

**Sociological Analysis of Teachers Perception about Educational Reforms at  
Primary Level in District Mardan, Khyber Pakhtunkhwa**



**RESEARCHER**

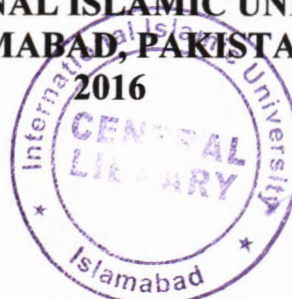
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**Sociological Analysis of Teachers Perception about Educational Reforms at  
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**By:**

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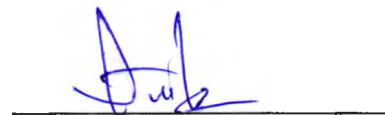
It is certified that thesis submitted by **Mr. Zawar Hussain** Registration No. 151-FSS/MSSOC/F13 titled "***Sociological Analysis of Teachers Perception About Educational Reforms at Primary Level in District Mardan***" has been evaluated by the following viva voce committee and found that thesis has sufficient material and meets the prescribed standard for the award of **MS** degree in the discipline of Sociology.

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## **DEDICATION**

This Successful and valuable efforts is dedication to my wonderful  
parents, wife, brothers & sisters who supported my absence for so  
long, while I was busy with academic work.

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## ABSTRACT

Educational reforms in any society ensure social and human development. Since the independence of Pakistan educational reforms were introduced but lack of policy implementation remained a big problem. The present study was designed to evaluate the perception of teachers about the educational reforms in Khyber Pakhtunkhwa, and assess the factors affecting teacher's perception about educational reforms. The study was conducted in educational institutions of district Mardan, Khyber Pakhtunkhwa. Sampling frame was prepared according to the list of active teachers and random sampling technique was adopted to choose the study sample of three hundred and fifty eight respondents from the study area. Data was gathered by using a well-designed questionnaire. The finding of the study indicated that teacher's perception regarding educational reforms at primary level varied from individual to individual due to their different institutional and teaching environment. The results exposed that the main reason for poor implementation of educational reforms is the shortage of teacher's proper training. Further no proper policy and planning for the implementation of educational reforms at primary level adopted for the achievement of required result. It is concluded that anticipated improvement may be attained by using innovative safe techniques, well planned strategies, continuous teachers training, tactical monitoring and supervision in primary schools at district Mardan, Khyber Pakhtunkhwa.

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# CHAPTER ONE

## 1. Introduction

Sociological comprehension of society states that structure of society is made by fundamental five organizations. Family is known as key organization that produces people. Governmental issues as foundation are considered solid establishment that controls every other single organization. Another principal establishment is education that offers quality to the general structure of society. In education there is division on the premise of essential, auxiliary, and larger amounts. The most imperative is essential level. Keeping under thought the significance of education, changes can be brought through legitimate and sound technique. Essential education might be given more significance since this establishment. This all is to introduce reforms at gross root level (Boronski, T., & Hassan, N. (2015).

Education for discussion in religious context says that there is an enormous difference between an ignorant and a learned person. Same is the case with society. Education is the most important factor of development. Educationists indicated that education remained behind all sorts of social and economic development. Quran says "Are those equal, those who know and those who do not know"? (Al-Quran 39:9). People having knowledge are given priority by Allah. Quran says, "One learned man is harder on to devil than a thousand ignorant worshippers" (Al-Quran). Education is known as the basic right to accelerate the socio economic development in the whole world. Virtually social philosophers agree that reforming education can change society in the third world nations (Jolly, 2007).

Social and economic development of the world nations does not depend upon its physical or natural resources but mainly depend upon the human resource. In real sense the development and prosperity of nations had always been shaped by rich human resource development. In any society of the world nations the utilization of natural resources,

accumulation of capital, for economic and social development human resource is considered as a catalyst because it moves forward overall national development while the presence of natural resources and rich economy acts as passive agents of development. Nations who could not develop knowledge and enhance skills of human beings for proper utilization remained always underdeveloped in the march of development among nations. More and easily accessible advanced technological educational opportunities are very important for national development. Education is a social instrument through which man can guide his destiny and shape his future in the society (Khan, 2010).

Good education framework is to a great extent regulating, it is best replied by looking at the sort of capacities education is relied upon to convey in the public arena. From capacities point of view, a great education framework must not just upgrade people's human capital or profitable potential but human ability. This is on account of, by setting up what sort of young ladies and young men we perceive ourselves to be and what we trust them. Education enables us to meet the present and future challenges. An exemplary educational structure develops the genuine decisions people wish and contribute them with substantive flexibility and office to lead the sort of lives they esteem (Miller 1992).

Education is also an important segment of public administration in general. The aim of education is to build the general mass socially; rationally, physically and on a morally basis. It also strengthens a country, politically and financially among nations. After over a 50 years the summative indicators do not explain positive indications. The neighboring countries of Pakistan show more interest in advanced education. Various issues like highly qualified staff, advanced research centers libraries are also present hurdles. Pertaining to society needs, research centers, financial budget, division of labor, educational facilities, flaws and discrepancies of examination, incompetent administration and scholastic results indication are not according to acceptable universal norms (Lipman, 1997).

The pattern of compulsory and optional education in our country is moving towards a declining nature. It is a fact that education especially scientific education in reduced ebb and should be enhanced. At that the time when Pakistan came into being there were serious shortage of instructors, non availability of scientific laborites and poor educational plans and still all these had little importance to present day requirements (Brownell 2005).

Pakistan education sector is always facing low financial budget, poor quality of the execution of different educational projects, poor quality of administration, and supervision. That is why Pakistanis one of the countries among world nations with a low proficiency rates in comparison with other nations with same social and financial characters. Pakistan having over \$450 per capita income raised its educational ratio up to 49% while India and Vietnam having low per capita income as compare to Pakistan , raised education ratio up to 94% and 52% respectively (kham,2010).

Pakistan has a pyramidical but unequal framework of education - predominantly English medium s system of education, the state run vernacular Urdu medium system of education and private religious theological colleges or Madrassahs education frameworks. The State administers its obligation in education through immediate, decentralized administration conveyance and in addition direction of non-state intercessions in the division and holds the biggest extent of administration. Showing how open doors for significant education remain a benefit and not a fundamental right in Pakistan. The first examination propels us to contemplate "what sort of educational courses of action would best empower Pakistani natives. It also empowers to lead aggregate and separately satisfying and beneficial lives (Warren, 2005).

Changing the present three-level, politically-sanctioned racial segregation like education structure in Pakistan suggests testing the basic force relations and social imbalance

it has propagated on a general and constant premise. At the end of the day, it is in this standardized arrangement of force procurement and social imbalance that people and their associations must clear their space for move to produce maintained change (Yoloye 2004).

The history of all developed nations witnessed that for the proper implementation of government policies proper monitoring and feedback is important which the education sector is currently lacks in Pakistan. For example the new government policy to review, update and develop the curriculum, there was no proper mechanism to get support and feedback from local governments education department to what extent receptive the local residents towards new curriculum's development and policy implementation or what are the various factors that promote and facilitate or hindered in the promotion by teachers during teaching, in the classrooms (Ajibola2008).

Literally education may be explained in terms of mental education, physical education and technical education in any society. From the mental education we mean the spiritual and social education of human beings. By physical education we mean physical and military training of people in society. Technical education includes professional and skilled learning of people in society. Education can divide into primary and secondary level in our society. Both primary and secondary education remained indispensable phases giving rise to professional education. Primary education is considered as the foundation for career formation of human beings in any society. Primary education helps in reducing poverty and mortality rate; increasing fertility ratio by promoting health awareness and equipping human beings though different skills needed them in participating social activities. Education is very important in strengthening various institutions, good governance for channelizing economic policies. Education increase individual income and boost morality among members in society. Female education helps in the nation's building capacity to promote education ratio among members of the society (Akinkugbe 1994).

## **1.1 Educational reforms:**

In any human society educational reform is said to be the policy framework of achieving goal of changed public education frame of mind. Throughout history of the human beings reforms were always introduced when the motivational perspective of reformist had been changed. But the dawn of 1980s, decade give raise fundamental shift by changing the traditional educational system to a more scientifically reformed one based on students' learning achievements. Such reforms aimed the idea that minor reforms in education would brings about large scale returns in the well beings of the members of society. For instance in democratic societies reforms introduced by the constituent assemblies aimed simply to lower the cost to students in public sector educational institutions. Thus according to reformers human society may only be reformed when proper reforms are inducted in the education on more technologically scientific and humanistic principles (Dewey & Makarenko2005).Different reformers inducted various motivations. For example "education for peace" a social goal and a humanistic approach to "meet the wishes and needs of the child" in society.(Montessori 1972).To strengthen national solidarity and nationalism among members of Prussian nation, kindergarten method was introduced as an educational reform by teaching a national language when the Childs were young. By studding history various reforms were introduced up to the present day by changing the method of education over debates to what content or experiences posses by an individual educator or a highly educated society. Different methods of educational teachings may be introduced by a group of experts or education based government organization or national curriculum beau row (Ajibola2008).



## **1.1.1 Types of reforms**

### **Finance-driven reforms**

Such reforms initiated by government that mainly aimed reduction in the public-sector budget and on the incomes of the private sectors company, motivating, directing, public and private resources available towards education and training are called as finance-drive reforms (Carney,1999).

### **Competitiveness-Driven Reforms**

Such reforms initiated by government mainly aimed to meet the changing demand for professionally skilled labor force at domestic and international markets and introducing new ideas of organizing commodities' of production through educational expertise in the market are called competitive-driving reforms. The main purpose of these reforms is to compete local as well as international market based on skilled and professional developed labor force to get maximum economic benefit (Carney, 1999).

### **Equity-driven reforms**

Such reforms initiated by government that mainly aimed to act as social moralizers in maintaining social equality among members of society through education. The equity-driven reforms' main goal is to provide the proper opportunity for the marginalized segment of population. For example, Universal Primary Education (UPE) is one of the major global reforms in this regard. This movement is promoted by w UNESCO, World Bank and other global agencies, NGOs and financial institutions (Carney, 1999)

### **Educational reforms in Pakistan**

Pakistan is an ideological state. This ideology promotes some obligations on each ruling government. First, to make sure that education should be easily available to all the citizens of

Pakistan. Secondly, these educated individuals should always be sincerely attached to the cause of Islam. These two obligations lay down by ideology of Pakistan are in accordance with the teaching of holy Qur'an. The constitution of the Islamic republic of Pakistan guarantees every child to get education. According to article 37b & C of the 1973 constitution of Islamic republic of Pakistan "The state would be responsible to remove illiteracy and create maximum opportunities of free of compulsory education with in minimum years, make sure the availability of professional and technical education (Khan2010).

After 18th Amendment education became a provincial subject. First national educational conference chaired by Quaid-e-Azami in 1947 gives vision on the importance of education to compete the world. A series of educational development policies were initiated by government for the redressal of the imbalance left behind by colonial rulers. e.g Pakistan first-five years educational plan (1955-1960) and Second five -years educational plan (1960-65). Pakistan new Educational policy (1970) and Educational policy (1970-80).Pakistan Fifth-five years plan( 1978 -83 ) and Sixth-five years plan ( 1983-88).Pakistan national Literacy plan(1984-86) and Seventh-five years plan( 1988-93).Pakistan Eighth-five years plan( 1993-98) and National educational policies (1998-2010)(Shahid, 2004).

Prime Minister Zulfikar Ali Bhutto (1971-1977) of Pakistan people party initiated educational reforms to raise education standards and increase literacy rate in Pakistan. He introduced new educational policy by rationalizing the education system through mass literacy, establishing 276000 literacy units at primary level, 700 units for teaching of science (Shahid 2004).

Prime Minister Nawaz Sharif's (1997-1999) National Education Policy 1998-2010 highlighted his vision to increase literacy levels, improving the quality of textbooks,

providing teacher training, free and compulsory primary education and increased budgetary allocations for education (Shahid, 2004).

**Higher education reforms:** After dissolving university grant commission, the Pakistan military government has decided to setup higher education commission (HEC) with a presidential ordinance in 2002 with the sole aim to strengthen higher education especially science, technology and research in Pakistan. The main aim of the plan was to enhance higher education ratio from 3.5% to 5% by 2005 (Shahid, 2004).

**National Educational Sector Reforms Action Plan (ESR): 2001-2005:** A national Educational sector reforms (2001-2005) was initiated in January 2002, as government's prime strategy to achieve its ten year developmental program to eradicate the flaws and discrepancies from the education system. Its policy areas were (1) Universal primary education (2) Adult literacy (3) To streamline technical education at secondary level. (4) Establishing more Polytechnic institutions (5) Establishing universities in public-private partnership (7) Bringing Madrassahs into mainstream. The main objectives were, enhancing enrolment ratio to 76% from 67 %, enhancing educational ratio at middle level middle to 56% from 48%. Similarly at secondary level to increase the enrolment ratio up to 40% from 30% and to increase the net expenditure of GDP on education from 3% to 4% (Shahid 2004).

**Primary education enrolment and dropouts:** Unsatisfactory enrolment ratio and a considerable dropout rate at primary level are major challenges in our society. Education especially primary education in Pakistan is a major area of deep concern. Within 30 years (1970 to 1999) net enrolment ratio almost enhances from 40% to 71% in Pakistan. At the time when Pakistan came into being this net enrolment ratio was 0.77 million. In 2004 this gross enrolment ratio raised 20 million, but still 38.6 % are of the total population are out of

school. After the 18<sup>th</sup> amendment in the Constitution of Islamic Republic of Pakistan, education has been declared as a provincial subject (Khan 1996).

### **Educational reforms in Khyber Pakhtunkhwa:**

An agenda of institutional reforms has been setup by the government of Khyber Pakhtunkhwa to the people of Pakhtunkhwa which was liked by all segments of society especially youth. Following this institutional reforms agenda of by the new government especially in education, health and police on priorities bases. The government was setup between three political parties signing the charter of merit based government plans and policies in Khyber Pakhtunkhawa. Some of the major educational reforms is to increase enrolment ratio, up gradation of existing middle schools to high and higher secondary schools, provisions of better infrastructure facilities in schools, well equipped science laborites, recruitment of teachers on National testing service, introduction of biometric system at office and schools, examination centers are equipped with digital cameras, uniform medium of instruction, stipend for girls studying in government schools, provisions of transport facilities for assistant educational officers, sub-divisional educational officers and district educational officers(Elmore 2014).

**Goals of Khyber Pakhtunkhwa government:** To provide an efficient and accountable government responsible to ensure property right and life protection of people in the society. To ensure the provision of standardized health facilities to people at all cost, introduction of poverty alleviation programs by creating more job sources opportunities and protection of the assets of all citizens in the society, merit based jobs opportunities and upward social mobility to citizens in the society, provision of modern infrastructure to set up more and more industrial zone. Abolishing of class culture and removing the protocol culture to eliminate

the self apex powers culture and to ensure check – balance system over police powers (Elmore, 2014).

### **Policy priorities:**

The policy priorities of the present government are, to achieve MDGs by 2018, to enhance educational ratio at primary level up to 100%, while middle and secondary will share 60%. Provision of time scale for teaching staff or reforming service structure of teachers, introduction of computer labs, tablets for teachers helping in teaching various subjects. Modern methodology of teaching for the teachers, promotion of gender equality which will enhance educational quality. It further emphasize on the endurances of reforms at level that a fruitful policy be made to empower society (Elmore 2014).

### **Educational Reforms at Primary Level:**

In Khyber Pakhtunkhawa 32,290 government school were established where 24,729 are primary schools. Out of these 24,729 primary schools, 7,860 are girls, 14,859 are boys' primary schools and 2,010 are co-education. The share of middle schools is 4,504 where 1043 are girls and 3461 are for boys. There are 3,180 high schools where, 575 for girls and 1180 schools are for boys. The total number of higher secondary schools is 624, in which 136 are for girls and 221 are for boys. The percentage ratio is as given, 74.6%; Middle 12.9%; high is 10.8% and higher secondary is 2.9%. There are 4.826 million youngsters at these different levels with mass (58.97%) going to elementary schools. The real changes presented by the Government are : Establishment of an Independent checking unit (IMU), school bunching, school based educator enlistment arrangement, biometric framework, grievance redressal cell, content board rebuilding, uniform medium of guideline, foundation of examination appraisal commission, foundation of 6 rooms grade school rather than two

rooms, tameer-e-school (embrace a school), quick track institutionalization of 400 elementary schools and instructor education system 2013-2018 (Khan, 1996).

## **1.2 Statement of the problem:**

The development of a nation depends upon the overall education system specifically the primary education as it lays the foundation of all education system. By the elimination of illiteracy Pakistan can only be considered as a modern welfare state and Khyber Pakhtunkhwa particularly because this region of the country had faced numerous upheavals in different shapes from frontline state to natural disasters also. Educational sector reforms may only be the right way to eliminate illiteracy. The total number of primary schools in Khyber Pakhtunkhwa is 24,729. There are 24,719 primary educational institutions in Khyber Pakhtunkhwa in 2009-10. 22,398 (90.6%) were provincial government institutions and 2321 (9%) non-provincial Government institutions (including private sector).

The existing data of the enrolled students in schools of Khyber Pakhtunkhwa shows that government schools still is the main public learning centers and it is the responsibility of Khyber Pakhtunkhwa government to forward the message of learning with an updated curriculum, qualified teachers and infrastructure facilities. In 2014-15 the number of enrolled students in government primary schools of the province was 1.865 million while the ratio of students studying in private sector schools was 0.996 million.

The aim of this study was to find out the present government of Khyber Pakhtunkhwa motive of reforming our society through the introduction of reforms in all the social institutions like health, police and especially education. Educational reforms at primary level were given high priority in government schools to reduce the imbalance perceived by community member in comparison with private schools. The main focus of study is to

know the reasons behind the applicability or failure of these reforms initiated by the government.

### **1.3 Objectives of the study:**

Objectives of the study are:

1. To examine the teacher's perception about the educational reforms in Khyber Pakhtunkhwa.
2. To find out the major factors affecting teacher's perception about educational reforms.
3. To explore teachers perception regarding monitoring and evaluation systems introduced by provincial government.
4. To suggest recommendation on the bases of the study findings.

### **1.4 Research questions**

1. Whether the teachers like new educational reforms or not?
2. Whether the working environment is compatible with the new needs under new educational reforms or not?
3. Whether the teachers have the facilities required after new educational reforms?
4. What is the opinion of teachers about monitoring and evaluation system?

### **1.5 Hypotheses:**

1. There is a relationship between teachers capacity and new educational reforms
2. There is a relationship between working environment and new educational reforms
3. There is a relationship between monitoring and evaluation system and new educational reforms.
4. There is a relationship between educational facilities and proper in-service training and new educational reforms.

## **1.6 Significance of the study**

To know about the educational reforms in Khyber Pakhtunkhwa the research study provides valuable information, regarding the educational reforms in Khyber Pakhtunkhwa since the provincial set up came into being. This research gives further information about the endeavors made for the educational reforms by the earlier governments and the present government in particular at primary level. The research study gave a comprehensive analysis of the expenditure on the educational reform, equipped schools, new buildings; syllabus equipped with new sociological, biological and technological sciences studies. it also provides the enhanced educational ratio, the gap reduced between public and private schools and improved educational standard at primary level. The study found the flaws and discrepancies in the educational reforms at primary level in Khyber Pakhtunkhwa and can help the government and private sector to overcome these flaws and discrepancies at primary level.



## CHAPTER TWO

### LITERATURE REVIEW

An author in his book defined education reforms as “any systematic endeavours to bring changes in those areas of school system which are perceived to have curriculum, social and educational problems and that needed to be correct?”. It summarizes that reforms in society are introduced for the social well-being of the generation. Moreover, it emphasizes on the correction of perception for social and educational development. It provides planned efforts to empower educational institution and society (Tyack & Cuban, 1995).

Educational reform is essentially a political process and must represent the public voice and have public support to succeed. Education reforms mean those systematic alterations in the existing educational sector from top to bottom ranging from classrooms teaching strategies to administrative setups. According to Bloom modern societies basically are confronting some chronic problems and education has been perceived as a framework for diluting these chronic problems (Ravitch, 2001; Miller, 1992; Fullan & Miles, 1992).

Education especially at primary level has been remained sideline ever since Pakistan came into being. The ratio of school going children at primary level is even lower than 10% of the country total population. Those children who are receiving education at primary level with worse quality. Poor educational infrastructure, outdated curriculum, lowers teachers' capacity, lack of educational facilities, lack of proper monitoring and evaluation system, poor working environment, low mental level of students, no proper in-service training, poor attitude of community people towards schools and teachers regarding their performance and standard and no cooperation of parents with teachers regarding students' attendance and homework are matters responsible for deteriorating the primary level education in Pakistan (Buzdar & Ali, 2011)

Teaching conditions in schools have enduring effects on teachers in teaching various subjects all over the world. Over the time social conditions conducive for teaching have been understood by policy makers and educational researchers. Historical research have identified that for mass public education system teachers have identified conditions as critical to their work so persistently ignored by policy makers and researchers because, first by focusing on psychological understanding about the relationship between working conditions and motivation and then on the organizational, factors identified by teachers as critical to their sense of efficacy and job satisfaction. These two conceptualizations, however, are limited in their explanatory power because they are embedded in a bureaucratic framework where teachers are understood primarily as implementers of policy decisions made by their organizational superiors. Attempting to understand the full power of teaching conditions requires a more comprehensive understanding of teaching and learning processes closer to the ground. (Bascia, N., & Rottmann, C.(2011).

By developing the practical practices of the teachers and changing their conceptions regarding teaching subjects including science and technology at primary level, it would be possible to enhance and improve the quality of education in the implementation of educational reforms at any level by any government around the world. Scientific literacy drive may have several dimensions, it is necessary for the scientific study that teachers have to acquire along with theoretical understanding the conceptual principles of science, nature of science the relationship between science, technology, society, environment, and develop skills of scientific inquiry needed for problem solving. Educational reforms especially in science and technology require a fundamental change in the teachers' role. Many educationists have pointed out to the need for teachers to change their conceptions and practices required for the science.(Ozdemir, P. , & Guneyisu, S.(2008)

Low standard and poor quality of syllabus has reduced the standard of education at primary level. No proper check and balance system exist on private owned public schools and NGO-run schools regarding curriculum, infrastructure facilities, working environment, whether the existing curriculum is according to the mental level of students or not, teachers' standard of education, examination system and awarding degrees, diploma and certificate to students are areas of deep concentration in educational system of Pakistan. Moreover the availability of teachers will be able to make sure proper study material (Khan, 1996).

The publication, translation and its availability may have easy accessibility to the students. It is time and again observed that most of the time when school gets started on its annual stating days than the books mostly fly from the markets. Therefore, students and teachers cannot meet with their objectives. Moreover, the curriculum should not be the only part of learning for making education more fruitful and reforming the society (Doll, 1982).

In order to compete the world community in the global economic market of productivity education serves as key factor for this economic productivity by establishing the primary level education at strong foundation with updated and reformed curriculum, modern technological facilities and global trends. Local cultural traditions and cultural values of any society may be kept in mind while reforming the educational system of any nation. The global trends should not affect the national policies and planning regarding the education (Sarasin, 2010).

By adopting modern strategies in teaching methodologies in classes and in students learning processes, the purpose of educational reforms could be achieved. By linking the surrounding communities with the schools in the united state, the practiced of urban schools reforms remained flourished to its peak with great success. Evidence provided by the research that mutual reciprocity among public schools and community- owned-organizations, provide a typology of approaches: the service approach (community school); the development approach

(Community sponsored new charter schools); and the organizing approach (school-community organizing). A number of case studies had explained through theories of social capital and conceptual framework. Conclusion derived by Warren directs another approach towards reforms brought about in educational system by mixing practice and theory to social change in the united state cities areas(Mark, 2005).

Reforming education system is not one dimensional processes but it is multidimensional, if the innovation brought about is not reduced to a classrooms analysis. It possesses three elements of great importance while implementing a policy framework. (1) Using the new and reviewed textbooks.(2) Newly introduced modern techniques and strategies of teaching in schools and colleges (3) new philosophical prepossessions assumed as beliefs and theories during in new particular planning and policy program (Michael, 2007).

The European Commission framed a systematic policy for cooperating in educational sector and also of providing training to master trainers havening the same opinion that students performance largely depends on the following key factors (1) availability of qualified and hardworking teaching staff, honest trainers and other administrative staff .when more than two million senior teaching staff complete (retire) their service in the next 15 years then teaching as professional career will become more youth choice to join it.An educational output depends on vast acquired knowledge, professionalism of teachers and teachers' commitment to their department and school leadership. The council concluded that teachers should be professionally develop and mature because only teachers in schools as able teaching staff could inspire and motivate there students so that they posses good positive perception for future(De Buysere, Gajda, Kleverlaan, Marom, & Klaes, 2012).

However, it should be remembered that education system of any society around the globe has their roots in the culture system. Therefore socio-culture environment should be perceived in the framing education system and reforming education at primary level of

specific areas and full attention should be given to make the ideas relevant to individual context (Ainscow, Conteh, Dyson, & Gallanaugh, 2007).

By collecting and analyzing data roughly of 25 schools system provide evidence that all these school system have excellent performance, always prefers for inducting highly qualified and well trained instructors. After initial training they develop these instructors into most effective persons of their educational system and ensure that every child may be provided such environment to take benefit of these instructors. This shows teacher's capacity is very important in any education system and by reforming an education system means that brings changes in the teachers' capacity of teachers.(McKinsey & MCKINSEY, 2007).

The United Nation sub- organization (UNESCO) published a report on education in 2009 named "Inclusive education" had emphasized repeatedly that in order to improve and reform education needed to improve the status of teachers in society. Suitable working according modern era may be provided, development of proper channels for teachers recruitment and ensure the training of qualified teachers to whom are called as sensitive to enhance their learning by using different materials(Forlin, Loreman, Sharma, & Earle, 2009).

Research highlights that in every social institution leadership plays an important role. Similarly school leadership also play an important role in learning outcomes because these school leaderships have direct influence over the trainees. They identify areas of educational values, disposition, interpersonal qualities, and skills which these schools teachers possess. All these skills of school head teachers' identified by trainees promotes individual as well as collective social well-beings of society. These also help in uplifting the standard of education of students' achievements. They also noted that school leaderships promote their targeted tasks regardless of policy framework which shows the professionalism of school leadership, reflects social aspiration. The study concluded that a moral centered school leadership

approach should always be at the forefront while framing any policy regarding education.(Day, Hopkins, Harris, & Ahtaridou, 2009)

After collecting and analyzing data of those studies which researchers conducted in the years from 1958 to 1996, highlights that majority of teachers adopted the concept that they have the ability to provide support to students especially disable students. Majority of teachers have firm belief that they have time, self preparation, available skills and resource materials to enhance the learners learning skills needed under the new educational reforms for the disable students (Scruggs & Mastropieri, 1996).

A research study have identified the below characteristics in those programs which are arranged for teachers education, (i) Linking closely course work and field work for students to learn practically,(ii) Adaptation of modern teaching methodologies by teachers in pre-service and in-service training arranged for students,(iii) Linking closely professionalism of teachers in educational sectors,(iv) Explain of specific pedagogies lead to content development (v) linking visionary educationist to a conceptual framework for per-service teachers (Brownell, Ross, Colon,& McCallum, 2005)

Global trends taking place in modern era provide reflection to educationist. These trends may be in economic arena or in others, when included in policy framework of education in any society reflects their motive to world community. Reforms under such trends when adopted then teachers becomes reflective practitioners of such reforms in their classrooms. These teachers move beyond knowledge to discrete skills where they make integration, modification and alteration to fix some particular skills. They reach such skills eventually which internalized and produced new strategies of education (Larrivee, 2000).

Under new education reform information technology education had been adopted particularly for disable students. Teachers should have awareness about information

technology education and students' disability. Because of this provides resource opportunities for learners to learn. This also helps understanding more deeply in developing skills of disabled learners. The information technology education faculties helps in exploring to understand disability of students, include the issues regarding them and examine the ways of addressing such problems in any educational system and teachers responsibility for these issues. (Cardona, 2009)

A program launched in the university of Utah emphasized of adopting such a universal design for learning that may be accepted worldwide for students rich with field experiences, a core of knowledge should be included which reflects vast professionalism and skills of the students, specialization of teaching in primary education and early childhood (Hardman, 2009).

Research has identified that a positive attitude of teachers, a sense of belongingness towards their professionalism by teachers affects the behavior of students. Cook and Silverman (2002) also emphasized that when teachers express their beliefs and positive attitudes then which affects the behavior of students, the classroom climate and student learning outcomes. Thus positive attitude, sense of belongingness, professionalism exists under new educational reforms have great influence on students' outcomes in the form of learning skills (Warren, 2005).

Researchers have identified that teachers should have in their comprehensive study the following things for their students (i) Properly developed and selected course contents (ii) Identify the elements which will be used practically (iii) Opportunities' should be provided to students for practical tasks progressions, feedback, evaluation of the subject matter and exhibition of role performance (iv) Teaching of physical education had marked specific

identification for teacher's and the skills for learners under in a learning social environment of schools (Hus & Chepyato-Thomson, 2010).

Teachers capacities have been greatly affected by the new educational reforms as the new curriculum content have math's social science course contents. Teachers have very little guidance related to those course contents in the primary or secondary or special education (Rice, 2003).

Study noted that shortage of evidences about the comprehensive teaching approaches, through the effectiveness of interaction among peer groups approach helps in the development of social and academic participation. The data finding support idea that teacher also favors the students role in participation is more effective and learning outcomes (Nine, Shelly, Warmouth, 2006).

It has been stressed that mental level of students and proper mechanism of evaluation and monitoring system under new educational reforms may have great implications. In the absence of proper evaluation of curriculum contents, teachers performance, SLO & assessment may greatly affects the applicability of new educational reforms. The course contents if not up to the mental level of students at primary level or secondary level, then the outcomes of new educational reforms at any level remains not up to the expected result in any society (Lipmann, 1997).

Research states nine important elements had been personalized learning under new educational reforms. They are given below: consideration of students' voice, proper evaluation of learning outcomes, modern technology, curriculum contents, guidance and counseling, monitoring and evaluation, teachers' professionalism, effective leadership feedback, development of school organization and designing (D.H.Hargreaves, 2006).



According to European agency of development for special education (2009) "An intercultural policy should be framed for schools in order to meet their needs in the local context. According to them the existence of such policy would bring education especially special education into main stream as well as enhance teacher's knowledge and skills. The presence of such policy programs following consistency in practical shape better understanding and most importantly teachers will able to deal in an appropriate way multicultural diversity (De Buy sere et al., 2012).

Many students complained that they are still linked in schools with traditional methods of teaching i-e under new educational reforms listening to teachers, copying for the black board or book and memorization. Modern learning techniques involves changes such routine with in a broad curriculum strategy like suitable curriculum materials, evaluation of students progress in order to see the students how they progressing, focusing on students creativity skills and cooperative learning. Study also identified the teachers changing roles in new educational reforms and need to be able to work and collaborate with other organization to meets students needs holistically (Leadbeater 2004).

Research had concluded the idea that "all those teachers who has only focus on different methodologies of teaching, curriculum standardization levels, self interest and do not embrace moral questions of the era, they only promote and enhance improvised idea of teaching methodologies and professionalism( Hargreaves, 2003).

Teaching behavior in any educational system depends upon teaching practices because they shapes the teachers attitudes towards teaching professions and the gap present between research and practice could only be fill up by providing such opportunities. Bridging such gap of research and practice is of great problem and the teachers' behavior cannot be change once established. A number of countries have teachers' personal profile in school and

educational systems. These competency profiles related to the objectives framed student learning. These competency profiles also reflect wide range of professionalism and provide understanding of comprehensive teachings. These teachers profile also includes areas of knowledge, working compatibility, pedagogical skill helping to enhance students learning outcomes. These profiles also support the elements involved in the developments of teaching staff and enhances programs framed to make a difference.

It is important for teachers' trainees to prepare four classes for collaboration (i) in education system teacher need the assistance of special education teachers to provide ideas and skills to address a problem. (ii) Teachers work together as an assistance team. (iii) Teachers frame policy of special education for future (iv) Teachers evaluate learners' outcomes and make assessment of special educations outcomes (Rao 2009).

Teachers' perceptions play as an important role about reformed course content and educational innovations. If they support their perception play key role in implementing new educational reforms. Study noted that the Flemish society's underlines theory of information and communication role in teaching learning process. ICT base curriculum is compulsory in primary schools and is considered as a foundation stone on future ICT base curriculum. Study noted the teachers' perception about curriculum by Roger's innovation diffusion theory by specifying as innovation attributes. Finding indicates teachers moderate opinion about ICT based curriculum which helps in framing future policy and implementation of educational reforms (Vanderlin, Van Break, 2009).

Keeping in view the global economic and social changes taking place around the world, it is noted that most of the countries in the world framing policy to incorporate policy by using ICT or educational technologies in education. A large number of countries framed

policy and national guidelines outlining the role of ICT that play in improving the education sector (Vanderlin, Van Break, 2011).

The main function of most educational policy under new educational reforms is to provide guidelines, funding for modern technological equipment, a comprehensive network of infrastructure and with a lesser extent self participation to develop among the teachers professionalism (kozma & Vogt 2003).

While framing ICT based curriculum by Flemish, its main objective were to cope with the present societal inequality in education. The government main was that after completing compulsory education the Flemish society every child should be digitally literate. Vanderlin (2009) stated that the new educational reform of ICT based curriculum implementation bring positive results in educational system i-e digital learning process and in service ICT based training programs linking government other policy initiatives i-e modernizing schools technologically, modern infrastructure facilities, effective leadership feedback and teachers professionalism( Fox & Henri, 2005).

Flemish government expects ICT implementation in schools practically to change teaching and learning activities. Therefore teachers play a significant role to practically shape the government policy regarding ICT based curriculum changes (Fullan, 2001).

Information and communicative technology had altered the environment of learning and learners also. Print and electronic media, change in pedagogy which enhanced by ICT is a means of constructing knowledge, changing the teaching and learning process, curriculum content, instructional process and student-teachers relationship. Using ICT in educational reforms at primary level, educational reforms is a process where, the student had been perceived as knowledge generators and active participant in their own learning while the

teachers had perceived as facilitator in the whole educational process which enhanced the adaptation of ICT in changing perception about education( Chui, T. H., & Lee, T. N. 2008).

Education reforms should be inclusive, clearly planned, protected from political dictates, owned by stakeholders, adequately financed, subjected to periodic technical consultations, full implementation of the commission`s recommendations to achieve innovation and should be goal oriented(Wanyama Pius Muricho Dr. John Koskey Chang`ach 2013).

ICT has made a positive impact on changing the modes of teaching and learning in classroom practices from a teacher-centered approach to one that is student-centered, irrespective of region, school level, and type of school. Yet, it may be argued that ICT has impacted on the modes of teaching and learning across all the case schools, if the analysis extended to out-of-class activities for example .Extra-curricular /co-curricular activities and special programmes (Emily M.L. Wong, Sandy S.C. Li. 2008).

Monitoring and evaluation system is important monitoring for school records, checking of PTCS meeting, auditing schools funds, teaching and nonteaching staff attendance, free text books, feedback to teachers on new reforms, identification of missing facilities, students progress in new reforms and recruitment process (Kayani,M.M.Begum,N.,kayani,A Naureen,S. 2011).

Effective teachers` evaluation and monitoring system is important to study the effectiveness of the educational reforms at primary level. Reforms assessment and evaluation system that is built squarely upon individual and institutional improvement holds the promise of filling this need and better serving our students, our communities and effectiveness of the reforms could be observed for better future Strong, James H 2006)

Any systemic reform in education at primary level calls for a high degree of pro-activity. Quality education is a process which involves focusing on meeting and exceeding customers expectations, continuous improvement, sharing responsibilities with employees and reducing scrap and rework. There is need to underscore the fact that quality products in education systems come from effective monitoring and evaluation process ( De Guzman, A.B 2003).

Teacher involvement in the conceptual and development stages of the primary school reforms is advised to understand fundamentals of the new curriculum, and its expected outcomes. When teachers' role in advancing education is recognized through involvement in the processes that discusses new reforms, they are likely to take ownership of the reform process that will ensure their success (Bantwini ,B,D 2010).

Reforming education means a society's choices of economic, social and cultural development; the organization of curriculum content implies an orientation of teaching-learning process to social development on the one hand and to personal development of individual learners on the other hand (Nanzhao,Z,Muju,Z,Baohua,Y.,xia,G.,Wanjing,W.,Li,z2007).

Primary level education had been reformed in view of global trends but due inconsistency in political government. It had been reformed again and again making a Labe, making teachers' students perception reversible, students remained unable to develop a visionary concept about various subjects. Therefore a continuous policy framework should be maintained for the reforms to observe it utility and effectiveness (Corrales, J.1999).

Reforms at primary level education should be based on student learning gains and student, teachers assessment, mental level of students (Iorio, S. H., & Yeager, M. E:2014).

In most simple words, in order to remain successful the new innovations, it is necessary that integration and adaptation of innovation in the classrooms practically, teachers' personal willingness is important (Johnston, & Woodbury, 2003).

From curriculum perspective, research study noted about the perceived effectiveness of curriculum, that teachers perception regarding educational reforms and new curriculum is very important in their implementation process. Recent research study noted that teacher is considering as an innovator, teachers perception about the use of instrumental technology in higher studied. Teachers' perception about in-service training, perception about the use of internet as a learning tool and learning materials, learning enhanced technology (cope & ward 2002).

Teacher's perception is very important under new educational reforms. Study noted the teacher's view about professionalism in government primary schools in Karachi. They describe professionalism in four paradigms (i) Teacher's efficacy (ii) Teacher's practice (iii) Leadership cooperation towards teachers (iv) Collaboration among teachers. Study noted that teachers are capable of further enhancing their own professionalism. By enlightening of the citizens of any state with knowledge the progress and prosperity is only possible to address this dilemma. The government and non government private schools must restructure and reforms government primary schools (Rizvi & Elliot, 2006).

Untrained, lack of professionalism, poor infrastructure and administrative setup, lack of sound and progressive educational policies of government towards primary and secondary level Low quality of education and standard of teachers are issues faced by Pakistan's educational system. These issues may be addressed in educational reforms by addressing and changing the above mentioned areas ( Goderya-Shaik,Madden,2006).

At the time of independence, in 1947, the founder of Pakistan identified areas in the educational sectors needed to be addressed through complete overhauling. The founder of Pakistan emphasized that our educational system would be completely transformed from colonial administrative objectives to a professional technical one and progressive developing economy. At the time of independence, Pakistan educational infrastructure consists of 10,000 primary and middle schools. There were 408 secondary schools, 46 vocational institutions, 40 arts and science colleges and only two universities were the higher studies centers (Raheem, 2015).

New reforms are a set of assumption set towards achieving certain goals. In a large numbers of government schools in Pakistan, teachers practicing the traditional method of teaching as they taught by their teachers in the classrooms in order to learn course contents with a large numbers of students. Teaching and learning is based on classrooms control; teachers teaching and learning is based on the using of proper methodologies. Most of the teachers are at pre-professional stage while the educational systems in other countries are at stage called post-professionalism (Hargreaves, 1997).

Teachers' methodology of teaching within the classrooms and schools has been changed since last few decades as reformed methodology and educational reforms. Teachers' professionalism may be taken within the context of changing working practices and educational policies. Learning process is affected by (i) learning contents (ii) all those factors motivating individuals towards learning (iii) the use of knowledge. That is why various measures had been taken by Government and at non government level to reform primary education. These reforms could be effectively perceived in terms of professionalism and under new work practices (Scribner, 1998).

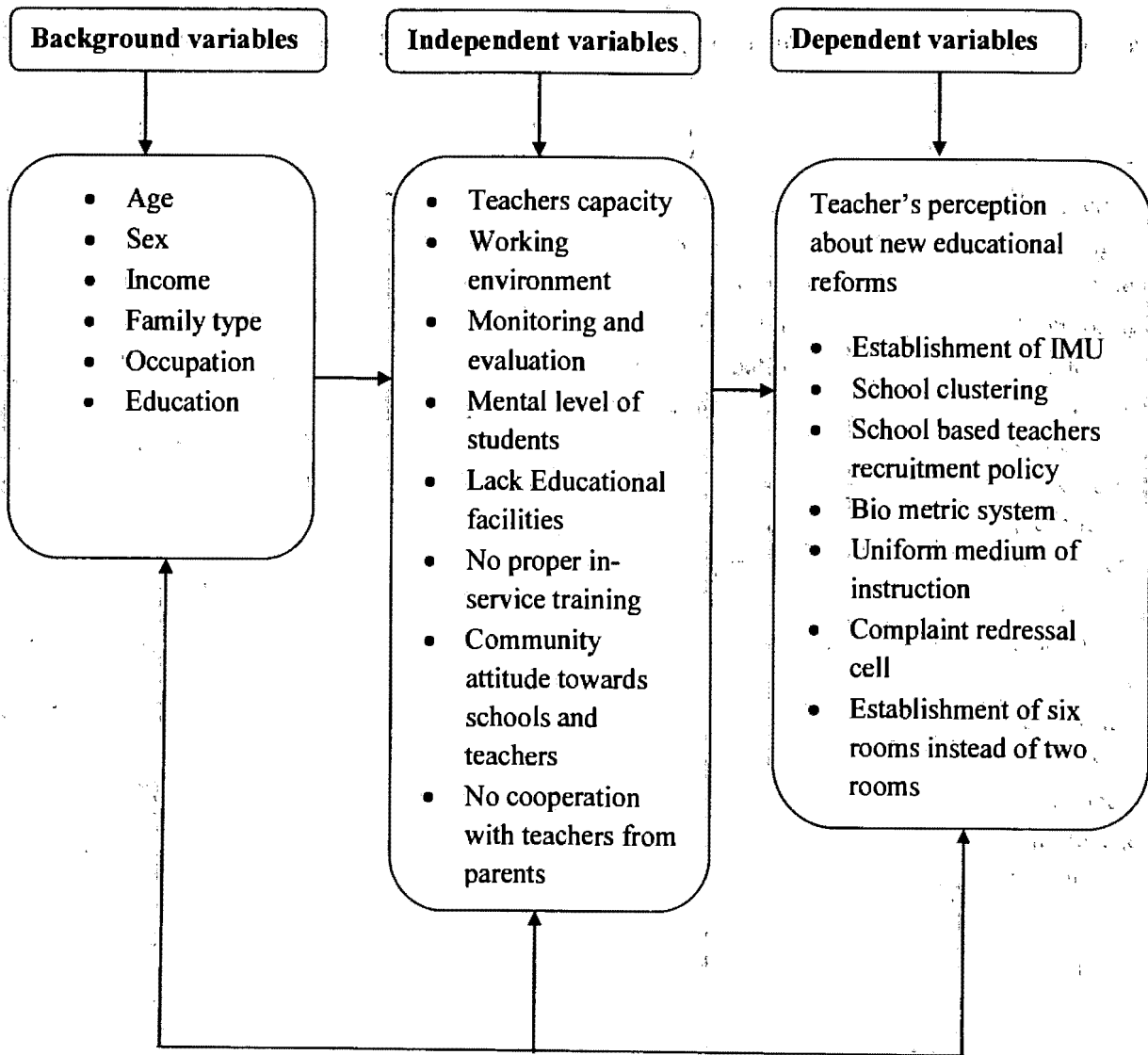
## 2.1 Theoretical Framework:

In the research process theoretical framework is an important part. This research can be linked with a theory which explains how reforms can be brought in a system. Before going to bring reforms in any kind of a system it is important to take the people in confidence because without this the reforms cannot be fetched or even they can be meaningless. An eminent anthropologist, known as Margaret Mead, says in her theory "An Anthropological Looks at the Teachers Role" in Educational Method (1942) says about the system and reforms that the insiders/stakeholders must be involved while bringing reforms for them. She argues that "if you want changes in the system with real spirit you will have to lesson and incorporate people's problems, their internal issues." If you don't consider their problems it means that you are not bringing reforms for them. And even the reforms will not be effective for them. So the theme of the theory is to take the insiders in confidence while bringing the reforms.

Theoretical framework of the study is very clear because there is a strong link between the theory and the current study. This study is on the reforms brought for the betterment of primary education in the study area but it is important to elaborate whether the insiders (i.e. School teachers) were consulted or not. So the study can be tested by this theory about the insiders.



### 2.3 Conceptual Framework



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

Methodology is a discipline, studying the behavior of human beings in various social settings. Nachmias and Nachmias,C.(1987) defined methodology as a system of explicit rules and procedures upon which research is based and against which claims for knowledge are evaluated. The purpose of methodology is to describe and explain research design and technique of research. It includes universe of the study, sampling procedures and size, method of data collection and method of data analysis.

#### **3.1 The universe**

The universe is commonly defined as the totality of everything that exists (WBI, 2010). The universe of the present study was primary schools of District Mardan, Khyber Pakhtunkhwa.

#### **3.2 Population**

Population is the broad class of elements those are covered in a hypothesis. Population means all the components to which the results of a particular study might be generalized (Neuman, 2014). Population is an aggregate total of components from where test is chosen on the premise of inspecting technique and where analyst is intrigued to lead research. The population of the contemporary exploration was primary school teachers of District Mardan, Khyber Pakhtunkhwa.

### 3.3 Target Population

Target Population is the genuine population that is chosen for research. The objective population of the current study was primary school teachers of District Mardan, Khyber Pakhtunkhwa.

### 3.4 Elements of the Study

An inspecting component is the part of examination (Neuman, 2014). Components of this examination were primary school teachers teaching in primary schools in District Mardan, Khyber Pakhtunkhwa.

### 3.5 Sampling Frame

The real methodology includes a choice of a specimen from complete rundown of testing units called an inspecting outline (Neuman, 2014). Sampling frame for the present study was gathered from various concerned primary schools of District Mardan, Khyber Pakhtunkhwa.

### 3.6 Sampling Technique

A random sample technique was used to draw a specimen from the objective population.

### 3.7 Sample Size

Simple random sampling technique was used to draw the sample from the targeted population of the study. For the calculation of sample size of this study, Taro Yamane's formula had been applied. The particulars are as under

$$n = \frac{N}{1+N(e)^2}$$
$$n = \frac{3331}{1+3331(0.05)^2} = 358$$

Where n represents sample size, N represents total population and 'e' shows margin of error (0.05). The estimated sample size for this study was 358.

### 3.8 Limitations of the study

The study was limited to the primary schools of district Mardan, Khyber Pakhtunkhwa.

Following is the list of schools included in the study.

Table 3.1: List of schools

S. No	School name	Union council
1	GPS Nol Takht Bhai	Pat Baba
2	GPS Jamshad Khan Killi	Pat Baba
3	GPS Abas Khan Killi	Pat Baba
4	GMPS Chowa	Pat Baba
5	GMPS ChatralKilli	Jamra
6	GPS Nol Pump Killi	Kot Jungara
7	GPS No2 Pump Killi	Kot Jungara
8	GPS BuneroKilli	Kot Jungara
9	GPS Khofer Banda	Kot Jungara
10	GPS Mir Aslam Killi	Kot Jungara
11	GPS NawanKilli	Kot Jungara
12	GPS Umar Khitab Banda	Kot Jungara
13	GPS Jungara	Kot Jungara
14	GPS Said Abad	Kot Jungara
15	GPS Miskeen Abad	Kot Jungara
16	GPS KotKilli	Kot Jungara
17	GPS Gunjai	Kot Jungara

18	GPS Mir Baz Ghaz	Jahangir Abad
19	GPS Qamar Gai	Jahangir Abad
20	GPS Jahangir Abad	Jahangir Abad
21	GPS Kanda Kas	Jahangir Abad
22	GPS Salary Killi	Jahangir Abad
23	GPS WanaKhail	Jahangir Abad
24	GPS Mazdoor Abad	Damani Koh
25	GPS No 4 Takht Bhai	Damani Koh
26	GPS Qandarokilli	Damani Koh
27	GPS Seri Behlol No 1	Seri Behlol

### 3.9 Statistical Techniques

The following statistical techniques were used for data analysis:

1. Descriptive statistics including frequencies and percentages was used to summarize different variables.
2. Inferential statistics, Pearson correlation was used to assess the relationship between independent and dependent variables.

#### 3.9.1 Percentage

To describe the variables, Simple frequency tables were constructed out of data. To find out the frequency distribution of the variables, simple percentages were calculated.

The percentages were calculated by following formula

$$p = \frac{F}{N} \times 100$$

Where,

P = Percentage

F = Frequency

N = Total Number of frequencies

### 3.9.2 Correlation

Bivariate correlation test was applied to check the relationship between independent and dependent variables. It shows that how much strongly or weakly independent and dependent variables are associated. Formula for calculation of correlation.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

### 3.10 Study Design

Keeping in mind the end goal to have orderly and profound comprehension of the examination theme, quantitative exploration strategy was utilized to gather the required data from the respondents.

### 3.11 Tool of Data Collection

A questionnaire consisting of open and closed ended questions was prepared in the light of specific objectives of the study.

### 3.12 Pre testing

Prior to the gathering of genuine information, estimation device was pre-tested from 30 arbitrarily chosen respondents from the objective population. A few inquiries were included,

erased, adjusted and reaction classifications were changed by eagerness of the respondents. This procedure was the key to check the workability of the measuring instrument.

### **3.13 Data Analysis**

After the genuine information gathering, it was altered, coded and modernized. Statistical package for Social Sciences (SPSS) was used to examine the information. Statistical test was applied to test the hypothesis. Further bi-variate analysis was carried out to check the involvement of independent variable in explaining dependent variable. Data was presented, interpreted and summarized.

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### 4.1 Uni-variate analysis

This chapter provides explanation, statistical calculation, and compilation of results of the present study. All inquiries in the examination survey are characterized in uni-variate tables whereas frequency, percentage, mean and standard deviation worked out for single variable in the tables.

**Table 4.1.1: Distribution of the respondents by their age**

S.NO	Age of the respondents (in completed years)	Frequency	Percentage
i	Up to 30	77	21.5
ii	31-40	117	32.68
iii	41-50	114	31.84
iv	>50	50	13.96
	Total	358	100
	Mean : 40.18	Standard deviation : 8.94	

Table 4.1.1 shows age of the respondent and monthly family income for the present study. Data shows that majority of respondents (32.68%) were 31-40 years old, while another major part 31.84% of them were 41-50 years old. The table shows that more than one fifth 21.5 % of the respondents were 21-30 years old, while a small part (13.96%) was above 50 years of age. The mean age of the respondents was 40.18 years while standard deviation was 8.94.



**Table 4.1.2: Distribution of the respondents by marital status and type of family**

S.NO	Marital status of the respondents	Frequency	Percentage
i	Single	2	0.6
ii	Married	356	99.4
	<b>Total</b>	<b>358</b>	<b>100</b>

S.NO	Family type of the respondents	Frequency	Percentage
i	Nuclear	13	3.6
ii	Joint	340	95.0
iii	Extended	5	1.4
	<b>Total</b>	<b>358</b>	<b>100</b>

Table 4.1.2 shows marital status and the respondents' family type for the present study. The above data reveals that majority of the respondents (99.4%) were married, and a small portion of them (0.6%) was single. From the analysis of the second part of the above table it is clear that a large number of the respondents (95.0%) were those who were living in joint family system, only small portion (3.6%) were belong to the nuclear family system and the number of respondents who were living in the extended family system were only 1.4%.

**Table 4.1.3: Distribution of the respondents based on number of the family members and area of the residence**

S.NO	Number of family members in respondents' family	Frequency	Percentage
i	1-6	166	46.36
ii	7-12	177	49.44
iii	13-18	13	3.63
iv	19-24	2	0.55
	<b>Total</b>	<b>358</b>	<b>100</b>
Mean : 1.97		Standard deviation : 0.22	
S.NO	Area of the residence of the respondents	Frequency	Percentage
i	Rural	318	88.8
ii	Semi Urban	11	3.1
iii	Urban	29	8.1
	<b>Total</b>	<b>358</b>	<b>100</b>

Table 4.1.3 shows the data regarding total family members in the respondents' family. According to the analyzed data less than half of the total respondents' (49.44%) were in such a family group whose member were 7-12, while majority the respondents i.e. 46.36% were belonged to those families whose members were 1-6 members. The above data also explain that very small portion i.e (3.63%) respondents' of the present study belonged to family group of 13-18. Similarly a very small proportion of the total respondents (0.55%) belonged

to such a family group whose members were 19-24. The above data when calculated gives mean (average) 1.97 of the family members of the respondents while the calculated standard deviation of the above data was 0.22.

Table 4.1.3 data also explain the present study respondents' area of residence to which they belong. The above table reveals that great majority of respondents' i.e (88.8%) those who were belonging to rural area of district Mardan. Moreover, a small number of the respondents (8.1%) were living in urban area while (3.1%) were belonging to that category of the respondents who belong to semi urban area of district Mardan.

**Table 4.1.4: Distribution of the respondents by their education level and professional qualification**

S.NO	Education level of the respondents	Frequency	Percentage
i	Metric	4	1.1
ii	Intermediate	13	3.6
iii	Graduate	90	25.1
iv	Master	241	67.3
v	M. Phil	10	2.8
	<b>Total</b>	<b>358</b>	<b>100</b>
Mean : 15.36		Standard deviation : 1.29	
S.NO	Professional qualification of the respondents	Frequency	Percentage
i	PTC	41	11.5
ii	CT	4	1.1
iii	B. Ed	275	76.8
iv	M. Ed	38	10.6
	<b>Total</b>	<b>358</b>	<b>100</b>
Standard deviation : .74			

Table 4.1.4 shows the respondents' academic and professional qualification for the present research study. The above data i.e (67.3%) reveals respondents with master degree, while less than one fourth i.e (25.1%) of the respondents were graduate. The above table also

explains that only 3.6% of the respondents were those who had intermediate qualification, and 2.8% of the respondents were M.phil degree holders. The data further explains that a small portion 1.1% of the respondents had matriculation. The calculated mean (average) regarding academic qualification of the respondents was 15.36 while the calculated standard deviation regarding the academic qualification is 1.29.

The second part of the table explains the professional qualification of the respondents. The data discloses that a reasonable majority of the respondents (76.8%) had done B.Ed, whereas, 11.5% of the respondents had done PTC. The table further tells that 10.6 % of the respondents were M.Ed degree holders. The data further explains that a small portion 1.1% of the respondents had CT. The standard deviation of the professional qualification of the respondents was 0.74.

Teachers' academic and professional qualifications surely enhance their performance in educational institutions especially at primary level. The effectiveness of any planned and systematic educational reforms in education especially in primary education lies at the heart of both the above mention qualification. Similar analysis of the respondents were revealed in describing professionalism in four paradigms (i) teachers' efficacy (ii) teachers' practice (iii) leadership cooperation towards teachers (iv) collaboration among teachers by Rizvi & Elliot (2006).

**Table 4.1.5: Distribution of the respondents regarding their father and mother education level**

S.NO	Education level of the respondent's father	Frequency	Percentage
i	Illiterate	20	5.58
ii	Primary	24	6.7
iii	Middle	9	2.51
iv	Metric	140	39.1
v	Intermediate	121	33.79
vi	Graduate	39	10.89
vii	Master	5	1.39
	<b>Total</b>	<b>358</b>	<b>100</b>
		Mean : 10.12	Standard deviation : 3.55
S.NO	Education level of the respondents' mother	Frequency	Percentage
i	Illiterate	35	9.8
ii	Primary	150	41.89
iii	Middle	79	22.06
iv	Metric	84	23.46
v	Intermediate	7	1.95
vi	Graduate	2	0.55
vii	Master	1	0.27
	<b>Total</b>	<b>358</b>	<b>100</b>
		Mean : 6.24	Standard deviation : 3.36

Table 4.1.5 displays the educational level of the father and mother of the respondents. The data discloses that considerable majority of the respondents' father (39.1%) had done matriculation, while little more than one third of the respondent's father (33.79%) had done intermediate. The table further tells that 10.89 % of the respondents' father were graduate degree holders, 6.7% of the respondents had done primary. The data further explains that 5.58% of the respondents' fathers were illiterate. Whereas, 2.51% of the respondents' father had middle education. Moreover, a small portion (1.39%) of the respondents' father had master degree. The mean education level of the respondents' father was 10.12 while standard deviation was 3.55.

The second part of the table shows the educational level of the mother of the respondents. The data discloses that major part of the respondents' mother (41.89%) had done primary, while less than one fourth of the respondents' mother (23.46%) had done matriculation. The table further tells that little more than one fifth (22.06 %) of the respondents' mother were middle pass, 9.8% of the respondents' mother were illiterate. The data further explains that 1.95% of the respondents' mother had intermediate certificate, whereas, 55% of the respondents' mother were graduated. Moreover, a very small portion (.27%) of the respondents' mother had master degree. The mean education level of the respondents' mother was 6.24 while the standard deviation was 3.36.

**Table 4.1.6: Distribution of the respondents by their personal monthly income**

S.NO	Family monthly income of the respondents (Rs.)	Frequency	Percentage
i	18000-25000	91	25.41
ii	25001-33000	95	26.53
iii	33001-40000	118	32.96
iv	Above 40000	54	15.08
	<b>Total</b>	<b>358</b>	<b>100</b>
	Mean : 32827.63	Standard deviation : 12894.06	

Table 4.1.6 provides data on the personal monthly income of the respondents. It illustrates that a major part of the respondents (32.96%) had personal monthly income ranges between Rs. 33001 to Rs. 40000, whereas a little more than one fourth (26.53%) had personal monthly income ranges from Rs. 25001 to Rs. 33000. However, a little more than one fourth number of the respondents (25.41%) had personal monthly income ranges from Rs. 18000 to Rs. 25000 from all sources. The table also represents that less than one fifth of the respondents (15.08%) had personal monthly income above Rs. 40000. The mean income of the respondents was 32827.63 while the standard deviation was 12894.06.



**Table 4.1.7: Distribution of the respondents by their family monthly income from all sources**

S.NO	Family monthly income of the respondents (Rs.)	Frequency	Percentage
I	15000-30000	36	10.05
Ii	30001-45000	212	59.21
Iii	45001-60000	58	16.20
Iv	60001-75000	45	12.56
V	75001 and above	7	1.95
	<b>Total</b>	<b>358</b>	<b>100</b>
	Mean : 44762.14	Standard deviation : 20347.89	

Table 4.1.7 provides data on the monthly family income of the respondents. It illustrates that a major part of the respondents (59.21%) had monthly family income between Rs. 30001 to Rs. 45000, whereas less than one fifth (16.20%) had family monthly income ranges from Rs. 45001 to Rs. 60000. However, a small number of the respondents (12.56%) had family monthly income ranges from Rs. 60001 to Rs. 75000 from all means. The table also represents that 10.05% of the respondents had family monthly income ranges from Rs.15000 to Rs.30000; however a small portion of the respondents (1.95%) had family monthly income above Rs.75000. The mean income of the respondents was 44762.14 while the standard deviation was 20347.89.

**Table 4.1.8: Distribution of the respondents by their joining of school**

S.NO	When you first time joined school year	Frequency	Percentage
i	1979-1985	4	1.11
ii	1986-1992	28	7.82
iii	1993-1999	106	29.6
iv	2000-2006	60	16.75
v	2007 and on ward	160	44.69
	<b>Total</b>	<b>358</b>	<b>100</b>

Table 4.1.8 shows the distribution of the respondents regarding their joining of schools. The data reveals that less than half of the respondents (44.69%) joined in the year from 1979-1985. While, more than one fourth (29.6%) of the respondents had joined school in the years 1993-1999. The table further tells that 16.75 % of the respondents joined school in the years between 2000-2006. Whereas, 7.82% of the respondents had joined school in the years from 1986-1992. Moreover, a small portion of the respondents (1.11%) joined school in the year from 1979-1985.

**Table 4.1.9: Distribution of the respondents by name and union council of school of their deployment**

S.NO	Name of the school of deployment	Union Council	Frequency	Percentage
i	GPS No1 Takht Bhai	Pat Baba	13	3.6
ii	GPS Jamshid Khan Killi	Pat Baba	14	3.9
iii	GPS Abas Khan Killi	Pat Baba	13	3.6
iv	GMPS Chowa	Pat Baba	15	4.2
	Total		55	15.3
v	GMPS Chatral Killi	Jamra	13	3.6
	Total		13	3.6
vi	GPS No1 Pump Killi	Kot Jungara	15	4.2
vii	GPS No2 Pump Killi	Kot Jungara	19	5.3
viii	GPS Bunero Killi	Kot Jungara	9	2.5
ix	GPS Koper Banda	Kot Jungara	18	5.0
x	GPS Mir Aslam Killi	Kot Jungara	12	3.4
xi	GPS Nawan Killi	Kot Jungara	12	3.4
xii	GPS Umar Khitab Banda	Kot Jungara	16	4.5
xii	GPS Jungara	Kot Jungara	13	3.6
xiv	GPS Said Abad	Kot Jungara	15	4.2
xv	GPS Miskeen Abad	Kot Jungara	12	3.4
xvi	GPS Kot Killi	Kot Jungara	14	3.9
xvii	GPS Gunjai	Kot Jungara	20	5.6

	Total		175	48.8
xviii	GPS Mir Baz Ghaz	Jahangir Abad	14	3.9
xix	GPS Qamar Gai	Jahangir Abad	17	4.7
xx	GPS Jahangir Abad	Jahangir Abad	12	3.4
xxi	GPS Kanda Kas	Jahangir Abad	11	3.1
xxii	GPS Salary Killi	Jahangir Abad	7	2.0
xxiii	GPS WanaKhail	Jahangir Abad	11	3.1
	Total		72	20.1
xxiv	GPS Mazdoor Abad	Damani Koh	7	2.0
xxv	GPS No 4 Takht Bhai	Damani Koh	8	2.2
xxvi	GPS Qandarokilli	Damani Koh	17	4.7
	Total		32	8.9
xxvii	GPS Seri Behlol No 1	Seri Behlol	11	3.1
	Total		11	3.1
	<b>Total</b>		<b>358</b>	<b>100</b>

S.NO	Union council of the deployment of the respondent	Frequency	Percentage
i	Pat Baba	55	15.3
ii	Jamra	13	3.6
iii	Kot Jungara	175	48.8
iv	Jahangir Abad	72	20.1
v	Damani Koh	32	8.9

vi	Seri Behlol	11	3.1
	<b>Total</b>	<b>358</b>	<b>100</b>

Table 4.1.9 explains the union council of the deployment of the respondents in district Mardan. The data explores that little less than half of the respondents (48.8%) were deployed in Kot Jungara. Where as little more than one fifth of the respondents (20.1%) were deployed in union council Jahangir Abad. Moreover, 15.3% of the respondents were deployed in union council Pat Baba, furthermore 8.9% of the respondents were deployed in union council Damani Koh, 3.6% of the respondents were deployed in union council Jamra, whereas, a small portion 3.1% of the respondents were deployed in union council Seri Behlol.

**Table 4.1.10: Distribution of the respondents by their designation and service duration**

S.NO	Designation of the respondents	Frequency	Percentage
i	Primary school teacher	186	52.0
ii	Senior primary school teacher	125	34.9
iii	Head primary school teacher	47	13.1
	<b>Total</b>	<b>358</b>	<b>100</b>
S.NO	Duration of your service at school (in years)	Frequency	Percentage
i	Up to 10	165	46.8
ii	11-20	122	34.0
iii	21-30	69	19.2
iv	31 and above	2	0.5
	<b>Total</b>	<b>358</b>	<b>100</b>
	Mean : 12.98	Standard deviation : 8.21	

Table 4.1.10 shows the distribution of the respondents regarding designation and service duration. The data reveals that little more than half of the respondents (52%) were primary school teachers. Whereas, little more than one third of the respondents (34.9%) were senior primary school teacher. The table further tells that 13.1 % of the respondents were Head primary school teacher.

The second part of the table shows data of the respondents regarding their service duration. The data reveals that less than half of the respondents (46.8%) had 1 to 10 years' service duration. Furthermore, little more than one third of the respondents (34%) had 11 to 20 years' service duration. The table further tells that less than one fifth (19.2%) of the respondents had 21 to 30 years' of service. Moreover, a small number (0.5%) of the respondents had 31 and above years' service duration. The mean of service duration of the respondents was 12.98. Whereas the standard deviation was 8.21.

**Table 4.1.11: Distribution of the respondents by their attendance, number and type of training**

S.NO	Have you ever attended any training?	Frequency	Percentage
i	Yes	333	93.0
ii	No	25	7.0
	<b>Total</b>	<b>358</b>	<b>100.0</b>
S.NO	Frequency of programmes attended	Frequency	Percentage
i	Never	23	6.4
ii	Once	30	8.4
iii	Twice	130	36.3
iv	More than twice	175	48.9
	<b>Total</b>	<b>358</b>	<b>100</b>
Mean : 3.27		Standard deviation : 0.86	
S.NO	Type of training attended by the respondents	Frequency	Percentage
i	Curriculum reform	9	2.5
ii	Teaching methodology	55	15.4
iii	Both of above	273	76.3
iv	None	21	5.9
	<b>Total</b>	<b>358</b>	<b>100</b>



Table 4.1.12 describes about the training attended, frequency of training and type of training of the respondents. The data discloses that a significant majority of the respondents (93%) replied with 'Yes' that they attended training during their service, whereas 7% of the respondents replied with 'No' that they did not attend training during their service.

Second part of the table explores data on the number of attended training by the respondents. The data depicts that less than half of the respondents (48.9%) attended training more than two times, whereas more than one third i.e. 36.3% of the respondents attended training for two times. The table further illuminates that 9.4% of the respondents have attended training one time, however, a small number of the respondents (8.4%) had never attended training. The mean (average) number of the attended training of the respondents was 3.27 while the standard deviation was 0.86.

Third part of the table illustrates data on the type of training attended by the respondents. The data displays that a high majority of the respondents (76.3%) told that they attended both curriculum reform training and teaching methodology training both. Whereas less than one fifth of the respondents (15.4%) attended teaching methodology training, 5.9% of the respondents had not attended trainings; however 2.5% of the respondents told that they had attended curriculum reforms training.

For making educational reforms more effective at all level especially primary level, it is important to arrange different types of training including teaching methodology, psychological, learning contents, and motivating students towards learning etc. A similar research study was conducted where emphasis was given on the above mentioned areas for making educational reforms more effective by Scribner (1998).

**Table 4.1.12: Distribution of the respondents regarding parent’s ignorance towards introduction of reforms**

S NO	Statement	SA	A	N	DA	SDA	T.F%	Mean	STD
I	Parents attend Parent Teacher Council meetings	23 (6.4)	14 (3.9)	8 (2.2)	304 (84.9)	9 (2.5)	358 (100)	2.26	0.84
li	Parents take interest in new reforms introduced by Govt of KPK	24 (6.7)	22 (6.1)	2 (0.6)	305 (85.2)	5 (1.4)	358 (100)	2.31	0.87
lii	They marge to check progress of their children in study	22 (6.1)	7 (2.0)	10 (2.8)	312 (87.2)	7 (2.0)	358 (100)	2.23	0.79
Iv	They cooperate with teachers to minimize student’s attendance shortage	9 (2.5)	58 (16.2)	212 (59.2)	77 (21.5)	2 (0.6)	358 (100)	2.98	0.70

Table 4.1.15 shows data on level of parent’s attendance in parent teacher council meetings. In this regard, a high majority of the respondents (84.9%) was disagreed with the statement that parents attend parent teacher council meetings and they told that parents did not attend parent teacher council meetings. In addition, 6.4% of the respondents were strongly agreed with the statement that parents attend parent teacher council meetings. Moreover, 3.9% of the respondents were agreed with the statement. The data further shows that 2.5% of the respondents were strongly disagreed with the statement. Where as 2.2% of the respondents did not give any opinion.

Table demonstrates data on parent's interest in new reforms introduced by the Government of KPK. In this regard, high majority of the respondents (85.2%) was disagreed with the statement that parents take interest in new reforms introduced by Government of KPK. In addition, 6.7% of the respondents were strongly agree with the statement that parents take interest in new reforms introduced by Government of KPK. Moreover, 6.1% of the respondents were agreed with the statement. While 1.4% of the respondents were strongly disagreed and 0.6% of the respondents did not give any opinion.

Table also illuminates data on the statement that progress on study of their children. In this regard, high majority of the respondents (87.2%) was disagreed with the statement that parents maintain their check progress on the study of their children and they told that parents did not maintain their check progress in study of their children. In addition, 6.1% of the respondents were strongly agreed with the statement that parents maintain their check on progress in study of their children. Moreover, 2.8% of the respondents did not give any opinion; two percent of the respondents were agreed with the statement. Whereas two percent of the respondents were strongly disagreed with the statement.

Table further explains data the statement that parents cooperate with teachers to minimize student's attendance shortage. A major part of the respondents (59.2%) did not give any opinion. In addition, 21.5% of the respondents were disagreed with the statement that parents cooperate with teachers to minimize student's attendance shortage. Moreover, 16.2% of the respondents were agreed with the statement. The data further shows that 2.5% of the respondents were strongly agreed with the statement. Whereas, 0.6% of the respondents were strongly disagreed with the statement.

**Table 4.1.13: Distribution of the respondents regarding teacher's capacity in introduction of reforms**

S NO	Statement	SA	A	N	DA	SDA	T.F%	Mean	STD
I	Teachers have required capacity to teach the students in accordance with the requirements of educational reforms in curriculum	24 (6.7)	101 (28.2)	0 (0)	233 (65.1)	0 (0)	358 (100)	2.82	1.47
ii	Shortage of teaching staff increases the workload over teachers	30 (86.0)	42 (11.7)	3 (0.8)	4 (1.1)	1 (0.3)	358 (100)	4.82	0.51
iii	Teachers can meet with modern curriculum of science and technology	8 (2.2)	105 (29.3)	200 (55.9)	39 (10.9)	6 (1.7)	358 (100)	3.19	0.72
Iv	Teachers have complete command on subjects they teach	25 (7.0)	110 (30.7)	190 (53.1)	30 (8.4)	3 (0.8)	358 (100)	3.34	0.76
V	Teachers have the capacity to adopt strategies and techniques needed to facilitate students learning	20 (5.6)	43 (12.0)	3 (0.8)	290 (81.0)	2 (0.6)	358 (100)	2.41	0.91
Vi	Teachers are familiar with use of audio visual aids (AVIDS) in teaching various subjects	7 (2.0)	31 (8.7)	5 (1.4)	309 (86.3)	6 (1.7)	358 (100)	2.29	1.35

Table 4.1.13 shows data on teachers have required capacity to teach the students in accordance with the requirements of educational reforms in curriculum. In this regard, a reasonable majority of the respondents (65.1%) was disagreed with the statement that

teachers have required capacity to teach the students in accordance with the requirements of educational reforms in curriculum and they told that teachers did not have required capacity to teach the students in accordance with the requirements of educational reforms in curriculum. In addition, more than one fourth (28.2%) of the respondents were agreed with the statement that teachers have required capacity to teach the students in accordance with the requirements of educational reforms in curriculum. Moreover, 6.7% of the respondents were strongly agreed with the statement.

Table further explains data on the statement that shortage of teaching staff increases the workload over teachers. High majority of the respondents (86%) was strongly agreed with the statement that shortage of teaching staff increases the workload over teachers. In addition, 11.7% of the respondents were agreed with the statement. Moreover, 1.1% of the respondents were disagreed with the statement that shortage of teaching staff increases the workload over teachers and they told that shortage of teaching staff did not increase the workload over teachers. The data further shows that 0.8% of the respondents did not give any opinion. Whereas, 0.3% of the respondents were strongly disagree with the statement.

Table also illuminates data on the statement that teachers can meet with modern curriculum of science and technology. In this regard, more than half of the respondents (55.9%) were disagreed with the statement that teachers can meet with modern curriculum of science and technology. In addition, 29.3% of the respondents were agreed with the statement that teachers can meet with modern curriculum of science and technology. Moreover, 10.9% of the respondents were strongly disagreed with the statement, 2.2% of the respondents were strongly agreed with the statement. Whereas, 0.8% of the respondents did not give any opinion.

Table further explains data on the statement that teachers have complete command on subjects they teach. A major part of the respondents (53.1%) did not give any opinion. In

addition, 30.7% of the respondents were agreed with the statement that teachers have complete command on subjects they teach. Moreover, 8.4% of the respondents were disagreed with the statement. The data further shows that seven percent of the respondents were strongly agreed with the statement. Where as 0.8% of the respondents were strongly disagreed with the statement.

Table further explains data on teachers have the capacity to adopt strategies and techniques needed to facilitate students learning. high majority (81%) of the respondents was disagreed with the statement that teachers have the capacity to adopt strategies and techniques needed to facilitate students learning and they told that teachers did not have the capacity to adopt strategies and techniques needed to facilitate students learning. In addition, (12%) of the respondents were agreed with the statement. Moreover, 5.6% of the respondents were strongly agreed with the statement. The data further shows that 0.8% of the respondents did not give any opinion, whereas, 0.6% of the respondents were strongly disagree with the statement.

Table further explains data on teachers are familiar with use of audio visual aids (AVIDS) in teaching various subjects. High majority of the respondents (86.3%) were disagreed with the statement that teachers are familiar with use of audio visual aids (AVIDS) in teaching various subjects. In addition, 8.7% of the respondents were agreed with the statement. The data further shows that 1.7% of the respondents were strongly disagreed with the statement, whereas, 1.4% of the respondents did not give any opinion.

Outdated curriculum, teachers' low teaching capacity, non familiarity of teachers with science subjects, lack of adaptation of strategies and techniques to facilitate students learning process, and non familiarity with using AVIDS is hindrance in effective implementation of educational reforms. A similar research study had been revealed by Buzdar & Ali (2011).

**Table 4.1.14: Distribution of the respondents regarding role of working environment in introduction of reforms**

S NO	Statement	SA	A	N	DA	SDA	T.F%	Mean	STD
I	Socio- cultural environment of the society is generally supportive towards educational reforms at Primary level	18 (5.0)	306 (85.5)	8 (2.2)	25 (7.0)	1 (0.3)	358 (100)	3.87	.60
ii	Teachers general orientation towards educational reforms is at appropriate level in present working environment	13 (3.6)	44 (12.3)	176 (49.2)	123 (34.4)	2 (0.6)	358 (100)	2.92	1.72
iii	Existing working environment is favorable for educational reforms in primary schools	25 (7.0)	129 (36.0)	3 (0.8)	193 (53.9)	8 (2.2)	358 (100)	2.91	1.12
Iv	Present working environment is suitable for student's aptitude skills for learning	15 (4.2)	136 (38.0)	6 (1.7)	198 (55.3)	3 (0.8)	358 (100)	2.89	1.06
V	Educational reforms empower students to be innovative and creative	16 (4.5)	77 (21.5)	12 (3.4)	253 (70.7)	0 (.0)	358 (100)	2.59	0.97
Vi	School administration provide enabling environment to implement educational reforms	7 (2.0)	27 (7.5)	1 (0.3)	316 (88.3)	7 (1.7)	358 (100)	2.19	0.68

Table 4.1.14 explains data on the statement that socio- cultural environment of the society is generally supportive towards educational reforms at primary level. In this response

high majority of the respondents (85.5%) was agreed with the statement. In addition, seven percent of the respondents were disagree with the statement that socio- cultural environment of the society is generally supportive towards educational reforms at primary level. Moreover, five percent of the respondents were strongly agree with the statement. The data further shows that 2.2% of the respondents did not give any opinion. Whereas,0.3% of the respondents were strongly disagreed with the statement.

Table further explains data on the statement that teachers, general orientation towards educational reforms is at appropriate level in present working environment.Little less than half of the respondents (49.2%) did not give any opinion. In addition, a considerable number(34.4%) of the respondents were disagreed with the statement that teachers general orientation towards educational reforms is at appropriate level in present working environment.. Moreover, 12.3% of the respondents were agree with the statement. The data further shows that 3.6% of the respondents were strongly agree with the statement. Whereas, 0.6% of the respondents were strongly disagree with the statement.

Table further explains data on the statement that existing working environment is favorable for educational reforms in primary schools. More than half of the respondents (53.9%) were disagree with the statement that existing working environment is favorable for educational reforms in primary schools.. In addition, little more than one third percent (36%) of the respondents were agreed with the statement. Moreover, seven percent of the respondents were strongly agreed with the statement. The data further shows that 2.2% of the respondents were strongly disagreed with the statement, whereas, 0.8% of the respondents did not give any opinion.

Table further explains data on the statement that present working environment is suitable for student's aptitude skills for learning.Major part of the respondents (55.3%) was disagreed with the statement that present working environment is suitable for student's



aptitude skills for learning. In addition, more than one third (38%) of the respondents were agree with the statement. Moreover, 4.2% of the respondents were strongly agree with the statement. The data further shows that 1.7% of the respondents did not give any opinion. Whereas 0.8% of the respondents were strongly disagreed with the statement.

Table further explains data on educational reforms empower students to be innovative and creative, a reasonable majority of the respondents (70.7%) were disagree with the statement that educational reforms empower students to be innovative and creative and they told that educational reforms did not empower students to be innovative and creative. In addition, little more than one fifth 21.5% of the respondents were agreed with the statement. Moreover, 4.5% of the respondents were strongly agreed with the statement. The data further shows that 3.4% of the respondents did not give any opinion.

Table further explains data on the statement that school administration provide enabling environment to implement educational reforms. High majority of the respondents (88.3%) was disagreed with the statement that school administration provide enabling environment to implement educational reforms. In addition, 7.5% of the respondents were agreed with the statement.

Suitable socio- cultural and working environment is more supportive for developing the innovative learning skills and aptitude developing. Moreover challenging administrative setup and school leaderships play an important role in the implementation of educational reforms at primary level. A similar research study of the respondents was revealed by evaluating the necessary factors to see the effectiveness of reforms by Watkins (2010).

**Table 4.1.15: Distribution of the respondents regarding significance of monitoring and evaluation in introduction of reforms**

S NO	Statement	SA	A	N	DA	SDA	T.F%	Mean	STD
I	M&E system is effective for checking the complete record of the school	11 (3.1)	47 (13.1)	1 (0.3)	298 (83.2)	1 (0.3)	358 (100)	2.35	0.82
ii	This system is effective for checking missing facilities for teaching staff	11 (3.1)	317 (88.5)	3 (0.8)	26 (7.3)	1 (0.3)	358 (100)	3.86	0.58
iii	It is effective for checking missing facilities for non teaching staff	12 (3.4)	313 (87.4)	5 (1.4)	20 (5.6)	8 (2.2)	358 (100)	3.84	0.66
Iv	M&E system develop positive perception among public	10 (2.8)	32 (8.9)	13 (3.6)	299 (83.5)	4 (1.1)	358 (100)	2.28	0.75
V	Monitors are properly trained and qualified for monitoring and evaluation system	11 (3.1)	15 (4.2)	16 (4.5)	309 (86.3)	7 (2.0)	358 (100)	2.20	0.68
Vi	M&E system provide progressive feedback to individual teacher and teaching staff	7 (2.0)	21 (5.9)	4 (1.1)	312 (87.2)	14 (3.9)	358 (100)	2.14	0.66
Vii	This system provide progressive feedback to District administration of education department	17 (4.7)	26 (7.3)	4 (1.1)	308 (86.0)	3 (0.8)	358 (100)	2.29	0.80

Table 4.1.15 explains data on the statement that monitoring and evaluation system is effective for checking the complete record of the school. High majority of the respondents

(83.2%) was disagreeing with the statement that monitoring and evaluation system is effective for checking the complete record of the school. In addition, 13.1% of the respondents were agree with the statement. Moreover, 3.1% of the respondents were strongly agreed with the statement. The data further shows that 0.3% of the respondents were strongly disagree with the statement, whereas, 0.3% of the respondents did not give any opinion.

Table further explains data on the statement that system is effective for checking missing facilities for teaching staff. High majority of the respondents (88.5%) was agreed with the statement. In addition, 7.3% of the respondents were disagreed with the statement that the system is effective for checking missing facilities for teaching staff. Moreover, 3.1% of the respondents were strongly agreed with the statement. The data further shows that 0.8% of the respondents were strongly disagreed with the statement, whereas, 0.3% of the respondents did not give any opinion.

Table further explains data on the statement that system is effective for checking missing facilities for non-teaching staff. High majority of the respondents (87.4%) was agreed with the statement. In addition, 5.6% of the respondents were disagreed with the statement that it is effective for checking missing facilities for non-teaching staff. Moreover, 3.4% of the respondents were strongly agree with the statement. The data further shows that 2.2% of the respondents were strongly disagree with the statement, whereas, 1.4% of the respondents did not give any opinion.

Table further explains data on the statement that monitoring and evaluation system develops positive perception among public. High majority of the respondents (83.5%) was disagreed with the statement that monitoring and evaluation system develop positive perception among public.. In addition, 8.9% of the respondents were agreeing with the statement. Moreover, 3.6% of the respondents did not give any opinion. The data further

shows that 2.8% of the respondents were strongly agree with the statement. Whereas, 1.1% of the respondents were strongly disagree with the statement.

Table further explains data on the statement that monitors are properly trained and qualified for monitoring and evaluation system. High majority of the respondents (86.3%) was disagreed with the statement that monitors are properly trained and qualified for monitoring and evaluation system. In addition, 4.5% of the respondents did not give any opinion. Moreover, 4.2% of the respondents were agreed with the statement. The data further shows that 3.1% of the respondents were strongly agree with the statement. Whereas, two percent of the respondents were strongly disagree with the statement.

Table further explains data on the statement that monitoring and evaluation system provide progressive feedback to individual teacher and teaching staff, a reasonable majority of the respondents (87.2%) were disagreed with the statement that monitoring and evaluation system provide progressive feedback to individual teacher and teaching staff and they told that monitoring and evaluation system did not provide progressive feedback to individual teacher and teaching staff. In addition, 5.9% of the respondents were agreed with the statement. Moreover, 3.9% of the respondents were strongly disagreed with the statement. The data further shows that two percent of the respondents were strongly agreed with the statement, whereas, 1.1% of the respondents did not give any opinion.

Table further explains data on the statement that system provides progressive feedback to District administration of education department. High majority of the respondents (86%) was disagreed with the statement that system provides progressive feedback to District administration of education department. In addition, 7.3% of the respondents were agreed with the statement.

**Table 4.1.16: Distribution of the respondents regarding significance of educational facilities and proper in-service training**

S N0	Statement	SA	A	N	DA	SDA	T.F%	Mean	STD
I	Poor educational facilities abstain the promotion of Educational reforms in curriculum at primary level	113 (87.4)	40 (11.2)	1 (0.3)	4 (1.1)	0 (.0)	358 (100)	4.84	0.44
Ii	Non availability of audio visual aids (AVIDS) is a hindrance in teaching various subjects under new educational reforms	314 (87.7)	26 (7.3)	15 (4.2)	2 (0.6)	1 (0.3)	358 (100)	4.81	0.54
Iii	Absence of infrastructure and limited rooms in school a problem under educational reforms	317 (88.5)	34 (9.5)	0 (.0)	6 (1.7)	1 (0.3)	358 (100)	4.84	0.51
Iv	Shortage of drinking water & sanitation in schools is a problem under educational reforms	314 (87.7)	24 (6.7)	3 (0.8)	16 (4.5)	1 (0.3)	358 (100)	4.77	0.70
V	Proper in-service training is necessary for all teachers under new educational reforms at primary level	324 (90.5)	30 (8.4)	1 (0.3)	2 (0.6)	1 (0.3)	358 (100)	4.88	0.42
Vi	In appropriate in- service training abstain the implementation of new educational reforms	313 (87.4)	36 (10.1)	2 (0.6)	5 (1.4)	2 (0.6)	358 (100)	4.82	0.55
Vii	Proper in-service training should be arranged for use of tablets under new educational reforms	300 (83.8)	47 (13.1)	0 (.0)	10 (2.8)	1 (0.3)	358 (100)	4.75	0.66
Viii	Government provides guidelines for awareness on educational reforms at primary level	299 (83.5)	45 (12.6)	0 (.0)	13 (3.6)	1 (0.3)	358 (100)	2.19	0.61

Table 4.1.16 explains data on the statement that poor educational facilities abstain the promotion of educational reforms in curriculum at primary level. High majority of the

respondents (87.4%) was strongly agreed with the statement. In addition, 11.2% of the respondents were agreed with the statement. Moreover, 1.1% of the respondents were disagree with the statement that poor educational facilities abstain the promotion of educational reforms in curriculum at primary level, whereas, 0.3% of the respondents did not give any opinion.

Table further explains data on the statement that non availability of audio visual aids (AVIDS) is a hindrance in teaching various subjects under new educational reforms. High majority of the respondents (87.7%) was strongly agreed with the statement. In addition, 7.3% of the respondents were agreed with the statement. Moreover, 4.2% of the respondents did not give any opinion. The data further shows that 0.6% of the respondents were disagreed with the statement that non availability of audio visual aids (AVIDS) is a hindrance in teaching various subjects under new educational reforms, whereas, 0.3% of the respondents were strongly disagree with the statement.

Table further explains data on the statement that absence of infrastructure and limited rooms in school a problem under educational reforms. High majority of the respondents (88.5%) was strongly agreed with the statement. In addition, 9.5% of the respondents were agreed with the statement. Moreover, 1.7% of the respondents were disagreed with the statement that absence of infrastructure and limited rooms in schools a problem under educational reforms; whereas, 0.3% of the respondents were strongly disagree with the statement.

Table further explains data on the statement that shortage of drinking water and sanitation in schools is a problem under educational reforms. High majority of the respondents (87.7%) were strongly agreed with the statement. In addition, 6.7% of the respondents were agreed with the statement. Moreover, 4.5% of the respondents were disagreed with the statement that shortage of drinking water and sanitation in schools is a

problem under educational reforms and they told that shortage of drinking water and sanitation in schools was not a problem under educational reforms. The data further shows that 0.8% of the respondents did not give any opinion, whereas, 0.3% of the respondents were strongly disagreed with the statement.

Table further explains data on the statement that proper in-service training is necessary for all teachers under new educational reforms at primary level. A significant majority of the respondents (90.5%) were strongly agreed with the statement. In addition, 8.4% of the respondents were agreed with the statement. Moreover, 0.6% of the respondents were disagreed with the statement that proper in-service training is necessary for all teachers under new educational reforms at primary level. The data further shows that 0.3% of the respondents were strongly disagreed with the statement, whereas, 0.3% of the respondents did not give any opinion.

Table further explains data on the statement that inappropriate in-service training abstain the implementation of new educational reforms, high majority of the respondents (87.4%) were strongly agreed with the statement. In addition, 10.1% of the respondents were agreed with the statement. Moreover, 1.4% of the respondents were disagreed with the statement that inappropriate in-service training abstain the implementation of new educational reforms. The data further shows that .6% of the respondents were strongly disagreed with the statement, whereas, 0.6% of the respondents did not give any opinion.

Table further explains data on the statement that proper in-service training should be arranged for use of tablets under new educational reforms. High majority of the respondents (83.8%) were strongly agreed with the statement. In addition, 13.1% of the respondents were agreed with the statement. Moreover, 2.8% of the respondents were disagree with the statement that proper in-service training should be arranged for use of tablets under new educational reforms and they told that proper in-service training should not be arranged for

use of tablets under new educational reforms, whereas, 0.3% of the respondents were strongly disagreed with the statement.

Table further explains data on the statement that government provides guidelines for awareness on educational reforms at primary level, high majority of the respondents (83.5%) were strongly agree with the statement. In addition, 12.6% of the respondents were agree with the statement. Moreover, 3.6% of the respondents were disagree with the statement that Government provides guidelines for awareness on educational reforms at primary level.. Whereas, 0.3% of the respondents were strongly disagree with the statement.

Poor infrastructure facilities, non availability of audio visual aids (AVIDS), limited rooms, shortage of drinking and sanitation facilities in schools, lack of in-service training, routine power shortage, proper play grounds and lack of government guidelines for the awareness of the society towards new educational reforms at primary level is hindrance in the implementation of educational reforms at primary level. A similar research study of the respondents was revealed highlighting the required items for the implementation of educational reforms at primary level by Khan (1996).



**Table 4.1.17: Distribution of the respondents regarding student's mental level and community attitude toward teachers**

S NO	Statement	SA	A	N	DA	SDA	T.F%	Mean	STD
I	Reforms in curriculum at primary level are as per the mental level of students	6 (1.7)	19 (5.3)	15 (4.2)	316 (88.3)	2 (0.6)	358 (100)	2.30	0.76
Ii	Educational reforms at primary level develop creative capabilities among students	8 (2.2)	40 (11.2)	7 (2.0)	302 (84.4)	1 (0.3)	358 (100)	2.74	1.39
Iii	Reforms at primary level promote attainment of skill instead of gaining of knowledge	12 (2.2)	313 (27.9)	5 (7.0)	224 (62.6)	1 (0.3)	358 (100)	3.02	0.74
Iv	Community attitude towards schools and teachers is positive under past educational reforms	8 (2.2)	73 (20.4)	193 (53.9)	84 (23.5)	4 (1.1)	358 (100)	3.15	0.71
V	Community attitude towards schools and teachers would be trustworthy under new educational reforms	9 (2.5)	96 (26.8)	193 (53.9)	60 (16.8)	0 (.0)	358 (100)	4.47	0.94
Vi	Community attitude towards schools and teachers would increase enrolment ratio under new educational reforms	193 (53.9)	145 (40.5)	6 (1.7)	14 (3.9)	0 (.0)	358 (100)	2.26	0.72

Table 4.1.17 explains data on the statement that reforms in curriculum at primary level are as per the mental level of the students. A significant majority of the respondents

(88.3%) was disagreed with the statement that reforms in curriculum at primary level are as per the mental level of students. In addition, 5.3% of the respondents were agree with the statement. Moreover, 4.2% of the respondents did not give any opinion. The data further shows that 1.7% of the respondents were strongly agreed with the statement, whereas; 0.6% of the respondents were strongly disagreed with the statement.

Table explains data on the statement that educational reforms at primary level develop creative capabilities among students. High majority of the respondents (84.4%) were disagreeing with the statement that educational reforms at primary level develop creative capabilities among students. In addition, 11.2% of the respondents were agreed with the statement. Moreover, 2.2% of the respondents were strongly agreed with the statement. The data further shows that two percent of the respondents did not give any opinion, whereas, 0.3% of the respondents were strongly disagree with the statement.

Table explains data on the statement that reforms at primary level promote attainment of skill instead of gaining of knowledge. Major part of the respondents (62.6%) was disagreed with the statement that reforms at primary level promote attainment of skill instead of gaining of knowledge. In addition, more than one fourth (27.9%) of the respondents were agree with the statement. Moreover, seven percent of the respondents did not give any opinion. The data further shows that 2.2% of the respondents was strongly agreed with the statement, whereas, 0.3% of the respondents were strongly disagreed with the statement.

Table explains data on the statement that community attitude towards schools and teachers is positive under past educational reforms. More than half of the respondents (53.9%) did not give any opinion. In addition, less than one fourth (23.5%) of the respondents were disagreed with the statement that community attitude towards schools and teachers is positive under past educational reforms. Moreover, little more than one fifth 20.4% of the respondents were agreed with the statement. The data further shows that 2.2%

of the respondents were strongly agree with the statement. Whereas, 1.1% of the respondents were strongly disagree with the statement.

Table explains data on the statement that community attitude towards schools and teachers would be trustworthy under new educational reforms. More than half of the respondents (53.9%) did not give any opinion. In addition, little more than one fourth (26.8%) of the respondents were agree with the statement. Moreover, 16.8% of the respondents were disagreed with the statement that community attitude towards schools and teachers would be trustworthy under new educational reforms. The data further shows that 2.5% of the respondents were strongly agree with the statement.

Table explains data on the statement that community attitude towards schools and teachers would increase enrolment ratio under new educational reforms. More than half of the respondents (53.9%) were strongly agreed with the statement. In addition, major part(40.5%) of the respondents was agreed with the statement. Moreover, 3.9% of the respondents were disagree with the statement that community attitude towards schools and teachers would increase enrolment ratio under new educational reforms.. The data further shows that 1.7% of the respondents did not give any opinion.

Educational reforms would be effective at any level when they are as per mental level of the students, which develop creative capabilities among students, promote skills instead of acquisition of knowledge, and develop positive perception among parents, increase enrolment ratio in comparison of private learning institutions. A similar research study was conducted pointing towards the above mention factors for the promotion and implementation of educational reforms at primary level by Sarasin (2010).

**Table 4.1.18: Distribution of the respondents regarding introduction of new reforms at primary school level**

S NO	Statement	SA	A	N	DA	SDA	T.F%	Mean	STD
I	Establishment of IMU is necessary for implementation of new educational reforms at primary level	13 (3.6)	18 (5.0)	21 (5.9)	305 (85.2)	1 (0.3)	358 (100)	2.26	0.72
Ii	School clustering make convenience to teachers regarding exams under new reforms	8 (2.2)	35 (9.8)	11 (3.1)	304 (84.9)	0 (.0)	358 (100)	2.38	1.45
Iii	School based recruitment policy put an end to teachers transfer issue under new educational reforms	75 (20.9)	265 (74.0)	4 (1.1)	11 (3.1)	3 (0.8)	358 (100)	4.13	0.69
Iv	Biometric system put an end to fake signatory under new educational reforms at primary level	266 (74.3)	79 (22.1)	6 (1.7)	4 (1.1)	3 (0.8)	358 (100)	99.63	1796.70
V	Uniform medium of instruction under new reforms at primary level increases enrolment ratio in primary schools	263 (73.5)	69 (19.3)	8 (2.2)	17 (4.7)	1 (0.3)	358 (100)	122.02	2219.52
Vi	Establishment of complaint redressal cell is important for redressing public complaints under new educational reforms	259 (72.3)	74 (20.7)	21 (5.9)	3 (0.8)	1 (0.3)	358 (100)	10.22	105.56
Vii	Text board provide quality free text books to students under new educational reforms primary level	269 (75.1)	66 (18.4)	15 (4.2)	7 (2.0)	1 (0.3)	358 (100)	4.66	0.66
Viii	Establishment of six rooms primary school provide positive perception to	17 (4.7)	38 (10.6)	9 (2.5)	292 (81.6)	2 (0.6)	358 (100)	2.37	0.86

	community members in these reforms								
Ix	Teachers education strategy by master trainer to teachers provide feedback to these reforms at primary level	6 (1.7)	32 (8.9)	17 (4.7)	302 (84.4)	1 (0.3)	358 (100)	2.37	1.50
X	School clustering make convenience to teachers regarding the primary school annual inspection under new educational reforms	5 (1.4)	150 (41.9)	3 (0.8)	199 (55.6)	1 (0.3)	358 (100)	2.99	2.39
Xi	School clustering make convenience to teachers regarding fringe benefits under new reforms	4 (1.1)	156 (43.6)	3 (0.8)	194 (54.2)	1 (0.3)	358 (100)	2.91	1.01

Table 4.1.18 explains data on the statement that establishment of IMU is necessary for implementation of new educational reforms at primary level. High majority of the respondents (85.2%) were disagreed with the statement that establishment of IMU is necessary for implementation of new educational reforms at primary level.. In addition, 5.9% of the respondents did not give any opinion. Moreover, five percent of the respondents were agree with the statement. The data further shows that 3.6% of the respondents were strongly agree with the statement; whereas, 0.3% of the respondents were strongly disagree with the statement.

Table explains data on the statement that school clustering make convenience to teachers regarding exams under new reforms. High majority of the respondents (84.9%) were disagree with the statement that school clustering make convenience to teachers regarding exams under new reforms. In addition, 9.8% of the respondents were agree with the statement. Moreover, 3.1% of the respondents did not give any opinion. The data further shows that 2.2% of the respondents were strongly agree with the statement.

Table explains data on the statement that school based recruitment policy put an end to teachers transfer issue under new educational reforms. A reasonable majority of the respondents (74%) were agreed with the statement. In addition, little more than one fifth 20.9% of the respondents was strongly agreed with the statement. Moreover, 3.1% of the respondents were disagreed with the statement that school based recruitment policy put an end to teachers transfer issue under new educational reforms. The data further shows that 1.1% of the respondents did not give any opinion. Whereas, 0.8% of the respondents were strongly disagree with the statement.

Table explains data on the statement that biometric system put an end to fake signatory under new educational reforms at primary level. A reasonable majority of the respondents (74.3%) was strongly agreed with the statement. In addition, more than one fifth (22.1%) of the respondents were agreed with the statement. Moreover, 1.7% of the respondents did not give any opinion. The data further shows that 1.1% of the respondents were disagree with the statement that biometric system put an end to fake signatory under new educational reforms at primary level, whereas, 0.8% of the respondents were strongly disagree with the statement.

Table explains data on the statement that uniform medium of instruction under new reforms at primary level increases enrolment ratio in primary schools. A reasonable majority of the respondents (73.5%) were strongly agreed with the statement. In addition, little less than one fifth 19.3% of the respondents were agreed with the statement. Moreover, 4.7% of the respondents were disagreed with the statement that uniform medium of instruction under new reforms at primary level increases enrolment ratio in primary. The data further shows that 2.2% of the respondents did not give any opinion, whereas, 0.3% of the respondents were strongly disagree with the statement.

Table explains data on the statement that establishment of complaint redressal cell is important for redressing public complaints under new educational reforms. A reasonable majority of the respondents (72.3%) were strongly agree with the statement. In addition, little more than one fifth 20.7% of the respondents were agreed with the statement. Moreover, 5.9% of the respondents did not give any opinion. The data further shows that 0.8% of the respondents were disagreed; whereas, 0.3% of the respondents were strongly disagree with the statement.

Table explains data on the statement that text board provides quality free text books to students under new educational reforms primary level. A reasonable majority of the respondents (75.1%) were strongly agreed with the statement. In addition, 18.4% of the respondents were agreed with the statement. Moreover, 4.2% of the respondents did not give any opinion. The data further shows that 2% of the respondents were disagreed, whereas 0.3% of the respondents were strongly disagreed with the statement.

Table explains data on the statement that establishment of six rooms primary school provide positive perception to community members in these reforms. High majority of the respondents (81.6%) was disagreed with the statement that establishment of six rooms primary school provide positive perception to community members in these reforms. In addition, 10.6% of the respondents were agreed with the statement. Moreover, 4.7% of the respondents were strongly agreed with the statement. The data further shows that 2.5% of the respondents did not give any opinion. Whereas, 0.6% of the respondents were strongly disagree with the statement.

Table explains data on statement that teacher's education strategy by master trainer to teachers provides feedback to these reforms at primary level. High majority of the respondents (84.4%) were disagreed with the statement that teacher's education strategy by master trainer to teachers provides feedback to these reforms at primary level. In addition,

8.9% of the respondents were agreed with the statement. Moreover, 4.7% of the respondents did not give any opinion. The data further shows that 1.7% of the respondents were strongly agreed with the statement; whereas, 0.3% of the respondents were strongly disagree with the statement.

Table explains data on statement that school clustering make convenience to teachers regarding the primary school annual inspection under new educational reforms. More than half of the respondents (55.6%) were disagreed with the statement that school clustering makes convenience to teachers regarding the primary school annual inspection under new educational reforms. In addition, 41.9% of the respondents were agreed with the statement. Moreover, 1.4% of the respondents were strongly agreed with the statement. The data further shows that 0.8% of the respondents did not give any opinion, whereas, 0.3% of the respondents were strongly disagreed.

Table explains data on the statement that school clustering make convenience to teachers regarding fringe benefits under new reforms. More than half of the respondents (54.2%) were disagree with the statement that school clustering make convenience to teachers regarding fringe benefits under new reforms. In addition, major part 43.6% of the respondents was agreed with the statement. Moreover, 1.1% of the respondents were strongly agreed with the statement. The data further shows that 0.8% of the respondents did not give any opinion, whereas, 0.3% of the respondents were strongly disagree with the statement.



**Relationship between Teachers Capacity and New Educational Reforms**

**Null Hypothesis:** There is an inverse relationship between Teachers' capacity and New Educational Reforms.

**Alternate Hypothesis:** There is no inverse relationship between Teachers' Capacity and New Educational Reforms.

**Table 4.2.2: Relationship between Teachers Capacity and New Educational Reforms.**

		New Educational Reforms
Teachers Capacity	Pearson Correlation	.189**
	N	358

\*P<.01=, P<.001=\*\*, P<.0001=\*\*\*

Table 4.2.2 illuminates that observation of primary school teachers regarding teachers capacity and new educational reforms had a positive correlation ( $r=.189^{**}$   $p<0.0001$ ). These statistics suggest that teachers' capacity was inversely related to new educational reforms. By implication, teachers' capacity was likely to have a corresponding effect on new educational reforms and the reverse is also true. Furthermore, there will be higher new educational reforms whenever, there will be teacher capacity.

### Relationship between Working Environment and New Educational Reforms

**Null Hypothesis:** There is an inverse relationship between Working Environment and New Educational Reforms.

**Alternate Hypothesis:** There is no inverse relationship between Working Environment and New Educational Reforms.

**Table 4.2.3: Relationship between working environment and New Educational Reforms**

		New Educational Reforms
Working Environment	Pearson Correlation	.219**
	N	358

\*P<.01=, P<.001=\*\*, P< .0001=\*\*\*

Table 4.2.3 illuminates that observation of primary school teachers regarding working environment and new educational reforms had a positive correlation ( $r=.219^{**}$   $p<0.0001$ ). These statistics suggest that working environment was inversely related to new educational reforms. By implication, working environment was likely to have a corresponding effect on new educational reforms and the reverse is also true. Furthermore, there will be higher new educational reforms whenever, there will be good working environment.

## Relationship between Monitoring and Evaluation system and New Educational Reforms

**Null Hypothesis:** There is an inverse relationship between Monitoring and Evaluation system and New Educational Reforms.

**Alternate Hypothesis:** There is no inverse relationship between Monitoring and Evaluation System and New Educational Reforms.

**Table 4.2.4: Relationship between Monitoring And Evaluation System and New Educational Reforms**

		New Educational Reforms
Monitoring and Evaluation System	Pearson Correlation	.137**
	N	358

\*P<.01=, P<.001=\*\*, P<.0001=\*\*\*

Table 4.2.4 illuminates that observation of primary school teachers regarding monitoring and evaluation system and new educational reforms had a positive correlation ( $r=.137^{**}$   $p<0.0001$ ). these statistics suggest that monitoring and evaluation system was inversely related to new educational reforms. By implication, monitoring and evaluation system was likely to have a corresponding effect on new educational reforms and the reverse is also true. Furthermore, there will be higher new educational reforms whenever, there will be monitoring and evaluation system.

**Relationship between Educational Facilities and Proper In-Service Training and New Educational Reforms**

**Null Hypothesis:** There is an inverse relationship between Educational Facilities and Proper In-service Training and New Educational Reforms.

**Alternate Hypothesis:** There is no inverse relationship between Educational Facilities and Proper In-service Training and New Educational Reforms.

**Table 4.2.5: Relationship between Educational Facilities and Proper In-Service Training and New Educational Reforms**

		New Educational Reforms
Educational Facilities and	Pearson Correlation	.125**
Proper In-Service Training	N	358

\*P<.01=, P<.001=\*\*, P<.0001=\*\*\*

Table 4.2.5 illuminates that observation of primary school teachers regarding educational facilities and proper in-service training and new educational reforms had A positive correlation ( $r=.125^{**}$   $p<0.0001$ ). These statistics suggest that educational facilities and proper in-service training was inversely related to new educational reforms. By implication, educational facilities and proper in-service training was likely to have a corresponding effect on new educational reforms and the reverse is also true. Furthermore, there will be higher new educational reforms whenever, there will be more educational facilities and proper in-service training.

**Relationship between Educational Facilities and Proper In-Service Training and New Educational Reforms**

**Null Hypothesis:** There is an inverse relationship between Educational Facilities and Proper In-service Training and New Educational Reforms.

**Alternate Hypothesis:** There is no inverse relationship between Educational Facilities and Proper In-service Training and New Educational Reforms.

***Table 4.2.5: Relationship between Educational Facilities and Proper In-Service Training and New Educational Reforms***

		New Educational Reforms
Educational Facilities and	Pearson Correlation	.125 **
Proper In-Service Training	N	358

\*P<.01=, P<.001=\*\*, P<.0001=\*\*\*

Table 4.2.5 illuminates that observation of primary school teachers regarding educational facilities and proper in-service training and new educational reforms had a positive correlation ( $r=.125^{**}$   $p<0.0001$ ). these statistics suggest that educational facilities and proper in-service training was inversely related to new educational reforms. By implication, educational facilities and proper in-service training was likely to have a corresponding effect on new educational reforms and the reverse is also true. Furthermore, there will be higher new educational reforms whenever, there will be more educational facilities and proper in-service training.

## CHAPTER FIVE

### RESULTS AND DISCUSSION

#### 5.1 Major Findings of the Study:

- An absolute majority of the respondents (99.4%) were married.
- Absolute majority of the respondents (95.0%) were living in joint family system.
- High majority of the respondents (88.8%) were living in rural area of district Mardan.
- A reasonable majority of the respondents (67.3%) had done master degree.
- A major part of the respondents (59.21%) had monthly family income of Rs. 30001 to Rs. 45000.
- A significant majority of the respondents (93%) replied with 'yes' that they attended training during their service.
- High majority of the respondents (76.3%) told that they attended curriculum reform training and teaching methodology training.
- High majority of the respondents (84.9%) were disagreed with the statement that parents attend parent teacher council meetings.
- A reasonable majority of the respondents (65.1%) were disagreed with the statement that teachers have required capacity to teach the students in accordance with the requirements of educational reforms in curriculum.
- Eighty one percent of the respondents were disagreed with the statement that teachers have the capacity to adopt strategies and techniques needed to facilitate students learning.
- High majority of the respondents (86.3%) were disagreed with the statement that teachers are familiar with the use of audio visual aids (AVIDS) in teaching various subjects.

- High majority of the respondents (85.5%) were agreed with the statement that socio-cultural environment of the society is generally supportive towards educational reforms at primary level.
- Half of the respondents (53.9%) were disagreed with the statement that existing working environment is favorable for educational reforms in primary schools.
- A reasonable majority of the respondents (70.7%) were disagreed with the statement that educational reforms empower students to be innovative and creative.
- High majority of the respondents (88.3%) were disagreed with the statement that school administration provide enabling environment to implement educational reforms.
- High majority of the respondents (83.2%) were disagreed with the statement that monitoring and evaluation system is effective for checking the complete record of the school.
- High majority of the respondents (83.5%) were disagreed with the statement that monitoring and evaluation system develop positive perception among public.
- High majority of the respondents (86.3%) were disagreed with the statement that monitors are properly trained and qualified for monitoring and evaluation system.
- High majority of the respondents (87.7%) were strongly agreed with the statement that non availability of audio visual aids (AVIDS) is a hindrance in teaching various subjects under new educational reforms.
- High majority of the respondents (88.5%) were strongly agreed with the statement that absence of infrastructure and limited rooms in school a problem under educational reforms.

- A significant majority of the respondents (90.5%) were strongly agreed with the statement that proper in-service training is necessary for all teachers under new educational reforms at primary level.
- Significant majority of the respondents (88.3%) were disagreed with the statement that reforms in curriculum at primary level are as per the mental level of students.
- High majority of the respondents (85.2%) were disagreed with the statement that establishment of IMU is necessary for implementation of new educational reforms at primary level.
- A reasonable majority of the respondents (74.3%) were strongly agreed with the statement that biometric system put an end to fake signatory under new educational reforms at primary level.



## 5.2 CONCLUSION

The present research reveals the perception of teachers regarding new educational reforms. Reforms in educational institutions at primary level could be successful when there will be proper implementation policy at district level. Better quality of reforms at primary level can be ensured with the sound environment for children and teachers. Government of Pakistan has formulated its education policy but its appropriate implementation is yet not observed. The main reason of poor implementation of education policy is the shortage of proper teacher training, and lack of student's awareness programmes. The most important thing here is lack of skilled managers who run educational institutions and lack of public's responsibility towards educational reforms. Consistent training programs should be arranged as one training is not sufficient for teachers' awareness regarding new educational reforms. Further, along with trained teaching staff on educational reforms; supply of text books and other equipment should be made mandatory. Monitoring and supervision service should be updated so that teacher could meet with right direction to implement new educational reforms in order.

### 5.3 RECOMMENDATION

- Reforms systems be made efficient and effective in terms of its functioning.
- Reforms should introduce Pakistani community culture but not western culture.
- Reforms systems be funded adequately.
- An interaction between teacher and students must developed.
- Reforms should contain in-service training for teachers.
- Internationalization and Globalization be addressed in all the processes right from planning onwards.
- Lifelong learning and continuing education should be encouraged.
- Structural, functional, instructional and pedagogical constraints should possibly be overcome.
- Realization of reform should be enforced.
- Recruitment practices and adequate development of faculty and staff must be ensured.
- There should be moral training of teachers for the betterment of primary education institutions.
- A curriculum planning monitoring and evaluation committee should be formed by each of the institution.
- Systematizing and empowering the reform-minded community is important to enable the change to sustain.
- Increase the momentum of reform through credibility of institutions.
- Reduce opposition to change.
- Reforms should be made as per student's mental level.
- Teacher capacity should be kept in mind while introducing reforms.
- There should be proper infrastructure for new school reforms at primary lev

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DEPARTMENT OF SOCIOLOGY

INTERNATIONAL ISLAMIC UNIVERSITY, ISLAMABAD

QUESTIONNAIR

1. Age of the respondents (in complete years) \_\_\_\_\_
2. What is your marital status?                    (i) Single        (ii) Married        (iii) Separated
3. What is the type of family you are living in?        (i) Nuclear        (ii) Joint  
(iii) Extended
4. How many members are there in your family?    Male \_\_\_\_\_    Female \_\_\_\_\_
5. What is your area of residence?        (i) Rural        (ii) Semi urban        (iii) Urban
6. What is your educational level? (in completed years of schooling)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	16+
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7. What is your professional qualification? (in completed years)  
(i) PTC        (ii) CT        (iii) B. Ed        (iv) M. Ed        (v) Any other \_\_\_\_\_

8. What is your father's educational level? (in complete years of schooling)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	16+
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	-----

9. What is your mother's educational level? (in completed years of schooling)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	16+
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	-----

10. What is your personal monthly income from all sources? Rs \_\_\_\_\_
11. What is your monthly family income from all sources? Rs. \_\_\_\_\_
12. When you first time join school? (years) \_\_\_\_\_
13. What is the name of your school where you are deployed? \_\_\_\_\_
14. What is your designation?    (i) Primary school teacher    (ii) Senior primary school teacher  
(iii) Head primary school teacher
15. What is the length of your service in education department? \_\_\_\_\_ Yrs.

16. Have you ever attended any training? (i) Yes (ii) No
17. How many times have you attended training? (i) Never (ii) once (iii) Twice  
(iv) More than Twice
18. What type of training have you attended? (i) curriculum reform (ii) teaching methodology (iii) Other
19. Parent's ignorance towards introduction of reforms. I would like to know your opinion regarding level of parent's cooperation with teachers for the implementation of reforms in terms of the following statements.

(SA= Strongly agree A= Agree N= Neutral DA= Disagree SD= Strongly disagree)

S No	Statement	SA	A	N	DA	SD
(i)	Parents attend Parent Teacher Council meetings					
(ii)	Parents take interest in new reforms introduced by Govt of KPK					
(iii)	They maintain their check progress in study of their children					

20. Teacher's capacity in one of the most important thing in the introduction of reforms. I would like to know your views regarding teacher's capacity in terms of the following statements.

(SA= Strongly agree A= Agree N= Neutral DA= Disagree SD= Strongly disagree)

S No	Statement	SA	A	N	DA	SD
(i)	Teachers have required capacity to teach the students in accordance with the requirements of educational reforms in curriculum					
(ii)	Shortage of teaching staff increases the workload over teachers					
(iii)	Teachers can meet with modern curriculum of science and Technology					
(iv)	Teachers have complete command on subjects they teach					
(v)	Teachers have the capacity to adopt strategies and techniques needed to facilitate students learning					
(vi)	Teachers are familiar with use of audio visual aids (AVIDS) in teaching various subjects					

21. Working environment plays an important role in the introduction of reforms. I would like to know your perception regarding working environment in terms of the following statements.

(SA= Strongly agree    A= Agree    N= Neutral    DA= Disagree    SD= Strongly disagree)

S No	Statement	SA	A	N	DA	SD
(i)	Socio- cultural environment of the society is generally supportive towards educational reforms at Primary level					
(ii)	Teachers general orientation towards educational reforms is at appropriate level in present working environment					
(iii)	Existing working environment is favorable for educational reforms in primary schools					
(iv)	Present working environment is suitable for student's aptitude skills for learning					
(v)	Educational reforms empower students to be innovative and creative					
(vi)	School administration provide enabling environment to implement educational reforms					

22. Monitoring and Evaluation (M&E) system have significance in the introduction of reforms. I would like to know your opinion regarding monitoring and evaluation system in terms of the following statements.

(SA= Strongly agree    A= Agree    N= Neutral    DA= Disagree    SD= Strongly disagree)

S.No	Statement	SA	A	N	DA	SD
(i)	M&E system is effective for checking the complete record of the school					
(ii)	This system is effective for checking missing facilities for teaching staff					
(iii)	It is effective for checking missing facilities for non teaching staff					
(iv)	M&E system develop positive perception among public					
(v)	Monitors are properly trained and qualified for monitoring and evaluation system					
(vi)	M&E system provide progressive feedback to individual teacher and teaching staff					

23. Educational facilities and proper in-service training have significance in the introduction of reforms. I would like to know your opinion regarding educational facilities and proper in-service training in terms of the following statements.

(SA= strongly agree A= Agree N= Neutral DA= Disagree SD= strongly disagree)

S No	Statement	SA	A	N	DA	SD
(i)	Poor educational facilities abtain the promotion of Educational reforms in curriculum at primary level					
(ii)	Non availability of audio visual aids (AVIDS) is a hindrance in teaching various subjects under new educational reforms					
(iii)	Absence of infrastructure, limited rooms in schools is a problem under educational reforms					
(iv)	Shortage of drinking water & sanitation in schools is a problem under educational reforms					
(v)	Proper in-service training is necessary for all teachers under new educational reforms at primary level					
(vi)	In appropriate in- service training abtain the implementation of new educational reforms					
(vii)	Proper in-service training should be arranged for use of tablets under new educational reforms					
(viii)	Government provides guidelines for awareness on educational reforms at primary level					

24. Student's mental level and community attitude to words teachers have importance in the introduction of reforms. I would like to know your opinion regarding Student's mental level and community attitude to words teachers in terms of the following statements.

SA= Strongly agree    A= Agree    N= Neutral    DA= Disagree    SD= Strongly disagree)

S No	Statement	SA	A	N	DA	SD
(i)	Reforms in curriculum at primary level are as per the mental level of students					
(ii)	Educational reforms at primary level develop creative capabilities among students					
(iii)	Reforms at primary level promote attainment of skill instead of gaining of knowledge					
(iv)	Community attitude towards schools and teachers is positive under past educational reforms					
(v)	Community attitude towards schools and teachers would be trustworthy under new educational reforms					
(vi)	Community attitude towards schools and teachers would increase enrolment ratio under new educational reforms					

25. New educational reforms have importance in the promotion of education at primary level. I would like to know your perception regarding these reforms in terms of the following statements.

(SA= Strongly agree    A= Agree    N= Neutral    DA= Disagree    SD= Strongly disagree)

S No	Statement	SA	A	N	DA	SD
(i)	Establishment of IMU is necessary for implementation of new educational reforms at primary level					
(ii)	School clustering make convenience to teachers regarding exams under new reforms					
(iii)	School based recruitment policy put an end to teachers transfer issue under new educational reforms					



(iv)	Biometric system put an end to fake signatory under new educational reforms at primary level					
(v)	Uniform medium of instruction under new reforms at primary level increases enrolment ratio in primary schools					
(vi)	Establishment of complaint redressal cell is important for redressing public complaints under new educational reforms					
(vii)	Text board provide quality free text books to students under new educational reforms primary level					
(viii)	Establishment of six rooms primary school provide positive perception to community members in these reforms					
(ix)	Teachers education strategy by master trainer to teachers provide feedback to these reforms at primary level					
(x)	School clustering make convenience to teachers regarding the primary school annual inspection under new educational reforms					
(xi)	School clustering make convenience to teachers regarding fringe benefits under new reforms					