

Behavior of Junior High School Students in Early Childhood Education and Care Experience

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Abstract

The aim of this research was to identify the better ways for junior high school students to relate to younger children and to improve the quality of experience in early childhood education and care (ECEC). Subjects of this study were two students; one related to younger children well and the other who poorly related. Their behaviors were captured on the videotape and classified into different categories. In addition, worksheets which they completed after ECEC were analyzed. The results were as follows,

1. The student who related to younger children well displayed behaviors of “touch” and “attention” more frequently compared to the students who poorly related to younger children.
2. The student who poorly related to younger children paid attention on friends in ECEC or concentrated on the work too much to care for younger children.
3. According to worksheets, the students well predicted what would happen in ECEC and then prepared.

Results of this study need to be considered to improve the quality of ECEC.

Key words; Experience in Early Childhood Education and Care, Junior high school students, Behavior, Relationship