



**Abstract:** According to the Government of Pakistan (2003), one of the purposes of the National Plan of Action (NPA) 2001-2015 is to control and codify the Katchi class, also, an extra space, a teacher, reading material, general media assistance, and a displaying unit are necessary for ECE. The primary goals of this research article were to examine early childhood education (ECE) teachers' perspectives on student enrolment in schools in the district of Nankana, Pakistan. A questionnaire was used to obtain primary data from 200 Nankana teachers, 20 administrator teachers, and 50 parents who were chosen at random. The researcher also chose two types of schools, one with ECE facilities and one without, and compared their findings. The researcher assessed the impact of ECE on student enrollment in sample schools. We discovered that there is a scarcity of ECE-trained teachers in this sector, hence the government should hire more ECE teachers.

**Key Words:** ECE, Enrolment of Students, Public Schools, Training of Teachers

## Introduction

ECE was featured in the first Educational Conference held in November 1947. Early childhood education and other activities connected to ECE were given adequate attention by policy members in the developing countries at the 1990 World Education Conference. In March of 1990, a symposium on EFA was conducted. As a result of this conference, a framework was developed to address basic learning demands. EFA set itself six objectives. One of the EFA's six objectives had to do with early childhood education (ECE) and child development. The commitment was reevaluated in light of ECE's significance. A new world conference was convened in April 2000, following the 10th anniversary of the previous one in April 1999. As of now, the ECE is a major topic at the debar conference. At present, the worldwide community is making every effort to raise the ECE enrolment percentage. Pre-primary education is available in Pakistan. A class with this name is known as a "Katchi Class". In public schools, there are classes. These classes are offered at a smaller scale in urban public schools. Rural areas, on the other hand, have an abundance of these classifications. Siblings of Katchi class pupils are permitted to sit with them in higher-level classes. This group of kids has been attending Katchi sessions for five months now, and they are used to sitting alone. Families are in the school environment for a few

months before they participate in classes. Pakki class is also familiar with this class. For Katchi students, there were no common areas where they could relax and socialize. Student-specific teachers were nonexistent. There had no option except to sit outside in the open air. Because of this, pupils were able to flee from school and the dropout rate was at an all-time high even at the primary level. During the 1980s, this was likewise the case. Students, especially those in the first year of school, must be given a child-friendly environment in the classrooms of Pakistan's public schools to ensure that they receive a quality education, as established in Article 25-A, of the Islamic Republic of Pakistan's Constitution. "Introduction of Early Childhood Education (ECE) in 1000 Primary Schools with Highest Attendance and Improvement of Climate of School to Convert them into Child-Friendly Schools (CFSs)" is an initiative of the Directorate of Staff Development (DSD). Through its District Training and Support Centers, DSD has set up ECE classrooms in 1000 primary schools across Punjab as part of this project (DTSCs). This plan will aid in the growth and engagement of students at the university.

Expanding concentration and change are taking place around the world in relation to ECE. Families are expected to take care of their children,

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regardless of where they live in the world. Learning and advancement are influenced by the effects of nurturing rehearses (Myers, 2004, p. 62). Early childhood arrangements in families and communities can have a significant impact on children's readiness for grade school (UNICEF, 2007).

There are six separate types of education based on the student's educational level. As in Pakistan, nursery or pre-school classrooms have been organized at several levels. As early as 1988, Pakki and Katchi lessons were offered in a Pakistani educational context. This was included in the long-term educational plan. *Awal Adna* and *Awal Aala* were the names of the two classes that were offered. Pre-primary education is permitted in Pakistan from the age of three to the age of eight.

Gordon and Boron (2000) describe ECE as "the education that begins at 2 years and closes at 8 years old extensive periods of the understudy" when describing the discipline. It has also been described as "the schooling imparted to the young girls and boys till the age of eight years" by Esha (2009). It is a review given to youngsters by students in their early twenties. The first eight years of a child's existence are critical for them to learn about their own self-perception and their relationship to the environment, according to research by Pascal and Bertram (2000) referenced by Rehman (2006). In the last two or three years, the ECE has gained an incredible amount of attention. Literacy and numeracy are the major goals of Early Childhood Education (ECE).

The initial 8 years of a youngster are critical. Educators, guardians and organizations can spur and form the students towards positive parts of life and learning. Students can foster themselves extremely quickly when contrasted with different long periods of life (Gordon Brown 2000). That large number of people can know better with regards to the advancing necessities of the students to make them moderate before long of the life (Mishra 2005).

It was described by Nasir Hunzai that if there is poor improvement in the first few years of the life of a child then his/her brain development will be badly affected. Due to constant change in everyday life, the economy of guardians, and public mindfulness about the instruction, the ECE is impacted by all previously mentioned factors. (Carter 1987).

According to Ayoub, Bano, and Mukhtar (2006), the current schooling set up in Pakistan is based on a pre-freedom framework that does not align with our beliefs. By and large, policymakers in Pakistan aren't paying attention to early childhood education (ECE). Numerous schools are being created in Pakistan solely for the purpose of educating children

in the Montessori Method of education. It's made things worse. If you're looking for inspiration, there are a few preschools from which you may learn. These initiatives sparked a resurgence in the ECE community. This may be true despite the fact that there is no co-appointment or co-activity among these projects and foundations as well as the public and commercial suppliers.

According to Wortham (1998), we cannot address the current and future demands of children in early childhood, as well as economic and human growth for national success, if we don't adopt the concept of early childhood education (ECE) as an ecosystem. In order to meet the above-stated goal, public and private sector ECE programs must operate together under a single support framework that guides public and private sector ECE programs for effective ECE service. Education is often regarded as the most convincing and just means of affecting social and economic change (UNESCO, 2010; Govt. of Pakistan, 2009). It is no longer enough to look at a country's natural resources and oil reserves to determine its standing in the 21st century, but rather the number of its students and educators (Laghari, 2012).

When it comes to globalization, each nation must fulfil all of its international obligations in order to maintain a respectable position at international meetings. The Pakistani Parliament has signed a number of international agreements to guarantee that citizens receive the training and education they need to be productive members of society (UNESCO, 2010). The Pakistani legislature is a participant in a number of international presentations that focus on education for everyone (EFA). First and foremost, EFA is a style of global educational development that emphasizes the importance of youth care and education in the context of globalization, and every country must adhere to its international obligations in word and spirit in order to maintain its international standing. Pakistan was a member of a number of international accords aimed at ensuring that citizens have access to basic education and competence (UNESCO, 2010). The government of Pakistan is a signatory to a number of worldwide statements that emphasize the importance of education for everyone (EFA). International education development styles like EFA have a primary focus on children's well-being from an early age, and this is especially true for children who are the most vulnerable or burdened.

ECE is defined as the "educational movement of culture and traits, as well as the development of confidence and self-confidence among youngsters." ECE (Syed, Asif, and Yousaf, 2011). Early childhood

education (ECCE) is aimed at fostering local cultures and attributes in children so that they are better prepared for future educational advancements. Investing in human capital helps to strengthen the general public's economic well-being (Bennett, 2011). Scholarly performance, maintenance power, presenting work, and benefits exceeding expenditures of hindered are all better in students with youth training than in those who simply arrive at school. (McKey et al., 1985) The pre-essential years (3-5) serve as the foundation for the development of additional mind-boggling talents and aptitudes (Zero to Three, 2009). When children are this young, they begin to develop their own sense of self-worth, as well as their understanding of the ramifications of their actions and behaviours (Syed, Asif, and Yousaf, 2011).

### Objectives of Study

The major purposes of the current study are illustrated in the following:

1. To study the current situation of ECE in District Nankana.
2. To know the perception of ECE teachers on the enrollment of students.
3. To understand the facilities given in ECE schools.
4. To examine the perception of ECE rooms on the presence and absence of kids.

### Significance of Study

Education plays a significant role in the improvement of society. These days our schools have to face a lot of issues. Among these issues; one issue is low enlistment in the government-funded schools explicitly in the essential classes. The dropout proportion is likewise at its disturbing level. Understudies are signed up for pre-essential classes. In this manner, enlistment is laid out. But then again, because of the absence of essential facilities in the schools' enrollment is affected badly. Alone the dropout proportion is likewise expanded. The government started ECE in public schools to increase enrollment. For this purpose, in government-funded schools, ECE rooms were established. There was every facility in the class for the kids. Due to these efforts, there was enough enrollment in the schools. The dropout ratio was also at its lowest stage.

### Research Methodology

As this study was to track down the effect of ECE on the enrolment of the students, so Quantitative Research Method was adopted. In this way, there were two types of schools for the review. One type of

school has the facility of ECE classrooms. Then again, other types of schools do not have the facility of ECE classrooms. In this way, questions are organized to get information from these schools. 20 schools were chosen from tehsil Nankana, 10 schools with the availability of ECE classrooms and 10 schools that were lacking the facility of ECE classrooms. Following schools were chosen for the study purpose. For data collection, the district Nankana was selected. There are three tehsils (Nankana, Shahkot and Sangla Hill) in this District. Tehsil Nankana was selected among all these three tehsils of district Nankana. 200 teachers 20 administrator teachers and 50 parents were selected as a sample of study in Nankana randomly which is a probability sampling method. In this research following tools were used.

Data were collected by using a questionnaire. This questionnaire contains 30 items. There were five choices on the basis of the Likert Scale for the respondents to offer their responses.

1. Strongly agree
2. Agree
3. Neutral
4. Disagree
5. Strongly disagree

In this questionnaire, essential data was taken from the respondents.

This is an extremely useful technique to be aware of the character of understudies as well as the brain science of students. I went for seven days inspecting schools to notice the objective gatherings. I observed the following factors in these sample schools.

1. Personality of the students.
2. Behavior of the students with fellows.
3. Dressing of the students.
4. School timing of the students.
5. Students' interest in learning.
6. Class participation of the students.
7. Students' handwriting skills.
8. Students' absence ratio from the school.

The study included the collection of data from various kinds of participants performing their duties in various teacher training and educational institutions situated in the sample district of Nankana.

After getting permission from relevant administrators, created research instruments (questionnaires) were delivered to the respondents actually with the solicitation to fill in at recommended place for them for the collection of data. The only difficulty faced was that some participants were hesitant to fill in the research instruments. However,

they were assured that the answers given by them would not be disclosed to anyone and will be used for the research purpose only. These research instruments were got filled and gathered back by and by and in this manner the response rate was a hundred percent. Notwithstanding, the establishments which couldn't be by and by visited were drawn nearer through postal administrations. Each work was made by the analyst to gather legitimate and solid information. The interaction for gathering information from the particular respondents of this concentrate nearly required around seven months.

The gathered information from the individual respondents through research instruments was appropriately arranged, dissected and deciphered by

involving suitable measurable apparatuses as far as recurrence rates and means score strategy to work out by and a large normal score of everything in the radiance of targets of the review. Esteem doled out to every reaction depended on Liker Scale having '5' choices given underneath

- Strongly agree (SA) : 5
- Agree (A) : 4
- Neutral : 3
- Disagree (DA) : 2
- Strongly Dis- Agree (SDA) : 1

By using the following formula, the mean score of each question was calculated;

$$\text{Mean Score} = \frac{F_{SA} \times 5 + F_A \times 4 + F_{UD} \times 3 + F_{DA} \times 2 + F_{SDA} \times 1}{N}$$

## Results

**Table 1.** Demographic Characteristics of Respondents. (N: 200)

Demographics	Teachers	
Gender	Frequency	Percent
Male	100	50%
Female	100	50%
Total	200	100%
<b>Marital Status</b>		
Single	90	45%
Married	82	41%
Widow/Widower	32	16%
Total	200	100%
<b>Monthly Income</b>		
Rs 20,000 or less	50	25%
Rs 20,000-25,000	20	10%
Rs 25,000-30,000	50	25%
Rs 30,000-35,000	20	10%
Rs 35,000-40,000	18	9%
Above Rs 40,000	42	21%
Total	200	100%
<b>Age</b>		
Less than 25	24	12%
25-34	50	25%
35-44	20	10%
45-54	60	30%
Above 54	46	23%
Total	200	100%
<b>Job Experience (Years)</b>		
Less than 5	22	11%
5-10	38	19%
10-15	30	15%
15-20	30	15%
Above 20	80	40%
Total	200	100%

**Table 2.** Statement wise Results

S. No	Statements	SA	A	N	D	SD
1	Teacher salary is less when contrasted with their hardworking in ECE classes.	32	23	10	70	65
2	Special funds are allocated for the essential necessities of the setup.	20	25	15	70	70
3	There are special allowances for the teachers who are teaching these classes.	0	0	22	100	78
4	The students attend classes regularly as compared to other students.	76	80	6	20	18
5	There is a lack of coordination between teachers and parents of the understudies.	90	75	5	18	12
6	There is a shortage of audio-video aids that are used in the classrooms.	97	70	6	14	13
7	Students that are enrolled in these classes are provided with a special playground.	0	0	15	100	85
8	Teachers who work with these students are given the opportunity to take up-to-date training.	8	7	15	90	80
9	There is a shortage of physical facilities in the classroom that are necessary for the students.	60	73	7	25	35
10	There is an insufficiency of ECE rooms in public schools.	70	52	8	32	38
11	There are no proper physical activities in these classes.	80	76	4	18	22
12	There are proper arrangements for the pick and drop for the female teachers that are teaching in these classes.	0	0	12	100	88
13	ECE has attractiveness for the kids.	100	89	3	4	4
14	There is a very small proportion of nonattendance in the ECE classes.	90	88	4	12	6
15	Students spend all the school hours in a happy mood.	95	95	3	3	4
16	ECE is useful for the enrollment of kids in primary schools.	80	111	2	4	3
17	Present attendance flaws can be lessened with the help of ECE.	80	74	6	22	18
18	Katchi classes are compelled to sit on grounds of the school.	75	47	8	30	40
19	Weather severeness affects the kids of Katchi classes badly.	65	55	10	36	34
20	There is a nonavailability of educational toys in these classes.	60	85	5	22	28
21	There is complete furniture for the ECE students.	10	12	8	90	80
22	There is inconsistency in the authority explanation and really enlisted students in the primary schools.	64	70	6	35	25
23	ECE trained teachers don't punish the kids.	70	74	6	27	23
24	Female teachers are more suitable for the kids in ECE classes.	90	87	5	12	6
25	Teachers have to face serious problems because of low enrollment at primary schools.	75	99	6	12	8
26	UPE and USE can be useful for the enrollment of the students.	60	62	8	35	25
27	Teachers are unable to achieve the fundamental goals of UPE and USE.	50	61	9	47	33
28	There is a possibility of fake data in these programs.	70	52	8	32	38
29	Students should be given scholarships that have a maximum presence rate around the academic year.	100	88	4	4	4
30	Teachers should be awarded appreciation certificates that attain more enrollment in the primary sector.	95	99	2	2	2

**Schools having the facilities of ECE in the District Nankana.**

**Table 3.** Schools having ECE Facilities

No.	School Name	Total Students	No. Of Students in Prep/Nursery Classes
1	School 1	266	76

2	School 2	171	48
3	School 3	430	96
4	School 4	221	61
5	School 5	322	71
6	School 6	245	69
7	School 7	185	45
8	School 8	211	56
9	School 9	587	98
10	School 10	265	77

**Explanation**

From the above table plainly the schools having ECE set up have numerous enlistsments in the nursery and

prep classes when contrasted with those schools having no ECE set up in the school.

**Table 4.** Schools without ECE Classrooms

S. No	School Name	Total Students	No of Students in Prep Nursery Classes
1	School 1	89	14
2	School 2	57	12
3	School 3	209	43
4	School 4	125	27
5	School 5	136	36
6	School 6	171	34
7	School 7	105	21
8	School 8	178	45
9	School 9	160	28
10	School 10	182	41

**Explanation**

From the above table obviously, the schools not having ECE set up have fewer enrollments in the nursery and prep classes when contrasted with those schools having ECE set up in the school.

funds for ECE. There is a lack of supervision and administration. Lady teachers are more appropriate compared to male teachers for ECE classes.

**Findings and Discussion**

There are the following findings of this study.

Most participants responded that the students from the schools having ECE classes attend the school more regularly as compared to other students. There is a lack of coordination between teachers and parents. There is a shortage of audio-video aids in the ECE classrooms. Teachers' salary is low as they have to do a lot of hard work in these classes. There is a shortage of physical facilities in ECE classes. There is a shortage of ECE rooms in public schools. No appropriate physical activities in these classes. ECE has a great attraction for the kids. Non-attendance ratio is very small in these classes. Students spend all the school time in a happy mood. ECE is helpful for the enrollment of students in the primary sector. The attendance gap can be minimized with the help of ECE. There is a lack of educational toys in these classes. ECE trained teachers don't punish the students. There is a lack of trained teachers for ECE. There is also a lack of teacher's parent's cooperation. The government don't provide proper

From this study, it can be concluded that ECE schools have a lot to offer to the students, which makes them happy, and hence, more students enrol. Students at these institutions are eager to learn since they have access to all of their basic requirements and amenities. As a result, parents are more at ease sending their children to these public ECE schools since they know that their children are receiving a high-quality education. That ECE teachers are not properly trained is a sad fact that needs to change. On the other side, schools without Early Childhood Education (ECE) facilities had fewer students enrolled than those with ECE facilities.

**Recommendations**

- Students who show cent percent attendance should be granted scholarships.
- Teachers should be given appreciation certificates who attain maximum enrollment in these classes.
- The government should appoint more ECE teachers.
- Special trainings should be given to ECE teachers.

- Special allowance should be given to ECE teachers to make it more attractive.
- ECE rooms should be equipped with carpets, fans, toys and sitting furniture.
- Parents should cooperate with the teaching staff.
- ECE rooms should be provided with appropriate A-V aids.
- There should be a sleeping corner in each ECE room.

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