

Opinion Of The Students About New Pattern Of Examination At Matric Level Of District Gujranwala

Dr. Shamim Ullah¹, Dr. Misbah Malik², Dr. Rizwan Ahmad³

¹Assistant Professor, Institute of Education and Research, University of the Punjab Lahore Pakistan.

Email: shamimullah.ier@pu.edu.pk

²Assistant Professor, Institute of Education and Research, University of the Punjab Lahore Pakistan.

Email: misbah.ier@pu.edu.pk

³Assistant Professor, Division of Education, University of Education Lahore Pakistan.

Abstract

It was a survey study that was designed to identify the opinion of the students about new pattern of examination at matric level of District Gujranwala. The related literature was collected from the college library. The information's was also obtained from the Board of Intermediate and Secondary Education. The study was based on the opinions of the teachers and students of Gujranwala district. A questionnaire was designed and the concerned students were requested to give their responses on a three-point scale. The population of the study was the students of 10th class, who had passed the 9th class last year. 80 students, 40 students from urban and 40 students from the rural schools were selected by convenient sampling. The questionnaires were disseminated personally to ensure hundred percent return. The data thus collected was analyzed through SPSS. The results revealed that new pattern of examination has improved the performance of the students. Efforts have been done by the paper setters to cover the entire syllabi for the examination of primary and middle standard examination. The new pattern of examination has developed interest among the students towards studies. Under new pattern of examination, the students have the chance to get good marks. The division of marks of subjective questions was not satisfactory.

Keywords: Opinion of students, New Pattern of Examination, Matric Level, District Gujranwala

Introduction

The concept of education is dynamic. Education is initial process that develops the human resources to their excellence. It is concerned with the growing individual in an overgrowing society. It is therefore, a continuous process. Education is related to time and space, such as it has passed through different ages and stages. Its concept is still in the process of evolution and it will never come to an end. Education is chiefly concerned with the development of man, the modification of his behavior. Having examined different sociological

perspectives, it is now necessary to place the education within wider social content and to see precisely how it has been affected by social changes.

According to the Sociology of Adult and Continuing Education (2001) by Peter Jarevis, in 1870, the foster Education Act was passed and this made education compulsory; board schools were created to ensure that there were no groups in entirely provided by voluntary effort. This expansion in education was claimed to be concerned with extending literacy and innumeracy (Worsley et al., 1970) but

Kumar (1978) claims that the educational consequences of the 1879 Act are nearly always exaggerated. Most English people could read and write, most indeed went to school before the Act made it compulsory. According to Shahid (2003) "Education is a process in which and by which the knowledge, character and behavior of the young are shaped and molded".

Examinations play a pivotal role in the education system can be validity of the result of the examination. The examinations are an integral part of the education has been prevalent in the known past in one or another form to judge past in one or another form to condition of attainment of knowledge. Examinations keep both the education and the process of education, informed of the usefulness of educational activities.

Similarly, in Pakistan different examinations are adopted. The examination of evaluation and examination is confined to intellectual attainments and is based on written examination conducted by schools at the end to every term. So, for the betterment of the examinations, the Govt. of Pakistan makes different policies. To improve the examination system a new pattern of examination is introduced at 9th class level. This is done to increase the effectiveness Opinion of the teachers and students about of the examination on the students of the 9th class. Examinations are our important process of evaluating the progress of the students is as old as men he. They have been found in every period despite of their changing nature. So, changes are made to improve them.

According to Education in Pakistan code (6506), the term examination is applied to the information gathering part of system and it includes all situations where assessment are made of pupils in order to report his/ her progress in a subject studies in school examinations is

a part of evaluation. In 1960, Ministry of Education in London defined "the examination dictates, the curriculum and cannot do otherwise; it confines experiment, limit free choice of subjects, hamper treatment of subjects, encourages wrong values in the classroom" (Shahid, 2002).

Examination is an integral part of teaching learning process. It contributes to the objective of education. The educational system and its success directly 'depend upon the efficiency and effectiveness of its examination system. According to Hook, (1961) examinations are taken by the educational institutions to examine the educational achievement of the students.

Examinations keep both the education and process of education informed of the usefulness of educational activities. These provide opportunities to keep the taught in harmony with the education system and help them get full benefit from the source of learning. These should in no way keep the taught aloof from the education or to drop them out of the schools. So, examinations play a pivotal role in the education system.

Pakistan emerged as a national sovereign state. After the establishment of Pakistan, first educational conference was held at 27th November 1947. Famous experts participated in this conference and they tried to give new structure to the educational system. Punjab Government in 1950 and board of secondary education Karachi was established in the same year formed Punjab university research commission. The responsibility of matriculation examination from Karachi University was come under this board. In 1950, Board of Secondary Education Lahore was established. Lahore and Karachi Boards were organized in 1961 and 1962 respectively. The same kind of Boards was established in Hyderabad and

Peshawar in 1961 and took the responsibility of examination from Sindh and Peshawar.

According to (1984) Shahid, in 1968 educational board were established in Multan and Sargodha. Now in Rawalpindi and Gujranwala the educational boards of this kind are working. Besides these, a federal Board is also working in Islamabad. In our country, the examination is oral and interview type at primary level especially from one to fourth class in common institutions. However, in some better institutions the written papers of Urdu and Mathematics are given. In fifth class written examination for good students is help externally and at the base of their result scholarship is given to intelligent students.

For 6th and 7th class examinations are held internally. The middle standard examinations are also held externally, in high school these examinations are held internally. According to Education in Pakistan (1957) by M. Iqbal, in external examination, scholarships are given students at the base of results. The examinations for 9th and 10th class are held externally and Board of Intermediate and Secondary Education also hold the exams of 1st and 2nd year externally. In order to lessen the burden on Board the government has established Board of intermediate and secondary education in each division and now there are eight Boards in Punjab.

The examinations are of various types e.g., objective, subjective, written, practical, oral power speed, individual group, and internal and external examinations. The last two are commonly used in Pakistan, therefore it would be better to discuss of their own importance. Thesis writing examinations is also held during the completion of; (i) Oral examination; (ii) Practical examination; (iii) Written examination

As in Pakistan internal and external types of examination are used; The internal examination indicates to the teacher as to how much has been retained by the students from what has been taught to him in the period preceding the examination. In this type the teacher and the paper setter is the one and the same person. According to Education in Pakistan (2002) by Allama Iqbal Open University, in this type of examination the teacher cannot be a paper setter, of the subject, which is taught by him. The external examinations are not always the best form of the incentive for studies. The success of a student in such an examination may only be due to his general retentive ability and his good memory. External examinations also limit the scope of a good teacher. The teacher tend to teach only that part of the course which is considered to be useful from the examination point of view.

According to Shahid (2002), in Pakistan mainly there are two types of formal bodies, which are responsible to conduct examinations and award certificates/ degrees. These are; (a) Boards; (b) Universities. Almost all the divisions have a Board of Intermediate and Secondary Education. Besides this a Federal Board of Intermediate and Secondary Education has also been established in Islamabad. Similarly all the provinces have adequate number of universities. All universities are autonomous and conduct examinations in their own way.

When the number of the candidates appeared in particular examination is known, the controller of examination prepare a list of places/ institutions along with the proposed names of center superintendents, where the examinations are to be held. After the approval of the chairman, the controllers of the examination proceed to issue appointment letters to center superintendents for the

conduction of the examinations. The controller of examinations arranges one or more persons to assist the center superintendents for proper conduct of examination. Under the controller of examination, there is an assistant controller conduct. Whose jobs are: (i) Identification of centers; (ii) Appointments of supervisory staff; (iii) Dispatch of examination papers (question papers and answer sheets); (iv) Payments of remuneration to superintendents and paper setters etc. Parallel to the assistant controller (conduct), a deputy controller of exam is also working with him.

Objectives of the Study

- i. To determine the effectiveness of new pattern of examination at 9th class.
- ii. To collect information's from the students for improvements in examinations.
- iii. To analyze the effect on the quality of education.

- iv. To suggest recommendations for the improvement of the new system of examination.

Research Methodology

It was a survey study. The related literature was collected from the college library. The information's are also obtained from the Board of Intermediate and Secondary Education. The study was based on the opinion of the students Opinion of the teachers and students about of Gujranwala district. For this purpose a questionnaire was designed and the concerned students were requested to give their responses on a three-point scale. The population of the study was the students Opinion of the teachers and students about of the 10th class, who had passed the 9th class last year. 80 students, 40 students from urban and 40 students from the rural schools were selected for the better and convenience sampling. The questionnaires were disseminated personally to ensure hundred percent return. The data thus collected was analyzed.

Data Analysis

Table 1 Responses of students for "The performance of students is improved due to new pattern of examination"

Area	No. of Respondents	Agree		Disagree		To some extent	
		Score	%	Score	%	Score	%
Urban	40	37	92.5	2	5	1	2.5
Rural	40	35	87.5	2	5	2	7.5
Total	80	72	90	4	5	4	5

This table indicates that 92.5% and % 87.5 of Urban and Rural students respectively agreed that the performance of the students is improved due to new pattern of examination, whereas 5% of each of Urban and Rural students did not agree and 2.5%

and 7.5% agreed to some extent. Combining the opinion of Urban and Rural students, 90% of them agreed that the new pattern of examination has improved their performance.

Table 2 Responses of students for "Syllabus has completed in time due to new pattern of examination"

Area	No. of Respondents	Agree		Disagree		To some extent	
		Score	%	Score	%	Score	%

Urban	40	29	72.5	3	7.5	8	20
Rural	40	26	65	9	22.5	5	12.5
Total	80	55	68.8	12	15	13	16.3

This table indicates that 72.5% and 65% of Urban and Rural students respectively agreed that the Syllabus has completed in time, whereas 7.5% and 22.5% of Urban and Rural students did not agree and 20%

and 12.5% agreed to some extent. Combining the opinion of Urban and Rural students, 68.8% of them agreed that due to new pattern syllabus has completed in time.

Table 3 Responses of students for “Prepared papers cover the whole content due to new pattern of examination”

Area	No. of Respondents	Agree		Disagree		To some extent	
		Score	%	Score	%	Score	%
Urban	40	23	57.5	3	7.5	14	35
Rural	40	31	77.5	1	2.5	8	20
Total	80	54	67.5	4	5	22	27.5

This table indicates that 57.5% and 77.5% of Urban and Rural students respectively agreed that the papers of new pattern of examination cover the whole content whereas 7.5% and 2.5% of Urban and Rural

students did not agree and 35% and 20% agreed to some extent. Combining the opinion of Urban and Rural students, 67.5% of them agreed that papers of new pattern cover the whole content.

Table 4 Responses of students for “Teachers cannot complete the syllabus due to new pattern of examination”

Area	No. of Respondents	Agree		Disagree		To some extent	
		Score	%	Score	%	Score	%
Urban	40	2	5	35	87.5	3	7.5
Rural	40	20	50	14	35	6	15
Total	80	22	27.5	49	61.3	9	11.3

This table indicates that 5% and 50% of Urban and Rural students respectively disagreed that the teachers couldn't complete the syllabus due to new pattern of examination, whereas 87.5% and 35% of Urban and Rural students did not agree and

7.5% and 15% agreed to some extent. Combining the opinion of Urban and Rural students, 61.3% of them disagree that due to new pattern teachers couldn't complete the syllabus.

Table 5 Responses of students for “Students restricted to syllabus books due to new pattern of examination”

Area	No. of Respondents	Agree		Disagree		To some extent	
		Score	%	Score	%	Score	%
Urban	40	21	52.5	17	42.5	2	5
Rural	40	20	50	14	35	6	15
Total	80	41	51.3	31	38.8	8	10

This table indicates that 52.5% and 50% of Urban and Rural students respectively agreed that the teachers restricted to syllabus books due to new pattern of examination, whereas 42.5% and 35% of Urban and Rural students did not agree and

5% and 15% agreed to some extent. Combining the opinion of Urban and Rural students, 51.3% of them agreed that due to new pattern of examination students are restricted to syllabus books.

Table 6 Responses of students for “Lapse between teachers and students has minimized due to new pattern of examination”

Area	No. of Respondents	Agree		Disagree		To some extent	
		Score	%	Score	%	Score	%
Urban	40	15	37.5	12	30	13	32.5
Rural	40	13	32.5	10	25	17	42.5
Total	80	28	35	22	27	30	37.5

This table indicates that 37.5% and 32.5% of Urban and Rural students respectively agreed to some extent that lapse between teachers and students has minimized due to new pattern of examination. Whereas 30% and 25% of Urban and Rural students did

not agree and 32.5% and 42.5% agreed to some extent. Combining the opinion of Urban and Rural students, 37.5% of them agreed to some extent that lapse between teachers and students has minimized due to new pattern of examination.

Table 7 Responses of students for “Students take interest in study due to new pattern of examination”

Area	No. of Respondents	Agree		Disagree		To some extent	
		Score	%	Score	%	Score	%
Urban	40	21	52.5	5	12.5	14	35
Rural	40	33	82.5	5	12.5	2	5
Total	80	54	67.5	10	12.5	16	20

This table indicates that 52.5% and 82.5% of Urban and Rural students respectively agreed that students take interest in study due to new pattern of examination, whereas 12.5% and 12.5% of Urban and Rural students did not agree and 35% and 5%

agreed to some extent. Combining the opinion of Urban and Rural students, 67.5% of them agreed that students take interest in the study due to new pattern of examination.

Table 8 Responses of students for “More knowledge is gained in little time due to new pattern of examination”

Area	No. of Respondents	Agree		Disagree		To some extent	
		Score	%	Score	%	Score	%
Urban	40	22	67.5	6	15	7	15.5
Rural	40	19	47.5	14	35	7	17.5
Total	80	46	57.5	20	25	14	17.5

This table indicates that 67.5% and 47.5% of Urban and Rural students respectively agreed that more knowledge is gained in

little time due to new pattern of examination, whereas 15% and 35% of Urban and Rural students did not agree and

17.5% of each agreed to some extent. Combining the opinion of Urban and Rural students, 57.5% of them agreed that more

knowledge is gained in little time due to new pattern of examination.

Table 9 Responses of students for “Students do not work hard due to new pattern of examination”

Area	No. of Respondents	Agree		Disagree		To some extent	
		Score	%	Score	%	Score	%
Urban	40	4	10	31	77.5	77.5	12.5
Rural	40	5	12.5	29	72.5	6	15
Total	80	9	11.3	60	75	11	13.8

This table indicates that 10% and 12.5% of Urban and Rural students respectively disagreed that students do not work hard due to new pattern of examination, whereas 77.5% and 72.5% of Urban and Rural

students did not agree and 12.5% and 15% agreed to some extent. Combining the opinion of Urban and Rural students, 75% of them disagreed that students do not work hard due to new pattern of examination.

Table 10 Responses of students for “Mental development of students did not occur”

Area	No. of Respondents	Agree		Disagree		To some extent	
		Score	%	Score	%	Score	%
Urban	40	6	15	30	75	4	10
Rural	40	10	25	21	52.5	9	22.5
Total	80	16	20	51	63.8	13	16.3

This table indicates that 15% and 25% of Urban and Rural students respectively disagreed that mental development of students did not occur whereas, 75% and 52.5% of Urban and Rural students did not

agree and 10% and 22.5% agreed to some extent. Combining the opinion of Urban and Rural students, 63.8% of them disagreed that mental developments of students do not occur.

Table 11 Responses of students for “Writing power of students has finished due to less subjective type questions”

Area	No. of Respondents	Agree		Disagree		To some extent	
		Score	%	Score	%	Score	%
Urban	40	5	12.5	20	50	15	37.5
Rural	40	15	37.5	23	57.5	2	5
Total	80	20	25	43	53.5	17	21.3

This table indicates that 12.5% and 37.5% of Urban and Rural students respectively disagreed that writing power of students has finished due to less subjective type questions in new pattern of examination, whereas 50% and 57.5% of Urban and Rural students did not agree and 37.5% and

5% agreed to some extent. Combining the opinion of Urban and Rural students, 53.5% of them disagreed that due to new pattern of examination, the writing power of student has finished due to less subjective type questions.

Table 12 Responses of students for “Students do not take interest in studies due to new pattern of examination”

Area	No. of Respondents	Agree		Disagree		To some extent	
		Score	%	Score	%	Score	%
Urban	40	2	7.5	21	52.5	16	40
Rural	40	8	20	28	70	4	10
Total	80	11	13.8	49	61.3	20	25

This table indicates that 7.5% and 20% of Urban and Rural students respectively disagreed that students do not take interest in studies due to new pattern of examination, whereas 52.5% and 70% of Urban and Rural students did not agree and 40% and 10% agreed to some extent. Combining the opinion of Urban and Rural students, 61.3% of them disagreed that due to new pattern of examination students do not take interest in studies.

Table 13 Responses of students for “Teachers do not work hard due to new pattern of examination”

Area	No. of Respondents	Agree		Disagree		To some extent	
		Score	%	Score	%	Score	%
Urban	40	2	5	38	95	Nil	/
Rural	40	1	2.5	37	92.5	2	5
Total	80	3	3.75	75	93.8	2	2.5

This table indicates that 5% and 2.5% of Urban and Rural students respectively disagreed that teachers do not work hard due to new pattern of examination, whereas 95% and 92.5% of Urban and Rural students did not agree and 2.5% rural

students only agreed to some extent. Combining the opinion of Urban and Rural students, 93.8% of them disagreed that due to new pattern of examination teacher do not work hard.

Table 14 Responses of students for “Students are not satisfied with division of marks of subjective questions”

Area	No. of Respondents	Agree		Disagree		To some extent	
		Score	%	Score	%	Score	%
Urban	40	7	17.5	13	32.5	20	50
Rural	40	18	45	8	20	14	35
Total	80	25	31.3	21	26.3	34	42.5

This table indicates that 17.5% and 45% of Urban and Rural students respectively agreed to some extent that students are not satisfied with division of marks of subjective questions, whereas 32.5% and 20% of Urban and Rural students did not

agree and 50% and 35% agreed to some extent. Combining the opinion of Urban and Rural students, 42.5% of them agreed to some extent that students are not satisfied with division of marks of subjective questions.

Table 15 Responses of students for “Students need more guidance of teachers”

Area	No. of Respondents	Agree		Disagree		To some extent	
		Score	%	Score	%	Score	%

Urban	40	18	45	1	2.5	21	52.5
Rural	40	33	82.5	4	10	3	7.5
Total	80	51	63.8	5	6.25	24	30

This table indicates that 45% and 82.5% of Urban and Rural students respectively agreed that students need more guidance of teachers, whereas 2.5% and 10% of Urban and Rural students did not agree and 52.5%

and 7.5% agreed to some extent. Combining the opinion of Urban and Rural students, 63.8% of them agreed that students need more guidance of the teachers.

Table 16 Responses of students for “More marks are obtained due to new pattern examination”

Area	No. of Respondents	Agree		Disagree		To some extent	
		Score	%	Score	%	Score	%
Urban	40	21	52.5	18	45	1	2.5
Rural	40	20	50	6	15	14	35
Total	80	41	51.3	24	30	15	18.8

This table indicates that 52.5% and 50% of Urban and Rural students respectively agreed that more marks are obtained due to new pattern of examination, whereas 45% and 15% of Urban and Rural students did

not agree and 2.5% and 35% agreed to some extent. Combining the opinion of Urban and Rural students, 51.3% of them agreed that more marks are obtained due to new pattern of examination.

Table 17 Responses of students for “Cheating do not occur due to new pattern of examination”

Area	No. of Respondents	Agree		Disagree		To some extent	
		Score	%	Score	%	Score	%
Urban	40	21	52.5	2	5	17	42.5
Rural	40	19	47.5	11	27.5	10	25
Total	80	40	50	13	16.3	27	33.8

This table indicates that 52.5% and 47.5% of Urban and Rural students respectively agreed that cheating do not occur due to new pattern of examination, whereas 5% and 27.5% of Urban and Rural students did

not agree and 42.5% and 25% agreed to some extent. Combining the opinion of Urban and Rural students, 50% of them agreed that due to new pattern of examination cheating do not occur.

Table 18 Responses of students for “Students are fed up from the objective type questions”

Area	No. of Respondents	Agree		Disagree		To some extent	
		Score	%	Score	%	Score	%
Urban	40	2	5	34	85	4	10
Rural	40	6	15	24	60	10	25
Total	80	8	10	58	72.5	14	17.5

This table indicates that 5% and 15% of Urban and Rural students respectively agreed that Students are fed up from the objective type questions, whereas 85% and

60% of Urban and Rural students did not agree and 10% and 25% agreed to some extent. Combining the opinion of Urban and Rural students, 72.5% of them

disagreed that students are fed up from the objective type questions.

Conclusions

The following conclusions were drawn from the findings. New pattern of examination has improved the performance of the students. Efforts have been done by the paper setters to cover the entire syllabi for the examination of primary and middle standard examination. The new pattern of examination has developed interest among the students towards studies. Under new pattern of examination the students have the chance to get good marks. The division of marks of subjective questions was not satisfactory.

Recommendations

- The experts may develop examination question papers.
- Each institution may be directed to develop the model papers for the guidance of the students.
- At the district level an item bank may be developed under the supervision of E.D.O.
- Central marking of answer books may be done under the supervision of E.D.O.

References

1. Allama Iqbal Open University, (1990), Trends and Issues in Education, (n.d) Islamabad.
2. Allama Iqbal Open University, (2002), Perspective of Education, (6505), Islamabad.
3. Bhatti, Dr. Mukhtar Ahmed, (1987), Secondary Education in Pakistan, Islamabad, Perspective Planning, National Council.
4. Board of Intermediate and Secondary Education, (may 5,

- 2004), Notification No. 258/04, Gujranwala,.
5. Carter V. G. (1973), Dictionary of Education, (Third), London, McGraw Hill Book Company.
6. Chase, C. I. (1978), Measurement for Educational Evaluation, (second), London, Wesley Publishing Company.
7. Dawn's correspondent, (2005), "Students oppose Semester System", Lahore, Metropolitan June 9.
8. Dawn's Correspondent, (2005), "Government schools fare badly in S.S.O Examination", Lahore June 24.
9. D. Tan. Livingston, B. Elley Warwick, (1972) External Examination and Internal Assessment, New Zealand, Council for Educational Research.
10. Hook J.N. (1961) How to take Examination in College, New York, Arco Publishing Inc.
11. Iqbal, M. (1957), Education in Pakistan, Lahore, Aziz Publishers.
12. Davies, P. (1976), The American Heritage Dictionary of the English Language, New York, Dell Publishing Co.
13. Jarevis, P. (2001), The sociology of Adult and Continuing Education, Australia, British library cataloguing in publication Data.
14. Hussain, R. S. (1989), Secondary Education, Code. 827, Islamabad, Allama Iqbal Open University.
15. Robert L. Gibson/ Marianne H. Mitchell, (1981), Introduction to Guidance, New York, Macmillan Publishing Co, Inc.
16. Wehmair, S. (2000), Oxford Advanced Learner' Dictionary of Current English, (sixth), New York, Oxford University Press.
17. Shahid, S. M. (2003), Educational Psychology, Evaluation and

Guidance, Lahore, 22-Urdu Bazaar
Majeed book depot.

18. Shahid, S.M. (2002), Education in Pakistan, code (6506), Islamabad.
19. S.M.Shahid, (1984), Educational Administration, Lahore, Globe Publishers.
20. Bentone, W. (1974) Encyclopedia Britannica, London, Halen Hermingway Bentone Publisher.
21. Tahir, Z. (2005), "Law Exams in English only from next year", Dawn, Lahore June 9.