

Journal of Social Signs Review

Access and Physical Facilities In Early Childhood Education: Public Vs Private Schools In Karak, Pakistan

Muhammad Kifayat Ullah

Ph.D. Scholar, Institute of Education & Research, University of Science and Technology, Bannu. Email: kifayatscholar@gmail.com

Dr. Shafqatullah* (Corresponding Author)

Lecturer, Department of Education & Research, Khushal Khan Khattak University, Karak. Email: qushafqat@gmail.com

Dr. Javed Mustafa

Assistant Professor, Department of Education & Research, Khushal Khan Khattak University, Karak, Email: dr.javedmustafa@kkkuk.edu.pk

Abstract

The purpose of the study was to investigate the Implementation status of Early Childhood Care and Education Policy Provisions of National Education Policy 2017 in Public and Private Schools of District Karak. Population of the study consisted of all the Public and Private Schools who run Pre-Primary Classes. Sample consisted of 320 Schools (200 Public Primary Schools and 120 Private Schools). The data was collected through close ended questionnaire which was prepared on the basis of Policy Provisions for Early Childhood Care and Education as given in Chapter 4, para 6.3 in National Education Policy 2017. The questionnaire was responded on five point Likert Scale i.e., Strongly Disagree (SD), Disagree (D), Undecided (UN), Agree (A)², Strongly Agree (SA). The questionnaire was divided into two parameters; namely, “Access to Pre-Primary Education”, and “Physical Facilities for Pre-Primary Education”. Major recommendations of the study are; (1) short in-service training for ECCE teachers may be arranged in both Public and Private schools; (2) financial assistance may be given to the Private Schools.; (3) teacher may be provided to schools on the basis

of classes; (4) Ayya may be provided to each Public School in the light of the Policy Provisions of NEP 2017; (5) fee of the children of deserving parents may be paid by the Government directly to Private Schools.

Keywords: Early Childhood Care & Education, Policy Provisions, National Educational Policy, Personality Development, Pre-Primary Children, Karak.

Introduction

Early years of life have pivotal role on the development of children in later life. These developments include physical growth and mental potential. Scholars feel that special emphasis be laid down on the need of particular care to children. Efforts be made to create conducive environment for the children during early years of life, which may include provision of health facilities, quality food, education, and love. Different names have been given to indicate care for the children. These may be named as; Early Childhood Care and Development, Early Childhood Care and Education (ECCE), and Early Childhood Development. (National Education Policy, 2017).

These terms and concepts have special emphasis on advocating holistic approach to the development of pre-school child. ECCE plays central role in these approaches. The introduction of these approaches require coordination, between different ministries, a common procedure and joint action plans. Most of the developed countries generally adopt coordinated approach for the development of their children. Whereas developing countries are not able to promote ECE because they lack financial resources and proper awareness. (National Education Policy, 2017).

No doubt that ECE has the main focus on facilitating development process for the students. It lays foundations of learning for students, which helps them to facilitate development of physical skills and mental potentials during the early days of life. The ECCE programs mainly focusses on two areas. It educates the families, parents and society as a whole to have awareness regarding the

importance of pre-primary education and have the knowledge about the needs of students at this age. ECCE also provides knowledge and understanding to the teachers with regard to the educational methodologies and activities of ECE children. Information regarding instructional strategies, play way methods are imparted to teachers. Students are also instructed with basic academic concepts like alphabets, numbers etc. (Kouser, et.al, 2020).

There is no doubt that ECE plays important role in the development of cognitive, social, and communication skills of the children. ECE develops thinking and reasoning skills in the students. It also reduces drop-out rate. Great responsibility lies on the shoulders of teachers. They have to work day and night for raising the quality of education for all level of children's education particularly at Early Childhood Education level. Pakistan has taken great steps for carrying out research studies in the areas of early childhood education .The important goal of National Education Policy- 2017 was to provide free education to the children. Moreover it should be compulsory for the children of pre-primary classes who are in the age of 4-5 years. Another goal was to have equal access for all the children to ECE by the year 2030. To achieve this goal the policy chalked out certain policy provisions to be implemented in the schools. Since this is the fifth year of the publication of the policy, therefore a need was felt to carry out proper study for investigating the level to which these policy provisions have been implemented in the educational institutions. (Govt. of Pakistan, 2017).

Statement of the Problem

To investigate implementation status of Policy Provisions of Early Childhood Care and Education as given in Chapter 4, para 6.3 in National Education Policy 2017 in District Karak.

Objectives of the Study

Following were the objectives of the study:-

1. To investigate implementation status of ECCE Policy Provisions of National Education Policy 2017 (Access of ECCE children to Pre-Primary Education) among Public Primary Schools at District Karak.
2. To analyze implementation status of ECCE Policy Provisions of NEP 2017 (Physical Facilities for Pre-Primary Education) among Public and Private Schools of District Karak.
3. To compare present implementation status of ECCE policy provisions of National Education Policy 2017 among Public and Private Schools at District Karak.

Null Hypotheses

Ho1: There is no significant difference in the implementation status of ECCE Policy Provisions of NEP 2017 (Access of ECCE children to Pre-Primary Education) between Public and Private Schools of District Karak.

Ho 2: There is no significant difference in the implementation status of ECCE Policy Provisions of NEP 2017 (Physical Facilities for Pre-Primary Education) between Public and Private Schools of District Karak.

Methods and Procedure

Population: Population of the study included all the Public Primary Schools and Private Schools, conducting Pre-Primary Classes, of District Karak. There are 435 Public Primary Schools and 180 Private Schools in District Karak.

Sample: There are three tehsils in District Karak, namely, Karak, Takht-e-Nasrati and Banda Daud Shah. Simple Random Sampling Technique was used for the selection of sample from each tehsil using proportionate allocation technique. The sample consisted of 320 Schools (200 Public Primary Schools and 120 Private Schools).

Research Instrument and Data Collection: A close ended questionnaire was developed in the light of the Policy Provisions of NEP 2017 and administered to the sample. The questionnaire was prepared on the basis of Policy Provisions for

Early Childhood Care and Education as given in Chapter 4 , para 6.3 in National Education Policy 2017-2025. The questionnaire was required to be responded on five point Likert Scale i.e., Strongly Disagree (SD), Disagree (D), Undecided (UN), Agree (A), Strongly Agree (SA). It was divided into two parameters: namely, “Access to Pre-Primary Education”, and “Physical Facilities for Pre-Primary Education. The response rate was 188 (94%) for Public Schools, and 110 (92%) for Private Schools.

Data Analysis: The questionnaire was required to be responded on the basis of five response categories i.e., Strongly Disagree, Disagree, Undecided, Agree, Strongly Agree. However no response was obtained in the categories of Strongly Disagree and Strongly Agree. All the responses were obtained in three categories only i.e., Disagree, Undecided, Agree. So, the data was tabulated into three response categories. The data was categorical in nature therefore statistical tool Chi- square (χ^2) was used for its analysis.

Data Interpretation

H₀₁: There is no significant difference in the implementation status of ECCE Policy Provisions of NEP 2017 (Access of ECCE children to Pre-Primary Education) between Public and Private Schools of District Karak.

Table 1: Access of ECCE children to Pre-Primary Education

SN	Statement	Category (School)	N	Response of Head Teachers			df	χ^2 p value
				DA	UD	A		
1	ECCE as integral part of school	Public	188	8 (4.3 %)	10 (5.3 %)	170 (90.4 %)	2	0.952
		Private	110	5 (4.5 %)	5 (4.5 %)	100 (90.9%)		
2	Easy access to pre -	Public	188	10 (5.3 %)	8 (4.3 %)	170 (90.4 %)		

	primary education	Private	110	10	10	90	2	0.093
				(9.1 %)	(9.1 %)	(81.8 %)		
	One year preprimary education is free	Public	188	0	0	188	1	0.000
3				(0.0 %)	(0.0 %)	(100 %)		
	One year preprimary education is compulsory	Private	110	110	0	0	2	0.093
				(100. %)	(0.0 %)	(0.0 %)		
4	One year preprimary education is compulsory	Public	188	10	8	170	2	0.093
				(5.3 %)	(4.3 %)	(90.4 %)		
	“Katchi” Classes are transferred to ECCE classes	Private	110	10	10	90	2	0.245
				(9.1 %)	(9.1 %)	(81.8 %)		
5	“Katchi” Classes are transferred to ECCE classes	Public	188	20	21	147	2	0.245
				(10.6 %)	(11.2 %)	(78.2 %)		
	Access of ECCE children to Pre-Primary Education	Private	110	19	10	81	2	0.245
				(17.3 %)	(9.1 %)	(73.6 %)		
*6	Access of ECCE children to Pre-Primary Education	Public	188	10	9	169	2	0.000
				(5.3 %)	(4.9 %)	(89.8 %)		
		Private	110	31	7	72		
				(28.2 %)	(6.4 %)	(65.4 %)		

$\alpha = 0.05$. * Difference on basis of Parameter

The table shows the frequency of responses of Head Teachers regarding implementation status of ECCE Policy Provisions of NEP 2017 in the Parameter of, “Access of ECCE children to Pre-Primary Education” in their schools. The table indicates that the p value (0.000) is less than 0.05 level of significance, so the null hypothesis 3 is rejected. Meaning thereby that one year pre-primary education is free in public schools not in private schools. Whereas the p value (0.952, 0.093, 0.245) is greater than 0.05 level of significance, so the null hypotheses 1, 2, 4, and

5 are accepted. This means that the provisions of ECCE as integral part of school, Easy access to pre - primary education, One year preprimary education is compulsory, and “Katchi” Classes are transferred to ECCE classes are available in both Public and Private schools. For the difference between Public and Private schools on parameter 1, “Access of ECCE children to Pre-Primary Education” the p value (0.000) is less than 0.05 level of significance. So the null hypothesis is rejected. This means that this parameter of the Policy Provisions has been implemented in both the streams of the schools but Public schools have implemented it more as compared to Private schools.

Ho 2: There is no significant difference in the implementation status of ECCE Policy Provisions of NEP 2017 (Physical facilities for pre-primary education) between Public and Private Schools of District Karak.

Table 2: Physical Facilities for Pre-Primary Education

SN	Statement	Category (School)	N	Response of Head Teachers			df	χ^2 p value
				DA	UD	A		
1	Availability of infrastructure facilities to ECCE classes	Public	188	31 (16.5 %)	8 (4.3 %)	149 (79.3 %)	2	0.804
		Private	110	15 (13.6 %)	5 (4.5 %)	90 (81.8 %)		
2	Separate classrooms for ECCE children	Public	188	19 (10.1 %)	8 (4.3 %)	161 (85.6 %)	2	0.235
		Private	110	5 (4.5 %)	5 (4.5 %)	100 (90.9 %)		
3	Inclusive teacher for ECCE	Public	188	150 (79.8 %)	18 (9.6 %)	20 (10.6 %)	2	0.000
		Private	110	10	10	90		

	children			(9.1 %)	(9.1 %)	(81.8 %)		
4	Availability of playground for ECCE children	Public	188	15	10	163		
				(8.0 %)	(5.3 %)	(86.7 %)		
		Private	110	30	10	70	2	0.000
				(27.3 %)	(9.1 %)	(63.6 %)		
5	Trained teacher for ECCE children	Public	188	150	18	20		
				(79.8 %)	(9.6 %)	(10.6 %)	2	0.246
		Private	110	95	5	10		
				(86.4 %)	(4.5 %)	(9.1 %)		
6	Availability of Ayya to ECCE children	Public	188	170	18	0		
				(90.4 %)	(9.6 %)	(0.0 %)	2	0.000
		Private	110	20	10	80		
				(18.2 %)	(9.1 %)	(72.7 %)		
7	One teacher for maximum students not more than 25	Public	188	160	10	18		
				(85.1 %)	(5.3 %)	(9.6 %)	2	0.000
		Private	110	15	5	90		
				(13.6 %)	(4.5 %)	(81.8 %)		
8	Availability of health Care facility	Public	188	20	18	150		
				(10.6 %)	(9.6 %)	(79.8 %)	2	0.261
		Private	110	19	10	81		
				(17.3 %)	(9.1 %)	(73.6 %)		
9	Provision of Recurring and Development budget	Public	188	8	10	170		
				(4.3 %)	(5.3 %)	(90.4 %)	2	0.00
		Private	110	110	0	0		
				(100.0 %)	(0.0 %)	(0.0 %)		

*10	Physical	Public	188	80	13	95		
	facilities for			(42.5 %)	(6.9 %)	(50.6 %)	2	0.156
	pre-primary	Private	110	35	7	68		
	education			(31.8 %)	(6.3 %)	(61.9 %)		

$\alpha = 0.05$. * Difference on basis of Parameter

The table shows the frequency of responses of Head Teachers regarding implementation status of ECCE Policy Provisions of NEP 2017 in the Parameter of, “Physical facilities for pre-primary education” in their schools. The table indicates that p value (0.000) is less than 0.05 level of significance so the null hypotheses 3, 4, 6, 7, and 9 are rejected. Meaning thereby that inclusive teacher for ECCE children is available in private schools but not in public schools; playground is available in public schools but not in private schools; ayya is available in private schools but not in public schools; one teacher for maximum students not more than 25 is available in Private schools but not in Public schools; and funds are provided to public schools but not to private schools. Whereas the p value (0.804, 0.235, 0.246, 0.261) is greater than 0.05 level of significance, so the null hypotheses 1, 2, 5, and 8 are accepted. This means that the Policy Provisions of Availability of infrastructure facilities to ECCE classes; Separate classrooms for ECCE children, and Availability of health Care facility are available in both Public and Private schools. However the policy provision of trained teacher for ECCE children is not available in both Public and Private schools. For the difference between Public and Private schools on parameter 2, “Physical facilities for pre-primary education.” the p value (0.156) is greater than 0.05 level of significance. So the null hypothesis is accepted. This means that this parameter of the Policy Provisions has been equally implemented in both the streams of the schools.

Conclusion

On the basis of analysis and interpretation of data, following conclusions were drawn. The Policy Provisions of NEP 2017 have been divided into four parameters. Therefore the conclusions are drawn on the basis of parameters.

Parameter- I: Access to Pre-Primary Education

This parameter has five elements. Following elements were available in both Public and Private Schools.

- i. ECCE as integral part of school
- ii. Easy access to pre-primary education
- iii. One year compulsory pre-primary education
- iv. Transfer of “Katchi” Classes to ECCE classes

Following element was available in Public schools but NOT in Private schools.

One year free pre-primary education.

Parameter- II: Physical Facilities for Pre-Primary Education

This parameter has 9 elements. Following elements were available in both Public and Private Schools.

- i. Availability of infrastructure facilities to ECCE classes
- ii. Separate classrooms for ECCE children
- iii. Availability of health Care facility.

Following element was NOT available in both Public and Private schools.

Trained teacher for ECCE children

Following elements were available in Public schools but NOT in Private schools.

- i. Availability of playground for ECCE children.
- ii. Provision of Recurring and Development budget.

Following elements were available in Private Schools but NOT in Public schools.

- i. Inclusive teacher for ECCE children
- ii. Availability of Ayya to ECCE children
- iii. One teacher for maximum students not more than 25

Parameter Wise conclusion

Parameter 1, “Access to Pre Primary Education”, has been implemented in both the streams of the schools but Public schools have implemented it better as compared to Private schools.

Parameter II, “Physical Facilities for Pre-Primary Education” has been equally implemented in both Public and Private Schools..

Recommendations

Since interpretation of data and conclusions of the study, following recommendations are offered. The Policy Provisions of NEP 2017 have been divided into four parameters. Therefore, the recommendations are offered on the basis of parameters.

Parameter- I: Access to Pre-Primary Education

In this parameter all the elements are available in both Public and Private Schools except the element of “One year free pre-primary education for ECCE children”. In Public schools education for all the children including ECCE children is free whereas the Private schools cannot afford free education. Most of the parents desire to admit their children in Private schools but cannot afford the fee of private schools. It is therefore recommended that a system may be devised whereby the tuition fee of the children of deserving parents may be paid by the Government directly to Private Schools.

Parameter- II: Physical Facilities for Pre-Primary Education

1. In Private schools there is an inclusive teacher for every class and section. Whereas in Public schools the teachers are provided to the schools on the basis of overall strength of students instead of on the basis of number of classes. No specific teacher is provided to schools for ECCE classes. It is therefore recommended that teachers may be provided to Public schools on the basis of number of classes, instead of strength of students.

2. Head Teachers of both Public and Private Schools viewed that trained teachers for ECCE children are not available in their schools. It is therefore recommended

that short in-service training may be arranged for the teachers of both Public and Private schools, so that they have some know-how about the education of ECCE children.

3. The recurring and development budgets are provided by the Government to Public schools only. No financial assistance is provided to Private Schools. Most of the schools are functioning in rural areas. They charge minimal tuition fee from the students which hardly meet their expenses. It is therefore recommended that some financial assistance may be given to the Private Schools so they could sustain and continue this noble cause of imparting education to the children.

References

- [E&SE, \(2020\). *Elementary and Secondary Education Peshawar*](#) Retrieved 10 Jan, 2022, from http://schools.kpese.gov.pk/webportal/web/schools_detail.php#
- Government of Pakistan Ministry of Interior. (1947). *Proceedings of the Pakistan educational conference, held at Karachi* from 27th November to 1st December, 1947.
- Government Schools, (2022). *Government Primary Schools*. Retrieved on 10 Jan, 2022 from <https://jsims.com.pk/SchoolsData/Schools.aspx?districtID=56&schools=schools+in+Karak%2cKP%2cPakistan>
- Government Schools, (2022). *Government Public School List*. Retrieved on 10 Jan, 2022 from http://schools.kpese.gov.pk/webportal/web/schools_detail.php#
- Govt. of Pakistan, (2009). *National Education Policy*. Islamabad: Ministry of Education.
- Kapoor, Radhika (2007) Early Childhood Education Retrieved 10 Jan, 2022 from <https://wakelet.com/wake/99a06854-1071-495b-adc3-cfadbb8b416e>
- Kaul, V., & Sankar, D. (2009). Early Childhood Care and Education in India.



Khan, Sughra Chaudhry (2004) From practice to policy: making a difference report prepared for the Teachers Resource Center Karachi. Retrieved Jan 22, 2022, from www.educationforallindia.com

King, K and Myers, R (1983), Preventing schools failure: a relationship between pre- school and primary education. Proceedings of a workshop on preschool research held in Bogota, Columbia 26-29 May, 1981. Ottawa IDRC.

Kouser , Shazia & Majid , Ishfaq . (2020). Early Childhood Care and Development: An Indian Policy Perspective. Retrieved on 10 Jan 2022 from <https://wakelet.com/wake/99a06854-1071-495b-adc3-cfadbb8b416e>

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.

NEP, (2017). *National Education Policy*. Islamabad: Ministry of Education. Govt. of Pakistan.