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|  | GOMAL UNIVERSITY JOURNAL OF RESEARCH | |  |
| Gomal University, Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan | | ISSN: 1019- 8180 (Print) ISSN: 2708- 1737 (Online) | |
| Website | www.gujr.com.pk | HEC Recognized | Social Sciences CrossRef DOI:10.51380 |


TEACHER’S PERCEPTIONS REGARDING BOARD EXAMINATIONS AND ITS IMPACT ON TEACHING PRACTICES AT SECONDARY LEVEL

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| KEYWORDS | ABSTRACT |
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| Examinations, Teaching practices, Secondary School Teachers | Assessment increase knowledge during the prerequisite of response, and consequently, by pointer evaluation measures assist productive connection linking learners and mentor as well as between learner; such exchanges connect learners to be educated regarding their potencies, and faults and as well, facilitate them espouse suitable educating tactics, or adjust the offered ones. This study was aimed to investigate teacher’s opinions about board examinations and its impact upon teaching practices at secondary level. Data was collected through self developed questionnaire. Descriptive survey 154 both male (n=34) and female (n=111) teachers perceptions regarding board examinations and its impact on the teaching practices was conducted. Both inferential and descriptive statistics including t-test tools were applying for data analysis. The findings revealed that there was no statistically significant change in secondary school educators’ perception about board examinations. Findings also indicated that there was no statistically significant dissimilarity in the secondary school instructors’ (both male & female) perceptions about impact of instruction performs. Besides, outcomes of this study specify that board examinations affected secondary school teachers’ coaching performs. Teachers taught that was important for board exams. |
| Article History |  |
| Date of Submission: 30-08-2022 Date of Acceptance: 28-12-2022 Date of Publication: 31-12-2022 | 2022 Gomal University Journal of Research |
| Corresponding Author | Aqsa: aqsasana29@gmail.com |
| DOI | https://doi.org/10.51380/gujr-38-04-09 |

INTRODUCTION

Assessment involve as a key role in the progress of student. It creates the understanding about the students either he/ she is able to promote in the next grade or not (Tursunboevna, 2022). In sort to attain a definite stage of the consistency, administration universal depict to public examination systems to judge capability of individuals for the subsequently rank of learning (Gao, Li, Shen & Sun, 2020). Although their several remuneration, assessment establish the

excellence and worth of schools but as the results public evaluation are condemn for endorse assessment oriented trainings (Ahmed et al., 2020). Assessments demeanor by Board have the reason to pick, sponsor and declare the learners (Umarkulova, 2021). The function of these assessments for individuals at teaches stage is presently to exceed test and carry teach name on exterior (Warner, Isaak, Layne, Lien, Sun, Menzies & Harman, 2020). In the teacher education program teaching practice engage a key place. It is a terminating practice in instructor training (Nugroho & Mutiaraningrum, 2020; Yurekli et al., 2020; Bereczki & Karpati, 2020; Chueng & Hennebry, 2020; Sha & Shah, 2020). It offers chance to start instructor to befall mingle into the occupation (Aglazor et al., 2016). Consequently, instructors endeavor to convene doctrine of excellent perform in an attempt to supply greatest erudition skill for their learners (Aglazor, 2017).

Coaching performers support learners to practice for exams. Individuals test recital, and thus their scores, are prejudiced by the category and quantity of their homework (Xiaoying, 2017). Learning directs tender planned revenue for individuals to establish how well they recognize the substance that the test will coat and, in common, assist presentation on the tests founded on contented indulgent (Cimen, 2022). Moreover, perform assessments help development near the accomplishment of education targets (Nandini & Maheswari, 2020). By providing learners the chance to reply queries regarding a trial of theme material (though not the objects that will materialize on the real trial), applying assessments emerge to develop educational presentation (Gameage et al., 2022). Teaching to the test is identified by a number of researchers as another effect of the high stakes examination. Therefore, consequences associated with the result of the examination are both for the teachers and school principals (Sama et al., 2021). A number of studies have shown that result of examination persuade teachers teach to the test (Guerra & Wubbena, 2017). One of these consequences is reward or sanction contingent upon the result of the examination: thus, teachers perceive that such assessment and demands to teach concepts on these assessments has formed an unwanted ethos of coaching to the exam (Hussar & Bailey, 2016).

This effect is the powerful result that schools have changed their curricula of tested subjects to put more emphasis on the content and skills covered on the exam (Snyder et al., 2016). Also, test taking skills and content taking precedence over other curricula (Kulamakan & Patangi, 2018). Resulted in the teachers spending more time on test preparation through use of practice tests (Sabio et al., 2015). When the examinations are high in stakes then old examination papers tend to decide what to teach and what not to teach. Teachers prepare students accordingly, thus, old examination papers tend to define current content (Kaung, 2020). Von der Embse et al. (2017) concluded in their study that teachers practice counterproductive coaching performs including training to the exam if test result is used to evaluate their performance. The function of these assessments for individuals at teaches stage is presently to exceed the test and carry teach name on exterior. Consequently, various researchers on public assessment indorse that those organization wherever tests are manner by outside valuation panel and whose presentation is connected by the outcomes, generally endorse examination-oriented coaching performers (Rind & Mari, 2019; Hargreaves, 2020; Mulyah & Aminatun, 2020; Cimen, 2022; Masood et al., 2019).

Rational of Study

Assessment and teaching methods were main elements in education. Without assessment and instructors pedagogy objectives of the education were not determined. After internationally or

nationally literature Researcher was found very few studies conducted in Pakistan context on board examinations to evaluate influence on teacher's practices. Two important studies were scrutinized on board assessment system and its influence on instructors' pedagogy. [Rind and Mari \(2019\)](#) was analyzed Sukkur board examination system while [Masood et al. \(2019\)](#) led study Elementary level valuation in Punjab context. This is gap of study. Scholar was examined Lahore board assessment system to assess examination effect on teachers teaching at secondary level.

Significance of Study

Defining rudiments that sponsor negative wash back effects in the knowledge and coaching situation will be permitted for advance and accomplishment of suitable intrusion approaches. The undeviating consequence of this will be a simultaneous development in the education and training procedure as instructors will be bound to cover up a wide part of the course outline in diverse situations based on curriculum requirement. The worth of learning will after progress as students will be bared to a complete variety of information and expertise summarize in the curriculum.

LITERATURE REVIEW

Evaluation has crucial part in procedure meanwhile it through influence education and coaching. Evaluation outlines and restrains educators' schoolroom performs and learners' alignment in knowledge procedure. In several perspectives, instructors enterprise their pedagogical actions conferring to examinations guidelines working ([Khurshid et al., 2021](#)). In this study, researcher was examined influence of teaching practices through examination system of Lahore board. Several studies had conducted on the examinations nationally or internationally. [Ali and Hamid \(2020\)](#) had conducted study on examination's system of the subject of English in Bangladesh context. Findings of the study showed teachers were faced many pressure from society, school management and politically. Trainer's beliefs and practices were not supporting. Teachers were taught that vital for valuation. Instructors and learners activities were around to examination. [Sama et al., \(2021\)](#) proficient research on instructional practices or teaching to examination in Nigeria context. Findings of the study showed only that curriculum was taught in the classroom that vital for the examination. The teachers pedagogical activities were therefore revolve around assessment.

Researchers suggested in their study Administration should consolidate inclusive and hard on job preparation for instructors to symbolize operative application of recently comprised themes in Arithmetic Course. [Greenwood and Amin \(2018\)](#) explored research on examinations system in Bangladesh context. Consequently, findings of the study showed present assessment system is summed up in the sculpt that remarks together its collision and the manipulate that maintain it. They recommend in their study requirement for modify is accredited but it is acknowledged that it is not simply assessment that requirements to transform. [Safa \(2016\)](#) explored the Wash back of country wide assessment on EFL teachers' coaching methodology on the learning system by a corroborated questionnaire managed to 160 EFL instructors. The outcomes specified the absolute test unfavorably affected EFL mentors training methods and enlarged coaching to the examination observes as tutors educated according to exam syllabus and plan. Outcomes also illustrated stronger negative consequence of the test on EFL instructor's evaluation measures. [Widiastuti et al. \(2020\)](#) was did research on educators views and practices about evaluation system in China.

Results of study revealed that instructor's practices and views were not associated. Numerous aspects that were effects on teacher coaching preparation time distribution, load of work and schoolroom situation. [Islam et al., \(2021\)](#) performed research on English paper assessment in Bangladesh context. The outcomes of the study showed that there was forever a space among the values of evaluation entrenched into syllabus and the real evaluation performers. Besides, profoundly rigid punch by the high-stakes tests, set of courses, the students, and the mentors must to be enlightened from this ferocious strategy. [Mogapai \(2016\)](#) accomplished a study on examinations system in Botswana context. It is crucial that wash back result is assessed to established its collision on the worth of erudition and training that exits on in the instructs. This study provides facts that position towards existence of assessment wash back consequence on the training practice as a product of the design and substance of the Primary School Leaving evaluation in Botswana. Thus, both qualitative and quantitative items base questionnaire was applied to collect concerned teachers views regarding to point to which absolute assessments manipulates topic choose, coverage of content, methods of coaching and students schoolroom events.

Usually, views offered by the instructor's summits towards incidence of a pessimistic wash back result. This obvious unconstructive wash back consequence on the syllabus there confront to a victorious accomplishment of standard allusion test method in Botswana. [Masood et al \(2019\)](#) conducted study on examinations system at elementary level in Pakistan context. Consequences showed that previous assessment papers were widely worn by instructors to practice learners for successive exams and so befall the set of courses, the tests promotes discerning learning in program to purposely train for assessment and the syllabus was condensed to objective form items simply. In addition essay type questions not added in the exams were overlooked further as evaluated to experienced questions. One of aims of the Punjab Education Commission (PEC) was to progress syllabus and in the light of this study it residue oratory. Thus, the results of the research have pretense numerous challenges for set of the courses, assessment and learning establishment in the Punjab. [Rind and Mari \(2019\)](#) conducted study on examinations system of Sukkur board Sindh. Results of the study indicated that examinations an extremely strapping wash back consequence on instructors training looms, where decisive, evaluative and critical abilities are overlooked. It was found that teachers only taught that is important for external examinations.

Research Hypothesis

- Ho: There is no significance difference within the gender opinion regarding the board examinations.
- Ho1: There is no significance difference on gender opinion regarding impact of teaching practices.

RESEARCH METHODOLOGY

The core objective of this study was to investigate teacher's opinions about board examinations and its impact on their teaching practice in the particular context to produce new pimportant knowledge.

Research Design

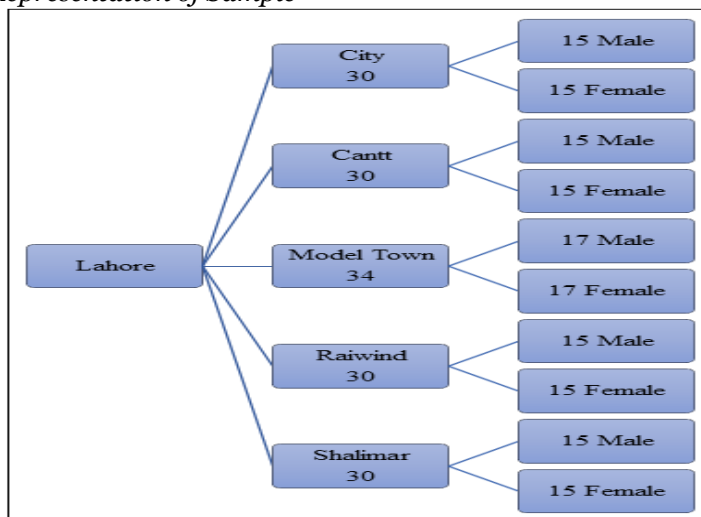
Design of study was quantitative. This descriptive study was directing positivistic paradigm. It is concerned with the assessment of the attitude, opinions, preferences, demographics, practice, and procedures. Therefore, the researcher was collected the data from the subjects through the

self-developed questionnaire. Thus, self-structured questionnaire was developed with 32 items with 6 factors including content with 5 items, paper pattern with 4 items, Management with 4 items, results with 4 items, effective teachers with 3 items and the teaching practices and belief with 11 items. Therefore, researcher herself administered the questionnaires to the subjects and collected.

Population & Sampling

All the secondary school teachers (SSTs) from district Lahore were the population of the study. There were 2960 SSTs male and females working in the five tehsils (Model Town, City, Cantt. Shalimar & Raiwind) in Lahore district. 500 teachers were working in tehsil Raiwind, 503 were working in tehsil Shalimar, 602 were working in tehsil city, 625 teachers were working in tehsil cantt and 729 teachers were working in tehsil city. 30 teachers were selected from each tehsil of district Lahore over random sampling. So, total sample of study were 200 secondary school teachers including male and female with varying teaching experience and age. Diagrammatic representation of sample is as:

Figure 1
Diagrammatic Representation of Sample



DATA ANALYSIS

To analyze data, descriptive statistics (mean and standard deviation) and inferential statistics (independent sample t-test) were used. All statistical tests will accomplish at significance alpha level 0.05. consequently, to calculate and analyze the data, SPSS statistical software was used for analysis.

Table 1
Group Statistic to Test Perception Of Board Examinations By Secondary School Teachers

| | Gender | N | M | SD | Std. Error Mean |
|----|--------|-----|-------|--------|-----------------|
| BE | Male | 34 | 59.09 | 10.358 | 1.776 |
| | Female | 111 | 60.06 | 11.106 | 1.054 |

The table showed descriptive statistics for each group (male and female). Male $n=34$, sample mean $\bar{x}=59.09$ and sample SD $s=10.358$ female $n=111$, mean $\bar{x}=60.06$ and sample SD $s=11.106$. Telow table 2 is the Independent Sample Test Table, showing all appropriate test statistics and p-values.

Table 2*Independent Sample Test Table to Test Perception of Board Examinations*

| Both Male & Female opinion | LT | | t-test for Equality of Means | | | | | | |
|----------------------------|------|------|------------------------------|--------|------|-------|-------|---|-------|
| | F | Sig. | t | df | Sig. | M | SD | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| EVA | .031 | .860 | -.455 | 143 | .650 | -.975 | 2.144 | -5.213 | 3.263 |
| EVNA | | | -.472 | 58.170 | .639 | -.975 | 2.066 | -5.109 | 3.160 |

Independent sample t-tests were performed on perception of board examinations to check for significant to find out difference between secondary school teachers (both male & female). The Sig. (2-tailed) value is .650. This value is greater than .05. So, the null hypothesis is accepted. There is no statistically significant difference in secondary school teachers' (both male & female) perception regarding board examinations.

Table 3*Group Statistic to Test Secondary School Teachers' Perceptions*

| | Gender | N | M | SD | Std. Error Mean |
|----|--------|-----|-------|-------|-----------------|
| TP | Male | 34 | 54.82 | 8.433 | 1.446 |
| | Female | 111 | 55.21 | 9.624 | .913 |

The table showed descriptive statistics for each group (male and female). Male $n=34$, sample mean $\bar{x}=54.82$ and sample SD $s=8.433$ female $n=111$, mean $\bar{x}=55.21$, and sample standard deviations $s=9.624$.

Table 4*Independent Sample Test Table to Test Secondary School Teachers' (Both Male & Female)*

| Both Male & Female opinion about impact of teaching practices. | LT | | t-test for Equality of Means | | | | | | |
|--|------|------|------------------------------|--------|------|-------|-------|---------|-------|
| | F | Sig. | t | df | Sig. | M | SED | 95% CID | |
| | | | | | | | | Lower | Upper |
| EVA | .547 | .461 | -.209 | 143 | .835 | -.384 | 1.835 | -4.011 | 3.244 |
| EVNA | | | -.224 | 61.637 | .823 | -.384 | 1.711 | -3.804 | 3.036 |

Independent sample t-tests were performed on perceptions of teaching practices to check for significant difference between the secondary school teachers (both male and female). The Sig. (2-tailed) value is .835. This value is greater than .05. So, the null hypothesis is accepted. Consequently, there are no statistically significant differences in secondary school teachers' (both male and female) perceptions regarding impact of teaching practices.

DISCUSSION

Examination boards are considered as a standardize assessment instruments for determining direction of our education system. Usually all the stakeholders involving educational manager,

teachers, parents even students have perception about the policies, developments, innovations and modifications introduced by the boards. The aim of the study in hand was to ascertain the opinion of instruction secondary grades toward board examination and its potential impacts on prevailing teaching practices. The outcomes of study in hand specify that there is no difference among secondary school teacher's opinions regarding board examinations with reference to gender. It is crucial that wash back result is assessed to established its collision on the worth of erudition and training that exits on in instructs. [Rind and Mari \(2019\)](#) study on examinations concluded examination an extremely strapping wash back import upon the instructors training looms, where decisive, evaluative and critical abilities are overlooked. More ever [Masood et al. \(2019\)](#) concluded in his study tests promotes discerning learning in program to purposely train for the assessment and syllabus was condensed to objective form items simply. One of aims of punjab education commission (PEC) was to progress syllabus and in light of this study it residue oratory.

Another study conducted in Bangladesh [Islam et al., \(2021\)](#) results of study revealed that there was forever space among values of evaluation entrenched into the syllabus and real evaluation performers. Besides, profoundly rigid punch by high-stakes tests, the set of courses, students, and the mentors must to be enlightened from this ferocious strategy. Secondly it was found that there is significant impact of perception of teachers on their teaching practices. [Widiastuti et al., \(2020\)](#) concluded in their study instructor's practices and views were not associated. Numerous aspects that were effects on teacher coaching preparation time distribution, load of work and schoolroom situation. [Sama et al. \(2021\)](#) concluded teachers pedagogical activities were revolve around assessment. While, [Ali and Hamid \(2020\)](#) concluded in study teachers were faced many pressure from society, school management and politically. Trainer's beliefs and practices were not backup. Teachers were taught that vital for assessment. Instructor's and learners activities were around to examinations. Another study conducted by [Greenwood and Amin \(2018\)](#) explored present valuation system is summed up in sculpt that remarks together its collision and the manipulate that maintain it. They recommend in their study requirement for modify is ascribed but it is acknowledged that it is not simply assessment that requirements to transform.

CONCLUSION

Perceptions of teachers matters a lot because it facilitate the improvements to be incorporated in teaching practices. However in sometimes they have negative effects that influence process of teaching. Content to be taught, conducts of board examination and test pattern, notice of results, effectiveness of teaching are the interrelated factors that constitute overall perceptions of teachers about examination system of board and impact on teaching practices. So examination system and teaching practices are interwove as confirmed by literature and evidences collected through this study. Teachers and examination bodies should have liaison in order to share good practices regarding teaching and assessment process. Examination boards should incorporate such practices that facilitate coverage of whole content by teachers. Use of guess and repetition items must be discouraged. The whole syllabus should be given equal weighted both while in teaching and designing valuations. In order to introduce upgrading international best practices may also be considered.

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