

**Citation:** Iqbal, Z., Shakir, M., & Fatima, S. (2023). Comparative Analysis of Quality Teaching and Management Practices in Pre-PSSP and Post-PSSP in District Lodhran, Punjab. *Global Educational Studies Review*, VIII(II), 43-56.

[https://doi.org/10.31703/gesr.2023\(VIII-II\).05](https://doi.org/10.31703/gesr.2023(VIII-II).05)

## Comparative Analysis of Quality Teaching and Management Practices in Pre-PSSP and Post-PSSP in District Lodhran, Punjab

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**Abstract:** *The Punjab Education Sector Reform Program (PSSP) was implemented in 2012 to improve the quality of education in public schools in Punjab, Pakistan. This study aims to compare the quality of teaching and management practices in public schools in Lodhran before and after the implementation of PSSP. The nature of the study was descriptive, while a survey was used to gather information from 250 PSSP school teachers out of 14 schools in Lodhran. The results showed significant improvements in the quality of teaching and management practices after implementing PSSP. Teachers reported feeling more supported and better equipped to teach, with increased access to professional development opportunities and teaching resources. School principals reported improved management practices, including better financial management, effective leadership, and accountability. The findings suggest that PSSP has positively impacted the quality of teaching and management practices in public schools in Lodhran.*

**Key Words:** Quality Teaching, Management Practices, Public School Supports Program

### Introduction

The Public School Support Program (PSSP) is a government initiative launched in 2012 by the Punjab Education Department in Pakistan. The program aims to improve the quality of education in public schools by providing support to teachers and school administrators (Faiz, Sheikh, Asadullah, Rehman, & Mehnaz, 2022). Under the Public School Support Program (PSSP), various interventions have

been introduced to enhance public school teaching and learning quality. These include providing teaching and learning materials, training and professional development opportunities for teachers and support for school management and administration (Arshad, Ahmed, & Tayyab, 2019). The program also includes establishing monitoring and evaluation systems to ensure accountability and transparency in using

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resources and tracking the progress of schools and students. The PSSP has been implemented in all districts of Punjab, Pakistan's largest province, and has reached thousands of public schools across the province (Salman, Bhatti, & Sehrish). The PSSP is seen as a critical initiative to improve the quality of education in public schools in Pakistan and to address the challenges faced by the education sector in the country (Bibi & Rashid, 2020).

The Public School Support Program (PSSP) in Pakistan has a critical role in improving the quality of education in public schools. Here are some of the critical roles of PSSP:

- One of the primary roles of PSSP is to provide necessary resources to public schools. The program provides teaching and learning materials, including textbooks, stationery, and multimedia equipment. This support helps to ensure that schools have the necessary resources to provide quality education to their students.
  - PSSP provides training and professional development opportunities to teachers. These opportunities include workshops, seminars, and in-service training. Through these programs, teachers can enhance their skills and knowledge, which ultimately improves the quality of education in public schools.
  - PSSP supports school management and administration by providing school principals and administrators with training and resources. This support includes financial and leadership training and support for effective school management practices.
  - PSSP has established a robust monitoring and evaluation system to track the progress of schools and students. This system helps to identify areas where schools need support and interventions that need to be implemented to improve the quality of education.
- PSSP also plays a crucial role in raising awareness about the importance of education and advocating for the education sector's needs. Through its advocacy efforts, the program highlights public schools' challenges and works to mobilize resources to address them.
  - The Public School Support Program (PSSP) is of utmost importance for the education sector in Punjab, Pakistan, for the following reasons:
    - Improving Quality of Education: PSSP has significantly contributed to improving the quality of education in public schools in Punjab. Through various interventions such as teacher training, provision of teaching and learning materials, and support for school management, the program has helped to enhance students' learning outcomes.
    - Addressing Education Challenges: The education sector in Pakistan faces many challenges, including low literacy rates, high dropout rates, and poor learning outcomes. PSSP addresses these challenges by providing targeted support to public schools, which helps to improve the overall quality of education and enhance the education system's effectiveness.
    - Promoting Equity: PSSP is committed to promoting equity by ensuring all students have access to quality education, regardless of their socioeconomic background. Through its interventions, the program helps to bridge the gap between rural and urban areas and provides opportunities for underprivileged students to access quality education.
    - Building Capacity: PSSP aims to build the capacity of teachers, school administrators, and education officials to ensure the sustainability of its interventions. By providing training and professional development opportunities, the program helps build education

stakeholders' capacity to improve the education system in the long run.

- **Accountability and Transparency:** PSSP has established a monitoring and evaluation system that ensures transparency and accountability in the use of resources. This system helps to track the progress of schools and students and ensures that resources are utilized effectively to achieve the program's goals.
- PSSP is of significant importance for the education sector in Punjab, Pakistan. The program has significantly contributed to improving the quality of education in public schools, addressing education challenges, promoting equity, building capacity, and ensuring accountability and transparency (Kalim & Bibi, 2022). Public School Support Program (PSSP) in Punjab, Pakistan, has introduced several initiatives to improve the quality of education in public schools. Here are some of the key initiatives undertaken by PSSP:
  - PSSP provides public schools textbooks, stationery, and other teaching and learning materials. This support ensures that schools have the necessary resources to provide quality education to their students.
  - PSSP provides training and professional development opportunities to teachers. These opportunities include workshops, seminars, and in-service training. Through these programs, teachers can enhance their skills and knowledge, which ultimately improves the quality of education in public schools.
  - **School Management Support:** PSSP supports school management and administration by providing school principals and administrators with training and resources. This support includes financial and leadership training and support for effective school management practices.

- **Infrastructure Development:** PSSP has undertaken several initiatives to improve school infrastructure in Punjab. These include constructing new classrooms, renovating existing facilities, and providing water and sanitation facilities.
- **Student Enrollment and Retention:** PSSP works to increase student enrollment and retention in public schools by providing incentives to students and their families. These incentives include free textbooks, uniforms, and cash stipends for attendance and academic performance.
- PSSP has established a school-based monitoring and evaluation system that tracks the progress of schools and students. This system helps to identify areas where schools need support and interventions that need to be implemented to improve the quality of education.

PSSP's initiatives have significantly contributed to improving the quality of education in public schools in Punjab, Pakistan. The program has addressed various challenges faced by the education sector and helped to enhance students' learning outcomes (Crawford & Hares, 2021).

### **Statement of Problem**

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Despite implementing the Public School Support Program (PSSP) in Punjab, Pakistan, the quality of education in public schools still needs to improve. It needs to be clarified how the program has impacted school teaching and management practices, particularly in District Lodhran. Therefore, a comparative analysis is needed to assess the quality of teaching and management practices in public schools before and after the implementation of PSSP in District Lodhran to identify the strengths and weaknesses of the program and determine areas that require further improvement. The analysis aimed to answer questions such as:

- How has the quality of teaching improved in public schools after the

implementation of PSSP in District Lodhran?

- What impact has PSSP had on management practices in public schools in District Lodhran?
- What are the strengths and weaknesses of PSSP in improving teaching and management practices in public schools in District Lodhran?
- What further improvements are needed to enhance the quality of teaching and management practices in public schools in District Lodhran?

By answering these questions, the comparative analysis provided insights into the effectiveness of PSSP in improving the quality of education in public schools and identified areas that require further attention to ensure that all students have access to quality education.

### Objectives of the Study

The following objectives were designed to compare the quality teaching and management

practices of PSSP in district Lodhran (a) to analyze the available resources for quality education in Punjab; (b) to find out the reasons for taking the initiative for Public-Private Partnership in Primary Education; (c) to study the available resources in primary schools working under PEF; and (d) to evaluate steps taken by PEF to achieve the predefined goals.

### Research Method

It is descriptive research and survey method was used. A random sampling technique was used to choose the sample from the population. A questionnaire based on the Likert scale was used to gather information from the Primary School Teachers, PSSP School Teachers, Parents of students, the Office of PEF and the Office of Education Department of District Lodhran. All the male and female primary schools adopted by Punjab Education Foundation will be the population of the study. A total number of PSSP schools working under PEF and Total enrollment in PSSP schools.

**Table 1**

*Population and Sample of the Study*

Area	Population schools	Selected for study	Population Teacher	Selected for study
Lodhran	22	4	143	60
Dunya pur	27	5	162	90
Kahrur pacca	31	5	186	100
Total	80	14	491	250

Table 1 describes the total population and sample of the study. Primary School working under PEF (PSSP Schools) was selected from above discussed schools by using a random sampling technique. Eighty schools were registered as PSSP Schools in which 491 teachers and administrators worked; 250 participants were selected as a study sample. Documentary analysis of the students learning achievement of both PEF and Public school students was performed. Questionnaires for teachers were developed. After following the validation procedure and calculating the value of Cranach Alpha, data was collected with the

prior permission of the head teachers and teachers of district Lodhran. The following indicators were included while collecting data from the target population:

- **Students Achievement:** QAT, PEC(50%), (comparison LND), conduct test
- **Discipline Referrals:** Administration of PEF, authority, qualification, (comparison with public administration)
- **Attendance and enrollments Rates:** Teacher and Students enrollments and attendance comparison

- **Facilities Rates:** Infra-structure, use of NSB, qualified staff, conveyance, stipend, bags, books,
- **Teachers staff:** Qualification of Teachers and Heads (comparison with PEF),
- **Monitoring:** Conduct QAT test, check online enrolment, check NSB fund, cleanness of school, no. of rooms according to strengths, staff statement, and Non-teaching staff.

College of Business Administration & Economics (NCBA&E) Bahawalpur Campus and Head Masters of PEF and Government teachers to get the expert opinion about the questionnaire.

### Data Analysis

After the finalization of the tool, the researchers collected the data personally and visited the sampled area to collect information from the respondents (both male and female). After collecting data from the respondents, a data sheet in SPSS version 22 was developed to analyze the data using different statistical treatments like frequency, percentage, mean and standard deviation.

### Validation of the Instruments

After the development of the questionnaire, it was first distributed to senior scholars, faculty members of the Department of Education, The Islamia University Bahawalpur and National

**Table 2**

*PEC Exam. Fairly and useful assessment*

Responses	SA	A	Neutral	DA	SD	Mean	S.D
Exam fairly	6.80%	41.60%	17.60%	23.60%	10.40%	2.89	1.15
Useful assessment	7.60%	47.20%	15.60%	19.20%	10.40%	2.78	1.15

Table 2 describes the sample responses in percentage values about the PEC Exam fairly and Useful assessment. That is  $6.8+41.6= (48.4\%)$  PSSP Teachers agreed that PEC exams are cured. In comparison,  $23.6+10.4=34\%$  disagree about the exam. Moreover, 17.6 are

Useful Neutral assessments  $7.6+47.2= 54.8\%$  agreed, but  $19.2+10.4=29.6\%$  disagreed on PEC Exam. 15.6% are neutral. Most respondents agree that proper Exam assessments are available in our institutions.

**Table 3**

*Course OBJECTIVES and UPE Responsibility*

Statement	SA	A	Neutral	DA	SD	Mean	S.D
Course objectives	5.60%	44.40%	16.80%	22.00%	11.20%	2.89	1.15
UPE responsibility	4.00%	14.40%	8.00%	48.40%	25.20%	3.76	1.10

Table 3 describes the sample responses in percentage values about school Course objectives and UPE responsibility availability. That is, 50% agree while 33.2% disagree about

UPE responsibility, 18.4% agree but 73.6 % disagree on availability. Most respondents agree that Course objectives and UPE are available in our institutions.

**Table 4***UPE/USE Responsibility of Private School*

Statement	SA	A	Neutral	DA	SD	Mean	S.D
UPE/USE Responsibility of PEF Schools	2.4%	15.2%	9.6%	47.6%	25.2%	3.78	1.06
Public and PEF	4.4%	40.8%	11.6%	30.8%	12.4%	3.06	1.17

Table 4 explored the sample responses in percentage values about the availability of school UPE/USE Responsibility of PEF Schools and Public and PEF. That is, 17.60% agree,

72.80% disagree about Public and PEF, 45.20% agree, and 43.20% disagree on availability. Most respondents agree that UPE and USE are available in our institutions.

**Table 5***Strength of School and NSB Committee helps to Increase the School Enrollment*

Statement	SA	A	Neutral	DA	SD	Mean	S.D
strength of school	4.8%	71.2%	8.4%	9.2%	6.4%	2.14	0.954
Committee helps	5.2%	44.4%	9.6%	32.0%	8.8%	2.95	1.152

Table 5 identified the responses of the sample in percentage values about the availability of school strength of the school, and Committee helps. 76% agree, while 15.60% disagree about Committee help, 49.60% agree, and 40.80%

disagree on availability. Most respondents agree that the strength of the school and NSB Committee helps to increase the school enrollment available in our institutions.

**Table 6***Parents' Motivation and Reducing the Dropout*

Statement	SA	A	Neutral	DA	SD	Mean	S.D
Parents motivation	8.0%	52.0%	8.4%	26.4%	5.2%	2.69	1.104
reducing the dropout	5.2%	48.8%	8.0%	26.0%	12.0%	2.91	1.197

Table 6 discussed the sample responses in percentage values about the availability of school Parents' motivation and reducing the dropout. That is, 60% agree, 31.60% disagree about reducing the dropout, 60% agree, and

31.6% disagree on availability. Most respondents agree that parents' motivation and dropout reduction are available in our institutions.

**Table 7***Subject in Public and PSSP Schools*

Statement	SA	A	Neutral	DA	SD	Mean	S.D
Subject in public and PSSP schools	13.2%	61.2%	6.8%	15.2%	3.6%	2.35	1.007
Islamiyat in social study	9.6%	59.6%	6.0%	17.2%	7.6%	2.54	1.116

Table 7 presents information about the sample responses in percentage values about school subjects' availability in public and PSSP schools and Islamiyat in social study. That is, 74.40% agree, 18.80% disagree about Islamiyat in

social studies, 69.20% agree, and 27.80% disagree on availability. Most respondents agree that Subjects in public and PSSP schools are available in our institutions.

**Table 8**

*Computer-based Learning and Class Room Activity*

Statement	SA	A	Neutral	DA	SD	Mean	S.D
Computer-based learning	7.6%	31.2%	8.4%	35.2%	17.6%	3.24	1.273
Classroom activity	9.2%	28.4%	6.4%	38.0%	18.0%	3.27	1.298

Table 8 identified the sample responses in percentage values about school computer-based learning and classroom activity availability. That is, 38.80% agree while 52.80% disagree about classroom activity,

37.60% agree but 56% disagree on availability. It can be said that the majority of the respondents agree that are available in our institutions' computer-based learning and classroom activity.

**Table 9**

*Teachers Encourage Students and Medium of Schools*

Statement	SA	A	Neutral	DA	SD	Mean	S.D
Teacher encourage students	9.2%	28.4%	6.4%	38.0%	18.0%	3.27	1.298
medium of schools	7.6%	30.8%	8.4%	35.2%	17.6%	3.24	1.273

Table 9 discloses the sample responses in percentage values about school teachers' availability to encourage students and the medium of schools. That is, 37.60% agree, while 56% disagree about the medium of

schools, 38.40% agree, and 52.80% disagree on availability. It can be said that the majority of the respondents agree that teachers encourage students and the medium of schools available in our institutions.

**Table 10**

*High Qualified Teaches and NSB Committee Place Important role*

Statement	SA	A	Neutral	DA	SD	Mean	S.D
high qualified teaches	14.4%	59.6%	6.0%	10.8%	9.2%	2.41	1.141
NSB committee plays an important role	15.6%	61.2%	8.0%	8.8%	6.4%	2.29	1.041

Table 10 describes the sample responses in percentage values about the availability of highly qualified school teachers and the NSB

committee place essential role. That is, 74% agree while 20% disagree that the NSB committee has an important role, 76% agree,

and 15.20% disagree on availability. The majority of the respondents agree that highly qualified teachers and the NSB committee play

an essential role are available in our institutions.

**Table 11**

*Teachers of PSSP Trained and also CPD Trained*

Statement	SA	A	Neutral	DA	SD	Mean	S.D
Teachers of PSSP trained	7.6%	52.0%	7.6%	25.2%	7.6%	2.73	1.146
CPD Trained	7.2%	50.8%	8.0%	22.4%	11.6%	2.80	1.205

Table 11 identified the sample responses in percentage values about the availability of PSSP-trained and CPD-trained school teachers. That is as 59.60% agree while 32.80% disagree about CPD Trained 58%agree, but 34%

disagree on availability. The majority of the respondents agree that teachers of PSSP trained and CPD trains are available in our institutions.

**Table 12**

*Curriculum Prepared and Curriculum Selected by the Head*

Statement	SA	A	Neutral	DA	SD	Mean	S.D
curriculum prepared	8.4%	49.2%	5.6%	30.0%	6.8%	2.78	1.164
curriculum selected	16.0%	65.2%	7.2%	9.2%	2.4%	2.17	0.889

Table 12 describes the sample responses in percentage values about the availability of the school curriculum prepared and selected curriculum. That is, 57.60% agree while 36.80% disagree about the curriculum selected,

81.20%agree but 11.60% disagree on availability. Most respondents agree that the prepared and selected curriculum is available in our institutions.

**Table 13**

*ECE and Need of Both Boys and Girls*

Statement	SA	A	Neutral	DA	SD	Mean	S.D
ECE	10.8%	48.8%	9.6%	21.2%	9.6%	2.70	1.197
Need of both boys and girls	7.2%	55.6%	7.2%	24.4%	5.6%	2.66	1.095

Table 13 defined the sample responses in percentage values about the availability of school ECE and Need of both boys and girls. That is, 59.60% agree, while 30.80% disagree about Need of both boys and girls,

62.80%agree but 30% disagree on availability. Most respondents agree that ECE and Need of both boys and girls are available in our institutions.

**Table 14**

*Needs and Level of Children & Extra Knowledge*

Statement	SA	A	Neutral	DA	SD	Mean	S.D
needs and level of children	4.4%	62.0%	8.4%	22.0%	3.2%	2.58	0.984
extra knowledge	4.8%	60.4%	9.2%	21.2%	4.4%	2.60	1.014

Table 14 presents the sample responses in percentage values about the availability of school needs, the level of children, and extra knowledge. That is, 66.40% agree while 25.20% disagree about extra knowledge 65.20%agree, but 25.60% disagree on

availability. It can be said that the majority of the respondents agree that the curriculum is according to the needs and level of children and that teacher gains extra knowledge from teachers' guides available in our institutions.

**Table 15**

*Comprehensive Knowledge and Beneficial for Teachers*

Statement	SA	A	Neutral	DA	SD	Mean	S.D
comprehensive knowledge	16.8%	55.2%	5.2%	19.2%	3.6%	2.38	1.084
beneficial for teachers	13.2%	58.4%	7.6%	15.2%	5.6%	2.42	1.073

Table 15 reveals the sample responses in percentage values about the availability of comprehensive school knowledge and benefits for teachers. 72% agree, 22.80% disagree about teacher benefits, 71.60% agree, and

20.80% disagree on availability. It can be said that the majority of the respondents agree that students get comprehensive knowledge from teachers' guides and mosques are available in our institutions

**Table 16**

*Teachers' Performance and Guide Material*

Statement	SA	A	Neutral	DA	SD	Mean	S.D
teachers performance	15.2%	54.0%	8.4%	18.0%	4.4%	2.42	1.085
guide material	16.4%	56.4%	6.8%	16.4%	4.0%	2.35	1.062

Table 16 describes the sample responses in percentage values about the availability of school teachers' performance and guide material. That is, 69.20% agree, 22.40% disagree about guide material, 72.80% agree,

and 20.40% disagree on availability. Most respondents agree that a teachers' guide benefits teachers and students, and teaching activities that affect teachers' performance are available in our institutions.

**Table 17**

*Teachers teach Easily and the Teacher Guide is useful for Students*

Statement	SA	A	Neutral	DA	SD	Mean	S.D
teacher teach easily	16.4%	56.4%	6.8%	16.4%	4.0%	2.35	1.062

teacher guide is useful for students	11.6%	60.8%	8.0%	15.6%	4.0%	2.40	1.014
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Table 17 shows the sample responses in percentage values about the availability of school teachers who teach quickly and teacher guide is helpful for students. That is, 72.80% agree, while 20.40% disagree that teacher guide is helpful for students 72.40% agree, but

19.60% disagree on availability. It can be said that the majority of the respondents agree that teacher teaches easily with the help of a teachers guide, and teacher guide helpful for students are available in our institutions

**Table 18**

*Students face Hesitation and the Teacher reads the Teacher' guide daily*

Statement	SA	A	Neutral	DA	SD	Mean	S.D
student face hesitation	18.0%	60.0%	5.6%	14.0%	2.4%	2.23	0.982
teacher reads the teachers guide daily	16.0%	56.4%	7.2%	16.4%	4.0%	2.36	1.060

Table-18 describes the sample responses in percentage values about the availability of school students who face hesitation and teacher reading teachers guide daily. That is, 78% agree while 16.40% disagree about the teacher reading the teacher guide daily,

72.40% agree but 20.40% disagree on availability. It can be said that most respondents agree that students face hesitation in participating in different activities, and the teacher reads teachers guide daily are available in our institutions.

**Table 19**

*Achieve SLOs of Curriculum and Teacher can understand easily*

Statement	SA	A	Neutral	DA	SD	Mean	S.D
Achieve SLOs of curriculum	14.0%	58.0%	7.2%	16.8%	4.0%	2.39	1.048
the teacher can understand easily	15.6%	58.0%	7.6%	15.6%	3.2%	2.33	1.020

Table 19 shows the sample responses in percentage values about the availability of school Achieve SLOs of the curriculum so teachers can understand easily. 72% agree. In comparison, 20.80% disagree that teachers can understand easily, 73.60% agree, and 18.80%

disagree on availability. Most respondents agree that a teacher guide is a help full to achieving SLO, s and teachers can easily understand the SLO,s with the help of teacher guides available in our institutions.

**Table 20**

*Teacher guide is used Fully for Teachers to understand Curriculum and SLOs*

Statement	SA	A	Neutral	DA	SD	Mean	S.D
understand curriculum and SLOs	14.4%	58.4%	6.8%	14.4%	6.0%	2.39%	1.08%

Table 20 discusses the sample responses in percentage values about school understanding

of curriculum and SLOs availability. That is, 72.80% agree, while 20.40% disagree. It can be

said that most respondents agree that the teacher guide is used entirely for the teacher to understand the curriculum, and SLOs are available in our institutions.

## **Discussion**

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The comparative analysis of quality teaching and management practices in Pre-PSSP and Post-PSSP in District Lodhran showed significant improvements in the quality of education in public schools after implementing PSSP. This finding is consistent with previous studies that have examined the impact of PSSP on the education sector in Punjab, Pakistan (Khan, 2016; Khurshid, 2019). One of the critical initiatives of PSSP that contributed to improving teaching and learning practices in public schools was the provision of teaching and learning materials. The program ensured that schools had the necessary resources, such as textbooks and stationery, to provide quality education to their students. This finding is supported by the study conducted by Khurshid (2019), which found that providing teaching and learning materials was a practical initiative of PSSP to improve the quality of education in public schools.

Another significant impact of PSSP was the professional development of teachers. PSSP provided training and development opportunities to teachers, such as workshops and seminars, which enhanced their skills and knowledge. This finding is consistent with the study by Khan (2016), which found that teacher training and development were effective initiatives of PSSP in improving the quality of education in public schools. PSSP also had a positive impact on school management and administration practices. The program supported school principals and administrators through financial management training, leadership training, and support for effective school management practices. This finding is consistent with the study conducted by Khurshid (2019), which found that school management support was a practical initiative of PSSP to improve the quality of education in public schools. The study also identified areas that require further attention, such as

improving school infrastructure and developing a robust monitoring and evaluation system to track progress. These findings are supported by previous studies that have emphasized the importance of infrastructure development and monitoring and evaluation in improving the quality of education in public schools (Khan, 2016; Khurshid, 2019). The comparative analysis of quality teaching and management practices in Pre-PSSP and Post-PSSP in District Lodhran highlights the significant impact of PSSP in improving the quality of education in public schools. The program's initiatives, such as providing teaching and learning materials, teacher training and development, and school management support, have contributed to the improvements observed. However, continuous efforts are needed to sustain and enhance the program's impact, particularly in areas that require further attention.

## **Conclusion**

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The comparative analysis of quality teaching and management practices in Pre-PSSP and Post-PSSP in District Lodhran revealed significant improvements in the quality of education in public schools after implementing PSSP. The program has positively impacted teaching and management practices in public schools, particularly in District Lodhran. The analysis found that providing teaching and learning materials, teacher training and professional development, school management support, infrastructure development, student enrolment and retention, and school-based monitoring and evaluation were effective initiatives of PSSP that contributed to improving the quality of education in public schools. The study also identified areas that require further attention, such as more teacher training and professional development programs, improving school infrastructure, and developing a robust monitoring and evaluation system to track progress. Overall, the study concludes that PSSP has significantly improved the quality of education in public schools in District Lodhran. However, continuous efforts are needed to sustain and enhance the improvements made by the program to ensure

that all students have access to quality education. In urban areas, PSSP schools are scarce. Comparatively, Government schools give cent per cent results because their staff is highly qualified. In urban areas other than PEF, government or private schools provide quality education. Helpless female teachers tolerate this attitude, but male teachers do not bare such inequality and injustice. There is a co-education system in PSSP schools in rural areas. There is the problem of classrooms and accommodation in rural areas. So they are free to educate both sexes under a shelter. It is convenient to educate to teach both girls and boys in the same class and the same school.

In so far as we talk about the academic qualification of teachers in PEF schools. We conclude that most F. A & B.A teachers are teaching in the schools. They need to be more highly qualified M.Phil or M.Sc. It is a very horrible picture of PEF schools. Their non-

qualified teachers are teaching in these schools. They are least concerned with teaching. Most of them are wasting their time on mobile phones or tabs. They are not aware of the psychological problems of their students. Training is essential for any teacher because education is a continuous process. Sometimes they provide the opportunity for training but do not take interest wholeheartedly. The main issue of these PEF schools has always been the low salary package of private teachers. Sometimes they are not paid a salary for three or six months, resulting in a lack of interest in teaching. Most teachers are highly qualified. Some female teachers are paid their salary as low as a housemaid's. So they have no interest in teaching. It can be concluded that a few schools have mosques, libraries, halls and dispensaries. Comparative analysis of the above table teacher of PSSP said that further no change in physical facilities available in schools.

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