the findings we can conclude saying that the perception of parents of Kolasib regarding ECCE programme is average.

(g) Level of Overall Perception of ECCE Programme in Saitual

Table 11 Level of Overall Perception of ECCE Programme in Saitual			
District	Levels	N	%
Saitual	Low	8	26.7%
	Below Average	18	60.0%
	Average/Moderate	3	10.0%
	Above Average	1	3.3%
	High	0	0.0%

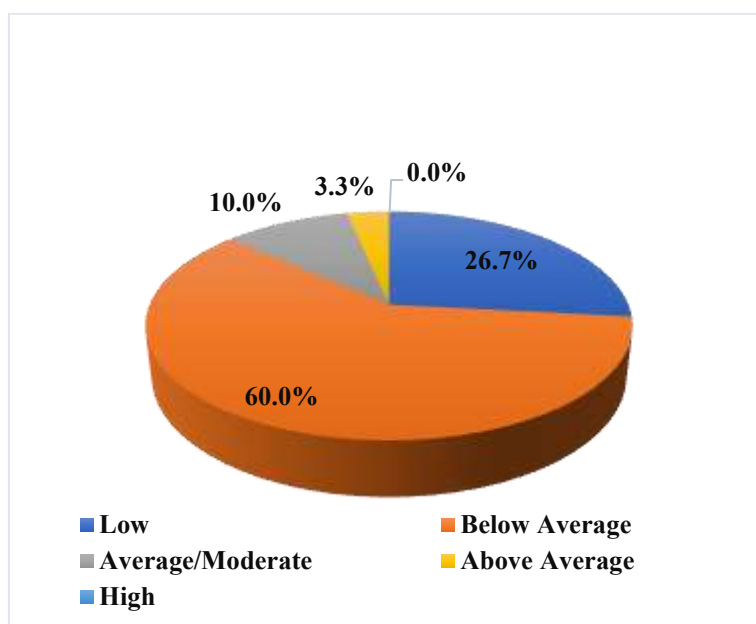


Figure 11: Level of Overall Perception of ECCE Programme in Saitual

Data vide Table 11 and Figure 11 reveals that among participants from Saitual, 26.7% view the ECCE Programme as Low, 60.0% as below average, 10.0% as average/moderate, 3.3% as above average, and 0.0% as High. The study reveals that the perception of parents of Saitual regarding ECCE programme is low.

FINDINGS AND CONCLUSION

The findings reveals that The Level of Overall Perception of the participants of ECCE Programmes across various districts in Mizoram are given in the following order: Aizawl, Serchhip, Lunglei, Champhai, Mamit, Kolasib, and Saitual in the following passages

The perception of the ECCE (Early Childhood Care and Education) programme varies across districts in Mizoram. In Aizawl, most respondents had a positive view, with over half rating it as Above Average and 10% rating it High. Kolasib also had a fairly good perception, with 39.3% rating it Above Average

and 10.7% as High. However, some people in both districts still rated it lower, with a few rating it as Low.

In Serchhip and Saitual, the perception was more negative. In Serchhip, many respondents rated the programme as Below Average (35.7%) or Average (35.7%), and no one rated it as High. Similarly, Saitual had a high percentage of people rating it as Low (26.7%) and Below Average (60%), showing dissatisfaction with the programme.

Lunglei and Champhai had mixed views. While a significant number of people rated the programme as Below Average, both districts also had a good portion of people rating it Above Average (32.1% in Lunglei and 39.3% in Champhai), suggesting some positive feedback.

Mamit showed a more balanced response, with 42.9% rating the programme as Below Average and 32.1% as Average. Only a small percentage rated it High, indicating room for improvement.

In summary, Aizawl and Kolasib had more positive views, while Serchhip and Saitual showed more dissatisfaction. Most districts rated the programme as Above Average, but there were still areas where improvements could be made, particularly in Saitual and Serchhip.

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