




Zohaib Ahmad¹, Shaista Noreen² & Uzma Munawar³

¹M.Phil. Scholar, Department of Education, The Islamia University Bahawalpur, Pakistan

²Assistant Professor, Department of Education, Islamia University Bahawalpur, Pakistan

³Assistant Professor, Department of Education, The Women University Multan, Pakistan

KEYWORDS	ABSTRACT
Punjab Education Foundation, Quality of Education, Public and PEF School, Public Private Partnership, Southern Punjab	The study was designed to analyze the quality of education between public and PEF School at elementary level in southern Punjab. Main objective of the study was: To identify standard of quality education between Public and PEF school: To compare the quality of education between Public and PEF school. This research was quantitative and descriptive in nature. The target population was 120 Public & PEF elementary schools in five districts (Bahawalpur, Bahawalnagar, Multan, Rahim Yar Khan & Lodhran) of the southern Punjab. A sample size of 410 respondents was used over random sampling techniques. The results of study provide significant information in reaching the conclusion. The study concluded that Public & PEF schools also provides teacher training programs to enhance the skills of teachers. The training programs provided by public and PEF schools have helped the concerned teachers to improve their teaching techniques, resulting in the better learning experience for the students. Therefore, it is essential to continue evaluating their efforts to ensure that all children have access to quality education.
ARTICLE HISTORY	
Date of Submission: 30-08-2023	
Date of Acceptance: 29-09-2023	
Date of Publication: 02-10-2023	
	 2023 Journal of Social Research Development
Correspondence	Zohaib Ahmad
Email:	zohaibiub009@gmail.com
DOI	https://doi.org/10.53664/JSRD/04-03-2023-08-622-631

INTRODUCTION

The economy's most important sector is education because it gives people the knowledge, they need to analyze their economic shortcomings in the past, plan for their ideals in future, and understand how to take advantage of their resources (Qazi, 2020). In all sectors of life, education is crucial, as we all know. The quality of education is without a doubt, most important component of it nowadays (Faiz, Sheikh & Asadullah, 2021). Achieving necessary goals of transforming individuals into useful members of the society and responsible citizens of their country depends on cultivating in people a

true sensibility, which is vital for quality education to accomplish. Raising educational standards has been the subject of many international agreements and declarations. Six objectives were set for improving education quality during world education forum in [Dakar \(2020\)](#). According to [Afridi \(2022\)](#), Pakistan may achieve quality education if its resources are used more effectively. [Ahmed and Shahzad \(2021\)](#) claimed that the most effective utilization of resources can increase academic standards. But it raises the issue of how educational quality is judged. Educators have addressed theoretical barriers in this way. When deciding on necessary standards of quality, the indicators are vital. [Ammarah \(2020\)](#) explains that indicators are used to assess progress made toward objectives. Indicators act as scale to evaluate change, reflection of major system components, and recognition of problematic circumstances.

In draft document for Pakistan's finalized national education policy, [Bedi \(2018\)](#) identified the five key pillars of quality. These include the curriculum, readings, exams, professors, and environment on campus. The quality of education is likely one of major problems facing the industry, and teachers may be crucial to society, the nation, and educating the future generation in values of such societies. Teachers must have a firm understanding of quality and adhere to their own practices to be able to give pupils a high-quality education. It is essential to achieve objective of acquiring a high-quality education. This study evaluated the instructors' behaviors and perceptions in order to attain quality instruction. Through multitude of non-profit, non-commercial initiatives like FAS, EVS, and NSP, the Punjab Education Foundation (PEF) supports free and high-quality education in compliance with Punjab education foundation act of 2004. PEF is dramatically transforming rural Punjab by offering free education to less privileged. Punjab Government launched and approved the public-School Support Program (PSSP) through Board of Directors (BOD) of Punjab education foundation in order to ensure education quality in public schools that were not performing well. This nonprofit program aims to provide free, top-notch education in currently operating public schools with aid of business community ([Dave, 2020](#)).

Objectives of Study

1. To identify standard of quality education between public and Punjab education foundation (PEF) schools.
2. To check the quality of the education between the public and Punjab education foundation (PEF) schools.
3. To compare the quality of the education between public and Punjab education foundation (PEF) schools.
4. To recommend the policies about the quality of public and Punjab education foundation (PEF) schools.

LITERATURE REVIEW

The education is a tool that helps people become social creatures, it should be every nation's top priority. The history demonstrates that education produces individuals with a variety of knowledge according to societal need, which has redefined education as a critical component for the country's socioeconomic development because it generates skilled workers, education appears to be key to country's success at moment. Nations that have turned education into business are better at growing

their economies. The education is the key to creating responsible, capable, and socially beneficial citizens (Khan & Hou, 2022). The most important hidden element in converting good educational concepts into outcomes is leadership. In the event of a catastrophic emergency, leaders at all levels from secretaries of education departments to head teachers in every school need to work together to create an educational system that will be functional in medium term. Punjab must raise education spending if it is to meet its goals in education, and long-term policy consistency is required (Rizvi & Khamis, 2020).

The government to increase access, equity and quality, it will be impossible to accomplish enormous task of involving and supporting Non-State Providers (NSPs) on its own. Through the Public Private Partnerships (PPP), greater care is taken to support autonomous academic leadership as well as the financial, administrative, and management empowerment of the private sector. The intention is to create synchronization and synergy based on trust that leads to a win-win situation in the long run. Based on PEF practices and data, PPP seems to be very successful. Effective private sector leadership made feasible by public sector support results in better learning outcomes, fewer dropouts, assured teacher presence, and zero absenteeism (Tamim, 2021). In this linking, framework of the curriculum is built to promote knowledge activities that are based on several vital facets of kids' learning and growth in diverse circumstances for desired outcome. The curriculum framework supports educators in creating practices, lessons, and activities that support kids' growth in language and interaction skills, emotional, social, and personal development, appreciation for the world, and appealing and creative sense. The physical development and mobility activities are also included in curriculum (Asad et al., 2022).

In Pakistan, PEF schools provide instruction at both public and private establishments. It has been demonstrated to a notable extent. These schools are funded by regional and federal rules. What sets the private PEF schools apart from public PEF school system is that they are free to operate without interference from government and are not subject to any type of oversight or control. The teachers at privately managed, local, independent schools receiving training to upgrade their knowledge, capabilities and administrative skills. Similarly, in urban areas, a significant portion of PEF schools, kindergartens, and nurseries are operated by private groups. A few private schools have recently opened in the rural areas (Anwer & Reiss, 2022). Mondal and Islam (2021) identified parent and community support as critical component in the development of improved academic achievement. They were able to highlight five key aspects of parent-community support such as the necessity of school-age children being appropriately prepared, regular parent-child interface and community and school involvement in scenarios pertinent to highlighted location. In addition to playing the significant roles in school governance, community and parents offered support in a number of ways towards transformation.

Numerous academics have found numerous methods for involving the community to enhance the efficacy of educational process. Rind and Knight (2022) investigated the effects of charter schools on the children who attended them as well as local public schools. He was able to observe notable improvements in test scores for students from both public and charter schools by leveling up schools with the use of Michigan's standardized testing systems. He also proved that test scores for students

attending charter schools did not rise or even fall in contrast to students attending public schools. The study aimed to examine the physical infrastructure of both public and PEF schools. Consider the availability of classrooms, libraries, laboratories, and other essential facilities. The study aimed to compare the curriculum followed by public and PEF schools and look for adherence to national educational standards and the inclusion of the relevant subjects. The study in question employed exogenous modifications resulting from Michigan's charter law to ascertain the impact of charter schools on public education. The study aimed to analyze student performance in standardized tests and exams to gauge the effectiveness of the educational process. The results of the study, however, indicated that there was no appreciable impact of the charter schools on test scores in neighboring public schools.

RESEARCH METHODOLOGY

Research Design

The chosen and planned methods of exploring social reality or the planned arrangement of how to solve the research topic organized in such a way as to optimize research outcomes are referred to as research design (Omari, 2011). Descriptive research and quantitative method were adopted, and a questionnaire was used as tool for data collection. The survey method of the descriptive method was the process of this study. A sample was randomly selected from public and PEF elementary level in southern Punjab.

Population of Study

The community from which sample is actually obtained is known as accessible population, whereas the target population is the group that a researcher would like results of a study to be generalized (Gay et al., 2015). As a population of the study five (5) districts of southern Punjab (Bahawalpur, Bahawalnagar, Multan, RY-Khan, Lodhran). Population of study comprise teachers of public and PEF schools in southern Punjab. Both male and female schools from urban and rural areas included in the populations.

Sampling & Sampling Techniques

Mugenda and Mugenda (2015), sampling is carefully selecting the sub group from the accessible population so as to be representative of population with relevant characteristics. When researcher wants to find informants who can provide relevant information, they use the sampling techniques (Vos et al., 2005). Randomly sampling was used. At first stage, list of public and PEF elementary school was prepared. Then one hundred twenty schools from southern Punjab taken as sample, sixty PEF and sixty public schools will be selected as a sample. The sample size will be conducting four hundred ten teachers.

Development of Research Tool

A Self – developed questionnaire was used as tool of the study. The questionnaire consisted of two parts. First part was related to the demographic information of respondents and schools included in sample of the study. Second part included a list of items along with a check list on five-point scale that were related to the status of the physical facilities in the school. It was assumed that the school

teachers will report accurate position of facilities available in school objectively. Questionnaire had 51 items. The list of items included in questionnaire covered the aspects; Infrastructure related items, teaching process related items, students process related items and parents process related items included.

Validity of Research Tool

The validity of the research tool was guaranteed by the expert opinion method by requesting them to point out any problem or vagueness in the instrument. Thus, the suggestions made by them were followed and the ordered of some questions was changed. The language of statement was making more comprehensive.

Data Analysis

The statistical software like SPSS was used to evaluate the data obtained from the questionnaires by using the following methods: Frequency, percentage, mean score, standard deviation and t-test; and one-way ANOVA.

RESULTS OF STUDY

Table 1 Effective Use of Questions by Teachers in Classroom

Institute	Options	F	%	Mean	SD
Public	SA	71	33.3	3.76	1.268
	A	85	39.9		
	N	7	3.3		
	DA	35	16.4		
PEF	SDA	15	7.0	3.54	1.338
	SA	52	26.4		
	A	81	41.1		
	N	5	2.5		
	DA	39	19.8		
	SDA	20	10.2		

Table shows results about opinions of teachers regarding statement “Effective use of questions by teachers in classroom.” According to data that teacher from public sector of the respondent 73.2% agree, 3.3% neutral, 23.4% disagree hence, mean score (M= 3.76 SD= 1.268) whereas that teacher from PEF sector 67.5% agree, 2.5% neutral, 30% disagree later, mean score (M= 3.54 SD= 1.338) about the statement. The basic of analysis the study it concluded that both type of school teachers give highly positive response about the statement that their Effective use of questions by teachers in the classroom.

Table 2 Students are Given Opportunities to Write Up to their Will.

Institute	Options	F	%	Mean	SD
Public	SA	61	28.6	3.65	1.371
	A	98	46.0		
	N	6	2.8		
	DA	15	7.0		

PEF	SDA	33	15.5	2.86	1.644
	SA	46	23.4		
	A	47	23.9		
	N	5	2.5		
	DA	31	15.7		
	SDA	68	34.5		

The table shows results about opinions of teachers regarding the statement “Students are given opportunities to write up to their will.” According to data that teacher from public sector of the respondent 74.6% agree, 6 (2.8%) neutral, 22.5% disagree later, mean score (M= 3.65 SD= 1.371) whereas that the teacher from PEF sector 47.3% agree, 2.5% neutral, 50.2% disagree hence, mean score (M= 2.86 SD= 1.644) about the statement. In this connection, the basic of analysis the study it concluded that the public school of teachers give highly positive and PEF school teachers’ slightly positive response about the concerned statement that their students are given opportunities to write up to their will.

Table 3 Teacher requires in Service Training

Institute	Options	F	%	Mean	SD
Public	SA	72	33.8	3.56	1.448
	A	69	32.4		
	N	8	3.8		
	DA	34	16.0		
	SDA	30	14.1		
PEF	SA	59	29.9	3.47	1.493
	A	72	36.5		
	N	7	3.6		
	DA	21	10.7		
	SDA	38	19.3		

Table shows results about opinions of teachers regarding the statement “Teacher requires in service training.” According to data that teacher from public sector of the respondent 66.2% agree, 3.8% neutral, 30.1% disagree hence, mean score (M= 3.56 SD= 1.448) whereas that teacher from PEF sector 66.4% agree, 3.6% neutral, 30% disagree hence, mean score (M= 3.47 SD= 1.493) about statement. Basic of analysis study it concluded that public school of teachers give highly positive and PEF school teachers’ slightly positive response about the statement that their teacher requires in service training.

DISCUSSION

According to the [National Education Commission \(2020\)](#), teachers make any educational system better. Teachers are undoubtedly the most important component of every educational institution, according to ([Awan & Akmal, 2021](#)) another complaint is that new instructors lack the essential pedagogical skills and knowledge. Teachers lack enthusiasm for their jobs even after choosing the teaching as a vocation and think that once they enter the profession, they will stay there forever. The Association for [Teacher Education in Europe \(2006\)](#) notes in its policy paper titled “the quality

of teachers" that the caliber of instructors affects both caliber of schools and the learning of pupils (Cooperation & Development, 2021). Both the public schools and teacher education curricula are subject to criticism in Pakistan. Curricula for teacher education are regarded as being out of date and unprepared for the needs of information era. Students are not prepared for the market by school curriculum. After selecting exam topics, and students turn up. The teachers pursue this curriculum solely to acquire degrees rather than to gain knowledge. Qazi (2020), the situation of the current curriculum in schools is It goes without saying that the development of individual and the caliber of his behavior in diverse life situations are central to all educational aims. These students have many difficulties and find they are unable to match the demands of workplace when they graduate and enter the profession.

PEF schools, on other hand, are privately run but receive government financing to offer education to children from low-income households. PEF schools are required to provide high-quality instruction in accordance with government criteria. Since it aims to address problems in the public schools and raise standard of education offered to pupils, this educational model has grown in favor in recent years. It is crucial to remember that level of parental and community involvement, the accessibility of resources, expertise and training of teachers, the curriculum, and teaching strategies employed all have an impact on the quality of education in any given school. Regardless of whether they are public or PEF schools, these elements can differ significantly amongst individual schools (Malik, 2022). There is a need to evaluate the effectiveness of monitoring and evaluation mechanisms in both sectors and consider presence of regulatory bodies and their role in ensuring and improving the quality of education. As a result, the academic program's main focus must be the individual within his or her social context. Literature and academic disciplines are the main emphasis of our present curriculum. Our entire educational strategy's primary objectives are to teach the texts and advance the disciplines.

CONCLUSION

The researcher should compare the quality of instruction at elementary level in southern Punjab between public and PEF schools, it was decided based on findings. The quality of education offered by PEF School and public schools is a factor in this work. When comparing public and PEF schools at elementary level, researchers looked at quality of instruction. According to this study's findings, the majority of instructors believe that public schools offer superior learning environments in terms of building, religious values, computer labs, questioning strategies, student character development, and chances to speak in English. These factors all contribute to public schools' overall improvement in educational quality. To improve teachers' abilities, public schools also provide teacher training programs. Teachers' teaching methods have improved thanks to the training programs offered by public schools, which has improved educational experience for students. The majority of teachers who responded said that PEF schools are superior in terms of the library, computer lab, midterm test, discipline, extracurricular activities, and parent-teacher meetings to enhance the standard of the education in the PEF schools. To monitor caliber of instruction at PEF School, a monitoring system was implemented.

Recommendation

1. **Infrastructure:** A key element in assessing the educational excellence of the school is its infrastructure. It covers the structure's state as well as accessibility of amenities like parks, libraries, and laboratories and clean water. Due to lack of finance, public schools in Southern Punjab may have poor infrastructure, whereas PEF schools may have better infrastructure thanks to private funding.
2. **Teacher Quality:** An important component of education is the teacher quality. Teachers in public schools might not be as well-trained or qualified as those in the PEF schools, where teachers are hired based on their qualifications, experience, and education.
3. **Curriculum:** Another crucial element in determining the quality of education is the school's curriculum. Compared to public schools, PEF schools might offer wider range of courses and have access to greater resources.
4. **Class Size:** The quality of education is also significantly influenced by student-teacher ratio. Due to scarce resources, public schools may have bigger class sizes, but PEF schools may have smaller classrooms, allowing for more individualized attention.
5. **Monitor and evaluate the quality of education:** The government should set up a method to frequently check and assess quality of instruction in public schools. This will make it easier to spot areas that need improvement and pledge that every kid receives quality education. To maintain a focus on the student and foster critical thinking and active involvement, PEF schools should review and enhance their teaching approaches regularly.
6. **Focus in English language:** Public and PEF schools are required to make an attempt to help students learn English. The teachers must be required to receive training in accordance with the recently modified new curriculum. It must be conducting the training for basic teaching in southern Punjab.

REFERENCES

- Afridi, M. (2022). Equity and quality in an education public-private partnership: A study of the World Bank-supported PPP in Punjab, Pakistan. [www.https://oxfamlibrary.openrepository.com/bitstreams/handle/10546/620529/rr-education-ppp-punjab-pakistan-020818-en.pdf](https://oxfamlibrary.openrepository.com/bitstreams/handle/10546/620529/rr-education-ppp-punjab-pakistan-020818-en.pdf).
- Ahmed, Z. S., & Shahzad, R. (2021). The role of peace education in countering violent extremism in Pakistan: an assessment of non-governmental efforts. *Conflict, Security and Development*, 21 (3), 199–222.
- Akhtar, M. (2022). A Study of Issues in Educational Management at High School Level at Punjab. *Pakistan Journal of Social Research*, 4(1), 213–219.
- Ammarah, U. (2020). Education as a fundamental Human Right to Ensure Girls' Participation and Quality of Education in Government Schools in Punjab, Pakistan. A Comparative Mixed. <https://www.duo.uio.no/handle/10852/46218>.
- Dave, (2020). Linking research and practice in education: the views of expert researchers in the field. *The Journal of Education for Teaching*. <https://doi.org/10.1080/02607476.2022.2055447>.

- Khan, Q., & Hou, J. (2022). The advantage of being youngest: Education inequalities and the quantity-quality tradeoff in Pakistan. *Social Science Journal*. <https://doi.org/10.1080/03623319.2022.2131186>.
- Rizvi, N. F., & Khamis, A. (2020). Review of DFID and USAID initiatives for the development of teacher education in Pakistan. *Compare*, 50(8), 1210–1221.
- Tamim, T. (2021). Language, Class, and Education: Deconstructing the Centre to Rethink Inclusivity in Education in Pakistan. *Cogent Education*, 8(1).
- Asad, M. M., Rind, A. A., & Abdulmuhsin, A. A. (2022). The effect of knowledge management in educational settings: a study of education management organizations (EMOs) schools of Pakistan. *International Journal of Organizational Analysis*, 30(5), 1156–1171.
- Anwer, M., & Reiss, M. (2022). Linking research and practice in education: the views of expert researchers in the field. *Journal of Education for Teaching*. <https://doi.org/10.1080/02607476.2022.2055447>.
- Mondal, A., & Islam, N. (2021). The Right to Education Act, 2009 in India after a decade: appraising achievements and exploring unkept promises. *Education* 3-13. <https://doi.org/10.1080/03004279.2021.1973532>.
- Bedi, J. S. (2018). The State of Punjab Education: Analysis Based on DISE Data. 81–96. https://doi.org/10.1007/978-981-13-1492-6_5.
- Omari, (2011). Quality assurance and accreditation in higher education: India vis-à-vis European countries. *European Journal of Higher Education*, 1(2–3), 274–287. <https://doi.org/10.1080/21568235.2011.617567>.
- Gay, G. (2015) Teacher scheme and quality education in Policy perspectives and challenges for school effectiveness. *Journal of Education for Teaching*, 32(3), 319–334. <https://doi.org/10.1080/0260747060078246>.
- Awan, A., & Akmal, M. (2021). The effect of knowledge management in educational settings: a study of education management organizations (EMOs) schools of Pakistan. *International Journal of Organizational Analysis*, 30(5), 1156–1171. <https://doi.org/10.1108/IJOA-12-2020-2521/FULL/HTML>.
- Qazi, M. H. (2020). Exploring links between national education and students' militaristic national identity constructions—a case study of Pakistani state schools in Islamabad. *Journal of Curriculum Studies*, 52(4), 516–532. <https://doi.org/10.1080/00220272.2020.1755997>.
- Malik, A. (2022). Financing education through public-private partnership. <https://www.cedol.org/wp-content/uploads/2013/09/Financing-education-PPP-Malik.pdf>.
- Malik, A. B. (2020). Public-private partnerships in Education: Lessons learned from the Punjab Education Foundation. <https://books.google.com/books?hl=en&lr=&id=cLLSBQAAQBAJ&oi=fnd&pg=PT7&dq=QUALITY+OF+EDUCATION+BETWEEN+PUBLIC+AND+punjab+education+foundation+&ots=WPvuw9hRdp&sig=-SRsiRC8jeYD1MC4YsOpvvgDHT0>.
- Malik, S., & Courtney, K. (2022). Higher education and women's empowerment in Pakistan. *Gender and Education*, 23(1), 29–45. <https://doi.org/10.1080/09540251003674071>.

- Faiz, S., Sheikh, S., & Asadullah, M. (2021). Role Of Public-School Support Programme (PSSP) In Promoting Quality of Education: Lesson Learned from District Dera Ghazi Khan in Province of Punjab. *Webology*, 18(SE), 21–48.
- Diwakar, V. (2023). Conflict Trajectories and Education: Gender-Disaggregated Evidence from India. *Defense and Peace Economics*. <https://doi.org/10.1080/10242694.2023.2164913>.
- Asad, M. M., Rind, A. A., & Abdulmuhsin, A. A. (2022). The effect of knowledge management in educational settings: a study of education management organizations (EMOs) schools of Pakistan. *International Journal of Organizational Analysis*, 30(5), 1156–1171. <https://doi.org/10.1108/IJOA-12-2020-2521/FULL/HTML>.
- Irfan, S. (2021). Re-examining the link between collaborative interorganizational relationships and synergistic outcomes in public-private partnerships: Insights from the Punjab Education Foundation's school partnerships. *Public Administration and Development*, 41(2), 79–90. <https://doi.org/10.1002/PAD.1906>.
- Naz, S., & Jabeen, S. (2020). Evaluation of Punjab Education and English Language Initiative (PEELI) Project in Pakistan. *Academia*, V(I), 332–339. [https://doi.org/10.31703/gr.2020\(V-I\).36](https://doi.org/10.31703/gr.2020(V-I).36).