

Impact of Early Childhood Educators' Attitude and Behavior on Quality Relationships with Young Learners in Karachi, Pakistan: A Classroom-Based Study

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Abstract

Early childhood educators play a vital role as a main caregiver in educational settings, particularly during the formative years in developing stable attachment ties with young learners. This study aimed to investigate the antecedents of early years educators' behaviour and attitude towards quality relationship with young learner. Primary data through survey questionnaire was collected from 120 female pre-primary school teachers from private sector schools based in Karachi. Pearson Correlation and Regression were used for data analysis. Findings of this study revealed a positive significant relationship among Early years educators' behaviour and attitude. This paper contributes to existing knowledge by reporting new empirical evidence from female pre-primary school teachers. Hence, this research provides practitioners and policy makers with better insights into some practices that could improve early years educators behaviour and attitude towards quality relationship with young learners.

Keywords: Early Childhood Educator, Teachers Behaviour, Teachers Attitude, Quality Relationship with young learners

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Introduction

Early childhood education teachers play a very central role in the growth paths of young learners. In Karachi, Pakistan—a metropolitan city incorporating various socioeconomic and cultural characteristics—the attitude and behaviors of early childhood instructors are highly instrumental in building and maintaining quality relationships between themselves and the children. It is quality relationships between educators and young learners that are central to the atmosphere created for learning, emotional stability, and social development. This study shall examine the extent to which the attitude and behaviors of such educators affect their ability to establish and maintain these types of partnerships.

Unique challenges in the context of ECE in Karachi include excessive student-to-teacher ratios, insufficient resources, and varying degrees of training and professional development among its educators. Understanding how educators' attitudes and behaviors interact with their capacity to develop relationships underpins the design of solutions that enhance educational outcomes. Positive educator-child relationships have been linked to a variety of desirable outcomes, including better academic achievement, social skills, and emotional well-being.

This study is significant in view of the enhanced understanding of the early years as most crucial for lifetime learning and development. The quality of classroom connections, therefore, may act as a compensatory factor in enhancing resiliency and promoting growth productively where the educational resources and support systems are often stretched too thin in Karachi (Richter et al., 2019). The research hence offers insights that can have an impact on policy and practice, hence contributing to ECE's amelioration in Karachi and similar settings.

It contributes to literature on how relationship dynamics in the classroom affect child development by focusing on teachers' characteristic behaviors and attitude. There is prior research indicating how teacher warmth, responsiveness, and predictability forge close relationships and create enjoyable learning environments, among other aspects. Hardly any have done so within the specific social and cultural context of Karachi.

This introduction provides the background for the critical look into the influence of the attitude and behaviors of an early childhood instructor on her interaction with young students in Karachi. It provides the motivation, significance, and associated scope of the study that sets the base for the literature analysis and empirical investigation that ensues.

Literature Review

Theoretical Framework

The two major theoretical points of view in this research were attachment theory and social learning theory. These concepts are drawn upon to help explain how the attitude and behaviors of educators affect the quality of their relationships with young children in Karachi, Pakistan.

Attachment theory, founded by John Bowlby in 1982 and enhanced by Mary Ainsworth in 2019, provides an important overview of the emotional relationships that develop between a child and his or her caregivers. According to this idea, a child's development depends on his or her early relationships with primary caregivers. Secure attachments are a typical responsive parent who gives children a sense of safety and security to allow them to explore the environment and learn.

Early childhood educators very often act as primary caregivers in the educational setting, especially throughout their formative years. As such, educator attitude and behaviors might significantly impact the establishment of secure attachment bonds with children. Positive educator attitudes of warmth, responsiveness, and consistency are thus central in establishing safety within which children find an environment to grow and develop. Insecure attachments within a young child, on the other hand, could be formed from negative behaviors or contradictory connections and manifest in the form of anxiety, disengagement, or behavioral problems.

Attachment theory is relevant to this study since it focuses on the relationship dynamics between educators and learners. Recognizing the role of attachment in Karachi, where social, cultural, and economic variables may present additional challenges, can assist educators in creating supportive and nurturing classroom environments that promote secure attachments and positive developmental outcomes.

Albert Bandura (1977) proposed social learning theory, which stresses observational learning, imitation, and modeling in human behavior. This theory states that people, particularly youngsters, learn behaviors and social standards by seeing the acts and attitude of others, particularly those in positions of authority or caregiving (Bandura, 2020). This technique of observational learning is critical in early childhood education, as educators act as main role models for young children.

As a result, educators' attitude and behaviors have a significant impact on the social and emotional development of children. Children can immediately mimic the positive attitude and actions displayed by educators, resulting in the development of prosocial behaviors, emotional regulation, and social competence (Walle et al., 2020). For example, an

instructor who consistently exhibits empathy, compassion, and superb interpersonal abilities serves as a role model for students, encouraging them to replicate similar behaviors (Garwood et al., 2020).

In Karachi, the application of social learning theory emphasizes the significance of relevant cultural modeling. Educators in Karachi have to deal with a wide range of cultural and socioeconomic backgrounds, forcing them to demonstrate behaviors that are not only universally positive but also culturally sensitive and suitable (Pearl, 2021). By recognizing and adopting cultural norms and values into their interactions, educators can improve their performance as role models while also supporting their students' social and emotional growth (Nganga, 2020).

Attachment theory combined with social learning theory provides a comprehensive framework through which to study how the attitude and behaviors of early childhood educators in Karachi interact with young learners. These theories underscore the role of both the affective content of experiences, emphasized by attachment theory, and the behavioral modeling provided by educators under social learning theory.

These theories thus find very imperative application in the light of Karachi's sociocultural intricacies. In a population that is diverse with various socioeconomic conditions and cultural customs, special challenges and opportunities are created for educators. Safe attachments can be promoted by teachers through very consistent, attentive, and culturally competent actions that would support learning environments that encourage developmental outcomes that are of benefit. Besides, through serving as good role models, educators can easily help their learners acquire prosocial conduct and emotion regulation, which lets them navigate the intricacies of their social lives.

In summary, attachment theory and social learning theory contribute much to understanding how the quality of educators' attitudes and behaviors influences their relationships with early learners. These theories are transported into the setting of early childhood education in Karachi to discover the key parameters that make up a good educator-child relationship and to explain strategies that are essential for promoting young learners' holistic development.

Impact of Educator Attitude on Relationship Quality

An educator's attitude, defined as beliefs, perceptions, and emotional dispositions towards teaching and learning, goes a long way in determining the quality of educator-child relationships. For instance, positive attitude—characterized by excitement, empathy, and dedication, according to Cameron et al. (2016)—is bound to result in higher levels of

child involvement, motivation, and academic achievement. A positive attitude among educators promotes the chances for building an inclusive and supportive classroom environment that helps maximize the quality of learning experiences and the eventual learning outcomes for children.

Negative behaviors, such as apathy or anger, can degrade relationship quality and are related to increased child anxiety, disengagement, and behavior problems. For example, teachers whose expectations for their children are low can convey these expectations unintentionally and thereby help create the very self-fulfilling prophecy in which children perform poorly because they are not challenged or encouraged.

Studies in a variety of cultural contexts demonstrate a universally positive teacher attitude while underlining cultural differences. For instance, in a study of early childhood settings in Turkey, Üstünel and Karaca (2020) found that instructors' positive attitude were highly associated with young people's social skills and emotion control. Similar trends have been established within South Asian countries that include India and Bangladesh: Educator attitude related to children's cognitive and social outcomes were compared by Wilson in 2011. Therefore, these studies indicate that promoting positive attitude among educators is one of the most influential ways of promoting relationship quality for supporting positive development in children across different cultural contexts.

Influence of Educator Behaviors on Relationship Dynamics

Activities, interactions, and relational styles in educator behaviors directly influence the development and maintenance of strong relationships with young learners. Warm, responsive, and consistent behaviors in educators are central to the creation of safe and supportive learning environments, according to Hayes and O'Neill (2017). Active listening, timely feedback, and emotional support foster trust and rapport—the basis of effective educator-child relationships.

Empirical research points to the significance of particular practices in various cultural routines. Among the studies conducted with American preschool teachers, Hamre et al. (2021) found that practices supporting emotional support and instructional conversations showed very strong connections with the academic and social outcomes of children. This research also suggests that when teachers exhibit warm, responsive behaviors, they tend to create an extremely positive emotional atmosphere, conducive to learning and development.

Similar practices are valued in Pakistan, but their enactment may be influenced by cultural and institutional factors. For example, teachers in Karachi may face challenges, such as class over-crowding, a lack of

resources and inconsistent parental support, any of which may impact their enactments of consistently positive practices. However, evidence suggests that even in challenging and under-resourced contexts, it is teachers who are concerned with good relationships and who demonstrate a commitment to the well-being of their pupils who have most impact on children's educational experience and outcomes.

Socio-Cultural Context of Karachi

Karachi's socio-cultural setup presents some of the challenges and opportunities for early childhood education. The city is home to a very diverse population with ethnic, linguistic, and socio-economic groupings, their educational needs, and aspirations that set them apart from one another. It would therefore imply that an educator teaching in such a scenario will have to be culturally competent and responsive to the background and experiences of the children. Cultural awareness is the process that provides the educator with knowledge and acceptance of cultural differences and helps bridge relationships between the children and their families.

In addition, the educational environment is further complicated by individual differences in access to educational resources, family involvement, and community support.

In Karachi, teachers have to overcome all these challenges and yet strive to build and maintain positive relationships with their students (Rahman et al., 2020). For example, the kinds of challenges that can be faced by teachers teaching in communities with low socioeconomic status may include an insufficient supply of materials in the classroom, high student-to-teacher ratios, and a lack of professional development opportunities (Smith & Trumbore, 2015). Notwithstanding these limitations, research shows that the brilliant connections among good educators and children can act as a shielding factor in helping these youngsters develop resilience and a disposition toward positive learning.

Similar studies indicate that cultural knowledge and sensitivity on the part of educators are keystone factors in developing positive interactions. For example, in Kenya, research has shown that culturally responsive teaching techniques link positively to student involvement and quality of relationships. In Pakistan, educators would need to understand cultural norms and beliefs that drive child-rearing beliefs in their engagement with children and families. Educators can organize learners' experiences in a meaningful way and make them more engaging using culturally relevant strategies and materials.

Professional Development and Training

Professional development and training are key in shaping educators' attitude and behaviors. Ongoing professional development programs relating to relational skills, emotional intelligence, and culturally responsive teaching practices could facilitate instructors in better relating with young children. Effective CPD should bring about empowering educators with information and skills essential to create healthy classroom environments and practice how to ensure children grow up socioemotionally healthy.

In Karachi, there needs to be CPD targeted programs that take into consideration the challenges and possibilities of the local educational context. For example, classroom management courses can be oriented to training teachers in managing large classrooms, using low-cost instructional resources effectively for specific student groups, and reaching other diverse groups of students. This would help educators deepen practice and forge better relationships with their students. Moreover, it opens a way for the development of reflective practice and professional development opportunities, through which educators can become aware of their prejudice and attitude and thus correct them, hence leading to more favorable interactions with children.

It is suggested by several studies that high-quality CPD programmes lead to significant changes in instructor practices and pupil results. A study conducted in Australia, related to CPD focused on relational pedagogy, revealed that it enhanced instructors' relationships with children; through this, it increased the social and academic results of pupils. Such interventions may help the Pakistani instructors to improve their skills and attitude necessary for the development of effective relationships. Due to professional development investment by Qureshi, 2021, the enhanced quality of early childhood education ensured excellent developmental outcomes for the young students within the educational institutions in Karachi.

Policy Implications

Ultimately, it is the policies that focus on educator training, resource allocation, and support networks that can improve the quality of early childhood education. More importantly, relational understanding of the educational settings may help in shaping more holistic and child-centered educational frameworks.

Very early childhood educators should be provided with the necessary resources and support, especially access to professional development and tools that offer engaging and supportive learning environments. Class size

and student-to-teacher ratio policies help educators to get closer to their students by enabling more individual attention and engagement.

In the long run, early childhood education benefits not just people but also society. One can attain such long-term benefits through quality interactions between educators and young learners. These mean improved academic results, improved social skills, and emotional well-being that result from these quality interactions. The driving factors of such quality interactions understand and deal with the fact that policymakers and practitioners will allow the construction of more successful and fair educational systems.

For instance, policies that would support the integration of social and emotional learning into an early childhood curriculum can help practitioners teach the basic skills of empathy, autonomy, and communication necessary for developing and maintaining positive relationships (Manley & Francis, 2021). Second, family engagement activities could be supported to improve the home-school relationship, fitting into a more coherent support structure for young students (Kapoor & Singh, 2022).

Research Methodology

The structured survey form was the major data collection technique in this research. This survey aims at evaluating, in a more objective way, early childhood educators' actions and mindsets, as well as the quality of their interactions with children. The three major parts include:

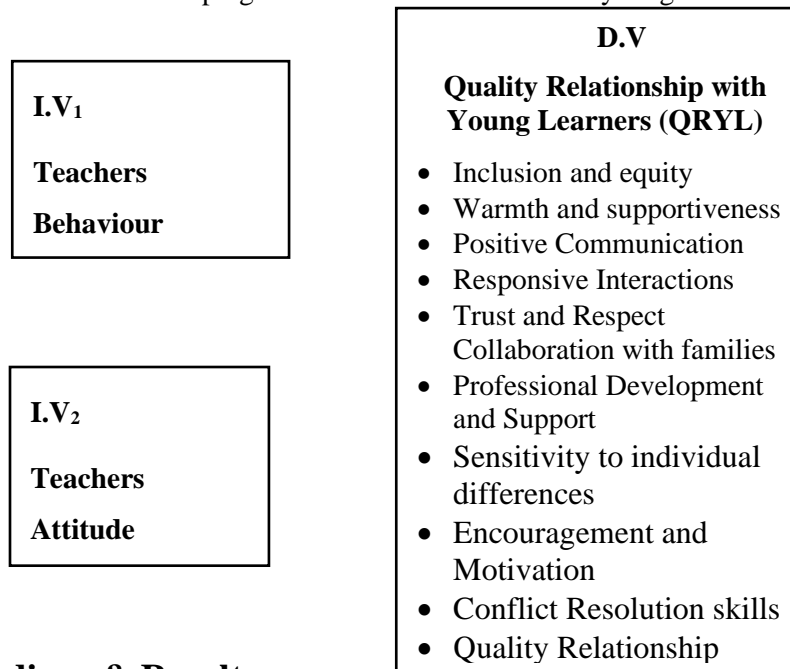
1. **Teachers' Behavior:** This subscale consisted of items which assessed certain attitudes manifested by the teacher while addressing the learners and addressed issues such as affection, encouragement, and attention.
2. **Teacher's Attitudes:** This scale assessed the attitudes of the teachers to their role in relation to early childhood education, particularly their beliefs about the importance of forming good relationships with their children.
3. **Quality Relationship with Young Learners:** The items in this subscale reflected the degree to which educators valued their relationships with their students, such as items related to trust, respect, and effective partnering. The survey was delivered to 180 instructors from nine private schools in Karachi, Pakistan. A total of 165 surveys were received, but 45 were declared incorrectly completed and were removed from the study. Finally, 120 valid responses were selected for a further statistical evaluation.

Population

This study's demographic consisted of early childhood instructors who worked in private sector schools in Karachi. The sample focused on female

preschool education, representing the region's early childhood education teaching employment population. The selected participants had a wide range of educational credentials and professional accomplishments, with the majority having postgraduate degrees and specialized training in early childhood teaching. This variability enabled a thorough analysis of the elements impacting the quality of educator-student relationships within the context of Karachi's distinct educational environment.

Using this methodology, the study sought to provide significant insights into the dynamics of early childhood education and educators' critical role in developing substantial connections with young students.



Findings & Results

The quantitative analyses of this study were performed through SPSS. Respondent's Profile The respondents of this study were 120 registered female teachers working in nine schools. These teachers belong to different classroom teaching levels, workplace experiences having various academic and professional qualifications. Out of 120 participants, 65.8% were married and 19.2% were unmarried. In terms of academic qualification 39.2% were Graduate, 56.7% were Masters, 4.2% were MBA/ MPA. Regarding their professional qualification 39.2% respondents had earned a Diploma in Montessori Course, 36.7% earned ECE/ ECCE Diploma, 14.2% earned AMI Diploma, B.Ed Degree, 10% earned by Early Years Educators. Moreover, respondents' age divisions

are, 58.3% were having age between 26-35 years, 28.3% were having age between 36-45 years, 13.3% were having age between more than 45 years. Lastly, the teaching experience fraction of the respondents are: 33.3 % having an experience between 0-4 years, 38.3% were ranged between 5-10 years, 28.3% were ranged between 11-15 years.

Table 2 *Correlation*

		Teachers Behaviour	Teachers Attitude	Quality Relationship
Teacher's Behaviour	Pearson Correlation	1		
	Sig. (2- tailed)			
Teacher's Attitude	Pearson Correlation	.950**	1	
	Sig. (2- tailed)	.000		
Quality Relationship	Pearson Correlation	.990**	.970**	1
	Sig. (2- tailed)	.000	.000	

** . Correlation is significant at the 0.01 level (2-tailed).

To examine the relationship among the variables the Persons' Correlation test has been performed. The objectives of this study is "To examine the relationship among Early Childhood Educator's Attitude and Behaviour and Quality Relationship with young learners" that is interpreted in the form of research question that is "Is there any relationship among Early Childhood Educator's Attitude and Behaviour and Quality Relationship with young learners?" Further the Research Question is interpreted in the form of Hypotheses. The hypotheses of research study are;

H_{01} : *There is no significant relationship among Early Childhood Educator's Attitude and Behaviour and Quality Relationship with young learner.*

H_{a1} : *There is a significant relationship among Early Childhood Educator's Attitude and Behaviour and Quality Relationship with young learner.*

According to the Hair (2005), the Pearson's Correlation statistics (r)

examined the data and shows the relationship between Teacher's Behaviour, Teacher's Attitude and Quality Relationship with young Learners that is desired to be a significant positive outcome of this study using the significant value (two-tailed test) < 0.01 . In the above stated table gives the correlation for all pairs of variables and the value of each correlation coefficient (r) is 1. This mean that there is a perfect positive correlation between variables.

The value of correlation coefficient is 1 this means that there is a perfect positive correlation between the variables. From the above we can see that the correlation coefficient between Teachers Behaviour and Quality Relationship is 0.990. Similarly, the correlation coefficient for Teacher's Attitude and Quality Relationship is 0.970. So we can say that there is strong positive correlation between these variables and the p-value for two-tailed test of significance is less than 0.05. From these figures, we can conclude that there is a strong positive correlation between Teacher's Behaviour, Teacher's Attitude and Quality Relationship with Young Learners is significant at the significance level of 0.01.

We can conclude that there is some correlation present between all variables in the given data. All variables are significantly correlated with each other. In this case, our null hypothesis has been rejected.

To investigate the impact of Teacher's Behaviour and Teacher's Attitude on Quality Relationship of young learners regression test has been performed. That is interpreted in the form of research question that is "Does Teacher's Behaviour and Teacher's Attitude have any impact on Quality Relationship of young learners?" Further the Research Question is interpreted in the form of Hypotheses. The hypotheses of this research study are;

H02: *There is no significant impact of Teacher's Behaviour and Teacher's Attitude on Quality Relationship of young learners.*

Ha2: *There is a significant impact of Teacher's Behaviour and Teacher's Attitude on Quality Relationship of young learners.*

For the examination of Hypotheses, multiple regression was used for further findings. The outcome of regression is stated below:

Table 3
Regression

Model Summary b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.995 ^a	.989	.989	1.22528

a. Predictors: (Constant), Teachers Attitude, Teachers Behaviour

b. Dependent Variable: Quality Relationship

Linear Regression is the Model Summary. This table provides the R and R square value. The R value is 0.995 which represents the simple correlation. It indicates a huge degree of correlation. The R square value indicate how much of the dependent variable, can be explained by an independent variable. In this case, R square value is 0.989 which address that 98.9 % of the variation of Quality Relationship is explained by two independent variable i.e. Teachers Behaviour and Teachers Attitude which is subjected to be a strong response with further findings. The value of Adjusted R-Square is 0.989 which is similar to R-Square value 0.989 anticipating minimum reduction based on this indicator.

Table 4
ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	16539.813	2	8269.906	5508.442	.000 ^b
Residual	175.654	117	1.501		
Total	16715.467	119			

a. Dependent Variable: Quality Relationship

b. Predictors: (Constant), Teachers Behaviour, Teachers Attitude

The above table shows the test results of the analysis of variance. The results are given in three rows. The first row labeled as Regression gives the variability in the model due to known reasons. The second row labeled as Residual gives the variability due to random error or unknown reasons. F-value in this case is 5508.442 and the *p-value* is given by 0.000 which is < 0.05 , so we reject our null hypothesis, accept our alternative hypothesis, and conclude that the mean of Quality Relationship is not equal to the mean of Teachers Behaviour and Teachers Attitude.

Table 5
Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.511	.602		.849	.001
	Teachers Behaviour	1.232	.053	.702	23.121	.000
	Teachers Attitude	.547	.055	.303	9.991	.000

a. Dependent Variable: Quality Relationship

The above coefficient table depicts the value of constant and coefficient and their significance. Using the regression coefficient and the constant term given under the column labeled B to construct an ordinary least square (OLS) equation and also to test the hypothesis of the independent variable. Thus, we can represent the regression equation as:

$$\text{Quality Relationship} = 0.511 + (1.232) \text{ Teachers Behaviour} + (0.547) \text{ Teachers Attitude}$$

Now after testing our hypothesis we see that in the above table the *p-value* of regression coefficient is given by 0.000 which is <0.05 , in this case we can reject our Null hypothesis and accept our Alternative hypothesis. Here we concluded that the regression coefficient is not Zero.

Discussion

The challenge of establishing and maintaining positive relationships with young learners has been a concern among educators and politicians, led by the need to improve students' experiences in learning through improvement of instructors' behavior and attitude towards them -. One key pathway to achieving this objective is to concentrate efforts on teachers' behavior and attitude. This paper focuses on the approach of looking into the effects of teachers' conduct and attitude on quality relationships with young learners. It also looks into their current importance in the creation of a positive classroom atmosphere through successful teaching ways.

Teacher behavior entails the activities, conduct, and interactions a teacher has with the students. Excitement, empathy, patience, and

consistency are some of the critical optimistic qualities in creating a supportive and engaging classroom atmosphere. When the teachers behave positively, they build up a trusting relationship with their students, which is one of the factors in installing security and motivation among them. It is highly expected that this kind of encouraging atmosphere enhances active participation, increases students' self-esteem, and creates an interest in participating in the process. Effective teacher behavior incorporates proactive classroom control, effective communication, and being able to meet the various needs of the students themselves. According to Macnab (20214), these kinds of behaviors help in creating a controlled yet flexible learning environment in which kids thrive. The attitude of teachers, reflecting one's thinking and approach to teaching and interacting with students, also goes into forging positive interactions with young learners.

FULLER: Setting up a collaborative and respectful classroom culture is sustained by an attitude that shows openness, encouragement, and a growth mindset. When the teacher is positive in attitude, he exudes an element of confidence in his students, thereby creating a climate where the students feel valued and understood. In such a case, this shall be a boost to children's social and emotional development, a factor that influences their educational achievement at large. Only those teachers who can maintain a cheerful attitude will make use of inclusive teaching approaches, recognize and appreciate students' accomplishments, and provide constructive feedback that would promote continual progress. It also confirms research that the actions and attitude of the teacher are very important in developing quality relationships with young learners. Indeed, results showed that positive teacher actions and attitude were more effective at creating a favorable learning environment. For example, Evers and Van der Heijden in their research (2003) highlighted the availability of teachers' professional development, which is usually oriented to the enhancement of behavioral and attitudinal competences. Professional development programs that target positive behavior management strategies and the promotion of a growth mindset equip the teacher with tools to have meaningful relations with their learners. Professional development influences the attitude and behavior of teachers, which is manifested in better classroom practices and closer ties with young learners. Some of the skills instructors acquire from the professional development programs include classroom behavior management strategies, effective communication skills, and inclusive teaching approaches that enable them to set up a friendly classroom environment.

The better a teacher is at using the instructional methodologies and classroom management techniques, the more able he will be to meet the special needs of the children, promoting a good and conducive learning

environment. The organization's moral and ethical help also fuels the instructors' morale and devotion towards their vocation. As a result, the quality of the interactions with young learners, influenced by the teacher's behavior and attitude, affects the whole learning experience. This variable is effectively influenced by the organizational factors and the professional development of the teachers, generating better ways of teaching and classroom dynamics. The findings from this study underline the need for promotion of teachers' professional development and an enabling organizational climate in order to attain high-quality educational outcomes for young learners. By prioritizing these, educators and educational policy makers are able not only to engender large improvements in educational quality but also to enable deep and productive relationships between instructors and their students.

Conclusion

The results of the study further indicate a positive relationship between the teachers' behaviors/attitudes and the quality of relationships they experienced with young learners. Pearson Correlation and Regression Statistical analyses indicated that teachers' behavior contributed more to relationship quality than attitude. The respondents were 120 female preschool teachers, all educated at different levels, but most with postgraduate qualifications in the field of early childhood education, which again would reflect a commitment to ongoing professional development. However, high student-to-teacher ratios and insufficient resources inhibited the maintenance of meaningful relationships. The study, therefore, highlights the need for continuous professional development with support networks that will enable teachers to acquire interpersonal skills to better early childhood education in Karachi and hence the social, emotional, and behavioral growth of children.

Recommendations and Suggestions

To improve the impact of early childhood educators' attitude and behaviors on their relationships with young learners, especially in complex and diverse contexts like Karachi, the following comments and suggestions are made:

- Promote positive attitudes and receptive actions in personal training programs, including efficient communication, compassion, perseverance, and proactive listening.
- Provide diverse awareness training for instructors to better understand and appreciate their students' cultural origins.

- Provide continuous assistance and mentorship initiatives for less experienced educators.
- Foster an enabling school culture that values excellent educator-student relationships and acknowledges teachers who demonstrate constructive mindsets and behaviors.
- Peer observations, collaborated instruction, and frequent learning environments for professionals all help to promote working together.
- Foster strong homeschooling relationships through regular interaction and working together, including parent-teacher conferences, seminars, and community activities.
- Involve community resources and local groups in educational activities to enhance support and enrichment.
- Promote reflective techniques, such as self-assessment, peer feedback, and reflective journals, to constantly review and enhance teachers' perspectives and practices.
- Regularly evaluate instructors' performance, focusing on their ability to build strong relationships with students. Customize professional development accordingly.
- Train educators in individualized instruction to address children's individual learning requirements and promote their success.
- Create an inclusive educational atmosphere by utilizing diverse instructional resources, promoting student involvement, and offering anti-bias education.
- Promote policies that promote a healthy job and personal life balance for teachers to reduce stress and burnout.
- Utilize technology in the classroom to enhance learning and engagement through interactive whiteboards, interactive applications, and online materials.
- Encourage creative teaching techniques, such as project-oriented and hands-on education.
- Suggest policy changes at the local and national levels to support professional development, resource placement, and educator fulfillment.
- Work together with groups such as government organizations, non-profits, and institutions of learning to develop and execute policies that increase the quality of early childhood education.

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