

Exploring Summative Assessment and Effects: Primary to Higher Education

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Abstract

This research explored the structure of primary, elementary, secondary, and tertiary levels of education and assessment in the academia of Pakistan. The fundamental purpose of the study was to contextualize the assessment system from primary to higher institutions and an examination of recent changes by the educational authorities. It began with a quick history of the examination system, summative assessment, and explained the current education system and the evaluation process in education. The data obtained from the Punjab Examination Commission (PEC) of 5th and 8th grade, from the Board of Intermediate and Secondary Education (BISE) of 9th grade, and the Punjab University for the undergraduate level was used to evaluate the instructional and examination methods. Results showed poor performance, especially in English, as it was not taught by applying modern and effective teaching methods. The outdated evaluation process and inadequate curricula are factors for poor performance.

Keywords: Assessment, teaching methods, examination system, primary, elementary, tertiary

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Introduction & Background

Education, without distinction of race, sex, region, or religion, is regarded as a right of every child, and it is a means of social change that touches on every dimension of both a person and a community (GoP, 2010). It plays a vital role in the psychological development of a child and finds essential for a nation's progress and a close connection to a country's economic growth. Also, it plays a crucial role in developing human capacity and accelerating economic growth through awareness, expertise, and social innovation (Pakistan Economic Survey, 2007-08; Khan, 2010). Formal education is conducted through society's institutions and is called schools, colleges, universities, etc. (Government of Pakistan, 2010).

The school teaches expertise, skills, and knowledge as a structured system of instruction. Human resources expertise in an ever-increasingly dynamic, integrated, globalized world is an essential component of success. These abilities contribute to the development of living standards and improved life quality and provide vital prospects. The critical levels of education are primary, elementary, secondary, and higher education, but primary school education is the most significant and essential step as it provides a structure to Elementary, Secondary, and Higher education. The standard of higher education is determined by the quality of these educational levels (Khowaja, 2016).

Our education system in spite of commissions and committees and a lot of wasteful experimentation is still not according to the development and need of the country. Most students flow from our universities, whereas the different roles connected with economic development have a lack of competent staff. There is very little cooperation among the community and organizations that produce trained professionals as well as those who require them for purposes of implementation (Khan, 1997; Khowaja, 2016). The field of education has not received much attention, as the standards of training go down every day. The low level of education is becoming a closely associated problem that parents, workers, and the general public are discussing. All students, teachers, and the educational system participate in this accusation in turn or together (Khan, 1997; Khowaja, 2016; Rizvi, 1996).

Summative assessment

Assessment is a mechanism through which instructors determine their students' learning level, which is an essential part of education. The comprehensive evaluation is intended to document or announce the accomplishments of students (Harlen, 2005). In other terms, summative assessment represents what they have accomplished in the past. Taras (2005) describes summative evaluation as a kind of judgment that encapsulates all the facts on a specific basis. This point could be a time period in the form of an exam or a quiz. It is

essential to mention that the summative evaluation relies on recent results but does not include potential recommendations to enhance student growth in the future. Herrera Mosquera, Macías, and Fernando (2015) consider a summative evaluation to be a method of assessment that communicates the instructors about the progress or lack of learning on a numerical basis. The only parameter that cannot represent student ability at any particular time is a numerical scale (McClam & Sevier, 2010). Although summative assessment deals with teachers as the principal authority and reveals just the students' success in the past, it does not make them accountable for evaluating their activities and renegotiating them according to student's needs. Therefore, given the meanings as mentioned above, the summative assessment can be summarized as a recording, on a numerical scale, of the students' academic achievement to one point, to look back and take stock of how students have accomplished their goals (Ahmed, Ali, & Shah, 2019).

Advantages of summative evaluation

When a summative assessment is taken into account in the education context, there are several advantages. The following are some of them listed (Reddy, By, & Reddy, 2019).

1. If the students have studied and understood the content, a teacher can make assessments using tasks, exams, projects, and more.
2. It evaluates the performance of educational programs and tracks progress across priorities and targets.
3. The outputs of summative assessments are those reported in students' academic records as marks or grades. It may be in the format of exam scores, letter grades, or report cards presented in the university admission process.
4. The summative assessment's existence boosts confidence and motivates the person to build a learning environment and encourages them.
5. Instructors can recognize problem points where the outcomes are constantly adverse, and different approaches can boost the results.
6. It is viewed as a tool capable of evaluating the usefulness of any curriculum and leads to educational improvements and strategies during the learning process.

Disadvantages of summative evaluation

For all of the aforementioned benefits, some disadvantages have to be addressed before considering a summative assessment (Reddy & Reddy, 2019).

1. The primary drawback of a summative assessment is that the learning process can be challenging because it concentrates on output after the exam, in the presence of obstacles or difficulties. There is no possibility that the results can be retrieved, which is not an exact representation when learning is considered.

2. Since it is a single exam at the end of the whole school session, nearly all participants become nervous, noisy, and face the summative assessment of anxiety and nervousness.
3. In a summative assessment, nothing is done to identify obstacles or difficulties well in advance, and instructional problems may not be recognized until they become crucial.
4. It focuses mainly on teachers' performance while they are evaluating. They distract from reading and writing or developing their vocabulary.
5. Repeated testing for low-level students decreases self-assurance and self-esteem. The summative assessment outcomes harm low achievers, whether they are more pronounced for pupils than for institutions or administrations.
6. The teachers work for the exam and differ significantly from the curriculum and the material. There may be distortions in instructional methods.
7. Teachers might have to spend more time on summative assessments, which cannot increase a person's competence and knowledge.
8. The assessment must be established to involve and represent the entire content and the teaching of the subject.
9. Summative assessments recognize that they have short forms of expression, particularly which standardized exams with a range of multiple-choice questions for automatically marking. It has the biggest drawback for students who do not natively speak the language, face cultural differences, have trouble interpreting problems, have physical or learning difficulties, and perform poorly because of the uncertainty in the testing methodologies.
10. Questions in the summative assessment are posed in terms they cannot comprehend or respond to. These factors cannot determine whether a student knows or does not know the subject.

Literature Review

Improving education is the secret to economic development in the 21st century. It is a social reform tool that affects every part of a society and the individual (Pakistan Government, 2010). Formal schooling is delivered by social institutions, which are recognized as schools, colleges, and universities. It has a vital role in building human capacity and increases economic development through social knowledge, competence, and creative strength (Pakistan Economic Survey, 2007-08; Khan, 2010). The school encourages expertise, skills, and experience as a formal education from which organization and human resource capabilities are a vital component of growth in a globalized and highly competitive environment. Such capabilities contribute to the development of living standards, which improve life satisfaction and provide a crucial future for everyone. Primary, elementary, secondary, and university education is very

important. Primary school education is the most significant and essential step since it establishes a foundation for elementary, secondary, and higher education. The standard of tertiary education depends on the quality and curriculum of this schooling level (Khowaja, 2016).

In Pakistan, the latest constitutions list comprises curriculums, syllabuses, planning, policy centers of innovation, and educational standards. In order to sustain education quality, the Federal Ministry for Education is allowed to regulate curriculums, textbooks, and other learning resources. The curriculum creation in Pakistan began in the early 60s as a national initiative and has since been an ongoing process. The curriculum is given in schools through a syllabus that includes the theoretical concepts established in the curriculum, as well as a sequence of topics and sub-topics which have to be instructed in three terms over the academic year particular the curriculum describes education objectives and aims, both in general and in specific, which is converted into reading materials by the textbooks.

Education Structure in Pakistan

In Pakistan, the system of education is categorized into five levels: primary (year 1-5), elementary (year 6-8), secondary (year 9-10), intermediate (year 11-12) with the divisions of Arts Faculty, Commerce Faculty (I.Com), Science Faculty (FSc.) and tertiary education that leads to undergrad, postgrad and doctoral degrees. Schools, Colleges, and Universities are considered in majorly two categories: Public and Private. Public sector institutes are under the supervision of provincial or local Government, and Private sector institutes are under the control of a person or entity (ADB, School Education in Pakistan A Sector Assessment, 2019). In 1988, preparatory classes were officially integrated into primary schools (Kachi or kindergartens). The provincial and the federal government are responsible for supporting all education institutions in developing curricula, accrediting research, and funding (Khattak, 2012).

Pre-primary education operates in schools across the country, and students in pre-primary are referred to as Kachi. In conjunction with the 1998-2010 Education for All (EFA) Action Plan, the Kachi groups have been accepted as substitutes in early childhood and were implemented as a structured class in primary schools. The pre-primary age group is 3-5; however, five levels (1-5) comprise primary schools, where children aged 5-9 years are registered. The elementary program spans three years and covers grades 6-8 with the age group of 10-12 years, and secondary school education certificates are granted from 14 to 17 years of age. The examination is carried out for secondary and intermediate levels by the regional Board of Intermediate and Secondary Education (BISE), and the successful candidates are awarded a certificate (UNESCO, 2006).

Considering its global importance, Punjab's Government declared English as an instructional medium in April 2010, initially in 12,000 public schools, to bring about an uninformed system of education in Pakistan. In these classes, the mandatory topics of Mathematics and Science are taught in English. At the same time, the Government conducted seminars and training courses for teachers of public schools to upgrade them (GoP, 2009; Abbas et al. 2018; Ishaq et al. 2019; Ishaq et al. 2020a; Ishaq et al. 2020d).

Examination System of Pakistan

The 1973 Federal Constitution regulates Pakistan and encompasses four federal provinces: Punjab, Sindh, Khyber Pakhtunkhwa, and Baluchistan. Pakistani schooling is mainly a regional matter, but the Federation is liable through the Federal Ministry of Education for certain education functions.

The education system output can be assessed through its results. The formal assessment and evaluation role have not changed with freedom as well as further changes in the educational system have not been improved over the years. In Pakistan, examinations are a legacy of the past and are borne by the British system. In the 1880s, a final official assessment, known as matriculation, was introduced based on the University of London pattern after high school (Shirazi, 2004). According to our public investigation, out of 100 students in the year, only 50 percent pass the secondary examination. Of this, 40 percent receive a high school exam, and just 05 percent of this particular group of survivors excel in higher education, leaving 95 percent behind (GoP, 2007; Khattak, 2012). In connection with widespread negligence, it was not surprising that in Pakistan, an inspection of 29 separate government and non-government reports and policy papers had shown that there is no validity, trustworthiness, and credibility in the public examination and assessment system (Erfan, 2000; Khattak, 2012).

The Punjab Examination Commission (PEC) is an independent body established for Grade 5 and 8 examinations by the Punjab government (Punjab Examination Commission (PEC) 2016; ADB 2019). The Board of Intermediate and Secondary Education's responsibility is to conduct the 9th, 10th, 11th, and 12th grades. There are 28 BISE in the country, responsible for designing and conducting the annual examinations for affiliated public and private sector schools (ADB, 2019). For undergraduate and postgraduate programs, the university is liable to conduct the examination. But for grades 1-4th, 6th, and 7th, the concerned school is responsible for examining their students and for keeping a record of the final results.

Problems in Education System

In Pakistan, there are many obstacles and difficulties in the education system, including inflexible conditions for enrollment, lack of competent staff, lack of academic experience for instructors, cultural difference, middle-class family context, inadequate curricula and textbook design, lack of learning inspiration for students, lack of cooperation with the local and international students (Iqbal, 2004; Bouangeune et al., 2008; Aadil, 2010; Awan, 2016; Ishaq et al. 2020d). Multilingual classes (Rasheed et al., 2017), untrained instructors, education policy, assessment methods, and extensive curricula are some of the most critical issues (Khan & Khan, 2016). These factors lead to low and weak language learning achievement among students, particularly in countries such as Pakistan, Laos, Bangladesh, and Cambodia (Awan, 2016).

Teachers and Teaching Methods

The strategy of teaching plays a vital role in the process of learning. However, depending on the type of language, different educational methods are used to clarify the concepts (Holt, 1964). Language teaching methods and ineffective and obsolete techniques in Pakistan are used, and there is no room to exercise oral skills or to pronounce (Kanwal & Khurshid, 2012). However, some other causes for this incompetence are lack of time and less experienced teachers; without paying attention to pronunciation, teachers prioritize grammar and vocabulary (Farhat & Dzakiria, 2017).

Mansoor et al. (2009) and Sahito et al. (2017) revealed that non-elite schools that are unexciting and boring places, as they lack skilled and professional personnel and semi-trained teachers force their students to grip knowledge on unusual and unauthentic material and therefore to destroy their students' creativity. According to Aziz (2015), lack of training and insufficient schooling in private-sector Pakistani schools contribute to deficient education at the school level. Instructors are far less knowledgeable of Applied Linguistics, so they focus on preparing the materials adequately, even though they are qualified to teach. According to the study of Teenvo (2011) and Khan et al. (n.d), teachers are not well trained and lack the formal qualifications they need in the area they seek and can write in order, and are ignorant of classroom management.

A study conducted by Khan, (2011) showed the challenges of teaching and learning through case studies at Jaddah Community College and believes that although the teachers are properly planned, prepared and practical, the method of teaching and learning does not seem to be successful in the country where the real growth of the skills is not in track. Students are faced with issues regarding the instructional methods, a rigorous grading scheme, and the absence of reasoning, whereas teachers are challenged with a barrier as a bilingual instructor as they interact with students in the Arabic language (Alrabai, 2015).

Rasheed et al. (2017) suggested that all public schools adopt one curriculum, and students are assessed using the same method of tests. There is an entirely different need for rural students in Baluchistan from urban students because of the complex grammar and vocabulary of English textbooks; students in rural areas find it quite challenging to learn.

Mehmood et al. (2012) report on the reasons for students who do not understand and learn the English language in the metropolitan area of Islamabad. They believe that teaching skills, such as traditional grammar and aloud reading, no verbatim interaction of English in classrooms, challenging English curricula, and unsuitable leadership are the main obstacles to the communication of the English language (Haycraft, 1993; Abbas et al., 2018).

Multi-lingual classroom

Multilingual classes are recognized not only in Quetta, Pakistan but in other parts of the world as the most significant challenge for teachers of English and pupils. Students and teachers encounter various problems because of multiple languages being spoken in classes by the pupils. These classes are not easily handled, and English teachers can sometimes find it extremely difficult to face the challenges (Khan et al., 2017; Rasheed et al., 2017). Research by Khan and Khan (2016) explored the problems experienced in Mianwali and Bhakkar district, Pakistan in the multiple languages context by English faculty and students. The students and teachers were respondents for the research and findings of the study revealed that the non-trained teachers, educational policy, assessment process, and lengthy curriculum make it difficult for the student to learn English (Ishaq et al., 2020b).

In their research, Ismaili, (2015) and Rasheed et al. (2017), investigated students to learn in English as a teaching tool or to learn in their mother tongue because teachers and students have a diverse linguistic and cultural context, teachers and students find it challenging to teach and to learn English. The results of the study indicated that students found themselves irritated when guidance has only been provided in English. A survey in Lasbela, Baluchistan, Pakistan, by Gopang et al. (2015) investigated fear in learning a foreign language. The study results found that students are unwilling to speak English because they perceive faults, the major obstacle in the learning of English. In one of their studies, Dhillon & Wanjiru (2013) concentrated on the difficulties of learning and teaching English in Kenya. The findings indicate that instructors are not sufficiently trained to teach English in Kenya in a multilingual environment.

In one of his studies in Vehari City, Punjab, Pakistan, Akram & Qureshi (2012) described the difficulties English teachers and learners faced, Punjabi is generally spoken. The results of this study reported that the challenging pronunciation and vocabulary of English are made harder to learn or teach. The study suggested that English should often be taught at school from the very start so that students can be confident in studying. A survey by Teevno (2011) identified the challenges that English teachers and students in their class face at secondary school. The study findings revealed that language teachers are not properly trained. The program is challenging and not in line with learners' needs. This is why English education and learning both have serious consequences here.

Curriculum

In Pakistan, the latest list of constitutions comprises curriculums, syllabuses, planning, policy centers of innovation, and educational standards. In order to sustain education quality, the Federal Ministry for Education is allowed to regulate curriculums, textbooks, and other learning resources. UNESCO (2004) noticed that Pakistan's syllabi are gender-oriented, suburban, and reflect more male and urban citizens. The curriculum is also dull for students in Pakistan and it is acknowledged that the curriculum is not covered by varied circumstances within Pakistan's geographical context as well as in the education sector (GoP, 2009; Dogancay-Aktuna, 2005; Khan et al., 2017, ADB, 2019).

Similarly, the situation of primary school teachers and English textbooks in Pakistan was studied by Panezai, and Channa (2017) investigated the discomfort of the primary teachers in the 1-5year English course, in particular to vocabulary and grammar difficulties. However, insufficient time and lack of adequate teaching of English in public schools of Pakistan were severe problems. Despite student's poor abilities and language deficiencies, it has been observed that a poor English context among earlier-grade students and English content that goes beyond parent comprehension makes this problem worse.

The study by Axelsson (2007) stated that weak students are generally poor and leave as they fail as language students find it hard to read textbooks; they give up so easily. Several textbooks are outdated and not attractive and students learn to complete the course. The study of Bouangeune et al. (2008) considers that there is still a lack of textbooks and normalized curricula for education and learning adoption. Only the memory of students is tested in our assessment process. The four necessary abilities (to read, write, speak, and listen) are largely overlooked. In this context, Teevno (2011) carried out research addressing concerns of the lack of language teaching even when the curriculum is updated because they do not learn interactive teaching techniques and do not acquire English skills in the classroom. The issues that strengthen the topic of learning and teaching at the secondary level include insufficient planning, poor time management, and changes to English curricula with no teacher training and ineffective assessment.

In compliance with the curriculum, according to the social context, the Government recommends textbooks for each grade. However, the use of these books in practice, especially in primary schools, does not show any uniformity (Khan, 2011). The curriculum consists of seven subjects in primary school, including main subjects; Mathematics, Islamic, Urdu, English as well as other subjects like general and social science, health, physical, and art education. A primary school usually has one teacher, with a single class for all topics, but primary schools have one or two teachers who are accountable for the whole of five classes (Khan, 2011).

Examination System

Examinations in Pakistan require high costs because they pave the way for the next rank, career, and other jobs. Exam success is glorified, while loss is life's shame, and all doors are closed to unsuccessful candidates and they become social pariahs. As examinations are not an assessment of the expertise, but rather an aim for the Pakistani educational system, all instruction in the educational institutions is directed towards that target (Erfan, 2000). It is not shocking to notice that the study of 29 independent Government and NGO studies and policy papers in Pakistan found that there was no such thing as authenticity, transparency, and integrity in the system of public examination and evaluation (Erfan, 2000; Khattak, 2012).

The value of examinations at the secondary grade and higher secondary grade, conducted by the BISE is weak across the board, with a focus on rote learning and memorization rather than higher-order skills. Almost all the BISE lacks the capacity to design and score test papers effectively and to use the data for analysis and feedback to improve teaching. Most test settings and scoring are outsourced, and the quality of these outside professionals is often quite poor. Research cells in the BISE, which are mandated to carry out research and improve the assessment systems, are either not established or nonfunctional. Thus, there has been minimal effort in any of the provinces to reform the BISE (ADB, 2019). In Pakistan, tests do not assess students' real skills or actual educational achievement. Pakistan's system of education promotes those who are best able to reproduce what they have learned and fails are unable to do so which seems that the entire education system depends on assessments. These evaluation and assessment methods are of limited scope (Khan, 2006; Rehmani, 2003). The main reason is poor education and examination that resembles inadequate teacher training and culture as well as inadequate supervision and leadership.

Furthermore, Khan (2006); Ahmad (2011), and Khan (2011) note that the evaluation research shows a decline in the exam system, inefficiency, and unreliability in student diagnosis and assessment of weaknesses. Due to its design and content, students need to depend only on their memories and this does not have a positive effect on the curriculum and the practice of teaching. The reliability and quality of exam papers as regards curriculum content, paper collection, lack of training or otherwise of papermakers and examiners, a process for marking and results, are found to be doubtful in the study of Rehmani, (2003).

Effects of English in Education System:

English has been taught at primary, secondary, higher secondary, and even at undergraduate levels in public and private universities here as a compulsory course. Because of its regional and global significance, it has been a trendy second mandatory language in Pakistan. It is being offered at various levels as a core subject, primarily from grade 1 to B.A / B.Sc (Iqbal, 2013).

The conflict between English and Urdu, the national language, is met with Pakistani students and teachers because many other regional and local languages obstruct faculty and students (Rahman, (2016); Khan et al., (2017)). English teachers face difficulties because pedagogy ultimately fails inefficient teaching, even if they have little excellent or fair awareness of the target language community, either because of ethnic problems between the students. The instructors of English face difficulties in English teaching because these teachers' issues influence the students' process of learning. The teachers are ineffective and demotivated, which they cannot give and contribute positively to the teaching accordingly (Evue, 2013; Khan et al., 2017). In the study of Mansoor (2003) the findings are very disappointing due to poor pedagogy amid tremendous feedback and contributions in English teaching (Abbas, 1998).

Besides, Tariq et al. (2013) published on the secondary level the research on challenges in the second language learning of English in the countryside of Pakistan and identified many reasons that pose barriers to rural English learning. The critical factors in this regard are uneducated and impoverished parents and their lack of interest in children's education. A study by Kirchner & Mostert, (2017) conducted for 402 primary school learners from Namibia and recognized a lack of preparation, parents' poor education, and income as a significant indicator of their lack of comprehension skills and thus their performance in English.

In Pakistan, English learners are rising tremendously; even then, the high failure rate in English at all grades is extremely worrying (Shamim, 2008). The drop-out rate in Pakistan's schools between the countries in Asia is extremely high as many students quit their education (World Bank, 2013). Research has shown that high rates of failure at the secondary, intermediate, and undergraduate levels are due to failure by the students in meeting required learning outcomes and the necessary skill level in English (Khattak, 2012; Abbas et al., 2018).

English Language Learning Low Achievement Causes:

A study by Agyeman (1993) states that an instructor who has no credentials in both professional and academic teaching will inevitably affect English subjects negatively. Furthermore, a teacher who is competent in education and practice, but operates under adverse conditions of employment, is not as much involved in his work as a teacher who is unqualified but works in better terms of service. The study of Krashen (2005) noticed that the outcomes of standardized exams are better for students whose parents are qualified than for students whose parents are not qualified. Educated parents can communicate better with their children in terms of schoolwork, events, and school knowledge as well as can help and participate in school with their children (Fantuzzo, 2000; Trusty, 1999).

The Exploring Summative Assessment: Primary to Higher Education is still typically far from over, based on the current literature. There was hardly a study contemporary to this research centered upon an examination of a primary school evaluation that affects tertiary education and also the cause of failure in primary, secondary, intermediate, and tertiary classes English at all levels of education, particularly concerning a specific region of Pakistan. The current study thus addressed the research gap by discussing the education and assessment method in Pakistan, instructional techniques, multi-lingual classes, curriculum, English language implications, and the causes for its low-level achievement.

Research Objective

1. To evaluate the students' performance in primary education.
2. To evaluate the students' performance in elementary education.
3. To evaluate the students' performance in secondary education.
4. To evaluate the students' performance at the undergraduate level.

Research Question:

1. Retrospective analysis of students' performance in different levels of examinations?

Data and Methodology

This research study was quantitative which was conducted by using a desk review approach. The rationale of using this approach was to evaluate the gazettes of terminal classes i.e. primary to tertiary level and evaluation of the results was only possible from the gazettes issued by the concerned authorities. The gazette of the annual examination obtained from Punjab Examination Commission of Grade 5th and Grade 8th of District Sheikhpura, from Board of Intermediate and Secondary Education, Lahore for Grade 9th only for last five years (2015-2019). For the undergraduate program gazette of the annual examination obtained from the University of Punjab for the last thirteen years (2007-2019). The purpose of the gazette for 5th and 8th grade was to find out the students who appeared in the exam and students who qualified the exam including how many students qualified the exam with grace marks in the respective years. For the grade 9th gazette, it was to find out the ratio of students who appeared and passed in the respective years as well and most importantly, the gazette of the undergraduate program, for which to analyze the students' ratio appeared and passed along with the proportion of students who qualified the English subject specifically. Because the gazette of undergraduate classes obtained from the university revealed the effects of primary, elementary and secondary level education system and methods of assessment on tertiary level education. Public and private colleges in the jurisdiction of the university got affiliation and the students from these colleges appeared in the examination, scheduled by the university authorities. After completion of the test, the result is declared once the paper checking process is completed.

Data Collection and Integrity

Gazette of examination for grade 5th, 8th, 9th, and Undergraduate were obtained from the concerned authorities, and these gazettes were also available on the official websites of PEC (Punjab Examination Commission, 2019), BISE (BISE, 2019), and University of Punjab (Punjab University Gazette, 2019).

Results and discussion

Grade 5th Result

The statistics obtained from the gazette of 5th grade for the study are presented as follows:

2019							
School	Gender	Appeared Students	Pass Students	Pass with 33 %	Pass with less than 33%	Pass + Promoted	Pass + Promoted %
Public	Male	14,293	11,228	8,821	2,223	13,451	94.11
	Female	16,654	14,232	12,163	1,833	16,065	96.46
Private	Male	5,026	3,620	2,608	915	4,535	90.23
	Female	5,051	4,025	3,208	705	4,730	93.64
2018							
Public	Male	12,984	10,324	8,209	1,685	12,009	92.49
	Female	15,091	12,926	11,071	1,500	14,426	95.59
Private	Male	5,613	4,076	2,960	909	4,985	88.81
	Female	5,661	4,465	3,522	775	5,240	92.56
2017							
Public	Male	12,054	9,871	8,083	1,367	11,238	93.23
	Female	13,205	11,681	10,333	1,115	12,796	96.90
Private	Male	5,731	3,589	2,247	1,145	4,734	82.60
	Female	5,752	4,129	2,964	974	5,103	88.72
2016							
Public	Male	12,375	7,770	5,391	1,897	9,667	78.12
	Female	13,195	6,931	4,995	2,525	9,456	71.66
Private	Male	5,324	2,793	1,076	1,160	3,953	74.25
	Female	5,365	2,514	1,613	1,389	3,903	72.75
2015							
Public	Male	11,875	3,870	1,261	2,027	5,897	49.66
	Female	12,297	4,966	2,005	2,324	7,290	59.28
Private	Male	5,881	2,191	816	1,210	3,401	57.83
	Female	5,653	2,619	1,213	1,065	3,684	65.17
2014							

Table 1. PEC Grade 5th Result

The statistics in Table 1 show the result yearly for grade 5th students, in which appeared students and pass students were mentioned. Furthermore, students who passed with 33% and less than 33% were also cited along with students who were passed and promoted to the next grade.

In the year 2019, 14,293 male and 16,654 female students from public sector schools appeared in the examination. Only 11,228 male students, from which 8,821 students passed with 33 percent but 2,223 students passed with less than 33 percent marks whereas 14,232 female students, from which 12,163 students passed with 33 percent but 1,833 students passed with less than 33 percent marks. In private schools, only 5,026 male and 5,051 female students appeared in the examination where only 3,620 male students, including 2,608 students, passed with 33 percent but 915 students passed with less than 33 percent marks. Further, 4,025 female students, from which 3,208 students passed with 33 percent and 705 students passed with less than 33 percent marks.

In the year 2018, 12,984 male and 15,091 female students from public sector schools appeared in the examination. Only 10,324 male students, from which 8,209 students passed with 33 percent but 1,685 students passed with less than 33 percent marks whereas, 12,926 female students, from which 11,071 students passed with 33 percent but 1,500 students passed with less than 33 percent marks. In private schools, only 5,613 male and 5,661 female students appeared in the examination where only 4,076 male students, including 2,960 students, passed with 33 percent but 909 students passed with less than 33 percent marks. Further, 4,465 female students, from which 3,522 students passed with 33 percent and 775 students, passed with less than 33 percent marks.

Similarly, a considerable ratio of students appeared in the examination of 2017, 2016, and 2015 but the majority of the students passed with 33 percent and less than 33 percent which was an alarming situation in the primary education system. The result showed the use of poor & old teaching methods, outdated assessment methods and unsuitable curriculum adopted to assess the abilities of students. Most of the students were promoted to the next grade by giving grace marks that demotivate the students towards work hard to learn, resulting in poor grades at the elementary level.

Grade 8th Result

The statistics obtained from the gazette of 8th grade for the study are presented as follows:

2019							
	Gender	Appeared Students	Pass Students	Pass with 33 %	Pass with less than 33%	Pass + Promoted	Pass + Promoted %
Public School	Male	11,415	8,876	6,902	1,849	10,725	93.96
	Female	11,448	9,598	8,047	1,387	10,985	95.96
Private School	Male	2,444	1,598	1,045	554	2,152	88.05
	Female	3,403	2,590	1,971	578	3,168	93.09
2018							
Public School	Male	10,909	8,829	7,145	1,508	10,337	94.76
	Female	11,166	9,039	7,317	1,625	10,664	95.50
Private School	Male	3,055	2,061	1,390	660	2,721	89.07
	Female	3,959	2,917	2,149	679	3,596	90.83
2017							
Public School	Male	10,874	8,968	7,396	1,404	10,372	95.38
	Female	10,727	8,997	7,546	1,190	10,187	94.97
Private School	Male	3,315	1,977	1,179	676	2,653	80.03
	Female	4,347	3,118	2,237	691	3,809	87.62
2016							
Public School	Male	10,121	8,231	7,016	1,024	9,255	91.44
	Female	10,328	8,698	7,347	1,197	9,895	95.81
Private School	Male	3,427	2,349	1,571	784	3,133	91.42
	Female	4,212	3,027	2,335	859	3,886	92.26

2015							
Public	Male	10,733	4,719	2,075	2,090	6,809	63.44
School	Female	10,048	5,143	2,632	1,998	7,141	71.07
Private	Male	3,410	1,409	582	717	2,126	62.35
School	Female	4,543	2,319	1,184	876	3,195	70.33

Table 2. PEC Grade 8th Result

The statistics in Table 2 showed the results yearly for grade 8th students, in which appeared students and passed students were mentioned. Furthermore, students who passed with 33% and less than 33% are also cited along with students who passed and were promoted to the next grade.

In the year 2019, 11,415 male and 11,448 female students from public sector schools appeared in the examination. Only 8,876 male students, from which 6,902 students passed with 33 percent but 1,387 students passed with less than 33 percent marks whereas, 9,598 female students, from which 8,047 students passed with 33 percent but 1,387 students passed with less than 33 percent marks. In private schools, only 2,444 male and 3,403 female students appeared in the examination where only 1,598 male students, including 1,045 students, passed with 33 percent but 554 students passed with less than 33 percent marks. Furthermore, 2,590 female students, from which 1,971 students passed with 33 percent and 578 students, passed with less than 33 percent marks.

In the year 2018, 10,909 male and 11,166 female students from public sector schools appeared in the examination. Only 8,829 male students, from which 7,145 students passed with 33 percent but 1,508 students passed with less than 33 percent marks whereas, 9,039 female students, from which 7,317 students passed with 33 percent but 1,625 students passed with less than 33 percent marks. In private schools, only 3,055 male and 3,959 female students appeared in the examination where only 2,061 male students, including 1,390 students, passed with 33 percent but 660 students passed with less than 33 percent marks. Furthermore, 2,917 female students, from which 2,149 students passed with 33 percent and 679 students passed with less than 33 percent marks.

Similarly, a considerable ratio of students appeared in the examination of 2017, 2016, and 2015 but the majority of the students passed with 33 percent and less than 33 percent which was an alarming situation in elementary education. The result showed the use of poor teaching methods, outdated assessment methods and unsuitable curriculum adopted to assess the abilities of students. Mostly, students were promoted to the next grade by giving grace marks that demotivated the students towards learning by working hard, resulting in poor grades at the secondary level.

Grade 9th Result

The statistics obtained from the gazette of 9th grade for the study are presented as follows:

2019						
Group	School	Gender	Appeared Students	Pass Students	Pass %	Average %
Science	Public	Male	79,329	43,428	54.74	68.24
		Female	65,797	48,604	73.87	
	Private	Male	26,712	9,219	34.51	36.83
		Female	22,672	11,763	51.88	
Arts	Public	Male	15,637	3,550	22.70	36.83
		Female	28,123	14,604	51.93	
	Private	Male	16,555	3,314	20.02	36.83
		Female	16,622	6,868	41.32	
2018						
Science	Public	Male	76,684	40,101	52.29	54.99
		Female	62,267	43,673	70.14	
	Private	Male	23,057	7,160	31.05	38.99
		Female	18,917	8,558	45.24	
Arts	Public	Male	16,440	4,114	25.02	38.99
		Female	27,725	15,383	55.48	
	Private	Male	16,540	3,660	22.13	38.99
		Female	16,817	7,070	42.04	
2017						
Science	Public	Male	73,451	42,290	57.58	60.05
		Female	57,717	43,212	74.87	
	Private	Male	21,802	7,840	35.96	42.29
		Female	17,295	8,907	51.50	
Arts	Public	Male	17,606	4,940	28.06	42.29
		Female	29,051	17,133	58.98	
	Private	Male	17,840	4,440	24.89	42.29
		Female	18,930	8,768	46.32	
2016						
Science	Public	Male	70,262	36,900	52.52	54.11
		Female	53,141	36,544	68.77	
	Private	Male	22,333	6,973	31.22	44.95
		Female	15,270	6,709	43.94	
Arts	Public	Male	17,071	5,338	31.27	44.95
		Female	29,588	17,827	60.25	
	Private	Male	19,489	5,406	27.74	44.95
		Female	19,752	10,041	50.84	

2015						
Science	Public	Male	73,053	32,098	43.94	46.92
		Female	52,733	32,525	61.68	
	Private	Male	20,523	5,088	24.79	
		Female	13,281	5,171	38.94	
Arts	Public	Male	19,264	4,472	23.21	34.22
		Female	30,369	14,339	47.22	
	Private	Male	21,546	4,422	20.52	
		Female	20,872	8,270	39.62	

Table 3. BISE Grade 9th Result

The statistics in Table 3 are showing the results yearly for grade 9th students, in which appeared students and passed students were mentioned along with the percentage. Furthermore, the average cumulative rate was also given according to the groups i.e. Science and Arts.

In the year 2019, from the science group, 79,329 male and 65,797 female students from public sector schools appeared in the examination. Only 43,428 (54.74%) male students and 48,604 (73.87%) female students passed the examination. From private sector schools in the science group, 26,712 male and 22,672 female students appeared in the examination, in which only 9,219 (34.51%) male students and 11,763 (51.88%) female students passed the examination. In the same year, from the arts group, 15,637 male and 28,123 female students from public sector schools appeared in the examination in which only 3,550 (22.70%) male students and 14,604 (51.93%) female students passed the examination. From private sector schools in the arts group, 16,555 male and 16,622 female students appeared in the examination in which only 3,314 (20.02%) male students and 6,868 (41.32%) female students passed the examination. Lastly, the collective average passed percentage of the science group was 68.24 % and arts group was 36.83%.

In the year 2018, the collective average pass percentage of the science group was 54.99 % and arts group was 38.99% and for the year 2017, the cumulative average pass percentage of the science group is 60.05 % and the arts group was 42.29%. In the year 2016, the cumulative average pass percentage of the science group was 54.11% and arts group was 44.95% and for the year 2015, the cumulative average pass percentage of the science group was 46.92 % and arts group was 34.22%.

Similarly, the massive ratio of students appeared in the examination of 2018, 2017, 2016, and 2015 but less number of students passed with a low percentage which was an alarming situation in secondary education. Mostly, students were promoted to the next grade but with the condition to qualify the failed subject of the previous class in the current grade because the result showed the poor teaching method, outdated assessment method, and unsuitable curriculum adopted to assess the abilities of students. BISE is an

autonomous body that conducts the assessment for secondary and higher secondary education level but does not provide grace marks as PEC does in 5th and 8th grade examination. . The low percentage of the result of this grade affected the tertiary education level that also caused poor outcomes mainly in the English subject.

Undergraduate Result

The statistics obtained from the gazette of undergraduate (i.e., 14th grade) for the study are presented below:

Year	Gender	Total Students	Appeared	Pass Students	Pass Students %	Average Pass %	Students in English	Pass Students in English %
2019	Male	60,585		6,829	40.48	45.80	31,770	52.80
	Female			22,344	51.11			
2018	Male	58,738		5,862	36.95	45.87	31,802	54.57
	Female			23,490	54.79			
2017	Male	52,587		4,403	29.77	36.99	23,994	45.63
	Female			16,711	44.21			
2016	Male	90,226		6,818	22.46	30.31	31,288	34.94
	Female			22,848	38.16			
2015	Male	96,478		7,655	24.98	34.57	38,949	40.57
	Female			29,070	44.16			
2014	Male	108,641		8,673	23.94	32.41	41,094	38.00
	Female			29,599	40.88			
2013	Male	111,519		8,624	23.93	32.69	43,256	38.96
	Female			31,278	41.44			
2012	Male	121,603		9,722	25.49	34.93	50,140	41.42
	Female			37,034	44.37			
2011	Male	130,952		8,123	19.29	28.68	44,453	34.08
	Female			33,826	38.07			
2010	Male	149,388		9,169	17.92	24.62	42,836	28.76
	Female			30,752	31.31			
2009	Male	163,016		10,124	18.29	24.63	46,436	28.54
	Female			33,333	30.96			
2008	Male	151,933		8,020	14.95	20.75	36,163	23.87
	Female			26,089	26.55			
2007	Male	149,301		9,068	16.90	23.04	39,271	26.39
	Female			27,904	29.18			

Table 4. University of the Punjab

The statistics in Table 4 are showing the results of the year (2007-2019) for undergraduate (i.e., 14th grade) students, in which appeared students and passed students were mentioned along with percentage. Furthermore, the cumulative average rate for pass students was also given. Lastly, students passed in English subject with the rate was also stated in the table.

In the year 2019, a total of 60,585 male and female students appeared in the examination, from which only 45.80 percent of students qualified the exam, and a total of 31,770 (52.80%) students passed English subject. From the years 2012 to 2017, massive strength of students appeared in the exam but the cumulative pass percentage was only in the 30s. The year from 2007 to 2011 revealed the highest number of students appeared in

the exam than the year 2012 to 2019, but the cumulative pass percentage was very alarming because it was consistently in the 20s only and the percentage of English subject was also weak due to the low cumulative percentage.

At this stage, students were not eligible to enroll in higher studies until they passed the failed subjects. The results revealed the use of poor teaching methods, an outdated assessment method, and an unsuitable curriculum adopted to assess the students in the previous grades that might cause the students' failure at this level especially in English because the results in Table 4 revealed the same.

Individual Factors (behavioral, psychological, emotional), Familial Factors (Socio-economic background of the parent, parents' education, home environment) always exist and intervene in the academic performance of the students, which ultimately affect (positively or negatively) their summative results as well. Individual and familial factors of the students are addressed and resolved where possible by their teachers so that these issues may not affect their studies. Moreover, literature is based on the above factors has also been reviewed thoroughly. The examination system in Pakistani schools and higher education institutions is conducted as a summative assessment to promote or demote the students into the next classes, not based on the above factors. The results presented in the analysis are obtained from government records, which are quite reliable and authentic, so the authenticity of the result data may not be denied.

Discussion and Conclusion

The study concluded that students' assessment methods were only to evaluate their memory not their learning level and the area of qualitative assessment (Ishaq et al. 2019; Ishaq et al. 2020c) of the students was also totally neglected. The teachers were not satisfied with the work they were doing to classify the answer scripts since they lacked proper preparation. Instead of knowing the students' learning, creativity, and skills, our assessment and evaluation system relied only on scores, and the students focused on rote learning or adopted dishonest ways to obtain maximum marks. It might also be concluded that assessments were not just to assess the students' performance but also the teachers' performance and there were no such methods found in our examination assessment system (Shirazi, 2004; UNESCO, 2006). The analysis showed that unreliable instructional methods, an obsolete grading system, and an ineffective curriculum were implemented to evaluate students in all levels of education (as mentioned in objectives) that led to students' failure, particularly in the English language.

The educational system of Pakistan needs improvement and modifications because, in many ways, it is inefficient. The students did not understand what they have failed to learn rather only wanted to qualify with average grades in the next class. The

creativity, individual differences, potentials, and skills of students were compromised by assigning positions in classrooms, and it did not provide an environment to bring out creative ideas of the students, but the emphasis was merely on rote learning (Gouleta, 2015). The students' educational standards did not reflect the curriculum and the textbooks' content and did not meet the learning objectives. It was not modified according to the current trends. Textbooks had poor quality and were dismissive due to their irrelevance to today's needs and the pressures on the market (UNESCO, 1998; Khowaja, 2016). A well-designed evaluation was vital for effective merely on rote learning (Kamrani, 2010; Gouleta, 2015) learning process in a modern educational system which might strengthen students' analytical and problem-solving capabilities that might serve as an indicator for improvement on the level of knowledge which were fully internalized (JAMIL 2009; Khattak 2012).

Recommendations

The researcher proposed the following recommendations of the study:

1. Today the world is promoting analytical and problem-solving teaching methods in the education system to make the students solve their problems in all fields of life.
2. Teachers need to develop creative writing in the students by applying different teaching techniques to avoid rote learning.
3. Overcrowded classes need to be shortened to a standard size to achieve the learning outcomes effectively.
4. English may be introduced as a second language up to the elementary level because students from remote areas belong to a low socio-economic and multilingual background. They cannot cope with all the subjects in the English language alongside English as a compulsory subject. This leads the students to a stressful burden of studies and promotes rote learning.
5. The curriculum at the levels of education may be integrated with modern technology to improve students' learning. Schools are needed to be equipped with technological resources to provide an equal learning environment.

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