



THE IMPACT OF STUDENTS' PERCEPTIONS OF ONLINE EXAMINATIONS (WITH SPECIAL REFERENCE TO THE LEVEL – 3 FINAL EXAMINATION OF THE BACHELOR OF EDUCATION (HONOURS) IN THE PRIMARY EDUCATION DEGREE PROGRAMME)

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INTRODUCTION

Online Teaching - Learning is a type of education that uses electronic equipment and resources. During the pandemic, traditional classroom teaching-learning methods were replaced with online teaching-learning using digital platforms (Iivari, Sharma, & Venta-olkkonen, 2020). Online examinations are useful to evaluate students' knowledge using modern computer technology without impacting the traditional university examinations. The development of network technology policies has offered the possibility of conducting examinations online. During the Covid-19 pandemic, educators and students were asked to stay at home to maintain social and physical distance, and most educational institutions started using online applications. As a result, most academic activities, including examinations, were conducted online. According to Laine, Sipilä, Anderson, and Sydänheimo (2016), online examinations are useful for diagnostic, formative, and summative evaluations and they give students the chance to show their knowledge. However, there are a number of difficulties with taking examinations online, including the need for more preparation time, the potential for technical difficulties, security concerns, and dealing with cheating (Alsadoon, 2017). It is crucial to examine students' perceptions of this mode as online examinations become a significant assessment technique in online learning (Dermo, 2009). Almusharraf and Khahro's (2020) study reflected that students were highly satisfied with online teaching-learning during the Covid -19 pandemic. The main aim of this study was to understand students' perceptions of online examinations. The results can be used to make the necessary changes to students' online learning processes, including examinations.

Research Objectives: to reveal the impact of students' competence in using computers, to find out the impact of prior experience of the students for online examination, to reveal the impact of students' perceptions of the user interface of the online examination, to reveal the impact of students' perceptions of the system used on the online examination and to find out the impact of students' opinions on the online examination

METHODOLOGY

This study was conducted based on the responses of the Level 3 students of the Bachelor of Education (Honours) in Primary Education degree program at the Open University of Sri Lanka. Data was collected from 205 Respondents. The convenience sampling method was adopted in this study. Google Forms was used to design the questionnaire, and it was administered via email and social media platforms after the purpose of the study was explained to the target group and confidentiality was assured. The data obtained from the questionnaires was analyzed and presented using Descriptive Statistics, Pearson's Correlation coefficient analysis, and regression analysis. The structured questionnaire was designed with five Likert scales from strongly agree to strongly disagree to measure the variables. To analyze the collected data SPSS 21 and 23 versions were used.

Reliability of the questionnaire



The Cronbach Alpha coefficients for the second section of the questionnaire relating to the perception of online learning ranged from 0.726 to 0.918. The reliability levels were satisfactory and mostly exceeded the conventional acceptance level of the coefficient, i.e., 0.70.

Reliability of the questionnaire

Factors affecting students' perception on online examinations	Cronbach Alpha coefficients
Students' competence in using computers	0.896
Level of student's prior experience with computers	0.726
Students' perceptions of the user interface of the online examination website	0.918
Students' perceptions of the system used on the online examination website	0.917
Students' opinions on the online examinations	0.875

Table 1

Results

Descriptive Statistics

	Mean	Std. Deviation
Students' competence in using computers	3.9049	.92625
Level of a student's prior experience with computers	3.1866	1.05440
Students' perception of the user interface of the online examination website	3.7671	1.00870
Students' perceptions of the system used on the online examination website	3.8463	.98807
Students' opinion on the online examination	3.8498	.93477
Valid N (listwise)		

The study findings were interpreted based on the responses with a mean close to 4. The ratings show a five-point scale where: 5=Strongly agree, 4=Agree, 3=Neither agree or disagree 2=Disagree, and 1=Strongly Disagree.

Regression Analysis

Regression analysis is a statistical tool used for the investigation of relationships between variables. For the analysis, the researcher has used multiple regressions, and by using



regression, the researcher attempted to find the impact of each student’s perception of online examinations.

Table 2

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Sig. Change	
					R Square Change	F Change	df1		
1	.767 ^a	.588	.580	.60614	.588	71.290	4	200	.000

a. Predictors: (Constant), students’ perceptions about the system used on the online examination website, level of a student’s prior experience with computers, students’ competence with computers, and students’ perceptions of the user interface of the online examination.

Table 3

Students’ Opinions About the Online Examination

Anova^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	104.771	4	26.193	71.290	.000 ^b
1 Residual	73.482	200	.367		
Total	178.252	204			

a. Dependent Variable: Students’ opinion about the online examination.

b. Predictors: (Constant), Students’ perceptions about the system used on the online examination, the student’s prior experience with computers, students’ competence with computers, and students’ perception of the user interface of the online examination.

It is identified that student perceptions on online examinations were significant at 0.000, which is less than the significance level of 5% (0.05).

As a result, this study proved that there is a significant impact on student perceptions of online examinations. According to the results of the regression analysis, the fitted model is $R^2 = 0.588$, and it describes 58.8% of the variance in students’ perceptions of the online exam. It revealed that students’ perceptions have a high impact on an online examination.



Table 4
Students' Perceptions of Online Examination
Correlation

Variable	Students' competence with computers	Level of students' prior experience with computers	Students' perceptions of the user interface of the online examination	Students' perceptions of the system used on the online examination
Student opinion about the online examinations	0.623	0.512	0.677	.758
Sig:(two tail)	0.000	0.000	0.000	0.000

According to the correlation analysis, there is a positive and significant relationship between student perceptions and online exams.

DISCUSSION

Based on the results, the relationship between students' competence with computers and students' perception is positive. Students' competence with computers has a 0.623 correlation. Thus, when students' competence with computers is high, their perceptions of online exams is high. The value of 0.623 falls within the coefficient range of ± 0.41 to ± 0.70 . The relationship between students' competence with computers and students' perception is significant because the p-value < 0.000 is less than the alpha. Therefore, the relationship between students' competence with computers and students' perception is moderate. Moreover, the level of students' prior experience with computers has a 0.512 correlation. Students' perception of the user interface of the online examination is positive. The positive value of the correlation coefficient is 0.677. They also fall within the coefficient range of ± 0.41 to ± 0.70 . Therefore, the relationship between the level of students' prior experience with computers and students' perception of the user interface of the online examination is moderate. Students' perceptions of the system used on the online examination are positive. The positive value of the Pearson correlation coefficient is 0.758. They fall in the coefficient range above ± 0.70 . So, the relationship between students' perceptions and the system used on the online examination is high.

CONCLUSION

Online teaching-learning is a platform that spread in the learning environment widely due to the pandemic situation. This study highlights students' perceptions of online examinations at the Open University of Sri Lanka. Although students were given mock examinations before the examination, downloading the question paper and uploading the answer script was indicated as being a difficult experience. Some students were nervous during the examinations. Students must be familiar with the online examinations interface to avoid such issues. This study concludes that the majority of students have appreciated online examination. Students have a high competence with computers and, low prior experience with online examinations, while students' perception of the user interface of the online examination was positive. The findings of this study emphasized that an improved online learning environment is good for the examinations as well as for the teaching-learning process.



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