



ADVANCE SOCIAL SCIENCE ARCHIVE JOURNAL

Available Online: <https://assajournal.com>

Vol. 03 No. 02. Apr-Jun 2025. Page#.2604-2609

Print ISSN: [3006-2497](#) Online ISSN: [3006-2500](#)

Platform & Workflow by: [Open Journal Systems](#)



Teachers and Parents' Views on the Holistic Development of Preschoolers in Islamabad, Pakistan

Saima Yunus

PhD Student at Asia e University (Malaysia) for Ph.d Education Humanities
educationphd30@gmail.com, saimamunir586179@gmail.com

M. Fahad Munir Khan

Electrical Telecommunications Engineer
mfmmarwat@gmail.com

Abdul Ahad Munir Khan

M. Phil MBA, Supply Chain Specialist
ahadmunirkhan@gmail.com

M. Maaz Munir Khan

MBBS Student
maazsuri123@gmail.com

Abdur Rafay Munir Khan

abdurrafaymarwat@gmail.com

Abstract

This study examines the concept and practice of early childhood education (ECE) in a rural setting in Islamabad in Pakistan. The research takes into consideration various aspects that influence the development of children, including; their previous experience in learning programs, awareness of parents about education programs, and the impact of social and political conditions. It is primarily concerned with language, thinking, and social development of children. The participants were 25 in number and were recruited on verbal consent. The results indicate that social and political situations, and low knowledge of holistic development only have minor influence on the actual development of children. ECE, which works with children aged between eight and birth years old, also helps the kids to be ready to join school by enhancing their emotional, physical, social, and intellectual development. Another area addressed by the research is the influence of school curriculum, teaching materials, and the role played by parents in influencing the learning of the children. The study, undertaken under the Federal Directorate of Education in Islamabad, employed interviews, surveys and classroom observations with teachers, parents and school officials. The findings illustrate why policymakers must come up with early education initiatives that would be responsive to local cultures, social, and economic realities. Policy modification to suit the local requirements can enhance access, quality and overall development of children in rural Islamabad.

Keywords: *Early Childhood Education, Early Childhood Development, Preschool Learning, Holistic Development, Child Growth, Curriculum Design, Parental Involvement, Teacher Training, Play-Based Learning, Inclusive Education, Educational Policy in Pakistan.*

Introduction

Early Childhood Education (ECE) is also the education and growth that occurs between the periods of birth up to approximately eight years of age. This is the place where the child bases his or her lifetime learning and development. ECE does not just concentrate on academic preparation but on the development of a child, in general, physically, emotionally, socially and mentally. ECE began in Europe in the enlightenment era, where enlightenment societies were appreciative of education and child care. Studies indicate that childhood experiences determine the personality, intelligibility, and capability of the child to learn. Teachers and parents have the same role to play in the guidance of the children. Working together, children develop in a well-balanced manner; nevertheless, in case one of the sides does not support the child, his or her development could be impaired. Essa (2005) argues that ECE prepares the teachers to adopt developmentally appropriate practices. Conversely, researchers such as Dix (1991), Deater Deckard (1998), and Kaslow (2005) have found out that parents who are stressed might not be able to develop children in a healthy manner, and this may be detrimental to emotional and social development. ECE now has become an important component of the education systems in developed countries. In example of the United States, preschool programs were extended in late twentieth century, which emphasized creativity, emotional development, and socialization. According to National Association of the Education of Young Children (NAEYC), this is the most crucial stage in the development of the mind and emotion. Early education teachers not only teach, but they guide and care (Hudson, 2017). A study conducted by Layous et al. (2012) and Berndt (2002) reveals that children progress better socially and academically when encouraged by their teachers to be kind and cooperate with others. EC is in its nascent stages in Pakistan. Since the time immemorial, the education system in Pakistan was founded on memorization, not creativity (Ayub, Bano & Mukhtar, 2006; Khan, 2018). To overcome this situation, the Ministry of Education introduced Education Sector Reforms Action Plan (2001 2004) and National ECE Curriculum (2002). Pilot projects were done in Karachi and Shikarpur, where it was positively received. Nevertheless, it is not fully implemented. A lot of the state schools have untrained teachers and inadequate classrooms, whereas the private preschools simply use the name Montessori and do not pursue its actual principles. Awan and Ismail (2019) point out that there is a lack of qualified teachers in Pakistan. Under Quaid-e-Azam Academy of Educational Development (QAED), Punjab proposed a policy (ECE Policy (2017)) to establish child friendly learning conditions in learning institutions. Mobile programs are also used to train rural female teachers conducted by international bodies such as UNESCO to enhance inclusive education. These measures strive to deliver educated, creative and responsible citizens (Ministry of Education, 2006). These improvements notwithstanding, there are challenges. Poor monitoring of curriculum, parental ignorance and lack of resources still hamper the process. Research indicates that when there is a close collaboration between parents and teachers, children would learn better (Ashraf, 2019). But a lot of parents in Pakistan and especially the rural ones have no idea about their contribution in early learning as they are either illiterate or have a very hard time financially. In order to shape better ECE in Pakistan, teachers should be trained, curriculum revised and parents engaged. This study is directed at the perception of teachers and parents on the holistic development of preschool children in rural Islamabad in order to define the gaps and suggest improvement in the future.

Literature Review

Childhood Education (ECE) is considered to be one of the most significant periods of human development. It includes the age between birth and approximately eight years - when children train their way of thinking, emotional, physical and social abilities. An effective ECE program assists children in acquiring the rudiments of academic skills coupled up with enhancing their creativity, problem solving and emotional intelligence. Teachers as well as parents have significant roles to play in facilitating the development of a child through the establishment of learning environments that promote a curious, playing, and discovery process. Globally, ECE is considered to be a necessary investment because it has long-term payoffs to individuals and communities. EC in Pakistan is a relatively new discipline. The key ones were the National ECE Curriculum (2002) and Punjab ECE Policy (2017). Nevertheless, there are obstacles on the way- i.e. lack of trained personnel, inadequate classroom infrastructure, and lack of parental awareness. A lot of the rural and marginalized populations still lack access to quality preschool education. The studies indicate that children attending quality ECE programs are well prepared to attend school and have better academic and social life achievements. The positive influence of the parents is strong since the children learn best when the home and school environment do not undermine each other. To make ECE stronger in Pakistan, enhancing teacher education, raising the parental awareness, and offering well-structured facilities may be selected. Through early learning, the nation is able to bring up a generation that is confident, creative as well as able to contribute to national growth.

Theoretical Framework

In this paper, a number of theories of child development have been used. According to Piaget the Cognitive Development Theory, children learn most through exploration and doing things with their hands. According to the Sociocultural Theory by Vygotsky, learning occurs in a social context as the teacher and peers influence children to achieve the next levels of cognition. According to The Psychosocial Theory created by Erikson, early childhood is the period during which children gain the confidence, independence, and social skills. According to the Ecological Systems Theory presented by Bronfenbrenner, child development is considered to be conditioned by the interaction of various environments family, school, community, and society. These theories combined emphasise that early education must be child-centred, interactive and culturally relevant. It is the role of teachers and parents to collaborate in order to establish a positive learning environment that facilitates holistic development.

Discussion and Analysis

Early Childhood Education (ECE) in Pakistan is a critical area of cognitive, social, and emotional development of children, and yet it has numerous obstacles. The key issues are the shortage of trained teachers, old curriculum, inadequate facilities in the classroom and the scarcity of parental participation- particularly in the rural region of Islamabad. National and provincial programs, including Punjab ECE Policy (2017), and National ECE Curriculum (2002), were introduced, but the rate of improvement is slow. In the traditional teaching methods, most of the classrooms continue to apply teacher-centered approaches to teaching rather than child-centered and play-based learning. Child development theories suggest that Piaget, Vygotsky, Erikson, and Bronfenbrenner have theories that suggest that children learn best when actively involved, through interaction and in supportive environments. In order to enhance ECE in Pakistan, teacher training and policy reform, community involvement and provision of learning materials should be more emphasized. The involvement of the government agencies, schools, and parents can be coordinated to achieve confidence, creativity, and the ability to acquire the necessary life skills in preschool children.

Conclusion

Early Childhood Education (ECE) is the foundation of a life-long learning and personal growth. It promotes both the intellectual, emotional, physical and social development of children. In Pakistan, despite a couple of education reforms and policies being initiated, a lot remains to be done in terms of implementation, teacher preparation, and parental involvement especially in rural Pakistan. When children are exposed to child-friendly and play based, but with competent teachers and parents, they flourish. Thus, teacher training, revision of learning materials, knowledge on the essence of early education, among others are major milestones to the right direction. By not only enhancing the individual children by increasing their school preparedness and emotional stability, but also improving the overall social and economic growth of Pakistan, strengthening ECE will not only help individual children, but also the country as a whole. One thing is that when a good start is given to children, they have a high chance of growing up to be a confident, capable and responsible citizen in future.

References

- Ahmad, M. (2011, December 1). *Early Childhood Education in Pakistan: An international slogan waiting for national attention.*
- Ahmad, Z., et al. (2021). *Development of the children.*
- Ahmed, S. (2011); Khan, et al. (2017); Khan, R. (2018); Syeda, S. (2016); UNESCO. (2015). A series of national education policies have been presented since 1947 in Pakistan (Bhutta, 2020).
- Akber Pradhan, N., Mughis, W., Saeed Ali, T., Naseem, M., & Karmaliani, R. (2020). School-based interventions to promote personal and environmental hygiene practices among children in Pakistan: Protocol for a mixed methods study.
- Ali, A. (2020, April 10). *Current status of malnutrition and stunting in Pakistani children: What needs to be done?*
- Alexander, R. J. (2001). *Culture and learning in the early years of school in international contexts: A comparative appraisal of culture and pedagogy.*

- American Educational Research Association. (2022, March). *Early child care and children's development prior to school entry: Results from the NICHD study of early child care.*
- Antony-Newman, M. (2018, January 19). *Parental involvement of immigrant parents: A meta-synthesis.*
- Ball, J., & Jessica. (2010). *Educational equity for children from diverse language backgrounds: Mother tongue-based bilingual or multilingual education in the early years: Summary.*
- Beery, T., & Magntorn, O. (2022, April 10). *Pre-service early childhood educator experience in a UNESCO Biosphere Reserve.*
- Bokayev, B., & Baurzhan, et al. (2020, December 5). *Distance learning in Kazakhstan: Estimating parents' satisfaction of educational quality during the coronavirus.*
- Cheung, P. (2019, March 14). *Teachers as role models for physical activity: Are preschool children more active when their teachers are active?*
- Davis, J., & Julie. (2008). *What might education for sustainability look like in early childhood? A case for participatory, whole-setting approaches.*
- Fung, H., & Chen, E. C.-H. (2002, April 21). *Across time and beyond skin: Self and transgression in the everyday socialization of shame among Taiwanese preschool children.*
- Haq, W., & Abbas, F. (2022). *A multilevel analysis of factors associated with stunting in children less than 2 years using Multiple Indicator Cluster Survey (MICS) 2017–18 of Punjab, Pakistan.*
- Hornby, G., & Blackwell, I. (2018, January 9). *Barriers to parental involvement in education: An update.*
- Ingrid Pramling Samuelsson, & Kaga, Y. (2008). *The contribution of early childhood education to a sustainable society.*
- Jarmila Bubikova-Moan, H. N. Hjetland, & Wollscheid, S. (2019, October 14).
- Majid, A. (2022). *The influence of parental perception on early childhood education choices in Pakistan.*
- Malik, S., Khalid, L., Malik, M., & Asghar, M. Z. (n.d.). *Parental involvement in early childhood education in Punjab: A qualitative study.*
- Malik, S., Asghar, Z., & Khalid, L. (n.d.). *Implementation of national early childhood education curriculum in Punjab: A qualitative study.*
- Maria, R., et al. (2014, February 18). *Influence of age and gender in acquiring social skills in Portuguese preschool education.*
- Mark Froiland, J. (2022, December 26). *A comprehensive model of preschool through high school parent involvement with emphasis on the psychological facets.*
- Mehmet Basaran, et al. (2021). *Evaluation of preschool education program according to CIPP model.*
- Nadeem, R. (n.d.). *Lived experiences of children with autism spectrum disorder in Canada and Pakistan: Children with ASD demonstrate a greater prevalence of sleep.*
- Nganga, L. W. (2019, November 3). *Early childhood education programs in Kenya: Challenges and solutions.*
- Nisar, Z. (2007, August 13). *Early years education in Pakistan: Trends, issues and strategies.*
- Panel Chargrave, A., & Senecha, M. (2000). *A book reading intervention with preschool children who have limited vocabularies: The benefits of regular reading and dialogic reading.*
- Panel Ihtisham Ul Haq Khan Niazi. (2022). *Psychological resilience of children in a multi-hazard environment* (I. Ahmad Rana, Ed.).

Panel Dr. Yusra Ribhi Shawar PhD, & Prof. Jeremy Shiffman PhD. (2017, January). *Generation of global political priority for early childhood development: The challenges of framing and governance.*

Pigozzi, M. (2009). *International perspectives on the goals of universal basic and secondary education.*

Richard, A. (2021, March 11). *Bullying in children: Impact on child health.*

Sarfraz, M., Hamid, S., Kulane, A., & Jayasuriya, R. (2023, February 16). *“The wife should do as her husband advises.”*