

A STUDY OF KINDERGARTEN TEACHERS' PRACTICES AND STAKEHOLDERS' SUPPORT TOWARDS DEVELOPMENTALLY APPROPRIATE PRACTICE

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Abstract

The main purpose of this study is to study kindergarten teachers' practices and stakeholders' support towards developmentally appropriate practice (DAP). Both quantitative and qualitative methods were used in this study. For quantitative study, questionnaires were used to collect required data. For qualitative study, open-ended questions and interview were used to get in detail information. Cornbach Alpha values were **0.85** for kindergarten teachers' practices towards DAP and **0.84** for stakeholders' support. As a sample, 974 kindergarten teachers from 974 Basic Education Schools in Mandalay Region were selected by using simple random sampling. Among them, 10 kindergarten teachers were purposively selected for the qualitative study. The descriptive statistics, Paired Samples *t* Test and Independent Samples *t* Test were used to analyze the quantitative data. To reveal the best predictor of kindergarten teachers' practices towards DAP, Multiple Regression was conducted. The cyclic process was used to analyze the qualitative data. According to the findings, there were significant differences in kindergarten teachers' practices towards DAP in terms of stakeholders' support. It was found that parents' support appears to be the best predictor of kindergarten teachers' practices towards developmentally appropriate practice.

Keywords: Developmentally Appropriate Practice

Introduction

Today, the enrollment of 5 years old in kindergarten is increasing. Children who are nurtured and stimulated during early years are get more opportunities to have all round development that would be needed for their future. Parents are a child's first teachers, but kindergarten teachers are also very important. Consequently, education and training of teachers is of outmost importance.

Kindergarten teachers play a vital important role both to cultivate children's all-round development and to effectively implement modern curricula. Kindergarten is a time of change, challenge, and opportunity. Because of the great individual variation among kindergarteners and the wide age range of kindergarten children, teachers must be responsive to developmental, individual, and cultural variations.

The 21st century has brought in the golden era of endless opportunities and new openings and dimensions, which ultimately has revolutionized the education system completely. For [success](#) in 21st century society and workplaces, children need to be nurtured and taught 21st century skills from an early age as that skills are the need in this century which will equip children to face and overcome the challenges life throws at them. So, reforming the curriculum it started from kindergarten because kindergarten is the most fundamental foundation for an education system.

Some of the researchers have investigated the relationship between beliefs and practices and factors that affect the teachers' actual classroom teaching to know how teachers endorsed or

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opposed DAP concepts. There has been little research on kindergarten teachers' practices towards developmentally appropriate practice in Myanmar although the many research of the early childhood education has been studied.

Significance of the Study

Teachers must also be convinced that every student has the potential to get appropriate development and the teachers have to know how to nurture students with developmentally appropriate practices, how to prepare the classroom in which students can learn through playing and even more important what not to do. It is necessary to create good conditions for students to talk about what they are studying, to discuss, reason, reflect together etc.

In short, understanding teachers' practices about developmentally appropriate practice in their classroom practices may help educators articulate their objectives more clearly both in curriculum requirements and in professional preparation and training. It is also essential to explore how teachers conceptualize their own teaching, how they make judgments and how they achieve the goals they value regarding developmentally appropriate practice. So, kindergarten teachers' practices and stakeholders' support towards developmentally appropriate practice are of paramount importance to improve kindergarten teacher education and education system of Myanmar.

Aim of the Study

The main purpose of this study was to study kindergarten teachers' practices towards developmentally appropriate practice. The specific objectives of this study were described as follows.

- (1) To investigate kindergarten teachers' practices towards developmentally appropriate practice
- (2) To investigate the extent of stakeholders' support for developmentally appropriate practice of kindergarten teachers
- (3) To investigate the stakeholders' support that significantly influences the kindergarten teachers' practices towards developmentally appropriate practice

Definitions of Key Terms

Teachers' Practices

Teachers' practices refer to teachers' delivery and implementation of curriculum and program (Wang, 2000).

Developmentally Appropriate Practice

Developmentally appropriate practice is a teaching perspective in kindergarten where a teacher nurtures a child's all-round development based on child development, what is individually important uncovered through assessment, and the child's cultural background (Bredekamp & Copple, 1997).

Operational Definitions

Teachers' Practices towards Developmentally Appropriate Practice

It refers to teachers' practices that they perform on the extent of practices towards DAP. It is measured by mean values and it is interpreted that the higher the mean values, the more they perform those practices.

Review of Related Literature

The Concept of Developmentally Appropriate Practice

Professionals who endorse a developmentally appropriate type of instruction demonstrate a child-centered approach, focusing on the development of the physical, social, emotional, and cognitive needs of their students (Parker & Neuharth-Pritchett, 2006). Developmentally appropriate practice (DAP) follows the construct of objectives first laid out by Froebel (1887) in meeting the needs of young children previously noted. This philosophy has guided professionals in the field of early childhood development long before it was formally termed developmentally appropriate practice in the 1980s.

According to Copple and Bredekamp (2009), the concept of developmentally appropriate practice was not new, having been used by developmental psychologists for more than a century. DAP is described as a framework for education that focuses on the child from birth to age 8 as a developing human being and life-long learner (Aldridge et al., 2006; Copple & Bredekamp, 2009).

Furthermore, the historical roots of Developmentally Appropriate Practices (DAP) date back to the early 1900s when the International Kindergarten Union (IKU) appointed 19 experts to determine how children developmentally learn and how to teach young kindergarten children to meet their developmental needs. As a result, three reports were identified. One report advocated highly structured and teacher-directed instruction. The second report advocated play-based and child-initiated practice. The third report was a compromise of the other two reports (Aldridge & Goldman, 2007).

The developmentally appropriate classroom has been shown to yield positive outcomes for children, and because early school experiences have an impact on late school success (Copple & Bredekamp, 2009), researchers have investigated the effects of developmentally appropriate classrooms, many times in comparison to developmentally inappropriate classrooms. Developmentally inappropriate classrooms generally include a majority of teacher-directed learning that involves rote memorization, drill-and-practice, lack of student choice, and lack of collaboration with peers. These strategies are directly tied to behaviorist theories of learning and leave little room for integration of content areas or hands-on, concrete learning experiences.

Every child is an individual, with special social, emotional, intellectual, and physical qualities. They are individuals and no two children are alike: physically, emotionally, socially, and intellectually. They will have different personalities- some will be shy, some will be confident, some outgoing and some quiet. They will each have their own life experiences and feelings about themselves. They will have different likes and dislikes, interests and needs.

Every child is special, with unique combinations of abilities and needs that affect their learning. All children deserve the opportunity to learn in the ways that make the most of their strengths and help them overcome their weaknesses. Teachers and parents must understand in their uniqueness and respect their individuality. It will be teachers' job, as a teacher, to prepare teaching and learning activities that respond to and reflect the individual needs of the children in class. By inventing many different ways to explore a subject and giving children many ways to express themselves, all children in class can be given the chance to learn (Thomsen & Ackermann, 2015).

The DAP position statement was developed in 1986 by the National Association for the Education of Young Children (NAEYC) in response to the trend of pushing academic learning further and further down to preschool level (Aldridge & Goldman, 2007). DAP requires teachers to make intentional decisions in the classroom to promote children's development and learning by enacting practices that there are five components for DAP. According to Bredekamp and Copple (1997, 2009), they are:

- creating a caring community of learners,
- teaching to enhance development and learning,
- planning curriculum to achieve important goals,
- assessing children's development and learning,
- establishing reciprocal relationships with families

(a) Creating a Caring Community of Learners

Bredekamp and Copple (1997) comment on the importance of relationships between adults and children, among children, among teachers. The learning environment is a crucial component in developmentally appropriate settings. Teachers make sure that the followings to create a caring community of learners.

- Teachers value each member of the community and recognize for the strengths they bring.
- Teachers nurture relationships with each child, and facilitate the development of positive relationships among children.
- Teachers intentionally model and teach that each member of the community respects and is accountable to the others to behave in a way that is conducive to the learning and well-being of all.
- Teachers prepare the physical environment which protects the health and safety of the learning community members, and it specifically supports young children's physiological needs for play, activity, sensory stimulation, fresh air, rest, and nourishment.
- Teachers make effort to help each child and every child feels psychologically safe and able to focus on being and learning. The overall social and emotional climate is welcoming and positive (Copple & Bredekamp, 2009).

(b) Teaching to Enhance Development and Understanding

Teaching to enhance development and learning encompasses more than teaching approaches. For teaching to enhance development and learning, teachers make sure that the followings.

- Teachers demonstrate and model their commitment to a caring learning community through their actions, attitudes, and curiosity.
- Teachers use their knowledge of each child and family to make learning experiences meaningful, accessible, and responsive to each and every child.
- Teachers effectively implement a comprehensive curriculum so that each child attains individualized goals across all domains and general learning competencies across all subject areas.

- Teachers plan the environment, schedule, and daily activities to promote each child's development and learning.
- Teachers possess and build on an extensive repertoire of skills and teaching strategies.
- Teachers know how and when to scaffold children's learning.
- Teachers know how and when to strategically use the various learning formats and contexts.
- Teachers differentiate instructional approaches to match each child's interests, knowledge, and skills (Copple & Bredekamp, 2009).

(c) Planning Curriculum to Achieve Important Goals

When DAP authors refer to constructing curriculum, they refer to the choices that teachers make, whether adapting an existing curricular model or creating one of their own. Teachers use the following key factors to construct appropriate curriculum.

- Teachers set desired goals that are important for young children's development and learning in general and culturally and linguistically responsive to children in particular have been identified and clearly articulated.
- Teachers plan the program which has a comprehensive, effective curriculum that targets the identified goals across all domains of development and subject areas.
- Teachers use the curriculum framework in their planning to make sure there is ample attention to important learning goals and to enhance the coherence of the overall experience for children.
- Teachers make meaningful connections a priority in the learning experiences they provide each child.
- Teachers collaborate with those teaching in the preceding and subsequent, sharing information about children and working to increase continuity and coherence.
- Teachers make a planned and written curriculum is in place for all children.

However, the choice of materials is only a part of constructing appropriate curriculum; goals and objectives matter as well (Copple & Bredekamp, 2009).

(d) Assessing Children's Development and Learning

DAP authors view assessment in holistic terms stating, in developmentally appropriate programs, assessment and curriculum are integrated, with teachers continually engaging in observational assessment for the purpose of improving teaching and learning (Bredekamp & Copple, 1997). Therefore, assessment includes observation of development, description of children's behavior, collections of work products, and opportunities to demonstrate performance, with the ultimate purpose of contributing to teacher planning for further learning experiences. The teachers at all three sites engaged in informal assessment congruent with DAP as they collected observational impressions of the children's participation in classroom activities. Over time, their observations enabled them to recognize and acknowledge the progress of individuals.

Observing, documenting, and assessing each child's development and learning are essential processes for teachers and programs to plan, implement, and evaluate the effectiveness of the experiences they provide to children. Assessment also consists of both formal and informal

measures as tools for monitoring children's progress towards a program's desired goals. Teachers can be intentional about helping children to progress when they know where each child is with respect to learning goals. Formative assessment (measuring progress towards goals) and summative assessment (measuring achievement at the end of a defined period or experience) are important. Both need to be conducted in ways that are developmentally, culturally, and linguistically responsive to authentically assess children's learning (Copple & Bredekamp, 2009).

(e) Establishing Reciprocal Relationships with Families

Appropriate practice is predicated on an awareness that children develop within a context. Hence, building reciprocal relationships with families and seeking an understanding of the child's broader culture is facilitated when teachers acknowledge parents' choices and goals for children and respond with sensitivity and respect (Bredekamp & Copple, 1997). Teachers make the following descriptions which indicate the kinds of relationships that are developmentally appropriate for children in which family members and educators work together as members of the learning community.

- Teachers take responsibility for establishing respectful, reciprocal relationships with and among families.
- Teachers work in collaborative partnerships with families, seeking and maintaining regular, frequent, two-way communication with them and recognizing that the forms of communication may differ for each family.
- Teachers welcome family members in the setting and create multiple opportunities for family participation.
- Teachers acknowledge a family's choices and goals for their child and respond with sensitivity and respect to those preferences and concerns.
- Teachers and the family share with each other their knowledge of the particular child and understanding of child development and learning as part of day to day and other forms of communication.
- Teachers involve families as a source of information about the child.
- Teachers take care to learn about the community in which they work, and they use the community as a resource across all aspects of program delivery (Copple & Bredekamp, 2009).

Therefore, children are 5–6 years old, learning through play, community, and social interaction with peers in the Kindergarten Year. As a kindergarten teacher it is developmentally appropriate to be modeling positive social interactions in the classroom, fostering positive relationships between students of different cultures and ethnicities, give children leadership roles in the classroom, and teach in whole and small group settings, with peer interaction during instruction. It is important in this year that children spend the majority of the day moving, with little time sitting down and still. They should be working and developing their fine and gross motor skills through this daily movement (Goldstein, 2008).

Moreover, stakeholders' support is an essential part for kindergarten teachers to do activities in accordance with DAP (Dr. Thein Lwin, 2016). Therefore, principal's support, colleagues' support, parents' support and community support will also be investigated in this study.

Principal's support: Principals play a vital role and influence the use and practice of DAP by teachers in the classroom (West, 2001).

Colleagues' support: Kindergarten teachers need support from colleagues to nurture children in accordance with developmentally appropriate practice. Teachers can get better instructional strategies, teaching methods and teaching ideas by sharing ideas and discussing with others teachers.

Parents' support: Copple and Bredekamp (2009) stated that it is important for teachers and families to work together in order to support children's learning and development. Parents need to know and accept the new curriculum implementation for kindergarten and teaching strategies.

Community's support: Shafiquil Alam (2019) said that community plays an important role in childhood education and influences the children's learning. Local community can create a safe and supportive environment inside and outside of the classroom by supporting, engaging, and volunteering for or donating to local schools from neighborhood associations, government, and nonprofit organizations.

Methodology

In this study, mixed-method research design, both quantitative and qualitative method, was used.

Participants of the Study

All 1141 kindergarten teachers from Mandalay Region were selected using simple random sampling method. However, the response rate was 85.36% (N=974). In interview and observation, 10 kindergarten teachers were selected by using purposive sampling method.

Ethical Consideration

After getting the permission of Ethical Research Committee (ERC) of Yangon University of Education and Department of Basic Education to conduct this study, the questionnaires were distributed to 1141 kindergarten teachers from eight Districts in Mandalay Region.

Instruments

For content validity, invaluable advice was appealed to 4 expert teacher educators and 5 expert retired teacher educators from Department of Educational Theory and Management, YUOE. The wordings of some items were revised. Cronbach Alpha values was **0.85** for kindergarten teachers' practices towards developmentally appropriate practice. Moreover, suggestions of kindergarten teachers were requested through the open-ended questions and interview.

Procedure

The related literature and researches were reviewed to study kindergarten teachers' practices towards developmentally appropriate practice. The research instruments, the questionnaire for teachers were constructed by the researcher under guidance of supervisor. A pilot study was conducted in Pyawbwe Township, Mandalay Region. The questionnaires were distributed to 1141 kindergarten teachers from eight Districts in Mandalay Region. Only 974 kindergarten teachers responded the questionnaires and so response rate was 85.36%.

Data Analysis and Findings

According to Table 1, kindergarten teachers practiced to a great extent developmentally appropriate practice because overall mean value of the extent of practice was 3.26 which was between the mean value of 3.26 and 4.00.

Table 1 Mean Values and Standard Deviations of Kindergarten Teachers' Practices towards Developmentally Appropriate Practice (N=974)

Variables	Mean (SD)	Remark
Creating a Caring Community of the Learners	3.44 (.38)	practice to a great extent
Teaching to enhance Development and Learning	3.25 (.41)	practice to a moderate extent
Planning Curriculum to Achieve Important Goals	3.28 (.45)	practice to a great extent
Assessing Children's Development and Learning	3.46 (.43)	practice to a great extent
Establishing Reciprocal Relationship with Families	2.89 (.55)	practice to a moderate extent
Developmentally Appropriate Practice	3.26 (.37)	practice to a great extent

Scoring direction: 1.00-1.75=do not practice at all 1.76-2.50= practice to a somewhat extent
2.51-3.25=practice to a moderate extent 3.26-4.00= practice to a great extent

As indicated in Table 1, kindergarten teachers perceived the extent of kindergarten teachers' practices towards developmentally appropriate practice with the greatest mean values were assessing children's development and learning (Mean= 3.46) and creating a caring community of the learners (Mean= 3.44) , and followed in descending order, by planning curriculum to achieve important goals (Mean=3.28), teaching to enhance development and learning (Mean=3.25) and establishing reciprocal relationship with families (Mean=2.89). It can be seen clearly in Figure 1.

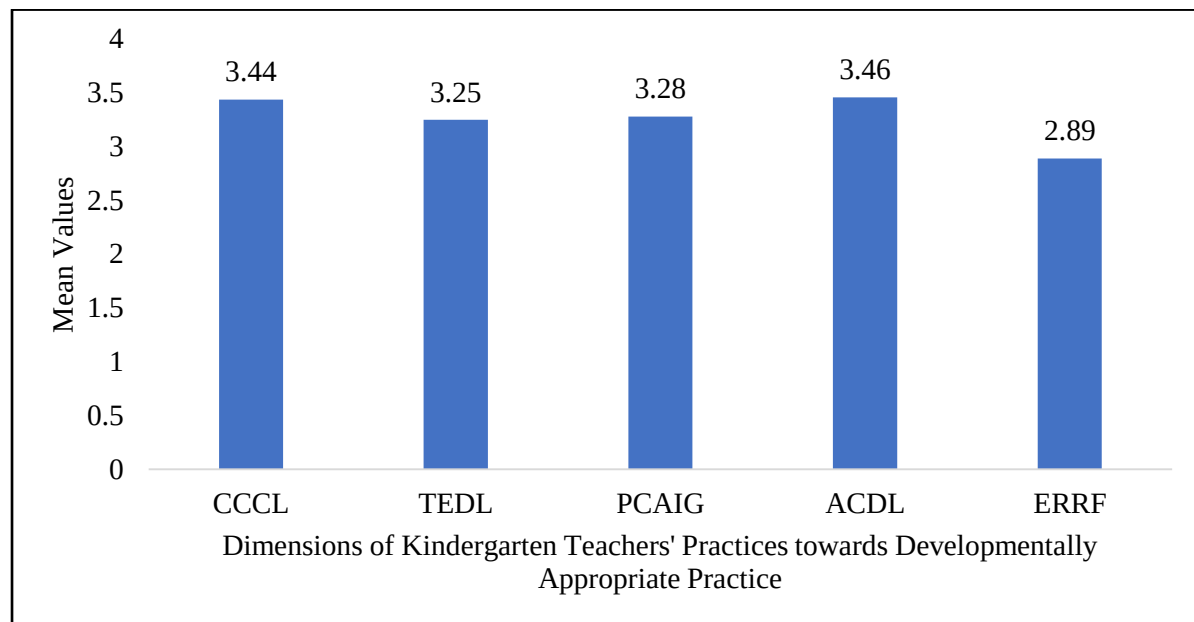


Figure 1 Mean Comparison of Kindergarten Teachers' Practices towards Developmentally Appropriate Practice

Note: **CCL**= Creating a Caring Community of the Learners

TEDL= Teaching to Enhance Development and Learning

PCAIG= Planning Curriculum to Achieve Important Goals

ACDL= Assessing Children's Development and Learning

ERRF= Establishing Reciprocal Relationship with Families

As shown in Table 2, it was found that there were significant differences between the extent of expectation and the extent of receiving stakeholders' support in all kinds of supports at .000 level. According to the paired samples *t*-test analysis, the mean values of the extent of expectation were higher than the extent of received in stakeholders' support ($t(973) = 16.77$, $p = .000$, $d = 0.53$). It can be interpreted that kindergarten teachers received less support from stakeholders than they expected.

Table 2 Mean Values and Standard Deviations of Kindergarten Teachers' Expectation and Receiving Stakeholders' Support (N=974)

Variables	Expectation		Receiving		<i>t</i>	<i>df</i>	<i>p</i>
	Mean (SD)	Remark	Mean (SD)	Remark			
Principal's Support	3.49 (.50)	Expect to a great extent	3.37 (.47)	receive to a great extent	8.80	973	.000
Colleagues' Support	3.43 (.58)	Expect to a great extent	3.32 (.56)	receive to a great extent	7.03	973	.000
Parents' Support	3.20 (.63)	Expect to a great extent	2.85 (.60)	receive to a moderate extent	17.64	973	.000

Variables	Expectation		Receiving		<i>t</i>	<i>df</i>	<i>p</i>
	Mean (SD)	Remark	Mean (SD)	Remark			
Community's Support	3.23 (.68)	Expect to a great extent	2.80 (.68)	receive to a moderate extent	19.27	973	.000
Stakeholders' Support	3.34 (.51)	Expect to a great extent	3.08 (.48)	receive to a great extent	16.77	973	.000

Scoring direction: 1.00-2.00= expect to a little extent

2.01-3.00= expect to a moderate extent

3.01-4.00= expect to a great extent

Scoring direction: 1.00-2.00= receive to a little extent

2.01-3.00= receive to a moderate extent

3.01-4.00= receive to a great extent

Mean comparison of kindergarten teachers' expectation and receiving from stakeholders' support: principal's support, colleagues' support, parents' support and community's support is shown in Figure 2.

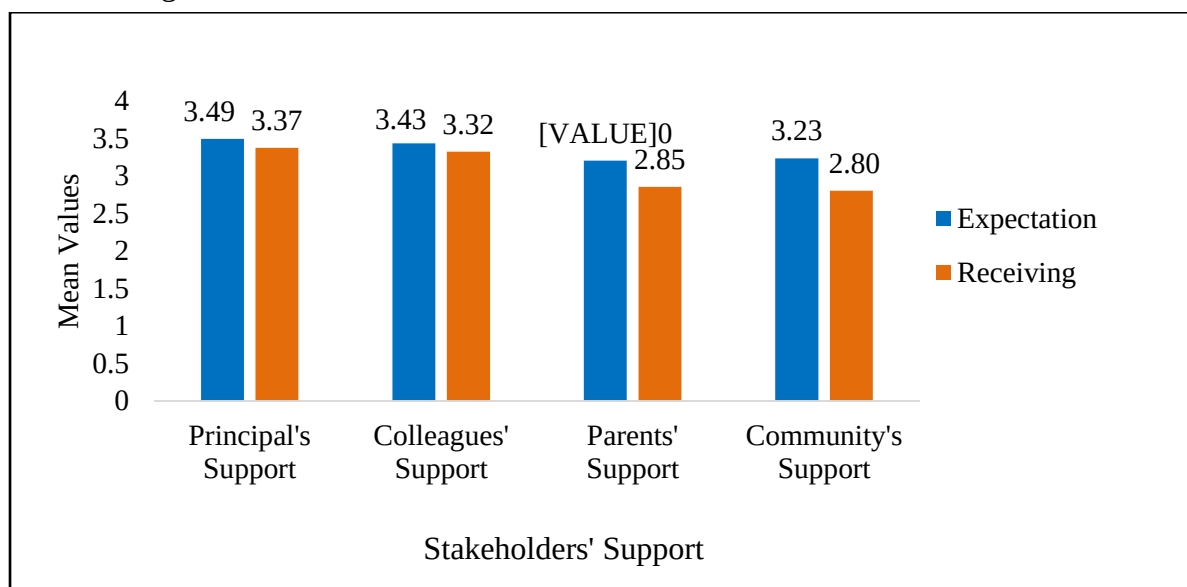


Figure 2 Mean Comparison of Kindergarten Teachers' Expectation and Receiving from Stakeholders' Support

The predictors of kindergarten teachers' practices towards DAP were identified by conducting multiple regression analysis.

Table 3 Mean Values, Standard Deviations and Inter-Correlations for Kindergarten Teacher's Practices towards Developmentally Appropriate Practice (N=974)

Variable	Mean	SD	PS	CS	PAS	COS
Practices towards DAP	3.26	.37	.489***	.461***	.412***	.328***
Predictor Variables						
PS	3.38	.47	-	.701	.511	.425

Variable	Mean	SD	PS	CS	PAS	COS
CS	3.32	.56		-	.571	.444
PAS	2.85	.60			-	.748
COS	2.80	.68				-

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

According to Table 3, it was found that practices towards developmentally appropriate practice was positively and significantly correlated with principal's support ($r = .489$, $p < .001$), colleagues' support ($r = .461$, $p < .001$), parents' support ($r = .412$, $p < .001$), community's support ($r = .328$, $p < .001$).

Table 4 Simultaneous Multiple Regression Analysis for Kindergarten Teacher's Practices towards Developmentally Appropriate Practice (N=974)

No.	Variables	B	Std. Error	Beta
1	Principal's Support (PS)	.101	.025	.129***
2	Colleagues' Support (CS)	.055	.022	.083*
3	Parents' Support (PAS)	.090	.022	.147***
4	Community's Support (COS)	.005	.018	.008
	Constant	.537	.087	
	R = .740, R² = .548; F (4, 965) = 129.75			

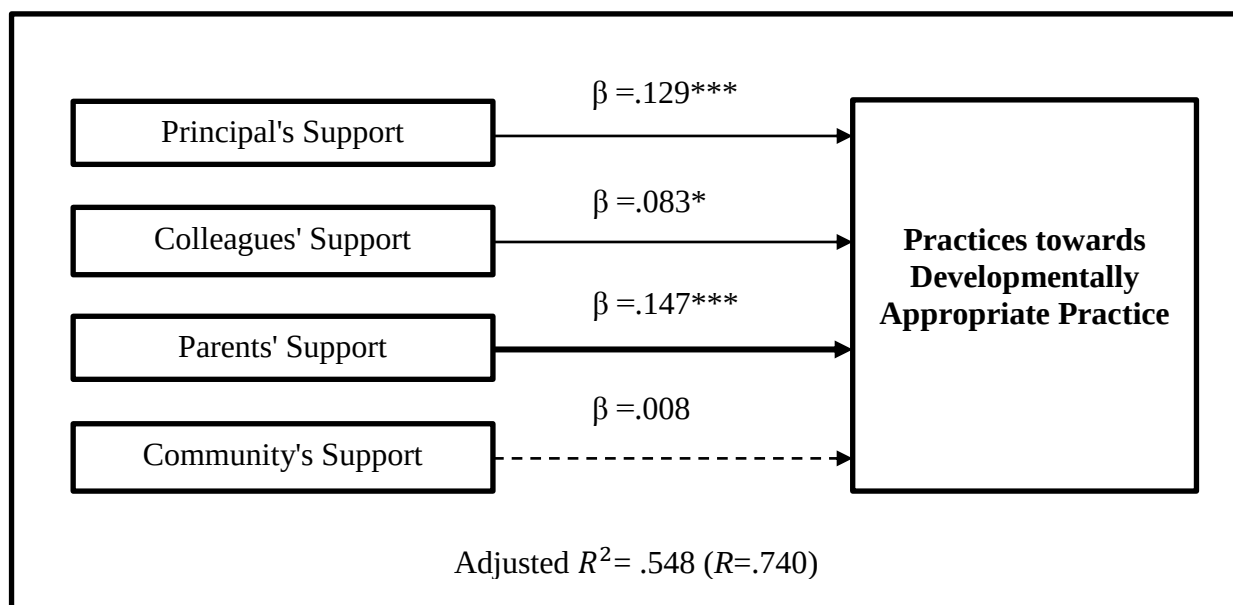
Note: * $p < .05$, ** $p < .01$, *** $p < .001$

For the model, the regression equation is:

Kindergarten Teacher's Practices towards Developmentally Appropriate Practice = .537 + .101 PS + .055 CS + .090 PAS + .005 COS

In Table 4, the adjusted R square value was .548 ($R = .740$). This indicates that 54.8% of the variance in kindergarten teachers' practices towards developmentally appropriate practice was explained.

According to the beta coefficients were presented in Table 4, parents' support ($\beta = .147$, $p < .001$) appears to be the best predictor of kindergarten teachers' practices towards developmentally appropriate practice. The second-best predictor of kindergarten teachers' practices towards developmentally appropriate practice is principal's support ($\beta = .129$, $p < .001$). The third best predictor is colleagues' support ($\beta = .083$, $p < .05$). The prominent factors affecting kindergarten teacher's practices towards developmentally appropriate practice can be seen clearly in Figure 3.



—————→ Predicting on Kindergarten Teachers' Practices towards Developmentally Appropriate Practice (Statistically Significant)

-----→ Predicting on Kindergarten Teachers' Practices towards Developmentally Appropriate Practice (Not Statistically Significant)

Figure 3 Prominent Factors Affecting Kindergarten Teacher's Practices towards Developmentally Appropriate Practice

The Results of Interview

The participants were interviewed to obtain information about receiving supports from stakeholders by using five questions. They stated as follows:

Group A

- Four kindergarten teachers in Group A (80%) answered that principal supported them by providing teaching learning materials and teaching aids, allowing teachers to make decisions independently on teaching, and taking into account and supporting when the teachers presented the difficulties in teaching.
- Two kindergarten teachers in Group A (40%) said that they were happy in this work and taught well the children because the colleagues helped them a lot. Their colleagues supported them by discussing the teaching method of the new curriculum, sharing some teaching aids, helping and assisting in some teaching learning activities.
- Three kindergarten teachers in Group A (60%) replied that most of the parents supported them by donating the toys, teaching learning materials, carpets, Bluetooth box, TV, furniture, etc. Moreover, the parents provided the financial support and donated food and nutrients for children every month.
- Two kindergarten teachers in Group A (40%) presented that community supported them by providing the necessary care for children to learn safely and happily. The community donated the school buildings and toilets. They took part and supported the necessity in the creativity and talent shows of the children."

Group B

- Four kindergarten teachers in Group B (80%) said that the principal and colleagues supported and helped them in teaching. But the schools did not have enough teachers for all grades. Teachers-student ratio were not balanced. Most of the teaching learning materials which supported by government were not received in their schools because of various conditions. Moreover, parents were not interested in their children education. The teachers did not receive any support from the community.
- One kindergarten teacher in Group B (20%) said, "*The principal support us as much as he can but it is still necessary. My principal is also my colleagues because there are only two teachers in this school. One of the family members of the child help me in some activity times such as storytelling time. Moreover, community provides support by repairing school furniture and building toilets for children*".

Discussion

In this study, it was to investigate kindergarten teachers' practices towards developmentally appropriate practice. It was found that kindergarten teachers perceived the extent of kindergarten teachers' practices towards developmentally appropriate practice with the greatest mean values were creating and caring community of the learners. It can be interpreted that kindergarten teachers practiced to a great extent developmentally appropriate practice according to overall mean value. As a result of interviews, kindergarten teachers prepared the relevant lessons and activities to develop children in line with six learning areas. For wellbeing, kindergarten teachers create indoor and outdoor learning areas and playground for children to play happy and to develop fine motor and gross motor skills. And also, teachers plan and prepare many activities such as group activities which children can cooperate and collaborate, drawing and painting activities, telling moral and civic stories, singing songs and poem, dancing, observation around the school, etc. to develop children in moral, social and emotional development, communication and appreciation of the arts and creativity, exploring mathematics and knowledge and understanding of the world.

Moreover, this study was to investigate the extent of stakeholders' support for developmentally appropriate practice of kindergarten teachers. It was found that there were significant differences between the extent of expectation and the extent of received from stakeholders' support in such supports as principal's support, colleagues' support, parents' support and community's support. It was found that the mean values of the extent of expectation were higher than the extent of received in stakeholders' support. It was also found that the more kindergarten teachers received stakeholders' support, the more they believed and practiced towards developmentally appropriate practice. Copple and Bredekamp (2009) stated that it is important for teachers and families to work together in order to support children's learning and development. Shafiquil Alam (2019) said that community plays an important role in childhood education and influences the children's learning. Local community can create a safe and supportive environment inside and outside of the classroom by supporting, engaging, and volunteering for or donating to local schools from neighborhood associations, government, and nonprofit organizations. As a result of interview, it was found that the more kindergarten teachers are supported, the more they can practice.

Conclusion

It is important that teachers can effectively well-practiced if they received enough the stakeholders' support. Furthermore, ongoing and sustainable support should be provided to kindergarten teachers from rural areas by stakeholders and education officers from Ministry, state, region and township. The researcher believes that basic research on developmentally appropriate practice (DAP) needs to go on steadily, for newer findings might indicate differing trends in appropriateness itself. Current DAP is predicated on Piaget's maturation and Vygotsky's socialization constructs. But Pavlov's non-canine research has suggested that trans marginal stimulation can and will change or even overturn existing paradigms. Dr. Khin Zaw (2001) said that if teachers wished to establish the most beneficial relationship between themselves as teachers or pedagogues and the children they teach, it is essential that they should understand, as thoroughly as possible, the nature of their children. This is more important in modern or progressive education where the main emphasis is not so much on the mere giving of knowledge as on the development along right lines of the child as a person. Thus, the need for DAP basic research has become extremely and overwhelming acute.

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