

A Critical Study of Primary Education Situation in AJK State

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Abstract

AJK (Azad Jammu and Kashmir) is known as Pakistan Administered Kashmir and the government is a small administrative unit under overall sovereignty of Pakistan. It has a total area of 13297 sq kilometers with a 3.8 million population. This study critically examines the problems of primary education system in AJK State specifically in govt. primary schools in Pakistan administrative Kashmir, a part of former princely state called Azad Jammu and Kashmir. For this purpose a significant assessment of on hand literature was passed out. On the basis of deeper and critical investigation of literature, the study found that most neglected level of education is primary education which is poorly financed and poorly managed. The political interference in the system breeds corruption, favoritism and nepotism. The supervision system is weak and traditionally characterized having no effective mechanism for teacher training and poor system of accountability exist. Successive educational policies have failed to bring any positive changes in the system due to poor implementation and monitoring. The outdated curriculum of the primary education is executed. Assessment is based on the memory of the students rather than their performance. On the basis of this study it is recommended that problems can be solved by robust system of accountability, quality assessment system, eradication of corruption, non political interference, and quality curriculum and teachers motivation.

Keywords: Primary education; Causes of problems; Foundation of education; Recommended solutions

Introduction

According to child right policy success of a society depends upon basic primary education. Every year primary education increases a person's productivity and reduces their dependence against social possessions. The education goal is to facilitate children to learn, realize their full potential and abilities to meaningfully participate in society. Other than increasing enrolment rates, many children are learning far less than what they are taught about or what they ought to learn in school. Number of factors involve in this low learning achievement that is inappropriate teaching methods, inadequate learning environments, and frequently unmotivated teachers, and the unhealthy environment and malnourishment. Quality education enhancement must be based on developing educational systems that should be integrated and responsive to the multiple obstacles of children's learning. Quality education must be unbiased to gender and other inequalities; issues of parental and community conflicts; children's health and nutrition; and the management of the education system itself. The quality education also contributed to all areas of human development, including improving the status of women and helping to alleviate and eventually eradicate poverty.

The Convention on the Rights of the Child (CRC) expresses the right of every child to educate them and requires States to provide free and compulsory basic education (article 28). Next to that its government responsibility to ensure that education that should be possible development of each child's ability, and to community and children's parents' cultural identity and for human rights (article 29). The CRC obligates is both national governments and international community to promote cooperation and ensure that the rights of children are met. The World Conference sponsored by UNDP, UNESCO, UNICEF and the World Bank on Education for All in Jomtien Thailand, presented a world's collective approach to education, focusing on basic education quality and understanding its delivery and special attention on the world's poorest citizens. The Millennium Development Goals (MDGs) emerged from the United Nations (UN) Millennium Declaration in 2000, and are possibly the most politically important deal ever made for international development. They identify specific broad range

of development priorities across the world, including education, gender, health, environment, poverty, and international partnerships. These goals have substantially shaped development dialogue around the world. Some working agencies show all their activities on the contributions to achievement of the MDGs and these MDGs are also important for providing general framework for channelizing the public sector development efforts. Governments of both the under developed and developed countries have concerned in the Millennium Declaration in order to achieve the goals within given time frame. The developed countries determined to enhance their contribution up to 0.7 per cent of their GDPs. The G8 Finance Ministers agreed in June 2005 to provide enough funds to the World Bank, and the African Development Bank (AFDB) and the International Monetary Fund (IMF), to cancel an additional \$40 to \$55 billion in debt owed by members of the Heavily Indebted Poor Countries (HIPC) to allow impoverished countries to direct the resources saved from the forgiven debt to social programs for improving education, health and poverty. Second MDG was concerned only of universal primary education (UPE) as a goal to be achieved till 2015 but still the huge lacking exists there. Government of Pakistan has committed to allocate 7% share of its GDP in order to achieve the set target. Since its sovereignty, Pakistan still not reaches the national development goal and growth due to weak education system. The primary education system is very weak due to many factors such as provincial feudal corrupt bureaucracy, authoritarian regimes, and sate politicians, fragile civil society and weak democracy. The basic primary education was consciously neglected in the country. Instead of developing the nation on the basis of free and quality education, the system was hijacked by so-called monsters of democracy and

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development. On the other hand, the education sector seems to be good in Pakistan administered Kashmir (AJK) but the gaps still exists although there is very low educational facilities and resources. The Pakistan District Education Rankings 2015' report formed jointly by Alif Ailaan and Sustainable Development Policy Institute has revealed that AJK is way ahead of national Pakistani average in Pakistan [1].

Geographical Status of AJK State

This article focused on Azad Jammu and Kashmir AJ&K (Free Kashmir or Pakistan administered Kashmir), is a remote area, exist west of the Indian-occupied Kashmir and in the North-east of Pakistan has an area of 5,134 mi² (13,297 km²), about 4.5 million population having a self-governing Pakistan controlled system. The State having its own Parliament and election system, having its separate legislature, high court, prime minister, and official flag. Kashmir has very beautiful area with mountainous ranges, valleys and also plain area which having divided among ten administrative districts. It comprises foothills of the Himalayas rising to Jangarh Peak (4,734 m) with the Northwestern reaches of the Pir Panjal Range (3,753 m) to the South. This area lies between 300 and 350 North latitude and has subtropical highland climate with 150 cm average rainfall. The area is full of natural beauty with mountains and forest, speedy flowing rivers and winding lakes. The major rivers are, Neelum, Jehlum and Poonch.

AJK Primary Education Status

AJ&K is an underdeveloped state with low income where public education is a big sector. Although 28 percent of the budget of the territory is being spend on education but still it is not sufficient to provision of quality education and ideal environment in state. The education system is same as Pakistan like: pre-school (02 years), primary level (05 years), Middle level (03 years), Secondary level (02 years) and higher secondary (02 years). With this perspective in AJK primary education sector, the state contains of 4202 government primary schools with 9589 available primary teachers and children out of school are 43% with 35% dropout rate and teachers absent rate from school is 12%, language outcomes are very poor with wide regional disparities. 41% schools are without buildings 87% without electricity, 73% are without availability of drinking water and 82% are without boundary walls. Shabbir, M. and Wei Song 112-125.

AJK Investment for Education

This is the matter of fact in form of resource allocation for education in terms of percentage of GDP. Pakistan specified the 2% of GDP in 2009-10 for education in South Asia which is very low. This allocation for education shows a decreasing tendency for the duration 2006-10. But expenditure on education in AJK makes a major portion (28.14%) of the total budget. However 99% of this money goes to pay and allowances and 01% is left for the operational expenditures, on the other hand only 09% share in developmental budget is placed.

According to Chief Economist AJK, out of this developmental budget primary education has only 1.15%. Whereas percentage shares of other sectors middle, secondary, higher education are 09.25, 23.73, and 9.46 respectively. For financial year (2015/16) share allocated for primary education amounts is 10.234 million rupees only. This shows that at present primary education is not a priority area in AJK. Under the NEP (National Education Policy) the government of Pakistan had committed up to 07% of GDP increase the share of allocation for education. The part was 2.24% in 2001-02 after which it is showing a decreasing trend. Present year it is 2.00% of the GDP. Since AJK is dependent on Pakistan in financial matters any increase and decrease in financial allocation have direct bearing on it.

AJK Comparative Status of MDG-2 with Pakistan (Achieving Universal Primary Education) UPE

AJK Comparative status of MDG-2 with Pakistan (Achieving Universal Primary Education) UPE is given in Table 1.

Statement of purpose

AJK primary education problems are started from very beginning when the newly independent state adapted an already defined system of education. This system was already not very strong so, there is high alarming situation in AJK primary education which needs to be improved, although AJK literacy rate is higher than all the provinces of Pakistan. According to (Annual Status of Education Report) ASER (2014) data report 43% children are out of school, due to this AJK literacy rate is still suffering. Many children in AJK do not continue school beyond the primary school level and it's found that 35% dropout in primary level there.

School facilities and conditions are very bad as found that, 41% schools are without buildings 87% without electricity, 73% are without availability of drinking water and 82% is without boundary walls). Therefore, the Learning outcomes are very poor with wide regional disparities. This study attempts to analyze the causes of various problems which affect the highest literacy rate of primary education in AJK State.

Objectives of the study

Following were the main objectives of this study.

1. To identify the major problems of AJK primacy education system.
2. To critically examine the main causes of that discussed problems.
3. To offer sustainable solutions of these problems on the basis of the study to improve Primary education system in AJK State.

Research Methodology

This research study tries to look at the main causes of the

Indicators	In%	Pakistan	Punjab	Sindh	KPK	Baluchistan	AJK	FATA	GB	ICT
NER at Primary	MDG target	100	100	100	100	100	100	100	100	100
	Actual	56	61	53	51	47	91.5	28.3	72	76
Completion/Survival rate grade 1.5	MDG target	100	100	100	100	100	100	100	100	100
	Actual	55	59	43	71	41	92	16	89	96
Literacy rate 10+	MDG target	88	88	88	88	88	88	88	88	88
	Actual	58	60	59	50	41	64	21.4	38%	82
gender Parity index (GPI) at primary	MDG target	1	1	1	1	1	1	1	1	1
	Actual	1	0.96	136	0.69	0.76	1	0.52	0.84	0.98

Table 1: AJK Comparative status of MDG-2 with Pakistan (Achieving Universal Primary Education) UPE.

problems of primary education system in AJK. For this purpose, a vast literature has been critically examined. In terms of data; secondary data have been used. Data has been searched from AJK Planning and Development Department, Education and Finance Department and other relevant departments who working for education in state. The main numeric findings collected form AJ&K (P&D) Planning and Development Department, (ASER) - The Annual Status of Education Report, (NEMIS-AEPAM)-Academy of Educational Planning and Management, Alif Ailaan (NGO working for education) and the (SDPI) Sustainable Development Policy Institute. The analysis of the problems and its causes is presented below.

Critical Review of Literature

Free and quality primary education is the basic right of every citizen as cited in the constitution of Islamic Republic of Pakistan. To ensure free and equal quality education for all, primary education level should be considered more important. But here in Pakistan, situation is totally different because of old traditional education system there is no specific measures for any level of education. So, in terms of literacy rate outcomes in the region the country stands in the lowest rank. Pakistan shows less than 50% literacy rate. Out of this male literacy rate is 68% and female only 57% which is the lowest among other countries in the region like Sri Lanka and India. AJK government is a small territorial unit under overall administrative setup of Pakistan. The state depends on Pakistan for its outlet to the rest of the world. The aim of the paper is to analyze the progress on Millennium Development Goal-2 in order to find the factors delaying progress and suggest policy measures for improvement especially at primary level. In 1947 there is committed with the target of free and compulsory primary education within the decade. In 1952 National Commission on Education Formation was formed which resulted in an education policy. The education policy introduced in 1959 which is focused on character building through religious education, revision of curricula and primary educational for all within 15 years. The country continued to see a shift in the education policies in the years to come. 1972 saw a dramatic shift in policy with the emphasis on nationalization. Barber [2] noted that in 1972, more than 3,000 schools were nationalized during Bhutto's regime which resulted in declined quality of education due to resource scarcity and management issues. After the nationalization died its own death due to huge increase in government expenditures, the policy makers finally came up with the first National Education Policy in 1979 which was revised in 1992. However both policies failed to achieve their desired outcomes. During the policy maker's review of the previous policies from 2005, resulted in the first white paper being published in 2007. This working paper laid the foundation of National Education Policy (NEP) of 2009. The new NEP described the challenges, identified causes of performance decencies with suggestion for way forward, provision of Islamic education reforms and policy actions to be taken at the sub-sector level, and framework for Implementation of the Action Plan [3]. The policy recommended several reforms and policy actions to be taken at sub-sector level. Despite many international and national efforts, Pakistan is still behind the targets of primary education. However our area of focus (Azad Kashmir) has shown better results over the years. National Plan of Action research suggested that in Azad Kashmir there are 2,259 public schools for girls as compared to 2,027 boys' schools [3]. AEPM (2014) statistics also show several good indicators for the region, although the resources is very low but the female to male enrolment ratio at primary level is highest in Gilgit Baltistan province while FATA observes the lowest ratios in Pakistan. Azad Kashmir has a female to male ratio of 0.95 which is close to 1 indicating there is not much

difference between them. Within Azad Kashmir the highest ratio can be seen in Capital Muzaffarabad that is 1.17 while the least can be seen in Neelum Valley which is most remote area of AJK near to borderline. Now moving to the net intake rate (NIR) that shows "the total number of new candidates in the first grade of a given education level". NIR girls and boys level in AJK is equal as compared to the other provinces of Pakistan. The female to male enrolment ratio at primary level public schools in Azad Kashmir are 1.02 where male are 163,687 in number as compared to 167,774 females. AEPM research also concluded that 54% of primary school children go to public schools in Azad Kashmir whereas rest (42%) goes to Private schools. National Education Policy (NEP) is a comprehensive document issued by the Ministry of Education (MoE) Pakistan which is clear review of the previous education policies with suggested reforms and policy actions at sub-sector level of education. Due to the failure of previous policies, the new policy was introduced in which the special focus on education challenges, provision of Islamic education, fundamental causes behind the deficiencies in achieving desired outcomes, and reforms and policy actions to be taken at the sub sector level. The major center of this document is to raising the quality of education focusing on improving quality of textbooks teachers quality and learning material, students assessment, curriculum reforms, learning environment, extra circular activities, and matching with the employment market. Due to limitations of time and resources it is selected some reforms of quality (Improving teacher's qualification and training, quality of learning environment including infrastructure, and quality of books and learning material) (GOP, 2009). The factors that considered very important in achieving high enrolment at primary level are access and affordability. The factors have also been selected because of AJK geographical hilly area situation, in which access is an important issue. In primary enrolment of Pakistan the affordability factor plays a considerable role as the finances required to support the children basically define the choice of school [4,5]. The fact is reflected by pattern of resource allocation for education in terms of percentage of GDP. Pakistan has the lowest allocation for education in South Asia. But in AJK situation is comparative different than that. Expenditure on education in AJK makes a major portion (28.14%) of the total budget of AJK. However 99% of this money goes to pay and allowances and one per cent is left for the operational expenditures. On the other hand share in developmental budget is only 09%. According to Chief Economist of AJK, out of this developmental budget only 1.15% is contributed for primary education. Under the NEP the government of Pakistan had committed to increase the share of allocation for education to 07% of GDP. The allocation was 2.24% in 2001-02 after which it is showing a decreasing trend. Since AJK is dependent on Pakistan in financial matters any increase and decrease in financial allocation have direct bearing on it [5].

Analysis of the Problems of Primary Education System in Pakistan: National Education Policy (NEP)

National Education Policy is standardized document issued by the Ministry of Education (MoE) Pakistan. AJK is administered by Pakistan so AJK also follow the Pakistan Education Policy which needs to be reform. NEP 2009 document is the review of the previous education policies with recommended reforms and policy actions at sub-sector level of education. The new policy was introduced due to the failure and inability to achieve the desired outcomes. During this overall period the policies have not been implemented properly. So, this poor policy implementation cause many problems such as political manipulations, corruption, systemic issues and poor management and supervision. Another reason is political instability and poor economy of the

country. In the poor implementation of education policies the role of poor governmental successive policies cannot be ruled out. Every successive government comes up with new policy on the expulsion of the policies of the previous government. Thus the repercussions of the successive governmental policies have marred the structure of the education system since 1947.

Non availability of Special Administrative Set Up

In AJK state there is no special administrative setup to analyze the problems for primary education. In order to realization of important task for universal primary education there is no proper administrative setup in education department to co-ordinate the activities with regard to MDGs, create awareness and arrange periodic assessment of progress on goals and to make policy adjustments according to the feedback from the field. NCHD (National Commission for Human Development) is only the government program who is working on this task in support of education department on enrollment enhancement, dropout control, and quality education of primary level but now they are working separately on their own CBFS (Community Based Feeder Schools) but also contribute for MDGs.

Earthquake Destruction and International factors

The 2005 earthquake in Pakistan left more than 7,000 schools and other educational institutes if fully destroyed. More than 900 teachers and 18,000 school children lost their lives in AJK and KPK two provinces. Approximately 65% of public sector education and 80% of TVET institutions had either been badly damaged In 5 affected districts of AJK. As the damage is very big, a lot of reconstruction work is made done and a lot more is left behind and need to be done (SERRA-2007). Across AJK 40% of school still without buildings and average 52% students are taught within a one classroom with no facilities, so the education outcomes are very low. Research suggests that lower students per classroom have higher chance of interaction with teachers, hence better learning outcomes [1]. Commitments made by the international community were of critical importance for realization of these goals, especially resource commitments were very important. The committed level of international aid by the developed communities was 0.7% of GDPs of the developed countries. Although developed countries' aid for achieving the MDGs has been rising over recent years, the target of 0.7% was never achieved. Moreover this aid has never been free of strings and has not been MDGs specific. More than half of the aid is diverted towards debt relief owed by poor countries, with much of the remaining aid money going towards natural disaster relief and military aid which do not further development. Moreover, AJK is also relying on the international donors for their assistance in the education sector in achieving various universal targets but the problem is that most of the donors take away major chunk of the financial assistance in the shape of heavily paid consultancies and various equipments which remain shelved throughout.

Accessibility Problem and Lack of Financial Resources

The accessibility issue is the major issue need to be discussed here. The total area of AJK is 5134 Sq. Miles, children lives in most remote areas and they not have easy access to get the proper school education. Because of geographically accessibility issue some of them are lacking to schools, because all area is hilly and there is still more remote areas where no schools available for children. Government of AJK State has not enough financial resources to build new schools to remove this gap of accessibility. Somewhere schools are available but no proper facilitation including instructional material, uniforms, etc.) Provided

for the good quality education which meets the standards [1] shows that AJK ranks the lowest among all territories and provinces in term of school facilities and conditions, across AJK 40% of schools are without buildings 9 out of 10 schools are without electricity and 3 out of 4 schools have no drinking water facility. According to the Ministry of Education National Plan of Action 2013-16, the problems regarding the access to education comprised of "in school" and "out school" factors. The "in school" factors include shortage of teachers, absenteeism, missing the basic facilities, lack of friendly environment, teachers' harsh attitude. Whereas the "out school" factors include shortage of schools, distance, insecurity, poverty, and cultural norms [6].

Low enrolment and Literacy Statistics Affect Learning Outcomes

This high level of dissatisfaction stems partly from deficits in access, student/teacher ratios and literacy rate. ASER [1] data report presented that 43% children are out of school due to this situation AJK is still suffering with not very highest literacy rate. Many children in AJK do not continue school beyond the primary school level and it's found that 35% dropout in primary level there. As found that School facilities and conditions are not very favorable, 41% schools are without buildings and 87% without electricity, 73% are without availability of drinking water and 82% are lacking boundary walls. Therefore, with wide regional disparities Learning outcomes are very poor. In 2013/14, the net enrolment rate for primary education was only 58% (compared with more than 68% in Pakistan) in some specific places girls are more disadvantaged. quality education standards and Pupil teacher ratio and are also very low, 19% of schools operates with a single classroom, on average 52 students are taught within one classroom and average 02 teachers are appointed to teach for primary schools which consist of at least five classes.

Regional Disparities and Quality Education Problem

Education has been a priority of the Govt. of Azad Jammu and Kashmir as about 27% of its total recurring budget besides 10% of the total development budget is allocated to education sector. As a result of this investment, the literacy rate in AJK is 72 percent (compared to 58 percent across Pakistan). Primary school enrolment is 88% for girls and 95% for boys which is higher than any other region of Pakistan [1]. The gap between boys and girls enrollment in AJK is very low as compared to rest of Pakistan where wide gender disparities exist. But there are significant variations between district's enrollment attainment, retention, gender parity and learning outcomes according to the (Alif Ailan 2014 District Ranking Report)[1] Poonch, Sudhnuti and Bhimber Districts of AJK are on Top Level but Muzaffarabad, Haveli and Hattian are on Bottom Level ranking. Independent studies shows that AJK is failing to deliver quality education. According to ASER 2014 39% of class five students cannot read a simple story in Urdu meant for class two, and 41% of class five students cannot read a simple sentence same as 47% of class five students cannot do simple two digit division [1].

The Appointments and Role of Teachers

The teacher quality in AJK is very poor which is the main reason for low level of educational qualifications required to become a primary school teacher that includes ten years of schooling and an eleven-month certificate program. It has been identified that student's achievement is closely related to the number of years of formal schooling of teachers. Thus, teachers with 12 years of education perform better than students of matriculate (10 years education) teachers, who in turn perform better

than students of teachers with only grade eight qualifications. The second factor involve to the quality of teacher certification programs, little emphasis on teaching practice and non-existence of a proper support/monitoring system for teachers, which suffers from the lack of adequately trained master trainers. In the absence of any accredited body to certify teachers, the mere acquisition of a certificate/diploma is considered sufficient to apply for a teaching position. Furthermore, teacher appointment is the issue of local interest groups who seeking to place teachers of their choice within their constituency. This system leads to the teacher absenteeism emphasized by the absence of an effective supervision system. The appointment of teachers especially in primary schools is subject to the political influence or paying huge money.

Private School Teachers Quality Affects

This is the question mark that why quality of Primary education in private sector is much better that government. This is only possible that when they hire properly trained and qualified teachers and they provide any kind of support mechanism for these teachers. Except for large school systems like Fuji Foundation, Pearl Valley and others, Beacon-house, City Schools, which constitute a small percentage of the existing private schools the majority of others have appointed teachers who are qualified up to intermediate (12 years of schooling) or BA level (14 years of education), and are paid much lower salaries compared to their counterparts in the government sector in addition to no job security. The large schools and school systems have their own capacity building and refresher courses. There is less inclination in these schools to hiring teachers who have previously been trained by government institutions and hold degrees in B. Ed or M. Ed; their preference is for those fluent in English language. Thus, very few teachers hired by the private schools have had any pre-service training, so they affect the quality of education. There is a felt need to enhance the professional skills of those who are currently working through various inset programs.

Quality of Learning Environment and Infrastructure

ASER (2014) it is identified that most of the public schools quality is very poor in AJK. The learning environment includes teaching aid material, extra circular activities toilets, library, and school's infrastructure is really very awful. The document states that 04 out of 05 schools have no boundary walls, while 09 out of 10 public schools have no electricity, and 03 out of 04 schools have no drinking facilities, 03 out of 05 schools have unsatisfactory building conditions. A research surveyed the infrastructure facilities of the public and private primary schools in Azad Kashmir shows that only 52.5% public schools had basic useable drinking water facility. The 30% public schools was toilet facility while 56% private schools enjoyed this luxury. The boundary wall and playground was available to hardly 25% public schools. Library was available to merely 6% public and 11% private schools. Computer lab was not available in any government school while only 1% private schools had it.

Quality of Books and Learning Materials

An integral part of good education provision is quality of textbooks and learning material. In this case Pakistan and AJK are on same situation. Education in Pakistan used to be Federal Provincial Issue which working under the federal government would design the curriculum and choose text books and learning material for public schools. Private and NGO schools exempted to choose the curriculum subject to approval of the ministry of education [2]. After

the 18thAmendment education has giving more autonomy to the provinces to cater to their own needs. Now the provinces' Ministries of Education are in charge of the textbooks and learning material and curriculum. The public schools are not allowed to use any books and material against ministry of education recommends. NEP discusses that with the involvement of all stakeholders 'Learning Materials Policy, National Textbook and Plan of Action' was showed in June 2007 with objective to improve the quality of textbooks and learning material while make them in accessible price. The policy action recommended a well regulated system for publication of textbooks, curriculum improvement and increased investment in school libraries. The quality of curriculum varies in different types of schools. Public schools follow the national curriculum while private and NGO schools follow mix of national and foreign curriculum. It was tough to judge the quality of the books and learning material is not very same which affects quality of education specially the discussed primary groups.

Increased Drop Outs

To promote NER and to discourage drop outs there is very important to promote student friendly environment. To create friendly environment at primary level schools it should be recruitment of female teachers at primary level, change in teacher attitude through training and abolition of corporal punishment, provision of basic facilities, etc. But these steps have not been taken so far.

The poor teaching and learning standards, weak supervision and management has led to increased drop outs at primary level in AJK. So the parents' avoid sending their children to those schools. There has been continues decrease in the enrolment of primary level in the country. This is an upsetting situation in the country which causes of other problems such as child labour, child abuse, and child trafficking and so on [7].

Outdated Examination System and Ineffective Communication

The education standard of Pakistan especially in primary education and overall examination system is very terrible. The examination system is very traditional which not meet the needs of the current students and even national and international standards. Assessment mostly focused on memory of students rather than quality of performance. Examination monitoring is very bad and influenced by departmental politics. The quality checking of paper is poor which affects the overall performance of the students [8].

The backbone of any system or organization is communication. It connects the various parts of a system and develops sound coordination [9]. AJK communication system is very weak so that teachers in the primary schools often remain absent and make the system poorer. There are grave examples of absenteeism from duties in schools. Due to weak monitoring and evaluation the system balance is very poor. Primary teachers are the lowest part of whole system of education. Due to poor communication most of the time teachers remain uninformed about the policies and plans framed at the governmental level. All this affects the quality of teaching and learning in primary schools.

Lack of Professional Development and Learning Resources

Teaching is a noble professional duty that needs to be continuously abreast with latest theories, research and new knowledge. Teachers who equipped with latest knowledge and develop their skills can teach

effectively also can stand their social and professional issues [10]. There have no training facilities available at primary level in AJK so that teachers are found weak in solving the problems of students and cannot manage the behaviors of students accordingly and they use punishment as tool. This attitude of teachers discourages students and leads to drop out [11-13].

Primary education in AJK is faced with acute problem of lack of learning resources. This trend is more chronic in government schools where even schools do not have boards, textbook, library and other related learning resources to help teacher and student in the process of teaching and learning. Due to lack of these resources in schools teacher cannot perform very well. Teachers forced to complete the syllabus within the given timeframe. In this situation teachers fail to deliver meaningful objectives in schools [14].

Curriculum Issues and Issues of Text Books

In AJK primary education curriculum is very outdated and cannot fill the requirements of the current era. Students are encouraging to memorization than conceptual education. The current curriculum does not fit to improve the thinking abilities of students. It is useless and impractical for student development [15]. Teachers just focused on syllabus and prepare the students only for examination results. This practice not only affects the teacher performance but also the process of teaching and learning in schools. The teachers should be aware of the aims and goals of curriculum which help to minimize gaps between understating of the curriculum and its effective implementation [16]. There is also a culture of multi-medium of instructions in schools which created problem of instruction due to non-availability of quality textbooks. This confuses both the teacher and the student. Besides, there is lack of training of teachers on how to facilitate or explain concepts from different textbooks. The lack of training and orientation has created confusion among teachers which is reflected in their poor teaching performances [17].

Findings and Conclusions

The study find out that primary education is the most mistreated sector in the whole education system. The whole system is badly administered and poorly managed. Political interference prevails in the system which breeds corruption, favoritism and nepotism. The system of coordination and supervision at primary level is weak and traditionally characterized. The system of accountability at primary level is very poor in schools. There is no valuable mechanism of teacher training and even not on continual basis. Parents are dissatisfied with the quality of education in government primary schools. Primary school teachers are less motivated to achieve the successive results. The dynamic educational policies are failed to bring any positive changes due to poor implementation and evaluation system [18]. The assessment and curriculum of the primary education is outdated which does not cater to the needs of the child nor meet national and international standards. It encourages cramming of the content and deprives students from critical thinking, reflection, analysis and creativity [19,20].

Recommendations

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

- Primary education system needs special consideration as basic pillar of education and need to treat as well managed manners.

- Primary education system should be supported financially by government special budgetary allocations.
- In order to reform the primary system of education, number of teachers per schools needs to be increased and to train effectively on continuous basis.
- To enhance the capacity of the system to work effectively tough system of accountability need to be introduced.
- Corruption needs to be completely eradicated especially at the primary level. For this purpose rules and policies need to be implemented efficiently and monitored effectively.
- Examination system needs to be improved and made effective as per international standards.
- Political interference in the system needs to be completely exterminated.
- Curriculum needs to be revisited, evaluated and revised keeping in view the needs of the child and the demands of the current age.
- Medium of instruction in the schools is needed to be improved. Teachers could be trained in the languages especially in English and Urdu.
- Teachers are needed to be encouraged through financial and other social benefits. The financial support to primary schools needs to be increased. Resources of teaching and learning need to be increased at the primary level.

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