

## OPINION OF THE STUDENTS ABOUT ONLINE CLASSES AND EXAMINATION

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### ABSTRACT

*COVID19 situation has changed the examination pattern from classroom exams to online examinations. The present study assesses the opinion about and constraints faced during online classes and examinations. Data were collected from 540 undergraduate and postgraduate students of different universities of twelve states and one union territory. Google form was used for collecting data. Data were analyzed by using frequency and percentage. The findings revealed that 92.22 per cent of students attended online classes and 87.75 per cent of them had appeared in examination through online mode. Besides saving time and money online classes and examination had many constraints like poor connectivity, stress, Difficult to read and answer due to the small screen of mobile, Cannot attempt long answers question due to limitations with the device, less hands-on work in practical and Difficult to acquire a proper understanding of substances. It can be concluded that students still prefer offline teaching and examination that will retain the quality as well as the value of the education system.*

**Keywords:** covid-19, internet, google form, constraints, online classes, examination

### INTRODUCTION

The way of traditional education has changed to a great extent within the last couple of years. There is no need to be physically present in the classroom to study due to the technological development and internet. Nowadays, the access to a quality education is possible from anywhere as long as long the person has access to computer, mobile and internet. Although the online education system has been rising but still classroom system is preferred and followed by most of the education institution. But COVID 19 has changed the complete teaching pattern from live class rooms to the virtual class rooms. Online teaching became compulsory in COVID19 situation. Many people advocate online teaching, while some are opposed to online teaching. Online teaching has its pros and cons.

Online teaching enables the teacher and the student to set their own learning pace, and there's the added flexibility of setting a schedule that fits to every student (Bhuva *et al.*, 2021). Studying online teaches vital time management skills. Student can study from anywhere in online teaching (Vegad *et al.*, 2021). There is no need to commute from one place to another. Online classes offer high-quality education to students at their own place. It saves time as well as money. The online classes can help students to learn things visually, and because of this, they can easily remember the things that they have learnt. It means through online classes, students learn in more effective ways. Online classes also improve the technical skills of students.

Besides the numerous advantages of online classes there are some limitations that create problems for the students in teaching. The major problem is the poor network connectivity that affects the learning of the students. Online study requires the self-discipline of a student to set the time to complete the studies. Online study creates a sense of isolation among students. Online classes require from a student to be an active learner otherwise it is very difficult for him/her to learn. Effective monitoring is also not possible in online teaching.

Examination is a formal test to check the knowledge and ability of students in a particular subject. Examination is an assessment process to create proof of students' learning and then making a judgment about that proof (Elliott, 2008). Examinations channelize students' energies and feedback provides them opportunities for reflection. Examinations play crucial role in qualitative education. Examinations are generally conducted in paper and pencil way. But COVID 19 has changed the scenario and paper based test have been replaced with online examination. In COVID 19 situation students have to give online examination to promote in the next class. It was the first time for many students to appear in online examination. It might be difficult for many students to understand the pattern and other aspects of online examination. Poor connectivity is also a biggest hurdle to give examination smoothly. Looking to all these facts the present investigation was undertaken with following objectives.

**OBJECTIVES**

- (1) To identify the constraints faced by the students in online teaching and examinations
- (2) To checks the opinion of the respondents regarding online teaching and examinations

**METHODOLOGY**

The data in the present study were collected from the students of various universities of twelve states and one union territory of India. The questionnaire method was used for collecting data. Questionnaire was prepared in Google form and circulated via email and whatsapp to undergraduate and post graduate students. Total 540 responses were received from students of different colleges of twelve states and one union territory. The sample included 500 undergraduate and 40 post graduate students. Data were analyzed by using frequency and percentage. The state wise details of sample is given below

**Table 1 : Details of sample**

Name of states	Total Respondents	Education	
		Under graduation	Post graduation
Gujarat	353	335	18
West Bangal	61	56	5
Rajasthan	35	33	2
Nagaland	31	31	-
Tamilnadu	16	16	-
Karnataka	12	-	12
Maharashtra	9	7	2
Delhi	7	7	-
Andhra Pradesh	5	5	-
Haryana	5	5	-
Madyapradesh	3	3	-
Manipur	3	2	1
<b>Total</b>	<b>540</b>	<b>500</b>	<b>40</b>

**RESULTS AND DISCUSSION**

**(1) General information about online classes and gadgets**

**(i) Availability of gadgets and service**

Electronic gadgets like computer, laptop, smartphone etc and services viz. internet connection are essential for appearing in online examination. Data regarding availability of such gadgets and services with students are presented in Table 2.

Table 2 shows that 97.78 per cent respondents had personal smart phones along with internet connection. Less than one fourth of the students (22.04%) had laptop with them and 10.56 per cent had computer at their home. Only 5 per cent students had printer.

**Table 2 : Distribution of respondents as per the gadgets and service available at their home (n=540\*)**

Sr. No.	Gadgets and Services	Frequency	Percent
1	Computer	57	10.56
2	Printer	27	5.00
3	Laptop	119	22.04
4	Personal Smartphone	528	97.78
5	Internet connection /WiFi	528	97.78

\*Multiple responses

**(ii) Speed of internet**

Access to internet and its speed has direct impact on performance and learning of the students thus the information regarding the speed of internet at their places was gathered. Speed of internet was categorized as high, medium and slow. Data revealed that majority of the students (58.89%) reported that the speed of internet is average at their place while 33.70 per cent said speed of internet was slow. High speed of internet is found at very less places that were reported by very few students (7.41%)

**Table 3 : Distribution of respondents as per the speed of internet at their place (n=540)**

Sr. No.	Speed of internet	Frequency	Percent
1	High	40	7.41
2	Average	318	58.89
3	Slow	182	33.70

**(2) Participation in online classes**

**(i) Knowledge about and participation in online classes**

Knowledge is the most important component of behavior. It plays a major role in the covert and overt behaviour of the human beings. It can enable them to take certain action in accepting new things. Hence efforts were made to know how far students were aware of online classes. Data given in table 4 reveal that all the respondents were aware about the online classes and 92.22 per cent of them attended the online classes. About eight per cent (7.78%) respondents did not attend online classes till date.

**Table 4 : Distribution of the respondents as per their knowledge about and participation in online classes** (n=540)

Sr. No.	Aspects	Frequency	Percent
1	Knowledge about online classes	540	100
2	Attended online classes	498	92.22

**(ii) Views of students regarding online classes**

The colleges and universities have been shutting down for an indefinite time due to COVID 19. The traditional teaching has been shifted to online teaching. Many people advocate online teaching, while some are opposed to online teaching. Online teaching has its pros and cons. Thus efforts were made to find out the view of the students regarding online classes.

**Table 5 : Distribution of respondents as per the views regarding online classes**

(n=498\*)

Sr. No.	Aspects	Frequency	Percent
1	Videos play without interruption	213	42.77
2	Audio play without interruption	234	46.99
3	Able to easily understand whatever is taught in online classes	246	49.40
4	Comfortable with online theory classes.	285	57.23
5	Online classes save time	375	75.30
6	Online classes enhance your confidence in handling technology issues.	313	62.85
7	Attendance improved with online classes	333	66.87
8	Teachers transact better in online classes	210	42.17
9	More attentive in online classes	248	49.80
10	Learning is better in online classes	157	31.53
11	Get disturbed while attending online classes at your home/room.	322	64.66
12	Online classes are stressful.	243	48.80

\*multiple responses

Data regarding the views of students about online classes has been reported in Table 5. More than 50 per cent students reported that online classes saves time (75.30%), improves attendance (66.87%), enhance confidence in handling technology issues (62.85%) and feel comfortable with online theory classes (57.23%). About 45 per cent students reported that they are more attentive in online classes (49.80%) and able to understand whatever is taught in online classes (49.40%). Less than half of the students reported that audio (46.99%) and video (42.77%) play without interruption at their places. 42.17 per cent students said that teachers transact better in online classes. Other aspect like learning is better in online classes (31.53) and comfortable with online theory classes (57.23) were also reported by the students. Students further reported that they get disturbed while attending online classes at their home/room (64.66%) and online classes are stressful (48.80%). It can be said that the students have mixed views regarding online classes. Although they had some advantages from online classes but simultaneously they were facing problems too.

**(iii) Online practical classes****(a) Medium of submission of practical assignments**

In online classes, practical also conducted online

and the students submitted their assignment online through email or various apps like Whatsapp, Google classroom etc. Findings regarding the medium of submission of practical assignments show that most of the students (81.33%) submitted practical assignments through email while 76.51 per cent used whatsapp to submit assignments. More than 40 per cent students (45.78%) submitted their practical assignment on Google classroom.

**Table 6 : Distribution of respondents as per the medium of submission of practical assignments** (n=498\*)

Sr. No.	Medium	Frequency	Percent
1	Email	405	81.33
2	Google classroom	228	45.78
3	Whatsapp	381	76.51

\* Multiple responses

**(b) Constraints faced in online practical classes**

Constraints are the impediments or obstacles as experienced by students during online classes. The constraints faced by the students in online practical classes are presented in Table 7.

**Table:7 Distribution of respondents as per the constraints faced by the respondents in online practical classes (n=498\*)**

Sr. No.	Constraints	Frequency	Percent
1	Cannot do Experiments without laboratory	432	86.75
2	Actual implementation is not possible in many practical	456	91.57
3	Less hands-on work	429	86.14
4	Difficult to acquire proper understanding of substances	370	74.30
5	Unavailability of equipment	435	87.35

\* Multiple responses

The data clearly depict that most of the students faced constraints in online practical classes. The constraints faced by students were experiments cannot be done without laboratory (86.75%), actual implementation is not possible in many practical (91.57%), less hands-on work (86.14%), difficult to acquire proper understanding of substances (86.35%) and unavailability of equipment (87.35%).

**(iii) Online examination**

Feedback plays an important role in the learning process that determines the knowledge gaps between achieved and expected learning outcomes. Online examinations become essential during COVID19 to assess the performance and learning of the students.

**(i) Participation in online examination**

**Table 8: Distribution of respondents as per the participation in online examination (n=498\*)**

Sr. No.	Aspect	Frequency	Percent
1	Appeared for online examination	437	87.75
Websites used for online examination			
2	Google forms	258	59.04
3	speedexam.net	174	39.82
4	justexam.in	30	6.86
5	onlineexambuilder.com	55	12.59

\*Multiple Responses

Education system has changed in many ways over the last decade, especially, during COVID 19, with the most important change coming in mode of learning and examination. Educational institutions are slowly moving into online teaching and examination. In the COVID 19

situation, most of the examinations were conducted online. Regarding the participation in online examination, 87.75 per cent students appeared in examination online.

There are many applications available for conducting online examination. Some of the applications are google form, speedexam.net, justexam.in and onlineexambuilder.com. It was found from the data that 59.04 per cent students used Google forms for the online examination followed by speedexam.net (39.82%). Some of students used onlineexambuilder.com (12.59%) and justexam.in (6.86%).

**(ii) Experience in online examination**

**Table 9: Distribution of respondents as per the experience of online examination (n= 437\*)**

Sr. No.	Experience	Frequency	Percent
1	Good	271	62.01
2	Not Good	166	37.99

The experience of students regarding online examination was categorized as good and not good. It is evident from table 9 that 62.01 per cent respondents had good experience of online examination while 37.99 per cent did not liked online examination.

**(iii) Problem faced in giving online examination**

**Table: 10 Distribution of respondents as per the problem faced by them in giving online examination (n =437\*)**

Sr. No.	Problems	Frequency	Percent
1	Slow Internet speed	413	94.51
2	Poor connectivity	398	91.08
3	Difficult to read and answer due to small screen of mobile	311	71.17
4	Cannot attempt short answers question due to limitations with device (Mobile)	330	75.51
5	Time management issues during online examination	402	91.99
6	More stress in online examination than routine exam	331	75.74

\*Multiple responses

Table 10 gives the information about the problems faced by the students in attending online examination. It is

evident from table that slow internet speed (94.50%), time management issues during online examination (91.99%) and poor connectivity (91.08%) were the constraints faced by more than ninety percent respondents. The other constraints faced by the respondents were more stress in online examination than routine exam (75.74%), they cannot attempt short answers question due to limitations with device i.e. mobile (75.51%) and difficult to read and answer due to small screen of mobile (71.17%). It can be seen that nearly majority of the respondents faced one or more problems in online examination.

#### (iv) Preference of online examination over classroom examination

Although online examination is not a new phenomenon but most of the students have first experience of online examination. Thus, the efforts were made to know the preference of students about online examination over classroom examination.

**Table 11 : Distribution of respondents as per the preference of online examination over classroom examination (n= 437)**

Sr. No.	Preference	Frequency	Percent
1	Preferred	98	22.43
2	Not preferred	339	77.57
Reasons for Preference of online examination			n= 98*
3	Saves time	72	73.47
4	Fast result	98	100.00
5	Saves money	46	46.94

\*Multiple responses

Data in Table 11 show that 77.57 per cent respondents did not prefer online examination while 22.43

per cent students liked online examination. Reasons for preference of online examination were it saves time (73.47%) and money (46.94%) and provide result immediately (100%). Online examinations take very less time in checking the answer sheet and preparing the result and the applications and software have automatic system of mark computation.

Results are supported with findings of Osuji, (2012) and Farzin, (2016) that online examination systems enable the simplification of the traditional paper-based examinations process especially when class sizes are large, from the designing and delivering the exam to marking, reporting, storing the results and conducting statistical analysis (Osuji, 2012 and Farzin, 2016).

#### (v) Reasons for preference of classroom examination over online examination

Regarding the preference of online or paper based classroom examination; it was found that the student still preferred paper based classroom examination. Out of 437 students, who appeared in online examination, 339 students liked paper based classroom examination. Hence efforts were made to explore reasons for the preference of classroom examination and results are presented in Table 12. The reasons reported by the students were everyone study well in paper based examination (89.97%), possibility of cheating is less (89.09%), they are habitual of this type of examination (83.78%), getting proper environment for examination in classroom (79.06%), less distraction in classroom exam (78.17%), feel comfortable (49.26%), and difficulty and any problem can be asked in classroom examination (30.97%). The students stated that online examination could harm the ranks and position of brilliant students due to the possibility of more cheating. The dull students can also scored more by unethical means and scored good marks. Monitoring is not possible in online examination.

**Table 12 : Distribution of respondents according to the reasons for preference of classroom examination over online examination (n= 339\*)**

Sr. No.	Aspects	Frequency	Percent
1	Less distraction	265	78.17
2	Habitual of this type of examination	284	83.78
3	Less stressful	147	43.36
4	comfortable	167	49.26
5	Less cheating	302	89.09
6	Everyone study well	305	89.97
7	Difficulty and problem can be asked in classroom examination	105	30.97
8	Get proper environment for examination in classroom exam	268	79.06
9	Reduce value of education in online examination	265	78.17
10	Practical exam is difficult in online	314	92.63
11	Insufficient time in online examination	269	79.35
12	It is difficult to read and answer in mobile	194	57.23
13	Network and speed problem in online examination	295	87.02

\*Multiple responses

The students faced difficulties in online examination were also the reasons for preference of paper based classroom examination. They reported that practical exam is difficult in online mode (92.63%), having network and speed problem (87.02%), time given for examination was usually insufficient (79.35%), value of education is reduced (78.17%) and many times it is difficult to read and answer in mobile in online examination (57.23%). There are many subjects in which the laboratory facilities are essentials for doing practical exercises that they could not avail in online mode. Assignments are an essential component of practical examination and many students reported that they faced problems in making word documents and power point presentation in mobile. Possibility of submission of wrong file was also faced by the students.

**Correlation between independents variables and dependents variables**

**(i) Correlation between possession of gadgets and services and views about online classes.**

In order to ascertain relationship if any between independents variables i.e. possession of gadgets and services and views of the students regarding online classes, Pearson’s correlation was computed. This has been presented in Table 13. Data show that possession of personal smart phone ( $r=0.135^{**}$ ) and speed of internet ( $r=0.375^{**}$ ) were highly significantly positively correlated with views of the students regarding online classes.

**Table 13: Correlation between independents variables and views about online classes** (n=540)

Variables	Possession of gadgets and services				
	Computer	Printer	Laptop	Personal Smart phone	Speed of internet
	‘r’ value				
Views of the students regarding online classes	0.061	0.035	0.009	0.135**	0.375**

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

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

**(ii) Correlation between independents variables and constraints faced in online practical classes**

Pearson’s correlation was computed to determine the relation between possession of gadgets and services and

medium of submission of practical assignments with the constraints faced by the students in online practical classes and presented in Table 14. It was found that speed of internet was highly significantly negatively correlated with speed of internet ( $r=0.112^{**}$ ).

**Table 14: Correlation between independents variables and constraints faced in online practical classes** (n=540)

Variables	Possession of gadgets and services					Medium of submission of practical assignments		
	Computer	Printer	Laptop	Personal Smart phone	Speed of internet	email	Google Classroom	Whatsapp
	‘r’ value							
Constraints faced in online practical classes	0.054	0.054	0.080	0.034	-0.112**	0.081	-0.011	0.033

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

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

**(iii) Correlation between independents variables and problems faced in online examination**

Table 15 presents the data depicting the relation between possession of gadgets and services and websites

used for online examination with problems faced in online examination. Table reveals that maximum independent variables had negative correlation with problems faced by the students in online examination.

**Table 15: Correlation between independents variables and problems faced in online examination**

(n=540)

Variables	Problems in online exams 'r' value
Possession of gadgets and services	
♦ Computer	-0.106*
♦ printer	-0.032
♦ laptop	-0.099*
♦ Smart phone	-0.096*
♦ Speed of internet	-0.385**
Websites used for online examination	
♦ Google forms	-0.128**
♦ speedexam.net	-0.056
♦ Just exam.com	-0.115**
♦ onlineexambuilder.com	-0.096*
Experience of exam	-0.357**

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

The possession of computer ( $r = 0.106^*$ ), laptop ( $r = 0.099^*$ ) and personal smart phone ( $r = 0.096^*$ ) were significantly negatively correlated with the problems faced by the students in online examination. Speed of internet ( $r = 0.385^{**}$ ) was highly significantly negatively correlated with the problems faced in online examination. Students had given online examination through various websites and it can be seen that the applications like Google forms ( $r = 0.128^{**}$ ), Just exam.com ( $r = 0.115^{**}$ ) and onlineexambuilder.com ( $r = 0.096^*$ ) were significantly negatively correlated with the problems faced by the students in online examination. Similarly experience of students of online examination was also highly significantly negatively correlated with the problems faced in online examination.

## CONCLUSION

On basis of the findings it can be concluded that students preferred and liked classroom teaching and paper based examination. Many students faced constraints in online classes and examination like slow speed of internet, network problem, difficult to read and answer due to small screen of mobile, time management issues during online examination, cannot attempt short answers question due to limitations with device etc. As there is no option other than online teaching and examination till the COVID 19 situation improves. There are some suggestions to improve the online classes

- (1) University should use its own site and software to conduct exam as it creates less error when used by bulk of people at same time.
- (2) Give only objective type questions
- (3) More time should be given in online examination.
- (4) Result should be shown immediately after the exam.
- (5) Colleges should give training and proper guidelines on

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

the use of software as many students were using these softwares first time.

- (6) Such software should be developed which have video system so teacher can supervise each student during the exam and that reduce cheating and malpractices.

## CONFLICT OF INTEREST

The authors of the paper declare no conflict of interest

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