

## **A Comparative Study of Early Childhood Education Services Provided By Public and Private Institute in Pakistan**

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### **Abstract**

This research was “A Comparative Study of Early Childhood Education Services Provided by Public and Private Institute in Pakistan”. The main objective of this study was to compare ECE services between public and private institute. To identify the efforts for ECE made by private sector. To recognize current status of the teachers of ECE in the content of professional development. To identify the national efforts towards ECE. The study was descriptive in nature and conducted with instruments of questionnaires. Convenient sampling technique was used for the purpose of sample selection. Two questionnaires were developed for the collection of data through survey method among 200 teachers and 200 parents of public and private institutes working in district Faisalabad. Descriptive statistics as well as inferential statistics were used to analyze the data. T test and ANOVA was used to find out the results. Results indicated that private schools had much achievement score of ECE towards public school students because private school teachers used much useful teaching strategies and facilities towards public school. ANOVA results were significant which means that there is significant difference of opinion of teachers and parents both public and private schools at ECE level. Final results showed that there is significant difference between public and private institute regarding ECE services. Results showed that Private schools sectors had much ECE services for students rather than public schools sector.

**Key words:** ECE, public, private, national,

### **1. Introduction:**

ECE (early childhood education) has positive impact on 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 if we provide appropriate stimulating learning environment like play activities can enhance the physical size of the brain of students. In the same way for the healthy child’ development ECE services provide a positive effect. The early years of a child is very important to development their social, emotional, intellectual, physical development. (Murica&Aranda 2019).

The education of young child from birth to 8 years called early childhood education (ECE). It may be formally or informally. (Eva & Thomson, 2007)

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

In Pakistan there is much difference in public and private institute and government of Pakistan not pay attention on ECE. According to ECE services there are many differences in public and private school sectors. In public schools no proper system of ECE rooms no computers labs no care givers no proper system of physical facilities and academic facilities like multimedia audio visual aids and no proper leadership styles for early childhood education. That why the student performance is so poor in public schools. Parents prefer private school for their children because situation is much better in private schools sectors. Private schools have almost all facilities for child. Parents prefer private sector because in private

sector all services like physical facilities, academic facilities and as well as proper leadership styles and strategies apply on early childhood students for better performance.

Parents pay heavy fee for their children in private schools because private sector school have much better environment for early childhood education. If government pay attention on these issues then we can save many resources. Different teaching strategies also very important for better achievement at early childhood education if we have all services for student but we have not specific styles for leading them than all are vane. So we can say different teaching strategies as well as early childhood education services both are important for better achievement of students at early childhood education level.

Basically at early childhood education level students are in early development of their lives so it's very important that there should be proper guide line for them to achieving better results.

ECE emphasis on 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 activities and games. (Bukhari, 2019).

### **Literature review:**

Starting years of a Child's 'life are most important for whole life. Little child are big conceiver. They follow their parents and their teachers. They are at beginning stage of his life. Process quality refers to good interaction and strong relationship between and among children and teachers. For a strong learning and better outcomes research suggest that services plays a strong role in improving and sustaining the quality in ECE. It is important that academic facilities, physical facilities as well as leadership styles and teaching strategies important for better results. For example if there are available all facilities but not available any leader to lead these facilities in proper way then all are vane. Early years of child' life is most important for the whole life of students. Child learn more during the early years of his life. During starting years child strongly focuses on why other things differ from them. First few years of child 'life is so important and critical according the learning point of views. (Essa, 2019, p, 19).

ECE (early childhood education) services are most essential part for getting better achievement. Many authors wrote about ECE in their studies. Gordon and brown, (2000) says early education as the education which students received from 2 to 8 years". Sollars, (2020) says early childhood education related to mental development as well as physical development. It is very important that early childhood program aimed at providing a high quality early childhood experience for 3 to 8 years old students. Khan, (2018) says our present education is not match with our ideology. It should be according to our ideology and provided with full services and activities for better achievement. Rehman, (2006) says that first 8 years of every child is very important according to their mental, social, physical, intellectual development. Hunzai, (2006) says that poor education has bad impact on student's development during early years. Wortham (2019). Says that early development of child is most important for whole life. It is very important for every kind of development like intellectual, emotional, social, physical and cognitive development. Essa, (2020) says that Early childhood education focus on healthy development of students and it's very important that there will be provide all facilities, services to students which they required during their early life for better development.

To compare the role of public and private sector regarding ECE is very important. In our view ECE and care opens new trends and opportunities for children, for families and for all over society. (Ayub, Bano and Mukhtar 2020).

Governments are highly focusing on the need for social policy that helps and focus on the child's development and more effectiveness for ECE (early childhood education). (Pritchett & Viareggio. 2019)

According to national and international researchers there is much practical, knowledge gap for Implementation of ECE policies. If we look back to history of ECE in Pakistan found that ECE has not been recognized in public sector of Pakistan. There was only katchi class in public schools of Pakistan rather than any specific ECE class. In 1970s ECE first time organized in Pakistan and between the ages of 3 to 6 organized in public sector schools of Pakistan. This program not followed by schools long time and stopped in 1980s. In the policy of 1992 early classes again recognized in public sector schools of Pakistan but have not been provided any facilities and services for the students. Childs between three to five years (4.42 million boys and 4.23 million girls) were out of school. In new policies claimed for necessary action about improvement the better quality of ECE programs in public schools of Pakistan. In new policies of education targeted focused on improvement of ECE quality, providing better learning environment, stimulating learning, providing the services for better learning including play activities, focus on activities based learning, provided additional budgets for teachers training regarding ECE, providing material for ECE curriculum. In Pakistan till the no specific focus on ECE, training facilities for teacher's rarely available, lack of ECE facilities due to poverty. Poverty is main issue to not providing the basic facilities and services to students at early childhood education level in Pakistan.

## **2. Statement of problem:**

The present study entitled "A Comparative Study of Early Childhood Education Services Provided by Public and Private Institute in Pakistan". Pakistan is among those developing countries where progress in field of education is quite slow usually

early year of learning i.e. three of five year are consumed at home without planned education activities and children's potential s are not nurtured in a proper way.

This study proved that a planned early childhood education services has positive impact on student learning.

- 3. Objectives**
1. To compare ECE services between public and private institute.
  2. To identify the national efforts towards ECE.
  3. To identify the efforts for ECE made by private sector.
  4. To identify the existing status of ECE (early childhood education) in Pakistan.

**4. Significance of study:**

Present study will be helpful to identify the importance of ECE. Children does not grow only size but also grow in all phases of development. It is very important to lead the child in this age with proper leadership styles and better services so that children may better grow in all phases of development like physical, mental, intellectual, motor, cognitive, psychological phases of development. Early childhood education services have strong impact on students 'performance. These contextual factor include physical facilities, leadership styles as well as academic facilities.

This study will be helpful to improvement facilities and teaching strategies for early childhood education.

1. This research is helpful to improve the school performance holding ECE
2. It will be helpful to improvement of services and different teaching strategies for ECE.
3. It will be helpful to improve the services for ECE.
4. It will be also be helpful to achieve better academic outcomes.

**5. Research Question:**

1. What are the ECE services in public and private sectors school?
2. What are the efforts made by private sector towards ECE?
3. What are national efforts towards ECE?
4. What is the existing status of ECE in public and private institute of Pakistan?
5. What are the ECE facilities in public and private sectors school?

**6. Methodology:**

Research methodology aimed to describe the research design, population, and sampling, development of research tool, data collection and data analysis of study.

**Research Design:**

By nature it was a descriptive research.

**Population:**

Population for this study was all teachers and parents of student of private and public institute of Faisalabad city providing ECE.

**Sample and Sampling Technique:**

Sample for this study was randomly select hundred teachers from private sector hundred teachers from public sector and two hundred parents.

**Development of Research Tools:**

For this research two questionnaires were developed .Each questionnaire was based on 33 items and pilot testing was used for the information of the research tool deficiencies as well as suggestion for improvement.

**Reliability and Validity of Research Tool:**

A pilot testing will be conducted for the reliability of research tool. Reliability of the instrument will be tested by pilot testing.

The instrument will be validated by psychologist and 2 professors in educational measurement

The result of the questionnaires was reliable. It was checked by researcher and finding results are:

Types	Cronbach's Alpha	No of Items
Teachers	.762	33s
Parents	.783	33s

**Data Collection:**

Data was collected through questionnaires. Data was collected from public sector and private sector to get a comprehensive and representative analysis.

**Administration of Research Tool:**

The researcher distributed the questionnaire to public and private sector for teacher by hand and after fills these questionnaires with given specific date and time. After completed questionnaire school administration was responsible to return back these questionnaires.

**Data Analysis:**

Data analyzed with SPSS versions 21 descriptions of results was done in the form of phrase and tables

**7. Findings**

**Table: 7.1 Significant difference of ECE services between public and private schools ( n=200)**

Variables	<i>M</i>	<i>SD</i>	<i>Df</i>	<i>T</i>	<i>P</i>
public(n=100)	23.933	2.474			
			198	1.397	.001
Private(n=100)	26.440	3.259			

The table 7.1 explains that the p-value is (.001) which shows that the results are significant. Considerable differences ECE services, public school shows (*M*-23.933 and *SD*-2.474) and private schools show (*M*-26.440 and *SD*=3.259), P-value (.001) shows that the results are insignificant which indicates that private school provided better ECE services towards ECE public school.

**Table 7.2 (ANOVA) summary national efforts towards ECE**

National efforts	Sum of scores	Df	Mean scores	<i>F</i>	<i>P</i>
Between groups	300.25	199	100.08		

Within Groups	2508.06	199	54.52	1.84	.15
Total	2808.32	398			

The table 7.2 shows the finding results by ANOVA are significant. Results shows a significant difference between the opinion of teachers & parents regarding national efforts towards ECE

**Table 7.3 significant difference between the (Public and Private)teacher use useful teaching strategies in learning achievement at ECE level (N=200).**

<i>Variables</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>T</i>	<i>P</i>
Public(n=100)	20.124	2.718			
			198	2.934	.004
Private(n=100)	22.813	3.178			

The table 7.3 reveals that considerable differences of (Public and Private) teacher use useful teaching strategies in learning achievement at ECE level show(M-20.124 and SD-2.718 ) and distance education programs show (M-22.813 and SD178). The p-value (.004) indicates the results significances. Results shows that private school used better useful teaching strategies towards public school teachers.

**Table 7.4 Comparative analysis of physical facilities between public and private institute for ECE students.**

Public			Private		
Opinion	frequency	Percent	Opinion	frequency	Percent
strongly agree	68	68%	strongly agree	85	85%
Agree	17	17%	Agree	8	8%
Undecided	00	00%	undecided	2	2%
Disagree	10	10%	disagree	3	3%
strongly disagree	05	05%	strongly disagree	2	2%
total	100	100%	Total	100	100%

Table7.4 depicts that Public school teacher's perception i.e.68 percent from the respondents were strongly agreed,17 percent respondents were agreed that our school has all physical facilities for ECE students, 10 percent were disagree 05 percent

were strongly disagree .Private school teacher’s perception i.e.85 percent respondents were strongly agreed,08 percent respondents were agreed that our school has all physical facilities play grounds, wash rooms ,medical facilities, care giver for ECE students.02 percent un decided 03 percent were disagree 02 percent were strongly disagree . It is crystal clear that private schools have better physical facilities for ECE students.

**Table 7.5 A Comparative analysis of infrastructure for ECE students**

Public			Private		
Opinion	Frequency	Percent	Opinion	Frequency	Percent
strongly agree	35	35%	strongly agree	90	90%
Agree	25	30%	Agree	4	4%
undecided	25	20%	Undecided	3	3%
Disagree	15	15%	Disagree	3	3%
Total	100	100%	Total	100	100%

Table 7.5 depicts that Public school teacher’s perception 35 percent from respondents were strongly agreed, 25 percent of respondents were agreed that infrastructure like ECE classroom , computer labs, furniture, laboratories, digital communication labs are available for ECE students, 25 percent were undecided, where as 15 percent were disagree. Private school students perception i.e.90 percent of them were strongly agreed ,4 percent respondents were agreed 3 percent respondents were undecided ,whereas 3 percent were disagree .It is crystal clear that private school have much better infrastructure for ECE students.

**Table 7.6 Comparative analysis of physical facilities /infrastructure for ECE students**

Public			Private		
Opinion	Frequency	Percent	Opinion	Frequency	Percent
Strongly agree	45	45%	strongly agree	85	85%
Agree	20	20%	Agree	8	8%
Undecided	14	14%	Undecided	2	2%
Disagree	10	10%	Disagree	4	4%
strongly disagree	16	16%	strongly disagree	1	1%
Total	100	100%	Total	100	100%

Table 7.6 depicts that Public school parents perception i.e. 45 percent of the whole respondent showed strongly agree, 20 percent respondents were agreed which showed that School has all physical facilities and infrastructure like furniture, laboratories, digital communication, conflict resolution, multimedia, computer labs, medical facilities, care giver, better arrangement of washrooms and drinking water 14 percent were undecided, whereas 10 percent were disagree and 16 percent of them were strongly disagree. Private school parents perception i.e. 85 were strongly agreed, 8 percent respondents agreed 2 percent showed undecided, whereas 4 percent were disagree and 1 percent of them were strongly disagree. It is crystal clear that private school has much better arrangement of physical facilities and infrastructure for ECE students. **Table 7.7 Comparative analysis of academic facilities for ECE students.**

Public			Private		
Opinion	frequency	Percent	Opinion	frequency	percent
strongly agree	60	60%	Strongly agree	85	85%
Agree	20	20%	Agree	6	6%
Undecided	10	10%	Undecided	2	2%
Disagree	05	5%	Disagree	5	5%
strongly disagree	05	5%	strongly disagree	2	2%
Total	100	100%	Total	100	100%

Table 7.7 depicts that Public school parents' perception 60 percent respond strongly agreed, 20 percent respond agreed that school has availability of work sheet, daily diary, multimedia, audiovisual aids refresher courses, study visits for ECE students, 10 percent were undecided, whereas 10 percent were disagree and 05 percent of them were strongly disagree. Private school parents perception i.e. 85 percent respond strongly agree, 6 percent respond agreed that school has, daily diary, multimedia, audio visual aids, refresher course, study visits for ECE students 2 percent were undecided, whereas 5 Percent were disagree and 2 percent of them were strongly disagree. It is crystal clear that private school had better arrangement of academic facilities towards public school.

**Discussion:**

It is stated that in Pakistan there is no attention on ECE. In Pakistan there were many institutes open as educational institutes for ECE but it is our bad luck that all institutes are less introduced by the actual meaning of early childhood education (ECE). Our policy makers also not focused on basics of early childhood education. (Ahmad, Anjum & Rehman 2020). Pakistan is among those developing countries where progress in field of early childhood education is quite slow usually early year of learning. Three of five year is consumed at home without any planned education activities and children's potentials are not nurtured in a proper way (Farooq, 2017).

ECE is very important for a child. Early childhood education focuses not on what students learn at that spot but also focus on what students learn in healthy and memorable way. (Jaffer, 1990, p, 53).

There are many components for early childhood education which interrelated each other.

1. The social aspect focuses on social development of children.
2. The physical aspect focuses on physical development.
3. Intellectual aspect focuses on cognitive development.
4. Creativity focuses on creation.
5. Emotional aspect focuses on self-esteem and self-actualization. (Cartor, 2020).

Many psychologist and scientist like Bandura, Mary Ainsworth, John Bowlby, Urie Brofenbrenner, Jerome Bruner, Noam Chomsky, Erik Erikson, John Dewey, Howard Gardner, Sigmund Freud, Arnold, and Kohlberg present their view on ECE in different ways but Maria Montessori was the first female physician in Italy who worked on ECE in 1907 at first time.

In Pakistan early childhood education history starts from 1939. During 1946-1947 reminder submitted at an UNESCO composed meeting on early adolescence training. First time ECE focused in the policy of 2014. It was a policy in which government of Pakistan focus on ECE. After the policy of 2014 in the policy of 2017 focuses on ECE but still all efforts are pending. (Naimatullah, Nasir, Muhammad 2017).

## 9. 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.

In public sector no proper facilities available for student but condition is much better in private sector

In public sector no facilities like audio visual aids, care givers, pure drinking, specific ECE rams, ECE kits, furniture for students

In private sectors infrastructure like computer abs, laboratories, digital communication, conflict resolution, multimedia, audio visual aids are present for students.

## 10. 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.
- Facilities should be properly provided in public schools so that students can learn in effected way
- Playgrounds, proper ECE rooms, care giver, computer labs, toilets, pure drinking water, audio visual aids according to lesson as well as all physical facilities should be provided for ECE students.
- Government of Pakistan should specially support to ECE programs.
- Government of Pakistan should allocating special budget for ECE programs.
- There should be trained female and male teachers for ECE students.
- There should be computer labs, furniture, laboratories medical facilities for ECE students. There should be care giver for ECE students.
- There should be special teacher training according to need.

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