

E-ISSN: 2581-8868

Volume-04, Issue-04, pp-33-37

www.theajhssr.com

Research Paper

Open Access

Evaluate the performance of electronic examinations from the perspective of students

¹Luay Abdulwahid Shihab, ²AFKAR FADHIL KAREEM

¹ Assist prof in College of Nursing, University of Basrah, Basrah, Iraq

² teacher in college of Nursing, University of Basrah, Basrah, Iraq

ABSTRACT

The study was conducted on 250 male and female students in the College of Nursing at Basra University, and the study enables the evaluation of students. Many students lacked experience in electronic exams and also lacked the devices used in electronic exams. The students preferred to study electronically by 10%, while the rest preferred to study in attendance at the college by 90%. The performance of the electronic exam must be improved, the scientific sobriety maintained, and the level of cheating reduced. Initially, the questions must be varied according to the number. The questions are divided into ten forms. Each form consists of ten students and also the time for each question must be specified, and the student must open the camera to see the student.

KEYWORD: Evaluate, performance, electronic examinations, perspective, students.

I. INTRODUCTION

Through the suspension of education all over the world due to the COVID 19 pandemic and the destruction of all aspects of life. Education and study have stopped in countries, forcing universities and schools to resort to e-learning and also has many negative aspects for the student and the teaching staff in terms of the performance of education, especially in Iraq. As these areas depended on the introduction of technology in everything; In an attempt to overcome the problems and obstacles imposed by the pandemic Iraqi universities are going through the experience of electronic exams for the first time, as there are many difficulties, the experience of the teaching staff is very weak, the performance of students in the exams is also bad and the lack of equipment and communications. With this in mind, many universities and schools around the world have begun to completely transform their studies towards distance education, not only that but also create online classes; To support the e-learning process through the latest technological tools, given what the coronavirus pandemic has imposed, Electronic examinations (e-examinations) are now a viable alternative method of assessing student learning. They provide freedom of choice in terms of the location of the examination (whether examinations are running synchronously or asynchronously) and can provide immediate feedback. The broad aim is that students and institutions can be assured of the integrity of knowledge testing 1 .

The Internet has become one of the most widely used means around the world, as it enters into many practical, scientific, recreational, marketing, political 2. A successful DoS thwarting an entire exam would be very serious and necessary to protect against, but it can hardly be categorized as cheating since nobody achieves an unfair grade advantage 3. The researcher believes that the electronic test will help to develop a student who has the characteristics of digital citizenship 4. The aim of this article is to deepen the knowledge of existing examination forms and to describe student's opinions on different forms of knowledge check, A possible solution is to co-opt the mobile equipment that a great many students already own. In particular there is high ownership rate of laptops by students at around 90% the US 5. In the past year of electronic exams, the tests lacked the scientific sobriety of the students in terms of the students' level of knowledge in terms of grades, due to cheating, as most students use more than one test method or rather two mobile devices for the purpose of solving via the Internet to provide sufficient time for the student and also the negatives for the length of time The test reaches three hours and the questions are shortened in relation to the time, which allowed the student to take sufficient time to obtain the answer, and I will address the reduction of cheating among the students so that the scientific sobriety increases. Before university, The software for arranging questions is premeditated with the graphical users interface that authorize the applicants before having right of entry to the question using the applicants

individuality and registration numbers. And time stoppage is emotionally involved to the questions and the exams is involuntarily ended at the expiration of the given time 6 .Examinations improve teaching by helping the teacher's planning and consistent student preparation. Examinations are not limited to measure educational or societal objectives and needs but incorporate in a way of coping with the educational system 7 .Examinations improve teaching by helping the teacher's planning and consistent student preparation. Examinations are not limited to measure educational or societal objectives and needs but incorporate in a way of coping with the educational system 8.

Problem Statement : 1.Reducing fraud in electronic tests 2.increase scientific sobriety For the purpose to improve the performance of the electronic exam and maintain the scientific level by increasing the number of observers in order to reduce the level of cheating and also the diversity of questions according to the number, for example if the number of students is 100, the questions are divided into ten forms, each model is ten students, and also the time for each question must be specified and the student must It opens the camera to see the student Through the rapid development of Internet technology, and the implementation of electronic tests often as distributed applications that use the public communications network, with a user interface based on a web browser, the electronic exam unit is often part of the e-learning platforms, which are increasingly used in universities and educational centers . With a web browser-based user interface, the e-exam unit is often part of e-learning platforms, which are increasingly being used in universities and educational centers. Regular and coordinated teacher planning and student preparation. The exams are not limited to measuring educational or societal goals and needs, but rather expand in a way with the educational system. Tests advance teaching by assisting the teacher in the planning and coordinated arrangement of students. The tests are not limited to measuring educational or societal goals and needs, but are linked in a way that evolves with the educational system .

II. MATERIAL AND METHODS

Research Design The study built a method of comprehensive quality to the academic stages in the college Identify the trends of nursing college student towards electronic tests and make a use of their opinions to develop the procedures and mechanisms for the optimal application of electronic tests. Data integration provides a better understanding of the problem and its primary purpose to avoid shortcomings in both quantitative and qualitative methods (Creswell, 2014). Provide a theoretical basis for electronic tests in terms of their concept and importance in the educational Process . **Targeted Population** The study has selected nursing college students who were enrolled in basrah city 250 student by electronic date collection study Determine the impact of implementing electronic tests on the achievement of academic students in nursing college basrah university – Iraq .

data analysis: The study design is based on four academic stages in the college. Quantitative and qualitative analysis tools have been adopted in this study. To analyze quantitative data, the researcher applied the statistical program for statistical analysis (SPSS) and conducted a chi-square test to determine the effect of students' answers on the extent of their evaluation of electronic tests. The researcher conducted an objective analysis to present the responses and perspectives of the students, who were sent the questions electronically. Eleven questions were formulated and summarized in the form of an electronic form to show the answer with yes, no, or some kind to find out the negatives and positives of the electronic exams . **Electronic Tests** But it is conducted using a computer, mobile, or tablet, as students read the questions Directly from the screen and respond to it through input devices (mouse, keyboard and touch screen) .

III. RESULTS :

The study was conducted on 250 male and female students in the College of Nursing at Basra University, and the study enables the evaluation of students, Many students lacked experience in electronic exams and also lacked the devices used in electronic exams , The students preferred to study electronically by 10%, while the rest preferred to study in attendance at the college by 90%, As shown in table (1) .

Tables (1) demographic charities for study sample's

Variable	F	%	Chi-sq	df	Pvalue sig
Age groups					
19-24	180	72 %	25.50	28	.6
25-30	42	16.8 %			
31-36	20	8 %			
37-42	8	3.2 %			

	250	100%			
Mean ±SD=23.74 ±4.746					
Stage OF STUDY					
First stage	60	24 %	8.33	14	.817
Second stage	69	27.6 %			
Third stage	86	34.4 %			
Fourth stage	35	14 %			
	250				
Types of study					
Moring	85	33.2 %	4.500	7	.721
Night study	165	66.8%			
	250				

The table (2) shows students' answers to the questions As shown below
Table (2) Characterizing an assessment experience questionnaire

		Yes (3)	I don't no (2)	No (1)	Mean score	L e v e l s
1	Was the internet available in your home while taking the electronic exam	61	12	177	1.5	M
2	Was the internet speed good in your home while taking the online exam	70	146	34	1.3	P
3	The means by which the electronic exam was completed	30	44	174	1.4	P
4	Was the time period for the electronic exam sufficien	18	58	174	1.2	P
5	Did you have the opportunity to see the lectures during the exam period	60	21	169	1.5	M
6	Did you have the opportunity to contact your classmates during the exam	166	2	82	2.3	G
7	Were the questions clear	126	0	124	2	G
8	Did you have the opportunity to translate the question	50	18	182	1.4	M
9	Do you have a clear idea of taking the electronic exam	16	109	125	1.5	M
10	How satisfied are you with taking an electronic exam	18	116	116	1.6	M
11	Will the performance of the electronic exam affect the degree of your scientific evaluation	124	0	126	1.9	M
				Grad mean	1.6	M

Score 2 (0-1.3=poor ,1.4-1.9 =moderate . ≤2= good) Question (12) was an open question that students expressed in writing about it in writing and the answers responses and views were to the following Table (3)

	Do you prefer to study electronically?	Yes 10 %-	no 90 %
The reasons for refusing to study electronically were the students' answers			
1	The lecture time is not appropriate	4 %	
2	internet disconnection	25%	

3	The power supply drops	19 %
4	Studying electronically is costly	7 %
5	Lack of student experience with learning platforms	%8
6	Lack of teacher experience	5%
7	There is no justice in excelling students	%10
8	Training with the teacher gives an effective response	11%
9	the questions are not understood and are not clarified	4%
10	Clutter and noise when students intervene during class	%3
11	The e-training lacks complete communication with professor, subject and class	%3
12	I am worried during the exam that I won't receive a response	%1

III. DISCUSSION:

The results of the study had a negative effect of the electronic test on the academic variable that has a large impact. It appears on the weakness of the scientific sobriety in order to evaluate students in terms of lack of experience, lack of internet access in rural areas, lack of equipment to conduct electronic exams, and also lack of control over cheating, and this study is in line with the results of previous studies SAMSON IDEMUDIA (6). This result of the study contradicts the results of Dalia Alyahya1 & Nada Almutairi2 (4) specifically in the context of the rules, and the sample in this study was from the technological generation in which the use of modern technology was popular. The study noted that the psychological stress associated with students at the beginning of the electronic test is normal because the use of Electronic test for the first time.

IV. CONCLUSION:

By evaluating students about electronic examinations, they are unfair in terms of students 'lack of experience regarding the use of electronic examination platforms and the unavailability of devices and the Internet due to the poor physical condition of students causing a problem for students and also a unified answer due to cheating among students.

Recommendations

How to improve the performance of the electronic exam and maintain the scientific level by increasing the number of observers in order to reduce the level of cheating and also the diversity of questions according to the number, for example if the number of students is 100, the questions are divided into ten forms, each model is ten students, and also the time for each question must be specified and the student must It opens the camera to see the student Through the rapid development of Internet technology, and the implementation of electronic tests often as distributed applications that use the public communications network, with a user interface based on a web browser, the electronic exam unit is often part of the e-learning platforms, which are increasingly used in universities and educational . centers

ACKNOWLEDGMENTS

This study was carried out with the help of fourth-year students in the College of Nursing, as well as with the assistance of Dr. Sundus Baqer.

REFERENCES:

1. Andrew Fluck, Olawale S. Adebayo, Shafi'i M. Abdulhamid F. SECURE EEXAMINATION SYSTEMS COMPARED: CASE STUDIES FROM TWO COUNTRIES, Journal of Information Technology Education: Innovations in Practice, Volume 16, 2017 .
2. luay abdulwahid shihab . Internet speed solutions and their impact under the Corona virus pandemic, International Journal of Advanced Scientific and Technical Research , DOI:

- <https://dx.doi.org/10.26808/rs.st.10v5.02>, volume 5, issue 10, 2020. .
3. Guttorm Sindre, Aparna Vegendla. E-exams versus paper exams: A comparative analysis of cheating-related security threats and countermeasures, Presented at the Norwegian Information Security Conference, 2015 .
 4. Dalia Alyahya, Nada Almutairi². The Impact of Electronic Tests on Students' Performance Assessment, International Education Studies, Vol. 12, 2019 .
 5. Mathew Hillier, e-Exams with student owned devices: Student voices, Proceedings of the International Mobile Learning Festival 2015, May, 2014 .
 6. SAMSON IDEMUDIA, ENHANCEMENT OF STUDENT E-EXAM ASSESSMENT METHOD USING FACE RECOGNITION AND PSYCHOLOGICAL DISTRESS FACTORS, Universiti Teknologi Malaysia, August, 2016 .
 7. Majdi Al-Qdah, Islam Ababneh. Comparing Online and Paper Exams: Performances and Perceptions of Saudi Students, International Journal of Information and Education Technology, Vol. 7, February 2017.
 8. Jeremy Pagram, Martin Cooper, Huifen Jin. Alistair Campbell Tales from the Exam Room Trialing an E-Exam System for Computer Education and Design and Technology Students, 2018 .