

## **Sustainable Learning for Young Learners in Classroom Activities**

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### **ABSTRACT**

The evolving nature of teaching has resulted in a greater emphasis on retaining and actively engaging teachers in the classroom. The current implementation of educational change emphasises the significance of supporting teachers in their profession. Moreover, recognising the importance of early childhood education has highlighted the need for early childhood teachers to maintain sustainability in their teaching practices and effectively engage in the learning processes of young children. This research explores the factors influencing the sustainability of early childhood classroom activities and teachers in their profession. The study utilised a mixed-method approach, collecting both quantitative and qualitative data through a survey conducted with early childhood teachers. The survey considers various aspects such as the teachers' demographic profile and job satisfaction, while identifying key factors affecting early childhood teachers' commitment and productivity. Furthermore, it identifies the factors influencing the sustainability of classroom activities for young children. The research was conducted in the Eastern Province of Sri Lanka, and the survey participants were selected from a random sample of teachers working in preschools located in the Manmunai Southwest Education / D.S. Division of Batticaloa district, Sri Lanka. Several factors that sustain classroom activities have been identified, including inadequate technological aids, the absence of a standard curriculum, and a lack of training programs. Finally, the research recommends that early childhood education teachers sustain their classroom activities.

**Keywords:** Early childhood teachers, Sustainability, Technological aids, and Training program.