



The Role of Punjab Public School Support Program in Enhancement of Teachers' Competencies

Shahid Iqbal

Department of Education, Qurtuba
University of Science and Information
Technology, Dera Ismail Khan, Khyber
Pakhtunkhwa, Pakistan
Email: shahidkhaanniazi@gmail.com

Dr. Asif Jamil

Professor
Department of Education, Qurtuba
University of Science and Information
Technology, Dera Ismail Khan, Khyber
Pakhtunkhwa, Pakistan
Email: asifjamil72@gmail.com

Citation

Iqbal, S., & Jamil, A. (2024). The Role of Punjab Public School Support Program in Enhancement of Teachers' Competencies. *Open Access Organization and Management Review*, 2(2): 44-49.

WEBSITE: www.mdPIP.com

PUBLISHER: MDPIP

ISSN: Print: 2959-6211

ISSN: Online: 2959-622X

ABSTRACT:

The Enhancement of Teachers competencies in PEIMA-financially supported PSSP schools in the Mianwali area was the main focus of the current study. Survey constructed as intended and quantitative methodology used. The study's goals were to investigate any shortcomings in PSSP schools receiving assistance from PEIMA and to monitor the improvement of Teachers competencies in these schools. The study's population consisted of all the male and female primary schools in the district of Mianwali that were founded in the public sector and funded by the Punjab Education Initiative Management Authority under the PSSP mode. Seven hypotheses and five research questions were developed. 110 instructors and 33 principals made up the study's sample. The tool was a 5-point Likert scale questionnaire created by the researcher. 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.

Keywords: Enhancement of Teachers Competencies, PSSP Primary Schools Teachers, Quality of Education, Teachers Competencies.

This is an open access article distributed under the terms of [Creative Commons Attribution License \(CC BY\)](https://creativecommons.org/licenses/by/4.0/).



Reproduction, distribution, and use in other forums are permitted provided the copyright owner (s), the original authors are credited, and the original publication is cited.

Introduction

With a rise in the number of outgoing students enrolling in PSSP School, the Punjab Education Initiative Management Authority (PEIMA) is also contributing significantly to the literacy rate and the development of students' reading and writing skills. Parental financial stress is minimal in Punjab Education Initiative Management Authority (PEIMA) Public School Support Programme (PSSP) schools. Primary schooling is painstaking to be a lot of critical and necessary fundamentals for the infringement of society in every country in the world (Muhammad Javed, Lin Siew Eng, Abdul Rashid Mohamed, and Irem Mushtaq, 2012). It is the basic stage of the entire educational structure and the system in every country. On one hand, it provides educated personnel in the nation, and on the other side of the divide; it's a development for the next stages of learning, like a feeder that involves knowingly or unknowingly on the excellence of primary schooling, which is the foundation for the groundwork. Because of this process, educated and motivated workers will be generated to work actively across every area of life, particularly in political, community-based works, or economically beneficial sectors. (Brown, 1999).

Leadership is important to the success of the school. Good leadership innovation is important for a school to grow into a truly productive school. Such innovation in leadership can be seen or created when school leaders can adapt their way and approaches to run schools (Brookfield, 2006). This potential will occur if school leaders will generously search for and consume tools that can drive management reform, and the Basic Principles for making these improvements are possibly commonly available in sectors beyond the education field itself (Bafadal, *et al.*, 2019). In these global aggressive surroundings, an effective management way is necessary to reduce the attrition rate. From the effective management patterns handiest it's far feasible to acquire organizational desires productively. Management styles affect worker performance and productiveness (Nanjundeswaraswamy, 2014).

Cohen & Ball (1999) Conclude in this way that Instructors play a distinct component in these interactions for their manual and from them. Their information and knowledge of and skill at interpreting and making academic use of materials and student thoughts is crucial. It follows that improving know-how and skill of tutorial interplay is a mainly salient characteristic of educational improvement. This means teachers' possibilities to analyze such understanding and abilities are in all likelihood to be more efficient than mastering content material or methods on my own. D. Uznadze, a researcher from Georgia, developed the Theory of Set, which may be used to conceptualism research on how to improve the quality of teacher training programs. Uznadze (2005) claims that the set entails a person's complete transformation, pushing them to pick up particular behaviors and information. This idea includes the combination of objective (situation) circumstances and subjective (need) circumstances.

A connection exists between teacher competency and continuous professional development (Hussain, 2004). Studies indicate that in order for educators to sustain and improve their proficiency in the face of changing educational requirements and a wide range of student needs, they must engage in ongoing learning and adaptation (Guskey, 2002). Teacher competency has been found to be especially enhanced by professional development programmes that are collaborative, long-lasting, and directly related to classroom practice (Desimone, 2009). Student achievement depends on creating a supportive and effective learning environment (Wong & Wong, 2009). Research by Emmer *et al.* (2001) look at a variety of classroom management strategies that help create a well-managed environment, including routines, processes, and clear expectations (Memon, 2007). In short effective teaching requires teacher competency, which is a combination of classroom management, subject matter understanding, pedagogical knowledge, and continual professional growth (Ki-Moon, 2007). The fact that it directly correlates with both student accomplishment and the general quality of education serves to highlight its significance.

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 of the Enhancement of Teachers competencies in Public-School Support Program's (PSSP) schools in the district of Mianwali would be the focal points.

Research Objectives

To analyze the competency and capability level of those teachers who are working in PSSP's Schools of District Mianwali.

Research Question

What is the Competency and capability level of teachers who are working in PSSP's Schools?

Research Hypothesis

H₁: There is a significant difference in perception among HODs and concerned teachers about the effectiveness of PSSP in improving the competencies of Teachers.

Method

The main purpose of this study is to analyze Enhancement of Teachers competencies 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.

Data Analysis and Results

Table 1

PSSP Training Workshops Enhance the Professional Competency of Teachers

Status of Respondent	OPTIONS				Total
	(SA)	(A)	(UD)	(DA)	
Principal/Head Teacher	42.4%	51.5%	3.0%	3.0%	100.0%
Teachers	51.8%	44.5%	1.8%	1.8%	100.0%

The above table shows the percentages of Principals and teachers on 5 Likert scales regarding "PSSP training workshops enhance the professional competency of teachers". The percentage of strongly agree and agree for Principals is 42.4% and 51.5% and teachers is 51.8% and 44.5% respectively.

Table 2

Comparison among Hods and Concerned Teachers about the Effectiveness of PSSP in Improving the Competencies of Teachers

Respondents	N	Mean	S. D	α	P-value	t - tabulated	t - Calculated
HODs	33	1.7441	.34970	0.05	.008	± 1.96	2.68
Teachers	110	1.5596	.34483				

The table above shows that the mean of the Principal/Head Teacher is 1.7441 and teachers is 1.5596. The value of standard deviation for Principal/Head Teacher .34970 and SD for Teachers .34483. The value of t-tab is ± 1.96 and t-Cal is 2.68. T-Cal is greater than the t-tab value. And secondly, P-value is .008 less than the significance value of 0.05, so the null hypothesis will be rejected. The conclusion from the values is that there is a significant difference in perception among HODs and concerned teachers about the effectiveness of PSSP in improving the competencies of teachers.

Discussion

From being a sentimental statement to a widely accepted reality, "the destiny of nations is shaped in classrooms" has undergone significant development. This emphasises how important educators are to the educational system in any nation. In comparison to their counterparts in private schools, instructors in Punjab Public School Support Programme (PSSP) schools were found to possess greater academic and professional qualifications, according to the current study. These educators showed a solid grasp of instructional strategies. In-service training and a merit-based selection process contributed significantly to the high qualifications of PSSP teachers. Their approach to teaching was notably motivational, fostering an environment where students were encouraged to ask questions and develop their creativity. The research findings revealed that a substantial proportion of respondents held advanced degrees: 46% and 32.2% had MA/MSc qualifications, while other qualifications accounted for 97% and 67.8%. Additionally, 49% and 81.7% of the respondents held B.Ed. degrees, and 11% and 18.3% had M.Ed. degrees. Experience levels among PSSP teachers and headteachers were also notable. The majority of teachers (76.9%) and headteachers (23.1%) had up to ten years of experience, with 125 teachers and 87.4% of headteachers falling into this category. This wealth of experience, coupled with their academic and professional qualifications, underscores the effectiveness of the PSSP in enhancing educational quality.

Conclusions

The purpose of this research was to investigate and evaluate the educational components of the Mianwali-specific Punjab Public School Support Programme (PSSP), which is a subset of the larger Punjab Public Private Programme (PPP). One of the main goals was to evaluate "The Role of the Punjab Public School Support Programme in Enhancing Teachers' Competencies." Teachers thought PSSP schools did a great job of attracting new students even with their low resources. Principals stated that strong discipline was upheld in the schools and that the selection procedure guaranteed that the proper people were selected for the correct responsibilities. The PSSP teachers were competent academically and professionally, according to the school administrators. Teachers and school administrators agreed on the usefulness of the actions done to raise the standard of instruction in PSSP schools. This is the major step of government and the value of public and private partnership has been enhanced. During training workshops teachers are used the latest teaching and teaching techniques and strategies and AV aid like Lap Top, Multimedia, and projectors. These modern technologies have significantly increased the rate of learning.

Delimitations

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.



Deceleration of Interest

The authors declare that there was no clash of interest.

References

- Bafadal, I., Nurabadi, A., Sobri, A. Y., & Gunawan, I. (2019). The Competence of Beginner Principals as Instructional Leaders in Primary Schools. *International Journal of Innovation, Creativity and Change*, 5(4), 625-639.
- Brookfield, S. (2006). *The skillful teacher: On technique, trust, and responsiveness in the classroom*: Jossey-Bass Inc Pub.
- Cohen, D. K., & Ball, D. L. (1999). *Instruction, capacity, and improvement*.
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181-199.
- Emmer, E. T. (1994). *Classroom management for secondary teachers*. Allyn & Bacon, A Division of Simon & Schuster, Inc., 160 Gould Street, Needham Heights, MA 02194.
- Gay, L., & Airasian, P. (2003). Educational research competencies for analysis and applications . Upper Saddle River, NJ: Merrill Prentice Hall. Goleman, D.(1998). What makes a leader. *Harvard Business Review*, 76(6).
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching*, 8(3), 381-391.
- Hussain, S. (2004). *Effectiveness of teacher training in developing professional attitude of prospective secondary school teachers*. University of Arid Agriculture, Rawalpindi.
- Ki-Moon, B. (2007). *Children and the Millennium Development Goals*. Progress Towards a World Fit for Children UNICEF, New York.
- Memon, G. R. (2007). Education in Pakistan: The key issues, problems and the new challenges. *Journal of Management and Social Sciences*, 3(1), 47-55.
- Mirza, M. (2003). *Quality of primary education in Pakistan a research study*, 2003.
- Muhammad Javed, Lin Siew Eng, Abdul Rashid Mohamed, Irem Mushtaq (2012). The role of the Punjab Education Foundation Pakistan in teachers' training in private sector schools under public-private partnership. *International Journal of Learning and Development*, 2(2), 199-216.
- Nanjundeswaraswamy, T., & Swamy, D. (2014). Leadership styles. *Advances in Management*, 7 (2), 57-62: Noudettu 2020-11-12 osoitteesta <https://search-proquestcom.proxy.uwasa.fi> . . .
- Uznadze, D. (2005). Pedagogiuri tkhzulebani [Pedagogical essays]. *Z. Tsutskiridze (Ed.)*.
- Wong, H. K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher*. Harry K. Wong Publications.



Submit your manuscript to MDPIP Open Access journal and benefit from:

- Convenient online submission
- Rigorous peer review
- Open access: articles freely available online
- High visibility within the field
- Retaining the copyright to your article

Submit your next manuscript at ➤ mdpip.com

