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PARENTS' INVOLVEMENT IN EARLY CHILDHOOD EDUCATION

Saima Yunus	PhD Student at Asia e University (Malaysia) for Ph.d Education Humanities Email: education30@gmail.com
M. Fahad Munir Khan	Electrical Telecommunications Engineer Email: mfmarrwat@gmail.com
Abdul Ahad Munir Khan	M.Phil MBA, Supply Chain Specialist Email: ahadmunirkhan@gmail.com
M.Maaz Munir Khan	MBBS Student Email: maazsuri123@gmail.com
Abdur Rafay Munir Khan	Email: abdurrafaymarwat@gmail.com

ABSTRACT

LAMIC countries would benefit substantially from early childhood education (ECE) programs because these programs assist disadvantaged children to achieve their full potential according to research findings. These educational programs continue to receive insufficient research regarding their effects on child mental health and comprehensive welfare development. Parents enable fundamental growth in their children during their early years. The involvement of parents brings enduring changes to their children's capability to learn. The correct stimulation of children during early childhood years from birth through age five leads to stronger academic performance in the future. The research examines how parents as well as instructors in Pakistani early childhood education and care institutions think about and interact with their roles. The research shows how parental influence affects government legislation because current policy development lacks adequate parental input.

Keywords: ECE, ECEC, LAMIC

Introduction

Professional early childhood education programs show increasing proof in helping disadvantaged children avoid developmental delays. Educational results have been the primary focus of research pertaining to early child education but less attention has been paid to understanding its preventive effects against mental health problems and its wellness benefits.

The paper looks at peer-reviewed journal articles about ECE programs in Latin American and other underdeveloped economies. The study integrates psychological concepts established by Jean Piaget who stressed cognitive alongside emotional and integrative processes of child development. Pakistani children are the study focus since early childhood education remains in its developmental phase in their

nation. Children begin their school journey in Pakistan at age six rather than following an international precedent of early childhood development admission procedures

This research investigates the views that parents and teachers hold about ECEC programs in Pakistan. The exploration combines workplace and familial perspectives to underline the vital function that parents play during child development.

The Importance of Parental Involvement

Parents hold a fundamental position between 0 and 8 years of child development. Students who actively participate in educational processes develop superior learning capabilities. According to research the proper stimulation delivered to children during early development leads them to attain superior academic outcomes from school through their later years.

Early childhood physical activity establishes the foundation which leads young children toward leading energetic and healthy lives later in their development. Poor academic results can be traced back to uncurbed curiosity that develops under an effective teaching environment. The ECE programs support children through activities which promote learning through play and help develop decision-making skills and build social abilities. Clues from early childhood observations enable teachers to personalize their support while spotting individual children's capabilities and limitations.

The involvement of parents in early childhood education enables children to transfer learnings from school activities to home tasks. Early childhood education enhances school readiness which enables children to stay enrolled in classes while decreasing grades repeated by students. Investing in early intervention programs delivers permanent advantages to children's development since it costs less than remediation efforts made after delays become evident.

Jordan demonstrates successful parental involvement through its state-initiated program. This program brings parents into kindergarten settings to provide them education in school curricula and classroom teaching principles and daily routines. Pakistan should implement comparable approaches to develop its ECE structure.

Literature Review

The UNESCO 2014 report revealed that Pakistan ranks as the second country worldwide for its number of children without schooling after Nigeria. Research establishes that proper care inside a supportive learning space boosts student education progress. Teachers who prioritize love combined with kindness and care for students can improve student learning effectiveness by implementing suitable teaching approaches.

The Aga Khan Education Services operate early childhood programs at high educational standards for children aged 2 to 8 years. The education services of Aga Khan provide preschool education for children in isolated areas of Gilgit-Baltistan, Chitral, and Sindh. The institution created a 100-hour Certificate Program to educate early childhood educators.

The government of Pakistan maintain their support for the Dakar Framework for Action which works to increase access to early childhood education particularly for children from disadvantaged backgrounds. The National Plan of Action (1998-2010) implemented policies which aimed to establish additional budgetary provisions along with teacher recruitment for early education expansion. The delayed execution has occurred because of insufficient resources and missing proper planning.

The current enrollment statistics reveal that Early Childhood Education programs do not include 53% of children from ages 3 to 5. Children aged 3-5 who do not attend school exist in numbers that reach 50% in Punjab and 78% in Balochistan while Sindh and Khyber Pakhtunkhwa each have 61% and 65% respectively. ECE integration into formal education systems was proposed through the National Plan of Action (2001-2015) as its solution.

Children should receive independent recognition because they possess distinct life experiences and personal goals according to Hriday Kant Dewan (2015). Parents should practice active listening as they help their children discover who they are.

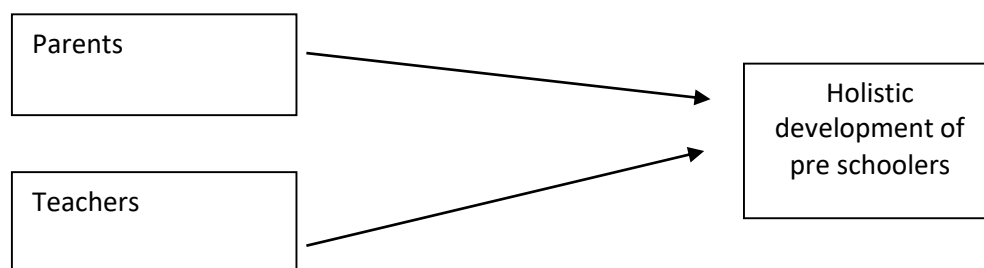
Theoretical Framework

Under Jean Piaget's Schema Theory individuals learn material better when new information connects with previous knowledge. Educational personnel should first measure their student's current understanding to more effectively present novel ideas.

According to Piaget's Constructivist Theory students develop their learning through performing experiences. Within a constructivist learning environment children must carry out physical activities to learn instead of remaining stationary. Early childhood educational institutions make significant use of this teaching approach.

The practice of Scaffolding functions through the implementation of support adjustment according to student requirements. The teacher provides detailed instructions about new math concepts at first yet transits to minimal support when students show competency.

Early childhood stands as a critical developmental period according to these learning theories because students learn cognitive and moral and social skills and emotional competencies. The combination of parental and educational treatment and interactions from peers structure the development of child personalities. Social interaction builds a complete human being yet any kind of abandonment stands as a barrier to growth.



Analysis and Discussion

The research data contains information collected through face-to-face interviews with both parents and teachers. The researchers prepared a verbatim transcription of all recorded interviews to maintain objective analysis. The research organized a method to examine multiple viewpoints while avoiding prospective prejudices.

Researchers examined major answers while maintaining the original thoughts of interviewed subjects. The study prioritized descriptive findings instead of explanation-related findings. The research examined structural elements together with referential features of parental educator functions. The researcher worked through several interpretations to verify the accuracy of the findings before final decision.

Another step involved conducting group discussions for verifying obtained findings. The discussions contributed to improving descriptions along with strengthening the trustworthiness of results found. The last categories exhibited logical organization which matched the beliefs of parents and teachers regarding their ECEC responsibilities.

Conclusion

Parents in ECEC fulfillment primarily exist to select the most beneficial educational services for their children. The study reveals four major sections in which parents carry out their responsibilities.

1. When making their selection parents seek out excellence in ECEC programming which addresses all their children's learning requirements. Every participant wanted to select the optimum educational service for their children.

2. Parents primarily perform the task of facilitating school transport between school hours for their children. After pick and enrollment of their child most parents limit their participation to this point.

3. Parents mainly depend on their child's educational institution to get updates regarding school achievements and challenges. Service quality monitoring alongside information-seeking does not comprise part of their routine practice.

4. Parents avoid attempting to solve problems within current programs since they prefer moving their children to different service providers when faced with subpar service.

The study results demonstrate that additional parental involvement is essential for ECEC beyond choosing and using educational services. The expansion of structured educational programs with enhanced awareness about child-centered participation requires implementation to stimulate active parent involvement in early childhood education.

An improved parental involvement program in Pakistan will strengthen early childhood education while providing better developmental results for children.

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