

PSYCHOLOGY OF VALUE FORMATION IN EARLY CHILDHOOD: A PATH TO SUSTAINABILITY OF AFRICAN CULTURAL HERITAGE

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Abstract

Values in a wider perspective are important and lasting beliefs or ideals shared by the members of a culture in a communal setting about what is good or bad and desirable or undesirable. Values have major influence on a person's behaviour and attitude; they serve as broad guidelines in all situations. Values are general principles that regulate our day-to-day behaviour. The emotional, social and physical development of young children has a direct effect on their overall development and on the adult they will become. That is why understanding the need to invest in young children is so important, so as to maximize their future well-being. A child's early years are the foundation for his or her future development, providing a strong base for lifelong learning and learning abilities, including cognitive and social development. Well established research, continues to emphasize the importance of early childhood education as an essential building block of a child's future success. The society is filled with children and adults that are untaught in values system, as a result of it the society is facing vices like; violence, cultism, prostitution, bloodshed, thievery, (armed robbery), examination malpractice, destroying and manipulating of social values system and order, etc. This research therefore, suggested the importance of inculcating values in a child at the early stage. This if achieved in children at their early developmental stage will help them to maintain ethical values system in their adulthood. The researcher adopted Bandura's social learning theory which states that people learn from one another, via observation, imitation, and modeling. If children will be trained by modeling of values at their early stage of childhood it will help to instil important values in them. The researcher therefore, used secondary data collection methodology to generate other scholars' opinions in this discourse.

Keywords: Psychology, Value Formation, Early Childhood, Sustainability, African, Cultural, Heritage

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Introduction

Training is a process of making a trainee to become like his/her trainer; it is also a way of making a trainee to imbibe some rare necessary qualities. Training takes processes and time; it is not done or achieved instantaneously. It requires application of methods, patterns, principles and technicalities for the purpose of the training to be achieved. When it has to do with inculcating values in a child in his/her early childhood some principles and methods are required as to achieve it.

Value is a concept that includes everything that is acceptable and important to the individual. Such branches of science as philosophy, ethics, aesthetics, and sociology consider value as a product of human life in certain historical, cultural, and socio-political conditions. Values are individual beliefs that motivate people to act one way or another. They serve as a guide for human behavior. Generally, people are predisposed to adopt the values that they are raised with. People also tend to believe that those values are “right” because they are the values of their particular culture. Ethical decision-making often involves weighing values against each other and choosing which values to elevate. Some values have intrinsic worth, such as love, truth, and freedom. Other values, such as ambition, responsibility, and courage, describe traits or behaviors that are instrumental as means to an end. Still other values are considered sacred and are moral imperatives for those who believe in them. Sacred values will seldom be compromised because they are perceived as duties rather than as factors to be weighed in decision-making. So, whether values are sacred, have intrinsic worth, or are a means to an end, values vary among individuals and across cultures and time. However, values are universally recognized as a driving force in ethical decision-making.

Conceptual Clarification

It is important to make some clarifications of the key words as contained in the research topic. This will guide the readers to grasp the clear-cut understanding of the context in which they are used in the research work. The key words include; Train, Child, Psychology, Values Formation, Early Childhood.

- i. *Psychology*: Psychology has been defined in different ways. Some people have defined psychology as an art. Other people have defined psychology as a science. Many text books define psychology as the science of mind and behaviour. Psychology involves the study of human nature and/or behaviour. Different opinions come from different perspectives. The following are the variety of definitions of psychology as generated online.

- a. Eric Pettifor defines psychology as "an art which presents itself as science". Eric is most interested in the area of personality psychology.
- b. Hamm, H. D. who authored and maintains a site for Northern Michigan University, defines psychology as the "scientific study of the behaviour of humans and animals"
- c. Tom Bolling defines psychology as a science of description and application used for the "interpretation, prediction, development, and improvement of human behaviour" and that psychology was originally a branch of philosophy.
- d. According to the American Psychological Association, Psychology is the study of the mind and behaviour. It is the study of the mind, how it works, and how it affects behaviour.

Anene (1993) said:

Psychology has always had a way of outgrowing its definition. It's observed that early 19th century, most psychologists considered psychology as the study of mental life. When we consider the etymology of the word psychology one can then see the link between this early view of the discipline and the origin the word. The word psychology comes from two Greek words, psyche (meaning mind or soul) and logos (meaning science). A combination of the two words then implies that psychology the science of the mind. (p.1).

Formerly, psychology was a part of metaphysics, and dealt with the nature, origin, and destiny of the soul. It was called rational psychology. But modern psychology is empirical, and does not deal with the problems relating to the soul. Psychology is the study of behaviour and the mind. There are different types of psychology, such as cognitive, forensic, social, and developmental psychology. A person with a condition that affects their mental health may benefit from assessment and treatment with a psychologist. A psychologist may offer treatment that focuses on behavioral adaptations.

- ii. *Values Formation*: The formation of something is the starting or creation of it. The formation of value is the process of developing and establishing it. The process of influencing or guiding a person to a deeper understanding of value systems. This is a process of inculcating some necessary values in a person whether a child or an adult.
- iii. *Early childhood*, defined as the period from birth to eight years old, is a time of remarkable growth with brain development at its peak. During this stage, children are highly influenced by the environment and the people that surround them. In psychology, the term *early childhood* is usually defined as the time period from

birth until the age of eight years, therefore covering infancy, kindergarten and the early school years up to nursery stage.

- iv. *Path*: This means different things to different school of thoughts, but generally a path is synonymously used as a way and means. It also means a course of action or way of achieving a specified result of a chosen career path and this is the context in which the term is used in this work.
- v. *Sustainability*: Sustainability is ability to be maintained at a certain rate or level. In the broadest sense, refers to the ability to maintain or support a process continuously over time. When this is applied to the topic of this paper, it informs preservation to the cultural moral values of African moral heritage.
- vi. *African*: African can be used as a noun or an adjective. As an adjective, it means of or connected with Africa, the continent that is south of the Mediterranean Sea, east of the Atlantic Ocean, and west of the Indian Ocean. As a noun, it means a native or inhabitant of Africa, especially a Black person of African ancestry. The term African, conceptually has to do with belonging to Africa. This informs that this paper discussed cultural moral heritage that belongs to Africa.
- vii. *Cultural*: An understanding of culture requires an understanding not only of language differences, but also differences in knowledge, perceptions, beliefs, attitudes, and behaviors. Culture (from the Latin '*cultura*' stemming from '*colere*', meaning "to cultivate") generally refers to patterns of human activity and the symbolic structures that give such activities significance and importance. Cultural paradigms refer to the shared beliefs, values, customs and practices that define a society or group of people. They shape our identity, influence our behavior and inform our understanding of the world.
- viii. *Heritage*: Heritage is the legacy from the past that we inherit, live with, and pass on to future generations. Heritage can include places, objects, values, traditions, culture, languages, stories, and events that reflect our history, identity, and diversity. Heritage is irreplaceable and important for our sense of belonging, learning, and inspiration.

Theoretical Framework

The researcher adopted Bandura's social learning theory which states that people learn from one another, via observation, imitation, and modeling. Social learning theory is the view that people learn by observing others. Associated with Albert Bandura's work in the 1960s. People learn through observing others' behaviour, attitudes, and outcomes

of those behaviours. Most human behaviour is learned observationally through modeling: from observing others, one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action. Bandura's Social learning theory explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural, and environmental influences. Social learning theory explains how people learn new behaviours, values, and attitudes. Social learning is defined as learning through the observation of other people's behaviours. It is a process of social change in which people learn from each other in ways that can benefit wider social-ecological systems. Different social contexts allow individuals to pick up new behaviours by observing what people are doing within that environment. Social learning and social pedagogy emphasize the dynamic interaction between people and the environment in the construction of meaning and identity. The process of learning a new behaviour starts by observing behaviour, taking the information in and finally adopting that behaviour. Examples of environmental contexts that promote social learning are schools, media, family members and friends. If learning is to be considered as social, then it must:

1. Demonstrate that a change in understanding has taken place in the individuals involved;
2. Demonstrate that this change goes beyond the individual and becomes situated within wider social units or communities of practice;
3. Occur through social interactions and processes between actors within a social network.

It is a theoretical system that focuses on the development of the child and how practice and training affect their life skills. This idea is centered on the notion that children are active and competent even in their early stage of life.

Child Psychology and Development

Child psychology and development is the study of subconscious and conscious of childhood development. Child psychologists observe how a child interacts with their parents, themselves, and the world, to understand their mental development. Child Psychology basically encompasses the study of various different psychological elements that affect individuals throughout their young growing phase. From birth to puberty, the study will usually help a child psychologist to understand the circumstances that led up to the current position the individual is likely to lean towards.

Child psychology studies the mental state and changes that generally take place in an individual from the infancy stage. According to Michael (2005),

Child psychology is the study of children's mental processes, with a particular focus on cognitive and language development and socialization. Child

psychology aims to help parents; teachers and care workers ensure an environment favourable to children's emotional, cognitive and social development. (p.5).

Child psychology is one of the many branches of psychology and one of the most frequently studied specialty areas. This particular branch focuses on the mind and behaviour of children from prenatal development through adolescence. Child psychology deals not only with how children grow physically, but with their mental, emotional, and social development as well.

It was philosopher John Locke (1632-1704) who first suggested that the mind of the newly born child was like a blank slate. According to his theory, experiences during childhood were crucial for shaping adults' characteristics. Jean-Jacques Rousseau (1712 to 1778) argued but not in disagreement with the assertion of John Locke, that children were born good and innocent; it was how they were nurtured that corrupted them. Childhood plays such an important role in the course of the rest of a child's life; it is little wonder why this topic has become such an important one within psychology, sociology, and education. Experts focus only on the many influences that contribute to normal child development, but also to various factors that might lead to psychological problems during childhood. Self-esteem, school, parenting, social pressures, and other subjects are all of tremendous interest to child psychologists who strive to help kids develop and grow in ways that are healthy and appropriate.

Therefore, Child psychology, also called child development is the study of the psychological processes of children and, specifically, how these processes differ from those of adults, how they develop from birth to the end of adolescence, and how and why they differ from one child to the other.

A Brief Look at the Meaning of Values

Values are a set of desirable behaviour by following what is good for the individual and also the society, that exactly is the reason as to why values are not taught, lectured about or professed, they are only demonstrated. Values are Important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable or undesirable. Values have major influence on a person's behaviour and attitude and serve as broad guidelines in all situations.

Generally, value has been taken to mean moral ideas, general conceptions or orientations towards the world or sometimes simply interests, attitudes, preferences, needs, sentiments and dispositions. But sociologists use this term in a more precise sense to mean; the generalized end which has the connotations of rightness, goodness or inherent desirability. According to Haralambos and Holborn (2000) who defined value as, "a belief that something is good and desirable". Mukerjee (1949) a pioneer

Indian sociologist who initiated the study of social values, in his opinion on value said, “values are socially approved desires and goals that are internalized through the process of conditioning, learning or socialization and that become subjective preferences, standards and aspirations”. A value is a shared idea about how something is ranked in terms of desirability, worth or goodness.

In ethics, value denotes the degree of importance of something or action, with the aim of determining what actions are best to do or what way is best to live (normative ethics), or to describe the significance of different actions. Axiology, (from Greek *axios*, “worthy”; *logos*, “science”), also called theory of value, the philosophical study of goodness, or value.

The Formation of Values in Early Childhood

Psychology of values formation in early childhood is art or social science of forming the necessary ideas and values in a child in the early childhood. At birth, children are immediately inserted into social relations: all of their needs are met by an adult, who becomes the centre of attention of the baby. It is important to remember that, in babies, visual and hearing structures have not developed completely yet. Shams and Seitz (2008) said;

The enrichment of visual and hearing impressions contributes to the organic evolution of the senses in a satisfactory manner. For this reason, the richer the experiences of a child with an adult - who becomes the mediator of the first sensorial contacts of the baby with the world around him or her -, the more positive this child's physical and emotional development will be in the first period of life. (p.12).

The central psychological formation in the first year of life is perception. It enables the sensorial appropriation of the world in a direct communicative and emotional process with the adult. What does this mean? Dale (2005) also said, in this first period of the psychic development, the main activity - the one that promotes a greater development of the intellectual and practical capacities and of the personality of the child in this moment is the emotional communication the baby establishes with people around him or her. (p.8). Because of that, although in the first months of life babies are not able to express themselves through conventional talk yet, they can communicate with the people around. For this reason, they use other languages, such as crying, smiling, movements of throwing their arms and body towards the adult and the objects they want, closing their hands as if they wanted to grab something they cannot reach, etc. It is important to observe that all of these behaviours of the baby have an affective nature, that is, they happen because people around him or her and objects presented to him or

her provoke emotions, like the joy of reaching them or the pleasure of physical contact with the adult, creating a need for new impressions.

The preschool years in which the foundations of many developments of human life are laid, is a critical period in which children start to acquire basic knowledge related to the values which is a part of moral development of children. When the effect of the basic knowledge and talents acquired in these years on socialization of the individual in the following years is considered, the importance of acquiring values in early ages is seen. First, the family atmosphere started to be gained in value over time; media, friends, teachers, society, and it continues to evolve under the influence of similar elements. It is in this view that Halstead & Taylor (2000) said, "First, the family atmosphere started to be gained in value over time; media, friends, teachers, society, and it continues to evolve under the influence of similar elements" (p.169). Furthermore Frydkova (2012) said on the important of value formation in early childhood thus:

The pre-school period when the basis of values is taken is important for the child to observe and adapt the certain values through positive models. Social life, an integral part of the value of having first details regarding the foundations of the pre-school period, academic skills training as well as social values , education also should be emphasized. (p. 16).

There are means of inculcating values in early childhood, the very basic means to form values in a child's life are; family, religious organizations, school, social media etc. Except these institutions play their roles well a child's life values may be farfetched.

Importance of Early Childhood Development

The emotional, social and physical development of young children has a direct effect on their overall development and on the adult they will become. That is why understanding the need to invest in very young children is so important, so as to maximize their future well-being. Children's early experiences the bonds they form with their parents and their first learning experiences deeply affect their future physical, cognitive, emotional and social development.

Optimizing the early years of children's lives is the best investment we can make as a society in ensuring their future success. Early years of childhood form the basis of intelligence, personality, social behaviour, and capacity to learn and nurture oneself as an adult. There is significant evidence that links the circumstances of adversity and habits formed in early years to the non-communicable diseases of adulthood. There is consistent and strong evidence which shows that:

- i. Brain development is most rapid in the early years of life. When the quality of stimulation, support and nurturance is deficient, child development is seriously affected.
- ii. The effects of early disadvantage on children can be reduced. Early interventions for disadvantaged children lead to improvements in children's survival, health, growth, and cognitive and social development.
- iii. Children who receive assistance in their early years achieve more success at school. As adults they have higher employment and earnings, better health, and lower levels of welfare dependence and crime rates than those who don't have these early opportunities.
- iv. Efforts to improve early child development are an investment, not a cost.

Simply put, a child's early years lay the foundation for all that is to come. In recent years, researchers have learned that the human brain develops the vast majority of its neurons, and is at its most receptive to learning, between birth and three years of age. Early childhood is a crucial stage of life in terms of a child's physical, intellectual, emotional and social development. Growth of mental and physical abilities progress at an astounding rate and a very high proportion of learning takes place from birth to age six. It is a time when children particularly need high quality personal care and learning experiences. Education begins from the moment the child is brought home from the hospital and continues on when the child starts to attend playgroups and kindergartens. The learning capabilities of humans continue for the rest of their lives but not at the intensity that is demonstrated in the preschool years. With this in mind, babies and toddlers need positive early learning experiences to help their intellectual, social and emotional development and this lays the foundation for later school success.

Agents of Value Formation in Early Childhood

Process of formation values in a child is also a part of socialization, and this socialization process cannot be achieved in isolation. Socialization helps people learn to function successfully in their social worlds. How does the process of socialization occur? How do we learn to use the objects of our society's material culture? How do we come to adopt the beliefs, values, and norms that represent its nonmaterial culture? According to Henry (2012), this learning takes place through interaction with various agents of socialization, like peer groups, families, plus both formal and informal social institutions. (p.13). It will be of immense contribution to briefly look at some of these agents of socialization in a child.

The Role of Family in Value Formation in Early Childhood

The family is considered to be a social system, a social group that logically passes through its own development regarding the changes of social conditions. The family's

effect reflects - either directly or indirectly the state and possibilities of the society though least of all social institutions it underlies the direct guidance of the society. The life of families does not change often or fast. It is based on customs and habits, it is subordinated to values and norms which are accepted in a certain society, and it tends to make self-reproduction rather than transformation. Family is the foundation on which values are built. Moral values like truthfulness, happiness, peace, justice are instilled in children's thoughts, feelings and actions and they function as ideals and standards that govern their actions in their life. The value system practiced in the family becomes automatic to the young family members if they are taught moral values systematically. The family, shapes the child's attitude towards people and society, and helps in mental growth in the child and supports his ambitions and values. Blissful and cheerful atmosphere in the family will develop the love, affection, tolerance, and generosity.

In values formation in early childhood the role family is *sin qua non*. The family forms the ground for other social institutions like; school and religious organizations to play their role of values formation in children. When family fails in her duty of values formation early enough in children, it forms faulty foundations although the children life. Frydkova (2012) offered the following view on the role of family in values formation in the members of family, especially the children.

For children, the family represents a certain type of environment where they could find support, safety and security – it is the basic background for them. A child is a product of a family and it is reflected in his/her features, behaviour and values. The values that a child receives in a family will probably determine his/her behaviour in the future. Family values among the members of a family are based on the relationship of affinity and touch mostly feelings, emotions and interests established on mutual respect of people living in a family. (p.1).

The first school a child attends is his home and parents are the first teachers. With the help of their conduct and behaviour they induce an influence on their children. They play a major role in inculcating values in their children. Values are essential for a sound character and personality. But at times due to their sheer negligence a child lacks morally and ethically accepted values.

In the formation of children's morals, no outside influence is greater than that of the family. Through punishment, reinforcement and both direct and indirect teaching, families instil morals in children, and help them to develop beliefs that reflect the values of their culture. Kohn (1977) opined that, "children are effectively socialized and raised to take the types of jobs their parents already have, thus reproducing the class system. Likewise, children are socialized to abide by gender norms, perceptions of race, and class-related behaviours." (p.18). The family, forms the child's viewpoint towards

people and society, and helps in mental development in the child and supports his desires and values.

The Role of School in Value Formation in Early Childhood

Teachers represent role models beyond those provided by parents. They introduce added knowledge and differing points of view. Classroom routines and expectations are the first step on the road to gaining and maintaining the ability to earn a living. The school provides a learning environment where children skills can be measured against the abilities of age peers.

According to Kessler (1991):

The fact that schools and education can reflect social ideology is also true in early childhood education, a period which may be viewed as the nexus of the complex social concerns and interests representing a given society. In spite of this fact, however, there is a general tendency in early childhood education to conceal social determinants by emphasizing the developmental aspects of early childhood education. (pp.137).

Shonkoff& Phillips (2000) said:

A child's early years lay the foundation for all that is to come. In recent years, researchers have learned that the human brain develops the vast majority of its neurons, and is at its most receptive to learning, between birth and three years of age. In fact, the intake of new information is critical to the formation of active neural pathways. (p.159).

Early education can play a critical role during this important developmental period. Research linking early intervention to both cognitive and socio-emotional gains have fuelled the proliferation of early childhood programs since the early part of the twentieth century. Education begins from the moment the child is brought home from the hospital and continues on when the child starts to attend playgroups and kindergartens. The learning capabilities of humans continue for the rest of their lives but not at the intensity that is demonstrated in the preschool years. With this in mind, babies and toddlers need positive early learning experiences to help their intellectual, social and emotional development and this lays the foundation for later school success.

The Role of Religious Organizations in Value Formation in Early Child Childhood

While some religions are informal institutions, here we focus on practices followed by formal institutions. Religion is an important avenue of values formation in early childhood. Nigeria is full of synagogues, temples, churches, mosques, and similar

religious communities where people gather to worship and learn. Like other institutions, these places teach participants how to interact with the religion's material culture. For some people, important ceremonies related to family structure, like marriage and birth are connected to religious celebrations. Many religious institutions also uphold gender norms and contribute to their enforcement through socialization. From ceremonial rites of passage that reinforce the family unit to power dynamics that reinforce gender roles, organized religion fosters a shared set of socialized values that are passed on through society.

The church has a big aspect of nurturing development of children. It is important that children grow up with values and the church is very strategically positioned to do that. Sherkat (1998) said, "From childhood through emerging adulthood, one's religious affiliation is highly correlated with the tradition in which one was raised." (p.2). According to Gunnoe and Moore (2002) said, "Religious beliefs and practices are also closely associated with those that parents modelled and encouraged during childhood." (p.4). Regnerus and Uecker (2006) said, "Having religious parents makes one less vulnerable to dramatic religious declines during youth." (p.3).

When a child is baptized, the church remembers God's covenant promise to bless believers and their children (Gen. 17:7), and it also renews its own commitment to caring for the children. While raising children is primarily the responsibility of parents, it is not exclusively so. After all, God charged the entire nation of Israel to teach the children (Deut. 6).

The Role of Peer Groups in Value Formation in Early Child Childhood

A peer group is made up of people who are similar in age and social status and who share interests. Peer group socialization begins in the earliest years, such as when kids on a playground teach younger children the norms about taking turns, the rules of a game, or how to shoot a basket. As children grow into teenagers, this process continues. Peer groups are important to adolescents in a new way, as they begin to develop an identity separate from their parents and exert independence. Additionally, peer groups provide their own opportunities for socialization since kids usually engage in different types of activities with their peers than they do with their families. Peer groups provide adolescents' first major socialization experience outside the realm of their families. Interestingly, studies have shown that although friendships rank high in adolescents' priorities, this is balanced by parental influence.

According to Dale (2005):

Studies of child development have always drawn attention to the importance of peers, especially in adolescence, when peers may facilitate each other's antisocial behaviour. It has often been assumed that peers are less important

in early childhood, when relationships with family members are more influential. However, recent research shows clearly that even infants spend time with peers, and that some three- and four-year-olds are already having trouble being accepted by their peers. (p.1).

Early problems with peers have negative consequences for the child's later social and emotional development. To understand why some children find it hard to relate to peers, it is important to study the early development of peer relations.

The Role of Mass Media in Value Formation in Early Child Childhood

Mass media distribute impersonal information to a wide audience, via television, newspapers, radio, and the Internet. These aspects have been shown to influence an individual's preferences in popular culture. Sociologists agree that the extent of the influence of mass media is hard to measure. With the average person spending over four hours a day in front of the television (and children averaging even more screen time), media greatly influences social norms. According to Roberts, Foehr, and Rideout (2005), People learn about objects of material culture, like; new technology and transportation options, as well as nonmaterial culture what is true that is beliefs, what is important that is values, and what is expected that is norms.

Sustainability of African Heritage through Value Formation in Early Childhood

The world is under enormous pressure as it faces major moral, environmental, health, social, political and economic threats. Although disasters and challenges can, at any time, pose a threat to the sustainability of any nation or continent cultural moral values. It seems as if children happen to be hardest hit. Using a theoretical approach, this paper systematically reviews research studies on early childhood education to explore the way the African moral cultural values can be sustained. In this paper, the roles of *early childhood education of African moral heritage and care for sustainability* are recognized as essential means of creating sustainable building blocks for adult lives. This if achieved, will comprise the holistic development of the inseparable moral values, social, emotional, cognitive and physical facets of child development in order to form behaviours towards preserving the African heritage towards promoting fairness and social justice for life. Given that the holistic development comprises both on the whole child and the environment, this paper explores how an awareness of the principles of the African cultural heritage, constituting principles such as sharing, respect and interaction may be used to young children with values, skills and knowledge that form the basis of sustainable development.

Conclusion

In the research the evidence shows promise: early intervention into the minds, bodies, and emotions of children suggests long-term benefits. The research stresses social, religious and academic skills for young children appears to have long-lasting benefits. Academic performance increased for children provided with high-quality, early learning. Additionally, the differences in math and reading on the state standardized indicators provided evidence that early intervention has long-term benefits for brain development when its architecture is most pliable. The growing evidence from the data for social skills lends strength to the notion that early education has long-term benefits for children. Whereas kindergarten students benefited from the social and academic skills they learned at the Early Learning Centers, these skills expanded as the children grew and developed children became increasingly adept in their social skills. In addition, they were becoming more responsible for their behaviour as evidenced by their attendance at school, which increased as they aged. Thus, for 5 years, at least, there is considerable evidence that a high-quality preschool education creates improved life outcomes.

According to article published by UK essays on Importance of Early Childhood Education opined the following;

Development in early childhood does not only affect to academic and physical activities, but also involves relationship with other people and emotional and cognitive development. People easily think children struggle to find their ego in adolescence; however, children actually start to realize their identity in first eight years and inner capacity of imagination and self-image of gender roles start to develop. In that age, they learn how to associate with friends and start to look people around them. Throughout the play and education, children learn social skills along with how to deal with others and develop their own values. (p.5).

Brain takes what environment offers and learning environment that challenges and motivate children is the first preparation of child education. Parents and educators should understand that children also have own thinking and proper education based on care and attachment is potent influence to them. Society and community should also recognize education given in these ages is very critical to child's mental and intellectual development and therefore provide more productive education program not only for the children, but for parent, since early childhood education is most efficient investment for society.

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