

INTERNATIONAL RESEARCH JOURNAL OF MANAGEMENT SOCIOLOGY & HUMANITIES

ISSN 2277 – 9809 (online)

ISSN 2348 - 9359 (Print)

An Internationally Indexed Peer Reviewed & Refereed Journal



Explore Innovate Educate

**Shri Param Hans Education &
Research Foundation Trust**

www.IRJMSH.com

www.SPHERT.org

Published by iSaRa Solutions

ATTITUDE TOWARDS ONLINE EXAMINATION AMONG PROFESSIONAL AND CONVENTIONAL COLLEGE STUDENTS DURING THE SECOND WAVE OF COVID-19 PANDEMIC

Dr. Jaimala Ashok Sode

Assistant Professor

Department of Psychology

Smt. M.P.H. Mahila College, Malegaon

Prof. Dr. M.A. Bhardwaj

Dean Arts and Humanities

MG Vidyamandir, Professor and Head

Department of Psychology & Research Centre

L.V.H. College, Panchavati, Nashik

Dist-Nashik, State - Maharashtra

Affiliated to SavitribaiPhule Pune University

ABSTRACT

Aim: The purpose of the study was to examine the attitude towards online examination among professional (Engineering&MBA Colleges) and conventional (Arts, Science & Commerce Colleges) college students in Nashik districts of Maharashtra.

Settings and Design: A comparative study with simple two group design of professional college students and conventional college students in Nashik district, Maharashtra, India.

Material and Methods: The total sample of 350 (Professional College- 182 & Conventional College -168) college students from age group of 18-28 years out of which 184 Males and 166 Females from various colleges in Nashik districts of Maharashtra. For examine the attitude towards online examination researchers prepared one questionnaire and data was collected by online mode (Google Form) for avoiding physical contacts as per the government guidelines of physical distancing during the COVID-19 pandemic. Researchers prepared 20 items questionnaire for measuring attitude of online examination each items was based on online and offline examination related difference, methods, connectivity issue, fear and anxiety of passing, worried feeling of future and career and further education related worried feeling etc.,

Statistical Analysis: Descriptive and inferential statistical analysis were used for observing the attitude towards the online examination methods and Student's t-test was used for finding gender difference & compares the attitude difference of professional and conventional college students.

Results: The Mean and SD of professional college students were $M = 64.35$, $SD = 8.36$ and conventional college students $M = 55.64$, $SD = 7.98$ and the t value 2.871 was found statistically significant at 0.05 level. The Mean and SD of total male students, were $M = 62.15$, $SD = 7.28$ and the Mean and SD of total female students $M = 60.25$, $SD = 6.32$ and the t value 0.318 was found statistically not significant.

Conclusions: The researchers found that professional college students are more favorable towards online examination as compared to conventional college students and no difference was found between male and female in terms of attitude towards online examination.

Keyword: Attitude towards Online examination, Professional & Conventional College, Male & Female college students

Introduction:

Online examination method is also known as e-exam and this is not a new method of evaluation. According to Ayo et al., 2007, p. 126, online examination is a system that includes the conduct of examinations with the help of the web or the internet. Due to covid pandemic educational field is affected and for stopping the educational losses of students' government gives the directions to adapt the online teaching, learning and evaluation methods for overcoming student's educational losses. In this covid pandemic online examination is helpful for both the students and teachers online evaluation makes the students technologically updated. For giving online exam students require internet connection and also they feel free from physical presence in the institution, online examination give them opportunity to attempt the exam from anywhere like home and other places at the same time for some students those live in rural areas they face the internet connectivity issue and at the time of examination they face the stress, anxiety and fear. Considering all these issues students evaluation during the time of pandemic plays an important role.

The covid pandemic has introduced online education platforms from primary to higher education system in all over the world. Across the world all the educational institutions from primary to higher education are using online ways of teaching learning and evaluation. This is a transformation phase in education. It's a challenging task which has imposed lots of demands on students as well as on teachers.

Like teaching methods, online examination method has its own merits and demerits which are related to aspects such as difference between offline examination online examination methods, connectivity issue, fear and anxiety of passing, worried feeling of grads and career or placement and worried feeling about further education, technological issues, sense of lack of classroom feeling, face to face or traditional examination method etc., In the current scenario, educational institutions don't have any other option but to adopt to these digital platforms of online education.

Elsalem, L., et al., (2020) conducted the cross sectional study on 1019 undergraduate medical students for examining the Stress and behavioural changes during online examination and concluded that 32% participants experienced more stress during online exam. Barkley, A. P., (2001) examine the college students and teachers perspectives towards online Examination. The determinates of the level of students support for online testing were identified and quantified using logistic regression analysis. Hakim, S. S. K., et al., (2020) studied the Physiotherapy Student's Perspective on Online Examination. They conducted the study on 295 physiotherapy students and found that all students showed positive perspective towards online examination and suggested that the online examination method is more economical and environment friendly. Shen, et al., (2004) studied Traditional In-class Examination vs. Collaborative Online Examination and found the favourable attitude towards the collaborative online exam, including satisfaction, enjoyability of exam process, perceived learning and recommendation for future courses. Shraim, K., (2019) studies the 342 UG students perspectives towards online examination at Palestine Technical

University-Kadoorie and the result finding showed positive perspective towards online exam students were more benefited over traditional, paper-based examinations, their grade and efficiency in terms of time were improve.

Research Methodology:

Hypotheses:

1. There would be difference in terms of attitude towards online examination among professional college students and conventional college students.
2. There would be gender difference in terms of attitude towards online examination among professional college students and conventional college students.

Variables:

Research Variables:

- Attitude towards online examination
- Professional College Students (Engineering & MBA college students)
- Conventional College Students (Arts, Commerce & Science college students)
- Gender

Controlled Variables:

- Geographical area: The samples were selected only from Nashik City of Maharashtra state.
- Age of the Participants: The samples who participated in this study were between 18 to 28 years of age.
- Type of college: Professional & Conventional colleges.

Method:

To examine the attitude towards online examination among professional and conventional college students in Nashik city of Maharashtra. For that purpose researchers decided to use the survey research design. The data was collected by online mode (Google Form) For collecting the data researchers prepared their own 20 items scale for measuring attitude of online examination.

Sample:

It was a convenient sampling. The total sample of 350 (Professional College- 182 & Conventional College -168) college students from age group of 18-28 years out of which 185 Males and 171 Females from various colleges in Nashik city of Maharashtra

Table 1.1 Shows college type wise sample description

College Type	Professional College Students	Conventional College Students	Total
No. of Participants	182	168	350

Table 1.2 Shows gender wise sample description

Gender	Male	Female
No of Participants	184	166
Total Participants	350	

Table 1.3 Shows college and gender wise sample description

College Type	Male	Female	Total
Professional College Students	95	87	182
Conventional College Students	89	79	168
Total	184	166	350

Tools:

Attitude towards online examination Test

Researchers prepared 20 items online questionnaire (Google Form). This questionnaire was based on the five point rating scale. Each item was based on difference between offline & online examination methods, connectivity issue, fear and anxiety of passing, worried feeling of grads and career or placement and worried feeling about further education, technological issues, sense of lack of classroom feeling, face to face or traditional examination method. Each item was scored from 4 (strongly disagree) to 0 (strongly agree) the score for whole scale is ranging from 0-80 which score 0-20 indicate highly unfavorable attitude towards the online examination, score 21-40 indicate unfavorable attitude towards online examination, Score 41-60 indicate favorable attitude towards online examination and score 61-80 indicate highly favorable attitude towards online examination.

Result & Interpretation:

Table 1.4 Shows the score wise percentage of Attitude towards online examination among professional college students.

Score & Interpretation	0 - 20 Attitude towards online examination Highly Unfavorable	21 - 40 Attitude towards online examination Unfavorable	41 - 60 Attitude towards online examination Favorable	61 - 80 Attitude towards online examination Highly Favorable
No. of Participants	16	25	82	59
Percentage	8.79%	13.74%	45.05%	32.42%

Table 1.4 shows the score and percentage of participants in terms of attitude towards online examination of professional college students. The total 182 professional college students (Engineering & MBA) were involved in the study and the score with interpretation were categorized into four categories. The first category 0-20 total 16 means 8.79% of participants indicated highly unfavorable attitude towards online examination. In the second 21-40 category 25 means 13.74% participants experienced unfavorable attitude towards online examination. The third 41-60 category 82 means 45.05% participants were having favorable attitude towards the online examination and in the last fourth 61-80 category total 59 means 32.42% participants were having highly favorable positive attitude towards online examination.

These findings indicated that majority of professional college students were in first and second category which means maximum of college students having favorable attitude towards online examination, they perceived that online evaluation methods are more reliable, easy to perform, time saving and they can attend it from any place. Professional college students are more technically sound than conventional college students therefore they are in favour of online exam and give preference to this online examination method in future also.

Table 1.5 Shows the score wise percentage of Attitude towards online examination among conventional college students.

Score & Interpretation	0 - 20 Attitude towards online examination Highly Unfavorable	21 - 40 Attitude towards online examination Unfavorable	41 - 60 Attitude towards online examination Favorable	61 - 80 Attitude towards online examination Highly Favorable
No. of Participants	32	52	46	38
Percentage	19.04%	30.96%	27.38%	22.62%

Table 1.5 shows the score and percentage of participants in terms of attitude towards online examination of conventional college students. The total 168 conventional college students (Arts, Commerce & Science) were involved in the study and the score with interpretation were categorized into four categories. The first category 0-20 total 32 means 19.04% of participants indicated highly unfavorable attitude towards online examination. In the second 21-40 category 52 means 30.96% participants experienced unfavorable attitude towards online examination. The third 41-60 category 46 means 27.38% participants were having favorable attitude towards the online examination and in the last fourth 61-80 category total 38 means 22.62% participants were having highly favorable positive attitude towards online examination.

These findings indicated that majority of conventional college having unfavorable attitude towards online examination, they perceived that online evaluation methods are less reliable, difficult to attempt, stressful, experiencing fear of connectivity issue, fear and anxiety of passing, worried about grades. Conventional college students are technically weak than professional college students therefore they are unfavorable and not willing to give online exam in future.

Table 1.6 Shows t-value for difference in terms of attitude towards online examination among professional & conventional college students (N = 350)

Variables	N	Mean	SD	t-Value	Sig
Professional & College students	182	64.35	8.36	2.871	Sig
Conventional College Students	168	55.64	7.98		

Table 1.6 shows the difference in terms of attitude towards online examination among professional and conventional college students. The Mean and SD of professional college students in above table are mean $M = 64.35$, $SD = 8.36$ and conventional college students have $M = 55.64$, $SD = 7.98$ and the t value 2.871 was found to be statistically significant at 0.05 level. This indicated that attitude of professional and conventional college students towards online examination differ. Professional college students prefer online exam and give preference to this type of exam in future also but conventional college students are not in favor of online exam as they feel it is less reliable, they have limitation to express their ideas and due to technical issues they faced many problem while giving online exam. Therefore conventional college students are unfavorable towards online examination.

Table 1.7 Shows t-value for gender difference of attitude towards online examination among professional & conventional college students

Variables	Gender	N	Mean	SD	t-Value	Sig
Professional & Conventional College students	Male	184	62.15	7.28	.318	NS
	Female	166	60.25	6.32		

Table 1.7 shows the gender difference in terms of attitude towards online examination among college students. The Mean and SD of male students, are $M = 62.15$, $SD = 7.28$ and the Mean and SD of female college students are $M = 60.25$, $SD = 6.32$ and the t value 0.318 was found to be statistically not significant. This indicated that both male and female students are having the same attitude towards online examination. Researchers concluded that gender does not influence the students' attitude towards online examination methods.

Conclusions:

1. Professional college students have favorable attitude towards online examination.
2. Conventional college students are unfavourable towards online examination.
3. There is difference in terms of attitude towards online examination among professional college students. Professional college students have favorable attitude towards online exam and conventional college students have unfavourable attitude towards online exam.
4. There is no difference between male and female in terms of attitude towards online examination college students.

Implication:

This research study will be helpful to educational setting for understanding the students views of new online evaluation system. This online examination method is new to students and it creates fear, stress and anxiety among students which effects on their exam performance and their grades. This research can be beneficial for students, colleges and parents to understand the psychological impact of online examinations system and the various coping methods to overcome from this fears, anxiety and stress. In terms of unfavourable attitude towards online examination colleges can sensitize the students and guide to overcome from this fear, anxiety and stress. This

kind of research in colleges can help to understand students' problems and help college students to solve online exam related issues.

Strength of the Study:

The present study focused on professional and conventional college students attitude towards online evaluation methods implemented during covid-19 pandemic. Online evaluation method is new for students in India and they are unfamiliar with this mode of examination and but still some students are favorable to this new examination system and students face many problems during the online exam and experience fear, anxiety and stress while giving the online exam. This study gives an insight to other researchers for focusing on various other psychological factors associated with this new online evaluation system.

Limitations of the study:

Sample size is small. geographical constraints, female participants were less as compared to male participants, mood or bias effects during self report and other confounding factors such as economic status, health conditions, mental health etc

Acknowledgement:

The authors are grateful to all participants for their active participation in this study.

References:

- Ayo, C. K., Akinyemi, I. O., Adebisi, A. A., & Ekong, U., (2007). The prospects of eExamination implementation in Nigeria. Turkish Online Journal of Distance Education, 8(4), 125-134.
- Barkley, Andrew. (2006). The Determinants of College Student Performance: The Role of Assessment Method.
- Elsalem, L., et al., (2020). Stress and behavioral changes with remote E-exam during the Covid19 pandemic: A cross-sectional study among undergraduate of medical science. Annals of Medicine surgery, 60, 271-279
- Hakim, S. S. K., Phadke, S. S. D., Tilak, P., & Deshmukh, M., (2020). Online Examination During Covid-19 Pandemic-Physiotherapy Student's Perspective. International Research Journal of Engineering and Technology, 7(8), 2632-2637
- Kerryn Butler-Henderson, Joseph Crawford, A systematic review of online examinations: A pedagogical innovation for scalable authentication and integrity, Computers & Education, Vol. 159, 2020, 104024, ISSN 0360-1315, <https://doi.org/10.1016/j.compedu.2020.104024>
- Rimi Mondal, (2021). Attitude Towards Online Examination of College and University Students. International Journal of Creative Research Thoughts (IJCRT), Volume 9, Issue 2 February 2021 ISSN: 2320-2882 www.ijcrt.org
- Shen, Jia & Cheng, Kung-E & Bieber, Michael & Hiltz, Starr. (2004). Traditional In-class Examination vs. Collaborative Online Examination in Asynchronous Learning Networks: Field Evaluation Results.. 364.
- Shraim, Khitam. (2019). Online Examination Practices in Higher Education Institutions: Learners' Perspectives. Turkish Online Journal of Distance Education. 20. 185-196. 10.17718/tojde.640588.