



Attitude Towards Online Examination of College and University Students

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Abstract: In present scenario of world's teaching learning has been incessantly come out to accommodate the another ways of using the internet and technology with parallelly or instead of traditional paper-pen method. During COVID-19 pandemic worldwide educational institution specially higher educational institution considered online examination as a mode of assessment. But the students' perception on these examination system is remain unexplored. In this connection researchers have taken the present paper aimed to study and compare the attitude of college and university students towards online examination. This study considered 135 (College-68 & University-67) students as sample from one university and college of Nadia district. Survey method was used in this study. One questionnaire was framed consists 30 items for measuring the attitude of college and university students towards online examination and it was sent to the students through google form. One principal variable, 'attitude towards online examination' was considered for this study. Six null hypothesis were framed in this study. Mean and SD were used as descriptive statistics and 't' test as inferential statistics to find out the significant difference of attitude of college and university students towards online examination. Out of six null hypothesis it was found that two are significant and four are not significant.

Keywords: Online Examination.

I. Introduction:

Online examination naturally known as electronic examinations (e-exams) and previously as computer based assessment, can be defined as "a system that involves the conduct of examinations through the web or the intranet" (Ayo et al., 2007, p. 126). This is not a new system of examination. Now a days we go through on a pandemic situation but our education system is not stop. Most of the cases teacher and students cannot connect physically. But as the education system is running, evaluation of students is equally important. In this purpose online examination are expand most of the educational institutions. These institutions arrange e-examination instead of offline paper-pen system. In this pandemic situation online examination helped both students and teachers also. Evaluation of students through online examination also make them technologically updated.

In present Covid-19 pandemic situation most of the educational institutions send question paper to student via email or through different social media. Students do the answer in a specific time in their own pace and send the answer script in the same way to the institution. Students are aware about these examination by predetermined instructions from their institution. Online examination maintained schedule as offline mode do. Students have must internet connection for giving these exam and they are burden free from physically present in the institution, they attempted the examination from anywhere like home and others also. So the online examination plays a very vital role to evaluate students in these pandemic situation. Since the researchers had taken the problem and considered the title of this present study as- "Attitude towards online examination of college and university students".

II. Review of Related Literature:

For this study researchers reviews some researcher paper, thesis and other studies which are related in the field of online examination. According to the relevance and importance of the study, the following literature review had been done-

Hakim, S. S. K., Phadke, S. S. D., Tilak, P., & Deshmukh, M., (2020). conducted a study on “Online Examination During Covid-19 Pandemic-Physiotherapy Student’s Perspective”. The main objective of this study was to explore the advantages and disadvantages of online examination taken during Covid-19 pandemic. It was a descriptive study of 295 physiotherapy students. Researchers selected a questionnaire as a tool. They found that all students showed positivity for the future use of online examination and it is more economical and environment friendly.

Elsalem, L., et al., (2020). had studied on “Stress and behavioural changes with remote E-exams during the Covid-19 pandemic: A cross-sectional study among undergraduates of medical science”. They have selected aims to evaluate the students’ experience of remote E-exams during Covid-19 pandemic among medical science students in Jordan. It was a survey method of 1019 respondents. Total 29 questions were sent to the samples through google forms. Finally researchers found that 32% respondents have more stress with remote E-exams.

Shraim, K., (2019). conducted a study on “Online Examination Practices In Higher Education Institution: Learners’ Perspective”. Researcher selected the aims to examines learners’ perceptions of the online examinations practices at Palestine Technical University-Kadoorie. It was an online survey method of 342 UG students. Researcher selected a questionnaire as a tool. Finally result shows that online exams were perceived to have significant benefits over traditional, paper-based examinations, including reliability of grading and efficiency in terms of time, effort and money spent on the exam process. Participants faces many problem like security, validity and fairness issues.

Shen, et al., (2004). had studied on “ Traditional In-class Examination vs. Collaborative Online Examination in Asynchronous learning Networks: Field Evaluation Results”. Main objectives of this study was to present field evaluation result comparing the traditional in-class examination and the collaborative online examination using asynchronous learning network(ALN) in a grade level course in a U.S. university. It was a survey method. Researchers found that an overall favourable attitude towards the collaborative online exam, including satisfaction, enjoyability of exam process, perceived learning and recommendation for future courses.

Barkley, A. P., (2001). Conducted a study on “ An Analysis of Online Examination in College Courses”. The main objective of this research was to evaluate the use of online examination in college courses from both instructor and student perspectives. It was a survey method. Data collected from two classes. The determinates of the level of students support for online testing were identified and quantified using logistic regression analysis.

III. Objectives:

For this study, researchers have selected the following research objectives-

- To find out the attitude of college and university students towards online examination.
- To know the difference of attitude towards online examination between boys and girls students.
- To find out the difference of attitude towards online examination between college boys and college girls students.
- To know the difference of attitude towards online examination between university boys and university girls students.
- To find out the difference of attitude towards online examination between college boys and university boys students.
- To know the difference of attitude towards online examination between college girls and university girls students.

IV. Null Hypothesis:

According to research objectives researcher framed following null hypothesis-

$H_{0,1}$: There exists no significant difference between the attitude of college and university students towards online examination.

$H_{0,2}$: There exists no significant difference between the attitude of boys and girls students towards online examination.

$H_{0,3}$: There exists no significant difference between the attitude of college boys and college girls students towards online examination.

$H_{0,4}$: There exists no significant difference between the attitude of university boys and university girls students towards online examination.

$H_{0.5}$: There exists no significant difference between the attitude of college boys and university boys students towards online examination.

$H_{0.6}$: There exists no significant difference between the attitude of college girls and university girls students towards online examination.

V. Methodology:

In this study researchers has employed the descriptive research method and data analysis approach is quantitative in nature.

Variable:

Researchers have considered one main variable – Attitude towards online examination and two attribute variables- Gender (Boys & Girls) and Class (UG & PG).

Sample:

Total 135 sample has taken for this study where 68 college students (25 boys & 43 girls) and 67 university students (28 boys & 39 girls).

Tools:

Researchers have developed a questionnaire consisting 30 items for measuring the attitude towards online examination. Among 30 items 25 are positive and 5 are negative questions. Five point scale was used for narrating each item, Viz, Strongly agree, Agree, Undecided, Disagree, Strongly Disagree.

Statistical Procedure:

In this study researchers have used Mean and SD as descriptive statistics and ‘t’ test as inferential statistics for data analysis and interpretations. Researchers considered 0.05 level of significance to test the hypothesis. Data was taken from different strata, like- college students, university students, male students, female students.

VI. Analysis of Data:

The mean and SD of the score of the students are shown in table 1.

Table- 1: Score of the students towards online examination

Group	Sample Number	Mean	SD
Total college students	68	102.102	9.669
Total university students	67	101.417	8.487
Total boys students	53	103.773	9.183
Total girls students	82	100.585	8.668
Boys students of college	25	105.88	9.934
Girls students of college	43	100.139	8.634
Boys students of university	28	101.892	8.180
Girls students of university	39	101.076	8.791

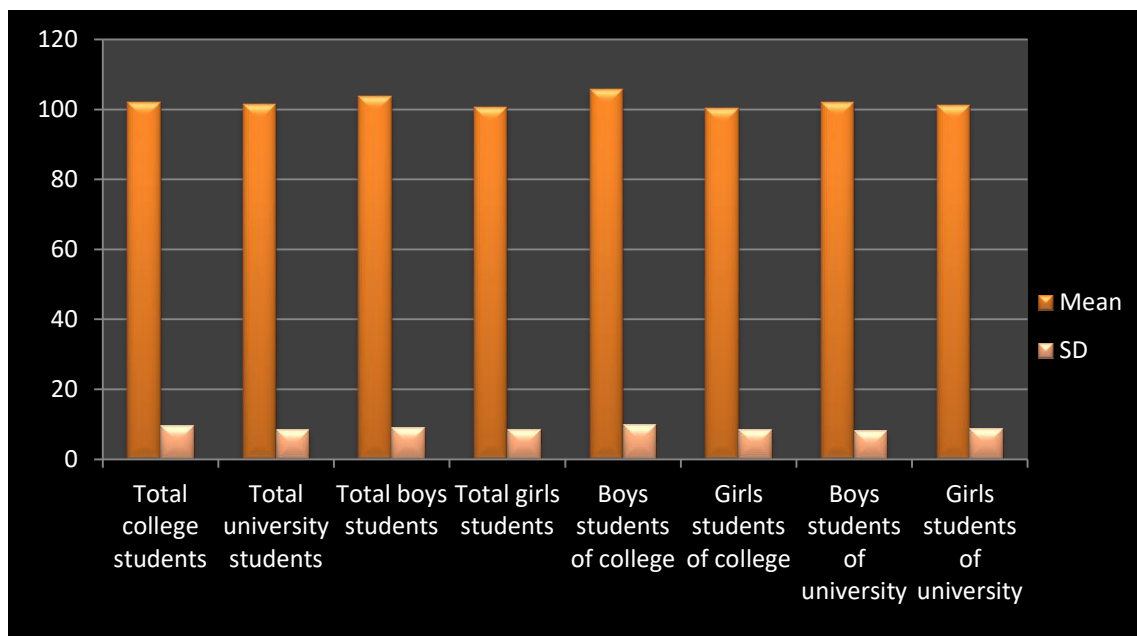


Fig 1: Graphical representation of statistical data

After collecting data researchers used different descriptive and inferential statistics for this study. Collected data was analyzed by applying 't' test.

Table-2: Attitude of college and university students towards online examination

Group	Number	Mean	SD	df	't'-value
College Students	68	102.102	9.669	133	0.437
University Students	67	101.417	8.487		

Not Significant

In above table-2, it was found that the calculated 't' value was not significant. Therefore the researchers concludes that the corresponding null hypothesis was accepted. Hence, it could be inferred that there exists no significant difference of attitude of college and university students towards online examination.

Table-3: Attitude of boys and girls students towards online examination

Group	Number	Mean	SD	df	't'-value
Boys	53	103.773	9.183	133	2.013
Girls	82	100.585	8.668		

*Significant at 0.05 level

In above table-3, it was found that the calculated 't' value was significant. Therefore the researchers concludes that the corresponding null hypothesis was rejected. Hence, it could be inferred that there exists significant difference of attitude of boys and girls students towards online examination.

Table-4: Attitude of college boys and college girls students towards online examination

Group	Number	Mean	SD	df	't'-value
College Boys	25	105.88	9.934	66	2.215
College Girls	43	100.139	8.634		

*Significant at 0.05 level

In above table-4, it was found that the calculated 't' value was significant. Therefore the researchers concludes that the corresponding null hypothesis was rejected. Hence, it could be inferred that there exists significant difference of attitude of college boys and college girls students.

Table-5: Attitude of university boys and university girls students towards online examination

Group	Number	Mean	SD	df	't'-value
University Boys	28	101.892	8.180	65	0.390
University Girls	39	101.076	8.791		

Not Significant

In above table-5, it was found that the calculated 't' value was not significant. Therefore the researchers concludes that the corresponding null hypothesis was accepted. Hence, it could be inferred that there exists no significant difference of attitude of university boys and university girls students.

Table-6: Attitude of college boys and university boys students towards online examination

Group	Number	Mean	SD	df	't'-value
College Boys	25	105.88	9.934	51	1.584
University Boys	28	101.892	8.180		

Not Significant

In above table-6, it was found that the calculated 't' value was not significant. Therefore the researchers concludes that the corresponding null hypothesis was accepted. Hence, it could be inferred that there exists no significant difference of attitude of college boys and university boys students.

Table-7: Attitude of college girls and university girls students towards online examination

Group	Number	Mean	SD	df	't'-value
College Girls	43	100.139	8.634	80	0.486
University Girls	39	101.076	8.791		

Not Significant

In above table-7, it was found that the calculated 't' value was not significant. Therefore the researchers concludes that the corresponding null hypothesis was accepted. Hence, it could be inferred that there exists no significant difference of attitude of college girls and university girls students.

VII. Interpretation:

After statistical analysis following interpretations were drawn-

- No significant difference was found between the attitude of college and university students towards online examination. However it was found that the mean score of attitude towards online examination of university students were inferior than college students.
- Significant difference was found between the attitude of boys and girls students towards online examination. However it was found that attitude of boys students were significantly better than girls students towards online examination.
- Significant difference was found between the attitude of boys and girls students of college towards online examination. However it was found that the attitude of boys students of college were significantly higher than girls students of college.
- No significant difference was found between the attitude of boys and girls students of university towards online examination. However it was found that the attitude of boys students of university were better than girls students of university.
- No significant difference was found between the attitude of college boys and university boys students towards online examination. However it was found that the attitude of boys students of university were lower than boys students of college.
- No significant difference was found between the attitude of college girls and university girls students towards online examination. However it was found that the attitude of girls students of university were better than girls students of college.

VIII. Conclusion:

Present study measures the attitude of college and university students towards online examination. After completing statistical analysis researchers have reached some findings. Finally researchers found significant difference from two null hypothesis out of six null hypothesis. Significant difference was found between the attitude of boys and girls students towards online examination. Another significant difference was found between the attitude of boys and girls students of college towards online examination. No significant difference was found between the attitude of college and university students towards online examination but the attitude of college students are slightly better than university students.

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