ATTITUDE OF STUDENTS TOWARDS ONLINE EXAMINATION AND OFFLINE EXAMINAION IN RELATION TO ACHIEVEMENT MOTIVATION

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ABSTRACT

The present study was designed to study the relationship between attitude towards online and offline examinations and achievement motivation of graduate students who are preparing for competitive exams.100 students were selected randomly from two private academies – one from Chandigarh and another from Mohali. Self constructed Online Examination Attitude Scale (2016), Self-made Offline Examination Attitude Scale (2016) and Achievement Motivation Scale by Deo and Mohan (1985) were used as tools for collecting the data for the study. The findings of the study show that most of the graduate students who are preparing for competitive exams have favourable attitude towards online and offline examinations and possess average level of achievement motivation. Also, the findings reveal that there exists a significant relationship between attitude towards online examination and achievement motivation of graduate students who are preparing for competitive exams but the coefficient of correlation is insignificant in case of attitude towards offline examination and achievement motivation of graduate students.

Keywords: Attitude, online examination, competitive examination, achievement motivation, correlation.

INTRODUCTION

Teaching and learning are inter-dependent aspects of entire education system.Examinations are in a great importance in the life of a student in India and it is considered as parameter to verify the understanding and knowledge of student in learnt content. There are assumptions about the fact regarding theexaminations that examinations are imperatively necessary for the students for their efficiency in learning.

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There is no method yet in the horizon to assess the merits of the students objectively to assess their achievement in different domains of learning. Examination is the only tool which is used to validate the level of learners' knowledge since the time when the education system began and till date in progressive countries like India.

In India, the competitive exams have been conducted in offline mode generally. Now, the circumstances has been changed due to many factors such as demand of learners, teachers and society so new method s of examinations are always preferred.the new system of online exams has been introduced after internet boon and it has been followed in most of competitive exams and also for their formative and summative evaluation. The competitive exams in the country are mostly computer based and concept of E-learning is growing with the passage of time. Students who complete their school and college exams in offline mode have toappear in online mode competitive exams to assess themselves for their learning experiences.

Shih (2001) analyzed that there was no significant difference in achievement between field dependent and field-independent students Motivation was the only significant factor that explained more than 1/4 of student achievement measured by class-grade only. Today, technological advancement has given a new shapeto education field particularly in terms of evaluation and assessment. Ladyshewsky (2015) studied the online and offline testing using multiple choice test. The 250 post graduate students of management and leadership course were included in the study. The study showed that online assessment was favourable for post graduate students. The online environment enables learners to regulate and monitor their own learning (Hazari and Schnorr 1999; Wong et al, 2019). Practitioners have started to make use of online assessments in both formative (Buchanan, 2000; Henley, 2003) and summative (Ricketts and Wilks, 2002) assessment contexts, across a range of disciplines.

According to international Encyclopaedia of Social Sciences (1972)- "Achievement motivation is an important determinant of aspiration, effort and persistence when an individual expects that the performance will be evaluated in relation to some standard of excellence. Such behaviour is called achievement oriented." Online or offline examinations affect the achievement motivation of students. Thus the investigator felt the need to understand the attitude of students towards online and offline examinations in relation to achievement motivation

OBJECTIVES OF THE STUDY

The present research work was carried out with the following objectives:

- To study the attitude of graduate students who are preparing for competitive exams towards online examination.
- To study the attitude of graduate students who are preparing for competitive exams towards offline examination.
- To study the level of achievement motivation of graduate students who are preparing for their competitive exams.
- To study the relationship between the students' attitude towards online examination and the level of their achievement motivation.
- To study the relationship between the students' attitude towards offline examination and the level of their achievement motivation.

HYPOTHESES OF THE STUDY

The following hypotheses were formulated to attain the objectives of present study:

- ➢ There is no significant relationship between the attitude of students towards online examination and achievement motivation.
- ➢ There is no significant relationship between the attitude of students towards offline examination and achievement motivation.

METHOD OF THE STUDY

Descriptive survey method was used to conduct the present study.

SAMPLE OF THE STUDY

Random sampling technique was used to collect the data. For the purpose of this study, researcher selected two academies one is Mentor Academy (Sec 34, Chandigarh) and Guru Academy (Phase 10, Mohali). These academies were selected on random basis. 50 students were picked randomly from Mentor Academy and 50 were picked Guru Academy.

TOOLS USED

The following tools were used to collect the data in the present study:

1. Self-made Online Examination Attitude Scale (2016)
2. Self-made Offline Examination Attitude Scale (2016)

3. Achievement Motivation Scale by Deo and Mohan (1985)

ANALYSIS AND INTERPRETATION OF DATA

a) **Attitude of Graduate Students who are preparing for Competitive Exams towards Online Examination**

Table – 1: Attitude towards Online Examination

Attitude towards Online Examination No. of Students	High	Average	Low
100	50	48	2

Interpretation

Table-1 shows the number of students having different levels of attitude towards online examination. Majority of the students i.e. 50 students have high level of attitude towards online examination. While 48 students' level of attitude is average towards online examination and only2 students posses low level of attitude towards online examination. Therefore, it can be calculated from the above table that most of the graduate students who are preparing for competitive exams have favourable attitude towards online examination.

b) **Attitude of Graduate Students who are preparing for Competitive Exams towards Offline Examination**

Table – 2: Attitude towards Offline Examination

Attitude towards Offline Examination No. of Students	High	Average	Low
100	36	61	3

Interpretation

It is evident from table-2 that the majority of the students i.e. 61students have average level of attitude towards offline examination. While 36 students' level of attitude is high towards

offline examination and only 3 students posses low level of attitude towards offline examination. Therefore, it can be inferred from the above table that most of the graduate students who are preparing for competitive exams have neutral attitude towards offline examination.

c) **Level of Achievement Motivation of Graduate Students who are preparing for Competitive Exams**

Table – 3: Level of Achievement Motivation

Level of Achievement Motivation No. of Students	High	Average	Low
100	13	70	17

Interpretation

Table-3 shows the number of students' having different levels of achievement motivation. Most of the students i.e. 70 students have average level of achievement motivation. Only 13 graduate students possess high level of achievement motivation. Level of academic achievement motivation of 17 students is low. Therefore, it is clear from the above table that most of the graduate students who are preparing for competitive exams have average level of achievement motivation.

d) Interpretation of results based on Correlation

The main objectives of the study were to study the relationship between attitude towards Online and Offline Examinations and achievement motivation of graduate students who are preparing for competitive exams. The Karl Pearson method of correlation was used to find out the coefficient of correlation.

Table – 4: Relationship between Attitude towards Online Examination and Achievement Motivation of Graduate Students

Variable	N	Coefficient of Correlation (r)
Attitude towards Online Examination	100	0.219*
Achievement Motivation	100	

* Significant at 0.05 level

Interpretation

Table-4 shows the coefficient of correlation between attitude towards online examination and achievement motivation of graduate students who are preparing for competitive exams. The coefficient of correlation between attitude towards online examination and achievement motivation was found to be 0.219 which indicates the low but significant correlation at 0.05level.Hence, there exist a significant relationship between attitude towards online examination and achievement motivation of graduate students who are preparing for competitive exams. Thus, null hypothesis is rejected at 5% level of significance.

Table – 5: Relationship between Attitude towards Offline Examination and Achievement Motivation of Graduate Students

Variable	N	Coefficient of Correlation (r)
Attitude towards Offline Examination	100	0.078*
Achievement Motivation	100	

*not significant at 0.05 level

Interpretation

Table-5shows the coefficient of correlation between attitude towards offline examination and achievement motivation of graduate students who are preparing for competitive exams. The coefficient of correlation between attitude towards offline examination and achievement motivation was found to be 0.078 which indicates negligible and insignificant correlation at 0.05level.Hence, there exists no significant relationship between attitude towards offline examination and achievement motivation of graduate students who are preparing for competitive exams. Thus, null hypothesis is accepted at 5% level of significance.

DISCUSSION OF RESULTS

The results of the present study are discussed in the light of the available literature. In this study, it has been found that there exists a significant relationship between the attitude towards online examination and achievement motivation of graduate students but insignificant correlation with offline examination. It was also found that most of the graduate students who are preparing for competitive exams have favourable attitude towards online examination. This finding of the present study is also supported by the research study done

by Ladyshewsky (2015) which showed that online assessment was favourable for post graduate students. However, no study have been found that shows the relationship between the attitude towards online and offline examination and achievement motivation of graduate students who are preparing for competitive exams.In a nutshell, efforts should be made by teachers to augment students' attitudes and motivation towards online and offline examinations as these would propel them to achieve higher in the learning process.

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