



Available Online

Journal of Education and Social Studies

ISSN: 2789-8075 (Online), 2789-8067 (Print)

<https://www.scienceimpactpub.com/jess>

ENHANCING ASSESSMENT INTEGRITY: A CRITICAL ANALYSIS OF TRANSPARENCY AND FAIRNESS IN MARKING PROCESS AT UNIVERSITY OF SARGODHA

Fazal Ilahi^{1,*}, Tariq Manzoor² and Inam Elahi³

¹ Institute of Education, University of Sargodha, Pakistan

² Faculty of Arts and Education, Deakin University Waurin Ponds Campus, Geelong, Australia

³ ILM College Sargodha, Pakistan

ABSTRACT

The purpose of this research work was to evaluate the marking process for the annual examinations of the University of Sargodha. To achieve the objective, the quality of marking process, observation of answer scripts and perception of evaluators were recorded. The study was descriptive in nature. A convergent/parallel mixed-method design was used to perform the study. Two types of research tools were utilized to collect data i.e. interview schedules and an observation rating scale. A multistage sampling technique was applied to determine the sample. The data were collected from 489 answer scripts, and 18 evaluators of Education Department, University of Sargodha. Quantitative data were examined by descriptive analysis technique and qualitative data were explored through thematic analysis technique. Quantitative analysis disclosed that every 11th answer script has a mistake in marking as on average. The respondents of the study believed that marking of the answer scripts was not up to the mark as non-provision of rubrics, not following the instructional performance and committing mistakes and negligence in evaluation were the issues that made fair and transparent marking impossible. The present study will be supportive in provision of empirical evidence through identification of strength and weakness of quality of marking process, which in turn help University of Sargodha in improving its practices.

Keywords: Annual examination; Marking process; Assessment; Transparency in examination.

* Email: pedf19m016@gmail.com

© The Author(s) 2024.

<https://doi.org/10.52223/jess.2024.5229>

Received: March 28, 2024; Revised: June 21, 2024; Accepted: June 27, 2024

This is an open-access article under the CC BY license (<http://creativecommons.org/licenses/by/4.0/>).

INTRODUCTION

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 formation of significant decisions for 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). Multiple examination systems have been practiced all over the world. These examination systems are yet being practiced at different levels globally. Annual examination systems are considered as the systems in which examinations are held annually at the end of an academic year. This type of assessment is notorious for various aspects i.e. different standards, biasness, malpractice, and unfair means. Due to these multiple issues in this kind of examination system, it was switched to semester system, but, yet it is being practiced in different levels (Munshi et al., 2012).

While pre-examinations, during examinations and post-examinations are three phases for a successful assessment, the first phase is mainly dependent on quality of questions, 2nd phase on conduct of annual examinations and 3rd phase is dependent on marking process. Along with other elements, quality marking process is the two major element which ensure the overall quality of the examinations. Recent

situation in annual examinations systems at different Higher Education Institution (HEIs) has a gap as well as different inconsistencies. Same was also acknowledged by National Education Policy (NEP) 2017 where it was claimed that different HEIs have different style of conducting examinations (Pervaiz et al., 2020). Moreover poor marking can make the examinations process invalid and incredible (Crisp, 2008). He also stated that compromise on reliability in marking is a key factor that influences the entire reliability of every type of assessment.

There is no study available which has focused on the annual examinations in University of Sargodha (Commission, 2021). After completion of current study, the window of better practices in this regard will be opened. This study will also be helpful in ensuring quality of marking process at Crisp University of Sargodha and other Higher Education Institutes where annual examinations are still the way of assessment. It will be supportive in guiding educational institutions, administrative and educational decisions, and guidance decisions as well.

Examinations

Examination system is explained as a 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 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 (Musriaparto 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).

Policies, Plans and Examinations System in Pakistan

Different National Education Policies along with 5 years plans are discussed regarding Pakistani examination system: in 1947, in first educational conference, the message written by Quaid e Azam Muhammad Ali Jinnah was read. In that message Quaid stressed upon some major points about educational system. He directed the nation about education and acknowledged that enough attention was not paid to education of our population. He pointed out that if a nation wants to make progress, this nation will have to make their policies and programmes that suit genius of our people. That also should be in line with our history as well as culture. Although Muhammad Ali Jinnah did not mention about examinations directly, but he pointed out that our Muslim Educational System should follow those techniques of evaluation which were being followed and developed by the Western –Educationists (GOP, 1947).

It was also declared in the First 5 Year Plan that the purpose of examination system was not being fulfilled. It is serving for an instrument to be enrolled in an educational institute or to be recruited in any job. External examinations may cope the situation and this step may save intellectual as well as economic assets (GOP, 1955). Commission on National Education 1959 indicated that system of internal examinations was not

fruitful, and the external assessment scheme was a problematic one. This system was not properly aligned with national expectations. Misconducts and different means of negative practices were increased steadily. The stereotype system of examination was proved as an encouragement of students' sluggishness over an extensive duration of time. Moreover it was also more costly and disreputable in assisting rote memorization (GOP, 1959). In 1970, National Education Policy (NEP) defined that recent examination system was unable in assessing student learning outcomes properly. Examinations system was unable to provide the incentive to the students in response to their learning. NEP also proposed that a committee comprising education experts may review the different aspects of examination system. They may also suggest demanded reforms in order to cope the recent system of examination (GOP, 1970).

New Educational Policy 1972-80 was announced in 1972 by Mr. Zulfikar Ali Bhutto. The policy suggested fundamental changes in the existing intended curriculum. It also advised to make some necessary reforms in the system of examination also. It indicated that recent system of examination was the main cause of malfunctioning in system of education in the state. It was considered that major modifications are indispensable to ensure a productive system (GOP, 1972).

The 7th 5-Year Plan (1988-93) declared that to get higher grades is the sole focus of our education system. In the run of grades, malpractices, biasness, and fraud are mean of higher grades among students, the parents, and education institutions. This plan also suggested to introduce an agency to prepare required standardized test. The purpose of this agency was to constructs those tests which may measure intelligence, the scholastic ability, and aptitude. (GOP, 1988).

NEP 1992 assessed all the previous details on system of examination and recommended establishing of National Testing Service (N. T. S.) in the country and to make modifications in the existing examination system (GOP, 1992). Whereas NEP 1998 focused for the consolidation procedure for both systems of education i.e. annual and semester system. The policy also advised to report the results of internal assessment in the shape of a different certificate (GOP, 1998). NEP 2009 indicated several issues relating quality education as 'existence of ghost schools', 'teachers absenteeism', 'malpractice in examination' along with 'teacher's poor value of educational capabilities (GOP, 2009).

Marking Process

The post examination phase has much importance among all examination phases. In the phase, grading and marking process is done within due time (Vassault et al., 2012). Marking process of an examination is the key role of examination system (Tisi et al., 2013). The sub examiner must check 10-20 answer scripts according to the direction of head examiner. The test instalment of 10-20 answer scripts should be duly check by the head examiner and should be returned with necessary changes and feedback. Similarly, the sub examiner should have to strictly observe those instructions and feedback. Head examiner and his/her assistant should check the grand total, subtotal and ensure that no question has been left unmarked. They also ensure that no extra marks are awarded to any candidate and marks are awarded according to their allocation. It is the duty of head examiner and assistant to make it sure that marks of those questions are included which have high marks and over attempted questions are marked as over attempted outside the answer scripts. Head examiners should have to ensure that extra attempted questions are not awarded any marks. Head examiner and assistants should have to eliminate all the possible markers mistakes.

Use of Rubrics in Marking Process

Transparency might be appraised more desirable to promote students learning. Transparency does not appear to be easily obtained. Moreover, efforts to rise transparency are almost without exception appreciated by the students (Jonsson, 2014). Students' stat that uses of rubrics helps the students to pivot their efforts. Rubrics help the students in producing higher quality work, have better grades as well as feel less anxiousness about their assignments (Reddy & Andrade, 2010). It is very important to ensure that

rubrics are being used effectively, if it is not so, the whole purpose of rubrics and marking the answer scripts fails to fulfil its objectives (Andrade, 2005).

Using scoring rubrics is beneficial in various aspects like increased consistency in scoring, possibility to support valid and reliable evaluation of more complex competencies, and in the promotion of learning as well. The paper investigated whether the evidence for these claims could be found in research literature. Various databases were examined for empirical research on the rubrics, resulting in the total of 75 research relevant for the review. Drawn conclusions were that: (1) the reliable scoring of the performance-based assessments can be increased through rubrics usage; (2) rubric does not facilitate the valid judgment of performance-based assessments. But valid assessment could be supported by utilizing a more comprehensive and coherent framework of validity while validating the rubric; (3) rubrics seemed to possess the potential for promoting learning and/or in improving instruction. The prominent reason for this kind of potential lied in the fact that rubrics made expectations as well as criteria explicit, which also facilitated feedback along with self-assessment (Jonsson & Svingby, 2007). The current research was planned to evaluate into the quality marking process of annual examination in the University of Sargodha.

Objectives of the Study

This study was designed to:

1. Examine the quality of marking process through evaluation of answer scripts at University of Sargodha
2. Explore the factors that affect marking process at University of Sargodha
3. Explore the strategies to enhance the quality of marking process

Research Questions

1. What were the motives of evaluators to become part of the marking process?
2. Was the marking process transparent and fair?
3. Either the quality of marking process was standardized or not?

METHODOLOGY

Convergent/Parallel mixed method design was used in the study. The population of this study included answer scripts, head examiners/sub examiners of all departments of University of Sargodha. Through multistage sampling, 18 examiners and 489 answer scripts were selected as sample. Two types of research tools were used for data collection. The first one was observation rating scale and a semi structured interview schedule. Both tools were validated from experts.

RESULTS AND DISCUSSION

This portion presents different tables to access certain findings from data. The analysis of the quantitative data is stated here followed by qualitative data analysis.

Quantitative Data Analysis

Table 1 indicates the observation rating scale for marking the answer scripts. It revealed that the frequency of “wrong entry of the marks awarded to any question from inside to outside of the answer script” was 5 in Paper A (n=262) and 3 in Paper B (n=227).

According to the table, the examiners awarded more marks than allocation one time in Paper A. Over-attempted questions were left unmarked once in paper A and twice in Paper B where those were included in grand total twice in Paper A and once in Paper B. Over-attempted questions were wrong rejected twice in Paper A and once in Paper B.

Table 1. Observation Rating Scale for marking the answer scripts.

Sr.	Nature of Deviations	Paper	
		A where n=262	B where n=227
1	Wrong entry of the marks awarded to any question from inside to outside of the answer script	(f=5)	(f=3)
2	The examiners awarded more marks than the allocation	(f=1)	(f=0)
3	Over-attempted questions:	(f=1)	(f=2)
	a) were left un-marked		
	b) were included in grand total	(f=2)	(f=1)
	c) wrong rejection of over attempted questions	(f=2)	(f=1)
4	Answers carrying higher awards were not included in the total	(f=2)	(f=2)
5	Wrong Total of Marks on the front page of the scripts	(f=8)	(f=6)
6	Questions left unmarked	(f=2)	(f=2)
7	Marks were wrongly allocated to the question paper on the front side of the answer scripts.	(f=2)	(f=1)

Answers carrying higher awards were not included in the total twice in Paper A & B. wrong total of marks on the front page of the script was recorded 8 times in Paper A and 6 times in Paper B. Questions were left unmarked 2 times in Paper A and B. the table shows that the marks were wrong allocated to the questions on the front side of the answer scripts 2 time in Paper A and 1 times in Paper B.

Qualitative Data Analysis

To examine the quality of marking process, semi-structured interview was conducted. The themes are as under:

Use of Instructional Performa in Marking Process

The perception of respondent was asked about the provision and proper usage of instructional Performa provided by the Examination Department, University of Sargodha.

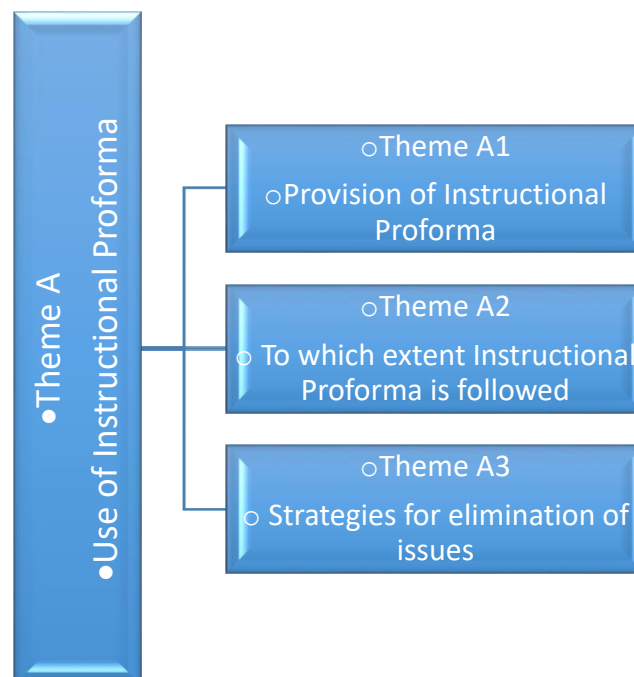


Figure 1. Description of subthemes of Theme A “Use of instructional Performa in marking process”

Figure 1 shows the sub themes, respondents and the frequencies below the major theme ‘usage of instructional Performa in marking processes.

Thematic description of “provision of instructional Performa”

According to the entire respondents, the university always provides instructional Performa.

“Examination Department always provides instructional Performa to evaluate answer scripts which is sent with the bundle of answer scripts. I have observed that every time answer scripts are sent for evaluation, Performa is there in the bundle. However, these instructions are general in nature which is not much beneficial for effective marking as it has not been modified or improved from a long time.” (Respondent, 13)

Thematic description of “to what extent it is followed”

Majority of the respondents stated that instructional Performa is followed properly. Although instructional Performa is just read a bird eye view but, respondents justified, that the evaluators were experienced and were marking from many years. So, they consider it unnecessary to read the instructional Performa in letter and true spirit. A few respondents argued that the instructional Performa is partially followed.

“Instructional Performa is not read out keenly. We just read out it as a bird eye view. We have been marking the answer scripts for many years and instructional Performa have not been modified or improved. So, it is not necessary to reread it as we already are familiar with it, and we follow those instructions properly.” (Respondent, 6)

According to the most of respondents, that instructional Performa was followed in letter and true spirit.

Thematic description of “strategies for elimination issues regarding instructional Performa”

Most of the respondent suggested that the updated version of the standardized instructional Performa should be provided. Half of the respondents responded that proper training should be conducted for new examiners.

“It is necessary to provide proper training for new examiners and refresher courses for newly appointed examiners should be arranged. This practice will also be helpful to improve quality of marking.” (Respondent, 12)

The finding revealed that more specific, revised instructional Performa as per demand of the standardized marking and proper training sessions for marking were the suggestions of the respondents.

Use of Rubrics

The respondents were asked about the usage of rubrics in evaluating the answer scripts of annual examinations of University of Sargodha. They were asked the usage of rubrics i.e. provision of rubrics, to what extent rubrics were followed and strategies for eliminating issues regarding rubrics usage.

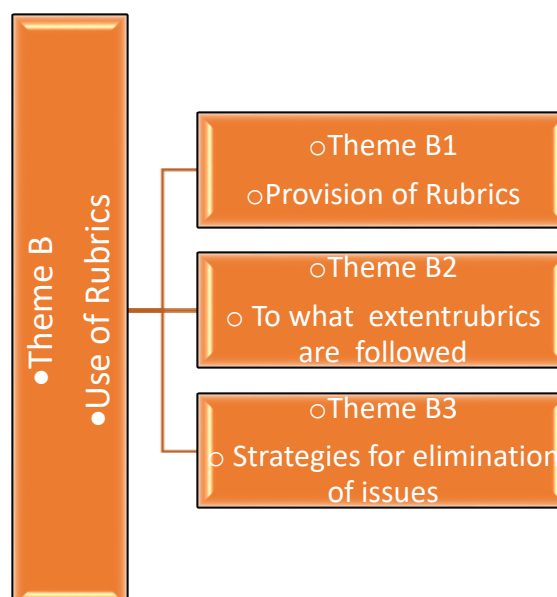


Figure 2. Description of subthemes of Theme B “Use of rubrics”

Figure 2 shows the sub themes, respondents and their frequencies under the major them 'usage of rubrics. It is revealed from table that the 'usage of rubrics" includes three sub-themes i.e. 'provision of rubrics, 'to what extent it is followed', and strategies for eliminating issues regarding usage of rubrics.

Thematic description of "provision of rubrics"

The subtheme of "provision of rubrics" emerged as an important subtheme. It refers to the provision of rubrics from the Examination Department, University of Sargodha. According to the entire respondents, the university never provides rubrics for marking in annual Examinations University of Sargodha.

"University does not provide any kind of rubrics to ensure the quality of marking in annual examinations of University of Sargodha. No reply was awarded after approaching too many times to the Examination department for provision of rubrics." (Respondent, 17)

The finding revealed that Examination Department of University of Sargodha never provided rubrics to any evaluator which was assigned the duty for marking the answer scripts of annual examinations.

Thematic description of "to what extent rubrics are followed"

The respondents were inquired about the following of rubrics. The analysis of their perceptions is as under:

In the opinion of half of the respondents, rubrics were not needed for essay type questions.

"We have a kind of rubrics in the questions paper too where marks are allocated to a particular question, for example, questions are allocated marks as 6+14, which indicates that we have 6 marks for the first part of the questions paper and 14 marks for the second part". (Respondent, 12)

Almost half of the respondents stated that rubrics were neither provided nor followed.

"Rubrics are not provided to us at all, so how can we follow these? We have never seen any kind of rubrics in annual examination system of University of Sargodha." (Respondent, 16)

The finding revealed that the respondents have neither followed a proper rubric, nor it was provided by the examination department of University of Sargodha.

Thematic description of "strategies for eliminating issues regarding usage of rubrics"

The subtheme of "strategies for eliminating issues regarding usage of rubrics" emerged as an important subtheme. It refers to the suggestion to eliminate issues regarding usage of rubrics. According to the majority respondents, the university should provide rubrics for marking in annual Examinations University of Sargodha.

"Rubrics should be provided along with packet of unmarked answer scripts. Before the start of the evaluation of answer scripts, it should be ensured that the examiner has practiced rubrics and could follow it. Moreover, examiners should have to keep the rubrics with him/her all the time during evaluating the answer scripts." (Respondent, 2)

Several of the respondents suggested that examiners should make the rubrics him/herself. They pointed out that it was not a tough task for them.

The finding revealed that provision of rubrics from Examination Department University of Sargodha and self-made rubrics from evaluator were the two suggestions regarding usage of rubrics.

Possible Mistakes in Marking

In this section, the examiners/head examiners were asked to spotlight the possible mistakes during and post evaluation, and their solutions in annual examination system of University of Sargodha.

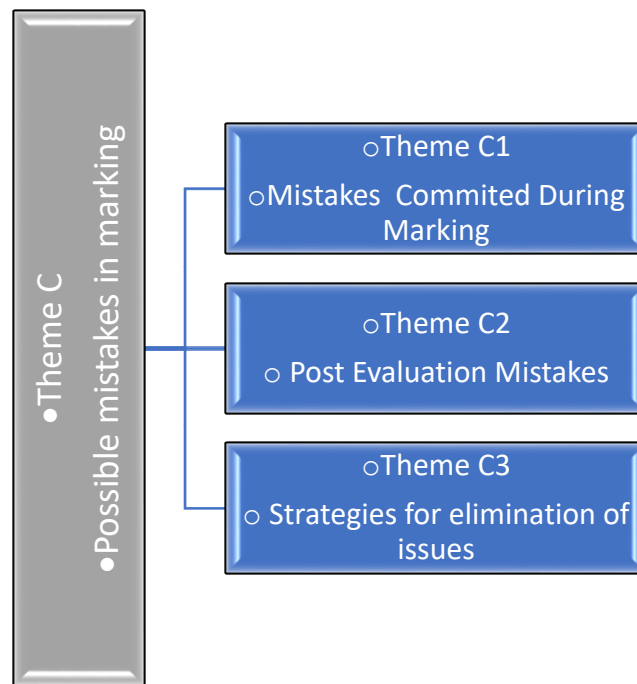


Figure 3. Description of Subthemes of Theme C ‘Possible Mistakes in Marking’

Figure 3 shows the sub themes, respondents and their frequencies under the major theme “possible mistakes during marking”. It is evident from the table that the “possible mistakes during marking” comprises three sub themes that are ‘during evaluation mistakes’, ‘post evaluation mistakes and ‘remedies to eliminate these mistakes.

Thematic description of “during evaluation mistakes”

The subtheme of “during evaluation mistakes” emerged as an important subtheme. It refers to all the possible mistakes during evaluation. According to the entire respondents, the totalling/sub-totalling of the marks was the major mistake committed by the examiner during evaluation answer scripts of annual examination of University of Sargodha. According to majority of respondents, carrying over marks from inside answer scripts to the front page was also a major possible mistake during evaluation answer scripts. More than half of the respondents said that award of marks for over-attempted questions was also possible mistake during evaluation. Majority of the respondents declared that unmarked portion/question/part of question was also possible mistake during evaluation of answer scripts in annual examinations of University of Sargodha.

“Usually, mistakes are not committed by the examiners due to rechecking by the assistant. However, the examiners mainly commit mistakes in totalling/sub-totalling. Moreover, examiners make mistakes during carrying over marks from inside the scripts to the front page of the answer scripts” (Respondent, 11)

“Another mistake committed by the examiners is that they leave the questions/portion of question unmarked” (Respondent, 3)

The finding revealed that Totalling/Sub-totalling, carrying over marks from inside answer scripts to the front page, award of marks for over-attempted questions/addition of low marks questions in total and unmarked portion/question/part of question were the possible mistakes during evaluation.

Thematic description of “Post Evaluation Mistakes”

The respondents were inquired about the post evaluation mistakes. The analysis of their perceptions is as under:

"The only mistake committed by me is wrong entry on award list during posting marks of the candidates while preparing award lists." (Respondent, 13)

"Mistakes are committed while writing figures and words. While writing in words, sometimes we write the marks in words wrongly". (Respondent, 15)

The finding revealed that the Wrong entry on award lists, writing in figures and words and to ignore sign the cuttings/alterations is the possible post evaluation mistakes.

Thematic description of "Remedies to Eliminate these Mistakes"

The subtheme of "Remedies to eliminate these mistakes" emerged as an important subtheme as well. It refers to the remedies to eliminate these mistakes. According to the more than half respondents, active role of assistant can make sudden supportive role in eliminating the mistakes during marking process.

"Mistakes are committed by the examiners Assistant makes sure that there is not mistake in marking the answer scripts. For that purpose, assistant rechecks the answer scripts including totalling/sub-totalling, over-attempted questions and their indication as well as award list." (Respondent, 7)

Several respondents suggested that the examiners should be penalized and notified on committing blunder in evaluating answer scripts.

"An effective way to eliminate the mistakes is that the examiners should be responsible for their deeds as they have been paid for that. They should be penalized and notified whenever they commit any type of blunder while evaluating answer scripts" (Respondent, 8)

The finding revealed that Active role of assistant and blunder committed by the examiners be penalized and notified were the two suggestions regarding elimination of mistakes during marking process.

Factors Affecting Marking

In this section, the examiners/head examiners were asked to spotlight the factors affecting marking in annual examination system of University of Sargodha.

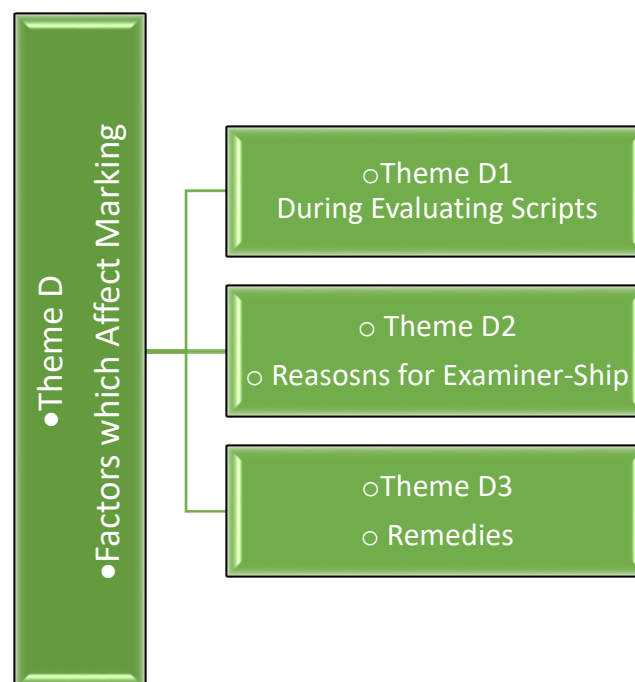


Figure 4. Description of Subthemes of Theme C 'factors affecting marking'

Figure 4 points out the sub themes, respondents and the frequencies under the key theme “factors affecting marking”. The table indicates that the “factor effecting marking” contains three sub themes that are ‘factors affecting during evaluating scripts, ‘reasons for examiner-ship and ‘remedies.

Thematic description of “factors during evaluating scripts”

While several respondents said that “writing of the candidates” affected the marking, half of the respondents considered “approach to attempt the question” as an element that affected marking. Entire respondents pointed out that the Heading and sub-headings in the answer scripts have always an effect on marking. According to several respondents, production of irrelevant material also influences marking. One respondent considered “disturbance during evaluation” as an element that affect marking.

“Usually, righting of the candidate, heading and sub-heading given by the candidate and approach to attempt the question affect the marking. While we are evaluating the answer scripts from many years, we can understand that what has been written under any headings and sub-headings” (Respondent, 2)

“While evaluating answer scripts, parallel we have many assignments from the department. Some time we must postpone the evaluation of the answer scripts and thus after a while we cannot make justice with the evaluation as we have lost our concentration” (Respondent, 18)

The finding revealed that the factors during evaluating answer scripts were mood of the examiner, environment, writing of the candidates, approach to attempt the question, heading and sub-headings, production of irrelevant material and disturbance during evaluation.

Thematic description of “reasons for examiner-ship”

The respondents were inquired about the reasons for examiner-ship. The analysis of their perceptions is as under:

In the opinion of almost half of the respondents, academic interest was the reasons for their examiner-ship. According to majority of the respondents, the reason for examiner-ship was to tackle financial issue or to have financial benefits. One respondent stated that he evaluates the answer scripts to kill the time only where several respondents took the evaluating the answer scripts as an assignment from the University.

“Evaluation of answer scripts always supports us financially. Although it is nominal, yet it is helpful in settling down our financial issues.” (Respondent, 1)

“We complete the assignment assigned by the University and also have remuneration which is an additional financial benefit”. (Respondent, 4)

Thematic description of “remedy”

The subtheme of “Remedy” emerged is major subtheme. According to the majority, central marking and provision of rubrics was the solution of these issues while almost half respondents also suggested to include objective type test items in the paper. Several respondents proposed better remuneration for the examiners.

“The marking should be at central point. Centres can be established for that purpose. All the examiners/sub-examiner should attend those centres, and no one should be permitted to evaluate the answer scripts at his/her own office or home.” (Respondent, 12)

The finding revealed that Remedy was considered possible through the central marking, provision of rubrics, inclusion of objective type questions and better remuneration for examiners.

Discussion

Whereas, the finding of the study revealed that marking cycle consisted of instructional Performa, rubrics, factors affecting marking and reporting of result. Role of instruction remained nominal as the majority of the respondents stated that they even did not read it keenly. Moreover, the respondents stated that the instructional Performa was not much supportive in marking as it was general in nature. The role of instruction issued by Examination Department or examiner to sub examiners, to evaluate the answer scripts still demanded the attention of the authorities. Concise and specific instructions were needed to improve the quality of marking. These findings are consistent with the study of Jamil et al. (2019) as they stated that the markers deviated from the instructions provided. He also pointed out that the markers even did not follow the instructions provided by the authorities. He also opined that the instructional Performa was not much supportive in marking.

The study indicated that the rubrics were not provided to the examiners at all. According to some respondents, rubrics were not even needed. The rubrics were the basics for scoring. These were the lifeline to improve the quality of marking the answer scripts. Scoring rubrics have become a common method for evaluating student work. Scoring rubrics are typically employed when a judgement of quality is required and may be used to evaluate a broad range of subjects and activities. So, non-provision of the rubrics and by not following those compromised the quality of marking process. These findings are consistent with Moskal (2000), who also stated that non-provision of rubrics resulted in poor marking. He also pointed out that if the rubrics are not followed properly, the quality of marking will not be up to the mark.

Finding of the study revealed that according to the majority of respondents, the possible mistakes committed by the examiners were totaling/sub-totaling and carrying over marks from inside to the front page of the answer scripts, whether a small segment of respondents also indicated that there some time a portion of the question or a whole question is left over. They also pointed out that the examiners also committed a mistake by awarding marks to an over-attempted question. They also indicated that examiners also committed mistakes during preparation of the award list. These types of mistakes affected the results of the students badly. These mistakes affected the quality of marking of answer scripts also. These findings are also consistent with the work of Crisp (2008) who opined that the wrong question numbers given within the answer script by the candidate is also an important element that leads to the mistake committed by the examiners along with the mistakes stated above.

The study pointed out the examiners took the marking as an assignment from the University only. They were either interested in remuneration or to kill the time. Half of the respondents stated that they desired to mark for academic interest. Moreover, the evaluation of answer scripts was also compromised as entire respondents stated that the heading/sub-headings given in the answer scripts by the candidates affected their scoring. Other elements were the mood of the examiner and approach to attempting the question by the candidate. The quality of marking was also influenced by these elements as well. These findings are consistent with the work of Bermeitinger (2014) who opined that the mood of the examiner affects the marking either in a positive or negative way. Crisp (2008) also opined in the same way as he stated the headings and sub-headings given in the answer scripts by the candidates affected the marking.

The findings of the study and the other relevant research work pointed out discontentment on some practices of examination systems. It showed that the practices needed certain improvements to make better quality of marking process of the examinations of every institution including University of Sargodha.

CONCLUSIONS AND RECOMMENDATIONS

The results revealed that the quality of marking process was compromised as every 11th answer script had a mistake in evaluation that was committed by the examiner during evaluation or post evaluation. Respondents also pointed out the same as non-provision of rubrics and mistakes in evaluation showed that quality of marking was not up to the mark or even satisfactory.

More specified instructional Performa may be provided to examiners. It can be ensured that instructions are being followed in true spirit by the examiners and they also communicate these instructions to the sub-examiners. Besides that, it may be ensured that rubrics are being provided to the examiners well before the start of marking the answer scripts. Paper setter may be given the responsibility to provide these rubrics along with question paper. The role of assistant and head examiners regarding rechecking of answer scripts may be enhanced and they may also be intimated about the consequences if any discrepancy is found. Marking may be centralized, and no marker may be allowed to have answer scripts to evaluate at home or in his own office. There may be a supervisor/inspector who may ensure all the norms are being followed. Besides that, objective type items may be included in the questions paper as well. It will enhance objectivity in marking which will ultimately improve the validity of question paper and quality of marking as well. Training sessions for markers may be conducted on a regular basis along with periodic sessions. Along with that, markers who committed blunders may be notified and penalized so that these practices may be eliminated. To attract the markers, better remuneration may be granted. This will enhance their capacity and motivation to evaluate the answer scripts in a standard form which ultimately improves the quality of marking process.

REFERENCES

- Andrade, H. G. (2005). Teaching with rubrics: The good, the bad, and the ugly. *College teaching*, 53(1), 27-31.
- Atuhurra, J., & Kaffenberger, M. (2020). System (in) coherence: quantifying the alignment of primary education curriculum standards, examinations, and instruction in two East African countries. *Research on Improving Systems of Education (RISE)*. https://doi.org/10.35489/BSG-RISE-WP_2020/057.
- Bermeiter, C. (2014). Influences on the Marking of Examinations. *Psychology*, 5(02), 91.
- Commission, H. E. (2021). Welcome to Pakistan Research Repository. <http://pr.hec.gov.pk/jspui/simple-search?filterquery=Education&filtername=subject&filtertype>equals>.
- Crisp, V. (2008). Exploring the nature of examiner thinking during the process of examination marking. *Cambridge Journal of Education*, 38(2), 247-264.
- Davey, G., De Lian, C., & Higgins, L. (2007). The university entrance examination system in China. *Journal of further and Higher Education*, 31(4), 385-396.
- Davis, N. T., Kumtepe, E. G., & Aydeniz, M. (2007). Fostering continuous improvement and learning through peer assessment: Part of an integral model of assessment. *Educational Assessment*, 12(2), 113-135.
- Dilshad, R. M. (2010). Assessing Quality of Teacher Education: A Student Perspective. *Pakistan Journal of Social Sciences (PJSS)*, 30(1).
- GOP. (1947). The Pakistan Educational Conference. Karachi: Education Division, Pakistan.
- GOP. (1955). The First Year Plan 1955-60. Karachi: Pakistan Planning Board, Pakistan.
- GOP. (1959). Commission on National Education. Karachi: Ministry of Education, Pakistan.
- GOP. (1970). New Education Policy. Islamabad: Ministry of Education, Pakistan.
- GOP. (1972). The Educational Policy 1972-80. Islamabad: Ministry of Education, Pakistan.
- GOP. (1988). The Seventh Five Year Plan 1988-1993. Islamabad: Planning Commission, Pakistan.
- GOP. (1992). National Education Policy 1992. Islamabad: Ministry of Education, Pakistan.
- GOP. (1998). National Educational Policy 1998-2010. Islamabad: Ministry of Education, Pakistan.
- GOP. (2009). National Education Policy 2009. Islamabad: Ministry of Education, Pakistan.
- Jamil, M., Jamil, S., & Shah, J. H. (2019). Role of Instructions to Sub-examiners for Marking the Scripts. *Pakistan Journal of Social Sciences (PJSS)*, 39, 4.

- Jonsson, A. (2014). Rubrics as a way of providing transparency in assessment. *Assessment & Evaluation in Higher Education*, 39(7), 840-852.
- Jonsson, A., & Svingby, G. (2007). The use of scoring rubrics: Reliability, validity and educational consequences. *Educational research review*, 2(2), 130-144.
- Khattak, Z. I., Ali, M., Khan, A., & Khan, S. (2011). A study of English teachers and students' perception about the differences between annual and semester system of education at postgraduate level in Mardan. *Procedia-Social and Behavioral Sciences*, 15, 1639-1643.
- Moskal, B. M. (2000). Scoring rubrics: What, when and how? *Practical Assessment, Research, and Evaluation*, 7(1), 3.
- Munshi, D. P., Javed, M., & Hussain, D. I. (2012). Examination in semester system: what is observation of faculty and students? *The Sindh University Journal of Education-SUJE*, 41, 76-92.
- Musriaparto, M., Yuslim, N., & Nahar, S. (2018). The evaluation of education in the book of Saḥiḥ al-Bukhārī and Saḥiḥ Muslim. *International Journal on Language, Research and Education Studies*, 2(3), 436-447.
- Pervaiz, M., Sarwar, M., & Shah, A. A. (2020). Causes of and Solutions to the Challenges in fair Assessment in Semester System at Public Universities of the Punjab, Pakistan. *International Journal of Distance Education and E-Learning*, 5(2), 108-122.
- Reddy, Y. M., & Andrade, H. (2010). A review of rubric use in higher education. *Assessment & Evaluation in Higher Education*, 35(4), 435-448.
- Rehmani, A. (2003). Impact of public examination system on teaching and learning in Pakistan. *International Biannual Newsletter ANTRIEP*, 8(2), 3-7.
- Tisi, J., Whitehouse, G., Maughan, S., & Burdett, N. (2013). A review of literature on marking reliability research. Retrieved online from: <https://www.nfer.ac.uk/media/4znb5ae3/mark01.pdf>.
- Vassault, A., Annaix, V., Houlbert, C., Berkane, Z., Vaubourdolle, M., Goudable, J., & Pernet, P. (2012, February). Guidelines for the management of point-of care testing pre-examination, examination and post-examination phases according to the EN ISO 22870 standard. In *Annales de biologie clinique* (Vol. 70, pp. 233-248). <https://doi.org/10.1684/abc.2012.0682>.
- Yousaf, A., & Hashim, M. (2012). A case study of annual and semester systems of examination on Government College of management sciences, Peshawar, Pakistan. *International Journal of Academic Research in Business and Social Sciences*, 2(9), 53.