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The Role of Punjab Public School Support Program in Enhancement of Infrastructure Facilities

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ABSTRACT:

The current study focused on the Infrastructure facilities in PEIMA financially assisted PSSP schools of district Mianwali. Quantitative method and survey designed as applied. The objectives of the study were to observe the Infrastructure facilities in PEIMA-assisted PSSP Schools and to explore weaknesses regarding in these Schools. All the male and female primary schools established in public sector and supported by Punjab Education Initiative Management Authority under PSSP mode in district Mianwali constituted the population of the study. Five research questions and seven hypotheses were formulated. The sample size of the study was 33 principals and 110 teachers. The instrument used was a researcher-designed 5-point Likert scale questionnaire. Test of Validity & Reliability and Pilot testing were done before administering the instrument. This study can help the concerned authorities and implementing partners to consider study findings for recruitment & selection, training & development, performance appraisal, succession planning & infrastructure facilities, and academic achievement of the student and teacher's competencies.

Key words: Infrastructure Facilities, PSSP, Primary Schools Teachers, Quality of Education, Punjab.

Introduction

According to Shami and Hussain (2006), the most dependable use of sources can improve the exception of education. However, the question of how the first-class of schooling is measured emerges. The educationists have settled some indicators in this regard. Lynd (2007) found that education quality in all elementary schools in Pakistan was a primary challenge. The research has revealed that 9% of primary schools have no blackboard, 24% have no schoolbooks for the pupils and 46% have no more tables and chairs. Non-governmental faculties were better adapted to the public institution with assessment facilities. The majority of primary services suffered in some cases in public schools. Many other components have fluctuated between the three sorts of schools. These include fee structure, infrastructure, education quality, and teaching services.

Research demonstrates that student learning is directly impacted by the physical state of school facilities. For example, Earthman (2004) highlights that academic performance is typically higher for kids attending well-kept schools than for those attending poorly maintained ones. This is because the physical environment, which can also affect student attendance and morale, can influence learning results.

The Punjab Education Initiative Management Authority (PEIMA) is playing a considerable role in promoting the pupils' reading and writing abilities, and literacy rate as well. The Punjab Education Initiative Management Authority (PEIMA) Public School Support Program (PSSP) schools put minor economic stress on the parents.

The faculty that acquires infrastructure knowledge forms the basis for strong education and the acquisition of knowledge and successful training in schools. The most important product-moment correlation coefficient (PMCC) was in education facilities, such as the library, administrative and water, workplaces, study room, laboratory, and the schoolroom, and confirmed an enjoyable association (Omae, 2017).

Another vital component of school infrastructure is the provision of sanitation services. Not only does proper cleanliness benefit students' health and wellbeing, but it also improves their attendance and focus. Schools with sufficient water, sanitation, and hygiene (WASH) facilities show fewer absenteeism and higher student health, according to a UNICEF (2016) study. Handwashing stations, safe drinking water, and clean, easily accessible bathrooms are essential elements that provide a healthy learning environment.

Ramli and Zain (2018) highlight three essential variables that contribute to the educational achievement of students comparable to system supervision, intellect condition, and infrastructure. E-learning and management information system is the aspect such as system supervision, while the classrooms, teaching aids, and library are included in the learning environment. The school's infrastructure takes care of the hostel accommodation, recreational facilities (play area), and transportation infrastructure. All of the factors listed above contributed about 51.5 percent to student achievement.

Physical, instructional, and lecture room-based sports or offerings are the foremost additives of the school surroundings. Those workings play an extensive position in teaching and getting to know development. This gaining knowledge of beneficial additives had an essential effect on the success of science students. In addition, the sort of state of affairs of the faculty, in addition to Urdu standard faculties, enhances the effects of each English pattern. The enhanced studying and sympathetic basics, i.e., physical centers, instructional facilities, and the faculty environment, enhance progressed education; learn the procedure (Mahmood & Gondal, 2017).

Singh (2014) Suggested that the educational gadget is under growing stress to use the brand new information and communication technologies (ICTs) to train students the expertise and competencies they want in the twenty-first century. Trainer education establishments are confronted with the undertaking of preparing a new technology of instructors to successfully use the brand new gaining knowledge of equipment in their teaching practices. The trainer schooling device empowered by way of ICT pushed infrastructure will have a superb possibility to come back up to make sure instructional excellence, first-rate guidance, and leadership in a knowledge-primarily based society. The usage of ICT in instructor education and improvement is constrained, especially on enhancing the efficiency of the delivery of deliberate curriculum and professional competence. There is a loss of systematic aim to apply ICT to facilitate any paradigm shift in trainer training particularly or training in the standard. Just a few stakeholders whose

children are studying in public institutions felt that there was no playground, no toilet facilities, no clean drinking water facility, and no distribution facility for learners and lecturers. They pointed out the mid-session transfers of teachers, instructors engaged in non-teaching practices as one of the critical issues. Parents are more informed and paid for the schooling of their child and parents aren't educated about the month-to-month performance of their youngster in government institute are the reasons for declining public school enrollment. (Sharma, 2015).

Problem Statement

This research aims to assess and explore the educational characteristics in Punjab Public, Private Program (PPP) of PEIMA with the name Public School Support Program (PSSP) in district Mianwali. Primary schools working under the Public-School Support Program of District Mianwali were being focused on the purpose. Infrastructural facilities, Teacher' competencies, teaching methodologies used in classrooms, national education and PEIMA policies implementation, and students 'achievements in the education field would be the focal points.

Research Objectives

To investigate the level of infrastructure in Public-School Support Program's (PSSP) schools in the district of Mianwali

Research Questions

What kind of infrastructural facilities is being provided by PSSP in the primary school situated in District Mianwali?

Research Hypothesis

H1-1: There is a significant difference in perception among HODs and concerned teachers regarding the improvement of infrastructure in supported schools.

Delimitations of Study

1. The study was conducted in only Mianwali District focusing on selected dimensions of quality education.
2. Only principals and Teachers of the respective schools were included in the population from among stakeholders.

Method

The main purpose of this study is to analyze the Infrastructure facilities in PSSP schools in the district of Mianwali. This study adopted a quantitative research method, whereas the study followed a descriptive design for reaching findings and conclusions. All the 65 Principals/Head-Teachers and 220 Teachers appointed in both boys' and girls' primary schools of District Mianwali, established by the Government of Punjab and working under the Public School Support Program(PSSP) were the populations of this research study. Under probability sampling, this study was intended to use the stratified random sampling technique to select a sample from the given population. Through the stratified random sampling technique, this study took a sample of 33 principals and 110 teachers, giving equal representation to male and female respondents, from the given population. The formula advocated by L.R. Gay was for s applied to selecting a representative sample out of the entire population of male and female teachers. Keeping ahead of the nature of the study, a self-developed scheduled questionnaire based on a five-point Likert scale, containing an adequate number of statements was used for data collection.

Following a test of the instrument's content validity and test of reliability on Cronbach's Alfa, the coefficient value of which was found as .814, which is considered sufficiently reliable for carrying the instrument out for data collection. A pilot testing of the data collection instrument was also done before launching it for actual data collection. All the Principals (33) and the concerned teachers (110) of PSSP's schools in the district of Mianwali were being approached for the distribution of questionnaires.

This study used different sources to collect data. The Principals/Head Teachers and the concerned teachers were the most important source of collecting data. Besides, this research study used the students' academic records for determining their academic standing and a checklist for evaluating the extent of infrastructural facilities, as a source of data collection.

Results with Analyses and Observation Sheet

Table 1

Comparison among HODs and concerned teachers regarding the improvement of infrastructure in supported schools.

Respondents	n	Mean	S. D	α	P-value	t - tabulated	t –Calculated
HODs	**33**	2.5556	.76679	0.05	.359	± 1.96	.919
Teachers	**110**	2.4515	.49788				

The table above shows that the mean of the Principal/Head Teacher is 2.5556 and teachers is2.4515. Value of standard deviation for Principal/Head Teacher .76679 and SD for Teachers .49788. The value of t-tab is ±1.96 and t-Cal is .919. T-Cal is less than the t-tab value. Secondly, P-value is .359 greater than the significance value of 0.05, so the null hypothesis is accepted. The conclusion from the values is that there is no significant difference in perception among HODs and concerned teachers regarding the improvement of infrastructure in supported schools.

Data Analysis of Observation Sheet

Table 2

Checklist of Facilities and Infrastructure

S/No	Facilities and Infrastructures	Responses (Percentages)			
		Absent	Sufficient	Up to the mark	Excellent
1	Boundary wall		(15.15%)	(51.51%)	(33.33%)
2	Classroom		(21.21%)	(42.42%)	(36.36%)
3	AV aids for teaching	(87.87%)	(12.12%)		
4	Whiteboard	(3.03%)	(3.03%)	(21.21%)	(72.72%)
5	Seating arrangement		(9.09)	(33.33%)	(57.57%)
6	Lightening arrangement			(9.09)	(90.90%)
7	Ventilation			(6.06%)	(93.93%)
8	ICT lab	(100%)			
9	Equipment in ICT Lab	(100%)			
10	Library	(100%)			
11	Books/ reading material	(100%)			
12	Staffroom	(100%)			
13	School office	(90.90%)		(6.06%)	(3.03%)
14	Washrooms		(9.09)	(39.39%)	(51.51%)
15	Furniture			(24.24%)	(75.75%)
16	Facilities for special children	(60.60%)	(33.33%)	(6.06%)	
17	Canteen	(84.84%)	(6.06%)	(9.09%)	

18	Sports items	(100%)			
19	Plants	(6.06%)	(54.54%)	(27.27%)	(12.12%)
20	Telephone/internet connection	(3.03%)			(96.96%)
21	Drinking water			(15.15%)	(84.84%)
22	First aid/medical box	(3.03%)	(9.09%)	(48.48%)	(39.39%)
23	Electricity				(100%)
24	Attendance record/Register				(100%)
25	Fire extinguisher	(100%)			
26	Veranda	(18.18%)	(12.12%)	(42.42%)	(27.27%)
27	Barbed razor wire	(45.45%)	(9.09)	(18.18%)	(27.27%)
28	Security guard	(27.27%)	(3.03%)	(6.06%)	(63.63%)
29	Metal detector	(21.21%)	(9.09)	(6.06%)	(63.63%)
30	Boundary wall Height		(18.18%)	(57.57%)	(24.24%)
31	Emergency exit	(75.75%)		(9.09%)	(15.15%)
32	Hurdles	(87.87%)	(9.09)		(3.03%)

Facilities and Infrastructure completely absent

ICT lab, Equipment in ICT Lab, Library, Books/ reading material, Fire extinguisher, sports items, and Staff room are absent as shown in the table above. All the respondents (33) marked on the option of 'absent' and the percentage is 100% as shown in the table above.

Facilities and Infrastructure absent largely

School office, Facilities for special children, Canteen, Barbed razor wire, Emergency exit, AV aids for teaching, and Hurdle are absent as marked by the majority of the respondents. The percentages of majority on these facilities are 90.90%, 60.60%, 84.84%, 45.45%, 75.75%, 87.87%, and 87.87% respectively as shown in the table above.

Facilities and Infrastructure present up to the mark

First aid/medical box, Veranda, classroom, Boundary wall, and Boundary wall Height are available up to the mark as marked by the majority of the respondents. The percentages of the responses are 48.48%, 42.42%, 42.42% 51.51%, and 57.57% respectively as shown in the table above.

Facilities and Infrastructure, which are sufficient

Plants are available in sufficient quantity as marked by the majority of the respondents. The percentage of the responses is 54.54% as shown in the table above.

Facilities and Infrastructure, which are excellent

Whiteboard, seating arrangement, lightening arrangement, Ventilation, Washrooms Furniture, Telephone/internet connection, drinking water, Electricity, Attendance record/Register, Security guard, and Metal detector are excellent as marked by a majority of the respondents. The percentages of the responses are 72.72%, 57.57%, 90.90%, 93.93%, 51.51%, 75.75%, 76.76%, 84.84%, 100%, 100%, 63.63% and 63.63% respectively as shown in the table above.

Discussion

Without a doubt, classrooms play a pivotal part in determining the future of a country, highlighting the significance of education for advancement and development. Pakistan's future generations are guided in their growth by education, which forms the cornerstone of the country's plans. The country develops more quickly the faster it cultivates its students through education. This puts a great deal of accountability on teachers and the quality of education they deliver. Imran provides some startling insights into the reasons behind the decline in secondary education quality in his 2008 study: 72% of private school buildings lack the amenities that are required, 67% see that government school policies are not being followed correctly, and there are insightful recommendations for improving the quality of secondary education. Moreover, training programs for private school instructors are strongly supported by 59% of those surveyed, highlighting the pressing need for higher educational standards. According to Odigwe and Eluwa (2013), 87.10 % of the study participants agreed that there is a link between school facility provision, maintenance, and management and students' academic achievement. The study strongly supports the need for schools to have all of the required physical infrastructure and teaching-learning resources to deliver knowledge more effectively and efficiently, which is an essential requirement in any knowledge-based economy. A self-developed Check List for School Support Facilities (CLSSF) was used to check the support facilities of Punjab Education Foundation partner schools to collect the necessary information. Where the dependent variable is Academic Excellence. (Independent variables), tablet, I.T lab, ventilation, first aid medical box, gas, storeroom, ECE/kids room, staff room, library. The current study found that school support facilities such as a tablet, I.T Lab, ventilation, first aid medical box, gas, storeroom, ECE/kids room, staff room, and library significantly contributed to academic achievement at Punjab Education Foundation partner schools. As a result, the Punjab Education Foundation may provide support facilities to their partner schools to improve student achievement (Arshad *et al*, 2019). The current study was aimed to investigate the views of teachers regarding the inclusion of agricultural education at secondary school level in Khyber Pakhtunkhwa. The study was conducted in two universities District Dera Ismail Khan (DIKhan) including University of Agriculture (UOA) and Gomal University (GU). The result of the study indicates teachers were agreed upon the inclusion of agricultural education at secondary school level. In other words, agricultural teachers (experts) have similar views regarding the inclusion of agricultural education at secondary school level. The result of the study is in line with Akhtar *et al*. (2018). They found that Pakistan needs secondary education in agriculture since it is taught at other levels, particularly for F. Sc. pre-agriculture, and since Pakistan is an agricultural nation, students may need to learn about this topic. It may also be helpful for those who drop out after matriculation.

Conclusion

The main objective of the study was to analyze “The Role of Punjab Public School Support Program in Enhancement of Infrastructure facilities” and this study aimed to investigate and examine the educational features of Punjab Public Private program PPP in Mianwali district, under the name PSSP. Teachers' evaluation indicates that even with low resources, PSSP schools have been able to provide adequate infrastructure facilities. This suggests that the program has been effective in making the most use of the resources at hand in order to enhance the physical and instructional environments of the schools. The observations made by the teachers demonstrate how successfully the PSSP addresses crucial infrastructural requirements, which is necessary to establish situations that are favorable for kids to learn. The study emphasizes how vital infrastructure is to the educational process, pointing out that both the teaching and learning processes depend on having suitable facilities. With a focus on infrastructure, the PSSP helps to improve educational results because well-equipped environments tend to produce students that are more successful. Overall, this analysis of how the PSSP affected school infrastructure offers insightful information on how public-private partnerships might improve educational facilities. According to the findings, careful resource management and focused interventions can result in notable physical improvements in schools, especially in the face of financial constraints. This will eventually benefit the students and the Mianwali district's larger educational community.

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Declaration of Interest: The author declares that there is no clash of interests.

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