



## Causes of Deterioration of Elementary Education and Potential Solutions

Lubna Quddus Warsi <sup>1</sup>  Rabia Naseer <sup>2</sup> Muhammad Asghar <sup>3</sup>

**Abstract:** *This research study aimed to find out the causes of the deterioration of elementary education and potential solutions perceived by teachers. The major objective of this study was to examine the causes of deterioration in elementary education and potential solutions perceived by teachers. All male and female elementary teachers in both public and private schools in the district Muzaffargarh were the population. The sample consisted of 274 school teachers (150 male and 124 female), who were selected through a stratified sampling technique. For data collection, a 40-item self-structured questionnaire was designed for teachers. Findings showed that causes of deterioration of Elementary education as perceived by teachers include insufficient resources, inadequate funding, large class sizes, lack of teacher training, outdated curriculum, and lack of parental involvement. The solutions included increased funding for education, reducing class sizes, providing opportunities for professional development for teachers, updating the curriculum to be more relevant and engaging, improving access to resources and technology, parental involvement, and fostering stronger collaboration between teachers, parents, and administration.*

**Key Words:** Causes of Deterioration, Potential Solutions, Teachers, Students, Elementary Level

### Introduction

The elementary school level deals with the students in their early years of academic life. They experience a number of challenges in getting adapted to the unacquainted learning atmosphere surrounded by different unaccustomed features, like programmed activities in new environs with strangers to whom they are not familiar (Hati, [2021](#)). Elementary education is the foundation for the secondary education. If elementary education deteriorates, the structure of elementary education will be faulty, and in the long run, the education structure will collapse. That is why elementary education is a very important level of education in any country. The importance of elementary education cannot be overstated, as it marks the foundational phase of a child's academic journey, setting the trajectory for their future educational achievements and personal growth (Darling-Hammond, [2018](#)). Furthermore, elementary education prepares students for future academic pursuits and career opportunities by instilling a love for learning and developing essential skills such as problem-solving, communication, and collaboration.

The decline in the quality of elementary education is a concerning issue that impacts children's learning outcomes and future opportunities. Several factors contribute to this deterioration, including changes in curriculum, teaching methods, learning environments, teacher quality, and assessment practices. One significant factor in the deterioration of elementary education quality is changes in the curriculum (UNESCO, [2015](#)).

A conducive school environment incorporates various factors like cleanliness, physical infrastructure, safety measures, and provision of clean water toilets (Saeed et al., [2020](#)). In this connection, Amir et al. ([2020](#)) claimed that the issues related to primary schools in rural areas in Pakistan are graver than those in schools located in urban areas. These issues are:

- Schools being run by a single-teacher
- Inadequate infrastructure
- Ill-maintenance of schools' infrastructure

<sup>1</sup> Assistant Professor, Department of Education, University of ISP, Multan, Punjab, Pakistan.

<sup>2</sup> M.Phil. Scholar, Department of Education, University of ISP, Multan, Punjab, Pakistan.

<sup>3</sup> M.Phil. Scholar, Department of Education, University of ISP, Multan, Punjab, Pakistan.



- Shortage of furniture
- Shortage of the instructional material
- Shortage of playgrounds as well as sports goods
- Alarming dropout ratio
- Low quality of teachers
- Supervision issues
- Teachers' absenteeism
- Inadequate transportation services

Zakar et al. (2020) identified various constraints related to universal primary education (UPE) in Pakistan, like substandard physical as well as educational environment, illiterate parents, poverty, absence of community involvement, negative political influence, and lack of good governance. Stakeholders assess the quality of education at the elementary level by evaluating knowledge, academic achievement, economic sufficiency, social skills, and self-reliance (Hanushek & Woessmann, 2023). Moreover, students' academic achievement often negatively correlates with parents' low socioeconomic status, which eventually results in limited educational provisions (Sarkodie et al., 2020). Asif et al. (2020) claimed that socioeconomic factors severely affect the self-esteem of students at the elementary level. On the other hand, Rahman et al. (2023) pointed out that students belonging to better socioeconomic backgrounds perform better than students of middle-class positions, who, in turn, show better performance than those of lower socioeconomic positions.

### Statement of the Problem

Elementary education in Pakistan is being criticized for its failure to fulfill the aspirations and expectations for the purpose of mass education of underprivileged parts of society. The deterioration of elementary education in Pakistan is a multifaceted issue that has far-reaching consequences for teachers, students, and society as a whole. This issue should be addressed by using a comprehensive approach. This approach should encompass and restructure curriculum design, teacher quality, teaching methods, learning environments, and assessment practices to ensure and enhance the quality of elementary education. The researcher aimed to study the causes of the deterioration of elementary education and potential solutions perceived by teachers in district Muzaffargarh.

### Objectives of the Study

The following objectives were achieved in this study:

1. To find out the causes of deterioration of elementary education as perceived by teachers.
2. To identify the potential solutions to the deterioration of elementary education as perceived by teachers.

### Literature Review

Quality education in elementary school is vital for kids. It includes different things like what kids learn, how teachers teach, where they learn, and how good the teachers are. Furthermore, elementary education is often seen as a way to promote fairness and social justice. By giving all children access to quality education, societies can work towards reducing inequalities and creating more opportunities for everyone. The United Nations' Sustainable Development Goal 4 aims to ensure inclusive and quality education for all and promote lifelong learning, highlighting the importance of elementary education in achieving these goals (UN, 2015).

Besides academics, elementary education is crucial for socialization. It helps children learn social skills like cooperation, respect for others, and effective communication. These skills are important for personal growth and functioning well in society. Educational theorist Vygotsky (1974) emphasized that children learn best through social interaction and working with more knowledgeable people. The main goals of elementary education are to develop basic reading, writing, and math skills, as well as thinking and social abilities, and to teach important values and attitudes. Elementary education aims to give children a strong base in these subjects and an understanding of basic sciences and humanities (Global, 2010).

## Causes of Deterioration of Elementary Education

### Irrelevant and Outdated Curriculum

Ahmed et al. (2013) mentioned that Pakistan is far behind developed countries in science and technology because of its weak education system. The system fails to provide young people with the necessary skills or inspire creativity. The problems include lack of money, corruption, poor management, outdated policies, inadequate supervision, an old-fashioned exam system, political instability, poor communication between staff and administration, and teacher absenteeism. Additional issues are a lack of professional development, insufficient learning resources, weak accountability, poor coordination between schools and administrators, curriculum problems, political interference, and multiple mediums of instruction.

### Lack of Funds

The main problem in Pakistan's education system is that it lowers the quality of education at the elementary level. These include lack of funds, overpopulation, not enough qualified teachers, inconsistent policies, political interference, poor management, wasted resources, bad implementation of educational activities, low admission standards, unqualified teachers, unmotivated staff, crowded classrooms, poor facilities, communication gaps among teachers, parents, and the community, and poorly equipped laboratories. (Parveen et al., 2012)

### Multiple-Tier System of Education

Rashid et al. (2012) found that the declining quality of education is due to low funding, regional disparities, language issues, lack of committed teachers, inadequate training, outdated curriculum, corruption, lack of accountability, teacher absenteeism, old teaching methods, rapid growth of private schools, and a poor examination system. They stressed the need for teacher professional development, curriculum updates, better textbooks, improved exams, better student learning, and a more supportive classroom environment.

### Poor Infrastructure

Inadequate infrastructure stands out as a significant factor contributing to the demotivation of both teachers and students. Public schools, in particular, grapple with classrooms that are ill-equipped to accommodate a large number of students, leading to a subpar learning experience. The cramped size of classrooms is disheartening for both educators and learners. Many classrooms lack essential teaching aids, contributing to teacher complacency in their performance. This lack of motivation hinders the adoption of new teaching methodologies or techniques, perpetuating outdated rote learning patterns. Additionally, teachers often neglect personal efforts to enhance their teaching skills, resulting in a sustained low-level performance. The persistence of stagnant teaching methods without improvement adversely impacts both the learning outcomes and the overall morale of both educators and students (Ashraf et al., 2015).

### Lack of Schools and trained Teachers

Addressing the challenges within Pakistan's education system involves confronting issues such as insufficient schools and inadequately trained teachers, particularly in certain regions. Numerous rural areas suffer from a scarcity of educational institutions, leaving many children without access to learning opportunities. Despite these figures, they fall short of adequately serving the country's population. Furthermore, numerous schools in these regions face dire conditions, lacking fundamental amenities such as clean water and proper sanitation facilities. The quality of education in many private schools is questionable due to the acute shortage of well-trained and qualified teachers, coupled with the absence of support mechanisms for educators (Bashiruddin & Qayyum, 2014)

### Lack of cocurricular Activities

Basher et al. (2012) emphasize that co-curricular activities are an integral aspect of the education system, contributing to the all-round development of a student's personality. Education, they argue, should not be limited to memorizing facts and theories or acquiring specific skills; rather, it should encompass social, emotional, spiritual, and mental growth. Co-curricular activities are seen as prerequisites for achieving these developmental goals.



## Updating Curricula and Textbooks

By updating curricula and textbooks, policymakers and educational authorities can ensure that content is relevant, culturally sensitive, and reflective of current knowledge and research. This can enhance student engagement, foster a deeper understanding of concepts, and promote lifelong learning skills. Updating the curriculum to reflect current educational standards and incorporating innovative teaching methodologies can make learning more relevant and engaging for students. For example, project-based learning and inquiry-based approaches have been shown to promote deeper understanding and critical thinking skills among elementary students (Barron & Darling-Hammond, 2008).

## Scant Use of Laboratory for Practical Work

According to Akbar (2012), practical work in science laboratories plays a crucial role in enhancing the effectiveness and meaningfulness of education. Engaging in practical activities fosters motivation and excitement among learners as they interact with unique objects and events. Additionally, the hands-on nature of science labs cultivates analytical skills and reveals the hidden potential of students. However, Elementary school science laboratories in Pakistan face challenges such as a lack of modern equipment, essential materials, and necessary facilities, leading to a decline in the quality of education. The absence of refresher courses for science teachers further complicates the process of conducting various laboratory activities, which demand a sophisticated approach to handling equipment and chemicals.

## Inadequate Financial Allocation for Education

The education system in Pakistan faces significant challenges primarily due to the allocation of limited financial resources in the budget. The allocated education budget is insufficient to meet the increasing demands of the population and the integration of modern technology into the education system. Issues such as low salaries, high taxation, and the imposition of taxes on the hourly payment of visiting faculty further hinder the growth of the education sector. Notably, the taxation system, with a ten percent rate for filers and twenty percent for non-filers on the hourly payment of visiting faculty, is perceived as unjustified and diminishes their already modest earnings. In contrast to countries like Bangladesh and Sri Lanka, where the share of the education budget in the total national budget is rising, Pakistan has been experiencing a continuous decline in this regard (Sayan et al., 2012)

## Unavailability of Information Technology in School

Tunio et al. (2013) asserted that the integration of Information Technology into elementary school curricula has opened avenues for learning new technology globally. The impact of computer development on our lives is profound, turning the world into a global village reliant on information technology for effective service to humanity. However, in Pakistan, the utilization of Information Technology at the elementary level is notably limited. While attempts have been made to introduce computers in public sector schools, there is a lack of serious attention to bridging this digital gap. Schools that do not embrace this technology leave their students ill-equipped to compete nationally and internationally. Despite efforts to address the digital divide, inequalities in technology access and reliable internet connectivity remain significant concerns.

## Lack of Audiovisual Aids in Teaching

Umer and Siddiqui (2013) emphasized that the choice of teaching methods employed in the classroom significantly influences students' academic performance. The academic success of students is closely tied to how teachers utilize various teaching methods and strategies. It is asserted that well-structured and thoughtfully planned teaching activities are more effective in delivering quality education compared to traditional teaching methods. The prevalence of traditional teaching methodologies in public sector schools, particularly in District Muzaffargarh, Pakistan, has proven ineffective in unlocking students' hidden potential and fostering intellectual growth. To enhance conceptual learning at the elementary school level in Pakistan, teachers are encouraged to embrace innovative teaching methods, including the individual presentation method, lecture method, group discussion, problem-based learning, project method, query method, inquiry method, and creative writing task, among others.

Ghazi et al. (2013) highlighted that indiscipline and disruptive behavior among students in the classroom pose significant challenges to the effective teaching-learning process. School discipline issues

and classroom violence not only impose mental stress and anxiety on teachers but also burden them with additional duties, often at the expense of academic activities. Disruptive behavior creates awkward situations for students, teachers, and parents, disrupting educational activities both in the classroom and at home. It hampers teachers' ability to impart effective instruction, diverts students' attention, and hinders the school administration from fulfilling its educational mission. Impact on Teaching and Learning: The absence of audio-visual aids can lead to less interactive and engaging teaching practices, making it challenging to address diverse learning styles and preferences. The lack of access to audio-visual aids, such as projectors, computers, and multimedia resources, can impede teachers' ability to incorporate diverse instructional methods.

### Medium of Instructions

The language of instruction for elementary education in Pakistan is English. This extends to the teaching of mathematics and science from class VI onward. Consequently, a thorough command of the language of instruction is deemed essential for effective learning (Shahzad et al., 2013). However, it creates a great hindrance in the way of teaching and learning in elementary schools, especially in rural areas.

### Lack of Well-Stocked Libraries in Elementary Schools

Yang (2011) underscored the integral connection between quality education and the meaningful utilization of libraries. These institutions serve as essential spaces where students gain access to a diverse range of human and cultural resources, a reservoir of knowledge, and opportunities for learning, including scientific and technological innovations. Libraries play a crucial role in enhancing and broadening students' knowledge, acting as an extension of classroom teaching. The ultimate objective of libraries is to nurture high-quality talent among learners to effectively address the emerging challenges of society.

### Over Crowded Classrooms

Overcrowded classrooms negatively impact students' personality development. It is quite difficult to teach in an overcrowded classroom (Saleem et al., 2020). It becomes almost impossible for the teacher to extend his attention to every student while teaching. In addition, maintaining discipline and other in-class activities cannot be managed in overcrowded classes. Additionally, overcrowding can lead to increased behavioral problems, reduced student motivation, and disruptions to the overall learning environment. In the same connection, Mahmood et al. (2022) opined that a lot of time gets wasted in resolving students' disputes and behavioral problems. Even expert teachers are exhausted in managing overcrowded classrooms.

## Data Analyses

### Analysis of Teachers' Perception of Causes of Deterioration of Elementary Education

Table 1

Teachers' perception of causes of deterioration

S. No	Statements	SA %	A %	UD %	DA %	SDA %	M	SD
1	Shortage of qualified teachers	80.0	17.0	1.0	1.0	1.0	4.74	0.59
2	Insufficient furniture and classroom facilities	41.0	43.0	13.0	1.0	2.0	4.19	0.84
3	Lack of funds and resources	44.0	26.0	24.0	5.0	1.0	4.06	0.98
4	Limited parental involvement and community support	22.0	47.0	12.0	16.0	3.0	3.68	1.07
5	Quality of Education	25.0	26.0	30.0	8.0	11.0	3.45	1.25
6	Traditional Teaching Method	27.0	29.0	27.0	11.0	6.0	3.58	1.17
7	Outdated curriculum and teaching method	28.0	29.0	23.0	12.0	8.0	3.55	1.24
8	Lack of administrative supervision	40.0	22.0	25.0	8.0	6.0	3.82	1.20
9	Unsatisfactory teaching-learning process	35.0	22.0	18.0	17.0	9.0	4.48	.597
10	Lack of Audio-visual Aids	33.0	42.0	12.0	7.0	15.0	3.89	1.10
11	Poor Management in schools	38.0	31.0	19.0	6.0	6.0	3.87	1.16
12	Insufficient qualifications and lack of professional training	73.0	19.0	5.0	2.0	2.0	4.5	0.80
13	District officers don't supervise and monitor schools proper	36.0	37.0	13.0	3.0	10.0	3.8	1.23



S. No	Statements	SA %	A %	UD %	DA %	SDA %	M	SD
14	Too many students per teacher make teaching and learning difficult.	42.0	28.0	23.0	7.0	1.0	4.0	1.10
15	Inadequate teacher motivation affects the quality of education.	27.0	43.0	15.0	13.0	2.0	3.88	0.98
16	Inconsistent government policies	25.0	23.0	25.0	11.0	16.0	3.2	1.04
17	Political interference in Academic and Administrative Affairs.	35.0	24.0	25.0	10.0	6.0	3.7	1.21
18	Lack of teaching material and resources.	37.0	24.0	20.0	14.0	5.0	3.7	1.23
19	Due to the heavy workload, teachers are unable to plan lessons.	29.0	34.0	22.0	8.0	7.0	3.7	1.17
20	There is a Lack of Appreciation for Teachers.	22.0	46.0	18.0	8.0	6.0	3.7	1.06

Table 1 provides insights into teachers' perceived causes of the deterioration of elementary education. The mean values offer an indication of the average level of agreement among teachers regarding each cause, while standard deviations reflect the extent of variability in responses.

In summary, while some issues have high consensus among teachers (e.g., shortage of qualified teachers, unsatisfactory teaching-learning process), others show varying degrees of agreement and divergence in opinions (e.g., parental involvement, government policies). Overall, the mean values and standard deviations provide insights into the level of consensus and variability among teachers regarding the perceived causes of deterioration in elementary education.

**Figure 1**

Teachers' perception of causes of deterioration

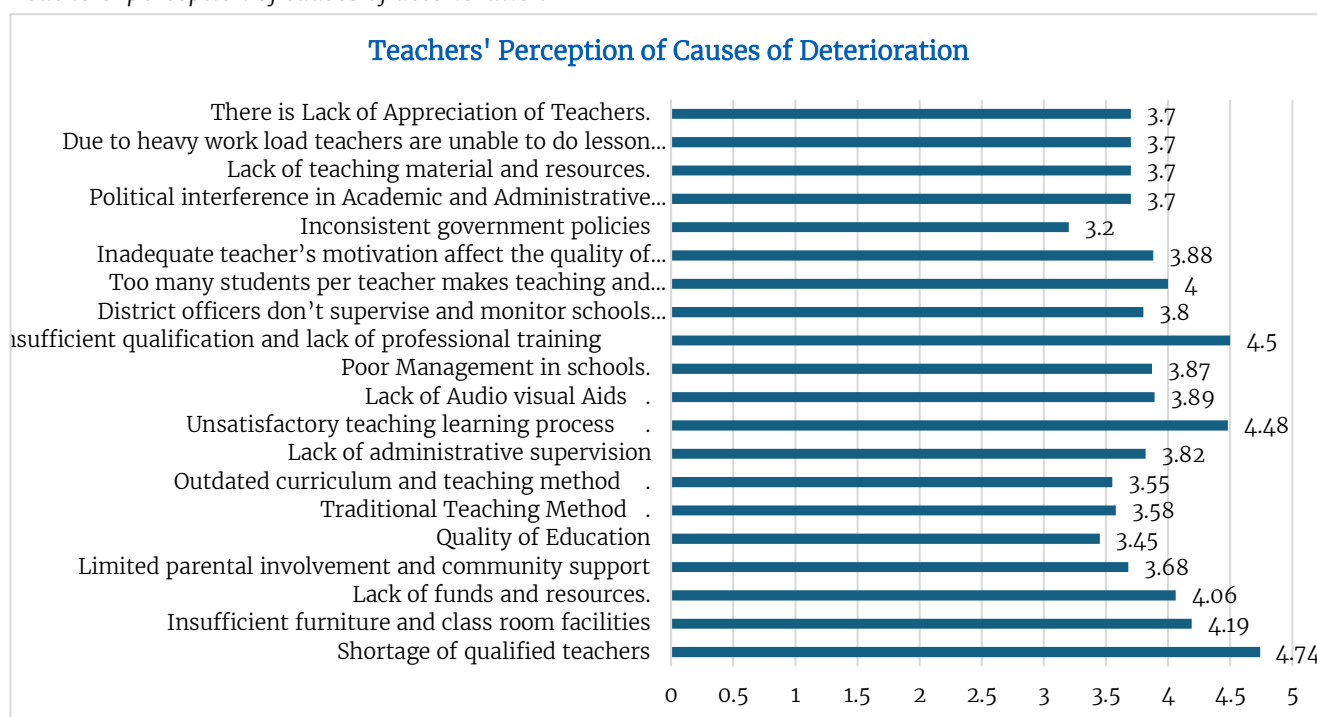


Figure 1 presents a graphical representation of teachers' perceived causes of deterioration in elementary education.

**Analysis of Teachers' Perceived Potential Solutions to Deterioration**

**Table 2**

Teachers' perception of potential solutions to deterioration

S. No	Statements of Questions	SA %	A %	UD %	D %	SD %	M	SD
1	Effective policy implementation	37.0	37.0	12.0	10.0	4.0	3.9	1.12
2	Increasing government funding	52.0	24.0	10.0	10.0	6.0	4.0	1.21
3	Comprehensive teacher's training program	30.0	33.0	25.0	8.0	6.0	3.7	1.12

S. No	Statements of Questions	SA %	A %	UD %	D %	SD %	M	SD
4	Promoting a culture of innovation	37.0	36.0	13.0	9.0	5.0	3.9	1.13
5	Appreciate Teachers	46.0	23.0	12.0	10.0	10.0	3.8	1.34
6	Collaborative learning and group Activities	29.0	31.0	14.0	9.0	17.0	3.4	1.42
7	Having good School facilities	34.0	34.0	15.0	11.0	6.0	3.7	1.18
8	Ensuring a safe and conducive learning environment	45.0	45.0	6.0	3.0	1.0	3.6	1.26
9	Increasing school resources	27.0	31.0	24.0	12.0	6.0	4.0	1.21
10	Curriculum in school should be relevant to educational needs	45.0	22.0	15.0	7.0	12.0	3.0	1.37
11	Unnecessary political interference should be avoided	40.0	24.0	13.0	0.0	12.0	3.6	1.40
12	Effective classroom management	33.0	38.0	9.0	18.0	2.0	3.8	1.18
13	Introduction of modern teaching techniques.	37.0	39.0	11.0	9.0	3.0	3.9	1.05
14	Promoting a culture of respect and discipline	37.0	35.0	8.0	4.0	15.0	3.7	1.39
15	Parental support and involvement	26.0	58.0	14.0	2.0	1.0	4.0	0.72
16	Strengthening Teacher-student relationship	53.0	23.0	20.0	4.0	1.0	4.2	0.96
17	Encouraging creativity and innovation	23.0	30.0	19.0	10.0	18.0	3.3	1.39
18	Effective leadership has a clear and inspiring vision	39.0	40.0	10.0	6.0	5.0	4.0	1.07
19	Effective communication with students will bring positive change	43.0	33.0	16.0	6.0	2.0	4.0	0.99
20	Having well-trained, qualified, and dedicated teachers.	44.0	30.0	16.0	7.0	4.0	4.0	1.10

Table 2 The table provides a comprehensive overview of teachers' perceptions regarding potential solutions to counter the deterioration of elementary education, with mean scores and standard deviations accompanying each statement. Among the array of proposed solutions, several key themes emerge.

Overall, these findings highlight the multifaceted nature of addressing educational challenges, with certain solutions enjoying broad consensus among teachers while others provoke more diverse viewpoints. This diversity underscores the complexity of the issues at hand and emphasizes the need for nuanced approaches to enhance educational outcomes effectively.

Figure 2

Teachers' perceived solutions to deterioration

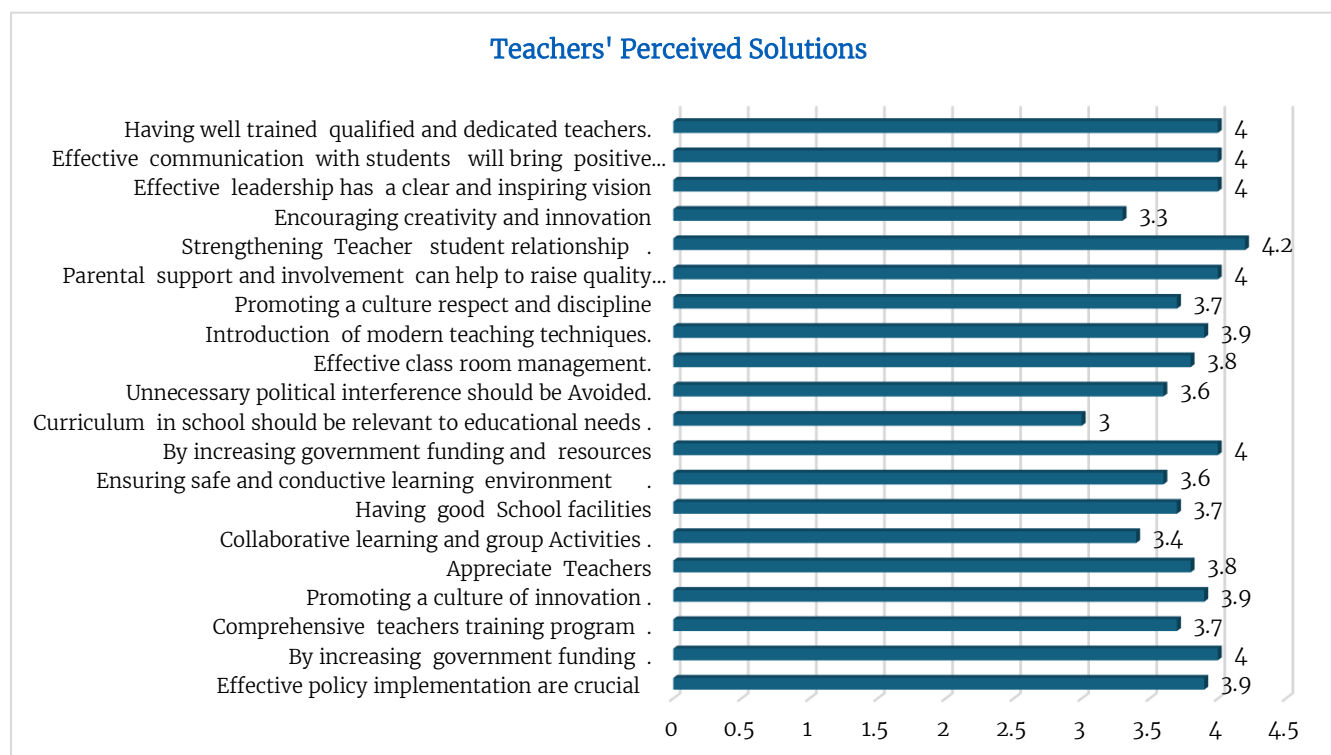




Figure 2 presents a graphical representation of teachers' perceived potential solutions to the deterioration of elementary education.

### Inferential Analysis of Difference of Teachers Perception on Causes of Deterioration of Elementary Education Data

**Table 3**

*Differences in teachers' perceptions based on gender*

Variable	Category	N	Mean	SD	Df	t	Sig
Gender	Male	150	3.75	.287	272	-5.22	.000
	Female	124	3.95	.351			

Significance Level  $P > 0.05$

Table 3 provides an overview of how male and female respondents perceived the causes of deterioration in elementary education and potential solutions perceived by teachers. An independent sample t-test was conducted at the elementary level to compare these perceptions. The analysis revealed no significant difference in the views of male Respondents ( $M=3.75$ ,  $SD=.287$ ) and female Respondents ( $M=3.95$ ,  $SD=.351$ ) regarding the causes of deterioration of elementary education and potential solutions perceived by Teachers by gender. The t-value ( $t(272) = -5.22$ ,  $p = .000$ ) indicates that this difference was statistically significant at the 0.05 level of Significance, suggesting that male and female views on the topic were similar. The computed p-value (0.00) is lower than the tabulating significance level (0.05), indicating a statistically significant difference in the participants' responses.

**Table 4**

*Difference in teacher's perception based on school location*

Variable	Category	N	Mean	SD	Df	t	Sig
School Location	Rural	137	3.85	.346	272	.425	0.671
	Urban	137	3.83	.320			

Significance Level  $P > 0.05$

Table 4 illustrates the perception of respondents categorized by school location. It provides the results from a comparison using an independent sample t-test. Views on causes of deterioration of elementary education and potential solutions perceived by Teachers by locality. The results indicate a statistically significant difference between participants from towns ( $M=3.85$ ,  $SD=.346$ ) and participants from tehsils ( $M=3.83$ ,  $SD=.320$ ) in terms of their perception causes of deterioration of elementary education and potential solutions perceived by Teachers by locality, with a t-value of ( $t(272) = .425$ ) and a p-value of .671, at a significance level of 0.05. Therefore, it can be concluded that the perception of Rural participants differs from that of Urban participants. The computed p-value (0.671) is greater than the tabulating significance level of 0.05, suggesting that there is no statistically significant difference in participants' responses.

**Table 5**

*Difference in teachers' perception based on sector*

Variable	Category	N	Mean	SD	Df	t	Sig
Sector	Public	187	3.82	.331	272	-1.317	0.189
	Private	87	3.88	.337			

Significance Level  $P > 0.05$

Table 5 provides an overview of the respondents' perceptions categorized by their respective sectors. It reports the outcomes of an independent t-test comparison of how participants perceive causes of deterioration of elementary education and potential solutions perceived by Teachers by Sector. The table highlights a statistically significant distinction in the perception between Headmasters/Headmistresses from public institutions ( $M=3.82$ ,  $SD=.331$ ) and those from private institutions ( $M=3.88$ ,  $SD=.337$ )



concerning causes of deterioration of elementary education and potential solutions perceived by Teachers by Sector. The t-value ( $t(272) = -1.317$ ) indicates the magnitude of the difference, while the p-value ( $p = .189$ ) The computed p-value (0.189) exceeds the tabulating significance level of 0.05, suggesting that there is no statistically significant difference in participants' responses.

**Table 6**

*Difference in teachers' perception based on Subject*

Variable	Category	N	Mean	SD	df	t	Sig
Subject	Science	141	3.87	.343	272	1.451	.148
	Arts	133	3.81	.321			

*Significance Level  $P > 0.05$*

Table 6 provides an overview of the respondents' perceptions categorized by their respective Subjects. It reports the results of an independent t-test comparison of how participants perceive the causes of deterioration in elementary education and potential solutions perceived by teachers by Subjects. The table highlights a statistically significant distinction in the perception from Science ( $M = 3.87$ ,  $SD = .343$ ) and those from Arts ( $M = 3.81$ ,  $SD = .321$ ) concerning. The t-value ( $t(272) = -1.451$ ) indicates the magnitude of the difference, while the p-value ( $p = .148$ ), the computed p-value (1.48) greater than the tabulating significance level of 0.05, indicates that there is no statistically significant difference in participants' responses.

**Table 7**

*Differences in teachers' perception based on Professional Qualification*

Variable	Category	N	Mean	SD	df	T	Sig
Professional qualification	B.Ed/BS.Ed	225	3.82	.323	272	-1.944	0.53
	M.Ed/MSEd	49	3.92	.366			

*Significance Level  $P > 0.05$*

Table 7 provides an overview of the respondents' perceptions categorized by their respective sectors. It reports the outcomes of an independent t-test comparison of how participants perceive the causes of deterioration of elementary education and potential solutions perceived by Teachers by Professional Qualification. The table highlights a statistically significant distinction in the perception between Headmasters/Headmistresses from public institutions ( $M = 3.82$ ,  $SD = .323$ ) and those from private institutions ( $M = 3.92$ ,  $SD = .366$ ) concerning causes of deterioration of elementary education and potential solutions perceived by Teachers by Professional Qualification. Demonstrates that the observed disparity is highly significant at a 0.05 significance level. The t-value indicates the magnitude of the difference, while the p-value ( $p = 0.53$ ) The calculating p-value (0.53) is greater than the tabulating significance level of 0.05, suggesting that there are no statistical significance differences among participants' responses.

## Conclusions

The deterioration of quality education at the elementary level is a multifaceted issue with far-reaching implications for students, educators, and society as a whole. Addressing this issue requires a comprehensive approach that addresses curriculum design, teaching methods, learning environments, teacher quality, and assessment practices to ensure that all children have access to a high-quality education that prepares them for success in school and beyond. The researcher attempted to find out the causes of the deterioration of elementary education, and it was evident that teachers perceive several causes contributing to the deterioration of elementary education. These causes include inadequate funding, large class sizes, lack of teacher training and support, outdated curriculum, societal issues affecting students, and insufficient resources for special needs students. The study identified the potential solutions to the deterioration of Elementary education perceived by Teachers: Teachers offered various potential solutions to address the deterioration of elementary education. These solutions include effective policy implementation, increased funding for education, reduced class size, comprehensive teachers training



program, ensuring a safe and conducive learning environment, parental support and involvement, strengthening teacher-student relationship, effective communication with students, and last but not least, effective leadership having a clear and inspiring vision.

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