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## ENHANCING ASSESSMENT PRACTICES: A CRITICAL REVIEW OF EXAMINATION QUESTION PAPERS AT UNIVERSITY OF SARGODHA

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### ABSTRACT

The construction of the question paper is the key phase in examination system that leads towards the attainment of the goal of assessment which ultimately directs us to make better decision making. Thus, evaluation of the question paper plays an indispensable and prominent role in this regard. To find out the extent of content coverage of the question paper and to perform item analysis to estimate the quality of the questions, 10 question papers, and 489 answer scripts were selected through the Multistage Sampling technique. Question paper review format and focus group discussion were used as a tool. Quantitative analysis disclosed that question paper did not include 52% of the entire syllabus while approximately all items were in “good” or “acceptable” range regarding item analysis. The minimal strata of the question showed very weak discrimination. Variation was also found in attempting different questions ranging from 16% to 93%. Focus Group Discussion disclosed that a specific portion of the syllabus was not taught or ignored by the concerned teacher.

*Keywords: Question paper; Examinations; Assessment practices.*

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### INTRODUCTION

Individuals, institutions, and societies make decisions on the basis of information provided (Mantzavinos, 2004). So it is not possible to deduce and conclude any result in the absence of information. Information has the prominent role of providing the base for decision-making (Citroen, 2011). For example, a student who has passed the Secondary School Certificate examination and wants to choose the area of study for the future from some alternative collects information from parents, peers, educationists, and teachers. It is possible that information provided by parents, peers and educationists may result in good decisions but the teacher’s perception may be more authentic and reliable than others as he will examine different aspects of student’s abilities (Gulikers et al., 2008). Teachers will examine the student’s marks sheet deeply. He will collect information regarding the aptitude, attitude and subject of interest of the students. This information will help to guide the students in their course of study in the next classes. Whenever individuals need guidance or assistance with their occupational status or choosing courses for their future studies, information is required to make a decision. One has to have valid and quality information to make a correct decision. In this regard, the quality of measurement is very important (Postmes et al., 2001).

As examinations are a necessary segment in every system of education. It is the major instrument for assessing the outcomes. Legitimate and valuable examination systems are indispensable in the formation of significant decisions for the achievement of the learning outputs of the candidates. An effective assessment system is considered as the key tool to determine the excellence of all the education systems

(Davis et al., 2007; Rehmani, 2003). The focal point of examinations is the overall evaluation of the intellectual capabilities and desired outcomes of the student. The outcome of assessment and examination is responsible for influencing the process of decision-making, during policy-making, in developing curriculum, placement of the students, identifying the instructional needs as well and sometimes, taking the financial decisions of any educational institute (GOP, 2009). Several examination systems have been practiced for centuries in different systems of education in the world. These examination systems are based on their distinguishing characteristics i.e. semester system of examination is taken two times in an annum while a single examination at the end of the instruction is called as annual examination. Both systems are being practiced in Pakistan simultaneously (Khattak et al., 2015; Munshi et al., 2012).

Annual examinations are described as a system where examination is conducted once a year at the end of instructions. There is no space for a class teacher to conduct an annual examination system. It allows several standards for evaluating multiple students. It is not helpful in analyzing the behavioral aspects of student's development. It is also admitted that it does not cope the challenges like different malpractices, and unfair and non-transparent means. These obstacles and challenges in that system, compelled to shift to the semester examination system which was able to tackle these challenges perfectly (Munshi et al., 2012). Quality of questions, conduct of examinations, and marking process are the basic and fundamental of any examination, either annual or semester system of examinations. In this way, test construction becomes more important to ensure the quality of question asked. If the tests are relevant, balanced, efficient and specific with respect to their purpose, objective, reliable, valid and usable, then accurate and appropriate decisions are possible. That is why; test construction is the most important responsibility. Hermita et al. (2017) have suggested several activities to construct a good test i.e. development of table of specifications, determining the sequence of item presentation, scoring the test items in line with answer key and scoring criteria, and analyzing the test items to establish item ambiguity, discrimination level and ease index.

Item analysis is the statistical analysis of data produced when examiners examine the test items, so it is the major tool to evaluate the items. It provides the information about the items (Livingston, 2006). Compton et al. (2011) argued that item analysis is the technique where those items, that are valid to the purpose, are chosen and the rest are eliminated or modified. Bichi (2016) argued that item analysis points out which item is easier, difficult, or moderately easier or moderately difficult. Item analysis also provides item discrimination.

### **Rationale of the Study**

Information plays a prominent role in the decision-making process. Educational decisions are based on the quality of assessment. Examinations help us in educational decisions, institutional decisions, administrative decisions, and guidance decisions (Haladyna & Rodriguez, 2013). Evaluation of examinations is thus the compulsory condition for its credibility. Whether it is the question of inflated marks of failure to meet the expected task performance, it becomes in fact a question of examination credibility. A poor marking can make the examination process invalid and incredible (Meadows & Billington, 2005). Educational decisions depend upon the quality of assessment. Examinations help us to make educational decisions, institutional and administrative decisions as well as guidance-related decisions. The major elements of examinations are the construction of items, conduct, marking and reporting (Haladyna & Rodriguez, 2013). Along with other elements, the quality of question papers is the major element that ensures the overall quality of the examinations. These gaps along with variations in recent circumstances of examination systems in several Higher Education Institutions (HEIs). The National Education Policy (NEP) 2017 also pointed out that HEIs have distinguishing study policies and procedures for examinations (Pervaiz et al., 2020).

As far as the University of Sargodha's annual system of examinations is concerned, it is never been evaluated by any researcher (Commission, 2021). So, after the completion of my research report, it will be

possible to make the practices better and it will also be supportive to ensure the quality of the annual examinations of University of Sargodha. This study will also be helpful to make the practices better with reference to the test construction and marking process which will ultimately result in improving practices and having a good quality of examination. It will be supportive to ensure and maintain the quality of annual examinations of University of Sargodha which will guide through educational decisions, and institutional and administrative decisions along with guidance decisions.

### **Objectives of the Study**

This study was designed to:

1. Find out the extent of content coverage in the question paper of the subject Education
2. Assess the quality of question papers of the subject Education through item analysis

### **Significance of the Study**

The study is expected to be used in various ways to help improve the annual system of examination in general and particularly for policymakers to remove the deficiencies of present system and help adopt an adequate standard. The examination department can also utilize the findings of the study to improve their system. It may also provide a model for continuous monitoring of the quality of the questions paper in general. It would be supportive in creating awareness about the nature of problems responsible for affecting the quality of questions paper. It would also provide guidelines for developing strategies to improve the quality of questions paper in annual examination of the University of Sargodha.

The study was mixed method in nature and University of Sargodha was the population of the research study. Out of total 9 faculties of University of Sargodha, Faculty of Social Sciences was selected through random sampling. At second stage, out of 6 departments of Social Sciences, Department of Education was selected through simple random sampling. Out of Masters and BA/AD programme, BA/AD programme was selected through random sampling too. The sample comprised of paper A and paper B of Education BA/AD 1st annual examination (2016-2020), 262 answer scripts of paper A, 227 answer scripts of paper B and 08 examiners from the education department of University of Sargodha, which were selected conveniently. Paper review format was used to evaluate the extent of content coverage by the paper. Item analysis was performed to find out item difficulty and item discrimination. A two-point observation rating scale (OSR) was utilized in assessing quality of marking answer scripts. Moreover, a semi-structured interview was performed to evaluate the marking process of annual examination of University of Sargodha.

### **REVIEW OF LITERATURE**

The term “examination system” is defined as the sub-set of assessment. The term is explained to the assessment of groups, macro in scale as well. It can be used in a district, province and state, and may be organized in diversify of methods. In some cases, the examination systems are run directly and sometimes indirectly under the supervision of a government ministry (Davey et al., 2007). In educational settings, the examinations are considered as the expanded form of assessing with some specific rules and regulations. These assessing mechanisms, i.e. examinations, are responsible for assessing knowledge, competencies, skills along with capability of the student which is taken on agreed upon standard. Countries organize different systems where the students demonstrate their ability and also perform. The examination is the basics for every educational system throughout the world (Dilshad, 2010).

Examinations direct curriculum and are extended to the classrooms as well. These are associated with education as well as other aspects of everyday life (Atuhurra & Kaffenberger, 2020). The assessment of progress of the student is the product of examinations. Evaluation is considered as a continuing process, which may be conducted once or twice in an academic year (Musriparto et al., 2018). In this way, some specific tests are presented to candidates, candidates’ response on it, and entire work is assessed. This process is called the examination system i.e. annual or semester system. Annual examinations are conducted from elementary level

to tertiary level in Pakistan. The existing annual system of examinations has some limitations. For example, the candidates who appear in annual examinations do not study throughout the academic year, which causes poor results of candidates along with wastage of financial, human (Khattak et al., 2011; Yousaf & Hashim, 2012). The fifth Five Year plan (1978-83) recommended the basic amendments in assessment systems of the country and suggested providing necessary guidance for all stakeholders. This 5 Year developmental plan also advised to encourage the teachers in adopting contemporary test and to modify the curriculum for test items in measuring different Student Learning Outcomes (SLO's) (GOP, 1978).

According to the National Education Policy and Implementation Program, the stereotype examination system, supportable for traditional memorization, is the basic root of the deterioration of educational benchmark (GOP, 1979). A seminar on examination was held in 1968 at West Pakistan Education Extension Centre Lahore where emphasis was given on improving the quality (GOWP, 1968). An inquiry regarding examinations problems and practices was conducted by the Ministry of Education in 1971. Major recommendations of the report were better supervision of examinations centers, research into construction of question papers and training of examiners. It evaluated into the construction of question papers through research (, 1971). Helmick Report (1974) favored development of an inventory of locally created "objective" tests and a census in Pakistan with proper training was also suggested (GOP, 1974). National Sub-Committee on Examinations Reforms Report 1975, suggested a mixture of "objective", short answer and essay type questions to test a variety of domains as well as skills (GOP, 1975). Study Group on Examinations in Universities, (1975), University Grants Commission stressed that the aims and objectives of the examination should be clarified, there should be a mixture of objective, short answer and essay (GOP, 1975).

A National Conference on Examinations Reforms was held on May 27th to May 30th, the conference recommended the development of standardized achievement test in all subjects for university classes and to set out principles of test planning and its construction along with item construction procedures (GOP, 1977). Another report of the Punjab Task Force Sub Committee on Examination Reforms, Lahore, 1993, recommended that the Test Development Centre (TDC) within the Curriculum Research and Development Centre Punjab should be improved (GOP, 1993). The quality of the question paper is a prominent factor in achieving and fulfilling the purpose of the examinations. The necessary set of qualities of a question paper is different for various levels. Some important qualities of a question paper are the relevance of the items, difficulty level of items and coverage of the question paper with reference to the syllabus (Saha, 2021). Allamsetty et al. (2023) stated that the procedure of setting the question papers and evaluating the students has become more important. Moreover, the main criteria are to analyze the specific syllabus as well as the distribution of appropriate weightage to different areas or units of the syllabus. Here are basic criteria to form a good, appropriate and valid question paper.

Whenever a paper setter forms the question paper, it must keep in its mind that it is following the share of every unit or section, and it should also be ensured that the weightage of specific content on base of instructional grounds is appropriately distributed. As a result, while setting a question paper, the paper setter should be more acute along with skilled as well.

## **METHODOLOGY**

This research employed convergent/parallel mixed method design. The nature of this research was descriptive. In this study, all the question papers and answer scripts of annual examinations conducted by University of Sargodha and the students recently enrolled in BS program by passing the annual examination of the University was the population.

### **Sample and Sampling**

To select appropriate samples, researchers used Multistage sampling technique. At the first stage, the question papers of 1 out of 9 faculties were selected randomly. At second stage, the question papers of 1 out of 6 departments were selected through simple random sampling. Whereas, from the question papers

of the selected department, 10 question papers and 489 answer scripts were selected (Paper A & B) conveniently.

**Research Instruments**

Question Paper Review Format was developed and validated by a panel of experts from the selected department. A Focus Group Discussion was arranged to explore the reasons after specific pieces of quantitative findings.

The question paper review format consisted of two parts. The first part had five sub-parts where content coverage of the paper was recorded. The second part of the question paper review format consisted of item analysis to find out the value of “p” and “D”.

The instruments were validated from the panel of expert from Education Department, University of Sargodha.

**RESULTS AND DISCUSSION**

Table 1. Subtopic wise content coverage in paper A.

Sr.	Unit Name	Subtopic	2016	2017	2018	2019	2020
1	Meaning of Education	Meaning of Education	✓	✓	✓	✓	✓
2	Philosophical Background of Education	Philosophical Background of Education	✓	✓	✓	✓	✓
3	Philosophy of Education in the Light of Quran and Hadith	Philosophy of Education in the Light of Quran and Hadith	✓	✗	✓	✓	✓
4	National Objectives of Education	National Objectives of Education	✓	✗	✓	✗	✓
5	Educational theories of Muslim Philosophers	Imam Ghazali	✓	✓	✗	✗	✗
		Ebn e Khaldoon	✗	✗	✗	✓	✗
		Shah Wali Ullah	✓	✗	✗	✗	✓
		Allama Iqbal	✗	✗	✓	✗	✗
		Maulana Maududi	✗	✗	✗	✗	✗
6	The Origin of Islamic Education	The Origin of Islamic Education	✓	✓	✗	✗	✓
7	Muslim Educational System in Sub-Continent	Muslim Educational System in Sub-Continent	✗	✗	✗	✗	✗
8	Survey of British Education System in Subcontinent	Survey of British Education System in Subcontinent	✗	✓	✗	✓	✓
9	Ali Garh Educational Movement	Ali Garh Educational Movement	✓	✓	✗	✓	✓
10	Deoband Educational Movement	Deoband Educational Movement	✗	✗	✓	✓	✗
11	Salient Features of Educational Policies in Pakistan	Salient Features of Educational policies in Pakistan	✗	✓	✗	✓	✗
		Educational conference 1947	✗	✗	✗	✓	✗
		National Educational Commission 1959	✗	✗	✗	✗	✗
		New Education Policy 1972-1980	✓	✗	✗	✗	✓
		National Education Policy 1978	✗	✗	✓	✗	✗
12	Meaning, Importance and objectives of Curriculum	Meaning of Curriculum, Importance and objectives	✗	✓	✓	✓	✓
		Ideological Elements	✗	✗	✓	✓	✗
		Psychological Elements	✓	✓	✓	✓	✗
		Social Elements	✗	✓	✓	✓	✗
		Subtopics included	10	10	11	13	10
		Subtopics Excluded	13	13	12	10	13
		Total Subtopics	23	23	23	23	23
		Percentage	43	43	48	57	43

Table 1 shows the content coverage analysis through subtopics. The total subtopics for the subject were 23. Maximum subtopic coverage in paper A was 57% in 2019 and minimum subtopic coverage was 43% in 2017, 2018 and 2020. The average content coverage in the papers (2016-2020) was 46.8%. Three, out of 23 subtopics were unaddressed in the papers at all which indicates that 13% of the content was left over in all these papers (2016-2020). Four, out of 23 subtopics were included in the papers once only. Six subtopics were included twice in the papers. Four subtopics were included three times, and four topics were selected four times in the papers. Moreover, two topics were included throughout the papers.

Table 2. Content coverage in paper B.

Sr.	Unit Name	Subtopic	2016	2017	2018	2019	2020
1	Introduction to Educational Psychology	Introduction to Educational Psychology	✗	✓	✓	✗	✗
2	Developmental study	physical	✗	✓	✓	✓	✓
		mental	✓	✗	✓	✓	✓
		emotional	✗	✗	✓	✓	✓
		social	✗	✗	✓	✓	✓
3	Learning Theories	Education through trial and error	✓	✗	✓	✗	✗
		Education through imitation	✗	✗	✓	✓	✗
		Education through reflective conditioning	✗	✗	✓	✗	✓
		Education through insight	✓	✗	✓	✓	✓
4	Factors affecting learning	interest	✗	✓	✗	✗	✗
		intelligence	✓	✓	✗	✗	✗
		readiness	✗	✓	✗	✓	✓
		Reinforcement	✗	✓	✗	✓	✓
		exercise	✗	✓	✗	✗	✗
		attitude	✗	✓	✗	✗	✗
		Motivation	✗	✓	✗	✗	✗
		feelings	✗	✓	✗	✗	✗
		Trend	✗	✓	✗	✗	✗
		culture	✓	✓	✗	✗	✗
5	Intelligence	Definition	✓	✓	✓	✓	✓
		Theories	✗	✗	✓	✗	✓
		Measurement	✓	✓	✗	✓	✓
6	Issues of exceptional children and guidance	Genius	✗	✓	✗	✗	✗
		Mentally retarded	✗	✗	✗	✗	✗
		anxious	✗	✗	✓	✗	✗
		Criminal	✗	✗	✗	✓	✗
		Disable	✓	✗	✗	✗	✗
7	Personality	Definition	✗	✓	✓	✗	✓
		Elements of configuration of personality	✗	✓	✓	✗	✓
8	Educational Administration	Meaning	✓	✗	✗	✓	✓
		Importance	✓	✗	✗	✓	✓
9	Educational Institution as Social Centre	Educational Institution as Social Centre	✓	✗	✗	✓	✗
10	Important Curricular Activities	Importance	✓	✓	✓	✓	✓
		Arrangements	✓	✓	✗	✓	✓
11	Discipline	Meaning and importance	✓	✓	✓	✓	✓

12	Teacher	Motivations for Discipline	✗	✗	✓	✗	✓
		Islamic ideology of Discipline	✓	✗	✗	✓	✗
		Rasool (SAW) as ideal Teacher	✓	✗	✗	✓	✓
		Personal and Professional Qualities of a Teacher in the light of Seerat.	✓	✓	✗	✗	✓
		Total Subtopics Covered by the Paper	17	21	17	19	21
		Total subtopics Dropped by the Paper	22	18	22	20	18
		Total Subtopics	39	39	39	39	39
		Percentage	44	54	44	49	54

Table 2 shows the content coverage analysis through subtopics. Total subtopics for the subject were 39. Maximum subtopic coverage in paper B was 54% in 2017 and 2020 and minimum subtopic coverage was 44% in 2016, and 2019. The average content coverage in the papers (2016-2020) was 49%. One out of 39 subtopics was unaddressed in the papers (2016-2020). 10, out of 39 subtopics were included in the papers once. Ten subtopics were selected twice in the papers. Ten subtopics were included three times, and five topics were addressed four times in the papers. Moreover, three topics were included throughout the papers.

Table 3. Content coverage through subtopics from 5 Years Paper A & Paper B (2016-2020).

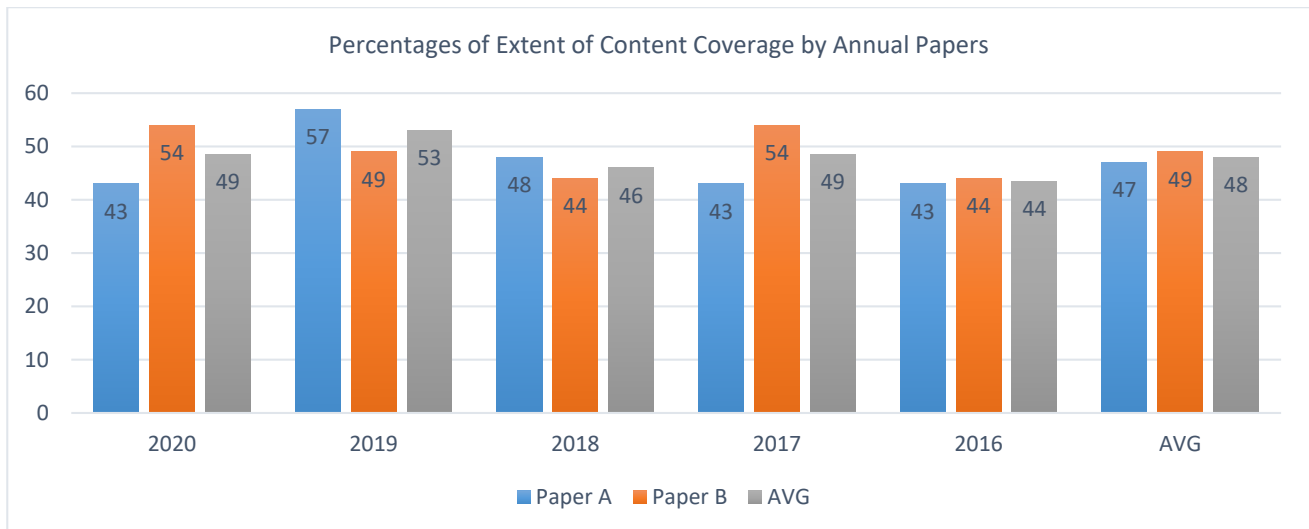


Table 3 shows the content coverage through subtopics in 5 years paper of Education A and B (2016-2020). It reveals that an overall content average of 48% was recorded in 5 years papers of Education A and B with a maximum content coverage of 57% of paper education A in 2019 and minimum content coverage of 43% of paper A in 2020, 2017 and 2016. The percentage of included units of paper A was maximum 83% in 2020 and minimum 67% in 2018 and 2017.

The percentage of included units of paper B remained maximum 83% in 2016 & 2019 and minimum 67% in 2018. The overall average of included units of paper A & B remained 75%. The dropped unit's percentage was 33% maximum in 2018 and 2017 in paper A, and 33% in 2018 in Paper B.

The dropped unit's percentage remained Minimum 17% in 2020 in paper A while 17% in 2016 & 2019 in paper B. The overall average of the dropped unit's percentage remained 25% in paper A and paper B. Maximum weightage given to any selected unit was 20% to 30% with an average of 22% in paper A and 10% to 20% with an average of 14% in paper B. The overall average was recorded 18% in paper A and B. Minimum weightage given to any selected unit was 5% to 10% with an average of 6%.in paper A and 5% to 10% with an average of 9% in paper B. The overall average was recorded 8% in paper A and B.

Table 4. Item analysis paper A.

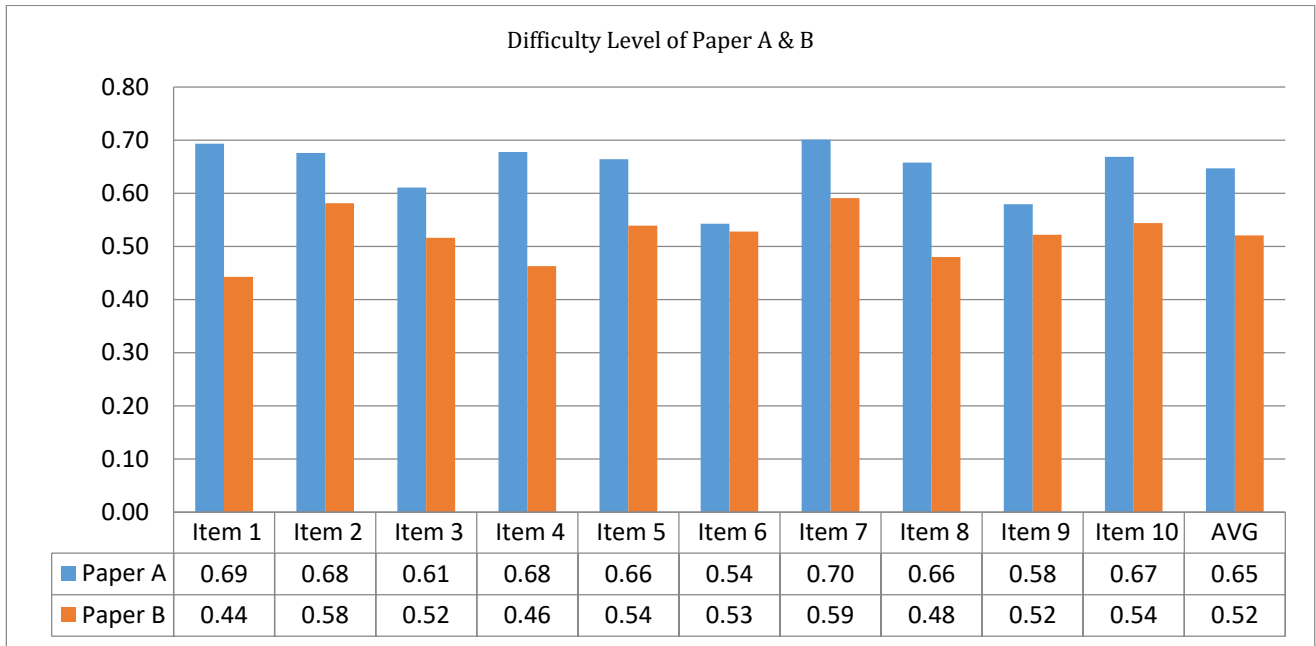


Table 4 indicates the difficulty level of paper A and B. The table is evident that the entire items have right difficulty in both papers i.e. A & B. All the items' value lied between .4 to .6 which is an optimum value.

Table 5. Item discrimination of Paper A & B.

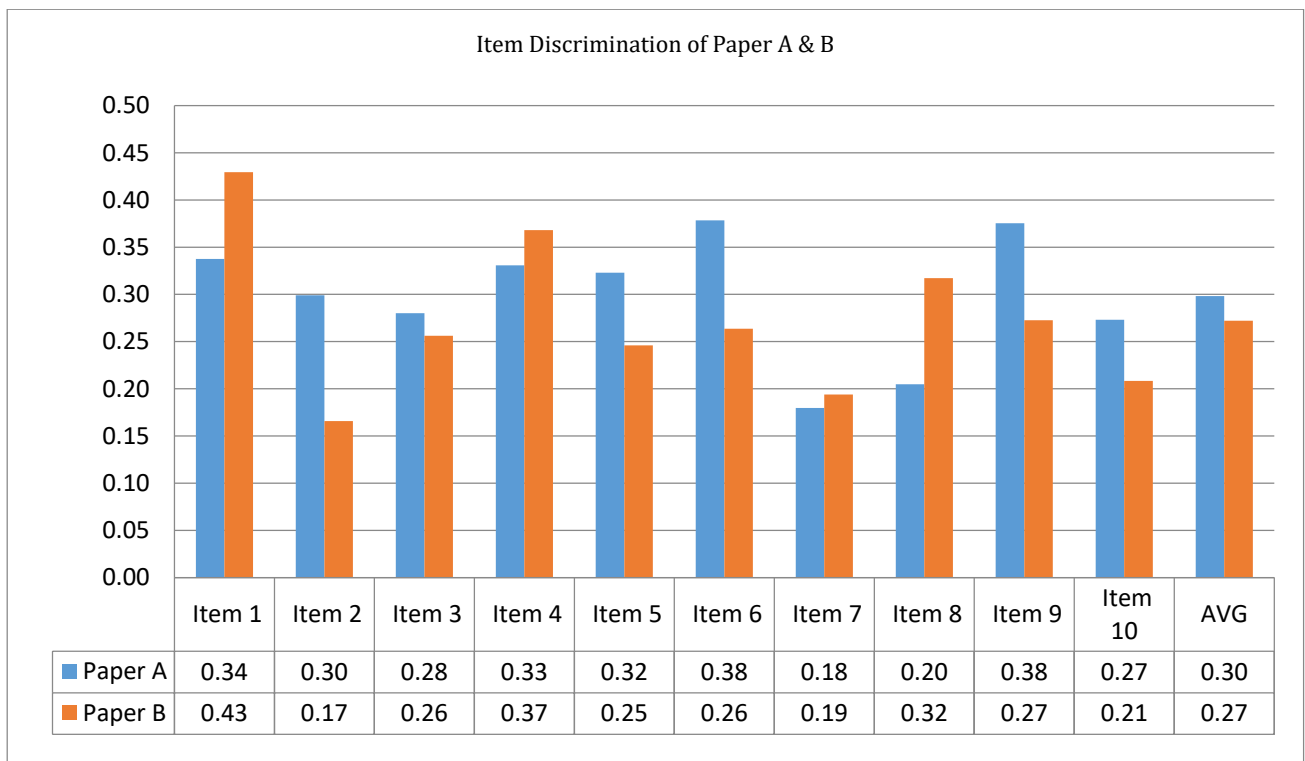


Table 5 indicates the item discrimination of papers A and B. This table is evident that Question no. 07 of Paper A shows very weak discrimination which was less than .20. Question no. 03 and 08 of paper A indicates weak discrimination. The discrimination level against all other items is adequate. In Paper B, item no. 02 and 07 shows very weak discrimination along with other items which have also weak discrimination.



Table 6. Percentage of candidates attempting the items in paper A.

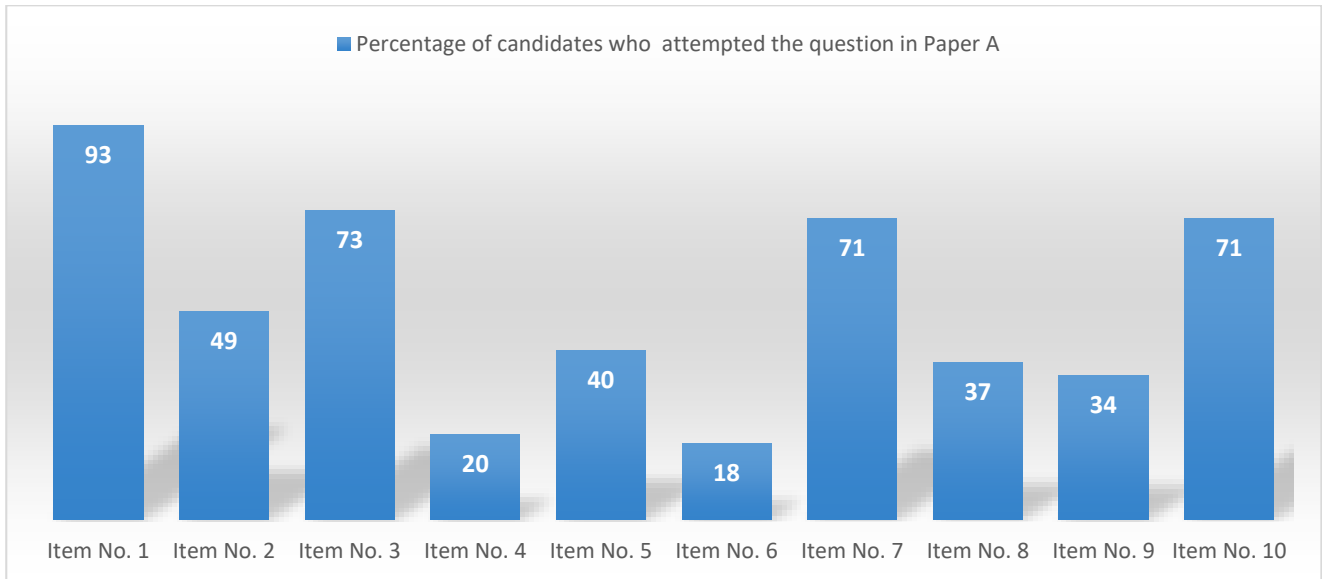


Table 6 shows the percentage of candidates attempting the items in paper A. It indicates that question no. 1 was attempted by the largest number of candidates as 93% of the candidates who attempted the question. Questions No. 1, 3, 7 and 10 were attempted by more than 50% of candidates. Questions No.2, 5, 8 and 9 were attempted by 30% to 49 % of the candidates but Questions No. 4 and 6 were attempted by 20% and 18 % respectively. Question No. 1 was attempted by 243 candidates and question no. 6 was attempted by 46 candidates with percentages of 93 and 18 respectively.

Table 7. Percentage of candidates attempting the items in paper B.

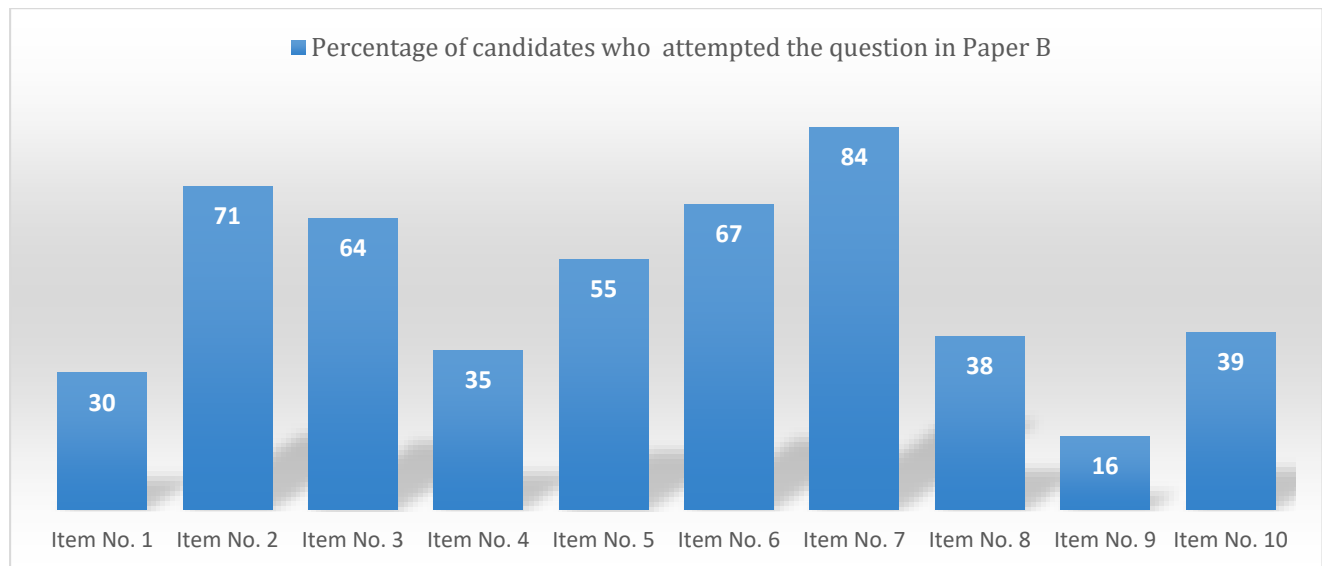


Table 7 shows the percentage of candidates attempting the items in paper B. It indicates that question no. 07 was attempted by the largest number of candidates as 84% of the candidates attempted that question. Questions No. 2, 3, 5 and 6 were attempted by more than 50% of candidates. Questions No.1, 4, 8 and 10 were attempted by 30% to 49 % of the candidates but Questions No. 9 was attempted by 16% of candidates. Question no. 07 was attempted by the 190 candidates whereas question no.09 was attempted by 36 candidates.

In the light of the findings of Table 6 and 7, Focus group discussion was arranged by the students of BS Education first semester to investigate the disparities of attempted questions. The participants of FDG were 10 students including 5 males and 5 females. The qualitative data from FDG is shown in Table 8.

Table 8. Perceptions of the BS Edu students regarding disparity of attempted questions.

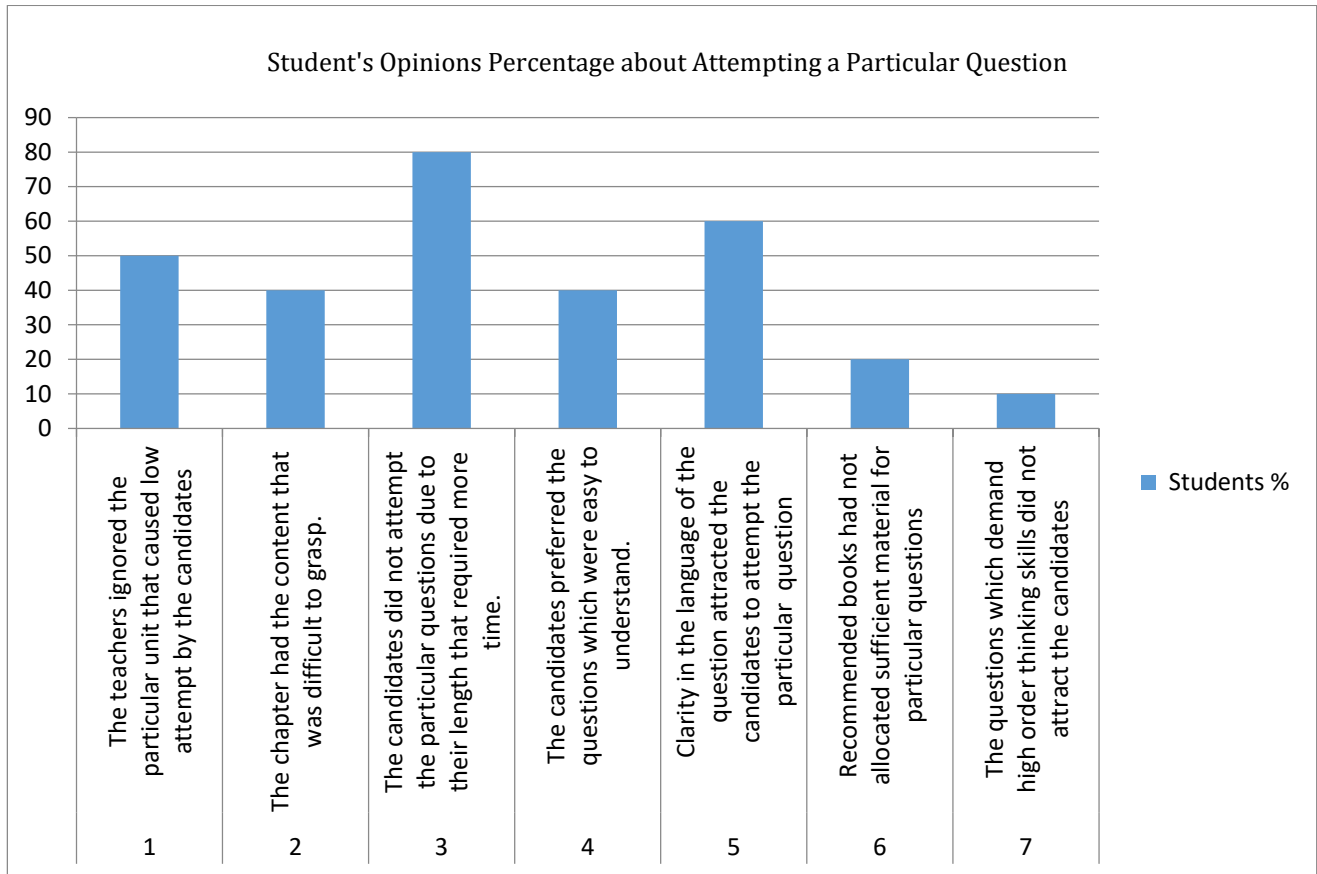


Table 8 indicates the perception of the students regarding attempted questions. 8 out of 10 respondents indicated that the candidates preferred the question to attempt which demand less time. 5 out of 10 indicated that the teacher ignored a particular unit where from a less attempted question was selected for the paper. According to 6 out of 10 respondents, less attempted questions were due to ambiguity of question’s language.

**Discussion**

As the finding showed that the question papers did not cover the syllabus adequately and the marking process was not up to the marks as well, thus the quality of question papers and marking process in Annual Examination University of Sargodha was not standardized. Consequently, the validity of the annual examination systems did not meet the standards. The findings are well aligned with Perveen and Saeed (2014), who concluded that the questions papers were not covering the content as almost 50% of the content was covered by the question paper and the marking process had also chinks. They also stated about respondents of their study that they indicated dissatisfaction by functioning of annual examinations and defined that majority of the students disagreed that annual system emerged student’s ability.

The quality of assessment depends upon the quality of the question paper. In any type of examination system. However, findings of this study indicated that quality question papers, as a tool to measure and assess, fulfill as the central part in assessment of the student and same in annual examination systems. Likewise, certain drawbacks in covering the content by the question papers were found. Surprisingly, the majority of the question paper of annual examinations of University of Sargodha covered the content less than 50%. It was also found that 25% of the chapters were not included in the papers by average whereas almost all the items remained good or excellent with reference to item analysis. Moreover, the distribution of the chapters in the papers was not appropriate as well. There were lacunas in appropriate distribution while selecting items for paper. The overall quality of the question paper was poor and question papers were defective. These findings are consistent with the work of Allamsetty et al. (2023) as he stated that the

question paper did not cover the syllabus properly. He also pointed out about the lacuna in the adequate distribution of the units in allocation of the marks.

Overall, the outcomes of this study along with more applicable research work pointed out disapproval for particular practices of these examination systems. It showed that the practices needed some improvements to make better quality of question papers for the examinations of University of Sargodha.

## **CONCLUSIONS AND RECOMMENDATIONS**

It was evident that 48% of the content was covered by the annual questions paper. As far as item difficulty and item discrimination were concerned, the quality of question papers was good as almost all the items were in the acceptable or good range as it was revealed that out of 20 questions, only 2 questions showed poor discrimination. Whereas entire items were in acceptable or good range with reference to item difficulty and item discrimination excluding above said two items. The percentage of candidates attempting a specific question was different, ranging from 16% to 93%. The possible reasons were ambiguity in the language of the question, not being taught by the teacher, demanding higher order thinking skills and the length of the question.

An item bank for questions may be established in the university where items may be constructed and updated periodically. This practice will ease the preparation of standard papers and thus the quality of question papers will be enhanced. Papers setters may be properly trained and experts in their field. Casual selection of paper setters also causes issues regarding question paper. So, the department may ensure that all the paper setters have the competencies to prepare paper with full command. They have sufficient knowledge regarding the setting of question papers. Moreover, the examination department should also arrange training sessions for the paper setters periodically. The findings of this study pointed out that the quality of question papers was compromised as they did not cover the whole or maximum amount of content. Accordingly, the output of this sort of assessment, often, was not actual description of learning attainment of the candidates. Hence, it is suggested that the University of Sargodha may establish a body 'Question Paper Review Board (QPRB)' in examination department. This cell may hold the responsibility for ensuring the quality of question paper through certain indicators i.e. Content coverage by the paper, item analysis, coverage of all levels of the cognitive domain, face validity. The whole body will be responsible for evaluating paper and have the authority to call the paper setter if any discrepancy is found. Alongside this, QPRB may have the authority to appoint the paper setter/subject expert by ensuring that he/she has the capabilities to prepare a standardized question paper. Moreover, subject experts should be provided with proper training periodically. This body will consist of a chairman (controller or assistant controller of examination) and three members i.e. subject specialist, member from the secrecy department, and a concerned teacher (who is teaching the subject).

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