

**An Analysis of the Challenges and Barriers Confronting the Primary
Education System in Karachi, Pakistan**

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Abstract

Introduction: This research examines the primary school education system in District South Karachi, focusing on pertinent issues. An essential component of any society's progress is education. It is one of society's primary cornerstones. Everything that has happened in the world has its roots in education.

Methodology: Using a simple, descriptive survey, this research analyzes primary school education in District South Karachi. A sample of one hundred primary school teachers is randomly selected from public sector schools. Data is collected through a questionnaire assessing primary education challenges, with responses quantified on a Likert scale. Analysis entails frequency, percentage, and mean score calculations.

Results/Findings: Teachers highlight prevalent issues in primary education,

emphasizing the need for increased knowledge and motivation to address challenges in coordination with management, administrators, and policymakers. This focus is crucial for enhancing academic performance and student achievement.

Future Direction: *The study recommends policymakers and school management prioritize addressing identified issues to improve teacher performance and student outcomes. Efforts should concentrate on enhancing teacher knowledge and motivation to resolve challenges collaboratively with stakeholders.*

Keywords: *Lack of Financial Resources, Lack of Coordination, Lack of Supervision, Curriculum Issues and Monitory Benefits.*

Introduction

An essential component of any society's progress is education. It is one of society's primary cornerstones (Adams, 1998). Everything that has happened in the world has its roots in education. It is well-established that only countries with strong educational systems have advanced and developed globally and more motivated towards learning (Ball, 1990; Ahmad, Bibi, & Imran, 2023). People grow through education. It raises people's awareness of life and the difficulties that we face in this world. It sparks creativity and ideas into vacant minds. As a result, countries with strong educational systems have been global leaders (Ahmad, & Hamid, 2021; Ahmad, Ali, & Sewani, 2021; Ahmad, Sewani, & Ali, 2021) since the country's independence. Pakistan's poor educational system caused the country to stay caught up in development and advancement. Numerous problems, including local and state politicians with feudal interests, corrupt bureaucracy, authoritarian regimes, brittle civil society, and feeble democracy, hindered the advancement of the primary education system. The nation purposefully disregarded its primary education system. The system was replaced by so-called "monsters of democracy and development" rather than the country progressing based on free and high-quality education (Zafar, 2003). The recently established state was overtaken by political vulnerability, a

culture of favoritism, a desire for control, and debasement rather than establishing a solid foundation for a long-term structure of instruction within the country (Ashraf, 1983).

The impoverished segment of the population received a government education system that was poorly designed and lacked basic amenities like reading materials, teachers. A greater portion of the fundamental schools, where the kid of the ordinary man was to be educated, were opened under the canopy of trees. However, high-quality schools were opened for the children of the so-called upper strata of society. This socially recognized course of study has impacted the nation's already defunct government education system (Government of Pakistan, 1998; Ali, Ahmad, & Sewani, 2022; Ali, Shah, & Ahmad, 2023). The Government has oriented the display day to higher instruction while ignoring essential instruction, another depressing aspect of the tale. There are gaps in education instruction at different levels because of this ignorance of the fundamentals of the educational system. This would be seen in the displays of traditional and top government school students (Government of Punjab, 2002). The situation has further complicated the problems faced by parents, teachers, and kids connected to the nation's government-run elementary schools. Because of this, Pakistan's basic education rates are falling behind those of several other South Asian countries. Research has shown that Pakistan's core educational system has certain basic and network administrative problems. Important educational institutions in rural areas are in worse shape than those in urban areas. There needs to be teachers in the schools to carry out the teaching and learning activities (Government of Punjab, 2004). Many schools have neighborhoods where people keep their animals. Youngsters studying at the best schools in the country have access to every office, while wretched youngsters study in run-down schools lacking teachers, textbooks, and other necessities (Hussain, 2001).

Numerous challenges plague Pakistan's primary education system, including inadequate

funding, insufficient coordination, inadequate school supervision, problems with the curriculum, and insufficient analysis and monitoring. Insufficient funds are the lifeblood of every system. A system's ability to grow and evolve is impacted by financial constraints (Ballou & Podgursky, 2000; Raza & Ahmed, 2017). An inadequate educational system already financially limited was passed down to creativity. The Government does not provide adequate funding to the primary education system, exacerbating academic and physical deficiencies (Shah, 2003; Ahmad, Rashid, & Ali, 2023). The system's disorganized status made it easy for the administrative system and the school to misunderstand one another. Primary teacher difficulties have worsened due to inefficient cooperation between district-level administrative entities and schools (Farooq, 1993). Primary school supervision procedures still need to be improved. Despite lacking training, the supervisors are professionals (Ahmad, Thomas, & Hamid, 2020; Ali, et al., 2023).

Pakistani schools thus raise the best parrots on the planet. The current curriculum needs to enhance the thinking abilities of students. It could be more effective and workable (Hoodbhoy, 1998; Ali, et al., 2023). Pakistan's primary education issues date back to the countries founding when the newly independent state took over an established educational framework. This was a weak, mismanaged, and classified system. According to Dilshad, Shah and Ahmad (2023), the education and curriculum system could not be changed to accommodate the requirements and social classes of the populace. Because of this, even after 75 years of independence, Pakistan continues to struggle with having the lowest literacy percentage in the world. The reason behind this low literacy is the less focus on primary education sector of Pakistan. Primary education problems are lack of financial resources, lack of coordination, lack of school supervision, curriculum issues, lack of analysis and monitoring effectively and lot of other. This research will highlight the problems of primary education: so the main purpose is to explore the primary

education problems in Karachi, Sindh, Pakistan.

Related Literature Review

Education is concerned with the complete process of human learning that transfers knowledge, develops skills, and fosters varied talents, even though schooling is only one type of education. The act of developing the personality, disciplining the intellect, or imposing discipline is further definitions of education. It is a flexible instrument for alteration. Education affects, or is supposed to impact, how people behave in social situations. Lifelong learning always contributes to the development of a good outlook. Education can be defined as "a cumulative process of developing skills, attitudes, and intellectual abilities that shape our various views and attitudes toward life in general." The essential component of learning is education, which provides us with the skills and drives to use what we have learned to the continuous advantage of society. Education must be positive even though learning can be harmful, and the school can result in bad behaviour and information misuse. Your behaviour is influenced by the kind of school you go to. They may participate in antisocial and bad activities like "pen snatching," armed robbery, failing exams, rape, or activities learned from members of covert cults in higher education institutions. However, human behaviour must be positive in order for it to have educational value (Oad, Khan, & Khoso, 2020). Although the many learning phases kids go through in school are crucial to education, they do not constitute education in and of it. Since everyone entering society is unaware of social standards, quality education and other crucial information that society should know, education is sometimes referred to as imitation. In order to maintain civilization, cultures, norms, customs, and laws must also be transmitted from generation to generation via education (Sumanta, 2022; Jabeen, Ali, & Ahmad, 2023).

Real education, according to Farrant (1982), is distinguished from brainwashing, role-

playing, indoctrination, and solely mechanical training. According to him, proper education is knowledge that is demonstrably valuable and capable of evoking a willing and committed response from the student. Formal education is a structured and organized form of learning. Learning occurs in purpose-built, purpose-constructed facilities, including secondary and primary schools, particular education institutions for students with disabilities, colleges, universities, and colleges of education and technology. Utilizing syllabi, schemes of work, course outlines, lesson plans, and timetables enables the meticulous arrangement and organization of the instructions to be taught. The instructor conducts his instruction under the supervision of internal and external administrative authorities. He is a certified and qualified professional. After each formal education level, certificates are given to honors the trainees' accomplishments. Formal education and non-formal education are different. There are no set curricula, no set teachers, and no scheduled tests. Simple societies use it, but it has yet to be industrialized. Non-formal education is a term that refers to the process of organizing learning activities that take place outside of the framework of the formal education system. This type of training caters to the specific educational needs of the community's slow learner individual child, adolescent, and adult populations (Younis, Naeem, & Ali, 2023; Ahmad, et al., 2023; Ali, Ahmad, & Sewani, 2022).

A natural kind of education is informal schooling. It needs to be structured and planned no particular teacher or coach. Director not required. The majority of learning happens spontaneously and subconsciously. A child may learn in various ways from their family, religion, classmates, friends, clubs, media, cooperatives, surroundings, and other sources. Children are assigned to several services to finish. I think that from birth to death, everyone has a right to an education. The first level of formal education is called primary education, and it usually comes

after kindergarten or first grade and before secondary education. Primary education is provided in elementary schools, primary and secondary schools, or elementary schools, depending on the location. Primary education is categorized as a single-level education under the International Standard Classification of Education. It typically consists of courses that provide students with a strong foundation for learning and instruction in fundamental reading, writing, and math abilities. Fundamental basic education is often known as primary education (Jabeen, Ali, & Ahmad, 2023; Ahmad, Rashid, & Ali, 2023).

Primary education was intended to provide a solid foundational education in reading, writing, and math and a basic understanding of other disciplines (Shah, Ali & Ahmad, 2024). It typically began between the ages of five and eight. The goal of "to establish a solid foundation for learning" had replaced the previous year's emphasis on rudimentary knowledge of other topics. Primary education is categorized as a single-level education under the International Standard Classification of Education. It typically consists of courses that provide students with a strong foundation for learning and instruction in fundamental reading, writing, and math abilities. Basic education is often known as primary education. We also need to lay a solid foundation for that, a high school that prepares us for a meaningful life in society (Afolabi & Loto, 2008).

Children spend hours each day in various classrooms at school, expecting to learn new concepts and subjects. Educators must instruct students in science, math, history, or English. Students absorb and apply knowledge to choose their career goals later in life. Not all classrooms in the world have enough supplies. Instructors must instruct pupils in many subjects, even without classroom resources, which is a conundrum, meaning there are numerous ways to answer it, but it will take some time to do so (Rittel & Webber, 1973). The scarcity of resources in

schools is currently a major issue. Parents of the children may also be impacted by this issue, affecting instructors and students. Insufficient Both teachers and children may experience severe anxiety due to classroom materials. Educators and students suffer, and their limited resources prevent them from teaching the kids to the best of their abilities. After we know these issues, we can start searching for a solution to this puzzle. School districts needed help finding adequate funding to spend on school supplies in various world regions. Schools frequently face the greatest challenges in these areas. Residents in the vicinity of schools contribute minimally to school taxes. Schools in extremely impoverished locations need help to get resources. Lack of resources impacts students in various domains, which indicates that they are not benefiting fully from their schooling (Phulpoto, Oad, & Imran, (2024). They are only learning segments of subjects and classes, not the complete picture they should be learning. Students in extremely impoverished schools perform worse on standardized tests, are more likely to miss school frequently, are more likely to be retained in their class, and are less likely to graduate on time. This demonstrates how a lack of resources has a significant negative impact on students from high-poverty locations. On standardized examinations, they perform worse than pupils from the wealthiest areas. They cannot afford a better education, which is the reason. It is more likely that students with low grades will be expelled. Because more students drop out of school, there will be more students in each class so that educators will require more supplies (Raza & Ahmed, 2017; Thomas, Khan, & Ahmad, 2022).

Pakistan's underprivileged schools face difficulties, just as those in many other parts of the world. Both highly skilled teachers and resources need to be improved in their schools. Although these students receive an education, they deserve something else. Teachers at schools with high percentages of poverty typically have less experience. Teachers make less money and

must be well-educated to instruct kids (Duncombe, 2017). Nobody wants to send their child to a school where they cannot eat. They want to ensure their kids attend the best school available to receive the best education possible. Every parent wants the best for their child, but they must pay attention to the schools to receive the greatest education possible. Teachers want to make a difference and help people in need, but research indicates that the stress of working in a school with few resources can eventually wear them out (Imran, & Akhtar, 2023).

Decision making and teaching practice can be hindered by stress and burnout, excessive demand, and insufficient organizational resources, even for highly qualified teachers with ample personal resources (Bottiani, et al., 2019; Ahmad, Ali, & Sewani, 2021). Every day, teachers face a class of twenty to thirty pupils, in addition to the kids themselves, lesson ideas, and a dearth of resources. In addition to adding stress to teaching in a classroom lacking resources, teachers may become disinterested due to the workload itself. The pupils are the ones who have to deal with the fallout after this. Instructors are underpaid, but when you factor in the absence of resources, they will become disinterested in their work. According to data from the US Department of Labor, the salary of an ECE instructor is in the 19th percentile of all American incomes. Additionally, ECE teachers make, on average, two-thirds of what kindergarten teachers with comparable education get, and their pay has been stable for more than 20 years (Johnson, et al., 2021). The money that schools are given need to be put to better use. The size of the classroom, improved technology, and teacher pay will all significantly improve education. With more resources at their disposal, students will learn more and be more eager to stay in school. "Increasing spending per student from 10% over 12 years of age going to school increases the likelihood of graduating from high school by seven percentage points for all students and about ten percentage points for low-income student's children," according to research, which also

suggests that students will perform better and be able to enroll in better colleges (Baker, 2018).

Methodology

A descriptive method based on a survey sample was utilized to gain responses from the participants regarding the research topic. This researcher has determined the level of awareness among government primary school instructors regarding the deficiencies in primary schools. The study population comprised all government primary school instructors employed by the South Saddar Karachi district. A random sample of one hundred primary school instructors employed by the government in the South Saddar district of Karachi was selected. This study employed a research questionnaire comprising twenty research questions as its primary instrument for analyzing the issues within the primary education system of Pakistan. One hundred questionnaires were distributed to all participants. Respondents were instructed to peruse the provided statements carefully and indicate their opinion on a five-point Likert scale ranging from "strongly disagree" to "disagree." Three are neutral, four are in agreement, and five are strongly in agreement. The questionnaire for the study comprised two sections. The self-developed questionnaire consisted of two sections. The initial section was intended for data collection, encompassing demographic information of instructors. The subsequent section addressed deficiencies identified in primary schools in Pakistan. This study utilized a quantitative research technique with pre-designed basic procedures. Personal visits to government primary schools were used to gather data. The researcher visited the school after receiving approval from the responsible school head and the appropriate authorities. The teachers filled out the questionnaire under guidance. We examined the gathered data's frequency, percentage, and mean distribution. Descriptive statistics, such as frequency, percentage, and participant mean distribution, were used to analyze the data. Before data collection, a pilot test was carried out, and the results

indicated that the scale, with a Cronbach's Bach Alpha of 0.738, was reliable. The scale's overall reliability is shown in Table 1, which is available online.

Table 1 Cronbach's Alpha:

| Cronbach's Alpha | N of Items |
|------------------|------------|
| 0.775 | 20 |

Data Analysis of Study

Following the completion of the screening process, the data that was gathered was entered into SPSS version 22 in order to determine the frequency, percentage, and mean distribution.

Demographics

The demographic information of the individuals who participated in the research is presented in Table 2, which comprises the various demographics. Among the instructors that participated in this study, the table reveals that just 24% of male and 76% of female instructors did so. Furthermore, a respectable number of teachers (45%) had between ten and fifteen years of experience in the classroom, and the majority (39%) qualified for a master's degree.

Table 2 Demographics:

| Demographics | | Frequency | Percent |
|-------------------------------|-------------|-----------|---------|
| Gender | Male | 24 | 24% |
| | Female | 76 | 76% |
| | Total | 100 | 100% |
| Experience | 05_10 years | 38 | 38% |
| | 11_15 years | 45 | 45% |
| | 16_20 years | 13 | 13% |
| | 21_25 years | 04 | 04% |
| | Total | 100 | 100% |
| Academic Qualification | Graduation | 35 | 35% |
| | Masters | 39 | 39% |
| | B.Ed. | 22 | 22% |
| | M.Ed. | 04 | 04% |
| | Total | 100 | 100% |

Table 3 Lack Financial Resources (LFR)

| S. No | Items | N | Mean | Std. Deviation | Conclusion |
|----------------------------------|-------|-----|-------|----------------|------------|
| 1. | LFR1 | 100 | 4.250 | 0.817 | (S_A) |
| 2. | LFR2 | 100 | 4.300 | 0.915 | (S_A) |
| 3. | LFR3 | 100 | 4.350 | 0.920 | (S_A) |
| 4. | LFR4 | 100 | 4.200 | 0.845 | (S_A) |
| Lack Financial Resources Overall | | 100 | 4.275 | 0.820 | (S_A) |

Table 3 presents educators' perspectives regarding the impact of inadequate financial resources on the academic performance of teachers and pupils in primary schools. This item, designated "LFR3," received a maximum rating of 4.350 from respondents to the survey. LFR2 (4.300), LFR1 (4.250), and LFR4 (4.275) subsequently follow. The respondents obtained an overall mean score of 4.275 when queried about the dearth of resources available in primary institutions.

Table 4 Lack of Co-ordination (LC)

| S. No | Items | N | Mean | Std. Deviation | Decision |
|-------------------------------|-------|-----|-------|----------------|----------|
| 1. | LC1 | 100 | 4.180 | 0.956 | (S_A) |
| 2. | LC2 | 100 | 4.305 | 0.988 | (S_A) |
| 3. | LC3 | 100 | 4.090 | 0.933 | (S_A) |
| 4. | LC4 | 100 | 4.230 | 0.879 | (S_A) |
| Overall Lack of Co-ordination | | 100 | 4.201 | 0.806 | (S_A) |

As seen in Table 4, "lack of coordination Factors of problem and challenges in primary schools," the respondents ranked item "LC_2" highest, giving it a mean score of 4.305. LC_4 (4.230), LC_1 (4.180), and LC_3 (4.090) come next. The overall assessment of the teachers regarding the challenges and problems in primary education caused by the lack of coordination between teachers and school management had a mean score of 4.201.

Table 5 Lack of School Supervision (LSS)

| S. No | Items | N | Mean | Std. Deviation | Decision |
|-------|-------|-----|-------|----------------|----------|
| 1. | LSS1 | 100 | 4.380 | 0.971 | S_A |
| 2. | LSS2 | 100 | 4.290 | 0.945 | S_A |
| 3. | LSS3 | 100 | 4.035 | 0.936 | S_A |
| 4. | LSS4 | 100 | 4.120 | 0.942 | S_A |

| | | | | |
|------------------------------------|-----|-------|-------|-----|
| Lack of School Supervision Overall | 100 | 4.206 | 0.890 | S_A |
|------------------------------------|-----|-------|-------|-----|

Table 5 demonstrates that educators believe one of the biggest challenges in elementary education is the absence of adequate school supervision. With a mean score of 4.380, the item "LSS_1" received the highest points from the responders. "LSS_2," which had a score of 4.290, LSS_4 (4.120), and LSS_3 (4.035) came next. The average participant score for the lack of school supervision in the primary education system was 4.206, indicating substantial agreement with this issue.

Table 6 Curriculum Issues (CIS)

| S. No | Items | N | Mean | Std. Deviation | Decision |
|---------------------------|-------|-----|-------|----------------|----------|
| 1 | CIS1 | 100 | 3.905 | 0.876 | (A_G) |
| 2 | CIS2 | 100 | 3.945 | 0.867 | (A_G) |
| 3 | CIS3 | 100 | 3.940 | 0.767 | (A_G) |
| 4 | CIS4 | 100 | 3.935 | 0.757 | (A_G) |
| Curriculum Issues Overall | | 100 | 3.931 | 0.797 | (A_G) |

According to Table 6, the item "CIS_2" received the highest score from respondents regarding instructors' opinions regarding curriculum difficulties in Karachi's primary schools. Its mean score was 3.945, while the next highest scores went to CIS_3 (3.940), CIS_4 (3.935), and CIS_1 (3.905). A mean score of 3.931 indicates how teachers feel overall about curriculum difficulties in primary schools.

Table 7 Lack of Analysis & Monitory Effectively (LAM)

| S. No | Items | N | Mean | Std. Deviation | Decision |
|---|-------|-----|-------|----------------|----------|
| 1. | LAM-1 | 100 | 4.440 | 0.879 | S_A |
| 2. | LAM-2 | 100 | 4.445 | 0.896 | S_A |
| 3. | LAM-3 | 100 | 4.355 | 0.887 | S_A |
| 4. | LAM-4 | 100 | 4.325 | 0.883 | S_A |
| Lack of Analysis & Monitory Effectively Overall | | 110 | 4.391 | 0.876 | S_A |

Table 7 presents the teachers' opinions regarding insufficient analysis and monitoring in the primary school system. Item LAM_2 was ranked highest by respondents, with a mean score of 4.445. Item LAM_1 (4.440), item LAM_3 (4.355), and item LAM_4 (4.325) came after it.

With a mean score of 4.391, teachers overall thoughts on lack of analysis & monitory effectively in primary education problems and challenges in Karachi, Pakistan.

Table 8 Overall Factors

| S. No | Factors | N | Mean | SD | Decision. |
|-------|---|-----|-------|-------|----------------|
| 1. | Lack Financial Resources (LFR) | 100 | 4.275 | 0.820 | (S_AG) |
| 2. | Lack of Co-ordination (LC) | 100 | 4.201 | 0.806 | (S_AG) |
| 3. | Lack of School Supervision (LSS) | 100 | 4.206 | 0.890 | (S_AG) |
| 4. | Curriculum Issues (CIS) | 100 | 3.931 | 0.797 | Agree |
| 5. | Lack of Analysis & Monitory Effectively (LAM) | 100 | 4.391 | 0.876 | Strongly Agree |

Table 8 shows how public primary school teachers feel about primary education problems and challenges in Karachi, Pakistan. With a mean score of 4.391, respondents put the factor "lack of analysis & monitory effectively "at the top of the list. It was followed by "lack financial resources "(4.275), "lack of school supervision" (4.206), "lack of co-ordination" (4.201), and "curriculum issues" (3.931).

Discussion

The purpose of this study was to measure problems and analysis of primary schools through teachers' perceptions at primary level. A review of current literature indicated that problem of primary schools might be a valid measure to be used in public school context. Therefore, it is essential to understand how to get rid problem regarding lack of financial resources, lack of coordination, lack of school supervision, curriculum Issues, and lack of analysis and monitory effectively.

The results of the teachers' Perceptions of problems in primary school indicated that most teachers perceived a lack of financial resources for effective teaching. The Majority of the teachers agreed that primary school education lacked financial resources, lack of coordination, lack of school supervision, curriculum Issues analysis and monitoring effectively for an effective education system. The study concluded that the problems and analysis of primary school

education affect students' base performance. Teachers can teach effectively in ways they are free to think about, but they must improve what is discussed. At the primary level, the teacher can use his capabilities to impart knowledge to the students. Coordination and school supervision are the central components to unlocking all the doors to successfully fulfilling the learning objectives (Ahmad, Thomas, & Hamid, 2020; Ahmad, Bibi, & Imran, 2023).

Ahmad and Hamid, (2021) concluded that poor coordination and curriculum issues in primary schools could be more efficient for learning. It is a key that allows the students to feel understood. In the 21st century, we have seen great advancements in information and communication technologies, as Adams (1998) concluded that analysis and monitoring effectively were noted for their good results. Effective school supervision in teaching makes changes in students' grades, inspiration, and assertiveness (Obiweluzor, Momoh, & Ogbonnaya, 2013).

Results of the study showed that all the five scales of problem and analysis of primary school education, namely: lack of financial resources, lack of coordination, lack of school supervision, curriculum Issues, and analysis and monitoring effectively, showed significant with students' academic performance. These results were consistent with the findings of the studies which showed that primary school quality and student achievement were significantly correlated (Johnson, 2021),

Findings from this study reflect the need for financial resources, coordination, school supervision, curriculum issues, analysis, and effective monitoring. Proficiency in teacher collaboration indicates an improvement in primary schools to enhance student learning. In brief, the core of the study regarding primary school analysis to become a reason for student achievement is outlined below. In the present study, the male participants account for 24% (n=24), while The Female Participants comprise 76% (n=76) of the total respondents. In the

present study, 18% of the participants are between 25 and 30 years old, 53% fall within the age range of 35 and 40 years, and 29% belong to the age group of 40 years and above among the total respondents. The research shows that 35% of the participants have completed their graduate studies, and the respondents have completed their M.A/M.Sc. Qualification: 39% of the participants who have completed their B.Ed. They were 22% of all the respondents. Of the respondents who have completed M. Ed, they were 4%. In the present study, the findings indicate that 38% of participants Possess 5-10 years of Experience. 45% have between 10-15 years of Experience, 13% have between 15-20 years of Experience, and 4% have between 20-25 years of Experience of the respondents. Most survey respondents firmly agreed that funding constraints impacted the expansion and improvement of the elementary school curriculum. Most respondents to the study said that teachers should have financial and other social rewards to be motivated. Most respondents to the study concurred that primary schools require more funding to run effectively. Most survey respondents firmly agreed that funding for the primary education system is necessary. Most survey respondents concurred that there should be more teachers per school. Most poll respondents firmly agreed that effective, ongoing teacher training is necessary. Most poll respondents firmly agreed that a strong accountability system might be implemented. Most poll respondents disagreed that more communication between policymakers and school personnel should be needed. Most poll respondents refuted that educators are ignorant of recent developments and laws. Most survey respondents acknowledged effective communication between district-level administrative structures and schools. Most survey respondents vehemently opposed that primary schools have extremely lax supervision procedures. Most respondents to the study vehemently disagreed that the supervisors lacked professional training (Ahmad, et al., 2023; Ahmad, Rashid, & Ali, 2023). The majority of survey respondents

disagreed that bureaucratic management permeates the oversight process. The majority of poll respondents did not agree that supervisors haughtily treat instructors (Raza & Ahmed, 2017). The majority of survey respondents firmly agreed that Pakistan's primary school curriculum is out of date. Most survey respondents concurred that the curriculum meets the country's current needs. Most poll respondents felt that curricula should be updated based on the individual child's needs (Dilshad, Shah & Ahmad, 2023).

Most survey respondents firmly agreed that improving medium instruction in schools by students' demands is necessary. Most poll respondents firmly agreed that primary education needs more resources for teaching and learning. Most poll respondents firmly agreed that the current elementary curriculum should enhance children's thinking skills. The majority of poll respondents firmly agreed that the examination system needs revision. It ought to be enhanced in light of any new requirements. The majority of participants were adamant that main corruption had to be eliminated. Most survey respondents concurred that policies and processes must be carried out efficiently. Most participants firmly agreed that there should be an outright ban on political meddling in the educational system.

Conclusions

The results of the teachers' perceptions of primary school problems indicated that most teachers perceived that primary education is based on students who should be strong. The study results are a source of inspiration and useful for teachers. As (Obiweluzor, Momoh, & Ogbonnaya, 2013), indicated, that they can find out the problems of primary schools to get rid of the problems which are going on in primary sectors. Coordination of teachers and students should be strong, and the curriculum must be updated to enhance the quality of primary education at the government level. Further, five scales of problems and analysis of primary

school education (Lack of financial resources, Lack of coordination, Lack of school supervision, curriculum Issues and analysis and monitoring effectiveness) were significant. Female respondents showed higher mean scores to highlight the problems of primary school education and the Lack of coordination between school administration, teachers and students.

On the other hand, curriculum Issues highlighted them, which are responsible for problems in primary school education than male respondents. For effective learning, financial resources, coordination, curriculum and analysis and monitoring and effective communication are necessary for both male and female students. Obiweluozor, Momoh, and Ogbonnaya, (2013) found that Lack of school supervision is the main problem in primary school education; due to this, all the students of primary schools do not achieve learning goals (Haq, 2013).

Recommendations

The study's findings led to these recommendations:

- Teachers identified five key issues in primary school education: lack of financial resources, coordination, supervision, curriculum issues, analysis, and monitoring. To improve performance at the primary level, school staff should focus on financial resources.
- Curriculum is vital for meeting learning objectives. A key helps kids understand. To reach this goal, teachers must understand how to apply effective content in class to help kids succeed academically.
- Train school supervisors to understand teaching methods and their appropriate use in specific situations and disciplines. Expert teacher trainers should emphasize using the right materials, technology, and resources.
- Primary schools are often seen as lacking in adequate analysis and monitoring. Lack of

building, learning material, teachers, and analysis and monitoring affects primary school education in remote locations. Stake holders should provide learning materials, analyze them, and monitor them in rural and urban locations. The government could also strengthen educational standing to help teachers overcome challenges.

- Similar studies should be conducted in other provinces of Pakistan, as this study was conducted in Karachi.
- Since this study was conducted in District Central, Karachi, it is recommended to be replicated in other districts of Karachi, Sindh, Pakistan.

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