



RESEARCH PAPER

Parent's Perception about Newly Established ECE Room in Dera Ghazi Khan District

¹Akhtar Abbas Khosa and ²Dr Jahan Ara Shams

1. PhD Scholar, ECE & ETED, Faculty of Education, Allama Iqbal Open University, Islamabad, Pakistan
2. Assistant Professor Department of ECE & ETE Allama Iqbal Open University Islamabad, Pakistan

Corresponding Author akhtarabbaskhosa@gmail.com

ABSTRACT

This study examined the role of Early Childhood Education (ECE) rooms in shaping about parental perceptions, enrolment, and retention of students in the D.G. Khan district of Southern Punjab. Also with a specific focus on government public schools of only D G Khan district within its three tehsils DG Khan, Taunsa and Kot Chutta. Pakistan faces a critical educational challenge with approximately 20 million children out of school and nearly half of its population illiterate. Southern Punjab, particularly D.G. Khan, reflects this crisis with a high prevalence of out-of-school children and primary-level dropouts. Initiatives such as "Parho Punjab Barho Punjab" and "Miari School Sarkari School" aim to address these concerns through improved early education. A quantitative research design was employed with survey research method. Data were collected from four tehsils ECE school students parent through strata sampling technique. A structured questionnaires distributed among parents of ECE students, and responses were analyzed to assess enrolment, retention, and dropout trends. The findings indicate that ECE rooms positively transformed parents' attitudes toward schooling, contributing to increased enrolment and higher student retention rates. Moreover, these interventions significantly reduced dropout at the primary level while enhancing community trust in public schools. Scaling up ECE facilities across government schools, coupled with community mobilization and alignment with Education for All (EFA) targets, is recommended to ensure sustainable enrolment and retention outcomes.

Keywords: ECE Rooms, Early Childhood, District D.G. Khan, Parho Punjab, ECE Education

Introduction

Feedback from student's parents plays a vital role in the success of any program in the education field. The ECE program launched by the Punjab education department also needs the attraction of the parents to achieve the objectives of this program. Because education is given in the age of roundabout 3-5 years age children is called early childhood education. The activities of learning at school and last their performance in educational school purpose of the negative and positive background of a parent's perception.

The community acquires their indication towards any other factor it shows us that it is very important for a learner to behave such manners to positive to there for work together it is very important to attend very carefully and observe the outlook and defining of positive behavior. Many psyches strictly believe that the early three years of a child are very crucial for their mental psychological growth.

The maximum mental, emotional, physical and social interaction develops at the early age of children. The cognitive, skill learning age is the first 3-5 years. The early age schooling is also wanted serious attitude of young children's parents because this age has a chain of systematic change. The school for this age children is kindergarten school education

system, pre-nursery school education system, daycare system school and in katchi class early age child class system. In all these schools of system, social mental and emotional development of children occurs Singh, (2014).

A secure kind participatory and alert school environment fosters close relation to the school environment in additionally it provides the establishment for expressive sociological and educational setting success (Lyons, 2001). Indirectly instructed school decision skill done by mature practical solving matters negative examine such as discrimination and examine conflict become the standard (Khan, 1999). So, a positive school environment provides important for attractive both the sympathetic and the protection of school bad behavior and aggression (Khan, 1999). Although increasing school size and enrollment began as a means by which school competence could be improved; the enormity with which it has been applied has been some cause for anxiety (Glewwe, & Kremer, 2006).

A great miracle in the early age of children is learning through play. The children always feel happiness through the discovery method. Play always provides a new experience for life long process. The mastery of experiences provides an investigative approach and social experiences and develops sensory responses (Gabriel, 1964).

Now a day the world's mainly burning problem is the huge number of children out of school. About 300 million children are out of school and have never attended any school whereas in Pakistan that number is 20 million which is extremely high in Asia (PSLM, 2010- The present ranking of Pakistan is 119 from 127 countries. The more awkward position is in Primary enrollment i.e., 123 in the world. The enrollment rate varies in 36 districts of Punjab. In Rawalpindi i.e., 79% and D. G. Khan 43% rate of literacy in Primary education are very much low in Punjab.

The researcher selected this area of study due to this severe situation of out of going school children in D G Khan District. Punjab province is larger in the area among many of the countries in area wise as well as population wise behind in early education. But unfortunately, very less priority and unguided budget for education sector showed very adverse results in the shape of dropout. The low priority towards education especially for primary and pre-nursery allocation budget. Along these lines an expansive based interest in youthful kids' survival, improvement, and instruction turn into a foundation of activity plan (MICS 2007-08, Punjab Development Statistics, 2011, PSLM 2007-08 and 2010).

Inevitably, net vital participation rates rise in direct proportion to the wealth of the population, rising from 62 percent in the poorest quintile to 113 percent in the richest quintile. In general, children of elementary school age in Punjab attend either essential or auxiliary school, depending on their family's circumstances (53 percent). Comparing young men and young women, young males have a somewhat higher NAR (54 percent) than young women (52 percent). While 64 percent of grade school-matured children attend school in metropolitan areas, this figure drops to 49 percent in provincial territories.

The highest rates are seen in children whose mothers have completed post-secondary education; 30 percent of children are sectioned at age 5 and 64 percent are passed at age 6. Preschool is now being attended by 14 percent of children aged three to four years, with equal participation rates for both boys and girls. The proportion of children attending preschool in urban areas is double that of children in rural areas. When compared to children aged 3 to 4, the proportion of children aged 4 to 6 who attend preschool is much greater (22 percent) (5 percent). Preschool involvement increases significantly as a result of the mother's teaching and the family's financial resources.

The sex hole is somewhat smaller in major urban regions and other urban territories than it is in other urban locations. The variations in proficiency rates among 15-year-olds and older are similar to those seen among 10-year-olds and older. The larger portion (59

percent) of the Punjab population above the age of 10 is educated, with a fair and significant difference between men (69 percent) and girls (59 percent) (50 percent). Proficiency (10 years or more) differs significantly between urban and rural areas, with about half (52 percent) of provincial residents educated, compared to 77 percent in genuine urban areas and 72 percent in other urban regions.

In addition, there are differences in sexual orientation depending on where you live. When it comes to country territories, 64 percent of men are competent, compared to just 40 percent of women. When it comes to genuine urban neighborhoods (guys 81 percent, ladies' 74 percent), and other urban areas, the sexual orientation gap is a little narrower than in the general population (guys 78 percent; females' 65 percent).

Literature Review

The role of early childhood instruction is substantial in evolving and widening the array of youngsters' knowledge practices to make them self-assured, keen, and passionate beginners, viewing frontward to start schooling. Dreze, & Sen, (2013) states that early childhood instruction is the endowment of enlightenment for two to four years of youngsters concerning to the state. Early childhood education offers coaching in kindergarten, daycare institute, nursery school, or day nursery before the start of executive tutoring.

It is equally approved by educationalists, specialists and medicinal professionals that in a juvenile are learning, growth, and development three to five age years are vital phases. Respect and reliance on-self in a juvenile is created by registering a kid in an early childhood platform that supports to place the base for education, and social dealings talents.

Age of presence in school is significant; an early entry (under age three years) is linked to well rational progress, in an investigation transcribe the effects of appearing in an early childhood practice, matched to those who do not enter in early childhood, enriches versatile development in kids (Cumming, 2003). Interest is great in offspring of three and five years of age set and they are prepared to seek knowledge and learn. If the child's internal keenness is not filled with events, actions, and solutions, it is most likely to reduce this upcoming educational performance. Early childhoods run into the requirements of the kid.

According to the Encyclopedia of Education Psychology (1988) "early childhood experience includes all that the child perceives or does, at home or in the nursery, before compulsory schooling." English Language Dictionary states early childhood education as early childhood education, especially when received at early childhood. In this perspective, Morrison (2014) defines "The term early childhood years has been traditionally used to describe the period before children enter school."

Crowther, (2015) adds that a center of early childhood is "An institution for furthering the systematic development of children below the school-age by the organization of their natural play instincts by the principle upon which development is based." Quality in early childhoods is measured in terms of entities that are relatable (such as the strength of class students, proportions of tutors to youngsters, and instructor training), and in process-oriented parts such as teacher-student interfaces and developmentally applicable practices (Cohen, 2006).

Early childhood quality measuring relies on frequently approved standards that are fitness and security need, responsive and kind dealings among teachers and youngsters, developmentally suitable syllabus, small class and tutor proportions, suitable interior and open-air space, and passable teacher preparation early childhood education or juvenile growth (Caine, & Caine, 1991).

Howes, Bourbon, W.T. (1994) book established that increasing a single student in class settings changes quality significantly. They scrutinized brinks of the judgment of quality and stressed the delicate nature of the early childhood setting.

Examiner shave transcribed that quality of teacher-student association is linked to student strength in class Avalos (1981) Teachers offer greater delicate and receptive attention to kids who are particularly specialized in early childhood and child growth and development. Conversely, the teacher's qualification level seemed less imperative.

The excellence of early childhood is also affected by teacher turnover. Newborns and kids exhibited more suitable public conducts when compared with constant against continual attention provisions. Eminent teachers change means that youngsters have scarcer chances to steady growth, and caring associations with teachers (Filardo, 2013).

The pitiable quality of early childhood can put children's progress at threat for inferior verbal and intellectual results and reduced scores of public and emotive developments. Coombs, P.H. (1985).

All childcare settings are not equal, like that all home atmospheres are not the same. Some environments are sound for youngsters and others are not. (Phillips, McCartney, Starr, & Howes, 1987). Whole quality influences verbal proficiency and rational progress revealed by the researches regarding school value, domestic contextual variables, and kid results, societal proficiency, and community adjustments (Phillips, McCartney, & Starr, 1987).

Material and Methods

The study employed an analytical quantitative comparative research approach. The population of my research will be parents of students in Kids' room classes at nursery enrolled in all 28 public schools of D. G. Khan in which ECE classrooms are established. There are 18 male and 10 female primary schools in the district. Whereas 08 in number are the urban schools and the rural area schools are 20. The tehsil wise distinctions of schools are given in the table. The data was collected from the parents of ECE room students through a questionnaire. The data were analyzed through the SPSS program.

Research Design

The study was descriptive. The quantitative research design was survey method was used. It was conducted in three strata tehsils of Punjab, i.e., Taunsa, Kot Chutta, and Dera Ghazi Khan at District Dera Ghazi Khan. The government public schools were included in the sample so the stratifying sampling technique was used.

Population

The population of this research is 100% (all 28) ECE rooms students' parents of the primary school including 18 female and 10 male schools with 8 urban and 20 rural area schools of three Tehsil of district DG Khan.

Sample

388 questionnaires of parent's perception about the newly established ECE room in D.G Khan Districts were used to be filled in by the parents of ECE room students. All 28 E.C.E schools students' enrolment in pre-nursery, nursery and one class were focus to check the retention and dropout rate of these newly established ECE rooms.

Pretesting

The pretesting is second-hand to recognized and accurately the mistakes in apparatus under expansion. Pretesting was done to look at the strength of the questionnaire timetable.

Table 1
Detail of ECE Kids room Schools in District DG Khan

Sr. No	Name of Tehsil of D.G. Khan	Total No of ECE school	No of urban area schools	No of rural area schools	No of male schools	No of female schools
1	D G Khan	10	05	05	02	08
2	Taunsa	07	02	05	01	06
3	Kot Chutta	11	04	07	07	04

Table 2
Detail of Sample of Population

No of parents of urban area schools	No of parents of rural area schools	No male parents of ECE room students	No female parents of ECE room students
218	170	230	158

Development of Research Tool

Based on the findings of the study of relevant literature, a five-point scale questionnaire was developed. There were 50 questions in the questionnaire. The list of items included in the questionnaire covered the aspects; early childhood education rooms and effective teaching, reactions of students in early childhood education classrooms, children adjustment and early childhood education rooms, behavioral changes, and improvement in communication skills.

The expert opinion approach was used to evaluate the content validity of the tools. Furthermore, it was tested on a sample of 5 school instructors who were not included in the sample to determine the degree of understanding for those who answered the questionnaire. All respondents completed the questionnaire and said that they had no difficulty comprehending or responding to the questions. As a result, the tool was completed and ready for data collecting. After distributing a questionnaire to the sample, the reliability of the tool was calculated statistically applying the formula of Cronbach Alpha. The Cronbach's Alpha value was recorded as 0.796 that explained a good level of reliability.

Data Collection

The information was gathered by the researcher himself via the use of a questionnaire. It was decided to individually contact the early childhood education instructors (28) in the area. They were requested to fill in the questionnaire. Twenty-eight (28) school teachers returned the questionnaire after filling. After receiving the filled questionnaires back, the researcher verified the provided data through observation using a checklist for cross-checking of the accuracy of data provided by the school heads.

Data Analysis

The data was collected through the questioner. It is analyzing from side to side (SPSS) statistical package for social sciences which was chosen to apply the t-test for applying (ANOVA) technique and procedure.

Results and Discussion

In Pakistan, about 7 million children, or one-quarter of school-age children, are not enrolled in school, and more than half of the population is illiterate. The majority of these youngsters live in Punjab (Pakistan, Ministry of Education and Training, 2013). Girls and

children from southern Punjab, such as D.G Khan, account for a greater percentage of out-of-school children than boys and children from other regions. The problem of nonattendance is most severe in rural areas of D.G Khan is due to a non-child-friendly environment.

The low priority given to education is reflected in the fact that Pakistan spends only 2 percent of its GDP on this sector among the lowest levels in developing countries. Low enrolment in primary classes of the public sector schools may be considered a serious problem of the school's department, especially in D G Khan. The literacy rate of this low-developed district of Punjab province has many causes. This article is helpful to analyze the impact of a child-friendly environment due to newly established early childhood education classrooms in 28 schools of three tehsils of district D.G Khan.

My area of study is student's parent male/ female schools and rural urban schools of Tehsil D.G Khan, Taunsa, and Kot Chutta at the primary level in D.G Khan District. DATA regarding facilities of ECE room through questionnaires were collected from the parents of the ECE room students. E C E Classroom has drastically influenced the perception of the parent of ECE room students, mostly the parents of ECE room students of female schools in urban areas of D.G Khan, Taunsa, and Kot Chutta tehsils of D.G Khan District. Consequently, the findings corroborate the assertion that the ECE room has a good effect on parent perception, increasing enrollment rates and retention of children, as well as a reduction in the rate of dropouts at the primary level, as shown by the findings.

This may pave the way for Punjab to achieve universalize of elementary education, a key goal of the Millennium Development Goals (MDG) Education for All (EFA) programs, as well as a significant step forward in the implementation of the Chief Minister Punjab Program "Parho Punjab Barho Punjab." The primary goal of this research was to determine how the kids' parents saw them.

Discussion

The newly established ECE rooms in Dera Ghazi Khan District are playing important role in developing the learning behavior of primary school children and also in the creation of awareness in the mind of the parents. This technique is also playing important role in effective teaching.

It is a fact that these activities have brought changes in the classroom practices of teachers and also the learning behavior of children. 3.2 mean use of A.V aids shows the awareness about the A.V aids among the parents of primary school students. Includes The ECE room teacher uses the models for learning, The ECE room teacher uses the charts for drawing, The ECE room teacher uses the toys for activities, a child plays video games in the ECE room, The teacher uses the whiteboard for developing writing skills in your child and child knows about the use of mobile games. While 2.7 accumulative mean shows the parents less interest about the available basic physical facilities in the established ECE room which includes the ECE room is properly ventilated, clean and fresh drinking water facilities are available in ECE room, Complete lighting facility is ensured in ECE room, The temperature of kid's room is maintained during the severity of season and the fans are present in working condition in ECE room.

The responses about the availability of staff for a room towards agreeing on shows the positive behavior towards innovative learning. It also shows the behavior of staff of room towards their duty and responsibility. This factor may include the sweeper cleans washrooms regularly, supporting staff is cooperative, the role of caregiver is a facilitator in the kid's room, The caregiver helps your child in washing and cleaning after use of washroom and the caregiver helps if any child needs special care. The response of parents against the factor "decoration of ECE room" in newly established ECE room is towards

satisfaction which shows the need of the time and also the requirement for the fulfillment of ECE room formalities. As this factor includes the room is renovated and the walls of ECE room are decorated with colorful paintings, the floor of the ECE room designed by different games, the ECE room has many interesting toys, the child is independent to play these toys and the child is prohibited to use these toys and models in ECE room.

The positive response of parents towards factors “availability of electricity in ECE room” and “availability of games in ECE room” shows that the parents are satisfied with these facilities i.e. The school and ECE room have electricity facility, The ECE room has an alternate source of electricity i.e., UPS/generator to overcome the load shedding, The children do not sit under trees in school ground during load shedding, The ECE room has computers and video games to let your child play, The slides, swings and merry go around are present in the school, The school has a playground to play the outdoor game and the indoor games are available in your child ECE room and school.

Response of the parents against the factors “feeling about ECE room” and “social change through ECE room” shows that such kind of activities needs more awareness among the people even in the people of having teaching-learning thoughts. The response of parents against the most important factors regarding the effect of ECE rooms for kids for learning i.e., factor “learning effectiveness of ECE room” and “psychological effectiveness of ECE room” is near to satisfaction which describes the need for more awareness among the people as this factor is more responsible for the effective learning.

The research shows that there is a difference in satisfaction level of male and female parents of primary school children regarding the activities: the use of U.V aids, availability of basic physical facilities, staff, decoration of ECE room, availability of electricity in ECE room, availability of games in ECE room, feeling about ECE room, social change through ECE room, learning effectiveness of ECE room and suggestions for ECE room. The overall significance value shows that there is a difference between the satisfaction level of male and female parents of primary school children and male parents are more satisfied than female parents.

The purpose of this study was to gain a new perspective on issues related to the provision of high-quality early childhood education by exploring the opinions of early childhood educators in the D.G Khan District about the difficulties that they face daily in their professional lives. Unfortunately, the rates of response and participation were very low in this survey. A small majority of participants (56.3 percent) agreed that they face obstacles when attempting to obtain training in the county in which they are employed; however, the majority of participants (56.3 percent) disagreed. Aside from the cost of training, a majority of participants (50 percent or more) agreed that other barriers include inconvenient training schedules, inconvenient training locations, and a limited number of training topics to choose from. According to a participant in an interview, some of these barriers include the fact that training is frequently held in distant locations and that they are extremely expensive, particularly because child care centers must compensate their employees for their attendance at training sessions.

Additionally, a slight majority of participants (53.8 percent) agreed that they face obstacles when attempting to provide high-quality early childhood education in their county. A second possibility is that participants will have a distrust of the institution, which has a reputation for condescendingly informing community people what they are doing wrong while offering little meaningful assistance toward reform initiatives or transformative collaborations. When it comes to child care licensing, the requirements are extremely stringent, especially for centers operating on a tight budget. As a result, directors who felt their center did not meet all of the requirements might have opposed participation in a study. In addition, some potential participants mentioned that they had just recently

completed a questionnaire provided by the Early Years Network, which undoubtedly reduced their willingness to participate in the current study.

The current research was successful in its objective of providing a unique insight into the experiences of early childhood educators in the D.G Khan area, which was accomplished. By employing an innovative measure developed specifically for this study to collect data from three different child care centers, we have been able to gain insight into the diverse perspectives on the state of early childhood education held by people who are directly involved in it daily. Furthermore, when comparing the sample of this study to the population of the three counties that took part in it, the population percentages are comparable to one another as well. Participants identified as African American in 70% of cases, while 64% of residents in these three counties identify as African American in the same way (U. S. Census Bureau, 2010).

The opinions of the caregivers who participated in this study's survey and interviews suggest that they do, on occasion, face obstacles in their efforts to provide high-quality early childhood education to their children. Many of the issues rose in this study, such as the scarcity of federal and state funding, the scarcity of appropriate educational resources, and the scarcity of training opportunities, can be addressed and adjusted to improve the quality of early childhood education throughout the state. It is recommended that future study initiatives of this kind reach out to child care facilities throughout the whole state, rather than just in the DG Khan District, to systematically collect feedback from child care providers on how to enhance early childhood education.

This study's data was gathered with a low participation rate, making it impossible to make any complete conclusions regarding the obstacles to delivering early childhood education in the DG Khan District based on the information provided. Thoughts and concerns expressed by those who participated in this research have shown certain shortcomings in the DG Khan District's child care system that must be addressed. Teachers from all across the state, rather than just those in the northwest area, should participate in future studies. The extensive amount of evidence demonstrating the advantages of high-quality early childhood education should lead the government to prioritize efforts to make high-quality care more accessible.

Conclusion

The research concludes that parents of ECE room students are satisfied with the activities of the ECE room and they also have some more awareness about ECE rooms as most of the important questions in the questionnaire were left undecided due to lack of awareness about those factors.

Activities of ECE room have satisfied the urban male parents of primary school children. Activities of ECE room have also satisfied urban female parents but the male parents are more satisfied than female parents. Similarly, the activities of the ECE room have satisfied rural female parents and the rural male parents are also satisfied with the activities of said ECE room. The nutshell is that all parents of the ECE room are satisfied with the activities of the ECE room in Dera Ghazi Khan but male parents were more satisfied than female parents of primary school children. And there is no significant difference in the level of satisfaction of rural and urban respondents of parents of ECE room activities established in Dera Ghazi Khan District. In the following research, the researcher concludes that the male category was most active to participate in district Dera Ghazi Khan. However, some recommendations are given below.

The study investigates that (PTM) conducting system gives adequate results it should be regularly applied in every private and public school. By keeping in view, the foreign countries, they have a well adaptive way of such type of meetings. It was further

concluded that the fee criteria have a great impact on the school enrolment so the researchers conclude that the fee criteria must be low for the children or free of cost.

Another conclusion was that the extracurricular activities have a great effect on the school result by this the children are physically as well as mentally fit. As it is said that a sound body has a sound mind. So, these activities must be held in School.

It was concluded that the library of the school gives has an excellent resulting outcome if the e-library is held in the school so every problem will be solved by the students online.

It was further concluded that activity-based skills oral questioning spot tests presentation method at the secondary level must be applied for the improvement of the confidence level and the improvement in their knowledge. It is a motivating plan.

Another sign is that the school security system has a positive impact on student achievement such as development school powerfully promotes students learning socially, mentally, emotionally and makes a healthy environment.

The study investigates that school timetables must be settled according to rules and regulations such as every lecture must be started at a time and teacher enter and leave the class on time.

The study further investigates that the interaction between teacher and students has a positive impact on students learning outcomes

Another conclusion is that the class must be well furnished and well facilitated and the facilities like as whiteboard students sitting chairs, electricity, fans, and air ventilations class renovations.

The study also investigates that the highly educated and must be a subject specialist so that the students get the conceptual knowledge about their subject problems here they would be able to sort out by themselves.

It was further concluded that the sports ground has a positive impact on students' achievements. Playing boost up their minds and help them to perform well in their study.

The school Headmaster must be punctual and responsible for the progress of the school. He must pay attention to the staff performance and the students learning outcomes.

Recommendations

In light of the conclusions of the study, the following recommendations were given.

- The Government may establish ECE classrooms not only in 28 schools of Dera Ghazi Khan but all over the 1363 primary schools (806 Male + 557 Female) of District Dera Ghazi Khan to achieve the target of a hundred percent increases the enrollment. It may also be helpful in effective learning from the base.
- There is a need for awareness towards parents and even people about ECE room facilities i.e., ECE rooms.
- Considering the importance of quality of pre-schooling, elaborate should be taken to enhance the quality of early childhood education rooms for pre-schooling.

- Training programs should be held to train the teachers of early childhood to do their best for the progress of the child. Training programs should also be arranged to maintain the best quality of early childhoods on their part.
- Recruitment policy should be supportive and fair to hire the best qualified and trained teachers to enhance the quality of pre-schoolings.
- The management of schools should consider the importance of early childhood education and necessary elaborate should be applied and implemented to encourage the quality of pre-schooling.
- Proper monitoring and subsequent reforms should be implemented to check the use of early childhood education rooms in schools.
- Further research on some topics should be done involving teachers from all provinces in Pakistan.
- ECE class and ECE classrooms should be compulsory an integral part of all primary schools.
- One year pre nursery primary education for the children of age group three to five should be free and compulsory all over Pakistan.
- Existing 'Katchi' classes should be converted, upgraded to quality ECE classes with separate classrooms, exclusive. Active, well graduate teacher.
- In Education universities and teacher education, QAED and training institutions such as DSD degree programs and certificate courses for ECE should be started.
- Research on early childhood education ECE should be assigned for the promotion of ECE in the country.
- A new initiative and innovative bold steps should be taken by provincial /federal governments for the promotion of ECE.
- A child-friendly environment, inclusive education for all, an attractive, friendly, and joyful atmosphere should be provided to all ECE children without any discrimination.
- No proper textbook should be allowed and teachers will be used activity-based methods of teaching
- Well-equipped ECE classrooms with toys, swings. Slides and teaching-learning A.V. aids etc. should be essential for all primary schools.
- Every ECE classroom school should be recruited with their assistance caregiver/Aaya to look after the children.
- The teacher-student ratio for every ECE classroom will be 1: 25 to reduce the workload and increase the efficiency of teachers due to individual checks of children.

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