

EVALUATING PRIMARY EDUCATION IN KHYBER PAKHTUNKHWA UNDER THE GOVERNMENTS OF ANP AND PTI

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ABSTRACT

This research comparatively analyzes the primary education in Khyber Pakhtunkhwa (KP) province taking into account the Awami National Party (ANP) government (2008-2013), and the Pakistan Tahreek-e-Insaf (PTI) government (2013-2018). The study investigates the phenomenon by exploring three key variables, i.e., the number of government schools, student enrollment, and teaching staff. The data was acquired from the KP Bureau of Statistics. Both regression analysis and observation of the average value of the variables during ANP and PTI tenures are made to help better understand their comparative performance. As the data shows, the era of ANP, from 2008- 2013, included general stability with mild and moderate changes in government schools, student enrollment, and teacher staff. In contrast, the following PTI government's tenure observed significant changes, marked by a notable increase in the number of government schools, an increase in student enrollments, and considerable growth in teaching staff. The results and discussion highlight the distinct trends and policy interventions during the two eras, emphasizing a shift in focus and investment in primary education under the PTI government. The research concludes with policy recommendations, emphasizing the need for a robust monitoring and evaluation framework, targeted infrastructure development, and strategic interventions to address gender-specific variations in educational outcomes.

Keywords: ANP, PTI, Primary education, Student enrolment

1. INTRODUCTION

Education is most important in the 21st century, even though many constitutions of various nation-states considered it a fundamental right of the citizens. According to Nelson Mandela, 'Education is the most powerful weapon you can use to change the world'. Primary education is compulsory to successfully laid down the foundation for every student. must be fulfilled in primary education. Without primary education, no one student can move towards another stage. Article 25-A of the constitution of the Islamic Republic of Pakistan has made education compulsory for ages 5 to 6 years. Inamullah et al. (2013), Primary education has been playing an important role in the education sector, which has proved that half of the education budget has been

for the improvement of primary education. The duration of primary education is 5 years in Pakistan.

After taking control in Khyber Pakhtunkhwa the Awami National Party worked for the growth of primary, middle, and high schools (Safi Ullah Khan Marwat et al. 2022). In two years, tenure the Awami National Party has allocated pkr.906.2 million to supply free textbooks for female students in the 6th to 10th classes. Identically, it consumes 625 PKR million on the parent's teachers' committees in various schools for growth. The Awami National Party also invested in amenities such as school furniture staff training and infrastructure development to support the educational sector in Khyber

Pakhtunkhwa. Shaukat et al. (2021) The vital province of Pakistan is Khyber Pakhtunkhwa is strategically pivotal and is playing a pivotal role in the way of progress and development. In education, seven million 133 out of 26.62 million people are uneducated. after that KP has faced certain challenges, vision 2030 is the pledge of greater achievements.

According to data from the KP Bureau of Statistics, the number of government schools in KP fluctuated between 2008 and 2013, ranging from 22,335 to 23,073. Similarly, enrollments in these schools showed variations, with figures ranging from 2,653,724 to 2,842,776 During the same period. The number of teaching staff also experienced slight fluctuations, with the count ranging from 70,591 to 72,105. Upon assuming power in 2013, the PTI government initiated various reforms and policies aimed at improving the education sector in KPK. The subsequent years witnessed changes in the number of government schools, enrollments, and teaching staff. Notably, by 2017-2018, the number of government schools had increased to 25,919, enrollments reached 3,706,255, and the count of teaching staff surged to 87,993.

The primary objective of this study is to analyze the advancement in primary education in the two tenures of PTI and ANP government for this purpose we will first find the relationship between the key variables and then draw a comparison table in which era those variables improved more;

- i. To Analyze the relationship between key educational indicators.

To achieve this objective the study takes 3 key variables, student enrolment, teaching staff and the number of schools. Student enrolment is used as a proxy for primary education because the objective of the education department is to make quality education available for everyone. After they build trust, the students will be admitted and student enrollment will increase. The study uses multiple linear regression to find the relationship between these variables.

- ii. To Compare the key variables of primary education under PTI and ANP governments.

Second, after finding the relationship between the variables the study compares these 3 variables' averages in the past 5 years between the two

tenures to see which government improve more in their respective tenures.

- iii. Inform future policy decisions for improved primary education in KP.

After finding the relationship and comparing the advancements in the two tenures the study will be able to suggest any suitable policy guidelines for further improvement.

2. Literature review

Primary education is widely acknowledged as a fundamental pillar for a nation's progress and advancement, serving as a fundamental precursor to higher learning. It plays a pivotal role in shaping human capital, a key objective within the broader spectrum of education (King, 2011). However, the primary education sector in Pakistan encounters numerous challenges, notably a disproportionately low allocation of funds compared to other Asian nations, with less than 2% of the GDP earmarked for education, thereby affecting its efficacy, strategic planning, and policy implementation (Hayes, 1987). Moreover, systemic issues such as the entrenched feudal system, pervasive poverty, governance deficiencies, and societal feudalistic structures impede the progress of primary education (Rasheed, 2004). The sector is further plagued by substandard teaching and learning conditions, prevalent punitive practices in schools, and ineffective oversight, and management, leading to increased dropout rates (Shahzad & Perveen, 2002). Additionally, political interference, corruption, and inadequate monitoring exacerbate the challenges faced by primary education (Rehman, 2002). Furthermore, both curricular and administrative shortcomings persist, compounded by an outdated and traditional evaluation system (Memon, 2007).

Teachers constitute another essential cornerstone of the education system, often marginalized in the policy formulation process (Zafar, 2003). Challenges such as insufficient qualifications, limited resources, and inadequate opportunities for professional growth confront primary-level educators (Farooq, 1990). Despite their inadequacies in training and professional expertise, teachers occupy a central role within the educational framework, responsible for curriculum implementation and student

assessment, both integral to effective education (Zafar, 2003).

The Pakistan Education Statistics report highlights significant gender disparities in KP, revealing that half of the girls are not enrolled in school. Additionally, the report indicates an imbalance in the distribution of primary, secondary, and higher secondary schools in KP, with more primary schools compared to secondary and higher secondary ones. Despite these challenges, there has been a notable increase in student enrollment at the high school level, attributed to efforts by the provincial government to enhance the education system in KP (Ashfaq, 2018). The functionality of educational institutions is crucial for student enrollment and societal development, as emphasized by scholars (Brown et al., 2005; Duru Bellat, 2008). Effective education delivery facilitates the acquisition of knowledge, enhances competencies, and broadens opportunities for individuals, thus preventing the wastage of talent. Some scholars argue that functional educational institutions also contribute to maintaining societal hierarchies (Bourdieu and Passeron, 1977; Yosso, 2002).

Muhammad Suleman Nasir et al. Published in 2021. This paper's major objective is to examine the impact of the National Commission for Human Development NCHD on the promotion of primary education in Khyber Pakhtunkhwa, Pakistan. The districts of Bannu, Lakki Marwat, Karak, and Dera Ismail Khan form the group of the study community. The research presented in this paper aims to help the reader understand the paramount role NCHD plays in fostering growth in primary education. The primary purpose of this paper is to elucidate the broad basis of what NCHD did to take RPM to promote life and to make a valuable contribution towards the development of education in Khyber Pakhtunkhwa.

Asaf Niwaz et al. 2022: This paper is mainly a critique of the current schools' practices geared towards increasing the quality of education by school administrators and the possible future trends towards the quality of education provision in the primary sector within Pakistan. The study collected data from 30 samples of head public primary school heads, using a questionnaire whose questions were open and close-ended. It

conducted a data analysis using qualitative and quantitative methods. The analysis results indicate poor engagement of school heads with various stakeholders in enhancing performing schools. There is evidence of poor relationships between schools' heads, school administrators, institutions, and teachers with many teachers facing challenges trying to build their capacity. The analysis underscores the importance of enhancing the capabilities of school heads and institutions to ensure the smooth functioning of the education system.

Ashraf Muhammad Azeem (2016) This paper focuses on the historical trajectory of educational development in Pakistan through a case study, critically analyzing its relevance in the contemporary global context. Additionally, it highlights the persistent challenges of illiteracy in the country and seeks to address the shortcomings of past initiatives. The methodology employed involves a comprehensive survey to identify the root causes of Pakistan's failure to achieve a 100% literacy rate, particularly concerning primary school education. The study extensively examines national education policy documents presented by the government of Pakistan and integrates findings from various studies and evaluation reports conducted by local and international agencies. This collective analysis aims to propose more effective solutions for tackling illiteracy and enhancing the performance of the public sector primary education system. Despite the legal obligation of the Islamic Republic of Pakistan to provide free basic education to every child, the enrollment rate remains below 60%, mirroring the literacy rate. Consequently, the government and other stakeholders have struggled to yield significant results in the education sector.

Shahinshah Babar Khan (2010) the primary objective of this paper is to highlight the obstacles in achieving universal primary education in Pakistan. The methodology involved the use of a questionnaire with a five-point Likert scale to gather teachers' opinions on the challenges in universalizing primary education. Each statement in the questionnaire was assessed using the chi-square technique. The findings of the paper reveal that poverty, lack of awareness about educational development, and cultural values are fundamental barriers to achieving

universal primary education. Based on these results, it is recommended that efforts should be made to raise awareness among parents, public schools should actively contribute to reducing dropout rates, school curricula should align with workplace needs, teachers should be strategically placed in deserving areas, and local communities should be actively involved. Furthermore, there is a widespread belief that public institutions do not offer quality education, and this perception needs to be changed.

Safdar Rehman Ghazi et al. (2009) The enhancement of quality education has become a global agenda across all educational levels. Despite the Pakistani government's strong initiatives, such as teacher training programs and the development of new curricula, the improvement of primary education remains a distant goal. Several factors contribute to poor quality primary education, with a primary concern being the inadequate pedagogical skills of teachers. To address this issue, the establishment of a Quality Education Commission is crucial for strengthening the overall situation.

Shaukat et al. (2021) The paper centers on challenges encountered by the PTI government in Khyber Pakhtunkhwa after their "agenda of change" when they assumed power, including issues like a low literacy rate and weak education quality. There is a growing demand for elevated education standards in the region. The PTI has initiated reforms in educational institutions to tackle these challenges. Findings emphasize the necessity of improving primary education, with the government focusing on providing education for both genders and allocating essential resources for enhancing primary education quality.

Nauman and Abdullah (2020) The objective of this paper is to assess the existing literature on educational outcomes and indicators in Pakistan. a qualitative approach was used, incorporating document analysis. The researcher critically evaluates the current state of education in Pakistan. The findings of the paper underscore the challenges faced by the Pakistani education system, highlighting the need for concerted efforts towards improvement. The government has acknowledged international commitments and legislation, particularly in Punjab. Therefore,

the government has to focus on formulating education policies aimed at standardizing the system and allocating a budget of at least 4% of GDP for growth purposes.

Zhang Xuepei et al. (2019) The primary objectives of this paper are to promote the educational systems in both China and Pakistan, highlighting the causes of illiteracy in both countries post-independence and aiming to eliminate the challenges of the past era. In Pakistan, both literacy rate and enrollment indicators are at 60%, whereas in China, the primary school enrollment rate is 84%, with a literacy rate of 96.36%. The findings emphasize that Pakistan lags behind China, underscoring the urgent need for the improvement of the primary education system. The study suggests that both countries can learn from each other's experiences, emphasizing collaborative efforts for the betterment of future generations.

Iqbal Ahmad et al. (2013) The paper's main focus is a critical evaluation of the problems within Pakistan's primary education system, grounded in the existing literature review. The methodology employed aims to explore the issues surrounding primary education. However, the paper's findings reveal a significant oversight in addressing the shortcomings of the primary education system. Political interference has resulted in corruption, nepotism, and favouritism. The system itself lacks proper tools for teacher training, and a consistent and permanent training structure is absent. Despite ambitious educational policies, they have failed to bring about the anticipated positive changes.

Madeha Ahmed Ayaz Muhammad Khan (2020) The paper focuses on promoting global primary education through the Dakar Framework commitments. Utilizing qualitative design and government content analysis, it analyses the thirteen documents, each 1500 pages, for comprehensive insights. Results underscore the need to allocate funds, particularly through initiatives like Universal Primary Education (UPE) in Pakistan, to advance primary education. The study suggests content analysis is valuable for understanding diverse dimensions of government initiatives for primary education.

Saeed Ullah Khan and Hamid Khan Niazi (2017) The primary focus of the study is the organization NCHD, which has made significant

contributions to enhancing primary education. The methodology of the paper involved selecting six districts with a high literacy rate and six with a lower literacy rate as the sample. The results highlight that NCHD has played a pivotal role in promoting student enrollment and providing essential facilities in primary schools. These include the provision of female teachers for female primary schools, sufficient teaching aids for teachers, feasible school infrastructure for students, and rewards for teachers to increase enrollment

Sayyed Farooq Shah et al. (2013) The primary focus of the study is to investigate the quality of primary education in Khyber Pakhtunkhwa. The study sample comprised 100 head teachers, with 50 male and 50 female, along with 300 teachers. A questionnaire was developed to gather the data, and statistical tools such as mean and standard deviation were used to analyze the data. The results of the paper reveal that while the government has provided necessities such as schools, water, and toilets, it has not provided separate staff rooms. Additionally, respondents indicated the presence of rooms and trained teachers but noted the absence of furniture, libraries, and books.

Muhammad Zakria Zakar et al. (2013) The primary focus of the study is to emphasize the necessity for well-established schools to establish interconnectedness with the community and institutions, thereby making them stakeholders. The study also aims to identify the challenges hindering the progress toward universal education in Pakistan. The methodology employed in the paper involved utilizing secondary data, including the observation of government reports and scientific publications. The findings of the paper reveal several issues, including disputes related to low-quality

education services, inexperienced teaching staff, and subpar educational standards.

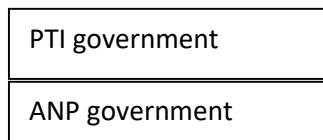
Upon reviewing the existing literature, it becomes apparent that much of the research focuses either on analyzing the cross-country effects of primary education or examining the impact of education within a single country. However, what emerges as particularly crucial is the need to conduct comparative analyses between the educational policies implemented by two distinct governments during different eras. Such analyses provide valuable insights into the effectiveness and outcomes of policy interventions across varying socio-political contexts. By undertaking such a comparative analysis, we can discern the nuanced differences in approaches, identify successes and shortcomings, and glean valuable lessons for future policy formulation and implementation. Furthermore, comparative analyses enable policymakers, educators, and stakeholders to adopt evidence-based practices, refine existing policies, and devise more effective strategies tailored to the specific needs and challenges of their respective contexts.

3. Research Methodology

a. Data details

To enable comparative analysis, this study examines the governance of two political parties in the Khyber Pakhtunkhwa (KP) region: the Awami National Party (ANP) administration, which governed office from 2008 to 2013, and the Pakistan Tehreek-e-Insaf (PTI) government, which took charge from 2013 to 2018. The study emphasizes three key variables, namely, the quantity of government schools, student enrollments in these schools, and the number of teaching staff. The data used in this research are sourced from the Bureau of Statistics of KP.

Research model:



1. The number of government schools.
2. Students enrolments in the school.
3. Teaching staff

b. Mathematical model

Student enrollment = f (Teacher staff, Number of schools)

Student Enrolment = Teacher staff + Number of schools

Student enrolment is the dependent variable and teacher staff and number of schools is independent variables.

c. Estimation techniques

The study contains the collection of data around three primary education variables within the Khyber Pakhtunkhwa (KP) government, encircling the tenures of two different administrations. Initial analysis employs regression techniques to find relationships between the dependent variable and independent variables. Specifically, the study implements the multiple linear regression technique, widely acknowledged for finding connections between these variables (Shakeel et al., 2016). To ensure the reliability of the regression analysis, the test for heteroskedasticity is taken. In this regard, the White test for heteroskedasticity, as proposed by White (1980), is applied. Additionally, identifying the potential challenge of serial correlation in time series data, the study employs the LM test for serial correlation, which is suggested by Breusch-Pagan-Godfrey (1979). Post-regression analysis, the stability of the model is estimated using the Cumulative Sum (CUSUM) method introduced by Brown, Durbin, and Evans (1975). This approach aims to examine the relationships between the selected variables while considering potential issues such as heteroskedasticity, serial correlation, and model

b.

Table 1 Regression analysis

Variables	Female		Male	
	Coefficients	Prob.	Coefficient	Prob.
NUMSCH	98.84**	0.0216	474.21***	0.002
TEACH	66.72**	0.0228	7.69	0.6760
R ²	0.87		0.90	
Hetero.White test F-stat	1.083036		2.683074	
Hetero.White test Prob.	0.5223		0.1513	
Serial correlation LM test F.stat	0.085220		0.112962	
Serial correlation LM test prob.	0.7802		0.7466	

Note: *, ** and *** represent significance at 10%, 5% and 1% significance respectively.

The regression analysis reveals the relationship between the dependent variable and two independent variables, namely the number of

stability, providing a robust basis for the evaluation of primary education in the KP government.

Next, an analysis of the average values of the selected variables during the individual tenures of the two governments will be conducted. This approach helps as a meaningful indicator of governmental performance, with higher average values signifying effective governance. The use of this method, as suggested by Shakeel et al. (2020), proves beneficial for facilitating a comprehensive comparison between the two administrations. By scrutinizing the average values, we aim to improvement insights into the overall performance of each government in terms of the chosen primary education variables. A higher average value suggests a more favorable outcome, reflecting positively on the government's management of the education sector. This analytical approach enhances deepness to the comparative analysis, allowing for a good understanding of the dynamics at the specified time frames. This analytical approach enhances deepness to the comparative analysis, allowing for a good understanding of the dynamics at the specified time frames.

4. Result and discussion

a. Regression analysis

schools (NUMSCH) and teacher staff (TEACH), separately for female and male students. For females, both coefficients show a positive and

statistically significant impact, as indicated by p-values less than 5%. Specifically, a 1% increase in the number of schools is associated with a significant rise in student enrollment by 98, while a 1% increase in teacher staff results in a noteworthy increase of 66 in student enrollment among females. On the male side, the coefficient for the number of schools remains positive and statistically significant, with a 1% increase corresponding to a substantial enrollment boost of 474 students. However, the coefficient for teacher staff is positive but fails to reach statistical significance, with a p-value exceeding 5%. This suggests that, for males, an increase in the number of schools significantly influences student enrollment, but the impact of teacher staff

is not statistically significant. In summary, the results highlight gender-specific variations in the influence of the number of schools and teacher staff on student enrollment. The overall model fit is reasonably high, with R-squared values of 0.87 for females and 0.90 for males. The heteroscedasticity tests (White test) and serial correlation tests indicate no significant issues in the model, as the associated F-statistics and p-values do not suggest violations of these assumptions. Overall, these results provide insights into the differential effects of the number of schools and teacher staff on student enrollment for females and males, contributing to our understanding of the factors influencing educational outcomes.

Table 2: Comparison Table.

years	Enrollment female	Enrolment male	Number of schools female	Number of schools male	Teacher female	Teacher male
2008	1157368	1601288	7385	14392	25095	45944
2009	1125643	1528081	7262	14366	24991	45600
2010	1130097	1524188	7433	14244	25037	45795
2011	1196468	1580174	7588	14296	25591	45412
2012	1250736	1580174	7479	14198	26004	45988
Average	1172062	1562781	7429.4	14299.2	25343.6	45747.8
2013	1260317	1588111	7661	14691	26289	45816
2014	1364647	1582459	8222	14670	26012	45366
2015	1355963	1647878	8360	14357	26585	45525
2016	1300922	2221163	9719	15450	29173	50583
2017	1300995	2234663	12070	15535	30845	49993
2018	1660764	2045491	10532	15387	32660	55333
Average	1373935	1886628	9427.333	15015	28594	48769.33

During the first era from 2008 to 2012, the primary education landscape saw relatively stable average enrollment figures for both female and male students. The number of female schools remained consistent, while there was a slight decrease in the average number of male schools. The teaching staff, both female and male, experienced reasonable growth during this period. In the following era from 2013 to 2018, a different shift in the trends becomes obvious. Average enrollment for both genders shown a notable increase, particularly in the case of male students. The number of male schools saw an upward path, signifying an expansion in

educational infrastructure for boys. Meanwhile, the teaching staff, both female and male, saw significant growth, with a substantial rise in the average number of teachers per year. This comparative analysis highlights a shift in focus and investment in primary education during the two eras. The later period, from 2013 to 2018, reflects a determined effort to address the needs of male students through increased enrollment opportunities and extended educational facilities, accompanied by a considerable increase in teaching staff.

c. Cusum Test

The Cumulative Sum (CUSUM) analysis is used to measure the stability of the model, as illustrated in Figure 1. In the figure, the right side shows the male data, while the left side represents the female data. The blue line depicted in the graph serves as an indicator of model stability. The critical threshold is shown by the red line, and if the blue line touches or crosses it, it means instability in the model. Upon checking Figure 1,

it is evident that for both male and female data, the blue line remains below the red line. This shows that the model is stable because the cumulative sum does not breach the critical threshold. In other words, the relationship between the dependent and independent variables for both genders does not exhibit significant changes, confirming the stability of the model.

Figure-1

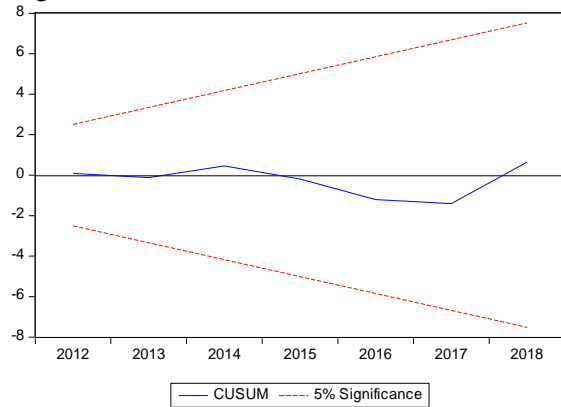
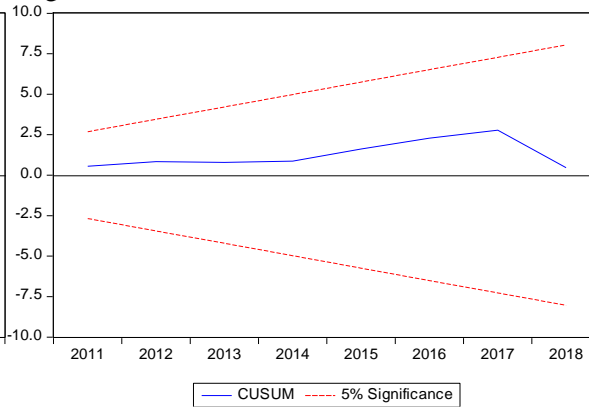


figure-2

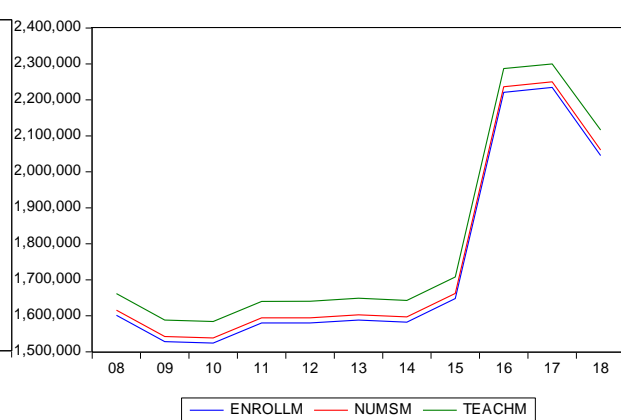
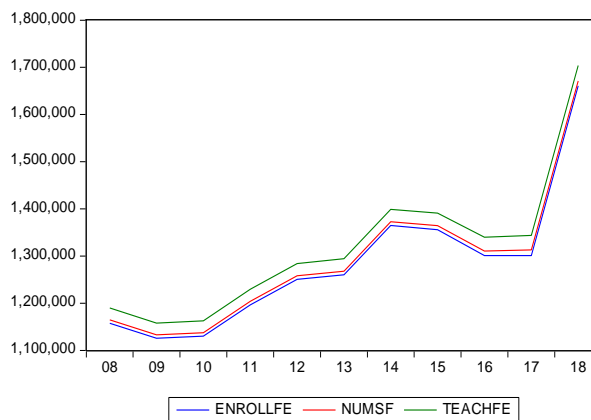


Figures 1 & 2, CUSUM of Female and Male

d. Comparison Figures

Fig.3 and 4 show the enhancement of three key variables. Firstly, there is an increase in the number of teachers, facilitating improved student-teacher ratios. Secondly, a rise in student enrollment indicates growing access to education. Lastly, the expansion of the number of schools contributes to the broader reach of educational opportunities. These trends collectively signify a

positive impact on student enrolment which brings change in the education system. During the ANP's tenure from (2008) to (2013), there was minimal change, whereas from (2013) to (2018), a noticeable and positive change was evident. This improvement was particularly reflected in the female table. In contrast, the PTI government, starting from (2013), demonstrated an overall positive change that continued through 2018.



In Figures 3 & 4 right side represents female and the left side represents male.

5. Conclusion and policy recommendation

Ultimately, the thorough examination of primary education statistics from two different periods—2008–2012 and 2013–2018—indicates significant changes in the educational landscape of Khyber Pakhtunkhwa (KP). Enrollment figures remained stable, the number of schools for both genders changed somewhat, and the number of teachers increased moderately during the first era. On the other hand, the subsequent period verified a notable rise in average enrollment, especially for male pupils, as well as a notable expansion in the number of male schools and a notable expansion in the number of teaching staff members. This trend points to a deliberate and fruitful attempt made later on to better serve the requirements of male students by expanding educational opportunities and enhancing facilities.

The impact of the number of schools and teacher staff on student enrollment, which is gender-specific, is further explained by the analysis of regression data. Both criteria have a major impact on enrollment for females, but the quantity of schools is crucial for males. The Cumulative Sum (CUSUM) analysis, which validated the model stability, shows consistent correlations between the variables with negligible variations. Together, these results demonstrate the beneficial effects of deliberate interventions and investments in primary education during the later part of the 20th century, demonstrating a flexible and adaptable

response to the changing demands of KP's educational environment.

Policy recommendation:

Based on the insights drawn from the analysis of primary education.

1. Targeted Investment in Male Education Infrastructure: Given the observed flow in male enrollment and the immediate increase in the number of male schools from 2013 to 2018, policymakers should consider targeted investments in male education infrastructure. This includes constructing new schools, upgrading existing schools, and guaranteeing fair distribution of resources to enhance the rising demand for educational opportunities among male students.
2. Monitoring and Evaluation Framework: Establishing a monitoring and valuation framework is important for following the competence of education policies and interventions. To frequently monitor progress toward educational goals, including enrollment rates, student outcomes, and teacher performance, policymakers should invest in data-gathering systems and mechanisms. This would facilitate regulations to policies as needed to ensure continual improvement in KP's primary education outcomes and allow evidence-based decision-making.

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