



RESEARCH PAPER

Teachers' Perceptions and Practices about Grade V and VIII Students' Assessment under Punjab Examination Commission

¹Arshed Ali* and ²Muhammad Saeed

1. M. Phil Scholar, School of Education, Minhaj University Lahore, Punjab, Pakistan

2. Professor, School of Education, Minhaj University Lahore, Punjab, Pakistan

*Corresponding Author: arshedaliksr@gmail.com

ABSTRACT

Evaluation is important in the field of education. The current study's objective was to examine the viewpoints and methods teachers use when implementing the School-Based Assessment (SBA) system in the elementary schools in Kasur district. The study's conclusions are to provide the Punjab Examination Commission (PEC) with useful information by illuminating difficulties instructors have when administering SBA examinations and suggesting possible remedies. Using a proportionate sample approach, participants were chosen from three tehsils to represent the four tehsils in the Kasur district, where the study was centered on teachers and head teachers. Semi-structured interviews were used to collect data from 24 participants, and Creswell's (2012) theme analysis technique was used for the qualitative analysis. The main conclusions were insufficient SBA training for teachers, a dearth of thorough monitoring of the SBA procedure in schools, teachers' lack of commitment to putting the SBA system into reality, and cases of malpractice throughout the SBA process.

KEYWORDS Primary Schools, Punjab Examination System, School-Based Assessment

Introduction

An essential part of the educational process is assessment, which helps to pinpoint areas in which students' education needs to be strengthened and directs future development initiatives (Ong et al., 2024). It is a crucial part of the educational process, providing information on students' performance and the knowledge and abilities needed to function in a world that is changing quickly (Azim & Khan, 2012). Instructors are key decision makers when it comes to students' learning abilities because they use evaluation information to guide their teaching practices (Qureshi et al., 2023; Tabbasam et al., 2023).

As the Department of Education developed, so did the Class VIII examination system, which was first overseen by Assistant District Inspectors (ADIs) and District Inspectors (DIs) for scholarships. Up until 2004 Assistant Education Officers (AEOs) and District Education Officers (DEOs) replaced the functions of ADIs and DIs, respectively. (Nisa, Shah, & Sadaf, 2021). The Punjab Examination Commission (PEC) was founded in January 2006 as a result of the necessity for an independent organization to assess student learning (Habib, 2013; Tabassum et al., 2024). For students in grades V and VIII, PEC independently assesses their work in Islamiyat, Urdu, Mathematics, Science, and English. Since their beginning, the centralized character of these exams has generated controversy.

Insightful information for assessment planners, Punjabi policymakers, and the teachers for training at Quaid-e-Azam Academy for Educational Development (QAED) can be gained from this study, which explores teachers' attitudes and practices about assessment of PEC of grade V and VIII students (Amjad et al., 2020, 2021; Awanda et al.,

2022). According to Miller et al. (2009), assessment includes a variety of methods to collect data from students in order to help make decisions on their performance.

Literature Review

Kakar et al. (2021) set out to establish school-based assessment programs at Quetta's secondary schools in to identifying formative assessment procedures. Their thorough investigation found that instructors had a basic understanding of assessment, even if there were some clear knowledge gaps about certain formative assessment methods (Shafqat & Amjad, 2024). In light of their findings, well-considered suggestions were made to strengthen and enhance instructors' understanding of various assessment instruments in order to improve their assessment competency as a whole.

Comparatively speaking, Bourenane's (2022) investigation focused on educators' assessment literacy and how it significantly affects the use of assessment techniques. The study revealed that standard assessment instruments are widely used by instructors, and there is a high degree of assessment literacy prevalent among them. In the meanwhile, Naeem, Nisa, and Ajmal's (2019) study revealed significant differences in instructors' attitudes by delving into educators' complex perspectives on both tested and non-assessed topics. The results highlighted a discernible tendency to endorse evaluated subjects, hence bringing future educational strategies into question.

Moreover, Masood and Hameed (2019) investigation focused on eighth-grade pupils, revealing the complex relationship between test outcomes and how they affect instruction and learning. Most notably, the study revealed the different effects observed in different age groups and geographical areas of instructors within districts (Amjad et al., 2022, a, b). This thorough investigation provided insightful information on the complex dynamics influencing educational environments.

Predictive analysis was employed in Anwar and Afzal's (2021) comprehensive investigation of students' performance conducted under the Punjab Examination Commission (PEC) by utilizing sophisticated educational data mining tools. The study carefully determined the contributing elements to students' academic failures in addition to highlighting the effectiveness of the J48 decision tree model. This careful analysis showed the way to a more perceptive comprehension of pupils' academic paths.

Stressing the critical importance of good assessment, as emphasized by Cowie and Bell (1999) and Pierce (2002), it is clear that assessment is essential to obtaining a deep understanding of the learning process. It serves as a guide for wise instructional decisions and provides teachers and students with timely, helpful feedback. Unquestionably, assessment is an essential component of teaching and learning activities since it not only makes it easier to identify educational gaps but also plays a crucial role in improving lesson plans (Amjad et al., 2023, a, b, c).

To summarize, the combined efforts of these research activities aim to provide a substantial contribution to a comprehensive and nuanced knowledge of assessment procedures, perceptions, and the wide-ranging effects they have on students, teachers, and the larger educational systems in which they are embedded.

Material and Methods

The major technique for data gathering in this study was the survey method, which was part of a qualitative research methodology. This study's main focus was on

the involvement of head teachers, elementary school teachers, and primary school teachers at public boys' elementary schools in the Kasur area. Semi-structured interviews with these important players enabled a thorough investigation of the educational environment.

The study included all head teachers, elementary school teachers, and primary school instructors in district Kasur's public boys' elementary schools. In order to guarantee a representative sample and a comprehensive analysis of the educational environment, the study included all four of the district's tehsils: Kasur, Chunian, Pattoki, and Kot Radha Kishan. Piloting techniques were used in the initial phase to fine-tune the study approach in one tehsil, notably Pattoki. The real study was then methodically carried out throughout the next three tehsils, going deeper into the viewpoints and experiences of the educators and administrators engaged, after the successful piloting phase.

The objective of this study was to obtain detailed views from the Heads, ESTs and PSTs at boys' elementary public schools in district Kasur. To do this, a qualitative research technique and the survey method were strategically employed. All four tehsils were purposefully included to guarantee a thorough grasp of the educational environment, and the first piloting phase improved the study approach for a more thorough investigation in later stages.

Table 1
Population

No.	Teachers' Category	Total Teachers
1	Head Teachers	81
2	Elementary School Teachers (ESTs)	448
3	Primary School Teachers (PSTs)	462
Total Teachers		991

Source: (<https://sis.punjab.gov.pk/> as of 21st Dec. 2022).

Table 1 presents a breakdown of the population considered in the study, categorizing teachers into three distinct groups. The first category comprises Primary School Teachers (PSTs), totalling 462 individuals. The second category encompasses Elementary School Teachers (ESTs), with a count of 448 teachers. The third and final category includes Head Teachers, with a total of 81 individuals. In aggregate, the study involves a comprehensive examination of 991 teachers, covering Primary School Teachers, Elementary School Teachers, and Head Teachers, to gain a holistic understanding of the educational landscape in the context of the research.

Table 2
Sample of the Current Study

No.	Teachers' Category	Kasur	Chunian	K. R Kishan	Total
1	Head Teachers	3	3	2	8
2	Elementary school teachers (ESTs)	3	3	2	8
3	Primary school teachers (PSTs)	3	3	2	8
Total		9	9	6	24

Table 2 presents the sample composition of instructors in three separate tehsils (Kasur, Chunian, and Kot Radha Kishan; K. R. Kishan) for the research. A representative sample of PSTs, ESTs, and Heads of the schools were chosen from each tehsil for the

study. Nine instructors make up the sample in Kasur (3 PSTs, 3 ESTs, and 3 Head instructors), while Chunian and Kot Radha Kishan also have the similar distribution of teachers. The sample size of 24 instructors is distributed throughout the three tehsils, providing a targeted and equitable representation for a detailed investigation of viewpoints and experiences within the designated educational categories. A total of 24 participants were chosen for interview purpose. Three teachers were chosen from Tehsil Kasur, three from Tehsil Chunian and two from Tehsil Kot Radha Kishan by using Random Sampling Technique.

The researchers developed a semi-structured interview themselves in order to learn more about PSTs' ESTs, and Head Teachers' perspectives and practices surrounding School-Based Assessment at grade V and grade VIII levels under the PEC. To create an instrument that is impartial and error-free, a rigorous technique was used. Two subject matter experts were consulted to guarantee legitimacy. Additionally, three simulated interviews with representatives from the primary school teacher (PST), elementary school teacher (EST), and head teacher (HT) were held in Tehsil Pattoki. The instrument's essential adjustments were made in response to feedback from these simulated interviews, guaranteeing its accuracy and consistency.

Both in-person and telephone interviews were performed, with each interview lasting around 40 minutes. Participants were told about the nature and aim of the interviews prior to them, and their consent was acquired. The prearranged interview sites and times included the participants' residences or places of employment (schools). To guarantee the quality of the interviews, facilitators were involved during the process. Written notes and recordings were kept on file with consent from the participants. Time, date, and key information were all well documented. Following Creswell's (2012) methodology, a Thematic Analysis of the gathered data was conducted, which included coding, memoing, and findings description. Through repeated listening, the researcher became comfortable with the material, filtering out unimportant information to stay focused. Following the transcription of the interviews and the identification of preliminary codes, the primary goal of the questions was recognized, which allowed for the derivation of key themes and subthemes. Patterns were categorized into pertinent areas, and after the data were carefully interpreted, important results and conclusions that complemented the study's goals were found.

Analysis and Interpretation of Data

Analysis of PSTs Interviews

With a particular focus on grade V pupils, the study sought to understand how Primary School Teachers (PSTs) at the Punjab Examination Commission perceived and implemented school-based assessment. In order to accomplish this goal, semi-structured interviews with PSTs from boys' elementary schools in Chunian, Kasur, and Kot Radha Kishan tehsils were conducted as part of the data gathering process. The researcher meticulously documented these conversations in order to obtain valuable qualitative insights. After that, the Creswell (2012) theme analysis technique was used to the gathered qualitative data. This approach made it easier to spot recurrent themes and patterns in the instructors' beliefs and behaviors, providing a thorough grasp of their viewpoints on school-based assessment for grade V pupils that is overseen by the Punjab Examination Commission's goal of the research "To investigate the views and practices of PSTs regarding SBA of grade V students under Punjab Examination Commission." Semi-structured interviews (recorded by the researcher) were used to gather data from Primary School Teachers of boys' elementary schools in three tehsils of district Kasur (1:

Chunian, 2: Kasur, and 3: Kot Radha Kishan) in district Kasur. Following the collection of qualitative data, analysis was conducted utilizing Creswell's (2012) proposed theme analysis technique.

Table 3
Themes and Sub-themes Related to Objective 1

Participants*	Themes	Sub-themes
P 1		• Provision of question papers by PEC
P 2		• Conducting papers by schools
P 3		• Online papers
P 4	• Knowledge of SBA	• Replacement of previous examination method
P 5	• SBA training	• Suggestion about training
P 6	• Items developing	• Awareness about SBA
P 7	• Malpractices	• Difficult questions
	• Examination conducting	• Easy wording of questions
P 8		• Paid training should be given by PEC
		• Invigilation system
		• Teachers' guidance

P* = Primary School Teacher

Every primary school teacher (PST) who was questioned provided their perspectives on the Punjab Examination Commission's (PEC) School-Based Assessment (SBA) program. Their input as a group indicates that SBA is an annual testing program for grades I through VIII that is administered by schools and supervised by PEC. They clarified that the grade V and VIII exams are essential parts of SBA and that PEC supplies the question papers via an item bank in a uniform manner. The attendees stressed that PEC creates and administers exams for primary school students that cover every topic.

According to one PST, SBA is an assessment that involves parents, head teachers, instructors, and pupils. One participant brought attention to the SBA's replacement of the prior examination technique for fifth and eighth grade. Under this arrangement, PEC provides the item bank with question papers, and schools handle all aspects of the examination procedure, including cross-referencing with other schools.

Even though SBA is important, most elementary school teachers said they had not gotten any training on the subject, and those who had complained about the caliber of the instruction. Everyone who took part in the discussion agreed that instructors only partially follow the PEC standards and do not follow them rigorously.

In addition, a large number of primary educators voiced their displeasure with the questions that PEC gave for the yearly examinations that primary pupils take, emphasizing the lack of training intended to raise understanding of the SBA system. They emphasized how important it is for teachers to receive training at the start of the school year so they are familiar with SBA regulations and requirements for efficient implementation.

Although every respondent acknowledged the positive initiative and expressed gratitude for the PEC-provided rubrics, some elementary school teachers expressed their lack of familiarity with them as a result of insufficient training. During the interviews, the subject of malpractice came up. Teachers' perspectives varied, and some

acknowledged providing kids with gentle types of support. However, all teachers agreed that such practices stem from a fear of weak student results, with one PST acknowledging that malpractice occurs due to this apprehension. Although elementary school teachers acknowledged the benefits of the SBA system, they jointly identified ineffective execution. Some recommendations were that PEC provide simpler questions, that teacher preparation programs be created to support SBA, and that overall school performance varied, with some reporting progress and others observing no discernible change. PSTs who were questioned agreed on a number of important issues, including the need for stronger SBA implementation, more check-and-balance procedures, mandatory teacher preparation, and incentives for high-performing educators. They also suggested holding regular training sessions throughout the academic year, giving students access to hard copy test papers, directly incorporating textbook questions, and establishing standards for identifying exceptional instructors and inspiring students to do better.

Table 4
Themes and Sub-themes Related to Objective 2

Participants*	Themes	Sub-themes
E 1	• Knowledge about PEC	• Provision of question papers by PEC
E 2	• SBA training	• Conducting papers in schools
E 3	• Instructions by PEC	• Online papers
E 4	• Standard Items	• MCQs based questions
E 5	• Cheating	• Suggestions about SBA training
E 6	• Paper marking criteria	• Awareness about SBA
E 7		• Difficult items by PEC
E 8		• Students mental level
		• Teachers' training should be paid
		• Invigilation system in SBA examination
		• Teachers' guidance to the students

E* = Elementary School Teacher

Participants emphasized that the School-Based Assessment (SBA) is an annual testing program for grades I through VIII that is administered independently by schools under the direction of the Punjab Examination Commission (PEC). They emphasized how well SBA incorporates exams for grades V and VIII, highlighting PEC's contribution to the creation of thorough exams that cover every topic for students in primary school.

Elementary school teachers (ESTs) had a variety of opinions on SBA training; half of them said they weren't included in the sessions, and the other half said they were just a little satisfied with the training's length and quality. Several respondents noted that teachers frequently emphasize directives that benefit pupils and prevent negative consequences on performance, with many following procedures but ignoring or avoiding orders.

Most primary school teachers felt that PEC doesn't provide enough awareness training on school-based assessments, and several of them said they didn't know about it. They did, however, agree that there should be a minimum of two training sessions held each academic year. It's interesting to note that seven out of eight head instructors said PEC hadn't yet done any training on SBA awareness. Although six of the eight primary school instructors did not see any issues with the SBA method, one teacher brought attention to the difficulty of the PEC's challenging questions, which had an

impact on the SBA procedure as a whole. An educator underlined the confusion brought about by the ineffective implementation of SBA.

Every elementary school instructor admitted to engaging in misconduct, demonstrating deliberate carelessness in monitoring to give pupils as many chances as possible to complete papers. A few educators acknowledged exchanging papers ahead of time to help students prepare. While acknowledging that papers are circulated prior to tests or that professors prepare papers for their pupils, one EST argued that exam malpractice is not common and estimated that between 70% and 80% of students receive assistance overall.

One primary school teacher thought the SBA system was a good idea, but she also thought the practical syllabus for first-graders should be replaced. Participants expressed a common want for the guarantee of teacher preparation and efficient SBA implementation, even if they all agreed that the SBA system was beneficial. However, they bemoaned the system's apparent lack of execution. Notably, one elementary teacher dissented, characterizing the SBA system as a failure, while another EST asserted that practicing teachers benefit from paper development.

As assessing SBA's overall influence, most research participants saw a drop in academic performance as compared to earlier methods. Still, some claimed gains, while a smaller percentage said there had been no appreciable change in the outcomes. All of the participants expressed the same concerns, highlighting the necessity of strict check and balance procedures, mandatory and compensated teacher preparation, and the inclusion of training sessions at the start, middle, and end of the semester in addition to successful SBA implementation. PEC was also advised to supply a large percentage of exam questions straight from textbooks, maintain cross-marking procedures, provide exam papers in hard copy, establish standards for identifying teachers who excel, push students to achieve their full potential, and post results on the internet.

- The majority of research participants shared the thoughts and observations listed below.
- SBA is a nice concept, but it has to be put into practice.
- Its complete implementation should be guaranteed by check and balance.
- Since many instructors do not even know what their actual responsibilities are, teacher training is important for understanding and guiding the SBA system.
- Paying for training is a good way to encourage instructors to participate to the fullest.
- Training ought to be done at the beginning of each new session, in the middle of the session, and right before the exam.
- Nearly 40% of the questions on the PEC should come straight from the books.
- Ensuring a cross-marking strategy is crucial.
- Papers should be provided in hard copy by the PEC.
- A criteria should make to appreciate the teachers and the students who show good performance.
- Online results of the students can be seen by parents.

Table 5
Themes and Sub-themes Related to Objective 3

Participants*	Themes	Sub-themes
H 1		• Annual assessment by PEC
H 2		• Conducting papers in schools
H 3	• SBA knowledge	• Suggestions about SBA training
H 4	• Guidelines about SBA	• Replacement of previous examination method
H 5	• system	
H 6	• Items developing	• Instructions for teachers
H 7	• SBA awareness training	• Awareness about SBA
H 8	• Malpractices	• Easy questions
	• SBA impact on results	• Satisfaction of questions
		• Paid training of teachers
		• Loose invigilation system
		• Implementation of SBA

H* = Head Teacher

Head teachers all agreed that the Punjab Examination Commission (PEC) is in charge of creating and organizing exams for all primary students, encompassing all subject areas, and that the PEC provides items and question papers to schools via an items bank.

About head teachers' involvement in training, half of them said they actively participated in sessions run by PECs and then shared what they learned with other teachers in their schools. But the other half said they weren't called for any training sessions.

All of the participants stated that teachers continually fail to follow 100% of the PEC's guidelines. According to several respondents, teachers frequently give priority to lessons that would help their pupils and won't significantly affect the final product. The prevalent perception was that teachers often fulfill formalities while selectively disregarding or skipping instructions.

Head teachers emphasized how crucial it is to start training as soon as classes begin in order to acquaint instructors with the rules of the School-Based Assessment (SBA) system and prepare them to teach in accordance with SBA requirements. Comprehensive training sessions should be held at the start of each new session, halfway through, and before the yearly examinations, according to all head teachers.

Five head teachers held different views about the necessity of teacher training for promoting students' learning under the SBA system, but three of them agreed that it should be essential. Practicing teachers were suggested to write items, parents should be involved in their children's education, the SBA system should be used, and a system of checks and balances should be supported.

As assessing how the SBA system affected academic performance, most participants felt that overall performance had decreased as compared to earlier methods. A small number of participants, however, recognized improvements and voiced the opinion that there was no appreciable change in the outcomes. Participants in the research voiced concerns about difficulties in implementing the SBA system, inadequate checks and balances, and teacher preparation. All the participants of this study gave similar opinions and comments, as given below;

- Although the introduction of School-Based Assessment (SBA) is a praiseworthy endeavor, careful implementation is necessary to optimize its influence on education.
- To guarantee the full and comprehensive application of the SBA system throughout educational institutions, a strong system of checks and balances is essential.
- Given that many instructors lack a clear grasp of their obligations, it is imperative that teacher training become mandatory in order to raise awareness and provide assistance about the SBA system.
- In order to motivate teachers and encourage more interest and involvement in the training sessions, compensation for teacher training is a must.
- To continuously improve instructors' comprehension of the SBA system, training sessions should be held before examinations, halfway through the academic year, and at the start of each new session.
- To better link exams with the curriculum, the Punjab Examination Commission (PEC) should include about 40% of questions straight out of textbooks.
- Ensuring the fairness and integrity of the evaluation process requires the implementation of a cross-marking policy.
- The PEC's provision of hard copy test papers enables all students to have a uniform and easily accessible examination experience.
- Creating standards for recognizing and rewarding educators who do exceptionally well provides them with a tool for incentive.
- Creating a supportive and competitive learning environment requires motivating students to pursue greatness in their academic achievement.
- Setting up an online results system improves openness and accessibility by giving users rapid access to student performance information.

Findings

- Not all instructors receive adequate training about the School-Based Assessment (SBA) system, which causes some educators to be unaware of their duties and responsibilities within the SBA framework.
- A sizable portion of educators' voice their displeasure with the level of SBA exam preparation provided. Teachers' comprehension of the SBA system is only partially impacted by the ineffective training atmosphere and the frequent formality of the sessions.
- Teachers' enthusiasm in participating is further diminished by the problem of unpaid training, which results in a general lack of knowledge among educators regarding the requirements and complexities of the SBA system.
- All participants agree that instructors selectively obey Punjab Examination Commission (PEC) directions since there are insufficient checks and balances in place. While certain instructions are frequently disregarded or forgotten, teachers give priority to those that would improve students' performance.
- Head teachers and primary teachers draw attention to a serious issue that affects both instructors and children: the PEC asks difficult questions that are out of line with kids' language and ability. Teachers occasionally find it difficult to understand the questions without further assistance because of this disparity, which presents a significant obstacle.

- Teachers lack knowledge on how to prepare students for SBA tests because to PEC's inability to provide thorough training on item development techniques, which hinders successful implementation.
- Due to a lack of control, teachers routinely violate the PEC's cross-marking policy and fail to use rubrics appropriately during paper evaluations. Due to a lack of training, some teachers are not familiar with rubrics.
- The PEC's question difficulty level is a major problem that jeopardizes the integrity of the SBA system as a whole and encourages misconduct.

Discussion

The primary objective of the current research was to investigate instructors' beliefs and methods about the Punjab Examination Commission's (PEC) evaluation of pupils in grades V and VIII. The current study shed light on a wide range of difficulties and barriers that instructors faced during the School-Based Assessment (SBA) process. The biggest of these difficulties is the lack of SBA awareness training and direction on techniques for instructors to build items. Loughran (2013) highlights that in order to improve student teachers' performance in real-world scenarios, new approaches must be used in successful teacher preparation. It is time for the PEC to step up and organize in-depth training sessions for elementary school teachers.

The absence of appropriate checks and balances by the School Education Department or PEC to support the SBA system was the second significant problem found. Supporting the implementation of reforms is crucial, according to Jayalakshmi and Kothari (2017), in order to determine the benefits and drawbacks of pertinent changes and open the door for initiatives to resolve problems and disadvantages. Therefore, in order to optimize the implementation of SBA, the PEC or the school education department should set up strong checks and balances.

The incidence of malpractice throughout the SBA process as a result of the PEC's tough questions, which might not match students' existing vocabulary, is the third main cause for worry. According to Boateng (2019), malpractice is any deliberate behavior intended to affect a student's or a group's grade. The PEC ought to improve the way it develops items and reevaluate its exam paper policies.

The fourth problem is that instructors are unable to adequately educate pupils in accordance with SBA policy because they do not comprehend the items development approach. All instructors should receive thorough training on the items development approach from the PEC.

The fifth concern emphasizes misconduct and indicates that rather of focusing just on theoretical issues, there might be practical problems that could assist address the issue (Amjad et al., 2024, a, b, c). Many educators use a teacher-centered approach to instruction, emphasizing memorization and practice for tests, because they don't think this method advances basic education (Ch., 2018).

The sixth enduring problem is instructors' poor comprehension and application of rubrics. Shehzad and Dogar (2020) highlight the significance of the PEC's measures to ensure credibility during exams, including training on rubrics and invigilation. Rubrics are used as guidelines for student feedback, evaluation, scoring, and grading (Gallardo, 2020).

The seventh problem relates to teachers' unwillingness to consciously utilize rubrics, which prevents them from being used while marking papers. Four key factors are highlighted by Othman, Salleh, and Norani (2013) with relation to the implementation of SBA: instructors' comprehension and aptitude for doing so, the facilities offered, and enough time. The eighth concern discusses financial issues that have an impact on the SBA process. Because of limited funds, some teachers are unable to print necessary materials and documents. In order to address these issues, the PEC or the School Education Department must provide teacher training sessions and make sure that there are checks and balances in place at every school.

Conclusion

The thorough findings of the study, which show that instructors face several difficulties when putting the School-Based Assessment (SBA) system into practice, are the basis for the study's conclusions. Teachers have a major challenge because of the Punjab Examination Commission's (PEC) challenging questions compared to students' IQs and language skills. Many professors are lenient when it comes to cheating so that students may put their best effort into finishing their papers and lessen their fear of receiving low marks. In addition, teachers will sometimes mark papers in a biased way in an effort to boost grades and protect themselves from being held accountable for poor results.

Teachers encounter a significant obstacle in the form of inadequate training on SBA awareness, which results in a restricted comprehension of their duties and obligations while administering SBA tests. It is common for instructors to disregard the PEC's directions and standards about SBA; many choose to follow formalities over putting SBA procedures into effect. The lack of efficient checks and balances makes teachers more likely to overlook rubrics, which makes it harder to use SBA correctly.

Teachers express worries about the complexity of the questions, which negatively impacts the entire SBA system and disrupts different phases of the examination process, even though they recognize the necessity of PEC-provided papers for grades V and VIII. Financial limits affect head teachers when it comes to publishing papers. In many schools, these limitations prevent them from printing all the necessary materials.

Essentially, the main finding is that the SBA system has not been practically implemented within the jurisdiction of the PEC. This shortcoming might be linked to the lack of strong checks and balances, which forces the majority of schools to implement the SBA system in a superficial and incomplete manner in order to satisfy administrators.

Recommendations

Based on the research findings of the study, several recommendations have been put forth to enhance the School-Based Assessment (SBA) system:

- **Early Training Sessions:** Before each new academic year, the Punjab Examination Commission (PEC) shall start training sessions for teachers. The purpose of this is to acquaint educators with the pedagogical approaches that conform to the SBA policy.
- **Check and Balance Mechanism:** Using primary school management or putting in place a strong check and balance system might work well as a substitute. By providing instructors with immediate feedback to measure their engagement, this guarantees their active involvement in training sessions.

- **Incentivized Training:** Training sessions must to include refreshments and monetary reward in order to increase instructor involvement. By providing rewards, educators are more likely to engage in class and create a more effective learning environment.
- **Awareness of things Development:** It is imperative that educators possess a comprehensive awareness of the things development method. This information is essential for properly preparing students to work with the PEC.
- **Questions for Practical and Group Projects:** The PEC must to think about include questions for practical or group projects in evaluations. This is an attempt to reduce student cheating in test hall situations.
- **Integration of Exercise-based Questions:** The PEC should create questions that are taken straight out of textbook exercises in order to encourage thorough learning. This guarantees that during the academic term, instructors and students will prioritize and participate in the activities.
- **Online Publication of Results:** Students' yearly test scores must to be accessible online. This makes information easier for parents, school administration, and the PEC to access, enabling them to view results promptly and efficiently.

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