

Analysis Of The Punjab Government' Reforms Toward Mechanism Put In Place To Ensure Sdg-4 For Ece And Pre-Primary Education

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ABSTRACT

This study focuses on the Punjab Government' Reforms to ensure SDG-4 for Early Childhood Education (ECE) and Pre-Primary education in Punjab, Pakistan. This study is to attain the following objectives to investigate the mechanism put in place to ensure SDG-4 for ECE and Pre-Primary education in Punjab and to assess government assurance towards teachers' perception for achieving ECE and Pre-Primary quality education based on gender and location in Punjab. Quantitative approach and the descriptive method were used through cross-sectional survey research design. Questionnaire was developed to collect information about the Head teachers' perception towards ECE and Pre-Primary education in District Mianwali, Punjab, Pakistan. The researcher identified the difference of gender, and location wise teachers about the access to equitable quality ECE and Pre-Primary education so it is the requirement of quantitative researches. 178 schools out of 989 primary schools of District Mianwali were taken. The results of the research question and hypotheses took from Questionnaire were analyzed through central tendencies & t-test. Average of the primary schools teacher gender and location wise regarding ECE and Pre-Primary quality education were satisfied which prove that ECE and Pre-Primary education need more attentiveness and mostly agreed that ECE learning is helpful & vital for Primary education to increase the enrolment, and Early Childhood students are coming happily in school as shown in the conclusion. It is recommended that Govt. should provide care givers, ECE kits & guides, well established ECE class rooms, training of Head teachers to manage ECE classes, specially trained teacher to teach ECE class and proper monitoring by the Government for ECE and Pre-Primary classes in all primary schools of Punjab.

INTRODUCTION

Education is the mainstream significant means to reform worldviews and standards and has massive prospective to tackle the sustainability challenge in front of people. It can authorize beginner to grip sustainability as a standard of living preference. Main concerns of SDGs are abolition of poverty, advancement of health and education. Each country has right to execute the program for the full development of all, not only for today's construction but also for future productions[1]. Role of education is a very significant in the development of a newcomer's

behavior. Therefore, every country of the world is trying an attempt it's greatest to teach all its inhabitants throughout all resources of education. All people ought to right of entry to primary education as a fundamental right to make their full awareness for humanity as well as to identify their own potential[2]. According to Nelson Mandela acknowledged, that through influential weapon of education we preserve utilize to transform the world, United Nations have taken many initiatives for education such as MDG2 and EFA but the aims of both were not obtained by the closing date 2015. So that, SDG-4 "Ensuring

inclusive and equitable quality education and promoting lifelong learning opportunities for all” put on trial this unfinished program of education. Now it is the main responsibility of the Governments for making sure the right to quality education[3]. Primary education is a gateway for the entrance to the overall education process and sustainability[4]. National challenges review report 2015 in the perspective of SDG-4 exposed that fundamental challenges to education in Pakistan narrate to “poor quality of education, lack of access, equity & governance, budgetary restraints, poor teaching quality and absenteeism, lack of textbooks and weak management etc., and external factors such as insecurity, poverty, and destruction caused by natural disasters”[5]. Punjab province has taken leading initiatives towards quality education than other provinces but challenges in equity remain. Punjab is reviewing infrastructure standards[6]. “The province is increasing security procedures against aggressive attack and planning comprehensive infrastructure. It also proposes understanding campaigns against corporal punishment and child-friendly approaches”[7]. It is need of time to assess willingness of country for the adaptation of the assurances of SDG-4 toward national education system at ECE and Pre-Primary level.

PROBLEM STATEMENTS

Education is necessary for every goal of the 2030 Agenda which give power to people with the skills, knowledge and standards to live in self-esteem to construct their lives and bestow to their societies. Now the competition towards the accomplishment of the global SDG-4 has started, it is significant to put the key performance initiatives for evaluating advancement in line with the overall vision of the improvement program. It is essential to recognize the doorway points that facilitate in future for the combination and mainstreaming of the assurance of SDG-4 into the perspective of national development[8]. Therefore the study opted is “Analysis of the

Punjab Government’ Reforms toward Mechanism put in place to ensure SDG-4 for ECE and Pre-Primary education”. So that the stakeholders of education take initiatives to rethink about education and profile the future when the commission will circulate a report planned to allocate a further looking visualization of what education and knowledge might yet develop into and recommend a policy agenda for quality education at Primary level.

GOALS AND OBJECTIVES

This study is to attain the following objectives

1. Investigate the mechanism put in place to ensure SDG-4 for ECE and Pre-Primary education in Punjab.
2. Assess government assurance towards teachers’ perception for achieving ECE and Pre-Primary quality education based on gender in Punjab.
3. Assess government assurance towards teachers’ perception for achieving ECE and Pre-Primary quality education based on location at primary level in Punjab.

In order to make the results more exclusively the research was dividing into further research questions and hypotheses. This question was;

On the basis of objectives the specific research question to be answered by this study is:

1. What mechanisms have been put in place to ensure SDG-4 for ECE and Pre-Primary education in Punjab?

On the basis of objective the specific Hypotheses to be answered by this study are:
 H_{01} : There is no significant gender wise difference towards achieving ECE and Pre-Primary quality education.

H_{02} : There is no significant location wise difference towards achieving ECE and Pre-Primary quality education.

SIGNIFICANCE OF THE STUDY

The study is important as it predictable the need of ECE and Pre-Primary School education. It also focused the areas where the need arises. Progress towards SDG-4 for excellence education analyze data will be useful for learners, their parents, education authorities national and international Stakeholders individually and collectively. The finding may help to improve quality and effective learning outcomes, access to worth ECE improvement, and pedagogical training. The study is significant because it came out with recommendations that would enhance the worth of ECE and Pre-Primary education in Pakistan and this study may open new doors for future researchers to conduct more studies in this area and other than areas of SDG-4.

Definitions of the Key Terms

SDG-4

There are 17 sustainable goals, sketched by the UN in 2015. These universal Goals, also known as the Sustainable Development Goals (SDGs), and function of SDG-4 is that each person to have right to use to inclusive, equitable quality education[9].

Primary School Teachers

Primary School Teachers (PSTs) represent the teachers (male and female) teaching at primary level irrespective of grade, designation, and qualification.

LITERATURE REVIEW

This section bounds the review of the literature about the Punjab Government' Reforms toward Mechanism put in place to ensure SDG-4 for ECE and Pre-Primary education.

What are the SDGs?

SDGs are the agenda of “**a plan of action for people, planet and prosperity**” which consist of 17 SDGs.[10].

SDG 4, our global education goal

SDG 4 seeks to maintain learning that manipulates people's choices to construct more just, comprehensive and sustainable societies. Its purpose is educational aims and it desires to “**ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.**” [10].

Why do we need a new set of goals?

The worldwide communities desire to complete the MDG's uncompleted development agenda through SDGs and want to meet sustainability challenges. The focus of the SDGs will develop the goals for all countries. In short, these goals will now utilize to the whole world[10]. The programs of SDGs are integrated with universal access to education. The SDG-4 of the UN 2030 Agenda recognizes the Quality Education which is source for attaining the remaining SDGs, with sustainability as a goal for Education in target 4.7 [11].

Priority Targets

SDG-4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, which association with objective two and three of the current study that is “Assess government assurance towards teachers' perception for achieving quality education based on gender and location at ECE and Pre-Primary level in Punjab”.

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre primary education so that they are ready for primary education, which link with 1st objective of the current study that is “Investigate the mechanism put

in place to ensure SDG-4 for ECE and Pre-Primary education in Punjab". For this reason, The well-trained educators will provide at least one year of free & compulsory quality pre-primary and early childhood development & care[12].

Early Childhood Education

An inclusive and quality education for all, and which eradicates school isolation, is a necessary component of sustainable development. SDG 4 describes not only for genders to have access to ECE and Pre-Primary education, but also for all levels to be able to complete their education[13]. 47% children of age 3-5 are presently not enrolled in any ECE program or schooling[14]. SDG-4 offers that all offspring should have occasions to contribute in ECE program. Such a goal has established well-built support through international harmony and specifically in the SDGs to be attained across the next 15 years [15].

ECE Report regarding enrolment:

As such, the total registered students at pre-primary level was 8.7 million in 2015–2016, of which 4.5 million (52 per cent) was in the public sector and 4.2 million (48 per cent) in the private sector. From 2000, all provinces have seen stable enhances in ECE participation. While Punjab and KP reveal the maximum gross enrolment, improvement is also better in Sindh[15].

High-Quality Early Childhood Education

Survey of Economic Co-operation and Development's on national ECE curricula, one sort of analysis was whether the curriculum included skills about learning "how to learn" [16]. Listening is compulsory for teachers to identify where equally child stands in the learning process so that they may challenge children's

thinking[17]. In Sweden, it is pointed to that preschools do your best to increase in children, respect & responsibility, competence to sympathize with others in situations, provide facilitate, increase considerate of equal rights for all human beings, value for all living things and the environment, and the talent to determine & reflect, and acquire a stand in respect to moral problem[18]. It is need of time, instructors' understanding, skills, and manners cause consequences for what learners learn in ECE [19]. ECE need for Sustainability is about Content and Pedagogy understanding, such a communication, relationships, and dealings have to be answer thinking of any ECE pedagogy for learner's progress of cognitive, psychomotor, and affective, so that teachers may be a vital element of learners' play world[20].

Prerequisite for connecting All Children in Sustainability in ECE

Some requirements resolve the diverse stages for building all learners a branch of education for sustainability. 1st, understanding of the information that lifelong education consists of ECE is essential[21]. Second, well-qualified ECE staff appointed which take responsibility for ECE and further primary school education[22]. Thirdly, Teachers who are educating with learners today may neither have been showing their interest about sustainability and nor educated about sustainability. They may require guidance[23] so that, educators may gain knowledge of what are the requirement to accomplish for ECE to focus for community and monetary sustainability scopes in their education, in arrange to encourage a extensive vision about the meaning of sustainability for their classrooms[20]. Fourth, parental participation in ECE is significant, in view of the fact that

collaboration linking residence and preschools is significant for long-term settlement. [24]. A 5th & final requisite for supporting the innovative production to get report of sustainability is to deal with matters about standards in learning for the early years[25].

Assurance towards achieving quality education

Inclusion and equity: According to SDG-4, All people, irrespective of gender and age, etc. particularly those in dependent circumstances or other condition, should have right of entry to comprehensive, unbiased quality education & lifelong learning prospect[26].

Gender equality: Each and every one pupil should have the equal prospect to obtain happiness in learning of high quality, accomplish at the same levels and acquire happiness from equivalent settlements from learning [27]. It is obvious from SDG 4 that the deficiency of a obviously distinct perception of ‘qualified teachers’ or advances to formative teacher quality donated to the findings of the UNESCOs [28].The 2019 Global Education Monitoring report depicts that ‘teacher education values are complex to sustain with recruitment rates, and the information fail to clarify what teacher quality is about forcefully; neither does it describe the concept of ‘qualified teacher’ within the framework of SDG 4 [29].

Challenges in attaining the SDGs

Young people face considerable challenges in the developing world where there is a lack of access to clean water, lack of availability of quality healthcare and an insufficient supply of food; where there is ongoing gender inequality, disruption to education as

the country contends with unstable governance, and cultural conflicts have seen governments restrict access to education. The situation is compounded for females in cultures where educating girls is still viewed as a waste of effort and they are prohibited from attending any formal schooling and are expected to marry as soon as they reach puberty. In cases where females do attend school, the lack of sanitation and girls-only bathrooms cause disturbance to their schooling as does the large distance they sometimes have to walk, which can make them more susceptible to violence[30].

Access to quality teachers and teaching

Elaborate buildings along with plentiful teaching resources and learning materials are all wonderful assets that can make the education experience more enjoyable, but who delivers the instruction, and how, are the most critical elements in ensuring genuine learning performance[31]. For any education system to be successful there must be good teachers that ensure pupils learning will be meaningful and long-lasting, who possess sound pedagogical knowledge and can deliver effective instruction, and who can manage an increasingly diverse learner population and support different learning styles[32]. SDG-4 has been granted expertise and funding for enhancing educators quality by The UN 2030 Agenda to enhance the quality of teachers and education at all levels[32].

Education 2030 in Pakistan

According to Article 25-A of constitution (1973) which preserved the right of education for all learners whose age will be five to sixteen years that The Government will grant free and essential schooling to all learners and the provinces also assigned liability for education to develop education sector

strategy to conduct their hard work to attain SDG-4 agenda[33]. Whilst all education sector plans in Pakistan usually pursue the direction put by the attempt to accomplish the MDG-4 by providing right of entry to education, much needs to be fulfilled to the SDG-4 agenda's along with broader importance on quality, equity, and a focus on related and effective life-long learning[34]. In 2016–2017, all stakeholders of education accomplished a sequence of gap analysis workout on SDG-4. They acknowledged spot where education sector plans were already associated with suggested execution strategies to achieve SDG-4, therefore, the purpose of this research is to bring into being the findings of the progress towards the SDG-4 at ECE and Pre-Primary level in Punjab[35].

Challenges in the perspective of SDG-4 in Pakistan

All Review Report 2015 of the Education depicted that education in Pakistan is facing critical challenges that are need of access to education, underprivileged quality of education, equity and governance, budgetary restraints and weak management, and outer factors such as poverty, uncertainty, and devastation caused by natural tragedy. These challenges interrelate with poor education quality & absenteeism, lack of textbooks, etc. The shared effect is to decline interest and motivation among learners who happen to be the reason for leaving from school [36].

Quality of education

This deprived quality of education occurs from low teaching competences due to lack of well-trained and provoked teachers, inaccessibility of excellence learning materials provided in a timely manner, and a poor school situation. [37].

Discrimination in education

There is a determined gender gap in all characteristics of education. Early childhood education and pre-primary enrolment rates are higher for boys than for girls[38].

Weak governance

Financial constraints & recruitment policies participate to insufficient school supervision, which may in turn guide to unbalanced or low quality service delivery by teachers and non teaching staff. Society involvement is not effective, thus educational quality is not effectively monitored[38].

External factors

High poverty levels add to child labor, particularly among young boys, resulting in low retention rates in school and a large numbers of girls tend to drop out to assist at home and to look after for their elders and younger siblings. Pakistan has experienced violent militancy in the past decade, which effect educational institutions, particularly girls' schools, frequently targeted. Regular natural disasters, two have been mainly shocking for education, first in a 2005 earthquake that smashed over 6,000 schools in KP and AJK, and second in 2010 & 2011, country-wide floods that smashed schools or crooked them into temporary shelters[38].

Punjab area challenges in the perspective of SDG-4

Punjab has more motivated than other provinces and areas of Pakistan, and has taken leading initiatives towards quality education. However, challenges in equity remain, at the same time as the gender gap has narrowed; over 11.4 million children are off school. Quality is vulnerable by fragile capacity of teachers. Mostly learners are in registered or unregistered private education, which uses a broad variety of curricula[38].

Education sector planning

All provincial Education sector planning is doing acquire as their primary focal points, access, quality & governance, with varying highlighting within these. Punjab, Sindh and Balochistan Education sector planning are usually well-aligned with SDG-4, as well as strategies associated to areas such as access, quality and governance[38].

Inclusive education is another clear gap

The Punjab ESP (2013–2017) runs in equivalent with successive phases of the long-running World Bank-supported Punjab Education Sector Reform Project. The Punjab province has also commenced regular enrolment campaigns. The ESP is proposed to concern Article 25-A of the Constitution, gets better quality, equity and governance, and the ESP center seriously on education governance & quality[39]. Current built infrastructure is fragile; many of schools have no electricity & drinking water, sanitation and boundary walls. Furthermore, there are not sufficient classrooms in many schools; particularly, committed ECE classrooms do not survive. Punjab & Sindh identify the need for gender suitable structure. At current, internet facilities are not incorporated in ESPs, though rising treatment of mobile data may, in the future, create an occasion for public private partnerships to initiate connectivity[40].

Punjab is evaluating infrastructure standards. In practice, however, the deficiency of competent female teachers is a concern across Pakistan; a stronger need is essential on making sure gender-focused & equitable teacher recruitment. Minimum qualifications for teachers have been summarized, covering all provinces, in the Minimum Standards for Quality Education (2016), and are also outlined in the NEP

2017. ESPs highlight the need for consolidated CPD. In Punjab, this is delivering by the Directorate for Staff Development which is mandated also to increase and execute training standards[41].

Need of Education to achieve SDGs

UNESCO, 2015 setting out on the way of convenient innovation will engage a considerable transform of how we imagine and act. To formulate a more maintainable world and to describe in with supportability related issues as revealed in the SDGs, people must development toward becoming maintainability change-creators[42].

Challenges for ECE and Pre-Primary Education and the SDGs

Construction a shared understanding at country level

In order to transform the global SDG4 assurance construction and understanding of 2030 program among all stakeholders is requirement. This consist of consultations about the new program with education and other economic and social sectors to make sure the dual-way integration of education and other SDGs goals[43].

Assessing country readiness

It is essential to evaluate willingness of country for the transfer of the assurances of SDGs into nationalized education system. It comprises the evaluation of planning, management and examining the national education system & classifying the gaps with the SDGs aspiration, dedications and the actions essential to regulate or approve planning and policy frameworks for SDGs[42].

Policy context

Assessment of the national executive and policy framework against the SDGs 2030 program involves the examination of the frameworks connected to legislative, policy and administrative frameworks & understanding the prospective gaps between the global commitments and framework of national policy[36].

Planning perspective

It is required to indentify the entry points that assist in future for the combination and mainstreaming of the assurances of SDGs into the perspective of national planning. With the assist of detailed national planning and policy cycles, this can be accomplished by the progress of subsector plans or by revising the presented plans for the assurances of SDG4[42].

Monitoring and evaluation

It engages examining and evaluation of presented national assurances and monitoring for the necessities of global display for the evaluation of SDG4 progress[44].

Management context

It involves an organization of sector processes and system for the necessities of inclusiveness, classification wide and clearness of the education goals of SDGs 2030. Associate dialogues should also be planned to make sure organization and efforts to examine SDG4 commitments[42].

Monitor and evaluation

Monitor and evaluation signifies that will present information about the classification state and the advancement towards the sustainable state [45].

Previous Researches

1. This study argues early learning sustainable for learners and it also reflects on

the submission of the SDGs 4 to ECE to make sure that inclusive & equitable quality education that encourages lifelong learning vision is accessible to all learners. EC educators and researchers are sure to implement curricula and pedagogies that may retain sustainable learning. [15].

2. This study commences a systematic structure foundation on a subset of the SDG indicator Database to categorize the most valuable pathway for the execution of the 2030 program in Pakistan. The analysis recommended that Pakistan would require more time to build up enough competence to tackle challenges in areas connected to education and health[46].

3. Result of this study depicts that total resources and donation are not sufficient to attract 100 % learners of 5 to 15 years of age to schools. Still, an enormous quantity of learners is out of school and never registered in any schools. SDG-4 reforms are not potential without a well-built connection among educational policies, stakeholders, actual data and budgetary allocation. The educational system and its infrastructure needs the remedy and its restoration which needs additional budget to be allocated for this function[47].

RESEARCH METHODOLOGY

The quantitative approach and descriptive method were used to investigate the mechanism put in place to ensure SDG-4 for ECE and Pre-Primary education in Punjab through cross-sectional survey research design. The population of this study comprised of primary schools (989) of District Mianwali, Punjab province, which were divided into 54 clusters [48].

Detail of Population

Clusters and Schools wise Population of District Mianwali

District Mianwali	Tehsil Mianwali	Tehsil Piplan	Tehsil Isa khail	Total
Clusters	25	16	13	54
Schools (Male)	195	80	112	387
Schools (Female)	303	125	174	602

Tehsil Mianwali School	Tehsil Piplan School	Tehsil IsaKhail School
498	205	286

1st Sample of the study were taken in two stages from Primary school Head teacher, at first stage 27(50% proportional) out of 54 clusters from all three tehsils (Mianwali (12), Piplan (8), and Isa khail (7)) as sample of the

study by using cluster sampling technique. At the second stage, minimum 04 Head teachers of primary school, using equal allocation sampling technique were selected as sample of the study

Stage I: Detail of Sample Cluster

Randomly 50 % Selected Sample of Tehsil' Cluster (27) out of (54)

Randomly 70 % from Rural Cluster 19	Randomly 30 % from Urban Cluster 8	
Tehsil Mianwali Cluster of Primary School 8R+4U=12	Tehsil Piplan Cluster of Primary School 6R+2U=08	Tehsil Isa khail Cluster of Primary School 5R+2U=07

Stage II: Detail of Sample Schools

Rural Sample School 125			Urban Sample School 35		
Tehsil Mianwali School 67R+17U		Tehsil Piplan School 38R+10U		Tehsil IsaKhail School 20R+08U	
Location	Rural		Urban		Total
Tehsil	Male	Female	Male	Female	
Mianwali	32	35	8	9	84
Piplan	18	20	4	6	48
Issa Khail	10	10	4	4	28
Total	60	65	16	19	160
Gender	Male		Female		Total
	60+16=76		65+19=84		160

A questionnaire was used as instrument of the study to collect information about the Head teachers' perception towards ECE and Pre-Primary education of District Mianwali. The data

were analyzed through descriptive statistics like frequency, Percentage, means scores standard deviations and ranks. There were four components for SDG-4 items, namely; central

tendencies, group variations, descriptive statistics, and inferential statistics SPSS, all these parameters were descriptively analyzed[49]. Furthermore, the data were analyzed through inferential statistics like independent sample t-test. Independent sample t test enabled the researcher to measure the difference between the statistical gender and location wise in consider of Head teachers of Primary schools.

Obj.1. Investigate the mechanism put in place to ensure SDG-4 for ECE and Pre-Primary education in Punjab.

Res. Que. 1. What mechanisms have been put in place to ensure SDG-4 for ECE and Pre-Primary education in Punjab?

Table: ECE and Pre-Primary Education mechanism to ensure SDG-4

Statements	SA & A % with f	U % with f	SD & D % with f	Mean
1. Govt. has provided well-established ECE class rooms.	40.7% (65)	7.5% (12)	51.9% (83)	2.7938
2. A specially trained teacher is available to teach ECE class in my school.	32.5% (52)	8.1% (13)	59.4% (95)	2.5625
3. Govt. has provided care givers for pre-primary classes.	30.6% (49)	5.0 % (8)	64.4% (103)	2.4188
4. ECE guides are provided in my school.	36.9% (59)	10.6% (17)	52.5% (84)	2.6875
5. ECE class room is specially decorated in my school.	42.5% (68)	8.1% (13)	49.4% (79)	2.8250
6. Early Childhood students are coming happily in my school.	64.4% (103)	9.4% (15)	26.3% (42)	3.5187
7. Pre-primary classes are being monitored by the Govt.	63.2% (101)	11.8% (19)	25% (40)	3.4687
8. ECE learning is helpful to increases the enrolment.	58.1% (93)	25% (40)	16.9% (27)	3.5875
9. Head teachers have been trained to manage ECE classes.	46.9 % (75)	11.9% (19)	41.2% (66)	2.9625
10. My school is provided with ECE kits.	38.8% (62)	6.9% (11)	54.4% (87)	2.575

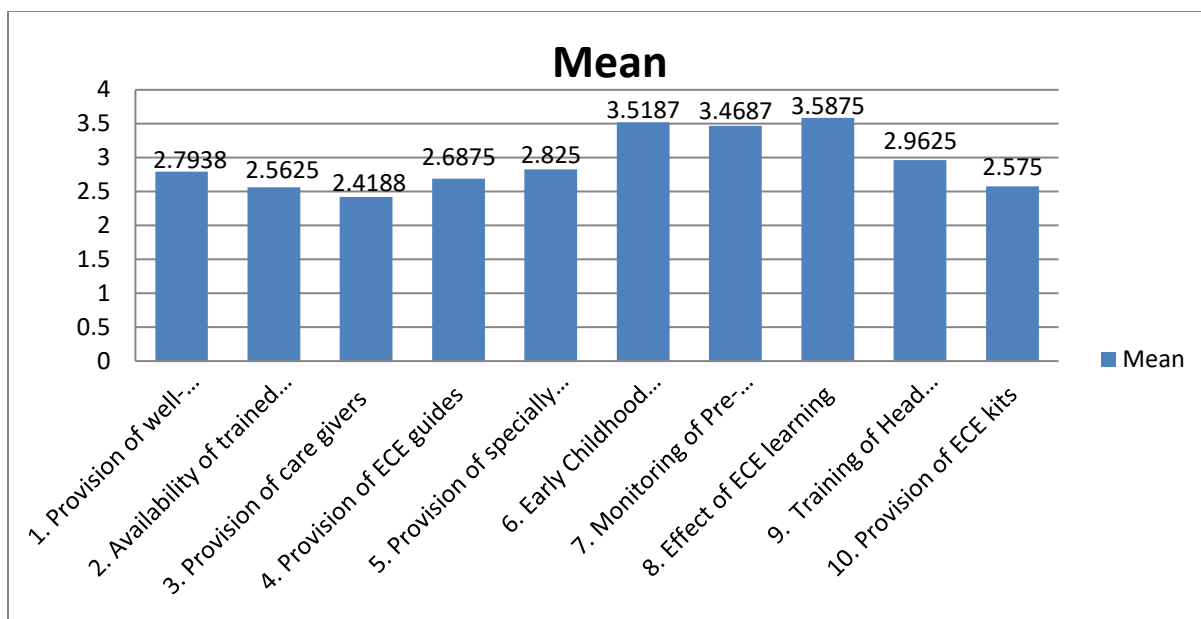


Figure:- Mechanisms put in place to ensure ECE and Pre-Primary education in Punjab

Table: Mechanisms put in place to ensure ECE and Pre-Primary Education

Statements	Mean	SD	Rank	Remarks
1. Govt. has provided well established ECE class rooms.	2.7938	1.6714	6	Rejected
2. A specially trained teacher is available to teach ECE class in my school.	2.5625	1.6585	9	Rejected
3. Govt. has provided care givers for pre-primary classes.	2.4188	1.5998	10	Rejected
4. ECE guides are provided in my school.	2.6875	1.6221	7	Rejected
5. ECE class room is specially decorated in my school.	2.8250	1.6618	5	Rejected
6. Early Childhood students are coming happily in my school.	3.5187	1.4535	2	Accepted
7. Pre-primary classes are being monitored by the Govt.	3.4687	1.3548	3	Accepted
8. ECE learning is helpful to increases the enrolment.	3.5875	1.2558	1	Accepted
9. Head teachers have been trained to manage ECE classes.	2.9625	1.4137	4	Rejected
10. My school is provided with ECE kits.	2.5750	1.4986	8	Rejected

Note. Criterion Mean=3.0

Overall Mean= 2.94

Tables and figure show that overall mean score (2.94) and figure depicts that mean

scores of three statements were greater than the criterion mean (3.0), so three statements

were accepted. The highest value of mean score (3.5875) was for item 8 which shows that ECE learning is helpful to increase the enrolment, which describes that ECE learning is vital for Primary education, item 6 Early Childhood students are coming happily in my school. Its mean score is (3.5187), and item 7 Pre-primary classes are being monitored by the Govt. mean scores is (3.4687) which are above the overall mean score and other items are below the criterion Mean which are given below item 9 Head teachers have been trained to manage ECE classes. its mean score is (2.9625) but above

the overall Mean (2.94), item 5, ECE class room is specially decorated in my school its mean score is (2.8250), item 1 Govt. has provided well established ECE class rooms its mean score is (2.7938), item 4 ECE guides are provided in my school its mean score is (2.6875), item 10 My school is provided with ECE kits its mean score is (2.575), item 2 A specially trained teacher is available to teach ECE class in my school its mean score is (2.5625), and item 3 Govt. has provided care givers for pre-primary classes its mean score is (2.4188) which show that Pre Primary education need more attentiveness.

Table: Gender wise Mechanisms have been put in place to ensure SDG-4 for ECE & Pre-Primary education in Punjab

Statements	Gender	M	SD	Df	t	P
1. Govt. has provided well-established ECE class rooms.	Male	2.5526	1.56115	158	1.757	.081
	Female	3.0119	1.7459			
2. A specially trained teacher is available to teach ECE class in my school.	Male	2.3158	1.53371	158	1.814	.072
	Female	2.7857	1.74295			
3. Govt. has provided care givers for pre-primary classes.	Male	2.1184	1.43264	158	2.308	.022
	Female	2.6905	1.70029			
4. ECE guides are provided in my school.	Male	2.5132	1.4651	158	1.307	.193
	Female	2.8452	1.7459			
5. ECE class room is specially decorated in my school.	Male	2.6842	1.5681	158	1.019	.31
	Female	2.9524	1.7418			
6. Early Childhood students are coming happily in my school.	Male	3.3553	1.4114	158	1.357	.177
	Female	3.6667	1.4835			
7. Pre-primary classes are being monitored by the Government.	Male	3.6316	1.3647	158	1.451	.149
	Female	3.3214	1.3367			
8. ECE learning is helpful to increase the enrolment.	Male	3.7368	1.2476	158	1.436	.153
	Female	3.4524	1.2554			
9. Head teachers have been trained to manage ECE classes.	Male	2.8947	1.4567	158	.575	.566
	Female	3.0238	1.3795			
10. My school is provided with ECE kits.	Male	2.513	1.587	158	.495	.621
	Female	2.631	1.420			

Note: *Significant at $\alpha < 0.05$

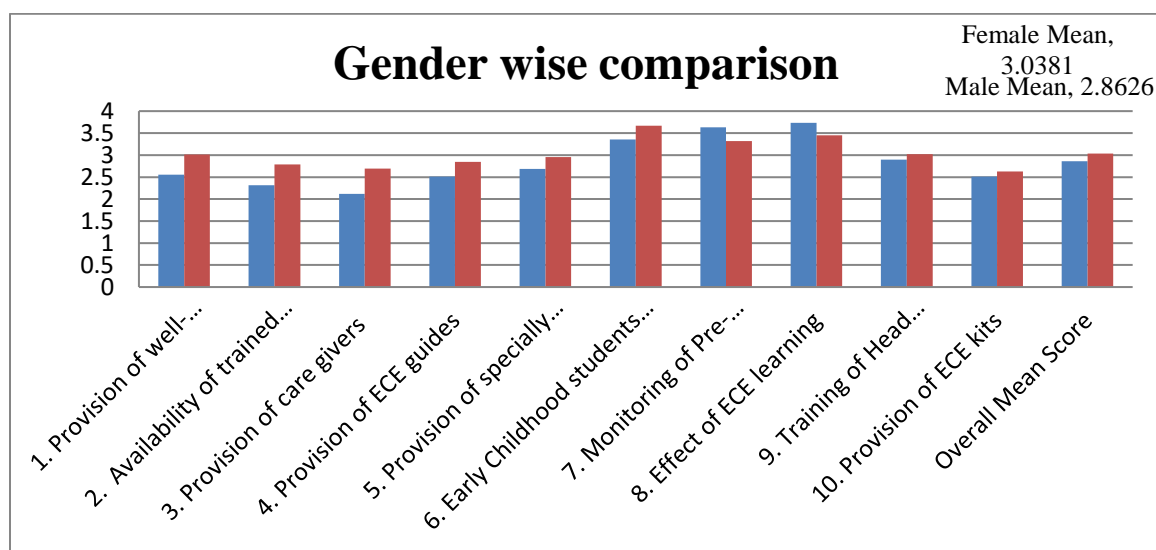


Figure: Gender wise comparison summaries

Mechanisms have been put in place to ensure SDG-4 for ECE & Pre-Primary education in Punjab

Table Gender wise comparison summaries

Statements	Male	Female	Overall Mean	P	Remarks Ho1
1. Govt. has provided well established ECE class rooms.	2.5526	3.0119	2.7938	.081	Accepted
2. A specially trained teacher is available to teach ECE class in my school.	2.3158	2.7857	2.5625	.072	Accepted
3. Govt. has provided care givers for pre-primary classes.	2.1184	2.6905	2.4188	.022	Rejected
4. ECE guides are provided in my school.	2.5132	2.8452	2.6875	.193	Accepted
5. ECE class room is specially decorated in my school.	2.6842	2.9524	2.8250	.31	Accepted
6. Early Childhood students are coming happily in my school.	3.3553	3.6667	3.5187	.177	Accepted
7. Pre-primary classes are being monitored by the Govt.	3.6316	3.3214	3.4687	.149	Accepted
8. ECE learning is helpful to increases the enrolment.	3.7368	3.4524	3.5875	.153	Accepted
9. Head teachers have been trained to manage ECE classes.	2.8947	3.0238	2.9625	.566	Accepted

10. My school is provided with ECE kits.	2.5132	2.6310	2.5750	.621	Accepted
Overall Mean	2.8626	3.0381	2.94		

Tables & figure show that overall male mean score was (2.8626), female mean score was (3.0381) and both male and female overall mean score was (2.94) and the highest male mean score of item 8, ECE learning is helpful to increases the enrolment was (3.7368), and female the highest mean score of item 6, Early Childhood students are coming happily in my school was (3.6667) and the lowest mean score of male was (2.1184) of item 3, Govt. has provided care givers for pre-

primary classes and the lowest mean score of female was (2.631) also of item 10 which was my school is provided with ECE kits. The null hypothesis is accepted in almost all the statements, because p values are higher than significant at $\alpha < 0.05$ except item 3, which was Govt. has provided care givers for pre-primary classes (p values (.02) where the statement was not accepted because p values is lower than significant at $\alpha < 0.05$.

Table: Location wise Mechanisms to ensure SDG-4 for ECE & Pre-Primary education in Punjab

Statements	Location	M	SD	df	t	p
1. Govt. has provided well established ECE class rooms.	Rural	2.5440	1.6239	158	3.713	.000
	Urban	3.6857	1.5486			
2. A specially trained teacher is available to teach ECE class in my school.	Rural	2.416	1.6273	158	2.135	.034
	Urban	3.0857	1.6868			
3. Govt. has provided care givers for pre-primary classes.	Rural	2.2480	1.5222	158	2.408	.02
	Urban	3.0286	1.7403			
4. ECE guides are provided in my school.	Rural	2.5120	1.5534	158	2.634	.009
	Urban	3.3143	1.7282			
5. ECE class room is specially decorated in my school.	Rural	2.5840	1.6023	158	3.594	.000
	Urban	3.6857	1.6046			
6. Early Childhood students are coming happily in my school.	Rural	3.3840	1.4853	158	2.487	.015
	Urban	4.0000	1.2367			
7. Pre-primary classes are being monitored by the Govt.	Rural	3.4160	1.3922	158	1.006	.318
	Urban	3.6571	1.2112			
8. ECE learning is helpful to increases the enrolment.	Rural	3.6000	1.2636	158	0.237	.813
	Urban	3.5429	1.2448			
9. Head teachers have been trained to manage ECE classes.	Rural	2.8000	1.4028	158	2.807	.006
	Urban	3.5429	1.3138			
	Rural	2.3680	1.4676			

10. My school is provided with ECE kits.	Urban	3.3143	1.3884	158	3.41	.001
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Note: *Significant at $\alpha < 0.05$

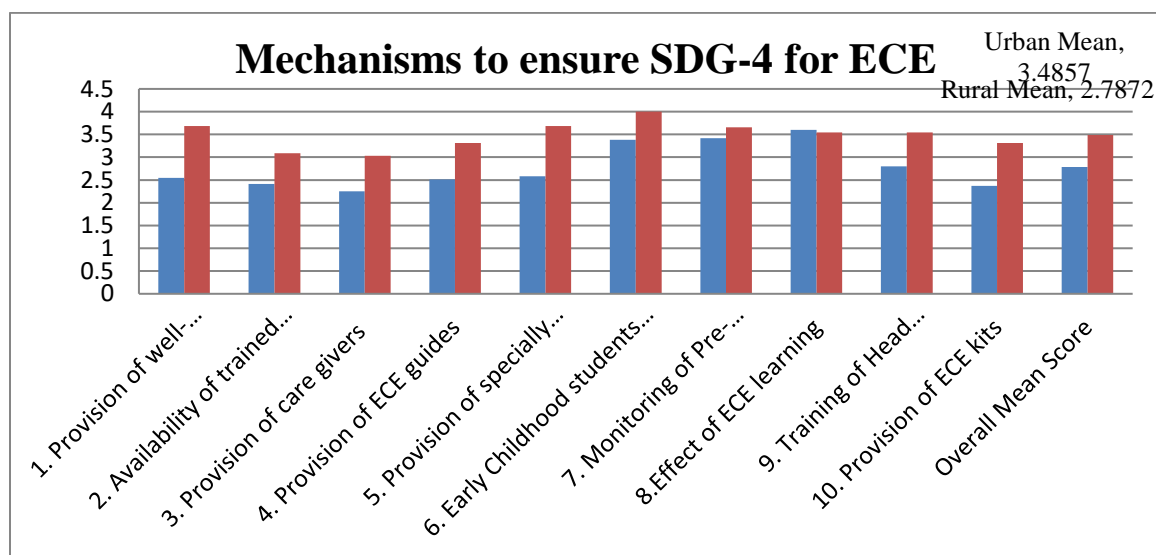


Figure: Location wise mean Score summary

Mechanisms to ensure SDG-4 for ECE & Pre-Primary education in Punjab

Table Location wise mean Score summary with remarks regarding Ho2

Statements	Rural	Urban	Overall Mean	p	Remarks
1. Govt. has provided well established ECE class rooms.	2.5440	3.6857	3.1148	.000	Rejected
2. A specially trained teacher is available to teach ECE class in my school.	2.4160	3.0857	2.7508	.034	Rejected
3. Govt. has provided care givers for pre-primary classes.	2.2480	3.0286	2.6383	.02	Rejected
4. ECE guides are provided in my school.	2.5120	3.3143	2.9131	.009	Rejected
5. ECE class room is specially decorated in my school.	2.5840	3.6857	3.1348	.000	Rejected
6. Early Childhood students are coming happily in my school.	3.3840	4.0000	3.692	.015	Rejected
7. Pre-primary classes are being monitored by the Govt.	3.4160	3.6571	3.5365	.318	Accepted
8. ECE learning is helpful to increases the enrolment.	3.6	3.5429	3.5714	.813	Accepted
9. Head teachers have been trained to manage ECE classes.	2.8	3.5429	3.1714	.006	Rejected

10. My school is provided with ECE kits.	2.368	3.3143	2.8411	.001	Rejected
Overall Mean	2.7872	3.4857	3.1364		

Tables & figure show that overall rural mean score was (2.7872), urban mean score was (3.4857) and both rural and urban overall mean score was (3.1364) and the highest rural mean score of item 8, ECE learning is helpful to increases the enrolment was (3.60), and urban the highest mean score of item 6, Early Childhood students are coming happily in my school was (4.00) and the lowest mean score of rural was (2.248) of item 3, which was Govt. has provided care givers for pre-primary classes and the lowest mean score of urban was (3.0286) also of item 3. The null hypothesis is not accepted in eight statements, because p values are not higher than significant at $\alpha < 0.05$ and the null hypothesis is accepted in two statements, because p values are higher than significant at $\alpha < 0.05$, which was Pre-primary classes are being monitored by the Govt. p values was (.318), and ECE learning is helpful to increases the enrolment in which p values was (.813).

FINDINGS

On the basis of analysis of data the following findings were made:

Findings of teachers' responses

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Figure:- Mechanisms put in place to ensure ECE and Pre-Primary education shows that overall mean score was (2.94), and mean scores of three statements were greater than the criterion mean (3.0), so three statements were accepted. The highest value of mean score (3.5875) was for item 8 which shows that ECE learning is helpful to increases the enrolment, which describes that

ECE learning is vital for Primary education, item 6 Early Childhood students are coming happily in my school. Its mean score is (3.5187), and item 7 Pre-primary classes are being monitored by the Govt. mean scores is (3.4687) which are above the overall mean score and other items are below the criterion Mean which are given below item 9 Head teachers have been trained to manage ECE classes. its mean score is (2.9625) but above the overall Mean (2.94), item 5, ECE class room is specially decorated in my school its mean score is (2.8250), item 1 Govt. has provided well established ECE class rooms its mean score is (2.7938), item 4 ECE guides are provided in my school its mean score is (2.6875), item 10 My school is provided with ECE kits its mean score is (2.575), item 2 A specially trained teacher is available to teach ECE class in my school its mean score is (2.5625), and item 3 Govt. has provided care givers for pre-primary classes its mean score is (2.4188) which show that Pre Primary education need more attentiveness.

Table&

Figure show that overall male mean score was (2.8626), female mean score was (3.0381) and both male and female overall mean score was (2.94) and the highest male mean score of item 8, ECE learning is helpful to increases the enrolment was (3.7368), and female the highest mean score of item 6, Early Childhood students are coming happily in my school was (3.6667) and the lowest mean score of male was (2.1184) of item 3, Govt. has provided care givers for pre-primary classes and the lowest mean score of female was (2.631) also of item 10 which was

my school is provided with ECE kits. The null hypothesis is accepted in all the statements of factor 2, because p values are higher than significant at $\alpha < 0.05$ except item 3, which was Govt. has provided care givers for pre-primary classes (p values (.02) where the statement was not accepted because p values is lower than significant at $\alpha < 0.05$.

Table and Figure: shows that overall rural mean score was (2.7872), urban mean score was (3.4857) and both rural and urban overall mean score was (3.1364) and the highest rural mean score of item 8, ECE learning is helpful to increases the enrolment was (3.60), and urban the highest mean score of item 6, Early Childhood students are coming happily in my school was 4.0000 and the lowest mean score of rural was (2.2480) of item 3, which was Govt. has provided care givers for pre-primary classes and the lowest mean score of urban was (3.0286) also of item 3. The null hypothesis is not accepted in eight statements of factor 2, because p values are not higher than significant at $\alpha < 0.05$ and the null hypothesis is accepted in two statements of factor 2, because p values are higher than significant at $\alpha < 0.05$, which was Pre-primary classes are being monitored by the Govt. p values was (.318), and ECE learning is helpful to increases the enrolment in which p values was (.813).

CONCLUSION

Obj. # 1. Investigates the mechanism put in place to ensure SDG-4 for ECE and Pre-Primary education in Punjab.

Res. Que. # 1 what mechanisms have been put in place to ensure SDG-4 for ECE and Pre-Primary education in Punjab?

Conclusion regarding Pre primary education demonstrates that overall male mean score

was (2.8626), female mean score was (3.0381), overall rural mean score was (2.7872), urban mean score was (3.4857), overall mean score of was (2.94) and mean scores of three statements were greater than the criterion mean (3.0), so three statements were accepted. The highest value of overall mean score was (3.5875) highest male mean score was (3.7368) for also item 8, and it's also rural overall highest mean score was (3.60) for item 8 which shows that ECE learning is helpful to increases the enrolment, which describes that ECE learning is vital for Primary education, item 6 Early Childhood students are coming happily in my school Its mean score is (3.5187) and it also the highest mean score (3.7368) of female and urban the highest mean score of item 6 was (4.00), and item 7 Pre-primary classes are being monitored by the Govt. mean scores is (3.4687) which are above the overall mean score and other items are below the criterion Mean which are given below item 9 Head teachers have been trained to manage ECE classes. its mean score is (2.9625) but above the overall Mean (2.94), item 5, ECE class room is specially decorated in my school its mean score is (2.825), item 1 Govt. has provided well established ECE class rooms its mean score is (2.7938), item 4 ECE guides are provided in my school its mean score is (2.6875), item 10 My school is provided with ECE kits its mean score is (2.575) and it also the lowest mean score of female was (2.631) for item 10, item 2 A specially trained teacher is available to teach ECE class in my school its mean score was (2.5625), and item 3 Govt. has provided care givers for pre-primary classes its mean score was (2.4188), and it also the lowest mean score of male was (2.1184), and the lowest mean score of urban was (3.0286), and the lowest mean score of rural was also (2.2480) of item 3 which show

that Pre Primary education need more attentiveness.

Obj. 2 & 3: Assess government assurance towards teachers' perception for achieving ECE and Pre-Primary quality education based on gender and location at primary level in Punjab.

H₀₁: There is no significant gender wise difference towards achieving ECE and Pre-Primary quality education.

The null hypothesis is accepted by gender wise comparison in all the statements, because p values are higher than significant at $\alpha < 0.05$ except item 3, which was Govt. has provided care givers for pre-primary classes (p values (.02) where the statement was not accepted because p values is lower than significant at $\alpha < 0.05$.

H₀₂: There is no significant location wise difference towards achieving ECE and Pre-Primary quality education.

The null hypothesis is not accepted in eight statements, because p values are not higher than significant at $\alpha < 0.05$ and the null hypothesis is accepted in two statements, because p values are higher than significant at $\alpha < 0.05$, which was Pre-primary classes are being monitored by the Govt. p values was (.318), and ECE learning is helpful to increases the enrolment in which p values was (.813).

RECOMMENDATIONS

Average of the primary schools teachers gender and location wise regarding ECE and Pre-Primary education were satisfied which prove that ECE and Pre Primary education need more attentiveness and mostly agreed that ECE learning is helpful & vital for Primary education to increase the enrolment, and Early Childhood students are coming

happily in school as shown in the conclusion. It is recommended that Govt. should provide care givers, ECE kits & guides, well established ECE class rooms, training of Head teachers to manage ECE classes, specially trained teacher to teach ECE class and proper monitoring by the Government for pre-primary classes in all primary schools of Punjab. It is recommended for future research in the perspective of the present study on SDG-4. A study of the usefulness of ECE and Pre-Primary Education as perceived by prospective schools, teachers and students of public sector institutions of the Punjab.

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