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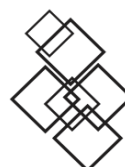
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TOPIC

**PUNJAB EDUCATION FOUNDATION SCHOOLS' EFFECTIVE TEACHING-
LEARNING AND ASSESSMENT: AN ANALYTICAL STUDY**

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PUNJAB EDUCATION FOUNDATION SCHOOLS' EFFECTIVE TEACHING-LEARNING AND ASSESSMENT: AN ANALYTICAL STUDY

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Abstract

Education is the most crucial sector for a nation's identification and solution of issues recognition and utilization of resources, analysis of past flaws, and preparation for future ideals. The process through which one person instructs or educates another is known as teaching. It is the process of giving guidance to the students in the classroom environment. Teaching is the process of paying attention to people with respect to present needs. The teacher should involve the pupils in this cooperative activity by providing leadership, direction, and a range of classroom activities. The primary goal of this study is to identify the obstacles PEF Schools have in implementing effective teaching, learning, and assessment, as well as to provide solutions that could help them overcome those obstacles. Qualitative data analysis there were different coordinators of PEFs. Data were collected using closed-ended questionnaires and semi-structured interview schedules and analysis procedures descriptive statistics was employed for quantitative data, and thematic data analysis was performed for qualitative data. SPSS software was used for analyzing percentage and frequency calculations. The main challenges which are confronted in PEF schools were "An appropriate budget is not provided to the administration of PEF" with a mean value, "There is a lack of basic facilities at PEF" with a mean value 2.81, "Students negative perception on assessment" with a mean value 2.44, "Shortage of Teaching staff for assessment" with a mean value 2.40, "Quality assurance test (QAT) is a good decision by Govt." with mean value 2.30, "Quality assurance test (QAT) is effective in PEF schools" with a mean value 2.30.

Keywords: Punjab Education Foundation, Schools, Teaching, Learning, Assessment.

Introduction

Effective instruction, learning, and assessment have always been issues, in light of the current global struggle for high-quality education. This circumstance necessitates the creation of

formal education through increased community involvement. Different public schools and foundation-supported schools are created as a result of bridging the opportunity gap and bringing about change. Teaching, learning, and assessment that are effective are necessary and unavoidable in order to reach this goal. The process through which one person instructs or educates another is known as teaching. It is the process of giving guidance to the students in the classroom environment. Teaching is the process of paying attention to people with respect to present needs. The teacher should involve the pupils in this cooperative activity by providing leadership, direction, and a range of classroom activities (Arshad, et al., 2019). These observations from diverse academics can lead to the conclusion that teaching is the interaction with students to entitle their learning and practical application of concepts, knowledge, and procedure.

Education is the most crucial sector for a nation's identification and solution of issues recognition and utilization of resources, analysis of past flaws, and preparation for future ideals. As a result, it plays a vital part in many aspects of life, and education must not only be meaningful but also of high quality in order to meet the goals set for it (Khan, 2012). Education quality is without a doubt the most talked-about topic in the field. Quality education develops individuals' sensitivity in the genuine sense, and so plays a critical role in achieving the objectives, aims, and the set targets of transforming people into valuable society members and dutiful residents of the country. Multiple international meetings and statements strive for improvement in educational quality. The World Education Forum established six aims in order to improve educational quality (Bhola, 2000). South Asian ministers in a meeting recognized quality education as a priority issue in April 2001 at Katmandu.

Keeping in view the Universal concern, Government of Pakistan, like that of other countries are dedicated in betterment in educational system. Educational system is the fundamental objective in (1998-2010) educational policy, which places much importance on educational quality. (2001-2005) reforms in education sector devised a number of strategies to improve educational quality through improved teachers, a redesigned curriculum, and a more efficient assessment system. Quality of education, according to the Directorate of Staff Development (2008), is defined as the achievement of required resourcing criteria and their provision, as well as institutions or system's successes or outputs. According to (Khaira, et al, 2023) improved resource utilization in Pakistan can improve educational quality. Optimum resource utilization can improve educational quality. However, the question of how to assess educational quality arises. In this regard, educators have established various markers (Shami and Hussain, 2006).

The indicators each have their own relevance in determining the required quality requirements. The European Report on School Education Quality (2000). In four primary areas, 16 quality indicators were established: attainment, success and transition, educational monitoring, resources, and structures. Indicators are characteristics or features used to track progress in achieving the objectives or goals. Indicators are a scale for measuring change, a representation of significant system elements, and a recognition of a problematic condition. The five main pillars of excellence are stated in the draught text to conclude Pakistan's national education strategy. Curriculum, textbooks, assessments, teachers, and an institution's environment are all examples of this (Maria, et al., 2023).

It can be deduced that one of the primary problems in the education sector is quality, and teachers may play a vital role in the context, for the nation, and in preparing the next generation for their future ideals. As a result, in order to achieve educational quality, teacher's notions of quality must be explicit, and their practices must be carried out. It would be impossible to attain the goal of providing high-quality education without it. As a result, the purpose of this study is to assess teachers' perceptions and activities in order to achieve quality education (Malik, 2010).

The Punjab Education Foundation (PEF) promotes free and high-quality education through a range of noncommercial, nonprofit initiatives such as FAS, EVS, and NSP, as authorized by the Punjab Education Foundation Act of 2004. The Public-School Support Program (PSSP), designed to raise educational standards in underperforming public schools, was created and authorized by the board of directors of the Punjab Education Foundation (PEF). This is a noncommercial, nonprofit program whose goal is to deliver high-quality education at no cost in existing public schools by enlisting the help of the business sector (Yan, et al., 2023).

Apart from the provincial governments, which have also been engaged in this arena, the Pakistani government has established various education programs and reforms to improve education quality. In order to provide education in remote places through public-private partnerships, Punjab Education Foundation was founded as an independent organization in 1991. The restrictions of this foundation were extremely rigorous, and they had to be reformed in light of Act-XII. Punjab Education Foundation's goals are crystal clear: to promote high-quality education by giving financial and technological assistance. In comparison to the rest of Pakistan's provinces, Punjab has a much higher participation rate among school-aged children. In Punjab's 36 districts, there are 60,000 and 35,000 government and private schools, respectively (Asadullah, 2009).

As a result of these facts, the Punjab government decided to provide financial and technical help to private registered schools in the province through the Punjab Education Foundation (PEF). The government has chosen to provide incentives to some private schools under her supervision in order to improve the learning of pupils at various levels and grades. Because elementary education, particularly in grades 8 and 9, serves as a foundation for higher education, elementary education is the primary focus of the school (Asadullah, et al., 2020). PEF has established a process to register several schools across Punjab, subject to certain restrictions. The Punjab Education Foundation (PEF) has recognized 1441 private schools in Punjab, with around 1497275 pupils being educated under its auspices. Because a significant amount of money is being spent on private schools for this purpose, it was beneficial to have a true picture of the situation. Conducting a study on the analysis of student exam items is a pressing requirement at this moment. 8th grade pupils in PEF registered in EVS in Lahore District schools (Ahmad & Hussain, 2017).

A variety of issues, including a lack of resources, an outdated curriculum, a lack of highly qualified teachers and basic facilities, a lack of professional attitude among education actors, and low-quality training programmes, contribute to Pakistan's low educational quality. The private sector rarely provides teacher training for the improvement of innovative pedagogical, professional skills, and methods, which is a basic requirement for teachers. Punjab Education Foundation (PEF) Pakistan has taken on the initiative to improve education quality as part of the public-private partnership programme (KOÇ, et al., 2023).

To help educational institutions succeed, the Punjab Education Foundation launched Cluster Based Teaching (CBT), a school leadership development programme (SLDP), and Subject Expert Cluster Teaching (TICSS). These initiatives are critical in promoting business education. The latest teaching techniques, methods, and audio-visual aids, such as laptops, multimedia, and projectors, are used in Punjab Education Foundation teacher education and refresher courses. This cutting-edge modern technology aids in the learning process. Instead of traditional teaching methods, PEF coaches use new ones. Continuing education courses foster a sense of dedication and commitment among teachers in private schools that work within the framework of the PEF through the public-private partnership system (Javid, et al., 2012).

Indicators of educational performance reveal that Pakistan's educational performance is unsatisfactory; Pakistan now invests the little on education in the region, at only 2.2 percent of the GDP, leading to a logical outcome of a 57 percent literacy rate. Women's and rural people's struggles are much more terrible and pathetic. The problem of Punjab is not unique as the province's literacy rate is merely 59 percent. Literacy rates of girls' education are significantly

less than literacy rates of boys. The situation is even worse in the province's rural districts (Ashraf & Ismat, 2016). The (2015-16, Economic Survey of Pakistan) highlights plan to achieve 100 percent primary school attendance rates, enhance education quality, and rise public funding up to 4.0 percent of GDP by 2018. Because of several of factors, such as slow enrollment, retention levels, particularly in primary schools, and school dropout for various reasons, holistic policy changes in the educational system-which include detailed course of action in curriculum, teaching methods, technology, leadership, assessment, and economic and social relevance are unlikely to be realized. Approximately 25 percent of students in primary school today do not attend, and 50 percent of those who do go are unable to finish their education. Only 50 percent of the grade I students who are registered may now continue their primary education (Hassan & Rafaz, 2017).

As according Bilquees and Saqib, 2004, the high dropout rate is not helping the cause of achieving 100 percent enrollment. High dropout rates can be caused by economic, considerations, physical elements, geographical factors, administrative concerns, curriculum related variables, teacher-related variables, and educational environment-related factors. Educational planners and policy makers are concerned about educational waste at the very early stages of primary school. A million children are unable to complete primary school (Hussain, et al., 2011). Only fifty percent of the first-grade students finish their primary education. Furthermore, 54 percent of females, compared to 46 percent of boys, are unable to complete their primary education.

Enrollment, class transition, and success rate are just a few of the metrics that can be used to track the changing demographics of the student body at FAS partner schools. The preceding discussion demonstrates that child population retention is a critical issue to address, especially given Pakistan's poor educational statistics and deteriorating public education quality. In today's world, the importance of public-private partnerships cannot be overstated. The goal of this study was to determine the FAS Program of the Punjab Education Foundation in terms of enrollment rate, grade transitions, and school retention rates before and after becoming FAS partnerships via child group (Kazmi et al., 2023).

When it comes to education, Pakistan's government system is divided into three tiers: federal. Provincial, and municipal. The federal level of government is in charge of formulating educational policies, while province governments are in charge of managing and delivering education, and local or district governments are in charge of actually delivering education. As a result, foundations were created to carry out PPPs as independent organizations under the education strategy plan. For the purpose of facilitating corporate sector participation and

involvement in education, these Foundations were founded between 1990 and 1994 and reformed in 2004 as independent entities connected to the Ministry of Education (Muzaffar, & Qadeer, 2022).

The Punjab Education Foundation (PEF) and the National Education Foundation (NEF) are two of the five foundations involved in education. The remaining three are the Balochistan Education Foundation (BEF), Sindh Education Foundation (SEF), and Frontier Education Foundation (FEF). PEF implemented several new initiatives following the 2004 reorganization. There were further problems in alongside these obstacles, such as a dearth of educational structures and buildings, inadequately qualified and educated teachers, and a dearth of books (Habib, et al., 2022).

The Pakistani government took action to change this distressing state of affairs in the education sector by emphasizing basic and advanced education by bottom-up and top-down strategies. Punjab Education Foundation, an independent organization, is one of these initiatives in Punjab province, as in other areas. Children from low-income families and households have restricted access to high-quality education. It was thought that the Punjab Education Foundation was a start in bridging the gap with PPP. PPP therefore offers a different option for offering high-quality educational services to the underprivileged sections of society with public funding (Khan, et al., 2022). Through its charitable activities, the private sector is expected to support education through such partnerships. These private schools give education services to the deprived class with the help of the government's policy guidance, financial support, and financing. This public- private cooperation has grown significantly, seemingly bringing about change on a global scale and benefiting individuals of all income levels (Kukulska-Hulme, et al., 2022).

Governments are in charge of funding and providing education, however due to financial deficits, the public sector chose to form creative involvement of the private sector in order to deliver education throughout the majority of the world. Private education includes a variety of providers, such as non-profit institutions run by NGOs, for-profit institutions run as businesses, and publicly financed institutions controlled by private boards (Sosale, 2022).

The goal of this PPP is to take use of the ability of the private sector to enhance service delivery and create fair access to education. When there is an excessive demand for education and the state is unable to meet it, the private sector is urged to fill the gap. It appears that when the government contracts with the private sector and provides demand-based financing. It creates a fantastic opportunity for those poor parents who cannot afford to provide their children with

a quality education, and the private sector must ensure quality and effective use of public resources in order to provide support services (Saydalieva, & Khusenova, 2022).

Education has been made compulsory for the first time in legal history, as stated in Article 25-A of the 18th Amendment, which requires the state to provide free and obligatory schooling for children, aged 5 to 16 in a manner specified by legislation. The education sector in Pakistan faces numerous challenges, including high rates of out-of-school children, illiteracy, and a substandard educational system. Due to the lack of necessary resources, expertise, and effective governance in the public sector, public-private partnerships (PPPs) have been adopted as a solution in the education industry. Corruption is a major issue in Pakistan's public education system, leading to the emergence of "ghost schools," where teachers receive payment but do not offer quality instruction. PPPs are legally recognized agreements between private and public sector organizations that share responsibilities (Hussain, et al., 2022).

Rationale of the Study

Without a doubt, effective teaching, learning, and assessment plays important role for getting positive outcomes particularly in terms of students and teachers performance. Teachers have played an important role in teaching, learning and assessment. It is important to know what challenges are available at effective teaching-learning and assessment. Practically challenges are facing by teachers in the schools to get the effective teaching-learning and assessment. Scientifically how much technology and other kind of facilities are available and what kind of facilities for learning-teaching and assessment is lacking behind in PEF schools. The primary goal of this study is to identify the obstacles PEF Schools have in implementing effective teaching- learning, and assessment, as well as to provide solutions that could help them overcome those obstacles. This study may help the policy makers to know about the basic challenges are existing in these schools and able to know the possible remedies with the help of this study. Practically involving all the aspects of institutions involving maximum sample size together information practically.

Research Question

The study sought to answer the following research question:

- What is the difference between different districts of Punjab with respect to effective teaching-learning and assessment?

Research Design and Methodology

In First stage Punjab province is categorized in the five regions on the basis of Punjab government poverty index statistics. First region is extremely developed districts includes 8

districts, second region named moderate develop districts includes 15 districts, third region named develop districts includes 9 districts, fourth region named moderate undeveloped includes 2 districts and fifth region named extremely undeveloped includes one district. In second stage two districts was selected from each region by using simple random sampling technique so total districts was become 9 for study. Data were collected through semi-structured interview schedules. Thematic data analysis was perform for qualitative data.

Data Analysis

Comparison of different districts of Punjab with respect to effective teaching-learning and assessment

Here, we discuss the comparison of different districts of Punjab with respect to effective teaching-learning and assessment.

Challenges Confronted in Effective Teaching

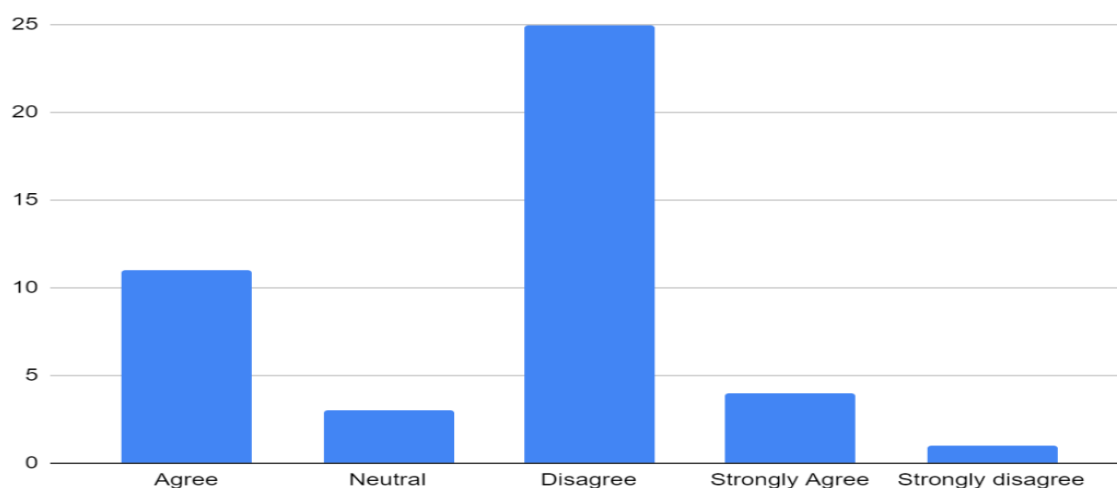


Figure 4.1 Graphical representation of challenges confronted in effective teaching by PEF schools in Lahore District

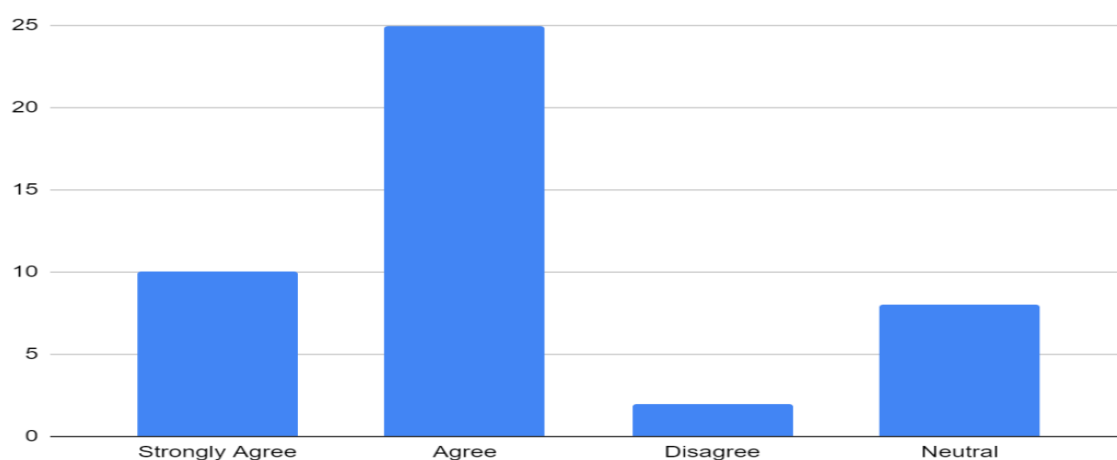


Figure 4.2 Graphical representation of challenges confronted in effective teaching by PEF schools in Okara District

The above data show the comparison between Lahore District (extremely developed) and Okara District (moderate developed). In figure 4.1 mostly respondents disagree with the challenges in Lahore District, while in figure 4.2 mostly respondents agree with the challenges in Okara District.

Possible Remedies of Challenges Confronted in Effective Teaching

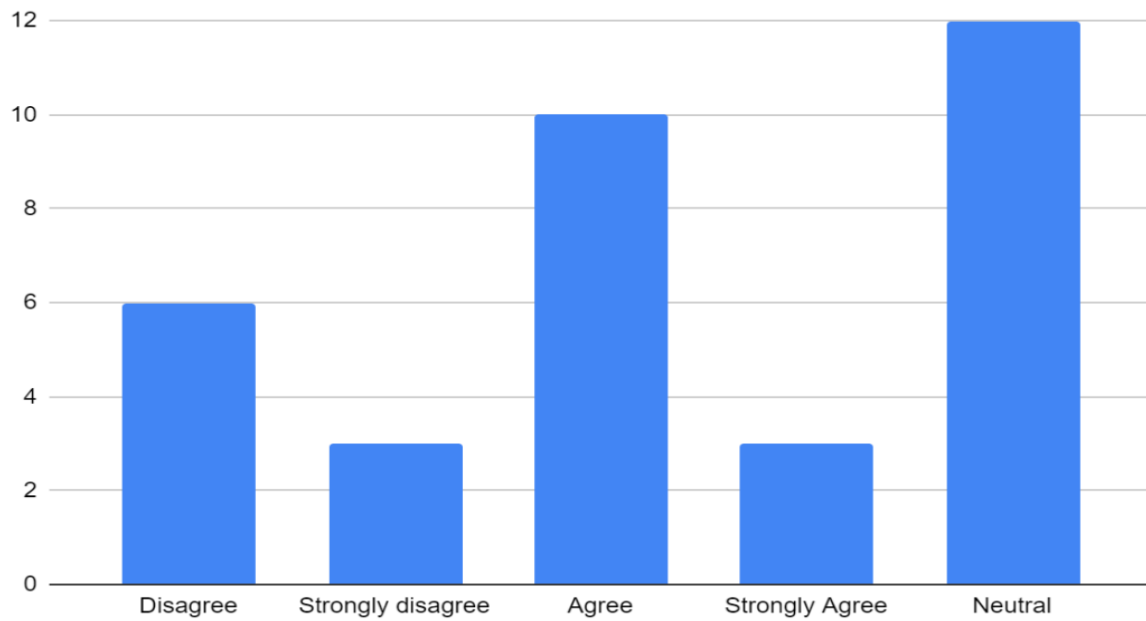


Figure 4.3 graphical representations of possible remedies of challenges confronted in effective teaching by PEF schools in Muzaffargarh District

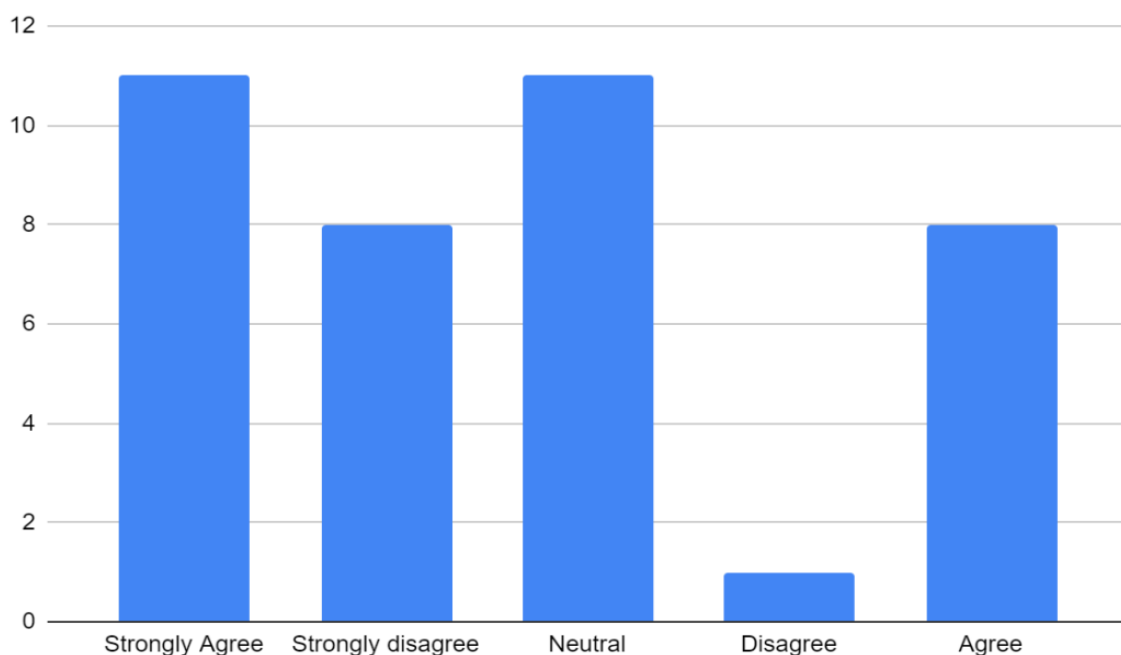


Figure 4.4 graphical representations of possible remedies of challenges confronted in effective teaching by PEF schools in Rajanpur District

The above data show the comparison between Muzaffargarh District (underdeveloped) and Rajanpur District (extremely underdeveloped). In figure 4.3 mostly respondents neutral with the challenges in Muzaffargarh District, while in figure 4.4 mostly respondents strongly agree with the challenges in Rajanpur District.

Challenges Confronted in Effective Assessment

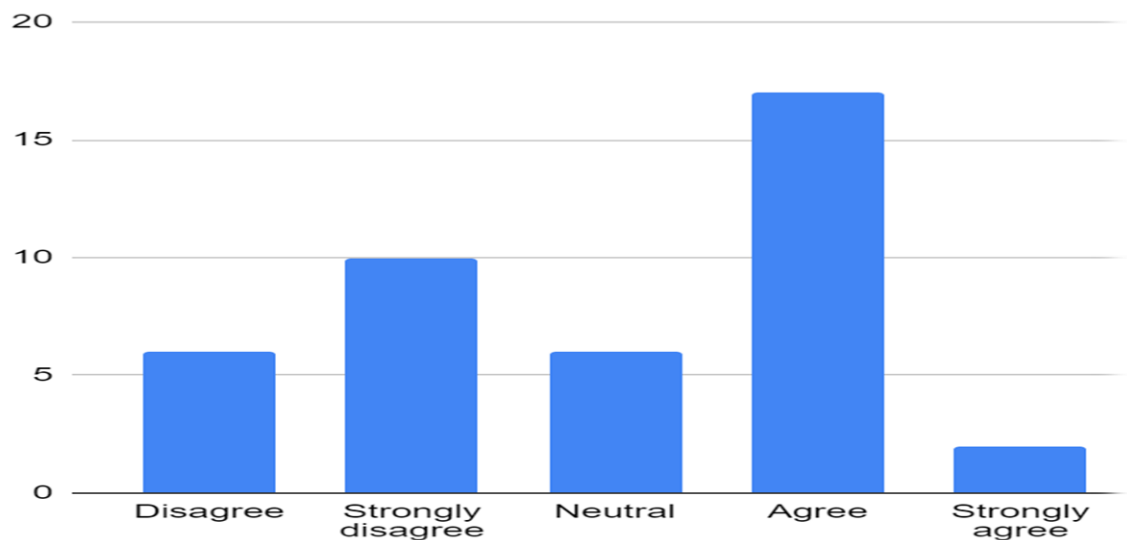


Figure 4.5 Graphical representation of challenges confronted in effective assessment by PEF schools in Kasur District

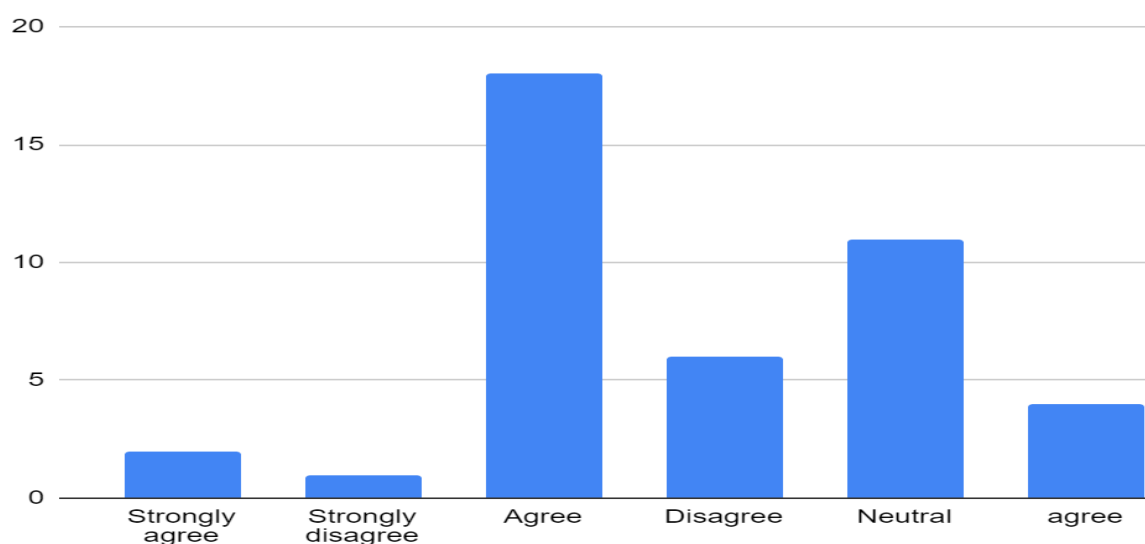


Figure 4.6 Graphical representation of challenges confronted in effective assessment by PEF schools in Multan District

The above data show the comparison between Kasur District (moderate developed) and Multan District (developed). In figure 4.5 mostly respondents agree with the challenges in effective assessment of Kasur District, while in figure 4.6 mostly respondents also agree with the challenges in effective assessment of Multan District.

Possible Remedies of Challenges Confronted in Effective Assessment

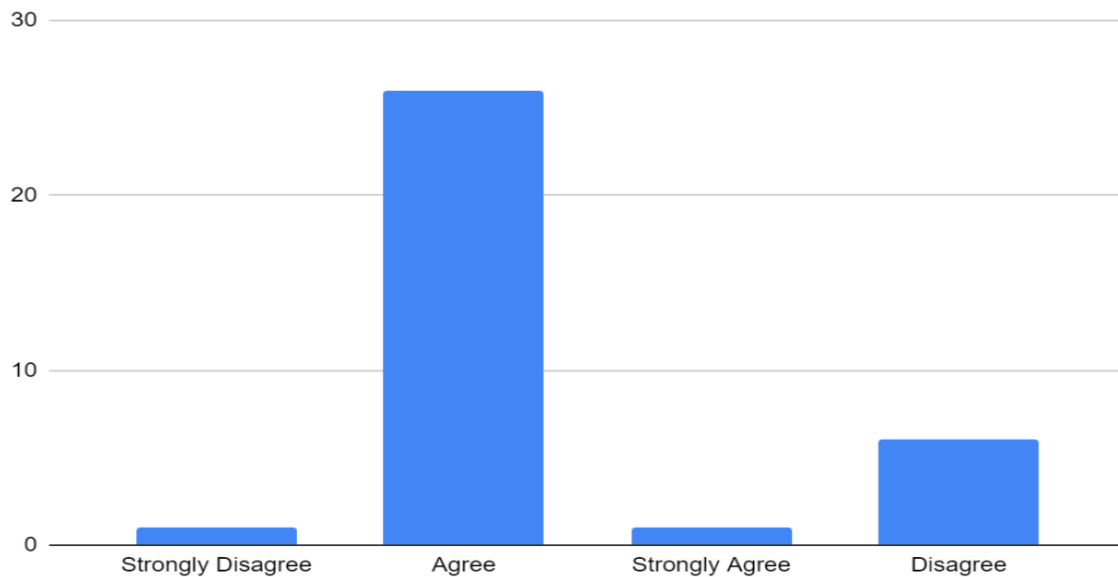


Figure 4.7 graphical representations of possible remedies of challenges confronted in effective assessment by PEF schools in Rahim Yar Khan District

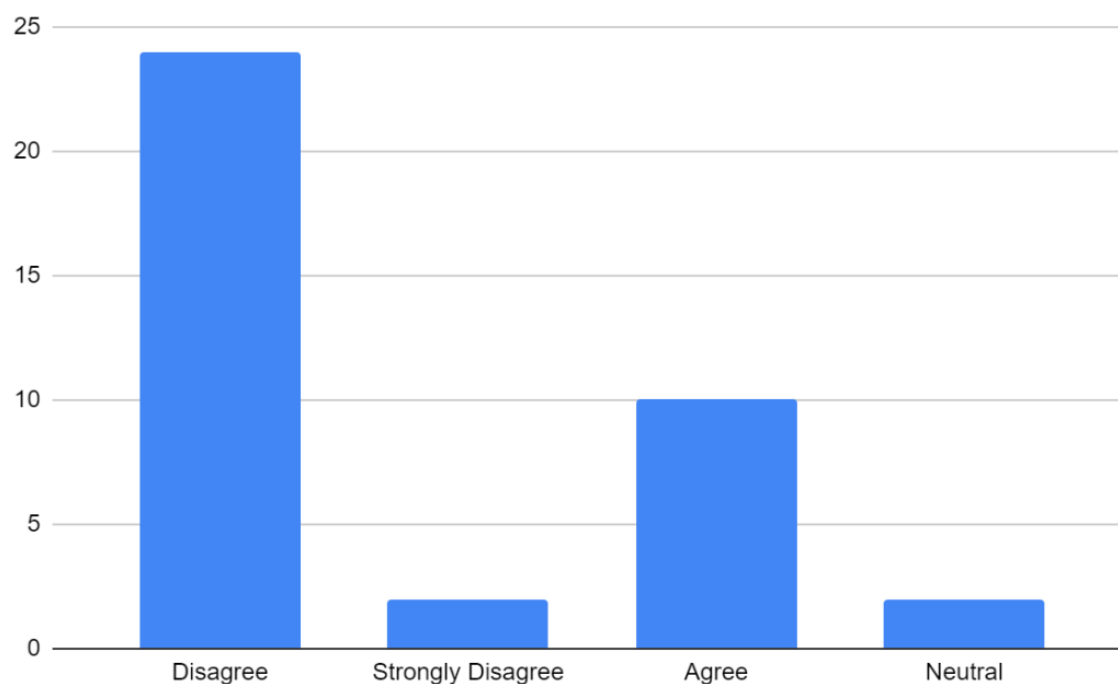


Figure 4.8 graphical representations of possible remedies of challenges confronted in effective assessment by PEF schools in Rawalpindi District

The above data show the comparison between Rahim Yar Khan District (developed) and Rawalpindi District (extremely developed). In figure 4.7 mostly respondents agree with the remedies of challenges in effective assessment in Rahim Yar Khan District, while in figure 4.8 mostly respondents disagree with the remedies of challenges in effective assessment in Rawalpindi District.

Discussion and Conclusion

It was concluded that PEF has been providing quality education in primary schools in rural and urban regions in Punjab for over a decade. There had never been a major investigation to verify the assertions made by PEF management and PEF schools about the quality of education. Given the significance of the Punjab Education Foundation (PEF) School's involvement in the learning environment and students' successes, it was necessary to examine the quality of PEF schooling and academic performance. This study's goal was to examine how PEF schools operate in enhancing basic education in the province Punjab. The study's main goal is to examine the role of the Punjab Education Foundation in improving elementary education in terms of facilities and teaching methods in order to provide excellent education to the underserved in Punjab.

Without a doubt, effective teaching, learning, and assessment plays important role for getting positive outcomes particularly in terms of students and teachers performance. Teachers have played an important role in teaching, learning and assessment. It is important to know what challenges are available at effective teaching-learning and assessment. Practically challenges are facing by teachers in the schools to get the effective teaching-learning and assessment. Scientifically how much technology and other kind of facilities are available and what kind of facilities for learning-teaching and assessment is lacking behind in PEF schools. In Pakistan's Public PEF schools, effective teaching, effective learning, and decent academic performance are still lacking. Public schools are likely to continue performing poorly unless the issues of bad conditions for learning and teaching, a challenge with the medium of instruction, a lack of teachers and low parental involvement in children's education, lack of in-service training for teachers and insufficient managerial abilities among school administrators are to be solved. Additionally, studies show that Pakistan's teacher preparation programs have struggled with quality issues, policy issues, and resource difficulties (Jumani & Abbasi, 2015).

There is a minimum level of the teacher training programs, quality teacher's education and main issue is the funding and budget. Due to lack of financial issues others quality education indicators are lacking and create challenges in quality education. According to Bano (2008), the Punjab's complex educational administrative structure has produced unsatisfactory results. Low enrollment rates (including children who have never attended school and early dropouts), low learning standards in classrooms, insufficient access to education for girls, and poor progression to middle and higher levels of education are all causes for concern. Furthermore, the poorest households and areas in the south have the lowest levels.

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