

# Factors Affecting Quality of Primary Education in Kohat Division, Pakistan

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## Abstract

Education in general and primary education in particular can bring a revolution in the advancement of a nation. The main objective of the study was to investigate the factors that affect the quality of primary education in Kohat Division, Pakistan. A total of 240 primary school heads and 800 teachers were selected in the same region on the basis of simple random sampling technique. The nature of the study was descriptive and a semi-structured questionnaire was used to solicit responses from the participants. Chi square and simple percentage was employed for the statistical analysis of the data. The findings indicate that lack of educational facilities; insufficient qualified staff; poor supervision and management; political interference; unattractive salaries packages for primary teachers; unsatisfactory evaluation and examination system; poor curricula; inadequate budget for education; corruption; poor implementation of educational policies; lack of coordination between schools and community; parental low socioeconomic status; parental negative attitudes; illiteracy of parents; and lack of in-service training programmes for teaching staff. Based on findings, it was suggested that corruption and political interference should be discouraged. Pre-service and in-service teachers' training programme should be made effective. Adequate funding should be allotted for the advancement of education. Curriculum should be reviewed and redesigned according to the needs of emerging society. Proper check and balance system might be put into practice effectively.

**Keywords,** Factors, Affecting, Quality Education, Primary Education, Kohat District

## INTRODUCTION

Educating and humanizing the state has been a main concern of human being right from the ancient times. Education is main productive source of discipline; understanding and economic prosperity among the citizens of the nation depends upon education. It performs remarkable functions in enriching the living standard of the citizens of a nation. To ensure social, educated and useful citizens, provision of educational facilities and opportunities is the most important responsibility of the state. Therefore, education is considered the foremost and fundamental element in all social needs and priorities all over the world. Pakistan is a developing nation and educational advancement is extremely required for the development and prosperity of the nation. A nation promotes its self-consciousness by sensitizing its citizens through education, a social institution that provide training for educating and developing their citizens mentally, physically, ideologically and morally (Anees, 2001). Education is very important for the development of society and its people. The Education system in Pakistan should be designed in such a way that it ensures the production of responsible and enlightened citizens to make Pakistan the part of international framework of human centered economic development (Govt. of Pakistan, 2009). According to Bhatti et al. (2010), "education is extensively regarded as a route to economic prosperity being the key to scientific and technological advancement. Hence, it plays a pivotal role in human capital formation and a necessary tool for sustainable socio-economic growth. Education also combats unemployment, confirms sound foundation of social equity, awareness, tolerance, self-esteem and spread of political socialization and cultural vitality. It raises the productivity and efficiency of individuals and thus produces skilled manpower capable for leading the economy towards the path of economic development". Likewise Kazmi (2005) noted that "today, most of the developing countries are suffering from a host of economic as well as socio-political maladies such as unemployment, low earnings, inflation, corruption, exploitation, rapid population growth and, above all, political instability resulting from low literacy rate. Education is believed to be an effective remedy, which a country can apply to cure its economy and eradicate social evils". Khan (2002) stated that primary education could help in eradicating poverty by raising income, enhancing physical condition and nutrition.

Education especially primary education is considered most important stage on which the entire structure of future social, cultural and economic development is raised (Govt. of Pakistan, 2002). Primary education is the fundamental element of the educational pyramid. It plays a central role in the life of an individual (Zeb, 2004).

Primary education can play a key role in the development and advancement of a nation. Educational process is of conical nature and the primary education is its foundation. The broader the foundation, the easier and quicker would be the development. Primary education not only improves the literacy rate and the developmental process but it will also provide a sound and strong foundation for further education (Akbar, 1998). In fact primary education is the rebuilding and reconstruction of attitudes and behaviors of the individuals at the initial stages of life (Saleemi, 2000). According to Shah and Masrur (2011), “the elementary education is backbone and basic foundation of further education. Primary education is a reasonable and cheaper means, which inspires the people to accept the change and enjoins them to think critically. It simulates the capabilities of the individuals by which they change economic, social, political, moral and cultural systems. It has been analyzed through extensive research studies that return of primary education is higher than that of higher education. Therefore, primary education needs more attention and inputs to raise its standards and quality. Primary education plays a vital role in the producing civilized citizen and pioneers to lead the nation through crises”. Gul (1988) studied history of civilization of the developing nations and found that the first step of national development is to complete focus on primary education. He further added that primary education is the foundation of educational processes which provide strong base to secondary and tertiary education.

Primary education is a fundamental right of an individual which has not only been admitted philosophically by the contemporary world for the interests and wellbeing of an individual but it is the requirement of the community for the development of its economy, culture and social status (Mirza, 1993). According to Suleman (2008), “primary level is an important stage in a child’s educational life. If a teacher succeeds in framing a sound base and making the entire concept clear to a child, then in future the child will be able to grasp difficult things easily”. Shami (2006) stated that primary education is the general education of the children up to the age of nine years. It includes every child whose age is five or six years. There is a difference in public and private sector at primary level regarding school years. Longman (1987) defined primary education as “primary education means the education for the children between five to nine years age”. According to Saratuallah (1993), the education of young children below the age of 11 years is called primary education.

Unfortunately in Pakistan, in spite of tall claims by policy makers, no qualitative revolution has occurred in the field of education. In case of educational institutions, condition was unsatisfactory due to poor quality of education provided to the children at schools (Ahmer, 2003). According to Government of Pakistan (2006), education sector was not given appropriate and adequate priority in the earlier period as it was perhaps not accepted as the engine of growth in the developing market economy. Insufficient funds, poor implementation and monitoring of programmes, overlapping and high recurring costs, poor accessibility to basic education, static curriculum and minimum public private partnership in education sector has hindered the developmental process in the field of education. Saqib (2005) noted that it was the irony of the educational system that it was always considered a laboratory where trial and error was done. In fact various steps have been taken for the development of education but the result has been unfruitful and against those steps.

The standard of primary education depends upon several factors; the most important is the most advantageous utilization of existing human and physical resources, teacher’s professional and academic qualifications, and socioeconomic background of the students. In the same way, parental education has direct impacts on teaching learning process. Khan, et al. (2004) arrived at the conclusion that academic qualification of the teacher had a considerable positive impact on students’ educational attainment. It affects students of urban areas more as compared to rural areas. They further noted that the availability of educational and physical facilities in a school were determining factors that affect students’ academic achievement positively (Shami and Hussain, 2005; Shami, 2006). The government of Pakistan (2003) observed that there was lack of physical facilities such as building, mats, furniture and even basic requirements like chalk, blackboard and charts in primary schools. Lack of proper school mapping had made it difficult to know the suitable site for establishing new primary schools.

According to Ahmad (2013), “primary education is the most neglected, poorly financed and poorly managed. There is political interference in the system which breeds corruption, favoritism and nepotism. The system of supervision is weak and traditionally characterized having no effective mechanism for teacher training with poor system of accountability, teachers are underpaid and successive educational policies have failed to bring any positive changes in the system due to poor implementation. The curriculum of the primary education is outdated. Assessment is based on the memory of the students rather than their performance. On the basis of this study it is recommended that the problems can be solved by robust system of accountability, eradication of corruption, quality assessment system, no political interference, quality curriculum, teacher motivation”. According to Kazmi (2005), “education sector development in Pakistan has been hampered by a number of problems, including inadequate physical infrastructure and facilities, shortage of trained and motivated teachers, and inadequacies related to quality and relevance of curricula. A major setback has been under-investment in quality education, resulting in poor supply of services and adversely impacting enrolment, retention, teacher quality, attendance and learning achievements. Lack of proper and regular supervision and monitoring has led to

major breakdowns in quality". In adequate budget for education sector badly affect the quality of education at each level. Unfortunately, in Pakistan, budget allotment for education is lesser as compared to the other countries of the world. Shah (2003) recognized that primary education was not given adequate financial allocations by government and consequently, education system was deteriorated physically and academically.

The quality of education is directly related to the standard of instructional process in the classroom. Teacher is regarded the most crucial factor in implementing educational restructuring and reforms at grass root level. It is a reality that the academic qualification; subject mastery; competencies and teaching skills; and commitment of the teacher play an effective role in enhancing instructional process (Govt. of Pakistan, 1998). According to Shah and Masrur (2011), "no doubt quality of education is closely related to the improvement of educational objectives, policies programs, curricula, facilities, equipment and administrative structure but it is only the teacher who puts life into this skeleton". The government of Pakistan (2000) found that teacher's absenteeism was a general problem in schools mainly in rural areas. Instructional supervision system was poor and unsatisfactory at the elementary level. Approximately one fourth of teachers were found untrained. Teaching aids were insufficient and of poor quality. According to Kazmi (2005) "the quality of education is also constrained by inadequate number of trained teachers. The majority of teachers employed at primary and secondary school levels, particularly in the rural areas, are untrained. The teacher training offered is rudimentary, giving teachers little understanding of the material they have to teach. The majority of primary school teachers, particularly women have had less than 10 years of schooling. They have often not studied core subjects, such as mathematics and, therefore, generally lack knowledge of the subject matter and are unable to communicate effectively". Teacher's absenteeism is one of the main factors that affect the quality of education negatively at all level particularly at primary level. It is commonly observed that primary teachers often remain absent from the school. Majority of the teachers are not trained, hence they lack teaching skills. Teaching materials are not provided to primary schools and the available teaching materials are not utilized. According to Suleman et al. (2012b), teacher absenteeism and lack of teaching staff are factors which negatively affect educational process.

Abbas (2002) found that the highest rate of dropouts was one of the most important indicators of poor quality of education. The programmes and policies designed by consecutive government and donor agencies failed to diagnose the basic reasons of poor enrollment and high dropouts. Hussain (2000) observed that the curricula practiced in public institutions were designed and developed without the involvement of working teachers and these institutions were not attaining the objectives of the curriculum. Kazmi (2005) noted that "The present curriculum reflects an over-emphasis on rote memorization of unnecessary descriptive details. It has limited relevance to real life problems and hardly promotes creativity and innovation, which are essential for advancement in areas of human endeavours. The system needs a thorough review and revision to improve education from elementary to university level". Rehman (1990) noted that most of the primary schools books did not have advanced and up-to-date knowledge. These books were not conceptual and not according to the level of students.

Effective management and administration plays a crucial role in improving different activities of an organization. But unfortunately, management and administration has been ignored at primary level and consequently, routine activities within the institutions are badly affected. According to Sisungu (2002), effective management of schools is imperative for high standard of education, proper allocation of resources to reduce the wastage and also for provision of guidance to school workforce and their motivation to enable them to perform their duties excellently. Suleman, et al (2011) concluded that administration in primary school was poor and unsatisfactory. Majority of the head teachers had adopted laissez-faire administration. They further added that primary education in Pakistan is collapsing and falling down because of poor administration.

To raise the quality of primary education, documentary steps have been taken but unfortunately they are not given practical shape which results in poor and unsatisfactory quality of primary education. According to the National Education Policy (1998-2010), the following actions were taken to raise the quality of primary education:

- To incorporate primary and middle level education into elementary education.
- To improve gross participation rate at primary level from existing 71 percent to 90 percent by the years 2002-03 and 105 percent by 2010.
- To enhance retention and completion of primary education cycle up to 90 percent students (both boys and girls) by the year 2010.
- To ensure achievement of minimum level of learning up to 90 percent primary education students by the year 2010.
- To fulfill the basic learning needs of the child in terms of essential learning aids as well as the basic learning contents and to reduce the existing disparities to half by the year 2010 (Gov. of Pakistan, 1998).

According to the New Education Policy (2009), the following steps have been taken to improve the quality of primary education:

- Official age of primary education shall be 6 to 10 years.

- Government shall make efforts to ensure the provision of basic financial resources to attain the EFA (Education for All) goals.
- All primary schools shall be upgraded to middle level.
- International Development Partners shall be invited through a well-developed plan for increasing and expanding school facilities.
- Dropout rates shall be reduced on top priority basis. Financial support will be given to poor children to reduce the dropout rates.
- Schools shall be made more interesting by providing attractive learning atmosphere and other measures (Gov. of Pakistan, 2009).

### **PURPOSE OF THE STUDY**

Education in general and primary education in particular can bring a revolution in the development of a nation. But unfortunately, the standard of primary education in this region is collapsing day by day which is a great threat to the development of the nation. Therefore, the aim of the study was to identify the factors that have deteriorated the quality of primary education and to investigate the availability of educational and physical facilities at primary level in Kohat Division, Pakistan.

### **METHODS AND MATERIALS**

#### ***Participants***

The target population of the current research study was comprised of primary school heads and teachers in Kohat Division, Pakistan. There were total 1718 primary schools in Kohat Division in which 1035 were male and 683 were female. Total number of teaching staff (heads and teachers) in these primary schools was 5735 in which 3686 were male and 2049 were female (EMIS, 2013). Due to cultural barriers and limited resources, the study was delimited to only 240 boys' primary schools. Only 240 primary school head teachers and 800 teachers were chosen as sample based on simple random sampling.

#### ***Research Instruments***

The study under investigation was survey in nature and a semi-structured questionnaire was distributed among the participants asking for their responses. The questionnaire was composed of two sections i.e., closed ended questions and opened ended questions. There were 45 closed ended and one opened ended questions. Closed ended questions were based on five point likerts' scale i.e., Strongly Agree, Agree, Undecided, Strongly Disagree and Disagree and the rest items were designed as "Available" and "Non-Available".

#### ***Pilot Testing***

Reliable and precise outcomes of the research study are related to the authentication and validation of the research tool. Therefore pilot study was conducted in 10 primary schools in Kohat Division to eliminate the weak areas of the research tool. As a result of pilot testing, some items were found weak and were removed. After that a refined version of the questionnaire was restructured keeping in view the recommendations of the experts.

#### ***Validity and Reliability***

Apart from pilot testing, validity and reliability of the questionnaire were calculated to make it more reliable and precise. Validity was confirmed through five experts having Doctorate Degrees in education. In order to find out the internal consistency reliability, Cronbach's Alpha was used to calculate the reliability of the research instrument. The reliability coefficient was found to be 0.83 which is acceptable.

#### ***Data Collection***

Data collection process was commenced in November 2012 and completed in March, 2013. Responses from the respondents were gathered through personal visits. The researchers circulated the questionnaires among the sample subjects. They were asked to give correct responses without any hesitation and free of biasness. In this way 100% responses were received.

#### ***Data Analysis***

Raw data was organized and presented in tabular form. The researchers applied quantitative technique for the analysis of the data. Chi-square and percentage were applied for the analysis and interpretation of the data. In addition, responses were elaborated through bar graphs.

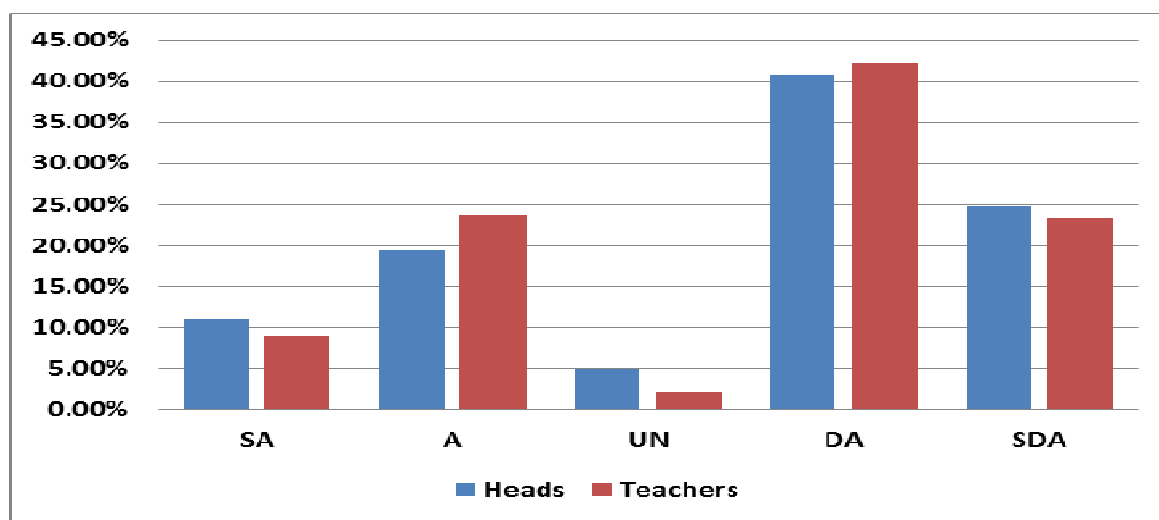
**DATA ANALYSIS AND INTERPRETATION**

**Table 01: Basic educational facilities are provided time to time for the advancement of primary education.**

Respondents	SA	A	UN	DA	SDA	N	$\chi^2$
<b>Heads</b>	026 (10.9%)	046 (19.3%)	012 (05.0%)	097 (40.7%)	059 (24.8%)	<b>240</b>	<b>8.84</b>
<b>Teachers</b>	071 (08.9%)	189 (23.6%)	016 (02.0%)	338 (42.3%)	186 (23.3%)	<b>800</b>	
<b>Total</b>	<b>097</b>	<b>235</b>	<b>028</b>	<b>435</b>	<b>245</b>	<b>1040</b>	

Non-Significant ( $p=0.065>0.05$ )  $df = 4$  table value of  $\chi^2$  at 0.05 level = 09.488

Table 1 illustrates that the calculated value of chi square (08.84) was found less than the critical tabulated value (09.488) of chi square at 0.05 level which clearly indicates that the statement is non-significant ( $p>0.05$ ). It plainly shows that the views of the heads and teachers are same. They both disagreed to the statement “Basic educational facilities are provided time to time for the advancement of primary education”. Further it was explained through graphical presentation:



**Fig. 01: Responses of Heads and Teachers**

**Table 02: The Assistant District Officer makes surprise visits to your school to assess the performance of teachers and students regularly.**

Respondents	SA	A	UN	DA	SDA	N	$\chi^2$
<b>Heads</b>	042 (17.6%)	053 (22.3%)	006 (02.5%)	097 (40.7%)	042 (17.6%)	<b>240</b>	<b>15.66*</b>
<b>Teachers</b>	093 (11.6%)	172 (21.5%)	009 (01.1%)	302 (37.8%)	224 (28.0%)	<b>800</b>	
<b>Total</b>	<b>135</b>	<b>225</b>	<b>015</b>	<b>399</b>	<b>266</b>	<b>1040</b>	

\*Significant ( $p=0.004<0.05$ )  $df = 4$  table value of  $\chi^2$  at 0.05 level = 09.488

Table 2 indicates that the calculated value of chi square (15.66) was found greater than the critical tabulated value (09.488) of chi square at 0.05 level which clearly shows that the statement is significant ( $p<0.05$ ). It clearly depicts that the views of the heads and teachers were slightly different. The views of the teachers were more negative as compared to the views of heads about the statement. However, overall they both responded in disagreement to the statement “Your circle Assistant District Officer makes surprising visits to your school to assess the performance of teachers and students regularly”. Graphical presentation of the statistical results is:

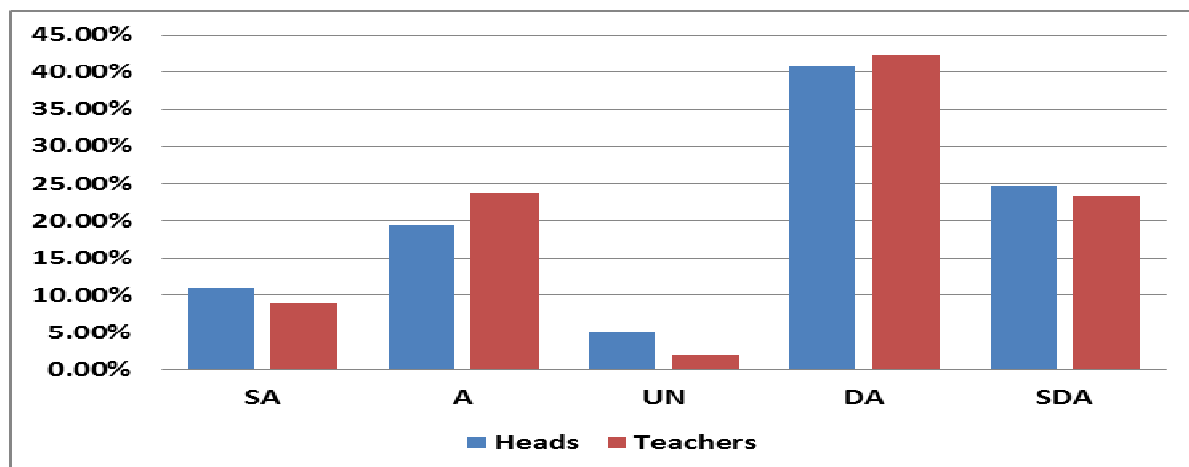


Fig. 02: Responses of Heads and Teachers

Table 03: Appointments of the teaching staff are made purely on the merit basis and political interference is discouraged in this regard.

Respondents	SA	A	UN	DA	SDA	N	$\chi^2$
Heads	045 (18.9%)	066 (27.7%)	008 (03.4%)	071 (29.8%)	050 (21.0%)	240	5.66
Teachers	153 (19.1%)	197 (24.6%)	013 (01.6%)	226 (28.3%)	211 (26.4%)	800	
<b>Total</b>	<b>198</b>	<b>263</b>	<b>021</b>	<b>297</b>	<b>261</b>	<b>1040</b>	

Non-Significant ( $p=.226>0.05$ )  $df = 4$  table value of  $\chi^2$  at 0.05 level = 09.488

Table 3 illustrates that the calculated value of chi square (05.66) was found less than the critical tabulated value (09.488) of chi square at 0.05 level which obviously indicates that the statement is non-significant ( $p>0.05$ ). It shows that the views of the heads and teachers are same. The both responded in disagreement to the statement “Appointments of the teaching staff are made purely on the merit basis and political interference is discouraged in this regard”. Graphical presentation of the result is:

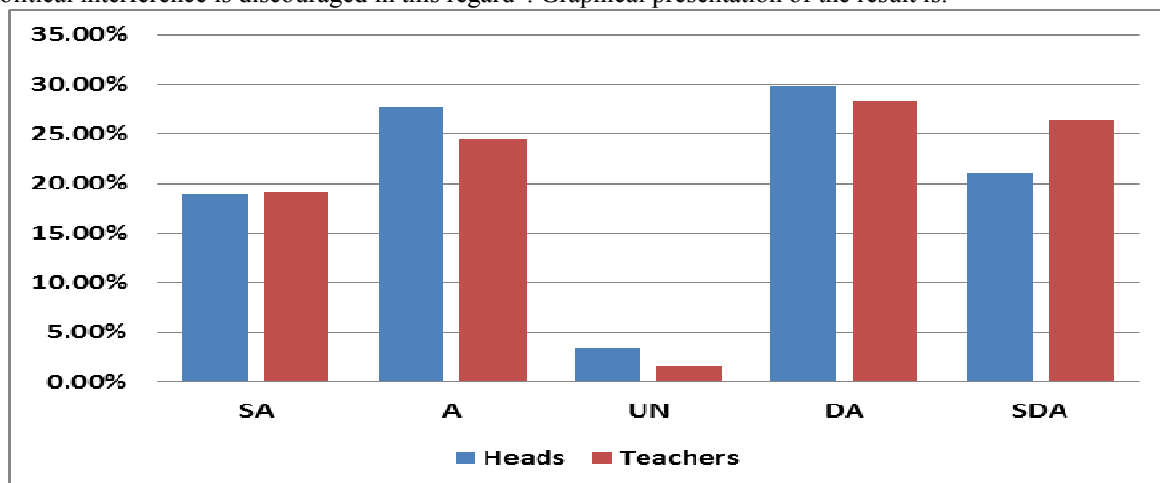


Fig. 03: Responses of Heads and Teachers

Table 04: The curriculum being taught at schools is according to emerging needs of the students and contemporary society.

Respondents	SA	A	UN	DA	SDA	N	$\chi^2$
Heads	039 (16.4%)	065 (27.3%)	005 (02.1%)	098 (41.2%)	033 (13.7%)	240	2.08
Teachers	143 (17.9%)	212 (26.5%)	010 (01.3%)	307 (38.4%)	128 (16.0%)	800	
<b>Total</b>	<b>182</b>	<b>277</b>	<b>015</b>	<b>405</b>	<b>161</b>	<b>1040</b>	

Non-Significant ( $p=.721>0.05$ )  $df = 4$  table value of  $\chi^2$  at 0.05 level = 09.488

Table 4 depicts that the calculated value of chi square (02.08) was found less than the critical tabulated value (09.488) of chi square at 0.05 level which obviously indicates that the statement is non-significant ( $p > 0.05$ ). It means that the views of the heads and teachers are same. The both responded in disagreement to the statement “The curriculum being taught at school is according to emerging needs of the students and contemporary society”. The result of the statistical analysis was further presented graphically as:

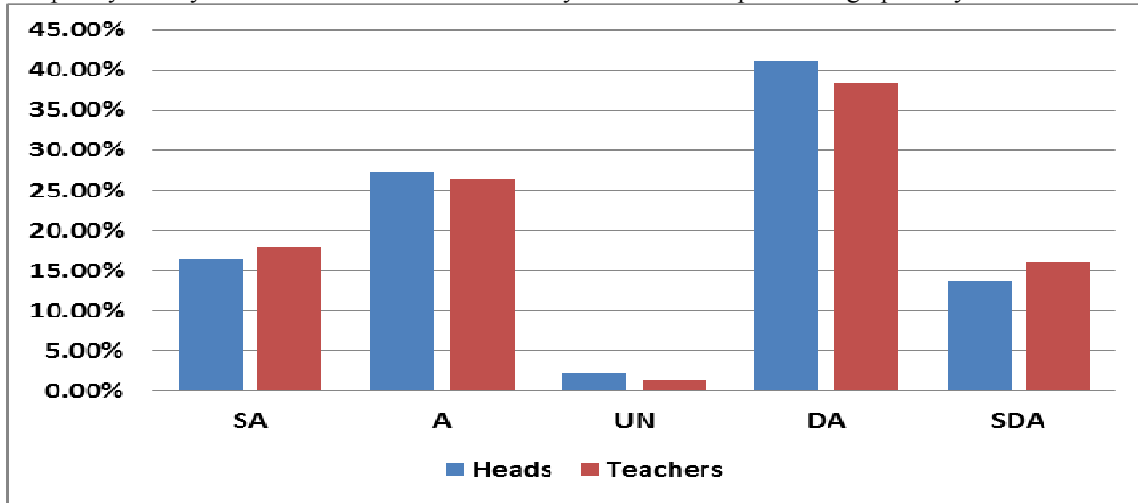


Fig. 04: Responses of Heads and Teachers

Table 05: Discipline and regulations are strictly observed in schools to ensure an enriched and favorable environment for teaching learning process.

Respondents	SA	A	UN	DA	SDA	N	$\chi^2$
Heads	041 (17.2%)	063 (26.5%)	009 (03.8%)	089 (37.4%)	038 (16.0%)	240	12.09*
Teachers	127 (15.9%)	186 (23.3%)	012 (01.5%)	278 (34.8%)	197 (24.6%)	800	
<b>Total</b>	<b>168</b>	<b>249</b>	<b>021</b>	<b>367</b>	<b>235</b>	<b>1040</b>	

\*Significant ( $p = .017 < 0.05$ )       $df = 4$       table value of  $\chi^2$  at 0.05 level = 09.488

Table 5 shows that the calculated value of chi square (12.09) was found greater than the critical tabulated value (09.488) of chi square at 0.05 level which clearly indicates that the statement is significant ( $p < 0.05$ ). It means that the views of the heads and teachers were slightly different. The views of the teachers were more negative as compared to the views of heads about the statement. However, overall they both responded in disagreement to the statement “Discipline and regulations are strictly observed in schools to ensure an enriched and favorable environment for teaching learning process”. Graphical presentation of the result is:

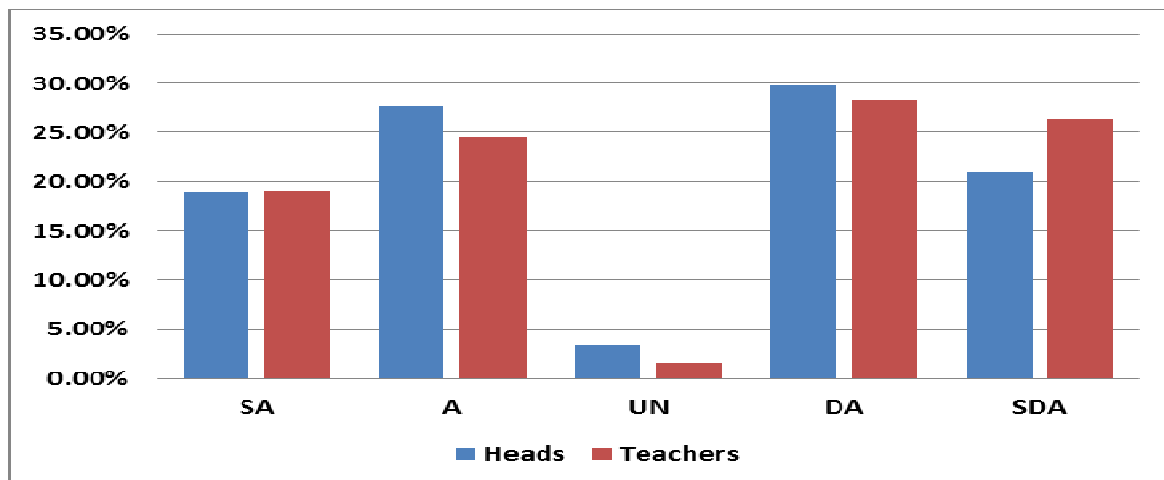


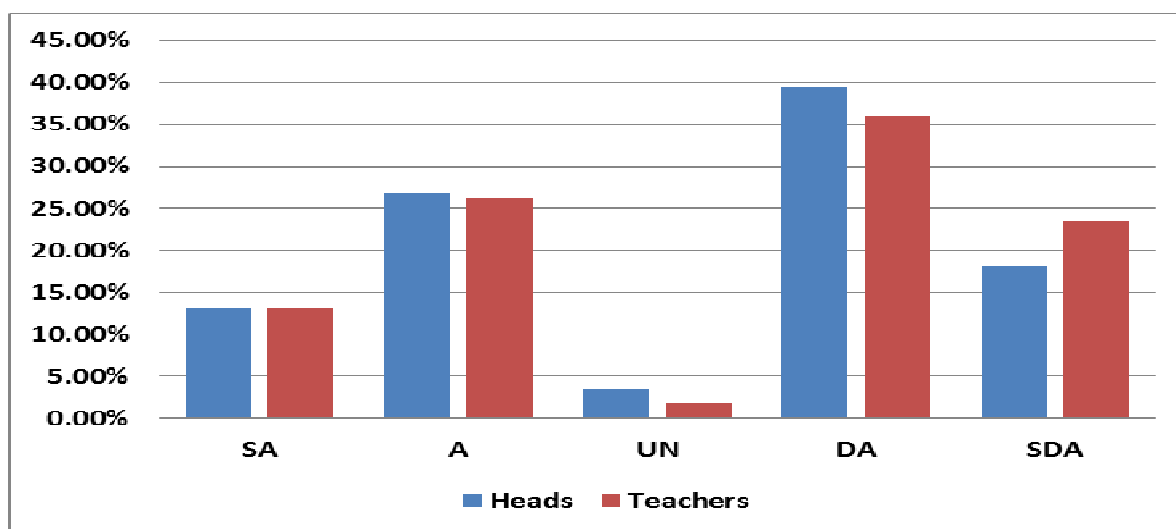
Fig. 05: Responses of Heads and Teachers

**Table 06: Teaching staff in your school is academically and professionally well qualified.**

Respondents	SA	A	UN	DA	SDA	N	$\chi^2$
Heads	031 (13.0%)	064 (26.9%)	008 (03.4%)	094 (39.5%)	043 (18.1%)	240	5.29
Teachers	104 (13.0%)	209 (26.1%)	014 (01.8%)	286 (35.8%)	187 (23.4%)	800	
<b>Total</b>	<b>135</b>	<b>273</b>	<b>022</b>	<b>380</b>	<b>230</b>	<b>1040</b>	

**Non-Significant (p=.260>0.05) df = 4 table value of  $\chi^2$  at 0.05 level = 09.488**

Table 5 depicts that the calculated value of chi square (05.29) was found less than the critical tabulated value (09.488) of chi square at 0.05 level which obviously indicates that the statement is non-significant (p>0.05). It shows that the views of the heads and teachers are same. The both responded in disagreement to the statement “Teaching staff in your school is professionally and academically well qualified”. Further it was explained through the following bar graph:



**Fig. 06: Responses of Heads and Teachers**

**Table 07: Student's assessment is fairly done in your school time by time.**

Respondents	SA	A	UN	DA	SDA	N	$\chi^2$
Heads	023 (09.7%)	053 (22.3%)	012 (05.0%)	092 (38.6%)	060 (25.2%)	240	7.09
Teachers	097 (12.1%)	188 (23.5%)	018 (02.3%)	323 (40.4%)	174 (21.8%)	800	
<b>Total</b>	<b>120</b>	<b>241</b>	<b>030</b>	<b>415</b>	<b>234</b>	<b>1040</b>	

**Non-Significant (p=.131>0.05) df = 4 table value of  $\chi^2$  at 0.05 level = 09.488**

Table 7 indicates that the calculated value of chi square (07.09) was found less than the critical tabulated value (09.488) of chi square at 0.05 level which obviously indicates that the statement is non-significant (p>0.05). It means that the views of the heads and teachers are same. The both responded in disagreement to the statement “Student's assessment is fairly done in your school time by time”. The result of the statistical process was further explained through bar graph as:



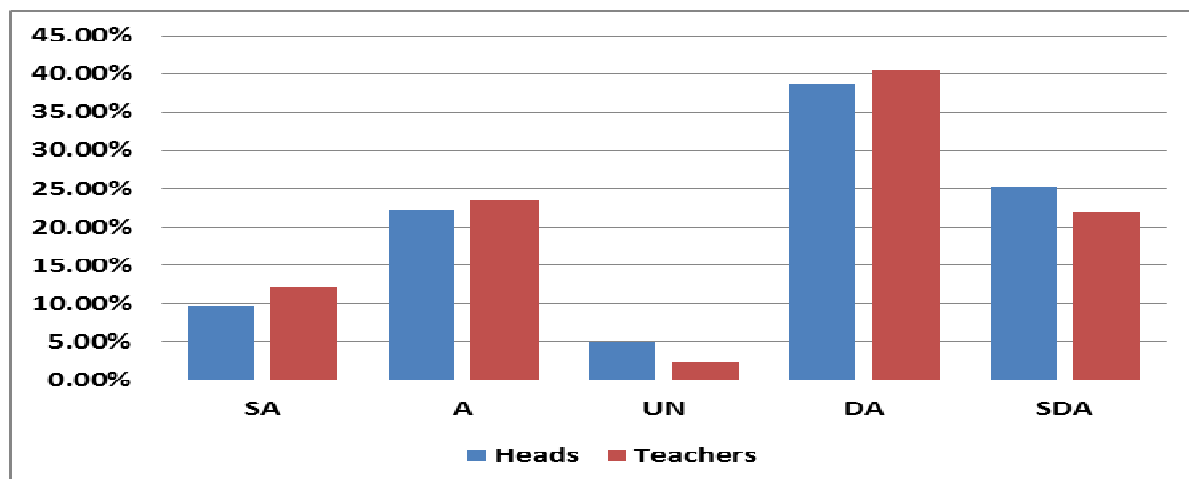


Fig. 07: Responses of Teachers and Students

Table 08: Responses of the Heads and Teachers (N=240+800=1040) about the Availability of Educational Facilities in their Schools

Items	Available		Not Available		N
	Freq:	% age	Freq:	% age	
Electricity facility	0539	51.74	0501	48.26	1040
Toilets for teachers	0532	51.07	0508	48.93	1040
Furniture for teachers	0523	50.21	0517	49.79	1040
Assembly Ground	0496	47.62	0544	52.38	1040
Boundary walls	0426	40.96	0614	59.04	1040
Furniture for students	0366	35.14	0674	64.86	1040
Facility of drinkable Water	0176	16.70	0864	83.30	1040
Toilets for students	0164	15.74	0876	84.26	1040
Playground	0112	01.15	0928	98.85	1040
Staffroom for teachers	0066	06.34	0974	93.66	1040
School Office	0043	04.13	0997	95.87	1040
Gas facility	0034	03.26	1006	96.74	1040
Stock room	0032	03.07	1008	96.93	1040
First Aid Facility	0013	01.25	1027	98.75	1040
Transport facility	0012	01.15	1028	98.85	1040
Canteen	0011	01.06	1029	98.94	1040
Mosque	0009	00.86	1031	99.14	1040
Clerical Staff	0006	00.58	1034	99.42	1040
Library	0006	00.58	1034	99.42	1040
Power generators facility	0005	00.48	1035	99.52	1040
Rest rooms	0004	00.38	1036	99.62	1040
Science Laboratory	0003	00.29	1037	99.71	1040
Computer for office	0003	00.29	1037	99.71	1040
Computer laboratory	0000	00.00	1040	100.0	1040
Air conditioned classrooms	0000	00.00	1040	100.0	1040
Room heaters	0000	00.00	1040	100.0	1040
Telephone Facility	0000	00.00	1040	100.0	1040
Internet Facility	0000	00.00	1040	100.0	1040
Specially designed room for Library	0000	00.00	1040	100.0	1040
Science room	0000	00.00	1040	100.0	1040
Sport room	0000	00.00	1040	100.0	1040
Room for Technologies	0000	00.00	1040	100.0	1040
Staff for Laboratory	0000	00.00	1040	100.0	1040
Examination Hall	0000	00.00	1040	100.0	1040
Proper security arrangement	0000	00.00	1040	100.0	1040
Dispensary	0000	00.00	1040	100.0	1040
Gymnasium	0000	00.00	1040	100.0	1040

Table 8 shows that the above educational and physical facilities are absolutely not available in primary schools which is the main cause of collapsing primary education. The table shows that only three things; electricity, toilets for teachers and furniture for teachers were found to some extent.

### Analysis of Opened Ended Questions

**Table 09: Factors Affecting Quality of Primary Education Explained by Heads**

Factors Affecting Primary Education	Freq:	% age	N
Lack of effective management & administration inside the school	216	90.7%	240
Lack of merit policy regarding teachers' appointment & transfer	214	89.9%	240
Insufficient budget for education sector	213	89.5%	240
Curricula are not according to the international standard	212	89.0%	240
Lack of basic educational and physical facilities	209	87.8%	240
Lack of competent and trained teaching staff	203	85.3%	240
Poor and ineffective pre-service teachers training programmes	198	83.2%	240
Supervision system is not satisfactory and effective	197	82.7%	240
Corruption	197	82.7%	240
Annual audit system is not implemented effectively	196	82.3%	240
100% appointment of primary teachers on union council basis badly effects the quality of education	191	80.0%	240
Poor and non-facilitated infrastructure	190	79.8%	240
Lack of effective teaching skills and teaching methodologies	189	79.4%	240
Service problems of officials are not solved properly	186	78.1%	240
Poor and unattractive pay salaries for teachers	185	77.7%	240
Lack of in-service training	182	76.4%	240
Lack of teaching staff as compared to the strength of students	178	74.8%	240
Political Interference in education system	174	73.1%	240
Low qualification for the appointment for the primary school teacher	164	68.9%	240
Teachers' absenteeism	163	68.5%	240
Poor implementation of educational policies	163	68.5%	240
Lack of communication between teachers and community	156	65.5%	240
Child labor	156	65.0%	240
Poor and ineffective Examination systems	153	64.3%	240
Lack of educational technology & A.V. aids	146	61.3%	240

Table 9 shows the responses of the heads regarding factors that affect the quality of primary education. The heads of the schools explained the factors that affect the quality of primary education. The responses of the heads in percentage about the factors are; lack of effective management & administration inside the school (90.7%); lack of merit policy regarding teachers' appointment & transfer (89.9%); insufficient budget for education sector (89.5%); curricula are not according to the international standard (89.0%), lack of basic educational and physical facilities (87.8%), lack of competent and trained teaching staff (85.3%); poor and ineffective pre-service teachers training programmes (83.2%); supervision system is not satisfactory and effective (82.7%); corruption (82.7%); annual audit system is not implemented effectively (82.3%); 100% appointment of primary teachers on union council basis badly effects the quality of education (80.0%); poor and non-facilitated infrastructure (79.8%); lack of effective teaching skills and teaching methodologies (79.4%); service problems of officials are not solved properly (78.1%); poor and unattractive pay salaries for teachers (77.7%); lack of in-service training (76.4%); lack of teaching staff as compared to the strength of students (74.8%), political Interference in education system (73.1%); low qualification for the appointment for the primary school teacher (68.9%); teachers' absenteeism (68.5%); poor implementation of educational policies (68.5%); lack of communication between teachers and community (65.5%), child labor (65.0%); poor and ineffective examination systems (64.3%); and lack of educational technology & A.V. aids (61.3%).

**Table 10: Factors Affecting Quality of Primary Education Explained by Teachers**

<b>Factors Affecting Primary Education</b>	<b>Freq:</b>	<b>% age</b>	<b>N</b>
Lack of management & administration at primary level	767	95.9%	800
Lack of basic physical and educational facilities	756	94.5%	800
Lack of teaching staff with respect to number of classes	725	90.6%	800
Corruption in Budget	696	87.0%	800
Illiteracy of parents	695	86.9%	800
Lack of effective teaching skills and teaching methodologies	685	85.6%	800
Overcrowded classrooms	674	84.3%	800
Lack of competent and trained teaching staff	672	84.0%	800
Poor and unattractive pay salaries for teachers	671	83.9%	800
Poor implementation of educational policies	668	83.5%	800
Annual audit system is not implemented effectively	668	83.5%	800
Poor and ineffective Examination systems	666	83.3%	800
Child labor	665	83.1%	800
Lack of check and balance system	664	83.0%	800
Ineffective curricula	654	81.8%	800
Teacher's absenteeism	632	79.0%	800
Low socioeconomic status of the parents	623	77.9%	800
Lack of communication between teachers and parents	602	75.3%	800
Teachers are not interested in teaching learning process	563	70.4%	800

Table 10 shows the responses of the teachers regarding factors that negatively affect the quality of education at primary level. The teachers explained the factors that affect the quality of primary education. The responses of the teachers in percentage about the factors are; lack of management & administration at primary level (95.9%); lack of basic physical and educational facilities (94.5%); lack of teaching staff with respect to number of classes (90.6%); corruption in budget (87.0%); illiteracy of parents (86.9%); lack of effective teaching skills and teaching methodologies (85.6%); overcrowded classrooms (84.3%); lack of competent and trained teaching staff (84.0%); poor and unattractive pay salaries for teachers (83.9%); poor implementation of educational policies (83.5%); annual audit system is not implemented effectively (83.5%); poor and ineffective examination system (83.3%); child labor (83.1%); lack of check and balance system (83.0%); ineffective curricula (81.8%); teacher's absenteeism (81.8%); low socioeconomic status of the parents (77.9%); lack of communication between teachers and parents (75.3%); teachers are not interested in teaching learning process (70.4%);

## DISCUSSION

The aim of this research paper was to identify the factors that have a negative effect on the quality of primary education in Kohat District, Pakistan. The quality of primary education in Khyber Pakhtunkhwa is very poor and unsatisfactory due to some factors. Basic educational facilities play a crucial role in improving the quality of primary education but unfortunately primary schools were not equipped with basic educational facilities. The current study reveals that basic educational and physical facilities is one of the main factors that affects the quality of primary education. The results show that various educational and physical facilities were not available in schools. These were; furniture for students; facility of drinkable water; toilets for students; playground; staffroom for teachers; school office; gas facility; stock room; first aid facility; transport facility; canteen; mosque; clerical staff; library; power generators facility; rest rooms; science laboratory; computer for office; computer laboratory; air conditioned classrooms; room heaters; telephone; internet; rooms for library; assembly ground; science rooms; sport rooms; rooms for technologies; staff for laboratory; examination hall; proper security arrangements; dispensaries; gymnasiums; and boundary walls.

Proper and effective supervision can enhance the performance of an organization but unfortunately primary education lacks of effective supervision and management. The current research study shows that higher authorities of the respective circle do not make surprising visits to assess the progress of schools regularly. Consequently, teachers and students show disappointing and unsatisfactory performance which contributes to poor quality of primary education. In addition, it was come to light through this research study that political interference is the one of the man factor that affect the quality of primary education. Wichenje, et al (2012) who found that political interference was a challenge for head teachers in the maintenance of teaching staff discipline. They noted that head teachers who were stressing on the discipline of teaching workforce were always threatened with transfer or even dismissal.

Teachers play a vital role in the entire education system. Without competent and experienced teachers, education system is meaningless and of no use. The quality of education at any level is directly related to the quality of teachers and their teaching proficiency. But unfortunately, teaching personnel at primary level were

not professionally trained and qualified. The current research study indicates that there was shortage of teaching staff. Existing teaching staff was not professionally and academically well qualified and competent. Teachers' absenteeism was common. Appointments of the teachers were not being made purely on merit basis. Poor appointment policy contributes to the poor quality of primary education as 100% appointment of the teachers at this level is done on Union Counsel base not on open merit. Consequently, incompetent and non qualified teachers are recruited which leads to the unfruitful and unrewarding results. Their study further shows that there was no proper system for the training of in-service teaching staff. Teaching workforce was underpaid and their salaries were meager. All these factors mentioned above contribute to the disappointing and poor quality of primary education.

The current research study reveals that curricula were not according to the emerging needs of the students and contemporary society. Examination system was poor and unsatisfactory. Discipline and regulations were not observed. Students' assessment was not properly and fairly done. There was no effective check and balance system. Annual audit was not done properly. Political interference was commonly observed. Pre-service teachers' training programmes were no effective. There was inadequate funding for education and corruption in budget was in full swing. Service problems of the school personnel were not solved properly. There was of lack of facilitated physical infrastructure. There were overcrowded classrooms. Educational technology and audio visuals were not available in the institutions.

Community can play a facilitative and important role in improving and strengthening the overall performance of a school. Without community cooperation, quality education is not possible. According to Katozai (2002), "School and community are as inseparable from one another as the two sides of a coin. The aim of the school is to train children for the community i.e., society. The modern idea is to consider the school as a community center. Education is not an isolated activity but is related to life at all points. Therefore, there should be a close contact between the school and the community". But unfortunately, there exists no such relationship between schools and community. Parental threats to the school personnel are commonly observed and they have negative attitudes about them. They do not participate in parent-teacher association. The study in hand explores that there was lack of coordination between the community and institutions. Parents were never invited to school in order to discuss students and school problems. On the other hand, parents were not sincere to the school authorities. They possess negative attitudes about the school workforce which badly affect the performance of their children. In addition, the study shows that parents were not interested to pay attention on their children education. Most of the parents were found illiterate with low socioeconomic status and they subjected their children to labor.

## CONCLUSIONS

The results of the study indicate that there are many factors that contribute to the deteriorating and unsatisfactory condition of primary education. The main cause of the collapsing of primary education is the lack of governmental attention and lack of teachers' devotion. Teachers in general and government in particular are responsible to this alarming situation of primary education in Pakistan. Lack of physical and educational facilities; insufficient qualified staff; poor supervision and management; political interference; unattractive salaries packages for primary teachers; poor appointment policies; teachers' absenteeism; unsatisfactory evaluation and examination system; poor curricula; ineffective pre-service training programmes; inadequate budget for education; corruption; no proper check and balance system; poor implementation of educational policies; poor discipline; overcrowded classrooms; lack of coordination between schools and community; parental low socioeconomic status; child labor; parental negative attitudes; illiteracy of parents; and lack of in-service training programmes for teaching staff are the factors that have deteriorated primary education.

## RECOMMENDATIONS

Keeping in view the conclusions, the researchers made the following recommendations:

1. Sufficient funds should be allocated for education to meet the necessities of the schools. Educational and physical facilities such as drinking water, toilets, furniture, transport facility, clerical staff, library, science laboratory, dispensary, first aid facility and school office should be provided to each school on priority basis.
2. More competent and qualified teaching staff should be appointed in the schools to overcome the shortage of teaching personnel. Existing primary school teachers should be trained professionally in classroom management and teaching methodologies. In addition, appointments of the primary school teachers should be made through competitive examinations according to open merit policy at district level.
3. Political interference in education should be discouraged. Educational managers should be empowered in school management matters. For the effective management inside the school, a post of the deputy headmaster in BPS-16 should be created. Supervision and monitoring system should be made effective

- for achieving the goals of National Education policies.
4. Teachers especially female teachers should be appointed and posted in their local areas so that they may perform their duties effectively and efficiently.
  5. Special criteria and rules should be formulated for the appointment of primary teachers and their qualification should be at least B.A and B.Ed.
  6. Teachers should be granted attractive pay package and it should be increased and fixed according to their qualifications.
  7. Curricula should be reviewed and redesigned according to the emerging needs of the students and contemporary society.
  8. To eliminate corruption in funding provided to the institutions, special supervisory staff should be recruited for this purpose. Effective check and balance system should be implemented effectively.
  9. Examination and assessment system should be made effective.
  10. Students from poor and low socioeconomic families should be granted scholarships so that they may continue their education effectively.

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