



Content is available at: CRDEEP Journals  
Journal homepage: <http://www.crdeepjournal.org/category/journals/ijssah/>

## International Journal of Social Sciences Arts and Humanities

(ISSN: 2321-4147) (Scientific Journal Impact Factor: 6.002)  
A Peer Reviewed UGC Approved Quarterly Journal



### Full Lengthy Research Paper

## Students' Opinion Regarding Online and Face to Face Examination: A Comparative Study

Dr. Saroj Yadav<sup>1\*</sup> and Abhishek Pandey<sup>2</sup>

<sup>1</sup>Associate Professor, Department of Education, University of Allahabad, Uttar Pradesh, India.

<sup>2</sup>M.Ed. Department of Education, University of Allahabad, Prayagraj, Uttar Pradesh, India.

### ARTICLE DETAILS

**Corresponding Author:**  
Dr. Saroj Yadav

### Key words:

Online Examination,  
Opinion, Face to Face  
Examination, Under  
Graduate.

### ABSTRACT

Educational activities have gained new and different perspectives as technology has advanced and courses are delivered via internet. Internet based learning and teaching activities have almost entirely replaced not in schools and colleges but also in all other sectors. As a result, the exams are conducted in both online and face to face mode to assess the students. This is a preliminary study to assess the opinion of students regarding online and face to face examinations among Under Graduate students of the University of Allahabad. The methodology of research used is Survey Method of Descriptive Research. The population of the study includes all UG students of University of Allahabad. The sample consisted of 120 UG students drawn randomly from the University of Allahabad. Self-prepared 'Opinionnaire regarding online and face to face examinations' was used as a tool for the collection of data. t-test was employed for the analysis of the data.

### 1. Introduction

In India, the examination system has a long and detailed history. It is believed that the first examinations were held in ancient times, during the Vedic period. The purpose of these exams was to test the learner's knowledge of the Vedas and the sacred texts.

The Chanakya's Arthashastra is the first known treatise that established the exams for requirements for public servant recruitments. In the modern era, Henry Fischel was the first person who invented exams and has credit for inventing the concept of studying for test; he established the first examination in China, the Imperial Examination. This examination aimed to test a candidate's knowledge of a subject much like how it is today. An examination is a formal test administered to people to test their knowledge in a particular subject or to acquire a classification. Exams examine student's ability to comprehend what is taught in the classroom and it is an effective way to carry out learning evaluation.

The modern Indian examination system can be traced back to the British rule in India, with the introduction of examinations; a new era of standardized testing began in India. It helped in standardizing the quality of education across the country. It helped in creating a merit-based society where people were judged on their merits rather than their social or economic status. The first ever modern examination at the university level in India was conducted by the University of Calcutta in 1857. Since then, examinations have become an integral part of the Indian Education System and in different modes, examinations are conducted to evaluate the learners' knowledge.

\* Author can be contacted at: Associate Professor, Department of Education, University of Allahabad, Uttar Pradesh, India.

Received: 12-July-2024; Sent for Review on: 24- July -2024; Draft sent to Author for corrections: 27- July -2024; Accepted on: 05-August -2024; Online Available from 06-August- 2024

DOI: [10.13140/RG.2.2.17802.27847](https://doi.org/10.13140/RG.2.2.17802.27847)

IJSSAH: 2024-71/© 2024 CRDEEP Journals. All Rights Reserved.

### 1.1 Objectives of the Study

- To find out the difference between the opinion of male UG students and female UG students regarding online and face to face examinations.
- To find out the difference between the opinion of Science UG students and Arts UG students regarding online exam and face to face examinations.
- To find out the difference between the opinion of General UG course students and Professional UG course students regarding online and face to face examinations.

### 1.2 Hypothesis

- There is difference between the opinion of male UG students and female UG students regarding online and face to face examinations.
- There is difference between the opinion of Science UG students and Arts UG students regarding online and face to face examinations.
- There is difference between the opinion of General UG course students and Professional UG course students regarding online and face to face examinations.

## 2. Methodology

The methodology of research used is Survey Method of Descriptive Research. The independent variables in this study are streams (Science and Arts) and type of courses (General and Professional). The dependent variable in the study is the opinion of students regarding online and face to face exam. The population in the study is all Under Graduate students of the University of Allahabad. The sample size is 120 and has been drawn randomly from the University of Allahabad. The tool administered was self-prepared titled 'Opinionnaire regarding online and face to face examinations' and consisted of 25 close-ended items. The response was recorded on a three-point scale namely yes, undecided and no. The data collection was done through offline mode. The statistics used for data analysis is t-test.

## 3. Results and Discussion

**Table 1:** Mean, Standard Deviation and t-ratio showing the difference in opinion of Male and Female UG students regarding online and face-to-face examination.

Group	N	Mean	Standard Deviation	t - ratio	Significance (df=119)
Male	61	49.73	6.68	0.5593	Not Significant
Female	59	49.41	5.15		

Table 1 shows the value of t-ratio (=0.559) is not significant at 0.05 level of significance as the value of t-ratio is less than the table value (1.960) at 0.05 level of significance. Thus, the null hypothesis that "there is no significant difference in the opinion of Online and Face-to-face mode of examination among male and female students" is accepted which signifies that opinion of Online and Face-to-Face mode of examination is not affected by gender difference.

**Table 2:** Mean, Standard Deviation and t-ratio showing the difference in opinion of Science and Arts stream UG students regarding online and face-to-face examination.

Group	N	Mean	Standard Deviation	t - ratio	Significance (df=119)
Science	60	50.13	5.57		Not Significant
Arts	60	450.62	5.81	0.6455	

Table 2 shows the value of t-ratio (=0.6455) is not significant at 0.05 level of significance as the value of t-ratio is less than the table value (1.960) at 0.05 level of significance. Thus, the null hypothesis that "there is no significant difference in the opinion of Online and Face-to-face mode of examination among students of Science and Arts stream" is accepted which signifies that opinion of Online and Face-to-Face mode of examination is not affected by stream difference.

**Table 3:** Mean, Standard Deviation and t-ratio showing the difference in opinion of Professional and General stream UG students regarding online and face-to-face examination.

Group	N	Mean	Standard Deviation	t - ratio	Significance (df=119)
Professional	59	50.27	4.72	0.9813	Not Significant
General	61	50.29	6.28		

Table 3 shows the value of t-ratio ( $=0.9813$ ) is not significant at 0.05 level of significance as the value of t-ratio is less than the table value (1.960) at 0.05 level of significance. Thus, the null hypothesis that “there is no significant difference in the opinion of Online and Face-to-face mode of examination among students of Professional UG and General UG course” is accepted which signifies that opinion of Online and Face-to-Face mode of examination is not affected by difference in type of course being pursued by the students.

The findings of the study revealed that there is no significant difference between the opinion of students regarding online and face-to-face examinations on the basis of their gender, streams, and type of courses. It is seen that there are chances of the use of unfair means in both modes of examinations. The online examination is able to assess the students on similar parameters as the face-to-face mode of examination does. The learning outcome is effectively measured in both modes of examination and the evaluation in the online examination is in concordance with face-to-face examination. It is revealed that the students are comfortable in giving both the modes of examination and their performance is not impacted by the modes of examination provided that there is a conducive environment and no leak of examination papers.

The findings of Qdah and Ababneh led to indirect support for the present findings. Their study indicates that the type of exams i.e., paper and online and the type of questions used in exams usually do not play a significant part in the performance of students but rather students' preparations and amount of study were major factors in obtaining positive results in the exams conducted. The present findings draw support from the findings of Ural and Takaoglu whose study shows that using online exams during the pandemic as an alternative to face-to-face exams in normal processes did not make a significant difference. The study also draws support from the findings of Ita et. al. which revealed that students had similar kind of performance in online and offline examinations.

However, few pieces of research contradicted the above-mentioned findings. The findings of Lim et. al., Hochlehnert et. al., Hussain, Mumtaz, Khan et. al. and Naoples revealed that the online exam has many advantages over the face-to-face exams. On the other hand, the study conducted by James et. al. and McClelland showed that the students performed better in the face-to-face mode exams as compared to the online exams.

#### 4. Conclusion

The present study has various educational implications for the teachers, educational institutions and students. The educational institutions should provide training to teachers and students to acquire computer proficiency in order to take online examinations. The teachers should use similar evaluation method in the assessment of online and face to face mode of examinations. The evaluation in online examination should be in concordance with the face to face examination. Online examination increases screen time thereby affecting the health of students, especially their eyesight. So, it is utmost necessary for the students to be focused on their health and use blue filter lights while giving the examinations. The opinion of both teachers and students should be taken in regards to improve online and offline mode of examination. The educational institutions should be focused that there is no leak of examination papers both in online and offline exams. Also, these institutions should be focused that there is no security issues while giving online exams. The teachers as an invigilator should be very supportive to comprehend the instructions in online and face to face mode of examinations. The educational institutions should provide a conducive environment for the conduct of online and face to face mode of examinations and should use latest anti cheating technology to effectively curb the use of unfair means in online examination. Teachers should construct the question paper to know the clarity of concepts of students. Also, the spirit of competition and realization of self-analysis will lead to the student's personality and confidence. The students who give good performance in the examinations should be given scholarships and awards. Online and face to face mode of examinations also measure a teacher's skills and flaws and it helps in making decision if any subject should be re-taught or explained differently.

Examination ensures effectiveness on the part of both the teachers and learners, and ascertains the level of knowledge acquisition in the learners. The opportunity for the feedback should be provided to the students to enhance teaching learning process.

#### 5. References

- Al-Qdah, M., & Ababneh, I. (2017). Comparing online and paper exams: Performances and perceptions of Saudi students. *International Journal of Information and Education Technology*, 7(2), 106.
- Hochlehnert, A., Brass, K., Moeltner, A., & Juenger, J. (2011). Does medical students' preference of test format (computer-based vs. paper-based) have an influence on performance?. *BMC medical education*, 11(1), 1-6.
- Hussain, A., & Mumtaz, I. (2017) Finding the Relationship between Students' Performance and Preferences Using Online and Offline Assessments. *International Journal of Scientific & Engineering Research*, 8(1).

- Ita, M. E., Kecskemety, K. M., Ashley, K. E., & Morin, B. (2014, June). Comparing student performance on computer-based vs. paper-based tests in a first-year engineering course. In 2014 ASEE Annual Conference & Exposition (pp. 24-297).
- James, A.,Yuguda H., Jeremiah H. G.,Bitrus I.(2016) Comparison between CBT and PPT in Joint Admission Matriculation Board: Case of Yola North Senatorial Zone of Admawa State, Nigeria. URDO Journal of Computer Science and Engineering, 2(12).
- Khan, M. A., Vivek, V., Khojah, M., Nabi, M. K., Paul, M., & Minhaj, S. M. (2021). Learners' perspective towards e-exams during COVID-19 outbreak: Evidence from higher educational institutions of India and Saudi Arabia. International Journal of Environmental Research and Public Health, 18(12), 6534.
- Lim, E. C., Ong, B. K., Wilder-Smith, E. P., & Seet, R. C. (2006). Computer-based versus pen-and-paper testing: students' perception. Annals of the Academy of Medicine, Singapore, 35(9), 599-603.
- McClelland, T., & Cuevas, J. (2020). A comparison of computer based testing and paper and pencil testing in mathematics assessment. The Online Journal of New Horizons in Education, 10(2), 78-89.
- Napoles, M. A. R. (2022). Online Examination vs. Written Examination Preferences by the Department of Technology Teacher Education Students. Puissant, 4, 637-654.
- Ural, M. N., & Takaoğlu, Z. B. (2023). Comparison of online and face-to-face examsconducted in Physics I course in higher education. Turkish Journal of Engineering, 7(1), 9-16.