

Educational Effectiveness of Experience in Early Childhood Education and Care through the Changes of Image for Children and Their Self-Efficacy

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Abstract

The objective of this study is to examine the educational effectiveness of Experience in Early Childhood Education and Care (ECEC) of Junior High School Child Care Education (CCE).

First, the specific scale for measuring junior high school students' Image for Child (IC) was developed which was administered to 362 (males,183 females,179) students before and after ECEC. Junior high school students' IC was found to change positively after their interaction with children in ECEC.

Second, we selected the students who had lower level of affinity to children before CCE and consequently changed. These students' Self-Efficacy (SE) was studied before and after CCE, using modified SE scale. We found that the level of these students' SE increased significantly.

These findings suggest that the significance of ECEC can be observed by the educational effectiveness toward the students with a initial lower level of affinity to child by giving all students the opportunities to interact with children in a mandatory subject of Home Economics.

Key words; Experience in Early Childhood Education and Care, Image for Children, Self-Efficacy, Junior High School Student