



Attitude of Student Studying At Higher Education Level towards Online Competitive Examination

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ABSTRACT

The present study was conducted to measure the attitude of higher institution students toward online competitive examinations and to study the streams and gender differences. Moreover, the study was conducted on a random sample of 120 students studying at postgraduate levels. Therefore, the causal-comparative method was used to collect data, and a t-test was used by the investigator for analysis and interpretation of the data. Finally, finding of the study revealed that near about 95% postgraduate students were showing a positive attitude and nearly about 5% of the postgraduate students were having a highly positive attitude towards e-learning, there exists no significant difference between the attitude of postgraduate boys and girls towards online competitive examination and also no sign of difference among the attitude of arts and science student towards the online competitive examination.

Keywords: Attitude; Higher institution students; Online competitive examination

Back ground of the problem

ICT (information and communication technology) is an effective means for evaluating student performance (Jamiludin et al., 2017). And, evaluation and/or examination through ICT or internet called as online examination (Ayo et al., 2007 quoted from Khatiam, 2018) Additionally, studies conducted so far on computer-based examination and online examination that introducing electronic exams at university had a lot of positive impacts on lecture work (Cwil, 2019). Moreover, respondents have a positive attitude towards e examination for assessment in Jordan, and e exams made students felt less stress than the paper-based exam (Momani, 2019). Also the various features E-Exams like of electronic tests, instant feedback had attracted students' attention (Rostaminezhad, 2019). Additionally, online exams had significant benefits over traditional, and e exams were particularly suitable for formative assessment, (Sharaim, 2019). Undoubtedly, there was positive feedback toward computer-based competitive tests and computer-based tests (Baalavignesh, Visnupriya&Gayatri, 2018; Okocha, Toluwani& Owalobi,2017; Tella and Bajhorun, 2012).

Another study found significant differences among the student suitability of computer tests for UG courses over the use of pencils in Nigerian universities (Olawuyi, Tomari&Banigoge, 2018). As well as, the students preferred paper-based tests and reported some negative sides of using computers to do the examination (Jamluadin, Darnawati& Uke, 2018). Furthermore, there was found a significant difference between male and female higher secondary school students towards NEET, IIT entrance examination (Nityapriy, Malathi, 2018).

And, the students indicated to prefer certain aspects of online exams such as automatic results and feedback (Majadi At- Qdah and Ababneh, 2017). E examination was influenced by computer literacy (Farzin, 2017) and participant reported positive attitudes among students towards E exam also reported negative attitudes towards online exams due to more anxiety, stress, and low chance of charting among students (Da'asin, 2016). Where, female students had weak positive trends but greater than male students' attitudes (Alnawaisen and Alnawaisen, 2015). Consequently, female students

were found to be more inclined than male students towards online exams (Jamil,2012).

On the contrary, gender had no significant influence on students view on computer-based examination (Samson, Okon, 2015,) and significant differences existed between attitudes of students from different schools but did not exist as gender, grade level, and participation periods(Urdadakan and Uzunkavak,2012) and the student had a positive attitude and preferred prehospital web-based examination (Williams 2007).

Objectives of the study

- To investigate the attitude of students studying at higher education level towards the online competitive examination.
- To compare the attitude of boys and girls students studying at higher education level towards the online competitive examination.
- To compare the attitude of Arts and Science students studying at higher education towards the online competitive examination

Hypotheses of the study

- The attitude of students studying in higher education towards the online competitive examination is positive.
- There exists a significant difference between the attitude of boys and girls students studying at higher education level towards online competitive examination.
- There exists a significant difference between the attitude of Arts and Science and students studying at higher education level towards online competitive examination.

Method

The researcher used the casual comparative method for conducting research because in this method investigator compare the significant difference of the students studying at higher education level in terms of gender and streams(Arts, and science) towards the online competitive examination.

Sample

All the students studying at GangadharMeher University of Sambalpur district were the population of the present study. 120 postgraduate students of Gangadhar Meher University were selected as the sample of the study, where 40 students from each stream arts, science and commerce and of which 60 boys and girls student were selected randomly.

Tools and Techniques of data collection

The investigator had personally visited the sample group and was collect data from postgraduate arts, science, commerce students. Here the present study is designed to study the attitude of students studying at higher education level towards the online competitive examination, where the investigator used 5 point scale for the collection of the data. The scale made for the higher education level students. The 5 point scale was prepared by the investigator himself with the help and consultation of a subject expert.

RESULT

Objective- 1

The first objective of the present study was to investigate the attitude of students studying at higher education levels toward online competitive examinations. In order to accomplish this objective, the online competitive examination scale, prepared by the investigator with help of experts, and

scoring was done strictly and correctly. Moreover, the raw score of each respondent was calculated and the cut off score of the entire scale was calculated by multiplying to no. of items and the responses options, which revealed that the range of the score was 40-200, accordingly the result was interpreted.

Table-1 cut off score of the attitude of students

Sl.no	Cut Off Scores (No. of items* response)	No of sample		Result	
1	40*5=200 (161-200)	5	4.16 %	Strongly agree	Highly positive attitude
2	40*4=160 (121-160)	114	95 %	Agree	Positive attitude
3	40*3=120 (81-120)	1	0.83 %	Undecided	Undecided
4	40*2=80 (41-80)	0	0 %	Disagree	Negative attitude
5	40*1=40 (1-40)	0	0%	Strongly disagree	Highly negative attitude

The above table reveals that almost all the participants agreed with the online competitive exam. Consequently, more participants had positive attitudes. For example, 4.16 % of participants strongly agreed and/or high positive attitude and 95% of participants were reported agree and/or positive attitude towards the online competitive examinations. But a less percentage (0.83%) of participants were undecided. Hence the entire participant had a positive attitude towards the online competitive examination.

Objective-2 The second objective of the study was to compare the attitude of students studying at higher education level (post graduation students).

Table-2sex wise mean, SD, df and t-value of attitude score of students.

Students	Mean	Standard deviation	N	Df	T test
Boys	147.0167	9.977078	60	118	0.647
Girls	148.1167	8.602506	60		

* Not significant at 0.05 and 0.01 level

The above table -2 depicts the mean, SD, df and t value of both arts students and science students. It revealed that the t- value is 0.647 which is not significant at both 0.05 and 0.01 level of significance with df 118, which indicates that the mean scores of boys and girls postgraduate students do not differ significantly as obtain t- value 0.647 was less than the table value (1.98) at 0.05 level and (2.62) at 0.01 level. Thus it revealed that the null hypothesis that is there is no significant difference between the mean score of boy students and girl students is accepted. Hence it can be concluded that there is no significant of difference between the attitude of boy students and girl students towards online competitive examination

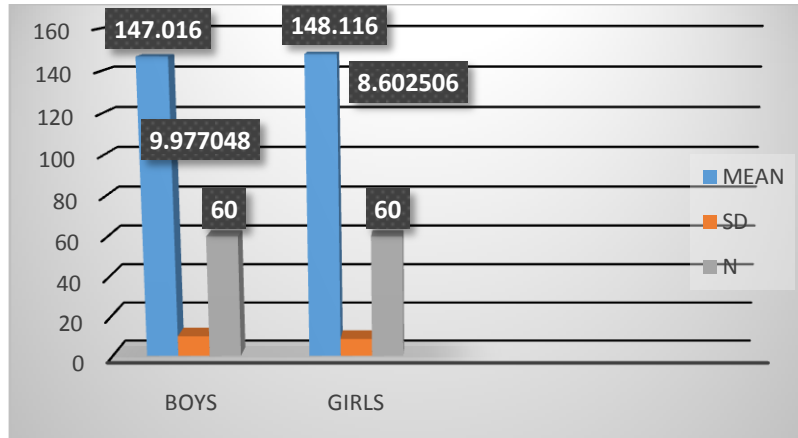


Figure-1 Mean difference between the boys and girls students

The above figure -4 revealed the mean score of both boys and girls student, where the mean score of boys are 147. 016 and the mean score of girls are 148.116, which shows the comparison of the mean score between both boys and girls postgraduate student.

Objective -3 The third objective of the study was to compare the attitude of arts, science and commerce students toward online competitive examination.

Table-3 Stream wise mean, SD, df and t-value of attitude score of Arts and science students.

Streams	Mean	Standard deviation	N	df	t-test
Arts	149.55	8.8316157	40	78	1.990
Science	145.3	10.221144	40		

* Not significant at 0.01 level

The above table -3 depicts the mean, SD, df and t value of both boys and girls. It revealed that the t- value is 1.990 which is not significant at 0.01 level of significance with df 78, which indicates that the mean scores of Arts and Science postgraduate students do not differ significantly as obtain t- value 1.990 was less than the table value (2.64) at 0.01 level. Thus it revealed that the null hypothesis that is there is no significant difference between the mean score of Arts students and Science students is accepted. Hence it can be concluded that there is no significant of difference between the attitude of Arts students and Science students towards online competitive examination.

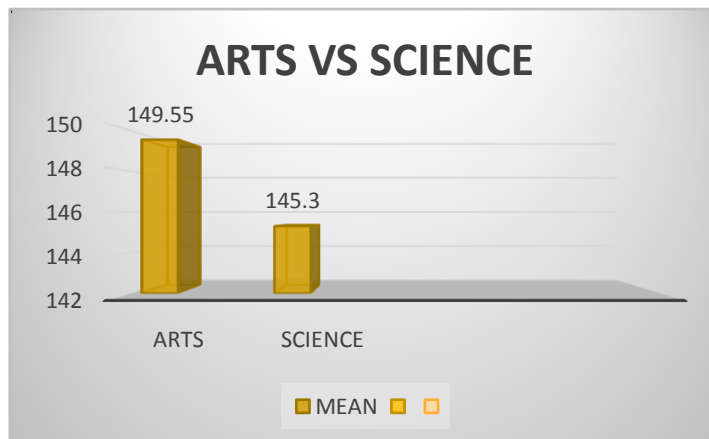


Figure-2 Mean difference between Arts and science students

Main Findings

- The finding of the study revealed that near about 95% of postgraduate students were showing a positive attitude and nearly about 5% of the postgraduate students were having a highly positive attitude towards e-learning.
- The study found out that there is no significant difference between the attitude of post graduate boys and girls towards the online competitive examinations.
- There is no significant difference among the attitude of arts and science student towards online competitive examination.
- The study revealed that the girls had higher level mean score towards online competitive examination but there was no significant of difference between the girls and boys postgraduate students.
- The study also revealed that science postgraduate students had low level of mean score towards online competitive examination.

Result and Discussion

The present study reveals that most of the students having a positive attitude towards online competitive examinations and it shows that there exists no significant of difference in terms of gender and streams. The result of the present study is consistent with most of the related literature (Momani,2019; Baalavignesh et al., 2018; Nithyapriya and Malthi, 2018; Okocha et al., 2017; Da'asin, 2016; Samson and Okon, 2015;Tella and Bajhorun, 2012; Williams, 2007). Students have positive attitude because they perceived advantages over traditional method. For example, the online exam saves time, money and effort used in the exam process (Khitam, 2018). Consequently, numbers of institutions adopted computer based exam (Jamiludin et al., 2017).

Implication of the Study

The present study reveals that the attitude of students studying in higher education is a highly positive attitude towards the online competitive examination. Thus, the study has the following implication.

- The presents study is helpful to develop a positive attitude of students studying at higher education level towards the online competitive examination.
- The present study is also helpful to build up the positive attitudes of higher secondary students.
- Online examination develops the students' technology skill.
- Online examination is helpful to for quick examination process like quick result generation, question answer generation etc. in all type of competitive examination
- The present study is helpful to avoid cheating and biasness in the examination process.
- The present study is helpful to provide knowledge of both positive and negative sides of using online examination.
- The finding of the present study is helpful for the new research scholar to do study on the aspect of using online examination.

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Appendix-I**ATTITUDE SCALE ON ONLINE COMPETITIVE EXAMINATION
PERSONAL INFORMATION**

Name: _____

Gender: _____

Class : _____

Department : _____

University/ college : _____

INSTRUCTION

Kindly read all the statements given in the questionnaire and respond to them carefully. Do not spend too much time on any particular item. If you face any problem while giving responses please consult to me. Your responses should be accurate because these statements reflect your attitude towards the online competitive examinations. Each statement is given with five responses as follows

SA	A	U	D	SD
Strongly agree	Agree	Undecided	Disagree	Strongly disagree

Please put a tick (✓) mark against any one of the responses which is applicable to you.

SL NO	STATEMENTS	SA	A	U	D	SD
PROCEDURE OF ONLINE COMPETITIVE EXAMINATION						
1.	Online competitive examination allows integration of all activities of competitive examination.					
2.	Online competitive examination allows an easily managed interface.					
3.	Online competitive examination saves time.					
4.	Online competitive examination has a systematic candidate registration process.					
5.	Online competitive examination allows the smooth function of roll no allocation of examinee of competitive examination.					
6.	It manages all the syllabus or courses of competitive examination.					
7.	Online competitive examination ensures the smooth function of admit card generation					
8.	Online competitive examination does not manage a smooth function of answer format design, automatic result generation, and report card generation.					
9.	Some students are not comfortable with the online competitive exams.					
10.	Many students have no idea about the online mode of competitive examination.					
OBJECTIVES OF ONLINE COMPETITIVE EXAMINATION						
11.	Online competitive examination assesses the competency of students.					
12.	Online competitive the examination has been designed to make examination process easier.					
13.	It is designed under a multilevel security framework to prevent misuse and mismanagement.					
14.	Online competitive examination identifies knowledge of students.					
15.	Online competitive examination produces and disseminates information.					
16.	Online competitive examination is not conducted for placement of a new job.					
17.	Online competitive examination is not helpful for selection of candidate into new competitive examination.					
BENEFITS OF ONLINE COMPETITIVE EXAMINATION						
18.	Online competitive examination is highly secured than paper based examination.					
19.	It is economic with respect to time.					
20.	Online competitive examination is highly flexible.					

21	Online competitive examination provides accurate result of the examination.					
22	Online competitive examination reduces biasness in the examination.					
23	Online competitive examination allows immediate result publication.					
24	Online competitive examination is user friendly.					
25	Questions directed in OCE are more comprehensive.					
26	Online competitive examination is not more successful than traditional system of examination.					
27	Online competitive examination is reliable than paper based examination.					
28	Question directed in OCE are not legible when compared to those directed in traditional exam.					
CHALLENGES OF ONLINE COMPETITIVE EXAMINATION						
29	Online competitive examination requires expensive technical support.					
30	Online competitive examination requires lots of mental effort for using computer.					
31	Most of the students are not familiar with online mode of examination.					
32	Online competitive examination has not a chance of server crises.					
33	Online competitive examination has chances of hacking computer system.					
34	Online competitive examination imposes stress on technological less aware aspirant.					
35	Online competitive examination requires highly structure software.					
ATTITUDE ON USING COMPUTER SYSTEM						
36.	Interacting with the computer system is not frustrating.					
37	Error occurs frequently when using a computer.					
38	It will be difficult for becoming skilful in the use of computers in online competitive examination.					
39	Computer online interaction is not exciting.					
40	Brilliant students without computer skills fail in online competitive examinations.					