

THE ADMINISTRATORS' INVOLVEMENT IN ASSISTING WITH THE IMPROVEMENT OF YOUNG LEARNERS' LINGUISTIC ABILITIES IN EARLY CHILDHOOD EDUCATION

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ABSTRACT: Language development lays the foundation for the reading and writing skills in children as they enter and progress through school as well as in their lifelong development, and early childhood administrators play a vital role in this. Further, in early childhood education, the involvement of administrators plays a critical role in supporting the improvement of linguistic abilities among young learners, which has a significant impact on their overall development and academic achievements. Linguistic skills encompass various facets, including speaking, listening, reading, and writing, all of which serve as foundational elements for effective communication and language acquisition. Further, Administrators assume a vital role in fostering linguistic development by cultivating a language-rich environment within educational settings. They also collaborate with teachers to design curriculum and instructional strategies that prioritize language development, integrating language-focused activities into daily routines. This study examined the administrators' involvement in assisting with the improvement of young learners' linguistic abilities in early childhood education". Moreover, the secondary data collection method has been applied in the research and data was gathered from secondary sources, mainly Scholarly articles and books. The study concluded that administrators play a crucial role in bolstering young learners' linguistic skills in early childhood education. By fostering a language-rich environment, providing professional development, fostering partnerships, and monitoring progress, administrators substantially contribute to the linguistic development and future success of young learners. As a result, there are the recommendation will help to administrators to improve of young learners' linguistic abilities in early childhood education.

KEYWORDS: Early childhood education, Administrators' involvement, Linguistic abilities and young learners.

1. INTRODUCTION

Administrators are responsible for creating an atmosphere that supports children's learning requirements and facilitates language development since they are influential characters inside educational institutions. To begin with, administrators can contribute significantly to the linguistic development of young learners by implementing comprehensive language programs and curricula. They may establish engaging linguistic environments that support children's development and age-appropriate activities that stimulate language learning by working with educators and experts. Furthermore, administrators can support the professional growth of educators by providing them with the necessary tools and training to enhance their linguistic skills. Additionally, administrators have the chance to develop solid relationships with families and the community to support language learning outside of the classroom. A home environment that fosters language development may be created via consistent communication and parental participation in the educational process. The research I propose to do is of great importance as it examines the administrators' involvement in assisting with the improvement of young learners' linguistic abilities in early childhood education. The research will propose recommendations to improve the administrators' involvement of the young learners' linguistic abilities in early childhood education.

2. STATEMENT OF THE RESEARCH PROBLEM

The problem of this research is to delve into and comprehend the level of administrators' participation, knowledge, and expertise in evaluating and enhancing the linguistic capabilities of young learners. The World Bank (2014) report identified insufficient resources as one of the issues that affect language development among young learners. In essence, language development in early childhood education requires resources to enhance children's

language development (Nemeth and Simon 2013). Further, Usman (2016) stated that resources affect language learning in preschool classroom activities. Additionally, the report indicated that inadequate training of early childhood teachers affects the oral language skills development offered to young learners. The poor training results in teachers having insufficient knowledge of various teaching approaches and a minimal understanding of how to design learning experiences for early childhood children that support language development. Therefore, administrators have a vital role in improving the language skills of the young learners. In this way administrators are key figures in shaping the policies, curriculum, and resources available in early childhood education. Their decisions and support can significantly impact the linguistic development of young learners. This study seeks to explore how administrators can contribute to improving linguistic abilities among young children through various means, such as curriculum design, teacher training, resource allocation, and fostering a language-rich learning environment.

3. AIM OF THIS RESEARCH

This research study aims to explore the administrators' involvement in assisting with the improvement of young learners' linguistic abilities in early childhood education. That is, the research will identify the administrator's involvement in supporting of young learners' linguistic abilities in early childhood education. By identifying these involvements, and exploring the related research literature, the study will be suggesting recommendations to consider improving young learners' linguistic abilities in early childhood education.

1. To explore how administrators, contribute to the linguistic development of young learners in early childhood education.
2. This study seeks to identify successful strategies and practices employed by administrators to enhance the linguistic abilities of young learners.
3. The objective is to examine the difficulties and obstacles faced by administrators in helping to improve the language skills of young learners.
4. The aim is to offer recommendations and guidelines for administrators and policymakers on effectively supporting and enhancing linguistic development in early childhood education.

4. RESEARCH QUESTIONS

1. What are the various ways administrators contribute to the linguistic development of young learners in early childhood education?
2. Which strategies can administrators employ to effectively cooperate with teachers and parents in promoting the linguistic development of young learners within early childhood education?
3. How do administrators tackle potential challenges and obstacles when implementing initiatives to enhance young learners' linguistic skills in early childhood education?

5. SIGNIFICANCE OF THE STUDY

This research is important in identifying the administrators' involvement in assisting with the improvement of young learners' linguistic abilities in early childhood education and offering appropriate recommendations to facilitate the linguistic abilities development of young children. Further, few studies focus on the administrators' involvement in assisting with the improvement of young learners' linguistic abilities, with very little attention given to administrators' perspectives regarding the involvement of the administrators. However, this study also explores the contribution and difficulties faced by administrators when trying to improve children's linguistic abilities.

The significance of studying administrators' involvement in enhancing the linguistic abilities of young learners in early childhood education extends to various aspects. Firstly, administrators hold a pivotal role in establishing the vision and objectives of educational institutions. By acknowledging the importance of linguistic development during early childhood can prioritize and allocate resources toward supporting language learning initiatives. Secondly, administrators can foster collaboration among educators, parents, and other stakeholders to create an environment rich in language. Moreover, administrators demonstrate their commitment to exceptional education by actively engaging in the enhancement of linguistic skills among young learners. By acknowledging the significance of linguistic skills and taking proactive measures, administrators can contribute to establishing a solid foundation for academic achievement and lifelong learning.

6. LITERATURE REVIEW

The literature review section provides an overview of the literature on the research topic by different scholars, any existing gaps in the research topic, and the contributions of the research study to the field. Thus, this literature review is divided into three main sections: Firstly, it explains the Importance of children's linguistic abilities in

early childhood education. The next section details the role of the early childhood administrator's involvement in assisting with the improvement of young learners' linguistic abilities. Finally, the literature review focuses on the challenges faced by preschool administrators in the implementation of their administrative responsibilities.

IMPORTANCE OF CHILDREN'S LINGUISTIC ABILITIES IN EARLY CHILDHOOD EDUCATION.

linguistic abilities in early childhood education continue to play a critical role in children's overall development throughout their life. The significance of children's language abilities in early childhood education is widely accepted. Linguistic competencies play a vital role in a child's cognitive growth, social engagement, and academic achievement (Konza 2016). According to Rajapaksha (2016:16), indicate that children with proficient language skills often demonstrate enhanced reading and writing abilities, as well as heightened levels of comprehension and critical thinking. Additionally, acquiring language during early childhood nurtures effective communication, self-expression, and emotional regulation, empowering children to navigate social interactions with their peers and adults. As a result, educators acknowledge the importance of providing immersive language experiences and supporting language development in early childhood education settings, as it forms the basis for a child's overall educational journey. Moreover, Niklas et al. (2016) argue that oral language is important for children as a practice that allows them to become strong readers and writers in the future. Therefore, with the acquisition of relevant literacy and comprehension skills from an early age, children can enhance their skills and literary capabilities in the future as they become adults. Furthermore, Peterson et al. (2016:12) state that "most children's language learning occurs during the first five years of life". Hence, this suggests that early childhood administrators and teachers should use effective strategies to aid in the linguistic abilities' development of the young children they teach.

ROLE OF THE EARLY CHILDHOOD ADMINISTRATOR'S INVOLVEMENT IN ASSISTING WITH THE IMPROVEMENT OF YOUNG LEARNERS' LINGUISTIC ABILITIES

Early childhood administrators play a vital role in developing and sustaining quality early childhood education. According to Sims, Waniganayake and Hadley (2018), early childhood administrators ensure that they plan and manage Early childhood education to achieve high quality standards and ensure the programs meet the requirements of children. In support of Sims, Waniganayake and Hadley (2018), Öztapak and Polatlar (2020) noted that early childhood education administrators are involved in program management and curriculum development to improve the quality of Early childhood education programs. Further, Sims, Waniganayake and Hadley (2018) and Öztapak and Polatlar (2020) agree that the administrators are responsible for the overall day-to-day management of Early childhood education programs which allows them to effectively be involved in managing budgets, hiring and managing staff, and ensuring that programs adhere to local, state, and federal rules.

Öztapak and Polatlar (2020) stressed that it is the responsibility of administrators to guide and teach young children to respect others while still being free to express their opinions. Similarly, Ntumi (2016) noted that while the administrators face an uphill task in making decisions and improving the management of institutions, it is their obligation to administer the schools and support for the effective growth and development of the children. In this context, Ntumi (2016) noted that the administrators can effectively manage Early childhood education programs and enhanced the overall quality by collaborating with teachers and staff to establish and administer a clear curriculum that is suitable for young children. Therefore, administrators have the responsibility to make sure that the day-to-day implementation of the Early childhood program and the curriculum satisfies the needs expectations of the learners and ensure all the children improve their skills.

Further, Douglas (2019) and Parker, Thomsen and Berry (2022) agree that while facilitating implementation of the curriculum, the administrators have the responsibility to show leadership and enhance engagement with families and create partnerships with communities to boost quality and success of the Early childhood education programs. Therefore, Early childhood administrators can offer ongoing professional growth opportunities for themselves and their staff to advance their expertise in a variety of fields, including curriculum development, staff management, financial management, compliance with regulations, and marketing and enrolment to be in line with recommended practices and overcoming obstacles in the field.

SUPPORT FOR EARLY CHILDHOOD EDUCATION AMONG EARLY CHILDHOOD EDUCATION ADMINISTRATORS

Early childhood administrators play a multifaceted role in supporting early childhood education. According to Peele and Wolf (2021), childhood administrators ensure various functions are executed effectively, including quality assurance, curriculum development, policy advocacy, and community engagement. Administrators contribute substantially to building a strong foundation for the future well-being and success of children in early childhood education. Zuhairi, Karthikeyan and Priyadarshana (2020) and Peele and Wolf (2021), concurred that administrators regularly evaluate and monitor the effectiveness of their initiatives and programs.

To achieve this, administrators assess the impact of early childhood education on children's development (Cheng and Cheng, 2023; Marshall, Robeson and Roberts, 2020). The assessment enables administrators to identify areas for improvement and make data-driven decisions to enhance the overall quality of education. In agreement with Zuhairi et al. (2020), Gupta (2020) noted that administrators conduct monitoring and evaluation through various approaches, such as data collection, assessing learning outcomes, tracking attendance and enrolment, conducting regular reviews, and feedback from parents and caregivers. Monitoring and evaluation initiatives also enable administrators to inform decisions related to teacher and staff professional development. Further, the findings from monitoring and evaluation are also shared with parents and the community. Overall, transparency attained from monitoring and evaluation helps to build trust and encourage community involvement in improving early childhood education. Early childhood administrators advocate for the well-being and development of young children via policy advocacy.

CHALLENGES FACED BY EARLY CHILDHOOD EDUCATION ADMINISTRATORS IN ASSISTING WITH THE IMPROVEMENT OF YOUNG LEARNERS' LINGUISTIC ABILITIES

Early childhood education seeks to promote all areas of development for children ages 0 to 72 months and to get them ready for elementary school and life (Öztabak and Polatlar, 2020). Children receive developmentally appropriate instructions in a stimulating atmosphere. Öztabak and Polatlar (2020) stressed that it is the responsibility of administrators and teachers to guide and teach young children to respect others and their own rights while still being free to express their opinions. Ntumi (2016) noted that infrastructural challenges are common in provision of Early childhood education instruction and curriculum to the learners. Further, Ntumi (2016), Öztabak and Polatlar (2020) agreed that majority of the problems in Early childhood education education arise from the fact that there is inadequate infrastructure which impedes the implementation of the curriculum. Similarly, Writers' Bureau Centre (2018) noted that majority of the Early childhood education institutions have inadequate facilities and tools for teaching and learning and relevant infrastructure that supports learning and development of the children. Further, Writers' Bureau Centre (2018) indicated that the shortage of classrooms with adequate ventilation, kid-friendly furnishings, a kitchen, safe, clean water, a play area, restrooms, and playthings are among the major infrastructural problems that the administrators are faced with in implementing their administrative duties. Thus, Öztabak and Polatlar (2020), Ntumi (2016) and Writers' Bureau Centre (2018) indicated that the curriculum cannot be properly implemented by teachers because they lack sufficient teaching and learning materials which ultimately leads to a negative impact on the implementation of the curriculum because improving the academic performance of young children is facilitated by creating a sustainable learning environment.

Erke et al. (2019) showed that leadership skills among the administrators have been a major challenge as it leads to lack of professional progress within the educational institutions. Similar to these findings, Rönnerman, and Olin (2014) noted that difficulties in managing the staff through processes such as hiring teachers and training, performance evaluation, and ensuring legal compliance has affected the operation and management of Early childhood education. In schools with high turnover rates, managing the staff can be extremely difficult thus leading to the rise in teacher-student ratio which impedes the overall efficiency of institutions in supporting the educational growth and development of the children (Rönnerman, and Olin, 2014). As such, Erke et al. (2019) noted that there is need to improve the managerial efficiency of pre-school education to guide specialist educators undertake their responsibilities effectively while supporting their career growth. Erke et al. (2019) and Strehmel (2016) agree that there is need to improve professional training, adaptation and enhancement of professional and managerial skills to allow the administrators undertake their roles effectively and achieve improvements in Early childhood education of the young children. Therefore, management of the early childhood education require effective use of leadership skills to ensure decisions are made effectively and quality of learning improved.

7. RESEARCH METHODOLOGY

The methodology section focuses on the techniques used for the collection of data. In this research, secondary data collection methods were used to develop this study. Various factors led to the selection of the secondary data collection method for this research paper. Firstly, it was easy for the researcher to access books, scholarly articles and journals, or government documents, and many other sources. It helps researchers consider different author perspectives on a particular topic. Subsequently, a systematic review approach utilized to analyze and amalgamate the collected secondary data. Key themes, trends, and patterns identified, and relevant information extracted. It is so because through this method researcher able to collect data through existing documents or articles or books.

8. RECOMMENDATIONS

The finding of the review reveal that administrators supported various ways to improve of young learners' linguistic abilities in early childhood education. There are the recommendation will help to administrators to improve of young learners' linguistic abilities in early childhood education.

1. Promote Language-rich Environments: Administrators should prioritize creating language-rich environments in early childhood education settings. This can be done by providing a variety of stimulating materials, books, and activities that encourage language development.
2. Support Professional Development: Administrators should invest in professional development opportunities for teachers to enhance their knowledge and skills in promoting linguistic improvement among young learners. This can involve workshops, training sessions, and access to resources for effective language teaching strategies.
3. Collaborate with Families: Administrators should actively involve and collaborate with families to support linguistic improvement in young learners. This can be achieved through open communication channels, parent workshops, and providing resources and strategies that families can implement at home.
4. Assess and Monitor Progress: Administrators should implement a comprehensive assessment system to monitor and track the linguistic progress of young learners. This can help identify areas of improvement and tailor interventions accordingly.
5. Allocate Resources: Administrators should allocate resources, such as funding and personnel, to support the improvement of young learners' linguistic skills. This can involve hiring additional support staff, investing in language learning materials, and creating dedicated learning spaces for language development activities.

6. CONCLUSION

The active participation of administrators in early childhood education greatly influences the enhancement of young learners' linguistic abilities. Through involvement in curriculum development, teacher training, and the creation of a supportive learning environment, administrators make significant contributions to language acquisition and development in children. Moreover, their collaboration with teachers and parents, along with the provision of essential resources and materials, has a profound impact on the linguistic progress of young learners. Ultimately, administrators' dedication to linguistic improvement plays a crucial role in establishing a strong foundation for children's language skills and future academic achievements.

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