



Evaluating the Impact of Primary Education: An In-Depth Investigation

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ABSTRACT

Primary education is the most crucial and fundamental stage of education. This paper explores the quality and effectiveness of primary education in government primary schools in Bagha Upazila of Rajshahi district. It also found out the reasons for the increase in the trend of enrollment of children in kindergarten schools. In addition, the reasons for the establishment of kindergarten schools have been explored. Further, barriers to the development of primary education are examined. Besides, steps taken by government officials and primary school teachers to improve primary education have been assessed. It also found that a child is being deprived of the services it deserves from primary school. Moreover, suggestions were sought from the respondents on how to make primary education more effective. In this study, a qualitative approach was applied. This includes an open-ended questionnaire as a data collection tool. Primary data was collected from government officials, civil society, teachers of primary school, guardians of primary school students, and guardians of kindergarten school students. The findings of this research show that primary school students are being deprived of quality education due to a shortage of primary school teachers, inefficiency of teachers, lack of sincerity of teachers, lack of proper status of teachers, inadequate teaching materials, pressure of extra clerical work on teachers, underdeveloped infrastructure, poverty of families, lack of awareness of guardians. And for these reasons, students are enrolling in kindergarten schools.

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1. INTRODUCTION

A child's educational career is chalked up through primary education. Primary education provides a child with the first opportunity for formal education. Primary school forms the basis of our education. Primary school forms the foundation of our education. Later on, that basis plays a helpful role in getting higher education. Primary education helps us to acquire basic knowledge. Even without the opportunity of higher education, it is possible to spend the entire life with only basic knowledge. Primary school provides us with that opportunity. Now it is a matter of knowing, whether or not primary school can give us the education that we deserve. According to the Campaign for Popular Education, primary education is the basic foundation, and it is widely understood that education is crucial to the development of a nation and realizing the potential of human life. Education is a fundamental human right, as stated in Article 26(1) of the Universal Declaration of Human Rights. All primary school-age children in Bangladesh are required to receive free and compulsory primary education, according to articles 15 and 17 of the country's constitution (Ali & Hossain, 2010; Sarker & Davey, 2009). Bangladesh's primary education priorities were further emphasized during the World Conference on Education for All (EFA) in Jomtien, Thailand, in 1990, and the country produced its first National Plan of Action to attain EFA (Rabbi, 2007).

However, ensuring and improving the standard of primary education in Bangladesh continues to be a major problem for the nation. This problem is caused by a variety of factors. Bangladesh is a densely populated developing nation with a limited amount of land. In the country's 147,570 square kilometer territory, there are around 20.1 million (20,100,972) students enrolled in primary level schools (including Government Primary Schools (GPSs), private schools, kindergartens, NGO Schools (Garde 1- 5), Shishu Kalyan Primary Schools, etc.), with 657,203 teachers assigned to their classrooms (Annual Primary School Census, APSC, Bangladesh 2021) (Ahammad, 2017; Azad, 2014; Mollik *et al.*, 2016). And, 13,484,617 students are being taught by these 359,095 full-time government teachers in the 65,566 government primary schools. 359 thousand teachers are teaching at the Government Primary School. In total, 64.41% of teachers in government-run primary schools are women. With over 21 million children in Bangladesh, the Ministry of Primary and Mass Education (MoPME) and the Directorate of Primary Education (DPE) have launched an ambitious program to raise the standard of primary education. The government is making efforts to reduce the teacher-to-student ratio, as well as to provide accommodation for the growing number of kids each year and other physical infrastructure to address the difficulties with quality.

The Primary Education Compulsory Act made primary education free and compulsory for all children which passed in 1990. Despite great successes in the past, significant advancements are still required if all students are to benefit from a high-quality education. Modifications to the curriculum, new textbooks, and improved teaching and learning in the classroom are necessary to ensure that all children receive a high-quality primary education.

Objectives of the study are the following:

- (i) To identify the reasons why parents' ca not trust government primary schools to educate their children.
- (ii) To find out why the enrollment is increasing in kindergarten school.

The study may inspire strategic debates among government policymakers and practitioners on how to address ongoing issues in schools and raise students' performance. This study investigates a reevaluation of the quality of instruction and the role of present teachers in Bangladesh's primary schools.

2. LITERATURE REVIEW

Recently, the concept of "quality," particularly in the field of primary education, has received significant attention. Quality primary education is now more crucial than ever for children's development, not just in Bangladesh but everywhere else in the world. It is clear that, in any situation, the effectiveness of the head teacher's responsibility has a significant impact on the quality of learning and teaching. Children must be able to learn to be whole human beings physically, mentally, socially, emotionally, and psychologically to receive a quality primary education that is rights-based and child-friendly. Teachers need strong and effective professional abilities because they are ultimately in charge of implementing educational results into the classroom settings in educational institutions. [Alam and Shengquan \(2019\)](#) stated that Various components of education are changing quickly in the context of the twenty-first century. The reason for this is to meet the demands of the rapidly expanding technology-based educational opportunities, which call for more skilled teachers with a variety of skills. However, teachers with multiple abilities that address their proper level of knowledge, skills, and attitude can have a positive impact in developing such a supportive classroom environment for students in the twenty-first century. [Alam \(2000\)](#) observed that with lower pay scales, teachers working in non-state institutions and the NGO sector perform better. Therefore, promoting non-State primary schools further with greater community involvement may be a step in the right way. [Yasmin and Rumi \(2020\)](#) claimed that there is a lack of infrastructure, funding, teachers, and teaching materials in proportion to children in government schools. Despite well-equipped government primary schools in rural Pabna, parents want to enroll their children in kindergarten schools.

3. METHOD

Research Methodology refers to the process of selecting how to design and perform research systematically. A research methodology is a plan for how a certain piece of study will be carried out. It specifies the tools or procedures used to identify and analyze data on a certain research topic. The research methodology, then, is concerned with how a researcher designs their study in such a way that they can achieve valid and trustworthy data while also meeting their research objectives.

3.1. Conceptual Framework

The conceptual framework in this research is developed based on various relevant literature related to research titles, research objectives, and research questions (see **Figure 1**). From the factor-effect relationship, this conceptual framework shows the interrelationships between factors of primary education and effects that affect primary education. In this study, factors of primary education are comparatively underdeveloped primary education system, lack of teacher skills, and low salary of teachers. Besides, the effects are increasing enrollment in private kindergarten schools, growing guardians' reluctance towards primary schools, and increasing failure rate to get quality education for students.

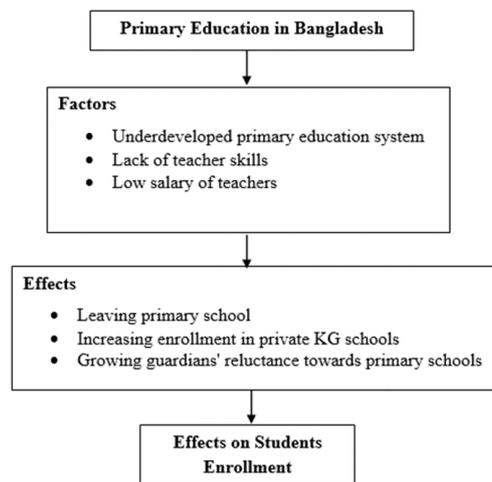


Figure 1. Conceptual framework of the study.

3.2. Research Method: Qualitative Method

Qualitative research entails conducting the study with words and textual data. This research method is commonly used in exploratory research to study a research problem that is not precisely defined. It helps comprehend abstract concepts, perceptions, body language, views, and even visual data. This current study employs qualitative research methods. Because the research topic asserts this strategy. Qualitative research is used to comprehend people's perceptions of the world.

3.3. Research Area

A relevant area is directly related to the research. This is a key section of the research trip that the author must cover through significant reading, thinking, exploring, speaking with an advisor, taking notes, and writing. The author's research area is Bagha Upazila under Rajshahi District, where the study is being conducted. To address the research topics from many perspectives and obtain a complete picture, the current study gathered information from the sources listed in Table 1.

Table 1. Data for sampling.

Name of District	Name of Upazila	Category of Sample	Sample Size
Rajshahi	Bagha	primary school teachers	20
		government official	3
		civil society	15
		guardians of students	50
Total sample			88

3.3. Sampling

For sampling, the non-probability type of sampling will be used, under purposive sampling. To complete the paper, the current study has gathered information from five categories of the study population at various levels to address the research issues from diverse viewpoints and obtain a diversified or complete picture. The first group comprises teachers of primary school. Government officials including the Upazila Nirbahi Officer (UNO), Upazila Education Officer (UEO), and Assistant Upazila Education Officer (AUEO) are included in the second category. Besides, the third group comprises civil society. And, the fourth group consists of

parents of children who attend primary school. Moreover, guardians of kindergarten school students are included in the fifth category.

3.4. Secondary Data

Secondary data is used for the study's background and literature review. To provide additional information, relevant books, magazines, reports, journals, and newspapers; Academic books and articles; Reputable and authoritative source publishers such as organizational records, surveys, journals, research institutions, etc.; Data from government and non-government archives.

4. RESULTS AND DISCUSSION

4.1. Primary Education System

Some of the respondents considered the primary education system to be developed, while some of the respondents considered the primary education system to be underdeveloped. The reasons for considering the primary education system as developed are:

- (i) Well-trained teachers. At present there is an advanced training system for primary school teachers. They are given advanced mathematics training, science training, and ICT training. As a result, they gain a lot of skills and experience. Using this experience, they provide quality education to children. A primary school teacher from Bagha Upazila, Rajshahi said: *"Now teachers with experience in primary school teach. In addition, classes are currently taken through multimedia in primary school."* A civil society member from Bagha Upazila, Rajshahi also agreed to that and said: *"No, I do not think the primary education system is comparatively underdeveloped. Although the primary education system was underdeveloped earlier, it is no longer underdeveloped. Primary teachers now receive a variety of training. As such, they take math training and teach math to kids with fun using Olympiad techniques. Besides, they receive ICT training and take children's classes through multimedia. After all, primary school teachers are now highly trained and the primary education system is also much improved."*
- (ii) Multimedia class. Currently, in every government primary school, computers have been provided by the government. Hence, teachers can now take classes through projectors with the help of computers. As a result, students can easily understand the reading topic by watching the audio video simultaneously. A primary school teacher from Bagha Upazila, Rajshahi said: *"No, never, the primary education system is not underdeveloped. Presently primary education is of international standard. Because there is a system to conduct class teaching online, laptop, desktop, and projector. Again, during the coronavirus pandemic, we conducted classes with the help of Google Meet, and Zoom Meet."*
- (iii) Child-Centered Education. Presently primary education system is child-centric. In the past children were spanked in schools but nowadays they are not spanked at all. Nowadays children study in primary school in a joyful environment. A primary school teacher from Bagha Upazila, Rajshahi said: *"I certainly do not think the primary education system is underdeveloped. In the past, the primary education system was teacher-centered, but today the education system is child-centered."*
- (iv) Standardized curriculum. At present, an advanced curriculum is followed in primary schools. Primary school textbooks are also very modern. Each chapter has learning outcomes that teachers follow to deliver lessons. A primary school teacher from Bagha Upazila, Rajshahi said: *"Textbooks are tailored based on the child's age, intelligence, and ability in primary school. Besides, the teachers also teach in the class with the help of*

related materials based on the learning outcomes. Therefore, the primary education system is not at all underdeveloped."

- (v) Competency-based education. At present primary schools provide education to children based on age, ability, and merit. No extra pressure is put on the child in primary school. Advanced studies are not forced on the child to create stress. A primary school teacher from Bagha Upazila, Rajshahi said: *"No, I do not think the primary education system is relatively underdeveloped. Because the primary school education system is age-based. It is predetermined how much a child will learn according to his age. And if the primary schools are operated following the rules, the primary education system will improve."* A government official from Bagha Upazila, Rajshahi also agreed to that and said: *"I do not think the primary education system is underdeveloped. It depends greatly on individuals, institutions, teachers, and regions. Currently, the primary education system is a competency-based education system. If it can be implemented properly, we can ensure quality primary education."*

Surprisingly, a primary school teacher agrees that the primary school education system is comparatively underdeveloped. And another teacher thinks that the primary education system is not much better, and not much underdeveloped.

The reasons for considering the primary education system as underdeveloped are:

- (i) Poor infrastructure: More students study in primary schools. But compared to that there is a shortage of school buildings and classrooms. In that case, it can be seen that in a small classroom, the students sit and take classes. As a result, students have to go through the class with difficulty. A civil society member from Bagha Upazila, Rajshahi said: *"Primary schools are underdeveloped because there are not enough classrooms or playgrounds."*
- (ii) Recruitment of teachers through a quota system and Unskilled female teachers: Currently, female teachers are mostly recruited through a quota system in primary schools. As a result, unskilled women are often appointed as primary school teachers. Consequently, they cannot provide proper quality education to the children due to their inefficiency. Most civil society members feel that the primary education system is relatively underdeveloped. A civil society member from Bagha Upazila, Rajshahi said: *"Less-educated female teachers are appointed in primary schools through a quota system with very little qualifications and skills. Therefore, they cannot provide proper quality education to the children properly."* A guardian of the students of kindergarten school agreed to that and quoted: *"In primary schools, teachers are appointed in a biased way, as a result, wrong candidates are appointed in such a sensitive post."*
- (iii) Inefficiency and laziness of teachers: It is often seen that during class time, the teachers sit in the office and talk without taking the class. Besides, they do not take classes attentively. Again, some teachers cannot explain the textbook topics clearly to the children due to their incompetence. A civil society member from Bagha Upazila, Rajshahi said: *"I think the primary education system is relatively underdeveloped. Because primary schools have unskilled teachers and their lazy mentality has made the primary education system underdeveloped. Besides, there is a lack of enough qualified teachers in primary schools."* A guardian of the students of kindergarten school agreed to that and quoted: *"Unprofessional and careless behavior of the teachers of primary schools with their students is also notable for choosing kindergartens over primary schools. Besides, they do not provide proper care for their students."*
- (iv) Inadequate teaching materials: Most of the primary schools do not have enough teaching materials. Teaching children with the help of educational materials keeps the

learning in their memory for a long time. However, due to the inadequacy of educational materials, it is not possible to provide quality education to children. A civil society member from Bagha Upazila, Rajshahi said: *“There are not enough educational materials for children in primary schools. So, it is impossible to provide quality education to children without adequate educational materials.”*

- (v) Steps taken by government officials to improve primary education: Steps taken by government officials to improve primary education are shown in **Figure 2**. A government official said: *“Government is working relentlessly through its concerned body (Directorate of Primary Education; Ministry of Primary and Mass Education) to find the debacles and adopt requisite measures in terms of skill development, providing various training, students-parents congregation, improved care to the retarded group, providing stipends to the poor students, recruiting more teachers and so on. Now UNOs and UEOs are stressing on proper monitoring and inspection of schools.”*

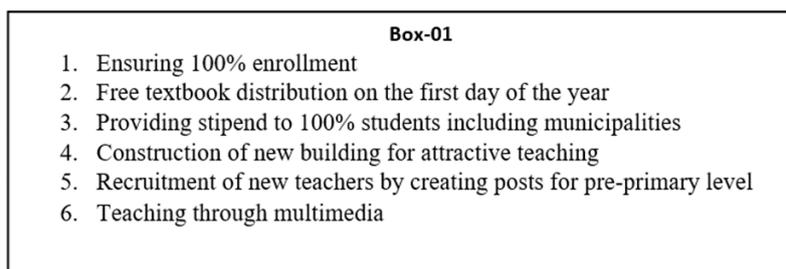


Figure 2. Box 1.

- (vi) Steps taken by primary school teachers to improve primary education: Steps taken by primary school teachers to improve primary education are shown in **Figure 3**. A Primary school teacher said: *“I teach students based on learning outcomes and use appropriate teaching materials related to the lesson. Besides, I check homework regularly and allow children to read supplementary books. Also, I teach through multimedia. Moreover, we do regular home visits and organize mothers/guardians’ meetings.”*

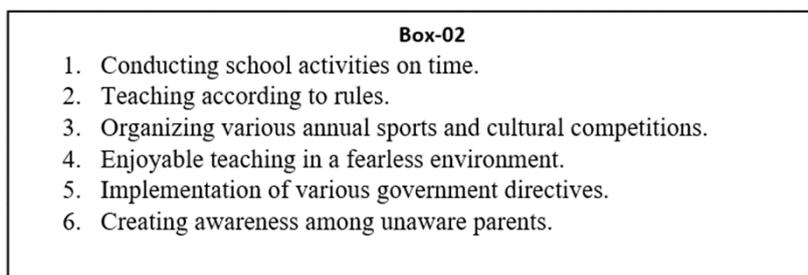


Figure 3. Box 2.

Barriers to effective primary-level education in Bangladesh are the following:

- (i) Inadequate infrastructure: Inadequate classrooms are one of the obstacles to ensuring primary education. Due to the lack of a classroom, children cannot sit comfortably in the class. As a result, their studies are disrupted. A Primary school teacher said: *“Due to the lack of adequate classrooms, we cannot take classes of students properly. Sometimes children have to sit in crowded classes.”*
- (ii) Teacher shortage: Most primary schools have a large number of students. But the proportion of teachers is less than that. A Primary school teacher said: *“We have 5 teachers taking classes for students of all classes. Sometimes we have a problem*

maintaining all the classes if any teacher is on leave. But if there were enough teachers in the school, this problem would not have happened.” A government official from Bagha Upazila, Rajshahi quoted: *“One of the main problems in primary schools is teacher shortage. As a result, children are deprived of quality education.”*

- (iii) Poverty and Child Labor: Many families are still poor in Bangladesh. As a result, the family cannot bear the cost of the children's education. Consequently, the children have to earn money at a young age. Thus, children are involved in child labor. As a result, children are deprived of primary education. A government official from Bagha Upazila, Rajshahi quoted: *“Sometimes very poor families force their children to earn money. As a result, those children are deprived of primary education.”*
- (iv) Early marriage for the girls: Child marriage is still prevalent in rural areas. As a result, female students are married off at a young age. As a result, they cannot complete primary education. A government official from Bagha Upazila, Rajshahi quoted: *“Early marriage for girls is one of the barriers to ensuring primary education. It is often seen that girls get married while studying in primary school. As a result, they are deprived of primary education.”*
- (v) Salary disparity for teachers compared to other professions: Salaries of primary school teachers are low compared to other professions. As a result, their motivation to provide quality service at low remuneration often does not work. A civil society member from Bagha Upazila, Rajshahi said: *“Primary school teachers are paid less than other professions. But their working hours are very long. As a result, teachers do not want to provide proper service.”*

Some of the positive aspects of establishing kindergarten schools are:

- (i) Considers teaching as a great profession and for social development: Many educated people dream of becoming a teacher. But nowadays it is very difficult to become a teacher in government schools, high schools, colleges, and universities because there are more competitors for this post. So, some individuals set up educational institutions like kindergarten to fulfill their childhood dream, of entering the teaching profession. Along with this they also want to bring about social development by imparting quality education to children. And if a person can go into his dream profession, then he must provide the highest service. A primary school teacher from Bagha Upazila, Rajshahi said: *“Educated unemployed youths are building private kindergarten schools with the aim of social development and considering teaching as a great profession.”*
- (ii) To provide quality education: Relatively few students attend kindergarten schools. Again, there are enough teachers in kindergarten schools. They want to educate children with sincerity, with more care, with necessary facilities, and to make a child an ideal, competent, skilled human being. A government official from Bagha Upazila, Rajshahi said: *“Private Kindergarten schools are being established as convenient and available alternatives of government primary schools in terms of providing quality education, improved care, transport facilities, more accountability to the parents, disciplined class schedules and so on most of which sometimes government primary schools lack nowadays.”*
- (iii) Development of primary education through individual initiative: Still, some of the backward areas are not adequately served by primary schools. Due to various problems, the primary schools in those areas are not able to provide enough services such as the long distance from the schools to the teachers' residences and areas affected by river erosion. In these cases, some private schools have been established for the development of primary education by individual initiative. A government official said: *“Kindergarten*

schools are being established to improve the quality of primary education through individual initiatives with special care."

- (iv) Due to population growth: The population of Bangladesh is gradually increasing. But sometimes the construction of primary schools does not increase in proportion to population growth. Kindergarten schools are therefore being established to provide education to the growing population. A government official from Bagha Upazila, Rajshahi quoted: *"The population of the country is increasing, people's awareness and interest towards education is also increasing. Attitudes towards education are also changing. People want their beloved child to be in a good position. Also, due to the increase in population, more kindergarten schools are being built."*

The reasons behind the rise of enrollment in private kindergarten schools are the following:

- (i) More co-curricular activities in government primary schools: A student has to go through various co-curricular activities in a government primary school. Such as various annual sports competitions, singing competitions, etc. As a result, the academic study time of the students is wasted and breaks in their studies. On the other hand, such activities are relatively less in kindergarten schools. As a result, children get relatively more time for academic studies. So many parents are interested in enrolling their children in kindergarten school.
- (ii) The arrogant attitude of Guardians: Children of all people, regardless of rich or poor, study in government primary schools. Because of this, some arrogant parents do not want their children to be friends with children from poor families. They think their children will learn bad things by mixing with children from poor families. So, they enroll their child in kindergarten school instead of primary school. A primary school teacher from Bagha Upazila, Rajshahi said: *"Many poor students study in primary schools. As a result, the arrogant wealthy Guardians do not want their children to mix with the children of the poor. So, they enroll their children in Kindergarten schools instead of enrolling them in government primary schools."*
- (iii) Parents' Positive Perceptions of Kindergarten School: Some Guardians believe that the quality of education in kindergarten schools is good. They feel that their children will get a better education if they attend these schools. So, they are encouraged to enroll their child in kindergarten school. A guardian of the students of kindergarten school said: *"Kindergarten schools have standard facilities and standard curriculum which is more relevant with the modern era. Besides, they are more concerned and careful about their students than government primary schools. For that, I have enrolled my child in a kindergarten."*
- (iv) Limitations of Guardians' Perceptions of Government Primary Schools: Some Guardians have no idea about the primary school education system. They do not know what is good and what is bad for their children, what is necessary and what is not. Without knowing these things, they get their children admitted to kindergarten school with misconceptions about primary school. A primary school teacher from Bagha Upazila, Rajshahi said: *"Basically, overzealous parents who have no idea about primary school education enroll their children in Kindergarten schools."*
- (v) Adequate teachers and more care in kindergarten schools: Kindergarten schools always have enough teachers. Besides, Kindergarten schools always have lower student-teacher ratios than primary schools. Also, Kindergarten school teachers are relatively more sincere and updated. They try to teach the children with their best efforts. Since Kindergarten schools are private institutions, if they fail to provide good services, they are likely to lose their jobs. A member of civil society from Bagha Upazila, Rajshahi

quoted: *“Kindergarten schools provide more care, attention, and entertainment to each child than primary schools. Besides, the number of students in primary schools is relatively high. But there is a shortage of teachers in proportion to students. On the other hand, kindergarten schools have enough teachers.”*

- (vi) Special emphasis on English in Kindergarten: Kindergarten schools place special emphasis on learning English. Generally, kindergarten school children have a strong basic of English. They are comparatively more proficient in English. Their English vocabulary is much richer. So, most of the respondents think that Kindergarten schools' emphasis on English learning is one of the main reasons for enrolling in kindergarten rather than primary school. A parent of a kindergarten school student said: *“The basics of English grammar are taught consistently in kindergarten school. Besides, General knowledge is taught which makes children more advanced. So, I enrolled my child in kindergarten school.”*
- (vii) Quality education: At present, in many cases, primary schools are not able to provide quality education. There are many obstacles in primary school. As the teachers are not updated as compared to the present era. They cannot use modern technology like computers, projectors, and multimedia efficiently. Also, since primary schools have relatively unskilled teachers, they are not able to educate children properly. As a result, children need separate tutoring outside of school. A guardian of the student's primary school said: *“I'm not satisfied with my child studying in primary school. Because my child does not get proper learning, and he achieves inadequate knowledge which is not enough for the modern period. And day by day, he is lagging behind other private school students. At present, I think primary schools are not able to provide good quality education. Because my child is not getting proper care from his teachers. They cannot use modern facilities for teaching. Lack of modern curriculum is also responsible for this.”*
- (viii) Student-friendly teacher: Usually in primary school children are very afraid of teachers. If the children do not understand the study, they are afraid to understand from the teachers. A Guardian said: *“All primary school teachers are not student-friendly. My child is so scared of the teacher that he cannot recite in front of his teacher. Also, he cannot ask the teacher if he does not understand a topic.”*
- (ix) Mid-day meal: Children are very hungry at noon because they go to school early in the morning. As a result, children cannot concentrate in class afternoon. A Guardian said: *“My child goes to school early in the morning, sometimes in such a rush that she does not have time to take tiffin. As a result, she is hungry throughout the day and cannot concentrate in class. It would be great if the government provided mid-day meals for children.”*

Recommendations are shown in **Table 2**.

Table 2. Recommendation.

Recommendations By Teachers of Primary School	Recommendations By Government Officials	Recommendations By Civil Society
The shortage of teachers in schools should be eliminated.	The shortage of teachers in schools should be eliminated.	The shortage of teachers in schools should be eliminated.
The number of classrooms should be increased.	Physical infrastructure needs to be more developed.	Physical infrastructure needs to be more developed.
Skill development and training facilities for teachers should be increased.	Skill development and training facilities for teachers should be increased.	Skill development and training facilities for teachers should be increased.

Table 2 (continue). Recommendation.

Recommendations By Teachers of Primary School	Recommendations By Government Officials	Recommendations By Civil Society
Salary disparity for primary school teachers needs to be eliminated and the salary structure needs to be improved.	Salary disparity for primary school teachers needs to be eliminated and the salary structure needs to be improved.	Salary disparity for primary school teachers needs to be eliminated and the salary structure needs to be improved.
Parents' awareness should be increased by strengthening parent meetings, yard meetings, and home visits.	Parents' awareness should be increased.	Parents' awareness should be increased.
All schools should be converted into one shift.	Mid-day meals should be launched in a more expanded form.	Mid-day meals should be launched in a more expanded form.
The teacher-student ratio should be reduced.	The amount and number of stipend-receivers should be expanded more.	The teacher-student ratio should be reduced.
Qualified teachers should be appointed.	Monitoring and inspection of schools should be strengthened.	Qualified teachers should be appointed.
Regular discussions should be held with guardians.	Arousing public awareness against early marriage and child labor.	Recruitment of teachers through a quota system should be stopped. The meritorious candidate should be allowed to get the job.

5. CONCLUSION

Although efforts are being made to provide quality education in government primary schools, it is being hampered due to various reasons. For example, insufficient number of teachers, shortage of classrooms, unskilled female teachers, recruitment of teachers through a quota system, inefficiency and laziness of teachers, inadequate teaching materials, improper application and implementation of the curriculum, poverty, and child labor, unconscious parents, early marriage for the girls, Transportation problems for teachers, etc. Besides, government primary school teachers are not motivated to provide quality education due to low salaries and not giving them proper status in society. As a result, the quality of education in primary schools is decreasing. Consequently, guardians are enrolling their children in kindergarten schools to ensure quality education. However, the government is taking various steps to ensure quality education in government primary schools. However, in the findings of this paper, various factors have come up for not being able to provide quality education in primary schools. But if there are some other factors then the next researchers will try to find them.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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