Global Journals LaTeX JournalKaleidoscope™
Artificial Intelligence formulated this projection for compatibility purposes from the original article published at Global Journals. However, this technology is currently in beta. *Therefore, kindly ignore odd layouts, missed formulae, text, tables, or figures.*

Discrepancy in Results of Boards and Entry Test at College Level

Education Peace[1]

[1] National University of Modern Languages

Received: 12 December 2011 Accepted: 3 January 2012 Published: 15 January 2012

Abstract

The study aims at measuring discrepancy of various boards? examination BISE and educational testing and evaluation Agency (ETEA) in KPK. The population of the study consisted of all the Boards of Intermediate Secondary Education in KPK and all the intermediate level students who have appeared in both the above-mentioned examinations. The sample of the study was 541 students. These students were randomly selected for those who had obtained 60

Index terms— discrepancy, evaluation Agency

1 Introduction

xternal examinations are not always the best form of student's evaluation. Students' success in such examinations may only be due to their general retentive ability or good memory. External examinations also limit the scope of teachers tend to teach only that part of the course considered useful from examination point of view. So semester system was tried, but it also did not work. Government of Pakistan, in 1998 introduced a parallel system for successful students of intermediate and those interested in getting admission in medical and engineering colleges to encourage merit and to check the unfair means used in intermediate examinations. This examination covers the whole course with no discrimination of staff center and availability for the examination. This is called entry test examination conducted by educational evaluation and testing agency (ETEA). This study aims to ascertain the relationship of examination conducted by Board of Intermediate and Secondary Education (BISE) and educational evaluation and testing agency (ETEA).

2 II.

3 Review of Literature

The purpose of public examinations conducts by these boards is clearly that of promotion, selection and certification.

Khushk and Charistie (2004) claim, "Pakistan is listed among the developing nation of the world. The prevalence of low quality education in the country is one of the major constraints on its development. Minimal use of modern assessment techniques and dependency on traditional learning processes are the significant factor of low quality education in country. At the foundation of Pakistan there was a single examinations board, which was responsible for examining students from all over the country. Since then the number of examination boards has gradually increased to 23 in line with growing numbers of candidate, while the level of quality education in most institutions has not only been improved to satisfy the academic needs of the time but deteriorated due to malpractices in examination".

"Equity and validity considerations require that no candidate for a particular public examination is granted an unfair advantage over other candidates. An unfair advantage would be obtained, for example, if a student had prior access to an examination paper or received support from an external source during the course of examination. It occurs in the United States among students taking the Scholastic Aptitude tests (Haney, 1993) and probably in every other country through out the world. In developing countries, extensive malpractice,

including bribery, threats, physical abuse, and a variety of ingenious methods to gain an unfair advantage serve to highlight the importance of public examinations in the lives of the students and of their families".

The issue of malpractice has become so predominant in Pakistan that the Punjab Commission for Evaluation of Examination System and Eradication of Malpractices (1992) concluded that "Cheating in the examination now knows no bounds. Those who dare and those who wield any kind of authority can do all them want during examinations, without any fear of punitive action. Leaked papers answer books, continuation sheets, and solved examination questions were freely available at a price. Chairmen of BISEs (Boards of Intermediate and Secondary Education) are completely helpless to take action against the faulting examinees, corrupt subordinates and (arc unable) to resist threatening dictates of some bureaucrats, public representatives and gangsters. "

Given the amount of malpractice associated with public examinations, it is to be expected that, despite the obvious educational advantages of schoolbased assessment, examination bodies in many developing countries have little confidence in marks derived from such assessments. For example, schoolbased assessment was doomed in Srilanka when evidence was produced of work being done by paid outsiders and of unfair advantage for well equipped schools and wealthy students (Kariyawasam, 1993; UCLES, 1990). In China, percentage of "meritorious" students to gain admission to college or university on the basis of school recommendation needs to be examined for possible bias and malpractice (Hao, 1993).

Efforts to combat or detect malpractice include overseas printing of examination booklets and answer sheets in Bangladesh (UCLES, 1989) and in Kenya (McGuinress). 'Donoghue, Yussufu, & Kithuka, 1990), administration of oaths of secrecy in Zambia. (Kellaghan, Martin, & Sheehan, 1989), requiring examination setters to reside in a hotel for two months without outside contact in China (Lewin & Lu, 1991), comparison of scripts where copying is suspected, and acting on reports of cheating by other candidates in Uganda **??**Ongom, 1990).

The problem was faced not only by the underdeveloped countries, but developed countries too were the victims of the same problem, especially in case of students pursuing higher studies in the developed countries. The developed countries introduced Teaching of English as Foreign Language (TOEFL), International English Language Testing System (IELT), Graduate Records Examination (GRE) and Graduate Management Assessment Test (GMAT). TOFEL and IELT have been very affective in analyzing examinees English language proficiency. Lee (2008) Eiji (2004) and ken (2004).

Since Pakistan, was confronted with the same problem. Therefore the government of KPK introduced entry test examination for admitting students to professional colleges through introducing entry test examination. The need for establishing ETEA was felt due to huge discrepancies in marks in various boards. So ETEA was established through ordinance 2001.

"Whereas it is expedient to provide for the establishment of an independent and autonomous educational testing and evaluation agency in the Khyber Pakhtunkhwa Province for the development of resources and systems for the conduct of educational evaluation and testing for the educational institutions in a transparent, uninfluenced and academically sound manner". The study aimed to achieve the following objectives: i) To compare marks secured in BISE results and marks scored in entry test of pre-medical students. ii) To find out scored differences in BISE results and marks scored in entry test of engineering.

4 III.

5 Statement of the Problem

IV.

6 Statement of the Hypotheses

The following hypotheses were tested:

1. There is no significant difference between the marks secured in BISE examination and marks secured in entry test conducted by ETEA. V.

7 Method and Materials

The effectiveness and success of every research is always based on the very methodology and technique through which the data is collected.

8 VI. Population of the Study and Sample Size

The population of this study includes all students of F.Sc in both Pre-Medical & Pre-Engineering of all boards of Intermediates and Secondary Education in Khyber Pakhtunkhwa.

The sample of study includes 541 students. This includes both Medical and Engineering students, who appeared in BISE examination and entry test examination in 2006, 2007 and 2008, were randomly selected on the basis from the whole population who got 60% and above marks in both the examinations.

Out of these 541 students, 344 students from Medical group were randomly selected 15% sample of the total population, due to small population of engineering group all the 197 students were selected for this study.

9 VII. Data Collection and Data Analysis

Data for the study were collected from official gazettes of all the boards of NWFP and ETEA results during the sessions 2006-07, 2007-08 and 2008-09. After collecting the data from the gazettes notification of the B.I.S.E and ETEA, were analyzed using Z -test.Where Z = 2 2 2 1 2 1 2 1 2 1) (n S n

10 S X X

Where:

Z has standard normal distribution under H0.

11 Results and Discussion

It includes data analysis, results and discussion. To test the hypothesis that the entry test examination is more credible than BISE exam it is preceded as follows: i. Null and alternative hypotheses were formulated as follow:

H 0 : There is no significant difference between the marks secured by the students in BISE examination and marks secured in entry test examination. Where Z = IX. Medical Students for the Session: 006 -07 The following table was constructed and Z-test was applied for the session 2006-07.H 0 : 1 = 2 H 1 :

12 BISE Examination Entry Test Examination

13 Marks %age

14 Midvalue X %age

No of Students f 1 f 1 X f 1 X 2 No of student f 2 f 2 X f 2 X

X.

15 Medical Students for the Session 2007-08

The following table was constructed and Z-test was applied for the session 2007-08.

16 BISE examination Entry Test Examination

Marks %age Midvalue X %age No of Students f 1 f 1 X f 1 X 2 No of student f 2 f 2 X f 2 XS = 2.

17 Medical Students for the Session 2008 -09

The following table was constructed and Z-test was applied for the session 2008-09.

18 BISE examination Entry Test Examination

Marks %age Midvalue X %age No of Students f 1 f 1 X f 1 X 2 No of student f 2 f 2 X f 2 X

19 Engineering Students for the Session 2007-08

The following table was constructed and Z-test was applied for the session 2007-08. The following table was constructed and Z-test was applied for the session 2008-09. The following table was constructed and Z-test was applied for the session 2007-08. Medical (Female) As Z = 14.89 > 1.645 falls in critical region. So H0 is rejected and hence result is highly significant at 0.05 level of significance. Which means that the entry test examination 2007-08 is more credible than board examination 2007-08.

20 BISE examination Entry Test Examination

Marks %age Midvalue X %age No of Students f 1 f 1 X f 1 X 2 No of student f 2 f 2 X f 2 XS = 3.

21 BISE examination Entry Test Examination

Marks %age Midvalue X %age No of Students f 1 f 1 X f 1 X 2 No of student f 2 F 2 X f 2 X

22 BISE examination Entry Test Examination

S = 4.S = 4.

23 XX.

Medical (Female) Students for the Session 2008-09

The following table was constructed and Z-test was applied for the session 2008-09. Engineering (Male) Students for the Session 006-07

24 BISE examination Entry Test Examination

25 Marks %age

26 Midvalue %age

27 No of

Students f 1 F 1 X f 1 X 2 No of student f 2 f 2 X f 2 XS = 5.

The following table was constructed and Z-test was applied for the session 2006-07. Engineering (Male) Students for the Session 007-08

28 BISE examination Entry Test Examination

29 Marks %age

30 Midvalue X %age

No of Students f 1 F 1 X f 1 X 2 No of student f 2 f 2 X f 2 XS = 4.

The following table was constructed and Z-test was applied for the session 2007-08.

31 BISE examination Entry Test Examination

32 Marks %age

33 Midvalue X %age

34 No of

Students f 1 F 1 X f 1 X 2 No of student f 2 f 2 X f 2 X

35 Engineering (Male) Students for the Session 008-09

The following table was constructed and Z-test was applied for the session 2008-09. The following table was constructed and Z-test was applied for the session 2006-07.

36 BISE examination Entry Test Examination

37 Marks %age

38 Midvalue X %age

39 No of

Students f 1 F 1 X f 1 X 2 No of student f 2 f 2 X f 2 X

40 BISE examination Entry Test Examination

41 Marks %age

42 Midvalue X %age

43 No of

Students f 1 F 1 X f 1 X 2 No of student f 2 f 2 X f 2 X

44 Engineering (Female) Students for the Session 007-08

The following table was constructed and Z-test was applied for the session 2007-08. The following table was constructed and Z-test was applied for the session 2008-09. Medical and Engineering Students for the given Three Session 006-07, 007-08, 008-09

45 BISE examination Entry Test Examination Marks %age

46 Midvalue X %age

47 No of

Students f 1 F 1 X f 1 X 2 No of student f 2 f 2 X f 2 X 2

48 BISE examination Entry Test Examination

49 Marks %age

50 Midvalue X %age

51 No of

Students f 1 F 1 X f 1 X 2 No of student f 2 f 2 X f 2 X 2

The following table was constructed and Z-test was applied for the session 2006-07, 2007-08, 2008-09.

52 BISE examination Entry Test Examination

53 Marks %age

54 Midvalue X %age

55 No of

Students f 1 f 1 X f 1 X 2 No of student f 2 f 2 X f 2 X

56 XXVIII. onclusion

This study concludes that decision of the government to establish ETEA was justified as students who had scored high in BISE examination dropped down in ETEA examination. This further concludes that examinations conducted by ETEA are more credible as XXIX.

57 Recommendations

1. All Boards in KPK may have uniform paper format in all subjects for all students of the province. 2. An inter-boards committee may be constituted to design paper for all boards of the province. 3. The evaluation and marking of those uniform papers can be checked by the examiners selected by the inter-board committee. 4. Selection of the supervisory staff for exam may be based on merit-cum-performance further paper format can discourage the trend of selective study among students and questions in the papers may be concept-based and not based on rote memory. 5. The BISE final results of the students may reflect the overall assessed performance of the students in their respective institutes throughout the year. 6. The BISE boards should work as facilitators to raise the standard of quality education for which the local educational administration may be made effective to check the corruption and loopholes in various boards as they are enjoying unlimited corruptive powers. 7. The checking of papers, tabulation and rechecking and result display may be made transparent and accessible to students so that the hidden deceptive roles of some workers can be highlighted. 8. There may be a uniform policy for rechecking and re-totaling etc, and chances of favor may be totally eliminated. 9. The administrative staff and other managers of board may be appointed on the basis of their subject knowledge, skills and experience. 10. The ETEA papers also need to be prepared with the help of those teachers who are teaching the same courses at intermediate level. 11. The ETEA may device the carbon copy of the answer sheet and key display through internet after the test with which the complaints of the students may be resolved and the discrepancy be removed. 12. These experts may be bound to make the paper according to the textbooks. 13. There may also be some text from practical books of the same level. 14. The board records may always be open for the inspection of various educationists and experts. 15. The reliability and validity of BISE exam results may also be statistically displayed in the yearly. Journals and authorities should be held responsible for the unsatisfactory results lacking the given characteristics of a good test. 16. The examination centers may be minimized on the basis of regions / zones with maximum students in the minimum centers on the pattern of ETEA examination to curtail the use of all sorts of UFM.

The paper checking may be streamlined and mechanized on the basis of computer base system like [1]

1

Figure 1: 1 X

			BISE examination			Entry Test Examination		
Marks		Midvalue X		No of	f 1 X	f 1 X 2	No of	f 2 X	f 2 X
%age		%age		Students f 1	student f 2				
60-65		62.5		0	0	0	46	2875	1796
66-70		67.5		1	67.5	4556.25	20	1350	9112
71-75		72.5		10	725	52562.5	10	725	5256
76 & above		77.5		67	5192.5	402418.75	2	155	1201
				78	5985	459539.5	78	5105	3353
X 1 2 S = 4	1 . 76	73	X	2	65	45 .			
				2					
	60-65	62.5		0	0	0	51	3187.5	1992
	66-70	67.5		2	135.0	9112.50	26	1755.0	1184
	71-75	72.5		1	72.5	5256.25	9	652.50	4730
76 above		77.5		87	6707.7	519846.75	4	310.0	2402
				90	6915.2	534215.5	90	5905.0	3890
X 1 1 2 S = 31.3 Z = 15.00	. 76	84	X	2 2 S = 19	. 65	6			

Figure 2:

					2		
	60-65		62.5		1		62.5
	66-70		67.5		0		0
	71-75		72.5		17		1232.
	76 & above		77.5		68		5270
					86		6565
X	1	. 76	34	X	2 . 64		7
1 2 S = 57.78				2 2 S = 15			
Z = 23.7							

As Z = 23.7 > 1.645 falls in critical region. So test e

2008-

credit

board

H0 is rejected and hence the result is highly significant exam

2008-

at 0.05 level of significance. Which means that the entry

XV. Medical (Male) Students for the Session 2006 -07

					BISE ex- am- ina- tion		Entry amina
	Marks		Midvalue X				No of
	%age		%age		Students f 1		stude
	60-65		62.5		1		62.5
	66-70		67.5		3		202.5
	71-75		72.5		14		1015
	76 & above		77.5		88		6820
					106		8100
X	1	. 76	4	X	2		67
1 2 S = 9.4				2 2 S = 21			
Z = 17							

As Z = 17 > 1.645 falls in critical region. So H 0 is exam

2006-

credit

board

rejected and hence the result is high significant at 0.05 exam

2006-

level of significance. Which means that the entry test

Figure 3:

Marks		Midvalue X		No of	F 1 X	f 1 X 2	No	f 2 X	f
	%age	%age	Students	f 1		student f 2	of		
60-65		62.5		0	0	0	32	2000	1
66-70		67.5		1	67.5	456.25	21	1417.5	9
71-75		72.5		3	217.5	15768.25	9	652.5	4
	76 & above	77.5		64	4960	384400	6	465	3
				68	5245.0	404724.5	68	4535	3

As Z = 12.87 > 1.645 falls in critical region. So H0 is rejected and hence the result is significantly high at 0.05 level of significance. Which means that the entry test examination 2007-08 is more credible than board examination 2007-08.

BISE examination

Entry Test Examination

Marks		Midvalue X		No of	F 1 X	f 1 X 2	No	f 2 X	f
	%age	%age	Students	f 1		student f 2	of		
60-65		62.5		0	0	0	34	2125	1
66-70		67.5		2	135	9112.5	18	1215	8
71-75		72.5		0	0	0	6	435	3
	76 & above	77.5		58	4495	348362.5	2	155	1
				60	4630	357475	60	3930	2

X 1 . 77 16 X 2 . 5 65

2
1

Figure 4:

					BISE examination	En am
	Marks		Midvalue X			No
	%age		%age		Students f 1	stu
	60-65		62.5		0	0
	66-70		67.5		2	135
	71-75		72.5		4	290
	76 & above		77.5		30	232
					36	275
	X	1 76 .	4	X	2	. 6
	1 2 S = 5.40			2 2 S = 2664		
	Z = 0 . 7 94 73 .		= 8.22			
	As Z = 8.22 > 1.645 falls in critical region. So					exa 200 cre boa

H0 is rejected and hence the result is significant at 0.05 exa 200

level of significance. Which means that the entry test

XIX. Medical (Female) Students for the Session 2007-08

					BISE examination	En am
	Marks		Midvalue X		No of	F 1
	%age		%age		Students f 1	stu
	60-65		62.5		0	0
	66-70		67.5		1	67.
	71-75		72.5		2	145
	76 & above		77.5		41	317
					44	339
X 2 1	1	04 . 77	X	2	66	02

Figure 5:

[Crighton] , J Crighton .

[Ucles ()] , Ucles . 1990. Sri Lanka.

[A report on the education and examination system in Sri Lanka Cambridge: Author] 'A report on the education and examination system in Sri Lanka'. *Cambridge: Author*

[Amin (2004)] A Amin . *Examination reforms. The Statement, P.7*, 2004. May 11.

[Lee et al. ()] *analytic scoring of TOFEL*, Yong-Won Lee , Clandia Gentile , Ventor . 2008. Robert. (CBT Essays)

[Gipps ()] 'Assessment for learning'. C Gipps . *Assessment in Transition*, A Little, A Wolf (ed.) (Oxford) 1996. Pergamon.

[Arain and Bethell ()] *Authority and responsibility in public examinations in Pakistan*, A A Arain , G S Bethell . 1995. (Unpublished study)

[Bank (2001)] *b) Purposes and functions of Public Examinations*, World Bank . `http://www.worldbank.org/education/exams/purposes/asp19` 2001. June 5. 2004.

[Waheed ()] *Book of model MCQs for entrance tests preparation*, Waheed . 2005. N.W.F.P Pakistan. (1st Edition. Published by ETEA)

[Haney (1993)] *Cheating and Escheating on standardized test*, W Haney . 1993. April. Atlanta GA. 12 p. 16. (Paper presented at annual meeting of the American educational research association)

[Eiji ()] *comparability of TOEFL, writing prompts for different native language groups*, Lee Eiji . PR-04-24. 2004. (Report #)

[Curriculum Wing Ministry of Education, Government of Pakistan, Examination Reforms in Pakistan ()] *Curriculum Wing Ministry of Education, Government of Pakistan, Examination Reforms in Pakistan*, 1977. Islamabad.

[Gay ()] *Educational Evaluation and Measurement Columus Charles E*, L R Gay . 1985. Merril Publishing Co.

[Soeze (2003)] *Examination Malpractices*, S Soeze . `fromhttp://www.dailytimesofnigeria.com/daily/times/2003/september/30/wayout.as` 2003. May 14,2004.

[Erfan ()] *Examinations in Pakistan: An Overview Report of national workshop on technique of paper setting and marking*, N Erfan . 1990. Lahore. Curriculum the Research and Development Center

[Etea Ordinance ()] *Government Gazette of NWFP*, Etea Ordinance . `http://www.uniport.edu.ng/ap/pi.htm` 2001.

[Dr. Capt. U.A.G. Isani, Dr. Muhammad Latif Virk (ed.)] *Higher Education in Pakistan, Historical & Futuristic perspective by*, Dr. Capt. U.A.G. Isani, Dr. Muhammad Latif Virk (ed.)

[Higher Education in Pakistan, the Examination System ()] *Higher Education in Pakistan, the Examination System*, 2003.

[Warwick and Reamers ()] *Hope and despair? Learning in Paloarao schools*, D Warwick , F Reamers . 1995. USA: Greenwood Publishers.

[Ongom] *L (1990) Malpractices in examinations. Paper presented in seminar on malpractices in examinations*, D Ongom . Zoomba, Malawi.

[Thorndike and Hagen ()] *Measurement and Evaluation in Psychology and Education*, R L Thorndike , E P Hagen . 1977. New York: John Wiley & Sons, Inc.

[Tariq ()] *NTS guide for GRE-GAT. Dogar Publishers. Text book of Statistics for Hypothesis testing by Sher Muhammad*, A K Tariq , Arshad . 2008.

[Greaney and Hasan ()] 'Public Examinations in Pakistan: A System in need of reform'. V Greaney , P Hasan . *education and the State: Fifty years of Pakistan*, P Hoodbhoy (ed.) (Karachi) 1998. Oxford University Press.

[Punjab Commission for Evaluation of Examination System and Eradication of Malpractices ()] *Punjab Commission for Evaluation of Examination System and Eradication of Malpractices*, 1992. Lahore: Author. (Report)

[Shahid ()] S Shahid . *Education in Pakistan (Examination system in Pakistan) 1st Edition*, 2002. Allama Iqbal Open University, S.T Printer Islamabad

[Hao ()] *Term Examinations, General, Graduation Examinations and College Entrance Examinations*, X Hao . 1993. Chinese Education and Society.

[Anon ()] *The calendar of board of Secondary Education. Karachi., and Stephens, D. 1986. Education and Society in Africa*, Anon . 2002. May 14. 2004. 1994. London: Eward Arnold. 3. (Investigation of examination Malpractices University of Portharacart)

[Understanding research in education ()] *Understanding research in education*, 2001. University of Arid Agriculture ; University Institute of education and research

[Powers ()] *Validity of GRE general test scores for admission to colleges of veterinary medicine*, Donald Powers . PR-01-10. 2001. (Report #)