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Examining Physical Facilities and Personality Development in Schools

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Abstract

Main objective of the study was to compare present implementation status of ECCE policy provisions of National Education Policy 2017 among Public and Private Schools at 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), Strongly Agree (SA). The questionnaire was divided into two parameters: namely “Physical Facilities for Pre-Primary Education”, and “Personality Development of Pre-Primary Children”. Since responses were obtained in three categories only i.e., Disagree, Undecided, Agree, therefore it was analyzed on basis of Chi- square (χ^2 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 should be provided to schools on the basis of classes, instead of strength of students; (4) quarterly Parents Teacher Meeting may be made compulsory for all the Public Schools, so that the Parents are motivated to visit the schools periodically.

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

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1. 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. 2 of Pakistan, 2017).

The study aims to investigate the implementation status of the Early Childhood Care and Education (ECCE) policy provisions outlined in Chapter 4, paragraph 6.3 of the National Education Policy (NEP) 2017 in District Karak. The objectives of the study are as follows: first, to assess the implementation status of ECCE policy provisions of NEP 2017 in Public Primary Schools in District Karak; second, to analyze the implementation status of these provisions in Private Schools in District Karak; and third, to compare the current implementation status of ECCE policy provisions between Public and Private Schools in District Karak. The study also includes the following null hypotheses: 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. There is no significant difference in the implementation status of ECCE Policy Provisions of NEP 2017 (Personality Development of Pre-Primary Education) between Public and Private Schools of District Karak.

2. Method.

2.1 Research Design

Descriptive cross-sectional study was used

2.2 Sample

The population of the study included all Public Primary Schools and Private Schools conducting Pre-Primary Classes in District Karak, with a total of 435 Public Primary Schools and 180 Private Schools. The sample

was drawn from the three tehsils of District Karak—Karak, Takht-e-Nasrati, and Banda Daud Shah—using a Simple Random Sampling Technique combined with proportionate allocation. The final sample consisted of 320 schools, including 200 Public Primary Schools and 120 Private Schools

2.3 Instruments

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). The questionnaire consisted of 29 items. It was divided into two parameters: namely, “Physical Facilities for Pre-Primary Education”, and “Personality Development of Pre-Primary Children. The response rate was 188 (94%) for Public Schools, and 110 (92%) for Private Schools

2.4 Statistical 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.

2.5 Data Interpretation

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

3. Results

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

The table shows the frequency of responses of Head Teachers regarding implementation status of ECCE Policy Provisions of NEP 2017 in the Parameter of, “Personality development of pre-primary children” in their schools. The table indicates that the p value (0.031, 0.000, 0.005) is less than 0.05 level of significance, so the null hypotheses 1, 3, 5, and 8 are rejected. Meaning thereby that there is more focus on Physical development, emotional development, and cognitive development of children in public schools as compared to Private schools. Moreover, the Parents have been mobilized more in Private schools as compared to public schools. Whereas the p value (0.080, 0.066, 0.183) is greater than 0.05 level of significance, so the null hypotheses 2, 4, 6, and 7 are accepted. This means that the Policy Provisions of Social and Moral Development is ensured; Language Development is ensured; Child friendly environment is provided; and Teachers have been mobilized are

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Table 1
Physical facilities for pre-primary Education

SN	Statement	Category (School)	N	Response of Head Teachers			df	p value ²	χ^2
				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 children	Public	188	150 (79.8 %)	18 (9.6 %)	20 (10.6 %)	2	0.000	
		Private	110	10 (9.1 %)	10 (9.1 %)	90 (81.8 %)			
4	Availability of playground for ECCE children	Public	188	15 (8.0 %)	10 (5.3 %)	163 (86.7 %)	2	0.000	
		Private	110	30 (27.3 %)	10 (9.1 %)	70 (63.6 %)			
5	Trained teacher for ECCE children	Public	188	150 (79.8 %)	18 (9.6 %)	20 (10.6 %)	2	0.246	
		Private	110	95 (86.4 %)	5 (4.5 %)	10 (9.1 %)			
6	Availability of Ayya to ECCE children	Public	188	170 (90.4 %)	18 (9.6 %)	0 (0.0 %)	2	0.000	
		Private	110	20 (18.2 %)	10 (9.1 %)	80 (72.7 %)			
7	One teacher for maximum students not more than 25	Public	188	160 (85.1 %)	10 (5.3 %)	18 (9.6 %)	2	0.000	
		Private	110	15 (13.6 %)	5 (4.5 %)	90 (81.8 %)			
8	Availability of health Care facility	Public	188	20 (10.6 %)	18 (9.6 %)	150 (79.8 %)	2	0.261	
		Private	110	19 (17.3 %)	10 (9.1 %)	81 (73.6 %)			
9	Provision of Recurring and Development budget	Public	188	8 (4.3 %)	10 (5.3 %)	170 (90.4 %)	2	0.00	
		Private	110	110 (100.0 %)	0 (0.0 %)	0 (0.0 %)			
*10	Physical facilities for pre-primary education	Public	188	80 (42.5 %)	13 (6.9 %)	95 (50.6 %)	2	0.156	
		Private	110	35 (31.8 %)	7 (6.3 %)	68 (61.9 %)			

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

equally available in both Public and Private schools. For the difference between Public and Private schools on parameter 3, “Personality development of pre-primary children” the p value (0.187) 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.

Table 2

Personality development of pre-primary children

		Response of Head Teachers					χ^2
SN	Statement	Category	N	DA	UD	A	p value
1	Physical Development is ensured	Public	188	20 (10.6 %)	8 (4.3 %)	160 (85.1 %)	0.031
		Private	110	20 (18.2 %)	10 (9.1 %)	80 (72.7 %)	
2	Social and Moral Development is ensured	Public	188	15 (8.0 %)	8 (4.3 %)	165 (87.8 %)	0.000
		Private	110	14 (12.7 %)	10 (9.1 %)	86 (78.2 %)	
3	Emotional Development is ensured	Public	188	10 (5.3 %)	8 (4.3 %)	170 (90.4 %)	0.000
		Private	110	20 (18.2 %)	10 (9.1 %)	80 (72.7 %)	
4	Language Development is ensured	Public	188	20 (10.6 %)	8 (4.3 %)	160 (85.1 %)	0.066
		Private	110	18 (16.4 %)	10 (9.1 %)	82 (74.5 %)	
5	Cognitive Development is ensured	Public	188	15 (8.0 %)	8 (4.3 %)	165 (87.8 %)	0.005
		Private	110	20 (18.2 %)	10 (9.1 %)	80 (72.7 %)	
6	Child friendly environment is ensured	Public	188	10 (5.3 %)	10 (5.3 %)	168 (89.4 %)	0.183
		Private	110	10 (9.1 %)	10 (9.1 %)	90 (81.8 %)	
7	Teachers have been mobilized	Public	188	10 (5.3 %)	10 (5.3 %)	168 (89.4 %)	0.183
		Private	110	10 (9.1 %)	10 (9.1 %)	90 (81.8 %)	
8	Parents have been mobilized	Public	188	160 (85.1 %)	8 (4.3 %)	20 (10.6 %)	0.000
		Private	110	10 (9.1 %)	10 (9.1 %)	90 (81.8 %)	
* 9	Personality development Of pre-primary children	Public	188	33 (17.6 %)	8 (4.2 %)	147 (78.2 %)	0.187
		Private	110	15 (13.6 %)	10 (9 %)	58 (77.4 %)	

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

4. Discussion and Conclusion

The conclusions of the study were drawn based on two parameters outlined in the National Education Policy (NEP) 2017. Firstly, Physical Facilities for Pre Primary Education This parameter consisted of nine elements. Among these, the availability of infrastructure facilities, separate classrooms for ECCE children, and healthcare facilities were present in both Public and Private Schools. However, neither type of school had trained teachers for ECCE children. In Public Schools, the availability of playgrounds and the provision of recurring and development budgets were observed, but these elements were absent in Private Schools. Conversely, Private Schools exhibited strengths such as inclusive teachers for ECCE classes, availability of Ayya for children, and maintaining a maximum teacher-student ratio of 1:25, which were not observed in Public Schools. Secondly Personality Development of Pre-Primary Children This parameter had eight elements. Both Public and Private Schools ensured physical, social, moral, emotional, language, and

cognitive development, as well as providing a child-friendly environment and mobilized teachers. However, Private Schools stood out by mobilizing parents about the importance of ECCE education, which was lacking in Public Schools. The study concluded that both Public and Private Schools had an equitable level of implementation for the two parameters: Physical Facilities for Pre-Primary Education and Personality Development of Pre-Primary Children.

Recommendations

First Physical Facilities for Pre-Primary Education Teachers in Public Schools should be allocated based on the number of classes rather than the overall strength of students, ensuring specific teachers for ECCE classes. Short in-service training programs should be organized for teachers in both Public and Private Schools to equip them with the necessary skills for ECCE education. Private Schools, especially in rural areas with minimal tuition fees,

should receive financial assistance to sustain and improve ECCE education.

Second Personality Development of ECCE Children
Quarterly Parent-Teacher Meetings should be made mandatory in Public Schools to encourage parental involvement, particularly for ECCE children

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