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Discrepancy in Results of Boards and Entry Test at College Level

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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% and above marks in both the examinations during the sessions 2006-07, 2007-08 and 2008-09. The data collected was organized, analyzed, interpreted and tabulated. The study found no significant relationship between the marks scores in board examination and in entry test.

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Discrepancy in Results of Boards and Entry Test at College Level

Shaukat Hayat ^α & Dr. Sufiana K. Malik ^σ

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% and above marks in both the examinations during the sessions 2006-07, 2007-08 and 2008-09. The data collected was organized, analyzed, interpreted and tabulated. The study found no significant relationship between the marks scores in board examination and in entry test.

I. INTRODUCTION

External 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).

II. REVIEW OF LITERATURE

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

Gipps (1996) who points out, "assessment carried out for these purposes is likely to be more superficial and needs to be more 'objective' or

reliable...." These examinations are sole determinants of students' future career in pursuing further or higher education or getting into the job market.

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 they 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 (are unable) to resist threatening dictates of some bureaucrats, public representatives and gangsters. "

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In the context of widespread malpractice, it is not surprising that a review of 29 separate reporters and police papers in Pakistan concluded that public examinations "had become devoid of validity, reliability and credibility" (Erfan, 1990). If this is so, the conclusion of a Commission established in the Pakistan province of Punjab that the examination system had contributed to a lowering of educational standards should not surprise us (Punjab. Commission for Evaluation of Examination system and Eradication of Malpractices, 1992).

Given the amount of malpractice associated with public examinations, it is to be expected that, despite the obvious educational advantages of school-based assessment, examination bodies in many developing countries have little confidence in marks derived from such assessments. For example, school-based assessment was doomed in Sri Lanka 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 (McGuinness). '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".

III. STATEMENT OF THE PROBLEM

Final terminal examination for intermediate is conducted annually by boards of intermediate and secondary examinations. After passing this examination candidates are awarded higher secondary school certificates in pre-medical, pre-engineering and computer sciences or in social sciences. After, they have to appear for entry test if they want to get admission in professional education.

a) Problem Statement :

The problem under present studies consideration was to explore the discrepancy in final results of education boards and entry test at intermediate level.

b) Objectives :

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.

IV. 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.
2. Examination conducted by ETEA is more credible than examination conducted by boards.

Delimitation :

1. To intermediate and secondary education board of KPK.
2. To measure the results for years: 2006-07, 2007-08, 2008-09
3. Entry test results of medical.
4. Entry test results of engineering UET Peshawar
5. Acquiring data from authorizes from BISE Peshawar, Mardan, Abbottabad, Kohat and ETEA.

V. 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.

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.

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.

$$\text{Where } Z = \frac{(\bar{X}_1 - \bar{X}_2) - \mu_1 - \mu_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where:

Z has standard normal distribution under H_0 .

\bar{X}_1 Sample average score in BISE Examination.

\bar{X}_2 Sample average score in Entry Test Examination.

μ_1 over all average score in BISE Examination.

μ_2 over all average score in Entry Test Examination.

S_1^2 Sample Standard deviation in BISE Examination.

S_2^2 Sample Standard deviation in Entry Test Examination.

n_1 No. of Students appeared in BISE Examination.

n_2 No. of Students appeared in Entry Test Examination.

VIII. 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.

$$H_0: \mu_1 = \mu_2$$

H_1 : Examination conducts by ETEA is more credible than examination conducted by boards i.e. $H_1: \mu_1 > \mu_2$ where μ_1 is average marks of all the population students in F.Sc. Exam and μ_2 is average marks of the population students in entry test exams.

ii. $P = 0.05$

iii. Test statistic was used as Z - test.

$$\text{Where } Z = \frac{(\bar{X}_1 - \bar{X}_2) - \mu_1 - \mu_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Z has standard normal distribution under H_0 .

iv. Critical region is $Z > Z_{0.05} = 1.645$

v. The value of Z is computed from sample data as follow.

IX. MEDICAL STUDENTS FOR THE SESSION: 2006 - 07

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

BISE Examination					Entry Test Examination		
Marks %age	Midvalue %age	No of Students f_1	f_1X	f_1X^2	No of student f_2	f_2X	f_2X^2
60-65	62.5	1	62.5	3906.25	66	4125	257812.5
66-70	67.5	5	337.5	22781.25	40	2700	182250
71-75	72.5	18	1305.00	94612.50	23	16675	120893.75
76 above	77.5	118	9145	708737.50	13	10075	78081.25
		142	10850	830037.50	142	9500.00	639037.5

As $Z = 20.2 > 1.645$ falls in critical region. So H_0 is rejected. Hence the result showed by sample data that the average marks of two types of exams are highly

significant at 0.05 level of significance. Which means the entry test examination 2006-07 is more credible than board examination 2006-07.

X. MEDICAL STUDENTS FOR THE SESSION 2007-08

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

BISE examination					Entry Test Examination			
Marks %age	<i>Midvalue %age</i>	<i>X</i>	No of Students f_1	f_1X	f_1X^2	No of student f_2	f_2X	f_2X^2
60-65	62.5		0	0	0	55	3437.5	214843.75
66-70	67.5		2	135.0	9112.50	35	2362.5	159468.75
71-75	72.5		5	362.5	26281.25	13	942.5	68331.5
76 above	77.5		105	8137.5	630656.25	9	697.5	54056.25
			112	8635	666050.00	112	7440.00	496700.00

$$\bar{X}_1 = 77.1$$

$$\bar{X}_2 = 66.4$$

$$S_1^2 = 2.46$$

$$S_2^2 = 25.8$$

$$Z = 25.4$$

As $Z = 25.4 > 1.645$ falls in critical region. So H_0 is rejected. And hence the result is highly significant at 0.05 level of significance. This means that the entry test

examination 2007-08 is more credible than board examination 2007-08.

XI. MEDICAL STUDENTS FOR THE SESSION 2008-09

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

BISE examination				Entry Test Examination			
Marks %age	<i>Midvalue</i> <i>%age</i> <i>X</i>	No of Students f_1	f_1X	f_1X^2	No of student f_2	f_2X	f_2X^2
60-65	62.5	0	0	0	51	3187.5	199218.75
66-70	67.5	2	135.0	9112.50	26	1755.0	118462.50
71-75	72.5	1	72.5	5256.25	9	652.50	47306.25
76 above	77.5	87	6707.7	519846.75	4	310.0	24025.00
		90	6915.2	534215.5	90	5905.0	389012.5

$$\bar{X}_1 = 76.84$$

$$\bar{X}_2 = 65.6$$

$$S_1^2 = 31.3$$

$$S_2^2 = 19$$

$$Z = 15.00$$

As $Z = 15.00 > 1.645$ falls in critical region. So H_0 is rejected. And hence the result is highly significant at 0.05 level of significance. This means that the entry test

examination 2008-09 is more credible than board examination 2008-09.

XII. ENGINEERING STUDENTS FOR THE SESSION 2006-07

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

BISE examination					Entry Test Examination		
Marks %age	Midvalue %age X	No of Students f_1	f_1X	f_1X^2	No of student f_2	f_2X	f_2X^2
60-65	62.5	0	0	0	46	2875	179687.5
66-70	67.5	1	67.5	4556.25	20	1350	91125
71-75	72.5	10	725	52562.5	10	725	52562.5
76 & above	77.5	67	5192.5	402418.75	2	155	12012.5
		78	5985	459539.5	78	5105	335387.5

$$\bar{X}_1 = 76.73$$

$$S_1^2 = 4$$

$$Z = 22.5$$

$$\bar{X}_2 = 65.45$$

$$S_2^2 = 16.13$$

A $Z = 22.5 > 1.645$ falls in the critical region. So H_0 is rejected and hence the result is highly significant at 0.05 level of significance. Which means that the entry

test examination 2006-07 is more credible than board examination 2006-07?

XIII. ENGINEERING STUDENTS FOR THE SESSION 2007-08

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

BISE examination					Entry Test Examination		
Marks %age	Midvalue %age X	No of Students f_1	f_1X	f_1X^2	No of student f_2	f_2X	f_2X^2
60-65	62.5	0	0	0	18	112.5	70312.5
66-70	67.5	0	0	0	11	742.5	50118.75
71-75	72.5	4	290	21025	3	217.5	15768.75
76 & above	77.5	29	2247.5	174181.25	01	77.5	6006.25
		33	2537.5	195206.25	33	2162.5	142206.25

$$\bar{X}_1 = 76.89$$

$$S_1^2 = 3.27$$

$$Z = 15.35$$

$$\bar{X}_2 = 65.53$$

$$S_2^2 = 15.0$$

As $Z = 15.35 > 1.645$ falls in critical region. So H_0 is rejected and hence the result is significant at 0.05 level of significance. Which means that the entry test

examination 2007-08 is more credible than board examination 2007-08.

XIV. ENGINEERING STUDENTS FOR THE SESSION 2008-09

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

BISE examination					Entry Test Examination		
Marks %age	Midvalue %age	No of Students f_1	f_1X	f_1X^2	No of student f_2	F_2X	f_2X^2
60-65	62.5	1	62.5	3906.25	58	3625	226562.5
66-70	67.5	0	0	0	21	1417.5	95681.25
71-75	72.5	17	1232.5	89356.25	4	290	21025
76 & above	77.5	68	5270	408425	3	232.5	18018.75
		86	6565	501687.5	86	5565	361287.5

$$\bar{X}_1 = 76.34 \quad \bar{X}_2 = 64.7$$

$$S_1^2 = 57.78 \quad S_2^2 = 15$$

$$Z = 23.7$$

As $Z = 23.7 > 1.645$ falls in critical region. So H_0 is rejected and hence the result is highly significant at 0.05 level of significance. Which means that the entry

test examination 2008-09 is more credible than board examination 2008-09.

XV. MEDICAL (MALE) STUDENTS FOR THE SESSION 2006-07

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

BISE examination					Entry Test Examination		
Marks %age	Midvalue %age	No of Students f_1	F_1X	f_1X^2	No of student f_2	f_2X	f_2X^2
60-65	62.5	1	62.5	3906.25	47	2937.5	183593.75
66-70	67.5	3	202.5	13668.75	32	2160	145800
71-75	72.5	14	1015	73587.5	18	1305	94612.5
76 & above	77.5	88	6820	528550	9	697.5	54056.25
		106	8100	619712.5	106	7100	478062.5

$$\bar{X}_1 = 76.4 \quad \bar{X}_2 = 67$$

$$S_1^2 = 9.4 \quad S_2^2 = 21$$

$$Z = 17$$

As $Z = 17 > 1.645$ falls in critical region. So H_0 is rejected and hence the result is high significant at 0.05 level of significance. Which means that the entry test

examination 2006-07 is more credible than board examination 2006-07.

XVI. MEDICAL (MALE) STUDENTS FOR THE SESSION 2007-08

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

BISE examination					Entry Test Examination		
Marks %age	Midvalue %age	No of Students f_1	F_1X	f_1X^2	No of student f_2	f_2X	f_2X^2
60-65	62.5	0	0	0	32	2000	125000
66-70	67.5	1	67.5	456.25	21	1417.5	95681.25
71-75	72.5	3	217.5	15768.25	9	652.5	47306.25
76 & above	77.5	64	4960	384400	6	465	36037.5
		68	5245.0	404724.5	68	4535	304025

As $Z = 12.87 > 1.645$ falls in critical region. So H_0 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.

XVII. MEDICAL (MALE) STUDENTS FOR THE SESSION 2008-09

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

BISE examination					Entry Test Examination		
Marks %age	Midvalue %age	No of Students f_1	F_1X	f_1X^2	No of student f_2	f_2X	f_2X^2
60-65	62.5	0	0	0	34	2125	132812.5
66-70	67.5	2	135	9112.5	18	1215	82012.5
71-75	72.5	0	0	0	6	435	31537.5
76 & above	77.5	58	4495	348362.5	2	155	12012.5
		60	4630	357475	60	3930	258375

$$\bar{X}_1 = 77.16$$

$$S_1^2 = 4.25$$

$$Z = \frac{11.66}{0.58} = 20.1$$

$$\bar{X}_2 = 65.5$$

$$S_2^2 = 16$$

As $Z = 20.1 > 1.645$ falls in critical region. So H_0 is rejected and the result is significantly high at 0.05 level of significance. Which means that the entry test examination 2008-09 is more credible than board examination 2008-09.

XVIII. MEDICAL (FEMALE) STUDENTS FOR THE SESSION 2006-07

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

BISE examination					Entry Test Examination		
Marks %age	Midvalue %age	No of Students f_1	F_1X	f_1X^2	No of student f_2	f_2X	f_2X^2
60-65	62.5	0	0	0	19	1187.5	74218.75
66-70	67.5	2	135	9112.5	8	540	36450
71-75	72.5	4	290	21025	5	362.5	26281.25
76 & above	77.5	30	2325	180187.5	4	310	24025
		36	2750	210325	36	2400	160975

$$\bar{X}_1 = 76.4 \quad \bar{X}_2 = 66.67$$

$$S_1^2 = 5.40 \quad S_2^2 = 2664$$

$$Z = \frac{7.73}{0.94} = 8.22$$

As $Z = 8.22 > 1.645$ falls in critical region. So H_0 is rejected and hence the result is significant at 0.05 level of significance. Which means that the entry test

examination 2006-07 is more credible than board examination 2006-07.

XIX. MEDICAL (FEMALE) STUDENTS FOR THE SESSION 2007-08

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

BISE examination					Entry Test Examination		
Marks %age	Midvalue %age	No of Students f_1	F_1X	f_1X^2	No of student f_2	f_2X	f_2X^2
60-65	62.5	0	0	0	23	1437.5	89843.75
66-70	67.5	1	67.5	4556.25	14	945	63787.5
71-75	72.5	2	145	10512.5	04	290	21025
76 & above	77.5	41	3177.5	246256.25	03	232.5	18018.75
		44	3390	261325	44	2905	192675

$$\bar{X}_1 = 77.04 \quad \bar{X}_2 = 66.02$$

$$S_1^2 = 4.04 \quad S_2^2 = 20.3$$

$$Z = 14.89$$

As $Z = 14.89 > 1.645$ falls in critical region. So H_0 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.

XX. MEDICAL (FEMALE) STUDENTS FOR THE SESSION 2008-09

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

		BISE examination			Entry Test Examination		
Marks %age	Midvalue X %age	No of Students f_1	F_1X	f_1X^2	No of student f_2	f_2X	f_2X^2
60-65	62.5	0	0	0	16	1000	62500
66-70	67.5	0	0	0	8	540	36450
71-75	72.5	01	72.5	5256.25	3	217.5	15768.75
76 & above	77.5	28	2170	168175	2	155	12012.5
		29	2242.5	173431.25	29	1912.5	126731.25

$$\bar{X}_1 = 77.3 \quad \bar{X}_2 = 65.9$$

$$S_1^2 = 5.1 \quad S_2^2 = 27.2$$

$$Z = \frac{11.4}{1.05} = 10.85$$

As $Z = 10.85 > 1.645$ falls in critical region. So H_0 is rejected and result is highly significant at 0.05 level of significance. Which means that the entry test

examination 2008-09 is more credible than board examination 2008-09.

XXI. ENGINEERING (MALE) STUDENTS FOR THE SESSION 2006-07

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

BISE examination					Entry Test Examination		
Marks %age	Midvalue X %age	No of Students f_1	F_1X	f_1X^2	No of student f_2	f_2X	f_2X^2
60-65	62.5	0	0	0	39	2437.5	152343.75
66-70	67.5	01	67.5	4556.25	19	1282.5	86568.75
71-75	72.5	10	725	52562.5	9	652.5	47306.25
76 & above	77.5	58	4495	348362.5	2	155	12012.5
		69	5287.5	405481.25	69	4527.5	298231.25

$$\bar{X}_1 = 76.63 \quad \bar{X}_2 = 65.61$$

$$S_1^2 = 4.38 \quad S_2^2 = 17.52$$

$$Z = 19.79$$

As $Z = 19.79 > 1.645$ falls in critical region. So H_0 is rejected and hence the result is highly significant at 0.05 level of significance. Which means that the entry test examination 2006-07 is more credible than board examination 2006-07.

XXII. ENGINEERING (MALE) STUDENTS FOR THE SESSION 2007-08

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

BISE examination					Entry Test Examination			
Marks %age	Midvalue %age	X	No of Students f ₁	F ₁ X	f ₁ X ²	No of student f ₂	f ₂ X	f ₂ X ²
60-65	62.5		0	0	0	16	1000	62500
66-70	67.5		0	0	0	11	742.5	50118.75
71-75	72.5		04	290	21025	2	145	10512.5
76 & above	77.5		26	2015	156162.5	01	77.5	6006.25
			30	2305	177187.5	30	1965	129137.5

$$\bar{X}_1 = 76.83$$

$$\bar{X}_2 = 65.5$$

$$S_1^2 = 3.40$$

$$S_2^2 = 14.33$$

$$Z = 14.75$$

As $Z = 14.75 > 1.645$ falls in critical region. So H_0 is rejected and hence the 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.

XXIII. ENGINEERING (MALE) STUDENTS FOR THE SESSION 2008-09

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

BISE examination					Entry Test Examination			
Marks %age	Midvalue %age	X	No of Students f ₁	F ₁ X	f ₁ X ²	No of student f ₂	f ₂ X	f ₂ X ²
60-65	62.5		01	62.5	3906.25	58	3625	226562.5
66-70	67.5		0	0	0	19	1282.5	86568.75
71-75	72.5		17	1232.5	89356.25	4	290	21025
76 & above	77.5		66	5115	396412.5	3	232.5	18018.75
			84	6410	489675	84	5430	352175

$$\bar{X}_1 = 76.31$$

$$\bar{X}_2 = 64.64$$

$$S_1^2 = 6.25$$

$$S_2^2 = 14.23$$

$$Z = 23.86$$

As $Z = 23.86 > 1.645$ falls in critical region. So H_0 is rejected and hence the result is highly significant at 0.05 level of significance. Which means that the entry test examination 2008-09 is more credible than board examination 2008-09.

XXIV. ENGINEERING (FEMALE) STUDENTS FOR THE SESSION 2006-07

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

BISE examination					Entry Test Examination			
Marks %age	Midvalue %age	X	No of Students f ₁	F ₁ X	f ₁ X ²	No of student f ₂	f ₂ X	f ₂ X ²
60-65	62.5		0	0	0	7	437.5	27343.75
66-70	67.5		0	0	0	1	67.5	4556.25
71-75	72.5		0	0	0	1	72.5	525.62.25
76 & above	77.5		9	697.5	54056.25	0	0	0
			9	697.5	54056.25	9	577.5	37156.25

$$\bar{X}_1 = 77.44$$

$$\bar{X}_2 = 64.16$$

$$S_1^2 = 9.29$$

$$S_2^2 = 11.96$$

$$Z = 8.62$$

As $Z = 14.75 > 1.645$ falls in critical region. So H_0 is rejected and hence the result is highly significant at 0.05 level of significance. Which means that the entry

test examination 2006-07 is more credible than board examination 2006-07.

XXV. ENGINEERING (FEMALE) STUDENTS FOR THE SESSION 2007-08

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

BISE examination					Entry Test Examination			
Marks %age	Midvalue %age	X	No of Students f_1	F_1X	f_1X^2	No of student f_2	f_2X	f_2X^2
60-65	62.5		0	0	0	2	125	7812.5
66-70	67.5		0	0	0	0	0	0
71-75	72.5		0	0	0	01	72.5	5256.25
76 & above	77.5		3	232.5	18018.75	0	0	0
			3	232.5	18018.75	3	197.5	13068.75

$$\bar{X}_1 = 77.5$$

$$\bar{X}_2 = 65.83$$

$$S_1^2 = 0$$

$$S_2^2 = 22.66$$

$$Z = 4.2$$

As $Z = 4.26 > 1.645$ falls in critical region. So H_0 is rejected and hence the 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.

XXVI. ENGINEERING (FEMALE) STUDENTS FOR THE SESSION 2008-09

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

BISE examination					Entry Test Examination			
Marks %age	Midvalue %age	X	No of Students f_1	F_1X	f_1X^2	No of student f_2	f_2X	f_2X^2
60-65	62.5		0	0	0	0	0	0
66-70	67.5		0	0	0	2	135	9112.5
71-75	72.5		0	0	0	0	0	0
76 & above	77.5		2	155	12012.5	0	0	0
			2	155	12012.5	2	135	9112.5

$$\bar{X}_1 = 77.5 \quad \bar{X}_2 = 67.5$$

$$S_1^2 = 0 \quad S_2^2 = 0$$

$$Z = \infty$$

As Z became infinity. So H_0 is rejected and hence the result is highly significant at 0.05 level of significance. Which means that the entry test

examination 2008-09 is more credible than board examination 2008-09.

XXVII. MEDICAL AND ENGINEERING STUDENTS FOR THE GIVEN THREE SESSION 2006-07, 2007-08, 2008-09

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

BISE examination					Entry Test Examination		
Marks %age	$\text{Midvalue } X$ \%age	No of Students f_1	f_1X	f_1X^2	No of student f_2	f_2X	f_2X^2
60-65	62.5	02	125	7812.5	294	18375	1148437.5
66-70	67.5	10	675	45562.5	153	10327.5	697106.25
71-75	72.5	55	3987.5	289093.75	62	4495	325887.5
76 & above	77.5	474	36735	2846962.5	32	2480	192200
		541	41522.5	3189431.25	541	35677.5	2363631.25

$$\bar{X}_1 = 76.75 \quad \bar{X}_2 = 65.95$$

$$S_1^2 = 4.87 \quad S_2^2 = 19.60$$

$$Z = 50.94$$

As $Z = 50.94 > 1.645$ falls in critical region. So H_0 is rejected and hence the result is very highly significant at 0.05 level of significance. Which means that the entry test examination 2006-07, 2007-08 and 2008-09 are more credible than board examination 2006-07, 2007-08 and 2008-09.

XXVIII. CONCLUSION

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 the test is conceptually based covering the whole prescribed course.

XXIX. 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-totalling 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

the international system of evaluation for the exams of TOEFL/IELTs and GRE.

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