xIlkogretim Online - Elementary Education Online,2021; Vol 20 (Issue 5): pp.4214-4222
http://ilkogretim-online.org
doi: 10.17051/ilkonline.2021.05.462

Evaluating Elementary Educational Reforms in Khyber Pakhtunkhwa: An Analytical Study

Dr. Muhammad Idris, Assistant Professor, Department of Education, Abdul Wali Khan University, Mardan, Pakistan, midrees@awkum.edu.pk
Dr. Said Saeed, Senior Subject Specialist, Government Higher Secondary School, Bughdada, Mardan, Pakistan

Abstract- Education is the strength of development, the greatest tool for behavior change, and it meets the needs of society in accordance with social, economic, ideological, and cultural conditions. The study aimed to explore primary education reform in Khyber Pakhtunkhwa, to inform educators about primary education reform; evaluate the value of repairs; knowledge about the various aspects of reform; and study the implementation of modifications. All primary school teachers and school principals (N = 85395) of Khyber Pakhtunkhwa were the majority of those surveyed. A randomized controlled trial method was used to select a sample of 365 respondents. Data were collected through self-administered questionnaires and analyzed by descriptive and inferential statistics (percentage, and chi-square) by employing SPSS of 22. Survey indicates weak management, flawless data structure; teachers' late attendance, student absenteeism and enrollment, Lack of online management system, lack of resource resources, inactive schools, and accounting system, no SLOs evaluation system at first level, school less commitments,political involvement and mismanagement in NTS, and the lack of lab equipment and library. It was also found that a change in professional qualifications would not strengthen the teacher's work. It has been suggested that a monitoring unit could be set up to oversee all its operations, all reforms should be made in the face of indigenous research and then launched after the pilot test, will workshops can be organized for the development of qualified teachers and libraries, laboratory facilities, playgrounds, and ICT facilities may be provided in primary schools.

Keywords: **Educational Reforms, Elementary Level schools, Administration, National curriculum, staff development**

I. INTRODUCTION

The national education system must play an important role in shaping the future of society. It is associated with many of the activities, methods, methods of thought and implementation that produce 'educated citizens' as its work brings beneficial and meaningful change and success (Ashraf, &Huma, 2020). According to Ali (2018), education can be understood from the following three factors such as education as a process, education as a career, and education as a social activity. The technological revolution has changed the world and these comprehensive changes should be used for the benefit of learning in education. Therefore, changes and reforms should be made in the field of education. It is clear that school reform and development are needed to ensure that individuals, who are engaged in the operation, management, and implementation of the core process should receive adequate training, support, resources, and timely access. . In addition, it encourages and guarantees equity for individuals as they engage in the complexities of structural change (Idrees, Said Saeed, &Iqbal, 2021).

The concept of education and education reform has relevant applications and will be useful if these measures meet certain criteria and meet the required requirements. It can be said that the purpose of the reforms is to bring about such changes that meet the needs of the day to make one fit into one's life and society. The responsibility for implementing and understanding the geography of the province is the responsibility of the provinces. The administration of various educational institutions such as primary, secondary, tertiary and even technical education is in the hands of the provincial government (Hafeez, & Atta, 2019). Improved schools are clearly needed to get started with a comprehensive plan and plans for planned changes. It is also clear that there should be clear planning and strategies to be developed from each possible component, especially if these developments require major structural changes (Islam, Shah, Sarir, & Jan, 2019). The education reform process in Khyber Pakhtunkhwa province is designed and coordinated in line with the EFA and MDGs, Poverty Reduction Strategy, and the Khyber Pakhtunkhwa District Governance Plan. Since 2009 Khyber Pakhtunkhwa has received financial support and support from DFID (Department for International Development) to reform education. The purpose of this grant is to provide free textbooks to all students from grade 1 to 12, school building, to provide technical assistance, to support female students from grades 6 to 10. Emphasis is placed on access to school-going children. Girls and children in particular will be guaranteed by 2015 to provide a comprehensive, satisfying, free, and compulsory quality primary education (Jehan, &Idris, 2019).

Objectives of the study

The objectives of the study were to;

1. Educate educators about reform at the primary level
2. Appraise the value of the reforms
3. Know about different sections about reforms
4. Check the implementation of the modifications as well
5. Evaluate the impact of reform.

II. LITERATURE REVIEW

Education is the backbone of civilization. It always plays an important role in the development of global societies. Khan,and Khan, (2020) consider it a human right. Education is an important and vital tool in the development of culture, economy, science, and other social spheres. Education is the key to providing equal opportunities for every child in life (Halai, Begum, Niaz, Hussain, &Baig, 2018). Education is the center of ideological development and social building and empowers countries (García, 2017). According to Khan, and Ullah(2014) "Education is the key to success and teachers are the key to success in education. It is important to maintain economic growth and transform the growth economy into a strong community-building partnership (Nasir, Farooq, &Tabassum, 2017). According to Nawaz (2017) the quality of education can only improve if structure, function, and behavior change in self-directed schools. Provincial education departments are responsible for implementing education policies and overseeing all primary, secondary, tertiary, and technical education programs in the provinces (Shaheen, 2013). According to Taj, Khan, and Khan, (2020), the education department of the district is under the control of EDO and it is the responsibility of the district to monitor and control the school and education system.

Reforms in Education

The goal of education reform is to meet and meet international standards on education. referring to reforms in the field of education, usually refers to changes, modifications, and changes in the school system based on factors such as "educational philosophy, policy for learners, curriculum, pedagogy, structure, Organizing, organizing, financing, and engaging in national development, the main objective of education is to promote and enhance education as a whole, especially for vulnerable and vulnerable children, and to ensure free, compulsory education"(Taj, & Abdullah, 2017). According to Ullah, Ullah, and Ullah, (2020), education reform includes questions about the social structure, production and regulation of the state and its laws, which in turn shape them. "It's always hidden and that can confirm how we look at the school environment; the perceptions that lead to values and social control that are not neutral". Undoubtedly educational reform is one of the most complex, multifaceted, and complex issues because of its impact on the communities in which it takes place. However, this situation allows us to examine the reasons why reforms led to significant changes in the school system in which they operate. Appel, Tillinghast, Winsor, and Mansouri, (2020) state that although many of the issues related to organizational change are obvious, their impact on school development is not taken into account. Therefore, it is not surprising that many efforts have failed to improve learning institutions (Aziz, et.al 2014).

Quality education, teacher experience, teacher work, the development of qualified teachers are directly related to the continuous growth and development of one of the school staff (Daria Tot, 2014). Teacher training and practice are related (Erdem et al., 2014). The learning environment of the classroom is closely related to the main task (Rosen, 2012). Care improves the quality of schools (Khan et al., 2017). Need based reforms in elementary schools and Madrassa system education are the the crying need of the time to equip the learners with modern technologies and the use of ICT in education (Zafar, 2020). Teacher empowerment and job satisfaction are very essential for learning improvement (Zembylas,&Papanastasiou, 2015). The heads of the elementary schools' perceptions may be sought out for the true reforms at elementary level (Swaminathan, & Reed, 2020). Newly hired teachers may be granted proper mentoring during training for the overall development of learners (Shanks, AttardTonna,Krøjgaard, Annette Paaske, Robson, &Bjerkholt, 2020). On-going professional development training as a standard for effective teachers may be provided to the newly inducted teachers to further play their role in the proper grooming of learners (Saleem,&Ashiq, 2020). Creativity, critical thinking, communicative techniques and collaboration like attributes may be inculcated in propective teachers to develop children at school properly (Oke, A., &Fernandes, 2020). Content knowledge and pedagogical skills may be enhanced during training sessions (Murtagh, & Dawes, 2020). There is a significant relationship between learning environment and learning achievement (Milton, Daly, Langdon, Palmer, Jones, & Davies, 2020). Medium correlation was found between the use of ICT and achievement of students (Ghavifekr, S. &Rosdy, 2015). Significant role was found between student achievement and stakeholders' role to bring reformation (Galvão, Marques, Ferreira,& Braga, 2020).

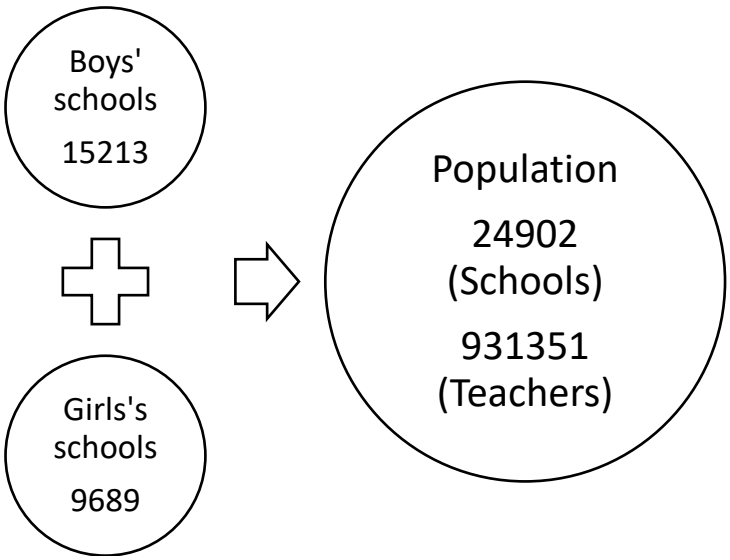
III. METHODOLOGY

This study was similar in nature and Kothari (2003), is of the opinion that the main purpose of the information is to identify the current situation. This chapter describes population regulation, product strategy, data collection and construction, pilot research, maintenance, data analysis tools.

Population

All Khyber Pakhtunkhwa primary school (primary and middle school) principals and working teachers were the population for the survey.

Figure 1 displays study population



Sample

Employing simple and stratified sampling techniques, total sample chosen was 275.

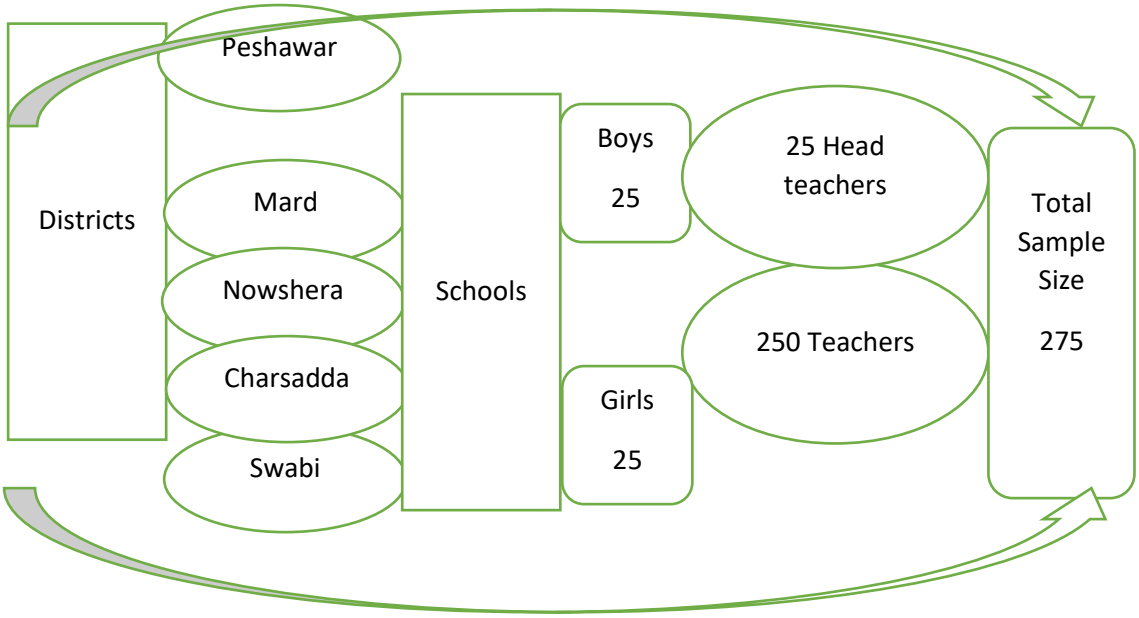


Figure 2 displays the sampling procedure and sample size.

Pilot Testing

A pilot study of research tool and reliability of tool by Cronbach's Alpha coefficient was found to be .821 and therefore data were collected. To analyze the chi-square data was used by SPSS version 22. When the chi-square data were obtained above the specified value (X2 = 3.923) at the mean 0.05 level, the data supported, when found to be grounded on the information.

Analysis and Interpretation

Table 1: **Administrative loopholes**

Respondents		SA	A	UD	DA	SDA	Total	df	X2	p-value
Male (Heads)	Score	11	19	9	8	3	50		21.678	.000
	%age	22%	38%	18%	16%	46	100%	4		
Female	Score	12	21	9	6	2			18.745	.000
(Heads)	%age	24%	42%	18%	12%	4%	100%			
α = 0.05					χ2 0.05, (4) = 9.488					

Table 1 denotes that the chi-square value for male respondents was calculated 21.678 while for the female respondents the chi-square value was calculated 18.745, which was found greater than critical value (9.488) at the degree of freedom 4 and Alpha (α) 0.05. In both case the chi-square value was calculated $\chi 2 \geq \chi 2\ 0.05, (4) = 9.488$. Therefore, in both of the cases statement "Administrative loopholes were pointed out and removed" was supported.

Table 2: **Admission of leaners was improved**

Respondents		SA	A	UD	DA	SDA	Total	df	X2	p-value
Male	Score	17	20	5	4	4	50		44.432	.000
(Heads)	%age	34%	40%	10%	8%	8%	100%	4		
Female	Score	14	25	2	6	3			36.356	.000
(Heads)	%age	28%	50%	4%	12%	6%	100%			
α = 0.05					χ2 0.05, (4) = 9.488					

Table 2 reveals that the chi-square value for male respondents was calculated 44.432 while for the female respondents the chi-square value was calculated 36.356, which was found greater than the critical value (9.488) at the degree of freedom 4 and Alpha (α) 0.05. In both case the chi-square value was calculated $\chi 2 \geq \chi 2\ 0.05, (4) = 9.488$. Therefore, in both of the cases statement "Admission of leaners was improved" was supported.

Table 3**Teachers regularity was enhancedwith Monitoring system**

Respondents		SA	A	UD	DA	SDA	Total	df	X2	p-value
Male	Score	8	37	1	2	2	50		12.739	.000
(Heads)	%age	16%	74%	2%	4%	4%	100%	4		
Female	Score	9	35	2	2	2			15.422	.000
(Heads)	%age	18%	70%	4%	4%	4%	100%			
α = 0.05					χ2 0.05, (4) = 9.488					

Table 3 indicates that the chi-square value for male respondents was calculated 12.739 while for the female respondents the chi-square value was calculated 15.422, which was found greater than the critical value (9.488) at the degree of freedom 4 and Alpha (α) 0.05. In both case the chi-square value was calculated $\chi 2 \geq \chi 2\ 0.05, (4) = 9.488$. Therefore, in both of the cases statement "teachers' regularity was enhanced with monitoring system" was supported

Table 4: **Functionalization of Libraries inprimary institutions**

Respondents		SA	A	UD	DA	SDA	Total	df	X2	p-value
Male	Score	8	29	3	4	6	50		9.789	.000
(Heads)	%age	16%	58%	6%	8%	12%	100%	4		
Female	Score	6	30	8	3	3			6.867	.000
(Heads)	%age	12%	60%	16%	6%	6%	100%			
α = 0.05					χ2 0.05, (4) = 9.488					

Table 4 indicates that the chi-square value for male respondents was calculated 9.789 while for the female respondents the chi-square value was calculated 6.867, which was found less than the critical value (9.488) at the degree of freedom 4 and Alpha (α) 0.05. In both case the chi-square value was calculated $\chi 2 \leq \chi 2\ 0.05, (4) = 9.488$. Therefore, in the both of the cases the statement "functionalization of Libraries were ensured in primary institutions" was not supported.

Table 5: **Functionalization and strengthening of Parents Teachers Council**

Respondents		SA	A	UD	DA	SDA	Total	df	X2	p-value
Male	Score	7	29	4	5	5	50		21.235	.000

(Heads)	%age	14%	58%	8%	10%	10%	100%	4		
Female	Score	9	21	5	9	6			17.678	.000
(Heads)	%age	18%	42%	10%	18%	12%	100%			
α = 0.05						χ2 0.05, (4) = 9.488				

Table 5 expounds that the chi-square value for male respondents was calculated 21.235 while for the female respondents the chi-square value was calculated 17.678, which was found greater than the critical value (9.488) at the degree of freedom 4 and Alpha (α) 0.05. In both case the chi-square value was calculated $\chi2 \geq \chi2\ 0.05, (4) = 9.488$.Therefore, in both of the cases statement "functionalization and strengthening of parents teachers council was ensured" was supported.

Table 6: **Delivery of rudimentaryamenities were guaranteed**

Respondents		SA	A	UD	DA	SDA	Total	df	X2	p-value
Male	Score	13	25	12	5	5	50		19.456	.000
(Heads)	%age	26%	50%	24%	10%	10%	100%	4		
Female	Score	9	27	10	2	2			9.875	.000
(Heads)	%age	18%	54%	20%	4%	4%	100%			
α = 0.05						χ2 0.05, (4) = 9.488				

Table 6 expounds that the chi-square value for male respondents was calculated 19.456 while for the female respondents the chi-square value was calculated 9.875, which was found greater than the critical value (9.488) at the degree of freedom 4 and Alpha (α) 0.05. In both case the chi-square value was calculated $\chi2 \geq \chi2\ 0.05, (4) = 9.488$. Therefore, in both of the cases statement "delivery of rudimentary amenities were guaranteed" was supported.

Table 7: **Teachers'satisfaction with their salaries**

Respondents		SA	A	UD	DA	SDA	Total	df	X2	p-value
Male	Score	1	4	8	27	10	50		4.341	.000
(Heads)	%age	2%	8%	16%	54%	20%	100%	4		
Female	Score	2	6	9	16	17			5.854	.000
(Heads)	%age	4%	12%	18%	32%	34%	100%			
α = 0.05						χ2 0.05, (4) = 9.488				

Table 7 indicates that the chi-square value for male respondents was calculated 4.341 while for the female respondents the chi-square value was calculated 5.854, which was found less than the critical value (9.488) at the degree of freedom 4 and Alpha (α) 0.05. In both case the chi-square value was calculated $\chi2 \leq \chi2\ 0.05, (4) = 9.488$. Therefore, in both of the cases statement "Teachers; satisfaction with existing salaries" was not supported.

Table 8: **Induction training program effects on newly hired teachers' professional development**

Respondents		SA	A	UD	DA	SDA	Total	df	X2	p-value
Male	Score	13	27	3	5	2	50		31.758	.000
(Heads)	%age	26%	54%	6%	10%	4%	100%	4		
Female	Score	15	29	1	3	2			33.234	.000
(Heads)	%age	30%	58%	2%	6%	4%	100%			
α = 0.05						χ2 0.05, (4) = 9.488				

Table 8 denotes that the chi-square value for male respondents was calculated 31.758 while for the female respondents the chi-square value was calculated 33.234. The calculated chi-square value for male respondents was smaller than the critical value (9.488) at the degree of freedom 4 and Alpha (α) 0.05. While the calculated χ2 value for female respondents were greater than the critical value (9.488) at degree of freedom 4 and Alpha (α) 0.05. Therefore, in the cases of male the statement "Newly hired teachers were professionally developed after granting induction program for six months and made them more prolific for quality education" was supported while in the case of female it was more supported.

Table 9: **Teachers staffing and selection procedure was enhanced**

Respondents		SA	A	UD	DA	SDA	Total	df	X2	p-value
Male	Score	14	30	2	2	2	50		69.987	.000
(Heads)	%age	28%	60%	4%	4%	4%	100%	4		
Female	Score	17	27	3	2	1			41.546	.000
(Heads)	%age	34%	54%	6%	4%	2%	100%			
α = 0.05						χ2 0.05, (4) = 9.488				

Table 9 describes that the chi-square value for male respondents was calculated 69.987 while for the female respondents the chi-square value was calculated 41.546 which was found greater than the critical value (9.488) at the degree of freedom 4 and Alpha (α) 0.05. In both case the chi-square value was calculated $\chi 2 \geq \chi 2\ 0.05, (4) = 9.488$. Therefore, in the cases of male the statement "Teachers staffing and selection procedure was enhanced" was not supported while in the case of female it was supported.

Table 10: **Female teachers' induction at elementary stagefashioned more dynamicspecial effects at base level**

Respondents		SA	A	UD	DA	SDA	Total	Df	X2	p-value
Male	Score	6	33	5	3	3	50		71.321	.000
(Heads)	%age	12%	66%	10%	6	6%	100%	4		
Female	Score	12	25	10	3				41.453	.000
(Heads)	%age	24%	50%	20%	6%	0%	100%			

α = 0.05 $\chi 2\ 0.05, (4) = 9.488$

Table 10 reveals that the chi-square value for male respondents was calculated 71.321 while for the female respondents the chi-square value was calculated 41.453, which was found greater than the critical value (9.488) at the degree of freedom 4 and Alpha (α) 0.05. In both case the chi-square value was calculated $\chi 2 \geq \chi 2\ 0.05, (4) = 9.488$. Therefore, in the both of the cases the statement "Female teachers' induction at elementary stage fashioned more dynamic special effects at base level" was supported.

Table 11: C**haracter building societies and ethical development of students**

Respondents		SA	A	UD	DA	SDA	Total	df	X2	p-value
Male	Score	21	18	1	5	5	50		31.564	.000
(Heads)	%age	42%	36%	2%	10%	10%	100%	4		
Female (Heads)	Score	14	25	6	3	2			19.897	.000
	%age	28%	50%	12	6%	4%	100%			

α = 0.05 $\chi 2\ 0.05, (4) = 9.488$

Table 11 indicates that the chi-square value for male respondents was calculated 31.564 while for the female respondents the chi-square value was calculated 19.897, which was found greater than the critical value (9.488) at the degree of freedom 4 and Alpha (α) 0.05. In both case the chi-square value was calculated $\chi 2 \geq \chi 2\ 0.05, (4) = 9.488$. Therefore, in both of the cases statement "character building societies and ethical development of students" was supported.

Table 12: **SLO based content knowledge strengthening**

Respondents		SA	A	UD	DA	SDA	Total	df	X2	p-value
Male	Score	19	18	3	5	5	50		21.536	.000
(Heads)	%age	38%	36%	6%	10%	10%	100%	4		
Female	Score	18	28	2	2	2			19.545	.000
(Heads)	%age	36%	56%	4%	4%	4%	100%			

α = 0.05 $\chi 2\ 0.05, (4) = 9.488$

Table 12 describes that the chi-square value for male respondents was calculated 21.536 while for the female respondents the chi-square value was calculated 19.545, which was found greater than the critical value (9.488) at the degree of freedom 4 and Alpha (α) 0.05. In both case the chi-square value was calculated $\chi 2 \geq \chi 2\ 0.05, (4) = 9.488$. Therefore, in both of the cases statement "SLO based content knowledge strengthening" was supported.

Table 13: **Students learning enhancement with subjects' diversity**

Respondents		SA	A	UD	DA	SDA	Total	df	X2	p-value
Male	Score	7	18	19	3	3	50		29.523	.000
(Heads)	%age	14%	36%	38%	6%	6%	100%	4		
Female	Score	6	32	6	5	1			37.641	.000
(Heads)	%age	12%	64%	12%	104%	2%	100%			

α = 0.05 $\chi 2\ 0.05, (4) = 9.488$

Table 13 expounds that the chi-square value for male respondents was calculated 29.523 while for the female respondents the chi-square value was calculated 37.741, which was found greater than the critical value (9.488) at the degree of freedom 4 and Alpha (α) 0.05. In both case the chi-square value was

calculated $\chi 2 \geq \chi 2$ 0.05, (4) = 9.488. Therefore, in both of the cases statement "Students learning enhancement with subjects' diversity" was supported.

Table 14: **Actualoperation of assets and funds was safeguarded**

Respondents		SA	A	UD	DA	SDA	Total	df	X2	p-value
Male	Score	9	11	10	18	2	50		7.342	.000
(Heads)	%age	18%	22%	20%	36%	4%	100%	4		
Female	Score	8	9	8	19	6	50		8.745	.000
(Heads)	%age	16%	18%	16%	38%	12%	100%			
$\alpha = 0.05$					$\chi 2$ 0.05, (4) = 9.488					

Table 14 indicates that the chi-square value for male respondents was calculated 7.342 while for the female respondents the chi-square value was calculated 8.745, which was found less than the critical value (9.488) at the degree of freedom 4 and Alpha (α) 0.05. In both case the chi-square value was calculated $\chi 2 \leq \chi 2$ 0.05, (4) = 9.488. Therefore, in both of the cases statement "Actual operation of assets and funds was safeguarded" was not supported.

Based on the analysis of the statements, interpretations and discussions, the following decisions were made. The findings of the study can be divided into four categories; Management weaknesses, Curriculum Modifications, Teacher Education Reform and Science Education Reform.

IV. FINDINGS

1. The results show that both male and female leaders / teachers were shown to have had administrative holes removed.
2. The results of the survey indicate that all respondents are of the opinion that students are more enrolled.
3. Studies show that the teaching time of teachers is improved by the IMU system. Both respondents agreed with the statement.
4. The survey showed that all respondents rejected the statement that the use of resources was proven to be effective. In each case, the chi-square is listed below the table value.
5. The results showed that all the respondents were of the opinion that diversity of subjects improved students' learning at the Primary level.
6. The study revealed that the syllabus comparison was done on a systematic basis (SLO).
7. Most respondents are of the opinion that the introduction of ethical programs has helped to create good citizens.
8. The results show that the inclusion of women in the primary level has yielded beneficial results at the primary level (primary). Both respondents supported the statement.
9. Both the leaders / the respondents agreed that the nomination process was appropriate
10. The results showed that male leaders agreed to the announcement that a compulsory training program of six months after they were hired would better provide quality education while the women respondents ignored it.
11. The results showed that both the female and male defendants were not satisfied with their pay package.
12. The results show that all the defendants have stamped a notice that the provision of standard equipment has been ensured.
13. The results showed that the respondents were of the opinion that the classrooms were not working in the Elementary schools. They rejected the announcement.
14. Studies have shown that respondents supported the statement that parent-teachers are recommended.

The way forward

1. The government can pay the necessary fees for the development of qualified teachers at the primary level as this depends on other educational methods.
2. Teachers can focus on student development in terms of SLOs as planned by the government in the new era.
3. The monitoring system is an important step in the development of quality education, therefore, it is recommended that more transparency be introduced in this new system to ensure teacher retention on time and to work consistently in school.

4. The Family Teachers Council is a great step towards success. School leaders may come out of black and white activities, but the best way to deal with the realities below is to cry out for time because, without parental involvement in the student care system, everything is in vain.
5. Modern facilities such as libraries, IT Labs, soft drinks, well-equipped bathrooms, and even student chairs are not available in Primary schools while Midil schools are more than primary in terms of what is happening in below but on paper all these products are there. All stakeholders can focus on the impact of these issues.
6. Inflation increases with the passage of time. Teachers are not satisfied with the pay package, therefore, the government can deal with this issue on a compassionate basis.
7. School leaders can be provided with leadership and management training to eliminate vulnerability and improve management strategies.

REFERENCES

1. Abdullah, N. G. (2020). *Mentoring Perceptions, Practices and their Influences on Relationships during Practicum in Malaysian Primary Schools* (Doctoral dissertation, ResearchSpace@ Auckland).
2. Ali, T. (2018). Raising teachers' voices: an in-depth qualitative inquiry into teachers' working conditions and professional development needs in Khyber Pakhtunkhwa, a province of Pakistan. *Teacher Development*, *22*(1), 78-104.
3. Appel, D. C., Tillinghast, R. C., Winsor, C., &Mansouri, M. (2020, August). STEM Outreach: A Stakeholder Analysis. In *2020 IEEE Integrated STEM Education Conference (ISEC)* (pp. 1-9). IEEE.
4. Ashraf, M., &Huma, A. (2020). Professional development needs of primary school teachers in Khyber Pakhtunkhwa to teach peace. *Education 3-13*, *48*(4), 405-412.
5. Aziz. M., Bloom. D. E., Humair. S., Jimenez. E., Rosenberg. L., Sathar. Z. (2014).*Education System Reform in Pakistan: Why, When, and How?*Bonn,Germany. IZA.
6. Boukis, A., &Christodoulides, G. (2020).Investigating key antecedents and outcomes of employee-based brand equity. *European Management Review*, *17*(1), 41-55.
7. Cook, C. (2020). *Exploring Stakeholders' Perceptions of Juvenile Delinquency Programs in North Carolina: A Qualitative Descriptive Case Study* (Doctoral dissertation, University of Phoenix).
8. Coyne-Foresi, M., &Nowicki, E. (2020). Building connections and relationships at school: Youth reflect on mentoring their younger peers. *The Journal of Early Adolescence*, 0272431620912472.
9. Daria Tot. (2014). Monitoring and Self-Evaluating Teacher's Professional Development and School Activities, *Životiškola*, br. 31 (1/2014.) god. 60. str. 176. – 190.
10. Erdem, M., Ilgan, A., &Ucar, H. (2014).Relationship between Learning Organization and Job Satisfaction of primary School Teachers.*International Online Journal of Educational Sciences, 6*(1), 8-20.
11. Galvão, A. R., Marques, C. S., Ferreira, J. J., & Braga, V. (2020).Stakeholders' role in entrepreneurship education and training programmes with impacts on regional development. *Journal of Rural Studies*, *74*, 169-179.
12. García, M. I. M. (2017). Reforming the National Curriculum: Teaching the National and Provincial Languages of Pakistan. *Journal of Elementary Education*, *25*(2), 73-87.
13. Ghavifekr, S. &Rosdy, W.A.W. (2015). Teaching and learning with technology: Effectiveness of ICT integration in schools. International Journal of Research in Education and Science (IJRES), 1(2), 175-191
14. Hafeez, A., & Atta, M. A. (2019).Participation of Community through Parents Teacher Councils Regarding Utilization of Funds in PublicSector Schools of Khyber Pakhtunkhwa. *Journal of Educational Research (1027-9776)*, *22*(1).
15. Halai, N. J., Begum, K., Niaz, B., Hussain, R., &Baig, T. (2018, January). Khyber Pakhtunkhwa's Government and New Teacher Induction Policy: Is the Government in Harmony with National and International Trends in Teacher Education. In *Conference paper.ICBEM*.
16. Idrees, M., Said Saeed, D., &Iqbal, K. (2021). Elementary Educational Reforms in Pakistan: An Analysis of Government of Khyber Pakhtunkhwa, Pakistan. *Elementary Education Online*, *20*(5), 1928-1935.
17. Islam, M., Shah, M., Sarir, S., & Jan, A. U. (2019).Situational Analysis of Teacher Capacity Building Paradigm in Khyber Pakhtunkhwa–Pakistan. *Indian Journal of Science and Technology*, *12*, 46.
18. Jehan, N., &Idris, M. (2019).Costing out Educational Needs for Khyber Pakhtunkhwa. *Global Social Sciences Review*, *4*(2), 46-58.

19. Khan, A.S, Ayaz, M., Ullah, M., Khan, M.S., Ullah, W., Zahidullah&Shahid, M. (2017).Role Of IMI in Enrollment at Primary Level in Khyber Pakhtunkhwa: *Sci.Int. (Lahore)*, 29(6), 1241-1244, 2017 ISSN 1013-5316; CODEN: SINTE 8
20. Khan, d., &Ullah, I. (2014). Problems faced by female teachers at primary level in Khyber Pakhtunkhwa Pakistan. *International Online Journal of Primary Education (IOJPE) ISSN: 1300-915X*, *3*(2).
21. Khan, S., & Khan, M. H. (2020). Comparative analysis of education policy reforms of Khyber Pakhtunkhuwa (KP) Pakistan since 2008-18. *Review of Education, Administration & LAW*, *3*(2), 165-173.
22. Milton, E., Daly, C., Langdon, F., Palmer, M., Jones, K., & Davies, A. J. (2020). Can schools really provide the learning environment that new teachers need? Complexities and implications for professional learning in Wales. *Professional development in education*, 1-14.
23. Murtagh, L., & Dawes, L. (2020). National Standards for school-based mentors: the potential to recognise the "Cinderella" role of mentoring?. *International Journal of Mentoring and Coaching in Education*.
24. Nasir, M., Farooq, R. A., &Tabassum, R. (2017).Effectiveness of Community Participation in Public Sector Schools of Khyber Pakhtunkhwa. *Dialogue*, *12*(4), 434.
25. Nawaz, M. K. (2017). *A Study of Government Reform (Change) Initiatives in the Khyber-Pakhtunkhwa Region of Pakistan* (Doctoral dissertation, Liverpool John Moores University).
26. Oke, A., &Fernandes, F. A. P. (2020). Innovations in teaching and learning: Exploring the perceptions of the education sector on the 4th industrial revolution (4IR). *Journal of Open Innovation: Technology, Market, and Complexity*, *6*(2), 31.
27. Saleem, Q. U. A., &Ashiq, M. (2020). The facts of continuing professional development for LIS professionals in Pakistan: a literature review. *The Bottom Line*.
28. Shaheen, I. (2013). Education in Pakistan: A case study of hurdles and Proposals for improvement of education sector in Khyber Pakhtunkhwa. *Educational Research International Journal, 2 (3), 2*, *10*.
29. Shanks, R., AttardTonna, M., Krøjgaard, F., Annette Paaske, K., Robson, D., &Bjerkholt, E. (2020).A comparative study of mentoring for new teachers. *Professional development in education*, 1-15.
30. Swaminathan, R., & Reed, L. (2020).Mentor perspectives on mentoring new school leaders. *Journal of School Leadership*, *30*(3), 219-237.
31. Taj, A., & Abdullah, F. (2017). Discrepancies in Fiscal Architecture: Context and Causes of Devolution Reforms' Outcomes in Khyber Pakhtunkhwa, Pakistan. *Business & Economic Review*, *9*(2), 203-224.
32. Taj, S., Khan, I. U., & Khan, S. U. (2020). Challenges in Teaching and Learning in Live Classes in Khyber Pakhtunkhwa. *Global Educational Studies Review*, *2*, 1-9.
33. Ullah, R., Ullah, H., &Ullah, R. (2020).School Teachers' Perspectives on Education Reforms at Elementary Level in Khyber Pakhtunkhwa. *Journal of Elementary Education*, *30*(1), 107-119.
34. Zafar, H. (2020). An Analysis of Need Base (Reform) Education And Madrassa System In Khyber Pakhtunkhwa, Pakistan. *Pakistan Journal of Educational Research*, *3*(2).
35. Zembylas, M., &Papanastasiou, E. (2015).Modeling Teachers Empowerment: The Role of Job Satisfaction.*Educational Research and Evaluation, 11*(5), 433-459.