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**“ Quality of Teaching-Learning and School Environment: Supporting Reform Initiatives in Schools”**

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**KEY WORDS**

**Initiatives, school reforms, stakeholders, education policy, contradictions, gaps, lived experiences.**

**ABSTRACT**

*The study's objectives were to examine reform initiatives that focused on The Punjab Schools Reform Roadmap (PSRR) and the current status of education, as well as to identify any gaps in the execution of reform initiatives based on the practical experiences of school stakeholders. The Fullan model of organizational transformation served as the theoretical foundation for this study's conceptualization of the phenomenon. The researchers set out to find out how the perceptions of school stakeholders contributed to their comprehension of the situations and provided context for their experiences. This investigation was carried out in the public school system. Constructivism served as the philosophical paradigm in this phenomenological study that used a qualitative study design. Purposive sampling was used to select key informants for data collection. In-depth, face-to-face semi-structured interviews were employed to investigate the phenomenon. After collecting the data, the researchers conducted a thematic analysis. By making connections, this thematic coding method informed the researchers about new information or ideas (Richards & Morse, 2012). The emergent themes were the quality of the teaching-learning process, teachers' capacity building and motivation, and school environment and culture. It was concluded that school reform initiatives can not be supported unless there is a better quality of teaching-learning, high motivation among school students and teachers along with necessary arrangements, plans, and implementation of teachers' capacity-building programs and a conducive school environment and culture. This study will address the gap in the literature by investigating the practices being undertaken to achieve the targets given to stakeholders.*

## Introduction

Education has always been an effective instrument for innovations in technology, social progress, and the economy. Education is the foundation of all progress; it is universally accepted as the source of a democratic and economic state and as essential to the development of both people and nations (Jayson-Quashigah et al., 2013). The World Bank has listed several advantages of education, including its ability to improve the lives of the underprivileged, foster social justice and unity, boost the economy, and encourage good health. Education also has a significant influence in advancing science and generating technologies that increase labor productivity (McMahon, 1984). It is asserted that education shapes citizens into responsible individuals and is essential in helping them acquire social skills and interpersonal awareness as well as political awareness (Guisinger et al., 1984).

With several educational changes, the industrialized nations are putting real efforts into fortifying their educational institutions. China, Hong Kong, the United States, the United Kingdom, and Australia have all implemented several school restructuring initiatives and educational reforms (Hargreaves et al., 2014). According to Siddiqui (2016) in Pakistan, education reforms and policies have been criticized since 1947 (Ullah et al., 2020). In every province, several educational reforms have been implemented since 2000. In addition, revamping the curriculum and textbooks, pedagogy, hiring practices, funding reform, and technology were prioritized; nonetheless, the education system was unable to achieve the intended gains (Ahmad & Rauf, 2012). In summary, Pakistan's poor execution of poorly conceived education programs and reforms is the reason it is trailing behind other Asian countries (Ullah & Skelton, 2013). Issues with access, quality, and opportunity, along with disparities at all school levels, are being tackled by educators in Pakistan's educational system (Menashy et al., 2014).

Many reforms have been implemented in an attempt to address these issues. Five literacy programs and seven educational strategies were introduced. Pakistan introduced its 18<sup>th</sup> constitutional amendment in 2010.

According to the United Nations Educational, Scientific, and Cultural Organization, Article 25A mandated compulsory education for children aged 5 to 16 (Ahmed & Khan, 2020). Under this article, several new initiatives were started, including the National Plan of Actions in Education (2000–2011), the Acceleration Plan, the Punjab Educational Foundation, the Education Reform Sector 2000–2006, and the National Educational Policy of 2009. According to a Ministry of Education article, the goal of all of these was to promote equity, free education, and school restoration (Kazmi & Quran, 2005). In 2003, several monitoring and assessment initiatives were launched. At the provincial level, changes were implemented in the education system. The Punjab Education Sector Reforms Program was established since Punjab is the most populous province in Pakistan. Its goal was to improve the overall quality of education and modernize the educational system. The improvements in student enrollment, attendance, facilities, resources, and educational quality were the program's indicators.

Reform programs have always been essential for enhancing instruction and learning, altering school systems, and producing the best results possible. However, serious issues like poor instruction, limited school infrastructure, minimal supervision, and low learning quality prevent Pakistan from meeting its educational goals. School-based changes have an impact on the pedagogical, physical, and cultural contexts of schools; nevertheless, these consequences are not always beneficial, as pointed out by Fullan (1991). In addition to guaranteeing excellent instruction, exceptional Punjab Examination Commission results, and the highest possible performance in the field of literacy and numeracy drive governance, the government has placed a strong priority on achieving 100% enrollment and 100% retention. The Punjab Schools Reform Road Map's goals have been used to rank the districts (Chaudhry & Tajwar, 2021). Still, there's a broad dissatisfaction with the expected outcomes of efforts and improvements in education. It is critical to draw attention to the disparities that exist between the actual state of affairs in schools, the goals for school reform, and the realities on the ground by

looking at the perspectives of school stakeholders. Finding a gap between the reform suggestions and their implementation process is necessary to get the desired outcomes.

### Research Questions

1. What is the crisis in the quality of teaching-learning that affects school reforms?
2. What is the school environment that shapes the culture of school education reforms?

### Research Methodology

This study aims to provide a comprehensive overview of stakeholders' experiences with the reform initiatives in schools and the present environment. The researchers were interested to know how school stakeholders' perceptions, emotions, and ideas shaped their comprehension of the phenomenon and provided context for their experiences. An in-depth firsthand narrative was a useful source of knowledge. As a result, a phenomenological design was used in this qualitative investigation. In a similar vein, the analysis method was inductive and grounded in stakeholder experiences. This study sought to understand stakeholders' perspectives on the goals of reform projects and the actual state of education. The goal of the research was to identify any gaps or voids.

### Selection of Participants

Purposive sampling has been used, which is suitable given the goals of this investigation. The individuals selected in the sample either possessed the required experience or were well-known to possess specific knowledge that would enable them to provide the researchers with the information they needed. Sometimes maximum variation sampling is employed to make sure that all variations and extents relevant to the topic under inquiry can be thoroughly sought. This sampling focuses on people, generations, or communities. Thus using this sampling as well, various stakeholders were included in the targeted sampling of this study to maintain variability. The selection of key informants was done with great care. The key informants need to possess specialized, in-depth knowledge and be able to share information and insights with the

researcher. There were a total of twenty participants who were interviewed. The details are given in the following table.

### Table

*Characteristics of the Participants*

Participants	Gender	Number of Participants	Interview Place
Head-teacher	Male	4	School
School Teachers	Male	4	School
Head-teachers	Female	4	School
Deputy District Education Officer	Male	2	Office
Parents	1 Male 1 Female	2	School
Students	1 Male 1 Female	2	School

### Data Collection

Interviews with participants in this qualitative study were used to gather data. These interviews are the most direct and uncomplicated methods for obtaining rich data about a certain phenomenon. In-person interviews are conducted to obtain comprehensive information. There is no set sample size, just like in qualitative research depending on how saturated the data is. When data collection reaches saturation, further data collection is not necessary and conclusions are sufficient for the study's objectives based on the data that has been gathered. The interview commenced when the sample of stakeholders was determined. The interviews were taped and then transcribed by the researcher. To ensure accuracy, each transcript was read aloud and again in comparison to audio recordings.

### Data Analysis

Analysis in phenomenology is predicated on firsthand experiences with the subject of investigation. The main component of data collection and processing is phenomenological analysis and reflection. A reflection process may involve the application of methodical techniques or the haphazard development of imaginative intuition. Experts (Giorgi, 1975, 1985, 2009; Wertz, 1983) suggested methodically going through the transcript. The transcript first examines the phenomenon by reflecting on

thinking, and then it employs a psychological structure to look at recurrent themes. It was noted by Atkinson and Hutchinson (2013) that big data blocks can be arranged for analysis. According to Creswell (2004), the data are generated by the qualitative gathering of information from the field which involves grouping and arranging the material into themes., and after that, they can be boiled down into codes, categories, or themes, allowing the data to be evaluated and given meaning for a certain scheme.

## Results of the Study

### Quality of Teaching-Learning Process

Investigations into reform projects revealed certain unspoken issues that needed to be taken into consideration while formulating policies. The majority of the informants stated that although the government took the initiative to hire instructors by selecting them based on merit, the outcomes were not as encouraging as was necessary. The professors are undoubtedly extremely skilled, yet the students' learning outcomes are unsatisfactory. The majority of participants stated that hiring people based just on merit is insufficient and that instead, strategies to improve their skills and teaching abilities as well as a supportive accountability mechanism are needed.

Some participants felt that it was necessary to pay attention to every valid aspect that influences the process of teaching and learning. They made the point that those concealed truths ought to be revealed during the policy-making process. They claimed that in cases when poverty prevents pupils from attending school regularly, it is necessary to snoop around in the homes of students. Students frequently only attend classes two or three days a week. These obstacles lower the standard of instruction and learning. A participant-teacher remarked:

*“In my class, there are two sisters, but only one would show up on any given day, with the other continuing to be missing. The first student to arrive would be absent. I phoned their mother and questioned her about their carelessness. The mother explained that she had to work in the fields of the crops*

*while the daughters had to care for the young children at home, so she would send one girl to school while the other stayed at home.”*

Some participants realized that it was necessary to pay attention to every appropriate aspect that influences the process of teaching and learning. They made the point that those concealed truths ought to be revealed during the policy-making process. They claimed that in cases when poverty prevents pupils from attending school regularly, it is necessary to snoop around in the homes of students. Students frequently only attend classes two or three days a week. These obstacles lower the standard of instruction and learning. A participant teacher reflected that this system has not only deteriorated the image of the teacher where he is shown as a corrupt person using malpractices but students' habit of study and hard work had also been affected. They know that they will be passed. *“There is no need to work hard.”*

When asked about their pupils' academic progress, the majority of teachers—male and female alike—expressed discontent. They clarified that when students are aware that they will be moved to the next class, they get disinterested in their coursework, and if professors become too tough, they will receive several complaints. Parents protest if they try to keep a pupil from past classes. The standard of learning and accomplishment is impacted in this way. The majority of them recommended that early on in the educational process, there should be a concept of passing and failing. In the quality of the learning process one point was specially mentioned by one participant (head teacher), she said:

*“In our education system, the schooling of the public sector starts from nursery and there is a direct jump to grade one. While in private schools, there are sections such as playgroup, nursery, and prep, and then the student appears in grade one. This huge gap also affects the learning of students at an early stage”.*

She also pointed out,

*“Parents of public school students do not afford to buy stationery or other supporting material and when they have*

*to cross this huge gap of learning, this becomes the reason for dropping out of students.”*

Student informants conveyed a similar sense of dissatisfaction with their academic standing. They said that they had found the PEC paper to be quite difficult. They had a lot of difficulty with it and required the teacher's help to finish. They also admitted that the material covered on the exam differed greatly from what they had learned in class. They also said that during exams, teachers had trained them how to approach invigilators for help. Additionally, they stressed how hard it was for teachers to give each kid personalized attention in the classroom and how much of the teaching in the classroom was dependent on class monitors.

### **Teachers' Capacity Building and Motivation**

Some of the participants observed that these teachers don't care about the kids in their classes and aren't interested in learning about the various learning difficulties that each student may be facing. They don't care about their careers; they just waste their time in class. In addition, they lack desire and professional training. The majority of interviewees mentioned additional elements about the standard of the process of teaching and learning. Fewer possibilities exist for instructors to develop their capacities. They said that there is little to no training available to teachers, that the training that is available to them is inadequate, and that what training does exist does not meet the standards of our institutions. They said that classrooms in urban schools are overcrowded. Every training module is formed using foreign educational frameworks, but our system, however, our educational system is too dissimilar to use these tactics. They promoted service, preservation, and ongoing education.

A few informants brought up the argument that educators lack motivation. One participant observed that the primary cause of instructors' demotivation is the fact that they became educators by accident or by choice and it was not their dream to become a teacher." She also expressed: *“If teachers are not appraised or given no incentive for their performance, they become demotivated.”*

The majority of head teachers who took part in the discussion made note of the fact that instructors are not experts in all areas of learning. The use of libraries in educational institutions is unknown to students. Students do not acquire reading habits from their teachers. As a result, pupils' reading habits are declining. Instead of utilizing innovative teaching techniques centered on activities, educators prime pupils for rote memorization. It was said that instructors lack the knowledge necessary to adequately design lectures. When instructing, teachers don't employ novel approaches and strategies.

During their interviews, the majority of teachers voiced their complaints about various efforts. It was believed that the most overworked individuals in schools were the instructors. Their responsibilities extend beyond teaching. They must continue with all administrative tasks. They have to deal with classrooms that are too full. It is not feasible to attend to each student individually, and it is unreasonable to expect them to be there 100% of the time. They made the argument that the quality of teaching and learning is impacted by these various issues.

During interviews, the majority of teachers mentioned that students who enter public schools often have multiple issues. These issues are connected to pupils' low educational backgrounds, parental ignorance about education, and poverty. A few of them clarified that the majority of crises occur in rural areas. When the wheat-cutting season occurs. Pupils who are lending a helpful hand to their parents are absent. A teacher informed me that MEA visited my school in April. Only 70% of the pupils were in my lesson; the others had gone to wheat cutting, which troubled me. When my class was visited, it was an embarrassing situation. I got a show-cause notice from the authorities the next day. During a private hearing, I had and I had to explain my situation. Another teacher expressed her views about students dropping out:

*“Parents cannot afford to send their children to school. Sometimes the school is at a distance, and parents cannot arrange a vehicle and pay the fare. Parents think that students waste their*

*time in school and are unable to do any other work to earn money. When they see most of the educated people unemployed, they are disheartened."*

### **School Environment and Culture**

Informants define the school environment as the physical and human resources made available to support students' academic success. Regarding the school environment, a few of them mentioned that to improve it, the following factors should be kept in mind: first, the physical space, furniture, and lighting of the classroom should all be appropriate, and the teacher should be given the utmost importance in their opinion. "The emotional, social, and cognitive support available to students throughout their time of school life in terms of interaction between students and teachers" is another definition of the school environment that they provided.

This means that in classes and schools, kids should be properly facilitated. The majority of head teachers claim that despite government efforts to improve learning environments, schools remain in crisis mode because of a shortage of resources. Since there are no sweepers in any of the primary, elementary, or high school categories, school cleanliness has always been an issue and a key factor in determining district ranking. Schools are confronted with numerous obstacles concerning their physical infrastructure. Concerning their "lack of proper building and rooms and there is also lack of teaching staff," the majority of high school heads voiced their complaints. One head teacher quoted:

*"Now a day government has a great focus on cleanliness. No doubt it is the best initiative to make school an ideal place for learning. To achieve this target human and financial resources are required. Most schools have no sweeper and in some conditions, if students are involved in a cleanliness process but for this involvement, the head teachers have to be answerable before authorities. Moreover, there is a lack of funds to hire private sweepers. The reality is bitter; the schools have no sanctioned posts of the sweeper".*

A few head teachers suggested that the government pay for a sweeper based on the school's enrollment. They said, "How is it possible that students wouldn't be involved in the cleaning process in the absence of a sweeper?" A deputy district education officer participated in the discussion and said that since environmental cleanup is an essential aspect of Islamic culture, there shouldn't be any issues if students engage in this activity. She also said that life skills should be taught in schools in addition to home skills. Most teachers also said that because the schools don't have enough clerical personnel to manage mail or other school records, they have to do this work themselves. One teacher expressed with a bit of anger,

*"Our education system is failing day to day if a teacher and the head teacher are grappling with a different type of activity, such as the Dengue activity app through pictures and for half day time the entire day, they remain busy with this activity, which is a waste of time. They suffer mental agony until the number of activities is sent. These activities are done even on Sunday. When teachers are being engaged in such useless activities then how can we expect to be successful?"*

During the interview process, several parents voiced their dissatisfaction with the strict methods used by teachers, claiming that their kids stop attending school because they are afraid of them. One mother described:

*"My daughter studies in class three. I was ill for three days and my daughter had to look after my little daughter who was three years old. Now she fears that the teacher will shift her to one class back in Grade 2. She is not coming to school for five days."*

His academic performance is influenced by the happiness of the students, the conduct of classmates, instructors, and administrators, and the methods used in the classroom, schedule, and extracurricular activities. He also gains knowledge about adjusting to life and society. Since the child spends the majority of his time at school, the content, the way teachers teach, and the dynamics between teachers and students all

have a significant impact on how well the child performs. Students' academic performance was significantly impacted by the school climate. Some participants emphasized that our institutions lack practical labs, and students rely solely on cramming without a prior understanding of the subject matter. The practical components of the curriculum are concealed from their view. One participant brought up the fact that instructors are inexperienced with doing practicals in labs. Any reform program cannot be implemented with the current level of physical and human resources. Children should thus be appropriately enabled in classrooms and educational institutions. There are several infrastructure-related challenges that schools must overcome.

Some participants said that our monitoring authorities and the head of the school are important in creating a healthy environment. Some educators believe that encouraging comments from our authorities promotes positive accomplishment. Some participants said that they could work more effectively if management was helpful and cooperative in finding solutions to issues. They said that since they will be held accountable to the government, they must continue to keep a lot of their issues secret from them. They made the point that due to the government's lack of support, dropouts from classes were constantly hidden.

## Discussion

The purpose of this study was to look into the actual experiences of school stakeholders about initiatives for school reform as well as the current state of affairs in schools. Here, the researchers discussed the main conclusions that this qualitative phenomenological study produced.

Regarding the initial research question, the main conclusion was that reform initiatives were required for the institution's overall improvement. The majority of respondents defined reform initiatives as a process of implementing changes in institutions for the institution's overall improvement, frequently in response to worries about the academic achievement of their students. A reform effort is a new strategy, activity, or move that is intended to improve something, address a

problem, and produce positive outcomes. These were characterized as a well-organized method for reaching a goal and a well-supported, targeted, and effective strategy for achieving school excellence. The findings of Whelan and Sentara, who noted that the innovations improve teaching and learning and are motivated by educational aims and objectives, further supported this conclusion (Howrey & Whelan-Kim, 2009). Similarly, Akca et al. (2017) emphasized the importance of taking the initiative to alter circumstances and things

Regarding the first main theme, it was discovered that teaching and learning were of low quality. The lack of professional training, the high workload in schools, the financial constraints and scarcity of resources to meet the demands of various institutional needs, the examination system, the passing/failing system, the promotion of students to the next level, the PEC examination system, the development of PEC items, the systemic practices in the PEC examination, student domestic problems, and many other issues were found to be major obstacles to learning and teaching which harmed the quality of education. Examining the situation of education today and the modifications made to schools The curriculum's quality is the most crucial component in delivering high-quality education.

The nation was urged to improve standards in 2006 by creating a more rigorous curriculum. The provinces have adjusted to the new curriculum since devolution. Nonetheless, certain research investigations conducted in South Asia and Africa, including Pakistan, have found study-related issues, indicating that they may have an impact on students' cumulative education. Examining the situation of education today and the modifications made to schools. The curriculum's quality is the most crucial component in delivering high-quality education. The nation was urged to improve standards in 2006 by creating a more rigorous curriculum. The provinces have adjusted to the new curriculum since devolution. Nonetheless, certain research investigations conducted in South Asia and Africa, including Pakistan, have found study-related issues, indicating that they may have an impact on students' cumulative education. (Pritchett & Beatty, 2012).

Similar findings revealed that although the teachers had a high level of qualification, the learning outcomes of the students were subpar. The majority of those who participated stated that hiring people based just on merit is insufficient and that instead, techniques to improve their skills and teaching abilities as well as a supportive accountability mechanism are needed.

As previously said, there are no set requirements in our educational system for students to be promoted to the following level. All students receive promotions from kindergarten through eighth grade, and comparable outcomes have also been noted in the literature. However, most schools do not base student promotions and admissions on competency (Rishipathak et al., 2020). As a result, pupils studying in the same grade but with varied academic backgrounds are raised, even though most of them have less prior knowledge and experience and thus need more time and individualized input from teachers. However, there is less emphasis placed on students' unique qualities, various intelligence, creativity, and skill development because of time limits and the pressure teachers face to complete the course.

It was noted that teachers lacked professional skills, and it is a well-established truth that appropriate teaching and learning cannot occur in the absence of training. Furthermore, instructors are created; they are not born. The Participants also underlined the need for updated professional development models and the reality that, according to the research, significant changes to school reform cannot be accomplished without the development of teachers (Chukwu, 2009; Little & Lieberman, 1987). In contrast, a review revealed that there is a lack of training opportunities for instructors and that the training that they receive does not meet the needs of our educational institutions. Monthly training sessions were proposed, with the idea being that all teachers should attend. They recommended against holding the trainings over great distances. Training facilities ought to be close by. Some people also mentioned that the classrooms at urban schools are overly full. Every training module is based on foreign educational frameworks, but because our school

system is so different, these tactics cannot be applied here.

In a similar vein, it was reported that teachers were demotivated. This demotivation can be attributed to several factors, including instructors' increased workloads, a lack of facilitation, and cramped, noisy classrooms. Additionally, Bano et al. (2019) outlined the main obstacles to offering an incentive or pay or raising the income based on years of experience. Once more, their desire to avoid becoming teachers but being forced to do so by circumstances is what demotivates them. Therefore, it's essential to remove the elements that demotivate teachers using various tactics.

Hence, above mentioned views were also supported in the literature (Darling-Hammond & Cook-Harvey, 2018; Holstein & Gubrium, 2000) which remarked that there is substantial evidence in developed countries showing students learn less from instructors lacking a professional degree than from those with one. Other characteristics of the caliber of the teaching and learning process were also observed. Within our educational system, public sector students begin their education in the nursery and proceed directly to grade one. Private schools have playgroups, nurseries, prep classes, and grade one upon entry for students. This enormous disparity has an early impact on students' learning as well. This has always been overlooked while creating policies.

So the results of several studies are in accordance with the above-mentioned results as the role of provisions of school enhances students' learning such as teachers' capacity building and facilities in school as stated by Orazem and King (2007) and Glewwe and Kremer (2006). Numerous studies have found that a variety of supply and demand factors play a significant role in explaining academic attainment. One of the primary justifications for investing in education, as noted in the literature, is the parents' socioeconomic standing. Poverty and commute time are the biggest factors influencing student engagement and academic achievement in Punjab province, particularly in basic schools. This result was contrasted with the "Education gender gaps in Pakistan" study.

It explained that the main reason for this failure is that educational programs and reforms



do not consider the socio-cultural and economic requirements of our society (Aslam 2009). According to Secretary of the Department of Education Khorram-Manesh et al. (2015) and Luistro-Jonsson & Nyberg (2020), the country's school-based management has become the main remedy for the persistent problems that our educational system faces, particularly those related to the student's learning outcomes.

The educational setting is the subject of the second theme. It is found that there are several reasons why students miss school frequently and drop out, including when parents force them to work because they are poor when schools are far away when parents are unable to take their kids, and when parents simply do not value education. The research has examined three critical components that are associated with students' academic success: instruction, system administration, and comfortable physical facilities. Researchers studied that habits, friendships, and physical activity are all essential for improving learning (Brady, 2003; Fullan, 2010; Herman, 2012; Kowal & Hassel, 2005; Reynolds, Harris, Clarke, Harris, & James, 2006; Mahmood & Gondal, 2017; Sarason, 1990; Smarick, 2010; Wolcott, 1997).

The results, as reported by the participants, "are in accordance with literature" when it comes to the definition of the school environment—which is defined as a setting that supports students emotionally, socially, and physically as well as cognitively throughout their time in school. Parents want schools to give their children a safer, better, more demanding, and more pleasant environment, and Ramli et al. (2018) concluded that a healthy environment is essential to the success of teaching and learning. Three key components—instructional strategies, appropriate physical facilities, and system administration—have a significant impact on students' academic achievement.

As (Koroye, 2016) discovered, in terms of the learning environment, students in schools with superior infrastructure performed better than those in schools with subpar systems. Both teachers and school facilities have a big impact on students' education. There is a performance gap between students in rural and urban schools. Asfaw (2014) has also examined the physical

facilities that are offered in schools and how they affect educational quality. The value of extracurricular activities is weighed against students' academic achievement. Experts (Akhtar, 2015; Tamim & Tariq, 2015) also found a correlation between secondary school students' accomplishment levels and the facilities' accessibility. Makewa et al. (2011) held similar opinions. They contend that a positive school climate aids in a child's socialization. Based on information submitted by participants, the analysis revealed that all schools have serious issues with the educational environment.

### Conclusion

Education has always been a potent instrument for advancements in technology, social progress, and the economy. Every development is based on education, which is commonly considered to be the foundation of an economic and democratic state and is essential to the growth of both countries and people (Jayson-Quashigah et al., 2013). Some contend that education shapes citizens into responsible individuals and is essential for the development of social skills, political awareness, and social integration (Guisinger et al., 1984). It is very important to improve the quality of education and the government is responsible for ensuring quality education and developing people into useful humans to meet the needs of the country (Wang & Sun, 2009). As targets were set for districts to implement changes to improve education quality, it was the need of the hour to consider teachers' and other key stakeholders' perceptions about the initial implementation process.

In conclusion, the study's findings showed that the stakeholders in schools encountered significant difficulties when starting, carrying out, and maintaining the reform project. It investigated whether there was a crisis in the quality of the teaching and learning process because of factors such as student educational and domestic backgrounds, teacher demotivation, and capacity building for teachers in schools. A country's wretched economy, the educational environment, a lack of human and material resources, inadequate administration, the ongoing nature of reform

measures, a lack of political vision, and other issues all contributed to their regression. A vacuum and gap have been identified between these reform measures and the current situation. Given the current state of education, stakeholders found it extremely difficult to accomplish the reform initiative's goal. Thus, it was determined that to close this gap, it was imperative to comprehend the needs of a particular region before developing any reform initiatives and the obstacles in the process of implementation.

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