

A STUDY OF ANNUAL EXAMINATION SYSTEM IN SINDH AT GRADE EIGHT LEVEL IN PAKISTAN

Abdul Waheed Bhatti, Mahboob Ali Dehraj

Department of education Shaheed Benazir Bhutto University Shaheed Benazir Abad,
PAKISTAN.

abdulwaheedb@hotmail.com, mehboobali@sbbusba.edu.pk

ABSTRACT

The major purpose of the research work was to study of “Annual Examination System in Sindh at Elementary Level” (Grade-VIII). The Government of Sindh in the course of Sindh Education improvement curriculum, Education & Literacy Department from first to last its establish a modern development curriculum to reduce bodily and personal resources and to progress the general administration of school before the implementation of Devolution Plan in 2001. Local Common Annual Examination Class one to four was conducted by Supervisors appointed by Sub-Divisional Educational Officers. The Examination from Class five to Eight was the authority of the school to conduct the examination. The current research study has great importance because it is direct related to assessment of the students. Hence very little research is available in the given context of Sindh elementary school examination system particularly the rural schools in Sindh. Further that the researcher being a teacher and teacher educator in the above school system has considered it as an important issue to conduct a research on the examination system at class 8th of public schools of Sindh. Students who are promoted in next graders without effective assessment of learning and proper evaluation they create problems for teachers, parents, and administration. Many teachers and head teachers believe that this is due to ineffective assessment policy at local level. It was also help head-teachers, teachers and educationists to improve the current examination practices and policy at the school level for the better understanding and improved learning outcomes of the students. This Research study was descriptive in nature & quantitative by method. The sample of this research was selected with convenient random sampling. The sample of the study consisted of district officer elementary, secondary and a head quarter, and the teachers who set examination papers. 50 Head teachers 50% of heads of district Shaheed Benazirabad, and 140 teachers (70 female and 70 male), 40 supervisory staff (20 female and 20 male), 5 employees of examination body of district Shaheed Benazirabad. The multistage sampling technique was used in the proposed study as under at first stage, 30 schools (15 rural, 15 urban) from district SBA were selected conveniently. At second stage 5 teachers from each school were selected conveniently and at the third stage, all examination body employees 05 (DOE & other employees) were selected conveniently from district SBA. According to data majority of the respondents, 88.51 % disagreed + strongly disagreed that the role of examination body was ambiguous and vivid, the weaknesses found in the present system of examination in Sindh at the elementary level.

Keywords: Assessment, Test, Examination, instructions

INTRODUCTION

The major purpose of the research work was to study of “Annual Examination System in Sindh at Elementary Level” (Grade-VIII). The Government of Sindh in the course of Sindh Education improvement curriculum, Education & Literacy Department from first to last its establish a modern development curriculum to reduce bodily and personal resources and to

progress the general administration of school before the implementation of Devolution Plan in 2001. Local Common Annual Examination Class one to four was conducted by Supervisors appointed by Sub-Divisional Educational Officers. The Examination from Class five to Eight was passed out through internal School-based Examination system. (Jeyaraman,K., 2010). This system was hopeless in terms of conduct. It was common; experimental with the aim of payable to hopeless supervision, and sub-standard question paper setting the quality of education next to the local rank was severely affected. It was simply because of untested and less-skilled question paper setters. (Helmick, J.S., 1974.) While discipline would bring out the final examination by their own, therefore a lot of issues and problems were rooted. The teachers would not take interest in the teaching development. Lessons were not concluded for the duration of the working hours. Tests would be arranged on the basis of the lessons covered. Teachers would resort to malpractices. Students were charged with a heavy fee in the name of the exam. The paper quality of response sheet was very sub-standard. (Pakistan G. o., The Fifth Five-Year Plan 1976-81. Planning Commission., 1978.) Question papers would not be provided in sufficient number; hence question objects used to be written on the boards, still nowadays in many schools, this is a general carry out. During small, value and standard of examination did not assemble with the necessary point of a standard. The main purpose of assessment of students learning was not fulfilled properly. Feeling the depth of this issue quite a lot of efforts were made by District Education Administration but, sorry to say, these procedures could not get better the position. (Govt. of West Pakistan, 1969.) Through the organization of District Government, District Education Department was represented under the head of Executive District Officer (Education) / EDO (E) in each District of Sindh. Therefore, District Education Department for further divided into separate departments, like, District Officer Education (DOEs) viz: DOE (Head Quarter), DOE (Sec/H.Sec) DOE (A&T), DOE (Elementary), DOE (SEMIS & Planning) DOE (Sports), DOE (Technical), DOE (Colleges) & DEO (Literacy). The DOE (Academic & Training) was assigned the responsibility on behalf of conducting Annual as well as Terminal Examination from Class One to Eight of public and private schools of District Shaheed Benazir Abad. As another successful attempt District Local common Annual Examination Committee (DLCAE) was composed of the Executive District Officer (Education) / (EDO). This committee was the foundation on three members viz: DOE (A&T), DOE (Sec/H.Sec) and DOE (Elementary) each year through expectations that it will help to improve the common of education during improved watching and supervision of the examination. However, the arrangement of this committee, particularly in deference of strategy and perform of Local Common Annual Examination in Government middle Schools has raised severe fears with dissimilar stakeholders. It is silent generally practical that the condition at the Local stage is smooth not as good as than ahead of the configuration of district governments. (khan, 2014-2016). This study motivation classifies the effectiveness of the above-said policy and its pursued performs recognized as Local Common Annual Examination. The study will disclose the presence of the local common annual examination committee in terms of its objectives as well as its impact on student learning outcomes. (Govt. of West Pakistan, 1969.)

RESEARCH OBJECTIVES

The research objectives are:

1. Enquire the significance of present system examination in Sindh at grade viii level.
2. Investigate the impact of present examination on teaching-learning process.
3. Find out teachers and examination bodies perception about the problem & solution.

RESEARCH QUESTIONS

1. What is the significance of the present system of examination in Sindh?
2. What is the impact of present Examination system on teaching-learning process?
3. What are perception teachers and examination bodies' about the problem and their solution of Examination System of Sindh at grade viii level?

THE BASIC ASSUMPTION/HYPOTHESIS

The study follows the following hypothesizes:-

Hypothesis 1 (Ho): There will be no significant impact of effective examination on students learning of grade eight the level.

Alternate Hypothesis 2 (H1): There will be the positive impact of effective examination on students learning of grade eight the level.

LITERATURE REVIEW

Concept of Examination

This section deals with the review of available literature associated with the research work. The examination is the key to improve the education system of Pakistan. The success of schools depends on a sound system of assessment. (DAVIS, 2007) Examinations are generally held annually, which are major standard to encourage pupils to higher grades or to keep them in the matching level. Though, freshly a structure of habitual encouragement up-to class-Eight has been established in greater part of schools. In the primary grades, assessments are conducted through individual schools. Though, at the last part of the 4th and 5th year of the primary level, a public examination is detained by education department for promotion to next class. (Govt. of West Pakistan, 1969.) One more examination is detained in favor of the excellent pupils to struggle in favor of the prize of advantage scholarship. Correspondingly, the examinations in elementary schools are detained by the quality schools but there is a public examination at the finish of class 8th performs through the education department. Aggarwal (1997) defines the theory of examination as "A test of knowledge acquired or more generally a means of examining intellectual capacity or ability". There are generally three kinds of examinations. (waheed, 2009-2013). A locate of questions designed to verify a students' development on the creation of an gained and bring directions. Resources of succeeding students for a degree or certificates in which pupils are necessary to achieve a confident normal on behalf of exceeding the degree.

An aggressive examination on top of the supremacy of which the prize or the scholarship be made to a successful student, the examination may also be conducted by means of written answer of a situated of questions or by a local process. The examinations are a source of assessing the ability of an individual through a written set of questions or by verbally measuring the ability of the person. (waheed, 2009-2013). It is very important to develop an alternative examination board; all the public and private schools must pledge to conduct the examinations under the supervision of the department. There is also a requirement developing fresh knowledge, which must be taken awake through the pupils of government and private schools. Chances are plentiful in increasing latest; globally gainful experience scheduled the reverse of achievement of Pakistan's public and private schools (Pakistan G. o., The Pakistan Educational Conference. Education Division., 1947). For the quality of education in Pakistan is needed to conduct the examinations Public and private examinations. The Assessments are perform during a lot of states of the humankind in addition to include survived measured in the direction of participate an important function in formative come again depart lying on

during status area conditions “what” as well as “how” instructor educate the pupils to learn, with be able to contain a collision lying on together education Furthermore knowledge (Gipps,1994 & 1996 in little and Wolf; Black, 1998; Mirza, 1999; Judgment improvement Group,1999; Kellagan and Greany,2001). Gipps (1994) recommends with the aim of main reason’s examinations be in the direction of carrying the schooling with knowledge procedure, however various shapes of evaluation be able to undoubtedly hinder leading profound education Rehmani, 2000). But the assessment pressures accepting along with dangerous come within reach of just before education, it be possible with the intention of Pupils must accept profound come near in the direction of education (Entwistle, 1993 Marton, Alba, & Beaty, 1993; Marton & Saljo, 1984 in Marton et al (ed.1997). Outstanding toward the socio-culture standard as well as strict approaches of a close relative, an educator with seniors inside Pakistan, pupils inside common be sensitively and sensitively concealed. It to be anticipated inactive as well as blindly respectful which guides toward requires assurance of them? Discipline background many them among plenty of grounding as well as the derived value of schooling services them in the direction of getting individual instruction during adding on the way to recognized coaching. Knowledge, particularly in public schools, is mostly prospectus support and educator-centered. (Govt. of West Pakistan, 1969.)

RESEARCH METHODOLOGY

This Research study was descriptive in nature& quantitative by method. The sample of this research was selected with convenient random sampling. The sample of the study consisted of district officer elementary, secondary and a head quarter, and the teachers who set examination papers. 50 Head teachers 50% of heads of district Shaheed Benazirabad, and 140 teachers (70 female and 70 male), 40 supervisory staff (20 female and 20 male), 5 employees of examination body of district Shaheed Benazirabad. The multistage sampling technique was used in the proposed study as under at first stage, 30 schools (15 rural, 15 urban) from district SBA were selected conveniently. At second stage 5 teachers from each school were selected conveniently and at the third stage, all examination body employees 05 (DOE & other employees) were selected conveniently from district SBA. According to data majority of the respondents, 88.51 % disagreed + strongly disagreed that the role of examination body was ambiguous and vivid, the weaknesses found in the present system of examination in Sindh at the elementary level.

The data was collected by the researcher himself in order to avoid any kind of misconception and keep the authenticity of the data. The researcher himself visited the public schools, two months, reserved in the collection of the data. The collected by administrating five points Likert scale to the examination body, head teachers and teachers. The researcher explained the questionnaire, enough time given time to the respondents to understand and fill the questionnaire to consider their responses valuable.

The collected data were categorized tabulated and analyzed by calculating mean and percentage of the responses against each item graph was also plotted. The analysis was completed in two steps. Each step nominated as sections, thus there are two sections of data analysis i.e. item analysis and factor analysis.

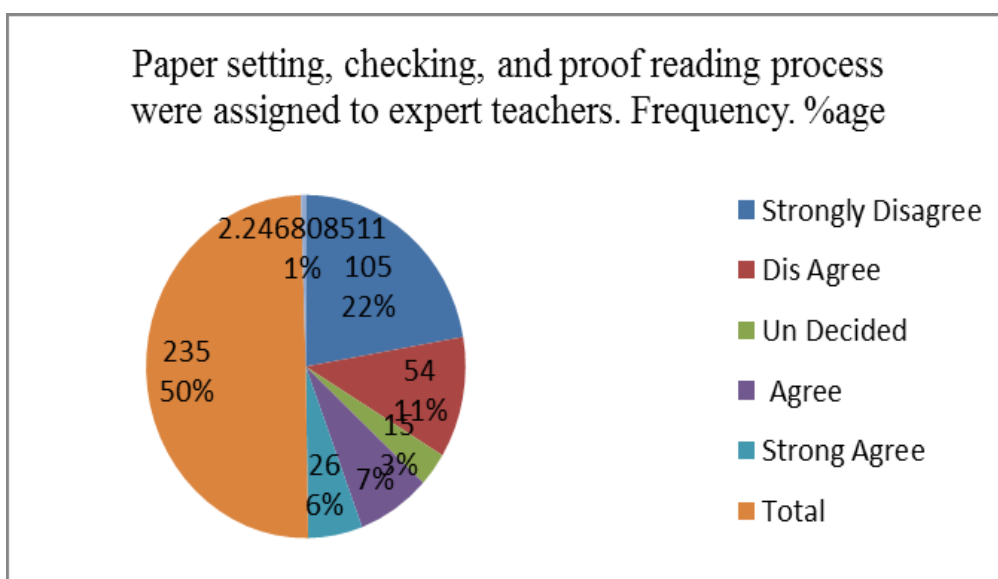
The first section was focused on the item analysis. The individual items were analyzed and evaluated accordingly (Shirazi, (2004).) The process of analyzing the data adopted in collecting responses according to ascending a number of their total percentage, the mean was too calculated and the graph was plotted accordingly to show the percentage of the result. The second section focused on the factor analysis. In this section, the items related to each other were analyzed as a separate factor (Shirazi, (2004).) The responses to each research question

were analyzed and the responses to each factor were presented separately in the quantitative exhibit of graphs.

ANALYSIS OF DATA

Table 1. Opinion about teachers assigned the paper setting, checking, and the proof reading process.

Option	Strongly Disagree	Dis Agree	Un Decided	Agree	Strong Agree	Total	Mean
Frequency	105	54	15	35	26	235	2.25
%age	45%	23%	6%	15%	11%	100%	



According to above data the majority of respondent suggested that paper setting, checking, and the proof reading process was not assigned to expert teachers.

Table 2(Part-I). The significance of the present system of examination in Sindh at grade at level (Research Question 1)

Sr. No.	Statement	A	SA	SA+A	SDA	DA	UD	SDA+ DA
		%	%	%	%	%	%	%
1	Local Common Annual Examination is reliable.	10.21	14.89	25.10	46.80	19.57	8.50	66.37
2	Local Common Annual Examination has content validity.	12.76	3	15.76	45.10	24.68	14.48	69.78
3	Local Common Annual Examination has proper assessment procedure.	18.30	2.98	21.28	44.26	23.83	10.64	68.09
4	Training is provided to paper setters	20.43	5.53	25.96	43.40	22.55	8.09	65.96
5	Question papers are understandable to students.	14.89	12.34	27.23	41.28	20.85	10.64	62.13
6	It is centralized system at elementary level.	11.49	10.64	22.13	40.43	24.26	13.19	64.68

Table 2(Part-II). The significance of the present system of examination in Sindh at grade at level (Research Question 1)

Sr. No.	Statement	A	SA	SA+A	SDA	DA	UD	SDA+ DA
		%	%	%	%	%	%	%
7	Local Annual Examinations results are prepared in time.	17.45	11.49	28.94	38.72	21.70	10.64	60.43
8	Supervision system of Local Annual Examination is in proper way.	15.74	13.62	29.36	37.87	23.40	9.36	61.28
9	Chances of cheating are lower in this examination system.	14.47	12.77	27.23	38.72	20	14.04	58.72
10	The process of rectification of errors in the result is complex.	18.30	17.45	35.74	37.45	17.45	9.36	54.89
11	Local Common Annual Examination takes more time for its preparation.	20.85	15.32	36.17	36.60	19.15	8.09	55.74
12	Packing of papers is improper provided by Local Common Annual Examination	22.55	16.60	39.15	33.62	21.70	5.53	55.32

According to above data majority of the respondents 69.78 disagreed + strongly disagreed that weaknesses found in the present system of examination in Sindh at the elementary level.

FINDINGS OF THE STUDY

Findings of this study are portrayed as under:

1. There was widely held concept among different stake holders like teachers, Head of Schools, Student and Parents, and administrations, that this process was invalid and deteriorating the standard of education of future generations.
2. Schools used to face different problems in conducting local common annual examination system, Policy formation, paper setting, printing, monitoring, Marking system, Time table and maintenance of record and result sheets.
3. According to the responses of research question four, the majority of the respondents 69.78 discouraged + strongly disagreed that insufficiencies in the conduct of examination prevailed, the weaknesses found in the present system of examination in Sindh at the elementary level.
4. According to the responses of research question seven, the majority of the respondents in item 05 explain the positions are awarded for the encouragement of the students in the local examination are not satisfactory the percentage, 88.51 discouraged + strongly disagreed that the reforms were not observed in the examination system, the weaknesses found in the present system of examination in Sindh at elementary level.
5. According to the responses of research question eight, the majority of the respondents in item 02 define that the time table of the examination circulated prior to examination properly not circulated before the examination. The result estimated 88.51 discouraged + strongly disagreed that the role of examination body was ambiguous and vivid, the weaknesses found in the present system of examination in Sindh at the elementary level.

6. There was no particular impact of present examination system on teaching and learning process. The majority of the respondent did not agree with the prevailing local common annual examination system, there was no particular impact of present examination system on teaching and learning process. The majority of the respondent did not agree with the prevailing local common annual examination system that local common annual examination system had weak points, likewise, high risk of cheating, insufficient and improper paper packing, untrained staff for paper settings and even rampant mistakes are observed in papers.

CONCLUSIONS

1. It was concluded that the paper making of the local common annual examination was in appropriate mistakes are rampant found in every year.
2. It was concluded that local common annual examination has many weaknesses and shortcomings the reliability and validity also arouse the question that the paper setting was not done by trained staff, the papers are not done are not set according to student level, though it is understandable questions are simple but the preparation of the question paper was not preplanned, the result was managed papers were not checked accordingly.
3. It was also seen that paper does not cover the whole syllabus, encouraging of rote memorization, there is no pre announcement of examination date and result announcement and even no provision of roll no slips.
4. Parents are not satisfied with the local common annual examination system due to mistakes pilot testing of papers and preparing for annual analysis report, high chances of cheating, insufficient and improper packing of papers and difficulties in paper distribution and complex process of error removal.
5. It was also observed that conduction of local common annual examination system is in appropriate and inadequacies were found like the appointment of untrained staff for this main cause, it is concluded that paper secrecy and all other matters are inappropriate in the local common annual examination system.
6. It was concluded that local common annual examination system needs improvement and reforms, modern method and techniques should be adopted in the local common annual examination system.
7. This study was no particular impact of present examination system on teaching and learning process. The majority of the respondent did not agree with the prevailing local common annual examination system that local common annual examination system had weak points, likewise, high risk of cheating, insufficient and improper paper packing, untrained staff for paper settings and even rampant mistakes are observed in papers.

RECOMMENDATIONS

1. As in the summary, it was delineated that there were high chances of cheating. So it is recommended that regular and strict monitoring and vigilance system may be adopted during the local common annual examination.
2. Insufficient and improper paper packing raises the questions of secrecy so it is highly recommended that appropriate process of paper packing and strict secrecy measures be adopted in this process.
3. Paper checking and grade awarding is an important task for local common annual examination, so it is recommended that this process should be crystal and clean, pure merit should be adopted also for awarding a grade. There was no particular impact of present examination system on teaching and learning process. The majority of the

respondent did not agree with the prevailing local common annual examination system, there was no particular impact of present examination system on teaching and learning process. The majority of the respondent did not agree with the prevailing local common annual examination system that local common annual examination system had weak points, likewise high risk of cheating, insufficient and improper paper packing, untrained staff for paper settings and even rampant mistakes are observed in papers, so it is recommended that the system of examination needs reforms according to the modern and new techniques.

4. The untrained and inexperienced teachers are selected for paper setting, so the errors and mistakes are observed. So it is recommended that trained, experienced and dedicated teachers were nominated for this task.
5. According to the responses of research question one, the majority of the respondents 69.7 discouraged + strongly disagreed that weaknesses found in present system of examination and local common annual examination system were not fulfilling needs of the students; it also did not provide and increase the creative thinking in students, it did not measure the exact level of achievements and memorization skills of students. So the system should be improved, so that they may bring the change and motivate the students towards the learning, so it is strongly recommended that this system needs to improve with the revised context as well as textbook revision.
6. Feeling the ground reality, the teachers who teach particular subjects may assign the task of the proper setting and checking, rather than saved and out dated paper issuing in the local common annual examination in Sindh.
7. The study was conducted on district Shaheed Benazirabad of Sindh province. The future searcher may conduct the similar research on other districts of Sindh or elsewhere.

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