INVESTIGATING THE GROUND REALITIES OF LITERACY AND NUMERACY DRIVE ASSESSMENT SYSTEM IN GOVERNMENT SECTOR SCHOOLS

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Abstract

The impact of the Literacy and Numeracy Drive (LND) on three-class students' learning in public schools in District Lodhran was examined in this study. It assists in determining the validity and reliability of Monitoring & Evaluation Assistant (MEAs), monthly indicators for LND assessment to assess Primary School Teachers (PST) performance, attitude, and behaviour, as well as the appropriateness of Student Learning Outcomes (SLOs) in the subject of English. This study utilized a quantitative research design in which 07 students from three class were selected from 168 representative schools. Two MCQs type English papers were developed based on MEA's Tablet Base Criterion for assessing students' performance. In these papers, 8 MCQs based on SLOs were provided in November and December. These papers were given to 07 students selected randomly from each class, and the results were subsequently sorted markaz-wise. These markaz-wise collected results were analyzed by comparing actual markaz-wise results and the results displayed on PITB Website. The findings

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revealed that the LND application was not effective due to issues with SLOs in English content, MEAs monthly indicators, learners' mother tongue, non-supportive parental behaviour, Punjab School Education Departments' high expectations for SLO achievement, and assessment procedure.

Introduction

Education is a persistent practice of social advancement to refine awareness, abilities, and competencies to accomplish particular objectives. It is a basic and fundamental right of every person for improving skills in several aspects of life (Haider, Munawwar, & Ismat, 2019). Education plays a vital role in developing public wisdom in an elected society. It empowers the personages to accomplish their duties for humanity's most acceptable scenarios (Tilbury, 2011). In a broad sense, A person is educated and cultured by his or her aptitude, by family life, by matrimonial, by ancestry, by restitution, by travel, and so forth (Makwinja, 2017). An individual has interaction with countless objects, societies, organizations, and concepts from birth to death. He accomplishes innovative understandings, and these skills carry a transformation in his performance. Education is the acquisition of these diverse proficiencies (Eze, Chinedu-Eze, & Bello, 2018).

Hence, education is always considered the foremost concern of consecutive administrations in Pakistan since its establishment (Haider & Amjad, 2020) To improve quality in an educational environment, especially in the public sector, the government tries its best to improve contents, syllabus, and curriculum in all education levels in Elementary, Secondary, or Higher Education (Zirkel & DuPaul, 2007). Children's initial ages (from birth to 8 years) are acknowledged as a dynamic phase in their physical, verbal, rational, and expressive development. Early childhood education (ECE) delivers the basis for expanding life-long abilities and successive knowledge (Yousafzai, 2019). In Pakistan, there are two stages in elementary level education, one is primary, and the other is elementary. On behalf of these stages' teachers' designations are categorized into PST and Elementary School Teacher. At the primary level, different evaluation systems are found, such as the Punjab Examination Commission (PEC), Mentoring by Assistant Education Officers (AEO), and Monitoring by Assistant Monitoring and Evaluation Assistants (Khattak, 2012). Each month, MEA visits are altered, preventing MEA from developing personal relationships with school staff in any particular field. (Kashif Ishaq, Zin, Rosdi, Abid, & Farooq, 2019).

Under the leadership of the Chief Minister of Punjab, this test system called the LND was introduced in September 2015 to develop literacy and

numeracy skills in primary-level (three-class students). Because, before this LND assessment system, the conventional methods of assessment on a large-scale (such as PEC Examinations and Mentoring by DSD) were used which were costly, complex, and infrequent. The learners' evaluation is a participating renewal procedure that offers the required facts and materials you want on your learners' learning. Involves you and other personnel in examining and consuming these facts and materials to settle and develop teaching and learning (Chishti, Tahirkheli, Raja, & Khan, 2011). It creates suggestions about learners' intended outcomes, monitors you in formulating rules about learning and formal enhancements, and evaluates whether variations are developing or impacting learners' understanding. The foremost ground of assessment is to encourage individuals' learning. The evaluation provides recommendations on how people advance during a given learning cycle in compliance with pre-defined criteria and on the accomplishment of learning at the end of this time. In assessment, the empirical (cognitive) and behavioural (affective) fields need excellence.

Literacy is usually the ability to consciously and inactively use written language. The ability to use communication skills like reading, writing, spelling, listening, and communicating is another typical literacy definition (Keefe & Copeland, 2011). Literacy is essential for economic development and also for the comfort of individuals and society. When learners in our country have a chance of higher literacy, our financial system will strengthen. It will only be possible to achieve simple schooling by giving each human community fair living opportunities. An individual will consider literate who can keep in every part of that behaviour in which literacy is necessary for the sound performance of own or for the community to make him enable for reading, writing and computation for own or society development (Velardo & Drummond, 2017)

Literacy is a right for all humans, a way of empowerment for individuals, and a means for communal and person's progress. There is no solo, accurate analysis of literacy that would be collectively established. There are several challenging definitions, and these definitions are frequently varying and developing (Campano, 2019). Literacy is now more than reading and writing – it concerns now our communication in every sector. The community needs fairness in our social interactions and relations and local, national, and international information about culture, art, and language, predominantly English in developing countries (Erickson & Koppenhaver, 2020). Literacy is a critical factor in economic growth contribution to reduce poverty, crimes and support democracy for the better and smooth political environment, boost community commitment, provide information to society about emerging diseases and their preventions, improve the civilizing assortment via literacy plans in minority languages, direct to decrease birth ratio, basis for growing education, self-respect, self-

belief, individual's confidence, and empowerment, improve health and raise social development.

On the other hand, numeracy is the capability to use numbers for solving problems of daily life. It means skills and expertise individuals must have to use numbers and mathematical questions and solution skills to implement in their daily lives. Numeracy is also essential as literacy makes the individual logical thinkers and uses reasoning strategies in their daily activities (Macqueen et al., 2019). Numeracy skills occupy identification of numbers, numeration, finding number's difficulty, calculating, grouping, and summing up, subtracting, multiplication, division of numbers, and so on. Numeracy awareness is crucial for individuals to be logical thinkers and use reasoning strategies in their daily activities (Roberts, 2020). In every profession, we have to use computing skills to solve problems that can only be possible due to numeracy. So, numeracy awareness is vital for our better and skillful performance.

During their monthly visits to each Punjab public school, a low-cost tablet-based student assessment application used by the MEA was launched by the Punjab School Education Department (PSED) and the Punjab Information Technology Board (PITB). This application aimed to eradicate the ramifications of different variables, such as expenditure, complexity, and infrequency. This LND assessment is linked to a robust question bank, and each question is labelled with the appropriate SLOs (About LND, 2019). This monitoring information is also used to prepare a cumulative ranking that sets the weightage for the different variables in the monthly monitoring form and then organizes the PMIU for the performance rating of this district-wise data (Ishaq, Zin, Abid, Rosdi, & Ali, 2020).

In this LND assessment system, all MEAs have been instructed to select seven students randomly from three class of each public school to take on the spot-test on their tablets based on a central question bank. These assessment questions are in the shape of multiple-choice questions presented to randomly selected students. This process of LND assessment typically takes almost 5 minutes per student to complete the evaluation. Around 329,000 students are tested every month. The outcomes of LND assessments from all Punjab public schools are shared with education administrators via an online dashboard (PMIU) and SMS alerts (Ishaq, Zin, Rosdi, Abid, & Farooq, 2019). From September 2015 to 2019, 8 versions of the LND assessment "Kitabcha" have been applied. In the first edition of LND 'Kitabcha,' there were 08 SLOs of English, Urdu, and Math and 08 SLOs of English, Urdu, and Math in the next version. In the second version, their number increased from 8 to 16 and then to 18 (LND Kitabcha, n.d.)

PSED updated the LND evaluation system for class three in August 2019 to increase the number of SLOs and introduced the Litnum Hour Resource Pack (LHRP). It is essentially an hour in a week to update the fundamental principles in Urdu, English, and Mathematics. The Quaid-e-

Azam Academy for Educational Development (QAED) has prepared 36 lesson plans for educators to successfully teach three class students to ready them for the LND test. Three subjects are taught through these lesson plans such as English, Urdu, and Mathematics (Punjab, 2019). Various topics are illustrated in these lesson plans with stories and poetry to increase students' interest in learning about LND's basic skills.

The Government of Pakistan launched these quality improvement programs not only in higher education but also in the school education sector, particularly in Punjab, to enhance education quality. In 1959, the Education Institution Center in Lahore, later renamed the Directorate of Staff Development (DSD), was founded. Its mission was to increase the educational field's standard of education to meet the government's objectives. Its emphasis was mainly on the success of teachers and their character building. The Education Institution Center focused continuously on teachers' professional development skills based on local models until 1994. This LND appraisal was funded by a variety of organizations such as Paki-Canada Debt Swap Project (PCDSP), UNICEF and the Society for the Advancement of Education (SAHE), and the British Council (Nasreen & Odhiambo, 2018).

The intention is to develop a politically, socially and economically well-informed, committed, mature person to serve as a teacher to make their students and society well known. It can only be achieved if educational institutions and workers successfully provide students with the best formal education in all public schools in Punjab. Therefore, to fulfil their higher quality objectives and overcome learning languages, the Government of Punjab launched a primary-level LND appraisal framework in 2015. This measurement method has been applied since 2015 but has not been studied in terms of utility. Therefore, this is the first study on LND in South Punjab, revealing this assessment systems' actual situation.

Research Methodology

The main objective of this study was to explore the ground realities of the LND assessment system and trace the degree of appropriateness of SLOs provided in the subject of English to three class students in public schools of district Lodhran. The research study was descriptive since it is relevant to the current and real situation and adopted the widely used survey approach for data collection (Haider & Dilshad, 2015; Haider & Qureshi, 2016).

Population and Sample

The population of this study comprises 49 education markaz consisting of a total of 756 public schools of district Lodhran. 20 education markaz in tehsil Dunyapur, which have 313 public schools, 13 education markaz in tehsil Kahrorpacca that have 171 public schools and 16 education markaz in

tehsil Lodhran comprise 272 public schools. Out of total 49 education markaz and 756 public schools of district Lodhran, 12 education markaz (04 from each tehsil) comprising 168 public schools were purposively selected as a study sample. From each public school, 07 students of class three were randomly selected to take LND test. So, total 1176 students of class three participated in this study.

Measures

This research collected data from three class students through two MCQs-based English papers (one for November and the other for December) prepared by the researchers following the MEAs Tablet Base Assessment pattern. In each paper, there were 8 MCQs developed according to the SLOs mentioned in November and December (comprehension, Correct Spelling, Action Words, Use of Is-Am-Are, Preposition, and Punctuation) of LND Assessment System. These papers were conducted on randomly selected 07 students of three class, and then collected results were arranged markaz-wise.

By comparing the markaz-wise actual results and the LND Assessment System results displayed on the PITB website, these results were evaluated to understand the truth about the level of learning of three class students in public schools.

Data Analysis

Data gathered through MCQs type English papers to know about the students' English learning achievements was analyzed through SPSS 22nd software.

Table 1: Paired Sample t-test for Test Results Displayed on PITB Website and Test Results taken by Researchers of Tehsil Dunyapur for November 2020

Markaz Name	PITB Result		Test Result		n	t-value	Sig
	Mean	SD	Mean	SD			
Dunyapur (M)	81.14	2.93	30.21	2.86	14	40.992	.000
Chak 369/WB (M)	75.06	3.34	27.53	2.19	15	40.329	.001
Zakhira (F)	77.38	2.18	29.0	3.24	13	86.264	.021
Chak 37/M (F)	90.78	2.93	28.78	4.06	14	42.573	.003

Comparing PITB results available on their website and the real results obtained by taking a test in sampled schools of Tehsil Dunyapur for November is presented in Table 2. In male Markaz of Dunyapur, the LND results reported by PITB have mean value of $M = 81.14$, $SD = 2.93$, while, test results average score was $M = 30.21$, $SD = 2.86$ which identified a significant difference between actual result and reported result $t(13) = 40.992$, $Sig = .000$. Similarly, in male Markaz of Chak 369/WB, the LND results reported by PITB has mean value of $M = 75.06$, $SD = 3.34$, while, test results mean value was $M = 27.53$, $SD = 2.19$ which showed a significant difference between test result and PITB result $t(14) = 40.329$, $Sig = .001$. Moreover, in female Markaz of Adda Zakhira, the LND results reported by PITB has mean value of $M = 77.38$, $SD = 2.18$, whereas, test results mean value was $M = 29.0$, $SD = 3.24$ which showed a significant difference between test result and PITB result $t(12) = 86.264$, $Sig = .021$. Finally, in female Markaz Chak 37/M, the LND results reported by PITB have a mean value of $M = 90.78$, $SD = 2.93$. In contrast, test results average score was $M = 28.78$, $SD = 4.06$, which suggested a significant difference between test result conducted by researchers and reported the result of PITB $t(13) = 42.573$, $Sig = .003$.

Table 2: Paired Sample t-test for Test Results Displayed on PITB Website and Test Results taken by Researchers of Tehsil Kahrorpacca for November 2020

Markaz Name	PITB Result		Test Result		n	t-value	Sig
	Mean	SD	Mean	SD			
Kahrorpacca (M)	88.00	3.04	27.66	2.46	12	60.640	.004
Dhanote (M)	77.27	2.53	29.09	2.50	11	54.607	.002
Alipur Kanju (F)	80.84	2.76	27.76	3.39	13	44.203	.003
Gahimammar (F)	74.38	1.75	28.69	3.42	13	50.292	.000

The results revealed a comparison of PITB results available on their website and the actual results taken by tests in sampled schools of Tehsil Kahrorpacca for November (See table 3). In Kahrorpacca male Markaz, the results of LND assessment of PITB have mean value of $M = 88.00$, $SD = 3.04$, while, test results average score was $M = 27.66$, $SD = 2.46$ which expressed a significant difference between test results and PITB results $t(11) = 60.640$, $Sig = .004$. Likewise, in male Markaz of Dhanote, the LND results reported by PITB has mean value of $M = 77.27$, $SD = 2.53$, while, test results mean value was $M = 29.09$, $SD = 2.50$ which showed a significant difference between test result and PITB result $t(10) = 54.607$, $Sig = .002$.

Moreover, in female Markaz of Alipur Kanju, the LND results reported by PITB has a mean value of $M = 80.84$, $SD = 2.76$, whereas, test results mean value was $M = 27.76$, $SD = 3.39$, which explained a significant difference between the test result and PITB result $t(12) = 44.203$, $Sig = .003$. Finally, in female Markaz of Gahimammar, the LND results reported by PITB have a mean value of $M = 74.38$, $SD = 1.75$. In contrast, test results average score was $M = 28.69$, $SD = 3.42$, which suggested a significant difference between test result conducted by researchers and results reported by PITB $t(12) = 50.292$, $Sig = .000$.

Table 3: Paired Sample t-test for Test Results Displayed on PITB Website and Test Results taken by Researchers of Tehsil Lodhran for November 2020

Markaz Name	PITB Result		Test Result		n	t-value	Sig
	Mean	SD	Mean	SD			
Lodhran (M)	70.29	2.49	29.23	3.49	17	37.565	.02
Bhutaji (M)	74.93	2.74	28.87	3.11	16	46.165	.004
Lodhran (F)	64.93	2.63	28.93	2.25	15	39.324	.003
Meharabad (F)	86.00	2.85	28.60	1.95	15	61.388	.03

The results manifested a comparison of PITB results available on their website and the real results obtained through English tests conducted in sampled public schools of Tehsil Lodhran in November 2020 (See table 4). In Lodhran male Markaz, the results of LND assessment of PITB have mean value of $M = 70.29$, $SD = 2.49$, while, test results average score was $M = 29.23$, $SD = 3.49$ which explained a significant difference between English tests results and PITB results $t(16) = 37.565$, $Sig = .02$. Similarly, in male Markaz of Bhutaji, the LND results reported by PITB has mean value of $M = 74.93$, $SD = 2.74$, while, test results mean value was $M = 28.87$, $SD = 3.11$ which showed a significant difference between test result and PITB result $t(15) = 46.165$, $Sig = .004$. Moreover, in female Markaz of Lodhran, the LND results reported by PITB has mean value of $M = 64.93$, $SD = 2.63$, whereas, test results mean value was $M = 28.93$, $SD = 2.25$ which explained a significant difference between test results and PITB results $t(14) = 39.324$, $Sig = .003$. Finally, in female Markaz of Meharabad, the LND results reported by PITB have a mean value of $M = 86.00$, $SD = 2.85$. In contrast, test results average score was $M = 28.60$, $SD = 1.95$, which suggested a significant difference between test results conducted by researchers and results reported by PITB $t(14) = 61.388$, $Sig = .03$.

Table 4: Paired Sample t-test for Test Results Displayed on PITB Website and Test Results taken by Researchers of Tehsil Dunyapur for December 2020

Markaz Name	PITB Result		Test Result		n	t-value	Sig
	Mean	SD	Mean	SD			
Dunyapur (M)	82.07	2.23	27.50	2.87	14	58.307	.001
Chak 369/WB (M)	90.60	3.37	27.53	4.51	15	54.527	.003
Zakhira (F)	83.00	1.41	26.84	2.88	13	66.364	.002
Chak 37/M (F)	82.92	2.40	27.07	2.20	14	82.360	.005

Comparing PITB results available on their website and the real results obtained by taking a test in sampled schools of Tehsil Dunyapur for December presented in Table 5. In male Markaz of Dunyapur, the LND results reported by PITB have mean value of $M = 82.07$, $SD = 2.23$, while, test results average score was $M = 27.50$, $SD = 2.87$ which identified a significant difference between actual result and reported result $t(13) = 58.307$, $Sig = .001$. Similarly, in male Markaz of Chak 369/WB, the LND results reported by PITB has mean value of $M = 90.60$, $SD = 3.37$, while, test results mean value was $M = 27.53$, $SD = 4.51$ which showed a significant difference between test result and PITB result $t(14) = 54.527$, $Sig = .003$. Moreover, in female Markaz of Zakhira, the LND results reported by PITB has mean value of $M = 83.00$, $SD = 1.41$, whereas, test results mean value was $M = 26.84$, $SD = 2.88$ which showed a significant difference between test result and PITB result $t(12) = 66.364$, $Sig = .002$. Finally, in female Markaz Chak 37/M, the LND results reported by PITB have a mean value of $M = 82.92$, $SD = 2.40$. In contrast, test results average score was $M = 27.07$, $SD = 2.20$, which suggested a significant difference between test result conducted by researchers and reported the result of PITB $t(13) = 82.360$, $Sig = .005$.

Table 5: Paired Sample t-test for Test Results Displayed on PITB Website and Test Results taken by Researchers of Tehsil Kahrorpacca for December 2020

Markaz Name	PITB Result		Test Result		n	t-value	Sig
	Mean	SD	Mean	SD			
Kahrorpacca (M)	75.16	3.01	29.75	1.95	12	50.464	.005
Dhanote (M)	73.27	2.00	28.81	1.53	11	52.547	.01
Alipur Kanju (F)	87.46	2.90	28.38	2.72	13	51.545	.003
Gahimammar (F)	80.00	2.97	27.00	3.00	13	52.333	.000

The results revealed a comparison of PITB results available on their website and the actual results taken by tests in sampled schools of Tehsil Kahrorpacca for December (See table 6). In Kahrorpacca male Markaz, the results of LND assessment of PITB have mean value of $M = 75.16$, $SD = 3.01$, while, test results average score was $M = 29.75$, $SD = 1.95$ which expressed a significant difference between test results and PITB results $t(11) = 50.464$, *Sig* = .005. Similarly, in male Markaz of Dhanote, the LND results reported by PITB has mean value of $M = 73.27$, $SD = 2.00$, while, test results mean value was $M = 28.81$, $SD = 1.53$ which showed a significant difference between test result and PITB result $t(10) = 52.547$, *Sig* = .01. Moreover, in female Markaz of Alipur Kanju, the LND results reported by PITB has a mean value of $M = 87.46$, $SD = 2.90$, whereas, test results mean value was $M = 28.38$, $SD = 2.72$, which explained a significant difference between the test result and PITB result $t(12) = 51.545$, *Sig* = .003. Finally, in female Markaz of Gahimammar, the LND results reported by PITB have a mean value of $M = 80.00$, $SD = 2.97$. In contrast, test results average score was $M = 27.00$, $SD = 3.00$, which suggested a significant difference between test result conducted by researchers and results reported by PITB $t(12) = 52.333$, *Sig* = .000.

Table 6: Paired Sample t-test for Test Results Displayed on PITB Website and Test Results taken by Researchers of Tehsil Lodhran for December 2020

Markaz Name	PITB Result		Test Result		n	t-value	Sig
	Mean	SD	Mean	SD			
Lodhran (M)	71.11	3.15	29.52	3.35	17	35.273	.000
Bhutaji (M)	82.06	2.74	29.06	2.90	16	53.447	.002
Lodhran (F)	77.06	2.57	29.33	2.96	15	46.537	.003
Meharabad (F)	75.00	2.61	29.13	3.09	15	44.437	.001

The results manifested a comparison of PITB results available on their website and the real results obtained through English tests conducted in sampled public schools of Tehsil Lodhran in December 2020 (See table 7). In Lodhran male Markaz, the results of LND assessment of PITB have mean value of $M = 71.11$, $SD = 3.15$, while, test results average score was $M = 29.52$, $SD = 3.35$ which explained a significant difference between English tests results and PITB results $t(16) = 35.273$, $Sig = .000$. Similarly, in male Markaz of Bhutaji, the LND results reported by PITB has mean value of $M = 82.06$, $SD = 2.74$, while, test results mean value was $M = 29.06$, $SD = 2.90$ which showed a significant difference between test result and PITB result $t(15) = 53.447$, $Sig = .002$. Moreover, in female Markaz of Lodhran, the LND results reported by PITB has mean value of $M = 77.06$, $SD = 2.57$, whereas, test results mean value was $M = 29.33$, $SD = 2.96$ which explained a significant difference between test results and PITB results $t(14) = 46.537$, $Sig = .003$. Finally, in female Markaz of Meharabad, the LND results reported by PITB have a mean value of $M = 75.00$, $SD = 2.61$. In contrast, test results average score was $M = 29.13$, $SD = 3.09$, which suggested a significant difference between test results conducted by researchers and results reported by PITB $t(14) = 44.437$, $Sig = .001$.

Discussions

Based on research findings of the questionnaire and comparison of November and December test results and results reported by PITB. It was confirmed that the LND assessment system was not much efficient for Grade 3, and several problems emerged explicitly in the subject of English. Shakil (2020) reported that the LND test is a failure. Only the wastage of the time as the teachers focus only on is, am, has, and have nothing else to meet the result. The findings of this study suggest that the majority of primary school teachers are unhappy with the LND assessment system because specific

challenges, such as clutter issues in the English section of the LND, confuse students and cannot focus on idea formation, and the lack of motivation on the part of parents of high school students is more dissuasive than learning English. Our study results are also in line with the findings of Ishaq, Zin, Rosdi, Abid, and Farooq (2019) argued that the material in the smartphone application was not relevant to the curriculum and that it was not appropriate to studying English because the content in the LND was different from the book and all the contents had to be memorized by students to get good marks in-class assessments.

Besides, the anxiety of research by MEAs was influential and served as a negative response factor for students during the LND assessment. Lodhi et al. (2019) suggested that fear of the monitoring assessment officer performing the test is also influential. It is a significant factor in the adverse reaction during the examination of students on the tab. Therefore, tracking and assessment assistants' distrust must be eliminated for improved LND English practice test results. Urban and rural students' learning behaviour is different. English teachers have trouble teaching the values of comprehension at the three-class level, and there is not enough time for teachers to schedule the LND test with other subjects. Shakil (2020) also supported this study's findings that less trained teachers teach in public schools.

Reading competitions are not conducted at any level. Comprehensive and well-designed training is required to train those teachers who are teaching English in schools. English content SLOs offer a forum for developing writing skills rather than speaking skills. Teachers do not demonstrate their commitment to teaching the English portion of the LND exam because of reinforcement and abuse. Reflective Notes and Litnum Hour Resource Pack make it more difficult for English teachers to work. The findings of Ishaq, Zin, Abid, Rosdi, and Ali (2020) also verified that several problems had been identified: usability, architecture, information, functionality, and evaluation. The LND mobile application is not effective in teaching grade three students. The LND outcome is influenced by the random collection of 7 students and providing an on-the-spot exam. The language barrier is another challenge in learning and solving the English part. Parents of students display less interest in planning LND tests at home.

Also, the study results showed that this LND Appraisal Method has several facets. Four of these main factors include the advancement of reading and numeracy skills of three high school pupils, applying ICT knowledge to three students in the classroom, and the professional growth of low-grade teachers. To substitute conventional testing approaches, to create a mature individual who is spiritually, socially, and economically well-informed, committed, aggravated, knowledgeable, professional, motivated, and well-developed to serve as a teacher to make their students and their society well-established in all public schools to provide their students with a

top-quality education. It is a perfect source for an online dashboard (PMIU) and SMS alerts to share with school administrators the success of student accomplishments.

The observations obtained from the questionnaire and the comparison between the results of the MCQ in the English test and the results of the LND displayed on the PITB website indicate that this system does not play an essential role in the development of learning for students and that the results shown by this evaluation system are counterfeit. All the results of this LND are based on the tastes and dislikes of the MEA. The centre of the LND exam, which confuses both students and professors, is a spot test. To solve such LND English SLOs, the level of creativity of students in this age is not so high as (loudly read letters and words for proper sound replication, to determine nonfictional information to answer using intensive reading strategies to apply critical thought to text interaction, recognize questions on behalf of the paper, use summary skills to include missed terms in a fragmented summary, rehearsal, narrate stance poetry, laws, and regulations for the use of an indefinite article, accept the use of words as verbs. Use action verbs in oral and written communication. To escape from this critical situation and send full results to SED, teachers are doing illegal favours to MEAs, which also become an element of the harassment of both male and female teachers by their officers and evaluators. All educators use political compliance to stop teaching in three grades.

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