Analyse the Influence of Learning Corners in Preschool Education in Shandong Province on Children's Learning Outcomes

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Abstract – **The early stages of childhood are maybe the shortest but most important part of a person's life for development. Learning, both intellectual, social and emotional are highly integrated in this period of their lives. Rather learning corners, sprouting up as one of the most recent innovations, in the educational field, have grabbed with their gaze on the possibility of improving learning results in preschool communities. This experiment is focused on examining the relevance of play corners in kindergartens of Shandong Province, providing the pictures of changing landscape in the education system. Employing an interpretive research methodology and inductive strategy, the study involves the study of the experienced children, the educators, and the stakeholders to understand the complex feelings and thinking as relates to the learning corner. Analysis of a cause-and-effect research design is used to explore the short-term and long-term mechanisms influencing learning outcomes. As an additional technique, secondary data sources are used to collect qualitative data that is then analysed within a thematic framework - thematic interpretation method. The study aims to reveal how learning corners may influence the outcomes of learning of preschoolers, the importance of learning outcomes to learning abilities, the significance of infrastructure and quality of instruction, and what measures should be undertaken to ensure the development of learning skills. The findings capture the layers of the complexity of different determinants that are a risk to preschooler's learning outcomes, hence motivating the need for learning environments that are inclusive, creative and effective.**

Keywords – **Learning corners, early childhood education, learning outcomes, teaching skills.**

I. INTRODUCTION

Early childhood education provides the foundation on which a young learner's future learning endeavours are built by impacting their intellectual, social, and emotional development. In recent years, educational landscapes have experienced the emergence of innovative methods, and the implementation of learning corners is one of these methods that have been introduced in the preschool setting. Educational corners are the part of the classroom that is chosen for a particular learning objective and also for the student's development in general (Ng et al., 2020). They are made to help children stick to one task longer and find a way to be more engaged in the topic. These areas being various of them each one answers a developmental aspect
and instead of being instructional spaces, they become exactly a holistic approach to early childhood learning. The study below aims to explore the effectiveness of learning corners as part of preschools in Shandong Province, China in terms of the rapidly changing educational environment. Shandong Province is the best choice for the current study since the area is characterized by a unique traditional and educational reform, where learning corners have the possible best results on preschoolers' learning outcomes. With the advancement of the educational agenda in China, there is growing attention towards elevating the standards of early education and its compatibility with national goals. Exploring the interconnections between the learning corners and the development of preschoolers in Shandong Province will present a case for exploring educational innovation and transformation on a wider scale.

The physical space is what matters most in the educational setting for the children and it has a crucial function in shaping children's experiences when they are learning (Lehrl et al., 2020). The studies stress the importance of a supportive environment while working towards enhancing learning conditions. The themed learning corners where a child can navigate through the space joyously and interactively inevitably boost their self-esteem as well as enhance their focus. This study is directed at understanding how it is possible to redesign learning corners in such a way that they can meet local needs and become aware of the cultural and educational features of Shandong Province. Therefore, the various study findings are taken into account and the distinct learning needs of preschoolers including those with particular needs are addressed. With an analysis of how students from different socioeconomic backgrounds and urban-rural divides can benefit from learning corners, this research aims to support appropriate policies to mitigate the particular needs of disparate communities across Shandong Province. The study targets Chinese culture that values children's education early on and attempts to investigate how the modern learning corners reinforce child education customs in preschool classroom settings.

Early education is a fundamental component that determines the quality of academic engagement and emotional well-being in an individual. Learning achievements go beyond traditional success measurement, covering not only subject maturity, but also emotional intelligence, creativity, and problem-solving skills as well. In modern society today, on the contrary, people are needed to develop all-round and comprehensive individuals from the very childhood. The teaching corners allow for a menu to tackle this problem, addressing various aspects of the child's development, including their skills and not only their academic knowledge (Olmos-Gómez et al., 2019). The complexity of Shandong Province's population structure and regional gaps form the basis of the study, whereby the

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researcher seeks to demonstrate the association between learning corners and preschoolers' achievements in and out of various communities. Through tackling infra-structural problems interfering with community learning corner running, this research finds its place in the improvement of early childhood education in Shandong Province and the rest of China.

While learning corners have to be diligently integrated into the preschool education curriculum, there are certain challenges like insufficient infrastructure. Inadequate infrastructural setup affects the training centres' leveraging and thus not letting the learners have access to the educational materials, more so lacking the ability of the teachers to be creative such that the learners get engaged always. Subsequently, the paucity of this infrastructure can hinder thematic approaches that are needed for children's development of neurocognitive capabilities and make it whole learning. The hurdle of accessible educational opportunities made steeper by the absence of infrastructure raises the fundamental right to quality early childhood education affecting equity. The impoverished can be pushed further aside because of their restricted resources, which in turn, widens up the divide in educational outcomes and social and economic developments. Targeting infrastructural weaknesses is not an idea to increase immediate performance but it is also a component for long-term effects on childhood education.

II. RESEARCH OBJECTIVES

(a) To evaluate the impact of learning corners on learning outcomes of the pre-schoolers in pre-childhood education

(b) To analyse the proper advantages of the learning outcomes on the pre-schoolers' learning skills

(c) To investigate the impact of proper infrastructure and teaching skills on the preschooler's learning outcomes

(d) To recommend the strategy to enhance the ability of the learning skills on the outcomes of the pre-schooler's childhood education

III. METHOD

Interpretivism research philosophy that follows the path of understanding the participants rather than trying to explain social phenomena is perfect for the conduct of this study. When they examine early childhood education with interpretivism in Shandong Province, the rMEearcher can explore the nuances of how the learning corners are perceived, experienced and even responded to by the preschoolers, educators and other stakeholders emotionally. The essence of positivism vs. interpretivism is that the former focuses on objective measurements whereas the latter admits some influence of the subjective nature of human experiences and the factors of culture and context (Bonache & Festing, 2020). This study can use an interpretivism approach to uncover the complexities of practices that the educational culture is based on and the nuances of cultural context that shape the usage of learning corners. Such a philosophy reminds researchers about the real lives of people, who may easily be forgotten sometimes when researchers work with numbers instead of qualitative data.

There are several reasons which favour the inductive approach for study, the major reason is its suitability with the exploratory nature of the study questions. In contrast to the deductive approaches which are mostly theory-based and are employed to verify the hypotheses, the inductive approaches start with the observations and then aim to generate new theories or insights from the data. The inductive method is exploited because it grants researchers the possibility to examine the renovation corners in close detail and see the situation whole and complexly (Schöne et al., 2023). The data was collected utilizing qualitative methods which comprised observation, conversations or discussions at the group level. The purpose is to notice and unearth recurring topics, patterns, and things that can be perceived through studying the children's use of learning halls. It is a kind of strategy that starts from the ground floor since various stakeholders take hold of the problem and show unique cases which later on are harmonized into comprehensive information.

Building a contextualized research design in the current study is a vital starter and makes the researcher go deeper into the causes of the outcomes instead of concentrating on cause-and-effect relationships. Different from exploratory or descriptive designs that are mainly oriented on the analysis of phenomena and the identification of relationships, explanatory studies aim to bring to light why events happen at a particular point by exposing the nature of the factors that dictate them (Hancock et al., 2021). In further researching the effectiveness of preschool learning corners, an explanatory design enables scholars to understand the causes, which may be due to the infrastructural limitations or the cultural influences, and determine the process of learning outcomes production. The researchers can undertake both quantitative and qualitative methods so that the data can be described and also explained to understand the observed pattern or relationship. The qualitative data to be gathered for this research will be through the use of secondary data collection rather than primary data collection, as the latter method will yield several benefits_. Researchers get secondary data from multiple sources, for instance, literature, reports, and research findings that contain a lot of documented information that all add up, allowing them to gain another point of view without getting into the hassles of data collection. This permits scientists to tap a variety of viewpoints and garner a more diverse array of ideas and information, leading to a fuller picture of the phenomenon under study. Besides, the secondary data can present a historical context and longitudinal viewpoints that will enable researchers to detect developing patterns and trends in the already existing education system of Shandong Province. Furthermore, secondary data sharing also gives the researcher a chance to lower the burden on participants and concerns associated with primary data collection such as confidentiality and informed consent.

Selecting thematic data analysis for the analysis that the researcher will be conducting on the collected qualitative data is an essential part of this research since thematic data analysis offers a more organized and precise method for the identification of patterns, meanings, and themes within the data. Thematic analysis enables the researchers to get

together all the qualitative information that has been gathered from the interviews, observations, and documents and put it into a clear understanding. Researchers can discern trends and key insights from the data set as a whole by using it to identify patterned themes and nuances in early years education in Shandong Province. The thematic analysis also contributes towards the examination and amplification of diverging and multifaceted narratives, therefore facilitating the capture of the myriad of participants' storylines. Ethics is still key when collecting data on children's questionnaire research on preschool education in Shandong (Schöne et al., 2023). Certainly one must make sure attribution and acknowledgment of sources is by the book so that only academic integrity can be upheld with plagiarism not involved. Moreover, the scientists need to critically scan the information obtained from the secondary data sources to guarantee the reliability of the results. In addition, ethical considerations concerning informed consent and confidentiality could still occur, particularly in cases where secondary data comprises delicate information about individuals and/or communities. Researchers should adhere to ethical rules and obtain authorization from the relevant entities before collecting and employing data from the public.

IV. FINDINGS

The impact of learning corners on learning outcomes of the pre-schoolers in pre-childhood education

The importance of learning corners and the learning outcomes of preschoolers in early childhood education is a focal area for many researchers and hence the debate that it arouses (Curby et al., 2022). Distinctive areas within the preschool classroom, learning corners, that deal with various teaching objectives are currently being adopted by instructors as a form for improving kids' learning. A learning corner is a space in the preschooler's environment that is inviting and full of stimulation. The corner features objects that stimulate curiosity, exploration, and engagement. Learning corners can accomplish their goals by providing learning activities and materials suitable to various learning objectives along with being aligned to distinct learning skills and preferences, hence leading to phenomenal holistic development. Literacy Corner, for instance, may consist of books, writing tools, and storytelling aides that could help the local language development and literacy skills growth (Sumarni et al., 2024). Furthermore, a science corner with hands-on supplies such as experiments and observation equipment could help the children unfold their inquiry skills.

Class corners permit students to be able to learn together and work together hence social skills like communication, teamwork as well as conflict resolution are developed. Along with children and group play, as well as social space of working with educational materials, the kids learn how to get over social problems and develop empathy and cooperation. On the other hand, it is seen as a cause of worry by critics as they don't find these corners as successful in imparting the intended learning. Some people intend to yield the worthiness of the learning corners on the base of how playful the learning centres are made and designed, the quality of the instructional design, the teacher support and the physical environment as well (McDonald et al., 2023). With insufficient funds, support, or an appropriate level of maintenance, Learning Corner might not live up to their expectations to be an evergreen and stimulating learning environment. Not to forget, the effects learning corners have on learning outcomes could also be influenced by the children's background, abilities, and the learning modality they prefer. A separate study must be conducted to direct the cultural and contextual factors during the implementation of learning corners. In a society that sprouts out of a cultural melting pot like Shandong Province, China where traditions and educational methods straddle with the present, the design and implementation of studios must be cognizant of the local customs and the prevailing norms and beliefs. Unless the cultural differences are taken into priority, there is a very big possibility that they may weaken the impact of learning corners and at times, limit their learning potential.

Advantages of the Learning Outcomes on the pre-schoolers learning skills

As per the discussion of Alzahrani et al. (2019), the benefits of using learning outcomes for preschoolers develop the skills needed in both one's cognitive, social, and emotional aspects. Learning goals, in other words, are the compass for educators on the path towards tracking and evaluating children's progress and results. Educators can set a specific learning objective and benchmark as a guide that they can use to design appropriate lessons and interventions that meet individual needs while promoting a healthy learning atmosphere that fosters growth and mastery. Alongside that, learning outcomes aim at developing a feeling that both teachers and students are accountable and responsible for their academic achievement. Creating learning standards provides teachers with the essential frameworks to set high academic targets and surround the students in the classroom with expectations of excellence. In addition, kindergartners develop a sense of self-efficacy and self-governance in their learning pathway as they comprehend the goals researchers are towards and take pride in what they accomplish.

Apart from that, learning outcomes are the basis for interesting assessment and feedback. This helps teachers identify the areas of strength and the weaknesses students have. Through the constant assessment of how well children reach their set learning goals, educators are quick to acquire the learning weaknesses of the learners and strategize how best to enable all the students to succeed (Beninghof, 2020). Moreover, the evaluation using the learning outcomes enables them to identify their strengths and weaknesses which in turn they apply to their efforts and get motivated so that they continue to develop their skills. Significantly, learning outcomes equip students for an organized way of thinking that is not only based on academic success but also social, emotional evolvement and critical thinking. Educators can accomplish this by setting objectives that incorporate skills like communication, collaboration and problem-solving (Haryani et al., 2024). Therefore, kids will get a holistic education that will equip them with enough knowledge and expertise to excel in school as well as their lives beyond that of the classroom. Another aspect of this learning paradigm is the focus on social and emotional

outcomes. This strategy helps to develop empathy, resilience, and self-control that prepares a child to build positive connections with others and to have emotional well-being.

The impact of proper infrastructure and teaching skills on the preschooler's learning outcomes

Infrastructure and proper training play a key role if the goal is to get positive outcomes for children in preschool as this runs deep and multifaceted. Foremost, there is to be an existing and structured framework, comprising modern classrooms, good resources and safe facilities, which promotes effective learning. Harris et al. (2020) said that a learning delivery room properly furnished with learning corners, reference age materials and interactive tools increases children's participation and investigation thus achieving relevant yet active learning. In particular, such infrastructure assisting accessibility and inclusiveness for all kids stems from their backgrounds or capability challenges to study and succeed. As well as that, skill teaching functions to more than optimize the functioning capacity of new infrastructure and ensures productive learning engagements. Educators who have enough pedagogical knowledge, teaching strategies, and classroom management skills will use the classroom resources to create classroom environments that are stimulating and engaging (Franklin & Harrington, 2019). Teachers with a high level of expertise can come up with adaptive instruction that matches the different needs and learning types of preschoolers, leading to a more supportive learning environment and enhanced personalized learning experiences.

Moreover, teaching skills do not only involve imparting knowledge, it also requires promoting social-emotional intelligence and developing skills for critical thinking and learning amicably (Ahmeda et al., 2020). Instructors who look after good relationship building, transparent communication, and empathy instil a sense of worth, respect, and encouragement into children that makes them want to learn more. In consideration of the fact that the combination of the two is fundamental, it can be concluded that the quality of infrastructure and the high level of training of the preschool teachers, contributes significantly to children's learning outcomes, overall development and academic success in the future.

Strategies to Enhance the Ability of the Learning Skills for pre-schoolers Childhood Education

Education of preschoolers in early childhood education believes that learning skills can be improved through various techniques and strategies. All the strategies are developed to address the various aspects of development resulting in a holistic educational environment for the students. Creating games that promote discovery and a creative mindset stimulates children's learning and enhances their logical thinking ability. Involving children in role-plays, imaginative play and sensing experiences is a form of learning through an experiential approach as they are engaging in an action-packed education to gain knowledge (Varman et al., 2021). The importance of literacy and language development cannot be overemphasized through storytelling, songs, and vocabulary games as this means the child will improve on communication skills and will be good in reading and writing which comes from this. Another important aspect of the role of language in children's development is that it serves as a means through which children can be able to voice themselves. This encourages self-confidence and self-expression. The inclusion of STEM (Science, Technology, Engineering, and Mathematics) activities in the curriculum will enable solidifying inquiry, critical thinking, and problem-solving skills.

Tactile science, building activities, and investigation of natural phenomena spark inquisitiveness that often develops STEM reverence and love for learning. Further, the researcher can boost social-emotional growth which is done by providing positive peer interactions, conflict resolution techniques, and emotional regulation training to work on social skills and empathy. An encouraging classroom culture where students perceive themselves as crucial in the community's success the healthier, they become and prepared to learn (Khalifa, 2020). Besides, giving chances for children to come outside to fulfil their requirements, children will be able to connect with nature, be more active physically and be curious about the world around them. The outdoor activities help to create a feeling of wonder and a sense of awe, as well as increase the care for the environment. These in turn help in the preservation of the environment thus nurturing a lifelong love for learning. Finally, such approaches in early childhood school augment the chance of the preschoolers to grow up with the very essential learning skills, which in turn build a healthier academic career and life-long learning.

V. DISCUSSION

The discussion of learning corners' impact, the reason for learning outcomes, the role of infrastructure and teaching skills, and the strategies to strengthen learning skills for preschoolers and kindergartners in early childhood education are important in understanding to optimize the educational experience and results for children below school age. Beginning from learning corners, which are certain spots in toddler classrooms that have been allotted to facilitate learning, these corners emerged as unique and attractive areas that ensure the improvement of learning outcomes. On the other hand, while the advocates point out that they help to bring out wholesome development through practical experiences and relationship building, their opponents are cause for concern about their ability to actualize the intended learning goals. The key is to critically analyse the design, course, and factors that determine the values of leaning corners in learning outcomes for pre-schoolers. The focus of future studies should be directed at determining best practice strategies as well as tackling the issues that are often encountered to fully harness learning corners in preschool education.

Moreover, the decisive importance of learning outcomes might be found in the fact that they provide a base for the formulation of a set of clear and established learning objectives that guide instruction, assess the level of learning, and promote accountability. Learning outcomes set the baseline of educators while designing learning activities that match the needs of each individual, which in the end

promotes an encouraging learning environment that drives growth and mastery. Hence, the scope of learning outcomes will not be limited to academic accomplishment, but also involve social-emotional aspects and critical thinking skills, fitting in well with the comprehensive approach of education in the pre-school environment. Teaching to learning outcomes means that educators have the opportunity to adequately prepare children by providing them with the required knowledge, skills and attitudes to excel at school and in life. Infrastructure and teaching skills l also contribute a lot to the outcome of preschoolers learning. As learning environments are carefully built to meet the needs of learning and offer adequate facilities as well as secure conditions, educators are at liberty to employ teaching approaches and guidance methods that are tailored to the optimal learning experience for students. Thus, it is critical to understand the relationship between infrastructure and education skills, as the latter is the key to the successful implementation of early education. The Investments in improving the infrastructure and teacher training are very essential for building a successful environment for the development of preschool learning outcomes.

Lastly, tactics to improve learning proficiency for preschoolers underline an emphasis on interactive, discover-based learning methods that create room for discovery, creativity, and critical thinking. Through the use of literacy, STEM, social-emotional learning and hands-on-learning methods students can participate in activities that suit their interests and personal learning styles. Also, it helps to develop positive community, friendship and nature connections which will have a positive influence on children's social-emotional development and well-being. Hence, researchers are provided with the idea of multiple factors working at once to bring about the changes in preschoolers' learning in early years education. Through the evaluation of the benefits of learning corners, the outcomes of learning, how teachers' involvement comes about and the ways to expand learning skills, educators and policymakers can work together to create environments for preschool children where they develop fully physically, intellectually and socially.

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