

## Exploring Traces of Equity in Teachers' Instructional Practices, Assessment and Treatment with Students in Early Years of Education

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### Abstract

Culturing equitable practices in learners' early years of education are significant for their sound development and upbringing. According to OECD (2012), the education systems are highest in performance when quality and equity exist in them. The extent to which schools are equitable depends upon the learners how the learners perceive education as equitable. Most recently, Pakistan's global commitment to achieve Sustainable Development Goals (SDGs) compelled policy developers and researchers to address equity issues of early childhood education in Pakistan. For the study, the researchers collected evidences from students of grade-level three of public schools in Punjab pertaining to their experience of equity in teachers' instructional practices, assessment and treatment. Convergent mixed-methods design was used for the study. Data were collected from teachers, head teachers, students and parents were major stakeholders. Teachers teaching students of early years of education were randomly selected. For quantitative data, 203 teachers responded on the questionnaires, while, for qualitative data, interviews were conducted from 20 head teachers, parents and students. We concluded that students have had fewer equitable experiences at schools. Mostly, teachers had been inequitable in their instructional practices, treatment, and assessment in early years of education. It was recommended for schools to address inequitable situation particularly in terms of teachers' treatment, assessment and instructional practices during early years of students' education.

**Keywords:** inequitable, instructions, treatment, assessment, early childhood education.

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## Introduction

Exploring state of equity has particular relevance in the context of Pakistan. Achieving equity in education is crucial for Pakistan, as Pakistan is a country that is divided into different layers and strata of advantaged and disadvantaged to which Pakistan's recent educational policy 2009 is also concerned. Most recently, Pakistan's global commitment to achieve Sustainable Development Goals (SDGs) as a United Nations (UN) member in September 2015 (New York) under the, 2030 Agenda for Sustainable development (UNDP, 2016) make it a dire need that equity issues be addressed at the early childhood school level and make a significant contribution to enhance the state of equity in Pakistan education.

Pakistan's education policy and planning have been concerned over the years to ensure equity in terms of equitable access to address educational gaps due to the rural, urban divide. However, educational equity in terms of teachers' equitable practices for an equitable education has not been addressed in policy or researches either. In order that equity in education be addressed, equity has to be ensured in educational practices also rather just limiting it to ensure access for the poor or underprivileged, though not underestimating the importance of equitable access to education. Equity in education encompasses a wider scope that accounts for rectifying all sorts of discriminations and establishing a fair learning environment, where everyone feels valued. In this context, the study justifies its need to investigate how teachers are equitable in their treatment of students, in their assessment and instructional practices in Pakistan.

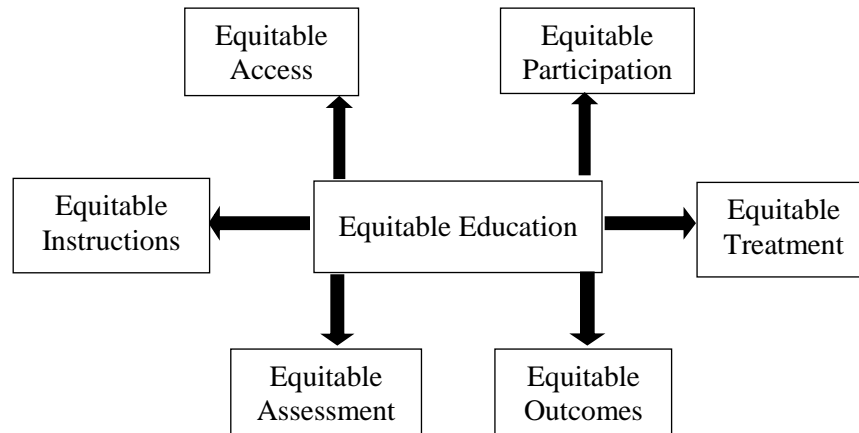
Provision of access to education is being addressed in previous educational policies in Pakistan. However, 'equity' has gained a special focus in Pakistan's recent educational policy, 2009 (NEP-2009) and is considered as a source of human resource development and the economic development of the country (Government of Pakistan, 2009). Pakistan has remained at the back foot to improve the early childhood school system in terms of enhancing learning outcomes and achieving 100% net enrolment ratio as committed in the international agendas, such as Education for All (EFA) and Millennium Development Goals (MDGs) by the year 2015 (ASER, 2014). AEPAM, (2015) reports that Net Enrolment Rate (NER) in early childhood education could reach to 68%, Survival Rate at early childhood level was 70%, and Literacy Rate of 15-24 year-old was 70%. Most recently, Pakistan's global commitment to achieve Sustainable Development Goals (SDGs) as a United Nations (UN) member in September 2015 (New York) under the, 2030 Agenda

for Sustainable development (UNDP, 2016) make it a dire need that equity issues be addressed at the early childhood school level and make a significant contribution to enhance the state of equity in Pakistan education.

Global efforts are being made to bring up the quality of school education. Equity in education is indispensable for enhancing the quality of education. According to OECD (2012), the education systems are highest in performance when quality and equity exist in them. The extent to which schools are equitable depends upon the extent to which the learners in it perceive education as equitable. According to Dubet (1999), many teachers treat the students unfairly to the extent of hating and degrading them. French and English literature on equity explains different illustrations of inequitable practices in schools. The study principally operated under the umbrella of Hutmacher's (2002) and Smith and Gorard's (2012) notion of educational equity. The study was an effort to take a step towards equitable education in Pakistan so that some insight could be gained towards training teachers in equity pedagogy to minimize threatening inequities related to teachers' treatment, assessment and instructional practices in early childhood schools. Gorard and Smith (2010) stressed the importance of students' voice in enhancing their own learning and have a word on their experiences of fairness, participation and their expectations from society as a productive member of the society. It appears that different researchers have raised some issues on fairness, justice and equity in schools. Duru-Bellat and Meuret (2009) explained in their book "feelings of justice in school" that the need for justice is reflected in the denial of real injustices or the fact to make the victims responsible for injustice. Further, all the actors do not have the same ideas of what is right. For example, teachers are most concerned with impartiality, while students are more concerned to be treated with "respect". In fact, another lesson is that the students like their teachers stress a combination of several criteria to judge the 'justice' in a situation. So it is not enough because all school stakeholders are well aware that this criterion 'justice' is often violated in real practices in schools.

Exploring state of equity has particular relevance in the context of Pakistan. Achieving equity in education is crucial for Pakistan, as Pakistan is a country that is divided into different layers and strata of advantaged and disadvantaged to which Pakistan's recent educational policy 2009 is also concerned. Hassan (2016) concluded that equitable public school would be the one in which all students are treated in an equitable manner irrespective of differences. The extent to which education system in Pakistan is equitable was explored through exploring equitable treatment, equitable assessment and equitable instructional

practices of early childhood school teachers from viewpoint of learners, teachers, head teachers and parents. The study specifically targeted treatment, assessment and instructional practices of teachers to unfold its prevailing state in early childhood schools. The study is an effort to take a step towards equitable education in Pakistan so that some insight could be gained towards training teachers in equity pedagogy to minimize threatening inequities related to teachers' treatment, assessment and instructional practices in early childhood schools.



*Figure 1: Conceptual Diagram of Equity*

### **Objective of the Study**

To explore perceptions of teachers, learners, head teachers and parents of students towards equitable instructions, treatment and assessment in early childhood schools of Punjab.

### **Research Questions**

Do early childhood school teachers provide instructions, treat, and assess students on equitable basis in schools?

### **Methodology**

To fulfill the purpose, the study collected data from early childhood schools in Pakistan. The study used mixed method research design. In a mixed-methods research the process of the integration of both

quantitative and qualitative data is done within a single study performed sequentially or concurrently (Creswell et al., 2005: 212). The convergent mixed-methods design was considered most suitable for this study because both qualitative and quantitative data were collected and analyzed concurrently, followed by the integration of the results (Creswell & Pablo-Clark, 2011).

Figure 3.1: Convergent Mixed-methods Design

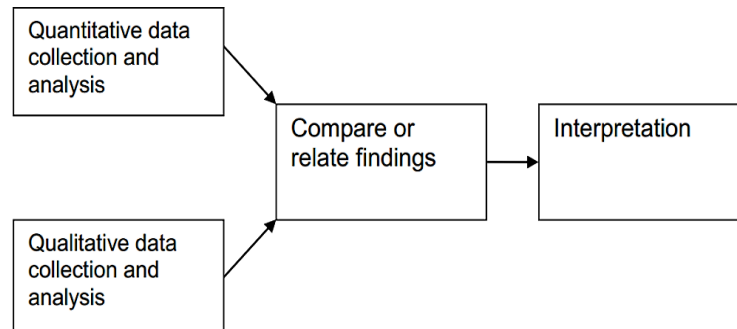


Figure 2: Source, Creswell & Pablo-Clark (2011).

Quantitative data were collected through questionnaires and qualitative data were grouped in the form of interviews and observational schedule. Mackenzie and Knipe (2006) explicated that gathering information in numbers on questionnaires and gathering information in text on interviews led to both quantitative and qualitative data respectively. The population of the study comprised 4539 public early childhood schools both (male= 2602 & female=1937) and 13963 working teachers both (male= 6186 & female=7777) including head teachers, students and their parents of five districts; Sargodha, Khushab, Mianwali, Bhakkar and Chiniot of the Punjab Province (<http://schools.punjab.gov.pk/?=schools>). The study employed multistage sampling technique for selecting sample from the population. Five districts of the Punjab were selected randomly in the first stage. Ten per cent (10%) public schools (454) out of 4539 (male=227 & female=227) were selected by simple random sampling through balloting in the second stage as suggested by Yaya (2014). Two thousand and twenty three (2023) teachers were selected randomly from (Sargodha= 374, Khushab= 953, Mianwali= 254, Bhakkar= 164 and Chiniot= 278) in the final stage. Questionnaire for early childhood school teachers, interview

protocols for school head teachers, teachers, students and parents were developed to obtain data from stakeholders. The research instruments were validated after proper discussion with the field experts and were improved and incorporated according to their valuable suggestions to ensure construct validity. The reliability of the instrument was ensured through pilot testing which was conducted on forty early childhood school teachers. The value of Cronbach's alpha was found .862 which showed high reliability of the instrument. The researcher collected both quantitative and qualitative data through with the help of two research assistants. They personally visited the public schools of the district Sargodha, Khushab, Mianwali, Bhakkar and Chiniot to gain information from the teachers, head teachers, students and their parents. Questionnaires were administered to 2023 teachers randomly selected districts. Twenty (20) interviews, five (5) from each, were conducted from school head teachers, teachers, students and their parents. The data were statistically analyzed through SPSS software. Means and standard deviation were calculated through descriptive statistics; one ways. and post hoc were calculated through inferential statistics. The qualitative data were analyzed through emerged themes. Themes were emerged on the responses of school head teachers, teachers, students and parents.

## Data Analysis

### Quantitative Data Analysis

Table 1

*Mean scores of school teachers' perceptions regarding equitable instructions, treatment & assessment practices*

Variables	N	Mean	Std. Deviation
Equitable instructions	2023	3.06	0.92
Equitable treatment	2023	3.01	0.565
Equitable assessment	2023	3.08	1.059

The results indicated that the level of equitable instructional practices, treatment and assessment is below from the optimal level of scale, which is 5. It means that there is a need to improve the level of equitable instructions, treatment and assessment practices of teachers in public schools of Punjab.

Table 2  
*District wise comparison of teachers' perceptions regarding equitable instructions, treatment & assessment practices*

Variable	Variance	Sum of Squares	df	Mean Square	F	Sig.
Equitable instruction	Between Groups	422.478	4	105.620	164.070	0.000
	Within Groups	1299.083	2018	.644		
	Total	1721.561	2022			
Equitable treatment	Between Groups	94.180	4	23.545	86.291	0.000
	Within Groups	550.623	2018	.273		
	Total	644.802	2022			
Equitable assessment	Between Groups	482.094	4	120.524	136.286	0.000
	Within Groups	1784.602	2018	.884		
	Total	2266.696	2022			

Table 2 shows that one-way ANOVA was applied to compare the district wise perceptions of school teachers' about equitable instructional, treatment and assessment practices. The results indicated that there were significant differences among the perceptions of school teachers belonging to different districts. It means that the early childhood school teachers belonging to different districts perceived equitable instructional, treatment and assessment practices differently.

Table 3  
*Comparing equitable instructions, assessment and treatment practices on the basis of gender*

Variable	Gender	N	Mean	SD	T	Df	Sig.
Equitable instructions	Male	890	3.0566	.93137	-.322	2021	.748
	Female	1133	3.0699	.91624			
Equitable treatment	Male	890	3.0140	.58892	.344	2021	.731
	Female	1133	3.0054	.54516			
Equitable assessment	Male	890	3.0685	1.0702	-.318	2021	.750
	Female	1133	3.0836	1.0502			

Table 3 shows no significant difference between equitable instructions of male primary and early childhood teachers ( $M=3.0566$ ,  $SD=.93137$ ), and female primary and early childhood teachers ( $M=3.0699$ ,  $SD=.91624$ )  $t=-.322$ ,  $p<.05$ ; there is no significant difference between equitable treatment of male primary and early childhood teachers ( $M=3.0140$ ,  $SD=.58892$ ), and female primary and early childhood teachers ( $M=3.0054$ ,  $SD=.54516$ )  $t=.344$ ,  $p<.05$ ; and there is also no significant difference between assessment practices of

male primary and early childhood teachers ( $M=3.0685$ ,  $SD=1.0702$ ), and female primary and early childhood teachers ( $M=3.0836$ ,  $SD=1.0502$ )  $t=-.318$ ,  $p<.05$ . It means male and female early childhood school teachers are using almost same instructional, assessment and treatment practices for students in the public schools of Punjab.

## Qualitative Data Analysis

### Analysis of Head Teachers' Responses

The Interview protocol for the sake of attaining responses from the head teachers in the public early childhood school was consisted of seventeen questions. The themes emerged out of all the inquired questions from the head teachers were five. The detail of key themes were; 'Fair treatment with children', 'Fair assessment of children', and 'Instructional practices of head teachers'. The themes and categories were shown in the subsequent table:

Table 4  
*Qualitative analysis of head teachers' responses*

Themes	Categories	Frequency	%
1. Fair treatment with children	Equitable behaviour	06	54.5
	Loving and caring	05	45.5
	Total	11	100
2. Fair assessment of children	Provision of good marks	02	33
	Marks according to their work	04	67
	Total	06	100
5. Instructional practices of Head teachers	Method of teaching	04	36.4
	Provision of writing materials	03	27.2
	Understanding lessons	04	36.4
	Total	11	100

Table 4 shows emergent themes of head teachers' responses. The themes reveal fair treatment of the school head teachers with children. The children are treated equitably by the head teachers and they are very loving and caring with innocent children. Head teachers are fair with respect to dealing with children. Such practices are very supportive for the provision of the basic right of education to the poor children of public schools. One of the head teachers reflected "*I try my best to treat all the children equally. I consider these innocent children just like my own children*" (H1). Another head stated "*I think, we have qualified teaching*



*staff, therefore all the teachers deal with the children on equal basis. They do not make any difference among the children” (H2). One of the head teachers reflected “I treat with the entire students equally without having any difference with respect to religion, caste and creed or between rich and poor”*

The theme showed the response of head teachers about the fair assessment of children. They believed that they assigned good marks to the students according to their performance in the tests and exams. They also explained that they do a fair assessment and provide marks to the students on a purely merit basis. One of the head teachers stated *“I assess the children according to their work or assignments and mostly award good marks to the students” (H1)*. Another head teachers stated *“I do not differ among children on any basis; I assign the marks to the students on a purely merit basis and according to their attempt of questioning and answering” (H4)*.

The head teachers reveal that they teach the students in a better way and adopt methods of teaching according to the academic state and mental ability of the children. In addition, they also provide writing materials such as notebooks and pencils. Furthermore, they also provide uniforms and shoes to the needy and deserving poor students. They also pay much focus upon their character building. The teachers claimed that they are fully satisfied with their instructional practices because the majority of students understand their lessons. One of the head teachers reflected *“I am fully satisfied with my teaching style because students give me good response almost all the children learn their lesson” (H2)*. Another head stated *“I have to repeat the lesson again and again so that children can learn their lesson they do not work at home” (H3)*.

### **Analysis of Teachers' Responses**

The Interview protocol for the sake of attaining responses' from the teachers in the public early childhood school was consisted of seventeen questions. The developing themes out of all the inquired questions from the teachers were comprised of five. The detail of key themes is; 'unfair treatment with children', 'unfair assessment of children', and 'instructional practices of teachers'. The features of all the themes and categories were shown in the subsequent table:

Table 5  
*Qualitative analysis of teachers' responses*

Themes	Categories	Frequency	%
1. Unfair treatment with children	Penalization	04	57.1
	Punishment	03	42.9
	Total	07	100
2. Unfair assessment of children	Assigning low marks	04	44.4
	Unjust in merit	05	55.6
	Total	09	100
5. Instructional practices of teachers	Method of teaching	04	40
	Understanding of children	03	30
	Character building/strength	03	30
	Total	10	100

Table 5 shows the emerged themes of teachers' responses. The themes reveal that there was unfair treatment of the school teachers with children. The children are penalized and punished by the teachers and they are very strict with the innocent children. Teachers are unfair with respect to dealing with children. Such practices are very harmful to the provision of the basic right of education to the poor children of public schools. One of the teachers reflected "*I penalize the children for being absent from school or doing any loss to the property of the school. I also pressurize and ask them to pay fine even I know they have poor economic background*" (T2).

The theme showed the response of teachers about the unfair assessment of children. They believed that they assigned low marks to the students according to their performance in the tests and examination. They claimed that students and their parents do not take interest in their studies. The parents ask their children to work in plough fields and work in workshop etc. The teachers further explained that they were unable to assess the students equally and observe merit fairly. One of the teachers stated "*After teaching I assess the children with the help of cross-questioning. In this way, I get the idea. Children also ask me questions, and I answer them properly but most of the children remain unable to answer the questions properly*" (T5). Another teacher stated "*My students get low marks in the tests because the majority of them are very poor in their studies. The parents of the children involve their children in fields for cutting crops for animal feeding*" (T3).

The teachers reveal that they teach the students in a better way. They also pay much focus upon their character building. The teachers claimed that they are fully satisfied with their instructional practices. One of the teachers reflected *"I am fully satisfied with my teaching methods. I believe if I teach well, my own children will be educated and successful in their life"* (T3). Another teacher stated *"I am fully satisfied with my teaching style I prefer activity-based teaching and almost all the children understand my lesson very well"* (T1).

### Analysis of Students' Responses

The Interview protocol for attaining responses from the students who were studying in the public early childhood school was consisted of seventeen questions. There were five themes emerged out of all inquired questions from the students. The detail of key themes were; 'Unfair treatment', 'Unfair assessment of students', and 'Instructional practices of teachers'. The features of all the themes and categories were shown in the subsequent table:

Table 6  
*Qualitative analysis of students' responses*

Themes	Categories	Frequency	%
1. Unfair treatment	Corporal Punishment	03	50
	Strict behavior of teachers	03	50
	Total	06	100
2. Unfair assessment of students	Assigning poor marks	02	40
	Unjust reward	03	60
	Total	05	100
5. Instructional practices of teachers	Ineffective teaching	03	37.5
	No productivity	05	62.5
	Total	08	100

Table 6 shows the emergent themes of students' responses. The themes reveal the unfair treatment of the school teachers with children. The majority of the children share their bad feelings about the unfair treatment of the school teachers. Teachers had unfriendly and non-cooperative behavior with the children; they are mostly ill-treated and punished by their teachers. One of the students reflected *"My teacher is very harsh and strict with most of the children. I do not like him very much. He mostly punishes and abuses me"* (S1). Another student stated

*“Mrs. Saba is my ideal teacher but punishes me. She doesn’t beat anyone in the class but the problem creators, mischievous and those who are poor in their studies. I like those teachers who don’t beat the children”* (S2).

The students’ stated about the unfair assessment of their teachers. They believed that teachers assigned poor marks to them and also made discrimination among students. They also explained that teachers believe in unfair assessment and provide marks to the students on purely unjust manner. One of the students reflected *“No, our teacher gives bad and unequal marks in the tests to the children because some students are awarded good marks and the others obtained poor marks. Teacher like some students and also dislike to the poor students”* (S4). Another student stated *“most of the students in our class are very poor in their studies and mostly get low marks in the tests and not only punished by the teachers but also by the head teacher of our school. Only two or three students get good marks and poor students obtain zero or very low marks in the class”* (S5).

The students reveal that their teachers teach them in a bad way and they do not understand their lesson and even unable to read and write. The teacher asks the monitor of the class to teach the children. The monitor repeats the lesson again and again for the understanding of all the children. But unfortunately, most of the children of the class are unable to even read and write. They are punished by the teachers on daily basis. One of the students reflected *“I do not understand the lesson when the teacher teaches. I am a poor student in the class. Sometimes my friend and I go to the teacher when we do not understand but our teacher shows harsh behaviour and daunt us”* (S3). Another student stated *“If I feel any difficulty in understanding the concepts then I go to the teacher to understand the lesson again but the teacher refers me to the monitor for assistance. I do feel fear from my teacher. My teacher strictly warned us to don’t contact him regarding any learning difficulties. Therefore, the majority of the students are very poor in their studies and even feel difficulty to read, write and solve mathematics questions”* (S4).

### **Analysis of Parents’ Responses**

The Interview protocol for the sake of attaining responses from the parents of the students was consisted of seventeen questions. The developing themes out of all the inquired questions from the parents were contained of five. The detail of key themes were; ‘unfair treatment with children’, ‘unfair assessment of students’, and ‘instructional

practices of teachers'. The features of all the themes and categories were shown in the subsequent table:

Table 7  
*Qualitative analysis of parents' responses*

Themes	Categories	Frequency	%
1. Unfair treatment with children	Punishment	05	29.5
	Strict behavior of teachers	03	17.6
	Unfair dealing	02	11.7
	Need of tuition/coaching classes	03	17.6
	Quitting education	04	23.6
	Total	17	100
2. Unfair assessment of students	Assigning low marks	02	40
	No merit at all	03	60
	Total	05	100
5. Instructional practices of teachers	Typical method of teaching	08	66.7
	Poor academic condition of the children	04	33.3
	Total	12	100

Table 7 shows the emergent themes of parents' responses. The themes reveal the unfair treatment of the school teachers with children. The children are punished by the teachers. They are very strict with the innocent children. Teachers are not fair with respect to dealing with children. Due to inequitable treatment with the children, the majority of the children have to take tuition or coaching classes to meet their deficiency in the studies. Due to inequitable treatment with the children some of them quit their education forever which is the very alarming situation about the children future. Such practices are key hurdles in the provision of education and the basic right of education for the poor children of public schools. One of the parents reflected "*The teachers use a rod or stick to punish the children*" (P1). Another parent stated "*The teachers punish the children with a low strike. They make the children to stand on one leg. They also make the students to raise their hand as a punishment*" (P5).

The parents of the children showed the unfair assessment of the students. They believed that teachers did not assign good marks to the students on showing good performance in their studies. They also explained that teachers believe in unfair assessment and provide marks to the students inequitably and they did not follow any merit system. One of the parents

reflected *“My own children are good in their studies and they attain good marks because I teach them regularly but other students in the class obtain poor marks as compared to my children. The poor students are mostly ignored by the teachers in all the matters”* (P2). Another parent stated *“My children are very weak in their studies. They get fewer marks and teachers do not take responsibility for their poor academic achievement; teachers do not believe in any merit or just”* (P5).

The parents’ of the children reveal that the teachers teach the students in a typical way. Nowadays newly recruited male and female teachers are highly qualified. They teach well but the majority of the senior teachers teach the students according to the old method; they have no interest in the teaching learning process. The old teachers do not teach the students in a better way. Consequently, students are very poor in their studies and even do not read and write; they are unable to understand their lesson. Therefore, the parents are dissatisfied with the overall instructional practices of the public school teachers. One of the parents reflected *“I have three children, two daughters and one son. My all children are studying in a government school. The teachers do not teach the children the better as compared to our era. When we used to learn by sitting on sacks placed on the ground. At that time teachers were very strict with the students. The teachers used a rod or stick to punish the children. Now the teachers are highly qualified as compared to past. New teachers teach well with affection but the senior/ old teachers are just killing the precious time of the students. Nowadays children are receiving free books, but unfortunately, no concept clarity or learning at all”* (P1). Another parent stated *“I am much happy with the newly recruited teachers. They teach my little son with great affection and care. But the senior teachers do not take care of all the children and teach them in a typical and strict way; as a result, children are unable to even understand their lesson”* (P4).

### **Findings of the Study**

1. It was found that the teachers teaching early years children and belonging to different districts depicted inequitable instructional, treatment and assessment practices in public schools. The results also indicated that early childhood school teachers belonging to district Sargodha had significantly different perceptions regarding equitable instructional, treatment and assessment practices than the early childhood school teachers of districts Khushab, Mianwali and Chiniot.

2. It was found that there was no significance difference between male and female early childhood school teachers' perceptions regarding inequitable instructional, treatment and assessment practices towards students in their concerned schools.
3. It was found that head teachers' instructional, treatment and assessment practices as perceived by them were equitable in public schools.
4. It was found that teachers' treatment and assessment practices were equitable but their instructional practices were inequitable.
5. It was found through students' perceptions that their teachers' instructional, treatment and assessment practices were inequitable.
6. It was found through perceptions of students' parents that teachers' instructional, treatment and assessment practices were inequitable.
7. It was found from the responses of the parents of the children that teachers' behaviour was very strict and teachers punish children with stick.
8. It was found from the responses of the parents of the children that academic condition of their children was very poor and they had to take tuition classes to improve academic deficiency.

## **Discussion and Conclusion**

Traces of inequity were found in school, therefore, there is a need to improve the level of equitable instructions, treatment and assessment practices of teachers in early childhood schools of Punjab. It was also interesting that early childhood school teachers belonging to different districts perceived differences in equitable instructional, treatment and assessment practices in schools. It might be due to the variations that exist in instructions, treatment with students and assessment practices. No difference based on gender exists that shows both have put one same lens of equity for dealing with students. Hence, it is concluded that male and female primary and early childhood teachers are behaving with students in the same way in educational institutions of Pakistan. Head teachers' ways of seeing through the lens are different. Near them, children are treated equitably by the head teachers and they are very loving and caring with the innocent children. Head teachers are fair with respect to dealing with children. Although, punishment is prohibited but some traces of inequity are found during the interviews. The majority of the children share their bad feelings about the unfair treatment of the school teachers which also indicate that traces of inequity prevail in schools yet. In nutshell, public school teachers have inequitable

instructional, treatment and assessment practices in the public schools and there is a need to improve the level of equitable instructional, treatment and assessment practices of teachers in the public schools of the province Punjab. The Quaid-e-Azam Academy for Educational Development (QAED) may organize training sessions related to equitable instructional, treatment and assessment practices of teachers in the early childhood schools so that teachers would be trained to instruct, treat and assess the students equitably in Punjab, Pakistan. The head teachers should ensure equitable instructional, treatment and assessment practices of teachers by personally assessing the teachers within school premises. The head teachers should also listen the voices of students and parents to implement equitable practices. The contradictions found among the responses of head teachers, teachers, children and their parents regarding equity traces in primary and early childhood education, provide more dimensions to dig out the phenomena of inequity in assessment, treatment and instructions. All the stakeholders justify their responses within their own context that further facilitate researchers to develop more hypotheses to get insight of the inequity processes that are happening in schools.



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