

PERCEPTION OF PROSPECTIVE TEACHERS ON ONLINE EXAMS DURING PANDEMIC

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Abstract

Proper management of exams whose main objective aimed at assessment and evaluation is more important in learning management system. Due to the pandemic situation that arouse worldwide, traditional method of teaching learning and evaluation techniques has emerged as online mode. The researcher gone through various research papers which focused mainly on ways to conduct online examination and its drawbacks, importance of online examination system. The researcher found a research gap in determining the perception of prospective teachers in writing online examination. This paper attempts to explore the perception of prospective teachers towards online examination system during pandemic. The approach used for research is quantitative approach. The findings of the research paper tell that the prospective teachers have a positive perception towards online examination system during pandemic. The difficulties they faced during online examination are no proper internet facility, lack of electricity. The prospective teachers at present are in a situation to handle the difficulties faced during online examination system.

Keywords: *Online examination, Perception, ICT*

Introduction

The teaching learning and examination system has updated at present because of the increasing use of Information and Communication Technology (ICT). Due to pandemic, all the institutions like schools and colleges shifted their teaching learning mode from offline i.e., face to face interaction to online mode - digitally. Since there was continuous lockdown, at the earlier stages, all educational institutions struggle a lot to handle the classes. They adopted ICT methods to complete their syllabus. Even though the syllables are reducing, they found it difficult to convey their ideas and knowledge to students in online mode. Continuous teaching with no response from students made the teachers to think of an evaluation system to assess the students online. Online exams came into existence and there was lot of advantages and disadvantages aroused.

Regarding the use of ICT in the field of education a famous quote tells that, "ICT makes teaching more meaningful, creative, attractive and funny and encourage learners for self-learning. It opens all the doors of learning evidence". They are converting an academic institution into a home-based institution where students can create a universe that includes anything they can imagine in a virtual environment of interaction, simulation, and cooperation. The online test system is simple to analyse and saves time and money, but it comes with a number of drawbacks, including security, validity, and fairness. Also cheating in online examinations has to be prevented.

Review of Literature

Tugrultasciet.al (2014), in his paper “A Novel Agent-Supported Academic Online Examination System” proposed that the online examination system architecture enables integrated management of key functions as well as the use of analysis reports related to questions and exams. It was discovered that the proposed intelligent agent-assisted online exam system detects errors to a great extent.

I-Fan Liu et.al (2015), in his paper, “An Exploration into Improving Examinees’ Acceptance of Participation in an Online Exam” proposed the issues and challenges related to online exams. This study presented a research model that includes a notarization process (technical level) and an online exam policy (institutional level). The findings suggest that the monitoring and management procedures described in this model can greatly increase examinees' willingness to take online tests.

Dipali Rangatet.al (2018), in his paper “Importance of Online Examination system in India”, stated that online examination was developed to examine the student’s technical knowledge. The online examination system ensures that the results are provided in the shortest time possible. The outcomes are more precise. They also discussed the benefits and drawbacks of using an online test system.

Significance of Study

- To highlight the automation and planning of online examinations and assessment methods used.
- To make students feel comfortable and adopt to the new technology.
- To determine the perception of prospective teachers towards online examination system during pandemic.

Objectives of Study

1. To find out if there is any difference between the perception of prospective teachers and their educational qualification for online examination during pandemic.
2. To find out if there is any difference between the perception of prospective teachers and their age on online examination during pandemic.
3. To find out if there is any difference between the perception of prospective teachers and their place of residence for online examination during pandemic.
4. To find out if there is any difference between the perception of prospective teachers and the type of institution studied for online examination during pandemic.
5. To find out if there is any difference between the perception of prospective teachers and the number of semesters they attempted for online examination during pandemic.

Hypotheses

- There is no significant difference in perception of prospective teacher for online exams based on educational qualification.
- There is no significant difference in perception of prospective teacher for online exams based on age.

- There is no significant difference in perception of prospective teacher for online exams based on place of residence.
- There is no significant difference in perception of prospective teacher for online exams based on type of institution which they studied.
- There is no significant difference in perception of prospective teacher based on number of semesters they attended online exams.

Methodology

Perception of prospective teachers on online examination during pandemic is done through questionnaire using Google forms. Random sampling method is used for a population of around 156 prospective teachers. Pilot study for 25 samples is done to check the reliability and validity of the scale prepared by the researcher. The scale is reliable with value of 0.8266 and valid with value of 0.9092. A free open-source software Jamovi is used to analyze the collected data.

Analysis and Interpretation

Table 1: T-Test Between Educational Qualification and Perception of Prospective Teachers

| | | Statistic | df | p |
|--------|-------------|-----------|-----|-------|
| percep | Student's t | -0.503 | 154 | 0.615 |

Since the calculated value (-0.503) is less than 1.96 (table value), then Null hypothesis is accepted. Therefore, it infers that there is no significant difference in perception of prospective teacher for online exams based on educational qualification.

Table 2: t-Test between Age and Perception of Prospective Teachers

| | | Statistic | df | p |
|--------|-------------|-----------|-----|-------|
| percep | Student's t | -0.0543 | 154 | 0.957 |

Since the calculated value (-0.0543) is less than 1.96(table value), then Null hypothesis is accepted. Therefore, it infers that there is no significant difference in perception of prospective teacher for online exams based on age.

Table 3: t-Test between Place of Residence and Perception of Prospective Teachers

| | | Statistic | df | p |
|--------|-------------|-----------|-----|-------|
| percep | Student's t | -0.125 | 154 | 0.901 |

Since the calculated value (-0.125) is less than 1.96 (table value), then Null hypothesis is accepted. Therefore, it reveals that there is no significant difference in perception of prospective teacher for online exams based on place of residence.

Table 4: t-Test between Type of Institution Studied and Perception of Prospective Teachers

| | | Statistic | df | p |
|--------|-------------|-----------|-----|-------|
| percep | Student's t | 0.531 | 154 | 0.596 |

Since the calculated value (0.531) is less than 1.96(table value), then Null hypothesis is accepted. Therefore, it reveals that there is no significant difference in perception of prospective teacher for online exams based on type of institution studied.

Table 5: One-way ANNOVA Test between Number of Semesters Attended Online and Perception of Prospective Teachers

| | F | df1 | df2 | p |
|--------|-------|-----|------|-------|
| percep | 0.739 | 2 | 34.2 | 0.485 |

Since the calculated value (0.739) is less than 2.378(table value), then Null hypothesis is accepted. Therefore, it reveals that there is no significant difference in perception of prospective teacher for online exams based on number of semesters attended online.

Educational Implications

- As the study aims to find the perception towards online exams, the result of analysis and interpretation of the data collected shows a positive approach.
- The variables like age, qualification, place where they reside, type of institution studied and number of semesters appeared online showed no significant difference in perception of prospective teachers on online exams.
- The attitude towards online examination does not show more differences based on the variables and perception.
- The study is only limited to prospective teachers who attempted exams through online.
- Since all the prospective teachers are young age and technology friendly, they can accept the changes so that their perception showed no significant difference with any variable of research is a limitation to this study.

Conclusion

Traditional teaching and learning processes have evolved into ICT-based pedagogical learning, effective e-assessment should be considered. Although ICT has not been fully integrated for teaching and learning, it serves as a supplement to traditional teaching as well as a means of dealing with challenging situations during pandemic. Perception of prospective teachers is satisfactory towards online examination. However, skill-based training should be provided to them to handle the difficult situations.

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