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### AN ASSESSMENT OF EXAMINATION PROCEDURES ADMINISTERED BY PUNJAB EXAMINATION COMMISSION IN PRIMARY AND ELEMENTARY SCHOOLS OF DISTRICT FAISALABAD

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#### ABSTRACT

Education is important in society's political, social, and economic development. Education is a basic ingredient of human development. Education is an individual's fundamental right, and it plays a key role in personality improvement. Early years are very important in human life. Keeping this in mind, the educationists have developed a separate curriculum and examination system for early childhood education. Punjab Examination Commission (PEC) is an independent body created by the Punjab Government in 2005 to examine 5th and 8th standard students. The objectives of this study were to examine the PEC's functionality, the respondents' awareness level about the PEC, the advantages and disadvantages of the PEC system, and the effects of PEC examinations. The population for the study was 249 teachers randomly selected from 20 schools in the district of Faisalabad. A random sampling technique was used to select a sample from the population. The population for this study was all elementary and primary schools in the Faisalabad district, and data were collected from primary and elementary school teachers. A well-structured questionnaire was used as a research tool. The sample size of 151 had been determined with a 95% confidence level and 5% confidence interval. Respondents were given a questionnaire according to objectives, and SPSS software was utilized to examine the questions. The findings revealed that the majority of the respondents "awareness level for exams for Primary and Elementary classes" ( $3.51 \pm 1.53$ ) and "conducting examinations by Punjab examination commission is trying to improve literacy rate in Punjab" ( $3.92 \pm 1.65$ ). Furthermore, "result system of PEC can be utilized further" ( $4.72 \pm 1.54$ ) is considered as an advantage of PEC, while "fair educational policy is required" ( $4.97 \pm 1.28$ ) is considered as a disadvantage of PEC. It is suggested that it "encourages more learning and written practices" ( $4.95 \pm 1.34$ ) as the usefulness of PEC.

**Keywords:** Assessment; Punjab examination commission; Elementary schools.

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#### INTRODUCTION

Pakistan has a weak educational system. This is the basic reason that Pakistan has lagged behind in development. Our primary and elementary educational system is poor due to many factors. These factors are corruption, nepotism, and an unstable political system. The system of so-called primary education is hijacked by so-called democracy (Zafar, 2003). The government of Punjab was on the way to abolish the PEC system in the province. But now, according to the recent policy of the Punjab government, this system will continue only for elementary students. As discussed earlier, this system is not foolproof, but it can be carried out after some feasible research because nothing is useless in this world. Everything has some advantages and some disadvantages. PEC puts a lot of pressure on students. In addition, it also created difficulties for deployed employees to perform oral and practical tests. He said that the team suggested that

the responsibility for taking the specific tests be transferred to the district and school level (Rashid & Awan, 2011). There are some current obstacles that our education system is facing. One of them is the issue of population. Pakistan's population has reached almost 208 million, according to an analysis conducted in 2018. Our 38% or more population is living below the poverty line. They are forced to live their lives in very poor conditions (Azeem et al., 2018).

Punjab Chief Minister Sardar Usman Buzdar expressed his feelings about PEC. At the event, Dr. Murrad Raas said, "The Government is going to launch an educational policy called "new deal for Punjab 2018-2023". He further said that it would improve the services of government teachers and yield better results. Physical education will be compulsory in Punjab schools. He further said the exams under the PEC system for classes 5th and 8th will be scrapped. It will save the children from undue burden. Midterms are being planned. Digital textbooks are the agenda of this package, and Urdu medium of instruction and exams will be introduced at the primary level (Raas, 2018). The most important factor of educational policies is the "system of examination." It affects the local and entire global areas. It has also been observed that our unequal system of examination has affected our society for at least the last two decades. Our current examination system cannot be claimed to be a proper way of analyzing students' mental abilities. In our country, teachers and students are not interested in studying books irrelevant to their coursework. In such circumstances, they focus on coursework and exams being conducted outside of their coursework. In such a situation, we are unable to judge student's mental capabilities. Our political, economic, and social systems are also responsible for the failure of our examination system. Its basic reason is non-serious attitude and difference of opinion among stakeholders. Besides, our dual policy about the medium of examination is also an obstacle to passing exams, especially for public sector students, who cannot compete with private sector students due to lack of practice and completion of coursework. Other reasons include the non-availability of expert staff, corruption, and unequal system of assessment. A chain of steps is required for improvement in the current system of examination, such as conducting the class tests before final examinations, in time completion of course work by teachers, marking of papers up to set standards, and last but not least, political stability is required (Alam et al., 2011).

The Punjab Government has concern and political commitment to reforms in the assessment system. PEC is an initiative in this regard. Before PEC in 2003, the Punjab Government introduced the Punjab Education Sector Reforms Program (PESRP), which aimed to improve the quality of education. The Punjab government introduced the PEC system in 2006 through a notification, and afterward, the Punjab Provisional Assembly passed the PEC Act in 2010. Government partners also supported the PEC system. UNICEF supported the establishment of the said system, and the Government of Punjab also provided funds for its work. Key functions of the PEC include designing a proper system of evaluation at the Elementary level, formulating legislations and policies for the conduct of examination, collecting data for the improvement in the existing system, identifying areas for improvement, promoting public concerns for PEC system and advising the Government of Punjab for improvement. In short, we can say that PEC has a stable system and can work more properly after some amendments (Masood et al., 2017). A study was conducted about the current standard of education in Pakistan. The research report described that the educational standard of Pakistani public schools is very low. A survey was conducted at the primary level, and class III was the target. The researchers concluded from their research that a formal test was conducted on students of class III, but it was unfortunately discovered that they were unable to respond according to their level. The average response was up to the level of class I. It is a very unfortunate situation (Das et al., 2006).

The basic infrastructure of schools, such as buildings and classrooms, is very important for the generation of good results. These are important for student attraction, retention, and satisfaction. Better facilities at school create tension, frustration, depression, and anxiety among students. The basic facilities play a positive role in high achievements. It affects the student's attitude as well as the process of personality development (Naz et al., 2011). There are many managerial and structural issues that exist in Pakistan's

primary education system. The condition of urban areas is better than rural areas. In rural areas, there is a lack of basic infrastructure. Some schools do not even have proper teachers to conduct the teaching-learning process. In rural areas, landlords are used to keeping their animals in schools and creating hurdles in the educational process. On the other hand, children studying in elite schools have all the facilities. They study in a comfortable environment under the supervision of well-experienced teachers, generating good results in return (Memon, 2007). Exams significantly influence how courses are taught and learned, and educators are under constant pressure from various sources to modify their curricula so that their students will pass exams and get high scores. Parents and instructors also want their children to develop their hidden abilities to learn facts by heart and recite them verbatim on tests. Testing children's comprehension of what they learn and their higher-order abilities is not given as much attention. It implies that improving the system will result in better teaching and learning as well as higher educational quality through clearly stated examination goals and the inclusion of internal school formative evaluation in public examinations (Rehman & Khan., 2011).

Every system or organization is built on effective communication. It may foster effective cooperation both inside and outside the company and aid in linking disparate system components. It has been noted that, as a result of poor communication, primary and elementary school instructors frequently show little interest in the advancements and improvements made to the educational system as a whole. The majority of primary and elementary school teachers continue to miss work. The antiquated nature of the checks and balances system stems from inadequate management and insufficient cooperation with head teachers. Primary educators are positioned at the bottom of the educational hierarchy. The majority of the time, educators are unaware of the plans and regulations created at the federal level because of poor communication system (Borman & Kimbal, 2005). Although it is more elegantly stated in the regulations, the monitoring and check and balance mechanisms of the educational system are poorly implemented in the real world. Primary school monitoring procedures are riddled with mistakes. The managers lack professional training. Supervision involves a lot of inexperienced personnel. The government established the decentralized education system in government legislation in 2002. However, the process of reforming and improving elementary education has been dragged down by inadequate district-level administration of the educational system. The concept of inspection is used to describe the monitoring process in Pakistan. Supervisors treat instructors with abhorrent disrespect. Teachers become disheartened, feel inadequate, and become embarrassed in front of their pupils as a result of this tendency (Rasheed, 2004).

Assessment is critical in helping students improve their performance. These are also used to assess if a kid is ready to go on to the next grade level or whether there is still an opportunity for advancement. To reach a certain amount of standardization, governments throughout the world have implemented external examination systems to test students' ability for the next level of education. Despite their numerous advantages, external tests are often criticized for encouraging exam-oriented pedagogies. According to research, the performance and reputation of institutes when examinations are performed by an external organization are related to the results of such examinations. It is in charge of promoting exam-oriented pedagogies. As a result, whether the test encourages low-order learning (remembering, comprehension, or application) or high-order learning (analysis, evaluation, and application), teachers and students would both concentrate on low or high-order learning. Furthermore, if particular topics are regularly repeated or disregarded in tests, teachers and students will prioritize or ignore these topics accordingly in order to earn high results in external exams (Islam, 2016). Education is critical to a country's political stability and social advancement. It contributes to political stability by making people aware of their national rights and responsibilities. Making people aware of their rights and responsibilities establishes a good atmosphere for improved policy execution and people's involvement and collaboration. Education molds people's personalities, teaches them moral obligations and duties, and prepares them to participate in society. Today, Pakistan is dealing with a slew of issues, including poverty, instability, terrorism, sectarianism, and others, and the root cause of all of these issues is a lack of understanding, tolerance, and illiteracy, which

an inadequate educational system has exacerbated. In Pakistan, the critical function and relevance of the education system are frequently overlooked. Other factors contribute to Pakistan's insecurity, but education is the most important. Pakistan's education system is plagued by major issues (Rehmani, 2019).

Education is believed to have a significant part in a country's development in this era of technology and progress. It would not be incorrect to consider education to be the cornerstone of our country's future growth. Because Pakistan is a developing country, education is critical for both children and adults. The government must make explicit efforts to end the cramming system in schools from the government as a private quarter and implement a realistic work gadget. As a result, any student may acquire further knowledge by conducting a search on that specific topic or subject. Cramming is a system in which pupils must learn everything in the limited amount of time provided by the teacher. More conditions for selecting instructors, such as M. Phil teachers, should be implemented by the government to ensure that they are teaching in accordance with established standards. Teachers must be trained at least once every six months. They should be taught and directed with better methods for teaching and practice by teachers. Going this route may direct greater attention to the development of Pakistan's teaching techniques and examination procedures (Sinman, 2019). The majority of public elementary schools do not have sufficient school buildings or basic infrastructure. Curriculum in public schools is inadequately created and implemented. There is ongoing disagreement over the medium of instruction (Urdu or English).

The dropout rate in the country, particularly in the public sector, is dangerously high. The performance of both teachers and pupils is inadequate. Parents are uninterested in school matters, and officers seldom visit and examine government institutions, particularly primary and elementary schools. Primary schools have a vital role in educating and civilizing individuals. They establish the society's ethical, economic, moral, political, and social norms. The nation's theory, thinking, wisdom, virtue, custom, tradition, skill, and experience go around the educational system, starting in primary schools. The nations whose primary school setup is firmly structured are developed and civilized. Developing countries like Pakistan need to maximize the productivity and capabilities of advanced human capital through the quality of primary education (Laghari et al., 2013). Pakistan faces both quality and quantity difficulties in the primary school sector. We have a dismal track record in terms of expanding educational options in the country, and our success in sustaining a set level of education is as concerning. The need to raise the level of elementary education was underlined in the 1992 National Education Policy. Despite a lot of attempts, Pakistan remains one of the few countries in the world with the lowest literacy rate. It is worth noting that, according to official figures, the literacy rate has increased by 1% per year over the last twelve years, while the population has increased by more than 3% per year (Dogarsons, 1998). Human resource underdevelopment and underutilization may be eliminated by high-quality basic education. However, appropriate attention has not been paid to improving educational efficiency and quality in Pakistan. It was stated that Pakistan is still a long way from reaching universal primary school enrollment and educational levels. Quaid-e-Azam quickly recognized the value of education following the foundation of Pakistan, but it is very tragic that the current situation of elementary schools in Pakistan, particularly in rural regions of Punjab, is still quite poor. Increased primary enrollment has always been a goal for each subsequent government, but the results have been poor, and there is still potential for improvement (Lynd, 2007).

## **METHODOLOGY**

It comprises tactics employed during the inquiry. They include examination configuration, target population, inspecting and testing procedures, information gathering tools, dependability and validity of instruments, how the information was acquired, and the information examination system.

### **Nature of Research**

This study design was descriptive in nature, which is used for research study. Research that focuses on describing many elements of a phenomenon is known as descriptive research. It was used in the process of

attributes and dealings of the concerned population. The information from the respondents was gathered by using a quantitative method that was based on a tool called a questionnaire. This design was very appropriate. Quantitative researchers are concerned with issues that can be numerically collected and then statistically assessed. The majority of quantitative research is utilized to assess modern society's behavior, ideas, attitudes, and facts.

### **Research Design**

A descriptive survey design was used in this investigation. It is used in a systematic approach to gather data and characterize the features of a certain group. The design is rated sufficient since it enabled the researcher to determine demographic characteristics objectively. A research design is a systematic strategy for carrying out a study on any topic. It was a quantitative investigation. All of the study results and outcomes were quantified at the end of the inquiry.

### **Target Population**

The entire number of people from whom a sample is chosen for research purposes is referred to as the population. The target population is the group of people, things, or events that the researchers want to generalize/simplify the study's results (Zhao et al., 2013). A population is a group of people, objects, or articles from whom tests are collected for estimate, whereas the objective population refers to the participants' aims. The entire number of observations from which we must make inferences and samples is referred to as the population. It might refer to a whole group of people, items, observations, or measurements (Kenton, 2020). The study's target population was the primary and elementary schools in the tehsil of Faisalabad.

### **Size of the Sample**

Because the sample is a sampling of the population. In any statistical scenario, sample size is a count of individual samples. It might be a scientific experiment or a public opinion poll. Though it appears to be a simple notion, determining sample size is crucial for any endeavor (Guadagnoli & Velicer, 1988). There are 479 middle schools and 1318 primary schools in tehsil Faisalabad. Twenty schools were selected randomly. Primary and elementary teachers were selected randomly for data collection. The total strength of teachers in those selected schools was 249. The sample size was determined as 151 students by using [www.surveysystem.com](http://www.surveysystem.com) with a confidence level 95% and a confidence interval 5%.

### **Sampling Procedure**

Instead of Simple Random Sampling, we may use a systematic sample. It is simple to sketch and execute; the researcher does not have to return to the sample frame, and the members are distributed uniformly. In certain research endeavors, systematic sampling is more reliable than other methods (Lachan, 1982). A random sampling procedure was used for this study. Sampling is a strategy or a process of selecting a subset of total observations for participation in the research. It is the process by which people are chosen to represent a broad group from which they are chosen.

### **Research Instruments**

Validity refers to the number of outcomes that may be obtained from an analysis of information. It definitely speaks to the marvel that is being discussed and investigated. In general, validity demonstrates the soundness of your study, and it is especially applied to both the design and methodology of our research. Because claims are solid assertions, validity in data gathering means that our findings actually represent the phenomena we claim to assess (David & Bohrnstedt, 1970). The polls had close-ended inquiries. The surveys were partitioned into four sections: Section A checked the awareness level of respondents about PEC, Section B obtained the respondent's level of judgment about the advantages of PEC, Section C covered the area having knowledge about disadvantages relevant to PEC, and Section D to formulate suggestions for improving PEC system.

### **Validity of Research Instrument**

Changes in the standard tolerance of a measuring instrument, observers, or scores used might result in changes in the measurements performed (Orucu, 2016). The researcher used a 5-point Likert scale: (strongly disagree, disagree, undecided, agree, and strongly agree). All the items were closely related to the objectives of the research.

### **Reliability of research instrument**

If we talk about the term dependability, it means its repeatability and consistency of measures. To check the relevancy and reliability of research instrument, a pilot test was held. Twenty studies were coordinated for this procedure. It was conducted very carefully to check the accuracy and reliability of the research instrument.

### **Data Collection Procedure**

The investigator went to perceived schools for examination and coordination purposes. Held meetings with the individuals relevant to research and personally requested to respond. Requested the principals of concerned schools to allow coming in and gathering responses. The expert issued the overview to respondents, composed with them, and fixed a date for a social occasion to complete the survey.

### **Data Analysis Techniques**

Information was broken down by using SPSS. A statistical package for social sciences was utilized to check the accuracy and to obtain results. Mean and Standard Deviation were also taken. Percentages were computed to finalize the results and to check the end results.

### *Assumptions*

1. The study was constructed on the given below expectations:
2. It was expected that the respondents would provide accurate data.
3. The respondents were randomly selected and thus would be representative of the population.
4. Our study would allow other researchers to discover solutions to the present problem.
5. Respondents would be willing to give appropriate data.

## **RESULTS AND DISCUSSION**

We can collect information in the form of qualitative or quantitative data. Data means raw information that we analyzed by applying correct statistical techniques. This section deals with the analysis and interpretation of data we have collected during experimentation, followed by a fruitful discussion. The present study is focused on the analysis of PEC in organizing examinations at the elementary level. The study observed different impacts of examinations. In this section, there are many factors that affect student's assessment and evaluation. The examination system is a major factor in students achieving their desired goals. Broadly speaking, an examination system is the blueprint or a plan of the assessment that includes a list of experiences for the learners and helps the learners to cope with the real-life challenges. It is a way to achieve the ends of education. Another important factor is the curriculum. Curriculum lays the basis for increasing the ability of as many of an individual as possible to become active and participating adult (Thompson & Austin, 2003). So, we can say curriculum is the start of any learning project, and examination is the fruit of learning and judgment of student's abilities.

### **Demographical Characteristics of Respondents**

Demographic characteristics are very important to understand the respondent's behavior and background. These factors are sociological and economy-related. Demographics are characteristics of our population. Major demographical characteristics include age, gender, living area, school location and teaching subject

in school, qualification of teachers, marital status, and professional qualification. The statistical study of human populations, especially with reference to size and density, is called demography (Sorlie et al., 1992).

Table 1. Socio-economic characteristics of respondents.

Gender	Frequency (f)	Percentage (%)
Male	65	43
Female	86	57
Location		
Rural	58	38.4
Urban	93	61.6
<i>Academic Qualification</i>		
Matric	01	0.7
Intermediate	06	4.0
Bachelor	35	23.2
Masters	66	43.7
M.Phil. / Ph.D.	43	28.5
<i>Teaching Subject</i>		
English	26	17.2
Urdu	20	13.2
Mathematics	41	27.2
Science	41	27.2
Islamic Studies	12	7.9
Pakistan studies	11	7.3
<i>Professional qualification</i>		
B.Ed.	96	64
M.Ed.	48	32
None of these	07	4
<i>Ages of respondent in years</i>		
21-30	96	63.6
31-40	39	25.8
41-50	11	7.3
51-60	5	3.3
<i>Marital status</i>		
Single	81	53.6
Married	70	46.4
<i>Area</i>		
Rural	39	25.8
Urban	112	74.2
Total	151	100.0

It indicated that more than one-half (57 %) of respondents were female teachers, and 43% of respondents were male teachers of primary and elementary schools. It illustrated that the majority (61.6%) of the respondent's schools were located in urban areas whereas schools of more than one-fourth (38.4%) of respondents were located in rural areas. Table showed that the majority (43.7%) of the respondents were Master's and 28.5% of respondents were M.Phil. or above. It illustrated that the majority (27.2%) were teaching Mathematics. It illustrated that the majority (57%) of the respondents were a B.Ed. It showed that more than one-half of the respondents (63.6%) were between 21 and 30 years old. It illustrated that more than one-half (53.6%) of respondents were single whereas 46.4% of the respondents were married. It showed that majority (74.2%) of the respondents are inhabitants of urban.

Table 2. Awareness level of respondents about PEC system.

Sr.	Awareness level of respondents	Mean	SD	Remarks
1	Exams for primary and elementary classes	3.51	1.53	Agree
2	Examination for elementary classes only	3.19	1.45	Undecided
3	Working according to need of students	3.16	1.36	Undecided
4	Conducting exams very efficiently	3.06	1.44	Undecided
5	Exams for schools of public sector only	2.92	1.49	Undecided

Scale: 1=Strongly disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly agree.

The aforementioned table depicts that the majority of the respondents reported that “examination for primary and elementary classes” ( $3.51 \pm 1.53$ ) was helpful in “awareness level of respondents”.

Table 3. Causes about conducting examination by PEC system.

Sr.	Conducting exams by PEC	Mean	S. D	Remarks
1	Trying to improve literacy rate in Punjab	3.92	1.65	Agree
2	Working independently	3.28	1.35	Undecided
3	Working efficiently	3.27	1.19	Undecided
4	Fulfilling need of the hour	3.24	1.33	Undecided
5	Not required for primary classes	2.21	1.03	Disagree

Scale: 1=Strongly disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly agree.

Study findings shown in Table 3 concluded that the majority of the respondents reported that “trying to improve the literacy rate in Punjab” ( $3.92 \pm 1.65$ ) was a major cause for conducting PEC examinations.

Table 4. Results system of PEC.

Sr.	Result system of PEC	Mean	SD	Remarks
1	Can be utilized further	4.72	1.54	Agree
2	Do not show student capabilities	3.87	1.32	Agree
3	Useless and full of cheating practices	3.22	1.42	Undecided
4	Not reliable at all	2.04	1.38	Disagree

Scale: 1=Strongly disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly agree.

Table 4 depicts the result system of PEC that the majority of the respondents reported that “can be utilized further” ( $4.72 \pm 1.54$ ) and “do not show student capabilities” ( $3.87 \pm 1.32$ ) was helpful in understanding the PEC result system.

Table 5. Advantages arise from PEC system.

Sr.	Advantages of PEC	Mean	SD	Remarks
1	For education system of Punjab	3.83	1.21	Agree
2	Government institutions	3.56	1.31	Agree
3	Private sector	3.37	1.35	Undecided
4	Teachers	3.20	1.37	Undecided
5	Parents	3.12	1.48	Undecided
6	Students	3.02	1.28	Undecided

Scale: 1=Strongly disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly agree.

Study findings in table 5 illustrated that the majority of the respondents reported that “for education system of Punjab” ( $3.83 \pm 1.21$ ) and “Government institutions” ( $3.56 \pm 1.31$ ) are advantages of PEC examination system.



Table 6. Disadvantages arise from the PEC system.

Sr.	Disadvantages of PEC	Mean	SD	Remarks
1	Fair educational policy is required	4.97	1.28	Strongly agree
2	Proper educational policy is missing	4.86	1.32	Strongly agree
3	Its "Star" system makes students relax	4.75	1.35	Strongly agree
4	Remuneration paid to supervisory staff is very low	4.25	1.40	Agree
5	Lack of Proper course outline	4.11	1.38	Agree
6	Lack of training on the part of supervisory staff	3.21	1.25	Undecided

Scale: 1=Strongly disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly agree.

Study findings shown in Table 6 concluded that the majority of the respondents reported that "fair educational policy is required" ( $4.97 \pm 1.28$ ), "proper educational policy is missing" ( $4.86 \pm 1.32$ ), "its 'Star' system makes student relax" ( $4.75 \pm 1.35$ ), "remuneration paid to supervisory staff is very low" ( $4.25 \pm 1.40$ ) and "lack of proper course outline" ( $4.11 \pm 1.38$ ) are stated as disadvantages of PEC examination system.

Table 7. Usefulness of PEC system.

Sr.	Usefulness of PEC	Mean	SD	Remarks
1	Encourages more learning and written practices	4.95	1.34	Strongly agree
2	Improves writing skills	4.82	1.34	Strongly agree
3	Makes teachers more responsible and active	4.63	1.44	Strongly agree
4	Enhance creativity	3.92	1.38	Strongly agree
5	Getting rid from fear of board examination	3.62	1.40	Agree

Scale: 1=Strongly disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly agree.

Study findings shown in table 7 stated that that "encourages more learning and written practices" ( $4.95 \pm 1.34$ ), "improves writing skills" ( $4.82 \pm 1.34$ ), "makes teachers more responsible and active" ( $4.63 \pm 1.44$ ), "enhance creativity" ( $3.92 \pm 1.38$ ) and "getting rid from fear of board examination" ( $3.62 \pm 1.40$ ) are usefulness of PEC examination system.

Table 8. Reasons of dropout of students in PEC system.

Sr.	Reasons of dropout of students	Mean	SD	Remarks
1	Parents do not want to send their children in examination centers	4.78	1.28	Strongly agree
2	Students feel depressed and want to get rid from school	4.83	1.46	Strongly agree
3	Parents are unaware of its importance	4.60	1.38	Strongly agree
4	Students feel burden	4.50	1.41	Agree
5	Students remain confused during the whole year	3.85	1.40	Agree
6	Paper settled by PEC is far beyond students abilities	3.03	1.42	Undecided

Scale: 1=Strongly disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly agree.

Table 8 illustrated that the majority of the respondents reported that "parents do not want to send their children in examination centers" ( $4.98 \pm 1.28$ ), "students feel depressed and want to get rid of school" ( $4.83 \pm 1.46$ ), "parents are unaware of its importance" ( $4.60 \pm 1.38$ ), "students feel burden" ( $4.50 \pm 1.41$ ) and "students remain confused during the whole year" ( $3.85 \pm 1.40$ ) are main reasons of dropout of students in Punjab examination system.

Table 9. Performance of supervisory staff of PEC system.

Sr.	Performance of supervisory staff	Mean	SD.	Remarks
1.	Favoring some schools	4.27	1.28	Agree
2.	Benefit public sector schools due to their personal relations	4.25	1.38	Agree
3.	Nepotism	4.22	1.33	Agree
4.	Creating pressure on students	3.76	1.48	Agree
5.	Corruption	3.66	1.39	Agree
6.	Cheating process	3.03	1.18	Undecided

Scale: 1=Strongly disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly agree.

Study findings concluded in Table 9 that the majority of the respondents reported that supervisory staff “favoring some schools” ( $4.27 \pm 1.28$ ), “benefit public sector schools due to their personal relations” ( $4.25 \pm 1.38$ ), “nepotism” ( $4.75 \pm 1.35$ ), “creating pressure on students” ( $4.25 \pm 1.40$ ), involves in “corruption” ( $4.11 \pm 1.38$ ) and “cheating process” ( $3.03 \pm 1.18$ ) which required proper educational policy to remove all this in Punjab examination system.

## CONCLUSIONS AND RECOMMENDATIONS

The examination system is an important part of every educational institution. It encourages healthy and good competition among students. The education system's effectiveness cannot be gained without a reliable examination system. It is the need of the hour to judge the knowledge and learning of students to grade them accordingly. Judgment and comparison provide a basis to the examination system, technological achievements, and culture. The importance of the examination system gradually increased, especially in developing countries. Surely it is the only means to judge any person's level of learning and knowledge. Thus, we can say that a good and sound examination system is required to encourage healthy competition. To upgrade the education standards in the country, PEC has provided its services since 2005. PEC is an independent body working under its own PEC act. It is working hard and trying to improve the country's literacy rate and educational standards. Nothing is perfect in this world. There are also some loopholes in the system, but the system itself is beneficial for students. For the improvement of the system, we should not blame primary and middle-class teachers only for poor performance because teachers are bound to follow the policies issued by the PEC administration. The administration should make policies keeping the ground realities in view, and teachers should honestly implement those policies. There is a need to change the mindsets of parents, especially in rural areas. They are unaware of the reality of the existing examination system and the importance of education, especially for females. There should be a fair educational policy that can deal with both the private and public sectors. PEC should implement an examination policy in both private and public sectors. Supervisory staff should be remunerated well so that they can perform their duties honestly. PEC system is unable to permute writing skills at the initial stage because students are given multiple choice question papers. They do not bother to write and are used to cramming the MCQs and getting passing marks. Primary school teachers expressed that they are facing a number of inspection teams on a daily basis. The inspection teams want 100% results. Thus, to show 100% results, teachers help their students (cheating in exams). The net loss is obtained by students at secondary school examinations conducted by different boards. The PEC system also does not offer a supplementary exam system and fails to ensure transparency in conducting examinations.

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