



Teachers' Perceptions of Educational Change in an NGO- Adopted Public School in Pakistan: A Qualitative Case Study

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Abstract

Teachers' professional lives can be significantly influenced by changes in education, particularly when public schools are run by outside entities. Even though the Adopt-a-School model is becoming more popular in Pakistan, this study examines how teachers interpret educational improvement in a public school managed by a non-governmental organization (NGO). Eight instructors with three to thirty-five years of experience, including those who served at the school both before and after the NGO took control, were chosen for the study's qualitative case study. Semi-structured, open-ended, paper-based interviews were utilized to gather data on professional demands, NGO management, curricular revisions, and classroom practices. Conventional method was used to make it easier for participants to express their opinions. Braun and Clarke's (2006) thematic analysis was employed to examine the data, and five major themes were discovered. The findings are mixed: instructors typically noted advances in classroom instruction, particularly the transition to student-centered, activity-based learning, and appraised the enhanced school environment. They welcomed curricular improvements for promoting deeper comprehension, but they also strained to complete the material within the same academic year. Teachers documented increased professional stress as a result of rigorous oversight, heavy paperwork, confrontations with NGO coordinators, and a lack of recognition, all of which affected their mental well-being. The report suggests that NGO administrators should work more closely with teachers, make administrative procedures easier, and set evaluation standards that match the needs of activity-based education.

Keywords: educational change; NGO-adopted schools; teacher perceptions;

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qualitative case study; Pakistan

1. Introduction

Education reforms around the world are now aimed at upgrading classroom learning instead of only increasing the number of students in schools. Many countries are moving away from Rote learning and teacher-centered teaching and are encouraging students to think critically, use their knowledge in practical ways, and take part in their own learning. However, transforming these ideas into real changes in classrooms is still a major challenge for many educational institutions.

Pakistan's public education system clearly demonstrates these persistent issues. Despite significant policy discussion, government schools continue to lack resources, use outdated teaching techniques, and have minimal accountability. Teaching is usually teachers lecturing and students copying from the board and learning is mostly measured by memorization. Real structural change has proved difficult to achieve.

The government is working more closely with non-governmental organizations (NGOs) to improve struggling public schools by bringing in better management, more resources, and new teaching methods. The Adopt-a-School model is one way to do this. Under this model, NGOs manage government schools, make changes to the syllabus, introduce activity-based learning, and regularly monitor teachers' work.

This study explores how the changes made by NGO management are viewed by teachers in a public school. Most studies in Pakistan have focused on school buildings and student enrollment rather than teachers' opinions and experiences. This study seeks to address this gap by presenting the views of eight teachers from an NGO-managed public school.

1.1 Background of the Study

Pakistan's public education system has encountered significant obstacles for many years. Many government schools do not have enough resources, proper teacher training, or strong accountability systems, which make it difficult to improve classroom learning. As a result, teachers often employ chalkboards, dictation, and memorization. These methods are not used because teachers do not want to change, but because they often receive little support, training, or encouragement to try new approaches.

The Adopt-a-School initiative was introduced to deal with these issues. Unlike earlier donor-funded programs that worked through government

channels, this approach allows NGOs to take charge in managing schools. They can revise the curriculum, promote activity-based learning, and create systems to regularly assess teachers' work. As a result, schools following this model are expected to bring about a transformative shift in their teaching methods and overall practices, often within a short period.

The key challenge in this amendment is not the policy itself, but how it impacts the people involved. Teachers have worked in the same way for many years, sometimes throughout their entire careers. For experienced teachers, being asked to use new teaching methods and being monitored more closely can be difficult and stressful. New teachers may also feel pressure because of the higher expectations. Ultimately, teachers have to turn the overarching objectives of these reforms into practical activities in their everyday classrooms.

Despite these changes are momentous for teachers, most research on NGO-led school management in Pakistan has not considered their perspectives. The greater part of research look at buildings, enrollment, and test scores. There has been much less focus on how teachers comprehend these changes and the impediments they confront. This study aims to narrow that gap.

1.2 Rationale of the Study

Evaluations of NGO-led school reform are generally based on tangible metrics such as improved facilities, increased enrollment, and standardized curricula. These metrics are worthwhile for accountability, but there is more to it than meets the eye. They say very little about the people who must carry out a policy on a daily basis, or how they are doing.

Teachers working in the Adopt-a-School model often encounter pedagogical hurdles. They have to follow government rules besides adjusting to the NGO's approach to school management, teaching methods, and monitoring systems. This means their responsibilities go beyond adjusting the way they teach. They also have to manage several tasks that can sometimes conflict with each other. Changes to the curriculum, paperwork, digital records, and performance checks may all happen at the same time, while the stress and pressure teachers experience are often overlooked.

This study is rooted in the belief that teachers' perspectives are integral to educational reform. Even with a well-designed program, it can be challenging to successfully bring about reforms when teachers feel weighed down, excluded, or underappreciated. Planning and enhancing educational reforms can benefit from examining how educators in NGO-adopted schools perceive and react to these changes. However, in wider conversations about

education reform, the experiences of teachers are frequently glossed over.

1.3 Objectives

General Objective: To explore teachers' perceptions of educational change in an NGO-adopted public school in Pakistan.

Specific Objectives:

- (i) To examine teachers' perceptions of changes in classroom practices.
- (ii) To explore teachers' views on curriculum reforms introduced by the NGO.
- (iii) To analyze teachers' perceptions of the NGO's role in school functioning.
- (iv) To identify challenges and conflicts arising between teachers and NGO management.
- (v) To explore factors that generates pressure or resistance among teachers in response to educational change.

1.4 Research Questions

General Research Question: How do teachers perceive educational change in an NGO-adopted public school in Pakistan?

Specific Research Questions:

- (i) How do teachers perceive changes in their classroom practices?
- (ii) What are teachers' views on curriculum reforms introduced by the NGO?
- (iii) How do teachers perceive the role of the NGO in school functioning?
- (iv) What challenges or conflicts exist between teachers and NGO management?
- (v) What factors generate pressure or resistance among teachers in response to educational change?

2. Literature Review and Conceptual Framework

In response to ongoing problems in public education, NGO-managed schools have become increasingly common in Pakistan, especially through the Adopt-a-School model. The success of this model is usually appraised by things like better administration, improved facilities, and noticeable changes

in schools. Nonetheless, teachers are the ones who put these changes into practice every day in their classrooms. Better facilities alone cannot bring paradigm shift. This section looks at what teachers think and experience, how they cope with changes in education, and what is still missing from existing research.

2.1 Structural Shifts and the Adopt-a-School Model

The transition from state-governed to NGO-managed schools represents a fundamental shift in the institutional tapestry of public education. Bano (2008) characterizes NGOs as stabilizing 'anchors' for reform in Pakistan entities capable of providing the resources and organizational continuity that the public sector has historically struggled to sustain. These changes have markedly improved school facilities, student enrollment, and the way schools are managed under NGO supervision.

However, Ullah et al. (2020) warn that even benevolent infrastructural improvements can tuck away a crucial human aspect that is often ignored in educational reform. Their research shows that NGO-led reforms in Pakistan typically brush aside the needs and perspectives of the people involved. Hence, teachers often feel like 'silent implementers' rather than active partners in the process. The expertise and knowledge of experienced teachers, which could help improve education reforms, are often not considered when formulating policies and plans.

These studies differ crucially from one another. Ullah et al. (2020) underscore a significant issue: decisions are frequently made from the top without appropriately taking teachers' opinions into consideration. Bano (2008) emphasizes the NGO model as a helpful way to bring stability and improvement to schools. Conceivably both concepts can be true simultaneously. Although the model may clearly improve schools, it may also cause teachers to feel disregarded, alienated, or undervalued.

Studies on public-private partnerships in education demonstrate that this problem is not restricted to Pakistan. Brinkerhoff and Brinkerhoff (2011) explain that, in many countries, outside partners often have more control over decision-making. This can reduce teachers' freedom to make professional decisions. In Pakistan, this problem can become even more challenging because teachers may have to answer to both the government and the NGO. This issue in the Adopt-a-School model has been sidelined.

2.2 The Emotional Dimension of Change and Monitoring

Changing rules or systems are only half the battle. Educational reform demands both structural update as well as the realization of the teachers' feelings and their sense of who they are as professionals. Schmidt and Datnow (2005) found that teachers may not be very affected by general administrative changes, but they can feel stressed and worried when these changes affect their daily classroom work. This should not be misconstrued as teachers are unwilling or unable to change. It reflects that their classroom work is inextricably linked to their professional identity.

This emotional pressure intensifies when teachers are closely monitored. Aldridge and McLure (2024) found that strict monitoring and limited time to introduce changes are common challenges for teachers in many countries. When teachers feel that monitoring is about checking or controlling them rather than supporting them, they may lose trust and motivation. Accordingly, they may only pursue the new changes on the surface instead of leveraging their expertise in their teaching.

Most research uniformly supports one central takeaway: changes that directly affect teachers' classroom work creates impassioned responses than changes that only affect school administration. However, researchers have different opinions about why teachers resist these changes. Aldridge and McLure (2024) focus on practical problems such as not having enough time, resources, or proper training. Schmidt and Datnow (2005) focus more on teachers' feelings, especially when they feel that their professional freedom or ability as teachers is being questioned. Both explanations can be valid as practical problems and personal concerns of the teachers compound their difficulties.

Hargreaves (2005) also spotlights an important point. Sustaining medical changes need doctors' sense of involvement and commitment. Simply making teachers abide by the rules cannot create this commitment. Respect for teachers as professionals and recognition of their experience can boost their involvement. When teachers feel marginalized or unappreciated, their motivation can decline. Conversely, monitoring systems often underestimate this important factor.

2.3 Professional Identity and Barriers to Sustainable Reform

Reform prolongs itself when teachers are personally invested in its goals. When that sense of ownership is deficient, when teachers feel rules as

unwanted restrictions rather than as progress to their work, they may simply work on the surface level execution instead of restructuring their core teaching.

Aldridge and McLure (2024) elucidate that too much paperwork and close scrutiny can make things harder for teachers. Instead of viewing reform as a way to improve their teaching, teachers may view it as an added strain placed on their existing work.

In Pakistan, Ullah et al. (2020) depicts a situation where teachers adhere to the required rules mainly to satisfy school management, even though they harbor doubts regarding the goal of the reform. This gap between what teachers show and what they actually believe can create a flaw in reform programs. A program may be a statistical success, but it may not be truly successful in practice.

Fuller and Rivarola (1998) present a parallel argument. Teachers are more open to new teaching strategies when they are respected and given a voice in decision. However, when changes are imposed without discussion, teachers are less willing to accept them. This has been demonstrated in many countries over the years, but NGO-led programs still do not fully follow this approach.

There is still an important gap in the research. Studies have looked at the overall results of the Adopt-a-School model in Pakistan (Bano, 2008; Ullah et al., 2020) and at teachers' feelings about educational reforms in Western countries (Schmidt & Datnow, 2005; Hargreaves, 2005). However, there is little research on how teachers in NGO-managed schools in Pakistan deal with pressure from two sides—following government rules while also meeting the demands of NGO management. This study aims to explore this issue through teachers' real experiences.

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3. Research Methodology

This study adopts a qualitative case study approach based on the idea that people understand and experience things differently. The central aim of this investigation is teachers' opinions, professional identity, and their personal experiences of changes in the school. These things cannot be fully comprehend through numbers or statistics. Metrics can track their performance, but they cannot quantify how teachers feel about it, what they think about it, or how the changes affect them. Thus, the study center deeply on one NGO-managed public school rather than studying many schools.

3.1 Research Design

The **interpretive paradigm** means that people understand and experience reality in different ways. Their understanding is shaped by their own experiences and the meaning they give to those experiences (Lincoln & Guba, 1985).

This conception is important for this study because **teachers may undergo the same educational changes differently**. Their reactions can rest on their past teaching experiences, professional identity, and relationships with colleagues and school management.

A **case study design** aids the researcher understand these experiences in the teachers' real school environment. It also facilitates capture the details and different experiences that might be missed if the study only used numbers or basic information.

3.2 Participants and Sampling

Eight teachers were selected using **purposive sampling**. The study selected them because they could provide useful and relevant information. The teachers were divided into **two groups**. The first group comprised experienced teachers who were already working at the school before the NGO took over its management. They had personally experienced the changes brought by the NGO. The second group embraced teachers who joined the school after the changes had already been introduced. They had **three to four years of experience** working under the new system.

On the whole,, the teachers had between **3 and 35 years of teaching experience**. This difference was critical because teachers may see and feel the same school environment differently depending on their previous

experience and knowledge. Including both groups helped the study apprehend these different views.

Purposive sampling was a fit because the purpose was not to represent everyone statistically, but to get detailed and useful information (Patton, 2002). The participants were chosen because they had direct and relevant experience of the matter being considered and of working in an NGO-managed school.

3.3 Data Collection

Data were gathered via paper-based, semi-structured interviews using open-ended questions. The questions focused on four main areas related to the question addressed: classroom practices, changes in the curriculum, NGO management, and pedagogical strain. The open-ended questions allowed teachers to share their experiences and opinions in their own words, rather than choosing from preset options.

The written, take-home format was chosen instead of face-to-face or recorded interviews with intent.. Teachers may feel uncomfortable speaking openly, especially when reviewing school management or their relationships with school leaders. The paper-based format gave them privacy, time, and cognitive liberty about their answers without feeling pressured. This approach helped teachers give more truthful replies and respected their right to share their views freely.

3.4 Data Analysis

The data were evaluated using Braun and Clarke's (2006) thematic analysis method. First, all the interview responses were meticulously reviewed several times to understand the teachers' views and experiences. Attention was given not only to what teachers said, but also to the feelings, emphasis, and unspoken implications. After this, important ideas and patterns were identified and assign simple codes. Some of the codes encompassed "too much paperwork," "student engagement," "pressure from monitoring," and "assessment problems."

The codes were reviewed and improved as the investigation unfolded. Related codes were aggregated to form five main themes, based on the study's research questions: 1) Teachers' views about changes in classroom practices; 2) Teachers' views about changes in the curriculum; 3) Teachers' views about the NGO's role in running the school; 4) Challenges and

disagreements between teachers and NGO management ; and 5) Factors that created pressure and resistance among teachers. Linking the themes to the research questions helped keep the analysis clear, organized, and targeted on the information shared by the teachers.

Trustworthiness was assured through member checking and detailed descriptions. Two participants were demonstrated the main findings to check whether they matched their actual experiences. Comprehensive accounts were also provided so that readers could decide whether the findings could apply to similar situations (Lincoln & Guba, 1985).

4. Findings

The analysis of the interviews showed that teachers' professional identities were swayed by the changes brought by NGO management. ***Table 1 shows the five main themes and their sub-themes that were classified during the analysis.***

Table 1.

Thematic Analysis of Teacher Perceptions: Key Themes and Sub-Themes

Main Theme	Core Sub-Themes
1.Changes in Classroom Practices	Student-Centeredness; Interactive Engagement; Facilitation over Lecturing
2. Curriculum Reforms	Practicality; Conceptual Learning; Syllabus Coverage Pressure
3.NGO Initiatives in School Functioning	Infrastructure Modernization; Enriched Learning Environment; Discipline
4. Management–Teacher Dynamics	Senior–Junior Hierarchy; Assessment Mismatch; Communication Gaps
5. Pressure and Resistance	Documentation Burnout; Strict Monitoring; Emotional Well-being Impact

4.1 Perceptions of Changes in Classroom Practices

The significant transformation reported by teachers was the move from ***traditional teacher-led teaching to more student-centered teaching***. Most teachers noticed this change as a **positive improvement in their teaching**, rather than something they were forced to accept. One teacher explained, ***“Since the NGO involvement, my teaching methodology improved. I***

started doing simple experiments with daily materials” (Participant 01). This shows that the change was not only about new ideas but also about *practical support, teaching methods, and materials* that helped teachers diversify teaching styles.

Both experienced and beginning instructors agreed that *traditional lecture-based teaching was being replaced by more participatory teaching strategies*. Teachers were motivating students to take part through **discussions, group work, and creative activities**. One teacher said, *“I focus on engaging students through discussions, group work, and creative tasks”* (Participant 04). This highlights that teachers were not simply following orders; they were **using their personal innovations and professional judgment**. Although the new methods mandated more time and effort, most teachers sensed that they **helped improve teaching and learning**.

4.2 Teachers' Views on Curriculum Reforms

Teachers generally looked favorably upon the new curriculum. They described it as more practical, child-friendly, and captivating than the old curriculum. Many teachers appreciated a drop in standard memorization. One teacher said, “The curriculum reduced rote learning and added stories for English” (Participant 01). This reflects that teachers liked contextualized learning material instead of asking them to simply memorize information.

Nonetheless, the new curriculum also created some challenges. Several teachers preferred **teaching concepts comprehensibly instead of simply completing the syllabus**. One teacher said, *“I focus on conceptual learning rather than just finishing content”* (Participant 05). Yet, teachers still had to follow the **government syllabus and academic schedule**. Activity-based teaching also consumes more time. As Participant 01 said, *“Activities take time, so syllabus coverage needs careful planning.”*

This reveals that the problem was **not with the teachers themselves**. The curriculum had changed, but **the time and examination requirements had not modified**. So, teachers had to manage the pressure of using better teaching methods while also meeting the curriculum deadlines.

4.3 NGO Initiatives and School Functioning

The betterment in the school’s physical environment was one of the most favorable outcomes in all eight interviews. Teachers remarked that the

classrooms had become better and more beneficial for learning. One teacher stated, ***“Classrooms are print-rich, students’ work is displayed. It feels like a learning space”*** (Participants 01 and 02). ***Libraries, art rooms, and other co-curricular facilities*** were also incorporated. Teachers felt that these changes created a better, more engaging and more meaningful learning environment for students.

These changes were critical for more than just making the school look better. A clean, well-maintained, and well-equipped school can uplift teachers to think that their work is valued. Participant 05 mentioned improvements in ***“cleanliness, discipline, and co-curricular activities,”*** and other teachers shared similar views. Additionally, several teachers indicated that ***these changes helped improve student attendance and confidence***. This conveys that improving the school environment had a positive effect on students’ learning and overall school experience.

4.4 Challenges and Conflicts between Teachers and NGO Management

Coupled with the positive changes, teachers also confronted professional conflicts, especially about authority and experience. A prevalent challenge was the relationship between experienced government teachers and younger NGO-appointed coordinators. Participant 06 voiced an apprehension that was also mentioned by other teachers: ***“The NGO management forces senior teachers to follow instructions and methodology by their junior teachers.”*** This goes beyond just who was senior or junior. Experienced teachers felt that their professional teaching history was not being respected. They believed that younger coordinators were given more authority because of their positions in the NGO system. This provokes discontent and tension among teachers.

Additional concern was the difference between the NGO’s teaching methods and the examination system. The NGO encouraged teachers to focus on understanding concepts over memorizing information. However, government board exams still necessitated students to prepare in a different way. Participant 01 expressed that the new approach ***“helped with conceptual learning” but “didn’t prepare for board exam readiness.”*** This put teachers in a tight spot. They had to apply the NGO’s teaching methods while also preparing students for their board exams. Sometimes, these two goals did not match due to misaligned priorities.

4.5 Factors Creating Pressure and Resistance

The final theme concentrates on the emotional and professional pressure teachers experienced during the reform process. The core challenge was a document heavy workflow. Teachers had to maintain consistent records about classroom activities. Participant 05 characterized this work as *“excessive” and “irritating.”* Teachers were amenable to the accountability, but they felt that *too much paperwork took time and became a burden instead of helping to improve teaching.*

The teachers also perceived that the monitoring system was more about **checking whether they followed rules** than helping them improve. When teachers feel that they are being scrutinized instead of supported, they may become defensive and disinclined to participate. The pressure of keeping records and meeting monitoring requirements also affected some teacher’s **mental health**. Participant 05 explained that *it is difficult when teachers’ hard work and dedication are unrecognized or unappreciated.* Taken together, the evidence suggests that the system focused heavily on **monitoring and paperwork**, while teachers’ actual efforts were often not acknowledged. When people strive but do not receive appreciation, they can gradually **lose momentum and become disengaged.**

5. Discussion

The findings of this study do not indicate that the Adopt-a-School model is completely good or bad. Rather, the study shows both progress and problems. There has been tangible progress in teaching methods and the school environment. However, teachers also face systematic constraints that can make it difficult for them to continue these improvements.

5.1 The Shift toward Student-Centered Pedagogy

Teachers in this study welcomed the move toward student-centered teaching rather than following it only because they were instructed to. Participant 01 described using everyday materials to conduct experiments, showing a marked transformation in the way teachers approach their work. Both experienced and novice teachers saw the shift from traditional lectures to activity-based learning as a constructive upgrade. Most notably, they felt that this approach helped them teach better, rather than seeing it as just another layer of compliance.

This outcome is similar to Bano (2008), who found that NGOs can help make education reforms function more effectively by *providing teachers*

with useful materials and sustained support Teachers were not simply told to alter their teaching methods. They were also given the *tools and resources* required to use adaptive approaches.. This support made the changes *easier and more productive for teachers*.

Nonetheless, this progress was affected by what teachers called “*syllabus pressure*.” Activity-based teaching demands a longer timeline than traditional teaching methods, but teachers still had to cover the curriculum according to the government’s schedule. This gives teachers a hard time. They wanted to use teaching methods they believed were more fruitful, but they also had to make sure students completed the required syllabus for important exams. This problem was common among several participants and supports Aldridge and McLure’s (2024) finding that lack of time is a major problem in educational reform. It also shows that changing teaching methods without changing the school’s time and syllabus requirements puts too much pressure on teachers.

5.2 Curriculum Reforms and the Implementation Gap

Teachers had a positive reflex to the new curriculum. They often narrated it as “**practical**” and “**child-friendly**,” and they welcomed the reduced focus on cramming and parroting. Participant 05 preferred helping students fathom ideas instead of simply covering more content, while Participant 01 favored using stories in English lessons. These views depict that the new curriculum matched teachers’ own ideas about effective teaching. This is crucial because teachers are more likely to embrace and implement changes when those modifications support their professional values.

The main issue was not the new curriculum itself, but the discrepancy between the curriculum and the examination system. Government board exams still focused on the skills that the new curriculum was seeking to mitigate, such as rote learning. Teachers appreciated the new content and teaching methods, but they grew frustrated to use them fully because the examination system had not changed. This underscores a more pervasive problem: between what students are taught and what they are tested on. The NGO cannot tackle this problem on its own because it involves the wider education system. Preceding analyses on NGO-managed schools in Pakistan has not focused much on this issue. This study highlights the need that this issue requires a systemic solution rather than expecting individual workarounds.

5.3 Infrastructure and the School Environment

The improvement in the school's physical learning space was the most valued transition. All participants spoke positively about the NGO's efforts facilities upgrade. This reinforces Bano's (2008) finding that better infrastructure can improve teacher morale and community trust. Teachers also opine that a well maintained and resource rich school validated that their work was valued and helped increase students' interest in learning.

5.4 Hierarchy and the Assumptions of Top-Down Reform

The conflict between veteran government teachers and novice NGO coordinators was one of the main detections of the study. It also challenges the general notion that educational change should come mainly from management. In top-down models, managers are seen as the resident experts who determine how changes should be made. However, Ullah et al. (2020) expressed concerned that this approach often dismisses the views of teachers who have the greater classroom background. This study establishes the factual accuracy that this problem also exists in the schools studied.

Participant 06's exasperation with being constantly over sighted and interfered by coordinators who had fewer classrooms experience indicates a flaw that general reform studies often miss. The problem is not just about teachers feeling disquieted; it is also about not valuing their experience and knowledge. When seasoned educators feel that their opinions are neglected instead of being consulted, they are more likely to holding back their knowledge and skills to drive the reform.

The disparity in assessment methods aggravated the problem. Teachers were still obligated for preparing students for government board exams, but the NGO's teaching approach exempted from focusing on these exams. This presented a significant dilemma for the teachers. If they juggled NGO's teaching goals, it became challenging to prepare students for government exams. There was no framework available to help teachers manage or solve this problem.

5.5 Emotional Well-being and the Cost of Dual Management

The emotional side of this study may be its novel observations. Teachers endured paperwork stress, pressure from monitoring, and a fear of unrecognized efforts. These problems were connected and were not just isolated incidents. Participant 05 reviewed that when teachers' dedication is

not recognized, it can affect their mental well-being. This corroborates Schmidt and Datnow's (2005) finding that educational reforms can create strong emotional reactions when they interfere with teachers' daily workflow. This study complements their finding by showing how these emotions are linked to the weight of accountability to both the NGO and the government.

What makes these teachers' experience different is that they have to satisfy two parallel sets of requirements. They must meet government rules as well as NGO expectations, which sometimes run counter to one another. However, there is no reliable system in place to recognize or support teachers cope with stress. As Ullah et al. (2020) elucidate, this can lead to "imposed compliance," where teachers treat the work as strict requirement rather than a personal choice. This gap can also create frustration and weigh on teachers' mental well-being.

Hargreaves (2005) explains that successful and long-lasting reforms need teachers to truly advocate this transition. This endorsement cannot be forced. It can be developed by respecting teachers, consulting them in decisions, and acknowledging their contributions. However, teachers in this school felt that the monitoring system fixated more on finding mistakes and checking compliance than on stimulating and supporting them. Therefore, the emotional stress found in this study was the direct reflection of this approach.

6. Limitations of the Study

Every research design has certain constraints. The choices made in this study also have boundaries that should be accounted before applying these takeaways. Four primary limitations warrant specific attention.

Initially, the study was carried out in only one school. This provides a comprehensive overview of that particular school, but the findings are inapplicable to all schools using the Adopt-a-School model. Diverse NGOs, schools, and areas may have varying teacher experiences. So, these findings are unique for understanding this school, but they cannot be representative of all schools.

Second, only eight teachers participated in the study. Although this was suitable for qualitative research and the core themes were reiterated enough to ensure thematic saturation, however, a larger group of teachers could have yielded different views. For instance, younger or recently trained teachers might have encountered distinct experiences. Therefore, the study includes

key perspectives, but other viewpoints exist.

Third, the study leaves out the views of NGO administrators, coordinators, or management staff. This was a conscious choice because the study centers the focus on teachers' experiences and voices, which are rarely captured in existing reform analysis. Rather than recording the views of management staff, the study only shows the teachers' interpretation of the decisions made by the NGO. The administrators may have varied opinions or reasons that could provide an all-encompassing view of the variables at play.

Fourth, the findings are mainly beneficial for urban public schools in Pakistan that have identical governance framework managed by an NGO. Teachers in rural schools, schools utilizing distinct NGO operational frameworks, or schools at different stages of reform may have different experiences. So, these conclusions should be viewed through a critical lens and with attention to the school's specific situation.

7. Recommendations

The findings of this study determine that the reform is bringing real merits, but it is facing challenges in the professional and emotional well-being of the teachers who execute it. The following protocols are established for NGO managers, policymakers, and school administrators involved in Adopt-a-School programs.

7.1 Involve Experienced Teachers In Decision-Making

NGO management should institutionalize operations by creating regular meetings and discussion groups where experienced teachers can put forward their suggestions and take part in planning reforms. Their classroom experience is not a hurdle to adaptation; it is a valuable resource for ensuring the efficacy of the reforms. When teachers are consulted and involved in decisions, they are more likely to invest themselves fully in the system instead of just following a set of instructions.

7.2 Streamline Documentation Requirements

Reporting requirements should be reviewed to streamline the documentation process. Teachers should only complete reports that directly inform their instructions. Reducing administrative overhead will allow teachers to maximize their time and energy for instructions. This is important to drive educational excellence.

7.3 Reframe Monitoring as Professional Development

NGO management needs to foster a supportive environment for teachers

rather than relying solely on top-down direction and monitoring. Classroom observations should be followed by helpful feedback and discussions, not just one way evaluations. Monitoring should ask, “How can we help this teacher improve?” rather than “Did the teacher follow the rules?” Gaining early trust and loyalty from the beginning is much better than trying to restore the compromised credibility.

7.4 Address the Assessment Mismatch Directly

The divergence between the NGO’s teaching methods and government board exams is a significant complication that teachers cannot solve alone. NGO management should team up with the government to train teachers on how to develop students’ comprehension while aligning instruction with board exams requirements. Failure to address this problem only puts immense pressure on individual teachers.

7.5 Establish Formal Mechanisms for Recognizing Teacher Effort

Recognition should be a systematic, ongoing part of management. Teachers ought to be valued through formal appreciation, peer recognition, and regular praise during staff meetings. This can reduce stress and fuel teachers’ ambition. Teachers do not want less responsibility or accountability; they thrive best in an environment that respects and acknowledges their contribution. Implementing this small tweak can drive major improvements.

7.6 Align Pedagogical Expectations with Structural Realities

Modifying classroom instructions but not changing the academic calendar, exam schedule, and timetable cause the teachers to be strained. NGO management should partner with the government to create timetables that ensure adequate provision for activity-based learning. Educational reform success is contingent upon receiving sufficient time and resources.

8. Conclusion

The objective of this study is to examine how teachers live through evolving educational environment in an NGO-adopted public school in Pakistan. The findings show that the results were inconsistent, demonstrating strong performance in some sectors while underperformance in others, especially in teachers’ professional lives.

The NGO has exhibited marked improvements in the school’s physical environment and teaching methods. Teachers acknowledge and applauded these changes. The move toward activity-based and student-centered learning is a welcome departure from the old passive teaching style. The

enhanced academic environment is also helpful for both teachers and students. These are valuable and necessary environment.

At this juncture, the study shows that something important is being lost over the course of the reform process. Teachers have to answer to two distinct management streams, cope with a lot of administrative work, face pressure from veteran staff, and receive faint praise or professional support. This breeds emotional stress and exhaustion. The issue lay not in the reform idea, but by the way the reform is managed. If a reform makes teachers drained and unsupported, it may fail in the long run.

The main thrust of the study is that teachers' opinions and experiences are integral in educational reform. Teachers are not just people who comply with the new policies. They actively understand, respond to, and align their actions with the updated protocol in the classroom also. Their experience heavily influences the reform's success or failure. Teachers are the sole bridge connecting every new policy, curriculum, or teaching method to the students. If teachers are tired, unappreciated or not involved in decision-making, the reform is less likely to succeed and its primary driving force is lost.

The Adopt-a-School model has elevated the overall standard of the school studied in this research. However, its sustainable progress relies not only on the changes made in the classrooms but also on how well it backs the teachers and staff who work there every day. Teachers crave proper guidance, respect, and support to effectively implement new initiatives and the educational reform is more likely to yield positive results.

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