

Distance Learning Students' Acceptance Towards E-examination in Nigerian Universities

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Abstract: Distance learning in Nigeria involves students living in rural areas and urban areas far from the learning center. Hence they will have trouble attending the examinations held every semester. Therefore, this study will examine the perception and acceptance of distance learning students towards E-examination. In Nigeria, E-examination tends to be new trend in the educational system. However, only few Universities fully integrated this system especially in their distance learning programs. Therefore, this study is aimed to examine distance learning students' level of E-examination acceptance. 148 year two students were surveyed, descriptive statistics was employed to determine students' level of E-examination acceptance. The result indicated that distance learning students' showed high level of acceptance to E-examination. Thus, E-examination should be fully implemented in Nigerian distance learning programs.

Index terms: EExam, Learning, Location

I. INTRODUCTION

The concept of open and distance learning emphasizes greater access and flexibility to educational opportunities for learners, and as well reach out to individuals and groups of learners' irrespective of time or geographic location. Obiaho viewed distance learning as a field of education which adopts information technology and instructional system design to reach out to its targets who are physically not onsite. Describing, pointed out that distance learning encompasses correspondence education, home study, independent study, external studies, continuing education; learner-centred education, technology mediated education and distributed learning which does not require classroom physical contact between instructors and the learners.

Similarly Jimo distance learning is seen as the means by which the teacher is taken literally to the student; it is a teaching and learning process in which students are separated from the teachers by a physical distance, which is often bridged by communications technologies. The emergence of open and distance learning system has achieved unprecedented growth and expansion worldwide. According to Hanover research report findings globally there is rapid increase in demand for distance learning services as evidence

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by the increase in enrolment between 100,000 to 500,000 students annually by some mega universities. Particularly, Africa and India are identified as the two major growing markets for distance learning with higher demand (University of Oxford International Strategy Office). Interestingly, some educational institutions in these countries are moving toward embracing use of internet as a medium for instructional delivery for both on-campus and off-campus learning activities [1].

The use of online learning especially in distance learning offers flexibility and fosters interaction between the students, instructors and content & . Kumar et al states that the integration of electronic technologies in distance learning is popularly referred to as e-learning or online learning. E-learning involves the design and delivery of an effective learning experience through the appropriate application of information and communication technologies (ICT), where educational content may be delivered using a range of electronic media including intranets, extranets, the internet, satellite broadcasting, audio/video tapes, interactive television and CD-ROMs. Moreover, institution operating distance learning programs most a times adopt synchronous and asynchronous approach to deliver their services [3]. In addition, assert that online learning provides opportunities for the integration of variety of instructional design through the use of technology. It facilitates effective collaborative learning where the learners are separated apart and by using online learning platforms, opinions amongst the learners are shared easily and effectively as compared to the traditional face-to-face learning encounter. In a similar vein, Olges concludes that online learning is an integral part of higher education which is currently expanding rapidly worldwide. Through the use of internet, universities and colleges provide students with wide variety distance learning experiences including assessment activities. Similary, Abubakar and Adebayo) claim that Universities worldwide are now conducting fully online educational programs at both graduate and postgraduate levels for instructions and assessment of massive number of learners at a time [4], [10].

Consequently, the use of E-examination is pertinent, especially in dealing with huge number of students as in the case of distance learning program. Furthermore, Ayo et al Bukie, assert that schools and examination bodies adopt Electronic examination to conduct assessment to large

number of students' through internet; known as internet based testing. This approach reduces assessment task on teachers that would have been done manually and ensures prompt release of results for the examinees. Despite these benefits derived from the use e-examination, some students seem not comfortable with the e-examination system (Adu et al, 2013; Oyeleye and Uch. Some of the reasons why some students, especially in Nigeria, are not comfortable with the e-examination system include among others technophobia, inadequate ICT facilities and Students with low computer self-efficacy tend to develop low confidence in undergoing examination using electronic system (and believe that they would perform better in traditional paper and pencil examination (Therefore, the primary aim of this paper is to investigate distance learning students' perception and level of acceptance towards E-examination [11]-[15].

II. METHOD

This is a survey study involving 148 year two distance learning students in a University in north eastern Nigeria. Year two students were chosen because most of them seem not exposed to electronic examination frequently. A questionnaire with five Likert scale was distributed to the respondents. The questionnaire consists of 2 sections, section A and section B. Section A consists of 4 questions related to demographic information and section B consists of 7 questions relating to the acceptance of the exam online.

III. RESULTS

As a result of this study, students showed a good response to the use of E-examination. Table 1 presents the analysis of distance learning students' responses towards E-examination. The analysis shows that the distance learning students' give positive response towards implementation of E-examination; it is apparent that respondents agreed about the idea of using E-examination for assessment with response rate of (46.42%). In the same vein, the students who indicated intention to use E-examination in feature make up (68.9); while 64.2% preferred E-examination. Also, 46.6% of the respondents admit to technophobia and 77% are eager to recommend E-examination systems. Similarly, 79.7% agreed to plan for continues use of E-examination in future. Lastly, 69.6% agreed that e-examination reduces examination malpractice. Thus, the result seems to indicate that distance learning students showed acceptance toward E-examination. Figure 1 shows the acceptance levels.

Table 1 Acceptance of E-examination

	Items	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
1	I like the idea of using E-examination system	10.1	10.1	10.1	42.6	3.82
2	I intend to use e-examination system in future	6.1	12.8	12.2	47.3	21.6

3	I prefer taking examination using e-examination system	9.5	11.5	14.9	21.6	42.6
4	ICT phobia discourages me to use e-examination system	12.8	20.9	19.6	20.9	25.7
5	I would recommend use of e-examination	2.0	7.4	13.5	40.5	36.5
6	I plan to continue using E-examination system in future	4.1	6.1	10.1	37.8	41.9
7	I think e-examination minimizes copying from others	8.1	10.1	12.2	20.3	49.3

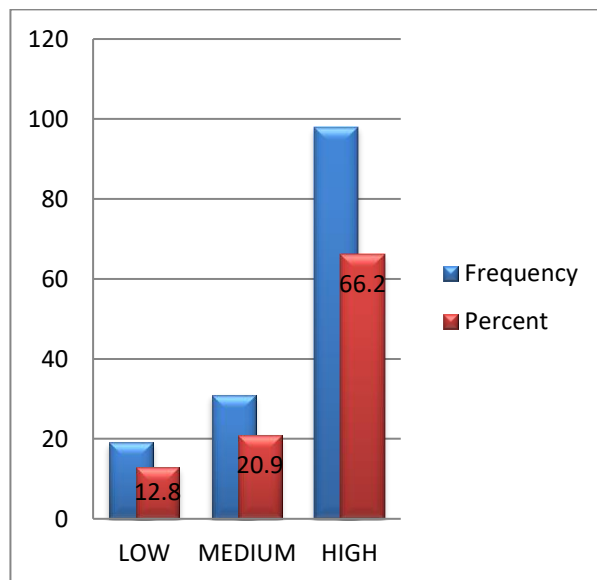


Figure 1 Level of E-examination Acceptance

Figure 1 shows the levels of E-examination acceptance which are categorized into three (low, medium, and high levels). It seems greater number of the respondents have shown high acceptance to E-examination, this could be as a result of the numerous benefits derived from it which include instant feedback, ease of use, motivation, and improve computer literacy. This findings agrees with Ibrahim et al (2014) who found out that majority of University students liked e-assessment for continues assessment and examinations, Imtiaz & Maarop (2014) respondents showed positive attitude toward e-assessment. In addition, Martin and Joseph, (2014); Terzis and Economides (2011) ease of use and playfulness of computer based testing triggers acceptance. This study also supports studies that were carried out by Uddin, Ahmar, & Alraja, (2017) shows that students favor E-examination over the

traditional examinations. In addition, the study conducted by Alruwais, Wills, & Wald, (2018) shown that there are advantages and disadvantages in implementation E-examination. The main advantages of using E-assessment are: providing direct and immediate feedback for student, improving students' performance, reducing the time and effort of the teacher, decreasing the cost for the institution and encouraging high-order thinking. However, E-examination faced some challenges such as: poor technical infrastructure and unfamiliar student with computer. Although there are some constraints, however, studies have shown that implementation of E-examination is not impossible in this digital world.

IV. CONCLUSION

Based on the results, E-examination seems to be gaining acceptance because of its importance especially in recent educational settings; where instruction and assessment are carried out on mobile bases (online). Thus, it is recommended that institutions of learning should fully implement E-examination system to benefit from its advantage and to keep up to date with current events in educational field.

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