

TEACHERS' PERCEPTIONS ON THE NECESSITY OF PEC EXAMINATIONS IN PUNJAB SCHOOLS PUNJAB, PAKISTAN

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ABSTRACT

Punjab Examination Commission is the best examination board, who is the principal to examine the students of Punjab class 5 and 8. It is probable that the standardized assessment items offered by PEC are correlative to the standards of curriculum, and it may be implied that it has a positive effect on the quality of education in Punjab. This makes sure that the assessments are a good measurement of student achievement as well as identify which specific area, if there are any, requires additional student support. The present research aimed at understanding the reasons why teachers regard PEC examination as an instrument for establishing educational quality superiority and to evaluate the performance of the students. The area covered for the purpose of research was in Tehsil Tandlianwala, District Faisalabad. Total number of 69 elementary schools in this tehsil are mentioned in School Information System (SIS). There were a total of 69 elementary schools, all of which consisted of 414 (236 PSTs and 178 ESTs). These 414 teachers made up the population of the present study. From idsurvey.com/en/sample-size-calculator/#ssc, therefore sample size was calculated with a confidence level of 95% and a confidence interval of 5% having 155 teachers (89 primary teachers and 66 elementary teachers). The data were collected through questionnaire. 89 primary teachers and 66 elementary teachers were selected respectively by a proportionate sampling technique. The research tools were designed on the basis of easiness of the respondents. Descriptive and cross-sectional research method will be used. An analysis of the data was done using SPSS software. Additionally, there was a statement with the highest rank, with the Mean of 4.25 and Weighted Score of 658, and 69.0% of the students either agreed or strongly agreed. We can easily see that the discipline in the class is necessary for the development of a good preparation for PEC exam. Second in the place we get "Provide pressure free environment" (Mean = 4.17, Weighted Score = 647), and 65.8% of the respondents agreed on this statement that students should have a comfortable environment (stress free) in which they prepare themselves for PEC exam. However, the use grammar and translation method is ranked as the highest way of teaching (Mean = 4.17, Weighted score = 638), as a high number of participants reported that they usually employ this strategy when preparing students for PEC examination. It means that the teachers still prefer the traditional method of teaching. Among the survey concepts, the second highest ranked teaching strategy (Mean = 4.09, Weighted Score = 630) 'Narrate in small story style' indicates that

techniques which students can remember need to be used to teach students. It finally ascertained the current practices and strategies followed by teachers as teachers to equip pupils for PEC examinations and also factors that led to the introduction of the PEC examinations and its significance. Respondents were mostly male experienced educators with 5–10 years of teaching experience and they possessed a greater amount of master's degree. From all this, we infer that most of the teachers who took part in the study have a firm base of education that is passed to the teaching strategies and being able to provide the students with test examinations.

Keywords: *PEC Examinations, Teacher Perceptions, Student Assessment, Educational Quality, Standardized Testing*

INTRODUCTION

PEC exams is an assessment practice that widens and extends the structures, mode, means and extent of assessment in the school in other to work with and upgrade advancing by giving prompt criticism. PEC contained nonstop and terminal (or last) assessment did in the school, which influence on the youngster's availability, limit and intrigue to learn (Sheu and Uwadiogwu, 2022).

Training isn't simply an objective; it is an excursion and throughout the long term conventional assessment techniques, essentially depending on high-stakes summative tests, have overwhelmed the instructive scene. Nonetheless, these tests frequently miss the substance of this excursion by neglecting to see the value in the educational experience. PEC is changing this worldview by setting learning at the center of assessment. PEC includes a scope of assessments, from developmental assessments to ventures, portfolios, and persistent input, empowering a more far reaching and customized comprehension of an student's capacities. PEC (PEC) has arisen as a dynamic and comprehensive way to deal with assessing student learning. Not at all like conventional summative assessments that basically measure the results of training, PEC centers around the growing experience, empowering educators to fit their guidance and students to play a functioning job in their own schooling (Hassan, 2022).

PEC exams has three basic targeted principals (1) assessment of learning that increase the social orders of educational plan (2) Assessment for learning that empowers educators for the development of students growth opportunities (3) assessment as learning that permits and control the learning of social orders (Azid et al., 2022).

PEC (PEC) is an assessment which is implanted in the educating and educational experience. It has various significant qualities which recognize it from different types of assessment: it includes the instructor from the very outset as far as possible: from arranging the assessment program, to distinguishing as well as creating proper assessment undertakings directly through to making the assessment decisions, considers the assortment of various examples of student execution throughout some undefined time frame, adjusted and changed by the educator to match the instructing and learning objectives of the specific class and students being surveyed (Ukwuije and Opara, 2023).

Punjab Examination Commission (PEC) is an independent body created by the Punjab Government in 2005 to examine 5th and 8th standard students. The Punjab Examination Commission (PEC) plays a crucial role in the educational landscape of Punjab, Pakistan, particularly at the primary and elementary levels. Established in 2006, the PEC was created to address the deficiencies in the traditional examination system and to ensure standardized assessments across public schools. The commission conducts examinations for grades five and eight, focusing on key subjects such as Science, Urdu, English, Mathematics, and Islamiyat. This initiative aims to enhance the quality of education and provide a reliable measure of student learning outcomes (Ahmad et al., 2023).

The persistent difficulties that students encounter, such as high dropout rates and subpar learning environments, have led to demands for a review of Punjab's educational system. In order to directly address these societal demands, the government is

concentrating on developing more inclusive educational policy. Given its recent rulings to transfer examination authority back to district education departments, many have questioned the PEC's necessity. Opponents argue that if local education departments are supposed to conduct tests independently, then a separate commission is not required. Because they feel that the accountability rules are being applied unfairly, teachers are likewise vehemently opposed to the PEC and have advocated for its repeal. Many instructors have expressed a desire to return to a previous assessment program that they believe was more effective (Ahmed et al., 2023).

One of the primary advantages of the PEC's assessment system is its standardization. By implementing a uniform examination process, the PEC ensures that all students are evaluated on the same criteria, which promotes fairness and equity in educational assessment. This standardization can help identify areas where students excel and where they may need additional support, ultimately leading to improved educational outcomes (Tayyab et al., 2023).

The PEC's examination system is not without its drawbacks. One significant concern is the pressure it places on students and teachers alike. High-stakes testing can lead to an environment where the focus is primarily on exam performance rather than holistic learning. This pressure may result in teaching to the test, where educators prioritize exam content over broader educational goals, potentially stifling creativity and critical thinking in the classroom. Another criticism of the PEC's system is the limited scope of subjects assessed (Mahmood, 2023).

Statement of the Problem

The Punjab Examination Commission (PEC) plays a vital role in evaluating the academic achievement of students in Grades 5 and 8 across Punjab through standardized assessments. While the PEC aims to align its evaluation methods with the curriculum and improve the quality of education, there remains an ongoing debate among educators about the effectiveness, necessity, and impact of these exams on teaching and learning processes. Many teachers view PEC exams as

tools for academic accountability and educational improvement, while others argue that such standardized assessments may create pressure, promote rote learning, and limit creative teaching strategies. In Tehsil Tandlianwala, District Faisalabad, where a significant number of primary and elementary teachers are directly involved in preparing students for PEC examinations, it is crucial to explore their perceptions regarding the usefulness and implications of these exams. This study seeks to investigate how teachers perceive PEC assessments in terms of enhancing educational quality, guiding instructional practices, and evaluating student performance, while also examining the current strategies used to prepare students for these standardized tests.

Significance of the Study

This study is significant as it provides valuable insights into teachers' perceptions of the Punjab Examination Commission (PEC) exams, which play a central role in assessing the academic performance of students in Grades 5 and 8 across Punjab. By exploring how teachers view the relevance, impact, and effectiveness of these standardized assessments, the study helps to understand whether PEC exams support or hinder educational quality. The findings will be useful for policymakers, education authorities, and curriculum developers in improving assessment strategies, aligning them with classroom realities, and ensuring they promote meaningful learning. Additionally, the study contributes to informed decision-making by highlighting the practical challenges and instructional adjustments teachers make in response to PEC requirements, particularly within the context of Tehsil Tandlianwala, District Faisalabad.

Literature Review:

The study of teachers' perceptions regarding the need for Punjab Examination Commission (PEC) examinations in Tehsil Tandlianwala, District Faisalabad, necessitates a comprehensive understanding of how standardized testing influences teaching practices, student learning, and educational quality. Numerous studies have explored the

impact of large-scale assessments, highlighting both their potential benefits—such as improved accountability, curriculum alignment, and student performance evaluation—and their drawbacks, including teaching to the test, stress among students, and limited innovation in pedagogy. Given that PEC exams serve as a benchmark for assessing academic progress in Grades 5 and 8 across Punjab, it is crucial to understand how educators, who are directly involved in preparing students for these assessments, perceive their value and purpose. The existing literature suggests that teacher perspectives are shaped by factors such as instructional demands, student readiness, classroom resources, and systemic pressures. By analyzing the views of teachers in a rural context, this review contributes to the ongoing discourse on educational assessment reforms and provides insights into how PEC examinations are experienced at the grassroots level.

Malik (2011) noted that the Society for the advancement of Education that monitored the PEC's examination processes of paper design, examination conduct and marking as well as management of students' achievement data and its interpretation has recommended the commission to further strengthen its expertise in examination development, data analysis and distribution of user-friendly information to the relevant stakeholders. The Society maintained that the results of the investigation need to be widely disseminated and shared in a useful way with a wide range of stakeholders. The Society had already conducted 'observational visits' of over 3,000 examination centres in 18 districts of Punjab, and conducted 'semi structured interviews' with 200 people from different districts of Punjab. However, it re marked over 2,600 answer scripts and also interviewed district officials, examination centre staff, parents and students in five districts. The elaborate protocols adopted by the PEC to ensure secrecy of exam papers is expensive to pursue. It is resource intensive and the commission should consider alternatives, chairperson of the Society Abbas Rashid told a dialogue where the study findings were disseminated last week. Dr Bashir Gondal, PEC consultant, admitted that the study would identify

weaknesses of PEC and would lead to subsequent improvement in the system. PEC processes to develop examination papers were explained by him and he enumerated impediments to improve them and establish a data bank of question papers. The exams were cancelled and re held due to non-availability of subject specialists who mark the essay type questions and he further admitted that there were problems in marking the essay type questions.

In an examination and evaluation system in schools in Pakistan (Year X) right from primary to secondary education, a critical analysis was done by Khattak (2012). Analysis is concluded by the evaluation that there is obvious need for improvement and reforms in the Pakistani education system. Students are not in the classroom so that they can understand what they have learned; students will simply qualify to the next grade with a passing grade. Similarly, we can argue that, the techniques used by schools to assess skills are only memorizing the information and does not assess the affective and psychomotor domains. The work marking in answer scripts by the teachers does not do its justice as they are not properly trained. Marks are very much in our examination and assessment system and instead of getting what is supposed to be knowledge, students are always keen on making use of unfair means for getting more marks.

According to Habib (2013), PEC examination revealed very low scores of language achievement test. Probably, the lack of a clear language policy has been detrimental to learning. In response, the Punjab government announced its policy of English medium instruction at the primary level in 2006 to cater to parental demands, which were prompted by the increase in demand of English medium instruction schools. A PEC examination also reveals language achievement test scores to be especially low. Probably, the fact that no clear language policy exists has had a negative impact on learning. We found that teachers and school administrators, as well as parents had to exert considerable effort to ensure teacher presence in the classroom, teacher competence in subject knowledge and to create a culture of

comfortable and inclusive learning environment for students.

Ahmad et al. (2013) found that technology has improved both formative and summative evaluation. Psychological and educational assessments have also used computerized evaluation. The grade 5 state examinations were computerized using cutting-edge items, propelling the institution to the top spot. Through this board examination Punjab government is giving practical knowledge about 9th and 10th class board exam. This is a fact 9th and 10th class will draw student education future that is the reason through PEC 5th and 8th class examination complete system Punjab government is giving real board examination practical knowledge. Through this practice students can easily understand board examination system rules and regulation. It was therefore concluded that Internal assessments have been relatively more reliable than external examinations since they are credited on the whole duration of the session. Chance element gets eliminated. The purpose of internal assessment is to give positive result not the negative one.

Redecker and Johannessen (2013) investigated the integration of technology in PEC examinations is minimal, according to the study. Digital tools such as computer-based testing and automated grading systems could streamline the examination process, reduce human error, and enhance efficiency. PEC should explore pilot programs for digital testing, especially in urban areas where resources are more readily available, before scaling these innovations across the province. Ali (2014) As such, Punjab Teachers Union (PTU) provincial general secretary Rana Liaquat said the PEC, established in 2005, was defined as an autonomous body meant for improving performance of the teachers and students of the government schools through multidimensional assessment, analysis, research, observations and interviews. However, district education departments have earlier examined grade V and VIII. The school would prepare its own papers for collecting a uniform data, and its examinations of students were not helping in finding students' and teachers' weaknesses.

PEC was for printing uniform papers, preparing results of the colleges and other activities. However, the EDOs have been asked to print the papers, conduct examinations and prepare results now by the PEC. Dr Gondal said 'If the job has to be done by EDOs then there is no need for PEC.' At the moment, the education department conducts examinations, which PEC spends Rs550m annually on. Apart from that, 2.7 million children are found across the province. A commission has prepared and sent a report to chief minister that everything was okay.

Jamal (2016) explored that PEC (PEC) requires their instructors to impact their students' undertaking, and they by and large fuse cooperation among teachers and schools to help with guaranteeing the consistency of checking standards. However, what is the motivation behind assessments, the instructor is pursuing the benefit that they need from their unit or illustration. On the other hand, all assessments can help to promote students, examine a survey of the principles, and are an approach to bring about input to students and teachers.

In Ijeoma et al. (2015), the prescient power of school put together evaluation scores towards the students' execution on Junior Aide Acknowledgment Assessment (JSCE) in English and Science was researched. The data demonstrate that the blend of the PEC scores altogether disdains the students' English and Arithmetic accomplishment in JSCE, and the PEC scores demonstrate the relative feasibility of students' English and Science accomplishment. The discoveries from the survey slant towards the instructive subsector endorsing the need of PEC and making it relevant and essential for all schools most notably in the focal subjects, for example, English and Mathematics.

Saido et al. (2015) stated that PEC (PEC) is a piece of the Educational plan and Appraisal Strategy Explanation (Covers) in South Africa. It is an allusion to an appraisal of the students concerning information, capacities, and perspectives inside the school condition. In other words, PEC is a comprehensive way of using students' capacities and advances by assessing them in a few ways, including tests,

undertakings, assignments, and useful undertakings. This strategy includes continuous input and backing to understudies as they set up themselves to work on their comprehension and execution. In addition, PEC promotes the advancement of determinant reasoning, logical reasoning, and social abilities of students as they are relied upon to take part well in their learning and also show their comprehension through various appraisal undertakings.

There is a lot of significance placed on educators in identifying the turn of events, capacities, progress and achievement of students, found by Radzi et al. (2016). Instructors plan and fabricate instruments of appraisal; think over the results to be prepared for survey; dispense assessment data; anyway, show up at; and lead follow up. It is trusted that through PEC the advancement of individual potential and the settlement of scholarly, different otherworldly, social and actual extents.

According to Margret et al. (2016), there is need for PEC to be aligned in the school improvement plan and in the school year program of work. A educator could plan PEC as a mutual part of their yearly and subject working plan and everyday work graphs. The plans of the educators' proficient schools sociologies and the school proficient help (teacher clinician sociologist) in the matching piece of the work planning.

Conventional study halls can be used to provide PEC exams. Student driven assessment is directed by the students' own educator and it incorporates the students progressively in the evaluation circle (especially, on the off chance that self and additionally peer assessment are utilized alongside educator evaluation), gives the instructor quick and effective criticism to students, energizes relentless assessment and change in the instructing and learning materials, and supplements different evaluations, including outside evaluations (Mkpae and Obowu, 2017).

Hammond et al (2017) state that PEC work quite well since teaching has to be done with an amount of competence from teachers in order to give and interpret the examinations. Yet, one of the most critical barriers in the

system's success is the lack of adequate training for teachers. Many teachers do not know how to integrate the test based feedback strategies in the instructional strategies. I therefore decided that, as a means to facilitate improvement of teachers' assessment literacy, professional development had to be introduced. In this respect, PEC should have workshops and programs of certification implemented always and, on the spots, again and again in order to enable the teachers to the control of exam matters to a satisfactory degree without struggling.

According to Shapiro et al. (2018), the Punjab Examination Commission (PEC) tries to standardize elementary level examinations spread over Punjab. But those used to look at it commonly do not make it accessible for students with different needs. The study demonstrates that visually or hearing-impaired students are not disadvantaged by Braille materials or sign language interpreters and in this regard they are at a disadvantage when doing the assessment. To this, Shapiro et al. (2018) also attest that inclusive educational assessments are a vital component of such a setup as is shown here. To promote equity, PEC should make sure that it creates alternatives to the existing format including audioassisted exams or extra time allowances. Inclusive practice will ensure that all students, including those with disabilities, will be considered in all the evaluations.

Masood et al. (2018) state that there has too much emphasis of all the stakeholders in levels of education on tests and examinations. The result of the student's grade VIII is one with high stakes outcome, that is, negative and positive effects of the results. The result of PEC examination in grade VIII found is that PEC examination provides positive outcomes, but curriculum enrichment did not appear to be appreciated and the examination adversely affected it by shrinking to what constitutes the test. The nature of the consequences and pressures attached with the result of PEC examination at grade VIII needs further study because they have a tendency to persuade teachers to compromise curriculum. The conclusion was that the examination has controlled the curriculum as many teachers lectured from helping books, old question

papers, did selective study and give more importance to objective type questions and contents included in the examination leaving out the unexamined contents.

Methodology:

The section provides an explanation of the data collection process, research methodology, population samples, research instrument, information gathering, data investigation process, and validity of research tools.

This study employed a quantitative research approach to explore the perceptions of elementary school teachers regarding the necessity of Punjab Examination Commission (PEC) examinations. It aimed to investigate the relationship between standardized assessment practices and their perceived impact on teaching effectiveness, student evaluation, and educational quality. Quantitative data were gathered using a structured questionnaire, and descriptive statistical analysis was conducted using the Statistical Package for Social Sciences (SPSS).

The population comprised 414 teachers (236 Primary School Teachers and 178 Elementary School Teachers) from 69 elementary schools listed in the School Information System (SIS) of Tehsil Tandlianwala, District Faisalabad. A proportionate sample of 155 teachers—89 primary and 66 elementary—was selected using a sample size calculator from www.idsurvey.com with a 95% confidence level and a 5% confidence interval. The questionnaire was designed to ensure clarity and ease of response, and data analysis was used to identify trends in teacher perspectives regarding the purpose, implementation, and effectiveness of PEC examinations in improving educational outcomes.

Result and discussion:

The below table is divided in to five categories (1) 25-30years (2) 31-35 years (3)36-40years (4) 41-50 and (5) Above 45 years. The research participants' age recorded is given in below table 4.1.1.

Table 1: Distribution of the respondents regarding to age

Age Group	Frequency	Percentage (%)
25-30	83	53.5
31-35	48	31.0
36-40	10	6.5
41-45	8	5.2
Above 45	6	3.9
Total	155	100.0

Age distribution of respondents is given in Table 1. 53.5% of the participants were in the age group 25–30 years while 31.0% were in the ages 31–35 years. The number of participants that were over 35 years was 15.6% but spread among the 36-40, 41-45 and above the age of 45 age bands.

Education level

Academic qualification means educational qualifications of a person or the degrees or certificates which relate to his/her education which means the education has been obtained through formal schooling. The Achievement of the child in school is very high depends on the qualification of the teacher. In the class of some, the teacher stamina helps them explain the topic (Cremin, 2016).

Table 2: Distribution of the respondents regarding to education level

Education level	Frequency	Percentage (%)
F.A/F. Sc.	0	0.0
B.A/B. Sc.	0	0.0
M.A/M. Sc./BS (Hons)	72	46.6
M. Phil	83	53.3
Ph. D	0	0.0

Total	155	100.0
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The academic qualifications of the respondents are portrayed in Table.2. 53.3% people possessed M. Phil degree with the remaining 46.6% having M.A/M. Sc./BS (Hons). None of the respondents had more qualifications than a bachelor's (F.A/F. Sc., B.A/B. Sc.) or less than a doctorate (Ph. D). D).

Professional qualification

Professional qualifications are required to get work, get promotion to senior positions, increase salary and obtain benefits in most

professions. Thus, realizing the time and exertion that a muddled master capacity will take and the preferences it will bring to the work, you will really need to figure in the event that this will be a decent fit for your advantages marked business and long haul vocation plans. That is why it is important to look at teachers' professional credentials to give a picture of their socio economic status. In this sense, it has been thought of as one in every of the best instructive stage achievement (Taina., 2016).

Table 3: Distribution of the respondents regarding to professional qualification

Professional Qualification	Frequency	Percentage (%)
B. Ed	83	53.3
M. Ed	72	46.6
CT/PTC	0	0.0
Total	155	100.0

The distribution of the respondents based on their professional qualification is shown in Table 3. Thus, majority of participants (53.3%) had B. Ed and 46.6% had M. Ed qualification. It came as no surprise that none of the respondents had a CT/PTC qualification.

On-job training received

Teacher on job training refers to programs, policies, procedures and provision made in order to influence (prospective) teachers with the knowledge, attitudes, behavior, approach, methodology and skills needed for an effective discharge of task in their work place (classroom, school and the wider society.

Table 4: Distribution of Respondents by on-job training received

On-Job Training Received	Frequency	Percentage (%)
Yes	10	6.6
No	145	93.3
Total	155	100.0

As shown in Table 4, the distribution of respondents by receipt of on-job training is as follows. It featured most of the respondents (93.3%) not explaining that they had ever been exposed during the on job training, but 6.6% of the participants reported that they had participated in this training.

Employment status

work for which the agreement of employment determines how much wage or salary an employee is to be paid as one or more factors

for this purpose like the employer's organization, the length of time for which the employ has been employed and the difficulties.

There is a great need to employ professional life teachers and, therefore, the researcher also asked about the status of their job. Thus, teachers joining has been being divided in the appropriate three groups by their teaching job status. Table 5 shows the employment status of the respondents that were surveyed.

Table5: Distribution of Respondents by employment status

Employment Status	Frequency	Percentage (%)
Permanent	134	86.6
Contract	10	6.6
Adhoc	10	6.6
Total	155	100.0

The employment status of the respondents can be viewed in Table 5. A majority of the participants, (86.6%), were employed permanently but smaller proportions (6.6% each) were working on a contractual or adhoc basis.

Need of PEC (Punjab Examination Commission) exams for 5th and 8th class

Centralized data bank of questions, papers and assessment material used for standardized testing in Punjab is being run by Punjab Examination Commission. Traditionally,

technology has substantially altered the methods of testing in the field of educational assessment. This domain has one innovation that is noteworthy in this regard, and its name is PEC (Punjab Examination Commission). The PEC is the repository of various test items, questions and assessments, which are foundation stones of the whole evaluation approach for students in the Punjab region of Pakistan. It serves in raising a purposeful creation of a database of items that would intend to measure a pre defined set of constructs (Brown, 2019).

Table 6: Frequency, percentage, Mean value, standard deviation, weighted score and rank order according to the PEC exams are needed for the development of best educational quality

Need of PEC exams	Mean	WS	St.d	Rank
Encourage learning	559	3.61	1.11	1
Crucial after COVID	556	3.59	1.04	2
Enhance efficiencies	550	3.55	1.14	3
Assessing capabilities	549	3.54	1.10	4
Improving writing skills	548	3.54	1.12	5
Enhance integrity	536	3.46	1.11	6
Identify gaps	535	3.45	1.05	7
Broader standards	531	3.43	1.06	8
Handle next exams	501	3.23	1.10	9

1. Very low, 2. Low, 3.Moderate, 4. High , 5. Very High

Table 6 examines teachers' perceptions regarding the necessity of PEC exams for developing the best educational quality, with rankings based on their mean values, weighted scores, and standard deviations. The highest-ranked statement is **"Encourage them for deep learning"** (Mean = 3.61, Weighted Score = 559), where 61.9% of respondents rated it as high or very high, reflecting the importance of PEC exams in fostering deep learning. The second-ranked statement, **"Crucial after the black educational period of COVID"** (Mean = 3.59, Weighted Score = 556), underlines the role of PEC exams in mitigating the educational setbacks caused by the COVID-19 pandemic. Other significant statements

include **"Enhance administrative efficiencies"** (Mean = 3.55, Weighted Score = 550) and **"For assessing student capabilities"** (Mean = 3.54, Weighted Score = 549), indicating that teachers consider PEC exams essential for improving administrative processes and evaluating students' abilities. Additionally, statements such as **"For improving writing skills"** (Mean = 3.54, Weighted Score = 548) and **"Enhance educational integrity"** (Mean = 3.46, Weighted Score = 536) are viewed as crucial for promoting better academic standards. The lowest-ranked statement, **"Enable them to handle the next exams"** (Mean = 3.23, Weighted Score = 501), reflects a slightly less significant view of PEC exams in preparing students for future exams.

PEC exams are needed for the development of competencies among students

PEC exams serve as a formal assessment tool to evaluate students' understanding and

mastery of the curriculum. They help identify areas where students excel and where they may need additional support (Malik, 2020).

Table 7: Frequency, percentage, Mean value, standard deviation, weighted score and rank order according to the PEC exams are needed for the development of competencies among students

Competencies	Mean	WS	St.d	Rank
Attain relevant knowledge	544	3.51	1.05	1
Specific timeframe	541	3.49	0.92	2
Improve language processing	540	3.48	1.06	3
Deep learning	535	3.45	1.05	4
Information up-to-date	534	3.45	0.96	5
Command on technical language	531	3.43	1.08	6
Learn curriculum efficiently	515	3.32	1.03	7
Blemish the attitude	477	3.08	0.96	8

1. Very low, 2. Low, 3. Moderate, 4. High, 5. Very High

Table 7 presents the perceptions of teachers regarding the role of PEC exams in developing competencies among students, ranked based on their mean values, weighted scores, and standard deviations. The highest-ranked statement is **"Enable the students to attain relevant knowledge"** (Mean = 3.51, Weighted Score = 544), with 58.1% of participants rating it as high or very high, indicating that PEC exams are perceived as essential in helping students acquire important knowledge. The second-ranked statement, **"Enable students to learn in a specific timeframe"** (Mean = 3.49, Weighted Score = 541), reflects the importance of PEC exams in guiding students to complete their learning within designated periods. Other important perceptions include **"Improve natural language processing"** (Mean = 3.48, Weighted Score = 540) and **"Rely heavily on deep learning"** (Mean = 3.45, Weighted Score = 535), emphasizing that PEC exams contribute to the development of advanced cognitive skills. Statements such as **"Making the students' information up-to-date"** (Mean = 3.45, Weighted Score = 534) and **"Give them**

command on technical language" (Mean = 3.43, Weighted Score = 531) also ranked highly, suggesting that PEC exams support students in staying current with knowledge and mastering technical language. The lowest-ranked statement is **"For blemish the attitude of best learning"** (Mean = 3.08, Weighted Score = 477), which indicates a lower perception of PEC exams in influencing the students' attitudes toward optimal learning.

PEC exams for the improvement of student's command in curriculum subjects

By reinforcing foundational knowledge and skills, PEC exams prepare students for subsequent educational challenges. A strong command of curriculum subjects at this level lays the groundwork for future academic success. In conclusion, PEC exams significantly contribute to improving students' command over curriculum subjects by providing structured assessments, aligning with learning objectives, fostering effective study habits, and motivating students towards academic excellence (Perveen and Aziz, 2021).

Table 8: Frequency, percentage, Mean value, standard deviation, weighted score and rank order according to the need of PEC exams for the improvement of students command in curriculum subjects

Command on Curriculum	Mean	WS	St.d	Rank
Mathematics problems	549	3.54	1.01	1
Practicals	540	3.48	1.11	2
Verses of Islamiyat	539	3.48	0.98	3

Command on Urdu	538	3.47	1.01	4
Command on English	528	3.41	1.12	5
Theories of science	524	3.40	1.06	6
History	527	3.40	1.06	7
Scientific rules	522	3.37	1.02	8
Command on arts subjects	521	3.36	1.00	9
Command on geographical maps	510	3.29	1.07	10

1. Very low, 2. Low, 3. Moderate, 4. High, 5. Very High.

Table 8 presents the teachers' perceptions regarding the need for PEC exams to improve students' command in various curriculum subjects, ranked by their mean values, weighted scores, and standard deviations. The highest-ranked statement is "Skills to solve mathematics problems" (Mean = 3.54, Weighted Score = 549), with 55.4% of respondents indicating a high or very high perception of the importance of PEC exams in improving students' mathematics problem-solving abilities. The second-ranked statement, "Know how to play the practicals" (Mean = 3.48, Weighted Score = 540), suggests that PEC exams are seen as crucial for enhancing practical skills in subjects such as science. The third-ranked statement, "Know the verses of Islamiyat" (Mean = 3.48, Weighted Score = 539), reflects the importance of PEC exams in promoting religious education. Other statements with high rankings include "Command on Urdu"

(Mean = 3.47, Weighted Score = 538), "Have a command on English" (Mean = 3.41, Weighted Score = 528), and "Know the theories of science" (Mean = 3.40, Weighted Score = 524), indicating that PEC exams are also perceived as beneficial in enhancing language and scientific knowledge. The lowest-ranked statement is "Have a command on geographical maps" (Mean = 3.29, Weighted Score = 510), which indicates a relatively lower perception of PEC exams' impact on students' geographical knowledge.

PEC exams are needed for the improvement of students learning

Preparing for PEC exams requires students to review and study all relevant subjects thoroughly. This comprehensive approach fosters better study habits and encourages students to take ownership of their learning, which can lead to improved performance (Ismail et al., 2021).

Table 9: Frequency, percentage, Mean value, standard deviation, weighted score and rank order according to the PEC exams are needed for the improvement of students learning

Improve students learning	Mean	WS	St.d	Rank
Try and try again	549	3.54	1.01	1
Existing knowledge	547	3.53	0.96	2
Additional learning	534	3.45	1.00	3
Mind map	534	3.45	0.99	4
Cultivate good learning	524	3.40	1.02	5
New understanding and insights	521	3.38	1.02	6
Anxiety disorders	515	3.37	1.06	7

1. Very low, 2. Low, 3. Moderate, 4. High, 5. Very High

Table 9 presents the perceptions of teachers regarding the need for PEC exams to improve students' learning, ranked by their mean values, weighted scores, and standard deviations. The highest-ranked statement is "It flourishes the sense of try and try again" (Mean = 3.54, Weighted Score = 549), with 53.4% of respondents indicating that PEC

exams significantly contribute to fostering perseverance among students. The second-ranked statement, "Connect new knowledge to existing knowledge" (Mean = 3.53, Weighted Score = 547), highlights the role of PEC exams in helping students integrate new information with prior knowledge. Other highly ranked statements include "Improving

habit of additional learning" (Mean = 3.45, Weighted Score = 534) and "Improve the skill of mind map" (Mean = 3.45, Weighted Score = 534), emphasizing the importance of PEC exams in promoting additional learning and cognitive skills. Additionally, "Cultivate good learning habit" (Mean = 3.40, Weighted Score = 524) and "For improve new understanding and insights" (Mean = 3.38, Weighted Score = 521) suggest that PEC exams contribute to developing overall learning habits and facilitating deeper understanding. The lowest-ranked statement is "For alleviation of the anxiety disorders related to exams" (Mean =

3.37, Weighted Score = 515), which indicates a moderate perception of PEC exams' role in reducing exam-related anxiety.

Need of PEC exams for the highest educational achievements of students

PEC exams establish a strong educational foundation, ensuring that students have a solid grasp of essential knowledge and skills. This foundational understanding is crucial for success in higher education, as it prepares students for more complex concepts and subjects (Naveed et al., 2022).

Table 10: Frequency, percentage, Mean value, standard deviation, weighted score and rank order according to the need of PEC exams for the highest educational achievements of students

Educational Achievements	Mean	WS	St.d	Rank
Educational quality	561	3.62	1.06	1
Clear goals	554	3.57	0.99	2
Accountability mechanism	543	3.53	1.02	3
Quality control	538	3.47	0.98	4
Perfection in achieving goals	538	3.47	1.04	5
Continuous monitoring	534	3.47	1.06	6
Achievements of students and teachers	536	3.46	0.93	7

1. Very low, 2. Low, 3. Moderate, 4. High, 5. Very High

Table 10 outlines the perceived need for PEC exams to achieve the highest educational outcomes for students, ranked according to mean values, weighted scores, and standard deviations. The highest-ranked statement, "Improve the educational quality" (Mean = 3.62, Weighted Score = 561), reflects the consensus that PEC exams significantly contribute to enhancing the overall educational quality. This is followed by "For making the goals clear about assessment" (Mean = 3.57, Weighted Score = 554), which indicates that PEC exams play a key role in clarifying assessment goals for both students and teachers.

Other important statements include "Provide accountability mechanism" (Mean = 3.53, Weighted Score = 543), emphasizing the role of PEC exams in ensuring accountability in education. "For checking the quality control in assessment" (Mean = 3.47, Weighted Score = 538) and "For bringing the perfection in achieving goals" (Mean = 3.47, Weighted Score = 538) highlight the role of PEC exams in maintaining quality control and striving for

perfection in achieving educational objectives.

"Facilitate continuous monitoring of students" (Mean = 3.47, Weighted Score = 534) is also ranked highly, suggesting that PEC exams support ongoing evaluation of student progress. Finally, "For access the achievements of students and teachers" (Mean = 3.46, Weighted Score = 536) is the lowest-ranked statement, indicating a moderate level of agreement that PEC exams help in assessing both student and teacher achievements.

PEC exams are crucial for the up gradation of students achievements

As students progress in their education, they often face competitive environments, such as entrance exams for secondary schools or higher education institutions. The experience gained from preparing for and taking PEC exams equips them with the skills needed to navigate these future challenges successfully. In summary, PEC exams are essential for achieving the highest educational accomplishments among

students by laying a solid foundation for learning, providing benchmarks for performance, encouraging critical thinking, motivating goal-oriented behavior, offering

feedback to educators, and preparing students for competitive academic environments (Ghulam et al., 2018).

Table 11: Frequency, percentage, Mean value, standard deviation, weighted score and rank order according to the PEC exams are crucial for the up gradation of students achievements

PEC exams are crucial	Mean	WS	St.d	Rank
Enhance learning	546	3.59	1.04	1
Diversified learning styles	531	3.52	1.01	2
Increase the concentration habit	534	3.51	1.00	3
Create creative thinking	537	3.51	1.03	4
Increases knowledge of students	532	3.50	0.93	5
Improving cumulative remarks	539	3.50	1.00	6
For ideas and concepts clear	529	3.46	1.03	7
Provide the learning patterns	529	3.44	1.02	8
Content for effective learning	520	3.42	0.97	9
For adequate performance	516	3.39	0.98	10
Support to improve grades	518	3.39	1.04	11

1. Never, 2. Rarely, 3. Sometimes, 4. Often, 5. Always

Table 11 presents data on the perceived importance of PEC exams for upgrading student achievements. The table includes rankings based on mean values, weighted scores (WS), and standard deviations (St.d). The highest-ranked statement is "Enhance learning" (Mean = 3.59, Weighted Score = 546), suggesting that PEC exams are considered crucial for improving students' learning experiences. This is closely followed by "Diversified learning styles" (Mean = 3.52, Weighted Score = 531), highlighting the role of PEC exams in accommodating various learning styles. Other important statements include "Increase the concentration habit" (Mean = 3.51, Weighted Score = 534) and "Create creative thinking" (Mean = 3.51, Weighted Score = 537), which both reflect the positive impact of PEC exams on developing focused and creative thinking in students. Additionally, "Increases knowledge of students" (Mean = 3.50, Weighted Score = 532) and "Improving cumulative remarks" (Mean = 3.50, Weighted Score = 539) are ranked highly, indicating that PEC exams contribute to students' knowledge growth and help improve their overall performance. Other rankings include "For ideas and concepts clear" (Mean = 3.46, Weighted Score = 529), "Provide the learning patterns" (Mean = 3.44, Weighted Score = 529), and "Enable

the students to adapt content for effective learning" (Mean = 3.42, Weighted Score = 520), all of which reflect how PEC exams facilitate clearer understanding and content adaptation. The statements "For adequate performance" (Mean = 3.39, Weighted Score = 516) and "Support to improve grades" (Mean = 3.39, Weighted Score = 518) are ranked lowest, indicating a moderate consensus on their role in improving students' grades and performance.

Practical Recommendations:

1. PEC exams encourage deep and meaningful learning among students.
2. They are crucial for addressing learning gaps post-COVID-19.
3. PEC exams help students attain relevant knowledge and core competencies.
4. They improve students' command over key curriculum subjects like Mathematics and Urdu.
5. PEC exams foster better study habits and perseverance through structured assessments.

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