



Analysis of low quality education at primary level in public sector in Pakistan

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Abstract

The present paper analyzed the reasons of low quality education at primary level in public sector schools in Pakistan. Education is considered as the foundation of all type of development everywhere in the world. One of the functions of the educational institutions is to produce efficient and skillful education managers and teachers. Mainly it helps the financial, social and social existence of the country. This study thoroughly examined the primary education system in Pakistan. The critical examination revealed that primary education in Pakistan from its financial and management side was most neglected. The quality of education does not only depend on preparing individuals for the successive educational level but to equip them with the required basic life skills. The striking agenda at global level is to strengthen the quality of education at all educational levels specifically at the primary level. The present paper aimed at different indicators for low quality as absence of money related assets, auxiliary and administration issues, expanded dropout, poor approach usage, obsolete examination framework, wasteful correspondence, absence of expert advancement, absence of learning assets, absence of supervision, lack of co-ordination and curriculum issues to gauge the quality of education at primary level in Pakistan.

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1. Introduction

In 1947 Pakistan emerged as a postcolonial country, and after the British departed, development of education sector got critical importance for the socio-economic, geo-political and personnel development of new born country. Education was considered as one of the crucial aspects of exclusive development of this new born country to evolve. In this regard, considering the importance of education first education conference was held as early in November 1947 (few months after Pakistan came into being). The golden words of founder of the nation Muhammad Ali Jinnah in this conference are cited as:

"There is almost certainly that the fate of our State will and should significantly rely on the kind of instruction we provide for our kids and the manner by which we bring them up as future residents of Pakistan."

Moreover, Adam (1998) is of view that education is a very important process of the development of a society and a nation. Education is considered important pillars of a society. According to Ball (1990) education is the main foundation and all types of developments in the world are due to quality education. He also highlighted the fact that in the world a solid instruction framework brings advance and improvement. Training builds up people's capacity. It brings mindfulness among the general population about existence and to address difficulties on the planet. Strong education makes the minds of individuals with new ideas and creativity. Thus, the nation who has sound education system plays leadership role in the world (American Federation of Teachers, 2000). Zafar (2003) discussed the scenario of education system since its independence. He described that Pakistan education system was quite weak to bring nation into development and progress, that's why nation was far behind. He further discussed the factors. That was the cause of low level primary education. According to him primary system of education poor progress was due to many factors, among many factors few are such as narrow-minded feudal people and corrupt politicians, bureaucrats, dictatorship, weak civil society and weak democracy. Zafar was of the view that, in Pakistan system of primary education was most neglected. Full attention was not given in developing the nation on the basis of free and quality education, because the system was ruled by poor democracy and development.

Government of Punjab (2002), discussed the present day scenario of education and role of government, it is discussed that the government has focused only the higher education and primary education has been neglected. As primary education is the foundation of education system which requires much attention, the neglect ion of primary education system has created gaps between the education institutions at various levels. Government of Punjab (2004) discussed some poor management and structural problems that prevails in the primary education system of Pakistan. It was also emphasized that the conditions of primary schools is worst in the rural areas than in the urban areas. Teachers are not well equipped with modern techniques and the schools lack in good teachers who could conduct teaching and learning programs.

According to Aspin & Chapman (1994), improving the quality of education seems difficult due to large group of stakeholders and consumer, even teaching-learning process is very complex which need to be made easy and open on continuous basis.

Quality is the most important dimension in the most important dimension of an education system. At global level reinforcing the nature of instruction has turned out to be pivotal at all instructive levels and all the more so at essential level. The nature of

fundamental instruction is viewed as most critical for getting ready individual for the progressive instructive levels and to outfit them with the essential fundamental abilities.

Quality training makes conceivable expanded access and quality and it is essentially because of the reasons that different worldwide Forum and Declarations have centered upgrades in nature of instruction (Pakistan Education Statistics: 2012-13).

National Education Policies and Quality of Education

As quality of education is the most important factor, all the National Education Policies has discussed the aspect. In the National Education Policy 1992 primary education and its quality is also discussed, in this regard quality of primary education has been considered on compromising basis, and there is need to check the measures required for its raising. In this sequence, many strategies in the policy has been mentioned for the quality of education, including strategies are teachers' training; to update "primary kit" and provision of booksetc.

In the National Education Policy 1998 elementary level was focused, therefore, this policy added many essentials and strategies for improving quality at elementary level. As discussed in Govt. of Pakistan (2000), SAP-II and EFA beyond DAKAR is also convinced the importance of Quality Education and it cannot be attained without quality. The important policy statements and strategies are listed below:

The National Education Policy 1998-2010 had many objectives for the improvement of education, and among these are the objectives of improvement of elementary education. The policy enlisted the quality inputs such as teachers should be appointed on merit; pre-service and in-service training of teachers is essential and improving the quality and availability of books etc.

According to Education Sector Reforms, Action Plan 2001-2005 is based on National Educational Policy 1998-2010 and it emphasized that the quality assurance in education sector is possible thorough improvement in the area of upgraded teacher training, textbooks and curricula, and annual assessment system in the school.

As it was observed that in this policy that policy measures were inconsistent and indicators of education were falling, due to this condition the current National Education Policy 2009 was formulated. It was noted that the previous policies were committed to achieve universal primary education, same as National Education policy also pointed out about its commitment to achieving universal primary education.

Education for All as an important issue, The National Plan of Action (NPA) also discussed the issue of quality education. National Action Plan suggested major quality inputs, these inputs includes curricula reforms, which mainly focus on focuses on basic learning needs of different age group i.e child, youth, adolescent and adult, as well as development of textbooks and teachers' training. It was also suggested to introduce a new improved examination/assessment system i.e. National Education Assessment System

(NEAS). Besides that, efforts will be made to improve the achievements of pupils at primary level in the early childhood education programmes.

When we come to know about the primary education system of Pakistan in different studies, many problems are found among these problems are poor management and structural problems. It is also observed the condition of primary school in different areas. Thus, condition of primary schools is quite worst in the rural areas than in the urban areas. They lack in proper learning programs, and they have not even capable teachers who can conduct different programs of teaching and learning (Government of Punjab, 2004). Hussain (2001) highlighted the situation of schools in Pakistan. He elaborated that many schools have become the place of keeping animals. Even though, many people are using these schools as temporary shelter. The result of this situation comes very depressing in a way that, these schools are producing the students who are incompetent, less skilled and with poor knowledge that cannot attain for the higher education in the country. On one side we see that children of the country studying in elite schools are being facilitated fully and on the other hand there are children studying without teachers, books, and other basic facilities.

2. Background and rationale for the study

In the past, it is seen that the governments mainly focused only on the higher education and didn't pay attention to the primary education. This neglecting of primary education system caused many problems, most importantly at various levels this ignorance created gaps between the education institutions. Furthermore, insufficient funds were allocated for the primary education which resulted that it became short at the base.

National Education Policy 2009 determined that inconsistent position of primary education and highlighted that the poor quality of primary education in rural areas is a matter of great concern. The present investigation was done to audit the causes or purposes behind the low quality of education in general and at primary education particularly in Pakistan. What's more, the examination likewise expected to recommend conceivable and down to earth answers for those issues which impact the quality of education and influenced the quality of primary education in Pakistan.

3. Rationale for the Study

According to Sheikh and Rasool, (1998) in Pakistan primary education system was not strong that primary education has been facing many problems in Pakistan. These problems can be explored since the country came into being, this new emerging state had to run the prescribed system of education that was already defined in pre-colonial administrative set up. This system confined to several problems i.e., the system was quite weak, was managed improperly and had a distinguished class system. This weak system did not to fulfill the social, economic and religious needs of the people, and could not be

managed accordingly. That's why Pakistan is still facing the lowest literacy rate in the world even after many years Pakistan is struggling hard to increase it. The aim of this study is to examine the main reasons of low quality education in primary schools. Therefore, the study is as important to educational stakeholders, planners, managers, policy makers and also for policy implementer's. In addition to its findings it may be useful to education managers and other stakeholders who have to directly interact with education systems indicators.

4. Objectives

This study addressed these objectives:

- i) to define quality of education
- ii) to examine the current status of quality of education at primary level
- iii) to investigate reasons of low quality of education at primary level in public sector

5. Methodology

This was an exploratory study and the main method applied was to review the related literature. While conducting this the researcher had kept the purpose and objective of the study in mind. As the present study was based on literature review a large number of national and international levels 'research papers , journals, newspaper, reports, and books were consulted by the researcher in order to ascertain the main reasons of low quality education at primary level.

5. Review of Related Literature

For the purpose of addressing objectives of the study and to ascertain the reasons of low quality education at primary level diverse and extensive literature was reviewed and presented to examine the status of quality of education at primary level and to investigate and analyze the reasons of low quality of education at primary level in public sector schools in Pakistan.

5.1 Situation Analysis of Primary Education

Education is the most important factor which is playing role in the progress and development of a country. The most common and well known aspect of Pakistan's education system is that it has inequalities from the beginning when it this state was born: it is separately divided into parallel stream of primary and secondary school system, its further division is into public and private service with freedom, which brings difference of socio-economic classes in the country.

Moreover, essential improvements are needed in access, quality, equity and governance in education sector these improvements should be brought about in all subsectors i.e., pre-primary level of education, primary level of education, elementary, secondary and higher secondary levels of education, and also level of adult literacy with skills and also technical and vocational education.

Pakistan facing many challenges, among them is Poor quality of education as a key challenge in education sector. For the purpose, some factors of In school and out-of-school were identified; some solutions were suggested to overcome these challenges. Following table shows these issues, presented in National Action Plan 2013-14, and also shows set of factors and consequent strategies:

Quality	
In School Factors	Strategies/Interventions
Teacher's Training Lack of Monitoring/Supervision	Pre-service and in-service training Training of Teachers/refresher courses
Out-of-school Factors	Strategies/Interventions
Poor Governance Political pressures	Effective monitoring and supervision Involve community members to monitor schools End undue political interference and ensure merit-based appointments

Source: National Plan of Action to Accelerate Education Related MDGs 2013-16

The urban science mix of primary education in Pakistan is reputed below:-

Situation of Primary Education in Pakistan

Out of School Children	2012-13			
		Total	Male	Female
	Out of School Children (Primary)	6,752,565	2,963,471	3,789,094
	Out of School Children (Sec.)	20,698,977	10,148,405	10,550,572
Enrollments	Stage	Total		
		Boys	Girls	Total

	Primary	9,832,303	7,742,546	17,574,849
Drop-out ratio	Primary % Total Dropout	33.2%		
	Primary % Male Dropout	33.5%		
	Primary % Female Dropout	32.9%		
Access to education/school		Total	Male	Female
	GIR (Primary)	103.9 %	110.2%	97.0%
	NIR (Primary)	82.8%	88.0%	77.2%
	GER (Primary)	85.9%	91.8%	79.4%
	NER (Primary)	68.5%	73.4%	63.2%
	ANER (Primary)	68.5%	73.4%	63.2%

Source: NEMIS, AEPAM, Islamabad

6.2 Educations Policies and the Policy directions towards Primary Education

When Pakistan came into being, many programmes have been introduced and efforts have been made to achieve universal primary education with the purpose to increase the literacy level in the country on the whole. However, Pakistan lacked in achieving these efforts, because the commitment and capacities level was not enough to achieve these goals, even no policy has been implemented/ enforced to achieve these goals. Therefore,

to understand in brief, review of education policies presented and as well with policy direction.

6.2.1 National Education Conference (1947)

- Free and compulsory primary education should be emphasized
- Different problems related to medium of instruction, training of teachers, and physical education, etc.
- To Achieve UPE
- Special tax should be levied to finance primary education
- Primary school age group should be between 6-11
- Private sector should be open schools
- 1951 National Plan of Educational Development should be implemented
- Many children in the age of 6 to 11 were found out of school
- The important point was that the trained teachers were lacking, as almost 50 percent teachers were untrained especially in primary schools and if primary schools would be expanded it would require further teachers
- To create new primary schools with a more capacity of pupils
- More training institutions for teachers should be developed to overcome the teacher gap
- To consider 1959 Report of the Commission on National Education
- Less percentage of primary school children were entered in schools
- Time to Achieve UPE within a period of 15 years
- To make literate child compulsory education is needed till eight years
- Required female teachers for primary education
- Resources should be generated for additional funds 1970 The New Education Policy
- To achieve the objective of universal elementary education government commitment should be confirmed
- To emphasize girls education
- To consider expansion in primary schools rapidly, to focus increase in female enrolment, and female teachers for primary school.

In 1986, in national education plan various schemes were given, these schemes were Drop-in schools, Nationwide Literacy Program, Nai Roshni Schools, Etc. Few are the points discussed:

- Providing an chance to those children who are drop out and children who r out of school, especially children of low income to complete primary education
- To boost lower secondary education through non-formal methods and to enable them to join formal upper secondary classes by 1989
- To reduce drop-out children and out of school children, which is possible through school monitoring system and community participation

- Introducing a new system i.e non-formal primary education

6.2.2 1992 National Education Policy

- Important target should be to achieve Basic education for all, and for human development plan I should be considered as an important part
- To emphasis female teacher recruitment Eliminate disparity
- To achieve target of Universal Primary Education(UPE)
- To increase the level of literacy rate upto 70 per cent
- Primary education compulsory should be made compulsory
- To set up model schools for male and female in different rural areas;
- To benefit students compulsory social service should be introduced
- To open primary and mosque schools in excess
- To make new appointment of primary teachers and to train them as well

6.2.3 1998 National Education Policy

- This Policy also suggested that for future 190,000 new formal primary schools should be constructed, as well as 250,000 non- formal basic education centers, and 57,000 mosque schools should be established, 60,000 primary schools should be upgraded, to start double shifts in 20,000 existing primary schools, and to appoint 527,000 further teachers
- To raise the level of education resources required for its utmost were also been created at its highest level.

6.3 Analyzing the Current Situation

It's being seen from the statistics that at primary level the boys' enrolment ratio is quite higher than the girls' enrolment ratio; on the other hand, the situation of enrolment of boy and girls does improve in the middle schools and elementary schools. As a fact, it's seen that in elementary schools, the enrolment ratio of girls is quite better than the boy's enrolment. But the proportion of elementary schools in the system is quite smaller.

The quality of education as very important factor and it requires multiple factors for improvement such as teachers should be qualified, there should be best learning environment, children's health should be prioritize, and this mechanisms for the children should be supported at school and at home as well. Important feature of the learning environment it is possible through the good quality physical infrastructure and need supports, it is observed that the most of schools lack basic facilities, such as, electricity, toilet and clean water. Facilities Labs and libraries are also very low. Moreover, the system also requires improving the quality of teachers, and the overall system of management to improve the overall quality of education.

6.4 Key Issues and Challenges

It is observed that our education system is going through some serious issues, these issues needs to be solved in the following lines:

- Important issue is low enrolment at primary level and gender disparity increasing in participation, the situation of low enrolment and gender disparity gets worst when students move from one grade to another grade and also from one level of education to another.
- Schools are very small and usually there is only one classroom without section with one teacher, whereas, teaching techniques used through combining numerous grades and quality is very poor education, this in turn discourage the school efficiency and effectiveness. And to become institution with proper system and defined procedures.
- Less basic facilities is a major problem in most of the schools, these are, proper classrooms, washrooms, drinking water, security, etc, especially, in the rural areas.
- Qualified and specialized teachers also short, shortage of teaching force is especially for the females in rural areas at the middle and higher levels is an important problem. Moreover, the quality of teaching is concerned, no doubt it most important because low qualified and inefficient teachers may cause harm in the system of education.
- Management and governance is also an important issue, that's why effective school governance is very low and education management is also poor at all levels. Moreover, system to supervise the school is very weak, and there is no proper accountability in the system. To bring basic student profiling data do not prevails in the province's when we see the education management information system, proper basic data of student do not prevail even. That's why reliable data of students on important indicators of student i.e retention and drop-out cannot be obtained.

6.5 International Declarations on Quality of Education

Different International Declaration presents different points to improve the quality education.

1. The document Jomtien Declaration of EFA, 1990: in this document it has been emphasized to promote the basic education they focused that basic education must be on real learning outcomes not entirely on enrolment ratio.
2. The Dakar Framework of Action 2000: this document also highlighted to improve education quality and included the one goal of education from the six objectives: "Enhancing all parts of the nature of training, and guaranteeing their magnificence of all with the goal that perceived and quantifiable learning results are accomplished by all particularly in proficiency, numeracy and fundamental abilities" (specified in the Article 7(vi))

Moreover, the record of Dakar Framework of Action additionally incorporates following two articles on quality: I) Evidence over the previous decade has demonstrated that endeavors to extend enlistment must be joined by endeavors to improve instructive

quality (said in the Article 43). ii) Government and all other EFA accomplices must cooperate to guarantee essential instruction of value for all, paying little mind to sex, wellbeing, area, dialect, or ethnic inception (from the Article 44).

3. In the Recife Declaration of UNESCO E-9 document, it was developed in January 2000. It also confirms the assurance to improve the basic education quality through applying different actions.

4. The Beijing Declaration of the E-9 Project, this project was developed in August 2001, it also confirms its promise to increase the education quality through using latest Technology i.e Information Communication Technology (ICT), and using modern techniques of training of teachers and administrators as well.

Pakistani Government also confirms its Quality Concerns and Commitments for the quality of education.

We know that Pakistan signed all inclusive Declaration of Human Rights in 1948 and marked different announcements, these are World Declaration on Education for All 1990, World Education Forum: Dakar Framework for Action 2000, the Recife Declaration of E-9 Countries 2000, and the Beijing Declaration of E-9 Countries on ICT and EFA 2001. Pakistan tried numerous endeavors through strategy explanations and set focuses in various training strategies and furthermore in five-year designs yet Pakistan is a long ways behind to accomplish general essential instruction and to keep its level. No doubt, the main emphasize is on the expansion and provision of basic educational opportunity to all. As quality of education is an emerging international Agenda, Pakistan with priority adopted a two-pronged approach to increase the quality education, which is based on quantitative increase with improving quality, for this effort is made since the 7th Five Year Plan. As discussed before, the National Education Policy 1998 has included many essentials and strategies to improve quality at elementary level. The main target and theme of SAP-II and EFA beyond DAKAR is also Quality Education and that its access is not possible to reach and sustain without quality (Govt. of Pakistan, 2000).

To keep quality education few significant policy many statements and strategies are listed below: The National Education Policy 1992 is dedicated to the increase of quality aspect of primary education and increased quality of education it possible through rapid examination. Therefore, NEP 1992 policy listed a number of strategies for this purpose such as training of teachers; to update primary syllabus; provision of book etc.

In another national policy, the National Education Policy 1998-2010, the main objective was the improvement of elementary education. This policy provided complete list of inputs require for quality inputs such as appointments of teachers should merit-based; training of teachers must be pre-service and in-service; quality should be improved and books should be available etc.

Education Sector Reforms: Action Plan 2001-2005 that is based on National Education Policy 1998-2010 also includes important area i.e promise of quality in education, quality of education includes teacher training should be upgraded, textbooks and curricula should be monitored, and efficient assessment system.

The National Plan of Action (NPA) from 2011-15 for Education for All also emphasized the subject of quality education. The NAP discussed the main quality inputs i.e reforms in curricula through focusing on basic learning needs of different age level i.e child, youth, adolescent and adult, development of textbook and training of teachers. It was suggested to bring improvement in examination/assessment. For this purpose National Education Assessment System (NEAS) will also be introduced in the National Action Plan. Besides, for early childhood education (ECE) different programmes will be started, efforts will be made to improve the achieve best at primary education level.

Aspin & Chapman, (1994) defines that Quality education is the rising concern about education, but this definition of quality is rather difficult, it's difficult due to large numbers of stakeholders and consumers elaborate the difficulties of teaching-learning process in very different way. Adams (1993) is of the view that some terms such as effectiveness, efficiency, equity, equality and quality are mostly used. People are of the view that quality of education as learning outcomes of students and it cannot say primary worry of all stakeholders. But when effort is to achieve the preferred quality, then quality input and their process should be in terms of efficiency, effectiveness, distinction, and social integrity. Furthermore, generally is the view that the quality education output can only be achieved at each level of the educational process if quality is ensured in the form of setting standards, to focus on learning environment, to train teacher, to boost teacher-learning process, and better assessment and monitoring of the system. A scrappy model of value can be plotted as under:

Model of Quality Control in Education displayed by Adams (1993) likewise included six essentials of value i.e. status establishment, assets for quality and data sources, process, substance, yield and results, and esteem included. The idea of value control and quality administration is not quite the same as mechanical and administration sciences. The models exhibited for quality control are typically selected a similar logic. Moreover, the mechanical models were adjusted to the instructive method. The educational planners have been defining significance of the quality out-put and are finding out for educational quality match with each other. He added that there are three domains of learning achievements to have quality output i.e. cognitive, affective and psychomotor. There are other indicators of quality output: decreasing rates of dropout and increasing rates of retention, and also gender and social equality.

The reviewed literature on the output of quality education is quite insufficient it provides different findings on many of the inputs. Lockheed and Verspoor (1991) explain

that, the determinants of quality education provides, many output and findings. He discussed that all the countries that are developing have made efforts to attain quality education, various input are identified and used specified procedure for determinants of output of education. These determinants includes orderly school environment, academic boost such as learning results and benchmarks, educational programs which is actualized in course readings, other learning materials, adequate time for learning, and viable utilization of educational time, instructors to be qualified and physically and rationally solid youngsters. He is of the view that those nations are developed illustrate the similar positive outcome with a different level of quality inputs. He elaborated the case of United States Educational Reforms, which show that improvement standards of education can be possible if basic curricula are redefined, and students have to set performance at the completion of the program (Paliakoff and Schwartzbeck, 2001). Moreover, the curriculum is also considered an important in raising the student achievement.

In the document of ESR Action Plan from 2001-2005 explain different strategies to improve quality education and to assure that it prevails at all levels, it's been defined as:

1. to boost Competencies.
2. to improvement of curricula should be continuous process.
3. Staff development is required, as well as education of teacher and their upgraded training.
It's also requires continuous professional development of planners, managers and staff at all level of education.
4. to establish assessment system i.e National Educational Assessment System (NEAS).
5. to strengthen the institutions which work for Training of Teachers.
6. an academic Audit should be set so that grants and incentives should be given with quality.
7. to bring increase in non-salary budget for make favorable educational environment.
8. under the Devolution Plan it requires that planning and implementation should be District based educational.
9. to raise Public-private partnership and to increase community participation.
10. These points discussed about quality of education recognized by international studies and these strategies and targets can be discussed such as the process inputs and output standards to be checked by through assessment of learning outcomes and academic audit.

6. Findings and conclusion

To bring quality education at primary level it is necessary to have sufficient infrastructure, continuous teacher training is necessary. Monitoring system is essential for improvement of quality of education. The study aims to analyze hurdles in the way of quality education at primary level and suggesting solutions in the light of literature review. The analysis of literature showed that there is lack of financial resources, lack of structural and management resources, increased dropouts, poor policy implementation, ineffective communication. It was also analyzed that there is lack of coordination, lack of professional development, , lack of school supervision and curriculum, textbooks issues.

The study finds that in Pakistan education system of public sector, especially primary education is the most neglected side.

- The basic infrastructure of schools is necessary to improve the quality education so we need to provide infrastructure to the primary education.
- The continuous teacher training is most imperative element to strength the quality education but there is no mechanism that can be useful for teacher training. Teachers are not trained on continual basis.
- The absenteeism of teacher is due to weak system of supervision at primary level.
- The parent interaction is also important to deliver the quality education but primary school teacher are failed in arranging parent teacher meeting due to burden classes and other office work.
- There is shortage of physical resources i.e. building, AV aids, Library books etc. As political interference is always a problem causing in the system which inject corruption, discrimination and favoritism. That's why mostly parents are not satisfied with the quality of education of public sector primary schools.
- The system of accountability is not working well at primary level, and it is very poor in schools. Salary of Primary school teachers is very less and unattractive and that's why they are not well motivated. The educational policies that have been quite successful have also failed to bring any positive changes, due to the reason of poor implementation and evaluation mechanisms was not well.
- The assessment system and curriculum of the primary education is not up to date. It does not fulfill the needs of the child. It is not up to national and international standards. Students are stick to content and students lack in characteristics of thinking, expression, analysis and creativity.

7. Recommendations

On the basis of this study the following are the recommendations.

- There is a need financial support for Primary education system. Therefore, government should consider increase in its budgetary allocations.
- The number of teachers per schools needs to be increased.
- To bring reform in the primary system of education there is need of effectively run continuous teachers training.
- A strong system of accountability may be introduced. This accountability is necessary for the system to work effectively.
- To keep in view the need of students and current era standards the Curriculum should be evaluated and revised.
- There is need to bring improvement in Medium of instruction. Teachers should be well trained in the languages especially in English and Urdu.

- To Motivate Teachers, financial and other social benefits should be given. The financial support to primary schools needs to be added.
- To meet the challenges of nowadays teaching and learning resources needs to be increased at the primary level.

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