

Perception towards Online Quizzes in NCT, Oman

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ABSTRACT

E-Learning and Online quizzes are widely adopted by educational institutions across the globe. E-Learning in general and online quizzes in particular provides sharper tools for educators and convenience for students. The online education referrers to teaching and learning method mediated by a computer system of a place which may be different from the learner's personal computer system. The modern developments in ICTs and emergence of the Internet have brought a gigantic transformation in the method of teaching and learning. This paper aims to evaluate the student and major stakeholder perception towards online quizzes in Nizwa College of Technology, Oman. The paper also attempts to highlight the major factors contributing to the general perception.

1. Introduction and Research Problem

Learning is gaining or acquiring of new knowledge and skills in something by study, experience or being taught. Learning can be facilitated by direct means, by personally attending classes conducted in the academic institutions or by indirect means such as distance learning. The online education referrers to teaching and learning method mediated by a computer system of a place which may be different from the learner's personal computer system. The modern developments in ICTs and emergence of the Internet have brought a gigantic transformation in the method of teaching and learning. (Mithu and Anjali, 2017)

1.1. Objectives

This paper aims to evaluate the student and major stakeholder perception towards online quizzes in Nizwa College

of Technology, Oman. The paper also attempts to highlight the major factors contributing to the general perception. An attempt is also made to associate the socio economic variables and general perception.

1.2. Methodology

The present study investigates the perception using primary data collected through structured questionnaire.

Along with Descriptive statistics, One Sample t test, Independent Sample t Test and One Way ANOVA are used to test the differences in means.

2. Results

Table 1
Profile of the Sample

Variable	Category	Count	Percent
Age	Upto 25 Years	31	36.0
	26 to 30 Years	2	2.3
	31 to 35 Years	10	11.6
	Above 35 Years	43	50.0
	Total	86	100.0
Gender	Male	56	65.1
	Female	30	34.9
	Total	86	100.0
Specialisation	Accounting	25	29.1
	Human Resources Management	10	11.6
	Marketing	15	17.4
	Others	36	41.9
	Total	86	100.0
Designation	Teaching Staff	53	61.6
	Student	28	32.6
	Non Teaching Staff	2	2.3
	Others	3	3.5
	Total	86	100.0

Source: Survey Data

The sample covered mainly teachers and students from major subject domains in commerce and also other staff.

Table 2
Analysis of Overall Perception

N	Mean	Std. Deviation	t	df	P Value#	Inference
86	3.61	0.628	8.962	85	<0.001**	Highly Significant

Source: Computed from Survey Data
#One Sample t test

A significantly higher positive perception is found among the users and stakeholders under the study. Mean score of 3.61 is found to be highly significant as compared to the assumed test value of 3.

Table 3
Factors contributing to perception

Individual Factor	N	Mean	Std. Deviation	P Value#	Inference	Rank
Online systems provide immediate and detailed feedback.	86	4.13	0.794	< 0.001**	Highly Significant	1
WIFI or internet connectivity disturbs the students and staff while taking up/conducting online quizzes.	86	4.07	0.943	< 0.001**	Highly Significant	2
Online quizzes are faster than paper-and-pen form.	86	4.03	1.023	< 0.001**	Highly Significant	3
Online quiz assessment is more fair than paper based assessment.	86	3.81	1.079	< 0.001**	Highly Significant	4
Page-by-page online questions make students' feel better in answering quizzes.	86	3.8	0.892	< 0.001**	Highly Significant	5
Online quizzes and E-learning site is good for students' and staff.	86	3.76	1.095	< 0.001**	Highly Significant	6
Online quizzes are better than paper-and-pen form.	86	3.69	1.151	< 0.001**	Highly Significant	7
Online quizzes reduces reading time.	86	3.47	1.081	< 0.001**	Highly Significant	8
Did online quizzes increase your ability to recall?	86	3.3	0.971	0.005**	Highly Significant	9
Online quizzes help students' to boost their grade.	86	3.24	1.017	0.029*	Significant	10
Cheating is difficult in online quizzes.	86	3.23	1.214	0.079	Not Significant	11
Online system can be applied to all courses.	86	3.19	1.27	0.178	Not Significant	12
Online quizzes makes students and staff less anxious and more relaxed while taking up/conducting quizzes.	86	3.17	1.17	0.17	Not Significant	13

Source: Computed from Survey Data

#One Sample t test

While feedback and pace is attributed as important advantage of the system, connectivity problems are perceived to a major hurdle. Reduction of anxiety is relatively ranked low among the other factors.

Table 4
Association between demographic factors and perception

Variable	Category	Mean	P Value#	Inference
Age	Upto 25 Years	3.39	0.088	Not Significant
	26 to 30 Years	3.88		
	31 to 35 Years	3.84		
	Above 35 Years	3.70		
	Total	3.61		
Gender	Male	3.72	0.022*	Significant
	Female	3.40		
	Total	3.61		
Specialisation	Accounting	3.50	0.198	Not Significant
	Human Resources Management	3.31		
	Marketing	3.66		
	Others	3.74		
	Total	3.61		
Designation	Teaching Staff	3.71	0.087	Not Significant
	Student	3.37		
	Non Teaching Staff	3.96		
	Others	3.79		
	Total	3.61		

Source: Computed from Survey Data

#Independent Sample t test/One Way ANOVA

Gender alone is found to have a significant association with perception among the demographic variables. Male respondents exhibit better perception towards online quizzes.

3. Conclusion

Online quizzes and e-learning is the future of education pedagogy and androgogy. Enhanced quality in connectivity and clarity and integrity in implementation shall provide higher prospects for the same.

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