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### Comparing the Elementary Education of Pakistan and Malaysia; Focus on Pedagogy and Assessment: A Document Analysis

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#### ABSTRACT

The purpose of the study was to look into Malaysian and Pakistani pedagogy and assessment methods. The study examines Pakistan's 2009 National Education Policy document, which highlights the need to encourage both instructors and students as one of the larger objectives for teaching and learning at all levels. These have been conceptualized in the literature in terms of a wide range of skills, many of which are related to evaluation. These abilities suggest the capacity and readiness to pose insightful queries about the information being delivered. To better understand how to enhance Pakistan's educational system, the researcher examined the educational systems of Malaysia and Pakistan with a particular emphasis on pedagogy and evaluation methods. This study compares the primary school educational system. This study's main objectives were to obtain an understanding of the Pakistani educational system and the pedagogical and assessment practices of the Malaysian elementary education system. To accomplish these goals, the researcher examined the educational plans and policies of Malaysia and Pakistan and emphasized a few pedagogical and evaluation strategies that have been implemented in both countries between 1992 and 2020. The researcher used a qualitative approach and researched document analysis for this goal. At the conclusion, the researcher offered suggestions for enhancing Pakistan's educational system, which made it easier for the reader to implement or modify those measures and enhance Pakistan's basic education system. Pakistan needs to strengthen its methods of instruction. Instructors must implement assessment strategies in the classroom based on the needs of their students and the subject matter. To cultivate critical thinking, independence, and active learning in students, 21st-century skills dictate that traditional teaching approaches must be modified and replaced with a variety of innovative techniques depending on the needs, learners' levels, and topic matter. Give educators the knowledge they need to embrace and modify innovative pedagogical and evaluation methods so that they may implement them in the classroom and improve students' learning. To evaluate pupils' learning, there may be specific quality standards, precise criteria, and procedures. an exhaustive log of every pupil's action. To guarantee their overall growth, activities should be continued and they should be assessed according to their aptitude, knowledge, abilities, and intelligence.

**Keywords:** Pedagogy, Assessment, Pakistan, Malaysia, 1992-2020.

#### INTRODUCTION

Improving Pakistan's teaching and assessment methods is the issue that motivates the researcher to carry out this investigation. When researchers examined the educational systems of other nations for a comparative education course, they identified Pakistan's educational system's shortcomings. As a result, use innovative pedagogical and assessment approaches by contrasting them with the Malaysian educational system. To address the shortcomings and traps in our elementary school system, I am ahead of schedule with my research (USC

Library, August 6, 2020). The English educational system served as the primary source of inspiration for Pakistan's standard national education system. I conducted a comparative analysis of the elementary education systems in Malaysia and Pakistan for this project. This will assist Pakistani schools in enhancing their teaching and evaluation strategies. Comparing the elementary education systems was one of the research's goals.

To obtain knowledge about Pakistan's educational system by researching the teaching and evaluation methods used in Malaysia's elementary school system.

Preschool education in Pakistan was intended for children ages three to five. The population that formally corresponds to the degree of education divided by the total enrollment, regardless of age, was known as the gross enrollment ratio. Students who receive an elementary education learn the fundamentals of reading, writing, and math. Preschools in Malaysia began accepting pupils as early as four years old, though attendance was not required. Due to a lack of teacher preparation and assessment, the Sharif Commission's assessment system for Pakistani schools was unable to provide useful input on student performance. Exam results serve as a gauge of the effectiveness of the educational system. Only 50% of the 100 students that attend pass the secondary exam, according to the results of the public examination. 95% of students are left behind since only 5% of students can continue their education after passing the upper secondary exam (GOP, 2007). Only 40% of pupils pass the higher secondary examination. According to data from the Ministry of Education, 70% of enrolled primary school students (male students: 85%, female students: 57%), and 46% of middle school students (male students: 56%, female students: 35%) are attending school.

According to these statistics, half of primary school pupils completed their middle and secondary education. The medium of instruction, teaching and learning process, the transfer from school to college and exam were among the contributing reasons. However, the National Education Philosophy of Malaysia presents the view that stranded in a strong faith in and dedication to God, education in Malaysia was a continual endeavor to create or make the students who were harmonious in all aspects which include spiritually, emotionally, intellectually and physically. The NEP's objectives are incorporated into the curriculum, which supports the training and development of competent people who respect the country's desire for unity. Activities and educational programs aimed at achieving the following goals:

- i. Develop psychomotor, affective, and intellectual abilities in a comprehensive and integrated way to create people who are strong intellectually, physically, emotionally, and spiritually.
- ii. Promote national consciousness by cultivating shared ideals, values, ambitions, and allegiances to instill a sense of unity and national identity.
- iii. Generate people with the necessary abilities for the advancement of the country's economy.

- iv. Instill moral principles in people, encourage the development of their personalities and artistic abilities, and help them feel disciplined and accountable.
- v. Every person has an equal right to education and financial assistance for their upkeep as a student in any kind of educational setting. The Federal Constitution guarantees fundamental freedoms like as equality and rights in education.

The main goal is to obtain an understanding of the pedagogical and assessing advancements Pakistan can make. The researcher focused on the various forms of classroom assessment that are closely linked to the desired learning outcomes after studying the course of comparative education and observing that Malaysia's education system is more structured and their pedagogical and assessment methods are well-organized. Malaysia is not an anomaly.

A thorough evaluation of Malaysia's educational system was started in 2011 through ministry of education. The evaluation produced the Malaysian education Blueprint 2013–2025, whose primary goal is to provide students with a comprehensive education so they can compete in the global economy and society of the twenty-first century. Therefore, Pakistan has to develop more educational and assessment methods and approaches for progressing the value of education. This research purpose was to uncover all the hidden methods that we might employ to evaluate pupils' comprehension and make meaningful development. The administration, instructors, and students will all benefit from this study. In addition to knowledge and skills, a holistic assessment also takes values into account, which includes a child's social-emotional learning (SEL) (Stillman, Stillman, Martinez, Freedman, Jensen & Leet, 2017).

The academic curriculum is assessed both formatively and summatively in this classroom setting. A holistic approach is used to promote students' learning and development, boost their self-esteem and motivation to learn, and better prepare them for the future. The study raises knowledge of good pedagogical and assessment methods at the primary school level and demonstrates how to put ideas and techniques into practice to address any concerns that teachers and students may have with these practices.

#### **Research Objectives**

- 1) To compare the education system of Malaysia and Pakistan at elementary level.

- 2) To study the pedagogical and assessment practices of Malaysian elementary education system and gain insight for Pakistan education system for improving assessment practices in Pakistan.

### LITERATURE REVIEW

Pestalozzi consistently asserts that education is the matter of intellect, heart, hand and has its roots in human nature (Brühlmeier 2010). Connections between the community, spiritual ideals like serenity and the natural world all help to explain the purpose of education and life (Miller 2000). The primary concerns of the Pakistani elementary system are pedagogical and evaluation methods since every student in the elementary school are evaluated according to a set of methods. I limited my effort in both nations to primary school pedagogy and evaluation methods by making connections with earlier research and documentation. According to Alexander (2003), pedagogy is the way of teaching that goes along with it. The competencies required to formulate and defend the various decisions that makeup teaching. In essence, pedagogy encourages teaching and learning by adopting a perspective that values the contributions that each student makes to the classroom due to their diverse backgrounds. It teaches "to and through" the cultural frames of reference of the different students in the classroom, enabling them to build on their prior knowledge and see the significance of what they are learning (Gay, 2018).

Because a teacher is a practitioner who understands how to apply various pedagogies in various contexts, pedagogy is crucial in all fields. It would be more effective to combine guided exploration and instruction with pure discovery and "tinkering" to promote deep learning. Using pedagogy can help you teach more effectively and give your pupils a greater understanding of the content you are teaching. Massed Practice, Perspiration, Distributed Practice, Learning Probes, Keyword Method, and Sketch and Label Connections are some of the educational strategies.

One of the most important aspects of education is assessment, which helps as a feedback tool for teachers to improve their methods of instruction in addition to determining the extent to which the extent to which predetermined educational objectives have been met. One of the primary elements that goes into creating a teaching and learning environment of the highest caliber is assessment (William, 2010). Since assessment

facilitates learning, it is an essential chunk of education. Student can assess their understanding of course material when they can monitor their performance in the classroom. Students might be motivated by assessments as well. Depending on the scope of the assessment and the type of material being evaluated, there are numerous methods for conducting an assessment.

Direct and indirect assessments are two categories into which the assessment techniques can be divided. There are many different evaluation methods, such as surveys, syllabi and assignment inventories, embedded assessments, indirect assessments, and direct assessment methods. The primary concerns of the Pakistani elementary system are pedagogical and evaluation methods since every student in the elementary school are evaluated according to a set of methods. I limited my effort in both nations to primary school pedagogy and evaluation methods by making connections with earlier research and documentation. The research aims to investigate evaluation methods currently used in Pakistani elementary schools. To close the gaps between pedagogy and assessment methods, it also proposes changes and presents fresh approaches to assessment and pedagogy at the primary school level.

### Elementary Education

Conscience is formed via education. also stated that education is a process of ethically conforming consciousness and self-formation (Miller, 2000). Elementary education involves more than just teaching students the fundamentals of arithmetic and reading. It lays the groundwork for all future learning. During these formative years, students can develop their critical and creative thinking skills, problem solving abilities and gratitude of learning. This crucial stage of cognitive development yields skills that are necessary in high school and college. When students understand the importance of early education, they are better equipped to recognize and pursue their interests and strengths. In addition to allowing children to explore a wide range of interests—be they intellectual, athletic, or artistic—elementary education also supports parents and educators in identifying and nurturing their children's innate abilities. Moreover, pedagogy is any deliberate action taken by an individual to improve the learning of another (Watkins and Mortimer, 1999).

The abilities required to formulate and defend the various decisions that makeup education. Furthermore, pedagogy is defined as the practice that a teacher does with a group

of learners creates, enacts and experience (Leach Moons, 1999). It is also defined as the practice that a teacher together with a group of learners, creates, enacts and experience (Leach and Moon, 1999). One of the most important aspects of education is assessment, which serve as a feedback tool for teachers to improve their methods of instruction in addition to determining the extent to which predetermined educational objectives have been met. One of the primary elements that goes into creating a teaching and learning environment of the highest caliber is assessment (William, 2010).

- i. **The Background Knowledge probe is a** straight forward questionnaire that is sent to students before the beginning of a course, or prior to the commencement of new lesson or topic. Its purpose is to reveal students' preconceived notions.
- ii. **The Minute Paper** evaluates whether or not pupils are learning new information. Before class finishes, the teacher asks the class to compose and answer query. What did you learn the most from this lesson,

- and what crucial question is still unsolved?
- iii. **The Muddiest point** is among the easiest CATs to use to determine where kids are struggling. The method is having pupils write out a brief answer to a single question. Which part of the lecture, debate, homework assignment, movie, etc. was the murkiest? Muddiest refers to the most ambiguous or perplexing.
- iv. **The What's the Principle?** CAT is useful in courses requiring problem solving. After student figure, out what type of problem they ae dealing with they often must decide.
- v. **Classroom assessment techniques.** Classroom assessment techniques are generally simple non-graded anonymous in class activities designed to give you and your students useful feedback on the teaching learning process as it is happening.
- vi. **Defining Features Matrix:** The CAT provides students with a few problems and ask them to state the principle that best applies to each problem.

Table 1. Advantage of Assessment Approaches.

Approach	Advantages
Self-assessment	It encourages independent learning (Fernadez Cuervo, 2003) It motivates learner to take control of their learning (Garcia Beltran and Martinez,2006). It also increases self-confidence and improve learning (Garcia Beltran and Martinez, 2006). Calibration leads to self-regulation and metacognition (Murphy and Tenenberg, 2005).
Peer assessment	Communicates aims and criteria of assessment. Students work together and create a community of learning based on collaboration. Students recognize their errors by assessing their peers.

Ivan Huang Hung Ji identified three serious problems with the local school system in a letter titled "We need to reform the education system" that was published in the local English daily in July 2018. In a sense, parents who send their kids to school, tuition centers, and extra classes are putting them in the rat race and teaching them that success is only determined by accomplishments.

"The most critical criteria for guiding all other activities of the curriculum maker," according to Tyler, are the objectives. A description or statement of goal that offers direction and concentration is called an objective. Researching without goals is like embarking on a journey without knowing where you're going or how to get there. In Pakistan, the goals of primary education are to satisfy the learning needs that are basic of all individuals, to give them the means of subsistence, and to enhance their quality of life by lifelong learning. Raising the literacy rate and making primary education available to all.

The education sector's goals under the seventh Malaysian Plan were to create disciplined, morally upright citizens, guarantee fair access to high-quality education for all citizens so that their potential is realized, aid in the development of responsible, self-assured, creative, and hardworking individuals who can function well in a modern society, support students' acquisition of a variety of knowledge and skills, foster positive attitudes and behaviors, and advance the economy, culture, and maintenance of societal development. to make the person eligible to be considered a valuable part of their community.

The state of elementary education in Malaysia now and its evolution Based on the most recent findings of the Programs for International Student Assessment, Malaysia has not made significant progress. Ivan Huang Hung Ji identified three serious problems with the local school system in a letter titled "We need to reform the education

system" that was published in the local English daily in July 2018. In a sense, parents who send their kids to school, tuition centers, and extra classes are putting them in the rat race and teaching them that success is only determined by accomplishments.

Tests and evaluations are an integral part of pedagogy, which molds students' futures and gets them ready for the job. The main tool for either advancing students to a higher grade or retaining them in the same grade is the annual evaluation process. Pakistan's educational system is dealing with fresh difficulties. It is still not as developed as other developing nations in the area. Education is crucial to Pakistan's development. Notwithstanding recent improvements, the nation still has a long way to go before its citizens' level of education matches that of its neighbors in South Asia as well as to fulfill its own demands for social and economic growth (Khattak, 2012). The efficient management of extracurricular activities is crucial for the growth of kids' talents and the productivity of educators in elementary school. The primary goal of administration is to do tasks effectively, efficiently, and to the pleasure of each individual while also benefiting society as a whole.

## **METHODOLOGY**

Techniques for gathering, organizing, and evaluating data are referred to as methodologies. The entire framework of a research study, including sample size and composition, methods for gathering and processing data, and procedures for conducting data analysis, is called methodology. The current investigation employs a qualitative methodology. It also covers thematic analysis that is a technique used in qualitative research to examine, find and present theme or pattern in data. It is a popular method that is used to analyze many kinds of qualitative data like documents, surveys, observations, focus group and interviews. To meet the needs of the study, the researcher gathers data via analyzing documents. Document analysis is defined as a type of qualitative analysis in which the researcher interprets documents to provide a topic for assessment with voice and meaning. In order to obtain meaning, insights, and understanding, document analysis is a qualitative research method that entails methodically going over and analyzing textual, visual, or electronic documents.

As part of this approach, it is common to identify important themes, patterns, and viewpoints in the papers and to analyze the language, context, and underlying

assumptions that are used in the writing. Researchers can learn a great deal about the phenomena they are studying, unearth hidden meanings, and place their findings in a larger sociocultural or historical perspective by closely examining and interpreting their findings.

The elementary education systems of Pakistan and Malaysia have been the subject of document analysis by researchers who have examined a wide range of materials, including National Educational Policies, Research Documents, Curricula, Plans of Both Countries, and a great deal of content. These studies have allowed me to gather crucial information for my research, which will enable me to suggest ways to improve Pakistan's education system and identify the teaching methods that work best in Malaysian education and transfer that knowledge to Pakistan.

The study covers the following areas;

- Introduction of Pakistan Philosophy of Education
- Objectives of Education System of Pakistan
- Structure of education system of Pakistan
- Importance of Pakistan education system
- Administration of Education System of Pakistan
- National Education Policy
- Assessment Pedagogy in Pakistan
- Education Reform in Pakistan
- Major Changes in Education Policy of Pakistan.
- Major Changes in Education Policy of Malaysia
- Current Situation and Development of Elementary Education in Malaysia

## **RESULTS**

To compare the educational systems of Malaysia and Pakistan, the researcher focused on evaluation and teaching techniques at the elementary school level. Any study's discussion and analysis sections are arguably the most important ones. The researcher examined every element that is crucial to the investigation in this chapter. These are the longer sections of the study, and they call for thoroughness, concision, meticulousness, and a heavy reliance on secondary sources of information. A comparative analysis of the elementary education systems in Pakistan and Malaysia concerning pedagogical techniques and evaluation will be undertaken. The analysis's main goal is to enhance Pakistan's educational system by applying lessons learned from Malaysia. Data saturation and external validation were used in the data validation and corroboration procedure.

### General Comparison of Malaysia and Pakistan Education System

Table 2. Education System of Malaysia and Pakistan.

Malaysia	Pakistan
The country's constitution provides or decentralization of certain powers to the states, the ministry of education throughout History of Malaysia plays a superior role in laying down policies and guidelines for the state-level education departments.	In 2010, Article 25-A of the Pakistani Constitution was created, stating that "The State shall conduct decentralization in the education system and provide free and compulsory education to all children of age as determined by law.
The national educational policy formulates by ministry of education in terms of goals and objectives set by prime minister, minister of education and cabinet.	The ministry of education formulates eight educational plans and nine educational plans for improvement in education system of Pakistan.
All children can attain an excellent education that is uniquely Malaysian and comparable to best international systems.	Pakistan education system is also good because some strong factors in strengthening education system are involved in it but some of the weakness exit in it which are linked with Pakistan education system. It have lack budget, lack of policy implementation, defective examination system, poor physical facility, lack of teacher training, lack of implementation of education policy, low enrollment and high scale dropout.
Dr. Mohd Radzi Md Jidin described National education budget (2020) are RM64.1 billion (US\$15.4 billion).	Budgetary allocations are not enough to successfully implement projects and fulfills the goal of achieving the primary education. There is no mechanism for gathering information at federal level of programs and successful interventions are going on in the province.

### Specific Comparison of Malaysia and Pakistan Elementary Education System

Table 3. Education Structure of both Countries.

Malaysia	Pakistan
<p>Pre-School Education</p> <p>The Malaysian children are sent to school as early as at the age of four at pre-schools although this is not compulsory for the students.</p>	<p>Pre-School Education</p> <p>The Pre-school education is designed for 3-5 years. Play Group, Nursery Kindergarten, Play Group, Nursery.</p>
<p>Primary Education</p> <p>Children in Malaysia initiate their education as early as at the age of four at pre-schools. Primary education begins when the child reaches the age of six.</p>	<p>Primary Education</p> <p>Only 68% of Pakistani children complete primary school education. School 1-5</p>
<p>Middle Education</p> <p>It does not consist of any separate level of middle stage but it constitutes of lower and upper secondary stage.</p>	<p>Middle Education</p> <p>Middle school from grades 6 to 8. In this stage the children from primary stage enter into middle stage.</p>
<p>Secondary Education from age 13 to 17.</p> <p>The five years of secondary education made compulsory by 2015. Lower secondary from age 13 to 15. Upper secondary from age 16 to 17. It has the option to choose either.</p> <p>a) Academic secondary education</p> <p>b) Technical/Vocational secondary education.</p> <p>There are different types of schools in Malaysia. Government and private sector</p>	<p>Secondary Education</p> <p>Begins from grade A national examination directed by a regional Board of Intermediate and Secondary Education (or BISE).</p> <p>It consists of two years of lower-secondary education which is of grades 9 and 10) Students at the lower-secondary level is 68% and 88 percent at the upper-secondary level attended public schools in 2017.</p>

, Government schools or public funded national schools, Government-aided schools or national-type primary schools, Chines Tamil national-type primary schools, Private- funded, Foreign system schools. The Secondary School Certificate (SSC) also referred to as “matriculation certificate”. Upper-secondary schools or so-called intermediate colleges.

Table 4. Objectives of Elementary Education.

Malaysia	Pakistan
The educational objectives of Malaysia are:	The educational objectives of Pakistan are:
1. To produce citizens who are disciplined and possess high moral values.	To make the Quranic principles and Islamic practices an integral part of curricula so that the message of the Holy Quran could be disseminated in the process of education and training; to educate and train the future generation of Pakistan as a true practicing Muslim who would be able to usher into the next millennium with courage, confidence, wisdom and tolerance.
2. To ensure equitable access to quality education for all citizens so their potential is fully realized.	To meet everyone basic learning need.
3. To assist in the development of responsible citizens who are creative and confident and function effectively in modern society.	To provide tools necessary for people to survive and improve the quality of their lives through continues learning.
4. To support the student to acquire various knowledge and skills. To nurture constructive attitude and behavior. To develop the society in the domain of economy, the individual as beneficial member of their society.	Improvement in literacy rate and universalization of primary education.

Table 5. Administration of Elementary Education.

Malaysia	Pakistan
The administration of elementary education involves various stakeholders, including the Ministry of Education (MOE), state education departments, district education offices, schools, teachers, parents, and communities.	The administration of elementary education is guided by national education policies as well as provincial education policies and plans. These policies outline objectives, strategies, and priorities for improving access, quality, and equity in elementary education.
There are two federal ministries are in charge Ministry of Education and Ministry of Higher Education	At the grassroots level, elementary education is managed through a network of government schools, as well as private schools and community-based organizations. School management typically involves head teachers or principals, teachers, and school staff who are responsible for day-to-day operations, curriculum delivery, and student welfare.
Primary school is headed by headmaster. Secondary school is headed of principal.	Organize co-curricular activities for developing talents of students. Preparation for primary education. Assess to secondary education.

<p>Parent teacher meeting held at every school.                  School board and PTA provide help in management of school. Punjab Examination Question (PEC) exam results are used to promote students.                  Government sector provide formal and non-formal training to students.</p>	<p>Improve teacher education                  To improve methods of training.                  Remove inequality in secondary education.                  Integrate technical education at secondary level.</p>
<p>The MOE is responsible for developing and implementing the national curriculum and standards for elementary education. This curriculum usually includes core subjects such as Malay language, English language, mathematics, science, and Islamic studies (for Muslim students) or moral education (for non-Muslim students).</p>	<p>The curriculum for elementary education is developed at the national level by bodies such as the National Curriculum Council (NCC) and is implemented with adaptations at the provincial level. Efforts are made to ensure alignment with national educational standards and learning outcomes.</p>
<p>The MOE oversees the recruitment, training, and professional development of elementary school teachers. Qualified teachers are deployed to schools across the country, with efforts made to ensure a sufficient number of teachers in rural and remote areas.</p>	<p>The recruitment, training, and professional development of elementary school teachers are important aspects of education administration. Governments and non-governmental organizations (NGOs) often undertake initiatives to improve teacher quality, provide training in pedagogical methods, and enhance subject knowledge.</p>
<p>The MOE conducts standardized assessments, such as the Primary School Achievement Test (UPSR), to evaluate students' academic progress and attainment. These assessments help inform educational policies, identify areas for improvement, and provide feedback to schools, teachers, and parents.</p>	<p>Education authorities conduct monitoring and evaluation activities to assess the performance of elementary schools, teachers, and students. This may involve standardized testing, school inspections, teacher assessments, and feedback mechanisms to identify areas for improvement and measure progress towards educational goals.</p>

Table 6. National Educational Policies and Plans Relate to Pedagogical and Assessment Practices from 1992-2020 at Elementary Level.

Malaysia	Pakistan
<p><u>Education Act 1996 (Act 550):</u>                  The Education Act 1996 provided the legal framework for education in Malaysia and outlined principles for curriculum development, teaching methods, and assessment practices. It emphasized the importance of a holistic approach to education that encompasses cognitive, emotional, and physical development.</p>	<p><u>National Education Policy 1992:</u>                  The National Education Policy of 1992 aimed to provide equal educational opportunities to all citizens of Pakistan. It emphasized the importance of improving teaching methods and assessment practices to enhance the quality of education at all levels, including the elementary level.</p>
<p><u>Malaysia Education Blueprint (MEB) 2001-2010.</u>                  The MEB aimed to transform the education system to meet the needs of the 21st century by focusing on quality, equity, efficiency, and unity.                  It introduced reforms in curriculum and assessment, including the adoption of a student-centered approach to teaching and learning, the incorporation of higher-order thinking skills (HOTS), and the implementation of continuous assessment.</p>	<p><u>The Education Sector Reforms (ESR) 2001</u> introduced significant changes in the education system to improve access, quality, and relevance. It emphasized the importance of student-centered pedagogies, active learning approaches, and the development of critical thinking skills at the elementary level.                  ESR also aimed to reform assessment practices by introducing continuous assessment methods to monitor student progress and provide feedback for improvement.</p>
<p><u>National Education Philosophy (NEP) 2006:</u>                  The NEP emphasized the development of individuals who</p>	<p><u>National Education Policy 2009</u>                  The National Education Policy of 2009 outlined strategies</p>



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are balanced and integrated in terms of intellectual, spiritual, emotional, and physical aspects.

It promoted a learner-centered approach that encourages active participation, critical thinking, and creativity in the teaching and learning process.

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#### National Education Blueprint (NEB) 2013-2025.

The national education blueprint outlined long-term strategies and goals to increase the quality and equity of education in Malaysia. It emphasized the importance of 21st-century skills such as communication, collaboration, creativity, and critical thinking.

The blueprint advocated for the implementation of student-centered pedagogies, including inquiry-based learning, problem-solving, and project-based learning.

It also introduced a more comprehensive assessment system that includes formative and summative assessments, as well as the use of alternative assessment methods to gauge students' mastery of knowledge and skills.

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and goals to address challenges in the education sector and improve quality and access to education.

It emphasized the need for curriculum reforms to make education more relevant and responsive to the needs of students. The policy also emphasized the importance of improving teacher training and professional development to enhance pedagogical practices and assessment methods at the elementary level.

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#### National Curriculum 2006 (Revised in 2017)

The National Curriculum of 2006, revised in 2017, provided guidelines for curriculum development and implementation across various subjects and grade levels, including the elementary level. It emphasized the adoption of learner centered approaches to learning and teaching, active engagement of students in the learning process, and the development of critical thinking and problem-solving skills.

The revised curriculum also introduced changes in assessment practices, including the use of formative assessment techniques to monitor student progress and provide feedback for improvement.

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Pakistani assessment methods have been under increasing pressure to be improved to make them more thorough, dependable, and in line with learning goals in recent years.

Standardized testing has been attempted to be implemented at the primary school level to evaluate student performance and supply information for planning and policymaking in education. Pakistan's continuous attempts to enhance primary school pedagogy and evaluation techniques, with an emphasis on raising the caliber and applicability of education for all students, are reflected in these policies and strategies.

## DISCUSSION

This chapter gives an overview of the provides an overview of the whole research. First, a succinct summary of the studies is given. This section provides a brief discussion of all the topics, including research objectives, frameworks, and methodologies, to help the reader comprehend the value and purpose of conducting research. The study's principal conclusions are examined. The results of the empirical test that were obtained through data analysis are shown in this section. The study's ramifications are then explored, with a particular focus on a particular component. The study's

contributions are then discussed. Lastly, a review of the research's shortcomings and future directions is given. This chapter describes the overall conclusions drawn from the investigations given in this thesis and summarizes the key findings regarding the research objectives. In general, the current study's major goal is to compare Malaysia's and Pakistan's pedagogical and assessment procedures with the intention of learning from Malaysia's educational system in order to enhance Pakistan's educational system. Every significant approach used in Malaysia and Pakistan is covered in this paper. The National Education Policies of Pakistan and Malaysia from 1992 to 2020 are examined in further detail in the study. This provides a deeper understanding of the concepts covered, including which techniques were previously employed and how new assessment pedagogy techniques could be implemented in elementary school education. Studying Malaysia's basic school system's pedagogical and evaluation practices will help us better understand Pakistan's educational system. In order to accomplish these goals, I examined the educational plans and policies of both Pakistan and Malaysia and outlined some of the key pedagogical and evaluation strategies that have been employed in both countries between 1992 and 2020. I used document analysis as a research tool in

order to achieve this. This study covered pedagogy and evaluation methods that are employed in Pakistan and Malaysia, as well as a brief review of other studies on improvement strategies in Malaysia and Pakistan.

Additionally, by examining the goals, policies, educational systems, and pedagogical and assessment procedures of both nations from 1992 to 2020 at the elementary level, the contrasts and similarities were further identified. Pedagogy and assessment are the main areas of similarity and difference between the Malaysian and Pakistani elementary education systems. Throughout my entire research, I focus on ways to enhance Pakistan's educational practices in the areas of assessment and pedagogy. It includes their educational goals. The goals of education in the two countries are different. For example, in Malaysia, the emphasis is on ensuring that all citizens have equitable access to high-quality education so they can reach their full potential. They also aim to develop the economy, culture, and society in order to qualify each person as a valuable member of their community.

The main goal is to foster positive attitudes and behaviors and support the growth of responsible citizens who are self-assured, creative, and able to operate well in contemporary society. The goals assist students in gaining a variety of skills and information. They also put a lot of effort into creating law-abiding, morally upright citizenry.

Although Pakistan has distinct educational goals, the country's main goal is to include Islamic customs and Quranic principles into curriculum so that the teachings of Holy Quran can be shared while students are being trained and educated. The goal is to prepare Pakistan's next generation to be authentic practicing Muslims who can face the millennium with bravery, self-assurance, wisdom, and tolerance. Additionally, give individuals the resources they need to survive and enhance their quality of life through ongoing education. Work to raise the literacy rate and make primary education universal.

In Pakistan, the sole emphasis is on creating written objectives; however, there is no adequate monitoring system in place to determine whether or not these objectives are being met. Similar to the Pakistani administrative structure, they exclusively discuss primary and secondary education without mentioning any kind of monitoring or assessment system or keeping tabs on parent-student relationships. While in Malaysia, the focus is on achieving goals. A 3D triangle made up of

parents, students, and teachers ensures that students are making progress. Weekly parent-teacher meetings are also held to ensure that students are receiving formative assessments and are regularly monitored for progress. Additionally, they offer pupils both official and informal training. Numerous (United Nations Development Program) UNDP entities operate in Pakistan to enhance the country's elementary education system. Significant outcomes follow, and Pakistanis' basic education system gets better.

According to Malaysia's education philosophy, education is a continuous effort to develop individuals into well-rounded, mentally, emotionally, and physically balanced individuals who are devoted to God. It also aims to produce competent, morally upright Malaysian citizens who can make significant contributions to society and the country as a whole. According to Pakistan's education philosophy, primary education is the least prioritized, underfunded, and poorly run system. Political meddling in the system encourages nepotism, favoritism, and corruption. Teachers are underpaid, the monitoring system is weak, and it has historically been marked by a lack of an efficient process for teacher preparation, a weak system of accountability, and inadequate implementation of subsequent educational initiatives. Students' recollections are used to determine assessment rather than their performance. The issues can be resolved with a strong accountability framework. In Malaysia, education has traditionally played a significant role in the government's development strategy.

Through the creation of a national curriculum, a unified education system, and the use of Bahasa Melayu, they dedicated a great deal of effort to nation-building and strengthening national unity. Enrollment in primary and lower secondary school has increased, and universal access to education has been accomplished. It has concentrated on adding new topics, implementing outcomes-based learning, making pedagogical adjustments that are student-centered, and incorporating novel ideas into the current curriculum. Rukunegara (1969), the national philosophy of Malaysia that attests to the flawless operation of their educational system, provides guidance for all political, economic, social, and cultural policies, particularly those pertaining to education. In order to improve the understanding of our nation's constitution, the cabinet also strengthened the learning and teaching process at all educational levels and empowered the Malay language. In 2013, a new policy

was released stating that history would be a required subject in the Sijil Pelajaran Malaysia (SPM) examination, along with Bahasa Malaysia.

In Pakistan, passing an exam is highly regarded, yet failing one is associated with lifelong shame. If a candidate fails, all avenues of opportunity are blocked, and they become social pariahs. All instruction in Pakistani schools is focused on passing exams, not knowledge assessment, as this is the system's primary goal (Khattak, 2012).

Education is universally recognized as key to moral, cultural, political and socioeconomic development of a nation. This was stated in the 1998 Education Policy. A suitable balance between the use of formative assessment methods and the summative method of higher level exams was also mandated by the 2009 National Education Policy (Lynd, 2007). While some studies (Abuhmaid, 2011, Brown, 2012) based their conclusions about effective pedagogies about teacher practice give descriptive accounts of what was planned in an intervention with little evidence of its actual implementation.

This study examines Pakistani schools' examination and assessment policies, which are in place for both elementary and secondary education. It starts with a brief history of examination system that Pakistan's colonial overlords instituted. It then goes on to outline the current educational system, paying particular attention to how students are assessed. Our grasp of the nation's stagnant evaluation system in state schools is enhanced by an overview of curriculum development and revisions.

The study's main goals are to evaluate the current corrective actions being implemented by the education authorities and to contextualize the evaluation system in elementary and secondary school. As a conclusion to this study, it may be said that the evaluation methods used by educational institutions evaluate students' memory abilities exclusively, excluding the affective and psychomotor domains. Because they have not received the necessary training, the teachers do not fairly mark the response scripts.

The entirety of the personality's traits are disregarded while testing information. Pakistan assessment and examination system is centered on grades and students are more interested in using unfair methods to acquire higher grades. Malpractices are committed by parents and exam personnel. It might be further stated that exams evaluate teachers' performance in addition to that of pupils, however our examination evaluation system does

not include these kinds of measuring procedures (Shirazi, 2004).

The same exams that are used to evaluate students should be used to evaluate teachers as well as providing training in areas where instruction and evaluation are lacking by implementing a system of rewards and penalties (UNESCO, 2005). & (Khattak, 2012). Through two modalities of assessment, the Aga Khan university examination board has incorporated Assessment for Learning (AFL) into its middle school assessment framework for grade 6 – 8. Project portfolio and progress tests. Formative in nature, these are provided as diagnostic tools to assist students in their learning processes and better equip them for their present and future academic endeavors. In order to help students, develop critical competencies, the paper critiques the traditional system of grading and marks in schools. Instead, it proposes that portfolio assessment, which is based on descriptive remarks, peer and self-assessment, feedback be implemented in Pakistani schools at least up to middle level (Rehmani, 2012).

## CONCLUSIONS

To sum up the general discussion, it can be inferred from the data that Malaysian educational objectives are somewhat different from those of Pakistan, demonstrating that the latter's focus is on the holistic development of children, while Pakistan's educational objectives are biased and solely rely on content memorization. As a result, I carried out this study to determine the gaps that exist in the Pakistani educational system. My goal is to attempt to discover and close all of these gaps that cause our educational system to lag behind.

It is believed that this study has provided a more lucid understanding of pedagogy and evaluation methods. It is specifically intended that this study will provide a clear understanding of the awareness, contentment, and advantages of the support programs for both teachers and students. Plans and policies pertaining to assessment and pedagogical methods that Malaysia and Pakistan implemented between 1992 and 2020 deduced that teachers needed to embrace a reflexive approach to evaluating students' performance in various subjects based on their mindset. In Pakistan, summative assessments are typically administered by teachers, although it is unfair to evaluate every student in the same way. As in Malaysia, teachers now primarily employ

formative assessments to enhance their educational programs.

Therefore, in an effort to enhance Pakistan's basic education system, I researched a number of novel pedagogical and evaluation strategies that have been recommended in the literature as being helpful to teachers. With this information, the government and administration of the school can create more engaging and successful initiatives to support teachers and help them advance their careers. In addition, parents and community people will find the government initiatives beneficial in enhancing their own performance and supporting their children.

As a result, the government may work with the sustainable development programs to strengthen the economy and help the nation reach its 2020 goal of being developed. Pakistan continues to face challenges in providing basic education of a high caliber. Therefore, in order to address these issues and close the gaps in knowledge across educational systems, it is imperative that the skills discussed in this thesis be adopted or adapted. The results thus make it evident that Malaysia's educational goals are different from those of Pakistan, where the latter only emphasize content memorization and comprehension, while the former place more emphasis on students' moral development and attempt to develop them holistically in order to ensure their success in all spheres of life.

## RECOMMENDATIONS

Malaysia is a multiethnic, Islamic nation in Southeast Asia. It is among the best places in Asia to go for education. After researching the educational system in Malaysia, the researcher makes an attempt to offer the following suggestions for enhancing the educational system in Pakistan. Comparatively analyzing the elementary education systems of Malaysia and Pakistan with an emphasis on pedagogy and evaluation is a thorough undertaking that can highlight the advantages, disadvantages, and distinctive features of each system.

i. Pakistan has to make improvements to its educational methods. Instructors must implement assessment strategies in the classroom based on the needs of their students and the subject matter. 21st-century skills state that in order to develop critical thinkers, self-reliant learners, and engaged participants in the classroom, traditional teaching approaches must be modified and replaced with a

variety of new techniques depending on the needs, learners' levels, and topic matter.

- ii. Provide teachers training to adopt/adapt new assessment and pedagogical techniques that will enable them to apply them in the classrooms and enhance the learning of students.
- iii. In Malaysia, there are standardized assessments at the conclusion of each level, such as elementary, lower secondary, and post-secondary. In contrast, the exam in Pakistan emphasizes rote memorization over comprehension of the material. The goal of learning is to pass the test. On the other hand, a national examination system should be harmonized. Pakistan needs to implement an examination system that is credible, trustworthy, and equitable.
- iv. There may be explicit criteria standards, methods, and quality benchmarks for evaluating pupils' learning. A thorough log of every student's activity. To guarantee their overall growth, activities should be continued and they should be assessed according to their aptitude, knowledge, abilities, and intelligence.
- v. Students in Malaysia are being taught ICT. Pakistan's educational system can be made better by utilizing ICT and online learning. Teachers and students can collaborate and communicate more effectively thanks to technology. It is captivating and participatory. "Distant learning" is also made possible by technology. It helps pupils become independent learners and gives them access to a wealth of knowledge sources. It is critical that our students become tech savvy so they can compete in the global economy and obtain help from online resources when needed, as has been the case with the current Covid-19 outbreak.

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