Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures

Muhammad Riaz, Ph.D. (Education) Scholar
Ali Murtaza, Ph.D.
Zia Ullah Abbasi, Ph.D. (Education) Scholar

===

Abstract

The main objectives of the study were to investigate the problems of examination system at Secondary School Level in Rawalpindi city and to suggest remedial measures on the basis of the findings of the study. Over past few years particularly our examination system at secondary level has been under heavy fire from all sections of people, the public, the teachers, the press and government. Various steps/measures have been proposed and discussed for the improvement of examination system at secondary level, but so far no headway in this respect has been made.

This study was descriptive by nature and survey method was used to collect the data. The sample was selected randomly from Boys Secondary Schools of Rawalpindi City, 120 Secondary School Teachers and 300 Students of 10th grade

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   221

Data were collected personally with the help of Questionnaires. The collected data were scored and converted from qualitative form to quantitative form.

Main findings of the study were: the appointments of the supervisory staff were not made on merit, not well trained to perform such a serious and committed national duty, they are not fair, there was lack of friendly dealing of the supervisory staff with the candidates at the examination centres, the examination centres are allotted far away from the candidate's residence and institutions. The malpractices especially the use of unfair means and impersonation are still common in the board examinations, the payment of the remuneration to the Supervisory Staff was delayed by the Boards. The Papers are not constructed by the teachers who are actually teaching at that level. The tests and the examinations are failed to measure the affective domain of objectives. It confirms the observation on prevailing system of examination and paper setting shortfall that just focus on simple recall, rote memorization and cognitive development of the learners ‹the question papers were not free of errors, paper leakage is a common practice in BISEs examinations. The marking procedure of the BISEs, the answer scripts are not evaluated carefully, the results are not declared in time, there are a number of errors in the result cards/certificates issued by the concerned board.

It was recommended that; supervisory staff may be appointed on merit, there should be prescribed criteria for the appointment of invigilation staff and after their appointment there may be a one day mandatory training for them, the malpractices, impersonation, undue favour and unfair means may be discouraged and laws as well as forces against such practices should be made active, paper setting may be done by the expert, relevant and most concerned teachers, due weightage should be given to all domains of objectives and error free question papers should be brought before the students, examination centres may be allotted at those places where the approach and access of candidates is easy, and there be a quick paym.

Key Words: Secondary Education, Evaluation, Examination System, External
            Examination

Introduction

The governments in developing countries want that their citizens should be well aware of the problems faced by the people of these countries. The elementary education is the step where every country wants to mould their younger generation. A large number of the students are admitted at this stage. So it is very difficult to manage this. It needs

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   222

proper planning and huge amount to promote elementary education. It provides a base for secondary education.

Secondary education is an important sub-sector of entire education system**.** It is different from country to country in the world. Secondary education starts from the age of 12 to 16 years. Secondary education is a stage where student enters at adolescence, the most crucial stage of one's personality development. It is also a golden period of a person's life.

While primary education is very important in terms of setting the basics right, secondary education is also very vital as it is the launching pad for the teenage student to launch himself to a higher level of specialized education. Hence a good secondary education where learning the basics of specialization is made interesting and participative, the student is bound to gather knowledge and internalize his special subjects rather than memorize them. Memorizing and vomiting is temporary and should be avoided at all costs.

Importance of Secondary Education

It is very important stage of education. In the Sixth Five-year plan (1983-1988) Shafqat (2002) states:

"Secondary education is of vital significance for the consolidation of the gains of primary education and for making them permanent. It is also important because it is the terminal stage of education for a large number of boys and girls and because it is completion of secondary education that students are channelled to courses in various fields. Secondary education, therefore, has to be broad based, flexible and high quality"

Secondary education has great value. The students at this stage become mature. Being a terminal stage it has some special characteristics and its objectives are different from other stages of education. In Pakistan, there are some objectives of secondary education which play an effective role in making this stage of education fruitful.

Sofia (2005) states "Secondary education holds a very important position in every system of education. It is a link between elementary and higher education, which keeps balance between them"

Secondary Education in Pakistan

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   223

The Constitution of Islamic Republic of Pakistan, 1973 clearly lays down the provision in Article 37 (b) that:

"The state of Pakistan shall… remove illiteracy and provide free and compulsory secondary education within minimum possible period".

In Pakistan, Secondary education starts from 9th class and continued till 12th class. It is an important and valuable sub-sector of the entire education system. National Educational Policy 2009 states:

"The secondary education prepares young people for life. It has two important roles in this respect – providing skills to the labour market, as many students leave formal schooling at this time; and providing input to the tertiary system, for those who go on to this level of learning. The system does not provide an adequate base for both these functions. Quite apart from the quality of instruction at this level, a central question that Pakistan education policy makers confront is the level of skill development and preparation that can be achieved by twelve years of school education as a terminal qualification"

Secondary Education in Pakistan comprises of Class ix to xii. The students have to appear Secondary Schools Certificate Examination are conducted by the concerned Board of Intermediate and Secondary Education at the end of every year through out the country. The medium of instruction at secondary level is mostly Urdu, except in English medium schools. There are different subject groups that the Students opt as per their choice.

Evaluation

According to *Microsoft Encarta Dictionary,* the meanings of the word "Evaluation" are 'assessment of value, the act of considering or examining something in order to judge its value, quality, importance, extent, or condition, Statement of Value's spoken or written statement of the value, quality, importance, extent, or condition of something.' Gay (1985) describes evaluation as; Evaluation is the systematic process of collecting and analyzing data in order to determine whether, and to what degree, objectives have been or being achieved.

Evaluation is a comprehensive and continuous process. It covers every aspect of an individual's achievement in the educational programme. It is integral part of education system in which students and teachers are also partners of the system. There are two types of evaluation.

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   224

a. Programme Evaluation: In order to determine whether any programme has/has not been successfully implemented. This helps to improve the weakness of the programme. It supports in knowing the problems of the persons working in the programme.

b. Student Evaluation: The purpose of this type of evaluation is to determine how well a student is performing in a programme. Through a series of oral questions, paper pencil tests, manipulative skill tests, tutorials, discussions, assignments and projects, the student is gradually guided towards a desired goal.

c. Educational Evaluation: A process of measuring the success or failure of an activity or programme in the light of planned objectives is call educational evaluation.

Examination: Examination is a part of evaluation and is used to decide who is to be promoted to the next level. Examinations have been with us since the creation of man. Generally, the examinations are considered as an evaluation of competency, knowledge and capability of students and the effectiveness of teaching process. At the same time all educational systems working in the world today have examinations as an integral part of their system related to the objective of the education, curriculum and teaching process.

According to the *Encarta Dictionary*, Microsoft Reference Library (2005) the term examination is "The process of looking at and considering something carefully with the aim of learning something." Shahid (2007) states:

Examination is an integral part of teaching learning process. It contributes to achieve the objectives of education. The education system and its success directly depend upon the efficiency and effectiveness of its examination system. The examinations are to test/assess the ability /performance of a student and to find out whether he has attained a certain standard of academic learning and knowledge. It helps to scrutinize and measure the students, achievement against a required academic standard and identify his skill in answering a question under the conditions imposed by an examiner.

This shows that examinations are a source of measuring the performance of the students. Teaching without examination is unthinkable for most of the people as well as for the institutions. Each and every activity has some objectives. Examination system is set up to achieve some objectives.

Purpose of Examination: The purpose of examination is to check the performance of the students. At the same time examinations fulfil many other purposes. Chaudhary,

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   225

(1997) states in National Seminar on Secondary School and Higher Secondary School Scheme of Study as:

> The main purpose of education is to give a suitable direction to growth and development of human beings. Various methodologies and means are adopted to provide education and to cause learning. Then in order to test whether learning has been caused effectively and the purposes of education have been served to an extent, public examinations are conducted. Public examinations also serve several other ends like determining the efficiency of schools to grant certificates, diploma and degrees to successful candidates ,arranging candidates in order of merit; testing attitude and suitability of a person for a particular profession; promoting discipline and enlighten; assisting teachers in planning instructional strategies; allowing parents to know the progress of their wards; guiding students to plan their studies and assisting the management to improve institutional performance"

The purpose of internal examinations is to check the performance of the students. In the light of results the teacher can also assess his teaching methodology. Ch. (1997) describes the aims of examinations as; i. Examination should assess understanding or comprehension of the principles, concepts and state knowledge of students. ii. They should evaluate the state of application of knowledge by the student.

Benefits of Examinations: Examinations have some benefits for teachers and at the same time for students. Teachers can get feed back through examinations about their teaching methodology. In the light of results teachers can adopt new and effective methodology. There are some benefits of examinations for students and these are described in the following.

> Examinations motivate the students for further study and create interest in the students. Further more examinations decide what they must study and for how long. Students get feed back about their performance through the examinations. Examinations identify the weaknesses and shot falls of the students.

Types of Examination: There are different types of examinations which are mentioned under the following. Generally Examination is divided into two main categories**;** Internal Examination & External Examination.

Internal Examination: The internal examinations are held in the institution and papers are mostly prepared by the teachers teaching in the concerned institution and concerned class. The aim of internal examination is to evaluate the regular performance of the students.

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   226

Raja (1999) states "internal examinations are held under the direct supervision of the concerned school or college administration. For this purpose an internal examination body is constituted from the staff including a controller of examinations. These examinations are conducted on monthly basis, quarterly or annually.

External Examination: Shoukat, Ibraheem, Azhar, Shazia (2011) stated as: The external examinations are not always the best form of incentive for studies. The success of a student in such an examination only may be due to his general retentive ability and his good memory. It does not give an over all picture of a student indicating his imitative, knowledge in daily life to the best of his quick thinking and the ability to apply to his advantages.

External examinations are further divided into two: i. Departmental Examination ii. Board of Intermediate and Secondary Education

Boards Examinations /External Examination: In Pakistan the first external examinations are held at Grade 9th and Grade 10th which are called Secondary School Certificate Examination and then Grade 11th and 12th called Higher Secondary School Certificate Examination. Respective Board of Intermediate and Secondary Education conduct this examination. The external examinations are divided into two categories.

(i) Annual Examination: This is very old and famous system of examination. In Pakistan most of the institutions take this type of examination. According to this system examination is taken once in year. Students prepare for the examination throughout the year. At the end examination is taken and result declared after some time.

Examinations are usually held annually, which are the main criterion to promote the students to higher classes or to retain them in the same class. However, recently a system of automatic promotion up-to grade-III has been introduced in some schools. In the primary classes, examinations are conducted by the respective schools. However, at the end of the fifth year of the primary stage a public examination is held by the education department for promotion to the next grade. Another examination is held for the outstanding students to compete for the award of merit scholarships. Similarly, the examination in Middle Schools is held by the individual schools but there is a public examination at the end of grade VIII conducted by the Education Department for awarding of scholarships. The Board of Intermediate and Secondary Education (BISE) conducts the examinations of Secondary and Higher Secondary.

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   227

Structure of Board of Intermediate and Secondary Education for Examination at SSC Level:　　Board of Intermediate and Secondary Education (BISE) .http: www.describes the main duties and functions of the Board are as; To hold and conduct examinations of Intermediate Education and Secondary Education, Pakistani and Classical Languages and such other examinations as determined by the government, To recognize educational institutes and also can refuse or withdraw the affiliation for any college, The board prescribes the rule and regulations for the various examinations held by the Board, Announcement of the results which were held by the Board and also reward certificates and diplomas to the pass candidates and award scholarships, medals and prized to the position holders, Organization and promotion of extra mural curriculum activities.

Figure 1 Organizational Structure Of BISE

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   228

Chairman

Secretary
- Deputy Secretary Administration
  - Assistant Secretary Administration
    - Administration Section
- Inspector of Colleges
  - Affiliation Section
- Audit Officer
  - Audit Section
- Director Physical Education
  - Sports Section
- Assistant Secretary (B & A)
  - Accounts Section
- Purchase and Store Officer
  - Store Section
- Assistant Secretary Academic
  - Academic Section
- Research Officer
  - Research Section
- Assistant Secretary Development
  - Development Section
- Assistant Secretary Pacca Certificate
  - Pacca Certificate Section

Controller of Examinations
- Deputy Controller of Examinations
- Secrecy Officer
  - Top Secret Section
- Assistant Controller of Examinations SSC(C)
  - SSC(Conduct) Section
- Assistant Controller of Examinations HSC(C)
  - HSC (Conduct) Section
- Assistant Controller of Examinations SSC(S)
  - SSC(Secret) Section
- Assistant Controller of Examinations HSS(S)
  - HSC(Secret) Section
- Computer Programmer
  - Computer Section
- Investigation Cell
- Bill Section
- Enquiry Section
- Record Room

Chairman's Personal Staff

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   229

The Functions of an Effective Examination System: Shahid in (2002) describes the functions of examination system as:

i. It serves as basis for promotion from a lower class/grade to the next higher one.
ii. It acts as incentives, motivating the learners for better study and greater effort.
iii. It provides basis for future prediction about students, their future education and job aptitudes.
iv. It acts as an instrument for remedial treatment of different categories of students.
v. It appraises the student's achievement.
vi. It helps the teachers to assess the effectiveness of teaching and learning methods for future improvement.
vii. It helps in the evaluation and improvement of curriculum.
viii. It may help improve the daily instructional programmes of the school.
ix. It provides the basis for comparison and competition among the members of a particular group class, school or level.

The examination system should do the above mentioned functions. In Pakistan although our examination system is working but it is facing many problems. In the Eighth five-year plan (1993-1998) Shafqat (2002) indicates various problems.

Our examination system is excessively flawed with serious weakness in the structure of tests and malpractices. Neither the semester system nor the annual system have been able to overcome the wide spread corruption in the examination. A number of errors are there in our examination system.

Researchers have investigated many problems in our examination system. Examinations play a pivotal role in improving the quality of education. It is, therefore, necessary to improve quality of examinations, thereby raising general standard of education and checking mal-practice in public examinations. Structural changes in the conduct and quality of examinations are needed to achieve the following objectives. (a) improving intellectual abilities of students, such as knowledge, comprehension, application, analysis and synthesis, (b) ascertaining and enhancing validity, public acceptance, transparency and fairness of examinations; and (c) having a feedback for ensuring continuous assessment of the whole education process by improving teaching strategies, school effectiveness, curriculum design, appropriateness of textbooks and the whole delivery system.
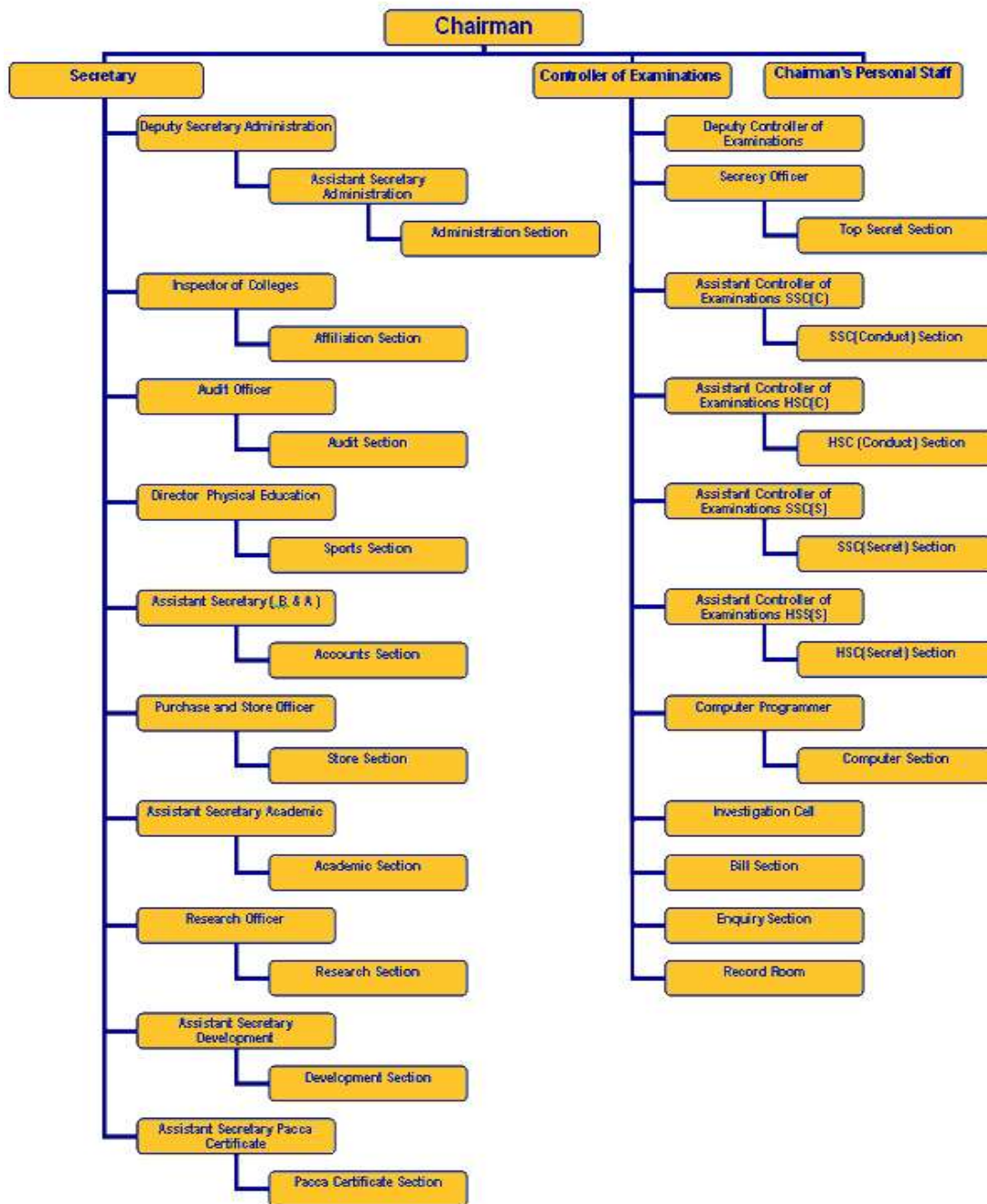
Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   230

Malpractices and Examination

There are a large number of malpractices in the examinations as referred by (Walyat,2009) Range from leakage of question papers to copying, changing answer books, impersonation, misconduct in examination centre, approaching invigilators/examiners, making false entries in award list/ examination registers and issuing fake certificate/degrees etc.

These malpractices are used in the examination centres in all over the country. The educationists and experts describe their negative effects on the whole education system. But these are spreading dangerously. Soeze (2003) defines, examination malpractices as an illegal way which a student devices to pass an examination. This could be in the form of bringing in notebooks to examinations halls, cheating during examination, copying from friends, paying another person to help in attempting the papers. Another way is to have foreknowledge of questions before the examination.

Problems of Examination System

There are variety of problems are found in the examination system which causes the bad effect on real assessment of the learners. Rehmani (2003) states; the present system of examination is based on summative examination system that drives the curriculum rather than assesses achievement. It is mostly based on assessing factual knowledge rather than students' critical thinking and analytical skills as well as their understanding and comprehension.

Our examinations measure only rote memorization as Shah & Afzaal (2004) states; the fluctuation in cognitive levels i.e. knowledge, understanding and application, around a major focus on simple recall questions in examinations tends toward rote memorization as an examination strategy. This shows that the present system of Pakistan has some problems which are highlighted by the above author. He has pinpointed that assessment needs some changes. Through the present system of examination student recalling ability can be judged but other abilities such as critical thinking, logical and analytical approaches are ignored. About Question papers Creighton, Dar and Bethel states; "Many question papers contain errors in subject content, language, and technical construction. In addition, they focus on a narrow range of Low-level skills and are dominated by the content of the approved textbooks.

According to Graney and Kellagan (1996), malpractice serves to undermine confidence in the integrity of the system. By international standards, malpractice in the Conduct of examination seems to be particularly pronounced in Pakistan. The Examination System in Pakistan is facing so many problems.

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   231

Problems Related to Examination: Problems regarding Admission forms, Problems regarding roll no slips

Problems Related to Examination Centres: Criteria of selection of examination centres, Condition of examination centres, Appointments of supervisory staff, Nepotism, Ghost centres, Cheating/copying from nearby students, External Involvement/pressure, Collusion, Impersonation, Corruption in examination centres.

Problems Related to Paper Setting: Appointments of paper setters**,** Lack of modern techniques of papers setting, Lack of subject wise knowledge**,** Paper leakage

Problems Related to Marking Centre: Appointments of sub-examiners, Role and responsibilities of Head Examiners, Responsibilities of Assistants, and Concerned Board's staff.

Effects of Problems: Currently eight Board of Intermediate and Secondary Education (BISEs) are working in Punjab – one each at Divisional/Regional level. There is no denying fact that some reforms have been carried out at BISEs level in Punjab in the last few years. For example, the weightage of purely essay or subjective-type question have been reduced and a balance between objective and subjective type questions has been provided. Consequently, MCQs (30pc), short answer (40pc), and essay-type items (30pc) are included in the examination papers administered by all boards in the Punjab in various subjects at secondary school and higher secondary school examination. But still there is a need for further improvement.

The problems and issues arise at the stage of construction of paper and its marking. During the construction of various tests, the emphasis is still on the lower cognitive levels - knowledge and comprehension. The higher cognitive skills such as problem solving and analytical skills are rarely touched. More than 50 per cent of the questions assess students' recall or mere rote memorization, which is one of the main reasons for the poor quality of education and its ultimate product. Many times students who attain very good or excellent grades in BISE at secondary or higher secondary level can not apply the knowledge and skills attained in the classroom to the real life situations. This system of examination can not truly assess the learning outcomes envisaged in the national curriculum. The situation is almost similar at secondary and higher secondary levels and across all disciplines.

National Educational Policy 1998-2010 and Monitoring: A comprehensive monitoring and evaluation system has been envisaged from grass-roots to the highest level. The District Education Authority will be established in each district to ensure public participation in monitoring and implementation. The education Ministers at the Federal

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   232

and Provincial levels will oversee monitoring committees, responsible for implementation at their levels. The Prime Minister and Provincial Chief Ministers will be the Chief of National and Provincial Education Councils respectively which will ensure achievements of targets.

In spite of this the present system of examination needs many improvements to meet the present challenges and innovations of education.

Objectives of the Study: Following were the objectives of the study: i).to describes the examination system in Pakistan. i). to investigate the problems of examination system in Rawalpindi

Research Methodology: It was descriptive study. In this regard Johnson, B. and Christensen, L (2010) states the primary purpose of descriptive research is to provide an accurate description or picture of the status or characteristics of a situation or phenomenon. The focus is not on ferreting out cause and effect relationship but rather on describing the variables that exist in a given situation and sometimes on describing the relationships that exist among those variables.

The survey method was used to collect the data. Two Questionnaires (one for 10th grade students and other for secondary school teachers) were prepared, validated, pilot tested and used to collect the data.

Questionnaires were administered personally to collect the data from the sample students and teachers. The detail of questionnaires distributed and returned is shown in the following table.

Table: 6.1 Description of Questionnaires Distributed and Returned

Sample	Questionnaires Distributed	Questionnaires received	Percentage
Secondary School Teachers	120	120	100%
Students	300	300	100%

Data Analysis

Collected data was tabulated and results were interpreted through mean score and percentage.

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures				233

Table-7.1.1 Teachers' response regarding Appointment of Supervisory Staff

Item No. Statement	Level	Frequency	Percentage	Mean Score
1. Supervisory	SA	28	24	
Staff is always	A	24	20	
Appointed	UND	04	3	3.05
On merit	DA	54	45	
	SDA	10	8	

The above table shows that 44 % (24 % SA +20 % A) of the respondents viewed that the appointment of supervisory staff was made on merit while the 53 % (45 % DA + 8% SDA) of the respondents disagreed with the statement. The mean score was 3.05. Since majority of respondents disagreed with the opinion that appointments of supervisory staff is not made on merit so, it is not accepted.

Table-7.1.2   Provision of Facilities at Examination Centres

Item No. Statement	Level	Frequency	Percentage	Mean Score
2. Appropriate facilities	SA	18	15	
are provided at the	A	54	45	
examination centres.	UND	06	5	3.33
.	DA	34	28	
	SDA	08	7	

The Above table reveals that 60% of respondents agreed that appropriate facilities were provided at the examination centres. The mean score was 3.33. Since majority of the respondents favoured the statement, hence the statement is accepted.

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   234

Table-7.1.3   Attitude of Supervisory Staff

Item No. Statement	Level	Frequency	Percentage	Mean Score
3. All the supervisory staff deals to the students politely	SA	10	8	
	A	56	47	
	UND	36	30	3.4.
	DA	18	15	
	SDA	--	--	

The above table narrates that 55 % of the respondents agreed that all the supervisory staff is courteous and 15% disagreed with the statement .While mean score is 3.4. Since majority of the respondents favoured the statement, thus it is accepted.

Table-7.1.4   Training of Supervisory Staff

Item No. Statement	Level	Frequency	Percentage	Mean Score
4. All the supervisory staff is well trained in examination	SA	20	17	
	A	35	29	
	UND	16	5	3.05
	DA	50	42	
	SDA	09	7	

The above table shows that 46 % of the respondents viewed that all the Supervisory staff was well trained while 49 % disagreed with the statement. The majority disagreed with the statement. The mean score was 3.05. Since majority of respondents disagreed with the statement that all the supervisory staff was well trained is not accepted.

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   235

Table-7.1.5   Use of unfair means in Examination Centres

Item No.	Statement	Level	Frequency	Percentage	Mean Score
5.	Unfair means are Used in the Examination Centres.	SA	08	7	
		A	56	47	
		UND	16	13	3.18
		DA	30	25	
		SDA	10	8	

The above table indicates that 54 % of the respondents agreed and 40% were disagreed with the statement; unfair means were used in the examination centres. While the mean score was 3.18.Since majority of the respondents agreed with the statement therefore, it is accepted.

Table-7.1.6   Favouritism

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	12	10	
		A	54	45	
	Usually favouritism is	UND	22	18	3.33
6.	Practised by the	DA	26	22	
	Supervisory staff	SDA	06	5	

The above table shows majority of the respondents' i.e. 55 % agreed that Favouritism was practised by the supervisory staff. The mean score was 3.33. Since majority of respondents agreed that the supervisory staffs are generally involved in favouritism therefore, the statement is accepted.

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   236

Table-7.1.7   Impersonation

Item No.	Statement	Level	Frequency	Percentage	Mean Score
7.	Impersonation is found there in the Examinations	SA	06	5	2.89
		A	32	27	
		UND	34	28	
		DA	38	32	
		SDA	10	8	

The above table narrates that 32 % of the respondents agreed that impersonation was found in the examination while 40 % disagreed with the statement. The mean score was 2.89. Since majority of respondents disagreed with the opinion that there is impersonation in the examination so it is not accepted.

Table-7.1.8   Remuneration of Supervisory Staff

Item No.	Statement	Level	Frequency	Percentage	Mean Score
8.	Supervisory staff is paid remuneration in time	SA	10	8	2.6
		A	30	25	
		UND	04	3	
		DA	54	45	
		SDA	22	19	

The above table reveals that majority of the respondents i.e. 64 % disagreed and 33% were agree with the statement that Supervisory staff was paid remuneration in time. The mean score was 2.6. The statement therefore, is not accepted.

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   237

Table-7.1.9   The Fairness of Supervisory Staff

Item No.	Statement	Level	Frequency	Percentage	Mean Score
9.	Supervisory staff always seem fair in their jobs.	SA	16	13	
		A	56	47	
		UND	16	13	3.46
		DA	32	27	
		SDA	--	--	

The above table shows, majority of the respondents i.e. 60 % agreed and only 27 were disagreed that Supervisory staff was fair. The mean score was 3.46. The statement therefore, is not accepted.

Table-7.1.10   Visits of inspectors

Item No.	Statement	Level	Frequency	Percentage	Mean Score
10.	Inspection teams frequently visit the examination centres.	SA	32	27	
		A	70	58	
		UND	08	7	4.01
		DA	08	7	
		SDA	02	1	

The above table reveals that 85 % of the respondents were of the view that inspection teams frequently visit the examination centres. The mean score was 4.01. Hence the statement is accepted.

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   238

Table-7.1.11   Paper Setting

Item No. Statement	Level	Frequency	Percentage	Mean Score
	SA	12	10	
	A	20	17	
11. Papers are made	UND	08	6	2.33
from the real classroom	DA	36	30	
teachers.	SDA	44	37	

The above table reveals that majority of the respondents i.e. 67 % disagreed with the statement that papers were made by the actual classroom teachers. The mean score was 2.33. It implies that the question papers are not set by the actual class teachers; hence the statement is not accepted.

Table-7.1.12   Language of Question Papers

Item No. Statement	Level	Frequency	Percentage	Mean Score
Questions are	SA	12	10	
12. asked in simple	A	78	65	
language	UND	08	7	3.61
.	DA	16	13	
.	SDA	06	5	

The above table indicates that 75 % of the respondents agreed that questions were asked in simple language. The mean score was 3.61.Since majority of the respondents pinioned that the question paper language is simple, thus the statement is accepted.

Table-7.1.13   Cognitive Input

Item No. Statement	Level	Frequency	Percentage	Mean Score
	SA	10	8	
Question papers mostly	A	70	58	
13. measure only rote	UND	12	10	3.5
memory	DA	26	22	
	SDA	02	2	

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   239

The above table shows that 64 % of the respondents were agreed with the statement that Question papers measure rote memorization. The mean score was 3.5. Since majority of the respondents agreed with the view that the question paper measure rote memorization only, therefore the statement is accepted.

Table-7.1.14.   Affective Input

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	08	7	
		A	24	20	
14.	Change in students	UND	12	10	2.35
	behaviour is only tested	DA	44	37	
	through written papers	SDA	32	26	

The above table reveals that 63 % of the respondents disagreed that change in student's behaviour was tested through papers. The mean score was 2.35. Since majority of the respondents disagreed with the statement that change in students behaviour is tested through papers, so the statement is not accepted.

Table-7.1.16.   Papers Leakage

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	08	7	
		A	44	37	
16. Papers leakage is seem		UND	28	33	3.3
common practice in the		DA	32	26	
system		SDA	08	7	

The above table shows that 44 % of the respondents agreed with the statement that papers leakage was a common practice while 33 % disagreed with the statement. The mean core was 3.3. Since the majority of the respondents favoured the statement, thus it is accepted.

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   240

Table-7.1.17   Fairness in marking

Item No.	Statement	Level	Frequency	Percentage	Mean Score
17.	Papers marking system is seems fair	SA	16	13	3.7
		A	74	62	
		UND	12	10	
		DA	14	12	
		SDA	04	3	

The above table reveals that 75 % of the respondents agreed that Paper marking system was fair. The mean score was 3.7. Since the majority of the respondents agreed that marking system is fair, thus the statement is accepted.

Table-7.1.18.   Expertise of Sub-Examiners

Item No.	Statement	Level	Frequency	Percentage	Mean Score
18.	Answer scripts are marked through expert subject teachers	SA	12	10	3.23
		A	52	43	
		UND	14	12	
		DA	36	30	
		SDA	06	5	

The above table indicates that 53 % of the respondents agreed that answer scripts were marked by expert teachers. The mean score was 3.23. Since the majority of the respondents agreed with the statement, thus the statement is accepted.

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   241

Table-7.1.19 Carefulness in Marking

Item No.	Statement	Level	Frequency	Percentage	Mean Score
19.	Answer scripts are evaluated carefully	SA	12	10	3.08
		A	46	38	
		UND	10	8	
		DA	44	37	
		SDA	08	7	

The above table shows that 48 % of the respondents were agreed with the statement that answer scripts were evaluated carefully while 44 % disagreed with the statement. The mean score was 3.08. Since the majority of the respondents agreed with the statement, therefore it is accepted.

Table-7.1.20. Allotment of Examination Centres

Item No.	Statement	Level	Frequency	Percentage	Mean Score
20.	Marking centres are at Central places.	SA	20	17	3.71
		A	74	62	
		UND	04	3	
		DA	16	13	
		SDA	06	5	

The above table reveals that 79 % of the respondents agreed that marking centres were at central places. The mean score was 3.71.The statement is therefore, accepted.

Table-7.1.21. Head-Examiners behaviours

Item No.	Statement	Level	Frequency	Percentage	Mean Score
21.	Head-examiners are almost very Cooperative	SA	14	12	3.8
		A	88	74	
		UND	06	5	
		DA	04	3	
		SDA	08	7	

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   242

The above table indicate that 86 % of the respondents agreed that head-examiners were cooperative. The mean score was 3.8. Since the majority of the respondents favoured the statement, therefore it is accepted.

Table-7.1.22   Declaration of Results

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	08	6	
		A	80	67	
22.	Results are usually declared in time.	UND	14	12	3.6
		DA	12	10	
		SDA	06	5	

The above table shows that the majority of the respondents i.e. 73 % agreed with the statement that results were declared in time. The mean score was 3.6. The statement is therefore, accepted.

Table-7.1.23   Accuracy of Results

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	02	2	
		A	44	36	
23	Results are always free from errors	UND	22	18	2.9
		DA	44	37	
		SDA	08	7	

.
The above table indicates that 44 % of the respondents disagreed that results were free of errors. Where as 38 % agreed with the statement. The mean score was 2.9. Since the majority of the respondents disagreed with the opinion that the results are free of errors. So the statement is not accepted.

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   243

7.2: Analysis of Students' Responses

Table-7.2.1 Admission Problems

Item No.	Statement	Level	Frequency	Percentage	Mean Score
1.	Admission forms are easily available.	SA	130	43	
		A	160	54	
		UND	--	--	4.36
		DA	10	3	
		SDA	--		

The above table shows that the majority of the respondents i.e. 97 % agreed with the statement that admission forms were easily available. While the means score was 4.36. the statement is therefore, accepted.

Table-7.2.2   Fee depositing Procedure

Item No.	Statement	Level	Frequency	Percentage	Mean Score
2.	Fee depositing procedure is easy and accessible	SA	50	17	
		A	210	70	
		. UND	10	3	3.9
		DA	20	7	
	.	SDA	10	3	

The above table indicates that 87 % of the respondents agreed that fee depositing procedure was accessible and the mean score was 3.9. Since the majority of the respondents agreed with the statement that fee depositing procedure was accessible, so the statement is accepted.

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   244

Table-7.2.3 Information asked in Admission Forms

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	110	37	
		A	130	43	
3.	Information asked in admission forms are clear and understandable	.UND	30	10	4.03
		DA	20	7	
	.	SDA	10	3	

The above table reveals that 80 % of the respondents agreed with the statement that Information asked in Admission forms were clear and the mean score was 4.03. Hence the statement is accepted.

Table-7.2.4   Attestation procedure

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	30	10	
		A	200	67	
4.	Attestation procedure is very easy and convenient.	UND	20	7	3.7
		DA	50	16	
	.	SDA	-	-	

The above table indicates that 77 % of the respondents agreed with the statement that attestation procedure was convenient. The mean score was 3.7. Therefore, the statement is accepted.

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   245

Table-7.2.5   Form submission procedure

Item No.	Statement		Level	Frequency	Percentage	Mean Score
			SA	40	13	
			A	160	54	
5.	Form submission procedure is simple.	.	UND	10	3	3.43
			DA	70	23	
	.		SDA	20	7	

The above table shows that the majority of the respondents i.e. 67 % agreed with the statement that Form procedure is simple. The mean score was 3.43. Thus the statement is accepted.

Table-7.2 6   Examination Centres

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	20	7	
		A	80	27	
6.	Centres are at approachable places	UND	10	3	2.33
		DA	60	20	
	.	SDA	130	43	

The above table shows that the majority of the respondents i.e. 63 % disagreed with the statement that centres are at approachable places .The mean score was 2.33. Since the majority of the respondents disagreed with the statement so, it is not accepted.

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   246

Table-7.2.7   Seating arrangement

Item No.	Statement	Level	Frequency	Percentage	Mean Score
7.	Seating arrangement is very convenient.	SA	30	10	
		A	130	44	
		UND	60	20	3.33
		DA	70	23	
	.	SDA	10	3	

The above table indicates that 54 % of the respondents agreed with the statement that seating arrangement is convenient. The mean score was 3.33. Hence the statement is accepted.

Table-7.2.8   Facility of Electricity

Item No.	Statement	Level	Frequency	Percentage	Mean Score
8.	Facility of electricity is available in the examination centre	SA	10	3	
		A	210	70	
		UND	30	10	3.56
		DA	40	14	
	.	SDA	10	3	

The above table reveals of that 73 % of the respondents agreed with the statement that Facility of electricity is available there. The mean score was 3.56. Since majority of the respondents agreed with the statement therefore, the statement is accepted.

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   247

Table-7.2.9   Examination Hall

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	30	10	
		A	240	80	
9.	Examination hall is airy	UND	10	3	3.93
		DA	20	7	
	.	SDA	--	--	

The above table reveals that 90% of the respondents agreed with the statement that Examination hall is airy. The mean score was 3.93. Since majority of the respondents favoured the statement, thus it is accepted.

Table-7.2.10   Supervisory Staff

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	10	3	
		A	80	27	
10.	Supervisory staff is very friendly	UND	80	27	2.83
		DA	110	37	
		SDA	20	6	

The above table indicates that 43 % of the respondents disagreed with the statement that Supervisory staff is friendly while 30 % agreed with the statement. The mean score was 2.83. Since majority of the respondents disagreed with the statement, hence it is not accepted.

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   248

Table-7.2.11   Fairness of Supervisory Staff

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	10	3	
		A	110	37	
11.	Supervisory staff is fair with the jobs	UND	80	27	3.06
		DA	90	30	
	.	SDA	10	3	

The above table reveals that 40% of the respondents agreed with the statement that Supervisory staff is fair whereas 33 % disagreed with the statement. While the means score was 3.06. The statement is therefore, accepted.

Table-7.2.12   Use of Unfair means

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	20	7	
		A	180	60	
12.	Unfair means are used in examination centres.	UND	70	23	3.63
		DA	30	10	
		SDA	-	-	

The table .shows that the majority of the respondents i.e. 67 % agreed with the statement that unfair means are used in examination centres. The mean score was 3.63. The statement is therefore accepted.

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   249

Table-7.2.13   Question Paper Setting

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	30	10	
		A	230	77	
13.	Question papers cover the syllabus.	UND	10	3	3.86
		DA	30	10	
	.	SDA	--	--	

The above table shows that. 87 % of the respondents agreed with the statement that Question papers cover the syllabus. The mean score was 3.86. Since the majority of the respondents favoured the statement, therefore it is accepted.

Table-7.2.14 Instructions on Question Papers

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	50	17	
		A	210	70	
14.	Question papers carry clear instructions.	UND	20	7	3.93
		DA	10	3	
	.	SDA	10	3	

The above table reveals that 87 % of the respondents agreed with the statement that Question papers carry clear instructions. The mean score was 3.93. Hence the statement is accepted.

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   250

Table-7.2.15   Errors of Question Papers

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	10	3	
		A	110	37	
15.	Question papers are free of errors.	UND	60	20	3.03
		DA	120	40	
	.	SDA	--	--	

The above table indicates that 40 % of the respondents disagreed with the statement that Question papers were free of errors while 40 % agreed with the statement and the mean score was 3.03. Hence the statement was not decided by the respondents.

Table-7.2.16   Cognitive Input in Papers

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	60	20	
		A	190	64	
16.	Question papers just check the memory.	UND	10	3	3.9
		DA	40	13	
	.	SDA	--	--	

The above table shows that the majority of the respondents i.e. 84 % agreed with the statement that Question papers just check the memory. The mean score was 3.9. Thus the statement is therefore, accepted.

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   251

Table-7.2.17   Affective Input in Papers

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	--	--	
		A	60	20	
17.	Behaviour is measured through Question papers.	UND	20	6	2.2
		DA	140	47	
	.	SDA	80	27	

The above table indicates that 74 % of the respondents disagreed with the statement. The mean score was 2.2. Since majority of the respondents disagreed with the opinion that behaviour was measured through question papers. So, the statement is not accepted.

Table-7.2.18   Papers Leakage

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	--	--	
		A	140	47	
18.	Papers leakage is common practice.	UND	80	27	3.16
		DA	70	23	
	.	SDA	10	3	

The table reveals that 47 % of the respondents agreed with the statement that Paper leakage was common practice whereas 26 % disagreed with the statement. The mean score was 3.16. Hence the statment is accepted -

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   252

Table-7.2.19   Students' Responses about Results

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	--	--	
		A	140	47	
19.	Results are always declared in time as per announced schedule.	UND	10	3	2.66
		DA	60	20	
	.	SDA	90	30	

The above table indicates that 50 %of the respondents were disagreed with the statement that results were declared in time while 47 % were agreed with the statement. The mean score was 2.66. The statement therefore, is not accepted.

Table-7.2.20   Errors in Results

Item No.	Statement	Level	Frequency	Percentage	Mean Score
		SA	40	13	
		A	120	40	
20.	Result are always found free of errors.	UND	--	--	3.3
		DA	90	30	
	.	SDA	50	17	

The above table reveals that 53 % of the respondents agreed with the statement that results were free of errors. The mean score was 3.03.Since majority of the respondents agreed with the statement. The statement is therefore, accepted.

Finding, Results and Discussion:

The findings and results of the study point out the following shortfalls and problems of the examination system. These are as under;

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   253

The study found that the supervisory staffs were not appointed on merit by the concerned Board of Intermediate and Secondary Education. The students found that the supervisory staffs were not fair; there was lack of friendly dealing of the supervisory staff with the candidates at the examination centres. Students found it as a common problem that the examination centres are allotted far away from their residence and institutions (Table 7.2.6).

It was found that the supervisory staffs were not well trained to perform such a serious and committed national duty (Table 7.1.4).

The present study proves that the malpractices especially the use of unfair means and impersonation are still common in the secondary school certificate examinations conducted by the Board of Intermediate and Secondary Education.

Creighton, Arian and Bethel (1995) state; that an invigilator of two-three hour examination session in one day earns roughly the equivalent of an unskilled laborers daily wage. The low level of monetary reward and the risk of physical violence at examination centers have deterred many teachers from taking up invigilation work. The study found that the payment of the remuneration to the Supervisory Staff was delayed by the Board and it is such a problem which causes the malpractices and corruption in the examination system.

The papers are not constructed by the teachers who actually are teaching at that level (Table7.1.11).

The tests and the examinations failed to measure the affective domain of objective (Table 7.2.17).

The study confirms the observation on prevailing system of examination and paper setting shortfall that just focus on simple recall, rote memorization and cognitive development of the learners. According to the students' view point the question papers were not free of errors (Table 7.2.15).

It was revealed that the paper leakage is a common practice in BISEs examinations (Table 7.2.18).

The study indicated that the marking procedure of the BISEs is also poor because the respondent teachers disagreed with the statement that the answer scripts are evaluated carefully (Table 7.1.17).

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   254

According to the students view point the results are not declared in time. (Table 7.2.19) while the teachers are of the opinion that there are a number of errors in the result cards/certificates issued by the concerned board (Table 7.1.20).

Conclusion

1. The appointment of the supervisory staff was not made on merit.
2. All the supervisory staff was not well trained.
3. Malpractices, impersonation, undue favor to the candidates and unfair means cases were commonly found there in the examination.
4. The task of the paper setting assigned by the board of intermediate and secondary education was not done by the relevant teachers.
5. Answer scripts were marked by inexpert and irrelevant teachers.
6. The allotment of the examination centers at far away places from residence of the candidates was often practiced by the BISE.
7. Honorarium and remuneration of the duties performed by the supervisory staff was paid less and too late.
8. Question papers just checked the memory of the students and ignored the affective domain of the objectives.
9. Paper leakage was found as a common practice in Board of Intermediate and Secondary Education (BISE) examinations.

Recommendations

In the light of findings and conclusions following recommendations were made accordingly:

1. Supervisory staff may be appointed on merit. There may be prescribed criteria for the appointment of invigilation staff and after their appointment there may be a one day training in which the attendance of the superintendent, the deputy superintendent and all invigilators may mandatory. They should be told there how to conduct fair exam, how to deal with the candidates and how to facilitate the students to take free and fair examination. The staff appointed for the evaluation of scripts may be provided the same nature training to enable them to do free and fair job.
2. The malpractices, impersonation, undue favour and unfair means may be discouraged and laws as well as forces against such practices should be made active.
3. Paper setting is a serious task, which may be done by the expert, relevant and most concerned teacher. In the same way while test construction the reasonable and due weightage should be given to all domains of objectives. Error free question papers should be brought before the students.

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   255

4. Examination centres may be allotted at those places where the approach and access of candidates is easy.
5. There should be a quick payment and reward of the examination duty because delaying tactics in the payment of the remuneration bill of the supervisory staff and this delay opens so many doors of corruption and due to delay in payment; the staff indulge in the bribery and other unfair means.

===

References

Admin (2011).h. ttp://silc.org/importance-of-secondary-education.htm

AIOU. (2004).Educational Measurement and Evaluation .Islamabad: Allama Iqbal Open University.

Board of intermediate and secondary educationhttp://www.bisesargodha.edu.pk/branches.htm 20-4-2011

Chaudhary M.Y.A (1997) National Seminar on Secondary School & Higher Secondary School Scheme of Studies Islamabad, Inter Board Committee of Chairmen, Ministry of Education

Creighton, Arian and Bethel (1995) http://www.scribd. com/doc/ 51396030/47/ Examination- System-at-SSC-Level-in-Pakistan retrieved on 20-4-2011.

Farooq, R.A. (1996) Education System in Pakistan: Issues and problems,   London: Minerva Press.

Gay. L. R. (1985) Educational Evaluation and Measurement. Columbus: Charles E Merrill Publishing Company.

Graney and Kellagan (1996) http://eprint.hec.gov.pk/view/subjects. Retrieved on 20-4-2011.

Haq, Farooq and Tyler. http://www.scribd.com/doc/51396030/47/Examination-System-at-SSC-Level-in-Pakistan

Johnson, B.and Christensen, L. (2010), Educational research: Quantitative, Qualitative And mixed approach, SAGE Publication, New Delhi.

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures					256

Raja S. H. (1999) "Secondary Education" Islamabad: Allama Iqbal Open University

Shah & Afzaal IAEA international conference entitled' Assessment and the future Schooling and learning held in Abuja, Nigeria from September 4-9, 2005

http://www.cssforum.com.pk/css-compulsory-subjects/essay/essays/2597-Education-pakistan.html. retrieved on 11-3-2011, at 10. 05 pm.

Iqbal, M. (1970) "Education in Pakistan" Lahore, Aziz Publishers
Microsoft® Encarta® Reference Library 2005. © 1993-2004 Microsoft Corporation

Ministry of Education (1971) "Report on Examination system in Pakistan" Islamabad National Committee on Examination, Ministry of Education

Ministry of Education Pakistan, Examinations and Evaluation, National Education Policy, 1992.

Ministry of Education Pakistan, National Education Policy, 1998-2010. , Ministry of Education, Islamabad.

National Educational Policy 2009 http://www.moe.gov.pk/nepr/NEP_2009.PDF

Patel, R.N. (1993).Educational Evaluation (Theory and Practice), Bombay: Hamalaya Publishing House.

Shahid S.M (2007)"Education In Pakistan" Islamabad: Allama Iqbal Open University

Shoukat, Ibraheem, Azhar, Shazia (2011)" A Comparative study of Credibility of Examinations" International Journal of Academic Research

Bibi, S. "Evaluation Study of Competencies of Secondary School Teachers in Punjab "University of Arid Agriculture

The Daily Nation,http://www.nation.com.pk/pakistan-news-newspaper-daily-english-online/Lahore/28-Dec-2010/Reforming-examination-system-in-Punjab Retrieved on 19-3-2011 at 08; 06 am

Wilayat (2009) I.E.R University of Peshawar http://research-education-edu.blogspot.com/2009/07/examination-malpractice.html Retrieved 0n 25-3-2011

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi, Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School Level and Their Remedial Measures   257

at11; 26

==
Muhammad Riaz, Ph.D. (Education) Scholar
Preston University and also working as secondary teacher in the Punjab Education
department
Islamabad-40000
riaz3215506231@yahoo.com

Ali Murtaza, Ph.D.
Assistant Professor
Preston University
Islamabad-44000
Pakistan
draliibd@gmail.com

Zia Ullah Abbasi, Ph.D. (Education) Scholar
Preston University and also working as Headmaster in the Punjab Education department
Islamabad-40000
Pakistan
zuabbasi@hotmail.com

Language in India www.languageinindia.com
11: 10 October 2011
Muhammad Riaz, Ph.D. (Education) Scholar, Ali Murtaza, Ph.D. and Zia Ullah Abbasi,
Ph.D. (Education) Scholar
Identification of Problems in the External Examination System at the Secondary School
Level and Their Remedial Measures   258