Pre-school Education in Bahawalpur: A Situational Analysis of Private and Government Schools

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Abstract

Pre-school education prepares students for next stages. Therefore, parents consider certain factors before choosing schools for their children. A trend to prefer private schools than government schools for children has grown up rapidly in Bahawalpur. This has attracted researchers to study the factors behind the success of private in comparison to government schools. The present study aims to analyze the current position of pre-school education in government and private schools of Bahawalpur. This study was completed by a survey method. Questionnaire for teachers and a checklist for school heads were the tools of this study. The sample of this study was 298 school heads and 298 pre-school teachers teaching to the nursery, prep and Kindergarten classes. The results of the study indicated that all schools had not an ideal situation for quality pre-school education.Teacher-student ratio was not appropriate in government and private schools according to the requirements of effective pre-school education. Classrooms were overcrowded in both government and private schools. Majority of schools had more than 25 students in a section. A maximum number of students observed in a section was 50 in private and 70 in government schools. Results indicated that government schools had more qualified teachers in comparison to private schools. But these schools were found weak in comparison to private schools about classroom out/look, parents' involvement, planning, monitoring, pedagogical techniques applied in schools, co-curricular activities and motivation of teachers.A major weakness in private schools was observed that majority of teachers had no training in teaching. So, this study has suggested the authorities to take actions to improve the pre-school level education.

Keywords: Pre-school Education, Kindergarten (KG), Nursery, Prep, Government Schools, Quality Education.

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Introduction

Pre-school educationthat starts before primary stage of educationpurposes to train academic, social, emotional, linguistic and literacy skills of children (Justice &Vukelich, 2008). According to Monrose and Rubin (2000), nursery school, day care center and kindergarten are types of pre-schools. In the views of Schaefer and Cohen (2000), pre-school entry is normally wellsuitable for children of three to five years of age.

According to Leu and Price (2005) effective pre-school education helps children to attain better in future education (Wana, 2010). On the other hand, researches also have supported a view that children who attended poor quality pre-schools in childhood performed worse in primary school and showed more behavioral problems in class than those who spent their early years at home (Sutherland, 2000). Therefore, pre-school education only benefits when quality education is provided in schools. In cases where quality pre-school education is not available, children get better training at home rather than sending them to poor quality and substandard schools. So, researches on pre-school education have concluded some salient conditions for the quality education. Parents should analyze the school before admission of their children in a school. Some significant measures for the qualitypre-schools have described by the experts. A brief review hasgivenin the next.

Quality schools appoint educated and trained staff for schools. Burchinal et. al. (2002) observed that teachers of pre-schools offer quality education on worldwide measures who have specified training in pre-school level teaching. They are more delicate and teach according to age, psychology and needs of students.

Teachers of pre-schools prove themselves encouraging and more receptive while teaching in small groups. Therefore, Williams (2000) has stressed to maintain appropriate teacher student ratio in classes. He advised to maintain appropriate number of students in a class to maintain discipline among students and provide appropriate level of attention to allstudents.

Loukas and Robinson (2004) emphasized the quality of school environment. They stress to the community and educational backgrounds of institution, behavior of teachers, staff and even location of school where school is working. In the views of Cohen (2006), educational and behavioral training of students is affected by the school setting. Good institutions focus to improve learning motivation, academicambitionsand attendance of students in a school. Low quality schoolshave unclear rules, non-serious staff, no control on absenteeism of teachers and students and accept bullying. They do not care to control aggressive behavior of teaching staff.

Environment in a school for the pre-school education should be very conducive for children and their parents. Children feel unhappy and unsafe in the absence of pleasant environment in school. Osterman (2000) found out that schools for small children should have welcoming environment for parents and children. Schools should be approachable and open to parents and should focus to utilize parents' knowledge and skills for the betterment of school and children. Good institutions provide opportunities to parents for their contributions. This gives a feeling of safety, pleasure and happiness to children when they are in school and ultimately develops positive attitude towards school in children.

A feeling of security and protection for the whole school community is necessary (Siris & Osterman, 2004). Therefore, good schools focus attention to provide safe and structured environment in the school. They establish rules to provide safety to students. They appoint trained staff for this purpose and disallow entrance of unrelated persons during school hours.Good schools also establish rules for students. Well reputed schools inform children, parents and staff about the rules and implement rules to all. They communicate code of conduct to its users and address discipline problems accordingly.

Khaliotis (2010) believes that a child's education is a joint responsibility of the schools and parents. Good schools give importance to involve parents in the educational process of children. They make plans to share performance and weaknesses of children with parents and invite them in school meetings. They appreciate parents to concentrate children when theyare at home and motivate them to have free discussions with children about their views, feeling and problems. Harris and Goodall (2008) found out that the issue of engaging parents in schooling is given importance worldwide.

Calvani (2001) has emphasizedcontinuous monitoring of a school to evaluate its' performance. He thinks that monitoring is necessary to confirm progress of school plans, identify problems in process and adopt corrective measures before the program is adversely affected.

Physical facilities play vital role in the educational process of children. Therefore,people analyze physical facilities in a school while rating aninstitution for the education of their children. Physical facilities of a school includeappropriate school building, toilets, provision of teaching learning aids, play grounds, dispensary, library, gamesopportunities and computer labs. An ideal school building is designedkeeping in mind the temperature and environmental conditions of place where it is constructed. It should be airy, well lighted, has open area and space for grassy plots. More than all,school building should be comfortable for its users (Schneider, 2002).

Earthman (2004) views that lighting, temperature and air quality affectsthe students in a school. He views that severe temperature decreases the efficiency of students and school workers. Olson and Kellum (2003) found out that indoor controlled temperature positively effects thehealth of students. It decreases students' absenteeism and finally improves academic learning of students in the schools. Hughes (2005) considers natural lighting importantto enable students to see in the classrooms. Tanner (2000) gives importance to pathways and outdoor spaces in the schools. In his views, open outdoor space provides opportunities to children to learn by experiencing in natural environment.

Bullough (2008) describes availability of audio-visual aids like as writing board, bulletin board, various types of charts, potters, slides, transparencies, colorful pictures, diagrams, flow charts, and motion media important for effective education of students. Habib, Ullah, and Iqbal (2010) laid great stress on the importance of playgrounds for the physical training of the students. He views that without sports and games especially in the urban areas, the students cannot remain energetic, active and healthy.Bentham and Hutchins (2006) suggest availability ofat least a trained nurse and sufficient medicines in the school dispensary.

The above stated literature regarding the conditions for effective pre-school education identifies analysis of certain elements before selection of an institution for the pre-school level education of children. On the other hand, importance of pre-school education cannot be denied. But parents as well as critics from the educational institutions show their discontentment about quality of kindergarten and nursery education especially in weaker areas of the country in Pakistan. Bahawalpur, that is situated in southern Punjab has not ideal situation about the quality of education as compared to other developed areas in the country. Therefore, a need to analyze pre-school education in Bahawalpur was realized. Moreover, government schools are more criticized by the critics regarding quality education in Pakistan. Therefore, a comparison between government and private schools was done in this study. It was assumed that this study can contributes to estimate deficiencies and develop measures for the uplift of quality pre-school education in Bahawalpur as well as in other areas in Pakistan.

Research Objectives

Objectives of this study were to;

1. Investigate current position of conditions for quality pre-school education in the Bahawalpur district of Punjab, Pakistan.
2. Compare the pre-school education conditions in private and government schools in the Bahawalpur.
3. Find out areas needing attention for improving effective pre-school education in the Bahawalpur

Significance of the Study

This study is helpful to understand the strengths and weaknesses in current position of pre-school education in Bahawalpur, Pakistan. Therefore, parents can get guidelines to choose better institution for their children. Schools can get help by this study to make a list of weaknesses in their school structure, facilities and procedures for effective education. They can focus attention to remove weaknesses by better planning and execution of process. Responsible authorities involved in monitoring of schools can evaluate schools and make a list of substandard schools in the light of results of this study. Ultimately, this study will help for the uplift of pre-school education inPakistan.

Research Methodology

This was a survey research. Population of the study was schools, school heads and teachers teaching to pre-school level classes in Bahawalpur. A sample of 400 schools (200 private and 200 government schools) from Bahawalpur district was chosen following the cluster sampling technique. Heads of the schools were included in the sample of study. Moreover, one from Nursery, Prep or KG class teachers from each school selected in the sample of the study was randomly chosen from the available teachers in the schools on the day of data collection. Total 400 schools, 400 teachers and 400 school heads were sample of the study.

Tools of the study were observation, a checklist and a questionnaire. Checklist was prepared for the school heads to provide demographic data about the schools, staff and available facilities in the schools. Questionnaire was developed for the teachers to provide data about the study on the basis of their observation and experience. The school heads provided data on the checklist but records provided by school heads about infrastructure and records were further verified by the observation. Observation about the availability of facilities was done by the researcher and record on checklist was made. Although sample of the study was 400 schools but all school heads did not agree to provide data. Only 137 private and 161 government school heads agreed to provide data of the study. Therefore, data of 298 schools were used for data analysis.

Validity and Reliability of Tools

Content validity of questionnaire was evaluated by the expert opinion method. It was pilot tested on 30 respondents. Reliability of the tool was determined through Cronbach's method. Value of correlation was 0.893 for pilot testing data of 30 respondents and 0.942 for data of the study of 298 respondents. This supported that tool was highly reliable.

Results

Results regarding data provided by 137 private schools and 161 government schools has presented in tables along with the interpretation of data afterthe tables. Results in table one to five and fifteen are related to data provided by school heads and further verified by observation of school records. But results reported in table six to fourteen are related to data provided by the teachers. It was assumed that teachers while working in a school can best report exact position about different aspects regarding the school matters.

Table 1

Number of students per section

Students per section	Private schools			Government schools		
	F	Valid percent	Cumulative percent	f	Valid percent	Cumulative percent
Up to 25	47	34	34	33	21	21
26 to 35	66	48	82	47	29	50
36 to 50	24	18	100	39	24	74
51 to 70	0	0		42	26	100
Total	137			161		

Table1 exhibits number of students in a section in observed schools. It indicates that majority of schools have up to 35 students in a section (private= 48%, Government= 29%). Cumulative percent of groups comparison indicates bigger value (82%) of group 26 to 35 in private schools in comparison to government schools (50%). Analysis also indicates that maximum number of students in a section do not exceed than 50 students in private schools but in government schools, number of students in a section goes up to 70 that is worse for the quality pre-school education.

Table 2

Teachers per section

Groups	Private schools		Government schools	
Teacher per section	Frequency	%	Frequency	%
Only one teacher	131	96	143	89
A full-timeteacher and a helper teacher	6	4	18	11
Total	137	100	161	100

According to table 2, majority of government and private schools have one teacher in a section. Only some schools appoint a helper teacher to support class teacher in government as well as in private schools for each section.

Table 3

Academic qualification of teachers

Qualification	Private schools			Government schools		
	f	Valid percent	Cumulative percent	f	Valid percent	Cumulative percent
M. Phil	0	0	0	12	07	07
Master	46	34	34	83	52	59
Graduation	52	38	72	40	25	84
Below graduation	39	28	100	26	16	100

Table 3 exhibits that majority of private school teachers (72%) have graduation or masters' level qualification and some (28%) teachers have below graduation level qualification. In case of government schools,majority (84%) of teachers havegraduation, masters' or M. Phil level qualification. This exhibits that teachers of government schools are morein number for having highly qualified teachers in comparison to private schools for pre-school level classes.

Table 4

Professional qualification of teachers

Professional qualification	Private schools			Government schools		
	f	Valid percent	Cumulative percent	f	Valid percent	Cumulative percent
M. Ed/M. A Education	32	23	32	18	11	11
B. Ed	30	22	45	117	73	84
CT/ PTC any other	0	0	45	26	16	100
Untrained / No professional training	75	55	100	0	0	

According to table 4, allgovernment schools have teacher training certificate or degree. But private schools have a prominent number (55%) of teachers who have no teachers' training degree. This explores that private schools do not concentrate to hire trained teachers for pre-school level classes. On the other hand, government schools although have teachers with teacher training degree/ certificate but some (16%) have low level training (PTC/ CT).

Table 5

Teaching experience of teachers

Teaching experience	Private schools			Government schools		
	f	Valid percent	Cumulative percent	f	Valid percent	Cumulative percent
0-5 years	83	60	60	36	23	23
Above 5-10 years	24	18	78	41	25	48
Above 10-15 years	30	22	100	42	26	74
above15-20 years	0	0		42	26	100

Table 5 exhibits that majority of private pre-school school teachers are less experienced (0-5 years=60%) while government school teachers are more experienced.

Table 6

Planning of school matters in government versus private schools

Items	School Type	Mean	Std. Dev.	Std. Error Mean	t	Sig.	Mean diff.
Goals' setting according to factors related to students' achievement.	Pvt.	3.46	1.057	.090	.410	.682	.050
	Gov.	3.41	1.040	.082	.409		
Curriculum planning according to environment of locality.	Pvt.	3.37	1.111	.095	.812	.417	.105
	Gov.	3.27	1.117	.088	.812		
The school does yearly planning.	Pvt.	3.30	1.416	.121	.801	.424	.132
	Gov.	3.17	1.411	.111	.801		
Week wise activities are planned.	Pvt.	3.61	1.256	.107	1.074	.284	.160
	Gov.	3.45	1.299	.102	1.077		
Language teaching is planned to achieve reading, writing, speaking and listening skills.	Pvt.	3.63	1.150	.098	1.486	.138	.193
	Gov.	3.43	1.088	.086	1.479		

Table 6 exhibits analysis of planning process of schools. According to data, schools consider records of students' achievement while planning school curriculum and goals. They do yearly and weekly planning for the work. Language skills of pre-school level students are most important in educational process. Therefore, schools try to cover listening, speaking reading and writing skills in language teaching. This comparison showsno significant mean difference but minor differences in mean scores about all items. Moreover, private schools are to some extent better than government schools in planning.

Table 7

Classroom outlook of government and private schools

Items	School Type	Mean	Std. Dev.	Std. Error Mean	t	Sig.	Mean diff.
Conditions for peaceful environment exists in classrooms	Pvt.	3.65	1.315	.112	-.502	.616	-.077
	Gov.	3.73	1.328	.105	-.502		
Cleanliness of class rooms is given priority.	Pvt.	3.75	1.123	.096	.147	.883	.019
	Gov.	3.73	1.094	.086	.147		
Settings of the classes are nice-looking	Pvt.	3.63	1.201	.103	1.274	.204	.181
	Gov.	3.45	1.234	.097	1.277	.203	.181
Classrooms have enough space for the students' sitting and movements.	Pvt.	3.97	1.131	.097	2.132	.034*	.306
	Gov.	3.66	1.318	.104	2.159		

*Note: * indicates significant mean difference between groups at 0.05 level of significance*

Table 7 exhibits that government as well as private schools have peaceful environment in classrooms. Classrooms are kept clean and their size is adequate according to the number of students in classes. Surroundings of classes are also attractive. Results of t-scores exhibits that only in relation to the classroom size, private schools are significantly better than government schools in having sufficient space for students in classrooms. But regarding other three aspects (showed in the table), insignificant mean difference between both types of schools is eminent.

Table 8

Monitoring of teaching in government versus private schools

Items	School Type	Mean	Std. Dev.	Std. Error Mean	t	Sig.	Mean diff.
School head checks teaching record periodically.	Pvt.	3.55	1.144	.098	1.350	.178	.187
	Gov.	3.36	1.233	.097	1.359		
School head observes students in class to evaluate the effectiveness of teaching activities.	Pvt.	3.68	1.313	.112	.085	.932	.013
	Gov.	3.66	1.278	.101	-.085		
Observation of classroom teaching is used to evaluate the quality of teaching.	Pvt.	3.36	1.251	.107	2.258	.025*	.317
	Gov.	3.04	1.164	.092	2.245		

*Note: * indicates significant mean difference between groups at 0.05 level of significance*

Table 8 exhibits that monitoring of classrooms is done by school heads in government as well as in private schools. Comparison of mean scores of groups indicates that although school heads in both types periodically check teaching records and teaching process to evaluate the quality of teaching but private schools significantly adopt more vigilant behavior (see item 3).

Table 9

Teachers' selection procedures in government versus primary schools

Items	School Type	Mean	Std. Dev.	Std. Error Mean	t	Sig.	Mean diff.
Teachers' qualification is considered while selecting the teachers.	Pvt.	3.71	1.324	.113	1.099	.273	.168
	Gov.	3.54	1.304	.103	1.097		
Teaching experience is considered while selecting the teachers.	Pvt.	3.83	1.167	.100	.761	.448	.110
	Gov.	3.72	1.314	.104	.768		
The appearance of teachers is given important in school.	Pvt.	3.78	1.211	.103	1.776	.077	.265
	Gov.	3.52	1.347	.106	1.791		

Table 9 exhibits that both types of schools prefer to select highly qualified, experienced and attractive teachers but data indicates that private schools prefer qualification, experience and appearance of teachers more important regarding all items mentioned in the table.

Table 10

Motivation and incentives for teachers in government versus private schools

Items	School Type	Mean	Std. Dev.	Std. Error Mean	t	Sig.	Mean diff.
An ongoing professional development is arranged to support the quality of work among teachers.	Pvt.	3.93	1.171	.100	1.788	.075	.257
	Gov.	3.68	1.292	.102	1.802		
Rewards/ appreciationby school managementare given to motivate teachers.	Pvt.	3.65	1.068	.091	.079	.937	.010
	Gov.	3.64	1.076	.085	.079		
School heads encourageteachers to showgood performance.	Pvt.	3.67	1.138	.097	2.577	.010*	.355
	Gov.	3.32	1.222	.096	2.592		

*Note: * indicates significant mean difference between groups at 0.05 level of significance*

Table 10 exhibits that private school with minor differencemore focus to arrange ongoing professional training for teachers and adopt motivational strategies to motivate teachers to work effectively. Data also exhibits that private School management give significant inspirational motivation to teachers to influence their performance (see item 3).

Table 11

Teaching process evaluation in government and private schools

Items	School Type	Mean	Std. Dev.	Std. Error Mean	t	Sig.	Mean diff.
School has learning resources to encourage the reading interest of students.	Pvt.	3.61	1.140	.097	.653	.514	.084
	Gov.	3.52	1.079	.085	.651		
Attendance in school is recorded on daily basis.	Pvt.	3.04	1.286	.110	-.545	.586	-.082
	Gov.	3.12	1.286	.101	-.545		
Challenging activities are given importance to sharpen the students mind.	Pvt.	3.69	1.179	.101	-.016	.987	-.002
	Gov.	3.70	1.204	.095	-.016		
Educational setup in school is correlating the modern pedagogical technologies of the world.	Pvt.	3.47	1.170	.100	2.131	.034*	.294
	Gov.	3.18	1.204	.095	2.136		
Blocks and building materials are used to stimulate the students' thinking skills.	Pvt.	3.96	1.127	.096	2.323	.021*	.330
	Gov.	3.63	1.298	.102	2.349		

*Note: * indicates significant mean difference between groups at 0.05 level of significance*

Table 11 indicates that all schools have learning resources and adopt challenging activities for the students. But private schools significantly adopt better modern pedagogical technologies of the world. They give importance to use blocks and building materials to stimulate the students' thinking skills. Government schools more emphasize to record students' attendance at schools.

Table 12

Co-curricular activities in government versus private schools

Items	School Type	Mean	Std. Dev.	Std. Error Mean	t	Sig.	Mean diff.
Practicing pray to Allahat every morning is compulsory.	Pvt.	3.92	.867	.074	1.809	.072	.224
	Gov.	3.70	1.210	.095	1.856		
The drill is compulsory for students.	Pvt.	3.59	1.298	.111	1.625	.105	.243
	Gov.	3.35	1.281	.101	1.623		
Students are entrained through drama, cartoons and films.	Pvt.	3.74	1.244	.106	.256	.798	.035
	Gov.	3.70	1.139	.090	.254		
Students are given opportunities to speak in school.	Pvt.	3.58	1.288	.110	1.899	.059	.291
	Gov.	3.29	1.344	.106	1.905		
Activities like jumping, running, climbingare elements in evaluating development of students in school.	Pvt.	3.85	1.150	.098	3.442	.001*	.518
	Gov.	3.33	1.404	.111	3.497		

*Note: * indicates significant mean difference between groups at 0.05 level of significance*

Table 12 exhibits that co-curricular activities like pray to Allah, drill period, cartoon watching and speaking related activities are arranged in both types of schools but prominently private schools more focus on these activities. Private schools significantly give importance to physical activities like as jumping, running and climbing.

Table 13

Dealing with students in government versus private schools

Items	School Type	Mean	Std. Dev.	Std. Error Mean	t	Sig.	Mean diff.
Students are dealt according to their interest and ability.	Pvt.	3.24	1.257	.107	.123	.902	.017
	Gov.	3.22	1.162	.092	.122		
Students are given opportunities to read and write up to their will.	Pvt.	3.73	1.222	.104	.669	.504	.096
	Gov.	3.63	1.253	.099	.671		
Teachers don't punish students.	Pvt.	3.84	1.146	.098	3.547	.000*	.529
	Gov.	3.31	1.389	.109	3.602		

*Note: * indicates significant mean difference between groups at 0.05 level of significance*

Table 13 exhibits that teachers deal to students according to their interests and wills and avoid punishment in both types of schools with minor differences. But significantly, a difference is prominent in avoiding punishment of students in private pre-schools.

Table 14

Parents' involvement and sharing in government versus private schools

Items	School Type	Mean	Std. Dev.	Std. Error Mean	t	Sig.	Mean diff.
Parents are guidedby teachers for their childduring meetings.	Pvt.	3.51	1.106	.094	.503	.615	.064
	Gov.	3.45	1.078	.085	.502		
Deficiencies are tried to be removed by discussing matters with parents.	Pvt.	3.42	1.161	.099	.787	.432	.107
	Gov.	3.32	1.170	.092	.787		
Parents are informed about their children through letters, e-mails and phone calls.	Pvt.	3.35	1.458	.125	.823	.411	.139
	Gov.	3.21	1.451	.114	.823		
Parents have permission to visit the school during school time.	Pvt.	3.61	1.190	.102	1.586	.114	.227
	Gov.	3.38	1.265	.100	1.594		
School management tries to develop relationship with parents to solve their school issues.	Pvt.	3.61	1.086	.093	1.807	.072	.234
	Gov.	3.38	1.140	.090	1.814		
The decisions made by school include key actors from local community/ school council.	Pvt.	3.30	1.395	.119	.400	.689	.063
	Gov.	3.24	1.330	.105	.398		
Parents' views are given importance in improving the quality of education.	Pvt.	3.66	1.101	.094	2.077	.039*	.278
	Gov.	3.38	1.193	.094	2.090		

*Note: * indicates significant mean difference between groups at 0.05 level of significance*

Table 14 exhibits that teachers interact with parents. They discuss deficiencies of children with parents and advise parents for the betterment of children. They communicate performance of children to parents and openly welcome parents in school. Schools involve community in decision making and parents' suggestions are welcomed. But comparison of private and government schools indicates that more emphasis is given in private schools with reference to parents' involvement.

Observed Missing Facilities in Schools

To evaluate the school facilities school heads were requested to provide data on checklist that were further verified by observation by researcher. Results in percentage about the available and not available facilities have represented in table 15.

Table 15

Position of available and missing facilities in schools (n=20)

Facilities	Private schools		Government schools	
	Available	Not available	Available	Not available
Trained Security Guard	2	8	0	10
Play ground	3	7	6	4
School building look like school	0	10	10	0
Toilets (1 for 35 students)	7	3	8	2
Wash basin	7	3	2	8
Open area around the building	3	7	6	4
Dispensary	0	10	0	10
Doctor/ Nurse	0	10	0	10
Kids room	3	7	6	4
Swings	3	7	2	8
Play accessories	3	7	4	6
Grassy plots	1	9	2	8
Notice boards with instructions	3	7	1	9
Total Percentage	27	73	36	64

Data in table 15 is based on observation of 10 government and 10 private schools selected randomly from the available sample. It exhibits availability of poor physical facilities in government and private schools. Analysis indicates worse condition in government as well in private schools but indicates that private schools lacks more physical facilities in comparison to government schools.

Discussion

Quality of pre-school education has great role in the success of children in their future life. Children having good learning environment at school learn better and get better feeling about the school. Present study aimed to evaluate quality of pre-school education in Bahawalpur, compare private and government schools and find out areas needing attention for the improvement of effective pre-school education in the area. In the present study, quality of pre-school education has evaluated by different aspects. A discussion on the results of the study has given below.

About the number of students per section, this study has concluded that one teacher rarely deals 25 students. Majority of schools observed in this study had more than 25 students in a section and condition was worse in the government schools. Results also indicated that mostly one teacher is appointed in a section. Mostly each section has above 35 students and even 70 students in a section too. This is not goodfor the provision of quality pre-school education. Comparing the situation with idea given by William (2000) regarding teacher student ratio in class, quality of pre-school education seems worse in

the Bahawalpur. In this situation, no doubt, teachers cannot perform well in their classes. So, quality pre-school education is not possible and discipline problems are expected in the schools due to inappropriate level of attention by teachers to students.This calls attention of planners to make and implement rules regardingthe maximum number of students in a group. Moreover, authorities need to be vigilant while registering schools and ensure to register schools that fulfill the defined criteria by school education department. Implementation of rules in schools should be ensured strictly.

Qualification of teacher and professional training playsvital role in quality teaching. Pre-school education aims to develop a happy feeling for school among children who join a school. This is only possible with qualified, trained and dedicated staff. Unfortunately, this study has supported that schools have hired staff that is low qualified and sometimes do not have professional training in pre-school level teaching. The situation about lack of trained teachers is worse especially in private schools. Therefore, in present situation, teachers especially working in private schools can not give quality education to children following worldwide measures and educate children keeping in mind their age and psychological needs according to recommendation of Burchinal*et al. (*2002).This finding directs management of schools to avoid hiring of low educated and untrained teaching staff for the schools.

Present study is evident that schools have poor infrastructure for pre-school education in the Bahawalpur. Some facilities needed for effective education are completely or partially missing in schools (Table 15). This situation indicates negligence of views of Schneider (2002) and Tanner (2000) and directs management of schools to design school buildings and ensure availability of basic required physical facilities in schools to provide healthy environment to students in schools.

About the aspects of classroom outlook, monitoring of classes, teachers' motivation, physical activities in school, pedagogical technologies, parents' involvement in school, a satisfactory situation in schools has observed. But in these aspects, evidences more support private schools for better quality of pre-school education. This supports government schools to be more vigilant to improve themselves and serve the nation in better way.

Conclusion

On the whole, government as well as private schools hadnot ideal situations for quality pre-school education.Only some schools hadmaintained number of students up to 25 in a section in government as well as private schools. Some private and many government schools hadenrolled more than 35 students in a section/ group. The students sometimes were up to 70 that was worse and not according to the theme of pre-school education. On the other hand, majority of schools had allocated one teacher in a section and had not provided him/her a supportive teacher.

Classroom outlook of both private and government schools as observed wasalthough suitable but with respect to classroom size, private schools were significantly better than the government schools in having sufficient space for the students' movement in classrooms.

On the whole, many facilities in private schools were missing. But, private school heads had more vigilant behavior to monitor classrooms and teaching learning process during school timings. They were givingsubstantial inspirational motivations to teachers to influence their performance. These schools were utilizing modern pedagogical technologies of the world, avoiding students' punishments and better involving parents in academic matters.But a major weakness pointed out by this study regarding the private schools was that they were taking services of less qualified, untrained and less experienced teachers for teaching to the pre-school level students.

Recommendations

Government as well as Private schools may take services of highly qualified and trained staff for pre-school level.Government schools are suggested to upgrade and train teaching staff to work according to the demands of modernera.Appointment of untrained teaching staff for pre-schooling may be strictly banned in private schools.A policy about maximum number of students in classes should be followed to maintain the standards for pre-school education in government as well as private schools.Furthermore, same study may be replicated at a large scale in all provinces of Pakistan and a study to compare academic performance of private and government school children may be conducted.

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