

CHALLENGES CONFRONTED BY PUNJAB EDUCATION FOUNDATION SCHOOLS REGARDING EFFECTIVE TEACHING, LEARNING AND ASSESSMENT

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Abstract

Effective teaching, 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 to reach this goal. The purpose of the study was to identify challenges confronted by effective teaching, learning and assessment in Punjab Education Foundation (PEF) schools and to find out the remedies to overcome the challenges in PEF Punjab schools. A mixed-method research approach was used in this study. A multistage sampling technique was used. In this study total of 364 participants, 2 directors, 2 Assistant directors, 9 coordinators, 9 MEAs 18 AEOs, 45 Heads of schools, 225 teachers, 45 school council chairman, and 9 Dy. D.E.O's were included. Data were collected through closed-ended questionnaires and semi-structured interview schedules. Descriptive statistics was used. SPSS (Version 26) was used to analyze the data. It was concluded that the main challenges which are confronted in PEF schools were "an appropriate budget is not provided to the administration of PEF, and Shortage of Teaching staff for assessment". The possible remedies of challenges were "Buildings should be in good condition, Assessment should be better, Introduction of technical and vocational training". It is recommended for future studies, in PEF schools budget should increase to build infrastructure and increase in pay of teachers, as well as encourage students to share their ideas and feedback.

Keywords: Punjab Education Foundation, Teaching, learning, assessment

INTRODUCTION

Education is indispensable to making progress in the knowledge-economy-driven world. Education plays a critical role in developing intellectual many resources. It increases people's productivity and skills and thus generates skilled labor that leads the economy towards sustainable economic development (Khan, Fauzee, & Daud, 2016). Along with that, Education has the potential to open new horizons for learners to grow boundlessly. It has a great impact on all the fields of life. So, education is of great value not only for the growth of an individual but also for the entire society socially, economically and morally (Hussein, & Vostanis, 2013). Academic excellence is a fundamental goal of any educational institution, and teachers and parents should engage in successful teaching and learning and assessment procedures. Barnaba, (2013) found that a school with good teaching and learning leads to children performing well academically. When teachers, students and parents work together effectively in the classroom, successful teaching and learning occur. Children with involved parents are more likely to attend school on a regular basis than children with uninvolved parents. This could happen for a variety of reasons. For one thing, parents who are interested in their children's education place a high value on school and urge regular attendance. Second, children who get parental assistance are more likely to feel intellectually capable and hence are less inclined to avoid going to school. Finally, parental participation increases children's views toward school, making it more appealing to go (Jaiswal, & Choudhuri, 2017).

Overall, when parents become active in their children's academics, they profit not only in the classroom but also outside of it. According to Assey, and Babygeya, (2022), a teacher shortage is the most significant obstacle that could obstruct effective teaching and learning in schools, resulting in poor academic achievement as indicated by a high rate of failure on major exams. Furthermore, Christina, et., al (2022) revealed that teachers should conduct effective assessments of what students have already learned on a constant basis in order to intervene and solve all challenging areas that may result in widespread failure among students in national-based examinations. Innocent (2015) instead assert that teachers should undertake ongoing assessments on the cause of teaching and learning and provide feedback to students' parents. While teachers are undoubtedly on the front lines when it comes to

talking with students about testing, we must not overlook the vital role that parents play in assessments, (Boniface, & Yarris, 2014). Talking with parents about assessment results is a vital step in assisting parents in understanding their child's development, collaborating on goal-setting and generally including them in their child's learning. A study conducted by Bosco and Ferns (2014), revealed that a school with excellent teaching and learning has a strong relationship between the school's principal, teachers, students and parents. Strong collaboration among these important education stakeholders has a significant impact on a school's academic success. If the school wants to succeed in implementing the intended curriculum, parents should be involved in teaching, learning and assessment.

Furthermore, Guardia, Del Olmo, Roa, & Berlanga, (2019) stress that a positive school environment improves student attendance, which is a component that helps relieve many school problems. It also aids in the reduction of stress in both teachers and pupils, as well as the promotion of a more positive mindset among all parties concerned. Consequently, the study concluded that the school environment is an important factor in student accomplishment and teacher retention, as well as effective teaching and learning. Moreover, it was found that the teaching, learning and assessment that take place in schools have a relationship with the decision-making strategies used in such settings. The study by Nandi (2023) found that a school with a less democratic leadership style basically makes most of the decisions a non-participatory means hence the school's failure in the teaching and learning process. In addition to that, Wango (2009) found that democratic schools ensure democratic classrooms in which students enjoy learning and teachers enjoy teaching, and they create enhanced teacher-student interactions. Students demonstrate higher on-t behaviour, improved mood, and focus when they are encouraged to take control of their classroom and learning. However, different researchers have identified the issue of in-service training for teachers as an important aspect that can influence whether or not teaching and learning in schools is successful. Wambua (2019); Wanjiku (2018) and Mohamed, (2022) findings showed that in-service training has significant effects on effective teaching and learning in schools, therefore recommended that in-service training should be regularly organized for teachers in secondary schools to improve curriculum implementation practices. Furthermore, Idonije, Timothy, Usman, Haruna, and Umar, (2022) believes that in order to achieve efficiency, training and retraining are required. Teachers who receive in-service training gain new and improved abilities as well as the knowledge that will help them work better and increase their productivity.

Objectives of the Study

- 1- To identify challenges confronted by effective teaching and learning and assessment in PEF schools.
- 2- To find out the remedies to overcome the challenges in PEF Punjab schools.

Research Gap

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 teacher training programs, and quality teacher education, and the main issue is the funding and budget. Due to lack of financial issues other quality education indicators are lacking and create challenges in quality education. The researcher could not find any study that measured effective teaching and learning and assessment in PEF schools at the primary level. There is a still need to study effective teaching, learning, and assessment performance at the PEF primary level. The purpose of this research is to fill this gap and conduct a study to get evidence from the Punjab, Pakistan context.

LITERATURE REVIEW

Assessment

Conversely, assessment has been defined as a method of quantifying the amount of learning that occurs as a consequence of learning. In other words, assessment is a means of gathering information about students' tasks so that conclusions can be drawn about whether or not they have met learning objectives. The systematic method of gathering and assessing empirical data on knowledge, skill, attitudes, and beliefs to enhance student learning and modify programmes is how Lewis, Perrz, Friedkin, & Roth, (2012) described assessment (Elzainy, Sadik, & Abdulmonem, 2020). Activities intended to measure learner achievement as a result of instruction and learning in a particular program are generally referred to as assessment. In all of these processes of teaching, learning, and assessment, the teacher serves as a catalyst. Although teachers educate students how to read books, do students learn from books? (Menéndez, et.al., 2019). Educational assessment is a crucial component of the effort to enhance education since it shows how effectively pupils are learning. It offers input on the efficacy of educational services to the public, legislators, parents, teachers, and students." Planned or spontaneous actions that reveal details about students' comprehension and proficiency in a certain measurement issue are referred to as assessments. "One or more processes that identify, collect, and prepare data to evaluate the attainment of student outcomes" are referred to as assessment procedures" (Andrade, & Brookhart, 2020; Kausar, & Haroon, 2022; Kausar, Ghazala, & Jan, 2023; Kausar, & Sadiq, 2023).

In general, there are three main goals of assessment: 1) support learning (which includes encouraging students to complete their work and giving feedback to both the instructor and the student); 2) measure individual achievement (for both the student and the teacher); and 3) provide accountability by assessing the performance of the course, programme, or institute. (Al-Fuqaha & Qadir, 2020). In Vietnam, assessment is typically presented as a tool to uphold educational quality. To produce a skilled workforce for society, students should aspire to have positive ethical principles, a healthy lifestyle, creative thinking, practical professional skills, proficiency in a foreign language, and IT skills (Tien, et. al., 2020). In order to determine which requirements should be addressed first in the educational sphere, assessment is a dynamic, everyday, and practical process (Li, Xiong, Hunter, Guo, & Tywoniw, 2020). It is a regular task in the classroom that is utilised to direct learning at all times. Learning is a process that needs to be personalised and carried out continuously, forcing the teacher to demonstrate the in-class learning that his students have acquired in order to raise the standard of instruction at the institution (Mora-Ruano, Heine, & Gebhardt, 2019; Macías, 2018; Mahendra, 2016).

Teaching and learning

Lam (2016) found a correlation between effective teaching and learning in the classroom and students' academic progress. When parents, students, and teachers work together well in the classroom, teaching and learning take place successfully. Children with involved parents are more likely to frequently attend school than children with uninvolved parents (Santos, 2020). There could be a number of reasons behind this. First of all, parents who are concerned about their children's education place a high value on education and promote regular attendance and involvement. Second, children who feel supported by their parents are less likely to skip school because they are more likely to feel cognitively sufficient and competent. Lastly, children who have parental participation have better attitudes towards school and find it more appealing to attend (Prabawati, Asriati, & Asmayanti, 2021). In general, parents who are involved in their children's education get rewards both within and beyond the classroom. The largest obstacle that could impede effective classroom instruction and learning is a shortage of teachers, as seen by a high percentage of failure on significant tests, claims Snow (2019). Christina, Rusijono, and Bachtiar, (2019) also discovered that in order to intervene and fix any problematic areas that can lead to a high percentage of students failing national assessments, teachers should routinely assess what students have already learnt (Yıldırım, Topalcengiz, Arıkan, & Timur, 2020). According to Innocent (2015), educators should instead carry out ongoing assessments of the variables affecting teaching and learning and share their conclusions with parents of young students. Although teachers are unquestionably in the forefront of informing kids about assessments, we cannot undervalue the critical role that parents play in these processes (Boniface, 2019). Discussing assessment results with parents is a crucial initial step in helping them understand their child's development, working with them to set goals, and generally including them in their child's educational process (Werder, & Otis, 2023). It was also shown that the methods of decision-making used in educational environments have an impact on the instruction, assessment, and learning that occur there (Kausar, 2025; Kausar, 2024; Kausar, et al., 2024).

A study by Nandi, Burnase, Barapatre, Gulhane, and Dhattrak, (2018) found that schools with less democratic leadership typically make decisions in a way that isn't participatory, which leads to subpar learning and teaching settings. Additionally, Wango (2009) found that democratic schools offer democratic classrooms where educators and students enjoy learning and cultivate stronger bonds. Children behave more obediently, are happier, and are more engaged when they are motivated to take charge of their education and the classroom. Nonetheless, a number of academics have identified teacher in-service training as a crucial component that could affect how well instruction and learning take place in classrooms (Li, Yang, Chu, Zainuddin, & Zhang, 2022). According to Siocha, Onderi, & Mwebi, (2017), the school learning infrastructure serves as the cornerstone for both ensuring that students receive a good education and for teaching and learning to occur in an efficient manner. The areas with the highest Product-Moment Correlation Coefficient (PMCC) and positive correlations were the school's libraries, administrative offices and water, administrative offices and classrooms, labs, and classrooms (Baidoo-Anu, & Ansah, 2023). While private schools had greater amenities including electricity, artificial lighting in classrooms, drinking water, and restrooms, public schools had better buildings, windows, and ventilation. According to Rolim and Isaias (2019), school support facilities are viewed by educational authorities as having a significant influence on the process of teaching and learning. The school support facilities showcase modern educational approaches that have an impact on student progress and teacher effectiveness (Alam, 2023). The physical setting of the school has a big impact on the level of performance or productivity of the teachers. Their performance indicated that the school teachers were having difficulties with the actual academic support infrastructure in which they operate. The physical surroundings of schools have a big influence on the attitudes, behaviours, and academic performance of teachers and students (Halawa, & Harefa, 2024).

Punjab Education Foundations

Aziz and Akhtar (2014) stated that the Punjab Education Foundation (PEF) was founded under the Punjab Education Foundation Act of 1991 as an independent organization to advance and enhance private-sector education. The goal of PEF is to "build an educated society in Punjab by collaborating with the business sector to ensure access to the fundamental right to education." The primary goals of the Punjab Education Foundation are to give financial support for the establishment, development, and administration of private educational institutions as well as to encourage and expand the capacity of educators through teacher training, donations, grants, and contributions. The organization offers rewards to academic institutions, instructors, and students.

Arshad and Qamar (2018) described that according to the Punjab Education Foundation (Conduct of Business) Rules from 2005, the foundation has assisted more than 2.5 million underprivileged students. The foundation's operations are supervised by a board of directors (BOD). The Board of Directors of the Punjab Education Foundation is made up of 15 members, who are steered by the chairman. They decide the organization's performance and make sure that the stated aims and objectives are accomplished. The Foundation Assisted School (FAS), the New School Program (NSP), the Education Voucher Scheme (EVS), and the Public School Support Program are the four main programs of the Punjab Education Foundation (PSSP). The Punjab Education Foundation's network of schools has a more structured setup.

Challenges

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, and 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. 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 (Javed, Eng, Mohamed, & Mushtaq, 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). As according to (Anwar, Khizar, & Haq, 2018), 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. 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 (Iqbal, Ping, Abid, Kazmi, & Rizwan, 2016).

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).

Remedies

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 (Uchino et al., 2015).

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).

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 (Farooq, Asmari, & Javid, 2012).

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, Egbue, Palkie, & Madden, 2017). 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 (Ahmad, & Hussain, 2014).

RESEARCH DESIGN AND METHODOLOGY

A mixed-method research approach was used in this study. The multistage simple sampling technique was used. First of all, the researcher divided Punjab province into five categories based on Punjab government poverty index statistics by using a cluster sampling technique.

| Regions | Districts | Total |
|-----------------|-----------------------|-----------|
| 1 st | Extremely developed | 08 |
| 2 nd | Moderate developed | 15 |
| 3 rd | Develop | 9 |
| 4 th | Moderate undeveloped | 2 |
| 5 th | Extremely undeveloped | 1 |
| | | 35 |

After that researcher selected two districts from each region and 5th region was selected completely by using a simple random sampling technique. The total no of districts selected for study was 9. Then the researcher selected five schools from each district (Total=45) and each school 5 teachers and 1 head teacher, 1 school council chairman was selected by using a simple random sampling technique. The total sample consisted 2 directors, 2 Assistant directors, 9 coordinators, 9 MEAs, 18 AEOs, 45 Heads of schools, 225 teachers, 45 school council chairmen, and 9 Dy. D.E.O's.

For this study, different districts were chosen using a random sampling technique. There were 9 coordinators, 18 AEOs, 1 director, 1 assistant director, and 9 DY. DEOs from 45 schools were among the respondents who were purposely selection for interview in this study. Data were collected using closed-ended questionnaires and semi-structured interview schedules and descriptive statistics was employed for quantitative data analysis. SPSS software was used to analyze the data completely.

Data Analysis and Interpretation

Demographical information of the respondent

Demographical information included in the study was age, academic qualification, and teaching experience. All of these are discussed one by one below;

Age of the respondents (Year)

Table 1 Frequency table showing age of the respondents

| Age (Years) | Frequency | Percentage |
|-------------|-----------|------------|
| 20-29 | 66 | 17.74 |
| 30-39 | 198 | 53.22 |
| 40-49 | 95 | 25.53 |
| 39+ | 13 | 3.49 |
| Total | 372 | 100 |

The data represent that more than half (53.22%) of the respondents were quite mature and had much experience with the PEF schools' issues and problems. They were lying between 30 to 39 years. However, (25.53%) of the interviewee were lying between the age categories of 40 to 49 years. These respondents were also quite mature and had complete know-how about the topic under study. Few (3.49%) were also above 39 years whereas some (17.74%) of the respondents were also lying in the old category i.e. 20-29 years.

Location of respondents (District)

As mention in research methodology, a total of 9 districts were selected through random sampling. Data regarding this aspect of the study is given below;

Table 2 Frequency table showing the location of the respondents

| Location (City) | Frequency | Percentage |
|-----------------|------------|------------|
| Kasur | 60 | 16.12 |
| Lahore | 41 | 11.02 |
| Okara | 49 | 13.17 |
| Rahim Yar Khan | 34 | 9.13 |
| Rajan Pur | 39 | 10.48 |
| DG Khan | 32 | 8.60 |
| Muzaffargarh | 33 | 8.87 |
| Multan | 45 | 12.09 |
| Rawalpindi | 39 | 10.48 |
| Total | 372 | 100 |

The data represent that (16.12%) of the respondents were from Kasur District. About (11.02%) of the interviewee were from District Lahore. Few (8.60%) were from DG Khan District. While (13.17%) of the respondents were from Okara District. About (9.13%) of the respondents were from Rahim Yar Khan District. (10.48%) of the respondents were from Rajan Pur District. About (8.87%) of the respondents were from Muzaffargarh District. The remaining (12.09 and 10.48%) of the respondents were from Multan and Rawalpindi Districts respectively.

Academic qualification of respondents

Table 3 Frequency table showing Academic qualification of the respondents

| Qualification | Frequency | Percentage |
|---------------|-----------|------------|
| Bachelor | 153 | 41.12 |
| Masters | 207 | 55.64 |
| PhD | 12 | 0.03 |
| Total | 372 | 100 |

The above-given data shows that (55.64%) of the respondents were qualified for about Masters. This means that these respondents were well-educated and had good knowledge about topic. However, (41.12%) of the respondents were graduated, whereas only (0.3%) of the respondents were Doctors (PhD).

Teaching Experience (Years)

Table 4 Frequency table showing teaching experience of the respondents

| Teaching Experience (Years) | Frequency | Percentage |
|-----------------------------|-----------|------------|
| 1-5 | 77 | 20.69 |
| 6-10 | 153 | 41.12 |
| 11-15 | 97 | 26.07 |
| 16-20 | 29 | 7.79 |
| 21-25 | 9 | 2.41 |
| 26-30 | 4 | 1.07 |
| 31-35 | 1 | 0.26 |
| 35+ | 2 | 0.53 |
| Total | 372 | 100 |

The above data shows that (41.12%) of the interviewee had experience of 6 to 10 years in teaching. This shows that a large percentage of teachers included in survey sample were quiet experienced and had a lot of field knowledge. (26.07%) of the respondents had experience between 11 to 15 years. These individuals were also fairly experienced in teaching. While, (20.69%) of the respondents were new into teaching and had experience up to 5 years. Whereas, only (4.30%) of the respondents had experience of more than 16 years.

Designation of respondents

Table 5 Frequency table showing designation of the respondents

| Designation | Frequency | Percentage |
|-------------------------|-----------|------------|
| Teachers | 232 | 62.36 |
| Headmaster | 41 | 11.02 |
| Headmistress | 9 | 2.41 |
| School Council Chairman | 44 | 11.82 |
| AEO | 18 | 4.83 |
| Dy. DEO | 9 | 2.41 |
| Coordinator | 10 | 2.68 |
| MEA | 9 | 2.41 |
| Total | 372 | 100 |

The above data shows that a large majority about (62.36%) of the respondents were teachers. (11.02%) of the respondents were headmasters. While, only (2.41%) of the respondents were headmistress. Whereas, (11.82%) of the respondents were school council chairman. About (4.83%) of the respondents were AEO's. While, only (2.41%) of the respondents were Dy. DEO's. Remaining (2.68 and 2.1%) of the respondents were coordinators and MEA respectively.

Challenges confronted in effective teaching and learning in PEF Punjab schools

Table 6 Descriptive table showing Challenges confronted in effective teaching and learning in PEF Punjab schools

| What are the challenges confronted in effective teaching and learning in PEF Punjab schools? | Mean | S. D |
|---|-------------|-------------|
| Handsome salaries are not given to the teaching staff of PEF. | 3.08 | 1.17 |
| Buildings of PEF schools are not built according to the needs of modern schooling system. | 3 | 1.20 |
| An appropriate budget is not provided to the administration of PEF. | 2.97 | 1.14 |
| For effective learning multimedia and ICT is not used in PEF schools. | 2.92 | 1.14 |
| For effective learning brainstorming techniques are not used in PEF schools. | 2.81 | 1.14 |
| Lacks of basic facilities at PEF. | 2.81 | 1.13 |
| Teachers of PEF do not use lesson plan for better teaching. | 2.78 | 1.19 |
| Teachers of PEF do not use various teaching methodologies. | 2.73 | 1.17 |
| For effective learning demonstration about the topic is not given in PEF schools. | 2.73 | 1.12 |
| Teachers of PEF do not justify his/her answer with suitable examples. | 2.71 | 1.15 |
| Teachers of PEF do not conduct questions and answers sessions at the end of every class. | 2.71 | 1.14 |
| Teachers of PEF (Punjab Education Foundation) are not punctual as well as regular. | 2.68 | 1.19 |
| Weak listening comprehension. | 2.41 | 0.99 |
| Outdated curriculum | 2.40 | 1.07 |
| Hesitation in speaking English | 2.36 | 0.97 |
| Difficult reading texts | 2.35 | 0.99 |
| Lack of uniforms | 2.35 | 1.00 |
| Education without direction | 2.34 | 1.03 |
| Lack of professional development of teachers | 2.32 | 1.02 |
| Lack of quality teacher | 2.29 | 1.02 |
| Alarming dropouts | 2.28 | 0.95 |
| Poor supervision standards | 2.27 | 1.0 |
| Examination system is not good | 2.24 | 0.97 |
| Internal and external influence | 2.24 | 0.99 |
| Corruption | 2.24 | 1.00 |
| Poor supervision | 2.22 | 1.00 |
| Theoretical knowledge in place of practical learning | 2.19 | 0.94 |
| Politics in education | 2.18 | 0.96 |
| Lack of faculty training and development | 2.16 | 0.97 |
| Lack of trained faculty | 2.16 | 0.98 |
| Lack of resources | 2.14 | 0.97 |
| Low budgetary allocation for education | 2.12 | 0.95 |

Scale: 1=Strongly Agree, 2=Agree, 3=Natural, 4=Disagree, 5=Strongly Disagree

In the Table 4 the challenges confronted in effective teaching and learning in PEF Punjab schools. According to the responses of the respondents, "Handsome salaries are not given to the teaching staff of PEF" (M=3.08), "Buildings of PEF schools are not built according to the needs of modern schooling system" (M=3), "An appropriate budget is not provided to the administration of PEF", (M=2.97), "For effective learning multimedia and ICT is not used in PEF schools" (M=2.92), "For effective learning brainstorming techniques are not used in PEF schools" (M=2.81), "Lack of basic facilities at PEF" (M=2.81), "Teachers of PEF does not uses lesson plan for better teaching" (M=2.78), "Teachers of PEF do not use various teaching methodologies" (M=73), "For effective learning demonstration about the topic is not given in PEF schools" (M=2.73), "Teachers of PEF do not justify his/her answer with suitable examples" (M=2.71), "Teachers of PEF do not conduct questions and answers sessions at the end of every class" (M=2.71), "Teachers of PEF (Punjab Education Foundation) are not punctual as well as regular" (M=2.68), "Weak listening comprehension", (M=2.41), "Outdated curriculum" (M=2.40),

"Hesitation in speaking English", (M=2.36), "Difficult reading texts" (M=2.35), "Lack of uniforms" (M=2.35), "Education without direction" (M=2.34), "Lack of professional development of teachers", (M=2.32), "Lack of quality teacher" (M=2.29), "Alarming dropouts", (M=2.28), "Poor supervision standards" (M=2.27), "Examination system is not good" (M=2.24), "Internal and external influence" (M=2.24), "Corruption" (M=2.24), "Poor supervision" (M=2.22), "Theoretical knowledge in place of practical learning" (M=2.19), "Politics in education" (M=2.18), "Lack of faculty training and development" (M=2.16), "Lack of trained faculty" (M=2.16), "Lack of resources" (M=2.14), "Low budgetary allocation for education" (M=2.12) all are reflected toward the level of agreement.

The PEF coordinators (some of them) are refused to accept these challenges which are discussed above. Some of them said that, "there is no problem in budget, teachers training, and facilities in PEF, assessment methods, and corruption." While others said that, "budget is problem in PEF schools, political influence is also a major challenge, and infrastructure also."

According to Coordinators, (2023), the main challenges which are faced by PEF in effective teaching and learning are "lack of resources, teachers are not qualified, budget allocation, salary not given to teachers on time, and infrastructure".

According to the Assistant Director, (2023), the main challenges which are faced by PEF in effective teaching and learning are "parents are not collaborating with the staff, salary issues to PEF staff".

According to Deputy DEO, (2023), the main challenges which are faced by PEF in effective teaching and learning are "the number of classrooms are not sufficient, buildings are less in number".

According to Director, (2023), "Teachers don't perform diagnostic and formative assessment rather they only conduct a summative assessment, and as teachers and teaching methodologies are not up to the standard".

According to AEOs, (2023), "Building and infrastructure are not good which affect teaching and learning, Proper trained staff and educated people are not hired in the system".

Possible remedies of problems confronted by PEF Punjab schools

The important question related to the study was possible remedies of problems confronted by PEF Punjab schools in effective teaching and learning. The data related to this aspect is given below;

Table 7 Descriptive table showing possible remedies of problems confronted by PEF Punjab schools

| What are the possible remedies of problems confronted by PEF Punjab schools? | Mean | S. D |
|---|------|------|
| Budget should be allocated | 2.65 | 1.15 |
| For teacher training and development quality professional institutes with sufficient funds should be set up | 2.53 | 1.19 |
| Political and bureaucratic influence should be minimized | 2.41 | 1.08 |
| Examination system should be better | 2.39 | 1.12 |
| Introduction of technical and vocational trainings | 2.39 | 1.10 |
| Classrooms should be well decorated | 2.39 | 1.14 |
| Students communicate and collaborate through group work. | 2.38 | 1.12 |
| Use of IT in education is must | 2.37 | 1.16 |
| Buildings should be in good conditions | 2.35 | 1.13 |
| Grant allocation should increase | 2.35 | 1.15 |
| Research based education | 2.35 | 1.15 |
| New skills must be exposed to teachers | 2.32 | 1.16 |
| Facilities should be better | 2.31 | 1.12 |

Scale: 1=Strongly Agree, 2=Agree, 3=Natural, 4=Disagree, 5=Strongly Disagree

In the Table 4.7 the distribution and the descriptive statistic remedies of problems confronted in effective teaching and learning in PEF Punjab schools. According to the responses of the respondents, "Budget should be allocated" (M=2.65), "For teacher training and development quality professional institutes with sufficient funds should be set up" (M=2.53), "Political and bureaucratic influence should be minimized" (M=2.41), "Examination system should be better" (M=2.39), "Introduction of technical and vocational trainings" (M=2.39), "Classrooms should be well decorated" (M=2.39), "Students communicate and collaborate through group work" (M=2.38), "Use of IT in education is must" (M=2.37), "Buildings should be in good conditions" (M=2.35), "Grant allocation should increase" (M=2.35), "Research based education" (M=2.35), "New skills must be exposed to teachers" (M=2.32), "Facilities should be better" (M=2.31) all are reflected toward the level of agreement.

According to Deputy DEO (2023), some possible remedies in effective teaching and learning are training should be provided to the staff, and different curricular activities should starts".

According to Director (2023), some possible remedies in effective teaching and learning are budget should be increased, teachers should be trained, regular visit of MEAs, highly qualified teachers should be hired".

According to Assistant Director (2023), some possible remedies ineffective are use of IT tools, facilities should be better for both teachers and students, political interference should be minimized".

According to Coordinators (2023), “Increase Teacher salary, Increase supervisory staff, Check criteria increase as well as involve parents”.

According to AEOs (2023), “Properly trained staff and educated people should be hired in the system, Give opportunities to everyone, as well as teachers training are most important”.

Challenges confronted in effective assessment by PEF Punjab schools

The important question related to the study was challenges confronted in effective assessment by PEF Punjab schools. The data related to this aspect is given below;

Table 8 Descriptive table showing Challenges confronted in effective assessment by PEF Punjab schools

| What are the challenges confronted in effective assessment by PEF Punjab schools? | Mean | S. D |
|--|-------------|-------------|
| For effective assessment pre-test not used in PEF schools. | 2.97 | 1.12 |
| For effective assessment diagnostic assessment (exams) are not taken in PEF schools. | 2.97 | 1.12 |
| For effective assessment grades are not given on the basis of rational thinking rather than on retention in PEF schools. | 2.91 | 1.07 |
| For effective assessment formative assessment is not taken at the end of every unit (chapter or lesson) in PEF schools. | 2.88 | 1.13 |
| For effective assessment summative assessment is not taken at the end of year is taken in PEF schools. | 2.81 | 1.12 |
| Pressure of national examinations | 2.46 | 0.99 |
| Students negative perception on assessment | 2.44 | 1.01 |
| Shortage of instructional time | 2.44 | 0.98 |
| Impact of summative assessments (mid exams, final exams...) | 2.41 | 0.97 |
| Shortage of Teaching staff for assessment | 2.40 | 1.04 |
| Lack of transparency in the assessment system | 2.39 | 0.98 |
| Classroom assessment techniques are rare | 2.39 | 1.01 |
| Poor assessment standards | 2.38 | 0.98 |
| Defective assessment System | 2.37 | 0.99 |
| Government mandates on assessment issues | 2.35 | 0.95 |
| Technological issues in assessment | 2.33 | 1.00 |
| Quality assurance test (QAT) is good decision by Govt. | 2.30 | 1.00 |
| Quality assurance test (QAT) is effective in PEF schools | 2.30 | 0.95 |

Scale: 1=Strongly Agree, 2=Agree, 3=Natural, 4=Disagree, 5=Strongly Disagree

In the Table 4 the distribution and the descriptive statistic challenges confronted in effective assessment in PEF Punjab schools. According to the responses of the respondents, "For effective assessment pre-test not used in PEF schools" (M=2.97), "For effective assessment diagnostic assessment (exams) is not taken in PEF schools" (M=2.97), "For effective assessment grades are not given on the basis of rational thinking rather than on retention in PEF schools" (M=2.91), "For effective assessment formative assessment is not taken at the end of every unit (chapter or lesson) in PEF schools" (M=2.88), "For effective assessment summative assessment is not taken at the end of year is taken in PEF schools" (M=2.81), "Pressure of national examinations" (M=2.46), "Students negative perception on assessment" (M=2.44), "Shortage of instructional time" (M=2.44), "Impact of summative assessments (mid exams, final exams...)" (M=2.41), "Shortage of Teaching staff for assessment" (M=2.40), "Lack of transparency in the assessment system" (M=2.39), "Classroom assessment techniques are rare" (M=2.39), "Poor assessment standards" (M=2.38), "Defective assessment System" (M=2.37), "Government mandates on assessment issues" (M=2.35), "Technological issues in assessment" (M=2.33), "Quality assurance test (QAT) is good decision by Govt." (M=2.30), "Quality assurance test (QAT) is effective in PEF schools" (M=2.30) all are reflected toward the level of agreement.

According to Deputy DEO, (2023), some challenges in effective assessment are poor assessment method, and technological issues in assessment”.

According to Director (2023), some challenges in effective assessment are students are not aware about the assessment, lack of instructions”.

According to Assistant Director (2023), “Teachers don't perform diagnostic and formative assessment rather they only conduct summative assessment, as well as Teachers underestimate the value and effectiveness of assessment”.

According to AEOs (2023), “Daily base assessment was not conducted, transparent system are not involved in improving the assessment system”.

According to Coordinators (2023), “Assessments are not on planning which are not conducting the most senior staff as well as monthly assessment not done”.

Possible remedies for effective assessment by PEF Punjab schools

The important question related to the study was possible remedies of effective assessment by PEF Punjab schools. The data related to this aspect is given below;

Table 9 Descriptive table showing possible remedies of effective assessment by PEF Punjab schools

| What are the possible remedies of effective assessment by PEF Punjab schools? | Mean | S. D |
|---|-------------|-------------|
| Design student -centered assessment methods and tasks | 2.65 | 1.15 |
| Buildings should be in good conditions | 2.56 | 1.16 |
| Supervision and monitoring should be strong | 2.42 | 1.22 |
| Assessment should be better | 2.38 | 1.20 |
| Increasing public expenditure on education and skill generation | 2.37 | 1.22 |
| Examine students prior knowledge in the subject | 2.35 | 1.17 |
| Identify learning objectives and assessment criteria | 2.34 | 1.20 |
| Design better questions and questioning strategies | 2.33 | 1.20 |
| Plan how and when to provide feedback | 2.32 | 1.17 |
| Encourage students to share ideas | 2.32 | 1.23 |
| Advise students to assess their own work of learning objectives | 2.32 | 1.17 |
| Provide group assignment | 2.32 | 1.20 |
| Organize Quizzes, Practical work, Self-assessment, and Presentation for better assessment | 2.30 | 1.16 |

Scale: 1=Strongly Agree, 2=Agree, 3=Natural, 4=Disagree, 5=Strongly Disagree

In the Table 4 the distribution and the descriptive statistic possible remedies of effective teaching and learning in PEF Punjab schools. According to the responses of the respondents, "Design student-centered assessment methods and tasks" (M=2.65), "Buildings should be in good conditions" (M=2.56), "Supervision and monitoring should be strong" (M=2.42), "Assessment should be better" (M=2.38), "Increasing public expenditure on education and skill generation" (M=2.37), "Examine student's prior knowledge in the subject" (M=2.35), "Identify learning objectives and assessment criteria" (M=2.34), "Design better questions and questioning strategies" (M=2.33), "Plan how and when to provide feedback" (M=2.32), "Encourage students to share ideas" (M=2.32), "Advise students to assess their own work of learning objectives" (M=2.32), "Provide group assignment" (M=2.30), "Organize Quizzes, Practical work, Self-assessment, and Presentation for better assessment" (M=2.30) all are reflected toward the level of agreement.

According to Deputy DEO, (2023), some possible remedies in the effective assessment are qualified teachers should be there for assessment, test should be better, QAT should be conducted by the government, trial test should be organized."

According to Director, (2023) some possible remedies in the effective assessment are there should be introduce QAT, strong minoring system should be introduced, and encouraging students to pitch their own ideas".

According to Assistant Director, (2023) some possible remedies in effective assessment are to organize different Quizzes, practical work, and presentations for better assessment".

According to AEOs, (2023), "If Teachers realize the value and effectiveness of assessment they may take it seriously, it may help to make better the PEF school system as well as Weakly plans should be introduce for better assessment".

According to Coordinators, (2023), "Proper management and need supervision of staff, provide research based education, as well as increase facilities for students and teachers as well for better results".

DISCUSSIONS

The major objective of the study was to investigate the challenges confronted in effective teaching, learning and assessment in PEF Punjab schools. Findings and conclusions of the study further discussed in the light of the findings similar studies elsewhere. The first and much highlighted challenge in PEF schools was handsome salary are not given to the teachers. According to Andrabi, Das, and Khwaja (2017), teacher compensation in private schools is significantly higher than in PEF schools, and it is not commensurate with performance. PEF school teachers brought up issues like poor pay, worries about job security, and a lack of perks for enrolment. They also voiced 75 displeasure about the lack of a defined job security policy. In a similar vein, the PEF-assisted school administration brought up the subject of political leaders' influence on programme policies and payment disbursement delays (Tariq, & Farooq, 2022). The findings revealed that the number of classrooms are not sufficient, buildings are less in number, building and infrastructure are not good which affect teaching and learning, properly trained staff and educated people are not hired in the system. Siddiqui (2007) states that a significant portion of schools lack sufficient structures, electricity, good drinking water, restrooms, and an adequate number of teachers (Zakar, Qureshi, Ullah, Zakar, Aqil, & Manawar, 2020). Achieving universal education can be aided by having enough infrastructure, hiring teachers based on merit, providing post-primary technical and vocational education (especially for parents with limited resources), providing financial aid to low-income parents, and running active media campaigns to raise awareness of the value of education.

Findings revealed that some possible remedies in effective teaching and learning are budget should be increased, teachers should be trained, regular visit of MEAs, highly qualified teachers should be hired. According to UNESCO (2011), a key component of high-quality education is having instructors who are qualified, happy,

competent, honest, and driven and who report to the school management. Numerous flaws in the educational system can be fixed by implementing an incentive-based pay structure that is correlated with achievement (Zakar, Qureshi, Ullah, Zakar, Aqil, & Manawar, 2020). The latest teaching-learning methodologies must be incorporated into the teachers' training. It is their responsibility to offer the students a learning atmosphere and experiences that motivate them to engage in the teaching and learning process. To lower the number of student dropouts, teachers should also receive training on creating a welcoming and engaging learning environment for their pupils (Hussain, Ahmad, Altaf, & Ahmad, 2022). The presence of physical amenities enhances students' personalities. In addition, the presence of physical amenities augments students' capacities, fosters a feeling of love and affection, and lessens rigidity—all of which have a good impact on students' personalities.

Findings revealed that some challenges in effective assessment are poor assessment methods, and technological issues in assessment, teachers don't perform diagnostic and formative assessments rather they only conduct summative assessments, as well as teachers underestimate the value and effectiveness of assessment. According to Liang and Creasy (2004), an assessment framework must be able to withstand a lot of pressure in order to produce higher learning results. Assessments of instructors, students, and educational materials, as well as social and moral issues and innovation, can be used to identify difficulties (Habib, 2013). To make sure that testing is used to improve students' academic skills and subject knowledge rather than primarily serving bureaucratic and political goals, a more thorough study of the PEC assessment system is needed.

Findings revealed that some possible remedies in the effective assessment are qualified teachers should be there for assessment, test should be better, QAT should be conducted by the government, and trial test should be organized. The U.S. National Research Council study "Education for Life and Work," according to the Ontario Ministry of Education (2016), identified four major challenges in developing assessments for twenty-first-century competencies. These challenges include the necessity of selecting a subset of competencies from a variety of competency frameworks to define student expectations, developing appropriate psychometric tools, taking accountability into account that may lead people to choose standardised tests over more comprehensive assessments, and realising the need of providing teachers with training on deep learning strategies (Chaudhry, & Tajwar, 2021). Creating a new evaluation that is less taxing for students while maintaining its ability to measure learning is one potential remedy (Hafeez, Hussain, Muhammad, & Hussain, 2023). This can entail creating more curriculum-aligned, genuine tests and forcing students to exhibit their abilities in real-world situations. Summative and formative evaluation systems in the educational system ought to come next, claim Gage, Scott, Hirn, & MacSuga-Gage, (2018).

CONCLUSION

It was concluded that the main challenges which are faced by PEF in effective teaching are lack of resources, teachers not qualified, budget allocation, salary not given to teachers on time, infrastructure, parents not collaborating with the staff, salary issues to PEF staff, number of classrooms are not sufficient, and buildings are less in number. the major problems and the challenge for the teacher is to maintain the learning environment in the classroom and in this learning environment, students are able to understand the skills and understanding according to the students' learning outcomes. Without creating a learning environment students and teachers cannot participate the learning and teaching activities (Buhagiar, 2007). Some possible remedies for effective teaching are training should be provided to the staff, different curricular activities should start, the budget should be increased, teachers should be trained, regular visits of MEAs, highly qualified teachers should be hired, use of IT tools, facilities should be better for both teachers and students, and political interference should be minimized. Some challenges in effective assessment are poor assessment methods, technological issues in assessment, students are not aware of the assessment, and lack of instructions. In the classroom assessment, the teacher must assess their students at regular basis. This type of assessment is called classroom assessment. In education, assessment is the term that covers all the tools, methods and techniques. All these tools, methods and techniques are used to measure the learning techniques, skill acquisition and other educational needs of the students. Wiliam, (2003) stated that assessment assumes an important role in instructional choice. The quality and lack of students in addition to their learning style is recognized through these practices bring about changes in teaching techniques, guidance vehicles, and acceptance of educational channels. It also works with instructors to understand their own instructional qualities and shortcomings and obtain appropriate data that is critical to scholarly selection. Student assessment, topic understanding with helpless assessment tools can influence educator choices (Wiliam, Lee, Harrison, & Black, 2004). Some possible remedies for effective assessment are qualified teachers should be there for assessment, tests should be better, QAT should be conducted by the government, trial tests should be organized, there should be introduced QAT, a strong minoring system should be introduced, encouraging students to pitch their ideas, organize different Quizzes, practical work, and presentation for better assessment.

Recommendations

The findings of the study conclude different recommendations which are as follow:

- In PEF schools budget should increase to build infrastructure and increase in pay of teachers.
- Political and bureaucratic influence should be minimized, and school should be free to take any decision
- The assessment method should be better. It must be student oriented.
- Different technical and vocational training should be introduced.

- The use of IT should be increased so that students can communicate and collaborate in class discussion.
- New skills must be given to teachers so that they can use the modern education system.
- Facilities should be better for teachers and students.
- Supervision and monitoring should be strong so that students can shine more.
- In examination questioning strategies should be better also identify learning objectives and assessment criteria.
- Encourage students to share their ideas and feedback.

Ethical approval and Informed consent

The benefits and drawbacks of the study were explained to all of the volunteers. No one was compelled to participate. All research-related ethical considerations were taken into account. Before data collection, the researcher did not meet with all of the university students and concerned teachers to obtain their approval.

The ethical considerations of the study are as follows;

1. The study is only for the purpose of research.
2. The respondents' personal information was kept private.
3. The respondents' names were optional.

Competing interests: The authors declare no competing interests.

Data availability: Data are available on the request and the demand of anyone who need this data.

Ethics statement: This study was approved by the Ethics Committee of Minhaj University Lahore, with ethics approval reference Board of Study.

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