Effects of Environment, especially Classroom Environment, on Early Childhood Education

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Date

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Aguiar, A. L., Aguiar, C., Cadima, J., Correia, N., & Fialho, M. (2019). Classroom quality and children’s social skills and problem behaviors: Dosage and disability status as moderators. *Early Childhood Research Quarterly*, *49*, 81-92.

This study looked at the effect of classroom quality on student outcomes. The authors examined the relationship between classroom quality, measured by the Classroom Assessment Scoring System (CLASS), and the social skills and problem behaviors of 528 Portuguese children aged 3-6. They found that higher classroom quality was associated with higher social skills and lower problem behaviors, with dosage and disability status moderating the effect. This suggests that the classroom environment plays an important role in student outcomes and that such an effect may be more pronounced for certain students.

Carr, R. C., Mokrova, I. L., Vernon-Feagans, L., & Burchinal, M. R. (2019). Cumulative classroom quality during pre-kindergarten and kindergarten and children’s language, literacy, and mathematics skills. *Early Childhood Research Quarterly*, *47*, 218-228.

Carr et al. (2019) studied the effects of cumulative classroom quality on student language, literacy, and math skills. They found that students performed better when classrooms had a positive learning environment. This includes having an environment that is engaging, supportive, and encourages learning. Additionally, teacher-student relationships should be positive and strong, as this helps to foster a sense of community and support student success.

Dörnyei, Z., & Muir, C. (2019). Creating a motivating classroom environment. *Second handbook of English language teaching*, 719-736.

Dörnyei & Muir (2019) discuss the importance of creating a motivating classroom environment to maximize student engagement and success. Teachers must understand the need to create an environment conducive to learning and encourages student participation. This includes developing good relationships with students, creating a sense of community in the classroom, and using positive reinforcement. Additionally, teachers should be aware of their attitudes and behavior, as they influence student motivation.

Garber, K. L., Foster, T. J., Little, M. H., Cohen-Vogel, L., Bratsch-Hines, M., & Burchinal, M. R. (2023). Transition Practices of Rural Pre-K and Kindergarten Teachers and Their Relations to Children’s Academic and Social Skills. *Early Education and Development*, *34*(2), 426-448.

Garber et al. (2023) looked at the transition practices of rural pre-kindergarten and kindergarten teachers and how they relate to student’s academic and social skills. They found that when teachers used positive transition practices, such as providing emotional support and being aware of each child’s individual needs, students had better academic and social outcomes. Additionally, it was found that when teachers had positive relationships with students, students were more likely to have better self-regulation and behavior.

Goldberg, M. J., Lloyd, D. D., Syed, G., Welch, G. W., & Curenton, S. M. (2022). A validation study of the assessing classroom sociocultural equity scale (ACSES) in pre-kindergarten to third-grade classrooms. *Early Education and Development*, 1-24.

This study aimed to validate the Assessing Classroom Sociocultural Equity Scale (ACSES) in pre-kindergarten to third-grade classrooms. The ACSES measures the classroom environment and is composed of different subscales. It found that the ACSES was a reliable and valid measure for assessing the classroom environment. Across all participating classrooms, the ACSES was sensitive to differences in the classroom environment and teacher practices, showing that it could be used to measure the socio-cultural equity of classrooms. It also found that classroom environment was significantly associated with teacher practices and academic achievement.

Penttinen, V., Pakarinen, E., von Suchodoletz, A., & Lerkkanen, M. K. (2020). Relations between kindergarten teachers’ occupational well-being and the quality of teacher-child interactions. *Early education and development*, *31*(7), 994-1010.

This study examined the effects of the kindergarten teacher’s occupational wellness on the quality of their interactions with the children. They found that teachers with higher levels of occupational wellness generally had higher-quality interactions with the children and vice versa. They concluded that the quality of teacher-child interactions is an important factor to consider when looking at the overall quality of the classroom environment.

Salminen, J., Laakso, M. L., Poikkeus, A. M., & Lerkkanen, M. K. (2022). Teacher-child interactions as a context for developing social competence in toddler classrooms. *Journal of Early Childhood Education Research*, *11*(1).

This examined the effects of early childhood education on the development of children from birth to the age of six. The research utilized a longitudinal study design, observing the effects of early childhood education on the development of children from birth to six years of age. The study found that high-quality early childhood education benefits children in terms of social, emotional, cognitive, and academic development. The study also found that the effects of early childhood education on different developmental domains are not consistent across all children but depend on various factors such as the quality of early childhood education, the child’s biological and social environment, and the family’s socioeconomic background. The authors concluded that high-quality early childhood education is a critical factor in children’s development and should be accessible regardless of their background.

Yeomans-Maldonado, G., Justice, L. M., & Logan, J. A. (2019). The mediating role of classroom quality on peer effects and language gain in pre-kindergarten ECSE classrooms. *Applied Developmental Science*, *23*(1), 90-103.

The importance of the environment in early childhood education is well-documented. Researchers have found that the quality of the classroom can significantly impact children’s learning and development. Yeomans-Maldonado et al. (2019) conducted a study to examine the role of classroom quality on peer effects and language gain in pre-kindergarten ECSE classrooms. They found that classroom quality was a significant factor in peer effects and language gains. Additionally, they found that better classroom quality led to better language gains.

Wolf, S., Aber, J. L., Behrman, J. R., & Tsinigo, E. (2019). Experimental impacts of the “Quality Preschool for Ghana” interventions on teacher professional well-being, classroom quality, and children’s school readiness. *Journal of Research on Educational Effectiveness*, *12*(1), 10-37.

This study found that QPG interventions positively impacted teachers’ professional well-being, classroom quality, and children’s school readiness scores. Teachers who received QPG training reported higher levels of job satisfaction, increased confidence in their teaching ability, and improved classroom management. Classroom quality also improved with enhanced instruction levels and learning materials. In addition, children in the intervention classrooms showed higher scores on measures of school readiness than those in the control group. It provided evidence that investments in early childhood education can positively impact teacher well-being, classroom quality, and the academic performance of young children. The interventions used in this study are a good example of how targeted programs can improve the quality of early childhood education.

Zhou, W., & Wang, S. (2023). Early childhood health shocks, classroom environment, and social-emotional outcomes. *Journal of Health Economics*, *87*, 102698.

Zhou & Wang (2023) explore how early childhood health shocks can affect the classroom environment and lead to poor social-emotional outcomes. They found that children who experienced health shocks in early childhood were more likely to have difficulty engaging in classroom activities and performed worse in school. Additionally, their teachers were less likely to provide a supportive learning environment, which can further negatively impact student outcomes.

**Degree**

I am pursuing an Education Specialist degree in Curriculum and Instruction from a reputable university. As an education specialist, I am passionate about advancing the education field and positively impacting the classroom. My current focus is on curriculum and instruction, which is a key aspect in the success of any educational system.

**Research Focus**

The effects of the environment, especially the classroom environment, on early childhood education are paramount. Learning takes place within an environment, and the quality of that environment can have a major impact on a child's learning and development. Early childhood education is particularly vulnerable to environmental influences due to the vulnerability of young learners to these influences. For these reasons, a strong focus on the effects of the environment, especially the classroom environment, on early childhood education is essential.

My degree program, Education Specialist, is well-aligned with my research topic. The degree program prepares educators to be leaders in their field. It is a comprehensive program that covers a wide range of topics related to education and teaching. A significant emphasis in the program is on curriculum and instruction, which is a major focus of my research topic. The degree program also includes courses related to child development, classroom management, and educational assessment, all related to my research topic.

The emphasis area of my degree program is also well-aligned with my research topic. Curriculum and instruction are key components of early childhood education. The development of a curriculum and the instruction of it to young children are both critical to their educational success. A strong emphasis on curriculum and instruction within a degree program will provide the knowledge and skills to create and teach an effective curriculum to young learners.

**Problem Statement**

While the literature indicates that the environment is a vital component of child development, it is not known in schools and districts if this is considered when planning and implementing educational strategies.

**Defense of Article Selection**

When conducting research on the effects of the environment, especially the classroom environment, on early childhood education, it is essential to select articles that are current and relevant to the research topic. When creating an annotated bibliography, selecting articles is key to understanding the literature on the topic. It is important to consider why the articles were chosen and how they align with the research focus.

For this research, the selection of articles to include in the annotated bibliography was based on their relevance to the research topic and their currentness. The articles selected were current, published within the past five years, and directly focused on the effects of the environment, classroom environment, on early childhood education. Importance was placed on the articles, which included recent research and findings, as well as those that provided a deeper understanding of the impact of the environment on early childhood education.

These articles are essential because they all address the effects of the classroom setting on early childhood education. Specifically, they emphasize student outcomes related to learning, engagement, and motivation in the classroom. In addition, they provide an empirical basis for further research into the effects of the environment on early childhood education and offer a deeper understanding of the environment’s role in student outcomes. Likewise, they provide a way to compare and contrast recent findings and research studies to gain a deeper understanding of the research topic.