



## **A comparative study on student's perception towards online assessment vs traditional assessment (Offline mode) with reference to post graduate students in various colleges in Chennai city**

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### **Abstract**

The Indian education sector is growing because to technological advancements. It makes it possible to overcome distance and scale obstacles. Many universities and educational institutions have begun to employ technology in a variety of activities, including Online Admission and Management. Test paper generation, secure distribution of exam paper to separate centers, administering the exam, collection of answer sheets and passing those answer sheets to examiner for verification, moderation of the answers, and result declaration are all part of the current examination procedure. The traditional examination method is time-consuming, and the procedure of announcing the results is sometimes delayed. Another disadvantage of this old method is that it relies on human labor, making it prone to errors. The offline exam is a method of administering tests that uses an offline question paper and OMR-based answer sheets. Complete questions are delivered to students in the form of question sheets, together with an OMR answer sheet for marking the answers.

**Keywords:** OMR, traditional examination, question sheets

### **Introduction**

Online exams are growing increasingly popular, with many colleges, institutes, and competitive testing bodies abandoning pen-and-paper tests. The term "online examination" refers to a test that is administered entirely on a computer without the use of a physical question paper. Candidates must choose the correct answer from four possibilities and mark it on a virtual response sheet in order to pass an online exam using Multiple Choice Questions (MCQs). Online tests, also known as Computer Based Tests (CBT), are advantageous to organizers since they pose no security or cheating risks, are a safe and reliable means of examination, and save time in checking answers and preparing results. Exam centers for computer-based assessments are established in institutions or computer laboratories that have the necessary facilities and procedures to conduct the online exam. There are also numerous offline tests that are descriptive in character, requiring students to solve questions in order to arrive at a solution, or questions that require a descriptive, theoretical, or essay response. Offline examinations are most common in testing where the answer must be essay-style or descriptive in character, as opposed to multiple choice questions in online tests (MCQs).

### **Identified problem**

The research looks into the adaptability of online and offline (traditional) assessment and the many elements that influence the tutor. This research aims to show why students have embraced online method of assessment with special reference to post graduate students in various colleges in Chennai city. This research aids in determining how the online and offline assessment modes bring benefits to student in their improvement in studies and also helps to

assess market student's perceived levels of ease and convenience when involving online mode of assessment as well as to identify student's preference about switching to online assessment from offline mode. Is there any impact of new era digital methods on education channels in India?

### **Review of literature**

- Magno and Tangco (2009) <sup>[2]</sup>: In this article concluded that another teacher evaluation research was done to investigate whether the teacher assessment tool employed at the College of Saint Benilde adheres to and reflects the quality of an effective teacher. Stakeholder consultations were conducted, as well as a Meta evaluation of the instrument.
- Kimball (2002) <sup>[3]</sup>: In this article explained that the two variables - professional growth and planning - are actually only two of the nine elements used by Washoe County School District administration to assess teachers.
- Alquraan (2012) <sup>[1]</sup>: Higher education institutions are continually pushed to employ effective assessment methods that enhance the learning process, because well-developed assessment methods have a more beneficial impact on students' accomplishment. In tertiary education, a variety of assessment methods are utilized. Both the learning outcomes and activities must be considered when determining which assessment method to utilize, so that appro.

### **Objectives of Study**

- To find out the factors influence the teacher according to student' perception.
- To find out cost effective assessment.
- To find out the preferable assessment mode according

- to student’s perception.
- To find the benefits received from online and offline (traditional) assessment techniques.
- To analyse the reasons to choose online / offline assessment mode.

**Research Methodology**

The total number of respondents was 121, with a basic random sample and snowball sampling approach used to choose them. In this study, both primary and secondary data were used. The questionnaire served as a tool for gathering information from respondents. The research largely relies on primary data. Secondary data was gathered from a variety of sources, including newspapers, journals, and the internet. The data is analysed using the SPSS 20 software. The statistical procedures used were the chi-square test, ANOVA, and correlation test.

**Limitation of the study**

- This study is only based on student’s perception who is pursuing their post graduate program in different colleges in Chennai city.
- This study is conducted with reference to Chennai city. So, it is difficult to study the large population of students.
- The sample size is limited to 121 responses due to time constrain.

**Hypothesis of the Study**

- $H_0$  = There is no significant relation between the preferable mode of offline assessment and the reasons to choose the offline (traditional) assessment in terms of unbiased evaluation.
- $H_0$  = There is no significant relation between preferable to choose online assessment and the benefits received in terms of accuracy.
- $H_0$  = There is no significant relation between preferable to choose online mode of assessment and the benefits received in terms of eco – friendly.
- $H_0$  = There is no significant relation between age factor and preferable assessment modes. piate assessment methods may be aligned and employed.

**Data analysis**

**Demographic Variables of Students**

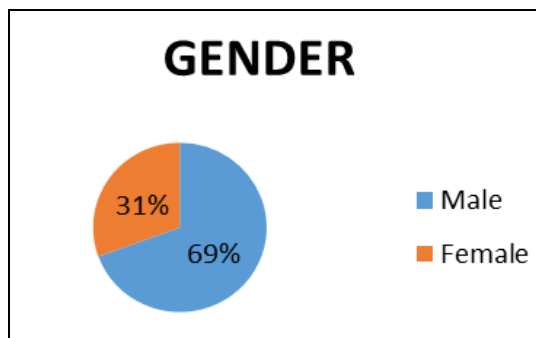


Fig 1: Gender

**Interpretation**

The above chart and table give a clear account that 114 respondents are male and 7 respondents are female. When calculated in percentage male respondents are 69% and female are 44% respectively.

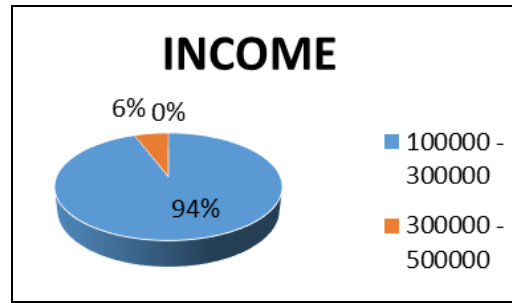


Fig 2: Income Per Annum

**Interpretation**

From the above table and chart, it is clear that the income of the respondents has a vast split where respondents with income 100000 – 300000 are 94%, 300000 – 500000 is 6%, and 500000 – 900000 is 0%. Majority of the respondents fall in the lowest income category that is between 100000 – 300000 incomes per month.

**Which kind of assessment is cost effective?**

Table 1: Cost Effective Mode

Particulars	Frequency	Percent	Valid percent	Cumulative percent
Online	112	92.6	92.6	
Offline	9	7.4	7.4	92.6
Total	121	100	100	100

**Chart 8.2**

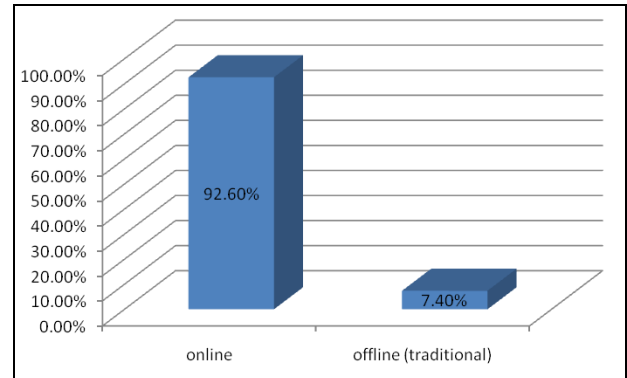


Fig 3: Cost Effective Mode

**Interpretation**

This study gives a clear picture of the table showing that majority of the respondents prefer online mode of assessment and the response were 92.6%. Some of the students prefer offline mode of assessment and the response for the offline mode of assessment were merely 7.4%.

**Which assessment mode you will get you results quickly?**

Table 2: Quick assessment Mode

Problems	Frequency	Percent	Valid percent	Cumulative percent
Online	119	98.3	98.3	98.3
Offline	2	1.7	1.7	1.7
Total	121	100	100	100

Chart 8.3

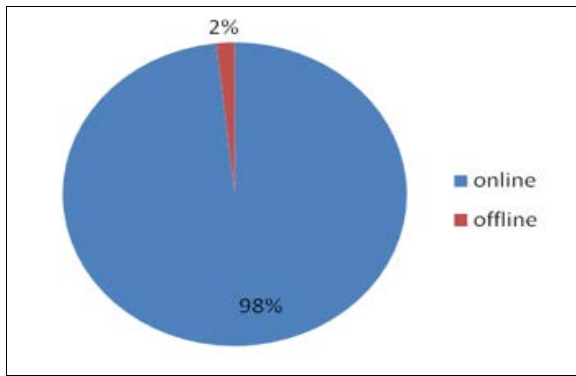


Fig 4: Quick Results

**Interpretation**

The study shows that many of the respondents prefer online mode of assessment because it gives quick and accurate results and the response were 119 (in terms of percentage it was 98%). Very few of them consider offline assessments are quick and accurate and the response for the same was 2 (in terms of percentage it was 2%).

**Hypothesis testing**

**9.1. Chi – square test for the preferable mode of offline assessment and the reasons to choose the offline (traditional) assessment in terms of unbiased evaluation.**

**H<sub>0</sub>:** There is no significant relation between the preferable mode of offline assessment and the reasons to choose the offline (traditional) assessment in terms of unbiased evaluation.

**H<sub>1</sub>:** There is a significant relation between the preferable mode of offline assessment and the reasons to choose the offline (traditional) assessment in terms of unbiased evaluation.

**Results**

Table 3: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.642 <sup>a</sup>	9	.075
Likelihood Ratio	17.612	9	.040
Linear-by-Linear Association	6.135	1	.013
N of Valid Cases	121		

a. 9 cells (56.2%) have expected count less than 5. The minimum expected count is .21.

**Interpretation**

The significant value 0.075 is more than 0.05 which is significant at 5% level. It infers that the null hypothesis is accepted and the alternative hypothesis is rejected. There is no significant relation between the preferable mode of offline assessment and the reasons to choose the offline (traditional) assessment in terms of unbiased. Hence, according to student’s perception, they experienced some bias in the event of offline assessment.

**Correlation test for preferable to choose online assessment and the benefits received in terms of accuracy**

**H<sub>0</sub>:** There is no significant relation between preferable to choose online assessment and the benefits received in terms of accuracy.

**H<sub>1</sub>:** There is a significant relation between preferable to choose online assessment and the benefits received in terms of accuracy

**Results**

Table 4: Correlations

		Preferable [online]	benefits [accuracy]
Preferable [online]	Pearson Correlation	1	-.236**
	Sig. (2-tailed)		.009
	N	121	121
benefits [accuracy]	Pearson Correlation	-.236**	1
	Sig. (2-tailed)	.009	
	N	121	121

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Interpretation**

The significant value of 0.009 is less than 0.05 which is significant at 5% level. It infers that the null hypothesis is rejected and the alternative hypothesis is accepted. There is a significant relation between preferable to choose online assessment and the benefits received in terms of accuracy. Hence, online mode of assessment is very accurate according to student’s perception.

**Correlation test for preferable to choose online mode of assessment and the benefits received in terms of eco – friendly.**

**H<sub>0</sub> =** There is no significant relation between preferable to choose online mode of assessment and the benefits received in terms of eco – friendly.

**H<sub>1</sub> =** There is a significant relation between preferable to choose online mode of assessment and the benefits received in terms of eco – friendly.

**Results**

Table 5: Correlations

		Preferable [online]	benefits [eco - friendly]
Preferable [online]	Pearson Correlation	1	-.179*
	Sig. (2-tailed)		.049
	N	121	121
benefits [eco - friendly]	Pearson Correlation	-.179*	1
	Sig. (2-tailed)	.049	
	N	121	121

\*. Correlation is significant at the 0.05 level (2-tailed).

**Interpretation**

The significant value of 0.049 is less than 0.05 which is significant at 5% level. It infers that the null hypothesis is rejected and the alternative hypothesis is accepted. There is a significant relation between preferable to choose online mode of assessment and the benefits received in terms of eco – friendly. Students are willing to be eco – friendly in terms of paperless assessment so that they prefer online mode of assessment.

**ANOVA test for the relationship between age factor and preferable assessment modes**

**H<sub>0</sub> =** There is no significant relation between age factor and preferable assessment modes

**H<sub>0</sub>** = There is a significant relation between age factor and preferable assessment modes

**Results**

**Table 6:** ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Preferable mode [online]	Between Groups	.190	1	.190	.231	.632
	Within Groups	97.596	119	.820		
	Total	97.785	120			
Preferable mode [offline]	Between Groups	.834	1	.834	.764	.384
	Within Groups	129.910	119	1.092		
	Total	130.744	120			

**Interpretation**

Both the significant values are (0.632 and 0.384) more than 0.05 which is significant at 5% level. It infers that the null hypothesis is accepted and the alternative hypothesis is rejected. There is no significant relation between age factor and preferable assessment modes. Hence, students do not depend upon assessment with respect to their age factor.

**Major Findings From the Hypothesis Testing**

**By applying chi – square test**

- There is no significant relation between the preferable mode of offline assessment and the reasons to choose the offline (traditional) assessment in terms of unbiased. Hence, according to student’s perception, they experienced some bias in the event of offline assessment.

**By applying correlation test**

- There is a significant relation between preferable to choose online assessment and the benefits received in terms of accuracy. Hence, online mode of assessment is very accurate according to student’s perception.
- There is a significant relation between preferable to choose online mode of assessment and the benefits received in terms of eco – friendly. Students are willing to be eco – friendly in terms of paperless assessment so that they prefer online mode of assessment.

**By applying anova test**

- There is no significant relation between age factor and preferable assessment modes. Hence, students do not depend upon assessment with respect to their age factor.

**Conclusion**

The following conclusions can be drawn from the preceding data analysis, interpretations, and findings: both online and offline evaluation methodologies have shown significant increase. The majority of respondents in this survey favor the online mode of assessment for a variety of reasons that are dependent on the student's view and the necessity that develops from the same. Most students consider internet purchasing to be the greatest since it provides rapid and accurate results while also being environmentally good because it uses paperless assessment, preventing people from cutting down trees. Despite significant advancements

in assessment procedures, several unique elements, such as student conduct, historical test performance, tutor mentality, and experience, have an impact on tutors. The majority of respondents believe that online evaluation is the best since it is the most cost-effective. As a result, the study concludes that there is no difference in student perceptions of online and offline (conventional) evaluation.

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