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Observation of Early Childhood Pedagogical Practices in Public Primary Schools

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Abstract: The study was conducted to explore the early childhood pedagogical practices in public schools. The study was exploratory, and the population of the study was all the ECE teachers of private primary schools in four districts of the Sargodha Division, i.e. Sargodha, Khushab, Mianwali and Bhakkar. A total of 102 ECE schools in four districts of the Sargodha division were selected through convenience sampling, including 23 male and 79 female ECE teachers. An observation Schedule for ECE pedagogical practices was developed and validated through experts' opinions. Descriptive and inferential statistics were applied to analyze the data. Major conclusions were that majority of ECE teachers were practising a good level of pedagogical practices, whereas male and female ECE teachers were equivalent in ECE pedagogical practices. It is recommended that Educational authorities may strictly implement and supervise the public schools' policy of ECE students' healthy social and emotional development through "Maar nahi Piyar".

Key Words: Early Childhood Practices, Observation, Public and Privates Schools

Introduction

Early childhood education is defined as taking care of and educating children from the age of three to six years, and mostly it is actually learning while playing. The material and environment that is provided at the level of early childhood instructions or services, including nursery, pre-school classes, kindergarten and other childhood programs. Early childhood education starts at different ages in different countries; for example, in the UK and in New Zealand, early childhood education is considered as the period from birth to around the age of five, when most of the kids start going to school; in Canada, Austria, Germany and France's school going age is six years, but in Denmark school going age is seven years (Bertram, & Pascal, 2016).

According to Lewis (2016), early childhood education refers to procedures for kids' education from the age of three to eight

years. In human life, this age is largely taken as the utmost helpless and important phase. Regular teaching early youth focuses on directing young children to play and learn. The social, emotional and physical improvement of kids openly effects their overall development. Education during early childhood years focuses on play and learns in view of philosophy and research of Jean Piaget. It suggests that play, meets the social, emotional, language and physical needs of children. Warin, & Adriany (2015) stated that play enables children to socially connect, talk, scholarly aptitudes and use their creative ability. Maria Montessori explained that children develop and learn using their senses while doing an activity (Montessori, 2013).

Many children worldwide spend a significant amount of their first years in life in early childhood education and care. They have the right to an early childhood education pedagogy that gives them a good start in life.

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acquiring knowledge to master everyday life as well as an unknown future. Contemporary learning means new trajectories of knowledge formation, not at least the digitalization of society. In pre-school, pre-school leaders and teachers need a pedagogy that enables them to meet children in their widespread ways of learning and emerge in a changing world (Sheridan, Garvis, Williams, 2018).

It is generally noted that in Pakistan, early childhood education (ECE) is not given proper attention. Many private schools are being opened in the name of Montessori, Kindergarten etc. without understanding their true spirit. It has added to the problems. There is however some pre-schools, from which one could learn lessons to, develop more effective programs. These programs brought out an awakening in the field of ECE. But there is lack of co-ordination and co-operation among these programs, institutions, organizations, public, and private service providers. In this situation, streamlining of early childhood education (ECE) seems essential for the sake of economy, proper utilization of man power and benefitting the target group of the children in the possible way ([Ahmad, Anjum, & Rehman, 2013](#)).

The early years of a child's life are the important time for parents about children educational foundation. Parents take their children to early education institution where teachers and administrators design experiences that affect the rest of lives of these children. In this regard, Government of Punjab has started Early Childhood Education program in public schools since 2013 whereas private schools have already been providing this facility. Early Childhood Education demands child-friendly atmosphere, trained educators, a range of learning resources and age applicable teaching methodologies. Hence, it is necessary to explore the Early Childhood pedagogical practices of public schools.

Objectives of the Study

This study was designed to observe the early childhood pedagogical practices in public primary schools,

Research Question

The research questions of the study were:

- i. What are the early childhood pedagogical practices in male public schools?
- ii. What are the early childhood pedagogical practices in female public schools?
- iii. What is the difference between early childhood pedagogical practices between male and female schools?

Research Methodology

The research was exploratory in nature, and data was collected through observation. All the ECE teachers of public schools of four districts: Sargodha, khushab, Mianwali and Bhakkar comprised population of the study.

To draw a representative sample, 102 schools including 23 male and 79 female, were conveniently selected from each district i.e. Mianwali, Bhakkar, Khushab and Sargodha on the cooperation basis of ECE teachers and (01) one teacher was conveniently selected from each school.

An observation schedule for ECE classroom was developed based on a literature review on three-point scale i.e. never, sometime and frequently, to get responses from the respondents. The observation schedule was divided into two (02) sections first was for demographic information of the research participant and 2nd section included factors i.e. emotional support, classroom organization, instructional support, student engagement (peer interaction group work), teacher behavior, effective teaching practices, learning environment and language and literacy, total 46 items. To establish the validity, the research tools were discussed with five (05) experts who all hold Ph.D. degree in Education about the content suitability of the items with respect to the study objective.

Data Collection and Analysis

The data was collected by researcher and team of three trained research assistants using observation schedule. Each class was observed three times. Responses were given weightage such as 1 for never, 2 for some time

and 3 for frequently and after taking average of three observations, quantitative data were analyzed by using descriptive statistics, i.e., frequency, percentage mean scores, and standard deviation for each statement, whereas for finding differences based on demographic variables, inferential statistics,

i.e., Correlation and t-test were used to analyze the data.

Item Analysis of ECE Classroom Observation

Item wise analysis of ECE classroom observation is presented in the following tables.

Table 1. Emotional Support Domain

S. No	Statement	Never	Sometime	Frequently	Mean	SD
1	Teacher use warm and calm voices when speaking with children	2 2%	17 16.7%	83 81.4%	2.8	.452
2	Teacher prevent the instances of peer aggression	5 4.9%	28 27.5%	69 67.6%	2.62	.578
3	Teacher acknowledge children’s feelings	1 1%	18 17.6%	83 81.4%	2.80	.423
4	Teacher guide the children to respect others	2 2%	13 12.7%	87 85.3%	2.83	.424
5	Teacher console the children on any ill feelings	2 2%	30 29.4%	70 68.6%	2.66	.513
6	Teacher praise the children in performing class activities	1 1%	16 15.7%	85 83.3%	2.82	.408
	Total	13 2%	122 20%	477 78%	2.75	0.46

Table 1 shows that it was observed that 81.4% present teachers (with $M= 2.8$ and $SD .452$) use warm and calm voices when speaking with children; majority (67.6%) present teachers (with $M= 2.62$ and $SD .578$) prevent the instances of peer aggression; while 27.5% teachers do this sometime. Majority (81.4%) present teachers (with $M= 2.80$ and $SD .423$) acknowledge children’s feelings; Majority (85.3%) present teachers (with $M= 2.83$ and $SD .424$) guide the children to respect others; Majority (68.6%) present teachers (with $M=$

2.66 and $SD .513$) console the children on any ill feelings; while 29.4% teachers do this sometime. Majority (83.3%) present teachers (with $M= 2.82$ and $SD .408$) praise the children in performing class activities. Overall majority (78%) of the teachers’ practices (with $M= 2.5$ and $SD = .46$) were giving emotional support to ECE children. But handsome number of teachers were weak in preventing the instances of peer aggression, acknowledge children’s feelings, console the children on any ill feelings.

Table 2. Classroom Organization Domain

S. No	Statement	Never	Sometime	Frequently	Mean	SD
7	Teacher provide clear and consistent expectations for children behavior	2 2%	33 32.4%	67 65.7%	2.63	.522
8	Teacher use proactive strategies to anticipate and prevent misbehavior.	4 3.9%	28 27.5%	70 68.6%	2.64	.556
9	Teacher redirect children misbehavior in positive way	2 2%	34 33.3%	66 64.7%	2.62	.525

S. No	Statement	Never	Sometime	Frequently	Mean	SD
10	Teacher establish clear routines for classroom	1 1%	14 13.7%	87 85.3%	2.84	.391
11	Teacher guide the children to keep the classroom neat and clean	2 2%	12 11.8%	88 86.3%	2.84	.416
12	Teacher guide and help children to keep their things in their bags	2 2%	26 25.5%	74 72.5%	2.70	.499
	Total	13 2%	147 24%	452 74%	2.71	0.48

Table 2 shows the observation that majority (65.7%) present teachers (with $M= 2.63$ and $SD .522$) provide clear and consistent expectations for children behavior; while 32.4% teachers do this sometime. Majority (68.6%) of teachers (with $M= 2.64$ and $SD .556$) use proactive strategies to anticipate and prevent misbehavior; while 27.5% teachers do this sometime. Majority (64.7%) of teachers (with $M= 2.62$ and $SD .525$) redirect children misbehavior in positive way; while 33.3% teachers do this sometime. Majority (85.3%) of teachers (with $M= 2.84$ and $SD .391$) establish clear routines for classroom; while 13.7% teachers do this sometime. Majority (86.3%) of teachers (with $M= 2.84$ and $SD .416$) guide the

children to keep the classroom neat and clean. Majority (72.5%) of teachers (with $M= 2.70$ and $SD .499$) guide and help children to keep their things in their bags; while 25.5% teachers do this sometime. Overall majority (74%) of the teachers' practices (with $M= 2.5$ and $SD = .48$) were giving classroom organization to ECE children. But handsome number of teachers were weak in providing clear and consistent expectations for children behavior; use proactive strategies to anticipate and prevent misbehavior, redirect children misbehaviour in positive way, establish clear routines for classroom, guide and help children to keep their things in their bags.

Table 3. Frequently Engage the Children in Class Conversation

S. No	Statement	Never	Sometime	Frequently	Mean	SD
13	The teacher frequently engages the children in class conversation	1 1%	31 30.4%	70 68.6%	2.67	.49
14	The teacher asks <i>how</i> and <i>why</i> questions to the children	2 2%	43 42.2%	57 55.9%	2.53	.539
15	The teacher encourages children for creative work	1 1%	22 21.6%	79 77.5%	2.76	.448
16	The teacher relates concepts to children's actual lives	1 1%	38 37.3%	63 61.8%	2.60	.510
17	The teacher asks the children to talk about their actions	1 1%	33 32.4%	68 66.7%	2.65	.497
18	The teacher encourages the children to ask questions	1 1%	22 21.6%	79 77.5%	2.76	.448
	Total	7 1.14%	189 19.88%	416 67.97%	2.66	0.48

Table 3 shows the observation that the majority (68.6%) of teachers (with $M= 2.67$ and $SD .490$) frequently engage the children in class conversation, while 30.4% of teachers do this sometimes. Many (55.9%) of teachers

(with $M= 2.53$ and $SD .539$) ask *how* and *why* questions to the children, while 42.2% of teachers do this sometimes. The majority (77.5%) of teachers (with $M= 2.76$ and $SD .448$) encourage children for creative work, while

21.6% of teachers do this sometimes. The majority (61.8%) of teachers (with $M= 2.60$ and $SD .510$) relate concepts to children's actual lives, while 37.3% of teachers do this sometimes. The majority (66.7%) of teachers (with $M= 2.65$ and $SD .497$) ask the children to talk about their actions, while 32.4% of teachers do this sometimes. Most (77.5%) of teachers (with $M= 2.76$ and $SD .448$) encourage the children to ask questions, while 21.6% do this sometimes. Overall

majority (69%) of the teachers (with $M= 2.5$ and $SD = .48$) practices were giving instructional support to ECE children. But a handsome number of teachers were weak in engaging the children in class conversation, asking *how* and *why* questions to the children, encouraging children for creative work, relating concepts to children's actual lives, asking the children to talk about their actions, encouraging the children to ask questions.

Table 4. Student Engagement (Peer Interaction Group Work)

S. No	Statement	Never	Sometime	Frequently	Mean	SD
19	The teacher helps the children to focus on learning activities	2 2%	16 15.7%	84 82.4%	2.80	.445
20	The teacher facilitates the children in learning activities	1 1%	16 15.7%	85 83.3%	2.82	.408
21	The teacher allows them to do the activities on their own	4 3.9%	36 35.3%	62 60.8%	2.56	.571
22	The teacher helps the children with speaking skills	2 2%	19 18.6%	81 79.4%	2.77	.464
23	Teacher help the children in writing skills	1 1%	23 22.5%	78 76.5%	2.75	.454
24	The teacher helps the children with reading skills	3 2.9%	15 14.7%	84 82.4%	2.79	.473
	Total	13 2%	125 20.42%	474 77.45%	2.74	0.46

Table 4 shows the observation majority (82.4%) of teachers (with $M= 2.80$ and $SD .445$) help the children to focus on learning activities. Majority (83.3%) of teachers (with $M= 2.82$ and $SD .408$) facilitate the children in learning activities. Majority (60.8%) of teachers (with $M= 2.56$ and $SD .571$) allow them to do the activities at their own; while 35.3% teachers do this sometime. It was also observed that majority (79.4%) of teachers (with $M= 2.77$ and $SD .464$) help the children in reading skills; while 18.6% teachers do this

sometime. Majority (76.5%) of teachers (with $M = 2.75$ and $SD .454$) help the children in writing skills; while 22.5% teachers do this. Majority (82.4%) of teachers (with $M= 2.79$ and $SD .473$) help the children in speaking skills. Overall majority (77.45%) of the teachers (with $M= 2.5$ and $SD = .46$) practices were giving engagement to ECE children. But handsome number of teachers were weak in allow them to do the activities at their own, help the children in speaking skills, help the children in writing skills.

Table 5. Teacher behavior

S. No	Statement	Never	Sometime	Frequently	Mean	SD
25	Teacher deal the children respectfully and calmly	1 1%	14 13.7%	87 85.3%	2.84	.391
26	The teacher resolves the conflicts among the children politely and tactfully	0 0%	33 32.4%	69 67.6%	2.67	.470
27	Teacher praise the children on his/her best performance	2 2%	15 14.7%	85 83.3%	2.81	.438

S. No	Statement	Never	Sometime	Frequently	Mean	SD
28	Teacher guide the children to regulate their own behavior	2 2%	32 31.4%	68 66.7%	2.64	.519
29	Teacher guard & help the children during class activities	0 0	28 27.5%	74 72.5%	2.72	.448
30	Teacher focuses on what behavior teacher wants to see (i.e., he wants children to do (e.g. Don't run versus walk carefully))	0 0	40 39.2%	62 60.8%	2.60	.40
	Total	5 0.5%	162 26.47%	445 72.7%	2.7	0.44

Table 5 shows that it was observed that majority (85.3%) of teachers (with $M= 2.84$ and $SD .391$) deal the children respectfully and calmly. Majority (67.6%) of teachers (with $M= 2.67$ and $SD .47$) resolve the conflicts among the children politely and tactfully; while 32.4% teachers do this sometime. Majority (83.3%) of teachers (with $M= 2.81$ and $SD .438$) praise the children on his/her best performance. Majority (66.7%) of teachers (with $M= 2.64$ and $SD .519$) guide the children to regulate their own behavior; while 31.4% teachers do this sometime. Majority (72.5%) of teachers (with $M= 2.72$ and $SD .448$) guard & help the children during class activities; while 27.5% teachers do this sometime. Majority (60.8%)

of teachers (with $M= 2.60$ and $SD .49$) focuses on what behavior teacher wants to see (i.e., he wants children to do (e.g. Don't run versus walk carefully)); while 39.2% teachers do this sometime. Overall majority (72.7%) of the teachers' (with $M= 2.5$ and $SD = .44$) practices were to show good behavior of teachers to ECE children. But handsome number of teachers were weak in resolving the conflicts among the children politely and tactfully, guide the children to regulate their own behavior, guard & help the children during class activities, focuses on what behavior teacher wants to see (i.e., he wants children to do (e.g. Don't run versus walk carefully)).

Table 6. Know the Different Methods and Techniques of Teaching Young Children

S. No	Statement	Never	Sometime	Frequently	Mean	SD
31	Teachers know the different methods and techniques of teaching children	1 1%	19 18.6%	82 80.4%	2.79	.430
32	Teachers are punctual in performing his/her teaching tasks	1 1%	23 22.5%	78 76.5%	2.75	.454
33	Teacher make materials accessible for children so they can freely take the materials they need or desire	1 1%	41 40.2%	60 58.8%	2.57	.515
34	The teacher uses positive body language to show that I listen to the children attentively	3 2.9%	31 30.4%	68 66.7%	2.63	.541
35	Teachers use strategies for children to play together	5 4.9%	22 21.6%	75 73.5%	2.68	.562
36	The teacher keeps focus on the development of mental stabilities of the children	1 1%	26 25.5%	75 73.5%	2.72	.470
	Total	12 2%	162 26.47%	438 71.5%	2.7	0.49

Table 6 shows that it was observed that the majority (80.4%) of teachers (with $M= 2.79$ and $SD .43$) know the different methods and techniques of teaching ECE children. The majority (76.5%) of teachers (with $M= 2.75$ and $SD .454$) are punctual in performing his/her teaching tasks, while 22.5% of teachers do this sometimes. The majority (58.8%) of teachers (with $M= 2.57$ and $SD .515$) make materials accessible for children so they can freely take the materials they need or desire, while 40.2% of teachers do this sometimes. The majority (66.7%) of teachers (with $M= 2.63$ and $SD .541$) use positive body language to show that they listen to the children attentively; while 30.4% teachers do this sometime. Majority (73.5%) of teachers (with $M= 2.68$ and $SD .562$) use

strategies for children to play together; while 21.6% teachers do this sometime. Majority (73.5%) of teachers (with $M= 2.72$ and $SD .47$) keep focus on development of mental stabilities of the children; while 25.5% teachers do this sometime. Overall majority (71.5%) teachers' (with $M= 2.7$ and $SD = .48$) practices were to show effective teaching to ECE children. But handsome number of teachers were weak in punctual to perform his/her teaching tasks, make materials accessible for children so they can freely take the materials they need or desire, use positive body language to show that I listen the children attentively, use strategies for children to play together, keep focus on development of mental stabilities of the children.

Table 7. Learning Environment

S. No	Statement	Never	Sometime	Frequently	Mean	SD
37	The teacher plays with the children through toy, riddles and musical chair	6 5.9%	40 39.2%	56 54.9%	2.49	.609
38	The teacher spend time with individual and small groups of children	2 2%	42 41.2%	58 56.9%	2.54	.538
39	Teacher encourage the children to express their emotions through talking about events, story making, music, art and play	2 2%	36 35.3%	64 62.7%	2.60	.529
40	Teacher teach children by using the available things (e.g. drawing papers, color charts and games)	5 4.9%	33 32.4%	64 62.7%	2.57	.587
41	Teachers encourage the children to play together and cooperatively	0 0	23 22.5%	79 77.5%	2.77	.419
	Total	15 3%	174 34%	321 63%	2.6	0.53

Table 7 shows that it was observed that majority (55%) of teachers (with $M= 2.49$ and $SD .61$) play with children through toy, riddles and musical chair; while 39.2% teachers do this sometime. Many (56.9%) of teachers (with $M= 2.54$ and $SD .538$) spend time with individual and small groups of children; while 41.2% teachers do this sometime. Majority (62.7%) of teachers (with $M= 2.60$ and $SD .529$) encourage the children to express their emotions through talking about events, story making, music, art and play; while 35.3% teachers do this sometime. Majority (62.7%) of

teachers (with $M= 2.57$ and $SD .587$) teach children by using the available things (e.g. drawing papers, color charts and games); while 32.4% teachers do this sometime. Majority (77.5%) of teachers (with $M= 2.77$ and $SD .419$) encourage the children to play together and cooperatively; while 22.5% teachers do this sometime. Overall it was observed that majority (63%) of teachers (with $M= 2.6$ and $SD = .53$) were giving good learning environment to ECE children. But handsome number of teachers were weak in playing with children through toy, riddles and

musical chair, spend time with individual and small groups of children, encourage the children to express their emotions through talking about events, story making, music, art

and play, teach children by using the available things (e.g. drawing papers, color charts and games), encourage the children to play together and cooperatively.

Table 8. Language and Literacy

S. No	Statement	Never	Sometime	Frequently	Mean	SD
42	Teacher use letter cards, spelling games and writing letter on boards to enhance children vocabulary	0 0	24 23.5%	78 76.5%	2.76	.426
43	Teacher encourage the children to learn language through poems, rhymes and stories	0 0	38 37.3%	64 62.7%	2.62	.485
44	Teacher help the children communicate with one another by giving them supervise practices	3 2.9%	32 31.4%	67 65.7%	2.62	.543
45	Teacher provide children with chances to respond the questions verbally or non-verbally	5 4.9%	32 31.4%	65 63.7%	2.58	.586
46	Teacher help the children in reading words or letter more than once	3 2.9%	11 10.8%	88 86.3%	2.83	.446
	Total	11 2.15%	137 26.8	362 71%	2.68	0.5

Table 8 shows that it was observed that majority (76.5%) of teachers (with $M= 2.76$ and $SD = .426$) use letter cards, spelling games and writing letter on boards to enhance children vocabulary; while 23.5% teachers do this sometime. Majority (62.7%) of teachers (with $M= 2.62$ and $SD = .485$) encourage the children to learn language through poems, rhymes and stories; while 37.3% teachers do this sometime. Majority (65.7%) of teachers (with $M= 2.62$ and $SD = .543$) help the children in communicating with one another by giving them supervise practices; while 31.4% teachers do this sometime. Majority (63.7%) of teachers (with $M= 2.58$ and $SD = .586$) provide children with chances to respond the questions verbally or non-verbally; while

31.4% teachers do this sometime. Majority (86.3%) of teachers (with $M= 2.83$ and $SD .446$) help the children in reading words or letter more than once. Overall majority (71%) of the teachers' (with $M= 2.5$ and $SD = 0.5$) were giving language and literacy practices to ECE children. But handsome number of teachers were weak in using letter cards, spelling games and writing letter on boards to enhance children vocabulary, encourage the children to learn language through poems, rhymes and stories, help the children communicate with one another by giving them supervise practices, provide children with chances to respond the questions verbally or non-verbally.

Table 9. Distribution of ECE Teachers' Observation for Levels of Pedagogical Practices Used

S. No	Categories/Levels	f(n)	Percentage in Sample
1.	Poor	1	1%
2.	Satisfactory	2	2%
3.	Good	99	97.1%
	Total	102	100.0%

Table 9 shows the distribution about levels of pedagogical practices of ECE teachers' observation. After giving weights to observation levels, total scores respondents were calculated; then total score of each respondent was divided into three equal parts and each part was given level as poor to lowest and good to highest scores and

satisfactory for middle level scores. There were 97.1% (99) ECE teachers were Obtained remarks to good level, 2% (2) ECE teachers were obtained remarks to satisfactory level and 1% (1) ECE teacher were obtained remarks to poor level. Majority of ECE teachers were obtained remarks to good level of using pedagogical practices.

Table 10. Gender Wise Comparison of Observation about ECE Pedagogical Practices

Gender	Mean	SD	t-value	df	Sig. p-value
Male	121.7391	13.53520			
Female	125.0633	6.65128			
Observation			-1.622	100	.108

Significance level < 0.05

Table 10 shows that there is no significant difference of observed ECE pedagogical practices between male and female ECE teachers as indicated by t-value -1.622, df=100 and p-value .108 which is greater than 0.05.

Conclusions

On the basis of data analyses following conclusions are drawn.

1. According to observation, majority of ECE teachers of public schools were giving emotional support to ECE children as they are using warm and calm voices when speaking with children, prevent the instances of peer aggression, acknowledge children's feelings, and guide the children to respect others, console the children on any ill feelings and praise the children in performing class activities. But a handsome number of teachers were weak in acknowledging children's feelings and console the children on any ill feelings.
2. It was also observed that majority of ECE teachers of public schools were well organizing classrooms of ECE children as majority of ECE teachers were providing clear and consistent expectations for children behavior, using proactive strategies to anticipate and prevent misbehavior, redirecting

children misbehavior in positive way, establishing clear routines for classroom, guiding the children to keep the classroom neat and clean, guiding and helping children to keep their things in their bags. But a handsome number of teachers were weak in providing clear and consistent expectations for children behavior redirecting children misbehavior in positive way and guiding and helping children to keep their things in their bags.

3. Majority of ECE teachers of public schools were observed that they were providing instructional support to ECE children as majority of ECE teachers were frequently engaging the children in class conversation, asking, *how* and *why* questions to the children, encouraging children for creative work, relating concepts to children's actual lives, asking the children to talk about their actions and encouraging the children to ask questions. But a handsome number of teachers were weak in engaging the children in class conversation, asking, *how* and *why* questions to the children, encouraging children for creative work, relating concepts to children's actual lives, and asking the children to talk about their actions.

4. Majority of ECE teachers of public schools were observed that they were engaging ECE children as majority of ECE teachers were facilitating the children in learning activities, helping the children to focus on learning activities, allowing them to do the activities at their own, helping the children in reading writing and speaking skills. But a handsome number of teachers were weak in allowing them to do the activities at their own, helping the children in speaking and writing skills.
5. According to responses and observation, majority of ECE teachers of private and public schools were showing polite behavior to ECE children as majority of ECE teachers were dealing the children respectfully and calmly, resolving the conflicts among the children politely and tactfully, praising the children on good performance, guiding the children to regulate their own behavior, guarding & helping the children during class activities, focusing on teachers' desired behavior (i.e., he wants children to do (e.g. Don't run versus walk carefully"). But a handsome number of teachers were weak in praising the children on good performance, guiding the children in regulating their own behavior, resolving the conflicts among the children politely and tactfully, guarding and helping the children during class activities and focusing on the behavior teacher wants to see (i.e., he wants children to do (e.g. Don't run versus walk carefully").
6. Majority of ECE teachers of public schools were observed that they were using effective teaching practices to ECE children as majority of ECE teachers were using different methods and techniques of teaching young children to perform class tasks, making needed or desired materials accessible for children, using positive body language to show that teacher listen the children attentively, keeping focus on development of mental abilities for children. But a handsome number of teachers were weak in perform his/her teaching tasks, making needed or desired materials accessible for children, using positive body language, using strategies for children to play together, keeping focus on development of mental stabilities of the children.
7. According to observation majority of ECE teachers of public schools were providing better classroom learning environment to ECE children as majority of ECE teachers were playing with children through toy, riddles and musical chair, spend time with individual and small groups of children, encouraging the children to express their emotions through talking about events, story making, music, art and play, teach children by using the available things (e.g. drawing papers, color charts and games), encouraging the children to play together and cooperatively. But a handsome number of teachers were weak in playing with children through toy, riddles and musical chair, spending time with individual and small groups of children, encouraging the children to express their emotions through talking about events, story making, music, art and play, teaching children by using the available things (e.g. drawing papers, color charts and games) and encouraging children to play together and cooperatively.
8. According to observation majority of ECE teachers of public schools were developing language and literacy of ECE children as majority of ECE teachers were using letter cards, spelling games and writing letter on boards to enhance children vocabulary, encouraging children to learn language through poems, rhymes and stories, helping the children to communicate with one another by giving them supervise practice, providing children with chances to respond the questions verbally or non-verbally, helping the children in reading words or letter more than once. But a handsome number of teachers were weak in using letter

cards, spelling games and writing letter on boards to enhance children vocabulary, encourage the children to learn language through poems, rhymes and stories, helping the children to communicate with one another by giving them supervise practice, providing children with chances to respond the questions verbally or non-verbally.

9. Overall majority of ECE teachers were practicing good level of pedagogical practices. Whereas male and female ECE teachers were equivalent in ECE pedagogical practices.

Discussion

The research was planned to investigate the early childhood pedagogical practices in public schools. The conclusion of the research was that majority of ECE teachers of public schools were giving emotional support to ECE children. The result was in favour of the findings of the study conducted in USA by [Merritt, Wanless, Rimm-Kaufman, & Cameron, \(2012\)](#) that teachers' emotional support was equally important for all children regardless of the number of socio-demographic risk factors.

It was also concluded that majority of ECE teachers of public schools were well organizing classrooms of ECE children. This result was in line with the results of the study conducted by [Morris, et al \(2013\)](#) that teachers use positive classroom management.

It was also concluded that the majority of ECE teachers of public schools were providing instructional support to ECE children. The result was in favour of the findings of the study conducted by [Boat, Dinnebeil, & Bae \(2010\)](#) that teachers implement instructional strategies that support the diverse learning needs of all children in a classroom.

It was also concluded that the majority of ECE teachers in public schools were engaging ECE children in classroom activities. This result was in line with the results of the study conducted by [Maritta, & Helena, \(2010\)](#) that teachers' support the children for active participation together with creative and playful activities in the pre-school.

It was also concluded that the majority of ECE teachers in public schools were showing polite behaviour to ECE children. The result was in favour of the findings of the study conducted in Pakistan by [Hassan, Farooq, Akhtar, & Parveen \(2017\)](#) that teachers' politeness as a good predictor of students' academic performance and self-esteem.

It was also concluded that the majority of ECE teachers in public schools were using effective teaching practices for ECE children. This result was in line with the results of the study conducted by [Mustafa and Ahmad \(2017\)](#) that the use of opportunities provided by the teachers and effective strategies such as repetition, bilingual use and parallel talk can increase English interaction among pre-school children.

It was also concluded that the majority of ECE teachers in public schools were providing a better classroom learning environment to ECE children. The result was in favour of the findings of the study conducted by [Bucholz & Sheffler, \(2009\)](#) that teacher creates and encourages can either increase or decrease a student's ability to learn and feel comfortable as a member of the class.

It was also concluded that majority of ECE teachers of private and public schools were developing language and literacy of ECE children. This result was in line with the results of the study conducted by [Brown, \(2014\)](#) that Effective early literacy instruction provides pre-school children with developmentally appropriate settings, materials, experiences, and social support that encourage early forms of reading and writing to flourish and develop into conventional literacy.

Recommendations

It is identify that ECE teachers are weak in praising and identifying ill feelings of ECE Children, resolving conflicts, weak in student conversation, helping in speaking and writing skills, guiding students to play together and caring for mental stability. So it is recommended that:

1. Directorate of staff development may organized in-service training workshops for serving teachers to

- develop competencies for ECE classrooms.
2. Head teachers of the schools may supervise, guide and facilitate the ECE teachers to develop motivation and competencies among ECE teachers.
 3. Educational authorities may strictly implement and supervise both the public and private schools policy of ECE student's Healthy social and emotional development through "Maar nahi Piyar".

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