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## COMPARATIVE STUDY OF COMMERCE AND SCIENCE STUDENTS OPINION ON ONLINE EXAMS INTRODUCED DURING THE COVID- 19

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**Abstract** - The purpose of this study is to examine the viewpoints of students from two different fields on the benefits and drawbacks of taking an online exam during the Covid -19 pandemic. The opinion of students on how to improve the future administration of online exams was investigated. A self-made questionnaire was used to assess overall satisfaction and adaptability of the present online exam. Cronbach's alpha was used to assess the questionnaire's reliability. To guarantee maximum participation, survey method was used. For this survey, 234 Commerce and Science students replied. In the study population, Commerce students were more accepting of the online trend. All students are prepared to learn in an online format in the future. Science students analyses place a strong focus on technological adaption in the day-to-day teaching and learning process. Online examinations are more economical and environmental friendly, it needs due consideration in education sector for future permanent implementation. This study emphasizes the necessity to investigate a platform for interactive practical demonstration in the future.

**Key -Words:** Online Exam, Education, Evaluating, Internet, Technology.

## 1. INTRODUCTION

This Covid - 19 pandemic is a first or remarkable situation. Many new norms have resulted in the emergence of it. Education was not exempt from the attack. The researcher believes that the area of education has progressed. The introduction of technology in both education and evaluation, to name a few modifications, had a role in this pandemic. This introduction to technology was long past due, and that's here to stay. Increased utilization of technology in the future requires system innovation. This study paper is part of a larger effort aimed to determine the impact of significant technologies in the field of education during the Covid -19 pandemic. The area of science is constantly developing, however this is mainly on the practical side. Whereas traditional methods of teaching, learning and assessment are still valued. The Covid -19 pandemic demanded change. More technology was used in teaching, learning, and assessment in this shorter time frame. As a result, the purpose of this study was to examine students from two different fields opinions on the online examinations that were implemented during the Covid- 19 pandemic. An online examination is the giving of an exam through the internet to assess students knowledge on a certain topic. Prior to the Covid 19 pandemic, everyone had to assemble in a classroom at the same time to take a exam. Students can take the online exam using their own device regardless of where they live utilizing online examination. Students simply need a browser and an internet connection to get started. This type of study would provide thorough information on which aspects of online assessment systems are important, as well as which aspects of the systems should be created or updated in order to achieve widespread acceptability in the future.

**Aim of the study:** To compare Commerce and Science students opinion towards online examination introduced during Covid- 19 pandemic.

### Objectives of the study:

1. To compare the students opinion towards online examinations in Commerce and Science field.
2. To compare the Satisfaction Level of the Current Online Examination in Commerce and Science field.
3. To identify measures to achieve better version of online examination for future use

## 2. RESEARCH METHODOLOGY

To obtain students opinion, a descriptive research was planned. Google forms were used to collect primary data for the study. The primary data was collected using a suitable sampling method. Form links were distributed to Degree College students affiliated with the University of Mumbai who had just passed an online examination during the Covid -19 pandemic. The forms were filled out confidentially by students who were willing to participate in the study. The responses were collected and evaluated using a mean and percentage value comparison.

### 2.1. Reliability

The reliability of responses over time is evaluated for accuracy. A research study was conducted with five students randomly selected from the population to examine the questionnaire's reliability. Cronbach's alpha coefficient was estimated in this research study for questions on a Likert scale in a survey/questionnaire. The actual research responses were then analyzed using Cronbach's alpha coefficients.

**Table 2.1: Reliability statistics**

Cronbach's Alpha	Science	Commerce
	0.80	0.88

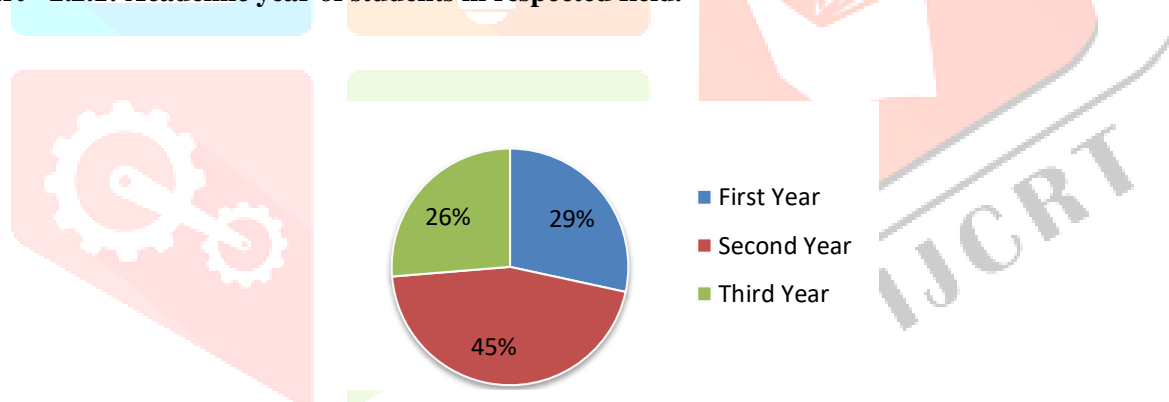
All items are scored on a Likert scale of 1 to 5, with 5 indicating strong agreement and 1 indicating strong disagreement. When it comes to effort, a Likert scale of 1-5 has been used, with 5 equaling Very High and 1 equaling Very Low. The results, as shown in table number 2.1, indicate that the questionnaire was trustworthy and dependable on the responses collected for analysis. As a result, the research's reliability was consistently good. For qualitative analysis, data from the open-ended replies were used.

## 2.2. Data analysis

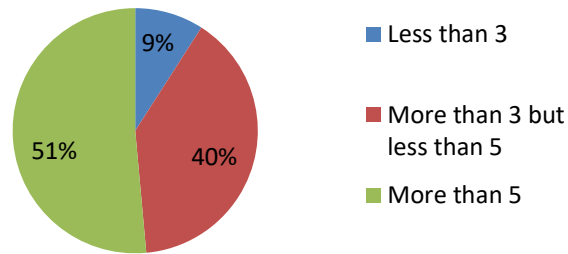
Total of 234 responses were collected including Commerce and Science students who had experienced traditional paper pen method in past as well as online assessment during Covid-19 pandemic.

Demographic details:

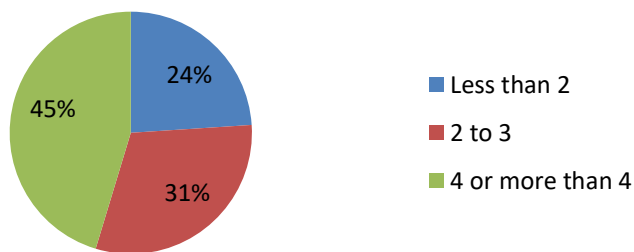
**Chart - 2.2.1: Academic year of students in respected field.**



According to chart 2.2.1, 29 % of 234 respondents in their first year of college students have a detailed understanding of standard exam patterns in their field, 45 % of 234 respondents in their second year of college students have a detailed understanding of standard exam patterns in their field and 26 % of 234 respondents in their third year of college students have a detailed understanding of standard exam patterns in their field.

**Chart- 2.2.2: Theory subjects attempted in online exam format.**

According to chart 2.2.2, 9% of 234 respondents have given less than 3 theory subjects in online exam format, 40% of 234 respondents have given more than 3 but less than 5 theory subjects in online exam format and 51% of 234 respondents have given more than 5 theory subjects in online exam format.

**Chart- 2.2.3: Practical subjects attempted in online exam format.**

According to chart 2.2.3, 24% of 234 respondents have given less than 2 practical subjects in online exam format, 31% of 234 respondents have given 2 to 3 practical subjects in online exam format and 45% of 234 respondents have given 4 or more than 4 practical subjects in online exam format.

**Table 2.2: Students opinion of efforts**

Effort Requirement	Science		Commerce	
	Mean	SD	Mean	SD
Exam Preparation	3.63	±0.74	3.63	±0.77
Actual Exam	4.06	±0.76	3.65	±0.80

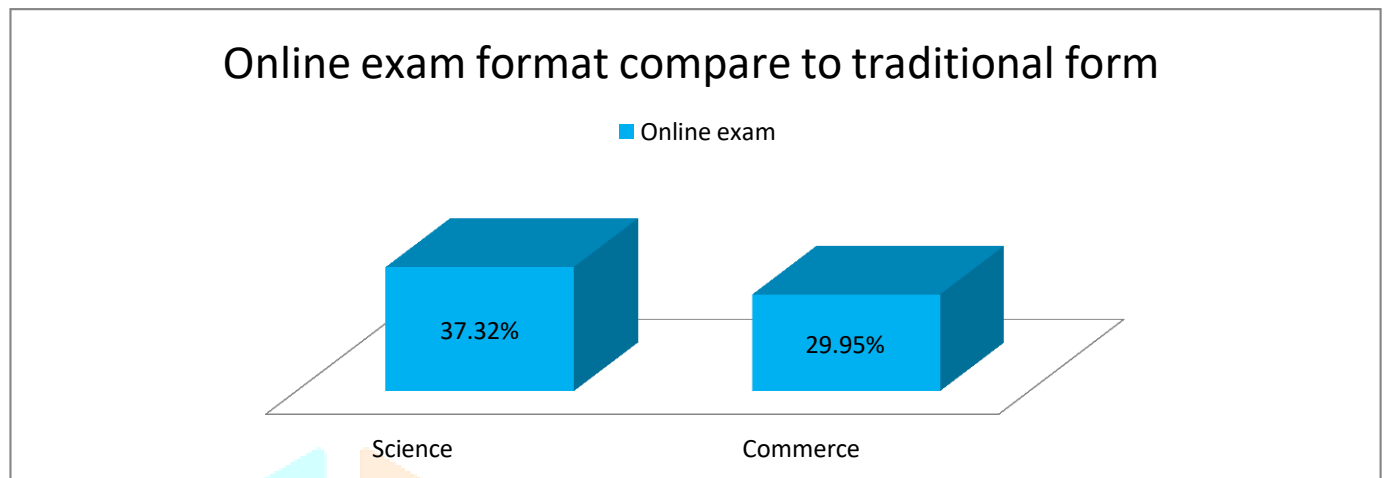
Likert scale of 1-5, where 5 = Very High and 1 = Very Low. For Science students, Actual exam was more effortful.

**Table- 2.3: Students opinion of online exam plan and execution.**

Questions	Science		Commerce	
	Mean	SD	Mean	SD
Scheme of examination was clear and organized	3.78	0.93	3.34	0.91
Instructions were clear and easy to follow	3.8	0.91	3.4	1
Examiner was available and helpful	3.82	0.95	3.42	1.12
Grading was prompt and had useful feedback given after exam	3.50	0.98	3.27	0.97
Exam objectives were clear	3.76	0.86	3.34	0.81
Exam workload was appropriate	3.33	0.93	3.15	0.92
Exam organization allowed all Students to participate effectively	3.84	0.93	3.45	0.93

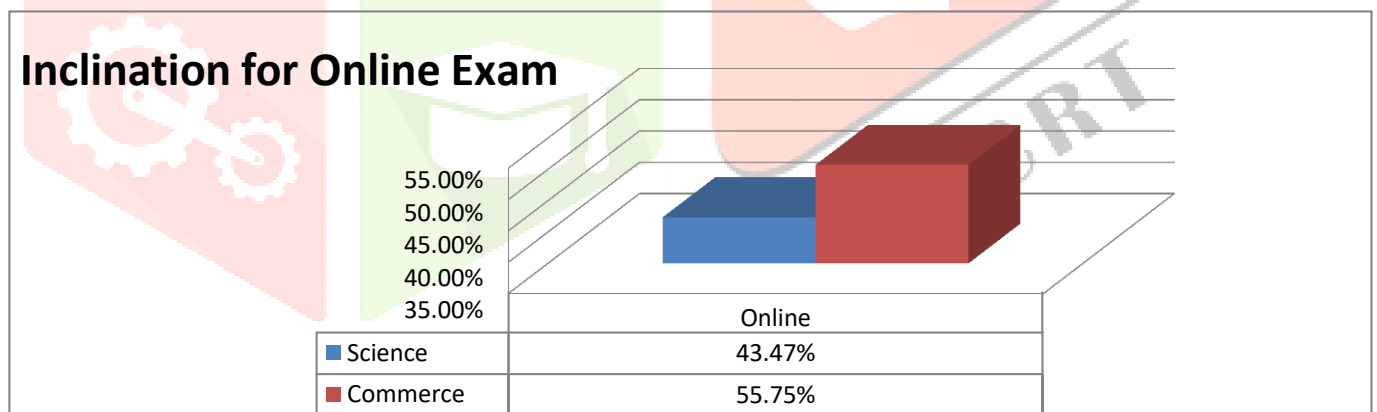
A Likert scale of 1-5, where 5 = Strongly agree and 1 = Strongly disagree. Physiotherapy students consistently given high score on good planning and execution of online exam.

**Chart- 2.2.4: Perception of exertion in online exam format compare to traditional form.**

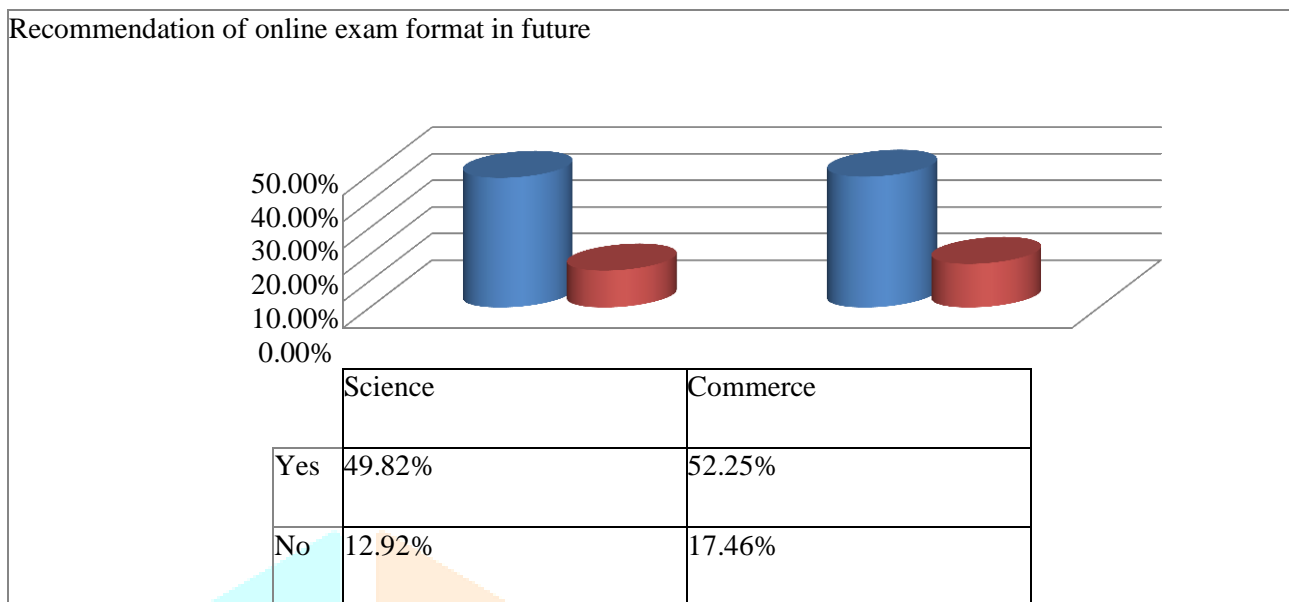


According to chart 2.2.4, 37.32 % of science students indicated online exams were more difficult than traditional exams, and 29.95 % of commerce students thought online exams were more difficult than traditional exams.

**Chart- 2.2.5: Inclination for online exam.**



According to chart 2.2.5, 43.47 % of science students preferred online exams format and 55.75 % of commerce students preferred online exams format.

**Chart- 2.2.6: Recommendation of online exam format in future**

According to chart 2.2.6, 49.82 % of science students answer “yes” and 12.92% of science students answer “no” to recommendation of an online exam format in future. 52.25 % of commerce students answer “yes” and 17.46% of commerce students answer “no” to recommendation of an online exam format in future.

### 3. RESULTS AND DISCUSSION

This study, which is part of a bigger initiative, attempts to investigate the impact of the Covid-19 pandemic on various changes in the education system. This research analyzes the opinions of students from two different fields, Commerce and Science. On the one hand, Commerce students are believed to be more techs aware; on the other hand, Science students are more familiar with Practical side than with technology. According to a review of the research, Commerce students use technology more frequently in their daily teaching and learning. Science teaching and learning is still more challenging and traditional.

As a result, researcher tried to investigate how well these different groups of students viewed the online exam format. This will help us in removing student bias regarding technology friendliness. The results shown here are only for the online exam used during the Covid-19 pandemic. The researchers aimed to examine students opinion and make suggestions to help future educational improvements.

According to the statistical analyses shown in table 2.1, the questionnaire was properly prepared and has a good reliability. Validity and reliability are two important factors to consider when evaluating a measuring instrument. Validity is concerned with the extent to which an instrument measures what it is designed to measure. The ability of an instrument to measure consistently is what reliability is all about. It should be noted that the reliability of an instrument is directly related to its validity. An instrument cannot be considered reasonable unless it is reliable. This reliable questionnaire may be adapted in the near future to study other different groups of students; analysis of

a larger population will help to reform the process in the education field after Covid -19. The demographic features of the study populations are distinct and make it homogeneous.

Chart 2.2.1 shows the majority of the students are in the second year of college, confirming that the respondent have significant familiarity with standard test patterns in their field.

Charts 2.2.2 and 2.2.3 show theory and practical exams taken in an online manner during the Covid-19 pandemic. The fact that the majority of responders took more than three examinations qualifies them to provide feedback. As shown in table 2.2 Science students perceived more effort when taking an exam in an online format, indicating that Engineering, Medical and Pure Science students require more technological exposure in their day-to-day learning process. The Covid- 19 pandemic sent a clear message: "adaptation of technology in day-to-day teaching and learning processes is an urgent requirement." Many interactive systems, such as video conferencing and Google Classroom, may be efficiently used and will prepare participants in the education industry for future pandemics.

Table 2.3 continues with a complement to the professors for planning and executing an online exam format that was well accepted by students on such short notice. For long-term survival, large-scale advance technological support and a revised format of the online exam are required. The researcher believes that India needs a platform for conducting exams for a large population with a low requirement for internet and devices.

In comparison to Commerce students ,Science students experienced higher effort in the online exam format, as shown in Chart 2.2.4. This suggests that the Science program should be revised to integrate the use of technology in internal assessment.

Chart 2.2. 5 shows Commerce students interest in online exam formats. This clearly shows the importance for curriculum change for Science students in order to improve their technological skills. When asked for future improvements about online exams, as shown in Chart 2.2.6 the majority of students in both groups were willing to use the online exam format in the future.

#### 4. CONCLUSION

When students opinion of online examinations implemented during the Covid- 19 pandemic were compared, all showed a positive attitude toward technology. The analysis of results from Science students shows evidence and a need for curriculum redesign in the form of implementing technology into the day-to-day teaching and learning process. Colleges must research and adopt platforms that will help in the administration of exams for large populations of students who depend on the internet and other electronic devices.



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