



ROLE OF BOARDS OF INTERMEDIATE AND SECONDARY EDUCATION IN KHYBER PAKHTUNKHWA AS PERCEIVED BY TEACHERS

Muhammad Bilal, PhD Scholar IER, Gomal University, DIKhan

Dr. Liaquat Hussain, Assistant Professor IER, Gomal University, DIKhan

Abstract- The focus of this research was to find critical analysis of factors that effect to BISEs working in Khyber Pakhtunkhwa. The universe of the investigation was hers of public schools (male and female) at secondary school level in Khyber Pakhtunkhwa (Pakistan). The population of the research was restricted to all public schools (male and female) teachers from the 64 male and female secondary schools. The study's sample consisted of 193 male and 120 female respondents who were chosen using stratified sampling technique. Data was collected by using a questionnaire that was created by researcher himself. The data was analyzed using the mean and the t-test. The study's findings revealed that a variety of factors influence BISEs. Also no significant difference in the perception of male and female teachers was recorded regarding the role of BISEs in Khyber-Pakhtunkhwa.

Keywords: BISEs, secondary school, teachers

I. INTRODUCTION

According to Suleman, Gul, Ambrin, and Kamran (2015), it is the responsibility of BISEs to manage examinations for students' learning throughout the country. Davis, Drinan, and Gallant (2009) and Haney, and Clark (2007) stated that every BISE also administers the exams for different level classes to assess the students' performance. The Miller, Murdock, Anderman, and Poindexter (2007) and Schraw, Olafson, Kuch, Lehman, Lehman, and McCrudden (2007) showed that evolution of various educational boards will give different dimension to our education system to achieve the desired goals.

According to Nyamwange, Ondima, and Onderi (2013) dishonesty in exams is a worldwide problem and in the view of Anderman and Midgley (2004) round 80% of students enrolled in schools and 75% of college students having with high grades cheated in the exams. Ojo (2011) recognized a parental factor as a major cause of malpractice in examination.

According to Ahmed and Malik (2011) and Rehmani (2003) that our educational system and examination system both are interrelated and highly depending on each other. Usually examinations conducted by BISEs with special purpose to promote and certify the students. Saddiqi (2012) reported purpose of these examinations for school level students is only to pass and promote themselves to next class as well as Saleem (2012) reported that the role and purpose of examination is highly linked to teaching & learning process and overall objectives of education.

Adams and Esther (2013) observed that transparency in examination system throughout the world is infected by cheating. According to Shahid (2007) to assess academic achievement of students exams are planned which determine the learning and knowledge level of students. Nyamwange et al., (2013) described that examinations are useful instrument for assessing students' knowledge and teachers' efficiency in conveying the course contents.

Research Objectives

1. To determine the role of BISEs in Khyber Pakhtunkhwa as perceived by teachers.
2. To determine the gender differences in the role of BISEs in Khyber Pakhtunkhwa as perceived by teachers.

Research hypotheses

H01: There is no significant role of BISEs in Khyber Pakhtunkhwa as perceived by teachers.

H02: There is no significant difference in the views of male and female teachers regarding the role of BISEs in Khyber Pakhtunkhwa.

Delimitations

This research study was restricted to the Government Secondary Schools within the jurisdiction of BISE Dera Ismail Khan

II. LITERATURE REVIEW

According to Khattak (2012) at present in our country 29 examination boards named as "Board of Intermediate and Secondary Education" (BISEs) are allowed to arrange examinations and 03 technical boards contributing technical education as well and beside these 32 inland examining bodies, some foreign examining bodies like Cambridge International Examination, etc. are also contributing equivalent qualifications in Pakistan since 1959.

According to Naqvi (2002) the boards have been established to bring about the positive changes in the learning process, like the improvement in teaching, teachers training and the quality of education. The Rehmani (2003) also, added that the boards are for the conduct of high quality examinations keeping in view the standardized curriculum at national level, for the improvement of quality of education.

Christenson and Reschly (2010) stated that board exams are essential for students because these are stepping stone for their bright future as well as Petters & Okon (2013) explained that many internal and external factors are important which decide overall performance of students in exams. Jimoh (2009) noted that the schools, families, and society stress students to prepare well themselves for their exams.

The Alcalay et al., (2005) and Cowan et al., (2012) have explained various methods by which parents can give assistance to their children in this difficult situation:

- Help your children through various study schemes and assignments.
- Inspire emotional motivation in your children in a healthy way for their academic and personal development.
- Not ever force your expectations on children.
- Always support your child with rich love and hope.
- Advice your children frequently to wipe out the phobia of board exams from their thoughts.

West, Ravenscroft, and Shrader (2004) described that due to many causes when exams are coming near, usually environment in classroom becomes severe regarding students and teachers learning activities for preparation. According to Rasul and Bukhsh (2011) there may be extrinsic factors, intrinsic factors and personal factors which may affect student's performance in board exam.

III. RESEARCH METHODOLOGY

Research Design

The design of research study was quantitative and survey was done to collect quantitative data with the help of developed questionnaire.

Population

All the public schools (male and female) teachers at secondary school level under the jurisdiction of BISE Dera Ismail Khan in the province of Khyber Pakhtunkhwa, Pakistan were included as the target population in the research study. There are total 1723 teachers (1066 male and 657 female) at the secondary level in district DIKhan.

Sample & Sampling Technique

The stratified sampling technique was used for the selection of male and female teachers. The Krejcie & Morgan (1970) table was applied for the selection of sample size. According to this table a sample of 193 male and 120 female was selected.

Research Instrumentation

To achieve the objectives of the study, questionnaire was developed for data collection. There were five options in the scale i.e. Strongly agree, Agree, Neutral, disagree and strongly disagree. Questionnaire was segmented into two parts, first was consisted of demographics information like gender, age and locality while second part was consist of statements about the role of BISE in Khyber Pakhtunkhwa.

Validity and Reliability of the Research instrument

According to Downing (2003), "accuracy of research tool is known as validity". For the validation educational experts and subject specialists were consulted. The questionnaire was sent to the 40 experts having PhD in social sciences for the face and content validity and their agreement on items and restructuring the items was done and for the reliability, "Cronbach's Alpha" test was used to decide internal consistency of instrument. The reliability of questionnaire was 0.86.

Data Collection and Analysis procedure

The researcher visited different schools to meet with male and female teachers for data collection through developed questionnaire. The collected data was put to data matrix on SPSS for analysis. The Mean and t-test were applied for data analysis.

IV. FINDINGS AND DISCUSSIONS

Table 1
Showing the frequency distribution of different items on the questionnaire

Questionnaire Statements	Mean
Short attendance in classroom by teachers and students effects students' performance in BISEs exams.	1.7500
Lack of severe punishments for low attendance by school management effects students' performance in BISEs exams.	2.6641
Parent teacher council (PTC) is not active for teachers and students attendance purpose for better performance on BISEs exams.	2.1016
Shortage of time affects students' preparation in BISEs exams.	2.4016
Strict behavior/harsh attitude of supervisory staff in examination halls effects students' performance in BISEs exams..	2.0079
Lack of facilities in Overcrowded examination centers effects students' performance in BISEs exams.	1.8504
Overcrowded examination centers cerate many problems of management and discipline.	2.0873
Facilities like chairs, safe drinking water, airy rooms, fans and suitable provision of electricity etc. are missing in rural areas and effect BISE exams.	1.7031
Mismanagement in examination halls effects students' performance in BISEs exams.	2.2480
Method of examination effects students' performance in BISEs exams.	2.4882
Marking criteria effects students' performance in BISEs exams.	1.7188
Question papers misprinting effects students' performance in BISEs exams.	2.1641

Cheating is common in Overcrowded examination centers which effects students' performance in BISEs exams.	2.0000
Impersonation cases are common in the examination halls.	2.6563
Lack of moral education about cheating in schools which effects students' performance in BISEs exams.	1.8160
Students try for cheating due to pressure imposed by parent's/guardian's	2.2460
Cheating Reports are handled on merit policy by BISE.	2.9920
Error and omissions in certificates are corrected with fee paid by candidates.	2.0794
Result preparation procedure is transparent	3.0709
Certificates are awarded with suitable fee with fixed date and time	2.7460

The above analysis revealed the short attendance in classroom by teachers and students was noted which effects badly on students' preparation for exam. The results indicated that the method of examination effects students' performance in BISEs exams. The result preparation procedure is transparent. There is cheating and cheating reports are not handled on merit basis in BISE. The Impersonation cases moderate in the examination halls. The facilities are available in the examinations halls up to some extent.

Table 2
Showing the gender (Male & Female) mean differences on the questionnaire

Group Statistics						
	Gender	N	Mean	Std. Deviation	t	p
Mean	Male	193	2.2044	.29795	0.53	0.59
	Female	120	2.2451	.48044		

The analysis of male and female data shows that there was no significant difference in the views of male and female. The t value is 0.53 with $p = 0.59 > 0.05$, which indicates that there is no difference in the groups. Thus, it was concluded that both the male and female have same views regarding the role of BISE in Khyber-Pakhtunkhwa.

V. CONCLUSIONS

The results of the study indicated that BISEs are playing the moderate role at the secondary level, the shortage of students and teachers attendance effects the students results. The Parent teacher council (PTC) role is missing due to which boards are effecting. The examinations are not effective, students depend on cheating, and duty staff is not performing the exam duties fairly and honestly. The marking criterion is moderate and not 100% fair, which effects the honesty of boards. There are difficulties in the procedural steps of obtaining DMCs and Certificates from boards. Overall teachers have Promiscuous views about the role of boards of intermediate in Khyber-Pakhtunkhwa. The views of male and female are similar about the roles of BISEs in Khyber-Pakhtunkhwa.

VI. RECOMMENDATIONS

1- As boards are playing Promiscuous role , therefore it is recommended to make the boards effective in Khyber-Pakhtunkhwa

2- The different stakeholders of the boards, like heads of schools, teachers, board staff should come forward to play their role with honesty.

REFERENCES

1. Adams, O. U. O., Esther, O. D. (2013). Stakeholders' Role in Curbing Examination Malpractice in Nigeria. *International Journal of Economy, Management and Social Sciences*, 2(6), 342-348.
2. Ahmad, S. I., & Malik, S. (2011). Examination scheme at secondary school level in Pakistan: composite vs split. *Canadian Social Science*, 7(1), 130-139.
3. Alcalay, L., Milicic, N., and Toretti, A. (2005). *What successful schools do to involve families: 55 partnership strategies?* Corwin: SAGE Company.
4. Anderman, E. M; & Midgley, C. (2004). Changes in self-reported academic cheating across the transition from middle school to high school. *Contemporary Educational Psychology*, 29, 499-517
5. Carroll, D., Shahid, S. & Mujahid, M.H. (2008) Evaluation of the Aga Khan University Examination Board (AKU-EB). Washington, DC: Academy for Educational Development[online]. Available: http://www.google.co.uk/url?url=http://pdf.usaid.gov/pdf_docs/PDACL727.pdf&rct=j&frm=1&q=&esrc=s&sa=U&ei=jlqMU_WjHcie7AaEyoCYDg&ved=0CDAQFjAD&usg=AFQjCNGbF2NBKDSO_ChHliL9gli_vszVxyA [2 June, 2014].
6. Christenson, S. L., & Reschly, A. L. (2010). *Handbook of School-Family Partnerships*. New York, NY: Routledge.
7. Cowan, G., Bobby, K., St. Roseman, P., & Echandia, A. (2012). *Evaluation Report: The Home Visit Project*. ERIC database No. ED466018.
8. Davis, S. F; Drinan, P. F. & Gallant, T. B. (2009). *Cheating in school: what we know and what we can do*. United Kingdom: Wiley-Blackwell.
9. Downing, S.M. (2003). *Validity: on the meaningful interpretation of assessment data*. *Medical Education*, 37: P. 830-837.
10. Haney, W. M; & Clark, M. J. (2007). *Cheating on tests: prevalence, detection, and implications for on-line testing*. In: E. M. Anderman & T. B. Murdock, eds. *Psychology of Academic Cheating*. USA: Elsevier Academic Press, 255-287.
11. Jimoh, B. O. (2009) Examination Malpractice in Secondary School in Nigeria: What Sustains It?. *European Journal of Educational Studies*, 1(3): 10-108
12. Khattak, S. G. 2012. Assessment in schools in Pakistan. *SA-e-DUC Journal*, 9(12): 1-23.
13. Krejcie, R.V., & Morgan, D.W., (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*.
14. Miller, A. D; Murdock, T. B; Anderman, E. M. & Poindexter, A. L. (2007). *Who are all these Cheaters? Characteristics of academically dishonest students*. In: E. M. Anderman & T. B. Murdock, eds. *Psychology of Academic Cheating*. USA: Elsevier Academic Press, 9-32.
15. Naqvi, R. (2002) 'Opting for O and A levels', *Daily Dawn* 27th December 2002. Karachi. Retrieved from <http://www.dawn.com/events/lifestyle2002/lis23.htm> on June 16, 2015.
16. Nyamwange, C., Ondima, P., & Onderi, P. O. (2013). Factors influencing examination cheating among secondary school students: A case of Masaba South District of Kisii County, Kenya. *Elixir Psychology*, 56, 13519-13524.
17. Ojo, Omonijo D. (2011) Parental Influences on Wards in Escalation of Examination Mis-conduct in Nigeria. *European Journal of Social Sciences*, 19(2):297-307.

18. Petters, J. S., & Okon, M. O. (2013). Students' Perception of Causes and Effects of Examination Malpractice in the Nigerian Educational System: The Way Forward for Quality Education. Retrieved from www.sciencedirect.com/science/article/pii/S187704281305310X The CWO Voice (06/04/2010). Exam Malpractice: Implication for National Development. Retrieved from <http://news2.onlinenigeria.com/news/General/5692-exam-malpractice-implication-for-nationaldevelopment.html>
19. Rasul, S., & Bukhsh,Q. (2011). A study of factors affecting students' performance in examination at university level. *Procedia Social and Behavioral Sciences* 15 (2011). Elsevier Ltd.
20. Rehmani, A. (2003). Impact of public examination system on teaching and learning in Pakistan, International biannual newsletter, ANTRIEP, 8(20), 3-7.
21. Saleem, Z. (2012, April 15). Problems faced by students in current educational setup & their possible solutions. Retrieved from www.saypeople.com.
22. Schraw, G., Olafson, L; Kuch, F; Lehman, T; Lehman, S. & McCrudden, M. T. (2007). Interest and academic cheating. In: E. M. Anderman & T. B. Murdock, eds. *Psychology of Academic Cheating*. USA: Elsevier Academic Press, 59- 77.
23. Siddiqi, A.-U.-R. (2012, May 03).Some of the problems faced by students in Pakistan. Retrieved from www.saypeople.com.
24. Suleman, Q., Gul, R., Ambrin, S. & Kamran, F. (2015). *Journal of Education and Learning*. 181 Vol. 9 (2) pp. 165-182.
25. West, T., Ravenscroft, S. P., & Shrader, C. B. (2004). Cheating and moral judgment in the college classroom: A natural experiment. *Journal of Business Ethic*, 54, 173- 183.