

# **Perspectives of Teachers and Students about Internal and External evaluation system at Postgraduate level**

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## **Abstract**

A research study was conducted to know the opinion of teachers and students about internal and external system of examination in Universities at postgraduate level. A structured questionnaire on three point Likert scale was developed and utilized for collection of data from 500 respondents selected through random sampling techniques in Gomal University Dera Ismail Khan Khyber Pakhtunkhwa, Pakistan. The opinion of the teachers and students were known and investigated. The result of the study indicated that teachers are in favour of internal system of examination while students support the external system of examination at postgraduate level.

**Keywords:** Teachers, Students, internal & external Examination, postgraduate level

## **Introduction**

Education is the most neglected department in Pakistan and our country has paid a high cost for neglecting education. Different education systems are working in this country which not only divides our nation but the standard of education and our country position in the comity of nations is declining day by day. Our education system is producing literate fool. According to page 89 of "Human Development Report" issued by the United Nations Development Program in 1997 Pakistan number in the ranking of human development profile is 139 out of 175 countries of the world (UNDP, 1997). This report is depicting a drastic picture of our country in term of human development. This drastic picture can be changed through development of human resources, improvement in the quality of education particularly higher education

system and improvement in examination system. System of examination is also an integral part of education system. Our present examination system is defective.

The term “examination” is derived from the term “examen” which means the tongue of a balance, and it is ordinarily used to denote a systematic test of knowledge or skill, which is carried out under the authority of some public body or conducted by the teacher themselves (Wilbrink, 1997). It measures the students’ capabilities against a required standard and determines his skill of answering the questions under the conditions imposed upon him by the examiner. Examinations tend to check whether the prescribed objectives are obtained or not. Whether the students has grasp full command over the contents of education or not, whether the selected method of teaching is fully worked or not. Thus the examination system remained an integral part of our teaching learning process.

At present different examination systems are used in our country to test the mental ability of the students, to evaluate the work of students and to promote the students in next grades. But three systems of examinations are commonly used in our country in Universities at postgraduate level i.e. internal system of examination, external system of examination and combination of internal and external system of examination. The examination which is conducted by the educational institutions themselves or examination which is conducted by the teachers themselves, in order to assess the progress and achievements of their students at different stages in their course is called internal examination. The examination which is conducted by the external agencies or the examination which is conducted by outside authority, having no direct relation with teaching of the examinee, sets questions and evaluates the answers is called external examination. Both systems of examinations have some positive and weak points. The teachers denounce the external system of examination for its harmful influence on school work, the parents pointed out its injurious effect on the physical and mental health of the children. The practical psychologists say that this system is unreliable and invalid and the educational theorist says that this type of examination is lack of definiteness in aim and purpose, therefore this system of examination has been called a number of bad names. Some dub it a necessary evil; some label it as in cubs the enemy of true education, a bloodsucker, a glorification of memory, begetter of rivalry and strife. M.E Saddler & P.J Hartog (1936) sated “no element in the structure of our national education occupies at the present moment more public attention than our system of examination. Fagerlind (1992) points out, while low reliability necessarily involves low validity, most of the times the questions set in papers do not always touch essentials of the subjects, which the pupils may be expected to learn. Sometimes both the measurements might test the same thing; it can easily be tested by one question. In nutshell there should be variety in questions. This is considerable evidence that public examination conducted by the external agencies exercise a profound influence on the material of instruction in institutions, on the methods of teaching of science subjects and consequently on the pupils mode of thinking, studying and even writing.

The supporters of the internal examination says that best people who examine the candidates in specific public examinations are the teachers who teach them and who know their pupils, who are able to distinguish the essential from the non-essential parts of the course of study,

and to take account of individual interest of the pupils, the actual condition of the school works and the special feature and needs of respective localities. In internal system of examination the teacher works as a guide and friend and it puts a great responsibility on him. The critics say that in internal examination system, sometimes nepotism, prejudice, likes and dislikes are on highest level (Ballard P.B, 1923).

### **Methodology Of The Study**

This study was conducted in the Gomal University Dera Ismail Khan Khyber Pakhtunkhwa, Pakistan. Focal point of the study was to examine the opinion of teachers and students about internal and external system of examination. All postgraduate departments of the Gomal University Dera Ismail Khan were included in this study.

### **Population of the study**

In research the term population denotes to all the relevant factors in a given situation (Newman, 2003), hence the population may consist of all the people, issues, or entire things of interest, relating to the area of concern in a research study (Sekaran, 1999).

The population of this particular study consisted of teachers and students, who, one way or the other, having vested interest and concerns in examination system.

### **Sampling Technique**

It is not possible for the individual researcher to approach entire population for gathering required data because this practice involves lot of time, money, expenditure and efforts (Cohen *et al.* 2000). Therefore volume of the population is minimized through a procedure which is called sampling. The sample size must be sufficient for statistical analysis (Joan Joseph Castillo, 2009).

For this particular study sample of 500 (200 Teachers & 300 students) was selected through random sampling technique as accurate listing of both categories of respondents was manageable for the researcher.

### **Data Collection Instrument**

To know the opinion of the teachers and students about internal and external system of examination at postgraduate level a structured questionnaire with 23 questions was developed for the collection of data on three point Likert Scale (Likert, R. 1931) ranging from 'disagree' to 'agree'. A total of 500 questionnaires were distributed among teachers (200) and students (300) and all received back.

### **Mode of Data Collection**

The researcher personally delivers the questionnaire to the respondents and gets back, duly filled by them. Though the task was tedious and laborious but it ensured to a great extent, the safe return of the questionnaires.

### **Analysis of Data**

The collected data were arranged, organized, and after due coding, it was processed through Statistical Package for Social Sciences (SPSS version-12). Mean was used for analysis of data. Mean score of each item was calculated and the conclusion was drawn on the basis of the calculated Mean. The result of mean score of each item has been given in table-1 below.

### **Comparative statement of the means scores of Teachers and students regarding their Perspectives**

<b>S.No</b>	<b>Statement</b>	<b>Mean (Teachers)</b>	<b>Mean (Students)</b>
1.	Educational objectives are better achieved through internal system of examination.	2.50	1.96
2.	Internal system of examination foster good study habits among the students and teachers.	2.92	2.11
3.	Positive students' teachers' relationship is developed through internal system of examination	2.64	1.93
4.	The teacher of a particular subject is in a better position to judge the students' abilities in internal examination.	2.64	2.00
5.	Internal system is best for diagnosing students' weakness.	2.88	2.23
6.	The internal assessment will make the student study the whole year.	2.66	2.06
7.	Internal system is less expensive in term of expenditure.	2.77	2.21
8.	Teachers are influenced in internal system of examination.	2.27	2.87
9.	Some teachers may not cover the whole syllabus and just teach selective topics from examination point of view in internal system of examination.	1.96	2.50
10.	Teacher prejudice made it impossible for him to judge the essays objectively in internal system of examination.	2.00	2.63
11.	Favouritism, like and dislike are also weak points of internal system of examination.	1.96	2.50
12.	External system promotes healthy competition among the students.	2.02	2.48
13.	External examination system maintains a uniform standard for all educational institutions.	1.93	2.35
14.	Teachers cover the whole syllabus in external system of		

	examination.	2.92	2.01
15.	External system of examination requires intensive studies in the part of students.	2.02	2.44
16.	External system of examination is subjective in nature.	2.00	2.35
17.	Questions paper secrecy is best maintained in external system of examination.	2.38	2.41
18.	External system of examination is reliable and valid with reference to content.	2.07	2.43
19.	External system of examination promotes cramming.	2.63	2.08
20.	External system of examination tends to induce stress and anxiety among students.	2.46	2.23
21.	External system of examination gives over emphasis on memorization which adversely affects the overall cognitive development of students.	2.57	2.10
22.	External system of examination is expensive in term of time and expenditure.	2.67	2.60
23.	Examination system at postgraduate level should be the combination of internal & external system of examinations.	2.52	2.42

## Results And Discussion

In Pakistan the present system of examination at postgraduate level is defective. This system of examination encourages cramming, memorization and slackness and do not test the mental ability, intelligence and knowledge of the students. At this level subjective type examination is vogue. The important and pre selected questions are repeated in examination every year. Guides and notes are easily available in market. Therefore students cram important questions and easily pass the examination. Moreover students use unfair mean in examinations to get maximum marks. Parents, teachers, students and supervisory staff are involved in mal-practice during examination. Generally three systems of examinations are vogue in our Universities at postgraduate level i.e. internal system of examination, external system of examination, and combination of internal and external system of examination. All these three systems of examination have some merits and demerits.

Through present study data was gathered to determine the opinion of teachers and students regarding internal and external system of examination in universities at postgraduate level.

According to analyzed data it was the opinion of more than half (52 %) of the total respondents that educational objectives are better achieved through internal system of examination; this opinion was preferred by 70 % teachers and 40 % students. Data indicates that 66 % respondents agreed that internal system of examination foster good study habits among the students and teachers; this view was supported by 91.5 % teachers 49.0 % students. It was observed that 58.4 % respondents believe that Positive students' teachers' relationship is developed through internal system of examination; among category of the respondents 80.5 %

teachers and 43.7 % students supported this view. It was learned through analyzed data that 59 % of the respondents consider that the teacher of a particular subject is in a better position to judge the students' abilities in internal system of examination; this was confirmed by 79.5 % teachers and 43.3 % students. Majority of the respondents (71.6 %) said that internal system of examination is best for diagnosing students' weakness; this statement endorsed by 94.0 % teachers and 56.7 % students. This was the view of 60 % respondents that the internal assessment will make the student study the whole year; this view was supported by 78 % teachers and 48 % students. This was the point of view of the 66.4 % of the total respondents that internal system of examination is less expensive in term of expenditure; this view was supported by 85 % teachers and 54 % students. It was noted that vast majority (80 %) of the total respondents believe that teachers are influential in internal system of examination; this was approved by 62 % teachers and 92 % students. Data indicates that total 63 % respondents agreed with the statement that some teachers may not cover the whole syllabus and just teaches selective topics from examination point of view in internal system of examination. This was supported by 40 % teachers and 70 % students. It was observed that 59 % respondents agreed with the statement that teachers prejudice made it impossible for him to judge the essay objectively in internal system of examination. This statement was affirmed by the 43 % teachers and 79 % students. The data exposes that 73 % respondents agreed with the statement that Favouritism, like and dislike are weak points of internal system of examination. This statement was acknowledged by 40 % teachers and 70 % students.

It was noticed from analyzed data that 61.8 % of the total respondents agreed that external system of examination promotes healthy competition among students; this was recognized by 48 % teachers and 71 % students. According to analyzed data 57 % of the total respondents considered that external examination system maintains a uniform standard for all educational institutions; this view was supported by 44.5 % teachers and 65.3 % students. A total of 66.4 % respondents suppose that teachers cover the whole syllabus in external system of examination; this was favoured by 96 % teachers, 46.7 % students. The data reveals that 60 % respondents believe that intensive studies on the part of students are required in external system of examination; this was confirmed by 48 % teachers and 68 % students. The data indicates that 57.6 % of the total respondents approved that external system of examination is subjective in nature; this was accepted by, 47 % teachers and 64.7 % students. The analyzed data reflects that this was the opinion of 65.8 % of the total respondents that questions papers secrecy is best maintained in external system of examination; this was acknowledged by 65 % teachers and 66.3 % students. The data exposes that 58.8 % of the total respondents agreed that external system of examination is reliable and valid with reference to content; this was backed by the 48 % teachers and 66 % students. Majority of the respondents (63.6 %) said that External system of examination promotes cramming; this was supported by 80 % teachers and 52.7 % students. According to analyzed data 63 % of the total respondents agreed with the view that external system of examination tends to induce stress and anxiety among students; this view was confirmed by 70 % teachers and 58.3 % students. Majority of the total respondents (63 %) said that external system of examination gives over emphasis on memorization which adversely affects the overall cognitive development of students; this was affirmed by 77 % teachers and 53.7 % students. This was the opinion of 78 % respondents that external system of examination

is expensive in term of time and expenditure; this was supported by 80 % teachers and 76.7 % students. The data exposes that 68.6 % of the total respondents agreed that examination system at postgraduate level should be the combination of internal & external system of examinations; this was acknowledged by 71.5 % teachers and 66.7 % students.

The above mentioned results clearly indicate that teachers support internal system of examination while students support external system of examination. Both teachers and students are also agreed that Universities examinations at postgraduate level should be the combination of internal and external system of examination. The commission on national education 1959 recommended that external system of examination should be supplemented by regular internal examinations throughout the academic year prepared and marked by concerned teachers. Commission further proposed that 25 % marks for each subject should be given for internal examination and 75 % marks for each subject should be given for external examination (Government of Pakistan, 1959).

## **Conclusion**

Teachers conceive comparatively more effective role of internal system of examination in the better achievement of educational objectives, than the students.

Teachers conceive comparatively more effective role of internal system of examination in fostering good study habits, than the students.

Teachers conceive comparatively more effective role of internal system of examination in developing positive students' teachers' relationship, than the students.

Teachers conceive comparatively more effective role of internal system of examination to judge the students' abilities, than the students.

Teachers conceive internal system of examination comparatively more effective source for diagnosing students' weakness, than the students.

- a. Students in comparison to the teachers conceive that teachers are more influential in internal system of examination.
- b. Students in comparison to the teachers conceive that Favourtism, like and dislike is common in internal system of examination.
- c. Teachers conceive comparatively less effective role of external system of examination in promoting healthy competitions among students, than the students.
- d. Teachers conceive comparatively less effective role of external system of examination in maintaining a uniform standard for all educational institutions, than the students.
- e. Teachers conceive external system of examination comparatively less reliable and valid with reference to content, than the students.

- f. Students in comparison to the teachers conceive that questions paper secrecy is best maintained in external system of examination.
- g. Teachers in comparison to the students conceive that external system of examination promotes cramming.
- h. Teachers in comparison to the students conceive that external system of examination tends to induce stress and anxiety among students.
- i. Teachers support internal system of examination while students support external system of examination.

### **Acknowledgement**

Special thanks are due all those who assisted the researchers, provided requisite information/data and every possible help in the completion of this research study.

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