

## IMPACT OF LEADERSHIP STYLES AND SERVICES ON THE QUALITY OF EARLY CHILDHOOD EDUCATION IN PUBLIC AND PRIVATE INSTITUTE

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### ABSTRACT

The present study entitled “impact of leadership style and services on the quality of early childhood education in public and private institute” The main objectives of this study are to identify the impact of leadership styles and services on quality of early childhood education. to identify the different leadership styles and services for ECE students. 200 teachers were selected from public and private institute for this study with the help of cluster sampling. This study presents a comparative analysis of leadership styles between public and private educational institutions, highlighting significant differences across several leadership styles. This research was a causal Comparative Study of leadership style and services provided by public and private institute at early childhood education level in Pakistan. Questionnaire was developed for the collection of data through surveys; among 200 teachers of public and private institutes working in district Faisalabad. Descriptive statistics was used to analyze the data while t-test and analysis of variance (ANOVA) was used to test the generated research questions. It is crystal clear that private school students had much achievement score of ECE towards ECE public school students. It is crystal clear that private school teachers had much useful teaching strategies towards public school teachers. ANOVA test results are significant. It means that the there is significant difference of leadership styles and services in both sectors. ANOVA test results are significant. It means that the there is significant difference of opinion among teacher regarding national efforts towards ECE. The results indicate that leadership styles vary markedly between public and private institutions, with private institutions excelling in instructional and constructive leadership, and in strategic leadership. These differences are not only statistically significant but also practically meaningful, emphasizing the need for context-specific leadership approaches in educational settings. Further research is recommended to validate these findings and explore the factors driving these distinctions.

**Keywords:** leadership, public, private, early childhood.

### INTRODUCTION

Early childhood education (ECE) is a branch of education theory which relates to the teaching of young children (formally and informally) up until the age of about birth to 8 years. (Eva & Thomson, 2007).

Education in Pakistan is divided into various levels including primary (one to five); Middle (six to eight); High (nine and ten); Intermediate (eleven and twelve); Graduate level (thirteen and fourteen); Post graduate level (fifteen and sixteen); Pre-school level

has also been included in various level of education in Pakistan . (Ahmad, Anjum, &Rehman, 2015).

In Pakistan there is much difference in public and private institute and government of Pakistan not pay attention on ECE. According to ECE services and leadership styles there are many differences in public and private school sectors. In public schools no proper system of ECE rooms no computers labs no care givers no proper system of physical facilities and academic facilities like multimedia audio visual aids and no proper leadership styles for early childhood education. That why the student performance is so poor in public schools. Parents prefer private school for their children because situation is much better in private school's sectors. Private schools have almost all facilities for child. Parents prefer private sector because in private sector all services like physical facilities, academic facilities and as well as proper leadership styles and strategies apply on early childhood students for better performance. Independent variable was leadership styles and early childhood education services and dependent variables was quality of public and private schools.

Parents pay heavy fee for their children in private schools because private sector school have much better environment for early childhood education. If government pay attention on these issues then we can save many resources.

Leadership styles also very important for better achievement at early childhood education if we have all services for student but we have not specific styles for leading them than all are vane.

So we can say leadership styles as well as early childhood education services both are important for better achievement of students at early childhood education level.

Basically at early childhood education level students are in early development of their lives so it's very important that there should be proper guide line for them to achieving better results.

Early childhood education emphasis on learning through play, based on the research and philosophy of Jean Piaget, which posits that play meets the physical intellectual language, emotional and social needs of children. Children learn more efficiently and gain more knowledge through activities such as dramatic play art and social games. (Bukhari, 2019). Gordon and Brown (2000) have defined early childhood education "pre-school , Kindergarten ,

Nursery , Montessori and primary education from two to eight years"

### **Statement of the Problem**

The present study entitled "Impact of leadership styles & services on quality of early childhood education in public and private institute". Pakistan is among those developing countries where progress in field of education is quite slow usually early year of learning i.e. three of five year are consumed at home without any planned education activities and children's potential s are not nurtured in a proper way.

This study provided that a planned early childhood education services and leadership styles has positive effect on the quality of early childhood education. This study provided that private sector better then public sector because private sector have more ECE facilities and leadership styles then public sector.

### **Objectives**

1. To compare leadership styles & ECE services between public and private institute.
2. To find out the national efforts towards ECE.
3. To identify the efforts for ECE made by private sector.
4. To identify the effect of leadership styles and services on quality of early childhood education.

### **Significance of the Study**

This study will be helpful to understand the importance of ECE .Children does not just grow in size. They develop and mature, mastering ever more complex understandings of the people, objects and challenges in their surroundings. There is a general pattern or sequence for development that is true of all children. However quality of development vary from child to child. ECE refers not only to what is happening within the child, but also to the care that what is best for the child for their development. For a child to learn in a healthy and normal environment, it is important not only to meet the basic needs for protection, food and health care, but also to meet the basic needs for learning like physical and academic facilities, affection, security and learning through activities and discovery at Early Childhood Education.

In relation to bullying and aggression, the more indirect behaviors such as exclusion from the group, spreading false rumors and cyber bullying were also

left out of the earlier studies the issue of discipline in schools by focusing on individual student behavior, thereby tending to blame and problem individual students without considering the contextual factors that promote student engagement and influence student behavior. Early childhood education services have impact on student's performance. These contextual factors include physical facilities, leadership styles as well as academic facilities. This study will be helpful to improvement facilities and leadership styles for early childhood education.

1. This research is helpful to improve the school performance holding ECE.
2. It will be helpful to improvement of services and leadership styles for ECE.
3. It will be helpful to improve leadership strategies for ECE.
4. It will be also be helpful to achieve better academic outcomes.

#### **Research Question:**

1. What are the ECE services in public and private sector school?
2. What are the leadership styles and service made by private sector towards ECE?
3. What are national efforts towards ECE?
4. What is the existing status of ECE in public and private institute of Pakistan?
5. What are the leadership styles in public and private sector school?
6. What impact of leadership styles and services at ECE level?

#### **Review of literature**

The first two years of a child life are spending in the one of a child first "differentiation" most children are able to differentiate between themselves and others by their second year. This differentiation is the child's ability to determine how they should function in relation to other people. Parent can be seen as a child's first teacher and therefore as integral. (Essa, 2019, p, 19).

Early education, or early learning, is a process of acquiring knowledge, skills, habits and values

through experience and experimentation, activities, observation to others, study and instruction during early childhood. Education is a crucial part of child development, which also involves a gradual unfolding of biologically determined characteristics.

#### **Leadership in early childhood education**

Early childhood education students' age are critical for their development so it's very important to guide the children with effective leadership for better results.

There is no one size fit to becoming on an early years leaders. Children comes from different community and having different mental level. A leader needs to thoroughly understand all aspect of their organization as well children. That one key way leadership influence quality and children' learning is by facilitating a positive organizational climate that support ECE students as well as their development.

The education research literature defines:

Effective leaders in the early years would use approach or a combination of directive and facilitation. Leader decide about different approaches which approach would be n for the children.

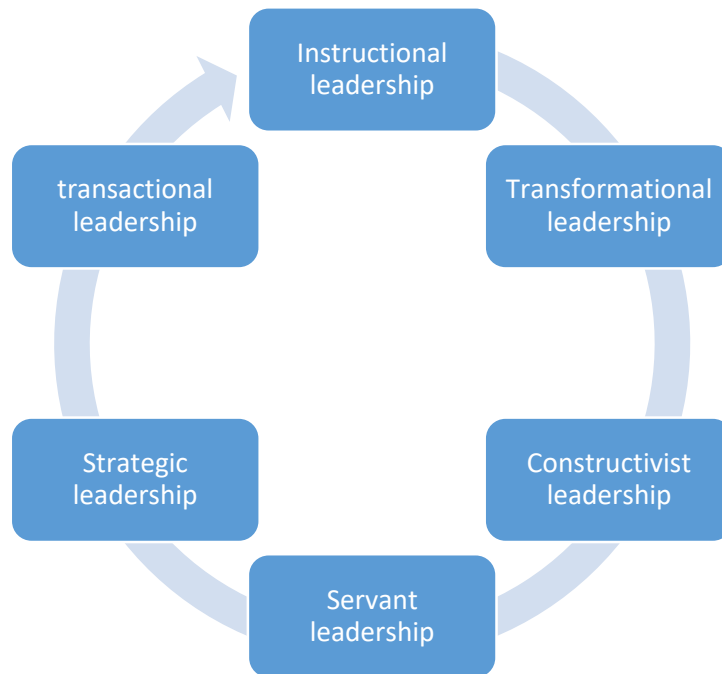
#### **The Importance of Leadership in Early Childhood Education**

Being a leader is challenging no matter where or what you are leading, but it is important in case of early childhood education.

Firstly ages 0 to 5 are the most critical and most important for a child's development. That's why it is very important for a childcare center to provide the best experience possible for these developing minds. Secondly, early learning is one of the most undervalued areas of society.

With the odds so stacked against childcare providers, being a strong leader becomes all the more effective. You must never lose sight of your goal to improve learning outcomes for children and rally your entire community to share in this goal

So how do you become one of these great leaders? Read and work on to learn how to improve your leadership skills for early childcare. A leader should be use different leadership styles for better achievement of learning.



**Instructional leadership:**

Instructional leadership emphasis on the practice of planning, evaluation, coordination and improvement of teaching and learning. Instructional leaders define the school’s management, manage the instructional program, promote high expectations and provide guidelines for teachers and students.

**Transformational leadership:**

Transformational leaders are able to influence developing students through individual support, building productive relationships and providing instructional support. Transformational leadership emphasis on inspirational motivation, and intellectual stimulation and individualized consideration.

**Constructivist leadership:**

Constructive leadership emphasis on facilitating the learning process, rather than directing it. At the core of the constructivist approach is that learners control their own learning, not teachers. Constructivism teaching approaches that take into consideration individual learning needs.

**Servant leadership:**

Servant leadership emphasis on others rather than emphasis on self-interest. The main thing behind servant leadership is that leader must first

serve others and that this simple fact is central to his or her greatness. These leaders instil the desire for improvement while maintaining a focus on both results and relationships.

**Strategic leadership:**

Strategic leadership is based on long-range planning. Strategic leadership emphasis current school performance and take the necessary steps to improve future results. These leadership style not only set the direction of the school by having an organizational vision but also focus on students’ performance.

**Strategic leadership:**

Strategic leadership is based on long-range planning. Through analysis, evaluation and monitoring, strategic leaders assess current school performance and take the necessary steps to improve future results. These leaders not only set the direction of the school by having an organizational vision, they create frameworks, set up interventions, allocate resources and maintain systems for reforms to take place.

**Transactional leadership:**

Transactional leadership emphasis on students’ performance regarding motivation. Through

intrinsic and extrinsic motivation we can get better results from students.

Unfortunately, early childhood education is often associated with mental development as well as physical development occurring in pre-school centers which, as their name implies, are designed to prepare children for success in school, with little attention to broader developmental needs or to care. Although early childhood program aimed at providing a high quality early childhood experience for 3 to 8 year old students. (Sollars, 2020).

It is generally noted that in Pakistan early childhood education is not getting attention of the policy makers. In Pakistan many schools are being opened in the name of Montessori, Kindergarten etc., without understanding their true meaning. It has added to the problems. There is lack of co-ordination and co-operation among these programs, institutions, organizations, public and private providers. (Ahmad, Anjum&Rehman 2015).

ECE is very important for a child. ECE refers not only to what is happening within the child at present time, but also to the care that child requires in the whole period during his study at early childhood education level. For a child to develop and learn in a healthy and normal way, it is important not only to meet the basic needs for protection, food and health care, but also to meet the basic needs for education, affection, security and learning through activities and discovery way of learning. (Jaffer, 2019, p, 53).

(Cartor, 2020) said and many other psychologist and scientist like Mary Ainsworth, Bandura, John Bowlby, UrieBrofenbrenner, Jerome Bruner, Noam Chomsky, John Dewey, Erik Erikson, Sigmund Freud, Howard Gardner, Arnold, Kohlberg present their view on ECE in different ways but Maria Montessori was the first female physician in Italy who worked on ECE in 1907 at first time.

In Pakistan the history of early childhood starts from 1939. In 1946 reminder submitted at an UNESCO-composed meeting on early adolescence training and marked by Alva Myrdal for the Ad Hoc Committee for an International Council on Early Childhood Education.

The Early Childhood Education Policy (ECE) 2014 (“the Policy”) is the first policy to be adopted by the Government of Pakistan that focuses on early childhood education. There are many researches about ECE at national level. After the policy of 2014 in the policy of 2017 focuses on ECE but still all

efforts are pending. (Naimatullah, Nasir, Muhammad 2017).

Khan, (2018) says that the present system of education in Pakistan is a continuation of colonial system of pre-independence and it does not match with our ideology.

Rehman, (2019) says that it is now widely accepted that first eight years of a child are very important and the most critical in determining an individual life experiences.

To discuss the role of the private sector in relation to "early childhood development" it is important to clarify what we mean by ECE and to indicate the kinds of programs or activities which relate to ECE. In our view ECE and care opens new trends and opportunities for children, for families and for all over society. (Ayub, Bano and Mukhtar 2019).

Hunzai, (2019) states that poor development during early childhood years has badly affects key aspects of brain development.

The earliest years of a child's life are very important and key to predicting their success in school and future life. Recent research findings pointing to the importance of the first three years in brain development have strong impact for education. (Murica&Aranda 2019). A hallmark of Ghana's ECCD policy is its robust institutional framework

that provides a roadmap for government ministries, district assemblies, communities, families, the private sector and non-governmental organizations to invest and implement early childhood care and development programs. (Bari, Ejaz, & Shah.2019).

According to Wortham (2019).without accepting the concept of ECE as an ecosystem we cannot progress in present and future needs of children in early childhood as well as economic development and human development for national progress according to the needs of changing world.

### **Methodology**

Research methodology was aimed to describe the research design, population, and sampling, development of research tool, data collection and data analysis of study. It was causal comparative research or ex post facto research in which survey method and interview method were used the purpose of this research. Merriam Webster online dictionary (2009) methodology is the analysis of the principal of the methods, rules and a discipline or a particular procedure. The systematic study of methods that are, can be or have been applied within a discipline.

Commonly used methodological approaches are: quantitative, qualitative and mixed method.

### **Research design**

By nature it was causal comparative research or ex-post facto research. Research design also determines the domain of generalization (Nachmias and Nachmias, 1992:97). This study was concerned quantitative statistics investigation and was explanatory in character.

### **Population:**

Population for this study were all teachers of private and public institute of Faisalabad district providing ECE.

### **Sample size**

Sample for this study was randomly select hundred teachers from private sector hundred teachers from public sector Total sample size was 200 teachers to compare their services & leadership strategies provided using a tool for analysis.

### **Sampling technique**

The researcher selected a sample of school through cluster sampling. Simple random sampling was used to select teachers and parents from the selected schools of Faisalabad. Simple random sampling was used for the parents of the students. At the first Province Punjab were selected form four provinces of Pakistan. Second Dist. Faisalabad was selected from 36 districts of provinces Punjab. Third city Faisalabad was selected from the 36 districts of provinces Punjab. Due to shortage of time and financial resources it was not feasible for researcher to gather data from all the schools of City Faisalabad. So the researcher applied cluster sampling and random sampling to justify the sample of the study.

### **Development of Research Tools:**

For this research questionnaire was developed for teachers both public and private institute. Pilot testing used for the information of the research tool deficiencies as well as suggestion for improvement. To know the leadership style provided by public and private institute at early childhood education level in Pakistan researcher developed questionnaire for teachers based on five-points rating scale for assessing early childhood education services and leadership styles in public and private sector as well

as assessing leadership strategies in public and private sector after going through the connected literature, i.e., books, journals, articles, reports magazines with the consultation of supervisor and member of supervisory committee. As well as semi structure interview for teachers, parents, and students.

### **Reliability and Validity of Research Tool:**

Research reliability is the degree to which research method produces stable and consistent results. A specific measure is considered to be reliable if its application on the same object of measurement number of times produces the same results.

A pilot testing was being conducted for the reliability of research tool. Reliability of the instrument was being tested by pilot testing.

The instrument was being validated by psychologist and 2 professors in educational measurement.

### **Data Collection:**

Data collected through questionnaire. Data collected from public sector and private sector to get a comprehensive and representative analysis. The researcher herself visited the school and made the demographic sheets filled from the parents and teacher. Before the process of data collection, researcher was obtained institutional support letter from her university. The researcher was visited the sample school personally. The questionnaires distributed among respondents and help them where they got confused and gave them maximum time to fill in the questionnaire. The questionnaire received back after filling up by the students.

### **Data Analysis:**

Data were analyzed with SPSS versions 25 description of data was done in the form of tables and phrases Data analyzed with SPSS software and statistical analysis was made with the help of descriptive statistics. Description of the data done in the form of tables and phrases. After collection of data, enter it according to upper mentioned scoring procedures and then it was tabulated, scored, analyzed and interpreted by means of suitable descriptive and inferential statistics. The data obtained from this technique was analyzed statistically by applying Descriptive statistics and T test as well as one-way ANOVA were use. Secondary information was also collected in this

regard and compared to assess the probability and significance of this study.

**Table No. 1**

*On the basis of public and private school type, a comparison of instructional leadership style and services in public and private institute*

Variable	Public (n = 100)		Private (n = 100)		T	95%CI			Cohen's d
	M	SD	M	SD		P	LL	UL	
Instructional leadership	22.11	6.80	22.32	7.88	-12.60	.006	-1.47	-1.04	7.14

p < .001

The mean instructional leadership score is significantly higher in the private group (22.32) compared to the public group (22.11). The p-value (.006) indicates that the difference in instructional leadership scores between public and private groups is statistically significant. Cohen's d value of 7.14 suggests a very large practical significance of the difference between the groups. In educational research, such a high effect size is unusual and suggests a very substantial difference in instructional leadership scores between public and private institutions. The 95% confidence interval for

the difference in scores (-1.47 to -1.04) does not include zero, further supporting the conclusion that there is a significant difference in instructional leadership between the two types of institutions. There is a significant and substantial difference in instructional leadership scores between public and private institutions, with private institutions scoring higher. This finding is supported by a statistically significant p-value, a very large Cohen's d effect size, and a confidence interval that does not include zero.

**Table No. 2**

*On the basis of public and private school type, a comparison on the variable of transformational leadership style among 200 teachers.*

Variable	Public (n = 100)		Private (n = 100)		T	95%CI			Cohen's d
	M	SD	M	SD		P	LL	UL	
Transformational leadership	27.22	6.10	28.26	6.80	-10.70	.005	-5.30	-.328	7.11

p < .001

The mean transformational leadership score is very similar between the public group (27.22) and the private group (28.26). The p-value (.005) indicates that the difference in Cohen's d value of 7.11 suggests a very large practical significance of the difference between the groups. However, given the means are almost identical, this value seems unusually high and warrants further investigation to ensure there is no error in the reported effect size. The 95% confidence interval for the difference in scores (-5.30 to -0.328) does not include zero, further supporting the conclusion that there is a significant difference in transformational leadership

style between the two types of institutions. Although the mean scores for public and private institutions are almost identical, the results are statistically significant, indicating a difference between the groups. The very high Cohen's d suggests a substantial difference, which appears inconsistent with the near-identical means and should be verified. Given these details, further scrutiny of the reported effect size is recommended to ensure accuracy.

**Table No. 3**

*On the basis of public and private school type, a comparison on the variable of constructive leadership style among 200 teachers.*

Variable	Public (n = 100)		Private (n = 100)		T	P	95%CI		Cohen's d
	M	SD	M	SD			LL	UL	
Constructive leadership	24.30	5.06	28.31	4.33	-5.28	.003	-0.613	-0.398	4.72

p < .001

The mean of constructive leadership score is higher in the private group (28.31) compared to the public group (24.30). The p-value (.003) indicates that the difference in constructive leadership style scores between public and private groups is statistically significant. Cohen's d value of 4.72 suggests a very large practical significance of the difference between the groups. In educational and psychological research, such a high effect size is rare and indicates a substantial difference in constructive leadership style between public and private institutions. The 95% confidence interval for the

difference in scores (-0.613 to -0.398) does not include zero, further supporting the conclusion that there is a significant difference in self-efficacy between the two types of institutions. There is a significant and substantial difference in constructive leadership style scores between public and private institutions, with public institutions scoring higher. This finding is supported by a statistically significant p-value, a very large Cohen's d effect size, and a confidence interval that does not include zero.

**Table No. 4**

*On the basis of public and private school type, a comparison on the variable of strategic leadership style among 200 teacher*

Variable	Public (n = 207)		Private (n = 193)		T	P	95%CI		Cohen's d
	M	SD	M	SD			LL	UL	
Strategic leadership	22.18	3.76	22.56	3.53	-7.57	.007	-0.834	-0.543	7.23

p < .001

The mean strategic leadership score is higher in the private group (22.56) compared to the public group (22.18). The p-value (.007) indicates that the difference in strategic leadership scores between public and private groups is statistically significant. Cohen's d value of 7.23 suggests a very large practical significance of the difference between the groups. In educational and psychological research, such a high effect size is unusual and indicates a substantial difference in strategic leadership between public and private institutions. The 95% confidence interval for the difference in scores (-0.834 to -0.543) does not include zero, further supporting the conclusion that there is a significant difference in strategic leadership between the two types of institutions. There is a significant and substantial difference in strategic leadership scores between public and private institutions, with private

institutions scoring higher. This finding is supported by a statistically significant p-value, a very large Cohen's d effect size, and a confidence interval that does not include zero. The high effect size suggests that the difference in strategic leadership is not only statistically significant but also practically important.

**Discussion**

The comparative analysis of leadership styles and services between public and private institutions reveals significant differences across multiple dimensions.

**Instructional Leadership:**

The data indicate that the mean instructional leadership score is higher in private institutions (22.32) compared to private institutions (22.11). The



p-value (.006) signifies a statistically significant difference between the groups. The Cohen's d value of 7.14 suggests a very large effect size, indicating a substantial difference in instructional leadership between public and private institutions. The 95% confidence interval (-1.47 to -1.04) supports the statistical significance of this finding.

#### **Transformational Leadership:**

The comparison of transformational leadership scores shows very similar means between public (27.22) and private institutions (28.26). Despite the near-identical means, the p-value (.005) indicates a statistically significant difference. However, the Cohen's d value of 7.11 seems unusually high for such similar means and suggests a very large effect size. This discrepancy calls for further investigation to ensure the accuracy of the reported effect size. The confidence interval (-5.30 to -3.28) does not include zero, indicating statistical significance.

#### **Constructive Leadership:**

In the area of constructive leadership, private institutions scored higher (28.31) than public institutions (24.30). The p-value (.003) confirms a statistically significant difference, and the Cohen's d value of 4.72 indicates a very large practical significance. This substantial difference is further supported by the 95% confidence interval (-0.613 to -0.398), which does not include zero.

#### **Strategic Leadership:**

The analysis of strategic leadership reveals that private institutions have a higher mean score (26.56) compared to public institutions (22.18). The p-value (.007) signifies a statistically significant difference, and the Cohen's d value of 7.23 indicates a very large effect size. The confidence interval (-0.834 to -0.543) confirms the statistical significance of the difference.

#### **Conclusion**

The findings suggest significant and substantial differences in various leadership styles between public and private institutions. Public institutions tend to have higher scores in instructional and constructive leadership, whereas private institutions excel in strategic leadership. Despite some inconsistencies, such as the unusually high effect sizes for nearly identical means in transformational leadership, the overall results indicate that

leadership styles significantly differ between public and private educational settings. These differences are not only statistically significant but also practically meaningful, emphasizing the importance of context-specific leadership approaches in educational institutions. Further research is recommended to validate these findings and explore the underlying factors contributing to these differences.

#### **Recommendations:**

Further research should explore the underlying factors contributing to the significant differences in leadership styles between public and private institutions. Investigating the contexts and practices unique to each setting will provide deeper insights into these discrepancies. Additionally, addressing the unusually high effect sizes in transformational leadership through more robust data validation methods is crucial. Longitudinal studies and mixed-method approaches can offer a more comprehensive understanding of how different leadership styles impact institutional effectiveness over time. This will help in tailoring leadership development programs to suit the specific needs of public and private educational institutions.

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