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RESEARCH ARTICLE

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## STUDENTS' ATTITUDE TOWARDS ONLINE EXAMINATION IN SOUTH BENGAL DURING COVID-19 PANDEMIC

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### ABSTRACT

COVID-19 pandemic has shifted the academic culture into virtual mode. The unexpected exchange from traditional approach of learning to a new approach of learning accomplishment with technology didn't allow any probability to students as well as teachers for designing any accurate plan for teaching, assessment, technical setting or providing any support thereof. However, now both students & teachers have become more familiar with video lectures, white board, sharing screen and online evaluation process. Therefore, the present paper aimed to study the attitude of students towards online examination in South Bengal. The data were collected from 170 students experienced with online examination system in Nadia district. The findings of the study indicate that there is no significant difference in the attitude of students irrespective of gender, habitat and qualification. They believe that due to insufficient technical structure offline examination is more reliable than online examination.

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## INTRODUCTION

Nowadays, the world is facing the COVID-19 pandemic situation and its influence is going on. This pandemic has conducted to a complete lockdown all over the world and India is not exceptional. As per the record of MHRD Govt. of India, 993 Universities, 39931 Colleges and 10725 stand alone institutions were left closed. More than 32 crores of students had to suffer by the various restrictions and the nationwide lockdown since mid of March, 2020 (Jena, 2020). Inside the lockdown period many educational and professional course running institutions like medical, IT, teacher education institutions where theory as well as practical parts is uniformly valuable to practice have also started imparting education with the help of online learning and assessment. Different types of online interactive platforms like Moodle, Google Meet, Google Classroom, WebEx, Zoom, and Cisco have obtained popularity as they approach a better interaction between student and teacher. Like any other teaching method online learning has its advantages and disadvantages for the students and teachers (Baczek *et al.*, 2020). Online learning has several benefits such as easy accessibility, flexibility, increased

convenience, relatively cheaper mode of education in terms of low cost of transportation and accommodation. Several arguments are also associated with online learning such as internet accessibility, poor internet connection quality, affordability, insufficient digital knowledge of learners and time flexibility (Baczek *et al.*, 2020; Dhawan, 2020). The unexpected exchange from traditional approach of learning to a new approach of learning accomplishment with technology didn't allow any probability to students as well as teachers for designing any accurate plan for teaching, assessment, technical setting or providing any support thereof. In this endeavour, it is consider being important to assess the perception of students towards online learning and assessment.

### REVIEW OF RELATED LITERATURE

- J Sheth, M *et al.* (2020), studied on Research on Perception of E-learning Among Physiotherapy Students during the COVID-19 pandemic. The study concluded that the majority of the Physiotherapy students find e-learning to be a possibility in India. Staying in their own comfortable environments deemed as the main benefit of e-learning whereas the practical aspect of the profession of Physiotherapy may limit the application of e-learning in the field of physiotherapy education. However, some of the students also found some technological difficulties too .E-learning may be developed as an alternative to classroom learning after removing the existing barriers and insufficiencies.

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- J) Khan, M *et al.* (2020), Studied on Students' Perception towards E-learning during COVID-19 Pandemic in India: An Empirical Study. The study reveals the preferences of students for e-learning as it provides them much freedom to connect with their teachers, fellow students and engage with their study materials at the comfort and flexibility of space and time. This findings is based on usefulness, self-efficacy, ease of use of students as regards e-learning. Therefore, necessary measures should be adopted for improving the quality of E-learning to help with better learning of students during the phase of COVID-19 pandemic.
- J) Mohalik, R & Sahoo, S. (2020), Work on e-readiness and perception of students teachers' towards online learning in the midst of covid-19 pandemic. The transformation of teaching and learning to online mode has received huge acceptance from the student teachers looking into this pandemic situation. Due to the urgent adoption of online mode left student teachers unprepared mentally, financially, socially, technically even teachers faced difficulties because of unfamiliarity with techno pedagogical approaches. This study reveals that there is an urgent need of training to both students and teachers to make them acquaint with the digital knowledge and skills.
- J) Shete *et al.* (2020) Research on Perceptions of MBBS students regarding e-learning during COVID -19 Lockdown. The study concludes that face to face learning is still favoured by students over E-learning. The students accept the advantages of E-learning but prefer better mixed blended learning pattern over only E-learning. The interpersonal communication was the main limiting factor in this COVID-19 era.
- J) Phadke, S *et al.* (2020), Work on Comparison of Physiotherapy and Management Student's Perception towards Online Examination Introduced during COVID-19 pandemic. When compared diverse fields students' perception towards online examination introduced during COVID-19 pandemic, all showed positive attitude towards technology. Management students in study population were friendly with online pattern of examination. Physiotherapy students shows evidence and need towards curriculum redesign in the form of introduction of technology in day to day teaching learning process.
- J) Suryawanshi, Venugopal R (2020), Studied on Preferences, perceptions and barriers to e-learning among medical students during COVID-19 pandemic lockdown in India. The study identified blended learning as an acceptable method of learning medical curriculum. Schedule flexibility, easy of understanding and absence of monotony of classroom teaching made e-learning more acceptable to the students. Lack of teacher student contact and absence of high speed internet were perceived as barriers. These findings should serve as an eye opener to instructors to make E-learning more inclusive and acceptable to the students.
- J) Nachimuthu, K (2020), Research on Student Teacher's Attitude towards Online Learning during COVID-19. Many educational institutions supported the online platforms for conducting classes. But some student teachers have no internet access. However, there is a serious apprehension from different corners that online teaching learning process might create a digital divide. On top all the challenges, it can be said that online creates better performance of students as well as teachers. Student teacher's attitudes towards online learning during COVID-19 are positive.
- J) Elzainy, A *et al.* (2020), Studied on Experience of e-learning and online assessment during the COVID-19 pandemic at the College of Medicine, Qussim University. The Horizon 2020 Teaching and Learning report highlighted the role of advanced technology in medical education. E-learning was highly beneficial for competent educators. The current work explored the benefits of the shift towards e-learning and online assessment, which is a promising strategy with great educational potentials, after the WHO's declaration of the COVID-19 pandemics. Successful digital learning environment was observed in terms of student improvement of technological educational skills.
- J) Koirala, D *et al.* (2020), Work on Perception towards online classes during COVID-19 among Nursing Students of a Medical College of Kaski District, Nepal. Online learning method is a solution taken by higher education in Nepal during the COVID -19 outbreaks. Based on the survey result, almost half of the students had negative perception towards online learning. However, majority felt that online classes should be continued during this pandemic. Therefore, it is recommended to foster face to face interaction between students and teachers and to promote learning environment at home for online learning.
- J) Naji *et al.* (2020), Research on Engineering Students' Readiness to Transition to Emergency Online Learning in Response to COVID-19: Case of Qatar. This study provides engineering students' views on factors that may support their readiness for the emergency change to synchronized online learning in the COVID-19 lockdown. The study contribute to the field of engineering education through a theoretically sound framework that confirmed the suitability of the proposed framework. Hopefully, this is a first step to provide engineering educators with information on how to effectively intervene in a change process, facilitate a smooth transition and make action plans that prepare future engineers.
- J) Akuratiya, D.A *et al.* (2020), Studied on Students' Perception of Online Learning during COVID-19 Pandemic: A Survey Study of IT Students. The findings of this survey provide strong support for online learning. Whereas, whole world turned into alternative teaching learning methods to continue education under lockdown situation. Under such situation student perceive online learning as safer and comfortable. The current study demonstrates a favourable perception on online learning during COVID-19 pandemic among IT students.

## OBJECTIVES OF THE STUDY

O<sub>1</sub>: To study whether there exist any significant difference in the Attitude of Students towards online examination based on their Gender (male-female), Habitat (rural-urban-suburban) and Educational qualifications (H.S, B.A., B.A. with B.Ed., M.A. and M.A. with B.Ed. ) variation

O<sub>2</sub>: To know about the Attitude of students regarding online examination system.

## HYPOTHESIS

H<sub>01</sub>: There exists no significant difference in Attitude between male and female students.

H<sub>02</sub>: There exists no significant difference in Attitude among students of rural, urban and suburban area.

H<sub>03</sub>: There exists no significant difference in attitude among H.S, B.A., B.A. with B.Ed., M.A. and M.A. with B.Ed. qualified students.

## RESEARCH QUESTION

J) What are the perceptions of students regarding online examination system?

**DELIMITATION:** The present study is delimited to check the attitude of students towards online examinations in Nadia district only.

## METHODOLOGY

A simple survey method was used in this study. The methodology followed for the study discussed as follows:

**POPULATION AND SAMPLE:** Students from different academic level of South Bengal constitute the population of the study.

The sample consists of 170 students from Higher Secondary, Graduate, Post-Graduate & Trainee teacher of Nadia District. A simple random technique has been used for the purpose of data collection.

**Table 1. Distribution of the Sample**

Sl No.	Variables	Category	Sample Size
1	Gender	Male	34
		Female	136
		Rural	76
2	Habitat	Urban	47
		Sub-urban	47
		H.S.	9
3	Qualifications	B.A.	33
		B.A. with B.Ed.	15
		M.A.	52
		M.A. with B.Ed.	61

**TOOLS USED:** To assess the Attitude of students towards online examination system of Nadia District, self-made questionnaires were used, which consists 10 items of each.

**STATISTICAL TECHNIQUE:** The researcher used the statistical technique percentage, mean, standard deviation (SD), t-test etc. for analysing and interpretation of the data collected for the study.

**SOFTWARE USED:** The raw data were tabulated in MS Excel 2007 and analysis of data done through SPSS 20.0 version.

#### ANALYSIS AND INTERPRETATION OF THE DATA

**H<sub>0</sub>1:** There exists no significant difference in Attitude between male and female students: To test the equality of variance Levene's F statistics was calculated and it was found that  $F=.168$  and  $P=0.682$  ( $p>0.05$ ) for gender variation, so equal variance can be assumed for the case.

Table - 2 also shows that in case of comparing mean score of male and female students the calculated  $t_{(168)}$  value is .603 and  $P=0.547$  ( $p>0.05$ ). Hence 't' is not significant at 0.05 level of significance. So, the null hypothesis is not rejected and it can be conclude that male and female students are not significantly differ on the measure of their Attitude towards online examination process.

**H<sub>0</sub>2:** There exists no significant difference in Attitude among students of rural, urban and suburban area

In case of ANOVA test of between & within groups the  $F_{(2,167)}$  value is 1.062 and  $P=0.348$  ( $p>0.05$ ) for habitat of students. So, the  $H_02$  is not-rejected at 0.05 level of significance Therefore, it can be conclude that there is no significant difference in attitude among students of rural, urban and suburban areas (Table 3,4).

**Table 2. Difference between Male and Female Students in their Attitude towards Online Examination**

Variable	Female (N=136)		Male(N=34)		Levene's Test for Equality of variance			t-test for equality of Means			Remarks
	Mean	SD	Mean	SD	F	Sig	t	df	Sig.(2-tailed)		
Exam Attitude	27.40	5.276	28.00	4.948	.168	.682	.603	168	.547	Not Significant at 0.05 level	

(\*Not -significant at 0.05 level of significance)

**Table 3. Group Statistics of Attitude \_Habitat**

Testing Hypothesis	Factor Variable	Dependent Variable	N	Mean	Std. Deviation
H <sub>0</sub> 2	Rural	Attitude towards online examination	76	27.76	5.346
	Urban		47	28.04	5.133
	Suburban		47	26.60	5.029

**Table 4. ANOVA of Attitude towards Online Examination\_ Habitat**

	Sum of Squares	df	Mean Square	F	Sig.	Remarks
Between Groups	57.476	2	28.738	1.062	.348	F Not-Significant at 0.05 Level
Within Groups	4518.971	167	27.060			H <sub>0</sub> 2 Not-Rejected
Total	4576.447	169				

(\* Not-significant at 0.05 level of significance)

**Table 5. Group Statistics of Attitude \_Qualification**

Testing Hypothesis	Factor Variable	Dependent Variable	N	Mean	Std. Deviation
H <sub>0</sub> 3	HS	Attitude towards online examination	9	27.89	5.011
	B.A		33	28.82	4.419
	B.A + B.Ed.		15	27.00	5.169
	M.A		52	27.63	5.445
	M.A + B.Ed.		61	26.79	5.432

**Table 6: ANOVA of Attitude towards Online Examination\_ Qualification**

	Sum of Squares	df	Mean Square	F	Sig.	Remarks
Between Groups	94.362	4	23.590	.868	.484	F Not-Significant at 0.05 Level
Within Groups	4482.085	165	27.164			H <sub>0</sub> 3 Not-Rejected
Total	4576.447	169				

(\* Not-significant at 0.05 level of significance)

**H<sub>03</sub>: There exists no significant difference in attitude among H.S, B.A., B.A. with B.Ed., M.A. and M.A. with B.Ed. qualified students.**

In case of ANOVA test of between & within groups the  $F_{(4,165)}$  value is .868 and  $P=0.484$  ( $p>0.05$ ) for habitat of students. So, the  $H_03$  is not-rejected at 0.05 level of significance Therefore, it can be conclude that there is no significant difference in attitude among students in respect of their qualifications (Table 5 and 6).

**What are the perceptions of students regarding online examination system?:** By taking responses from students who are experienced with online examination for the very first time during pandemic, it was found that students are more comfortable with offline mode rather than online. Many of them believe that offline mode of learning and evaluation is more reliable as it gives the opportunity to communicate with teachers directly and it also give proper environment of learning and examinations. Student feel less interest in their lesson, because there is no need of regular contemplation as there is a provision for doing cheating in many ways in online examinations, still now the most of the institutions have not appropriate technical tools for vigilance during online examinations. It disrupt the process of social development, take students more towards virtual world.

## FINDINGS

- ) There is no significant difference between male and female students in their attitude. So, it can be conclude that the variation of gender does not influence in the attitude of students regarding online examination system.
- ) There is no significant difference between data obtained from rural, urban and suburban areas. So, it can be conclude that variation of habitat does not influence the attitude of students regarding online examination system.
- ) There is no significant differences between data obtained from H.S, B.A., B.A. with B.Ed., M.A. and M.A. with B.Ed. qualified students. So, it can be conclude that qualification does not make an effect students attitude regarding online examination system.
- ) Students feel less interest in online examination as they believe through offline mode they can express their ideas more freely and it is more reliable. There have some technical glitches that may occur online mode and due to lack to proper technical availability, they faced problem during online examination, in rural area there have lots of internet issues. They also lost their interest from study and attending classes as there have no vigilance in online examination process so they don't care of extra headache for the examinations and results.

## CONCLUSION

Online examination system is a web-based examination system where students gives their examinations by using computer system. This System is considered a fast developing examination method and less man power to handle the examination. During pandemic, almost all organizations are managing their exams by online examination system though many of them have not sufficient infrastructure to monitor their students and keep eyes on their progress.

But, this online process should be more benefitted if the government, institutions and teachers take proper strategies to make online exam more accessible and effective for students.

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