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ANALYSIS OF ADOPTION AND IMPLEMENTATION OF INTERNATIONAL EDUCATIONAL STANDERS IN PRIMARY SCHOOLS: A CASE STUDY OF DIR LOWER KHYBER PAKHTUNKHWA

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ABSTRACT

Education is a cornerstone of societal progress, and the adoption and implementation of international educational standards play a pivotal role in shaping the quality and effectiveness of primary education systems worldwide. This research presents a comprehensive case study that scrutinizes adopting and implementing international educational standards within primary schools in the Dir Lower district of Khyber Pakhtunkhwa, Pakistan. The study seeks to unravel the intricate dynamics that influence how global educational standards are integrated into the local educational landscape. Methodological concerns: this study utilized quantitative research methodology to incorporate the opinion of primary school teacher regarding international educational standards and their availability in the study locale. In addition, the study utilized the values of a simple random sampling technique and size 326 potential respondents through the Sekaran sample table out of 3243. Furthermore, the study collected primary data through a close-ended questionnaire and then analyzed with uni-variate, e.g., frequency and percentage, and bi-variate T-Test in order to measure the relationship between independent and dependent variables. The findings of this study reveal several significant outcomes. First, it is evident that there has been a notable effort to align the curriculum and teaching methodologies with international educational standards. However, the level of implementation varies across schools and regions within Dir Lower, suggesting disparities in the quality of education provided. Second, challenges such as inadequate infrastructure, lack of teacher training, and socio-economic disparities have emerged as barriers to the effective implementation of these standards. In light of these findings, this research offers several recommendations. Firstly, there is a need for increased investment in infrastructure and teacher training programs to bridge the existing gaps in the education system. Additionally, a more standardized approach to curriculum development and teaching methodologies should be adopted to ensure uniformity across schools in Dir Lower. Furthermore, community involvement and awareness campaigns should be initiated to garner support and participation from parents and local communities.

Keywords: Analysis; Adoption; Educational standards; Methodology; Quantitative; Uni-variate.

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INTRODUCTION

In this study, we explore the concept of "analysis of the adoption and implementation of international educational standards within primary schools in the region of Dir Lower Khyber Pakhtunkhwa". Children are the potential of a projective world and the focus of attention in global concern; there are various organizations at the international level, general, and national level that particularly protect the rights of children in different ways. According to Abdullah et al. (2023), the International Convention on the Rights of the Child (ICRC), declares education is a basic right among the rest. It is decided globally that every

signatory state should be bound to protect the decided decision, where the United Nations Educational, Scientific and Cultural Organization (UNESCO), makes some official protocol to promote quality of education (including access to proper resources, an efficient and modern curriculum, an operative valuation approaches, a supportive and inclusive learning environment, a partnership between school's parents, and public, an extracurricular practice, a proper number of teacher's availability, and proper national policy) for enhancement of quality of education at all level including primary schools (Apple & Mills, 2022). At the same time, Pakistan became a signatory to the United Nations Educational, Scientific and Cultural Organization (UNESCO) and International Convention on the Rights of the Child (ICRC), but the position of Pakistan's education is still alarming in failure of the above-mentioned international strategies on numerous ways.

This study is confined to Dir Lower, situated in the northwest hill station of Khyber Pakhtunkhwa, attached to Sawat, Bajaur, Balakand district, and Afghanistan state. The district is known for its unique socio-cultural heritage and political history traced back to the 14 century, when Khaneet ruled Dir till 1969, 23 Years later, Dir became the official part of Pakistan, and later, due to administrative management, it was divided into two parts Dir Lower and Upper. It is already mentioned in the above statements that the education system is vulnerable to default within Pakistan, but the situation is more alarming in District Dir Lower. In the district, there are a total of 1,555 schools, including 610 girls and 945 boys (Ahmed et al., 2011). If we compare this statistic with the education policy of the Elementary and Secondary Education Departments of Khyber Pakhtunkhwa, where each village, including 100 households, should need a school, in addition, if we compare these numbers to education age population (4-16) is 33 % less the Khyber Pakhtunkhwa protocols of Elementary and Secondary Education Departments.

Furthermore, the department policy suggested that every 40 students have a teacher, it's still low to international children's education protocols. After the study of existing statistics and scientific literature, it is clear that education departments in the study district are neglected areas in various ways by country academics and researchers. In some instances, literature is found, but it does not make the real assessment of education with International Educational Protocols; then researchers feel the need to fill the gap for making development in this fundamental right and suggest some recommendations for the concerned people and department to improve the existing situation.

To examine the adoption and implementation of international educational standards in primary schools in Dir Lower, Khyber Pakhtunkhwa, to justified by its potential to shed light on critical aspects of educational policy and practice in a unique cultural and regional context. Understanding how global educational standards are embraced and integrated into the local education system can provide valuable insights into the challenges and opportunities educators, policymakers, and communities face. This research aims to contribute to the broader discourse on educational globalization, highlighting the need for context-specific strategies that can enhance educational quality and equity. By uncovering the factors that influence the adoption of international educational protocols in this region, the study seeks to inform evidence-based recommendations that can facilitate improved educational outcomes and promote inclusivity in primary education in Dir Lower and potentially in similar regions worldwide.

REVIEW OF LITERATURE

United Nations Educational, Scientific and Cultural Organization (UNESCO) gives eight International Educational Protocols for education. There is access to proper resources available for education quality, an efficient and modern curriculum existing for schools aligns with the needs of the modern world, an operative valuation approaches accessible that shape the educational system, a supportive and inclusive learning environment present to promote education quality, a partnership between school's parents, and public, an extracurricular practice existing together with education, a proper number of teacher's availability, and proper national policy (UNESCO, 2016). Excellence education is a complicated measure

that reflects students' social, intellectual, and practical growth (Singh & Depan, 2013). Education incorporates relevant curriculum, trained educators, availability of resources, accepted teaching methods, and a helpful environment (Jacob, 2010). Equips education system increases quality and promotes adaptability, creativity, and thinking skills in a sense of global perspective (Apple et al., 2022). Education empowers children to pay attention to culture, progressive thinking, and challenges of modern world difficulties (Rey-Merchán & López-Arquillos, 2022). The proper resources available for education lead to a reflective effect on children's education performance (Abdullah et al., 2023). where advanced technology, up-to-date teaching materials, a supportive learning environment, and well-trained teachers improved education outcomes (Deininger, 2003). When children admittance these potential resources, they have a better and more meaningful educational experience (Caldwell & Spinks, 2021). The lack of a well-organized curriculum considerably weakens children's educational performance at primary school levels (Weiss, 2009). An efficient curriculum enhances children's understanding and technical progressions and promotes global trends (Kabwe, 2022). but most of them develop contrary curriculum flops to keep pace with students' practical knowledge and skills that could make the gap between theoretical knowledge and practical knowledge (Wessells & Kostelny, 2013). Assessment is based on assessing student development, categorizing areas of enhancement, and sanitizing teaching methodology (Ogura-Tsujita et al., 2009). Inefficient evaluation and assessments in education are detrimental to educational dysfunction and lead to misleading conclusions about curriculum developments and teaching efficiency (Shah et al., 2021). Socio-cultural backgrounds affect an inclusive learning milieu, in which nosedive cultures respect ethnic backgrounds learning abilities and marginalize such students' academic performance (Unger, 2013).). Every student has unique strengths, challenges, and family background, and an effective and inclusive education system positively encompasses educational growth (Kostelny et al., 2013). Parents teacher's relationship considerably influences children's academic performance, and these stakeholders play an essential role in generating an all-inclusive and supportive learning setting (Oketch et al., 2012). When parents take an interest in their child's education, students tend to perform better academically and socially, but lack of communication and involvement in most countries nosedive these efficient ways of education where lack of extracurricular or additional activities significantly influences the quality of education because extracurricular envelopment enhances children opportunities for developing life essential skills such as leadership, teamwork, and management (Bolay, 2006).). The qualified teachers, quality of teaching, and number of teachers and student's profound influence on students' academic careers (Subasinghe, 2015). Ironically, this ratio is much less in developed countries, including Pakistan, where the ratio of 1:4 is inadequate teacher-to-student (Ahmed et al., 2011). The absence of practical and effective educational strategies has a direct impact on the quality of education. Teaching methods and strategies play a pivotal role in engaging students, promoting critical thinking, and facilitating meaningful learning experiences (Putnam, 2015).

Theoretical Frame Work

Charles E. Lindblom's "Muddling through" is a concept in policy implementation that suggests a pragmatic and incremental approach to adopting and implementing international educational standards in primary schools. Instead of pursuing comprehensive and top-down reforms, proponents of this approach argue for a more flexible and adaptive strategy. They emphasize the importance of considering the unique context and challenges of each school or region, allowing for gradual adjustments and learning from experience. This method acknowledges that the process of adopting and implementing international standards can be complex and may require experimentation and adaptation along the way. It prioritizes practicality and feasibility over rigid adherence to a predetermined plan, aiming for a more sustainable and effective integration of global educational benchmarks at the primary school level.

METHODOLOGY

The methodology concerned with this study utilized positivism philosophy, where positivism operates on quantitative methods and techniques to find a real image of the adoption and implementation of international educational standards in primary schools in Dir Lower, Khyber Pakhtunkhwa.

Sample Determination

For this study, potential respondents are primary school teachers (male and female). According to the Elementary and Secondary Department in Dir Lower, the total number of primary schools in the district is 1231, and the number of primary school teachers is 3243. Keen focus on the nature of the study, availability of sample frame (teacher official record taken from District Education Department), and existing statistics, this study used a simple random sampling technique. For sample determination and accuracy, the sample size is fixed based on Sekaran sampling criteria, which gives a result of 326 sample size out of 3243 target population.

Methods of Data Collection

The close-ended questionnaire has been designed for poetical respondents based on the Likert scale. The questionnaire has two sections; in the beginning, questions asked for respondents' socio-demographic information. In addition, the rest of the questionnaire asked questions about the study objective.

Data Analysis

We took the data we gathered and put it into SPSS software. Then, we analyzed it in two ways: one-variable and two-variable analysis. In uni-variate contained percentages and frequency distribution using the following formula.

$$\text{Percentage of data class} = f/n * 100$$

Where f stands for frequency of data class;

N stands for the number of observations in the data set.

In Bi-variate Analysis, A T-Test is used in order to find the relation between independent and dependent variables used in the study. Sometimes, we call a T-test the student test. We use it to figure out how two things are connected. We do some statistical analysis to find this connection.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{s^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$
$$s^2 = \frac{\sum_{i=1}^{n_1} (x_i - \bar{x}_1)^2 + \sum_{j=1}^{n_2} (x_j - \bar{x}_2)^2}{n_1 + n_2 - 2}$$

Where,

\bar{x}_1 stands for the mean of the first set of values.

\bar{x}_2 stands for mean of second set of values.

S_1 stands for standard deviation of first set of values.

S_2 stands for standard deviation of second set of values.

n_1 stands for total number of values in first set.

n_2 stands for total number of values in second set.

The formula for standard deviation is given by:

Where,

x = Values given

$\bar{x} = \text{Mean}$

$n = \text{Total number of values}$

RESULTS AND DISCUSSION

Frequency and Percentage of Global Primary Education Standards

Table No. 01 exemplifies the international standards for the quality of education at primary levels in the study area, and eight global educational standards have been cited. First standard: efficient resources, whereby 256 (78.3 %) respondents opted not at all, 53 (16.2 %) and few respondents 18 (5.5 %) marked to some extent and to a greater extent, respectively, in contrast to the statement that in school's proper resources available over international standards (includes online learning materials up-to-date textbooks). The second standard was modern curriculum, where 32 (9.8 %) poetical respondents answered with not at all, while 274 (83.8 %) respondents reacted to some extent, and 21 (6.4 %) respondents retorted to a greater extent against the efficient and modern curriculum existing our schools with aligns the needs of the modern world. Third standard: operative valuation; in the same way respondents 295 (90.2 %) countered not at all, 20 (6.1 %) answered to some extent while the remaining 12 (3.7 %) patent to a greater extent in contras of an operative valuation approaches accessible that shaping the educational system, beyond traditional exams. For the fourth standard inclusive learning environment, 25 (7.6 %) respondents said that a supportive and inclusive learning environment present in schools (including recognizing diverse learning abilities), 121 (37 %) and 181 (55.4 %) potential respondents replied to some extent and to greater extent respectively. Fifth standard: a partnership between the school's parents. Out that 33 (10.1 %), 143 (43.7 %), and 151 (46.2 %) respondents marked no at all, to some extent and greater extent, respectively, against the statement that an efficient partnership between school's parents and public built by governments. Six standards: 144 (44.0 %) poetical respondents answered with not at all, while 153 (46.8 %) respondents reacted to some extent, and 30 (9.2 %) respondents retorted to a greater extent against an efficient extracurricular practice existing together in the school's curriculum. Seven education standards: number of teacher's, in the same way, respondents 28 (8.6 %) countered not at all, 91 (27.8 %) answered to some extent, while the remaining 208 (63.6 %) patent to a greater extent contrasted an efficient number of teacher's available in accordance to international standers. Last standard: practicable educational strategies, 45 (13.8 %) respondents said that Practicable educational strategies and satisfactory funding are available to enhance and sustain the educational quality, 173 (52.9 %) and 109 (33.3 %) potential respondents replied to some extent, and to greater extent respectively.

Quality of education should need proper resources, an efficient and modern curriculum existing for schools aligns with the needs of the modern world, an operative valuation approaches accessible that shape the educational system, a supportive and inclusive learning environment present to promote education quality, a partnership between school's parents, and public, an extracurricular practice existing together with education, a proper number of teacher's availability, and proper national policy (UNESCO, 2016). According to Cameron (2010), well-equipped schools and classrooms, up-to-date schoolbooks, competent educators, and digital learning tools underwrite a more actual and appealing education environment and overall quality of education. Furthermore, Rosati and Rossi (2001) stated that children's quality education performance totally depends on efficient resources. Diniejko and Litt (2013) believe that an efficient curriculum makes straight education purposes with real-world submissions, safeguarding student's practical knowledge and skills for their future happenings. A similar observation was noted in the study of Larzelere and Johnson (1999). strongly mentioned in his work that an operative valuation approach, an organized assessment structure, incorporates numerous valuation methods, such as tests, presentations, and projects, and includes diverse education elegances. Ahmad et al. (2014) state that strengths and weaknesses depend on a proper evaluation system, including education. Rashid and Mukhtar (2012) also stated that an inclusive learning environment produces an open space for everyone and everywhere that

enhances students' distinctive abilities and needs to acknowledge respect, a sense of belonging, and collaboration among students from various socio-cultural settings. According to Mahabir et al. (2016), teacher's parent's committee enhances student's inspiration and eventually pays to the quality of education. Rothstein & Johnson (2009) argue that without extracurricular rendezvous, students are alienated from practical skills and experiences that foil their academic process. Sheridan (2001) argues that with a proper number of teacher's availability, students might obtain the personalized provision they require, removing the gaps in understanding.

Table 1. Frequency and percentage of global primary education standards.

S. No.	Statement	Not at all	To Some Extent	To Greater Extent
1	In school's proper resources available over international standards (includes online learning materials up-to-date textbooks).	256 (78.3 %)	53 (16.2 %)	18 (5.5 %)
2	An efficient and modern curriculum existing in our schools aligns with the needs of the modern world.	32 (9.8 %)	274 (83.8 %)	21 (6.4 %)
3	An operative valuation approach accessible that shapes the educational system beyond traditional exams.	295 (90.2 %)	20 (6.1 %)	12 (3.7 %)
4	A supportive and inclusive learning environment present in schools (including recognizing diverse learning abilities)	25 (7.6 %)	121 (37 %)	181 (55.4 %)
5	An efficient partnership between school's parents, and public built by governments.	33 (10.1 %)	143 (43.7 %)	151 (46.2 %)
6	An efficient extracurricular practice exists together in school's curriculum.	144 (44 %)	153 (46.8 %)	30 (9.2 %)
7	An efficient number of teachers available in accordance with international standards.	28 (8.6 %)	91 (27.8 %)	208 (63.6 %)
8	Practicable educational strategies and satisfactory funding are available to enhance and sustain educational quality.	45 (13.8 %)	173 (52.9 %)	109 (33.3 %)

Linking International Standards to Primary Student Performance

In table No. 02 for all indicator the p value is 0.000 therefore, it is an accepted fact (hypothesis or conceptual schema) in accordance to this research study that children schooling at primary level significantly affects by lack of global standards of education, include, an access to proper resources available for education quality (includes online learning materials up-to-date textbooks, educational tools, and access to technology, an efficient and modern curriculum existing our schools with aligns the needs of the modern world (including encourages creativity is essential and practical skills etc.), an operative valuation approaches accessible that shaping the educational system, beyond traditional exams, like projects, presentations, and formative assessments, a supportive and inclusive learning environment present to promotes education quality (including recognizing diverse learning abilities, cultures ensure, and backgrounds, a partnership between school's parents, and public notified that subsidize to quality education, extracurricular activities, when they coexist alongside formal education, play a vital role in nurturing a well-rounded individual. These activities provide students with opportunities to develop a wide range of skills, including leadership, time management, and teamwork, which are often just as

essential as academic knowledge for success in life. Moreover, the quality of education greatly benefits from an adequate number of teachers who can offer personalized guidance and support to students.

Table 2. Linking international standards to primary student performance.

Statements	Test Value = 0				95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
In schools, proper resources are available as per international standards.	41.376	326	.000	1.272	1.21	1.33
An efficient and modern curriculum existing in our schools aligns with the needs of the modern world.	88.497	326	.000	1.966	1.92	2.01
An operative valuation approaches accessible in the educational system, beyond traditional exams.	47.015	326	.000	1.135	1.09	1.18
A supportive and inclusive learning environment is present in schools (Recognizing diverse abilities).	70.506	326	.000	2.477	2.41	2.55
An efficient partnership between the school's parents and the public built by governments.	64.818	326	.000	2.361	2.29	2.43
An efficient extracurricular practice exists together in school's curriculum.	46.533	326	.000	1.651	1.58	1.72
An efficient number of teacher's available in accordance with international standards.	71.166	326	.000	2.550	2.48	2.62
Practicable educational strategies and satisfactory funding are available in schools.	60.273	326	.000	2.196	2.12	2.27

CONCLUSIONS

In conclusion, the research study on "analysis of the adoption and implementation of international educational standards within primary schools in the region of Dir Lower", illumines the complicated relationship between multiple face factors that shape the quality of education in primary schools in Dir Lower. Through meticulous data analysis and a thorough review of relevant literature, the study underscores the critical role of socioeconomic status in influencing educational outcomes, emphasizing the urgency of addressing access to proper resources available for education quality, an efficient and modern curriculum existing in our schools with aligns the needs of the modern world and an operative valuation approaches accessible that shaping the educational system, In addition, supportive and inclusive learning environment present to promotes education quality, a partnership between school's parents, and public notified that subsidize to quality education, an extracurricular practice existing together with education to develop various skills, proper number of teacher's availability. Bronfenbrenner's presents an ecological

model and divide society into three systems named micro (family and peer, miso (schools), and macro (politics and religious) system, and the belief that intrinsic and extrinsic maladjustments between this system affect overall children's well-being including education. The educational Productivity Model of Fraser and Walberg (1981) encompasses that environment (home, classroom, peers, resources, and policy) has significant effects on children's educational development and achievement in future life. The concept of Charles E. Lindblom's "Muddling through" underscores the need for collaborative efforts involving educational institutions, families, communities, and policymakers to collectively address these multifaceted factors, ultimately paving the way for a holistic approach that develops primary schooling. In light of these findings, this research offers several recommendations. Non-governmental organizations must prioritize investment in education, particularly in countries grappling with economic crises. Enhancing the quality of education hinges on vital factors like teacher training and fostering stronger teacher-parent relationships through meetings. To drive meaningful improvements, both governmental and non-governmental entities should concentrate on several key areas: enhancing school infrastructure, providing comprehensive teacher training, conducting awareness campaigns for parents, and creating a supportive home environment with a particular focus on children's needs.

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