

## Elementary Teachers' Perceptions about Stakeholders' Attitude towards Non-assessed Subjects by Punjab Examination Commission

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### Abstract

This study investigates the elementary teachers' perceptions about stakeholders' (parents, heads, students) attitude towards subjects not assessed by Punjab Examination Commission (PEC) in public elementary schools. The study focuses on the quantitative research method and survey research design. The study includes population of 254 elementary public schools of Sialkot. However, the researchers have chosen only 95 public elementary schools of Tehsil Sialkot as the target population. Likewise, the study has focused only 48 public elementary schools of Tehsil Sialkot as sample for this research using simple random technique. Similarly, the study deploys Self-tailored questionnaires for data collection. The study has analyzed the collected data on the theoretical framework of the descriptive (Mean, Frequency), inferential (t test), and p value. The study concluded that the respondents' attitude towards non-assessed subjects in public elementary schools Sialkot has been at a low level. The study recommends that government must revise teachers' evaluation policy, which is only based on students' scores. The study suggests that the teachers' evaluation criteria must be broadened in order to and some other factors may also be considered while evaluating teachers.

**Keywords:** Stakeholders' attitude, teachers' perception, Punjab Examination Commission, non-assessed subjects

### 1. Introduction

The elementary teachers used effective teaching methods & tools such as knowledge, skills, attitude and their capability for better achievement (Akhtar, Husain, Abid, & Shoab, 2017). Elementary teachers of all area are known as social engineers and if the engineers remained disappointed and susceptible for their destiny, they may convey the country at their back foot (Javed, Javed, & Ali, 2015). A meeting held on 29<sup>th</sup> November, 2013 under the chairmanship of Chief Minister and it was decided that PEC would assess only five subjects and

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remaining subjects would be assessed by schools teachers under the supervision of the school's principal (Chaudhry & Tajwar, 2021). PEC (Punjab Examination Commission) assesses only five subjects (Science, Urdu, English, Maths and Islamiat) in their supervision. Punjab government decided to exclude subjects such as Social Studies, Computer, Arabic as well as other optional subjects from PEC exams of Grade 5 and Grade 8 (PEC, 2020). The parents, students and the head teachers objected on the elementary examination conducted by the Punjab Examination Commission. The Nation newspaper during a survey has reported, the stakeholders (parents, Students and heads) were unsatisfied with the PEC policies because Arabic, Computer Science and optional elective subjects were not assessed by PEC (Nation, 2014). Social study and Arabic/Computer and elective subjects not conducted by the PEC examination system. Teachers made these papers by own self and conducted in school examination and checked them personally (Ahmed, 2013). According to the educationist the PEC may be lacking in them issuing within the capacity to handle one of these huge centralized exam, and this could have brought on discount inside the subjects (Malik, 2014). In this research, the researchers' focus is outward and visible postures of teachers' perceptions towards non-assessed subjects of PEC. Moreover, differences between the male and female teachers' perception about stakeholders' attitudes of non-assessed PEC subjects are also explored.

### **1.1 Objectives of the Study**

The study was designed on the following objective;

1. To investigate the elementary teacher's perception about stakeholders' attitude towards the subjects not assessed by PEC.

### **1.2 Research Questions**

1. What are elementary teachers' perceptions about stakeholder attitudes towards the subjects not assessed by PEC?
2. What are the elementary teacher's perceptions about the subjects not assessed by PEC?

### **1.3 Hypothesis of Study**

H<sub>0 1</sub>: There is no significant difference between the elementary female and male teachers' perceptions about stakeholder attitudes towards the subjects not assessed by PEC in public elementary schools of Tehsil Sialkot.

## **2. Literature Review**

According to the UNDHR (United Nation's Declaration of Human Rights), education is compulsory for everyone. It must be free for at least primary and middle level (Khattak, 2012). At the independence of Pakistan, there was no education assessment at elementary, secondary and higher secondary

level and followed the British examination system on temporary situations (Safi, 2011). The level of elementary education is consisted of class one to eight i.e. class one to class four was a primary and 5 to 8 was elementary at the time of independence. ADI's (Assistant District Inspectors) conducted class eight examinations and DI's (District Inspector of Schools) conducted a scholarship examination. The primary education level was upgraded to five classes in 1953. ADI used to conduct the examination for the class and DI also conducted a scholarship examination until 1972 in the similar perspectives (Kiani, 2011). A headmaster of school had the power to hold back up of only four children out of a class of forty. If headmaster wanted to hold back up of more students, he might do so with the agreement of the inspector (Chohan & Qadir, 2011).

As per United Nations Educational, Scientific and Cultural Organization (UNESCO, 2007) elementary examinations were directed by the respective schools for each grade I-VIII in the elementary schools. The education department conducted public examination for promoting children to the next level at the end of the eight years of the elementary education. Another examination was held by the education department for the merit scholarship for outstanding performance of the students.

Later on, Department of Education Management was modernized. ADI's were promoted to AEO's (Assistant Education Officer) and DI's were promoted to DEO's (District Education Officers). AEO conducted class eight examinations and scholarship examinations were steered by District Education Officers (DEO) and until 2004 it was continued (Kiani, 2011). Earlier, district education departments conducted examinations of grade eight. Before 2004, every school would prepare its own papers that was not assessed by PEC, and conducted examinations of the students in schools (Ali, 2014). Education department held a public examination for the award of merit scholarship and this special kind of examination selected only outstanding students (Mahmood, Zahid & Muhammad, 1999). The elementary class examination was organized by the DPI (Director's Public Instructions). He delivered recommendations by model papers for Grade 5 and Grade 8. According to the pattern of model papers EDO's of education were required to develop question papers. He also organized examinations for class five and class eight to follow the guidelines given by the Directorate. DPI Punjab also provided the schedule for the examinations along with an activity plan (PEC, 2020). The District Elementary Board held in public school examinations for class eight and DEO held the class eight examinations fairly. However, private schools had their own examination systems and their teachers themselves would mark their papers (PEC, 2020). In the elementary teachers teaching method the important element is evaluation, the elementary

assessment based on the results and measured the student performance. Therefore, the National Educational Assessment System (NEAS) was established in 2003 to assess the elementary level in Punjab. In the year the NEAS apprehended the three assessments, the one to four classes assessed by primary school administrations. The five and eight grade students appeared in the essential public examination in discussion (Parveen & Shah, 2008).

In Punjab, education department has prepared for PEC examination necessary for all registered private schools and government schools' students to promote them in the next classes. In 2010, PEC improved the policy (Ishaq, Rana & Zin, 2020). PEC promotes the standardized system of examination and improvement in the accessible system. All EDOs have a responsibility to fair marking of answer sheets and conduct examinations smoothly (Hussain & Shah, 2018). The SOLO taxonomy-based question paper in the PEC assessment system and learning results meet to the international standards. Muhammed Shahbaz Shareef held a meeting and decided that PEC would assess only five subjects. Punjab government decided that Social Study, Arabic and Computer Science subjects would not be not assessed by PEC. Its main reason was to improve the system of scholarship for elementary students (Nisa, Ajmal, & Lodhi, 2020).

### **3. Research Methodology**

#### **3.1 Research Design**

This study was a descriptive in nature. Survey approach was used to prompt response of elementary teachers that might be reported quantitatively.

#### **3.2 Population & Sample of the Study**

The researchers collected data from 95 public elementary school's teachers of Sialkot Tehsil. The elementary teachers who had been teaching Arabic, Computer Science and Social Study subjects which are not assessed by PEC, constituted the population. There were 144 teachers who teach in 48 elementary public elementary schools of grade 8 registered by PEC in Tehsil Sialkot. Hence, the sample of study included 144 elementary teachers (male & female, urban & rural, different ages and having difference experience of teaching, who taught grade eight) randomly selected from the district of the Sialkot.

#### **3.3 Instrumentation**

Questionnaire was used as research tool for data collection. Five point Likert Scale was used in questionnaire's format. Validity of the instrument was ensured through expert's opinions. According to fruitful suggestion, tool was changed and modified. The survey, comprised of 30 statements focused on the elementary teacher's perception about stakeholders' attitude towards non-assessed subjects by PEC was pilot tested proceeding to data collection.

Cronbach alpha was used to find out the reliability of the tool. The reliability of the tool was .85.

#### 4. Data Analysis & Interpretation

Elementary teachers' perceptions were sought about their own attitude, students' attitude, head-teachers' attitude, and parents' attitude towards not assessed subjects. To analyze the data, researchers used mean and standard deviation.

Table 4.1

*Teachers' Perceptions about Stakeholders' Attitude towards Non-Assessed Subjects*

Factor	N	M	S.D
Teachers' self-perception towards their own attitude	144	3.05	0.88
Teachers' perception towards students' attitude	144	2.31	0.75
Teachers' perception towards heads' attitude	144	2.47	0.80
Teachers' perception towards parents' attitude	144	2.30	0.78

According to the pre-determined criteria, teachers have moderate level of teachers' self-perceived attitude towards non-assessed subjects. Teachers perceived that the students had low levels of attitude (M = 2.31; SD = 0.75) towards non-assessed subjects. Teachers perceptions about parents' attitude towards non-assessed subjects was at shortened level (M= 2.30; SD = 0.78). In other variable teachers perceived that the heads had low levels of attitude (M = 2.47; SD = 0.80) towards non-assessed subjects. Moreover, the table reveals that Overall, stakeholders' attitude towards non-assessed subjects was at low level.

Table 4.2

*Teachers' Self-Perceived Attitude towards non-Assessed Subjects*

Items	N	M	S.D
I am motivated to teach the subject	144	3.52	1.21
I prepare my lesson regularly	144	3.31	1.16
I use diverse techniques to motivate students for learning	144	2.95	1.06
I prefer this subject to the subjects assessed by PEC	144	2.66	1.11
I take classes regularly	144	3.32	1.34
I give extra time for teaching this subject	144	2.91	1.27
I put extra effort for this subject	144	2.83	1.08

The table 4.2 indicates that elementary teachers' motivation (M 3.52, S.D 1.21) towards teaching non-assessed subjects is at moderate level. The respondents agreed that preferred non-assessed subjects to the subjects assessed (M 2.66, S.D 1.11) by PEC at low level.

Table 4.3

*Teachers' Perceptions about Students Attitude towards Subjects Non- Assessed by PEC*

Items	N	M	S.D
Students motivate to learn this subject	144	2.54	0.99
Students give full attention to learn this subject	144	2.48	0.97
Students put extra effort for this subject	144	2.38	0.91
Students prefer this subject to other subjects	144	1.86	0.72
Students give extra time for learning this subject	144	2.31	0.94

The table 4.3 showed that overall respondents rated teachers' own perceptions about students' attitude towards non-assessed subjects at a low level. The respondents remained uncertain (M =1.86) about teachers' perception about non-assessed subjects that students did not give extra time to this subject.

Table 4.4

*Teachers' Perceptions about Head-Teachers' Attitude towards Subjects Non-Assessed by PEC*

Items	N	M	S.D
Head-teacher puts extra emphasis for teaching this subject	144	2.35	0.98
Head-teacher gives proper guidelines for teaching this subject	144	2.20	0.93
Head-teacher has much concern for this subject	144	2.26	0.94
Head-teacher takes feedback about this subject properly	144	2.33	0.95
Head-teacher gives full attention for this subject	144	2.30	0.91

The majority of the respondents disagreed that the head teachers have positive attitude towards non-assessed subjects. The mean scores for elementary teachers' perception about heads' attitude towards non-assessed subjects ranged from 2.20 to 2.35. The table disclosed that overall, the head-teachers' attitude towards non-assessed subjects was at low level.

Table 4.5

*Teachers' Perceptions about Parents Attitude towards Subjects Non- Assessed by PEC*

Items	N	M	S.D
Parents give much attention to this subject	144	2.49	0.98
Parents involve for learning of this subject	144	2.35	0.88
Parents curious about the result of this subject	144	2.25	0.92
Parents arrange home tuition for this subject	144	2.21	0.86
Parents put emphasis for teaching this subject	144	2.16	0.82

The majority of the respondents disagreed that parents have a positive attitude towards non-assessed subjects. The mean scores for elementary teachers' perception about parents' attitude towards non-assessed subjects ranged from 2.16 to 2.49. The table disclosed that overall parents' attitude towards non-assessed subjects was at low level.

Table 4.6

*Difference between Male and Female Teachers' Perception towards Non-Assessed Subjects*

	Teachers' Category	M	SD	t-value	P
I am motivated	Male	2.60	1.29	2.45	0.05
	Female	2.95	1.30		
I am regular in classes	Male	2.75	1.20	3.58	0.04
	Female	3.27	1.30		
I do find material for teaching	Male	2.70	2.30	3.22	0.01
	Female	3.10	1.27		
I am well ,prepared for teaching	Male	2.40	1.32	3.47	0.00
	Female	3.09	1.29		
I give proper time for co-curricular activities	Male	2.30	1.14	3.63	0.00
	Female	2.69	1.15		
I do extra work for good result	Male	2.34	1.20	3.20	0.00
	Female	2.77	1.23		
I give extra attention to subject	Male	2.12	1.06	4.67	0.00
	Female	2.70	1.18		
I give extra attention to student	Male	2.20	1.19	3.73	0.00
	Female	2.69	1.18		

The attitude of female participants was significantly better than that of male participants towards non-assessed subjects. Non-assessed subjects' female elementary teachers were significantly more motivated ( $SD= 1.30$ ,  $M= 2.95$ ) than male elementary teachers ( $SD= 1.29$ ,  $M= 2.60$ ) and difference was statistically significant ( $t = 2.45$ ). The female elementary teachers ( $M= 3.27$ ,  $SD=2.75$ ) were more regular in classes than the male elementary teachers ( $M= 2.75$ ,  $SD = 1.20$ ) and  $t$  test value is 3.58. The female elementary teachers ( $M= 2.69$ ,  $SD= 1.18$ ) giving extra attention towards non-assessed subjects classes was higher than that of male teachers ( $M = 2.20$ ,  $SD = 1.19$ ). The difference between their perceptions was statistically significant,  $t (144) = 2.48$ ,  $p = 0.05$ , at alpha level 0.05. Female elementary teachers' ( $M = 2.77$ ,  $SD = 1.23$ ) worked hard for good result for non-assessed subject classes are higher than male elementary teachers ( $M= 2.77$ ,  $SD = 1.23$ ), the difference was significant at alpha level 0.05,  $t (144) = 3.58$ ,  $p = 0.04$ . The alternative hypothesis was accepted and the null hypothesis was rejected.

### **5. Discussion and Conclusion**

The findings of this study related to the elementary teacher's perceptions which are in link with results of other research studies. The elementary teachers' perceptions about stakeholders' attitude were investigated under different classifications in similar studies from the literature as well (Pavia, 2012; Kukucka, 2012; Berliner, 2011). The PEC exams moderate the positive attitude of the stakeholder's attitude towards non assessed subjects (Masood & Hameed, 2018). The finding was reliable with results from the research study conducted by (Hyder, Arshad & Baig, 2019), who acknowledged that stakeholders attitude towards non-assessed subjects is not serious. It means all the stakeholders only focus on the subjects, which are assessed by the PEC otherwise they don't give proper attention to the subjects which are not assessed by the PEC (Clarke, Li, Abrams, Rhoades & Shore , 2003). Furthermore, this research study came up with new results that is elementary teachers perception about the stakeholders (parents, head-teachers and students) feeling unperturbed attitude towards subjects not assessed by PEC. The very important subjects are not be assessed by the PEC like Computer science, Social studies and Arabic or other elective subjects so it's quite alarming for the curriculum objectives formulated by the curriculum wing.

Results of this study concluded that teachers' perceptions about the other stakeholders like parents, teachers, head-teachers and students are feeling relaxed attitude towards subjects not assessed by PEC. It means all the stakeholders only focus on the subjects, which are assessed by the PEC otherwise they don't give proper attention to the subjects which are not assessed by the PEC. It is quite



alarming for the curriculum objectives formulated by the curriculum wing. Very important subjects are not being assessed by the PEC like Social studies, Computer science, and Arabic or other elective subjects.

### **7. Recommendations**

1. It is suggested that government may revise the exam policy and non-assessed subjects may also be assessed for the promotion of students into next grade.
2. Workshops may be conducted on the importance and the role of non-assessed subjects in the development of child and the subject's role in the development of society at large. In this way, teachers and other school administration may be made convinced to teach these subjects with full devotion.
3. The heads also may be given refresher courses and workshops about the importance of these subjects. Some other way to assess these subjects may be devised like the assessed papers and results of these subjects may be monitored by some other agency.

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