

Quality Of Early Childhood Education In Context Of Personal, Social And Emotional Development In Public And Private Schools Of Bannu Division

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Abstract

The study aimed to investigate quality of early childhood education in context of Personal, Social and Emotional Development in public and private schools of Bannu Division. Learning Standards Questionnaire (LSQ) was used as a research tool for data collection. All public and private schools of Bannu Division constituted the population of the study. The sample of the study was consisted of 360 selected schools. Mean standard Deviation was used as a statistical tool. Finding showed that children were “very familiar” to know that the state religion of Pakistan is Islam” while children were “moderately familiar” to identify happy /sad occasions” and developed a sense of citizenship. They were “moderately familiar” to ask for help, they were also appreciated their culture and narrate stories. They were “moderately familiar” to express their likes/dislikes and talk about their areas of improvement while children were “slightly familiar” to respect others opinion and take care of his/her and others’ belongings. Moreover it was found that children were “moderately familiar” to “Personal, Social and Emotional Development” of early childhood education.

Key words: Early Childhood Education, Personal, Social and Emotional Development, Public and Private Schools, Pakistan

Introduction

During childhood Successful personal, social and moral development is very important for every young child in all aspects of their lives because it provides best learning opportunities in all other fields of their lives (Martin, 2005). The foundation of success in learners’ lives is possible due to the development of good rational skills, emotional interests, and societal competence in early childhood (SECD, 2007). A change that is an upshot from a movement toward a goal, termed as development. In the sense of psychology the development refers to certain changes takes place from birth to death.

Development is a process that is responsible for bringing qualitative changes in a person, including changes in physical, cognitive and social aspects. Puberty and aging are the examples of Physical development that is the modification of motor behaviour and physiological aspect changes. The term cognitive development is one of those terms in psychology that shields a wide range of behaviours, such as development of memory, reasoning, intelligence, problem-solving, and so on. Therefore generally it is used to refer to the changes in a person’s cognitive (mental) structures which occur during a person’s life

span. Socialization, according to Donnel (2002), is a learning process by which people of all ages acquire the culture of their society and of the various groups to which they belong.

Review of Related Literature

Additionally in this research ECE is referred to the services of children having age three to five years. This is focused on overall development of children. Sometimes covering age range 3 to 5 years of education pre-primary education is used by UNESCO.

Importance of Early Childhood Education

It is the right and good job to invest on the children. It is argued by the experts that for the development of a country, ECE should be kept prior in its agenda as it has observed by many evidences. The Education for All (EFA) and Millennium Development Goals (MDGs) specified that it smashes the poverty cycle (Naudeau, 2011). When a child enters into the classroom, learning process take place and it can bear positive and negative impacts on child next coming life. In this period child have greater possibility to be grown and developed, however children at this stage are at weaker position and the possibility to be left behind if proper nourishment was not provided (UNESCO, 2011). In this case the poorest country and deprived social group are suffered. It is also investigated that four out of ten chances of survival of a child in poorest countries and the same case is inflexibly persist in the many developed nations (UNESCO, 2007). Children belong to the deprived group have beneficial from ECE and many other lose when excluded. So Early Childhood Education (ECE) laid the foundation of child personal and social development whereas the improvement of social skills, interaction with peers, teachers, family members and community develop. Emotional and language skills are also develop (EFA, 2015). Similarly the development of Early Childhood Education (ECE) provides healthy environment and health safety, so the chances of survival, improvement in nutrition

and hygiene are possible. Proper provision of Early Childhood Education (ECE) enhances progress and performance to a satisfactory level. It maximizes enrolment rate at primary level and minimize chances of repetition in a class. The reduction of dropout rate and better performance in the next class is due to proper imparting Early Childhood Education (ECE) Malik (2010).

Social Interaction and Social Development

According (Hartup, 1992) peer relationships play role in both social and cognitive development and also emphasize the effectiveness with which we function as adults. The Social skills enable the children to behave correctly in different situations of their lives. It empowers the children to initiate or manage social interaction in different settings and with a number of people. In the very initial stages of childhood setting, children learn a great deal about social behaviour and expectations. Children learn many skills as they learn to interact with adults other than their parents and siblings. The contextual or situational factors are driven forces for the production and influence of the behaviours (Li-Jun et al, 2000). Social and emotional interactions are essential for understanding oneself and others (Maynard and Thomas, 2004).

The children who have been in connections with others in a constructive manner are socially skilled and developed (Child Trends and Centre for Child Health Research, 2004). The manner and intensity of Parent child relationships have intensive impression on the future relationships of children (Dunn, 1995). A child should be provided with necessary feedbacks and support at the preschool level, rather than assuming they will grow out of behaviour problems, can give the child a better opportunity to create new friendships and positive characters as they progress through school (Christine et al, 2000).

Teachers' Contributions in Social Development

Research suggests that the children during preschool should be encouraged for learning social skills while have an engagement with them (Christine et al, 2000). So thus it is important for teachers and parents to help very young children develop positive social skills and friendships as these may have a strong impact on peer acceptance (Christine et al, 2000). The teacher should think through the level of stress the kids feel in school. Stress is somewhat contradicted factor that in early childhood can be either growth promoting or seriously damaging. Toxic stress in early childhood is very harmful that is associated with persistent effects on the nervous system and stress hormone systems that can lead to lifelong problems in learning the social skills and norms.

Making Social and Emotional Learning: A Core Part of Education

As per requirement of social and emotional along with its importance the said statement falls in the margin of k-12 education but some researchers trying to be a part of early childhood education. For this purpose the implementation of classrooms planning demonstrate to work. In education process an evidence based curriculum is highlighted for several decades that provide authentic information which impact on learners' outcomes. It is suggested that teachers and leaders must have bench marks for social and emotional learning. Social and emotional should be embedded in curriculum and instruction, as well as student supports and after-school programming (Johnson et al., 2000). It should be a key feature of teacher preparation and on-going professional development. Selecting an evidence-based classroom program is just one step in a multiphase, school wide process for sustainable social and emotional implementation. Building a strong school climate requires school wide practices that strengthen relationships among students and teachers, students and students,

and teachers and teachers. This requires a commitment not only from classroom teachers but also from the school leaders who supervise them. Ample research supports this view. For example, a summary of 15 years of research on school reform by Bryk and colleagues (2010) identified five essential supports for effective school improvement: strong leadership, solid parent and community involvement, development of professional capacity, strong instructional guidance and materials, and a learning climate that reflects SEL components by being safe, welcoming, stimulating, and nurturing to all students. These supports produced substantial gains in student performance in reading and mathematics. A focus on strong social and emotional development underlies many elements of these supports (Tamis-LeMonda, Way and Hughes 2008).

Statement of the Problem

The problem understudy was Quality of Early Childhood Education in Context of personal, social and emotional development in Public and Private Schools of Bannu Division.

Significance of the study

The phase of Early Childhood (EC) shows far reaching changes in learner's social and emotional development which lays great impact on learners' education. It is hoped that the study would paved way for the further children development and their attributes. The initial development of a child referred as integral part of early childhood education. It is hoped that findings of the study would help in recommending supplementary actions regarding ECE personal, social and emotional development in Bannu Division particularly and in KP province generally.

Objectives of the Study

1. To investigate the personal, social and emotional development of Early Childhood Education in public and private school of Bannu Division.

- To give recommendation regarding personal, social and emotional development of Early Childhood Education in public and private schools of Bannu Division.

Research Question

- What is the personal, social and emotional development of Early Childhood Education students studying in public and private schools of Bannu Division?

Research Methodology

The major purpose of this study was to highlight and analyze the quality of Early Childhood Education in context of personal, social and emotional development in Public and Private Schools of Bannu Division. The study was descriptive. The following procedure was adopted for the study. The population of the study was all Prep /Pakki /Nursery/ Kachi class teachers of Primary public and private schools of Bannu Division. Bannu, Lakki Marwat and North Waziristan districts fall under the jurisdiction of Bannu Division. There are total 3529 public primary and private schools (public primary=2799 and private=730) in Bannu

Division, in which probably one teacher at each school teaching at ECE / Play group/ Nursery/Kachi/ Prep/Pakki/ kindergarten schools level in public and private schools of Bannu Division. The sample of the study was consisted of 360 ECE / Play group/ Nursery/Kachi/ Prep/Pakki/ kindergarten and private schools of Bannu Division. Simple Random sampling method was used for the selection of schools. Proportional allocation was also followed for public and private schools, in which sample of 286 schools were selected from public primary schools and sample of 74 was selected from private schools. The researcher followed Gill et al, 2010 as a Source for determination of sample size. Learning Standards Questionnaire (LSQ) was developed for learning standards in order to address the research question. To find out the answer of the research question 1 “What is the personal, social and emotional development of Early Childhood Education students studying in public and private schools of Bannu Division?” the facet “personal, social and emotional development” was added which was consisted of nine statements. LSQ contained different scales and range as follow.

Table 1 Scale and Range used for LSQ

Weight	Scale	Range
1	NF= Not at all Familiar	1.00 to 1.50
2	SF= Slightly Familiar	1.51 to 2.50
3	MF= Moderately Familiar	2.51 to 3.50
4	VF= Very Familiar	3.51 to 4.50
5	EF= Extremely Familiar	4.51 to 5.00

LSQ regarding learning standards was set up in the light of the objectives of the study. It was checked by the universities professors and experts. The LSQ personal, social and emotional development was checked by eight experts. For the purpose of the reliability, LSQ was also administered for data collection from 30 teachers and checked from Cronbach Alpha value. The alpha value found 0.80 for the tool. Data was collected through field surveys using self developed LSQ. It was consisted of learning standards in which personal, social and

emotional development was included. It was also assigned to the ECE Prep/Pakki class teachers of public school, and one of the teachers randomly selected among ECE play group, Nursery and Prep classes of private schools and was assigned it to obtain relevant data, Descriptive statistics such as Mean and, Standard Deviation While inferential statistics independent sampled t test were used for data analysis.

Results

Research Question I

What are the Daily routine Activities of Early Childhood Education in public and private schools of Bannu Division?

Table 2 Rank Order of Personal, Social and Emotional Development

S. No	Statements	Mean	SD
1	Children know that the state religion of Pakistan is Islam.	4.13	0.74
2	Children Identify different occasions when they feel happy or sad.	3.46	0.70
3	Children learn and develop a sense of citizenship.	3.24	0.88
4	Children are able to ask for help when needed.	3.20	0.87
5	Children narrate stories heard from elders.	2.89	0.95
6	Children are able to learn about and appreciate their culture.	2.87	0.88
7	Children express their likes and dislikes and talk about their strengths and areas of improvement.	2.64	1.05
8	Children learned to respect others' opinion while communicating.	1.59	0.93
9	Children take care of his/her and others' belongings.	1.52	0.83
Overall		2.84	0.40

Table 2 predicts that the statement "Children know that the state religion of Pakistan is Islam" has the highest means score (M=4.13) and standard deviation (SD=0.74) indicates that the said statement falls in the range/category (3.51-3.50) "very Familiar". The second highest mean score (M=3.46) with respective standard deviation (SD=0.70) of the statement "Children Identify different occasions when they feel happy or sad" denotes that the said statement falls in the range/category (2.51-3.50) "Moderately familiar". The statement "Children learn and develop a sense of citizenship" has the third highest mean score (M=3.24) with respective standard deviation (SD=0.88) indicates that the said statement falls in the rang/category (2.51-3.50) "Moderately familiar". Mean score (M=3.20) with respective standard deviation (SD=0.87) of the statement "Children are able to ask for help when needed" points out that the said statement falls in the range/category (2.51-3.50) "Moderately familiar". The statement "Children narrate stories heard from elders" with mean score (M=2.89) and respective standard deviation (SD= 0.95) indicates that the said statement falls in the range/category (2.51-3.50) "Moderately familiar". Mean score

(M=2.87) with respective standard deviation (SD=0.88) of the statement "Children are able to learn about and appreciate their culture" denotes that the said statement falls in the category/range (2.51-3.50) "Moderately familiar". The statement "Children express their likes and dislikes and talk about their strengths and areas of improvement" with mean score (M=2.64) and respective standard deviation (SD=1.05) shows that the said statement falls in the category/range (2.51-3.50) "moderately familiar". The next to lowest mean score (M=1.59) with standard deviation (SD = 0.93) of the statement "Children learned to respect others' opinion while communicating" indicates that the said statement falls in the category/range (1.51 to 250) "slightly familiar". While the lowest mean score (M=1.52) with respective standard deviation (SD=0.83) of the statement "Children take care of his/her and others' belongings" indicates that the said statement falls in the category/range (1.51-250) slightly familiar. The overall mean score (M=2.84) and standard deviation (SD=0.40) also shows that the said statement falls in the category/range (2.51-3.50) "moderately familiar" which means that respondents were moderately familiar

regarding Personal, Social and Emotional Development of Early Childhood Education.

Research Question 2

What is the personal, social and emotional development of Early Childhood Education students studying in public and private schools of Bannu Division?

It was found that children were “very familiar” to know that the state religion of Pakistan is Islam” while children were “moderately familiar” to identify happy /sad occasions” and developed a sense of citizenship. They were “moderately familiar” to ask for help, they were also appreciated their culture and narrate stories. They were “moderately familiar” to express their likes/dislikes and talk about their areas of improvement while children were “slightly familiar” to respect others opinion and take care of his/her and others’ belongings. Moreover it was found that children were “moderately familiar” to “Personal, Social and Emotional Development” of early childhood education.

Discussion

The present study highlighted early childhood education in context of personal, social and emotional development. it was predicted that overall children were “moderately familiar” to “Personal, Social and Emotional Development” of early childhood education in which they were able to identify happy and sad occasion and can ask for help but were slightly familiar to respect others opinion and take care of his/her and others’ belongings.

Previous researches also corroborate with our findings that ECCE teacher should be competent enough to build child academically, socially and emotionally, the literature confirms (Encyclopaedia on Early Childhood Development, 2011). Almost the same pattern of development was found out by Malik (2010) those children ages 3-8 were developed in aspects of social skills attributes: interacting non-verbally, taking part in games, exchanging

information with others, participating in group activities, interacting in a socially approved way with adults.

Conclusions

It is concluded that children were “very familiar” to know that the state religion of Pakistan is Islam” in the same way they have moderately familiarity to identify happy /sad occasions” and developed a sense of citizenship, to ask for help, appreciated their culture and narrate stories. They were also “moderately familiar” to express their likes/dislikes and talk about their areas of improvement while children were “slightly familiar” to respect others opinion and take care of his/her and others’ belongings.

Recommendations

Finding showed that children were “very familiar” to know that the state religion of Pakistan is Islam” In the same way they have moderately familiarity to identify happy /sad occasions, developed a sense of citizenship, enabled to ask for help, appreciated their culture and narrate stories. They were also “moderately familiar” to express their likes/dislikes and talk about their areas of improvement while children were “slightly familiar” to respect others opinion and take care of his/her and others’ belongings.

1. It is recommended that there should be provision of certain opportunities where children are accustomed to comprehend various occasions of culture appreciation, storytelling and practising how to help others and citizenship development.
2. Responsibility should be taken by the school head and teachers to promote culture and sense of citizenship.
3. The government should include etiquette promoting curriculum and conduct various seminars for children and teachers.

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