

PERCEPTIONS OF HEAD AND SCHOOL TEACHERS IN DEVELOPMENT AND MONITORING PROCESS OF PRIMARY EDUCATION IN KHYBER PAKHTUNKHWA PAKISTAN

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Received: 28 March, 2024

Revised: 28 April, 2024

Accepted: 13 May, 2024

Published: 29 May, 2024

ABSTRACT

In many developing countries, including Pakistan, achieving Universal Primary Education (UPE) remains a significant challenge. This study aimed to analyze the perceptions of head and school teachers to find the development and monitoring process of primary education in one of Pakistan's provinces, Khyber Pakhtunkhwa (KP). The study surveyed 506 head and school teachers selected from five districts within KP, using a proportionate stratified random sampling technique. Data was collected through a self-developed questionnaire and analyzed using SPSS version 21. The findings indicate that both head and school teachers perceive that moral principles are instilled among primary school children. Moreover, the School Quality Management Initiative (SQMI) monitors the teaching and learning process, and non-government organizations (NGOs) participation is reducing illiteracy. They agree that efforts are being made to bring all children into school; however, they do not agree that school performance is improving due to the monitoring process. The Sustainable Development Goals (SDGs) are not fully implemented, and the standards are not being met. Therefore, enhancing the standards to ensure full compliance with SDG targets and improve overall school performance is recommended. Additionally, the support prioritized, and further research be conducted to identify the indicators of poor performance to strengthen primary schools, ensure all children are brought into the education system, and enhance the effectiveness of the SQMI and other monitoring processes in KP.

Keywords: Head Teachers, school teachers, monitoring process, Primary Education, Khyber Pakhtunkhwa.

1. INTRODUCTION

Primary education is universally recognized as a basic right for all children, irrespective of gender or religion (Muedini, 2015; United Nations Educational, Scientific and Cultural Organization [UNESCO], 2004; Young, 2017). This principle is further reinforced by the 1948 Universal Declaration of Human Rights, which asserts that everyone is entitled to elementary education (United Nations [UN], 1948). Additionally, the 1989 convention on the child's rights specifically recognizes education as a fundamental right for children (UN, 1989). Primary education holds utmost significance in Pakistan, as in other countries. Recognizing its pivotal role and the need for quality improvement, various international

organizations, such as, the World Bank (WB), Asian Development Bank (ADB), United Nations International Children's Emergency Fund (UNICEF), United Nations Development Programme (UNDP), UNESCO, Official Development Assistance (ODA), Japan International Cooperation Agency (JICA), Norwegian Agency for Development Cooperation (NORAD), and German Technical Cooperation (GTZ) (Abdullah & Akhtar, 2019; Bessingpas, 2009), have actively contributed to the advancement of Pakistan's primary education system.

Similarly, Sustainable Development Goal 4 (SDG 4) related to education aims to complete the

task of achieving Universal Primary Education (UPE). This goal emphasizes reaching out to the remaining out-of-school children and prioritizing the quality of education over mere enrollment numbers as the primary progress indicator (UN, 2024). According to the UNDP's 2018 Human Development Report, Pakistan's literacy rate is 62.3%, with male literacy at 72.5% and female literacy at only 51.8%. Pakistan allocates only 2% of its gross national product to education, a significantly lower percentage than similar countries (ADB, 2019). Inadequate teacher competence and the poor quality of textbooks and learning materials depict a lack of quality education. In Pakistan, all these aspects face criticism across various platforms. Although the Pakistani government strives to address these issues, significant challenges remain in ensuring a high-quality educational system (Parveen & Tran, 2020).

This study focuses on evaluating the progress of primary education in Khyber Pakhtunkhwa (KP), one of the provinces of Pakistan. After the 18th amendment, provinces are responsible for all functions related to key aspects of education, including setting standards, curriculum planning, and policy-making (Butt et al., 2020; Rana, 2020). The dropout of students in KP primary schools is another major barrier to the low literacy rate. Usually, at this point, the conduct of the teachers is strict, causing anxiety and tiredness in the students' minds and leaving school with fear of retribution from the teachers. In KP, a lot of effort is put into pupils who drop out of primary school, yet no positive results have been achieved. Furthermore, the Annual Status of Education Report [ASER] (2019) highlights that the dropout rate among primary students in KP is 1.8 million, 64% of which are girls and 36% are boys (Shah et al., 2019). The literacy rate of KP province is average; however, it is higher as compared to Baluchistan but lower than Punjab. The key cause of KP's low literacy rate is its geographical position since much of the land is located in mountains and hills where schools are not accessible at a large distance, and parents cannot take the risk of sending their children to schools in such distant areas. According to the Pakistan Economic Survey (2018-19), KP's literacy rate has risen from 54.1% to 55.3% (Government of Pakistan [GoP], 2019).

The overall enrolment rate for schools in Pakistan is around 94.14 percent, according to the Pakistan Economic Survey Report (2018-19). However, over half of children drop out before fifth

grade (GoP, 2019). Only one-third of the 50% of pupils who complete primary school are successful (Farooq et al., 2017; Farooq, 2015; Khattak, 2012). According to the World Bank (2022), almost 44% of children in Pakistan are not enrolled in primary school, making it one of the highest rates of out-of-school children globally.

There has been a decrease in the number of students enrolling at the primary level. Overall enrollment in government schools stands at 4.2 million, with 3.02 million (72%) at the primary level. Many children aged 6-10 years are out of school. According to the Education Management Information System (EMIS) data for 2018-19, 5,001,644 students were enrolled in public sector schools in Khyber Pakhtunkhwa. Additionally, estimates from the Annual School Census (ASC) 2018-19 report indicate that approximately 2,574,926 students were enrolled in private schools across all districts of KP in 2018-19. The Education Sector Plan (ESP) has set targets and projections to reduce dropout and repetition rates and to bring out-of-school children into the education system. Due to various efforts at the provincial and district levels, enrollment in public sector schools is expected to increase significantly over the next five years (Khyber Pakhtunkhwa Elementary & Secondary Education Department [KPESED] (n.d.).

Considering the pivotal role of primary education and the development of civilized human beings, this research is intended to assess the role of the primary education system. The primary education system aims to increase children's achievement at each school in KP. This research aims to evaluate the progress and monitoring mechanisms of the primary education system in KP. Progress in the primary education system pertains to the developments achieved in multiple areas, including enrollment rates, student achievement, teacher competence, infrastructure, and curriculum implementation. It also includes the policies and initiatives designed to improve educational standards. Furthermore, a monitoring mechanism tracks, assesses, and reports educational progress. These methods encompass data-gathering instruments, performance metrics, periodic evaluations, and feedback that aid in finding areas for enhancement.

The primary education system in KP encounters several challenges, such as elevated student dropout rates, inadequate infrastructure, and

inconsistent educational standards. Despite the continuous endeavors of the government and other parties involved, a substantial population of children is still not attending school, and the standard of education offered is frequently subject to criticism. Evaluating the progress and monitoring methods of the primary education system in KP is essential. This study examines the current state of the primary education system to uncover gaps and shortcomings. Understanding these discrepancies is crucial for creating focused interventions. Monitoring methods ensure that educational institutions and policymakers are held responsible. This study aims to evaluate the efficacy of these processes and propose enhancements where needed. This research provides data-driven insights that may enhance policy creation. Accurate and up-to-date information can help develop educational policies with a strong foundation. Analyzing the advancement and present condition of the education system will facilitate the effective distribution of resources, guaranteeing that areas with the greatest requirements receive suitable attention and support. This study seeks to thoroughly understand the primary education situation in KP by evaluating progress and monitoring systems. It intends to provide valuable insights that can be used to make improvements and guarantee that every child receives a high-quality primary education.

1.1 Objectives of the Study

Following are the objectives of the study:

1. To investigate the perceptions of head and school teachers in the development process of primary schools in KP.
2. To examine the perceptions of head and school teachers regarding the monitoring process for teaching and learning at primary school.

1.2 Significance of the Study

This research is essential because it may shed light on aspects of KP's current district-level elementary education system. The literature on effective schools in terms of student learning and results demonstrates how difficult it is to evaluate the characteristics that make a school effective. This study aligns with the overarching objective of attaining SDG 4, that seeks to include everyone, provide equal access to quality education, and aspire to lifelong learning opportunities for all. By strongly emphasizing KP, this research makes a valuable contribution to the national and worldwide endeavors to achieve these

aims. The results of this investigation will be of great worth to various stakeholders, such as government authorities, educational strategists, instructors, and non-governmental organizations, enabling them to synchronize their endeavors and cooperate more efficiently. The research could serve as a foundation for implementing innovation in light of society's changing expectations. The study may serve as a valuable guide for future research work in primary education.

1.3 Delimitations of the Study

The scope of this study was limited to:

- i. Government Primary Schools for Girls in Hazara Division.
- ii. Hazara Division- Five Districts (Abbottabad, Battagram, Haripur Mansehra, and Torghar).
- iii.

2. Literature Review

Primary education is the cornerstone of the educational system. It lays the basis for children's understanding of culture, tradition, and relevant facts, instilling love and respect for their homeland and humanity. The National Commission for Human Development [NCHD] (2013; 2021) encourages federal, regional, and local education departments to work toward UPE. For children aged 5-7 years, UPE is an important and well-targeted NCHD component for obtaining 100% school attendance. NCHD supports the UPE system by providing essential facilities to improve participation rates, decrease dropout rates, and improve educational quality, community involvement, and administrative relationships in UPE to detect and resolve problems (Khan & Niazi, 2016). It improves and strengthens people's overall growth. Primary education is essential for a country's growth and success. It is rightly recognized as a key to success since it lays the groundwork for higher education by developing individuals' interpersonal abilities to transform their social, economic, moral, and cultural systems and society into self-sufficient and productive lives (King, 2011; UNESCO, 2021). UNESCO (2007) emphasizes the importance of early childhood education in providing the learning platform for successful participation in formal education.

Every country has introduced educational policies to make the education system more functional according to the time requirements. Certain basic points are considered to maintain the appropriate educational quality in all these policies

and plans. Every education policy focuses on core features, i.e., the nation's ideology and social, intellectual, and capacity development. From 1947 to 2017, each educational policy and conference in Pakistan pledged to achieve UPE. However, the failure or partial implementation of nearly all these policies resulted in significant educational, economic, and social setbacks for the country. Every subsequent education policy set new targets while criticizing previous ones for not meeting their goals at various educational levels (Ahmed et al., 2021; Bhuttah et al., 2020). The 2009 education policy introduced significant reforms known as the Education Sector Reforms (ESR), primarily emphasizing several key areas. These included ensuring the provision of free and compulsory primary education along with the provision of free textbooks; easy access to learning opportunities; improving the standard education in all fields; introduction of reform curricula for the school; creation of learning resources and materials for the school; to offer private sector rewards; software course introduction at all stages; grant to madrasas association (GOP, 2009). Similarly, National Educational Policy 2017 aimed to achieve UPE by ensuring universal access and enrollment, guaranteeing completion, and meeting minimum educational standards (Ministry of Federal Education and Professional Training, 2017).

The KP government has taken numerous steps to promote primary education. New primary schools are being built, and old schools are being refurbished, particularly in areas affected by the earthquake of 2005. Stipends for female supervisors and a girls' remuneration plan have been launched to encourage girls' enrolment in distant districts, including Battagram, Shangla, Tank, and Kohistan, which have low enrolments that are distant. However, determining whether such efforts affect the ground is difficult. As a result, the provincial government has established an IMU to collect data on school results methodically. Data for over 28,000 schools in KP is now available to examine policy ideas and develop cost-effectiveness measures. Pre-service and in-service training are available at elementary colleges in various packages and lengths of time. Teachers holding primary teachers certificates (PTC) can enhance their knowledge and teaching skills through in-service training, while pre-service training equips them to be competitive, effective, and socially accepted. The Elementary and Secondary Education

Department has initiated the School Quality Monitoring Initiative (SQMI) in government primary schools. This initiative enhances the quality of school-level inspections by assessing students' learning outcomes, standardizing curriculum-based teaching methods, and evaluating schools based on provincial-level criteria (Mustafa, 2012; Samad & Ali, 2020).

This research aimed to look into the provincial government program for primary education in KP aimed at improving basic education. The government of KP recently formed an IMU to gather monthly data on important school-level measures. The goal is to identify the strengths and flaws of the educational system, as well as the effectiveness of teachers. KP education policymakers can collaborate with policy scholars to craft evidence-based policies that enhance learning outcomes and teacher attendance. Such policies can yield results comparable to or surpass the impact of increased finances (Muralidharan et al., 2014). The government has made various steps to ensure that everyone should have access to education, and as a result, the country's educational situation has improved. However, necessary action is needed as the educational standards have not been significantly achieved despite various initiatives.

3. Methodology

The study utilized a descriptive design, gathering data through a survey method. Quantitative research designs prove beneficial in exploring educational phenomena extensively and offer higher generalization potential (Burrell & Gross, 2017). The study comprised 244 head and 262 school teachers, selected via proportionate stratified random sampling. This method ensures a sample that closely mirrors the entire population under examination, enhancing the study's representativeness.

3.1. Research Instrument

A self-developed questionnaire was used to collect data. The responses on the 5-point Likert scale comprised: Strongly Agree (SA)=5, Agree (A)=4, Undecided (UD)=3, Disagree (D)=2, and Strongly Disagree (SDA)=1.

3.2. Data collection

In each of the five selected districts of KP, sixty randomly selected school teachers and head teachers were surveyed. Before starting the formal data

collection procedure, the following steps were taken. The following actions were completed before initiating the formal data collection process:

- i. A formal letter was sent to the District Education Officers (DEOs) of the five districts within the Hazara division, seeking their approval before collecting data.
- ii. The selected schools' addresses, contact numbers, and cell phone numbers were compiled to ensure notification before the scheduled visit.
- iii. The researcher also informed the heads of the schools about data collection.

The researcher personally visited all of the schools. Before data collection, the DEOs from Abbottabad, Battagram, Haripur, Mansehra, and Torghar provided verbal approval. After they consented, final data was collected from five districts in KP. Each district agreed to provide data from 60 randomly

selected head teachers and teachers. This method retained the full number of target teachers, resulting in a 100% response rate.

3.3. Validity and Reliability

The questionnaire was presented to subject experts to verify its face and content validity. The experts' recommendations resulted in some items being modified. Cronbach Alpha was used to calculate the internal consistency of the questionnaire items. The obtained Cronbach Alpha value was 0.94, indicating the instrument's adequate reliability.

3.4 Data Analysis and Results

To analyze data, statistical approaches, such as mean, frequency, percentage, and chi-square, were used. The collected data was graded before analysis, and the Statistical Package for Social Sciences (SPSS) version 21 was used.

Table 1. Perceptions of Head and School Teachers regarding Development process of primary education

S.No.	Statements	Res	SA	A	UD	DA	SDA	Mean	χ^2	p-value
1.	Moral principles are instilled in students at primary school.	STs N=262	68 29%	112 48%	24 10%	23 10%	7 3%	3.90	.771	.942
		HTs N=244	59 26%	122 54%	21 9%	17 8%	6 3%	3.93		
2.	Primary education plays an important role in the improvement of social development.	STs	62 27%	115 49%	30 13%	21 9%	6 3%	3.83	1.29	.863
		HTs	53 24%	117 52%	23 10%	27 12%	5 2%	3.82		
3.	Quality education is provided in primary schools.	STs	74 32%	114 49%	21 9%	20 9%	5 2%	3.99	.542	.969
		HTs	69 31%	117 52%	12 5%	17 8%	10 4%	3.96		
4.	The elementary school curriculum and textbooks are revised.	STs	60 26%	113 48%	26 11%	28 12%	7 3%	3.81	.489	.975
		HTs	55 24%	121 54%	21 9%	22 10%	6 3%	3.87		
5.	Teachers in the classroom utilize instructional tools aligned with the content presented in textbooks.	STs	67 29%	109 47%	27 12%	24 10%	7 3%	3.87	.372	.985
		HTs	56 25%	125 56%	16 7%	21 9%	7 3%	3.89		

6.	At the start of their careers, newly hired teachers receive six months of professional training through an induction programme.	STs	75 32%	93 40%	34 15%	25 11%	7 3%	3.87	.332	.988
		HTs	61 27%	92 41%	31 14%	32 14%	9 4%	3.72		
7.	As a part of national policy, UPE is being implemented.	STs	35 15%	106 45%	52 22%	33 14%	8 3%	3.54	1.25	.870
		HTs	42 19%	104 46%	44 20%	24 11%	11 5%	3.62		
8.	The government has implemented its policy of building primary schools at the doorsteps for the easy access to girls education.	STs	62 27%	113 48%	32 14%	19 8%	8 3%	3.86	.487	.975
		HTs	57 25%	115 51%	26 12%	15 7%	12 5%	3.83		

$P \leq 0.05$ $df=4$

HT: Head Teachers

ST: School Teachers

Statement 1 indicates that 80% (SA=26%, A=54%, Mean= 3.93) of head teachers and 77% (SA=29%, A=48%, and Mean= 3.90) of school teachers agreed with the statement that ‘Moral principles are being instilled in primary school students’. The table indicates no significant difference in the perceptions of HTs and STs regarding this statement.

Analysis of statement 2 indicates that 76% (SA=24%, A=52%, Mean= 3.82) of head teachers and 76% (SA=27%, A=49%, and Mean=3.83) of school teachers agreed with the statement that ‘Primary education plays an important role in the improvement of social development’. The table indicates no significant difference in the perceptions of HTs and STs regarding this statement.

Statement 3 reveals that 83% (SA= 31%, A= 52%, Mean= 3.96) of head teachers and 81% (SA=32%, A=49%, and Mean=3.99) and 58% (SA=22%, A=36%, and Mean=3.99) of school teachers agreed with the statement that ‘Quality education is being provided in primary schools. The table indicates no significant difference in the perceptions of HTs and STs regarding this statement.

Analysis of statement 4 indicates that 78% (SA=24%, A=54%, Mean= 3.87) of head teachers and 74% (SA=26%, A=48%, and Mean=3.81) of school teachers agreed with the statement that ‘The elementary school curriculum is being improved with textbooks revision’. In primary schools, appropriate learning activities have been conducted. The table indicates no significant difference in the perceptions of HTs and STs regarding this statement.

Analysis of statement 5 shows that 81% (SA=25%, A=56%, Mean= 3.89) of head teachers and 76% (SA=29%, A=47%, and Mean=3.87) of school teachers agreed with the statement that ‘Teachers in the classroom are being used instructional tools based on the content of textbooks’. The table indicates no significant difference in the perceptions of HTs and STs regarding this statement.

Statement 6 reveals that 68% (SA= 27%, A= 41% and Mean= 3.72) of head teachers and 72% (SA= 32%, A= 40% and Mean= 3.87) of school teachers agreed with the statement ‘At the start of their careers, newly hired teachers receive six months of professional training through an induction program’. The table indicates no significant difference in the perceptions of HTs and STs regarding this statement. Statement 7 shows that 65% (SA= 19%, A= 46% and Mean= 3.62) of head teachers and 60% (SA= 15%, A= 45% and Mean= 3.54) of school teachers agreed with the statement ‘As a part of national policy, UPE is being implemented’. The table indicates no significant difference in the perceptions of HTs and STs regarding this statement.

Statement 8 indicates that 76% (SA= 25%, A= 51% and Mean= 3.83) of head teachers and 75% (SA= 27%, A= 48% and Mean= 3.86) of school teachers agreed with the statement ‘The government is being implemented its policy of building primary schools at the doorsteps for the easy access to girls’ education’. The table indicates no significant difference in the perceptions of HTs and STs regarding this statement.

Table 2. Perceptions of Head and School Teachers regarding the Monitoring Process for teaching and learning at the primary level

S. No.	Statements	Res	SA	A	UD	DA	SDA	Mean	χ^2	p-value
1.	The teaching and learning process in primary schools is being monitored through the School Quality Management Initiative (SQMI).	STs N=262	46 20%	117 50%	28 12%	31 13%	12 5%	3.65	.375	.984
		HTs N=244	40 18%	116 52%	27 12%	31 14%	10 4%	3.64		
2.	The current primary school examination system is being updated.	STs	54 23%	100 43%	41 18%	30 13%	9 4%	3.68	.277	.991
		HTs	42 19%	116 52%	25 11%	27 12%	15 7%	3.63		
3.	All children are being brought into the school through primary education.	STs	49 21%	97 42%	36 15%	42 18%	10 4%	3.56	.575	.966
		HTs	46 20%	104 46%	34 15%	26 12%	15 7%	3.62		
4.	As a result of the participation of several NGOs, illiteracy at the primary level is being reduced.	STs	71 30%	102 44%	36 15%	18 8%	7 3%	3.90	.145	.997
		HTs	70 31%	106 47%	26 12%	17 8%	6 3%	3.95		
5.	The performance of primary school is being improved as a result of monitoring process.	STs	5 2%	8 3%	29 11%	109 47%	86 37%	1.70	1.23	.872
		HTs	6 3%	6 3%	20 10%	114 51%	79 35%	1.72		

P ≤ 0.05 df=4

Analysis of statement 1 indicates that 70% (SA= 18%, A= 52% and Mean= 3.64) of head teachers and 70% (SA= 20%, A= 50% and Mean= 3.65) of school teachers agreed with the assertion that ‘The teaching and learning process in primary schools is being monitored through the School Quality Management Initiative’. The table indicates no significant difference in the perceptions of HTs and STs regarding this statement.

Statement 2 reveals that 71% (SA= 19%, A= 52%, M= 3.63) of head teachers and 66% (SA= 23%, A= 43%, M= 3.68) of school teachers agreed with the statement that ‘The current primary school examination system is being updated’. Due to the

non-implementation of educational plans, the money in government schools is insufficient. The table indicates no significant difference in the perceptions of HTs and STs regarding this statement.

Statement 3 highlights that 66% (SA= 20%, A= 46%, Mean= 3.62) of head teachers and 63% (SA=21%, A=42%, and Mean=3.56) of school teachers disagreed with the statement that ‘All children are being brought into the school through primary education’. The table indicates no significant difference in the perceptions of HTs and STs regarding this statement.

Statement 4 shows that 78% (SA=31%, A=47%, Mean= 3.95) of head teachers and 74% (SA=30%,

A=44%, and Mean=3.90) of school teachers agreed with the statement that 'As a result of the participation of several NGOs, illiteracy at the primary level is being reduced'. The table indicates no significant difference in the perceptions of HTs and STs regarding this statement.

Statement 5 signifies that 86% (SDA=51%, DA=35%, Mean= 1.72) of head teachers and 84% (SDA=47%, DA=37%, and Mean=1.70) of school teachers disagreed with the statement that 'The performance of the primary school is being improved as a result of the monitoring process.' The table indicates no significant difference in the perceptions of HTs and STs regarding this statement.

4. Discussion

This research aimed to study the perceptions of head and school teachers about the provincial government's practices regarding primary education in the KP province of Pakistan. The present study reveals that primary-level students are receiving moral education and experiencing social development as integral parts of their educational journey. This finding resonates with Shrivastava's (2017) assertion that moral values form the cornerstone of personal, societal, and national identity, fostering peace of mind, enhancing well-being, and promoting global harmony. Furthermore, Jacobs and Asokan (1999) argue that social development theory aims to elucidate qualitative enhancements in societal structures and frameworks, facilitating achieving societal goals.

Additionally, the study indicates that existing primary schools are delivering high-quality education and enhancing curriculum through textbook revisions. These results align with Zhong's (2006) research, which emphasizes that curriculum reform fosters opportunities for creativity within the new curriculum and instructional paradigm. The primary objective of the basic education curriculum is to cultivate students' empathy and intellectual capabilities. Moreover, the study indicates that teachers are utilizing instructional resources derived from textbook content, consistent with the findings of Oakes and Saunders (2002). They assert that textbooks, teaching materials, technology, and other resources are educators' primary tools for lesson planning and facilitating students' access to subject knowledge and skills. These findings underscore key steps in the developmental process that can facilitate

primary schools' progress and enhancement (Mupa & Chinooneka, 2015).

This study also revealed that primary schools are undergoing monitoring through the SQMI, contributing to enhancing the teaching and learning process. Furthermore, improvements are observed in the existing examination system within primary education. The study highlights that all children are accessing primary education, reducing primary-level illiteracy rates due to the involvement of various non-government organizations (NGOs). Additionally, the monitoring process is shown to enhance the performance of primary schools. These findings echo those of Luginbuhl et al. (2009), who advocate for a monitoring system in primary schools, emphasizing that school reform is an ongoing process.

The study revealed that newly recruited teachers undergo a six-month induction program at the onset of their careers. In line with findings by Ingersoll and Strong (2011), such induction programs enhance teacher self-efficacy, teaching methods, and student performance. The study also highlights the implementation of UPE as a part of national policy. Moreover, the government is building primary schools near communities to ensure convenient access, especially for girls. These findings underscore the government's endeavors in primary-level professional development and educational accessibility.

The research found that providing educated, professional, and experienced teaching staff and other training improved the teaching-learning process in primary school, which required development. These findings indicate that the steps used to ensure an efficient teaching-learning process are comparable to those indicated by Kim et al. (2019), who stated that training is acquiring specialized talents to perform a job more effectively. The study found that teacher training programs improve professional teachers' self-confidence and capability. The government of KP is focused on integrating multiple teacher-training colleges to increase educational quality at all levels. Professionally trained teachers have a crucial impact on student success, such as comprehension, critical thinking skills, self-reflection, learning, higher grades, etc. These findings reflect a shift in teaching practices attributable to training programs, mirroring the observations of Shah et al. (2011). Their research illustrates that education departments provide in-service training to teachers, aiming to renew and

refine their knowledge, technical skills, and competence. Such training improves teachers' professional competency by updating their knowledge, required activities, and learning experiences, ensuring they remain current in their practice. Moreover, as teachers engage in continuous professional development, their acquired skills, knowledge, and attitudes evolve and improve over time.

5. Conclusions and Recommendations

The stakeholders indicate that almost all actions for primary education improvement are being carried out. The study concludes that public schools are offering quality education alongside efforts in curricular development and textbook revisions. On the other hand, it has been found that the instructional resources needed to teach textbook content in the classroom are insufficient for achieving basic education goals. The SQMI monitors primary school teaching and learning programs. The existing examination system in primary education is being upgraded, and out-of-school children are being enrolled to enhance the participation rate in primary school.

The stakeholders demonstrate an increase in literacy rates through the collaborative efforts of various NGOs. However, despite the monitoring system at the primary level, school performance remains stagnant. Newly recruited teachers undergo a six-month induction program at the onset of their careers. The government policy ensures the establishment of primary schools for easy access to education, particularly for girls, aligning with national objectives. Primary education is a platform to reform and develop society based on Islamic principles.

The study concludes that many strategies outlined in Pakistan's education policies for improving basic education are not being implemented. Primary schools provide professional and experienced teaching staff, extensive teacher training, and curriculum adaptation and evaluation to strengthen teaching-learning. According to stakeholders, improvement of teaching techniques, growth of classroom management abilities, source of learning motivation, and provision of training to teachers are all considered development processes in primary education.

Further strengthening of the IMU is recommended to enhance the overall monitoring of primary schools in KP and ensure their effective functioning. Given the

urgency of aligning teacher training with revised curricula, it is recommended that primary school teachers undergo continuous content and methodology training to teach all subjects effectively. To facilitate this, training needs can be identified at District Education Offices (Male and Female), with sessions ideally scheduled during vacation periods. It is also advised to hire additional teaching staff, provide six teachers for six classes, enhance continuous teacher training programs, conduct teaching and non-teaching staff assessments, maintain and expand infrastructure, and implement teacher transfers based on performance.

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