



## SOCIOLOGICAL ANALYSIS OF SCHOOL TEACHERS' PERSPECTIVES ON EDUCATIONAL IMPROVEMENT AT THE PRIMARY LEVEL IN BALOCHISTAN

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### **Abstract**

*This study investigates the perceptions of school teachers on educational improvement at the primary level in Balochistan, Pakistan. Using a cross-sectional quantitative design, data were collected in 2023 from 100 school teachers in Quetta through structured questionnaires. The findings indicate that teachers identify outdated curricula, lack of teaching resources, insufficient professional training, and poor school infrastructure as the primary impediments to effective teaching and learning. Based on these insights, the study suggests targeted policy reforms including curriculum revision, enhanced teacher training, and better infrastructure to improve the quality of primary education in the region.*

**Keywords:** *Primary education, teacher perspective, curriculum reform, Balochistan, teaching resources, sociological analysis*

### **1. Introduction**

Education is commonly recognized as a critical component of individual growth and country progress. It is the foundation of any civilized society and plays an important role in the socioeconomic, political, and moral development of individuals and nations. Education is no longer a privilege in the modern period, but rather a basic human right guaranteed by numerous international charters, notably Article 26 of the Universal Declaration of Human Rights. For developing countries like Pakistan, education is both a necessity and a struggle, especially at the basic level, when the foundation for lifelong learning is built.

Pakistan's educational environment is characterized by significant differences in access, quality, and outcomes. The problem is exacerbated in areas like Balochistan, where structural difficulties like as poverty, tribal influences, a lack of infrastructure, and security concerns create complicated impediments to educational progress. According to the Pakistan Economic Survey (2022-2023), the national literacy rate is 62.8%, with Balochistan trailing behind with a literacy rate of little over 45%. When gender and rural-urban disparities are taken into account, the disparity grows even bigger.

Teachers on the front lines of the educational system provide essential insights on systemic difficulties and potential change routes. Their insights, based on common classroom experiences, offer solid evidence for policy reforms.

Understanding teachers' perspectives is crucial to improve educational outcomes in Balochistan's primary education system, where structural weaknesses are prevalent. Several government initiatives and international aid programs have attempted to reform the educational sector, including the National Education Policy 2017 and the Single National Curriculum proposal. However, execution remains patchy,



particularly in undeveloped areas such as Balochistan. Teachers in these locations frequently work in under-resourced situations with little support for professional development, obsolete curriculum content, and limited learning resources. These variables combine to impede student achievement and raise dropout rates. This study is topical and important, given the growing need to achieve Sustainable Development Goal 4 (SDG-4), which focuses on inclusive and equitable quality education for all. This study aims to identify weaknesses in the present education system and make policy and practice suggestions by examining the perspectives of school teachers in Quetta, Balochistan's capital city and an educational hub for the province. The emphasis on 2023 data guarantees that the conclusions reflect current conditions and are relevant to ongoing policy discussions and educational reform in Pakistan.

Pakistan's educational system is also dealing with the changing needs of the twenty-first century, in which digital literacy, critical thinking, and flexibility have become key abilities. However, most elementary schools in Balochistan continue to use traditional teaching methods that do not reflect these worldwide developments. In particular, the incorporation of technology into classrooms remains a pipe dream for many rural schools, where even basic energy and internet connectivity are unstable or unavailable. This digital divide disadvantages pupils in undeveloped regions and deepens the educational opportunity gap between urban and rural areas. Furthermore, the COVID-19 epidemic highlighted and worsened many existing educational inequities. Nationwide school closures disproportionately impacted low-income and marginalized groups, particularly in Balochistan, where alternative learning options were limited. Teachers were unprepared for remote instruction, and many pupils were denied access to education entirely during the lockdown times. This interruption emphasized the crucial need for a more robust, inclusive, and adaptable education system capable of maintaining learning under crisis situations. Another major challenge is the gap between national educational goals and real-world realities. While national policies stress current pedagogical standards, inclusive education, and child-centered approaches, their implementation is uneven due to inadequate institutional support, insufficient monitoring, and a lack of grassroots stakeholder participation. In this setting, instructors frequently struggle to achieve goals with no direction or assistance.

Balochistan's sociopolitical situation complicates matters further. Ongoing hostilities, tribal politics, and poor government systems all have an impact on educational accessibility and quality. Teachers in distant places may confront security concerns, political influence, and absenteeism among colleagues and pupils. These issues make it challenging to maintain consistency in the teaching and learning processes. Furthermore, female teachers and pupils confront specific challenges, such as cultural limitations, mobility constraints, and safety concerns. Thus, this study not only reflects teachers' lived experiences in a demanding educational context, but it also contributes to larger discourses about equality and justice in education. Understanding teachers' perspectives on curriculum, training, infrastructure, and administration can help identify possible areas for focused reforms. It can also help policymakers develop responsive strategies that go beyond top-down directives and foster meaningful collaboration with educational stakeholders on the ground.

### **Statement of the Problem**

Despite continuing educational changes in Pakistan, the quality of basic education in Balochistan remains extremely low. Teachers encounter various problems, including obsolete curricula, insufficient training, a scarcity of instructional resources, and inadequate school facilities. These structural difficulties have led to low student results, high dropout rates, and restricted skill development, particularly in rural and underserved regions. While national education policies encourage inclusive and equitable learning environments, their execution frequently fails to account for the unique circumstances of provinces such as Balochistan (Malik & Aslam, 2020; Ahmed & Noreen, 2019). A significant vacuum exists in present research: teachers' lived experiences and insights—the most direct implementers of educational policy—are rarely investigated as important to systemic analysis.

Without including teacher views, education changes may lack the contextual relevance required for long-term effectiveness (Abbas & Shah, 2022). This disparity between policy design and classroom realities results in a mismatch that impedes effective teaching and learning.

As a result, this study addresses the critical requirement to comprehend the sociological viewpoints of school instructors in Balochistan. It intends to study their perspectives on curricular efficacy, resource availability, and the role of professional development in enhancing primary education in the region.

### **Significance of the Study**

This study is noteworthy for several reasons. First, it offers essential, up-to-date views from teachers working on the front lines of primary education in Balochistan—a area that is frequently neglected in educational research and policymaking. Their viewpoints provide significant information for identifying practical constraints and offering context-sensitive solutions (Iqbal & Khalid, 2021; Rahman & Faheem, 2021). Second, the study is consistent with national and global efforts to fulfill SDG 4, which calls for inclusive, egalitarian, and quality education for all by 2030 (UNESCO, 2022). By emphasizing localized teacher input, the study contributes to more flexible and community-responsive education reform approaches. Third, the study's findings can help politicians, curriculum writers, school administrators, and donor organizations understand the reality of elementary education in poor places. This evidence-based approach may be used to support specific initiatives such as curriculum creation, teacher training, and infrastructure development. Finally, this study bridges the gap between theory and practice by using a sociological lens to investigate how socioeconomic, political, and institutional structures influence education in Balochistan, contributing to academic literature as well as practical educational improvement.

### **2. Objectives**

- To assess the effectiveness of the existing primary school curriculum.
- To evaluate the availability of teaching resources in primary schools.
- To analyze the level of teacher training and professional development.
- To propose policy-level recommendations for educational improvement.



### 3. Literature Review

Globally, research on educational quality and teacher views has been substantial, but in Pakistan, particularly in Balochistan, such studies are scarce. However, literature from the recent five years (2019-2023) throws light on a number of critical concerns harming the country's education system, particularly at the basic level.

Iqbal and Khalid (2021) recognize professional development as a critical component of teacher effectiveness. Their study, which uses data from Punjab, found that frequent training improves teacher effectiveness and student learning results. However, they claim that most training programs in Pakistan are infrequent, underfunded, and lack follow-up assistance. This is especially significant in Balochistan, where access to training opportunities is much more limited owing to geographic and political constraints. Malik and Aslam (2020) investigate curriculum design and how it relates to local circumstances. They criticize the "one-size-fits-all" approach, which ignores cultural variety and geographical differences. Their findings mirror Hoodbhoy's (2019) claim that rote memorization and obsolete syllabi continue to dominate Pakistani schools, preventing pupils from acquiring critical thinking abilities. The adoption of the Single National Curriculum was intended to alleviate some of these challenges, although its usefulness is still debated.

A large corpus of research has also concentrated on infrastructural and resource restrictions. Rehman, Shah, and Tariq (2023) discovered that the provision of basic facilities including furniture, textbooks, and bathrooms had a substantial impact on student retention in rural schools.

Their research stresses that without addressing these fundamental requirements, increases in curriculum or teacher quality may have little impact.

Ahmed and Noreen (2019) did a qualitative research in Balochistan and discovered that many schools lacked not just physical facilities but also instructional materials and administrative control. Teachers in their research reported feeling alienated and unsupported, with little possibilities for professional networking and promotion. These findings are supported by recent surveys performed by the Alif Ailaan initiative and the Pakistan Bureau of Statistics, which show that approximately one-third of public elementary schools in Balochistan have only one teacher and inadequate infrastructure.

International viewpoints accentuate these problems. UNESCO's 2022 "Education for Sustainable Development" report emphasizes the need of localized solutions and community involvement in enhancing educational results. The paper advocates for governments to shift away from centralized, top-down policymaking and instead include local educators in curriculum creation, training design, and monitoring initiatives.

Furthermore, sociological theories of education, such as those provided by Emile Durkheim and Paulo Freire, offer a conceptual framework for understanding the teacher's position as both a knowledge transmitter and a social change agent. Teachers in Balochistan, where different kinds of marginalization interact, can play a transformational role if given the necessary tools, training, and support structures. Empirical research by Rahman and Faheem (2021) and Khan et al. (2020) emphasizes the relationship between teacher autonomy, morale, and student accomplishment. They claim that teacher voices are frequently overlooked in



education reform discussions, resulting in proposals that fail to acquire momentum on the ground.

Recent research has also looked at the relationship between educational policy and teacher agency, particularly in low-resource contexts. According to Abbas and Shah (2022), changes that neglect educators' opinions frequently meet opposition or fail to achieve real change. Their qualitative study in rural Sindh found that integrating teachers in curriculum design and implementation increased both morale and student involvement. Similarly, Mahmood et al. (2023) believe that policies based on grassroots realities are more durable and successful. They underline the need of participatory techniques in policy creation, particularly in environments with significant structural disparities like Balochistan.

Furthermore, Gul and Shams (2021) demonstrate how sociocultural elements such as tribal customs, gender roles, and language variety influence teaching practices and student learning results. Their findings highlight the necessity of creating educational frameworks that are both pedagogically competent and culturally sensitive. This rising body of research suggests a more nuanced, decentralized approach to school reform—one that recognizes regional variation and emphasizes local needs. The convergence of these findings with worldwide guidelines points in a clear direction: localized, teacher-informed interventions are critical for attaining long-term educational changes in regions such as Balochistan.

In conclusion, the research suggests an agreement on important topics such as the significance of context-sensitive curriculum, ongoing teacher training, proper budget allocation, and the involvement of teacher voices in decisions. While these difficulties are not unique to Balochistan, the province's socioeconomic and geographical limits exacerbate their impact. This study adds to the current body of information by concentrating on teacher views from an area that is sometimes disregarded in national education discussions.

Recent study reinforces the necessity to examine education via an intersectional perspective, particularly in poor areas. According to Bano and Irfan (2022), the difficulties in provinces like as Balochistan are inextricably linked to economic disparities, gender injustice, and ethnic marginalization. They argue that in order to achieve long-term success, educational policy should be adapted to account for these overlapping characteristics. This is consistent with Arshad et al. (2021), who argue that educational fairness can only be achieved when changes are guided by the region's sociopolitical reality.

Furthermore, teacher identity and motivation have emerged as key concerns in educational research. According to Hussain and Akram (2020), teacher morale is inextricably connected to student involvement and performance.

Their study found that recognition, professional respect, and possibilities for growth are important motivators for teachers, but these are usually lacking in Balochistan's public schools. When instructors feel appreciated and unsupported, their ability to innovate or invest emotionally in their pupils suffers, resulting in a stagnant learning environment.

The importance of community engagement in enhancing educational results has also grown. Naveed and Parveen (2019) found that active engagement from parents, local officials, and school councils may improve accountability and increase enrollment.



However, in locations where public faith in institutions is low, such community-school collaborations are difficult to form. This situation is aggravated in Balochistan. If parents' literacy rates are poor and schools are frequently viewed as distant governmental processes rather than essential community places. Comparatively, other emerging countries that suffer comparable structural hurdles might provide valuable insights. For example, in Bangladesh and Nepal, projects incorporating low-cost teacher training methods and community-based school governance have had encouraging outcomes. According to UNICEF (2022), these initiatives were successful not because of large-scale funding, but because of effective use of local knowledge, decentralized planning, and teacher empowerment. These models serve as excellent prototypes for Balochistan's education system, which is severely limited by a lack of resources. A rising body of research emphasizes the importance of localized, mother tongue-based instruction in the early years of school. Rana et al. (2021) argue that children who start school in their native language are more likely to thrive academically. In Balochistan, linguistic variety is both a difficulty and an opportunity. While Urdu and English dominate the official curriculum, the majority of pupils speak Balochi, Pashto, or Brahui at home. Incorporating these languages into teaching materials and classroom discussions may increase understanding and lower early-grade dropout rates.

Gender differences are another common subject in contemporary research. According to Zahra and Baig (2023), despite many gender-sensitive policies, females in Balochistan continue to be underrepresented in education, particularly at the secondary level. Many families avoid sending their girls to school due to factors such as early marriage, societal standards, and a shortage of female teachers. Addressing these difficulties would need a multifaceted strategy that includes curriculum revisions, the hiring of additional female personnel, and community education. The larger trend toward Sustainable Development Goals (SDGs) has also affected educational research and policy. SDG-4 focuses on inclusive and equitable quality education. Shahid et al. (2022) argue that until provincial governments integrate their educational plans with SDG indicators and reporting methods, gaps would remain. They advocate for better cooperation between federal and provincial ministries, stronger monitoring systems, and the use of data analytics to guide policy choices. To summarize, modern literature provides a comprehensive assessment of Pakistan's educational issues, particularly in less developed regions such as Balochistan. It emphasizes the necessity of multifaceted initiatives that include teachers, communities, and legislators. This research expands on these thoughts by presenting concrete data from teachers themselves, emphasizing the premise that any long-term reform must begin with listening to people who work in the system every day.

#### **4. Methodology**

This study used a quantitative, cross-sectional survey approach to explore primary school teachers' perceptions on educational development in Balochistan. The goal of utilizing a quantitative method was to collect measurable data from a group of instructors who were actively involved in classroom instruction. The research population comprised of elementary school instructors from both government and private schools in Quetta district, Balochistan's educational capital. A purposive sampling strategy was used to choose 100 participants (50 from government and 50



from private schools) who satisfied the inclusion criterion of having at least one year of primary-level teaching experience. This guaranteed that participants had adequate exposure to the educational system and could provide informed comments. Data were gathered using a standardized questionnaire created by the researcher, which consisted of two primary parts: demographic information and theme topics on a 5-point Likert scale. The questionnaire asked on curricular relevance, availability of teaching materials, the quality of professional development, and perceived institutional difficulties. To verify dependability, the instrument was pilot-tested with a small sample of ten instructors, yielding a Cronbach's alpha score of 0.82, suggesting excellent internal consistency. Data was collected manually over four weeks in early 2023. Formal approval was acquired from school authorities, and all participants provided informed consent. Anonymity and confidentiality were maintained throughout the process, and participants were notified of their freedom to withdraw at any point. The researcher personally gave and collected the surveys, which resulted in a 100% response rate. The acquired data were analyzed with SPSS (Version 26), which used descriptive statistical techniques including frequencies, percentages, and means to evaluate the replies. Cross-tabulations were also used to investigate the correlations between factors including gender, school type, and years of teaching experience. The adoption of this organized and methodical methodology guaranteed that the findings reflected actual teacher views, giving a solid foundation for drawing conclusions and advocating policy-level reforms to Balochistan's primary education system.

## 5. Results

**Table 1: Demographic Characteristics of Respondents (2023)**

Variable	Frequency	Percentage (%)
Gender		
Male	36	36%
Female	64	64%
School Type		
Government	50	50%
Private	50	50%
Qualification		
B.Ed	48	48%
M.Ed	33	33%
M.A	14	14%
Others	5	5%
Years of Experience		
Less than 5 years	26	26%
5–10 years	38	38%
More than 10 years	36	36%

**Table 2: Teachers' Responses on Curriculum Effectiveness (2023)**

Statement	Agree (%)	Neutral (%)	Disagree (%)
The current primary school curriculum meets the needs of students.	31%	18%	51%
The syllabus is up to date with modern educational standards.	27%	25%	48%
The curriculum includes cultural and local contextual content.	38%	22%	40%

**Table 3: Availability of Teaching Resources (2023)**

Statement	Agree (%)	Neutral (%)	Disagree (%)
Textbooks are adequately available to all students.	45%	20%	35%
Teaching aids are accessible in my school.	29%	17%	54%
School has proper classroom infrastructure (furniture, space).	33%	21%	46%

**Table 4: Teacher Training and Professional Development (2023)**

Statement	Yes (%)	No (%)
Have you received any professional teaching training?	39%	61%
Are there regular workshops or training sessions at your school?	42%	58%
Do you feel confident in using modern teaching methods?	47%	53%

## 6. Discussion

According to the 2023 survey results, the majority of instructors believe the existing curriculum is obsolete and poorly linked with student requirements. Textbooks, instructional aids, and infrastructure are in insufficient supply, making resource restrictions a serious impediment. Furthermore, figures suggest that more than 60% of instructors lack formal professional development, emphasizing the critical need for comprehensive teacher training efforts. These findings are consistent with current work, which indicates that educational quality is highly influenced by resource availability and teacher preparation. The



situation in Balochistan parallels larger national tendencies but is worsened by physical, cultural, and infrastructural restrictions.

### 7. Conclusion

Primary education in Balochistan has issues as of 2023 owing to outdated curricula, poor resources, and inadequate teacher preparation. Teachers, as key stakeholders, provide critical insights that should inform policy changes. Addressing these issues can significantly boost educational attainment and contribute to national progress. Primary education in Balochistan has challenges as of 2023 due to outdated curricula, limited resources, and insufficient teacher training. Teachers, as crucial stakeholders, contribute vital insights that should guide policy adjustments. Addressing these concerns can greatly improve educational achievements and contribute to national growth.

This study found that instructors are not only aware of systemic issues, but also have positive ideas on how to enhance educational quality. Their response emphasizes the need of localizing curricular material, increasing access to ongoing professional development, and assuring the availability of teaching tools. These enhancements are critical not just for improved academic achievement, but also for long-term social development, community empowerment, and poverty reduction. Furthermore, the study underlines the value of context-specific solutions, particularly in disadvantaged areas such as Balochistan. National education changes must be inclusive and geographically adaptable, with frontline educators' views integrated into decision-making processes. Policymakers, educational institutions, public society, and foreign partners must work together to improve elementary education for the long term.

Only via a multi-stakeholder approach will Pakistan make significant progress toward reaching Sustainable Development Goal 4 (quality education for everyone).

### 8. Recommendations

Revise and localize primary school curricula to reflect students' cultural and social realities.

- Increase budget allocation for educational infrastructure and learning resources.
- Institutionalize regular, mandatory teacher training programs.
- Strengthen monitoring and evaluation mechanisms within schools.

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