



Research Article

Comparative Analysis of Students' Satisfaction Regarding Online Vs Traditional Examination at Postgraduate Level in University of Agriculture Faisalabad

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Abstract

An online exam (also called an electronic-Exam) is a good method of conducting papers and other types of important exams with help of the internet. An online exam needs a device capable of accessing the internet such as a computer or a smartphone. This can be either done at an examination centre or at home. This study aimed at making a comparative analysis of post graduate students' satisfaction regarding online vs. traditional examinations at the University of Agriculture Faisalabad. The sample size for the study was 119. A questionnaire was designed and used for data collection. The collected data were analyzed by using Statistical Package for Social Sciences (SPSS). Results showed that students were more satisfied with traditional exam setup as compared to online exams. Online exams affected students' performances positively to a great extent. When respondents were asked about the effects of online exams on students' performance, they perceived it as more positive as compared to the traditional examination system. This study concluded that students were satisfied with the traditional exam setup because of more learning. Satisfaction from online exams was lower. As online exams are also needed of the hour so some developments should be there to make this setup familiar and easy to understand for all students.

Keywords: Online education, Online examination, Traditional learning, Satisfaction, Effectiveness.

Introduction

The beginning of online exams has set it feasible for approximately all students with hectic lives and restricted elasticity to get a worthy education. As opposed to conventional exam setup, web-based teaching has prepared it achievable to present classes globally via a particular link on the internet. Most institutions conduct online exams on different applications like Google Classroom or Learning Management System (LMS) which are very helpful (Concannon *et al.*, 2005). Online exams are the need of the day. In Pakistan, it is in the first stage as it never happened before. Government organizations and other organizations of education departments had planned different policies for online learning and education to apply in the education field at a higher level, but due to a low level of awareness about the use of technology, the designed policies and plans fails to get the preferred results. A large number of reports were completed on a variety of aspects of online exams, i.e., hurdles



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and impacts of online learning and exams on the individuals' educational achievements, but the least studies were based on the approach of students towards online exams (Nurmi and Aunola, 2005). The author checked students who were taking online classes and exams and who used to attend a traditional course in the earlier period to evaluate the optimistic and demanding factors of online vs. traditional classes and exams. Online exams are appealing due to the time saving and management aspects of online exams. As an affirmative factor of traditional classes and exam setup, individuals answered only educational parts like, to know other students as individuals. In provisions of online issues, respondents answered troubles with time organization, shortage of instant teachers' responses, and not having sufficient individual mailing or contact with other students who are also in the class (Hagie and Hughes, 2005). Although online examination has a lot of remuneration, education mode like this is facing many drawbacks. It is particularly accurate with orientation in those countries where literacy speed is much low and acknowledgement of fresh innovations in teaching is also not encouraged. In this observation, recognition of the online institution of higher education as an institute of learning in contrast with the usual mode of learning is a huge challenge (Kamsin and Is, 2005).

In a survey the satisfaction level of the individuals is modest; when the other dimensions were evaluated, achievement and satisfaction were at a high level in the student-teacher interaction and environment denote roots meanwhile it was also moderate in the subject matter and teaching procedure, equipment used and tools of communication and approach towards different dimensions of e-learning (Lau, 2008). Students' expectation and satisfaction level is the most important factor that should be focused on. When measuring the performance of students and their expectations of the style of learning. The study pointed out that the students' expectation or hope is important. When students achieve their assumed or desired goals their satisfaction level will be high (Zhang *et al.*, 2008).

A rising number of learners are now choosing online study and exam systems. They discover the traditional examination restricted, nonflexible, and idealistic due to fast changes in learning setup nowadays. In this era of scientific growth, schools or all educational institutions can now provide efficient classroom teaching and can conduct online exams via Web zoom or Google classroom. This change in instructive medium is appealing to all educational organizations to reorganize how they desire to transport their lesson's content and how they want to take exams online (Singh *et al.*, 2016).

The objectives of the study included identifying demographic characteristics of the respondents followed by the exploration of students' satisfaction regarding online and traditional examination as the students perceived.

Methodology

The sample is the minimum unit of people which includes all the characteristics of the population. A sample is a small group of people which represents the whole population to generate results for the whole population (Lance and Hattori, 2016). A list of total M.Phil education students' was collected from the Institute of Agriculture Extension Education and Rural Development (IAEERD). The population of M.Phil education was 304 and the sample size of this study was 119 and the margin of error was 7. The sample size was selected by an online available source www.surveysystem.com. The collected data were added to SPSS following building up a data spreadsheet. Computer software SPSS (Statistical Package for Social Sciences) was used for statistical analysis. Frequencies, percentage, mean, weighted score and standard deviations were calculated with the help of SPSS.

Results and discussion

Table 1 shows that the results of online exams affect the students' performance with the 1st ranking with a mean value of 3.71 and a 442 weighted score. Responses tend to fall

between very low to very high as it was the scale used in the questionnaire. Online exams create anxiety while exam time was at 2nd ranking with the mean value of 3.44 and 410 weighted scores. Reduce competition among students was at 3rd rank with a mean value of 3.37 and 402 weighted scores. The mean value of 3.15 for “online exams are easily adjustable” was at 4th rank with a 376 weighted score. Flexibility in schedule was at 5th ranking with the mean value of 3.04 and a weighted score of 362. Other variable “easy attempt from home without any problem” was also at 5th ranking with the same mean value and weighted score that was 3.04 and 362 respectively. “Satisfied from online exams setup” was at 6th ranking with a mean value of 2.68 and a weighted score of 319. Results indicated that online exams effects students’ performance very high and satisfaction from online setup was very low. Result also indicates that online exams create anxiety during the attempt of paper. All such problem faced by students was due to their first experience of online exams.

Online exams became the need of the hour as it was an emergent need throughout the country. The online exam system required many more developments. Gadgets and tools of technology should be commercialized on a wide platform and these gadgets should be cost-effective so the individual can access these (Summers and Alex, 2005).

Table 1. Distribution of the respondents according to their satisfaction level regarding online examination.

Variables	Mean	Standard deviation	Weighted score	Rank order
Online exams affect the students’ performance	3.71	1.552	442	1
Create anxiety while exam time	3.44	1.839	410	2
Reduce competition among students	3.37	1.656	402	3
Online exams are easily adjustable	3.15	1.545	376	4
Flexibility in schedule	3.04	1.580	362	5
Easy attempt from home without any problem	3.04	1.684	362	5
Satisfied from online setup	2.68	1.741	319	6

Table 2. Distribution of the respondents according to their satisfaction level in traditional examination.

Variables	Mean	Standard deviation	Weighted score	Rank order
Problem solved by the teacher during exam time	3.53	1.721	421	1
The habit of traditional exams makes you perfect in attempting exams	3.34	1.699	398	2
Presence of a teacher maintains your level of confidence in a traditional exam	3.34	1.689	398	2
Results were better as compared to the online setup	3.32	1.727	396	3
Traditional exams are easy to prepare	3.14	1.767	374	4
Traditional exams are stress free	2.73	1.624	325	5

Table 2 shows that problem solved by teachers during exam time was at first ranking with a mean value of 3.53 and a weighted score was 421. The habit of traditional exams makes you perfect in attempting exams was at second ranking with a mean value of 3.34 and the weighted score was 398. The presence of teachers maintaining a level of confidence in traditional exams was also at second ranking with the same mean value and the weighted score standard deviation was slightly different. Results were better as compared to online setup was at third ranking with a mean value of 3.32 and a weighted score was 396. Traditional exams are easy to prepare was at fourth-ranking and the mean value was 3.14 weighted score was 374. Traditional exams are stress-free was at fifth ranking and the mean value of it was 2.73 and the weighted score was 325. Respondents are satisfied with the problem solved by the teacher during traditional exams. When the respondents were asked about whether traditional exams are stressful free it was the last ranking because exams are always with some level of stress. Instructors need to understand their students’

motivations when teaching online classes. However, it can be difficult to assess student motivations for online learning pertinent to the lack of personal contact between the students and instructor. One way to avoid this is to have the students complete an online assessment form on motivation. From the information obtained, a teacher can identify some strategies to engage the students and keep them motivated (Richardson and Swan, 2003).

Table 3. Distribution of the respondents according to learning outcomes of the traditional examination system.

Variables	Mean	Standard deviation	Weighted score	Rank order
Teachers' moral support helps you in increasing your learning pace	3.47	1.635	413	1
Positive behaviour appreciated by the teacher	3.43	1.655	409	2
Achievement of goals is easy in a traditional exam	3.37	1.610	402	3
Participation in any group assignment	3.35	1.710	399	4
A suitable learning environment according to students' need	3.34	1.714	398	5

Table 3 describes the results of teachers' moral support helps respondents in learning was ranked the highest with a mean score of 3.47 and a weighted score of 413. Appreciation of the positive behaviour by the teacher was ranked second with a mean value of 3.43 and a weighted score was 409. Appreciation of positive behaviour in the classroom, boost students' confidence. Achievement of the goals being easy in traditional exams is ranked 3rd with a mean score of 3.37 and a weighted score of 402. In traditional exams, students achieve their general as well as specific goals due to many reasons. Many factors are involved in students' learning in which the presence of a teacher is at top of the list.

Other factors are proper classroom infrastructure, availability of resources used in lesson delivery and faculty. The participation in the group assignment was ranked 4th with a mean score of 3.35 and a weighted score of 399. The 5th ranking was obtained by a variable of suitable learning environment with a mean of 3.34 and a weighted score of 398. Moral support creates an urge to complete work on your own, if someone is morally supported by a teacher or by a guide, the results are quite different. According to respondents' answers, teachers' moral support helps the learner to enhance their learning pace. While suitable learning environment according to students' needs is not there in traditional education. In many of our institutions learning environment is not suitable for learners that is an alarming thing so amendments must take place in institutions. A classroom is a place where students learn how to tackle new tasks and difficulties with the help of their teacher and peers. Students who perform different tasks on daily basis have more ability to work in different situations.

Conclusion and Recommendations

This study concludes that online exams are easily adjustable when we talk about their ease for all those students who cannot join campuses due to some reasons. On other hand, traditional exams are stress-free due to their presence at any stage of academic individuals' life.

Traditional exams are something that makes the habit of students to attempt the paper in a scheduled form. The habit of traditional exams makes respondents perfect in attempting papers in traditional exams there is no concept of attempting a paper without the presence of a teacher in the exam hall. The presence of the teacher maintains students' level of confidence if they face any problem. However, the online examination can be applied to the system, if given proper attention. In this context, more research work is needed to find out the possible implications of online education and examinations.

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