



Unfair Means Practices in Annual Examinations: The Teachers' Perspective

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Abstract- Unfair Mean Practices during the exams are really a great problem in the educational system. Researcher tried to investigate the forms (types), of unfair practices in examinations and certain reasons for the Unfair Mean Practices EMP. Main purpose was to highlight the unfair practices found in Secondary School Examination or other board exams in Baluchistan. There was Cluster sampling, and the Questionnaire was distributed among the 500 teachers who performed their duties in the exams as a superintendent; deputy superintendent or invigilator, once, twice and thrice or more, in the board exams. The questionnaire comprised of fourteen statements. The data was collected from different districts of Baluchistan and was analyzed using SPSS. The malpractices used in the examinations are multidimensional i.e. using of lucky series, handbooks, consulting Google through cell phone, were witnessed. Cell phones are also being used for making calls, sending and receiving SMS etc. Mutual changing of the answer sheets or even replacing the original candidates, misconduct with the exam staff, copying from one another are very common, particularly in the rural and remote areas of Baluchistan, reported by some of the centers. Nepotism and favoritism are some of the social aspects of malpractices, certain political leaders taking the side of candidates to get them high marks to make them eligible for some special scholarship or seat quota etc. Sometimes even exam staff is reported to be pressurized or blackmailed in the far flung areas of the Baluchistan. Certain reasons behind the malpractices on the sides of students, parents and teachers were also identified. Based upon the results of the study, some practical and potent recommendations were made to see our examination system clear and transparent.

Keywords: Unfair Mean Practices, Students, Examination, Supervisory Staff, Baluchistan

I. INTRODUCTION

Without standard knowledge we can never stand with international community at any forum because it is an undeniable fact that education is the only route towards progress, prosperity and gratefulness for any nation, society or individual. It is the education only which has the silent force to change the individuals, the societies and the nations from every aspect and education has the capacity to create positive manner in every walk of life, from cultural to economic or from social to political. Etc. Today history reveals that only the educated nations made the records in every field of life and subdued the opposition of any sort. Unfortunately we become despair when we cast a glance at the miserable plight of the whole country, specially the province Baluchistan, with regard to its educational situation, its miserable system and practical results. Most of government schools, in rural areas or even in Quetta are already without electricity, boundary walls and the other necessary infrastructure. Despite the above mentioned facts, if some areas enjoy some facilities, they also tend to use unfair practices in the examinations. For this reason, our education system has become hollow as the unfair practices or the malpractices, while holding the exams becoming more and more common, thus we are lagging far more behind in the modern world. The situation in Baluchistan is even worse. Being the largest province in terms of area, the poor governments' writ, far flung, isolated territories, today the least educated and the most backward province of the country is Baluchistan." (Qasim, 2019; Afzal, 2018)

When some external regime wants to ensure its longevity, the first thing it would hit, will be national educational system, because the uneducated people are nothing except a herd of cattle that can easily be exploited, even ready to dig its own grave for being unaware of its right and wrong. (The Daily Times, March 24 2018). Nevertheless, the schools and colleges in Baluchistan depict a bad impression because the presence of ghost schools and teachers has negatively impacted the educational system of the province. However, given all the problems mentioned above, there is the most important and eye-catching problem which is not less than an alarming threat for education in Baluchistan is the use of unfair practices or malpractices at the time of examinations in the province and mostly at the school and college level exams. Malpractices or the use of unfair means during the examinations are decorating this kills of

the students outwardly only but actually, such tactics are hollowing education standard from within, in the province like a termite, and damaging then society as well as nation. The uncontrolled malpractices or unfair means in the examinations are leaving negative impact on the education of the province from the very root so it is now need of the hour to root out all the unfair practices from the very beginning. In any society if there is no merit no proper progress can be expected. We have to ensure merit recruitment in order to promote self-sophisticated knowledge and skill in our youth and coming generations (Ansar, 2020)

“The very first thing to uplift the abysmal plight of education and to modernize the education is the attention of education ministry to be drawn” (Tanveer, 2020). As we move forward how to improve our education system we can never bypass our Education System cannot be improved without better Examination System, and when the word “examination” comes before us the next word, presumably in our minds will be unfair means present in our examinations especially in the Board exams i.e. secondary school exam set. So the question is how we can get rid of so called unfair means in the examination?

II. REVIEW OF LITERATURE

An examination is an educational assessment that is meant to measure the ability, knowledge, performance, aptitude, skill or the balance of mind as well as the mental situation of that person who is going under examination. Examinations as evaluating performance (Habib, 2020). Examinations’ unfair practices or malpractices can be defined as, “Any form of cheating before, during or after examination.” There is no specific result or productive outcome, noticed. We must know that all of the people, societies, and individuals including the parents, teachers, the students, the politicians, the ministry of education and the public mindset or our culture, all play key roles to notice such unfair means or unfair practices in every educational institute of Baluchistan. So the study does explain these unfair practices in all aspects. And as for the consequences and negative impacts of the so called unfair means in the examinations “examinations’ malpractices (EMP)” are concerned they are indeed irreparable because a person who becomes teacher, doctor, judge etc. he becomes a permanent ulcer not only for the whole society or nation but even for the coming generations, who have to face the consequences. Education department already had never received its due value that it deserved, despite, the unfair means and malpractices in the examinations have further worsened and deteriorated the situation on the ground (L. Dean, 2007). Education actually was to be expected to bring forth nominated and famous personalities in every field but now it has become a meant just to receive a degree. So education need to prepare the young adjusting themselves for their practical lives meaningfully, by dint of hardwork (Zaki, 2010).

We are still engaged in how to make our examination system, free and fair which could and would provide us the result of someone’s education. Definitely the perception of education in our societies is wrong. Thousand of years ago Plato told, “Education is the process of lifelong learning which starts from the early years of child and continues to the end of life (Habib, 2020). Education pursues the individual to learn the ideal perfection of citizenship teaching him the right way to rule and obey (National Education Policy, 1998-2010). Plato further says true education will have the inclination to civilize and humanize the people to live with others and that education is a training that is given by suitable habits to the very first instinct of virtue. (Chandra & Sharma, 2004)

Most of the institutions in Pakistan are of poor planning, violation of merit, politically influenced as well as low status of the quality of content, low level of delivery of training.

Statement of the problem

Examination is a touch-stone to test the worth of an individual’s educational state. But in case of unfair means in the examinations at any level of educational stratum, the reliability of the examination is challenged. As a result authenticity of their issued certificates is threatened, and regarded as the fake certificates. In such an area where education is solely regarded a mean of getting a degree and then a job anyhow, then, the growing intensity and frequency of the malpractices will become unavoidable, mostly at secondary levels. As at this age, the students start worrying about livelihood.

So it becomes the need of the hour to pay heed to counter the effect of such mind-sets. Here it looks imperative to get into matter by finding different forms and reasons of Unfair Mean Practices EMP in annual examinations.

Research Questions

Following are the research questions for the study

1. What are the main forms of malpractices in annual examinations?
2. What are the reasons of malpractices in the examinations as perceived by supervisory staff?

III. RESEARCH METHODOLOGY

Population and Sample of the study

Mostly the product of this study is to be generalized for the examiners have been the part of the Board examinations in 2018 and 2019. The technique for the study was random sampling technique, giving equal chances of occurrence to all the individuals. Five Hundred respondents were taken as sample for the study from different schools (both the male and female) from three districts, Barkhan, Quetta and Loralai. All the respondents from amongst the teachers performed their duties in the Board exams Research Instrument

To collect the data from the participants, a questionnaire was developed. The questionnaire was designed for the examiners (Teachers) who took board examinations and for the supervisory staff who performed their duties in the Board examinations. This close ended questionnaire consisted of 14 statements. The five options of questionnaires were:

1. Strongly agree
2. Agree
3. Neutral (Undecided)
4. Disagree
5. Strongly disagree

Data collection

The data was collected using the basic source, i.e. questionnaires. The teachers, who had been conducting the board examinations, were selected as the respondents. The data was collected with the help of questionnaire by making personal visits of the selected schools.

Table 1: Different Forms of EMP

No.	Statements	SA	A	UD	DA	SDA
1	Primarily, Lucky series and hand books are the main form of EMP to be used in the exam hall.	66	20.2	0.4	6.9	6.5
2	The Most practiced form of EMP is the use Google and dictionaries in the exam hall.	20.4	19.8	1.1	30	28.7
3	The Most practiced form of malpractice is Replacing the original candidate.	16.2	30.7	1.1	30.4	28
4	Most of the students Copy from the other students in the exam hall.	55.1	30.7	0.2	6.7	7.1
5	Most often, used type of EMP is taking the answer sheet out of the exam hall	0.9	2.7	2	44.9	49.6
6	Most common form is, Taking help from the exam staff	1.6	3.3	1.3	46.2	47.6
7	Threatening and Misbehaving with exam Staff is always present.	2	17.6	2.4	37.8	40.2
8	Overall situation in the exam hall is satisfactory	39.5	50.5	0.4	4.4	5.1

Data analysis

Research Question 1:

What are the main forms of malpractices in annual examination?

The collected data was arranged in a tabulated form, frequency and percentage of the data was drawn separately. The data was compared, examined and then tabulated for quantifying the findings. The number of each option i.e. strongly agree, agree, undecided, disagree and strongly disagree were found separately and then percentage for each item was calculated

IV. RESULTS

The Table 1 shows the possible reasons of EMP 66% of the respondents strongly agreed that use of handbooks and lucky series is the most common form of malpractice in the examinations, and the most prominent form, is the use of lucky series and hand books etc. in the exam halls and possibly they are brought into the exam hall by some of the students secretly and then the students cooperate each other in the exam hall by giving one whole question (with answer) or the part of the question to his colleague. When one candidate completes it he gives it to the other students, in return takes another question or the part of the question, and later on, despite throwing this cheating material it is transferred to the third person, in return if he has the answer of any question, gives it to his colleague. In this way an atmosphere of cooperation continues, until the whole students make their needs satisfied to the best of their ability.

According to the above table the second most used form of examination EMP is copying of the students from one another, 55.1% of the respondents were of the view, that it is the most used form. As for rest of the forms of EMP are concerned their percentage is less but it doesn't mean that they do not exist. E.g. if we take replacing the original candidates (impersonation) it is fairly less because the roll numbers slips are checked during the papers and before entering into the examination halls mostly slips and CNIC are checked. During the paper time also roll number slips are checked. So, the chances of impersonations are less. Using the mobile phones for making or receiving calls or SMS, what's app, messengers etc. or for Google search or digital calculators, is slightly high in the urban areas and there were rare cases that someone took help from the staff members, threatened the exam staff to take the sheet outside the exam hall to a safe place, solved it and then again returned the answer sheet to the staff.

About the forms of EMP we can briefly say that it all depends on circumstances and opportunities for the candidates, whoever gets any opportunity leaves no stone unturned to avail the opportunity of cheating or committing EMP, misusing every occasion. As for the Overall situation of the examination hall is concerned' it is almost NOT satisfactory, showing that the problem examinations' EMP at secondary schools examinations is lingering in the minds of respondents and has not been minimized to the level of expectations of people.

Research Question 2:

What are the reasons of malpractices in the examinations as perceived by supervisory staff?

Table 2: Reasons of EMP

No.	Statements	SA	A	UD	DA	SDA
9	There is no proper seating arrangement plan for the candidates in the exam hall.	67.3	28.9	0.2	1.5	2
10	Because the Students do not attend their classes for long period of time so they have to undergo EMP	28.4	33.1	0.2	4.9	33.3
11	As the Teachers do not teach deliberately, so EMP becomes a necessary evil.	19.1	31.3	0.7	24	24.9

12	the Teachers were not expert enough to teach their relevant subject.	11.1	47.3	0.7	20.2	20.7
13	EMP are practiced because Teachers remain absent for a long period of time from classes	26.4	28	0.7	22	22.9
14	the EMP have become a culture and public mindset in the society	66.7	25.8	0.4	3.1	4

In the given table which is about the reasons of EMP, two statements are to be noted, i.e. the first and the last statements, where 67.3% and 66.7% of the respondents strongly agreed that EMP have become a culture and public mindset. These statements also clearly show the extent of EMP that how much EMP in the examinations in our society have spread and still are prevailing, EMP have now become a culture or public mindset. The student deliberately do not prepare for the examination as they have already made up their mind to pass the exam through unfair means. Or students cannot prepare until this perception of public mindset is curbed. But how and can curb this mindset from the society because the students themselves are the core part of our society, but students say it has become a public mind set in the society to exercise EMP.

The other factor that contributes fairly high of EMP in the examination is the long period of absence of students or the teachers from classes in their working hours. The absence from the classes or from the period of that particular subject was highly reported from the respondents. 28.4% strongly agree that students remained absent and this is the main reason of EMP because the students did not meet the expectations of their teachers hence they could not gain knowledge and had to cheat in the exams. On the other hand 26.4% of the respondents strongly agree that the teachers remained absent from the classes and the syllabus was not finished and learning of the important answers was not even started, as a result the students had no option but to involve in EMP. However other reasons of EMP, like teachers did not teach deliberately or that they were not expert enough in their related subjects. However respondents agreed that the teachers were not expert enough in the relevant subject or that the teachers did not teach deliberately. Another reason of EMP which is between the lines, is the lenient behavior of the supervisory staff allow the students to make EMP in the examinations and even answer sheets were reported to be exchanged, such activities are generally reported commonly in the last 30 minutes of the examinations' hours. The cheating mindset or culture and the weak education system both have seriously contributed in pushing the students backward in education ultimately inducing them toward relying on EMP for passing the exams or for securing good marks. Their use of the unfair practices is also encouraged by their culture because commonly in our cultural values there is lack of proper vision or comprehensive work plan for development and only the temporary interests and values are prioritized here. As a whole we must remember that any how almost all the reasons of EMP are inter-related

V. CONCLUSIONS

The following conclusions is based on the point of view of the supervisory staff

1. The most common form of malpractice in the examination is the use of hand books, notebooks and lucky series.
2. The second most used form in the examination hall, according to the supervisory staff, is copying the students from one another.
3. Taking help from the supervisory staff or taking the answer sheet outside the exam hall was no longer practiced but bribery attempted was witnessed only 1% but shifting of cheating material through peon is frequent.
4. Misbehaving or threatening the supervisory staff was least. Using mobile phones for SMS' call and Google search was found frequent but sitting on the place of other candidates was rare.
5. Overall situation, according to supervisory staff is almost satisfactory.
6. As for the reasons of the malpractices are concerned the first ever reason was that the students are NOT prepared, because the students were witnessed who write their papers without copying as they were prepared for the exam.

7. Teachers did not have full command over a particular subject was really a fact.
8. Cheating is also exercised in order to get good marks in the examinations and because EMP have become an atmosphere or mindset of the candidates.
9. Teachers' lower educational level or that teacher did not teach, was almost countered by the supervisory staff.

According to most of the respondents there have been unfair practices on large. There is a chain of network to be involved in malpractices' system that nurtures bad actions and bad behavior continues without being controlled. The checking of the examination halls is unavoidable and need of the time in modern era of information technology.

VI. RECOMMENDATIONS

The adult socialization occurs when the role of adult assumes, such as husband, wife, parents, or employee. The third tier of society comprises of work, college, marriage, relationships and numerous adventures and adult roles. We embrace new roles that fulfill our aspirations throughout life and meet our needs. College officers, newly recruited officers of military, Peace Corp as well as Vista volunteers and workers.

First of all I must acknowledge the fact that "saying" is something which is completely different from "doing." Despite we must understand that if we are sincere to solve any problem we have to go to the very root of that specific problem. The recommendations are to be given and it is hoped, if these recommendations are implemented a great change would be waiting for us and their implementation will improve the whole education system not only within the province but it is hoped that these recommendations would greatly contribute in the country level policies.

Hiring the Superintendent from other Departments

It is a natural tendency of human mind that everyone gets tired or feels bored of his own profession and at a time starts taking interest in the profession of other people. You can just examine this by the body language of the two individuals having different fields. When they ask about the situation of each other's official duty (professions) each seems keen to listen others' point of view and wants to advise him about his field. However in general, it is a fact that everyone wants to talk about his own matter only. No one is ready to listen others' point of view. But if someone is asked about his official work or profession he is not ready to tell it in detail which shows that they are bored of their own duties or profession and only interested to listen about someone else's profession and give him advice about his profession. This is why if, at least superintendents are from the departments other than education, there may be some hope of the situation in the examination hall to be improved.

Hiring the Superintendent from other Provinces

This is to be recommended to hire all the supervisory staff for at least the superintendents from other provinces. No matter we make the departmental change or not but we should change their province. Within the few exam-days no one possibly be able to judge out the temper of the supervisory staff that has less mutual interests than the person of the same provinces. The supervisory staff will also deal all the candidates equally and it is general law, when everyone is equally treated the things start going to the right direction automatically.

Army, to be deployed in and Around the Exam Halls

When army or ranger personnel are given the charge to work as an observer the situation may change to positive. If army observe the condition of the whole system it is hoped that there would be no injustice or anarchy, merit would be ensured. Because the police or the levies force have no full command over the public. The situation in the examination halls sometimes becomes loose, and even the general public is coming and going. In the presence of army, such activities would no longer continue.

Laws of the Secrecy Branch to be Made Strict

The system within the Secrecy branches plays a key role. If there are responsible persons the whole process will move forward in a positive way otherwise they will infect the whole examination process. Because coding and decoding is done here and at the end the result of the examination is prepared in it, so we need solemn staff for this duty. In our examinations' secrecy branches only names are written on the specific rooms just for photo sessions. And everyone is going into and coming out of that branch just like a public place. If any how the laws of secrecy branches stricken presumably the situation on the ground may be much better.

Monitoring of exam centers

If there are frequent visits of high rank officers the situation in the examination can have a positive direction. However thorough monitoring is something different i.e. checking all the ups and downs in the exam-centers. But the visits for a short time can have long lasting positive effects on candidates,

particularly those candidates who will take their examinations in the coming years.

This study can be applied to parental training. It helps the parents to check the extent of socialization of their children. Moreover, parents can guide and regulate their children for selecting peer groups. As after teachers the parents, are the biggest agent of socialization of their students. Parents can discuss religious values and norms with their children so that parents play effective role in promoting positive character to their offspring's. This study will help a lot in the educational institutions as well as in the social life of the people. This study will help in formulating and updating the curriculum of secondary schools' textbooks. This study will help the education ministry and authorities in devising the teacher training courses, norms, values and discipline in schools which has ultimate effect on religious socialization process of students. Moreover, it helps the education ministries and school administrations to regulate the social environment of school according to religious rules and regulations so that positive socialization should take place from schools, in the form of text books and training the teachers.

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