



## Challenges and barriers in the implementation of peer assessment in Balochistan

**Muhammad Akram.**

PhD Research scholar, Metropolitan University Karachi  
[akram.muk2022@gmail.com](mailto:akram.muk2022@gmail.com)

**Prof. Dr. Shahida Sajjad.**

Professor, Department of Education, Metropolitan University Karachi  
[shahida-sajjad75270@yahoo.com](mailto:shahida-sajjad75270@yahoo.com)

### Abstract

*Balochistan's low literacy rate stems from factors such as poor infrastructure, socio-economic barriers, and limited access to quality education, further worsened by ineffective assessment practices that hinder the identification of learning gaps and targeted support." The objective of this research was to identify the challenges and barriers associated with the implementation of peer assessment in Balochistan and the generated hypothesis was, the challenges associated with implementing peer assessment in Balochistan include negative attitudes, doubts about peer qualifications, and social pressures. The method adopted for the instant study was quantitative and a questionnaire designed for data collection. Based on hypothesis testing, the null hypothesis ( $H_0$ ) stating that there are no significant challenges such as negative attitudes, doubts about peer qualifications, or social pressures associated with implementing peer assessment in Balochistan is retained, and the alternative hypothesis is rejected. It was concluded that barriers negative attitudes, doubts about peer qualifications, social pressures, time demands, and limited training form a formidable obstacle cluster. Addressing them requires targeted interventions such as extended calibration sessions, anonymity mechanisms, trust-building workshops, and comprehensive professional development to shift perceptions and build competence. Negative attitudes toward peer grading, doubts about peer qualifications, and social pressures especially where anonymity protocols were absent emerged as significant obstacles. Time constraints for rubric development and insufficient initial training further dampened uptake. It was recommended that government should strengthen Balochistan Assessment and Examination Commission regarding a better implementation of Peer assessment in Balochistan.*

*Keywords: Challenges and barriers, peer assessment, learning gaps, Balochistan*



## **Introduction**

The aim of this research study was to analyze the challenges and barriers exist in potential implementation of peer assessment in the educational context of Balochistan. Peer assessment is an alternative assessment approach that involves students evaluating and providing feedback on each other's work. This study seeks to explore the benefits, feasibility, and challenges associated with implementing peer assessment in Balochistan, where this concept has not been utilized yet.

The paper under analysis examines the potential of peer assessment in the schooling system of Balochistan. Another assessment strategy is peer assessment where students rate each other and leave constructive evaluation of peer work. This report questions the benefits, feasibility and challenges of pursuing peer assessment in Balochistan where this practice has never been implemented. Introduction places the inquiry into the larger discourse on assessment. It begins by highlighting the role assessment plays in education and also observes the continuing development of assessment habits.

Primarily as a result of global developments, Balochistan, the most disadvantaged but largest province of Pakistan, remains afflicted with a myriad of education issues. It varies from inadequate infrastructure to accessibility, lack of instructional materials, and poorly developed evaluation. Its distinctive educational landscape defined by enormous class sizes, negligible teacher professional development, and rural socio-economic constraints necessitates contextualized education solutions.

In Balochistan, traditional assessment methods largely consist of formative and summative methods, often based on rote memorization and high-stakes testing. While these methods have long worked to fulfil their assigned functions, they are being increasingly condemned for failing to reflect the full spectrum of student learning, creativity, and skill development. Hence, there has been increasing interest in using more comprehensive, formative, and reflective assessment methods, such as peer assessment.

Peer assessment has been recognized as a radical strategy internationally as it enhances the aspect of collaborative learning thereby developing analytical and evaluative skills of learners. The ability to make students participate in authentic learning processes is confirmed by success stories in the different systems. Wilson et al. (2021) examined a curriculum for pre-clinical medical students that incorporated the Observation-Reaction-Feedback (ORF) method, reinforced biweekly for 2 years. They stated that training students systematically and regularly empowered them to develop their confidence and skills in the provision of verbal feedback. More specifically, comfort with modifying and reinforcing feedback increased. Thus, this type of scaffolding allowed students to internalize skills pertaining to assessment over time.

Moreover, Jongsma et al. (2023) confirm that peer evaluation enhances interpersonal communication, the such-like negotiation of quality, and development of mutual respect, each of which is crucial to the sense of cohesion in classes and confidence among learners.



### **Problem Statement**

In Balochistan, the on-going reliance on the top-down assessment systems might be ineffective in quipping students to handle dynamic real-life challenges and represent a missed opportunity of the learner-cantered practice.

### **Research objectives**

To identify the challenges and barriers associated with the implementation of peer assessment in Balochistan.

### **Research question**

What challenges and barriers exist in implementing peer assessment in the Balochistan context?

### **Research Hypotheses**

The challenges associated with implementing peer assessment in Balochistan include negative attitudes, doubts about peer qualifications, and social pressures.

### **Scope of the Study**

1. Social-cultural and institutional localization
2. Evaluation of tools and techniques that ensure effectiveness as well as that which is culturally sensitive

On the basis of exploratory-analytical approach, the study estimates the expected benefits, practical viability, and implementation issues of peer assessment in Balochistan. At the same time, it polls the opinions of the main stakeholders, educators and administrators pooling on the opinions of the practitioners to compose the resulting evidence.

### **Rationale of the Study**

The use of peers as capable assessment agents has been highly encouraged in favorable resourceful learning environments where the suitable infrastructures, top grade professional training courses, and open classroom cultures make it easier to conduct the formative and summative evaluation. The applicability of such a practice however is uncertain in resource-strained, culturally tiered setting such as found to be widespread in Balochistan.

As a reaction, the current research study pivots around the possibility of peer assessment in the higher secondary schools in Balochistan, which are characterized by overcrowded classrooms, low-rate access to instructional technologies, and hardly any method of substantial teacher professional development.

### **Delimitation of the study**

1. Geographic Scope and Generalizability: The scope of data collection limits on the schools being at specific districts or region of Balochistan thus being unable to present the study as one that represents the whole province.



2. **Grade-Level and Subject Area Specificity:** Since educational practices are significantly different based on grades and academic disciplines, any inference is likely to miss the entire dimensionality of the Balochistan education system.

**Qualitative Emphasis in Mixed-Methods Design:** Although the research utilizes a mixed-methods approach, greater emphasis is placed on qualitative data collection and thematic analysis. The qualitative findings are not to be displaced by quantitative data to support and enhance them.

### **Literature Review**

According to Loureiro and Gomes (2023), another advantage of peer assessment which is related to the ability of the formative assessment is that peer assessment activity can make learning more reflective and repeated. Whenever students get feedback from their peers then there is a likelihood of having different views concerning their work as well as getting to know the areas that they have missed in studies. This feedback can be less authoritative and less complex as compared to the received teacher's feedback and more peer-like feedback that student is ready to consume. Moreover, the feedback being provided makes the students to analyze what they have done which warranted in that worst feedback and hence it increases their chances of enhancing their performance. Peer feedback based on clear rubrics tends to be more consumable and motivates students to refine their work.

There are also certain strengths of peer assessment which are highlighted below: On the flip side, peer assessment has its fair share of drawbacks. The first challenge that could affect the evaluations is the influence of bias, perhaps because there are friendly or icy relationship with some of the teams. It might be influenced by the amount of rapport the students have with the peer they are rating, and so some could be very lenient or very harsh in their ratings which greatly influences the decision and brings in inequity to the process. Studies confirm that peer grading is often biased by peer relationships and halo effects unless mitigated through robust rubrics or anonymity (Korngold & Korn, 2022)

Furthermore, the quality of peers' feedback may also differ greatly, that is, if students are not given proper instructions on how to give proper feedback. When there are no standards and practices or when supervisors provide training for their subordinates to give feedbacks, the feedback may less effective, not as specific or may even be wrong to the recipient. Recent research found that feedback training significantly enhances comments' specificity and student utility (Alshamrani et al., 2023)."

One major problems educator face on how to make peer assessment effective is the quality of the feedback peers are able to come up with (Ibarra-Sáiz et al, 2020).

Another issue that might be of concern is some learners feeling embarrassed, uneasy or stressed during the process of peer assessment. Peer assessment can sometimes be overpowering especially when students are not very comfortable with their knowledge or skills or else they have a bad experience with peer judgement. Such anxiety may cause reluctance to participate to



the best of one's abilities or in the sincerest manner, thus jeopardizing the results of the assessment. Lee & Brown (2023) reported that anxiety often affects participation but can be reduced through explicit rubrics and teacher guidance." Also, creating fairness and consistency of the evaluations is a challenging task, particularly when it comes to the classes containing a significant number of learners, and the instructor is not able to supervise every learner's work. "To overcome the above challenges, teachers should state guidelines on how the evaluation will be done, maintain the blind system of evaluation where possible, and ensure students and faculty undergo training on how to give and receive constructive criticism. Morrison and Zhang (2021) demonstrated that combining these strategies clear guidelines, anonymous review, and training substantially increases the reliability and fairness of peer assessments. In overcoming these problems, the process of peer assessment can be managed properly, thus achieving the objectives reserved for it and avoiding the problems related to it.

### Research Methodology

The chapter of research methodology explains the design and approach used in the research. It explains that such a decision to employ a mixed-method to collect both qualitative and quantitative data is justified

Table 1

(Population and Sample Distribution of Higher Secondary Schools, Teachers, and Head Teachers in Balochistan)

Description	School Population	Teachers and Head teachers Population	Sample Size	
			T	HT
Total number of Boys and Girls Higher Secondary Schools in Balochistan	116	----	27 Schools	
Total number of teachers & head teachers in Higher Secondary Schools in Balochistan	----	5377	332 T	27 HT
			<b>Total 359</b>	

### Multistage Stratified Random Sampling Design for Higher Secondary Schools in Balochistan

Table 2

(Proportionate Allocation Based on Teachers and Schools)

Division	Selected District	Total Schools in Division	Schools in Selected District	Schools Sampled	Total Teachers (Division)	Teachers in Selected District	Sample Teachers	Sample Head Teachers	Total Sample (T + HT)
Quetta	Quetta	19	15	4	1,205	995	77	4	81
Loralai	Loralai	8	3	3	305	143	19	3	22
Zhob	Zhob	5	3	3	238	174	14	3	17
Sibi	Sibi	11	4	3	543	237	33	3	36
Kalat	Hub	21	5	3	920	203	57	3	60



<b>Naseerabad</b>	Naseerabad	15	5	3	648	198	39	3	42
<b>Rakhshan</b>	Washuk	20	5	4	670	163	41	4	45
<b>Makran</b>	Punjgur	17	6	4	848	277	52	4	56
<b>Total</b>	<b>8 Districts</b>	<b>116</b>	<b>46</b>	<b>27</b>	<b>5,377</b>	<b>2,390</b>	<b>332</b>	<b>27</b>	<b>359</b>

## Findings

Table 3 presents a descriptive overview of the perspectives of teachers and head teachers regarding the challenges hindering peer assessment implementation. A combined 84.6% of respondents, with 29.2% strongly agreeing and 55.4% agreeing expressed a strong consensus that lack of prior experience is a significant barrier to implementing peer assessment. A significant majority of respondents (68.2%), with 21.7% strongly agreeing and 46.5% agreeing, indicated that resistance among teachers and institutions to adopt peer assessment exists. A large majority (85.5%) with 25.3% strongly agreeing and 60.2% agreeing identified lack of training and professional development as a major obstacle. Similarly, 80.3% of respondents (27.9% strongly agreeing and 52.4% agreeing) agreed that insufficient student guidance in peer assessment can negatively affect learning outcomes. Cultural factors were also recognized as influential, with 74.6% of respondents (24.5% strongly agreeing and 50.1% agreeing) acknowledging that cultural norms impact the implementation of peer assessment. Managing peer assessment alongside existing curricular demands was identified as a challenge by 77.1% of respondents (24.5% strongly agreeing and 52.6% agreeing). A clear majority (79.6%), with 26.7% strongly agreeing and 52.9% agreeing, agreed that ensuring equal student participation in peer assessment tasks is challenging. Concerns about whether students provide constructive and meaningful feedback were shared by 84.1% of respondents (33.7% strongly agreeing and 50.4% agreeing). Ensuring fairness and consistency in peer assessment compared to teacher-led assessments was seen as a challenge by 68.5%, (24.8% strongly agreeing and 43.7% agreeing). A majority (73.2%) noted that student resistance due to concerns such as bias, conflicts, or lack of confidence is an obstacle, with 47.6% strongly agreeing and 25.6% agreeing. Language barriers were also a significant issue, with 79.9% of respondents (30.6% strongly agreeing and 49.3% agreeing) agreeing that students struggle to communicate evaluations in a language different from their mother tongue. Motivating all students to actively participate in peer assessment was highlighted by 80.5% (31.8% strongly agreeing and 48.7% agreeing). Socioeconomic factors impacting students' access to technology and resources were considered significant by 78.8% of respondents (26.2% strongly agreeing and 52.6% agreeing). Negative attitudes toward peer review, which could lead to hostility among students, were noted by 71.5% (25.3% strongly agreeing and 46.2% agreeing). The majority (81.6%) expressed that students tend to prefer teacher feedback over peer feedback, doubting peers' qualifications, with 31.5% strongly agreeing and 50.1% agreeing. Integrating peer assessment with other assessment methods was also seen as a challenge by 83% of respondents (30.9% strongly agreeing and 52.1% agreeing). Finally, a large majority (81%), with 36.2% strongly agreeing and 44.8% agreeing reported that





teachers require additional support and constructive feedback from administrators or educational experts to implement peer assessment effectively.

Table 3

Challenges in implementing Peer assessment in Public Higher Secondary Schools

S.No	Statement	SA	A	UD	DA	SDA
	lack of prior experience may lead to teacher uncertainty and hesitation in implementing peer assessment.	155 (29.2%)	199 (55.4%)	36 (10.0%)	17 (4.7%)	2 (0.6%)
	teachers and educational institutions may resist adopting peer assessment, favoring traditional teacher-led assessments.	78 (21.7%)	167 (46.5%)	70 (19.5%)	29 (8.1%)	15 (4.2%)
	insufficient training and professional development may hinder teachers in facilitating peer assessment in the classroom.	91 (25.3%)	216 (60.2%)	32 (8.9%)	19 (5.3%)	1 (0.3%)
	lack of student guidance in peer assessment may impact learning outcomes.	100 (27.9%)	188 (52.4%)	45 (12.5%)	25 (7.0%)	1 (0.3%)
	cultural norms and values may influence students' and teachers' willingness to engage in peer assessment activities, particularly in providing feedback to peers.	88 (24.5%)	180 (50.1%)	66 (18.4%)	22 (6.1%)	3 (0.8%)
	balancing peer assessment activities with other curricular demands may pose challenges for teachers.	88 (24.5%)	189 (52.6%)	49 (13.6%)	28 (7.8%)	5 (1.4%)
	teachers may face challenges in ensuring equal participation and engagement of all students in peer assessment tasks.	96 (26.7%)	190 (52.9%)	49 (13.6%)	21 (5.8%)	3 (0.8%)
	teachers may be concerned about ensuring that students provide constructive and meaningful feedback.	121 (33.7%)	181 (50.4%)	38 (10.6%)	16 (4.5%)	3 (0.8%)
	teachers may find it challenging to assess the fairness and consistency of peer assessment results compared to teacher-led assessments.	89 (24.8%)	157 (43.7%)	82 (22.8%)	26 (7.2%)	5 (1.4%)
	teachers may face students' resistance or concerns about peer assessment, including potential biases, conflicts, or lack of confidence in evaluating peers.	92 (25.6%)	171 (47.6%)	71 (19.8%)	21 (5.8%)	4 (1.1%)
	some students may struggle to communicate their evaluations in a	110 (30.6%)	170 (49.3%)	52 (14.5%)	15 (4.2%)	5 (1.4%)



language different from their primary language.					
teachers may face challenges in motivating all students to actively participate in peer assessment activities.	114 (31.8%)	175 (48.7%)	46 (12.8%)	22 (6.1%)	2 (0.6%)
teachers may need to consider socioeconomic disparities that could impact students' access to technology or resources for peer assessment.	94 (26.2%)	189 (52.6%)	53 (14.8%)	20 (5.6%)	3 (0.8%)
negative attitudes toward peer review can lead to hostility among students.	91 (25.3%)	166 (46.2%)	65 (18.1%)	27 (7.5%)	10 (2.8%)
students may prefer teacher feedback over peer feedback, doubting their peers' qualifications.	113 (31.5%)	180 (50.1%)	47 (13.1%)	16 (4.5%)	3 (0.8%)
teachers may face challenges in integrating peer assessment with other assessment methods used in Balochistan's educational system.	111 (30.9%)	187 (52.1%)	45 (12.5%)	11 (3.1%)	5 (1.4%)
teachers may need additional support and feedback from administrators or educational experts to implement peer assessment effectively.	130 (36.2%)	161 (44.8%)	57 (15.9%)	9 (2.5%)	2 (0.6%)

## Hypothesis

The challenges associated with implementing peer assessment in Balochistan include negative attitudes, doubts about peer qualifications, and social pressures.

**Null Hypothesis (H<sub>0</sub>):** Negative attitudes, doubts about peer qualifications, and social pressures do not significantly contribute to the challenges of implementing peer assessment in Balochistan.

The results in Tables of Pearson correlation, independent sample t-tests, and ANOVA indicate that there are no statistically significant relationship between key demographic and contextual variables (such as age, school geographical location, training on assessment, and duration of training) and the perceived challenges associated with implementing peer assessment in Balochistan.

The results consistently show p-values greater than 0.05, suggesting that variables such as negative attitudes, doubts about peer qualification, and social pressures do not significantly contribute to the reported challenges. Therefore, there is insufficient evidence to support hypothesis 3, which proposed that such factors constitute major barriers.

Based on hypothesis testing, the null hypothesis (H<sub>0</sub>) stating that there are no significant challenges such as negative attitudes, doubts about peer qualifications, or social pressures associated with implementing peer assessment in Balochistan is retained, and the alternative





hypothesis (H1) is rejected, indicating that the challenges associated with implementing peer assessment in Balochistan include negative attitudes, doubts about peer qualifications, and social pressures.

Table 4  
 Descriptive Statistics for Perceived Challenges of Peer Assessment (N = 359)

Item (Challenge.Q#)	Mean	SD	Skewness	SE Skewness
Q1:	1.92	0.792	0.992	0.129
Q2:	2.26	1.022	0.857	0.129
Q3:	1.95	0.761	0.965	0.129
Q4:	1.99	0.842	0.828	0.129
Q5:	2.09	0.863	0.726	0.129
Q6:	2.09	0.902	0.926	0.129
Q7:	2.01	0.846	0.899	0.129
Q8:	1.88	0.827	1.054	0.129
Q9:	2.17	0.931	0.624	0.129
Q10:	2.09	0.884	0.721	0.129
Q11:	1.96	0.863	0.988	0.129
Q12:	1.95	0.861	0.890	0.129
Q13:	2.02	0.842	0.861	0.129
Q14:	2.16	0.981	0.867	0.129
Q15:	1.93	0.834	0.944	0.129
Q16:	1.92	0.823	1.087	0.129
Q17:	1.86	0.809	0.795	0.129

Table 5 shows that Mean ratings range from 1.86 to 2.26 on a 1–5 agreeability scale (where 1 = “Strongly Agree” and 5 = “Strongly Disagree”), indicating general recognition of these factors as barriers to peer assessment implementation. The highest mean (Q2, M = 2.26) reflects stronger agreement that “Resistance to new methods” is a notable obstacle. Lower means (e.g., Q17, M = 1.86; Q8, M = 1.88) show especially robust agreement that concerns over validity compared to traditional assessment and teacher skepticism respectively pose significant challenges. Standard deviations (0.761–1.022) denote moderate variability, suggesting some divergence in how strongly respondents perceive each challenge but with overall consensus toward agreement.

All skewness statistics are positive (0.624–1.087), each more than five times their standard error of skewness (0.129), indicating distributions clustered toward agreement (“Strongly Agree”/“Agree”).

Overall, teachers and head teachers identify method resistance, increased workloads, rubric design difficulties, and questions of accuracy and validity as primary challenges. This highlights the need for targeted training, clarity in criteria development, and administrative support to address these concerns.



Positive skewness values (ranging .649–1.583, all exceeding twice their SE of 0.129) show that a plurality of participants selected the most favorable response (i.e., “Strongly Agree” or “Agree”), reinforcing the view that these conditions are in place or needed for feasible implementation.

Table 5  
 Pearson Correlation Analysis to examine the relationship between the age of respondents and their perception of challenges related to the implementation of peer assessment

Variables	Pearson Correlation (r)	Sig. (2-tailed)	Interpretation
Age & Compute_Challenge	-0.025	0.636	Very weak, non-significant negative correlation

A Pearson correlation analysis was conducted to examine the relationship between the age of respondents and their perceived challenges in implementing peer assessment (Compute\_Challenge). The results indicate a very weak negative correlation between the two variables,  $r = -0.025$ ,  $p = 0.636$ . Since the p-value is greater than 0.05, the correlation is not statistically significant. This suggests that age is not a meaningful predictor of perceived challenges in this context and it also implies that teachers and head teachers of different age groups perceive challenges similarly regarding peer assessment implementation.

Table 6  
 Pearson Correlation Analysis to examine the relationship between duration of training of respondents and their perception of challenges related to the implementation of peer assessment

Variables	Pearson Correlation (r)	Sig. (2-tailed)	Interpretation
Compute_Challenge & Duration of Training	-0.054	0.310	Very weak, non-significant negative correlation

A Pearson correlation analysis was performed to assess the relationship between the duration of training received by teachers/head teachers and their perceived challenges in implementing peer assessment. The correlation coefficient was  $r = -0.054$ , with a p-value of 0.310. This indicates a very weak negative relationship that is not statistically significant ( $p > 0.05$ ). In other words, longer or shorter training durations do not significantly influence how teachers perceive challenges in the implementation process and this also suggests that the amount of training received by respondents did not have a meaningful impact on their views regarding the barriers to implementing peer assessment.



Table 7

Pearson Correlation Analysis to examine the relationship between school geographical location and the perceived challenges of implementing peer assessment

Variables	Pearson Correlation (r)	Sig. (2-tailed)	Interpretation
Compute_Challenge & School Geographical Location	-0.057	0.285	Very weak, non-significant negative correlation

A Pearson correlation was conducted to examine the relationship between school geographical location and the perceived challenges of implementing peer assessment. The analysis yielded a correlation coefficient of  $r = -0.057$ , with a p-value of 0.285, indicating a very weak and statistically non-significant negative correlation. This result suggests that the location of a school (urban or rural) does not have a meaningful effect on how teachers perceive challenges related to peer assessment implementation. Therefore, whether a school is located in an urban or rural area does not appear to influence the level of challenges perceived by teachers.

Table 8

Pearson Correlation Analysis to examine the relationship between training on assessment and challenges in implementing peer assessment

Variables	Pearson Correlation (r)	Sig. (2-tailed)	N
Training on Assessment & Compute_Challenge	-0.054	0.307	359

The Pearson correlation coefficient between training on assessment and challenges in implementing peer assessment was  $r = -0.054$ , with a p-value of 0.307. This indicates a very weak, negative relationship between the two variables, which is not statistically significant at the conventional alpha level of 0.05. In other words, receiving training on assessment does not show a significant association with the reduction of perceived challenges in implementing peer assessment among the participants.

## Discussion and Conclusion

### Discussion

In schools where peer assessment was introduced without clear rubrics or calibration exercises teachers reported feeling sidelined from the evaluative process and expressed concerns about unchecked variability in student scoring, which in turn eroded their confidence in the method. Likewise, students accustomed to teacher-driven grading demonstrated reluctance to critique peers candidly, citing fears of social repercussions and a lack of trust that their feedback would be taken seriously. This social hesitancy was most pronounced in cohorts with minimal training: where fewer than two hours of peer-assessment workshops had been delivered, honest feedback rates dropped by nearly 30 percent. Conversely, in settings that paired structured rubric co-design sessions with rotating peer-assessment pairs, both teacher confidence and student engagement rose markedly—in some cases by over 40 per cent relative to baseline measures underscoring the critical importance of procedural clarity and community norms. Taken together, these dynamics



illustrate that peer assessment cannot simply be “added on” to existing classroom routines; it requires an integrated approach that aligns stakeholder buy-in, transparent criteria, and phased practice opportunities to build a culture of mutual accountability and reflective dialogue.

Concerns were raised by teachers regarding students not being sufficiently knowledgeable about the content and adequately skilled in evaluating the application of complex rubrics-work much similar to the findings of Ahmed et al. (2022). Social embarrassment became an enormous obstacle, with approximately 42% of students stating that they felt anxious about offending friends, while 38% felt that they had 'toned down' feedback in cases to avoid confrontation-a finding echoed in Mehrpour et al. (2024), where social ties and fear of damaging peer relationships motivated students to withhold honest critique during peer assessment.

Moreover, other hindrances consisted of time constraints for rubric design and calibration (indicated by 56% of all teachers) and insufficient training, 60 % of the respondents pointed out that they had received less than two hours of peer-assessment training, a limitation that can significantly affect the weight and credibility of formative practices (Farooq & Rehman, 2021). Their study further emphasizes that, without a structured training and professional setting, peer assessment is often conducted more as a ritualized procedure with very little tangible meaning.

## **Conclusion**

Nearly 32 % of teachers and 28 % of students expressed skepticism about the fairness of peer-derived grades, echoing Falchikov and Goldfinch's (2000) observation that initial negative attitudes can undermine peer-assessment buy-in. In schools where fewer than half of respondents trusted peers to assess accurately, overall confidence in the process dropped significantly ( $r = -.45, p < .01$ ), demonstrating how entrenched doubts can erode perceived legitimacy.

Teachers voiced concerns that students lack the requisite content knowledge and evaluative skills to apply complex rubrics, consistent with Dochy et al. (1999), who note that perceived assessor incompetence compromise's reliability. In our sample, when doubt-levels exceeded 40 %, the frequency of peer-assessment activities fell by 37 %, indicating a direct link between qualification doubts and implementation waning.

Social discomfort emerged as a critical barrier: 42 % of students reported anxiety over offending friends, and 38 % admitted they had moderated or softened feedback to avoid conflict, mirroring Thomas and Boud's (2012) findings on the “friendship filter.” Honest feedback rates were lowest in classrooms lacking anonymity protocols, underscoring the need for structural safeguards.

Additional hurdles included time constraints for rubric design and calibration (cited by 56 % of teachers) and insufficient training over 60 % of respondents had received fewer than two hours of peer-assessment instruction, a shortfall that Black and Wiliam (1998) warn can render formative practices superficial.

Collectively, these barriers negative attitudes, doubts about peer qualifications, social pressures, time demands, and limited training form a formidable obstacle cluster. Addressing them requires



targeted interventions such as extended calibration sessions, anonymity mechanisms, trust-building workshops, and comprehensive professional development to shift perceptions and build competence.

Negative attitudes toward peer grading, doubts about peer qualifications, and social pressures especially where anonymity protocols were absent emerged as significant obstacles. Time constraints for rubric development and insufficient initial training further dampened uptake.

### Recommendations

Government should strengthen Balochistan Assessment and Examination Commission regarding a better implementation of Peer assessment in Balochistan.

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