

**PERCEPTION OF PRIMARY SCHOOL TEACHERS ABOUT NEW RULES AND REGULATIONS IN DISTRICT RAWALPINDI (PUNJAB)**Dr. Sarwat Maqbool<sup>1</sup>, Amna Iftikhar<sup>2</sup>, Aisha Khaliq<sup>3</sup>**Original Article**

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**Abstract**

*This study was conducted to find out teachers perception regarding new rules and regulations introduced in the province of Punjab. Following study is descriptive in nature. The study was delimited to rules introduced from 2012-2017 and primary school teachers of three most populated tehsils Rawalpindi, Gujar Khan and Murree of district Rawalpindi. Main objectives of the study were to find out rules that had been introduced and implemented during this time period. It was further explored whether teachers were aware of implemented rules. It was also find out which rules are well adapted by teachers and which rules are not implemented. Primary School Teachers of district Rawalpindi were respondents. Perception regarding new rules and regulations. Questionnaire was developed by researchers and distributed among respondents to find out their perception. Questionnaires got validated by five experts' i.e. Ph.D. field experts and educationists. Pilot was run value of cronbach's alpha questionnaire (finding perception of PSTs regarding new rules and regulations) was calculated as 0.705. Overall cronbach's alpha value for whole questionnaire was calculated as 0.76 that means it was reliable and acceptable to launch the study at large scale. Collected data were analyzed. Teachers reported their positive perception regarding some rules like inclusion of NTS in recruitment process, monitoring, teachers' trainings, avoiding punishments to students. Whereas teachers did not support rules regarding consolidation of schools, Punjab test education commission exam(PEC) and Literacy Numeracy Derive(LND) tests. It was also found that teachers are not motivated through performance based incentives. Teachers also highlighted different areas that are needed to be addressed. On basis of findings, it is suggested that there should be representative of PSTs while generating any educational policy or rules so that ground level realities are considered and realistic rules are generated to achieve goals.*

**Keywords:** New Rules and Regulation, Primary School Teachers, National Testing Service Pakistan, Literacy Numeracy Derive Test, Punjab Education Sector Reform Program

**Introduction**

Education system is the backbone of any country it is an admitted fact that no nation can make progress without any strong educational system because quality education ensures quality individuals and each individual can play a vital role in development of any country in this regard teacher is the main stakeholders in teaching and learning process Implementer of all educational policies and programs as well as to make it more meaningful. The success of school depends on competency and commitment of the teachers. There must be involvement and acceptance of all stakeholders while generating policy (Tshabala, 2005). Education system in Pakistan is not considered sound and requires full attention to flourish (Saeed, 2013). Low priority given to education is reflected in the fact that Pakistan spends only 2-

3 % of its GDP on its education (Habib, 2013). According to spectator index (2018), Pakistan stands 94th out of 137<sup>th</sup> countries in global quality education. Whereas India was ranked on 34<sup>th</sup> position on the same index, Pakistan needs to expand its education base by improving the retention rate of students especially at primary level. Quality of education may be increased by better qualified teachers, adopting better education techniques and implementing effective examination mechanism (Bukhtiar, 2013). Achieving education is linked to reduction in poverty as it imparts knowledge and skills to enhance productivity of labour force, therefore provision and financing of education has remained main responsibility of state of Pakistan. Under 18<sup>th</sup> constitutional amendment, control and management of education has been devolved to the provinces. With article 25A in the constitution of Pakistan, education has become enforceable right. Its implementation requires free and compulsory education up to secondary level. Provinces are now responsible for the key areas of the education sector i.e. curriculum and syllabus. All provinces have shown their commitment to the National Education Policy 2009. Punjab is the largest province in Pakistan with 60% population of the country. Like other developing countries, Pakistan is facing several challenges in improving the quality of education. Primary education is the basic and necessary matter of Pakistan as it contributes to enhance literacy rate in country. The primary objective of Govt. policy is to ameliorate quality of education by increasing enrolment, especially at primary level because it forms the core of the literate population (Habib, 2013). Primary education has gained vital importance in lives of students for achieving further higher education. The present Govt. strategy includes meliorating the quality of education, increasing enrolment, improving access to education and expanding the primary education system. Under 18<sup>th</sup> constitutional amendment, control and management of education has been devolved to the provinces. With article 25A in the constitution of Pakistan, education has become enforceable right. Its implementation requires free and compulsory education up to secondary level. Provinces are now responsible for the key areas of the education sector i.e. curriculum and syllabus. Every province is responsible for improvements in its education system after provision of article 25A. Punjab Govt. has taken several education initiatives to improve education outcomes. Punjab Govt. has introduced School Road Map (Govt. of Punjab, 2011) consisting of set of reforms to achieve desired target in education system. National testing system (NTS) is first time introduced for recruitment of teachers. Improved monitoring system along with online ranking of districts according to indicators i.e students enrolment, students dropout, provision of physical facilities, students' academic results and daily attendance records. Literacy and numeracy drive test is another step taken by Punjab Govt to evaluate school performance. Early childhood education. (ECE) has been included by Punjab Govt, as its target area. Govt. of Punjab finalized its first Early childhood education (ECE) policy in 2017. As 538,351 children of primary school age are not enrolled yet in primary schools of the Punjab (2020, ASER).

### **Problem Statement**

Under 18<sup>th</sup> Constitutional Amendment, control and management of education has been devolved to the provinces( Chaudhry, R., &Tajwar, A. W.(2020) . They are now responsible for the key areas of the education sector i.e. curriculum and syllabus. For achievement of article 25-A, ensuring free and equitable access to education for all children between 5-16 years, all provinces developed their own strategies. Punjab govt. introduced CM School Road Map (Govt. of Punjab, 2011) consisting of set of reforms to achieve desired target in education system. According to Chambers & Schreiber (2004) as teachers are the stakeholders whose job satisfaction is key elements for good teaching there for it was necessary to find out teachers' supposed to implement any rule in the class room so it is very important to explore their perception about new rules and regulations especially in accordance with merit-based recruitments, quality education, monitoring, incentive, enrollment campaign and rationalization (Govt. of Punjab, 2011).

**Objective of the study**

1. To identify documented new rules and regulations introduced in primary school.
2. To explore the perception of primary school teachers about implementations of new rules and regulations.

**Signification of Study**

This study explores response of Primary School Teachers on new rules and regulations introduced by Govt. of Punjab. Findings of the research study will help policymakers and administrators to design such rules that may increase the job satisfaction .It will also provide guideline to reconsider less effective rules while developing the next policy.

**Delimitations of Study**

1. The study was delimited to rules and regulations introduced in Punjab education sector reforms from 2012 to 2017.
2. This study is also delimited on primary schools teachers of Rawalpindi district.

**Literature Review**

National Education Policy (2009) was introduced for the reason that the previous policy (1998-2010) was not addressing weak areas in education sector. The National Education Policy (2009) focused on the quality of learning through development and textbook reforms, but a successful implementation approach was missing (Malik, 2011). The Punjab Education Sector Reform Program (PESRP) was launched in 2010 funded by “UK Department for International Development. It generated a framework to accelerate the delivery of educational results under the PESRP. The program’s managerial arrangements involved keeping track of progress on the education results of schools and districts. The results were used to be reported directly to the CM of Punjab every two or three months.

After the 18<sup>th</sup> amendment in 2010 when the education sector came under the responsibility of the province. Every province developed its own rules and regulations to achieve national goals. Rules and regulations are set guidelines that are made to achieve targets mentioned in policy or to translate policy (Baber, 2013). The School Education has been the focus of the Govt. of Punjab; therefore the educational initiatives were under taken not only for students, but also teachers, infrastructure, and governance. One of the best initiatives is Punjab School Roadmap, aimed at achieving 100% enrollment, retention and literacy. The main goal of the Punjab school road map was to provide quality education to the children in the Punjab through a properly functioning provincial education system. It aimed to achieve this by producing three major outcomes:

1. Increased and easy access to school for school-aged children.
2. Provision of education with improved in all public schools.
3. Improved monitoring & evaluation process to ensure service delivery and accountability, embedded in each layer of the system

School Reforms Roadmap of the Chief Minister (CM) Punjab” visualizes the target of 100% enrollment, retention, and providing access to quality education in the province. Quality education has been manipulated under a Road Map ensuring; objectives and initiatives for quality education. (Zakar, 2013). Govt. of the Punjab has introduced Project Monitoring Implementation Unit (PMIU) for monitoring and evaluation in education sector of Punjab. District Monitoring Officers (DMOs) directly report to PMIU while keeping EDOs and District Coordination Officers (DCOs) in the loop. DMOs monitor presence of teachers, attendance in cluster based training workshops for

continuous professional development, distribution textbooks and stipends and overall implementation of the Punjab Schools Roadmap. Under the roadmap program, monitoring teams visited the school to improve student and teacher attendance (Barber, 2013). Govt. schools in Punjab are administered at district level, and districts are further subdivided into tehsils and clusters. At the provincial level, the network of formal schools comes under the control of the School Education Department (SED). Salient features of school road map are discussed below. Policy change and its implementation is driven at all stages by complex political interactions. That means the main challenge for reformers is to find an appropriately powerful political leader. The Roadmap has certainly been able to mobilize material and political resources, and it has rapidly scaled up. In that sense, it is an important example of the manner in which provincial government moved forward quickly to improve access to high-quality school education (Aziz, Bloom, Humair, Jimenez, Rosenberg & Sathar, 2014).

### **Method and Procedure**

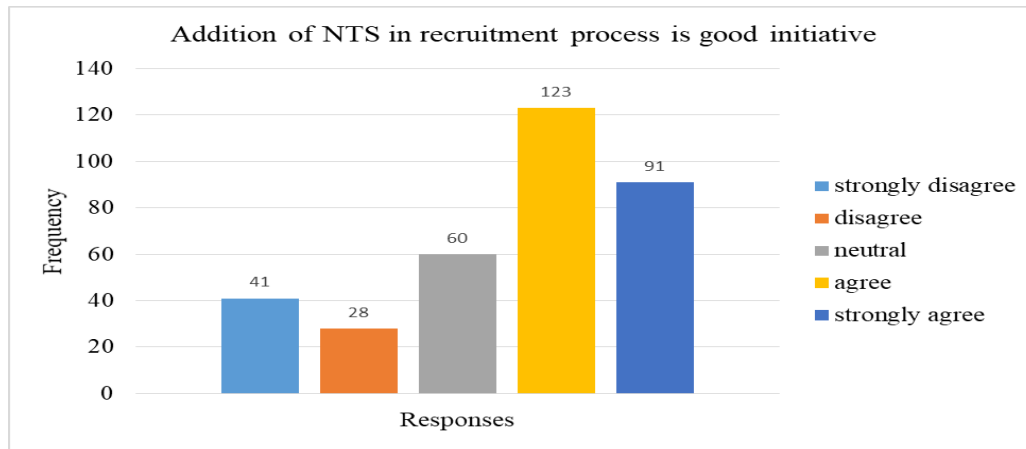
This research was descriptive in nature. Quantitative research was used to achieve objectives in this study. The survey method was used for data collection. Population of the research study was the Primary School Teachers (PST) working in both boys and girls public primary schools of district Rawalpindi in Punjab multistage random sampling technique was used for sampling. There were 4279 PST in district Rawalpindi which categorized in seven tehsils. Sample of total 355 primary school teachers were selected from three most populated tehsils, Rawalpindi, Gujar Khan, and Murree. Questionnaires got validated by five experts' i.e. Ph.D. field experts and educationists. For validation, all the statements were rated according to the relevance and irrelevance of the statements. Through this rating, the retention of each statement in the research tools was decided. Unclear and ambiguous statements were reconsidered for improvement. The questionnaires were redesigned and improved in the light of suggestions given by experts. All statements were validated regarding face validity, content validity and construct validity through expert's opinion. Value of cronbach's alpha questionnaire (finding perception of PSTs regarding new rules and regulations) was calculated as 0.705. Overall cronbach's alpha value for whole questionnaire was calculated as 0.76 that means it was reliable and acceptable to launch the study at large scale. Data were collected through personal visits from all the randomly selected teachers. Researchers collected PSTs list from district education office. For random selection of teachers from each tehsil researchers used lottery or fishbowl technique. Required no. of sample teachers was selected randomly from each of three tehsils i.e. 144 PSTs from tehsil Gujjer khan, 140 PSTs from Rawalpindi and 71 PSTs from Murree. were selected. Special permission was taken from concerned head teachers. While collecting data from respondents, teachers with experience of at least 3-5 years were preferred to ensure their working experience with implemented rules and regulations.

### **Analysis and Interpretation**

Collected data through questionnaire were organized, tabulated and analyzed in the light of objectives of study. Statistical Package for Social Science (SPSS) was used for data analysis. Perceptions of respondents were analyzed through calculating frequency, percentage and mean score of each item. All analysis and results are presented using graphs and tables. Separate tables were made available for every statement and factor. Graphs were also included with brief.

**Table 1. Descriptive Statistics for item one of teacher's perception of new rules and regulations**

C	N	Mean	Std. Deviation
Addition of NTS (National Testing System) in recruitment process is good initiative.	343	3.57	1.289

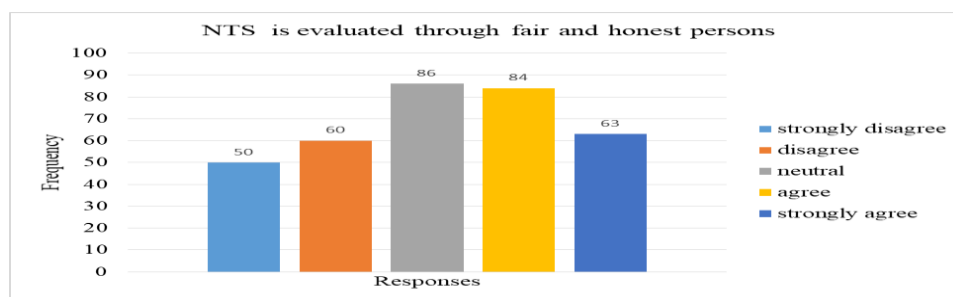
**Figure 1 Distribution of Frequency for item one of teacher's perception of new rules and regulations**

**Note.** 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Figure 01 illustrates highest peak at 4 indicating that most frequent response by teachers was that they agree with the given statement. high value of mean shows that majority of teachers consider NTS as a good initiative in recruitment process.

**Table 2. Descriptive Statistics for item two of teacher's perception of new rules and regulation**

C	N	Mean	Std. Deviation
NTS is evaluated through fair and honest persons	343	3.15	1.312

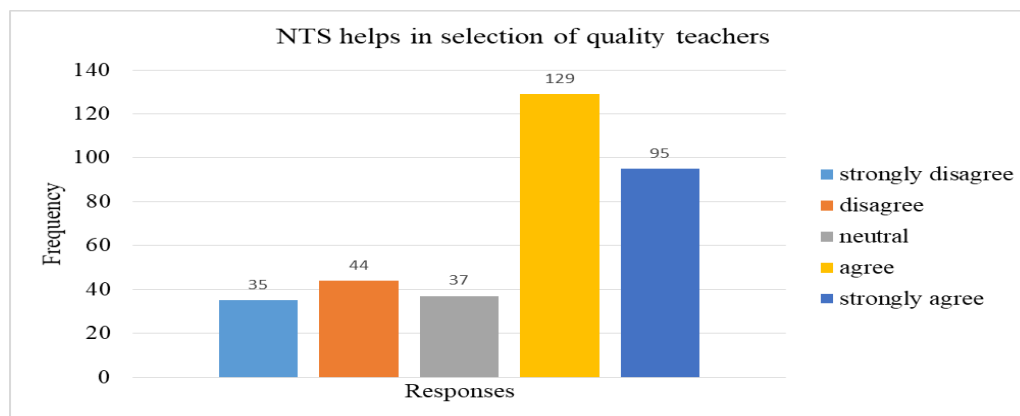
**Figure 2 Distribution of Frequency for item two of teacher's perception of new rules and regulation**

**Note.** 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Figure 02 illustrates highest peak at 3 indicating that most frequent response by teachers was that they stayed neutral with the given statement. As mean score for given statement is more than three so given statement is favored by respondents. It is considered that NTS is evaluated through fair and honest way.

**Table 3. Descriptive Statistics for item three of teacher's perception of new rules and regulations**

C	N	Mean	Std. Deviation
NTS helps in selection of quality teachers	343	3.60	1.292

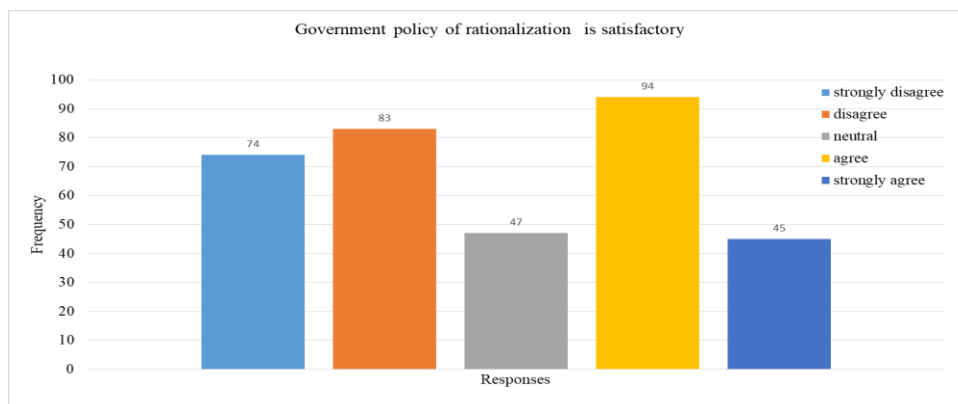
**Figure 3 Distribution of Frequency for item three of teacher's perception of new rules and regulations**

**Note.** 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Figure 03 illustrates highest peak at 4 indicating that most frequent response by teachers was that they agree with the given statement. It shows that majority of teachers agreed that NTS helps in selection of quality teachers.

**Table 4. Descriptive Statistics for item four of teacher's perception of new rules and regulations**

C	N	Mean	Std. Deviation
Government policy of rationalization is satisfactory.	343	2.86	1.375

**Figure 4 Distribution of Frequency for item four of teacher's perception of new rules and regulations**

**Note.** 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Figure 4 illustrates highest peak at 4 indicating that most frequent response by teachers was that they agree with the given statement. As mean score for given statement is less than 3 so overall it will be considered that teachers are not satisfied with this policy.

Table 5. Descriptive Statistics for item five of teacher's perception of new rules and regulations

C	N	Mean	Std. Deviation
Teachers to student ratio is more than 1:40 in all schools	343	3.26	1.385

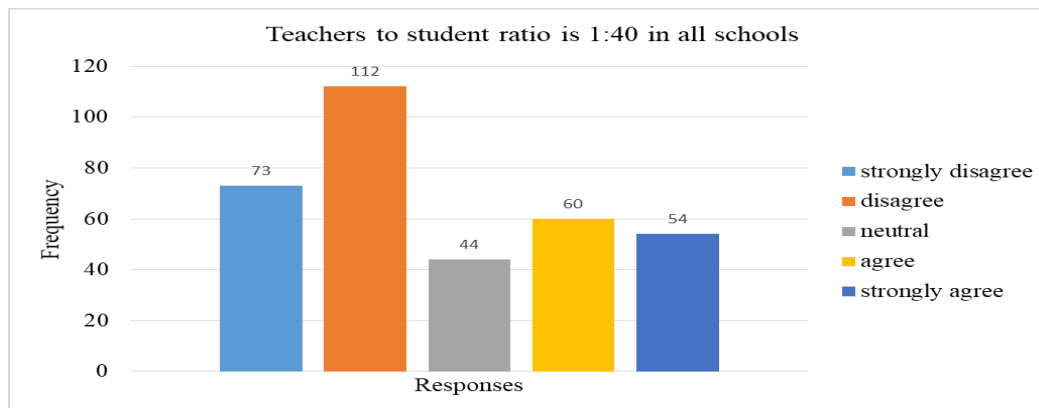


Figure 5 Distribution of Frequency for item five of teacher's perception of new rules and regulations

Note. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Figure 5 illustrates highest peak at 2 indicating that most frequent response by teachers was that they agree with the given statement. It shows practically 1:40 teacher student ratio is not followed in schools.

Table 6. Descriptive Statistics for item seven of teacher's perception of new rules and regulations

C	N	Mean	Std. Deviation
Rationalization should be done every year on regular basis	343	2.64	1.253

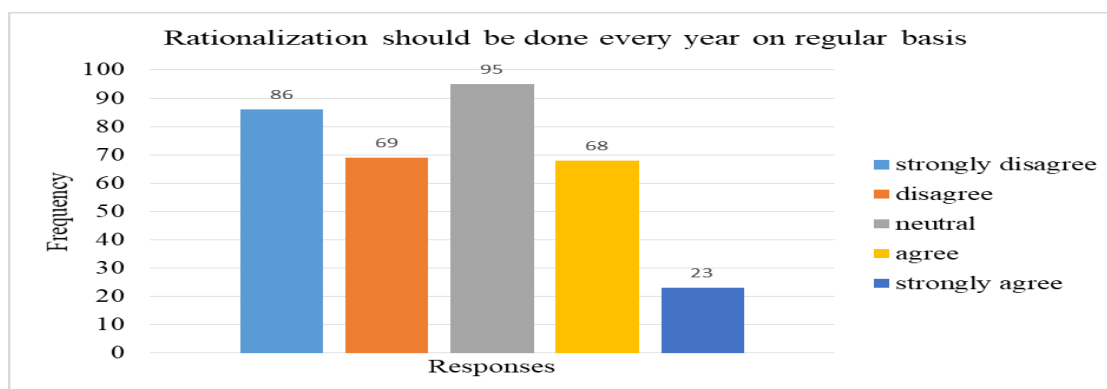


Figure 6 Distribution of Frequency for item seven of teacher's perception of new rules and regulations

Note. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Figure 6 illustrates highest peak at 3 indicating that most frequent response by teachers was that they were neutral about the given statement. Low value of mean score shows that given statement is not favored by respondents. It means rationalization should not be conducted every year on regular basis.

**Table 7. Descriptive Statistics for item twelve of teacher's perception of new rules and regulations**

C	N	Mean	Std. Deviation
Student's enrolment can be increased due to enrolment campaigns.	343	3.30	1.189

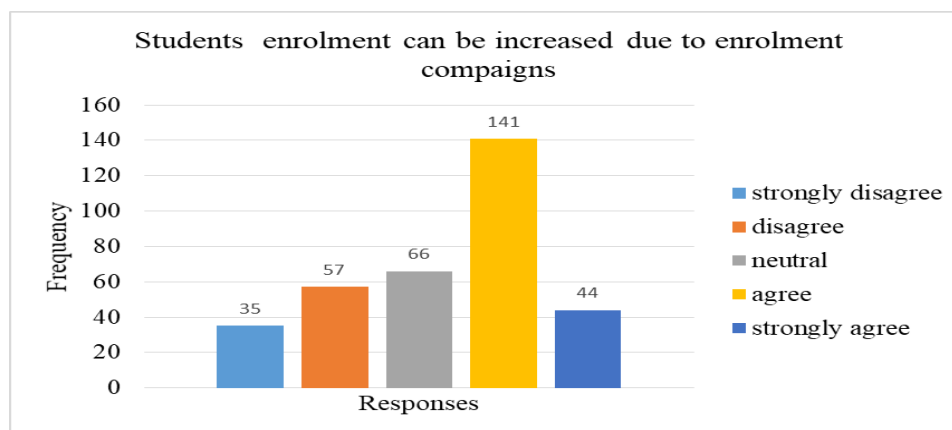
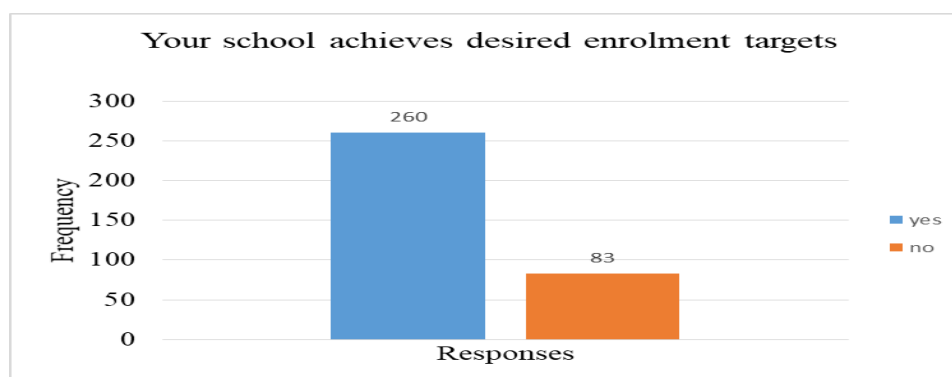
**Figure 7 Distribution of Frequency for item twelve of teacher's perception of new rules and regulations**  
Note. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Figure 7 illustrates highest peak at 4 indicating that most frequent response by teachers was that they were agree with the given statement. High value of mean score i.e. 3.30 (more than 3) indicates that most of respondents were of the view that enrolment campaigns motivate people for enrolling their kids in public schools.

**Table 8. Descriptive Statistics for item fourteen of teacher's perception of new rules and regulations**

C	N	Mean	Std. Deviation
Your school achieves desired enrolment targets	343	1.24	.429

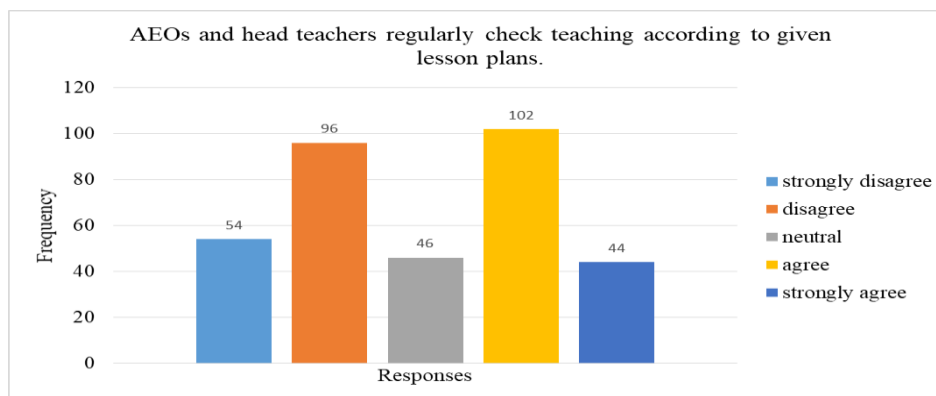
**Figure 8 Distribution of Frequency for item fourteen of teacher's perception of new rules and regulations**

Note. 1 = yes, 2 = no

Figure 8 illustrates highest peak at 1 indicating that most frequent response by teachers was that they agree with the given statement. It shows that most of respondents find their schools achieve desired targets.

**Table 9. Descriptive Statistics for item eighteen of teacher's perception of new rules and regulations**

C	N	Mean	Std. Deviation
AEOs and head teachers regularly check teaching according to given lesson plans.	343	2.96	1.313

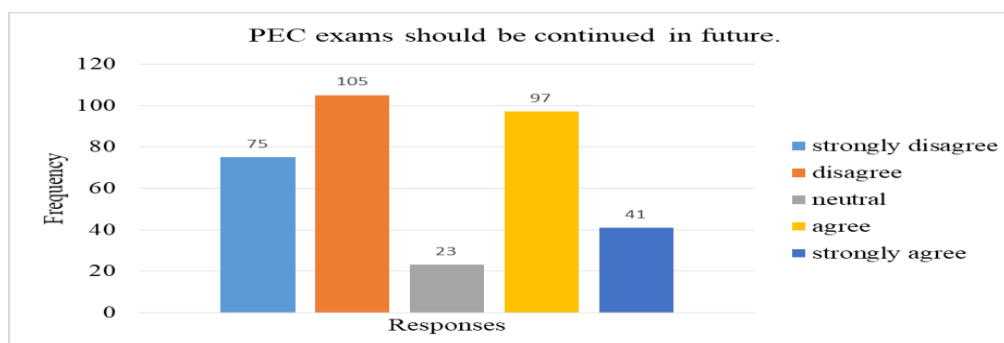
**Figure 9 Distribution of Frequency for item eighteen of teacher's perception of new rules and regulations**

**Note.** 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Figure 9 illustrates highest peak at 4 indicating that most frequent response by teachers was that they were agree with the given statement. Though most of respondents agreed on being regularly checked by AEO and head teacher but there were lot of others teachers that pointed out opposite situation, while mean score 2.96 (less than 3) shows that given statement is not favored by respondents.

**Table 10. Descriptive Statistics for item nineteen of teacher's perception of new rules and regulation**

C	N	Mean	Std. Deviation
PEC exams should be continued in future.	343	2.78	1.381

**Figure 10 Distribution of Frequency for item nineteen of teacher's perception of new rules and regulations**

**Note.** 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Figure 10 illustrates highest peak at 2 indicating that most frequent response by teachers was that they were disagree with the given statement. There were two groups of teacher's having opposite views about continuation of PEC exam , but overall mean score i.e. 2.78 ( less than 3) shows that given statement is not favored by most of respondents.

Table 11. Descriptive Statistics for item twenty one of teacher's perception of new rules and regulation

C	N	Mean	Std. Deviation
Teacher 's trainings conducted under education department are beneficial	343	3.11	1.214

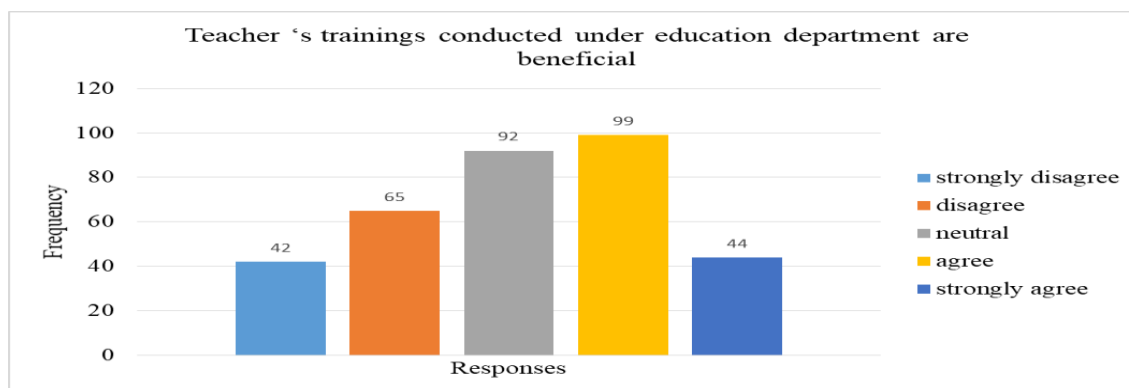


Figure 11 Distribution of Frequency for item twenty one of teacher's perception of new rules and regulations

Note. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.

Figure 11 illustrates highest peak at 4 indicating that most frequent response by teachers was that they were agree with the given statement. High value of mean i.e. 3.11 (more than 3) also indicates that most of teachers has favored given statement. It shows that trainings must be continued as they are beneficial for teachers.

Table 12. Descriptive Statistics for item twenty nine of teacher's perception of new rules and regulation

C	N	Mean	Std. Deviation
LND test syllabus and class syllabus should be same	343	3.94	1.302

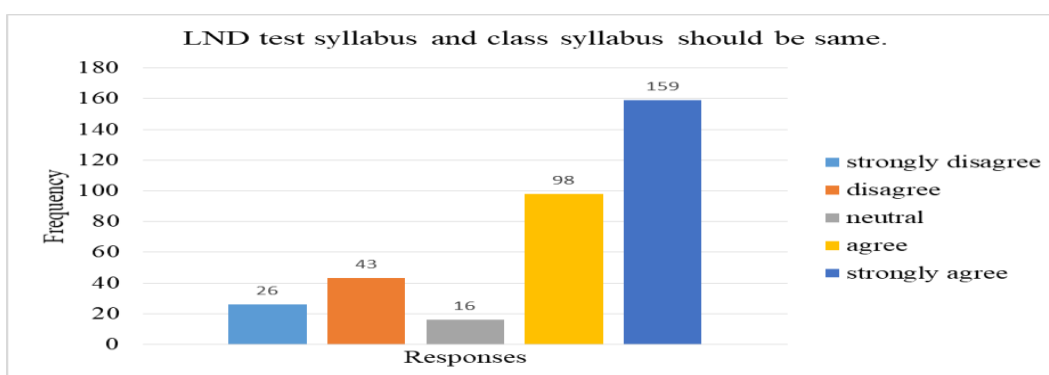


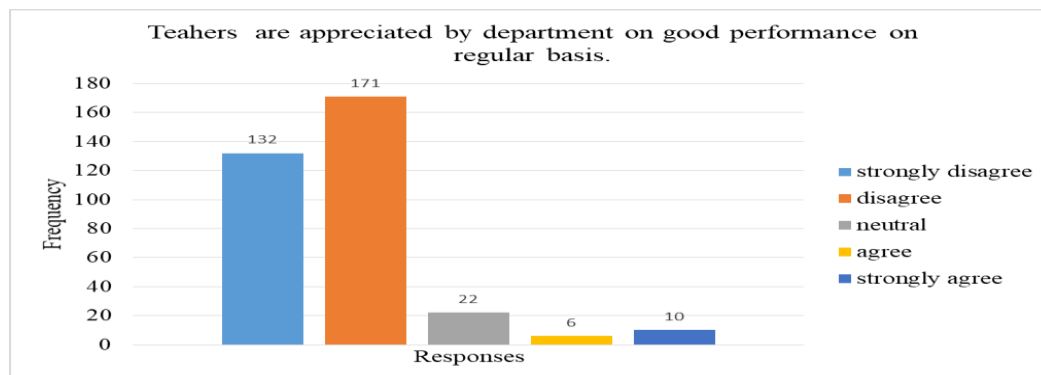
Figure 12 Distribution of Frequency for item twenty nine of teacher's perception of new rules and regulations

Note. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Figure12 illustrates highest peak at 5 indicating that most frequent response by teachers was that they strongly agree with the given statement. . High value of mean i.e. 3.94 (more than 3) also indicates that most of teachers has favored given statement, therefore LND test syllabus and class syllabus should be same to get good results.

**Table 13. Distribution of Frequency for item thirty of teacher's perception of new rules and regulations**

C	N	Mean	Std. Deviation
Teachers are appreciated by department on good performance on regular basis	343	1.80	.864

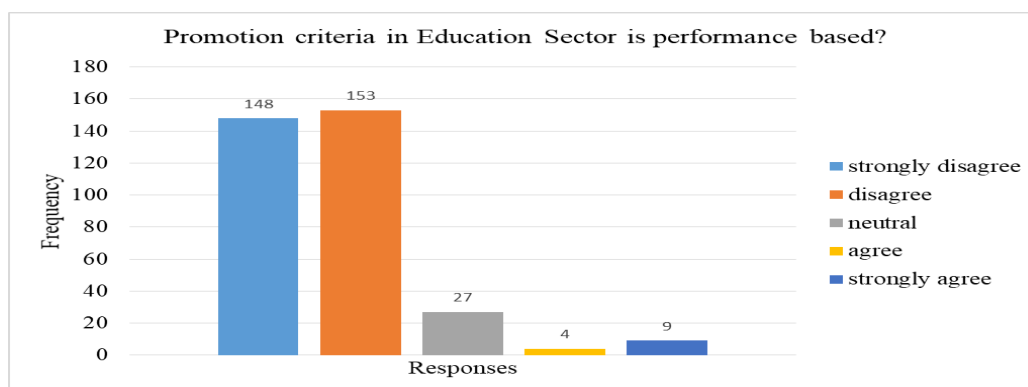
**Figure 13 Distribution of Frequency for item thirty one of teacher's perception of new rules and regulation**

**Note.** 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Figure 13 illustrates highest peak at 2 indicating that most frequent response by teachers was that they disagree with the given statement. Very low mean score value i.e. 1.80 (less than 3) shows that given statement is not favored by respondents. It shows that teachers are not appreciated by department on regular basis that reduces their motivation.

**Table 14. Descriptive Statistics for item thirty two of teacher's perception of new rules and regulations**

C	N	Mean	Std. Deviation
Promotion criteria in Education Sector are performance based?	343	1.75	.857

**Figure 14 Distribution of Frequency for item thirty two of teacher's perception of new rules and regulation**

**Note.** 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Figure 14 illustrates highest peak at 2 indicating that most frequent response by teachers was that they disagree with the given statement. Very low mean score value i.e. 1.75 (less than 3) shows that given statement is not favored by respondents. It shows very disappointing response from PSTs that shows they are not promoted on basis of their performance. It results into lack of motivation.

## Findings of the Study

### 1. Recruitment

Findings of this study shows that teachers were in favor of NTS and agreed on the fact that through NTS more eligible teachers are selected. NTS is considered as good initiative in recruitment process. Some of the teachers also suggested to improve interview procedure of recruitment as it is not standardized and is taken just to fulfill the formality. Some also suggested to get practical demos from teachers during recruitment process.

### 2. Rationalization

This study shows that teachers were satisfied with policy of rationalization. Teachers were against rationalization of every year. Rationalization creates tension in teachers as surplus staff is transferred to other areas that are mostly not accessible for the teachers. Most of teachers claimed that they are teaching more than 40 students in class. PSTs suggested that rationalization should be done according to pre-decided schedule. They also recommended to change 1:40 teacher student ratio criteria.

### 3. Enrolment

Findings of this study show that enrolment of students has increased by enrolment campaigns. It is found that avoiding of punishment has increased enrolment and decreased drop outs. PSTs were against of being answerable to achieve enrolment targets.

### 4. Quality education

In CM Road Map, it was clearly declared that teachers shall be given teacher's guides and trainings to improve quality of education. This study reveals that provided material in guides and lesson plans is not always plausible in all classes. Respondents were satisfied about the supervision from head and AEO. This study shows that PSTs don't consider PEC exams as good assessment method. Most of the teachers were not satisfied with quality of the teacher's training conducted by department. ECE (early childhood education) rooms were well equipped in majority of schools

## Conclusions

Study was conducted to find out primary school teachers perception about new rules and regulations introduced in province Punjab, in education sector the teachers were found aware of implemented rules and regulations. It was also discovered which rules are well suited by teachers and which rules are not implemented. Teachers had differing perceptions regarding different rules and regulations. The majority of primary school teachers supported the inclusion of NTS in the recruitment process. They were agreed on fact that quality teachers are selected through NTS. Teachers overall were pleased with rationalization policy but the fact that the rationalization creates frustration among teachers was accepted by a majority at the same time. To release this tension among the teachers, Govt. should transfer the teachers in their nearby areas or home towns. If teachers are properly allocated through recruitment every year, there will not be surplus or deficiency of teachers in schools. It was found that, PEC exams should not be conducted in schools as practically it assesses teachers not students. Trainings given to teachers were found to be beneficial but needed to be well planned. Monitoring process was found to be satisfactory as it has controlled teacher's absenteeism. At last it is concluded that there is gap between rule generating and rules implementing bodies. PSTs are the very first helpers of students at very initial stage. Students interact very first time to PST. They deserve extraordinary respect and honor whereas practically they are not appreciated by department. While generating any educational policy or rule, there should be representative of PST, so that ground level realities are considered and realistic rules may be generated to achieve goals. If PST are encouraged and given their due respect, that they deserve, they can bring wonderful changes in educational sector.

### Recommendations

Teachers play the key role in process of education. While generating any educational policy or rule, there should be representative of PST, so that ground level realities are considered and realistic rules may be generated to achieve goals. While dealing with teachers' appointment and transfers political involvement should be avoided. Teachers prepare and produce professionals for future. Hence teachers need to be fully abreast with new knowledge, research and latest information in order to effectively train and educate students for their future roles. Well planned Refresher courses, workshops and seminars should be arranged to improve the teachers' pedagogical skills for teaching and learning. Rules may implement equally in all schools. Provision of most updated A.V aids, stationary, projector must be on time and according to requirement to maintain quality education in primary section.

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