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# Analysis of Early Childhood Education Practices in Public and Private Sector of Lahore

Farah Naz [*]
Amna Yousaf [**]
Naeem Arshad [***]

## Abstract

This study aimed at analysis of ECE practices in education at school level. The goal of this study was to investigate the ECE amenities, current does &don'ts and discovering the prevailing position of ECE in government and other schools in Pakistan. This level of education influences the whole life of every individual in his/her academic and non-academic achievements. This is also the basic stage to improve the literacy rate of future leaders so that children can enter in schools of our society successfully. The population of the study was all teachers of ECE from schools of both segments. The number of total respondents was 200 (Public= 100, private=100). Convenience sampling was used by selecting model town Tehsil of Lahore. Adopted questionnaire was used to collect the data from respondents. Fifty questions were used to collect data in the questionnaire. The finding of the study concludes that there was no significant difference between public and private pre-schools.

***Keywords***: early childhood education, classroom practices, public and private schools.

[*] University of Management and Technology, Lahore, Pakistan (Corresponding author)
Email: farah454@hotmail.com
[**] University of Management and Technology, Lahore, Pakistan
[***] University of Management and Technology, Lahore, Pakistan

**Introduction**

Early childhood education is a term that defines the care is taken and the instructing of children from their birth to the age of eight, or until they begin going to school. This term additionally focused on learning through play. The facilities that provide at the level of early childhood instruction or services include kindergarten, nursery, pre-school classes and other childhood programs.

Contingent upon the age that a child goes to class in each different nation, early childhood education covers a different period. For example, in the UK and in New Zealand, early childhood education is considered as the period from birth to around the age of five, when most of the kids start going to school. Different nations like Canada, Austria, Germany and France school going age is six years, but in Denmark school going age is seven years.

Beth Lewis (2016) elaborated the early childhood education is a term that refers to instructive projects and procedures intended for kids from birth to the age of eight. This time period of age is broadly viewed as the most helpless and significant phase of a man's life. Early youth instruction regularly concentrates on controlling youngsters to learn through play.

The emotional, social and physical improvement of kids directly effects on their general advancement. That is the reason why understanding the need to put resources into exceptional kids is essential, so as to their future prosperity. Neurological research demonstrates that the early years play an imperative part in kids' advancement.

Kids start to find out about the world around from an early age including amid the pre-birth, perinatal and postnatal period. Children initial experience the bonds they share with their parents and their first learning skills are deep influence on their future physical, intellectual, passionate and social advancement. Advancing the early years of children’s lives is the best investment or speculation we can make as a society in guaranteeing their future achievement. But in few countries, have made early childhood takes as priority basis. Just a minority of nations give early childhood program to no less than 66% of the population (UNESCO, 2007). In addition, some developed nations don't give worldwide. In many creating nations, early childhood projects are accessible just to a little part of the populace.

The National Association for the Education of Young Children (NAEYC) put forth powerful expressions characterizing formative proper practices for youthful kids and particularly censuring repetition

remembrance, penetrate and rehearse on separated scholastic abilities, educator address, and monotonous seatwork (Bredekamp et al, 1992).

The anxiety was the requirement for more noteworthy accentuation on the accompanying territories:

1. Dynamic, hands-on learning;
2. Theoretical discovering that prompts understanding alongside obtaining of fundamental abilities, significant, pertinent learning encounters;
3. Intuitive educating and helpful learning; and,
4. An expansive scope of significant substance incorporated crosswise over customary topic divisions.

**Learning through Play**

Early childhood education regularly concentrates on learning through play, in view of the research and philosophy of Jean Piaget, which suggests that play meets the physical, scholarly, language, emotional and social needs of children. Rudolf Steiner believed that play time enables youngsters to talk, socially connect, use their creative ability and scholarly aptitudes (Steiner, 2017). Maria Montessori believed that children learn through the development and doing an activity using their senses (Montessori, 2013). Keeping in view the various concepts of pre- school education, the study was conducted to analyze the early childhood practices used in public and private sector of Pakistan. So the main objectives of the study were:

1. To dig out the provision of early years services facilities in both the segments of institutions.
2. To explore the prevailing analyze existing instructional methodologies of ECE in both the segments of institutions.

Following hypotheses were tested to achieve the objectives of the study

$H_0$1: There is significant difference in the social and Interpersonal skills for public and private schools.

$H_0$2: There is significant difference in emerging mathematical skills for public and private schools.

$H_0$3: There is significant difference in communication and language skills for public and private schools.

$H_0$4: There is significant difference in emerging literacy skills for public and private schools.

$H_0$5: There is significant difference in large and small motor skills for public and private schools.

$H_0$6: There is significant difference in emerging life independence for public and private schools.

**Methodology**

The study is descriptive and quantitative research in nature. A survey method was conducted for collecting data from the teachers. Two hundred teachers were selected through convenience sampling from different public and private school in Lahore Model Town Tehsil.

A closed-ended questionnaire was used to collect the data from the respondents. For measuring practices variable, a 5-point Likert scale was adopted from Endler and Parker (1990). This instrument is most comprehensive, standardized, and frequently was used by different researchers at the school and university level as well as the organization.

**Results and Discussion**

Table 1

*Responses of ECE teachers about Social and Interpersonal Skills of students*

| Social and Interpersonal Skills | *SDA* | *DA* | *N* | *A* | *SA* |
|---|---|---|---|---|---|
| Speaks clearly so an adult can understand him/her | 11 | 11 | 31 | 30 | 18 |
| Can express about the things which are not present\events which have happened | 5 | 12 | 33 | 30 | 20 |
| Can express his\her needs | 8 | 10 | 27 | 30 | 25 |
| Can express his\her observations about any activity | 4 | 6 | 34 | 44 | 13 |
| Uses words instead of becoming physical when angry | 6 | 18 | 33 | 26 | 19 |
| Knows his\her first and last name when asked | 9 | 13 | 31 | 31 | 18 |
| Cooperates with peers during play | 4 | 12 | 44 | 29 | 12 |
| Negotiates with peers to resolve conflicts | 5 | 17 | 47 | 20 | 12 |
| Follows simple directions | 3 | 15 | 39 | 29 | 16 |

Forty-eight percent people was agreed with the statement “Speaks clearly so an adult can understand him/her”. Fifty percent people was agreed with the statement “Can express about the things which are not present\events which have happened (e.g., tells about what happened during the weekend or the past evening)”. Fifty-five percent people was agreed with the statement “Can express his\her needs (e.g., want to drink water, use of washroom etc.)”. Fifty-seven percent people was agreed with the statement “Can express his\her observations about any activity”. Forty-five percent people was agreed with the statement “Uses words instead of becoming physical when angry”. Forty-nine percent people was agreed

with the statement "Knows his\her first and last name when asked". Forty-one percent people was agreed with the statement "Cooperates with peers during play". Thirty-two percent people was agreed with the statement "Negotiates with peers to resolve conflicts (e.g., agrees to share and taking turns)". Forty-five percent people was agreed with the statement "Follows simple directions".

Table 2 shows responses of ECE teachers about communication and language skills of students. Sixty-three percent people was agreed with the statement "Recognizes printed alphabets (e.g., can "read" labels around the classroom). Forty-nine percent people was agreed with the statement "Recognizes and knows the sounds of English alphabets. Fifty-two percent people was agreed with the statement "Recognizes and knows the sounds of Urdu alphabets.

Table 2

*Responses of ECE teachers about communication and language skills of students*

| Communication and Language Skills | *SDA* | *DA* | *N* | *A* | *SA* |
|---|---|---|---|---|---|
| Recognizes printed alphabets | 4 | 7 | 28 | 43 | 20 |
| Recognizes and knows the sounds of English alphabets | 14 | 12 | 27 | 34 | 15 |
| Recognizes and knows the sounds of Urdu alphabets | 9 | 11 | 29 | 40 | 12 |
| Participates in rhymes, games, and stories that play with sounds of language | 8 | 18 | 26 | 31 | 19 |
| Experiments with new vocabulary, using more complex grammar | 11 | 7 | 28 | 37 | 19 |

Fifty percent people was agreed with the statement "Participates in rhymes, games, and stories that play with sounds of language (e.g., claps out rhythms and sounds). Fifty-six percent people was agreed with the statement "Experiments with new vocabulary, using more complex grammar (e.g., uses pronouns in sentences such as "I", "he", and "she").

Table 3 shows responses of ECE teachers about the emerging mathematical skills of students at pre- level.

Table 3

*Responses of ECE teachers about emerging Mathematical skills of students*

| Emerging Mathematical Skills | *SDA* | *DA* | *N* | *A* | *SA* |
|---|---|---|---|---|---|
| Can do the dictation | 6 | 12 | 22 | 35 | 26 |
| Can identify and speak the numbers | 4 | 9 | 20 | 44 | 24 |

| | | | | | |
|---|---|---|---|---|---|
| Can do simple arithmetic with the help of objects | 10 | 15 | 24 | 38 | 14 |
| Understands that numbers represent quantity | 11 | 13 | 23 | 33 | 22 |
| Can identify different patterns given in series | 12 | 9 | 36 | 27 | 18 |
| Understands the concept of matching, what comes 'After' and 'Before' | 7 | 19 | 28 | 28 | 20 |
| Knows the concept of up, down, in, out, under, over | 12 | 4 | 17 | 47 | 21 |
| Can identify the similarity and differences of the objects | 9 | 5 | 18 | 44 | 25 |
| Can identify the geometrical shapes and can relate them with the shapes in the surroundings | 3 | 15 | 39 | 29 | 16 |
| Can recognize, judge and rectify any mistakes while doing mathematical activities like matching, ordering, comparison etc. | 6 | 14 | 32 | 38 | 11 |
| Can distinguish between sounds | 6 | 17 | 32 | 28 | 18 |
| Can differentiate between the surfaces | 8 | 8 | 42 | 31 | 13 |

Sixty-one percent people was agreed with the statement "Can do the dictation. Sixty-eight percent people were agreed with this statement "Can identify and speak the numbers. Fifty-two percent people were agreed with this statement "Can do simple arithmetic with the help of objects (e.g., add or subtract simple quantities, like 2 blocks and 1 more block, how many blocks?).Fifty-five percent people were agreed with the statement "Understands that numbers represent a quantity (e.g., can get four bears out of a bag). Forty-five percent people were agreed with this statement "Can identify different patterns given in series**.** Forty-eight percent people were agreed with this statement "Understands the concept of matching, what comes 'After' and 'Before'. Sixty-eight percent people were agreed with this statement "Knows the concept of up, down, in, out, under, over.Sixty-nine percent people were agreed with this statement "Can identify the similarity and differences of the objects (e.g., "This block is taller than this one, which one is heavier, this stick is thicker.").Forty-five percent people were agreed with this statement "Can identify the geometrical shapes and can relate them with the shapes in the surroundings (e.g., circle, rectangle, square etc.). Forty-nine per cent people were agreed with this statement "Can recognize, judge and rectify any mistakes while doing mathematical activities like matching, ordering, comparison etc.

Forty-six percent people were agreed with this statement "Can distinguish between sounds (e.g., loud and faint or shrill etc.). Forty-four percent people were agreed with this statement "Can differentiate between the surfaces (e.g., rough, smooth etc.).

Table 4 shows responses of ECE teachers about emerging literacy skills of students.

Table 4

*Responses of ECE teachers about emerging literacy skills of students*

| Emerging Literacy Skills | *SDA* | *DA* | *N* | *A* | *SA* |
|---|---|---|---|---|---|
| Use different colors to fill in the drawings | 9 | 5 | 24 | 48 | 16 |
| Knows the difference between colors and tints | 14 | 13 | 31 | 28 | 15 |
| Uses inventive writing during play activities | 9 | 10 | 34 | 32 | 17 |
| Likes to write letters on his\her own | 7 | 13 | 45 | 26 | 10 |
| Draws picture related to a story and talks about his/her drawing | 16 | 11 | 36 | 31 | 7 |
| Create new things during activities | 8 | 9 | 35 | 30 | 19 |

Sixty-four percent people were agreed with the statement "Use different colors to fill in the drawings. Forty-three percent people was agreed with the statement "Knows the difference between colors and tints (e.g., the difference in blue and red, the difference in shades of blue).Forty-nine percent people were agreed with the statement "Uses inventive writing during play activities (e.g. scribbles lines and shapes to represent words.).Thirty-six percent people were agreed with the statement "Likes to write letters on his\her own. Thirty-eight percent people were agreed with the statement "Draws picture related to a story and talks about his/her drawing.Forty-nine percent people were agreed with the statement "Create new things during activities (e.g., creating new shapes with blocks, making different things with paper etc.).

Table 5 shows responses of ECE teachers about large and small motor skills of students.

Table 5

*Responses of ECE teachers about large and small motor skills of students*

| Large and Small Motor Skills | *SDA* | *DA* | *N* | *A* | *SA* |
|---|---|---|---|---|---|
| Pedals a tricycle | 10 | 14 | 14 | 40 | 23 |
| Kicks a large ball | 9 | 14 | 23 | 37 | 18 |
| Get dressed with minimal help | 12 | 15 | 33 | 24 | 17 |
| Skips or gallops | 6 | 10 | 31 | 34 | 21 |

| | | | | | |
|---|---|---|---|---|---|
| Manipulates two small objects at the same time | 6 | 15 | 39 | 24 | 18 |
| Uses tools with increasing precision | 7 | 6 | 25 | 39 | 24 |
| Can fasten own shirt buttons | 4 | 10 | 28 | 39 | 21 |
| Can fasten own show laces | 7 | 22 | 23 | 31 | 18 |
| Can put the water in glass from jug | 3 | 18 | 28 | 32 | 20 |

Sixty-three percent people have agreed with the statement "Pedals a tricycle. Fifty-five percent people was agreed with the statement "Kicks a large ball. Forty-one percent people was agreed with the statement "Get dressed with minimal help (can take off and put on shoes, socks, coat, etc. Forty-two percent people was agreed with the statement "Skips or gallops (e.g., Rope skipping or running). Forty-two percent people was agreed with the statement "Manipulates two small objects at the same time (e.g., stringing beads). Sixty-three percent people was agreed with the statement "Uses tools with increasing precision (e.g., crayons, scissors).Sixty percent people were agreed with the statement "Can fasten own shirt buttons.Forty-ninepercent people were agreed with this statement "Can fasten own show laces.Fifty-two percent people were agreed with the statement "Can put the water in a glass from the jug.

Table 6 shows responses of ECE teachers about emerging life independence skills of students.

Table 6

*Responses of ECE teachers about emerging life independence skills of students*

| Emerging life Independence | *SDA* | *DA* | *N* | *A* | *SA* |
|---|---|---|---|---|---|
| Knows the use of bathroom and can wash and wipe hands independently | 4 | 14 | 17 | 44 | 22 |
| Knows how to follow routines in emergency | 3 | 15 | 25 | 44 | 14 |
| Knows his/her mother and father's names | 4 | 16 | 21 | 38 | 22 |
| Knows his/her age | 7 | 11 | 28 | 35 | 21 |
| Knows his/her guardian contact number | 5 | 17 | 34 | 28 | 17 |
| Knows his/her home location | 7 | 10 | 17 | 41 | 26 |

Sixty-six percent people was agreed with the statement "Knows the use of bathroom and can wash and wipe hands independently. Fifty-eight percent people were agreed with the statement "Knows how to follow routines in emergency situations (e.g., fire and hazard drills). Sixty percent people were agreed with the statement "Knows his/her mother and father's names. Fifty-six percent people was agreed with the statement "Knows his/her age. Forty-five percent people was agreed with the statement "Knows his/her guardian contact number (e.g., parents' mobile or landline). Sixty

seven percent people were agreed with the statement "Knows his/her home location (e.g., city, town, street etc.).

This table below shows that emerging literacy skills scores are low and emerging life independence score is high. Other skills mean values are lies 3.39 to 3.46.

Table 7

*Summary of practices exercised in different schools*

| Early childhood School Practices | *M* | *SD* | *Min..* | *Max.* | *Skewness* | *Kurtosis* |
|---|---|---|---|---|---|---|
| Social and Interpersonal Skills | 3.39 | 0.74 | 1.00 | 4.89 | -0.60 | 0.74 |
| Emerging Mathematical Skills | 3.42 | 0.77 | 1.00 | 4.80 | -0.91 | 0.78 |
| Communication and Language Skills | 3.46 | 0.65 | 1.67 | 4.67 | -0.43 | -0.27 |
| Emerging Literacy Skills | 3.29 | 0.77 | 1.00 | 4.83 | -0.53 | 0.57 |
| Large and Small Motor Skills | 3.46 | 0.71 | 1.33 | 4.89 | -0.55 | 0.16 |
| Emerging life Independence | 3.56 | 0.62 | 1.67 | 4.83 | -0.52 | 0.28 |

An independent samples t-test was conducted to compare social and interpersonal skills of public school students and private school students.

Table 8

*Comparison of public and private schools teachers opinion about early childhood school practices*

| ECE School Practices | Public schools | | Private schools | | Independent sample t-test | | |
|---|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | t | df | p |
| Social and Interpersonal Skills | 3.55 | 0.59 | 3.23 | 0.84 | 3.11 | 198 | 0.002* |
| Emerging Mathematical Skills | 3.41 | 0.74 | 3.43 | 0.80 | -0.18 | 198 | 0.854 |
| Communication and | 3.47 | 0.73 | 3.45 | 0.56 | 0.23 | 198 | 0.822 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Language Skills | | | | | | | |
| Emerging Literacy Skills | 3.20 | 0.90 | 3.39 | 0.59 | -1.84 | 198 | 0.067 |
| Large and Small Motor Skills | 3.35 | 0.75 | 3.56 | 0.65 | -2.06 | 198 | 0.040* |
| Emerging life Independence | 3.56 | 0.48 | 3.55 | 0.74 | 0.06 | 198 | 0.955 |

1. There was significant difference in the social and Interpersonal skills for public schools (*M*= 3.55, *SD*= 0.59, and private schools (M=3.23, SD=0.84), t (198) =3.11, p<.01.Social and interpersonal skills were greater in public schools students than private schools. The hypothesis is accepted.
2. There was no significant difference in emerging mathematical skills for public schools (M=3.41, SD=0.74,) and private schools (M= 3.23, SD=0.84), t (198) =-0.18, p>.05. The hypothesis is rejected.
3. There was no significant difference in communication and language skills for public schools (M=3.47, SD=0.73,) and private schools (M=3.45, SD=0.56), t (198) =-0.23, p>.05. The hypothesis is rejected.
4. There was no significant difference in emerging literacy skills for public schools (M=3.20, SD=0.90,) and private schools (M=3.39, SD=0.59),t (198) =-1.84, p>.05. The hypothesis is rejected.
5. There was significant difference in large and small motor skills for public schools (M=3.35, SD=0.75) and private schools (M=3.56, SD=0.65), t (198) =-2.06, p<.05.Large and small motor skills were greater in private schools than public schools. The hypothesis is accepted.
6. There was no significant difference in emerging life independence for public schools (M=3.56, SD0.48=and private schools (M=3.55, SD=0.74), t (198) =-1.84, p>.05 Hypothesis is rejected.

**Conclusion**

The research was conducted to analyze the early childhood practices and compare the practices also that are used in public and private sector schools with the help of one sample t-test. This discussion has been organized in an order to portray the objectives of the study.

The results of this research show that the early childhood practices are used in public and private sector, but these practices are used more

effectively in private sector. The private sector provides more facilitates than the public sector. Unfortunately, the existing status of early childhood education is not paying attention from policy makers and mix approaches of early childhood are used in public and private sector of Punjab in Lahore.

In this research, result refers to certain important points that need to be discussed in detail. It contained 50 close ended questions that were developed using 5 points Likert scale.

This study needs to investigative the impact of gender, experience, professional qualification and academic qualification on analysis of early childhood practices in public and private school in Lahore Punjab. The data for this study was collected from the teachers who are teaching at primary level. This topic is much interesting because the teachers think future early childhood education set up. Most of the teachers have good experience in early childhood education.

Another study was almost related to the research result of the study because result of the study showed that majority schools pay attention to early childhood education and provide them a good environment. The result of research supports the finding of the research conducted.

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