

Public School Teacher's Perception on the Impact of Literacy and Numeracy Drive: A Case Study of Rawalpindi



Ghazala Muzaffar

M.Phil. – Public Policy

Registration # PIDE 2016FMPHILL PP-05

Supervisor

Dr. Mirajul Haq

(Assistant Professor, IIUI)

Co – Supervisor

Dr. Iftikhar Ahmad

(Assistant Professor, PIDE)

School of Public Policy

Pakistan Institute of Development Economics (PIDE)

Islamabad

2019



Pakistan Institute of Development Economics, Islamabad
PIDE School of Public Policy



CERTIFICATE

This is to certify that this thesis entitled: *“Public School Teacher’s Perception on the Impact of Literacy and Numeracy Drive: A Case Study of Rawalpindi”* submitted by Ms. Ghazala Muzaffar is accepted in its present form by the School of Public Policy, Pakistan Institute of Development Economics (PIDE), Islamabad as satisfying the requirements for partial fulfillment of the degree in Master of Philosophy in Public Policy.

Supervisor:

Dr. Miraj ul Haq
Assistant Professor,
International Islamic University, Islamabad.

Co-Supervisor:

Dr. Iftikhar Ahmad
Assistant Professor,
Pakistan Institute of Development Economics,
Islamabad.

External Examiner:

Dr. Anwar Shah
Assistant Professor,
School of Economics, Quaid-e-Azam University,
(QAU) Islamabad.

Head,
PIDE School of Public Policy:

Dr. Talat Anwar
Professor,
Pakistan Institute of Development Economics,
Islamabad.

June 25, 2019

Dedication

I am dedicating this dissertation to my beloved parents **Mr. Muzaffar Ahmad & Mrs. Amtul Baseer** and my sisters **Nailla Muzaffar & Faryal Muzaffar** without their constant support and encouragement, achieving this degree would have been a dream.

Acknowledgements

All praises for Allah the Almighty for giving me strength, good health and ability to write this thesis and complete it.

Writing this dissertation and completing it would not be possible without the support of number of individuals who had a huge share and part in completion of this dissertation. First of all, I am really grateful to my Supervisor Dr. Mirajul Haq (Assistant Professor, IIUI) for believing in me and my idea and giving me full support in executing it. Thank you Sir as without your constant support and encouragement this research could not have been done.

Secondly, I am really grateful to my Co- Supervisor Dr. Iftikhar Ahmad (Assistant Professor, PIDE) for adding very valuable comments and suggestions to my thesis which helped me to improve my work manifolds.

I am really thankful to my internal examiner Dr. Usman Ahmad (Senior Research Economist, PIDE) for giving me valuable comments and suggestion on my thesis which helped me to shape my research in a better manner.

I am really grateful to all the research participants for accommodating me despite their busy schedules and took out time to give me detailed interviews.

In the end, I just want to say a heartfelt thank you to my friends who helped me throughout my degree. Thank you for everything, you all helped me to “go and grow” through this all.

Abstract

The current study was intended to explore the perceptions of public school teachers regarding Literacy and Numeracy Drive (LND) test taking Rawalpindi as a case study. In 2015, the government of Punjab initiated a testing program for students of grade 3 in public schools of Punjab with an aim to improve their learning outcomes. The initial quantitative assessments have suggested a satisfactory progress with the LND program in many districts; however no qualitative exploration has been carried out to evaluate the process. Thus, in this study an attempt has been made to investigate about the program in detail, specifically focusing on the perspective of school teachers. For this purpose, in-depth qualitative interviews were conducted with the participants. The data was analyzed using thematic analysis approach which revealed a combination of positive and negative effects of the program. Key findings include an improvement in the literacy and numeracy skills of students on one hand while lacking creative writing and thinking abilities on the other hand. Moreover, the whole focus has been shifted on preparing students for monthly assessments which have implications on classroom activities as well as stress and wellbeing of school teachers.

Table of Contents

Dedication	ii
Acknowledgements	iii
Abstract	iv
Chapter 1	1
Introduction	1
1.1 Background of the Study	2
1.2 Literacy and Numeracy Drive (LND)	3
1.3 Significance and Scope of the Study	5
1.4 Research Questions	5
1.5 Objectives of the Study	6
1.6 Organization of the Study	6
Chapter 2	7
Literature Review	7
Chapter 3	15
Methodology and Data	15
3.1 Constructivist paradigm	15
3.2 Qualitative Research Design	16
3.3 Participants	17
3.4 Sampling technique	18
3.5 Sample size	18
3.6 The role of researcher	21
3.7 Procedure	23
3.8 Data Analysis	24
Chapter 4	27
Findings and Discussion	27
4.1 Findings	27
4.2 Results	28
4.3 Discussion	40
Chapter 5	43
Conclusion and Recommendations	43
5.1 Conclusion	43
5.2 Policy Recommendations	44
References	46
Appendix	53

Chapter 1

Introduction

Education is a fundamental human right which is critical to well-being of people. It helps to form basis for literacy, skills acquisition and technological advancements for development. The United Nation's Sustainable Development Goal for education emphasis on equitable access to quality education to improve people's life and for sustainable development of countries (Snilstveit et al., 2016). UNICEF (2000) defined quality education as the one which ensures "learning outcomes that encompasses knowledge, skills and attitudes, and is linked to national goals for education and positive participation in society."

The quality of educational process and outcomes cannot be achieved without assessing student's learning. Assessment is an integral part of teaching and learning process to judge student performance along with a measure of how much student's learning has improved over time (Rehmani, 2012). The United Nation's Sustainable Goals for Development (SDG) as well as previous programs like Millennium Development Goals (MDG) and Education for All (EFA) strongly promoted countries to focus more on quality of education and for this purpose student's learning need to be assessed (Education Monitor, 2016).

Educational accountability helps in improving learning and teaching in schools. The World Bank 2020 education strategy laid a great stress on accountability as it will ultimately improve learning outcomes and education quality. In this regard testing is an important tool to know what students are learning in actual (Bernbaum & Moore, 2012). The underlying idea behind test-based accountability is to hold schools and teachers accountable for students' test scores and thus it

will create incentives to improve instructional quality and increase learning of students (Reeves, 2004).

High stake testing is a form of test based accountability used to improve school and student's performances. High stake tests consist of a series of test whose results are used to evaluate students, teachers and schools performance. These tests are helpful in raising academic standards while holding students and teachers accountable to meet those standards along with increasing public confidence in schools (Heubert & Hauser, 1999).

1.1 Background of the Study

Punjab the most populous province of Pakistan is far ahead in terms of provision of education facilities than other provinces. Still the province is facing multiple issues in its education sector which can be broadly categories into access, quality and equity in provision of education (Khan, 2018). Since 2003 there had been major reforms introduced in the education sector to improve standard and quality of education in the province. These reform programs seek to achieve systematic sectorial improvement which includes increase in enrollment and retention, improved learning outcomes and quality of education along with better monitored and managed education sector as a whole (Khan, 2018).

The last few years of educational reforms in the province experienced the widening of focus and attention beyond from building infrastructure, increase in enrollment and retention to improved learning outcomes and provision of quality education (Javeed & Naveed, 2018)). The focus on quality of education is of the belief that providing quality education to the children will help them to have a better prospect and growth in life. Currently Punjab is facing a huge challenge of low levels of learning among students studying in public schools (Javeed & Naveed,

2018) Studies like ASER (2013) and LEAPS (2008) reported alarmingly low level of learning outcomes and quality of education in public schools of Punjab. The findings of the ASER (2013) report revealed that 57% of grade 5 students are unable to read a grade 2 level English sentence with having absolutely no proficiency in solving a two digit division question in mathematics. Overall 51% of grade 5 students have passed to next grade without having competency of grade 2 level in Urdu, Pashto and Sindhi language.

Numbers of initiatives has been taken by Punjab government to improve learning outcomes in public schools. These initiatives include improved teaching quality through merit base recruitment of teachers in all over districts of Punjab. The overall syllabus which is being taught in public schools has been revised with improved content. In addition the government is facilitating and benefitting public school children with the provision of free textbooks to over 13 million children every year (Javeed & Naveed, 2018). The government has also brought a lot of improvements in assessment systems which had already been exercised in the province. In this regard standardized testing system has been introduced for grade 5 and 8 students with the help of Punjab Education Commission (PEC). This helped in strengthening the conduct, design and marking of examination since 2014. Another initiative took by government to overcome learning issues specifically at primary level is the introduction of LND testing system (Javeed & Naveed, 2018).

1.2 Literacy and Numeracy Drive (LND)

LND stands for “Literacy and Numeracy Drive” test which is being used to test basic concepts of literacy and numeracy of children along with keeping a check on teaching quality. This testing program is being conducted monthly for grade 3 students studying among all over public schools

of Punjab. In 2015, The School Education Department (SED) and Punjab Information Technology Board (PITB) joined hands together and launched a cost effective tablet – PC based student assessment application. The school monitoring and evaluation officer (MEA) uses this tablet based application to assess grade 3 students during their monthly visits to public schools (PMIU, 2019). The students are assessed for key student learning outcomes (SLOs) for English, Urdu and Mathematics. The areas which these SLOs cover consist of sentence completion, comprehension for English and Urdu along with two and three digit addition, subtraction, multiplication and division questions for Mathematics. The MEA randomly select seven students from grade 3 and carry out on spot assessment of students. The assessment application (app) is linked with an extensive question bank and each question is tagged with respective student learning outcomes (PMIU, 2019). The assessment test consists of seven questions for each student. Every month about 329,000 students are being assessed in 47,000 public schools across Punjab. As per current statistics 6.7 million assessments have been done by monitoring officers (PMIU, 2019). The real time data for LND test is publically available for everyone to assess easily on Program Monitoring and Implementation unit (PMIU) website¹.

LND testing system can be considered as a high stake test because the real time test results data published on PMIU website is used by government, policy makers and educational authorities to judge students, teachers and school performances. Teachers, principals and administrators whose school performs below than 80 percent in the monthly test are made accountable and are called for explanation for their low performance. Good test results bring public praise while low results may bring public embarrassment (Lobascher, 2011, p. 10). The monthly LND test results are also used to compare inter and intra districts performance across Punjab.

¹ <https://open.punjab.gov.pk/schools/>

1.3 Significance and Scope of the Study

Teachers play a key role in providing quality education and vital contribution to help children acquire knowledge, skills and values they need to engage fully and effectively in life, society and workplace. According to Edwards (2015), teachers are one of the most important factors in student achievement; therefore, teachers' perceptions are vital to the learning environment, as their perceptions of testing may impact the learning culture.

The purpose of LND test is to improve the learning outcomes of school children and there is great emphasis by Punjab government to implement this test in schools. Teachers are solely responsible for preparing students for monthly LND test. Due to its importance and the stakes attached to LND test it is necessary to know how the teachers feel and perceive about testing system. There are international studies available like (Macqueen et al., 2018; Thompson & Harbaugh, 2012) which explored teacher's perception about such testing programs. Currently there is lack of information available on teacher's opinion, view point and attitude towards LND testing program. This study will strive to bridge this gap and will add to the existing body of literature by exploring public school teacher's views and opinion about LND testing program. Teacher's perception about testing system could provide policy makers with the necessary information and input which they can use to better and improve the LND testing system which will improve the testing results and learning outcomes of the children.

1.4 Research Questions

The following research questions will guide this study;

1. What is the perception of teachers about LND testing program?
2. Does LND testing system affect curriculum?
3. How, if at all, does LND testing system is affecting pedagogy and classroom practices?

1.5 Objectives of the Study

The study aimed to achieve the following objectives;

1. To explore the perception of public-school teachers about LND testing system.
2. To explore whether LND test is impacting the regularly taught curriculum in school.
3. To explore whether LND test is affecting pedagogy and classroom practices.

1.6 Organization of the Study

This study is divided and organized into five chapters. Chapter one provides an introduction and background of the study. Chapter two provides a detailed insight about the theory and previously conducted studies. Chapter three provides detailed information about the methodology being employed and tools and techniques used to analyze the collected data. Chapter four provides findings of the study along with detailed discussion on the obtained results. The last chapter provides conclusion and policy recommendations based on the findings.

Chapter 2

Literature Review

This chapter provides an overview of the previously conducted studies on the need and usage of high-stake testing system along with the insight on the impact of high-stake standardized testing system on teaching and learning in schools.

Testing is viewed as both a system of monitoring student performance and a vehicle of change driving what is taught and how it is taught, what is learned and how it is learned (Madaus & Russell, 2010). As stated by Alderson and Wall (1993) teaching, learning and testing are interrelated. High stake standardized testing are increasingly seen as a means of raising academic standards, holding educators and students accountable for meeting those standards, and boosting public confidence in schools (Heubert & Hauser, 1999, p. 1). The major goal of high stake testing policies is to improve schools, teaching quality and learning outcome. The idea behind this approach is that by tying consequences like punishments, penalties, public exposure to standardized testing results, teachers and students will work more harder and effectively and hence will increase in what student learn (Nichols et al., 2012).

High stake testing system is a useful tool to judge or evaluate students learning and teaching quality thorough looking at the results but this testing system do influence teaching and learning as well. “Washback” or “backwash” is the word which is used to describe or refer to the positive or negative influence of the test on different aspects of teaching and learning (Buyukkeles, 2016). These influences are mainly associated with high stake testing system, the results of which hold great importance for test takers and other people concerned (Wall, 2013). The influence of the test can be observed on curriculum, teaching method, classroom material, on the

learning process and on the participant's feeling and attitude towards the testing system (Sprat, 2005).

These high stake standardized tests consist of questions according to some pre-set standard which test students against those pre- set standards and produce data which help teachers as well as parents to assess the learning of each child and analyze the performance of each child. High stake standardized tests are getting famous all over the world and being used to assess children. There are different studies conducted which explored the difficulty faced by the teachers while preparing students for tests to improve their skills. In this regard, Pierce and Chick (2010) conducted a study to access the difficulties faced by teachers in interpreting the statistical result of the literacy and numeracy testing for Australian national testing in schools. These tests are useful in finding weak students and topics in curriculum which need specific attention. The findings of the study revealed that the testing reports required teachers to have specific statistical knowledge to interpret results. In order to facilitate teachers there should be provision of specific statistical training so they can use test results in a better manner.

In similar line, Cumming et al. (2006) conducted a study for Queensland to provide an investigation of teacher's judgment on student's literacy and numeracy performance for grade 3 and 5. In addition the study also examined the test data used by teacher and school to improve student performance and examining policy implication for effective use of data for learning improvement. The major source of data collection was teacher's interview and methodology applied was thematic analysis of interviews to analyze the framework teachers has been using to elicit the literacy and numeracy test and their ability to conceptualize levels of student achievements. The findings of the study revealed that teachers use diverse framework to access student ability which is usually based on individual's outcomes of students of year 3 and 5

literacy and numeracy test. In addition teachers were able to identify students at risk and whose performance was below bench mark level with the help of test data.

There is a lot of literature available in which researchers explored and analyzed the impact of growing trend of use of standardized testing system in schools. In this regard Macqueen et al. (2018) conducted a study to see the impact of National Assessment Program Literacy and Numeracy (NAPLAN) testing system which is an annual assessment system for grade 3, 5, 7 and 9 testing skills such as reading, spelling, writing and numeracy on children in remote indigenous community. For the purpose of study qualitative method was used to interview principals and teachers about the use and experience of testing system in school. The interviews taken were purposive sample of 23 staff members who have experience with NAPLAN testing system. The interviews were transcribed analyzed thematically using NVIVO software. Interviews of the participants revealed that content and language of test instruments, test engagement and wash back of test have negative impact on students and staff with little benefits received from test data.

Similarly, another study conducted by Ward (2012) to see the how National Assessment Program Literacy and Numeracy (NAPLAN) started at a national level all over Australia affecting the pedagogies of year 3, 5 and 7 of Queensland's schools. The study conducted used two schools as case study. The hypothesis of the research was that the growing use of NAPLAN testing system is hindering everyday practice of teachers as their primary focus is all shifted on teaching the test. The finding of the study revealed that the excessive use of testing system and teaching of testing content is making it difficult for teachers to teach routine base literacy and numeracy in schools.

In addition another study conducted by Thompson and Harbaugh (2012) to report the preliminary findings of a survey which was conducted to assess teacher's perception about high stake testing system and its impact on curriculum and pedagogy style. The data was collected through online survey open to all teachers of South Australia and Western Australia continued for three months. The study used quantitative design and statistical analysis to assess teacher's perception from the large sample. The analysis of the preliminary data gathered from survey revealed that teachers perceived that testing system do effect teaching and curriculum. They have to change their teaching style and method. In addition teachers believed that the test did not improve the literacy and numeracy and decreased student motivation and engagement in the class.

A qualitative study conducted by Coppola (2017) to explore the perspective of New Jersey Urban public schools teacher's about standardized testing system for KG to grade 2 students and does it is suitable and helpful for learning of students. The study conducted semi structured interviews of 16 elementary teachers of public school where they discussed about whether the testing system has an impact on students, teachers and classroom. The findings of the study revealed that testing system has negative impact on student as it increases stress, anxiety and student's lack of confidence while the test data is being helpful in increased discussion between teachers, student and parents. The study also stressed on importance of professional development and teacher's participation in curriculum design.

Similarly, another study conducted by Ritt (2016) to explore the impact of high stake testing in public schools by focusing on perceptions of teachers, school social workers and administrative personal. The study explored how the high stake testing system has affected the learning environment in public schools. The study used qualitative method and conducted semi structured

in depth interview from the respondents which were transcribed and analyzed thematically. The findings revealed that English language learner are tested overly, relationship between teacher and students are getting weaker and curriculum and subjects are getting narrowed due to this high stake testing system.

On the other hand, Wray (2016) conducted a study to access the perception of principals about impact of high stake testing system on students and teacher's learning from grade K to 12 for district schools in North Carolina. The theoretical framework used for the research was based on Vygotsky's theory which states that non standardized testing are more effective. A quantitative method along with descriptive and correlation design was used in the study to analyze the data, collected through online likert scale survey from 31 participants. The findings of the study revealed that principals believed that student's performance is being hindered by standardized testing system.

To analyze the impact of testing policies on teachers, Timmer (2012) conducted a study to explore public school teacher's perception regarding the impact of testing policies on classroom practices. The survey method was used to achieve the objective of the study by sending online survey to the targeted population. CRESST survey method was used to analyze the opinions of teachers about the impact of standardized assessment on teaching along with ANOVA for statistical analysis of variables. The findings of the study revealed that the teacher feel that these high stake tests have an impact and it created lot of pressure on them along with hampering classroom activities and teaching practices and they do not feel any fruitful results achieved from testing system.

In case of Pakistan there are studies which assessed the importance of quality education and factors which are responsible in it. In this regard, Chishti et al. (2011) conducted a study to explore the challenges, success and strategies for quality education in case of Pakistan. According to the study, provision of quality education is necessary as it is required for survival in current developed world. Quality education depends greatly on teachers, basic facilities and learning material. For the purpose of the study the documents were analyzed to understand the challenges and strategies to overcome those challenges in case of Pakistan. The findings of the study revealed that government is trying its best to provide better quality education to its people for that purpose they are utilizing local as well as international resources and running programs like teachers training and development of curriculum.

Different types of examination system do have a role in explaining student learning outcomes and educational quality. In this case, Khattak (2012) conducted a study to explore school assessments in Pakistan. For the purpose of the study, primary and secondary assessment and examination system has been scrutinized along with measures taken by education authorities. The findings of the study revealed that in case of Pakistan examination system only assess memory skills. Examination system only revolves around marks than getting knowledge. The study suggested for improvement in examination system as a whole.

On similar lines, Thomas (2012) conducted a study to explore the teacher's belief about classroom assessments. For the purpose of the study the researcher took sample of trained and untrained middle and secondary school teachers across Pakistan. The sample of 123 teachers was selected from different cities using convenient sampling technique. The data was collected through questioners in which 88 questionnaire were filled by trained teachers and 35 by untrained teachers. The findings of the study revealed that both group teachers believed that

student centered assessments are helpful and they believe in assessment for learning but some trained teachers showed reluctance in using student centered techniques which lead to another question for further investigation that whether teacher's training have significant on teachers or not.

Pedagogical approaches to teach students do impact students and their learning outcomes. In this regard Qutoshi and Poudel (2014) conducted a study to explore teachers and student's perception about student centered approach to teaching. For the purpose of study qualitative study design was used to conduct in depth interviews from a community school in Karachi. The findings revealed that student centered approach encourages student engagement while focusing on individual interaction.

On the other hand, Ahmad and Rao (2012) conducted a study to explore the "washback" effect of teacher's selection methodology for teaching English at higher secondary level in Pakistan along with exploring impact of testing system on student's communicative competence. For the purpose of the study data triangulation is applied with interview of 128 higher secondary schools along with document analysis and classroom observation. The qualitative and quantitative analysis of data revealed that teacher's selection of methodology is directly influenced by examination which also impact learner communicative competence.

To explore the perception of public school teachers about standardized testing system Masood et al. (2017) conducted a study to explore the perception of teachers about the possible effects of standardized testing on curriculum of grade 8 in Punjab. For the purpose of the study mixed method has been used in which quantitative part is being followed by qualitative part. The survey method was used to obtain data from 521 elementary school teachers and 28 in depth interviews

of teachers were taken separately to obtain information and understanding of the issue in detail. The findings of the study revealed that this testing system do have an impact on curriculum of grade 8. The examination system has restricted the curriculum which is being taught in schools. The study opened avenues for further research on this issue.

The literature reviewed above gave an insightful understanding of use of high standardized testing system to test learning of student and quality of teaching. The test results are helpful for teachers, schools and parents in finding underperforming students but these tests do have consequences on different aspects of teaching and learning as well. In case of Pakistan there is also growing trend of use of high stake standardized testing system to improve learning of school children. Literacy and Numeracy Drive (LND) test is one such initiative by government of Punjab for grade 3 students of public schools of Punjab. The present study will add to the literature by exploring teacher's perception on the impact of LND and fill this gap as no previous study has been conducted so far to explore teacher's perception on the implications of this testing program.

Chapter 3

Methodology and Data

This chapter provides detail information on methodology which has been adopted to achieve the objectives of this research along with tools and techniques which has been used to analyze the data.

3.1 Constructivist paradigm

In this study constructivist paradigm was used to explore the perceptions of government school teachers on the implementation of LND program in public schools of Rawalpindi. In constructivist approach, the researcher puts emphasis on investigating, reconstructing and identifying the meaning of a particular phenomenon under study. The investigation is made on people and the information is created through intense interaction among the people (who have actual experience of the phenomenon) and the researcher (Guba & Lincoln, 1994). For this purpose, the researcher engages in conversations with the participants and gets the knowledge through reasoning. These conversations are carried out between the participants and the researcher through multiple contacts where the researcher dig out the meaning and integrate to make information out of it. Therefore, in order to explore about the impact of LND program, in-depth qualitative interviews were carried out with the key stakeholders. During the entire procedure data was monitored and analyzed continuously to construct meaning out of the responses of the study participants. The research questions described in the previous section acted as the guiding principles for data collections.

3.2 Qualitative Research Design

A qualitative research design is one which emphasize on words rather than quantification of phenomenon or issue under analysis (Bryman, 2012). The qualitative researcher focuses more on understanding of behaviors, beliefs and values in terms of context in which the research is being conducted so qualitative research design utilizes open ended questions to explore the phenomenon under study.

For the current research qualitative method was suitable as there are certain facts which can only be derived from some key individuals, whose knowledge is credible to such an extent that unlimited findings from other multiple sources cannot replace their truth (Rossman & Ralls, 1998). Therefore, by investigating the perceptions and views of public-school teachers who are the implementers on ground and whose daily experiences are irreplaceable by any other opinion, the best findings can be obtained. Each one of the school teachers has a unique experience which depend upon a number of factors, such as their age, gender, level of education, geographical location of school etc. and hence they ascribe some unique characteristics to the situation under consideration.

Besides the valuable experiences of school teachers, the perspective of those involved in the supervision, policy making and large-scale implementation of the program is also of great worth. Hence for this purpose Assistant Education Officers (AEOs), District Education Officer, school principal and LND supervisors were also recruited as study participants. The purpose of this study was to dig in depth in order to explore multiple interpretations of all these stakeholders involved, so the method under discussion was employed.

The details of the qualitative study are discussed here which consist of purposive sampling technique, developing semi-structured interview guides and simultaneous and systematic data collection and analysis process. The data was analyzed using thematic analysis approach in order to find the actual views of the participants. The setting of this study has been discussed in detail in the end (Annexure: A).

3.3 Participants

In any research, key informants are of immense importance. Key Informant Interviews involve interviewing people who have particularly informed perspectives on an aspect of the program being evaluated. According to USAID (1996) “The interviews are loosely structured, relying on a list of issues to be discussed. Key informant interviews resemble a conversation among acquaintances, allowing a free flow of ideas and information. Interviewers frame questions spontaneously, probe for information and take notes, which are elaborated on later” (Creswell, 2009, p.211).

The participants for this study were public school teachers (primary section) but school principals, Assistant Education Officer (AEO), Monitoring and Evaluation Assistant (MEA) and District Education Officer (DEO) of district Rawalpindi were also interviewed. The reason Assistant Education Officers (AEO’s), District Monitoring officer (DMO) and Monitoring and Evaluation Assistant (MEA) were also included for detailed interviews was to avoid any sort of biasness and to incorporate a holistic view of all of the key stakeholders. If only school teachers have been interviewed, it would have given the opinion of only those who are implementing it on ground, but the perspective of those who have developed it and those who are supervising it is also of great value. This step was taken to help us in maximizing our lens and to help us understand the phenomenon at multiple levels

For this research, (Chief Executive Officer (CEO) Education) has been taken on board to facilitate the process of identifying participants from schools and getting permission from school principals to carry out interviews in each school. For conducting interviews with administrative personals and those involved in supervision of the program, District Education Office (DEO) and District Monitoring Office (DMO) had been contacted.

3.4 Sampling technique

For qualitative research, different sampling techniques can be employed to draw sample from the population. In majority of the cases qualitative research is intended to explore the phenomenon which are new and require a holistic perspective; therefore it is recommended that the sample should be as diverse as possible (Patton, 2002). One such approach of sample selection is choosing people from the population who are considered a source of providing rich, detailed information because they are `the special ones` due to their position, knowledge, experience or even failures. Hence the idea behind the current study was to engage with such people who are the knowledgeable and will help us in reaching our goal through research. By keeping such a criterion in mind, participants were reached purposefully and so `purposive sampling technique` was used. The goal was to engage participants who can provide information on the subject under investigation.” (Brayman, 2012, p.418).

3.5 Sample size

In qualitative research there is no formula for the calculation of sample size, however various theorists suggest that the researcher should focus on attaining the saturation point. Saturation means that the information obtained from participants is sufficient enough and no new

information is being added into the already information when asked from more participants (Brayman, 2012, p.428). There are separate guidelines for the number of participants required to saturate the information. For this study a sample of 50 participants was deemed appropriate, such as Morse (1994) mentioned that 40 to 50 participants are good enough to reach the saturation level.

The criterion for obtaining participants was their willingness to participate in the study, being knowledgeable about the program (first level implementer, supervisor or involved in higher level decision making), belong to public sector education system, affiliated with the primary school in one way or the other and serving in the education department of district Rawalpindi.

On the basis of criterion described above, 50 participants were drawn from five categories.

Table 1 describes the demographics of participants in detail:

Table1. Demographic table of participants for in-depth interviews (n=50)

Category of participants	Variables	f (%)
Public school teachers (n=30)	Male teachers	20 (67)
	Female teachers	10 (33)
	Experience more than 5 years	12 (40)
	Experience less than 5 years	18 (60)
	School far from main road	14 (47)
	School near to main road	16 (53)
Assistant Education Officers (AEO) (n=5)	Male	2 (40)
	Female	3 (60)
	Experience more than 5 years	1 (20)
	Experience less than 5 years	4 (80)
Monitoring and Evaluation Assistants (MEA) (n=5)	Male	5 (100)
	Female	0
	Experience more than 5 years	4 (80)
	Experience less than 5 years	1 (20)
	School far from main road	3 (60)
	School near to main road	2 (40)
District Education Officer (DEO (n=1)	Male	1
School principals (n=9)	Male	2 (22)
	Female	7 (78)
	Experience more than 5 years	9 (100)
	Experience less than 5 years	0
	School far from main road	3 (33)
	School near to main road	6 (67)

3.6 The role of researcher

▪ 3.6.1 Development of semi-structured interview guide

A semi structured interview guide was constructed to conduct in-depth interviews. A semi structured interview guide contains open ended questions developed around the key research questions. These open-ended questions cover the key areas of research, however there is a room to add or modify question during the interview on the basis of the respondent. Before conducting interviews, the interview guide was pilot tested to check for the comprehension and feasibility and to identify if any area has been left to cover in it.

3.6.2 Pilot study:

For pilot study, 5 participants were approached and were interviewed. The participants included 2 school teachers, 1 principal, 1 AEO and 1 parent of children. The results of the pilot testing revealed that the interview guide was comprehensible for the respondents. Initially it was aimed to include parents of school children as well for the interviews but the results of pilot study suggested that currently parents are not involved in any way in the program and hence, they cannot provide any information related to this. Therefore it was decided that for the main study parents should not be approached, however one or two questions exploring the possible role of parents can be asked from other participants.

After pilot testing, the interview guide was finalized on the basis of the feedback of participants. (See annexure C for interview guide).

- **3.6.3 Rapport building**

In qualitative research design, rapport building is the core component of data collection technique. Rapport with the participants had been built before conducting the interview. Participants were engaged in small talks by discussing generally about their school environment and about the academics of children. The participants were explained about the purpose and topic of the study and all their questions were answered before starting the interview. It is really important that the participants feel comfortable in talking to the researcher and the environment between them should be constructive, only then can participants' openly give genuine responses.

- **3.6.4 Confidentiality**

One of the most important aspects of the research, confidentiality of the participants was maintained throughout the process. As the respondents were government employees and the program under evaluation was also initiated by the government, therefore it was necessary to keep any identifying information of the participants private. All of the interviews were conducted in the respective offices of the participants. It was made sure that no irrelevant person was nearby during interview. Before starting interview, written informed consent was obtained from all participants. (See annexure B for informed consent form). Participants were also asked for their permission regarding audio recording of interviews. If any participant did not give permission for audio recording, the researcher noted down all of the information on paper throughout the interview. The audio recordings of the interviews were saved with participant codes rather than their names to keep them anonymous.

3.7 Procedure

In order to initiate collection of data for the study, District Education Officer Elementary (Bagh Sardaran) was contacted to get the detailed information about primary schools and their locations in Rawalpindi. A list consisting of all information about primary/ elementary schools was provided by the Education Office. After getting the list of school names and their respective location and address an application was forwarded to Chief Executive Officer Education (CEO), Committee Chowk to grant permission for conducting in- depth interviews from primary school teachers who are involved in preparing children for LND program. After the formal permission of CEO Education, the data collection process was started officially.

For the purpose of taking insight of school principle and administrative personals on LND testing program, District Education Officers (DEO) Rawalpindi was contacted and was asked about formal permission to conduct interviews from the respective and concerned officers implementing Literacy and Numeracy Drive (LND) testing in primary schools. Furthermore the District Monitoring Office (DMO) Rawalpindi was contacted to ask permission for conducting interviews from MEAs’.

Before collection data from school and administrative personals, a face to face meeting was conducted with school principals, DMO and DEO offices to explain the objectives of the study, inform about the required time and obtain verbal consent of the participation of schools and required officials in the study. They were explained the objectives of study (*Annexure B: information sheet and consent form*). After getting consent from school principals, school teachers were then called in to conduct in – depth interviews from them. Participants were also informed about the study, duration of interview and were ensured about keeping all the data

confidential (Annexure B, information sheet and consent form). Participants were provided the opportunity to read the information sheet carefully and ask any questions that they may have regarding the interview. They were given time to think and decide about their participation. After the participant thoroughly read the information sheet, he/ she were asked for the written consent for participation in the study. The anonymity of the participants was ensured by assigning each interview a specific code.

The interviews were conducted over a period of 10 weeks duration owing to availability of teachers, required school and administrative personals and interview schedule agreed upon. All interviews were carried out in Urdu – the national language of Pakistan.

3.8 Data Analysis

The analysis of data consisted of data management and its interpretation. The first step was to transcribe the audio recordings and organize hand written field notes. Afterwards all of the transcripts were read and reread to make good understanding of data before analyzing it. The thematic analysis approach is used to analyze data (Creswell, 2009). The figure below explains the process of data analysis used in this research;

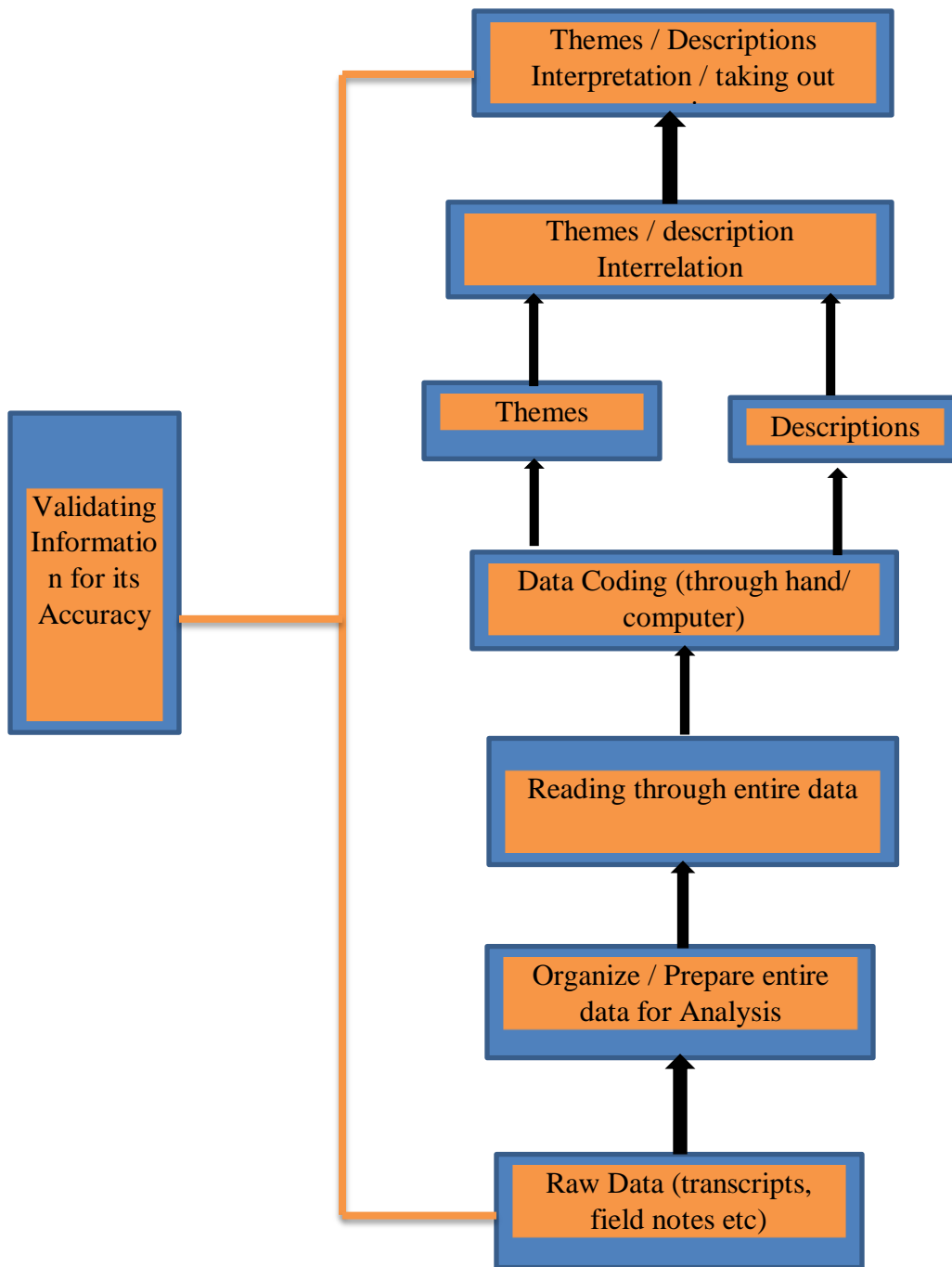


Figure Source: (Creswell, 2009)

The coding step came after organizing data. After transcription of all the interviews in Urdu and translating them in English, the responses were given codes to assure anonymity and transparency. Later the codes were assembled based on similarities and differences of the responses of the participant. Furthermore, categories were developed based on convergence of data.

Chapter 4

Findings and Discussion

This chapter provides findings and discussion based on the responses of the participants about their perspective on the impact of LND testing system.

After conducting in depth interviews of public school grade 3 primary school teachers, the next step was to transcribe the audio recorded interviews. For each question the responses were transcribed and coded accordingly. For this purpose the researcher listed the responses of the participants against every question. The respective codes were given in front of each response of the participants. In the same manner each interview was reviewed. If the same response is given by number of respondents their respective codes were mentioned in front of the responses. Moreover in situation where two respondents' responded to a question conceptually in same manner but the choice of wording was different in this situation the most suitable and appropriate wording has been selected and given codes of similar responses. In this way the responses of teachers has been recorded against each primary research question.

After transcribing and coding the entire interview, the interviews have been analyzed using thematic analysis. Thematic analysis is one of the most common approaches to analyze qualitative data. Theme can be defined as a category identified by researcher through his data in relation to his primary research questions (Brayman, 2012).

4.1 Findings

After reviewing each interview, the information was put under the relevant sub heading in the form of exact verbatim with the respective interview code in front of each verbatim. If two or more participants provided an information which was conceptually identical but used different

wordings, the most suited wordings were selected and the codes of all the participants (who provided that information) were mentioned in front of the verbatim. While translating the interviews from Urdu to English all the care has been taken so that no information is lost.

The analysis of interviews revealed the following main themes out of the responses of the participants.

1. Goals
2. Test preparation
3. Syllabus implications
4. Relevance
5. Acceptability
6. Challenges
7. Suggestions

4.2 Results

4.2.1 Goals of the LND Test

The main purpose of this question was to explore about the purpose of this program. This was to understand what do the participants believe is the objective of this program, whether they find it useful or not. This main theme is divided into further two sub themes owing to the responses provided by the participants.

4.2.1.1 Improving learning outcomes

While responding about LND program and its purpose, teachers felt that the purpose of this testing program is to improve the learning outcomes of grade 3 students. They believed that this testing program has been designed to test the learning and mathematical abilities of children. They stated that the test is helping children to become sharper and more active and respond

quickly. For example, one of the respondents while defining and describing LND program told that *“It is basically literacy and numeracy test. It consists of English, Urdu and mathematics. Combine together form 1 test.”* (PST#14) similarly, *“The test is designed to help children learn new and advance levels of education and improve learning outcomes”.* (PST 001)

4.2.1.2 Making a sound educational base

Another key area highlighted by the participants was that the LND test is being very helpful in making a sound educational base of students. There is a lot of focus on basics of English, Urdu and mathematics which will ultimately have positive impacts of students when they will go in higher classes. These aspects were being neglected previously, but now teachers have started to focus on these with the help of this test. Like teacher said *“The main purpose of this test is to teach children basis of Urdu, English and math. In these subjects they learn sentence structure, composition and comprehension”* (PST#001). The teachers also felt that the program helped in improving the base of student *“With the help of LND test the base of children gets better which will help them in bigger classes”* (PST 005, PST 009).

4.2.2 Test preparation

The teachers were asked about the purpose of program and how they prepare their students for this monthly test and how they have included this testing system in their daily routine of classroom practices. What changes they adopted in their routine classroom practice to accommodate the new testing system. The responses of teachers are catered into sub themes.

4.2.2.1 Classroom practices

Participants stated that there is monthly assessment and hence class teacher has to really involve children in test preparation. It has impacted classroom practices as well, because all of the activities revolve around preparation for this test while often other essential activities are neglected. For example students are trained to perform tests using tablets which consume a lot of time and effort, as a result time which would have been spent on promoting group activities and classroom discussions is consumed here. They make every student practice in the tablet. Like the teachers said *“We prepare our students on daily basis and spent a whole period on it”* (PST 012, PST 006)

4.2.2.2 Syllabus Guideline

The guideline syllabus has been provided by the government so that teachers can prepare for the test according to the provided guideline. The teachers have been provided by the student learning outcomes (SLO's) which they have to teach students and make them learn. The SLO are from the textbook syllabus but these are those areas in which students are weak like grammar, comprehension, word building, clock reading, multiplication and division. As teachers responded *“We have 8 different types of SLOs through which we prepare our students for LND”*. (PST 011, PST 012)

4.2.2.3 Use of android application (app) for LND preparation:

While this testing system is affecting classroom practices in negative ways yet there are some positive implications as well. Such as the interviews revealed that the government has launched a mobile phone application for teachers to help them in preparing children for the test. This initiative is in accordance with the teaching modern teaching methodologies. The introduction of technology in government schools is a positive step. Such as one of the teachers said

“Government has recommended each school to buy a tablet from NSB fund and install LND app in it which has sample questions” (PST 012, PST 002)

4.2.3 Syllabus implications

One of the key issues in high stake testing is that it impact regular textbook syllabus which is being taught in the classes. The studies which have been conducted internationally have also reported the “wash back effect” of such testing system being conducted all over the world. The teachers preparing for the LND test were asked the similar question about the impact of monthly testing assessment on the syllabus. Teachers responded differently according to their own perception. The responses of teachers are further divided into sub themes accordingly.

4.2.3.1 Lack of Synchronization among syllabus

The teachers were questioned about the impact of LND testing on regular textbook syllabus. They responded differently but the main gist is that both textbook syllabus and LND lack synchronization. Like teachers said *“Previously we used to teach children essays, stories and applications which helped in improving their creative writing skills, but now the whole shift is on objective learning” (PST 006, PST 007& PST 020)*. Similarly some other teachers responded like, *“Our entire focus is on things provided in LND syllabus while other useful things are left behind, such as spending time on reading” (PST 01, PST 020)*.

4.2.3.2 More Time Spend on LND syllabus

With the introduction of LND testing program in primary schools for grade 3 the more focus has been given on the preparation of LND test and other syllabus has been put behind. All the focus and attention of the teachers shifted to testing because their own performance is now entirely

judged on the results of the tests. The teachers are now more worried about the testing result than the year end annual result of students. Similar views have been stated by the teachers. *“We spent less time on regular text books and more time on preparing children for LND test because it is our assessment not the child’s” (PST 004, PST 013).* LND test is making it difficult for the teachers to manage *“It is very difficult for teachers to manage text books syllabus and LND at the same time. (PST 018, PST 011)*

4.2.4 Relevance

The participants were questioned about their perception about the relevance of LND test for grade 3 students. This is essential to know if the implementers are considering this test relevant for them or not. The responses of teachers generated different sub themes in which their responses have been recorded.

4.2.4.1 Developing basic learning skills of students

The main idea behind initiation of this testing system is that it will focus on the learning outcomes of the students. LND test helped in developing a sound and better understanding of concepts and subject matter in a better way. The student learning has been improved due to the student learning outcomes (SLO’s) which has been provided by the government. As teachers responded *“Now we work more towards teaching basic skills to students which is very helpful for students in government schools, this eventually helps them in bigger classes”. (PST 007, PST 020)*

4.2.4.2 Healthy Classroom Activities

In order to make students understand about LND test and make them perform in a better way teacher make them practice through different healthy activities. Like the teacher narrated “*We try to group students together and provide them tablet to practice test on it*” (PST 006).

4.2.4.3 Use of Technology for Learning

Literacy and Numeracy Drive (LND) test is relevant for student as it helped the students to get used to the latest technology and how to use it. As most of the students who come in public schools came from backward and low income bracket which do not have access to basic facilities rather latest technologies. Like one of the grade 3 teachers narrated “*This is a good initiative as students use tablets to prepare for the exam. It helps students understand that technology can also be used for learning purposes besides using it for fun activities*”. (PST 001)

Grade 3 primary school teachers were asked about their perception about the usefulness of testing for the students they reported and narrated their thoughts about the usefulness of this newly adopted and implemented testing system in schools but on the hands grade 3 primary teachers were also skeptical about its impact in the long run for the students. The concerns of teachers are being categories in sub themes along with its usefulness.

4.2.4.4 Impact on Academic Abilities

With the advent of LND testing program all the focus has been shifted to test preparation which impacted the academic abilities of the students. The teachers narrated the impact on abilities like “*Children become used to objective learning, their creative writing abilities are not developing such as story writing, essay writing etc. Now when we give them something to write on their own, they are unable to do that.*” (PST 007, PST 005)

4.2.4.5 Not taking into account weak students

Public schools have a large number of students in each class ranging from 50 to 70 students per class. While preparing for the testing program it is becoming difficult for the teacher to take care of each and every child altogether as every class is mix of bright, average and dull/ weak students. One of the main issue with the high stake testing system teachers become unable to give focus and attention to weak students to teach them separately. The similar problem is reported by the grade 3 teachers *“There are monthly assessments and teachers have to complete the syllabus, therefore students with slow learning capacity are left behind”*. (PST 001)

4.2.5 Acceptability

Teachers have been asked in detail about how they feel and perceive about the testing system. How much they think and believe that program is acceptable for them. Although this testing program is being designed and implemented by the government of Punjab and it's under the obligation of schools and teachers to prepare their students for it. The responses of teachers varied which have been catered in sub themes accordingly.

4.2.5.1 Stress and Burden on Teachers

Teachers have to prepare for the monthly LND as well as they teach the regular textbook syllabus. This is creating a lot of stress on teachers to manage both things simultaneously. The studies which have been conducted so far on high stake testing reported issue of anxiety and stress being faced by the teachers. Teachers explained the problem as *“The schedule becomes really hectic because of LND. We have to complete both, the regular syllabus and LND syllabus. We feel pressured”* (PST 004, PST 020) Teachers who prepare the students for the monthly

assessment feel it like a compulsion *“There are already so many things in teachers’ responsibility, this is an additional burden” (PST 007, PST 005)*

4.2.5.2 Punishment for Teachers

While taking teachers own opinion about the testing what and how they feel about this testing program. Many teachers felt that this testing program is nothing but a burden for them. They have to face explanations if their student performs badly in the test. Like they themselves said *“Government has made it compulsory to show 80 % result and if not, teachers are blamed and punished for this”.* (PST 001, PST 002)

4.2.5.3 Burden on Students

The teachers which have been interviewed believe that this testing system is helpful but they to some extent they also feel and believe that it is creating burden for the students. Students are unable to cover textbook syllabus and LND syllabus simultaneously at a time. Teachers feel that *“LND should not be there it should be ended. It is only burden for students”.* (PST 019, PST 001)

4.2.5.4 Impact on classroom activities

With the initiation of LND testing program in public schools for grade 3 there has been impact on way and activities teachers used to do in class before the test came. Since from the beginning of LND program the classroom activities has been effected and teachers have narrated the same problem. *“If it happens that students of a class perform poor on the LND test, teachers are held strictly responsible and therefore the teacher puts all of her/his focus on this leaving behind other important activities.”.* ((PST 014, PST 019)

4.2.5.5 Relevance with Teaching Methodology

The teachers have been asked about their perception about the impact of LND test on method of teaching. Teachers believe that this testing system has not affected their method of teaching. Like the teachers said *“It has not affected teaching methodology, we used av- aids to teach regular syllabus and now to teach LND” (PST 006, PST 003)*

4.2.6 Challenges

Apart from perception about the testing system and its implication on students, classroom and teachers, the teachers have been asked about the implementation of the testing program. The challenges have so far been faced by the teachers in the implantation of the program. The responses of teachers have been catered in the sub themes accordingly.

4.2.6.1 Limited Resources

Government schools have a huge issue of limited resources owing to large number of people it cater and resources which are not enough due to limited budget allocation. Due to limited resources each school is provided with a single tablet for teachers to practice all the students on it. When there were no tablets teachers used to practice students on mobile phones. This is creating huge management issue for the teachers. Making almost 50 to 70 students practice each day on a single tablet is nothing but near to impossible. Teachers have to make a huge struggle to make sure each and every student get hold of tablet and practice on it. Like they narrated *“We have 1 tablet for 54 students make it impossible for us to give it to all for preparation”*. (PST 001, PST020)

4.2.6.2 Poor Learning Base of Students

According to the participants there is a perception among people that the students who get admitted in the public schools are the most deprived ones or the one who have not enough resources to study in private schools. Brilliant or cream students go to private schools and study there and the government schools are only left with average, dull student and less privileged students. They came from families where parents have no role or interest at all in their education. Most of the students who came to study in public schools also do part time jobs in evening to fulfill the needs of their family. These all factors contribute to their poor learning base which is also a reason in proper implementation of LND program. *“It is not easy to make student learn basic concept”*. (PST 005) similarly, *“The government policy of not failing students is creating a lot of problem. When a weak/ dumb student gets promoted to next class, how learning outcomes will improve”*. (PST007, PST 002)

4.2.6.3 High Test Score Percentage

One issue in proper implementation of and getting desired result is high test score percentage which teachers, school has to maintain. If they are unable to meet the desired target which is 80 percent then they have to face the explanations.

The teachers have narrated the same issue and felt that it is issue for them. *“They have kept very high percentage to pass students, i.e. 80 percent which cannot be achieved at once”*. (PST001)

4.2.6.4 Outsider Examiner

LND test is being conducted by MEA every month which is a third party in this system. Third party evaluation has been introduced in this system to keep a strict check and avoid any kind of cheating in the test results. This also believed that making MEA conduct the test will improve learning outcomes and teaching quality. Every month they come to take LND test on the tablet.

Teachers believe that this system is not good as students are not comfortable with an outsider. According to the teachers *“Students get confuse when an outsider MEA came to take test. This leads to decrease in test scores” (PST001, PST009)*

4.2.7 Suggestions

The teachers while responding to different questions according to their perception provided suggestions which according to them can help to better or improve this testing program in terms of better results and outcomes. The suggestions which were provided is sub divided and catered in sub themes.

4.2.7.1 Introduction of program in early classes

According to most of the respondents if LND starts from class nursery or class 1 it will help to give better results and outcomes. *There is no focus of building base in nursery and 1 class, if teachers focus on these things since earlier then there is no need of LND. (PST 004, PST 014, PST 013)*

4.2.7.2 Provision of resources & Training of MEA

There should be more provision of tablets for each school as 1 tablet is not enough for the whole strength of 50 to 70 students' class. The MEA who came to take test should be trained properly and should be lenient to the students as students get confused when an outsider comes to take the test. *MEA should be trained talk to students politely and nicely. (PST 010, PST 012, PST 004)*

4.2.7.3 Removal of Test score limit & Reduction in syllabus

The test results and performance can be improved if limit of scoring 80% removed as it creates a lot of tension and pressure for the teachers. There should also be reduction in the syllabus as

teachers cannot manage all. *The restriction of obtaining 80 % should be removed (PST 002, PST 005)* similarly another respondent narrated; *Make this LND a part of syllabus rather than taking it as a separate project (PST 004, PST 015)*

4.3 Discussion

The study aimed to explore public school teacher's perception about the impact of LND testing system. The main idea behind LND testing program is to improve learning outcomes of school children and quality of teaching. In order to improve quality and learning, this high stake testing program has been initiated for grade 3 students among all over public schools of Punjab. For the purpose this study in depth interviews of teachers has been conducted.

There is a body of literature (Buyukkele, 2016; Wall, 2013; Sprat, 2005) which states that high stake testing do impact teaching, learning and curriculum. Teachers being one of the key stakeholders in this testing program were asked about their perspective about LND testing program and its impact. The responses of the teachers yielded very useful information and gave an insightful understanding of the impact of testing program on teaching, classroom and curriculum.

The responses of the teacher's revealed that they believe that this monthly assessment system helped students to learn in a better manner. It helped them in improving their learning abilities and understanding of the basic concepts which was previously lacking greatly. The LND test helped students to learn basic concepts of literacy like sentence completion, use of verb like is, am, are, words making and breaking. In addition basic arithmetic operations like addition, subtraction, multiplication and division with two to three digits under numeracy portion. Teachers believe that learning outcomes and understanding of basic concepts of students tested under LND is better than those previous students who were not tested and prepared under this

testing system. Studies like (Gunn et al., 2016; Abu-Alhija, 2007) also reported positive impact of high stake testing on learning abilities of students.

Participants were questioned about the impact of LND testing system on curriculum, pedagogy and classroom practices. On the questions related to curriculum almost all teachers responded that monthly LND testing lead to narrowing of curriculum as previously they were used to make their students do reading exercises, creative exercise like story, essay writing. With introduction of this testing system almost all these activities have been ended or being reduced greatly as more and more focus is now being given to preparation of content which will appear in test. The finding of this study is in accordance to the international literature on high stake testing. There are studies which stated that there is reduction in subject diversity and decreased emphasis on subjects and areas which do not measure in standardized testing (Turnbull, Dulfer & Poleslel, 2012). Teachers modify their curriculum to address test only (Perrault, 2000; Barret, 2009). There are studies which reported high stake testing is causing diverse, creative individual learning opportunities to disappear from classrooms due to narrowing of curriculum to meet external targets (Kimber, Spiller & Smeed, 2009).

In response to the impact of LND test on pedagogy and classroom activities majority of the teachers believed that they are now more towards teacher's centered teaching technique in which teachers have all the role to play and students just have to listen them. Teachers make each and every student to prepare and practice for test to ensure that everyone perform well. Teachers do believe that this teaching methodology is affecting student's creativity. Similar an issue reported by Lobascher (2011) stated that pressure to perform well in the test manifest return of teacher's centered pedagogy which negatively impact student creativity and higher order thinking skill.

With the monthly LND test, the more focus is now given to test practice and test related classroom activities like making group of students and give them activity with use of verb like is, am, are. Teachers reported that they devote their whole period daily on test preparation so that their students perform well in the test. Similar results quoted by other studies about daily practice of test and making its practice as regular classroom routine (Thomas & Barksdale-Ladd, 2000; Klenowski & Wyatt-Smith, 2012; Polesal, Dulfer & Turnbull, 2012). This finding is in line with the study conducted for UK which reduction of specialist class time to fulfill testing needs (Reiss, Collins & Stobart, 2010).

In addition teachers reported that they do feel pressure about their students to perform well in the test. This is in accordance with the findings of international literature which reported that teachers get pressurized and underperform due to high stake testing (Gunn et al., 2016; Thompson&Harbaug, 2012; Abu- Alhija, 2007).

Chapter 5

Conclusion and Recommendations

5.1 Conclusion

The aim of this study was to explore the perception of public schools teachers of grade 3 on Literacy and Numeracy Drive (LND) a case study conducted for Rawalpindi city. The teachers were asked about their perception about testing program and its implications on classroom, syllabus and teachers.

The study explored teacher's perception about the testing system through conducting in depth interviews. This study has contributed in literature by adding teacher's view point and understanding about LND along with its implication. This study seeks to inform the Punjab government authorities; Education Department about the insight of teachers on this testing program so that this program can be made better and utilized in an efficient manner.

The overall findings of this research revealed that teachers do perceive this testing system as good change as it is making students mentally sharp and active. The learning base of students which was previously very poor and weak is getting improved and they are actually learning and retaining it. Teachers believe that if we compare the performance of current students enrolled in grade 3 and the previous students when this testing system was not there, the students have improved a lot.

Despite being the productiveness of testing system, this testing system is creating a lot of problems for teachers as well. The work load is not manageable as they have to teach textbook syllabus and prepare for monthly LND testing system. This is creating stress and anxiety for the teachers. The textbook syllabus is also getting squeezed down due to more focus on LND.

Before the initiation of this testing system student used to write stories, essays and do other such activities which are now practiced least due to more focus on preparation and practice of LND test in class and on tablets. Classroom and teaching style is also being affected to some extent due to LND testing system. Teachers feel and believe that their classroom activities and teaching style is getting more test oriented because their own performance is judged through test results. The finding of this study is in accordance with the international literature conducted on high stake testing exploring teacher's perception.

5.2 Policy Recommendations

In the light of the findings of the research, the following policy recommendations have been recommended to Punjab Education Department which can be helpful in improving the testing program:

1. To improve the learning outcomes of students and to get better and far reaching results from the LND testing system; the program should start from class 1 and should go up to higher classes. As of now the program is only for grade 3 students and it took a lot of time for students and teachers to understand and get used to testing system and when they do gradually they promoted to next class.
2. The limit of achieving 80 percent test score each month should be removed as it is creating a lot of anxiety and stress among teachers. There should be apperception and rewards rather than explanation calls and insult for teachers on monthly test scores as it will motivate them to work harder and will improve their performance.

3. In order to overcome the issue of learning outcomes of students, government can start junior and senior nursery classes which can help children to learn basic there and there will no need of separate testing system to test basic learning outcomes.
4. To lessen the burden of teachers it is recommended that this testing program should be made thrice a month or twice in a year. This will help to minimize the negative implication of testing system and students can perform better as they will get more time to prepare.
5. It is also recommended that parents of school children should also be encouraged to take part in the educational activities of their children. They should be called in school on regular basis and they should also be oriented to prepare their children for the tests. This strategy can help to reduce the burden on teachers.

References

- Abu-Alhija, F. N. (2007). Large-scale testing: Benefits and pitfalls. *Studies in Educational Evaluation*, 33, 50- 68.
- Ahmed, S., & Rao, C. (2012). Examination washback effect: Syllabus, teaching methodology and the learners' communicative competence. *Journal of Education and Practice*, 3(15).
- Ailaan, A. (2014). *The voice of teachers: Learning from teachers across Pakistan*. Islamabad: Alif Ailaan.
- Alderson, C. J., & Wall, D. (1993). Does washback exist? *Applied Linguistics*, 14(2), 115- 129.
- Andrabi, T., Das, J., Khwaja, A. I., Vishwanath, T., & Zajonc, T. (2008). *Learning and educational achievements in Punjab schools (LEAPS): Insights to inform the education policy debate*. Washington DC, USA: World Bank.
- ASER. (2013). *ASER Pakistan - 2013 Annual Status of Education Report*. Islamabad, Pakistan: ASER.
- Babbie, E. R. (1992). *The Practice of Social Research* Belmont.
- Barksdale- Ladd, M. A., & Thomas, K., F. (2000). What's at stake in high-stakes testing: Teachers and parents speak out. *Journal of Teacher Education*, 51(5), 384- 397.
- Barret, B. (2009). No child left behind and the assault on teachers' professional practices and identities. *Teaching and Teacher Education*, 25(8), 1018 - 1025.
- Basic Education Department. (2012). *Report on the annual national assessments 2012; grades 1 to 6 & 9 basic education South Africa department basic education*. Republic of South Africa.
- Bernbaum, M., & Moore, S., A. (2012). Examining the role of international achievement tests.
- Black, P., & William, D. (1998). Assessment and classroom learning, assessment in education. *Principles, Policy and Practice*, 5(1), 7- 74. doi: 10.1080/0969595980050102

- Bryman, A. (2012). *Social Research Methods*.
- Buyukkeles, G. (2016). The washback effect of a high-stakes exit test on students' motivation in a Turkish pre-university efl preparatory school. MA in English Language Teaching, University of Reading.
- Chishti, S., Tahirkheli, S., Raja, S., & Khan, S. (2011). Quality school education in Pakistan: Challenges, successes and strategies. *International Journal of Academic Research*, 3 (2).
- Collins, S., Reiss, M., & Stobart, G. (2010). What happens when high stake testing stops? Teacher's perception on the impact of compulsory national testing in science of 11 years old in England and its abolition in Wales. *Assessment in Education: Principles, Policy & Practice*, 17(3), 273-286.
- Coppola, A., B. (2017). Teachers' perceptions of formal testing of students in grades k-2 (Doctor of education). Seton Hall University, New Jersey. Retrieved from <http://scholarship.shu.edu/cgi/viewcontent.cgi?article=3328&context=dissertations>
- Creswell, J., W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.).
- Creswell, J., W. (2009). *Research design qualitative, quantitative, and mixed methods approaches*.
- Cumming, J., J, Smith, C. W., Elkins, J., & Neville, M. (2006). *Teacher judgment: building an evidiantry base for quality literacy and numeracy education*.
- David, J., L. (2011). High-stakes testing narrows the curriculum. *Educational Leadership*, 68(6), 78-80.
- Fancy, H., & Razzaq, J. (2017). *Accountability in Pakistan accountability in education: meeting our commitment*.
- Foucault, M. (1979). *Discipline and punish: The birth of the prison*. New York: Vintage Books.

- Gunn, J., AL- Bataineh, A., & Abu AL- Rub, M. (2016). Teachers' perceptions of high-stakes testing. *International Journal of Teaching and Education*, 4(2). doi: 10.20472/TE.2016.4.2.003
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research*.
- Habib, M. (2013). Education in Pakistan's Punjab: Outcomes and interventions. *The Lahore Journal of Economics*, 18, 21 - 48.
- Haertel, E. (2013). How is testing supposed to improve schooling? *Measurement: interdisciplinary research and perspectives*. 11(1), 1-18.
- Handa, R. (2018). A lesson in learning: Improving learning outcomes in India via pedagogical innovation. (Bachelor of Arts), Scripps College.
- Heubert, J., & Hauser, R. (1999). High stakes: Testing for tracking, promoting, and graduation.
- Javeed, U., & Naveed, S. (2018). Five years of education reforms Punjab, wins, loses and challenges for the future 2018- 202: Alif Ailaan.
- Johnson, D, D., Johnson, B., Farenga, S., & Ness, D. (2008). Stop high stakes testing: an appeal to america's conscience. Lanham, MD: Rowman & Littlefield.
- Khan, K. (2018). Punjab, Pakistan: Using open school data to improve transparency and accountability ethics and corruption in education Paris. France International Institute for Educational Planning (IIEP).
- Khan, M. A., & Usman, M. (2015). Education quality and learning outcomes in higher education institutions in Pakistan. Paper presented at the Taylor's 7th Teaching and Learning Conference 2014 Proceedings.
- Khattak, S. G. (2012). Assessment in schools in Pakistan. *SA-EDUC Journal*, 9(2).

- Klenowski, V., & Wyatt-Smith, C. (2012). The impact of high stakes testing: The Australian story. *Assessment in Education: Principles, Policy & Practice*, 19(1), 65- 79.
- Lewis, A. (2000). High-stakes testing: Trends and issues.
- Lobascher, S. (2011). What are the potential impacts of high-stakes testing on literacy in Australia? *Literacy Learning in the Middle Years*, 19(2), 9- 19.
- Lockheed, M., Harris, A., Gammil, P., & Barrow, K. (2005). Impact of new horizons for primary schools on literacy and numeracy in Jamaica, 1999-2004. Washington, D.C: Academy for Educational Development (AED).
- Macqueen, S., Knoch, U., Wigglesworth, G., Nordlinger, R., Singer, R., Mcnamara, T., & Brickle, R. (2018). The impact of national standardized literacy and numeracy testing on children and teaching staff in remote Australian indigenous communities. *Language Testing*, 36(2), 265 - 287. doi: <https://doi.org/10.1177/0265532218775758>
- Madaus, G., & Russell, M. (2010). Paradoxes of high stakes testing. *The Journal of Education*, 190(1), 21 - 30.
- Masood, S., Hameed, A., & Tatlah, I. (2017). Effect of examination on curriculum at elementary level in Punjab: A mixed methods study. *Journal of Elementary Education*, 27 (2), 147-162.
- Ministry of Education. (2016). Minimum standards for quality education in Pakistan quality education Islamabad, Pakistan Federal Ministry of Education.
- Muvawala, J.(n.d). Determinants of learning outcomes for primary education: A case of Uganda. *Journal statistic African*, 15.
- Morse, J. M. (1994). Designing funded qualitative Research N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd Ed.)
- Nichols, S. L., Glass, G. V., & Berliner, D. C. (2012). High stake testing and student achievement: Updated analyses with NAEP data. *Education Policy Analysis Archives (EPPA)*, 20(20). doi: <http://dx.doi.org/10.14507/epaa.v20n20.2012>

- Nichols, S. L. B., & C., D. (2008). Why has high-stakes testing so easily slipped into contemporary American life? *Education Digest*, 74(4), 41. doi: <http://dx.doi.org/10.1177/003172170808900913>
- NQS. (2013). Play Based approaches to Literacy and Numeracy In A. G. D. o. Education (Ed.). Australia Early Childhood Australia
- Patton, M., Q. (2002). *Qualitative research & evaluation methods (3rd Ed)* T. Oaks (Ed.)
- Perrault, G. (2000). The classroom impact of high stress testing. *Education*, 120(4), 705- 710.
- Pierce, R., & Chick, H. (2010). Interpreting literacy and numeracy testing reports: what do teachers need to know? https://iaseweb.org/documents/papers/icots8/ICOTS8_C166_PIERCE.pdf
- (PMIU), P. M. a. I. U. (2019). Free, Open and Real Time Retrieved 04.04.19, 2019
- PITB. (2018). Literacy and numeracy drive system unveiled. Retrieved 14.07.2018, 2018, from <https://www.pitb.gov.pk/node/3813>
- Polesel, J., Dulfer, N., & Turnbull, M. (2012). The experience of education: the impacts of high stakes testing on school students and their families.
- Qutoshi, S., & Poudel, T. (2014). Student centered approach to teaching: what does it mean for the stakeholders of a community school in Karachi, Pakistan? *Journal of Education and Research*, 4(1), 24-38.
- Rawal, S., Aslam, M., & Jamil, B. (2013). Teacher characteristics, actions and perceptions: what matters for student achievement in Pakistan? Centre for the study of African Economics.
- Reeves, D. B. (2004). Accountability for Learning A. f. S. a. C. D. (ASCD) (Ed.) How teachers and school leaders can take charge.
- Rehmani, A. (2003). Impact of public examination system on teaching and learning in Pakistan. *International Biannual Newsletter Antriep*, 8(2), 3-7.

- Rehmani, A. (2012). Changing assessment practices in Pakistani schools : A case of aku-eb middle school assessment framework. Paper presented at the In Search of Relevance and Sustainability of Educational Change Aga Khan University Institute for Educational Development,. https://ecommons.aku.edu/pakistan_eb/5
- Ritt, M. (2016). The impact of high-stakes testing on the learning environment (Master of Social Work), St. Catherine University. Retrieved from https://sophia.stkate.edu/cgi/viewcontent.cgi?article=1660&context=msw_papers
- Rossman, G. B., & Rallis, S. F. (1998). Learning in the field: An introduction to the qualitative research. Thousand Oaks, CA: SAGE.
- Smeed, J., Spiller, K., & Kimber, M. (2009). Issues for principals in high stake testing. *Principal Matters*, 81, 32- 34.
- Snilstveit , B., Stevenson, J., Menon, R., Phillips, D., Gallagher, E., Geleen, M., Jimenez, E. (2016). The impact of education programs on learning and school participation in low- and middle-income countries. International Initiative for Impact Evaluation (Ed.). London: International Initiative for Impact Evaluation (3ie).
- Spratt, M. (2005). Washback and the classroom: The implications for teaching and learning of studies of washback from exams. *Language Teaching Research*, SAGE Journals, 9(1), 5-29.
- Stevenson, J., Phillips, D., Vojtkova, M., Gallagher, E., Schmidt, T., Jobse, H., Eyers, J. (2015). Interventions for improving learning outcomes and access to education in low- and middle-income countries: A systematic review. Birte Snilstveit, International Initiative for Impact Evaluation (3ie).
- Stobart, G., & Eggen, T. (2012). High-stakes testing value, fairness and consequences. *Assessment in Education: Principles, Policy & Practice*, 19(1), 1-6.
- Stone, J. E. (2003). Kill the messenger: The war on standardized testing Preface. In R. P. Phelps (Ed.).

- Thomas, M. (2012). Teachers' beliefs about classroom assessment and their selection of classroom assessment strategies. *Journal of Research and Reflections in Education*, 6(2), 104-115.
- Thompson, G., & Harbaugh, A. G. (2012). The effects of NAPLAN: teacher perceptions of the impact of naplan on pedagogy and curriculum. Paper presented at the APERA Conference, Sydney, 2012. <https://eprints.qut.edu.au/86167/1/86167.pdf>
- Timmer, J. (2012). Teacher motivation and high-stakes standardized assessment: the impact of school reform policy on the classroom. (Master of Arts), Louisiana State University and Agricultural and Mechanical College.
- Tremblay, K., Lalancette, D., & Roseveare, D. (2012). Assessment of higher education learning outcomes design and implementation. (Vol. 1): OECD.
- USAID. (1996). Conducting Key Informant Interviews *Performance Monitoring and Evaluation*.
- UNICEF. (2000). Defining Quality in Education Working Paper Series New York, USA UNICEF.
- Wall, D. (2013). Washback in language assessment. *The Encyclopedia of Applied Linguistics*, (1-6).
- Ward, D. M. (2012). The effects of standardized assessment (NAPLAN) on teacher pedagogy at two Queensland school. (Bachelor of Education: Primary (Hon's), Queensland University of Technology Queensland.
- Wray, J. B. (2016). Principals' perspectives on the effect of standardized testing on teaching and learning (Doctor of Education), Walden University Retrieved from <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=3284&context=dissertations>

s

Appendix

Appendix (A)

Study Setting

For the present study, the data has been collected over a period of ten weeks from November 2018 to January 2019 from Rawalpindi city.

Education Structure

The education system in Pakistan is three-tier: elementary (grade 1-8), secondary (grade 9-12), and tertiary or higher education, after 12 years' schooling. Elementary education is split into primary (grade 1-5) and elementary/middle (grade 6-8) and is catered in primary and elementary schools (Government of Pakistan, 1998).

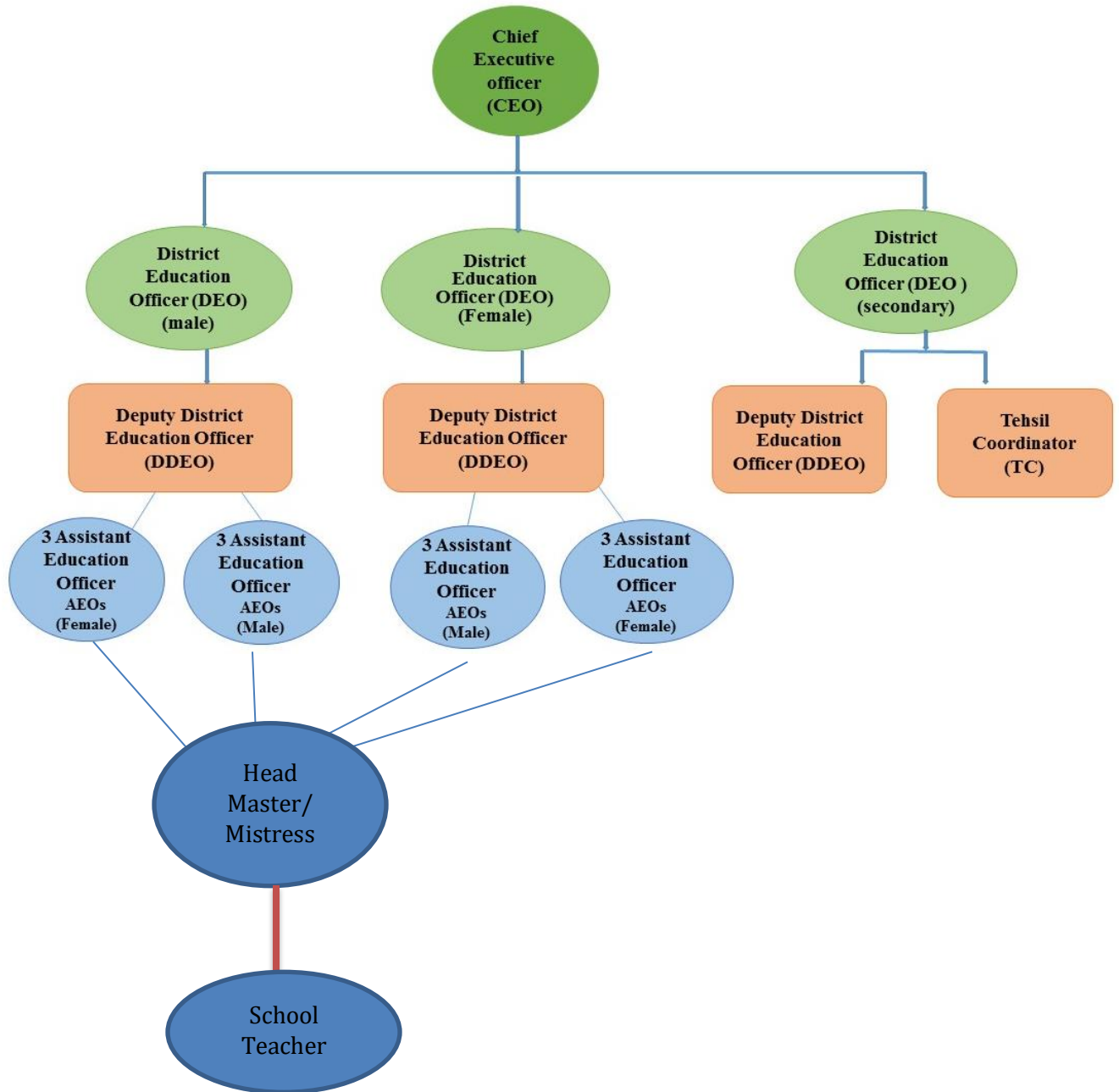
In Rawalpindi, according to School Education Department² (SED) there are total 1,927 public schools in which 1,198 are primary, 301 middle and 428 high and higher secondary schools³. A total of 17443 teachers are working in public schools of Rawalpindi in which 5232 in primary, 3320 in secondary and 7618 in high and 1273 in high secondary schools.

Education system is highly structured and bureaucratic, with multiple layers of management which is explained in the figure below;

² <https://schools.punjab.gov.pk/schools>

³ https://schoolportal.punjab.gov.pk/sed_census/

Figure: Administrative structure of Education department⁴



⁴ Figure Source: Author's Conceptualization

Monitoring and Evaluation

Punjab government has established monitoring unit at district level to monitor the functioning of different departments in order to improve them. The main function of District Monitoring Office (DMO) includes;

- Education Department Monitoring
- Free textbook distribution to the students
- Health Department Monitoring
- Missing facilities scheme Monitoring
- Punjab Education Foundation restructuration
- School Councils reactivation
- Recruitment of teachers
- Awareness Campaigns
- Make sure of teacher availability in schools
- Quality of Education
- Inspection of Special Education Centers/Institutions
- Annual Schools Census for decision makers

Under the responsibilities assigned to DMO office, one main function of monitoring office is to keep check on quality of education and improve the quality of education across all public schools of Punjab. For this purpose Monitoring and Evaluation Assistants (MEA) also play a key role. The data is being collected by them on different indicators to keep check on service delivery and quality of education. LND being the indicator of quality education across all public schools of

Punjab is being evaluated by MEA as third party evaluators to evaluate teaching quality and learning outcomes of students.

Appendix (B)

Consent Form

اجازت نامہ

السلام علیکم!

میں (PIDE) Pakistan Institute of Development Economics کی M. Phil Public Policy student کی ہوں۔ میں اپنی ڈگری کے لئے Thesis لکھ رہی ہوں۔ اس مقصد کے لیے مجھے 3 جماعت کے سکول ٹیچرز کا Interview کرنا ہے۔ مجھے ان کے Interview کرنے کے لیے آپ کی اجازت درکار ہے۔ یہ Interview مکمل طور پر تعلیمی مقصد کے لیے استعمال کیے جائیں گے اور ان کا مقصد کسی قسم کا پروپراگنڈہ یا سیاسی فائدہ حاصل نہیں کیا جائے گا۔

دورانیہ

انٹرویو کا دورانیہ تقریباً 30 منٹ سے 45 تک ہو گا۔ ایسا ممکن ہے کہ کچھ سوالات آپ کو پریشان کریں یا آپ ان کے جواب نہ دینا چاہیں۔ اگر ایسا ہو تو آپ ان سوالات کے جواب دینے سے انکار کر سکتے ہیں یا اس انٹرویو کو کسی بھی وقت روک سکتے ہیں۔

آڈیو ریکارڈنگ

آپ سے لی گئی تمام معلومات ہمارے لیے بہت اہم ہے اس لیے ہم آپ کے جوابات لکھیں گے۔ اس کے علاوہ اگر آپ اجازت دیں گے تو آپ کی آواز کو ریکارڈ کیا جائے گا تاکہ اگر کوئی معلومات لکھنے سے رہ جائے تو ضرورت پڑنے پر اس سے فائدہ حاصل کر سکیں۔ اگر آپ آواز ریکارڈ کرنے کی اجازت نہیں دیں گے تو ہم جو بات صرف لکھیں گے۔

رازداری

یہ میری پیشہ ورانہ ذمہ داری ہے کہ آپ سے لی گئی تمام معلومات کو راز میں رکھا جائے گا۔

مزید معلومات کے لیے کس سے رابطہ کیا جاسکتا ہے؟

مزید معلومات جاننے کے لیے آپ اس website www.pide.org.pk کو visit کر سکتے ہیں یا اس نمبر پر رابطہ کر سکتے ہیں. 051-9248065.

آپ کے تعاون کا شکریہ

Appendix (C)

Semi Structured Interview Guide

انٹرویو گائیڈ

انٹرویو کی تفصیلات

انٹرویو دینے والے کی تفصیلات

نام: _____ انٹرویو کی تاریخ: _____

سکول کا نام: _____ انٹرویو کا وقت: _____

جگہ کا پتہ: _____ انٹرویو کرنے کا طریقہ: _____



School Of Public Policy

Pakistan Institute of Development Economics (PIDE)

Islamabad, Pakistan

www.pide.org.pk

انٹرویو کے سوالات

- 1- آپ اپنا مختصر سا تعارف کروائیں اور یہ بتائیں آپ کتنے عرصے سے Teaching کے شعبہ سے منسلک ہیں؟
- 2- آپ تیسری جماعت کو کون سا مضمون پڑھاتے /تی ہیں؟
- 3- آپ مجھے LND ٹیسٹ پروگرام کے متعلق کچھ بتائیں؟
 - 1-3 LND پروگرام کیا ہے؟
 - 2-3 LND پروگرام کا مقصد کیا ہے؟
 - 3-3 اس ٹیسٹ پروگرام پر عمل درآمد کرنے کا کیا طریقہ ہے؟ آپ بچوں کو اس ٹیسٹ کے لیے کیسے تیار کرتے ہیں؟
 - 4-1 بطور استاد آپ کا LND پروگرام کے بارے میں کیا خیال ہے؟
 - 2-4 آپ کے خیال میں ٹیسٹ یہ طلباء کے لیے کارآمد ہے؟
 - 3-4 اگر ہاں تو کیسے؟
 - 4-4 اگر نہیں تو کیوں؟
 - 5-1 کیا آپ کے خیال میں LND ٹیسٹ ٹیچرز کی Job Responsibility کے مطابق ہے؟
 - 2-5 ٹیچرز جو کام روزمرہ کرواتے ہیں اس کے مطابق ہے؟
 - 3-5 اگر ہاں تو کیسے؟
 - 4-5 اگر نہیں تو کیوں نہیں؟
 - 6- کیا LND Test کے آنے کے بعد 3 جماعت کو روزمرہ پڑھانے والا نصاب متاثر ہوا؟
 - 1-6 اگر ہاں تو کیسے؟
 - 2-6 اگر نہیں تو کیوں نہیں؟
 - 7- کیا LND Test نے روزمرہ پڑھانے کے طریقے کو متاثر کیا؟

- 7-1 اگر ہاں تو کیسے؟
- 7-2 اگر نہیں تو کیوں نہیں؟
- 8- کیا LND Test نے روزمرہ کلاس روم کی سرگرمیوں کو متاثر کیا؟
- 8-1 اگر ہاں تو کیسے؟
- 8-2 اگر نہیں تو کیوں نہیں؟
- 9- اس پروگرام پر عمل کرنے اور زیر استعمال لانے کے بارے میں بتائیں؟
- 9-1 کس حد تک اس پر عمل ہوا؟
- 9-2 کیا آسان تھا؟
- 9-3 نہیں ہوا تو کیوں نہیں ہوا؟ کیا مشکل تھا؟
- 10- آپ کے خیال میں یہ پروگرام کتنا قابل قبول رہا؟
- 11- آپ کے خیال میں اس پروگرام کی منفی بات کیا تھی؟ اور آپ کے خیال میں اس کو کیسے تبدیل یا ٹھیک کیا جاسکتا ہے؟
- 12- اس پروگرام کو مزید بہتر بنانے کے لیے آپ کیا تجویز دینا چاہیں گے؟
- 13- پروگرام میں والدین کی شمولیت کے بارے میں بتائیں۔
- 13-1 ان کا کیا کردار تھا؟ ان کا کیا کردار تھا۔
- 13-2 کیا ان کو شامل کرنا چاہیے؟
- 13-3 کیسے مددگار ہو سکتے ہیں؟
- 14- کیا آپ چاہیں گے کہ مستقبل میں بھی ایسے مزید پروگرام ہوں؟
- 14-1 اگر ہاں۔ تو اس بارے میں اپنی رائے دیں۔
- 15- ایسی کوئی بات جو میں نہ پوچھ سکی ہوں اس گفتگو کے دوران اور اس موضوع کے لحاظ سے ضروری ہے اور آپ بتانا چاہیں۔