EVALUATION STUDY OF EARLY CHILDHOOD EDUCATION IN PAKISTAN

By

MUHAMMAD SHAKEEL * MUHAMMAD FAROOQ ** UMBREEN ***

* Subject Specialist, National Education Assessment System (NEAS), Islamabad, Pakistan.
** Administrator, National Education Assessment System (NEAS), Islamabad, Pakistan.
*** Vice Principal, Taleemi Foundation, Muslim Bagh, Balochistan, Pakistan.

ABSTRACT

Early Childhood Education (ECE) was globally and locally an innovation, particularly in third world. The objective of this study was to investigate an impact evaluation of ECE initiated recently in Pakistan. The data of impact evaluation were drawn from three ECE Centers of Islamabad Capital Territory (ICT), Pakistan. Total samples of 65 individuals were drawn randomly from three sets of population: including pupils (30) and parents (30). The instruments were consisted of oral test, observational scale and interviews. Using graphic and statistical procedure, the empirical data was analyzed. The findings revealed that there has been significant correlation among the mean score of pupils.

Keywords: Cognitive, Learning, Realization, Sociology.

INTRODUCTION

Early Childhood Education (ECE) has emerged as a new field of study. It is also known as Early Childhood Care and Development (ECCD). Early Childhood Education, Kindergarten and early schooling, Nursery schools.

Intensive research in cognitive psychology and child development has greatly influenced this concept. ECE combines multiple disciplines and areas of treatment. This include infant stimulation, health and nutrition, women development and other areas which have made integrated influence on Social Sciences, Psychology, Sociology, Anthropology and Economics. They have a great bearing on the nature and nurture of ECE. Recognition of child's health, intellectual, emotional, spiritual and physical development, combined with the process of socialization, has led the development of early childhood.

Care and Education

The early childhood education emphasizes complete nature of development. Children learn best through play so early schooling should be in friendly environment because it is concerned with physical, linguistic, social, cognitive and educational growth of a child in its first five years (Borden, 1997).

Early childhood education is considered as play or work, a safe, a warm place where real learning begins, a warm place to be until real learning begins, or a place where real learning is ongoing, is directly related to a community's vision of children and of learning.

Early childhood Education gives a place to children where young children learn as they play with materials and share experiences with other children and with parents.

The value of early childhood education, nursery schools as a laboratory for studying about people will depend, in part on the opportunities children many have there for play and for relationship with others.

Early childhood care and development, despite its vital importance is the most neglected area in Pakistan. The most serious issue is the lack of realization that it is important .Neither we have neither any policy nor systematic planning for ECCD. Data/Statistics on ECCD is almost non-existent. Even there is no mechanism or system to collect the data/statistics. A few programs, projects and initiatives have been undertaken to promote ECCD particularly Early Childhood Education (ECE) in the country. There is lack of coordination amongst different Ministries, Departments, NGOs, and other service provider for Early Childhood Education and Development (MOE, 2003).

The importance of early childhood care and development (ECCD) in general and early childhood education (ECE) in particular, is now well-established. It is widely acknowledged that the effects of the kind of early care a

child receives from parents, pre-school teachers and caregivers, determines how well a child learns and performs throughout his/her life. The early years critical for the acquisition of the concepts, skills and attitudes that lay the foundation for lifelong learning. These include the acquisition of language, perception-motor skills, problem-solving skills and love for learning. With good quality early education, educational efficiency would improve as children would acquire the basic concepts, skills and attitudes required for successful learning and development prior to or shortly after entering the system, thus reducing the chances of failure; and the system, too, would be freed of under-age and under-prepared learners who have proven to be the most at risk in terms of school failure and drop –out (MOE, 2003).

Today kindergarten and early education is very close to being as universal as elementary education. This research has documented both the whole on common and the way in which these goals can disappear when mistrust and miscommunication prevail (Bredekamp 1987; Derman-Sparks 1989).

As early childhood education has a great influence for coming age of a child so the focus should be nature of the child towards theoretical frameworks those social, political and cultural constructions of childhood. In recent research trends towards re-conceptualizing early childhood education, the focus has shifted from essentialist views of the nature of the child towards broader theoretical frameworks those social, political and cultural constructions of childhood (Elizabeth Wood 2008).

Objectives

- To analyze the range of concepts, and activities incorporated in the curriculum of early childhood education?
- To evaluate the perceptions and attitudes of parents about early childhood education?
- To measure the attitudes of parents about ECE programe.
- To assess the role of early childhood education in enhancing the learning competencies of students at early school level.

Review of Literature

Froebel originated the first kindergarten, in Germany around 1837. To achieve his proposed objectives, he designed a curriculum based on play and materials, Froebel believed that children had innate gifts that needed to be developed, and that they would cultivate these gift by choosing activities that interested them. His curriculum materials, called gifts and occupations, had symbolism attached to them (Osborn & Osborn, 1980:50)

Researchers following the theories of Piaget and Vygotsky discovered relationships between various aspects of cognitive development and children's participation in imaginative play. Play gives children a chance to practice divergent thinking, using objects in novel ways and increasing their ability to think flexibility and inventively as they solve the problems of play (Stone, 1995).

Readiness is foundational and psychological variable of ECE. Two constructs of readiness have influenced the educational community; readiness for learning readiness for school (Kagan1990).

The concept of readiness in the present context has led the expectation that children will have reached a specified level of maturational development in language, visual motor organization, gross moor skills and social development before entering the public school classroom (Kagan1990).

In the current context (Kagan 1990) has generated two constructs of readiness and influenced the adult: group, they are reading for learning (originated by Thorndike, the psychologist) and the readiness for school organized by Pestalozzi the educator) more importantly intensive research in cognitive psychology and child development. It refers to the time when a child has developed the capacity to engage in specific kinds of learning and, by extension, to successfully learn certain kinds of knowledge and skills. Readiness for learning is a holistic concept involving motivation cognitive ability, emotional maturity, physical development and the child's physical and mental health. It suggests that what goes on in classroom should emerge from and be relevant to the nature and needs of the children in that classroom. No one curriculum is appropriate for all children of a given age. Readiness for

learning has had significant impact on the nature of curriculum in early childhood classrooms. (Kagan 1990).

In the field of early childhood special education, research has led to legislation mandating the creation of interdisciplinary and community based agencies to identify and meet the needs of young children. This policy validated the importance of shared authority and decision making in shaping programs for the education of all children. It allowed parents a voice in setting priorities and establishing goals for their children's education .In so doing, it opened doorways for diverse perspectives emerging from multicultural vantage points and created new pathways for communication between parents and professionals. The positive effects of this legislation have significantly influenced the recent early childhood education policy (Hendrick. J *et al.* 1993).

Many historical obstacles to communication between home and school have been highlighted by recent research in early childhood education. Stress and frustration have been shown to affect both parents and teachers, making each insensitive to the caring and concern of the other (Galinsky1988).

Traditionally, many parents have seen each other as 'the enemy' instead of as a mutual support system. Accounts of anxiety relating to parent –teacher conference have been shared by parents and teachers from diverse social classes and ethnic backgrounds (Clinton1992). These have demonstrated a need for school to create opportunities for more positive dialogue by informing parents about classroom practice, using them as resources for curriculum ideas and activities, and viewing them as parents in process of education (Clinton 1992).

It has been shown that by the age of four or five children have internalized traditional stereotypes of gender roles and racial bias and are reluctant to act in ways that depart from these stereotypes (Derman-Sparks1989).

The question that has probably stimulated the most research in the field of twentieth-century education is, how do young children learn to read? Traditionally, literacy-like all forms of education has been viewed as a single body of knowledge that is transmitted to students by their teachers. This view, accepted on faith for generations, found a theoretical grounding in the literature of behavioral psychology, reading has been taught by identifying that which needs to be learned, breaking down the task into a series of sub-skills, providing appropriate stimuli, and reinforcing correct responses until the desired habit- in this case, proficient reading is developed. Reading is thus seen as a linear process that proceeds from part to whole, each part building on those skills that have already been learned. Within this context, skills acquisition precedes the process of reading for meaning (Chall1987).

Nabuza and Smith (1995) found that the capacity to recognize and comprehend emotions develops; as children grow older they can identify sadness, happiness and fear verbal and non-verbal indication.

The World Conference on Education For All, included Early Childhood Development in the Declaration and Framework for Action, (1990) because of the overwhelming evidence that children's early years are critical to future success (MOE, 2002).

In the early age a child can learn many things rapidly through their environment. Children learn through play more easily. The different centers in the classroom, a book corner, housekeeping/dress-up area, blocks, art games, all have developmentally appropriate materials, which convince the children to experiment and learn through their play (Borden, 1997).

Children's emotional intelligence development can play a great role in their academic learning and character growth. There is now a growing body of research that shows that children's academic performance improves when social and emotional factors are dealt with explicitly (Petrides, Frederickson, Furnham, 2004).

As we move into the twenty–first century, the problems we face are as bewildering to us as the problem of the twentieth century was to Dewey. We know that schools can make a difference, but we also know that this difference can become reality only when schools implement curriculum that is relevant to the need of all children. In order to do this parents, and community institutions must work together to identify and teach those attitudes and skills that will enable students to deal effectively with challenges yet unknown.

Methodology

The following methodology was used for this study.

Population

There were three sets of population in this study. The primary group was pupils. The secondary group was parents. The study will be delimited to the three centers of ECE of Islamabad Capital Territory (ICT), Pakistan and the pupils enrolled in 2009-10 session.

Sampling

Convenient sampling technique was used for data collection. Data were collected from those Early Childhood Development Centers that were located in Islamabad Capital Territory which were accessible for the researcher. Therefore, 30 students of age group 3-5 years in these sample centers along with thirty parents were taken as sample whose children were studying in these centers.

Instrumentation

An oral test, covering concepts in national curriculum were designed and administered. The oral test consist of six parts Personal and social development, Language and literacy, Basic mathematical concepts, the world around us, Heath hygiene and safety and Creative arts. All parts included 30 questions. The parents of the observational group were interviewed through a structured interview. The questionnaire of parents consisted of ten questions.

Data Collection

The researchers personally administered the questionnaire, conduct the test and interview and the collect field based data as well as compile the school profile.

Results

Statistical software SPPS was used for data analysis. The data was analysed in different dimension to find out frequency, obtained in total score of the students, mean of total score, mode, median, and correlation. The data was presented through school profiles, graphs, charts. Statistical tools will be used to present the quantities results of students.

Table 1 indicates that data consist of 30 students including boys 17 and girls 13. The student's test (oral) consists of three options full correct, partially correct and incorrect and was recorded as 2, 1, zero and respectively.

Gender	Frequency	Percent
Boys	17	43.3
Girls	13	56.7
Total	30	100

Table 1. Gender wise frequency

The student's number of responses and their percent for each option is indicated in the following tables.

- *Part 1* - Tables from 2-8 shows the responses and percent for personal and social development.
- *Part 2* - Tables from 9-14 shows the responses and percent for Language and Literacy.
- *Part 3* - Tables from 15-21 shows the responses and percent for Basic Mathematical Concepts.
- *Part 4* - Tables from 22-25 shows the responses and percent for the questionnaire 'The world around us'.
- *Part 5* - Tables from 26-29 shows the responses and percent for the questionnaire 'Health Hygiene and Safety'.
- *Part 6*- Table 30 & 31 shows the responses and percent for the questionnaire 'Creative Arts'.

Options	Frequency	Percent
Full Correct	30	100.0

Table 2.

Options	Frequency	Percent
Full Correct	30	100.0

Table 3.

Options	Frequency	Percent
Full Correct	28	93.3
Partially Correct	2	6.7
Total	30	100.0

Table 4.

Options	Frequency	Percent
Full Correct	27	90.0
Partially Correct	3	10.0
Total	30	100.0

Table 5.

Options	Frequency	Percent
Full Correct	28	93.3
Partially Correct	2	6.7
Total	30	100.0

Table 6.

Options	Frequency	Percent
Full Correct	25	83.3
Partially Correct	3	10.0
Incorrect	2	6.7
Total	30	100.0

Table 7.

Options	Frequency	Percent
Full Correct	30	100.0

Tables 2-8. Part 1-Personal and Social Development

Options	Frequency	Percent
Full Correct	20	66.7
Partially Correct	10	33.3
Total	30	100.0

Table 9.

Options	Frequency	Percent
Full Correct	29	96.7
Partially Correct	1	3.3
Total	30	100.0

Table 10.

Options	Frequency	Percent
Full Correct	20	66.7
Partially Correct	10	33.3
Total	30	100.0

Table 11.

Options	Frequency	Percent
Full Correct	20	66.7
Partially Correct	10	33.3
Total	30	100.0

Table 12.

Options	Frequency	Percent
Full Correct	21	70.0
Partially Correct	7	23.3
Incorrect	2	6.7
Total	30	100.0

Table 13.

Options	Frequency	Percent
Full Correct	21	70.0
Partially Correct	7	23.3
Incorrect	2	6.7
Total	30	100.0

Table 9 - 14. Part-2 Language and Literacy.

Options	Frequency	Percent
Full Correct	18	60.0
Partially Correct	12	40.0
Total	30	100.0

Table 15.

Options	Frequency	Percent
Full Correct	25	83.3
Partially Correct	4	13.3
Incorrect	1	3.3
Total	30	100.0

Table 16.

Options	Frequency	Percent
Full Correct	25	83.3
Partially Correct	4	13.3
Incorrect	1	3.3
Total	30	100.0

Table 17.

Options	Frequency	Percent
Full Correct	30	100.0

Table 18.

Options	Frequency	Percent
Full Correct	30	100.0

Table 19.

Options	Frequency	Percent
Full Correct	30	100.0

Table 20.

Options	Frequency	Percent
Full Correct	29	96.7
Partially Correct	1	3.3
Total	30	100.0

Table 15 - 21. Part-3 Basic Mathematical Concepts

Options	Frequency	Percent
Full Correct	19	65.5
Partially Correct	10	34.5
Total	29	100.0

Table 22.

Options	Frequency	Percent
Full Correct	22	73.3
Partially Correct	6	20.0
Incorrect	2	6.7
Total	30	100.0

Table 23.

Options	Frequency	Percent
Full Correct	22	73.3
Partially Correct	7	23.3
Incorrect	1	3.3
Total	30	100.0

Table 24.

Options	Frequency	Percent
Full Correct	16	53.3
Partially Correct	11	36.7
Incorrect	3	10.0
Total	30	100.0

Table 22-25. Part-4 The World Around Us.

Options	Frequency	Percent
Full Correct	22	73.3
Partially Correct	6	20.0
Incorrect	2	6.7
Total	30	100.0

Table 26.

Options	Frequency	Percent
Full Correct	24	80.0
Partially Correct	5	16.7
Incorrect	1	3.3
Total	30	100.0

Table 27.

Options	Frequency	Percent
Full Correct	22	73.3
Partially Correct	6	20.0
Incorrect	2	6.7
Total	30	100.0

Table 28.

Options	Frequency	Percent
Full Correct	25	83.3
Partially Correct	4	13.3
Incorrect	1	3.3
Total	30	100.0

Table 26-29. Part- 5 Heath Hygiene & Safety

Options	Frequency	Percent
Full Correct	21	70.0
Partially Correct	8	26.7
Incorrect	1	3.3
Total	30	100.0

Table 30.

Options	Frequency	Percent
Full Correct	20	66.7
Partially Correct	6	20.0
Incorrect	4	13.3
Total	30	100.0

Table 30 & 31. Part-6 Creative Arts

Table 32 indicates age, gender, total scores and obtained scores by the students in odd and even number of questions. Second last column indicate the score obtained by each students while the last column showing the mean score of students in the test. The highest mean score obtained by students is 15 and lowest one is 8.75. The obtained mean score shows over all performance of the students in test. Results reveal that majority of children performance well in the test.

The difference of odd and even mean shows that performances of students in the odd question are better than those students who obtained mean in the even question of the test. Because the highest mean value in both categories are 15 and 14 which is greater in number in odd mean i.e 21 and lower in even mean i.e 17. The table also reveal that students lower mean in odd question lower value less than 13 is 9 and in even question is lower value less than 13 is 13 in number. It is concluded that students performance is better in odd question as compared to even.

Descriptive Statistics of data

Mean for odd scores of the Students

Students id	Age	Total score	score obtained		Total scores obtained	Mean
			Odd	Even		
1	4 Yrs	30	14.5	13	27.5	13.75
2	5 Yrs	30	14.5	13.5	28	14
3	5 Yrs	30	15	13	28	14
4	3 Yrs	30	13.5	13.5	27	13.5
5	5 Yrs	30	14	14.5	28.5	14.25
6	3 Yrs	30	15	14.5	29.5	14.75
7	5 Yrs	30	15	15	30	15
8	3 Yrs	30	15	15	30	15
9	5 Yrs	30	13.5	13	26.5	13.25
10	4 Yrs	30	13	13.5	26.5	13.25
11	5 Yrs	30	14	11	25	12.5
12	5 Yrs	30	11.5	10	21.5	10.75
13	4 Yrs	30	12	11	23	11.5
14	5 Yrs	30	11	10	21	10.5
15	5 Yrs	30	11	11.5	22.5	11.25
16	4 Yrs	30	10	7.5	17.5	8.75
17	4 Yrs	30	11.5	11	22.5	11.25
18	5 Yrs	30	15	14.5	29.5	14.75
19	4 Yrs	30	10.5	8.5	19	9.5
20	5 Yrs	30	13.5	13	26.5	13.25
21	4 Yrs	30	15	15	30	15
22	5 Yrs	30	14	14.5	28.5	14.25
23	4 Yrs	30	15	14	29	14.5
24	4 Yrs	30	15	15	30	15
25	5 Yrs	30	13	13.5	26.5	13.25
26	5 Yrs	30	15	15	30	15
27	5 Yrs	30	15	15	30	15
28	4 Yrs	30	13.5	12.5	26	13
29	5 Yrs	30	15	15	30	15
30	5 Yrs	30	15	15	30	15

Table 32. Result of Oral Test of ECE Children's

$$x_1 = \frac{\sum x_1}{n_1}$$

$$x_1 = \frac{408.5}{30} = 13.617$$

Mean for even scores of the Students.

$$x_2 = \frac{\sum x_2}{n_2}$$

$$x_2 = \frac{391}{30} = 13.033$$

Median for odd scores of the Students

Median for x_1

$$= \frac{1}{2}\left[\frac{n}{2} + \frac{30+2\ th\ value}{2}\right]$$

$$= \frac{1}{2}\left[\frac{30}{2} + \frac{30+2\ \text{th value}}{2}\right]$$

$$= \frac{1}{2}\left[15th\ \text{value} + 16\text{th value}\right]$$

$$= \frac{1}{2}\left[14+14\right]$$

Odd X_1	Even X_2
15	15
15	15
15	15
15	15
15	15
15	15
15	15
15	15
15	14.5
15	14.5
15	14.5
15	14.5
14.5	14
14.5	13.5
14	13.5
14	13.5
14	13.5
13.5	13
13.5	13
13.5	13
13.5	13
13	12.5
13	11.5
12	11
11.5	11
11.5	11
11	10
11	10
10.5	8.5
10	7.5

Table of the Median for even and odd scores of the Students.

$$= \frac{1}{2}(28)$$

Median for $x_1 = 14$

Median for even scores of the Students

Median for x_2

$$= \frac{1}{2}\left[\frac{n}{2} + \frac{30+2\ th\ value}{2}\right]$$

$$= \frac{1}{2}\left[\frac{30}{2} + \frac{30+2\ \text{th value}}{2}\right]$$

$$= \frac{1}{2}\left[15th\ \text{value} + 16\text{th value}\right]$$

$$= \frac{1}{2}\left[13.5 + 13.5\right]$$

$$= \frac{1}{2}(27)$$

Median for $x_{2=}$ 13.5

Standard deviation for odd scores of the Students =

$$\sigma 1 = \sqrt{\frac{\sum x1^2}{n1} - \frac{\left[\sum x1^2\right]}{n1}}$$

$$\sigma 1 = \sqrt{187.875 - 185.413}$$

$$\sigma 1 = \sqrt{2.462}$$

$$\sigma 1 = 1.5$$

Odd=X_1	Even=X_2	$X_1 X_2$	X_1^2	X_2^2
14.5	13	188.5	210.25	169
14.5	13.5	195.75	210.25	182.25
15	13	195	225	169
13.5	13.5	182.25	182.25	182.25
14	14.5	203	196	210.25
15	14.5	217.5	225	210.25
15	15	225	225	225
15	15	225	225	225
13.5	13	175.5	182.25	169
13	13.5	175.5	169	182.25
14	11	154	196	121
11.5	10	115	132.25	100
12	11	132	144	121
11	10	110	121	100
11	11.5	126.5	121	132.25
10	7.5	75	100	56.25
11.5	11	126.5	132.25	121
15	14.5	217.5	225	210.25
10.5	8.5	89.25	110.25	72.25
13.5	13	175.5	182.25	169
15	15	225	225	225
14	14.5	203	196	210.25
15	14	210	225	196
15	15	225	225	225
13	13.5	175.5	169	182.25
15	15	225	225	225
15	15	225	225	225
13.5	12.5	168.75	182.25	156.25
15	15	225	225	225
15	15	225	225	225
408.5	391	5411.5	5636.25	5222

Table 33. Correlation between odd and even obtained scores of students

Standard deviation for even scores of the Students = σ_2

$$\sigma 2 = \sqrt{\frac{\sum x2}{n2} - \left[\frac{\sum x2^2}{n2}\right]}$$

$$\sigma 2 = \sqrt{\frac{5222}{30} - \left[\frac{391}{30}\right]}$$

$$\sigma 2 = \sqrt{174.406 - 169.86}$$

$$\sigma 2 = \sqrt{4.2}$$

$$\sigma 2 = 2.08$$

$$Y = \frac{n\sum x_1x_2 - \sum x_1 \sum x_2}{\sqrt{(n\sum x_1^2 - (\sum x_1)^2)(n\sum x_2^2 - (\sum x_2)^2)}}$$

$$= \frac{30(5411.5) - (408.5)(391)}{\sqrt{\left(30(5636.5) - (408.5^2)\right)\left(30(5222) - (391)\right)^2}}$$

$$= \frac{2621.5}{\sqrt{(2222.75)(3779)}}$$

$$Y = \frac{2621.5}{\sqrt{(2222.75)(3779)}}$$

$$Y = \frac{2621.5}{2898.24}$$

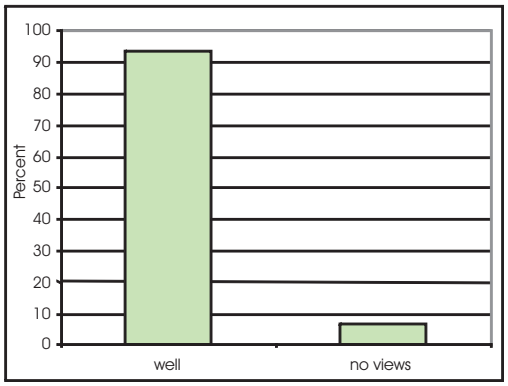
$$Y = 0.905$$

The value of r = 0.905 indicates that there is strong relationship between odd and even.

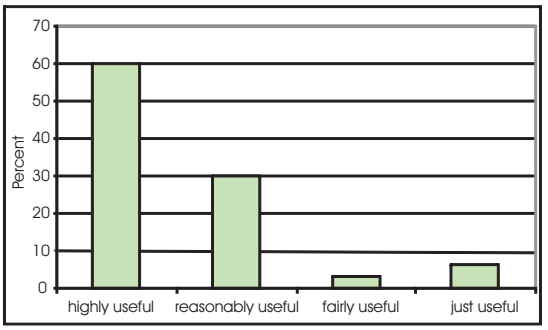
In equation 1, 'x' represents the score of the students, 'n' is the number of students appearing in the test and 'y' is correlation.

Findings of Parent of the Students

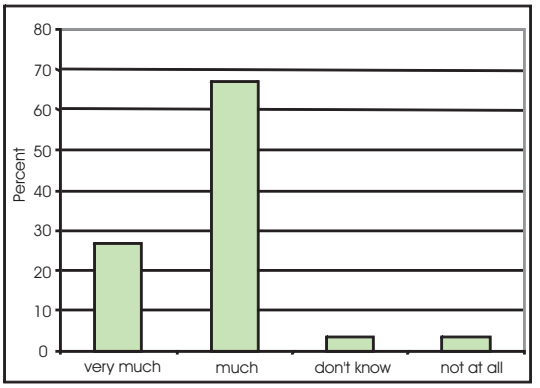
- Graph 1 shows to what extent do you know about ECE Program.
- Graph 2 shows to what extent ECE program useful for tender children.
- Graph 3 shows to what extent are you satisfied with ECE program.
- Graph 4 shows to what language do you generally speak at home.
- Graph 5 shows to what extent do you coach your child at home.
- Graph 6 shows to what extent are you satisfied with the



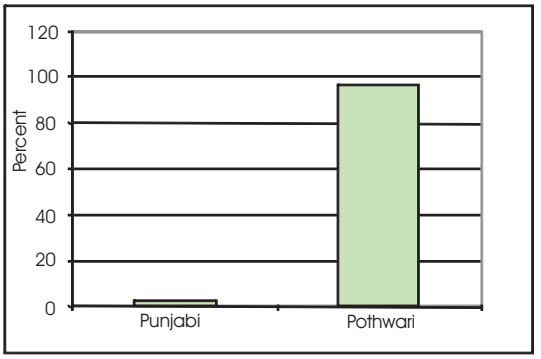
Graph 1. Extent Level to know about ECE Program



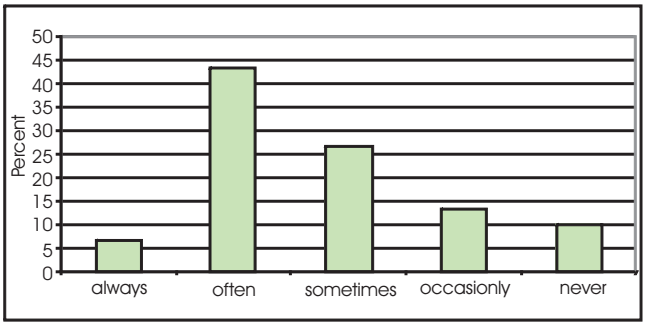
Graph 2. Extent Level of ECE program useful for tender children



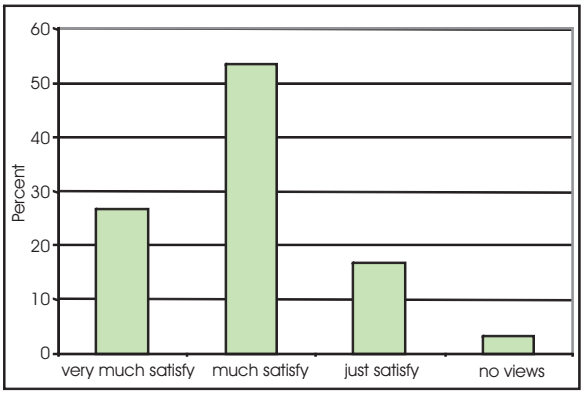
Graph 3. Extent Level of children satisfied with ECE program



Graph 4. Extent Level of language generally spoken at home



Graph 5. Extent level of children coached at home



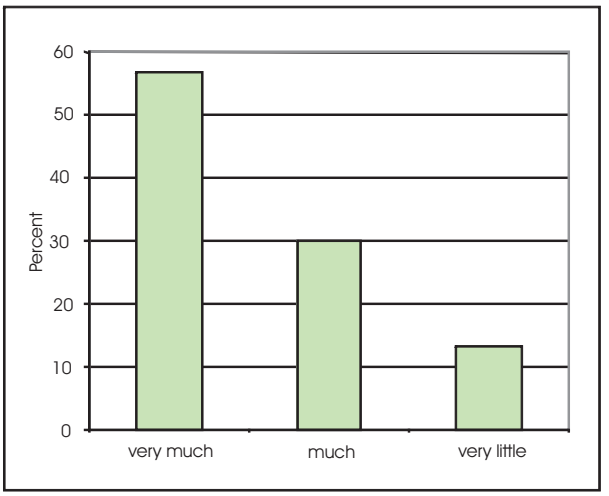
Graph 6. Extent Level of children satisfied with the performance of ECE School

performance of ECE School.

- Graph 7 shows to what extent is your child developing learning abilities as a result of ECE.

Table 34 shows that the mean scores of total 30 parents falling around positive response in case of Statement No. 1, 2 and 3, which is clear from the fact the "means" leis close to 1 and 2 in each case.

The table also shows that the mean scores depict an inclination toward a negative response in case of Statement No. 4, 5, 6, and 7. This is indicated by the fact that the "means" fall around "1" in the given cases. Therefore parents are satisfied about Early Childhood Education (ECE). The ECE centers are rejected due to the majority of negative attitude of parent although it in very few cases. The parents are satisfied with usefulness and benefit of the program. It is concluded that parents are dissatisfied about Early Childhood Education (ECE).



Graph 7. Extent Level of children child developing learning abilities as a result of ECE

S.No	Usefulness and statistician about ECE program	N	Mean	Std. Dev
1	Know about ECE Program	30	1.80	.546
2	ECE program useful for tender children	30	1.22	.904
3	Satisfaction with ECE program	30	1.08	.829
4	Language spoken at home	30	.82	.624
5	Coaching child at home	30	.85	.360
6	Satisfaction with the performance of ECE School	30	.95	.287
7	Developing learning abilities of child	30	.92	.279

Table 34. Parents' views about ECE program

Conclusion

Listed benefits of ECE

The parents were asked in the questionnaire to enlist what are the benefits of this program. They enlisted the following useful benefits of the ECE program.

- The children take keen interest in their study.
- This program regulates the students.
- The children are doing their home work assign by teachers.
- The children are well preparing for next classes timely.
- The performance of the students enhanced.
- The children are aware with the schools environment.
- Pre-Schooling concepts are clarified.
- Build confidence in the children
- Develop good habits

Listed problems of ECE

Following problems were enlisted by the parent of the children.

- The students face difficulties in understanding of lesson.
- Some times child are not willing to go to school.
- If activities based method not adopted in class room there will be lake of miss conception.
- Children faces difficulties in adjustment with their age group.
- Children faces language problem.

Suggestions for improving the program

The parent enlisted the following suggestions for the improvement of the program.

- There should be parent teacher interaction regarding the academic level.
- There is need to involve consultant for this program.
- Teacher promotes reading habit in the children.
- Attention toward activities based learning.
- There is entire need to build moral character of the students.
- Initiative for poor children for future education.

- Involving of community.
- Spoken language needs more attention.
- Teacher develop friendly environment in the schools.
- Assessment of class room activities.
- Keep annual commutative record of children.

References

[1]. Borden, M.E. (1997). *SMART STAR The Parents 'Complete Guide to Preschool Education'.* Facts on file, Inc. New York.

[2]. Bredekamp, S., ed. (1987). *Developmentally Appropriate Practices in Early Childhood Programs Serving Children from Birth through Age 8.* Washington, DC:National Association for the Education of young children.

[3]. Chall, J. (1987). Reading and Early Childhood Education: The Critical Issues. *Principal,* 66(May), 6-9.

[4]. Clinton, Hillary. Oct (1992). *Speech given at Bank Street College of education,* NewYork.

[5]. Derman-Sparks, L. (1989). *Anti-Bias curriculum.* National Association for the education of young children. Washington.

[6]. Galinsky, F. (1988). Parents and Teacher Caregivers :Sources of Tenstion, Source of support. *Young Children.,* 43(3), 4-11.

[7]. Government of Pakistan, Ministry of Education, Curriculum Wing, (2002). National Curriculum; Early Childhood Education, p, 8.

[8]. Government of Pakistan, Ministry of Education. (2003). National Plan of Action on Education for All, 2001-2015 Pakistan, p, 60.

[9]. Government of Pakistan, Ministry of Education (2003). Research study on Early Childhood Care and Development in Pakistan, p1, 3.

[10]. Hendrick. J et al. (1993). Early Childhood Education: Curriculum Resource.

[11]. Handbook, CORWIN PRESS, INC. A Sage Publication Company Thousand Oaks, California, USA, p, 16, 20, 29,30,31,32.

[12]. Kagan, S.L.1990. Readiness 2000: *Rethinking Rhetoric and Responsibility.* Phi Delta Kappan. 272-79.

[13]. Nabuzoka, D and Smith, K. (1995). 'Identification of expressions of emotions by children with and without learning disabilities', Learning Disabilities. *Research and Practice,* 10, 91-101.

[14]. Osborn, D. K and Osborn, J. D. (1980). Early Childhood Education in historical perspective (2nd ed,)., *GA: Education Associates.* Athens.

[15]. Petrides. K. Frederickson, N and Furnham. A. (2004). The role of trait emotional intelligence in academic performance and deviant behavior at school, *Personality and Individual Differences,* 36,277-93.

[16]. Wood E. (2008). *The Routledge Reader in Early Childhood Education,* Routledge Publication. Canada.

[17]. Stone, S. (1995). Wanted: Advocates for play in the primary grades. *Young Children.* 50(6).

ABOUT THE AUTHORS

** Subject Specialist, National Education Assessment System (NEAS), Islamabad, Pakistan.*
*** Administrator, National Education Assessment System (NEAS), Islamabad, Pakistan.*
**** Vice Principal, Taleemi Foundation, Muslim Bagh, Balochistan, Pakistan.*