Evaluation of Educational Reforms at Primary Level Schools in Tehsil Rahim Yar Khan

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Abstract

This study evaluated educational reforms at the primary-level schools in Tehsil RYK. The objectives of the study are: 1) To determine the effectiveness of Literacy and Numeracy Drive (LND) on Primary students learning outcomes, 2) To investigate how Classroom Observation Tool (COT) improves Teachers' methodology, 3) To enhance teachers' ability to deliver English fluently and effectively as EaSTE, 4) To explore students' outcomes, promote collaboration, build capacity, and increase accountability in Primary Schools according to SIF reform, 5) To investigate the effectiveness of SNC (Single National Curriculum) 6) To explore a student's physical, Cognitive, Social, emotional, and Creative growth, 7)To analyze the effectiveness of (ITSP) reform in promoting Teachers' Professional development and updating their teaching methodology. 504 teachers (225 males and 279 females) from primary-level schools were selected. A 60-item self-structured questionnaire was used to evaluate educational reforms. The simple random technique was used for data collection. The collected data was analyzed with the help of SPSS. 87.9% agreed that LND had improved the attendance of Teachers and Students at government schools. 75.0% agreed that COT improves Teachers' lesson delivery. As per findings, 70.4% agreed that EaSTE Training allows teachers to strengthen their English vocabulary and grammar. 69.5% agreed that SIF reform improves the overall structure of Govt. Schools. 80.9% agreed that SNC reform provides an equality-based learning environment for all students. 82.4% agreed that ECCE in government schools is a good step for innovative learning. 80.8% agreed that ITSP reform improves teachers' methodology and enhances their self-confidence.

Keywords: *Primary Education Reforms, Teacher Development, Curriculum Evaluation*

Introduction

Education is essential for the growth of humans and it is the backbone of progress in a country. Countries with the best education systems and performance are seen to be offered global leadership in areas of socio-economic progress. Each country paved the way brandishing its culture and tradition to produce during their generations. And finally, they educate the next generation about their national history. Educational systems vary from one country to another in minimum age, period for education, and all kinds of study levels (Sain, 2023). Education is the job of the state and federal government all possible resources should be utilized to sustain this support.

The development of education should need participation from the community. Among all nations, Pakistan has the highest illiteracy rate. In addition, literacy is a societal ill. Being an individual disability, our culture affects everyone (Rahman and Uddin, 2009). From these different points of view, we can infer that teaching is a human activity as it requires engagement between teachers and students for concepts or procedures to be understood so they may be rebuilt. If a country is to recognize problems, seek solutions, digest historical weaknesses, and resources present for future targets hence the sector that becomes incredibly important for all this exercise is education (Kausar & Sadiq, 2023).

Pakistan is the fifth highest in leaving out-of-school children from educational opportunities where over 22.5 million children are not enrolled in schools. USAID through its education programs trained teachers to provide emergency instruction for children displaced by armed conflict and enrolled new students in formal/informal learning environments. Reading is the backbone of critical thinking, learning, and earning. It says the United Nations Millennium Development Goal (MDG) for Universal Primary Education (UPE), can contribute to encouraging children's reading at an early age. MDG Goal 2 is to have all women and children from poor families, those who belong to the ethnic minority be able to experience a free primary education of high quality, (UNICEF & UNESCO, 2021). The whole matter was to be managed by UNESCO with the partnership of UNFPA, UNDP, UNICEF, and one another global partner i.e. World Bank as well.

Educational reforms are, simply put any intentional change to an educational system whether it be from instructional strategies, teaching styles, or individual schools. School reforms consist of all improvements done in the school education department (Siddiqui and Tagar,

2018). Educational reforming is meant to improve the quality of the country's schools and be involved in how they operate (Fazal, Khan, et al., 2014).

Educational reforms involve changes in educational philosophy, student policies, curriculum studies, and pedagogical methodology. The researcher first got interested in this topic when observing the difficulty that teachers face while putting new education reform into practice. Researchers are also studying the previous literature and realize that changes in education are very important. It is essential to incorporate several reforms that provide means for educators to learn new methods and elevate the standard of instruction.

Statement of the Problem

Analyzing primary education reforms, how they affect teachers' practices, and how they improve the quality of primary education. It also determines the extent to which the primary literacy rate in the RYK District has increased. Finally, it looks into the perspectives of teachers regarding primary education reforms. Examining educational reforms at the primary level in Tehsil RYK was the goal of this study. It is essential to put in place a range of reforms that support teachers in learning new skills and improving the level of instruction.

Objectives of the Study

- To determine the effectiveness of Literacy and Numeracy Drive (LND) on Primary students' learning outcomes.

- To investigate how the Classroom Observation Tool (COT) improves Teachers' methodology.

- To enhance teachers' ability to deliver English fluently and effectively as EaSTE (English as a Subject for Teachers and Educators) reform.

- To explore students' outcomes, promote collaboration, build capacity, and increase accountability in Primary Schools according to SIF (School Improvement Framework) reform.

- To investigate the effectiveness of SNC (Single National Curriculum) and how it brings equality and social mobility by introducing quality education and skill development in Primary schools at the national level.

- To explore a student's physical, Cognitive, Social, emotional, and Creative growth under five years of age as ECCE (Early Childhood Care and Education) reform.

▪ To analyze the effectiveness of Innovative Teacher Support Package (ITSP) reform in promoting Teachers' Professional development and updating their teaching methodology.

Literature Review

The extent to which a country develops and prospers depends on the amount of level education attained. Unfortunately, the system in place is stratified as many educational systems offer instruction differently (Zafar and Ali, 2018).

The Constitution of Pakistan, under Article 37-B as per the directive principle states that "the state shall remove illiteracy and provide free and compulsory education within the minimum possible period". Illiteracy has to be eliminated all over the state in minimum time & free suitable secondary education must be compulsory (Malik, 2011).

It is a huge challenge for Pakistan to bring all children, particularly the most vulnerable into better schools. While there have been considerable gains in enrolment and retention rates over the past few years, they are not yet happening at a pace that significantly changes public education metrics. Pakistan has the second largest number of out-of-school children (OOSC) in this age group at 22.8 million, or about 44% of its total population between ages five to sixteen. Geographical, social, and gender disparities are stark; 78 % of girls in Baluchistan do not attend school while 52% of the poorest children in Sindh, 58% of whom are girls (Anwar, Khan, et al., 2023). USAID, with other partner development organizations and the government of Pakistan, aims to upgrade access to and quality of education.

Supported by USAID in partnership with the Government of Pakistan, students are being served with the finest access to basic as well as higher education. This alliance will provide the education sector with educational officials and stakeholders as implementation specialists, including a teacher training program that can deal with local realities. In 2020, therefore, USAID now provides additional financing to workforce development research and training attached to the market (Lewis, Kanji, et al., 2020).

Primary Education System of Pakistan

According to Saif and Naz (2016), primary education is important for an academic system. Quality of education was defined by the Directorate of Staff Development (2008) as achieving those conditions that are necessary for creating quality, resources and

results/achievements of the institutions or system. Greater efficiency in resource utilization has the scope to augment educational levels in Pakistan (Khaira, Syamsuddin, et al., 2023). The best of the country's schools are properly equipped to serve their students, but others exist in stark disrepair or perhaps with only penurious youth huddling inside to hold classes when neither books nor teachers offer them any resources (Safdar, Hussain, et al., 2010).

Elementary Education System of Pakistan

The individual is educated in basic knowledge, abilities, and attitudes. The selection of the training needs, obstacles, facilities, and psychological principles are carried out while choosing the knowledge, skills & attitudes students will learn in practice. In short, 5 years are reserved for primary education starting at the age of five to ten (Shakoor, Azeem et al., 2011).

Higher Education System of Pakistan

The final and crucial step towards the completion of formal education is higher education. Pakistan's educational system has detrimental issues at every level, in quality and quantity. The nation has serious issues related to the outdated and dilapidated educational system by all segments of society (Saleem, Gul, et al., 2021).

Higher education is one of the strongest means to develop a modern and well-informed society by broadening its knowledge horizons because it provides full exposure to different aspects of life from an international perspective. The core mission of higher education is to teach, train, research, and serve the community.

According to Ashraf (2019), education is an essential right for all citizens. The quality of basic and secondary education in Pakistan is largely deteriorating. But science literacy is at its lowest, and people need to fix that fast. The biggest loss is that of teachers, libraries, and laboratories since independence.

Education System in District Rahim Yar Khan

The majority of people live in Rahim Yar Khan District's rural areas because Rahim Yar Khan is well-known for its transportation, industry, and agriculture. Our research must determine the causes of poverty in Rahimyar Khan's rural areas, which are close to the Cholistan Desert. Effective public policies to reduce poverty in Pakistan's non-urban areas frequently depend on an understanding of the scope, drivers, and mother nature of rural poverty (Awan, Sheikh, et al., 2015).

A society's ability to eliminate poverty depends on its level of education. Wealth, on the other hand, is defined as an abundance of valuable resources or material things; if an individual has

valuable qualities of his own, he cannot be considered impoverished because he is making money. To remove this educational problem, some educational reforms should be introduced to overcome these issues in Primary Schools.

Educational Reforms

Pakistan's foundation in 1947 placed a high premium on education and educational reforms. Throughout the 1970s, 1980s, 1990s, and even into the present, policy changes persisted. Creating committees, they were tasked with developing policies following the first Educational Conference in 1947. A commission on national education was established in 1959 with funding from the Ford Foundation and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) (Nawaz and Sultana, 2019). Before 1972, basic education was primarily provided by the private sector; however, most of these private institutions were nationalized due to governmental changes in the 1970s. As a result, after restrictions were removed in 1979, the private sector began to fill the gap left by the governmental sector (Aziz, Bloom et al., 2014).

Some of the educational reform policies that were put into place between 1978 and 2010 had certain things in common: they raised the bar for education and made it easier for people to get it; they improved teacher competency and gave them relevant training; they promoted equality and did away with disparities; they strengthened the role of the community and parents in elementary education; and they changed the course of study and the method of instruction (Dildar, Saif, et al., 2016).

Educational Reforms which are now applied in our Primary Schools are as follows:

1. **COT (Classroom Observation Tool)**

This Reform was introduced in 2018 with 11 domains but 6 more domains are added in 2022 for better English use.

With the assistance of the Quid-e-Azam Academy for Education Development (QAED), this classroom observation tool was created to assist Punjabi primary schools in raising the caliber of their instruction (Molina, Fatima, et al., 2020).

2. **EaSTE (English as a Subject for Teachers and Educators)**

The Punjab government and the British Council launched the English as a Subject for Teachers and Educators (EaSTE) project to improve Punjab primary school teachers' (PSTs') proficiency in the language. The objective of EaSTE is to enhance the English language teaching abilities of primary school instructors in Punjab classrooms (QAED & British Council, 2022).

3. LND (Literacy and Numeracy Drive)

According to the Victorian Curriculum Assessment Authority, literacy is the capacity of students to comprehend, analyze, and produce texts accurately and fluently both within and outside of the classroom, as well as to engage with the workforce and the community. According to Osberg (2000), literacy and numeracy are indicators of educational success in terms of subject matter taught and learned. Three categories have been established by the European Union to group this literacy and numeracy push (Khalid, Bashir, et al., 2019).

4. ITSP (Innovative Teacher Support Package)

Innovative Teacher Support Package (ITSP) is a professional development initiative that enables teachers to reflect on their practice and build knowledge about pedagogy. ITSP has worked to deepen teachers' understanding of classroom best practices; it's also given us the tools needed for coaching and mentoring others on how to teach (QAED, PESP all & PMIU, 2020).

5. SIF (School Improvement Framework)

The School Education Department (SED) Punjab introduced a new mechanism of school monitoring. The TEVTA SIF is a school support and monitoring model that was used to identify individual needs at each stage level District Education Authority (Masters, 2010).

6. ECCE (Early Childhood Care and Education)

Then again, a UNICEF-supported education reform in Pakistan. ECCE is a course that was added to the curriculum back in 2006 with an Espanola name called ECE, while it has changed now to ECCE (Single National Curriculum, 2021). When delivered through high-quality settings, early childhood care and education (ECCE) that is offered from birth to age 8 years continues a child's rapid brain development period of very young children; it helps them to reach their fulfillment in terms of developing thinking skills or dispositions on expanded languages (Khan, Bhatti, et al., 2017).

7. SNC (Single National Curriculum)

The Single National Curriculum (SNC) that was followed for the ongoing school year set a political storm on both sides of the divide this start to summer. For this purpose, new

textbooks are prepared. Federal Minister of Education, Shafqat Mehmood further elaborated on the groundbreaking plan by rolling out a single curriculum from Quran-o-Sunna at every educational institution. Now every student has an equal footing to succeed regardless of their parents' status in society (Lieberman, Ponchillia, et al., 2013).

In light of these facts, universal primary education may be attained through various measures such as adequate infrastructure, quality and competent teaching staff based on merit recruitment; media mobilization for educating the public on the worth of education; development or transformational post-secondary technical vocational training opportunities mainly targeting disadvantaged parents within limited resources who are unwilling to make an income commitment by having financial assistance offered during school-entry (Zakar, Qureshi, et al., 2020).

Research Methodology

The nature of the study is descriptive. The quantitative method was adopted as this method is the most appropriate for the study. The population of the study includes a total of 552 govt. Primary schools with a total of 3056 teachers in the RYK according to the 2022 locked census report. This population is selected to provide a comprehensive understanding of Educational Reforms in Primary Schools of this district. A sample size of 504 teachers (225 males and 279 females) from 112 primary Schools out of 552 schools, due to the shortage of time and money. This sample is proportionate and represents 20% of the teacher population.

A self-structured questionnaire (consisting of 60 items) was used to collect the data from teachers. Questionnaires are considered a very effective and easy tool for the quantitative study. A 5-point Likert scale was used in the questionnaire. A simple random sampling technique was adopted for data collection. The data is analyzed through the SPSS software, version 23. The data was double-checked to ensure the correct entry. It then added those values that were missing and inverted the formatting wherever it was needed. Once the data was processed and missing values were added, then prepared data folders to analyze current data. The study employed descriptive statistics such as percentage, frequency, standard deviation, and mean to give a real picture of data about research questions that have been formed by theoretical background; on another hand, inferential were also included such as t-tests, one- way ANOVA, Chi-Square test, etc to bring results.

Validity and Reliability of the Tool

The items on the questionnaire were revised to make them easier to understand to the intended audience by a group of experts, and then the revised versions were validated. To conduct pilot testing, researchers personally visit respondents, give relevant questionnaires to them, and ask them to freely share any suggestions they may have for improving the questionnaire. After receiving feedback from the pilot testing respondents, the questionnaire was finalized. This process determines the correlation coefficients between variables and factors and evaluates the dependability of each. The 0.75 Cronbach Alpha rating is considered reliable and valid.

Data Analysis

This section presents the data analysis and resultant table findings. The first section describes the analyses regarding teachers' demographic information. The second section provides the analysis of teachers' data by statement, while the third part examines the variance in teachers' opinions based on demographic variables and the last part examines the association between demographic variables.

Demographic Information of Teachers

Table 1
Gender-Wise Distribution of Sample

Gender	Frequency	Percentage
Male	225	44.6
Female	279	55.4
Total	504	100.0

Table 1 shows that most of the teachers (55.4%) were females and 44.6% were males.

Table 2
Age-Wise Distribution of Sample

Age	Frequency	%
Under 25	15	3.0
25 to 29	82	16.3
30 to 39	226	44.8
40 to 49	156	31.0
50 to 60	25	5.0
Total	504	100.0

The above table presents different age group percentages of teachers.

Table 3
Area-Wise Distribution of Sample

Area	Frequency	Percentage
Rural	268	53.2
Urban	236	46.8
Total	504	100.0

Table 3 presents that the teachers from rural areas were 53.2% and from urban areas were 46.8%.

Table 4
Qualification-Wise Distribution of Sample

Qualification	Frequency	%
Matric PTC	30	6.0
Graduation	123	24.4
Masters	224	44.4
M. Phil	127	25.2
Total	504	100.0

Table 4 presents the qualification percentage of teachers; Matric PTC teachers were 6.0%, Graduate teachers were 24.4%, Master teachers were 44.4%, and M. Phil teachers were 25.2%.

Findings

I found the mentioned points in my study:

Findings of Teachers' Data

- 81.8% of the participants agreed that the Literacy and Numeracy Drive (LND) upgrades the attendance of Teachers and Students at government schools.
- 87.9% of the teachers agreed that the Monitoring and Evaluation Assistant (MEA) takes monthly tests on tablets in LND.
- 84.1% agreed that Monitoring has improved the school system.
- 84.3% agreed that Literacy and Numeracy Drive (LND) enhanced the learning of students.
- 81.9% agreed that with the help of LND reform, all students (weak and intelligent) get an equal chance to improve their learning ability.

- 87.1% agreed that implementing LND improves the standard of education at the Primary level.

- 86.1% agreed that LND enhances the reading skills of students in English and Urdu.

- 83.9% agreed that Literacy and Numeracy Drive (LND) enhances students' self-confidence and makes them aware of using digital learning through Tablets.

- 68.0% agreed that the Classroom Observation Tool (COT) enhances teachers' classroom appearance.

- 75.0% agreed that the Classroom Observation Tool (COT) improves teachers' way of delivering lessons.

- 70.1% agreed that the Classroom Observation Tool (COT) allows primary teachers to adopt new and innovative methods.

- 66.5% agreed that the Classroom Observation Tool (COT) develops teachers' self-confidence during lessons.

- 67.9% agreed that the Classroom Observation Tool (COT) provides opportunities for critical thinking during teacher lessons.

- 73.4% agreed that the Classroom Observation Tool (COT) enhances teachers' professional development skills.

- 67.9% agreed that with the invention of the Classroom Observation Tool (COT) reform, the education system improved much faster than the primary level.

- 63.7% of the teachers agreed that the Classroom Observation Tool (COT) makes the education system much easier and more interesting for students.

- 65.3% of the participants agreed that training teachers has improved the instructional competence of teachers.

- 68.9% agreed that in-service training of teachers is a waste of time.

- 67.9% agreed that teachers who get in-service training can implement modern strategies in their classes.

- 70.8% agreed that the students' results have been improved due to teachers' training.

- 61.7% agreed that in-service training has no significant impact on the performance of teachers.

- 66.8% agreed that this reform (EaSTE) also allows the use of digital learning in classes and develops students' interest.

- 68.9% agreed that English as a Subject for Teachers and Educators (EaSTE) training enhances teachers' understanding of the usage of the English language.

- 70.4% agreed that training allows teachers to strengthen their English vocabulary and grammar.

- 68.8% agreed that training (EaSTE) is adopted warmly by both freshers and experienced teachers.

- 67.2% agreed that there is a shortage of physical facilities in government schools.

- 64.7% agreed that boundary walls have been constructed for all government schools.

- 69.5% agreed that buildings have been constructed for the shelter-less schools.

- 56.5% agreed that the security system has been improved in government schools.

- 67.8% agreed that the School Improvement Framework (SIF) provides basic facilities for students and teachers.

- 65.10% agreed that this reform (SIF) makes available clean water for drinking in schools.

- 64.5% agreed that the School Improvement Framework (SIF) focuses on more tree plantations in schools for a clean environment.

- 68.0% agreed that this reform (SIF) inquires if needed furniture is available in schools or not and provides them if it is in shortage.

- 57.1% agreed that change in curricula has not brought any improvement in school education.

- 78.4% agreed that the revised curricula meet the needs of society.

- 81.4% agreed that curricula are according to the ideology of Pakistan.

- 79.7% agreed that a Single National Curriculum (SNC) provides a standard learning environment in schools.

- 80.9% agreed that a Single National Curriculum (SNC) provides an equality-based learning environment for all students regardless of whether poor or wealthy.

- 75.0% agreed that a Single National Curriculum (SNC) enhances students' confidence and improves their learning with collaboration.

- 77.6% agreed that the Single National Curriculum (SNC) introduces activity-based learning which develops the interest of students in learning.

- 80.6% agreed that the Single National Curriculum (SNC) adopted innovative learning ideas, activities, and techniques to provide an interesting learning environment for students.

- 77.4% agreed that Early Childhood Care and Education (ECCE) plays an important role in a child's lifelong learning.

- 80.3% agreed that Early Childhood Care and Education (ECCE) develops a student's cognitive, emotional, and physical skills in class.

- 77.0% agreed that this reform (ECCE) enables a child to understand the use of things in the right way.

- 78.8% agreed that it develops the confidence of students by doing themselves during lessons.

- 82.4% agreed that Early Childhood Care and Education (ECCE) in government schools is a good step for the government towards innovative learning.

- 56.5% agreed that ECCE class reform is a waste of time and money.

- 65.3% agreed that ECCE class teaches students how to touch, grip, and build things.

- 72.4% agreed that ECCE reform also enables teachers to enhance their professional skills by teaching ECCE students in a new way.

- 78.8% agreed that ECCE reform is an effective way of learning for under-five age group children.

- 84.2% agreed that ECCE reform provides lifelong learning to a child it teaches them how to behave in society.

- 57.3% agreed that the Innovative Teacher Support Package (ITSP) is effective and innovative for teachers to adopt new things in their lessons.

- 64.9% agreed that ITSP reforms have created a negative impact on teachers.

- 73.6% of the teachers agreed that ITSP reform increases teachers' understanding of new topics that are introduced in the (SNC) Single National curriculum.

- 74.2% of the participants agreed that ITSP reforms teachers' way of delivering lessons in class more accurately.

- 70.6% agreed that in government schools, the focus is only on old teaching methods.

- 80.8% agreed that ITSP reform introduces an eleven-unit task to improve teachers' methodology.

- 76.4% agreed that ITSP reform introduces digital learning techniques for teachers to upgrade their knowledge.
- 70.0% agreed that ITSP reform develops teachers' self-confidence and improves their way of teaching by providing new concepts and techniques.
- 77.6% agreed that ITSP enhances critical thinking skills among teachers and students.

Analysis of the difference between Teachers' opinions regarding the Evaluation of Educational Reforms at Primary-level Schools in Tehsil RYK

The data analysis in this part demonstrates the disparities in the opinions of teachers according to their gender, area of expertise, age, and level of education. The data were analyzed using chi-square and one-way ANOVA.

Table 5
Difference between Male and Female Teachers' Opinions

Variable	Category	N	Df	Likelihood Ratio Chi-square	Sig.
Gender	Male	225	78	104.689	.024
	Female	279			
		504	78		

P<0.05

Table 5 shows a difference between male and female teachers' opinions since the chi-square p-value of .024 is less than the significance level of 0.05; the null hypothesis is rejected, suggesting a statistically significant relationship between the opinions of male and female teachers depending on gender.

Table 6
Difference between Rural and Urban Teachers' Opinions

Variable	Category	N	Df	Likelihood Ratio Chi-square	Sig.
Area	Rural	268	78	99.349	.052
	Urban	236			
		504	78		

P<0.053

Table 6 shows a difference between rural and urban Teachers' opinions; given that the chi-square p-value of .052 is less than the significance level of 0.053, the null hypothesis is

rejected, demonstrating a statistically significant correlation between the opinions of rural and urban instructors depending on location.

Table 7
Teachers' Opinions Based on Different Age Groups

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	13530.526	4	3382.632	5.344	0.000
Within Groups	315868.418	499	633.003		
	329398.944	503			

P<0.05

Table 7 shows teachers' opinions based on different age groups, the p-value (0.000) is less than the significance level (0.05), and the null hypothesis is rejected, signifying a statistically significant difference between the various age groups. It implies that educators across a range of age groups hold diverse viewpoints.

Table 8
Teachers' Opinions Based on Qualifications

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2042.216	3	680.739	1.040	.375
Within Groups	327356.729	500	654.713		
	329398.944	503			

P<0.05

Table 8 indicates the difference between teachers' opinions based on qualifications. The computed p-value of .375 indicates a statistically insignificant difference in teachers' opinions based on qualification, and as it is over the significance level of 0.05, we accept the null hypothesis and declare that there is no significant difference in teachers' opinions based on qualification.

Analysis of the Association between Demographic Variables for Evaluating Educational Reforms at Primary-level Schools in Tehsil RYK

The demographic variables are analyzed in this section to determine their correlation. To examine the data, a chi-square test was employed.

Table 9
Association between Gender and Age Variables

Variable	Category	N	Df	Pearson Chi-square	Sig.

Gender * Age	Male/female *	504	4	9.653	.047
	Under 25 to 60	504			

P<0.05

Table 9 shows the association between gender and age of teachers. We reject the null hypothesis because the chi-square p-value (.047) is less than the significance level (0.05), suggesting a statistically significant relationship between the gender and age variables.

Table 10
Association between Area and Qualification

Variable	Category	N	Df	Pearson Chi-square	Sig.
Area *	Rural/Urban *	504	3	7.927	.048
Qualification	Matric to M. Phil	504			

P<0.05

Table 10 shows the association between area and qualification of teachers we reject the null hypothesis since the chi-square p-value (.048) is less than the significance level (0.05), suggesting a statistically significant relationship between the area and qualification variables.

Table 11
Association between Age and Qualification

Variable	Category	N	Df	Pearson Chi-square	Sig.
Age *	Under 25 to 60 *	504	12	118.558	.000
qualification	Matric to M. Phil	504			

P<0.05

Table 11 shows the association between age and qualification of teachers, as the null hypothesis is rejected when the chi-square p-value (.000) is less than the significance level (0.05), signifying a statistically significant relationship between the qualification factors and age.

Table 12
Association between Age and Area

Variable	Category	N	Df	Pearson	Sig.

				Chi-square	
Age* Area	Under	504		7.832	.098
	25 to 60		4		
	*				
	Rural/Urban	504			

P<0.099

Table 12 shows the association between age and the area of teachers, the null hypothesis is rejected since the chi-square p-value (.098) is less than the significance level (0.099), suggesting a statistically significant relationship between the area variables and age.

Conclusion and Discussion

Conclusion

As a whole, the conclusion is that the majority of teachers are in favor of educational reforms because by using these reforms in their daily lessons in classes, teachers can improve their knowledge, build confidence, and find new ways to teach their students with the help of modern technology and also improve their personality by using the English language fluently during their lessons which also help their students to build confidence and focus on their character building.

The study revealed that educational reforms play a crucial role in fostering both character building and personality development in teachers which are strongly linked to successful outcomes in their students. These findings emphasize the importance of integrating educational reforms into curricula during lessons, as it serves as a foundational element for individual development, social competence, and overall mental well-being.

The research highlights the need for targeted interventions to overcome existing barriers to life skills education, such as inadequate resources and insufficient teacher training. By adopting these reforms, teachers can create an environment that nurtures the holistic growth of students, builds their confidence, and equips them with the socio-emotional tools necessary to thrive in both their personal and academic lives; also teachers should build their character according to new digital technologies.

Discussion

This study sought to evaluate the educational reforms at the primary level schools. Nowadays, reforms are necessary through this we solve our educational problems. Because of these reforms, teachers can moderate their teaching methodologies. The results show that educational reforms play an important role in the educational field. These reforms are developed with the help of different teaching strategies. There are also some factors and barriers that hinder the development of these reforms. The literature review of this study introduced the importance of reforms, different instructional strategies of reforms, elements of educational reforms, characteristics of educational reforms, barriers to educational reforms, and factors of educational reforms.

Suggestions

The following were some suggestions in the light of above results:

- Monitor student progress regularly instead of monthly in LND reform.
- Ensure consistent use of COT reform in Primary schools.
- Provide resources and support for the betterment of schools.
- Continuously review and update the curriculum according to student needs.
- Enhance teacher's training in early childhood education.
- Expand more programs to enhance the student ratio.
- Encourage teacher's feedback and involvement in child character development.
- Encourage student participation and self-confidence.
- Utilize digital tools and resources to enhance teaching methodology.

So, the above-mentioned recommendations can be utilized in the future for evaluating educational reforms in a better way and to keep our educational system in primary schools more convenient, helpful, and effective for both students and teachers to make them confident, enhance their knowledge about the use of technology through digital learning introduced by these reforms.

Recommendations for Future Research

Following are a few recommendations for better future research:

- Further research may be on a broader/divisional level.
- Further studies may use qualitative methods.
- Future research may use experimental research.

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