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EXAMINING FACULTY AWARENESS AND UNDERSTANDING OF PSG-2023 PREE STANDARDS IN HIGHER EDUCATIONAL INSTITUTIONS

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Abstract

The Pakistan Precepts Standards and Guidelines for Quality Assurance (PSG-2023) framework was launched by QAA Pakistan in collaboration with QAA UK (HEC, 2023) to enhance quality assurance standards at tertiary level. Program Review for Effectiveness and Enhancement (PREE) is one of its core dimensions. The main purpose of this research was to analyze faculty awareness and understanding of PSG-2023 PREE standards. Using a quantitative research design, a self-developed survey questionnaire was employed for this study comprising of eight sections based on the eight PREE standards. Data were collected from 200 faculty members including lecturers, assistant professors, and professors using purposive sampling from public and private universities of Lahore. Descriptive and inferential statistics using Statistical Package for the Social Sciences (SPSS) were used for data analysis. The main findings revealed that there was a significant level of faculty awareness and understanding regarding the PSG-2023 PREE standards. There was a significance difference between faculty awareness and understanding between public and private universities; the faculty in private universities had more awareness and understanding of the standards than their counterparts in public universities. The results also highlighted the importance of training as it was observed that faculty members who had attended training sessions, workshops, or seminars had greater awareness than those who did not. Another key finding was that faculty members with a higher academic position had more awareness and understanding about the PREE standards. The main recommendations include improving faculty awareness and understanding in public universities by the provision of continuous training and also encouraging more lecturers to be included in these training sessions and workshops of PREE. The study offers new insights for policymakers, stakeholders and educational administration in faculty awareness and understanding of PSG-2023 PREE standards for its better implementations.

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INTRODUCTION

Quality Assurance at tertiary level ensures that higher educational institutions meet the highest standards of learning, teaching, curriculum, governance and leadership. In Pakistan, the Quality Assurance Agency (QAA), a specific agency, was established by the Higher Education Commission (HEC) in 2005 to develop policy guidelines for quality assurance in the universities and degree-awarding institutions. The Pakistan Precepts Standards and Guidelines for Quality Assurance (PSG-2023) quality assurance framework was introduced and developed by QAA UK and QAA Pakistan together (HEC, 2023). This comprehensive framework was developed with the help of different stakeholders from 22 public and private universities of Pakistan (Higher Education Commission Pakistan, 2023). It has basically three core dimensions a. REQAAB, b. RIPE and c. PREE. Program Review for Effectiveness and Enhancement (PREE) is used to evaluate the quality assurance at higher education institutions in Pakistan.

PREE has eight standards which are significant to ensure programme effectiveness and enhancement in higher educational institutions. They are related to programme objectives, teaching faculty, curriculum design, subject specific facilities, institutional support and facilities, institutional general requirements, policies and controls (HEC, 2023). The purpose of these standards is to ensure that postgraduate programs are regularly reviewed and enhanced through the evaluation of facilities, supervision, institutional support, and general requirements. These standards focus on the general needs and requirements of the higher educational institutions and give instructions that universities and higher educational institutions must have sufficient administrative support, academic resources, and infrastructure in order to develop a strong research environment. Furthermore, they ensure that institutions must follow ethical standards, international quality standards and there must be financial resources to keep high quality teaching staff.

Faculty members are considered to be the primary implementers of teaching, supervision, and program development. Their awareness and practical ability to understand these standards in academic, administrative, and developmental processes are essential to meet HEC's Quality Assurance requirements. As the implementers and evaluators of quality assurance, faculty have an impact on student learning outcomes, research and innovation, and curriculum delivery. Therefore, their involvement, awareness, and understanding of the PSG-2023 framework and PREE standards are crucial for sustainable growth of the programmes and continuous development.

One recent qualitative research study, Sarwar & Malik (2025) highlighted the impact of PSG-2023 on the quality of higher education in Pakistan through the perspectives of academic and administrative leaders. They argued that the PSG-2023 framework improved the academic quality through the process of enhanced study effort. The curriculum, student-driven pedagogy and outcome-based education was also effective through PSG-2023 framework. The PSG-2023 framework was introduced in 2023.

It has been three years since PSG-2023 was introduced in Pakistan to enhance quality assurance but there has been limited empirical study to examine faculty awareness and understanding of HEC's PSG-2023. The main purpose of this research was specifically to examine to what extent faculty members were informed about PSG-2023 PREE standards. To determine the difference regarding faculty awareness and understanding of both public and private universities was also one of the objectives. Another aim of the study was to analyze differences between faculty members who participated in PSG-2023 PREE standards training sessions, workshops or any seminar and those who did not.

Research Objectives

The study is guided by the following research objectives:

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i. To determine the level of faculty awareness and understanding regarding the PSG-2023 PREE standards.
ii. To compare the faculty awareness and understanding of PSG-2023 PREE standards between public and private universities.
iii. To analyze the difference in awareness and understanding between faculty members who have attended any PREE training session, workshop, or seminar and those who have not attended.
iv. To find out the difference in faculty awareness and understanding with regard to academic rank.

Research Hypotheses

H_{01}: There is no significant difference in faculty awareness and understanding of PSG-2023 PREE standards based on their participation in training sessions, workshops and seminars.

H_{02}: There is no significant difference in faculty awareness and understanding of PSG-2023 PREE standards between public and private universities.

H_{03}. There is no significant difference in faculty awareness and understanding of PSG-2023 among Lecturers, Assistant Professors, and Professors.

Literature Review

In recent decades, quality assurance (QA) has developed as an essential part of the strategic development and governance of higher education institutions (HEIs) all over the world (Iqbal et al., 2024). The collaboration between higher education institutions and accreditation bodies develops a sense of transparency, enhancement and development that is beneficial to achieve quality assurance in educational institutions. Accreditation bodies serve as partners in quality improvement by offering direction, criticism, and assistance for institutional reform rather than acting only as regulatory entities (Childress & Pisacreta, 2026). According to Khan et al. (2026), the implementation of quality assurance procedures, such as curriculum review, outcome-based education, and recurring program evaluation, is directly related to sustainability in higher education. They emphasize that quality assurance frameworks are not only regulatory measures highly dependent on the authority and faculty of higher educational institutions but are strategic instruments for attaining institutional sustainability and continuous improvement. The goal of PSG-2023 is not only academic enhancement but it is also aligned with socio-economic development. It aligns Pakistan's higher education institutions with both national academic enhancement and international development goals using sustainable development goals (SDGs) and global engagement, principles and values of Quality Assurance.

Higher Education Commission (2023) developed a quality assurance framework consisting of three main aspects: REQAAB, RIPE, and PREE. Figure 1 explains the main aspects of the QA Framework of PSG-2023.

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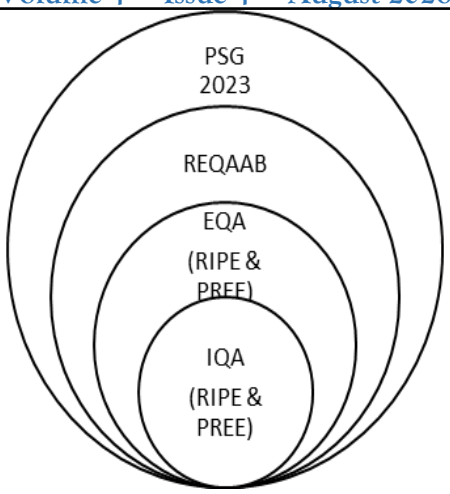


Figure 1: Main aspects of PSG-2023

Note. Source: Higher Education Commission Pakistan. (2023). *Pakistan Standards and Guidelines for Quality Assurance in Higher Education (PSG-2023).* https://www.hec.gov.pk

The Higher Education Commission (HEC) of Pakistan developed the Pakistan Precepts, Standards, and Guidelines for Quality Assurance in Higher Education (PSG-2023), in which the Programme Review for Effectiveness and Enhancement (PREE) is an essential component. The purpose of PREE is to ensure that postgraduate programs receive a systematic evaluation process for their enhancement, effectiveness, and alignment to international standards of excellence. PREE framework has two key dimensions: Internal Quality Assurance (IQA) and External Quality Assurance (EQA).

The Programme Review for Effectiveness and Enhancement is an internal quality assurance (PREE for IQA) which is reviewed by the programme internal review and the institutional quality assessment and effectiveness office (IQAE). It ensures that quality assurance is an ongoing process and program of higher educational institutions that meet the criteria of quality assurance nationally and internationally. Universities are required to evaluate quality assurance into their teaching, learning, and administrative procedures as the framework provides a systematic and structured way to evaluate postgraduate programs. The aim of PREE framework is not only to evaluate the quality standards of the programme but also give guidance regarding enhancement and effectiveness of the program and continuous improvement.

External quality assurance (EQA) is the assessment of the institution. It is the process of institution's programs by an external organization or authority to evaluate and assess. This organization evaluates the higher educational institution's operations to determine its effectiveness and compliance with its procedures with the requirements determined by the accreditation bodies. According to Stalmeijer et al. (2022), the external quality assurance (EQA) aims to monitor whether educational procedures, reviews, and programmes at higher education institutions are up to standard or not.

By providing program self-assessment and evidence based, the PREE Standards aim to improve internal quality assurance processes (HEC, 2023). The PREE standards focus on continuous improvement of the programme by internal and external quality assurance evaluation. It emphasizes the importance of student engagement, faculty involvement and awareness, conducting research and institutional responsibility in supporting and giving facilities in higher educational programmes.

There are eight standards of PREE, in which first standard of PREE Programme mission, objectives

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and outcomes focuses on mission and objectives of the Programme. Each Programme mission, objectives and outcomes should be aligned with Quality Assurance standards. Childress & Pisacreta, 2026 stated that public access to certification data can enhance accountability and enable stakeholders to make well-informed decisions. Second Standard Curriculum design and organization emphasized that the curriculum must be aligned with the criteria for quality assurance in higher education. Third standard Subject-specific facilities focuses on subject specific facilities to support teaching and research activities. For the program to be effective and improved, faculty and students must have proper access to subject-specific facilities (HEC, 2023).

Fourth standard Student Advising and Counselling mainly focuses on student counseling and advising regarding programmes. In the prior study of Akhtar et al. (2024), results showed that participants had a very positive opinion of advising and mentoring, they stated that counceling and significantly improved their academic performance. Fifth standard Teaching faculty/staffs focus on teaching faculty and staff. Quality assurance and effective learning outcomes in higher education largely depends on teaching faculty or teaching staff. Sixth standard is Institutional policies and process control, which states that institutional quality assurance systems depend on policies and processes that promote continual improvement and accountability for programs (HEC, 2023).

Seventh standard Institutional Support and Facilities of PREE demands that the program should have its objectives and the authority should maintain it. Tracy and Childs (2021) emphasized how crucial institutional support is to establishing efficient Continued Professional Development systems.

In the eighth Standard Institutional General Requirements of PREE the well-recognized university offers research degrees in a safe and secure environment. The universities should also ensure learning of research approaches, methodologies, procedures and protocols to its students.

Adopting and implementing QA and HEC PSG-2023 framework depends on how well the faculty, authority, and other stakeholders are aware of and understand this framework. Faculty participation is required at various stages during the institutional self-assessment process. Faculty members participate in Institutional Quality Assurance to plan, organize, and monitor self-assessment activities such as data collecting and validation on program objectives, curriculum efficacy, student support, and faculty development. These efforts are then combined into a self-assessment report, which IQAEs use to highlight institutional strengths, and areas for growth in preparation for external review (QAA–HEC, 2019). Thus, faculty engagement not only ensures accountability but also enhances institutional learning and growth. Furthermore, research shows that faculty awareness is frequently dependent on institutional support, professional development opportunities, and the degree to which QA processes are regarded as useful rather than bureaucratic (Shah & Jarzabkowski, 2013).

According to Tracy and Childs (2021), faculty members have the ability to remain updated with new instructional techniques, technology developments, and quality standards through continuous professional development. Ummami et al. (2024) stated that continuous professional development programs help faculty in awareness and implementing updated teaching techniques and technology advancement. By attending training sessions, seminars and collective workshop, faculty can develop their ability to perform well and can be more aware and develop understanding. Makhoul (2019) argued that faculty training directly improves teaching and learning processes, proper training develops teaching skills and emphasizes professional development. Faculty members have a significant role in interpreting those standards, operationalizing them.

Serrano et al. (2025) emphasized the importance of management support in institutions in their

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prior study. The study recommended that it is important to engage faculty for program effectiveness and enhancement. For the implementation of Quality Assurance (QA) frameworks faculty should be aware and know how to implement them. Faculty participation, and curriculum development of higher educational institutions is also crucial. The awareness and understating of all these factors are significant, particularly in research and teaching and learning outcomes.

Serrano et al. (2026) stated that private institutions are more effective and actively participate in quality assurance procedures as compared to the public institutions. They further concluded that private institutions has institutional governance and performance-oriented systems that is why private universities frequently demonstrate more effective implementation of quality assurance techniques. This positive and effective attitude towards quality assurance distinguishes private institutions from public institutions.

Research studies reveal that academic rank plays a significant role in enhancing faculty members' professional competencies, including their technological awareness, pedagogical skills, and teaching effectiveness. Shiri and Baigutov (2025) observed in their study that those in higher academic positions showed a higher tendency to integrate technology, pedagogy, and content skills, compared to faculty members in lower ranks. The difference can be attributed to senior faculty members' higher exposure to institutional procedures, professional experience, and training and academic engagement possibilities. The study concluded that faculty members in higher academic positions has stronger tendency to enhance the quality assurance compared to those in lower positions.

Research Methodology

This research study was quantitative in nature based on the positivist paradigm. Quantitative research designs ensure objectivity and accuracy by allowing researchers to apply statistical approaches to assess data in a systematic way (Creswell, 2023). Fraenkel et al. (2019) described quantitative research as especially helpful for collecting self-reported data on beliefs, experiences, and opinions of people, which enables the researcher to make generalizations about the population under study.

The research design employed the use of a survey questionnaire. The research tool was developed by the researcher to analyze faculty awareness and understanding of HEC's PSG-2023 PREE standards. The self-developed questionnaire was aligned with the HEC's PSG-2023 (PREE Standards) framework. The survey questionnaire was divided into eight sections. Each section represented a PREE standard comprising of three statements (items) that were aligned with it. Demographic information that was asked included questions pertaining to academic rank and participation in any training session on PSG-2023 and Programme Review for Effectiveness and Enhancement (PREE) QA framework. The self-developed questionnaire used a four-point Likert scale to measure faculty awareness and understanding. To avoid neutral responses a four-point Likert scale was used, as it could manipulate data findings and analysis. Nemoto et al. (2014) stated that four-point Likert scale is desirable for respondents with less motivation as four-point scale requires less effort to answer.

Content validity of the self-developed questionnaire was also ensured through expert review. The validity and reliability of the self-developed questionnaire was ensured by pilot testing. A pilot study was conducted with a small group of 20 faculty members before administering the instrument. The reliability of the questionnaire was measured using Cronbach's Alpha coefficient. Table 1 reveals that $\alpha = .781$; which is considered as acceptable reliability. According to Creswell (2023), the reliability of Cronbach's Alpha is effective for developing the research tool as it is an essential component in any research study, where a value above 0.70 is appropriate and acceptable for any questionnaire

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of the study. The respondents also reported no difficulties in completing the survey questionnaire within the given time frame.

Table 1 Reliability of the Questionnaire

Cronbach's *Alpha* (α)	Number of items
.781	24

The target population of this study were the faculty members in HEC - recognized universities in Lahore. It was ensured that the faculty members were actively involved in graduate and postgraduate programs and engaged in supervision of students' research-related work or program-related academic responsibilities.

In this study the sampling strategy used was purposive sampling. The purposive sampling strategy was employed to select participants who were considered most appropriate for addressing the research objectives. Purposive sampling is a non-probability sampling method where participants are selected intentionally according to specific characteristics relevant to the research (Creswell, 2023). For sampling strategy of this study, higher educational institutions in Lahore were divided into public and private universities. The sample comprised of 200 respondents from ten HEC recognized universities. From HEC recognized public universities 100 faculty members were selected and 100 were selected from private universities. Equal representation of public and private faculty members was ensured to avoid any biasness. A total of 200 faculty members including lecturers, assistant professors, and professors were selected using purposive sampling strategy. Table 2 shows the universities of the faculty members that participated in the study.

Table 2 Selected universities and departments

University	Sector	Departments
University of the Punjab	Public	Education, Political Science
Lahore College for Women University	Public	Education, Psychology
University of Education	Public	Education, Information Management, Computer Science
Government College University Lahore	Public	Arts & Social Sciences
University of Home Economics	Public	Management science, English Literature
University of Management and Technology	Private	Department of Education
University of Lahore	Private	Social sciences, Language and literature
Superior University	Private	Business and management sciences, Information technology
Hajvery University	Private	Social sciences department
Forman Christian College (FCCU)	Private	Department of English, social sciences

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The SPSS program was used for data analysis techniques. To analyze the level of faculty awareness and understanding of these standards, descriptive statistics was used which included the mean, standard deviation, frequencies and percentages. In order to determine the difference between public and private regarding faculty awareness and understanding, inferential data analysis techniques were used. Independent sample t-test was used for analyzing the significant differences of two groups. ANOVA was used to analyze the level of awareness and understanding across three distinct academic positions: Lecturer, Assistant Professor, and Professor. For examining variations in a single dependent variable across a categorical independent variable with more than two levels, One-Way ANOVA is the proper method (Pallant, 2020).

Results

Descriptive Statistics

Table 3 Descriptive statistics of all PREE standards regarding faculty awareness and understanding of PSG-2023.

Standards	Mean	Std. Deviation
Standard 1: *Programme mission, objectives and outcomes*	2.96	.827
Standard 2: *Curriculum design and organization*	3.02	.854
Standard 3: *Subject-specific facilities*	3.03	.795
Standard 4: *Student advising and counselling*	3.01	.827
Standard 5: *Teaching faculty/staff*	3.03	.856
Standard 6: *Institutional policies and process control*	3.06	.892
Standard 7: *Institutional support and facilities*	2.98	.850
Standard 8: *Institutional general requirements*	2.97	.819

n=200

Table 3 shows the descriptive statistics of the faculty awareness and understanding of all the PREE standards. The average mean and standard deviation were computed for each of the standards. The range of the means from 2.96 to 3.06 reveals that there is a generally high awareness and understanding of all the standards among faculty members. It can be noted that standard 6 "Institutional policies and process control" had the highest mean (M = 3.06; SD = 0.892), which means that faculty members strongly agreed that they were more aware and understood that programmes should be periodically reviewed, evaluated and continuously improved in higher education. Standard 1 "Programme mission, objectives and outcomes" had the lowest mean (M = 2.96; SD = 0.827), which indicated that most faculty members had less awareness and understanding of the first standard.

Table 4 Normality Test.

	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Awareness and Public Understanding		.969	100	.089	.969	100	.089
	Private	.987	100	.118	.905	100	.118

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Before testing T-Test and ANOVA, normality of the awareness and understanding scores was assessed using the Kolmogorov–Smirnov and Shapiro–Wilk tests. Table 4 shows the normality of the awareness and understanding scores was assessed using the Kolmogorov–Smirnov and Shapiro–Wilk tests. The public university group obtained a significance value of .089, while the private university group obtained a significance value of .118. Since the significance values for both groups (public and private) were greater than 0.05, the data were considered to be normally distributed.

Table 5 Descriptive statistics for faculty training sessions, workshops, or seminars wise distribution.

Training/workshop	Frequency (*f*)	Percentage (%)
Yes	177	88.5%/
No	23	11.5%

n=200

The result of descriptive statistics indicated that the majority of the respondents 177 (88.5%) had attended training sessions, workshops or seminars related to PSG-2023 whereas, only 23 (11.5%) faculty members did not get any training sessions, workshops, or seminars (see Table 5).

Table 6 Inferential statistics for Training sessions/workshops/seminars wise comparison of faculty.

Training/Workshop	*N*	Mean	Std. Deviation	*T*	Sig. *p*
Yes	177	3.08	.85	2.08	0.03
No	23	2.10	.88		

n=200

Table 6 shows the impact of PSG-2023 PREE standards training on faculty awareness. The results of t-test indicated that faculty members who participated in training sessions, workshops, or seminars had higher level of awareness and understanding (M = 3.08) compared to those who did not receive training, seminars, or workshops (M = 2.10). The calculated t-value of 2.08 with a p-value of .03 ($p < 0.05$) confirms a statistically significant difference. Therefore, null hypothesis (H_{01}) stating that there is no significant difference in faculty awareness and understanding based on their participation in training sessions, workshops, or seminars was rejected.

Table 7 Comparison of public and private universities regarding faculty awareness and understanding of PSG-2023 Standards.

Institution Type	*N*	Mean	Std. Deviation	*T*	Sig. (*p*)
Private	100	3.02	.83	2.01	0.04
Public	100	2.92	.81		

n=200

Table 7 shows the comparison of faculty awareness regarding PSG-2023 PREE standards between public and private institutions. The results indicated that faculty members in private universities had higher mean awareness and understanding score *(M = 3.02, SD = 0.83)* and mean of awareness and understanding in public universities was slightly lower than faculty members in private universities *(M = 2.92, SD = 0.81)*. The independent sample t-test is *t-value of*

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2.01 and a p-value of 0.04. Since $p < 0.05$, the difference is significant. Therefore, the null hypothesis (H_{02}) stating that there is no significant difference in faculty awareness and understanding of PSG-2023 PREE standards between public and private universities was rejected.

Table 8 Faculty Position wise differences

Source of Variation	Sum of Squares	df.	Mean Square	F	Sig. (p)
Between Groups	1158.96	2	579.48	6.09	.003
Within Groups	18744.05	197	95.14		
Total	19903.02				

n=200

Table 8 presents the results of a One-Way ANOVA. The analysis revealed a statistically significant difference between groups based on faculty position, $F = 6.09$, $p = .003$. Since the *p*-value is less than the alpha level of 0.05, it means that there is difference in faculty awareness and understanding among lecturers, assistant professors, and professors. This indicated that the academic position of faculty members significantly influences their level of awareness regarding the PSG-2023 standards. Therefore, null hypothesis (H_{03}) stated that there is no significant difference among Lecturers, Assistant Professors, and Professors regarding faculty awareness and understanding of PSG-2023 PREE standards was rejected.

After performing an analysis of variance using the one-way ANOVA to compare scores between several groups, the Post Hoc Test is used. It is carried out after the testing of the one-way ANOVA result (Sedgwick, 2014). One-Way ANOVA is used to determine the difference among three or more variables, however, it does not identify which group differs significantly from the others or which group differs more than the others. To determine which group is different and which has comparable results, a post hoc test is needed. In this study post Hoc test (Turkey) was used to determine which faculty position group has a high level of awareness from other groups of faculty members.

Table 9 Faculty Position wise differences among lecturers, assistant professors, and professors.

Faculty Position	N	Subset for alpha = 0.05	
		1	2
Lecturers	73	69.8	
Assistant Professors	97	73.3	73.3
Professors	30		76.3
Sig.		.157	.259

Table 9 shows that professors had highest mean *(M=76.3)*, which indicated that professors in universities were more aware and understand PSG-2023 PREE standards.

In the above results, lecturers had the lowest mean *(M=69.8)*, which means most of the lecturers were not well aware and do not understand PREE standards.

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Table 10 Hypotheses of the Study

	Null Hypotheses	Test Results
H_{01}	There is no significant difference in faculty awareness and understanding based on their participation in training sessions, workshops or seminars.	Hypothesis Rejected
H_{02}	There is no significant difference in faculty awareness and understanding of PSG-2023 PREE standards between public and private universities.	Hypothesis Rejected
H_{03}	There is no significant difference among Lecturers, Assistant Professors, and Professors regarding faculty awareness and understanding of PSG-2023 PREE standards.	Hypothesis Rejected

Discussion and Conclusion

The main purpose of this study was to examine faculty awareness and understanding of PSG-2023 PREE standards in public and private universities of Lahore. The results of the analysis illustrated that out of two hundred faculty, one hundred and seventy seven faculty members (88.5%) had been to training or workshops about PSG-2023 and PREE standards. The results showed that the highest mean of the study was (M = 3.15) which indicated that there was a significant level of faculty awareness and understanding regarding the PSG-2023 PREE standards. The findings of the independent samples t-test revealed that there is a difference between faculty awareness and understanding between public and private universities (t=2.01, $p < 0.05$), as private universities had higher mean (M = 3.02) which indicated that faculty in private universities were more aware and understand PREE standards than the faculty in public universities. The findings of t-test also indicated that there is was a statistically significant difference (t= 2.08, $p < 0.05$) between faculty who have attended any training sessions, workshops, or seminars than those who have not. To assess the statistically significant difference based on faculty position one way ANOVA technique was integrated, and the result was ($F = 6.09$, $p < 0.05$). The results also showed that the professors were more aware (M=76.3) than the lecturers and assistant professors, which means that the higher the academic position of the faculty members, the more awareness and understanding they have.

The findings indicate that there is a significance level of faculty awareness and understanding regarding PSG-2023 PREE standards. According to the present study, faculty members in private universities had higher mean awareness and understanding score and mean of awareness and understanding in public universities is slightly lower than faculty members in private universities. The independent samples t-test (t = 2.01) and a p-value of 0.04 indicated that the difference was slightly significant. Existing literature supports the findings, which was analyzed in this study on higher education. The results indicate that private sector institutions are more responsive to quality assurance requirements.

Serrano et al. (2025) in the prior study emphasized that faculty members' awareness, training, and involvement are just as important to the success of quality assurance systems as policy frameworks. The study also suggested that faculty should engage in the procedure of quality assurance. Active participation of teachers and other stakeholders is effective for higher accountability in educational institutions. Makhoul (2019) in his previous study also argued faculty training is a crucial part of higher education accreditation and quality assurance procedures as it directly enhances teaching and learning processes. The study also stated that institutions dedicated to quality standards and accreditation invest highly

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in faculty development, which enhances teaching and learning outcomes. The findings of present study support the argument that institutional support and professional development programs enhance faculty understanding of QA systems as those faculty members who participated in training or any workshop of PSG-2023 and PREE standards showed that faculty members who participated in training had higher level of awareness and understanding compared to those who did not receive training.

According to Serrano et al. (2025) private institutions has institutional governance and performance-oriented systems that is why private universities frequently demonstrate more effective implementation of quality assurance techniques. This positive and effective attitude towards quality assurance distinguishes private institutions from public institutions. This gap is significantly important as faculty members are considered as the primary implementers of teaching, supervision, and program development in both types of universities. This prior study is consistent with the findings of present study as faculty in private universities had higher mean awareness and understanding score and mean of awareness and understanding in public universities is slightly lower than faculty members in private universities. The independent samples t-test ($t = 2.01$) and a p-value of 0.04 indicated that the difference was slightly significant. Although there is difference regarding awareness and understanding of PSG-2023 PREE standards, it is crucial to note that this does not mean that faculty at public universities are incapable. Rather, it highlighted different factors which affect awareness and understanding of Quality Assurance framework in public universities, these factors can be limited opportunities for faculty engagement in training and awareness based activities, or systemic differences in institutional support and opportunities between public and private universities.

Shiri and Baigutov (2025) observed in the study that those in higher academic positions showed a higher tendency to integrate technology, pedagogy, and content skills, compared to faculty members in lower ranks. The difference can be attributed to senior faculty members' higher exposure to institutional procedures, professional experience, and training and academic engagement possibilities. Junior faculty members, on the other hand, demonstrated relatively lower levels of competence, mostly as a result of limited experience and opportunity for professional development. The present study's finding consistent with Shiri and Baigutov (2025) findings, supporting the argument that higher academic rank is associated with greater awareness and professional capability Shiri, as professors had highest mean score ($M = 76.3$) for faculty awareness and understand of PSG-2023 PREE standards.

The results of this study highlighted that attending seminars, workshops, and training sessions of PSG-PREE standards play a crucial role in faculty awareness and understanding, as faculty members who attended training sessions, seminars or different workshops were more aware and understand PSG-2023 PRE standards. In addition, the findings revealed that faculty in private universities were more aware and understood more as compared to faculty in public universities. The present study also concluded that professors are more aware and have better understanding of PREE standards than lecturers and assistant professors. The results of analysis are consistent with previous study and support previous study.

Recommendations

The findings of this research suggest that that it is crucial to implement targeted training sessions and workshops for faculty members in public educational institutions. Training sessions and workshops should be conducted in public universities with the collaboration of different quality assurance administrations. Public universities should focus on faculty awareness and understanding of every quality assurance framework specifically PSG-2023 PREE standards for the better evaluation and reviews programmes.

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Policy makers should focus on the development of faculty training and different diplomas should be introduced to encourage the faculty. Continues professional development should be compulsory for the faculty members to enhance and develop their teaching practices. Collect feedback from faculty members of how much they are aware and understand the PSG-2023 PREE standards after attending every training session, workshop or any seminar related to it. After collecting feedback, evaluate it for the development of these standards. Training and workshops should be aligned with Higher Education Commission frameworks. Moreover, lecturers should be also given chance and equal training and workshops of PSG-2023 PREE standards in higher education.

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