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Impact of Teacher's Effectiveness on the Acquisition of Skills in Early Childhood Education (ECE)

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Abstract: *The study was conducted to explore teacher effectiveness in the development of skills in early childhood education (ECE). The aim of this research work was to know to what extent the teacher is effective in the development of skills in early childhood students. Thus, the performance of learners was evaluated based on the impact of ECE resource rooms on the skills development of learners from the teacher's perception. A total of 170 teachers were chosen from elementary and secondary schools as a sample of this study. The effectiveness of the teachers in early childhood education (ECE) was evaluated using a self-created questionnaire. Data entry and subsequent statistical analysis were conducted using the Social Sciences Statistical Package (SPSS 21). The results revealed that male and female teacher perceptions about utilizing ECE resource rooms were different among student skills and competency development. It was concluded that a healthy learning environment is considered to be supportive in augmenting the development of the brain, as well as social and physical. The resource rooms should be established to boost prospective teachers' imagination and enable them to create stories. Teachers should be encouraged to raise discussions among students to gain their attention and support the learning process.*

Key Words: Early Childhood Education, Resource Room, Skills Development, Factors, Correlation

Introduction

Early childhood education (ECE) has faced many reforms that have led to new requirements for skills development. Due to this evolution, there is, in turn, an increasing need to enhance the professional competence of ECE teachers through further training. Education is necessary for our society. It plays an important role in the development of skills among students and society. Students learn modern techniques, learn to talk, learn to identify objects, etc. Therefore, the level of education is divided into six different categories according to the educational levels. For example, nursery/playgroup, primary level, middle level including 6th to 8th standards, 9th to 10th higher, then intermediate, graduation to post-graduation level, etc. In our local language, nursery classes are also known as Ketchi class and Pakki class.

ECE is a semi-formal education; it usually provides mental, social and physical learning for children through play from an early age to a mandatory age. Another researcher used different terms for the pre-primary level of education, for example, Nursery and preschool, Pervert cooperative nursery schools, Kindergarten, Daycare, Playgroups and Laboratory or practising nursery schools (Maduwesi, 2005).

Elementary education helps students learn new concepts and ideas. They learn about science, history, and other subjects that are not introduced at home. This helps students broaden their horizons. Elementary education helps students to have a structured routine and learn through rules and schedules. This can help

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them in developing skills such as time management. Elementary education helps students solve problems and work in teams, which will help them work in a professional environment. This education develops the sense in a child as they start loving the habit of learning new things.

ECE is very helpful and necessary for children (Havnes & Mogstad, 2009) because quality education and early life education have positive effects on children. The first 3 to 4 years are very important for the fastest growth of children's lives (Lancet, 2011). The stochastic learning tools affect their physical and psychological behaviour in the early 5 years of age of children through play (Gopnik & Wellman, 2012). Pre-primary education is helpful for the development of children's social, mental, physical and intellectual behaviour (Osanyin, 2002).

During the recent era, ECE's emphasis was on learning and technical skills (Rehman, 2006; Brownson, 2010). In most countries, ECE is named the Ketchi class and provides education through play. Thus, it has been recognized that ECE is very important for a new generation (Ahmad et al., 2019). The school environment and home learning are very helpful for the bright future of children (Murtaza, 2011).

Some other studies showed that ECE is very helpful in developing pupils' communication skills (Sundin et al., 2018; Cremin et al., 2018), as well as increasing interest in creating new ideas (O'Byrne et al., 2018), development of motor skills, described science concepts, better language learning (Zomer & Kay, 2014; Walan; 2019 Preradovic et al., 2016; Lucarevski, 2016; Mah et al., 2021). It also supports children to learn professionally and to motivate students to attend class regularly (Nicolopoulou et al., 2015; Cremin et al., 2018).

Pakistan is not in a good position to spend extra money on education. Pakistan is a developing country, and it does not have big resources. Our schools facing a lot of difficulties due to a lack of student-to-teacher ratio, lack of room facilities etc. Due to these circumstances, an alarming situation is faced, and enrollments of students are dropped day by day. Therefore, the present research work is about the Early Childhood Education (ECE). The study was conducted to explore teacher effectiveness in the development of skills in early childhood education (ECE). The aim of this research work was to know to what extent the teacher is effective in the development of skills in early childhood students. Thus, the performance of learners was evaluated based on the impact of ECE resource rooms on the skills development of learners from the teacher's perception. In this research, the teacher/responder was the independent variable, and student learning outcomes were taken as dependent variables.

Research Questions

The following research questions are formulated to achieve the main goal:

- What teaching approaches are being used by school teachers to develop skills in ECE from the teacher's perception?
- How do communication skills affect ECE students' development based on teachers' observations?
- How do teachers view the impact of early childhood education resource rooms on students' learning environment?
- How do teachers employ role-playing in early childhood education?
- What are teachers' views about the utility of ECE resource rooms in the Multan district?

Literature Review

In Pakistan, elementary school is one of the most important stages in a student's life since it's during this time that they choose their future field of study. In Pakistan, pupils receive an elementary education up until the eighth standard. A pupil has a bright future if they have a solid foundation in elementary school. Students who complete elementary school can grow into remarkable, self-assured individuals. Additionally, it can help a learner grasp how the world works, absorb new concepts, and interact with people more effectively. Students in primary school will go through the perception and learning phase, which will aid in their comprehension of the teaching and learning processes. In Pakistan, primary elementary education can foster greater growth and development in pupils by enabling them to distinguish between right and evil. With their rigorous academic requirements, these elementary schools assist pupils in raising their quality for greater opportunities in the future.



Several perspectives can be used to comprehend the range of competencies. Those that are instrumental fall into the first category. They are predicated on ideas like aptitude, competence, and skills. Those who deepen their comprehension of competences as predispositions comprise the second category. Those that fit the definition of complex belong to the third group. In everyday speech, the word "competences" refers to a circumstance in which an individual performs a certain activity, and the outcome of this activity establishes the individual's competence (Furmanek, 2007). ECE is the most essential factor and is also worldwide recognized and widely accepted in determining the next school achievements (Barnett et al., 2007). The study was investigated to check the attitudes, behaviors, and views about the rights of the child of ECE teachers in Turkey (Banko-Bal & Guler-Yildiz, 2021). The sequential technique was used to investigate the 205 ECE teacher's attitudes towards children's rights. The quantitative questionnaire was formulated according to their research needs. With the help of interviews, about ten ECE teachers were selected to observe their views in terms of the rights of the children. The results showed that teachers had positive opinions towards children's rights, but most of them were incompatible with their activities and beliefs.

The 120 school teachers were selected by Yasrab and Shah (2022) to investigate the impact of the ECE project on students' cognitive development. Half of the participants were selected from the Ketchi class, and the other half, 60, were selected from ECE resource rooms in Punjab, Pakistan. Data was collected, and observations were made with the help of a developed questionnaire. The final results revealed that students having ECE classes performed better than other students. It was concluded that ECE is the best platform for ECE students, and students perform very well at an early age. The findings showed that ECE is very important and recommended for public schools.

Methodology

This present research work was carried out to discover "Teacher effectiveness on the development of skills in early childhood education (ECE) learning outcomes".

Research Design

This study was descriptive in nature and employed quantitative methodologies to provide a clearer description of the problem statement. In the current study, the survey design was employed.

Population of the study

ECE's schools in the Multan district were selected for this study. The Executive District Officer (Education)'s office provided a list of ECE teachers that were included in the sample. In this sampling, 170 teachers (Male=94 and Female=76) of public schools were selected through proportionate stratified random technique from Multan district Schools.

Sampling

A proportionate stratified random sampling technique was used to select the sample from the population for this study.

Design and Participants

The purpose of the quantitative survey design was to examine how Multan Punjab, Pakistani public school teachers felt about ECE resource rooms. All 170 male and female educators who instruct ECE programs in the Multan district were included in this study. A purposive sampling technique was applied. The formula suggested by Krejcie and Morgan (1970) was used to determine the sample size. A total of 170 educators answered the research questionnaire. Out of 170 participants, 94 (55.3%) males and 76 (44.7%) females were selected in the present study.

Research Instruments

This study examined ECE teachers' perceptions of the value of ECE rooms in the development of students' skills using a self-developed, thirty-item questionnaire divided into two portions. The sample participants

were asked to fill out the first component of the questionnaire, which had four sections, including information about their personal lives and jobs, such as their school name, gender, age, and location.

The second portion, which consists of five elements and thirty items, discusses the value of ECE resource rooms for students' skill development. A Likert-style scale was created to compile the chosen sample's replies. Every teacher's questionnaire was graded according to frequency, percentage, mean, and standard deviation.

The weightage of these levels is as follows. Strongly Agree (SA): 5, Agree (A): 4, Neutral: 3, Disagree (DA): 2, Strongly Disagree (SDA): 1. To validate the questionnaire, a panel of education specialists was consulted. For pilot testing, the questionnaire was refined in light of their input and the advice of experts. A small-scale pilot research involving thirty male and female instructors from public schools in the Multan district with an ECE setup was carried out in order to make further improvements. The participant's valuable opinions were noted. The questionnaire was finalized based on the views and valuable suggestions of the sample participants.

Data Collection

Data were collected with the help of questionnaire and ethical consideration were also made certain during and after the collection of data. The questionnaire was distributed and collected from the participants to get the perception of teachers about the development of skills and competencies among students at ECE level.

Statistical Analysis

Data entry and subsequent statistical analysis were conducted using the Social Sciences statistical software, SPSS 21. For analysis, t-tests, standard deviation, and mean scores from descriptive statistics were used in inferential statistics (SPSS Statistics:21, 2013).

Results

The influence of "Teacher effectiveness on the development of skills in early childhood education (ECE)" on student learning outcomes was ascertained through the use of descriptive statistical techniques, including mean and standard deviation, percentage, and frequency distribution. Correlations between various parameters were calculated using inferential statistics techniques such as t-tests, one-way ANOVA, Tukey HSD test, and Pearson Coefficient correlation. This chapter began with an analysis of the research questions.

Using the Tukey HSD test and the Post Hoc test, teachers were able to compare various demographic factors. The Mean and standard deviation were employed to examine how teachers perceived the ECE teaching methods. The Pearson coefficient was utilized to determine the association between various components. There were 170 schools in the study sample. 76 female schools and 94 male schools were present. Analyzing the efficiency of teachers in early childhood education (ECE) in Multan, Pakistan, was one of the main goals of the study. A questionnaire was created based on the literature that was researched in order to accomplish this goal. The majority of early childhood educators stated, as indicated by the results, that play is crucial to their practices and that they should teach kids with their educational needs in mind.

Moreover, the majority of ECE teachers worked on organizing the learning material for each teaching lesson. It is also depicted that teachers also maintain discipline among children during class. Furthermore, teachers promote students' ability to articulate their feelings. In light of the present investigations, our results showed that teachers were in favour of the ECE setup in terms of its usefulness for students' skills and cognitive development.

In the light of present investigations, results depicted that mostly teachers gave positive response against following questions. Our study comprised of 5 factors including teacher's approaches, development of communication skills, learning environment, role of play and utility of resource room.

**Table 1**

Frequency (f) and percentage (%) of responses of ECE teachers about teaching approaches

S. No	Statements	SA f(%)	A f(%)	N f(%)	DA f(%)	SDA f(%)	M	SD
1	In my opinion, children considering their educational needs	54(31.8)	98(57.6)	13(7.6)	4(2.6)	1(0.6)	4.17	0.71
2	I think children by using the available things from the environment	53(31.2)	98(57.6)	19(11.2)	0(0)	0(0)	4.20	0.62
3	I rely on children by using a textbook-centered approach	34(20)	91 (53.5)	26(15.3)	17(10)	2(1.2)	3.81	0.91
4	I like to use the demonstration method as the best way to direct the children's attention at the Primary level	80(47.1)	72(42.4)	12(7.1)	4(2.4)	2(1.2)	4.31	0.80
5	I like to use the answering method to motivate your students to learn	68(40)	91(53.5)	9(5.3)	1(0.6)	1(0.6)	4.31	0.65
6	I believe that children learn from instructing other children	44(25.9)	100(58.8)	25(14.7)	1(0.6)	0(0)	4.10	0.64
7	I like to use demonstration method to teach basic language skills (listening, speaking, reading, and writing)	69(40.6)	87(51.2)	10(5.9)	3(1.8)	1(0.6)	4.29	0.71

Note: N =170, SA=Strongly Agree; A= Agree; N= Neutral; DA= Disagree; SDA= Strongly Disagree, M= Mean, SD= Standard Deviation

Factor 1 showed that the majority of teachers gave positive responses against the first factor of teacher approaches. The seven questions included in the first factor almost showed positive responses. Every teaching strategy has a mean value greater than 4 (Agree=4). The overall Mean of the respondents is (4.17), and the standard deviation is (0.18). It suggests that the majority of ECE instructors in public schools were using the most effective teaching strategies. (Table 1).

Table 2

Frequency (f) and percentage (%) of responses of ECE teachers about the development of communication skills

S. No	Statements	SA f(%)	A f(%)	N f(%)	DA f(%)	SDA f(%)	M	SD
8	I promote student's ability to verbalize their feelings	58(34.1)	96(56.5)	16(9.4)	0(0)	0(0)	4.24	0.613
9	I promote student's ability to answer question	56(32.9)	102(60)	12(7.1)	0(0)	0(0)	4.25	0.578
10	I like to use "drama and role play" (dressing up) to develop children's language skills	51(30)	95(55.9)	21(12.4)	3(1.8)	0(0)	4.14	0.690

S. No	Statements	SA f(%)	A f(%)	N f(%)	DA f(%)	SDA f(%)	M	SD
11	I believe that small grouping and short-duration classroom conversation helps children respect each other opinion	50(29.4)	101(59.4)	19(11.2)	0(0)	0(0)	4.18	0.612
12	I believe that the duration of conversation and small groups help children improve their listening skills	47(27.6)	107(62.9)	16(9.4)	0(0)	0(0)	4.18	0.582
13	I like to categorise objects like toys in the classroom according to criteria (colour, shape, size) to help children develop their mathematical skills	65(38.2)	94(55.3)	11(6.5)	0(0)	0(0)	4.22	0.590
14	I believe that paired or group work methods develop the children's cooperative learning skills	73(42.9)	88(51.8)	6(3.5)	3(1.8)	0(0)	4.35	0.639

Note: N =170, SA=Strongly Agree; A= Agree; N= Neutral; DA= Disagree; SDA= Strongly Disagree, M= Mean, SD= Standard Deviation

The second factor is the development of communication skills. The results revealed that all questions of factor 2 showed positive results. ECE teachers respond in favour of drama and role play, small group and short duration classroom discussion, students' ability to answer the questions, and developing children's cooperative learning skills. The data presented in Table 2 indicates that ECE teachers were the most proficient in their teaching practices, as seen by the mean value of teaching practices exceeding 4 (Agree=4). The Mean of the respondents is (4.24), and their standard deviation is (0.029). Additionally, research indicates that the majority of ECE teachers were best practising the function that plays in a child's skill development.

Table 3

Frequency (f) and percentage (%) of responses of ECE teachers about the learning environment

S. No	Statements	SA f(%)	A f(%)	N f(%)	DA f(%)	SDA f(%)	M	SD
15	I used to organize the learning material for each teaching lesson	55(32.4)	96(56.5)	18(10.6)	1(0.6)	0(0)	4.20	0.642
16	I like to provide relevant, interesting, novel experiences	55(32.4)	83(48.8)	27(15.9)	4(2.4)	1(0.6)	4.10	0.789
17	I like to provide opportunities for questioning	60(35.3)	96(56.5)	14(8.2)	0(0)	0(0)	4.27	0.603

Note: N =170, SA=Strongly Agree; A= Agree; N= Neutral; DA= Disagree; SDA= Strongly Disagree, M= Mean, SD= Standard Deviation

The third factor also showed a positive response against all the following statements of learning environment skills, including relevant, interesting and novel experiences. The same thing happened against this factor. The overall Mean of the respondents is (4.19), and their standard deviation is (0.84). ECE teacher showed a positive response (Table 3).

**Table 4**

Frequency (f) and percentage (%) of responses of ECE teacher's role in play

S. No	Statements	SA f(%)	A f(%)	N f(%)	DA f(%)	SDA f(%)	M	SD
18	I think play has an essential place in early childhood teaching/ practices	67(39.4)	90(52.9)	13(7.6)	0(0)	0(0)	4.22	0.609
19	I analyze conversations of children during play	52(30.6)	93(54.7)	21(12.4)	3(1.8)	1(0.6)	4.12	0.734
20	I believe that students teach through play	57(33.5)	98(57.6)	13(7.6)	2(1.2)	0(0)	4.13	0.637
21	I believe that play helps to develop children's skills for seeking educational success	52(30.6)	102(60)	16(9.4)	0(0)	0(0)	4.21	0.597
22	In my perspective, play helps to develop children's motor skills (running, jumping, stretching, digging, and Climbing)	70(41.2)	83(48.8)	15(8.8)	1(0.6)	1(0.6)	4.29	0.702
23	I rely on Pupils to learn about mathematical concepts (depth, width, height, volume, area, measurement) through block-building	53(31.2)	96(56.5)	20(11.8)	1(0.6)	0(0)	4.18	0.649

Note: N =170, SA=Strongly Agree; A= Agree; N= Neutral; DA= Disagree; SDA= Strongly Disagree, M= Mean, SD= Standard Deviation

The 4th factor is about the role of play in early childhood teaching practices, the development of children's skills of seeking educational success developed children's motor skills and also mathematical concepts through block building. Some of the responders showed positive responses. Their Mean is (3.62), and the standard deviation is (0.60). Some have neutral responses against this factor (Table 4).

Table 5

Frequency (f) and percentage (%) of responses of ECE teachers about utility of resource room

S. No	Statements	SA f(%)	A f(%)	N f(%)	DA f(%)	SDA f(%)	M	SD
24	I recognize it is useful to develop the scientific and discovery abilities of pupils	57(33.5)	92(54.1)	21(12.4)	0(0)	0(0)	4.21	0.645
25	I believe that It provides students with knowledge about modern technologies	53(31.2)	91(53.5)	25(14.7)	1(0.6)	0(0)	4.15	0.679
26	I think that It provides quality education to students in backward areas	46(27.1)	93(54.7)	26(15.3)	5(2.9)	0(0)	4.05	0.735
27	I rely that it's helpful to learn counting and basic alphabets conceptually	51(30)	96(56.5)	20(11.8)	2(1.2)	1(0.6)	4.14	0.707
28	I believe that it is helpful to improve student's writing skills	56(32.9)	92(54.1)	19(11.2)	3(1.8)	0(0)	4.18	0.693

S. No	Statements	SA f(%)	A f(%)	N f(%)	DA f(%)	SDA f(%)	M	SD
29	I think that it is helpful to develop the reading ability of students	61(35.9)	89(52.4)	18(10.6)	1(0.6)	1(0.6)	4.22	0.702
30	I think it is helpful to improve the pronunciation ability of students	60(35.3)	89(52.4)	19(11.2)	1(0.6)	1(0.6)	4.21	0.706

Note: N =170, SA=Strongly Agree; A= Agree; N= Neutral; DA= Disagree; SDA= Strongly Disagree, M= Mean, SD= Standard Deviation

The last factor is the utility of the resource room. The results showed that most respondents were in favour of students' knowledge about modern technologies. It is helpful to improve student's writing skills and alphabetic concepts. Some responders showed neutral responses. Their Mean is (4.16), and the standard deviation is (0.021) (Table 5).

Table 6

Mean, standard deviation and Skewness of different factors

Factors	N	Mean	Std. Error of Mean	Std. Deviation	Skewness	Std. Error of Skewness
Teaching approaches	170	4.17	0.39	-0.45	0.186	0.93
Communication skills	170	4.24	0.37	-0.30	0.186	-0.61
Learning environment	170	4.19	0.49	-0.16	0.186	-0.25
Role of play	170	4.22	0.41	-0.02	0.186	-0.63
Utility of resource room	170	4.16	0.44	-0.22	0.186	0.62

Above table Showed the mean score of different factors of “Teacher effectiveness on the development of skills in ECE. The mean score of for the factor communication skill (4.24) is higher as compared to mean score of teaching approaches (4.17), learning environment (4.19), utility of resource room (4.16) and role of play (4.22). This shows that communication skills were considered important in teacher effectiveness in ECE level (Table 6).

Table 7

Correlation among different factors

Factors		Teaching approaches	Communication skills	Learning environment	Role of play	Utility of resource room
Teaching approaches	Pearson Correlation	1	.460**	.426**	.423**	.418**
	Sig. (2-tailed)		.000	.000	.000	.000
	N		170	170	170	170
Communication skills	Pearson Correlation		1	.552**	.645**	.645**
	Sig. (2-tailed)			.000	.000	.000
	N			170	170	170
Learning environment	Pearson Correlation			1	.541**	.563**
	Sig. (2-tailed)				.000	.000
	N				170	170
Role of play	Pearson Correlation				1	.665**
	Sig. (2-tailed)					.000
	N					170
Utility of resource room	Pearson Correlation					1
	Sig. (2-tailed)					

** . Correlation is significant at the 0.01 level (2-tailed).



The Pearson test of correlation was applied to examine the relationship between five factors. From the above table, the results explained that there is a significant difference between teaching approaches and communication. A significant relationship was observed between the P-value (0.00) and the Pearson value (.460**). It was observed that there is a strong relationship between teaching approaches and communication skills. The relationship between the five components was examined using the Pearson test of correlation, as the above table demonstrates. The ways that teaching approaches and learning environments are approached differ greatly. The Pearson value is (.426**) and the significant P-value is (0.00). This indicates that teaching approaches and learning environments have a significant relationship.

There is a big difference between teaching approaches and role play. It indicates that the significant P-value is (0.00) and the Pearson value is (0.423). Therefore, it was reported that there is a significant association between the above two relations. The above table results explained that the significant P-value is (0.00) and the Pearson value is (0.418). There is a significant relationship between teachers and the utility of resource rooms. The relationship between the five components was examined using the Pearson test of correlation, as the above table demonstrates. The ways that communication skills and learning environments are approached differ greatly. The Pearson value is (.552**) and the significant P-value is (0.00). This indicates that teaching approaches and learning environments have a significant relationship.

There is a significant relationship between communication skills and the role of play. It indicates that the significant P-value is (0.00), and the Pearson value is (.645**). Therefore, it was reported that there is a significant relationship between the above two relations. The above table shows that the significant P-value is (0.00), and the Pearson value is (.645**). There is a significant relationship between the learning environment and the utility of resource rooms. The relationship between the five factors was examined using the Pearson test of correlation, as the above table demonstrates. The ways that the learning environment and utility of the resource room are approached differ greatly. The Pearson value is (.541**) and the significant P-value is (0.00). This indicates that teaching approaches and learning environments have a significant relationship. There is a significant relationship between the learning environment and the utility of the resource room. It indicates that the significant P-value is (0.00), and the Pearson value is (.563**). Therefore, it was reported that there is a significant relationship between the above two relations. In the above table, the significant P-value is (0.00), and the Pearson value is (.665**). There is a significant positive relationship between the role of play and the utility of resource rooms.

Discussion

The majority of ECE teachers in public schools seem to be effective in their teaching practices for students' skills and competencies development at the early childhood education (ECE) level when it comes to the role of play in learning as well as the development of children's skills and also teaching approaches, promotion of school readiness social skills, use of teaching methods, communication skills, elements of effective early years teaching the creation of learning environment, task-related behavior and homework assignments.

The results indicated that a healthy learning environment is supposed to be supportive in augmenting the development of the brain, as well as social and physical growth. Similarly, other related studies also explained that ECE is helpful and a very useful phenomenon for early childhood students (Ahmad et al., 2019; Murtaza, 2011).

The other studies exhibited momentous differences between both sexes, including male and female teachers' perceptions of early childhood education setup. Barnett et al. (2005) also described that ECE is also very useful for students. Barnett depicted that female teachers are more in favour of early childhood education setup than male teachers. For the enhancement of early childhood education services, most policymakers, federal institutes, and provincial governments desire to improve ECE services. The introduction of highly qualified, particularly trained teachers for ECE may lead to considerable developments (Manning et al., 2017) in children's skills and academic and cognitive development, which contributes towards life-long results and advantages for humanity.

The present research activities are based on qualitative research conducted in interviews with early childhood education teachers. It also witnessed ECE classes, observed learning and teaching methods, and

diagnosed the issues of young children, as well as teachers' perceptions about early childhood classes. Researchers also used open-ended questions, and so far, the teachers answered speedily and on time (Begum et al., 2023).

The study's primary goal was to assess how well early childhood educators (ECE) in Multan, Pakistan, were developing their students' skills. A questionnaire was created based on the literature that was researched in order to accomplish this goal. The majority of early childhood educators stated, as indicated by the results, that play is crucial to their practices and that they should teach kids with their educational needs in mind. Additionally, the ECE instructors organised the instructional materials for each class. It is also depicted that teachers also maintain discipline among children during class. Furthermore, teachers promote students' ability to articulate their feelings. In the light of present investigations, our result indicated that teachers were in favour of the ECE setup in terms of its usefulness for students' skills and cognitive development.

In light of the present investigations, results show that most teachers gave positive responses to the following questions. Our study comprised 5 factors, including teacher's approaches, development of communication skills, learning environment, role of play and utility of resource room. When it comes to play's role in children's learning and skill development, teaching approaches, elements of effective early childhood education, social skills promotion for school readiness, use of teaching capabilities, creating a learning environment, communication skills, and homework assignments, the majority of ECE in Pakistan's government schools seem to be skilful in teaching students' skills and competencies at the ECE level.

Factor 1 showed that the majority of teachers gave positive responses against the first factor of teacher approaches. The seven questions included in the first factor almost showed positive responses. Each method of teaching has a mean value greater than 4. It suggests that the majority of public school ECE teachers were utilizing the most effective teaching strategies. The second factor is the development of communication skills. The results revealed that all questions of factor 2 showed positive results. ECE teachers respond in favour of drama and role play, small group and short duration classroom discussion, students' ability to answer the questions, and developing children's cooperative learning skills. The ECE teachers were the most proficient in their teaching practices, as evidenced by the mean value of teaching practices being larger than 4 (Agree=4). Additionally, research designates that the majority of ECE teachers were best practising the function that plays in a child's skill development.

The third factor also showed a positive response against all the following statements of learning environment skills, including relevant, interesting and novel experiences. The same thing happened against this factor. ECE teacher showed a positive response. The fourth factor focuses on the importance of play in early childhood education, the growth of kids' motivation to succeed in school, the development of kids' motor skills (running, jumping, stretching, climbing, and digging), and the application of math concepts (depth, width, height, volume, area, and measurement) through block building. In opposition to this element, some respondents responded positively, while others responded neutrally. The last factor is the utility of the resource room. The results showed that most respondents were in favour of students' knowledge about modern technologies. It is helpful to improve student's writing skills and alphabetic concepts. Some responders showed a neutral response

In the final discussion, early childhood education happens earlier, at the age of 3-5. During that time, the child experiences their fastest growing and developing stage. This time is very crucial because children's brains mature quicker at this time. These years also saw the development of cognitive abilities as well as the creation of their confidence, worldview, honest attitude and social skills (Begum et al., 2023). The respondents that skills development among early childhood education students can be improved with the help of ECE resource rooms (Hussain et al., 2022). Most ECE teachers were facing severe challenges during the teaching over the play-way method. It was also revealed that ECE teachers faced challenges in developing moral values among students (Malik et al., 2020). It is difficult to maintain discipline and non-cooperative behaviour. Another researcher revealed that with adequate interaction with children during the time of play, ECE teacher can boost their skills to cope with their non-cooperative behaviour with other children (Tsai, 2017). During the play-way activities method, some serious problems were faced by



students, including falling and sometimes injuries. It is also a big challenge for the teachers. Based on the goals, various statistical methods were used to examine the data, which are shown in the following tables.

Conclusion

The study was conducted to explore teacher effectiveness in the development of skills in early childhood education (ECE). The aim of this research work was to know to what extent the teacher is effective in the development of skills in early childhood students. Thus, the performance of learners was evaluated based on the impact of ECE resource rooms on the skills development of learners from the teacher's perception. A total of 170 teachers were chosen from elementary and secondary schools as a sample of this study. The effectiveness of the teachers in early childhood education (ECE) was evaluated using a self-created questionnaire. The researcher personally visited each of the schools listed in order to gather data.

It was concluded that a healthy learning environment is thought to be supportive in augmenting development of brain, as well as social and physical development. The resource rooms should be established to boost prospective teachers' imagination to enable them to create stories. Teachers should be encouraged to raise discussion among students to gain their attention and to support the learning process. In accordance with their needs, it is also advised that ECE teacher training programs should be upgraded.

Recommendations

In light of the present investigations, this work suggests that early childhood education teachers are highly recommended for the establishment of ECE resource rooms in Multan, Pakistan. In favour of this, teachers believed that student skills and development among the ECE students could be enhanced by ECE resource rooms. Furthermore, statistical results revealed that male and female teachers' perceptions of the utilization of ECE resource rooms were different in terms of student skills and development. The government should support ECE resource rooms and provide more funding to enhance ECE in Pakistan's public schools, with a focus on building resource rooms on purpose and preparing teachers to teach at this particular level of education. The resource rooms should be established to boost prospective teachers' imagination and enable them to create stories. Teachers should be encouraged to raise discussions among students to gain their attention and support the learning process. In accordance with their needs, it is also advised that ECE teacher training programs be upgraded and rebuilt. The greatest option for teacher and student training is provided by ECE resource rooms. To know the importance of ECE in Pakistan, an awareness program should be organized.

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