

# Classroom Quality In Terms Of Structural And Process Dimensions At Early Childhood Education Level In Pakistan

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## Abstract:

Classroom quality plays an indispensable role in the field of early childhood education. Quality of structure and process are both crucial for achieving desirable results. The main objectives of this study were to compare the structural dimensions of classroom quality (class size, physical quality, academic quality, teacher-child ratio, etc.) at early childhood education in public and private schools in metropolitan cities of Punjab. Moreover, it was investigate the process dimensions of classroom quality (teachers' self-efficacy, depressive behavior, teacher parents, coordination, and teachers' attitude towards children, etc.) at the early childhood education level in public and private schools in metropolitan cities of Punjab and the differences among different demographic variables in terms of structural and process dimensions of classroom quality at early childhood education were investigated. This study was conducted through casual comparative approach. The researcher selected 100 public and 100 private schools from metropolitan cities of Punjab with the help of convenient sampling for quantitative data. In the quantitative approach, the survey method was used, and data was collected through a self-developed questionnaire. SPSS version 25.0 was used for data analysis. The researcher analyze the quantitative data and compare classroom quality's structural and process dimensions using descriptive and inferential statistical (t-test of independent samples, ANOVA,) techniques. .

**Keywords:** Classroom quality, Structural quality, Process quality, ECE Schools.

## I. Introduction

Classroom quality is essential for achieving desirable results at every level of learning. At the early childhood education level, it is also significant for achieving good results. In classroom quality, there are many factors which include teacher characteristics, teachers' self-efficacy, students' teacher interaction, structural quality of classroom, process quality of classroom, learning environment, etc. (Burchinal, Roberts, Riggins, Zeisel & Bryant, 2021).

Teachers' characteristics are also essential for classroom quality and learning. Teachers play an important role in successful learning and a successful education system. Teachers influence students' personalities and make them successful. High attributes of teachers and high self-efficacy play a key role in success.

Teachers' self-efficacy, teachers' characteristics, classroom environment, and teacher students' interaction, as well as structural and process quality of classroom, directly effects classroom learning quality. A teacher with a positive attitude, belief, and confidence in teaching can achieve better and more positive results. Teachers' characteristics include teachers' self-efficacy, and teacher-student interaction is significant for the education system. It is based on two dimensions 1. They are teaching efficacy 2. Personal effectiveness. The first one, teaching efficacy, is about understanding teaching and encouraging students for better achievement. The second one is unique point means teaching behaviour that affects students learning. Influential teachers' characteristics substantially impact positive learning and results, and teachers with high self-efficacy play a significant role in the planning and organization of the education system. (Woolfolk, 2019).

Our starting in education is early childhood education. ECE (early childhood

education) positively impacts a child's cognitive, social and emotional development. Neurological studies have proved that child's brain development high at the age of three. At this age, providing an appropriate, stimulating learning environment like play activities can enhance the physical size of the brain of students. Teacher characteristics (teachers' self-efficacy) and classroom environment are most important for a healthy child's development. Classroom quality (structural environment and process environment), including physical and academic facilities (learning material labs, computer labs, and audio-visual aids), provide a positive effect. The early years of a child are crucial to developing their social, emotional, intellectual, and physical development. (Murica & Aranda 2019).

The education of young children from birth to 8 years is called early childhood education (ECE). It may be formally or informally. (Eva & Thomson, 2019)

There is various level of education in Pakistan, including 1. Primary, 2. Middle, 3. High, 4. Intermediate, 5. Graduate level, 6. Postgraduate level and primary level included sub-level of education in Pakistan. (Ahmad, Anjum, & Rehman, 2015).

Development of social, emotional, and cognitive aspects are the fundamental rules to better achievement at the early childhood education level. (Early Learning, 2019; Highscope, 2019).

Teachers' characteristics (teacher's self-efficacy and teacher's students' interaction) are also very important for the development of children in a positive manner. Teachers' characteristics directly affect students' achievements (Stajkovic et al., 2017). Self-efficacy is one of nine constructs identified in the Key Skills for the 21<sup>st</sup>-century report (Lamb et al., 2017) as essential when living and working in the 21<sup>st</sup> century. Other constructs included: critical

thinking, metacognition, creativity, collaboration, problem-solving, perseverance, and conscientiousness. All these constructs comprise strong results at the early childhood education level for better and long-lasting achievements. Teacher characteristics (teachers' self-efficacy and students' interaction) are essential parts of any learning environment for better results, and we can say it is necessary for desired achievements. (Education Council, 2019, p.6) self-efficacy plays a vital key role in creating an educated society.

At the early childhood education level, students are in the early development of their lives, so there must be proper guidelines for them to achieve better results. ECE emphasizes learning through play, based on the research, and according to Jean Piaget, students can learn better with the help of activities and gain more knowledge from pieces of training and games. For better achievement, it should be necessary to provide learning facilities with play to students. (Bukhari, 2019). For better achievement at the early childhood education level, teachers need to know its terms, strategies, and self-efficacy about learning in the early years. Little children are big conceivers. They follow their parents and their teachers. They are at the beginning stage of his life. Process quality refers to good interaction and strong relationships between and among children and teachers.

Research suggests that teachers' self-efficacy is vital in improving and sustaining the quality at ECE for intense learning and better outcomes. It is also essential that academic facilities, physical facilities, and strategies are necessary for better results. (Bukhari, 2019). For example, if all facilities are available but not available a teacher who teaches them according to their requirements, then all are vane. The five fundamental concepts of early childhood education (ECE) are interrelated to learning achievement and development. First of all social aspect deals with the social nature of learning and the achievement of the social

nature of knowledge. Secondly, the physical part deals with the physical growth and development of motor skills. The third one is the intellectual aspect of how young children make sense of the world around them. These aspects significantly impact a child's social, moral, and cognitive development, directly correlating with teachers' self-efficacy. So teachers' self-efficacy plays a vital role in better results.

### **Statement of the problem**

The present study was entitled "Classroom quality in terms of structural and process dimensions at early childhood education level in Pakistan". There are many differences between public and private institutes in the context of early childhood education classroom quality. Aim of this study was to compare classroom quality's structural and process dimensions. Compare various factors of classroom quality. Pakistan is among those developing countries where progress in the field of early childhood education is relatively slow, usually in the early years of learning. Three to five years are consumed at home without planned education activities, and children's potentials are not nurtured properly. There is also inadequate focus on such variables that can improve the early childhood learning quality of the school.

This study was exploration of the factors of classroom quality like the program, teachers' characteristics and environment, teacher students' interaction, depressive behaviour, and parent-teachers coordination.

### **Objectives**

1. To explore the structural dimensions of classroom quality (class size, physical quality, academic quality, teacher-child ratio) at the early childhood education in public and private institutes of Punjab.
2. To evaluate the process dimensions of classroom quality (teachers' self-efficacy,

depressive behaviour, teacher parents, coordination, and teachers' attitude towards children) at early childhood education in public and private schools of Punjab.

3. To examine the differences among different demographic variables in terms of structural and process dimensions of classroom quality at early childhood education in public and private schools of province Punjab.

### **Significance of the Study**

This study will significantly impact teachers' understanding of classroom quality for better learning at the ECE level. This study will provide a piece of deep knowledge about structural, process, and environmental quality for early childhood education. Classroom quality is essential for developing the emotional, cognitive, and social skills that help the teachers for better learning. It will prove that strategies for facilitating students' and teachers' characteristics will have a long-lasting impact on student's achievement.

The present study will help understand the importance of teachers' characteristics, classroom environment, and classroom quality at the ECE level. Children do not grow only in size but also in all phases of development. It is imperative to lead the child at this age with proper teachers' self-efficacy and a better classroom environment so that children may grow in all phases of development, like physical, mental, intellectual, motor, cognitive, and psychological. Teachers' characteristics (self-efficacy and students' interaction) and classroom environment (physical and academic environment) strongly impact classroom quality.

This study will help improve teachers' characteristics and facilities for early childhood education.

1. This research will help improve the school

performance holding ECE.

2. It will be helpful to the improvement of classroom quality for ECE.

3. It will be helpful to improve teachers' characteristics for ECE.

4. It will also help achieve better academic outcomes.

5. This research will help improve the school performance holding ECE.

6. It will be a Helpful adjustment to the demands of formal schooling.

7. It will also be helpful for teachers to understand the psychological needs of their students.

### **Research questions**

1. What is the level of structural quality dimensions at the early childhood education level?

2. What is the level of process quality dimensions at the early childhood education level?

3. What are the differences between public and private schools in metropolitan cities of Punjab regarding structural and process dimensions?

4. What effect do structural and process quality dimensions have on classroom quality in early childhood education?

### **Review of literature**

Starting years of a Child's life are most important for the whole life. Little children are big conceivers. They follow their parents and their teachers. They are at the beginning stage of his life. Process quality refers to good interaction and strong relationships between and among children and teachers. For robust learning and better outcomes, research suggests that services play a decisive role in improving and sustaining the quality of ECE. Academic facilities, physical facilities, and teaching strategies must be necessary for better results.

For example, if all facilities are available but not any leader to lead these facilities properly, then all are vane. The early years of a child's life are most important for students' whole life. Children learn more during the early years of their life. During starting years, the child strongly focuses on why other things differ from them. According to the learning point of view, the first few years of a child's life are critical. (Essa, 2019, p, 19).

### **Classroom quality:**

The quality of the classroom has a more significant impact on student's achievement. Quality of classroom assessed and highly indicated by researchers at every level and early level. (La Paro, Pianta, & stuhlman, 2021; Whitebook, Wishard, & Howewes 2021)

Classroom quality defining as different kinds of quality that are considered

#### **1. Structural quality 2. Process quality**

Structural quality focuses on the program's structure, such as teacher-child ratio, group size, teacher qualification, environmental quality, and physical and academic environmental quality. Process quality focuses on learning- teaching process and teachers' characteristics, students' teachers' interaction, and depressive behaviour (Helburn, 2022).

### **Classroom quality at the early childhood education level**

Classroom quality is widely recognized as an essential factor for student achievement. Many studies have demonstrated that high classroom physical and academic quality causes high achievement.

( La Paro, Pianta, & stuhlman, 2021; Whitebook, Wishard, & Howewes 2021)

Khan (2018) says physical quality and environmental quality are most important for children at early childhood education level like indoor space, indoor environment, square footage, technology, furniture, routine care,

play, and learning, furnishing for relaxation and comfort, room arrangement, space of privacy, children with special needs, children related display, gross motor play, gross motor equipment, physical facilities, academic facilities like audio-visual aids according to students level, toileting system, art skills, creative writing, labs, computer labs, caregiver for students, teaching strategies, teacher training according to students level, interaction among children, dramatic play, pick and drop system, medical facilities for an emergency, neat and clean environment, child-related display, study tours, parents-teacher meetings, friendly classroom environment.

ECE (early childhood education) facilities are essential for achieving better achievement. Many authors wrote about ECE in their studies. Gorden and brown (2020) say early education is the education students receive from 2 to 8 years". Sollars (2020) says early childhood education is related to mental And Physical Development. Early childhood programs must provide a high-quality experience for 3 to 8 years, old students. Khan (2018) says our present education does not match our ideology. It should be according to our doctrine and provided with complete services and activities for better achievement. Rehman (2018) says that the first eight years of every child are crucial according to their mental, social, physical, and intellectual development. Hunzai (2018) states that poor education negatively impacts students' growth during the early years. Wortham (2019). Says that early development of the child is most important for whole life. It is imperative for every kind of development, like intellectual, emotional, social, physical, and cognitive development. For better development in all aspects, it is essential to provide trained teachers with high self-efficacy in their fields and all physical and academic facilities provided to students for better results. Essa (2020) says that early childhood education focuses on the

healthy development of students, and it is essential that there will be provided with all facilities and services to students they require during their early life for a better outcome.

Comparing the role of the public and private sectors regarding ECE is very important. In our view ECE and care open new trends and opportunities for children, families, and for all over society. (Aziz, S. 2020).

Governments are highly focused on the need for social policy that helps to increase the effectiveness of ECE (early childhood education). (Pritchett & Viareggio. 2019).

Implementation of ECE policies. If we look back at the history of ECE in Pakistan, found that ECE has not been recognized in the public sector of Pakistan. There was only a pre- class in public schools in Pakistan rather than any specific ECE class. In the 1970s, ECE was first organized in Pakistan, and between the ages of 3 to 6, organized in public sector schools of Pakistan. This program was not followed by schools long time and stopped in the 1980s. In 1992, early classes were again recognized in Pakistan's public sector schools but were not provided with facilities and student services. Childs between three to five years (4.42 million boys and 4.23 million girls) were out of school. New policies claimed necessary action to improve the quality of ECE programs in public schools in Pakistan. New education policies focused on enhancing ECE quality, providing a better learning

environment, stimulating learning, providing the services for better understanding, including play activities, focusing on activities-based education, providing additional budgets for teachers' training regarding ECE, and providing material for ECE curriculum. In Pakistan still no specific focus on ECE, training facilities for teacher's rarely available, lack of ECE facilities due to poverty. Poverty is the main issue in not providing the basic facilities and services to students at the early childhood education level in Pakistan and not trained teachers providing to students at the early childhood education level. We will achieve our desired targets if we provide all facilities and trained teachers to students. (Pritchett & Viareggio. 2019)

Abbott-Shim (2021) found that classroom quality, physical facilities, academic facilities, healthy environment, and learning with play significantly affected better achievement at the early childhood education level.

### Academic quality

Classroom academic quality in early childhood education is most important for better achievement because early childhood education is our primary education. Academic learning outcome indicates the quality of a classroom environment. The classroom assessment scoring system (CLASS) checks the teacher's practice and the student's interactions. (La Paro et al., 2021)

### Early childhood education environmental quality: (physical facilities & academic facilities)

Furniture & routine care	Learning with play	Comfort furnishing	Arrangement of room	Spsce of privacy
Children with special needs	Children related display	Gross motor play	Gross motor equipment	Physical Facilities
Academic facilities	Audio visual aids	Toiliting system	Health practices	Safety practices

Development reasoning skills	Art skills	Creative writing	Labs	Computer labs
Care giver	Teaching strategies	Teacher training	Interaction among children	Dramatic play
Pick and drop	Medical facilities	Neat & clean environment	Study tours	Parents teacher meetings

**Teachers' Self-efficacy**

Teachers 'self-efficacy deals with teacher understanding better learning (Bandura, 2008). A piece of solid knowledge about their abilities to effectively perform something. Teachers' efficacy is the belief that teachers should have factual knowledge about learning what they want to teach their students. Teachers ' management, teacher's skills of learning, confidence, planning, and ability to control the situation all include teachers' self-efficacy in their field. Teachers 'self-efficacy is robust control and knowledge about their field of study. Its belief that teachers

have proper and authentic knowledge about teaching. Strong teachers ' self-efficacy has substantial results in students, and low standard teachers ' self-efficacy causes low achievement scores. So there should be a strong self-efficacy for solid results and better achievements

**Methodology:**

**Research Design**

It was a causal comparative research design.

**Dependent variable:** classroom learning quality

**Independent variable:** structural quality and process quality

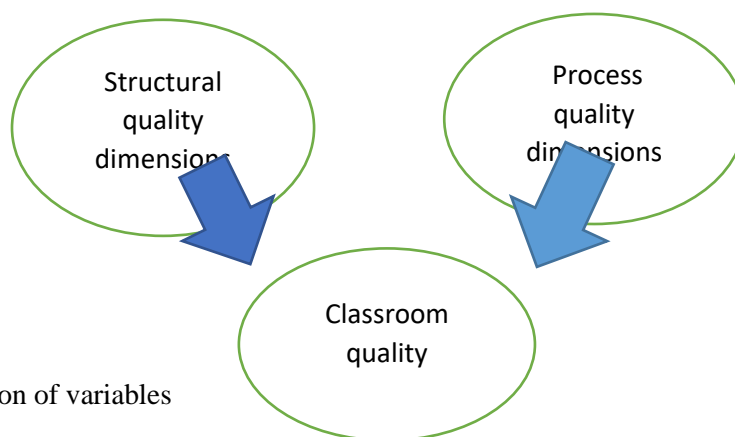


Figure 1: description of variables

Concepts	Variables
School location public/private	
Length of the program	Full day/ half day

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Characteristics of the program:

Class size	class size
Teacher-child ratio	Observed teacher-child ratio.
Structural quality, physical and environmental quality (facilities)	Instrument (Questionnaire)
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Teacher Characteristic (Demographic variables)	
Education of teacher	highest level of education
Experience of teacher	Years of experience with ECE certificate
Certification of teacher	ECE & Child development/ No degree
(Independent variables)	(Tool for assessment)
Structural quality	self-developed questionnaire.
Process quality	self-developed questionnaire

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### **Research paradigm and research approach**

It was causal comparative research approach. Research paradigm was positivism.

### **Population**

The population for this study were all public and private institutes in metropolitan cities of Punjab and teachers and students of private and public institutes of metropolitan cities providing ECE.

### **Sample and Sampling Technique**

Many researchers used many types of sampling according to their research methodology demands. The study population was include all the private and public schools of Lahore, Sargodha, Gujranwala Faisalabad, and Rawalpindi. First, the researcher was select the 100 public and 100 private schools from metropolitan cities of province Punjab with the help convenient sampling. The researcher was investigate the teacher self-efficacy, structural



quality, and classroom quality of the teachers of these schools.

### Convenient sampling

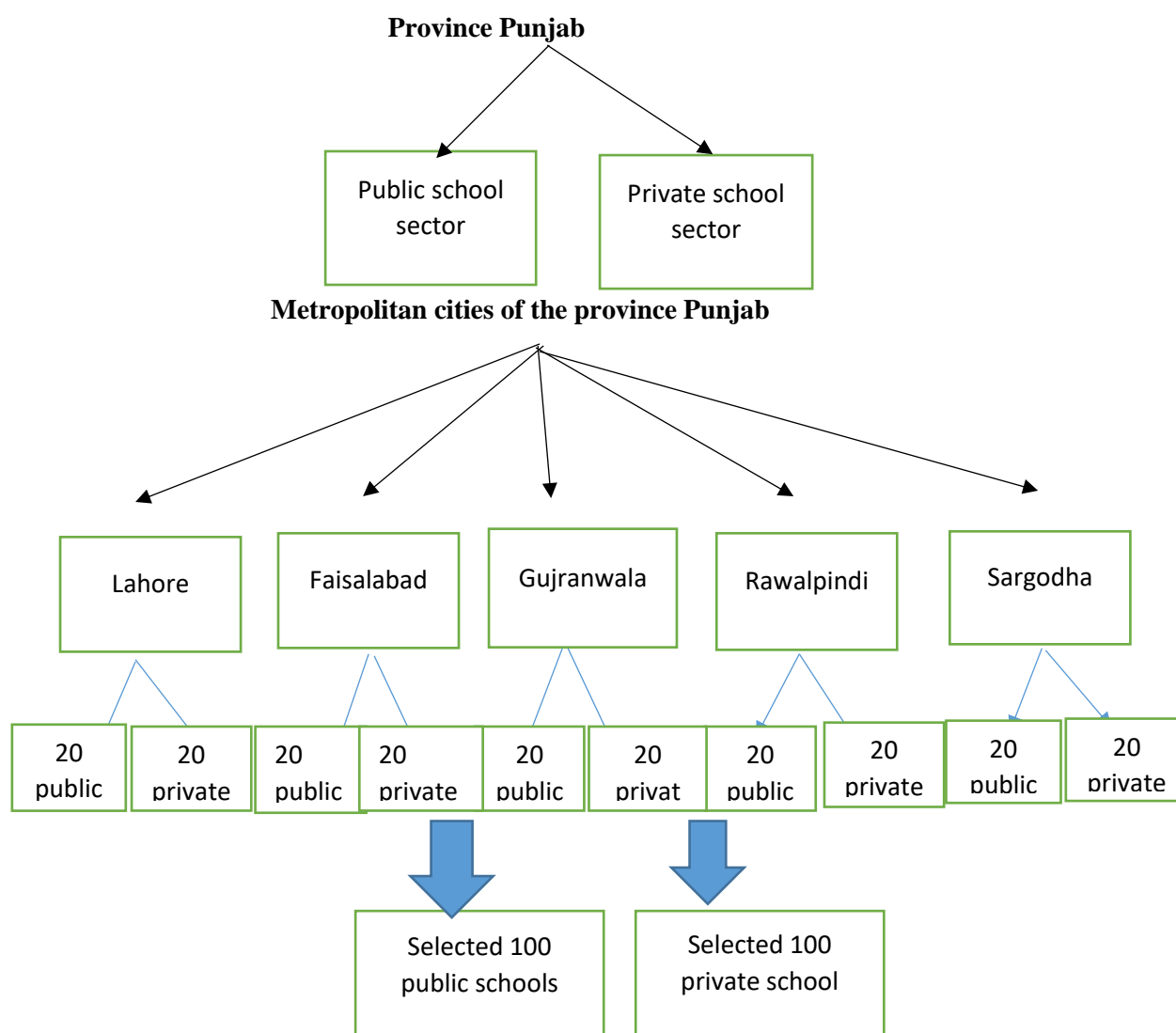


Figure 2: Sampling technique.

### Development of Research Tools

For quantitative analysis, the researcher was use the self-developed questionnaire in the context of all indicators of structural and process dimensions of classroom quality, which was used in research like the program, teacher-student interaction, physical quality, academic quality self-efficacy, depressive behaviour, etc.

### Reliability and Validity of Research Tool

A pilot testing was conducted for the reliability of the research tool. The reliability of the instrument was tested by pilot testing.

Psychologists and experts in educational measurement was validate the instrument

### Data Collection

Data was collected through a self-developed questionnaire. Data from the public and private sectors was collected to get a comprehensive and representative analysis.

### Administration of Research Tool

The researcher was distributed the questionnaires herself to the public and private sectors. After completing the questionnaire, the administration were responsible for returning these questionnaires.

### Data Analysis

Data was analyzed with the help of descriptive and inferential statistics. In descriptive

statistics, mean, standard deviation, frequency, and percentage was find out. In inferential statistics, T.TEST of independent sample and ANOVA was used for analysis.

Data analyzed with SPSS versions 25 descriptions of data was done in the form of tables and phrases.

### Findings

**Table: Significant difference of ECE services between public and private schools ( n=200)**

Cronbach's Alpha		Cronbach's Alpha Based on Standardized Items			N of Items	
.827		.849			70	
Variables	M	SD	Df	T	P	
public(n=100)	23.933	2.474				
			198	1.397	.001	
Private(n=100)	24.400	3.259				

The table explains that considerable differences ECE services, public school shows (M=23.933, SD=2.474) and private schools show (M=24.400, SD=3.259),t=1.397.The P-value (.001) shows that the results are insignificant. It is crystal clear that private school had much ECE services towards ECE public school.

**Table : Summary of One way Analysis of variance (ANOVA) national efforts towards ECE**

National efforts	Sum of squares	df	Mean Square	F	P

Between Groups	300.25	199	100.08		
Within Groups	2508.06	199	54.52	1.84	.15
Total	2808.32	398			

The table reveals that ANOVA test results are significant. It means that there is significant difference of opinion among teacher and parent's regarding national efforts towards ECE

**Table significant difference between the (Public and Private) teacher use useful teaching strategies in learning achievement at ECE level (N=200).**

Variables	M	SD	Df	T	P
Public(n=100)	20.720	2.732			
			198	2.934	.004
Private(n=100)	21.833	3.758			

The table reveals that considerable differences of (Public and Private) teacher use useful teaching strategies in learning achievement at ECE level show (M=20.720,SD=2.732) and distance education programs show (M=21.833,SD=3.758),t=2.934. The P-value (.004) shows that the results are insignificant. It is crystal clear that private school teachers had much useful teaching strategies towards public school teachers.

**Comparative analysis of structural dimensions between public and private institute for ECE students.**

Table

Public			Private		
Opinion	Frequency	Percent	Opinion	Frequency	Percent
Strongly agree	78	78.0	Strongly agree	85	85.0
Agree	07	07.0	Agree	8	8.0
Undecided	00	00.0	Undecided	2	2.0
Disagree	10	10.0	Disagree	4	4.0
Strongly Disagree	05	05.0	Strongly Disagree	1	1.0

Total	100	100.0	Total	100	100.0
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Table depicts that Public school teacher's perception i.e. 78.0 percent of the respondents were strongly agreed, 7.0 percent of them were agreed that our school has all physical/ structural facilities for ECE students, 10.0 percent were disagree 05.0 percent were strongly disagree. Private school teacher's perception i.e. 85.0 percent of the respondents were strongly agreed, 8.0 percent of them were agreed that our school

has all physical facilities play grounds, wash rooms, medical facilities, care giver for ECE students. 2.0 percent undecided 4.0 percent were disagree 1.0 percent were strongly disagree. It is crystal clear that private schools have better physical facilities or structural facilities for ECE students.

### **A Comparative analysis of infrastructure for ECE students**

Public			Private		
Opinion	Frequency	Percent	Opinion	Frequency	Percent
Strongly agree	35	35.0	Strongly agree	90	90.0
Agree	30	30.0	Agree	4	4.0
Undecided	20	20.0	Undecided	3	3.0
Disagree	15	15.0	Disagree	3	3.0
Total	100	100.0	Total	100	100.0

Table depicts that Public school teacher's perception i.e. 35.0 percent of the respondents were strongly agreed, 30.0 percent of them were agreed that the infrastructure like ECE classroom, computer labs, furniture, laboratories, digital communication labs are available for ECE students, 20.0 percent were undecided, where as 15.0 percent were

disagree. Private school students perception i.e. 90.0 percent of the respondents were strongly agreed, 4.0 percent of them were agreed 3.0 percent were undecided, whereas 3.0 percent were disagree. It is crystal clear that private school have much better infrastructure for ECE students.

### **Comparative analysis of academic facilities for ECE students.**

Public			Private		
Opinion	Frequency	Percent	Opinion	Frequency	Percent
Strongly agree	65	65.0	Strongly agree	85	85.0

Agree	10	10.0	Agree	8	8.0
Undecided	10	10.0	Undecided	2	2.0
Disagree	10	10.0	Disagree	4	4.0
Strongly Disagree	05	05.0	Strongly Disagree	1	1.0
Total	100	100.0	Total	100	100.0

Table depicts that Public school teacher's perception i.e. 65.0 percent of the respondents were strongly agreed, 10.0 percent of them were agreed that Our school has availability of worksheet, daily diary, multimedia, audio visual aids refresher courses, study visits for ECE students, 10.0 percent were undecided, whereas 10.0 percent were disagree and 05.0 percent of them were strongly disagree. Private school teacher's perception i.e. 85.0 percent of the

respondents were strongly agreed, 8.0 percent of them agree that school has availability of work sheet, daily diary, multimedia, audio visual aids, refresher course, study visits for ECE students 2.0 percent were undecided, whereas 4.0 percent were disagree and 1.0 percent of them were strongly disagree. It is crystal clear that private school teacher's had better arrangement of academic facilities towards public school

#### Comparative analysis of teacher's self-efficacy for ECE students

Public			Private		
Opinion	Frequency	Percent	Opinion	Frequency	Percent
Strongly Agree	50	50.0	Strongly Agree	85	85.0
Agree	15	15.0	Agree	8	8.0
UN decided	14	14.0	UN decided	2	2.0
Disagree	10	10.0	Disagree	3	3.0
Strongly Disagree	16	16.0	Strongly Disagree	2	2.0
Total	100	100.0	Total	100	100.0

Table depicts that Public school teachers perception i.e. 50.0 percent of the respondents were strongly agreed, 15.0 percent of them were agreed that school teachers have understanding about their students 14.0 percent were undecided, whereas 10.0 percent were disagree and 16.0 percent of them were strongly disagree. Private school teachers

perception i.e. 85.0 percent of the respondents were strongly agreed, 8.0 percent of them were agreed 2.0 percent were undecided, whereas 3.0 percent were disagree and 2.0 percent of them were strongly disagree. It is crystal clear that private school teachers has much better efficacy for ECE students.

#### Comparative analysis of teachers' attitude

**towards ECE students.**

Public			Private		
Opinion	Frequency	Percent	Opinion	Frequency	Percent
Strongly agree	60	60.0	Strongly agree	85	85.0
Agree	15	15.0	Agree	8	8.0
Undecided	10	10.0	Undecided	2	2.0
Disagree	10	10.0	Disagree	4	4.0
Strongly Disagree	05	05.0	Strongly Disagree	1	1.0
Total	100	100.0	Total	100	100.0

Table depicts that Public school teacher 's perception i.e.65.0 percent of the respondents were strongly agreed,15.0 percent of them were agreed that school has better attitude for ECE students,10.0 percent were undecided,whereas10.0 percent were disagree and 05.0 percent of them were strongly disagree .Private school teachers perceptioni.e.85.0 percent of the respondents were strongly agreed,8.0 percent of them were agreed that teachers' better attitude for ECE students2.0 percent were undecided, whereas4.0 teachers were disagree and1.0 percent of them were strongly disagree .It is crystal clear that private school teachers had better attitude for students towards public school.

**Conclusion**

It is crystal clear that private school teachers had much useful teaching strategies towards public school teachers.

It is crystal clear that private school students had much physical facilities and infrastructure for ECE towards ECE public school students.

Process and structural quality was better in private sectors but in public schools was very

poor. There were shortage or trained teachers in both public and private sectors. Facilities like drinking water pick and drop service, audio visual aids, playgrounds and toileting are provided to the ECE students in the private sector schools better then public sector. Infrastructure like computer labs, laboratories, digital communication, conflict resolution, multimedia, audio visual aids are present in private sector but not totally available in public sector. Process quality was better in private school sectors but very poor in public school sectors. Structural quality was also found better in private school sectors but very poor in public school sectors. Parents were not cooperative with teachers at public school sectors but found cooperative at private school sectors. Teacher's attitudes towards students better in private schools.

**Recommendations**

The Government should start the use of early childhood education, make steps to create friendly atmosphere and continue this bilingualism. It will have double edged benefits. First of all the rate of dropout will be minimized as no student will leave school just because he is unable to understand.

There should be proper physical facilities for ECE students.

There should be proper process and structural quality for ECE students.

Government should be allocate special budget for ECE programs.

There should be trained female teachers for ECE classes.

There should be computer labs, furniture, laboratories medical facilities for ECE students. There should be care giver for ECE students.

There should be launched short term training program for teachers.

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