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INFLUENCE OF LECTURERS' ATTITUDE TOWARDS ACCEPTANCE OF ONLINE ASSESSMENT IN NORTH EASTERN NIGERIAN FEDERAL UNIVERSITIES

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ABSTRACT

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The study examined influence of lecturers' attitude towards acceptance of online assessment in federal universities in North Eastern Nigeria. The design for the study was descriptive survey. The study had one research question and three hypotheses. The target population of the study consisted of 3,486 lecturers of two specialized Federal Universities and two conventional Federal Universities conducting assessment online in North East of Nigeria. The respondents of the study consisted of 332 lecturers. Questionnaire used for the data collection. Two experts validated the instrument. To ascertain the reliability of the instrument, a pilot study conducted and reliability of 0.88 obtained. The collected responses were analyzed using the descriptive and inferential statistic. It was found that among the factors influencing lecturers' acceptance of online assessment was Attitude. A significant difference in lecturers' Attitude toward online assessment was found with specialized federal universities having higher perception. A significant difference was found again in male lecturers' Attitude toward online assessment with specialized universities had higher perception. As well, significant difference was found in female lecturers' Attitude toward online assessment with specialized universities had higher perception. The study finally recommended that the federal universities' management should assist the lecturers to utilize technology specifically online assessment.

Keywords: Assessment, ICT, Online Assessment, Attitude.

INTRODUCTION

Assessment in education serves policymakers, teachers, and researchers with reliable and substantial information for the quest of knowledge mainly for progressive change in education. Provision of feedback to parents interested to have firsthand information about the schooling progress of their wards lays on examination (Stanković, Milovanović & Radović, 2017; Rawlusk, 2018). Assessment in education legibly exposed the effectiveness of entire goal of academic program. Assessment is a justification to improve the quality of educational curriculum, scheme, syllabi and the accomplishment of educational structure (Berman, Haertel, & Pellegrino, 2020; Ajayi, 2018, Wise & Smith, 2016).

ICT transform assessment from traditional pen-paper assessment into online making assessment interactive. ICT provide with the opportunities to conduct assessment using the required 21st century skills (Manisha, 2020). ICT incorporates assessment process to a technology-based by directly relate the use of technologies in classrooms (Jamieson-Procter, Albion, Finger, Cavanagh, Fitzgerald, Bond & Grimbeek, 2013). Jalil, Rajakumar and Zaremohzzabieh, (2022) claimed that ICT makes assessment activities more meaningful, creative and attractive that encourage lecturers to explore more about assessment and it unlocks all the difficulties related to administration of assessment.

Online assessment is more accessible, flexible, efficient and convenient method experiences for measuring learners by lecturers of an institutions (De Villiers, Scott-Kennel & Larke, 2016). Online assessment being fast and easy to use as well providing classroom activities more control, having friendly interfaces with recreational experiences and capable to identify and reflect on the progress of what have been taught and have learned in the context of classroom (Eljini & Alsamarai, 2012). Therefore, online assessment provides instantaneous feedback associated with face-to-face teaching strategies; provide lecturers with insight and motivation to improve in application of alternative teaching strategies to harness performance.

Several factors influencing lecturers' acceptance of online assessment discussed below. For instance, studies have found usefulness influence lecturers' acceptance and utilisation due to direct impression on the purposes or objectives the online assessment made to accomplish (Alruwais, Wills & Wald, 2018). Ease of use influence the incorporation of online assessment with the yardstick such as flexibility, comfort and functionality (Shurygin, Saenko, Zekiy, Klochko & Kulapov, 2021). According to Joshi, Virk, Saiyad, Mahajan and Singh (2020) self-efficacy of online assessment in respect of effective performance influence lecturers to cooperate online assessment. Almusheifri (2020) opined that attitude toward technology influence successful reception of online

assessment. Lecturers' technology compassion influence positively to their attitudes toward online assessment acceptance (Xhaferi, Farizi & Bahiti, 2018); sufficient knowledge and skills of technology podiums among is online assessment influence them to make informed decision on acceptance (Sözen & Güven, 2019). Support that involved the provision of resources in order to facilitate e-examination settings on fund and sufficiency of infrastructure (Alruwais et al., 2018), to improve lecturers skills and information technology staff helping to use online assessment influence acceptance (Papagiannidis, 2022). Belief in the function of technology in augmenting assessment influence lecturers' adoption. Gottschalk, Werwick, Albert, Weinert, Schmeißer, Stieger and Braun-Dullaues (2021) opined that influential reason facilitate lecturers to the use technology are excess of confidence and personal interaction with the technology.

However, many studies have look into influence of lecturers' Attitude toward technology acceptance, and the role-plays in individual acceptance of technology, not much known on the role of these factors in determining lecturers' acceptance of online assessment. Against this background, this study set to examine the role of lecturers' Attitude as factor in influencing lecturers' acceptance of online assessment in tertiary institution in North Eastern Nigeria.

Research Objectives

The main purpose of this research is to determine influence of lecturers' Attitude towards acceptance of online assessment in North Eastern federal universities. The study specifically looked into lecturers' level of Attitude toward online assessment in specialized and conventional federal universities in North Eastern Nigeria.

Research Question

The study sought to ask the following question: - what is the lecturers' Attitude toward online assessment in specialized and conventional federal universities in North Eastern Nigeria?

Research Hypotheses

The following research hypotheses formulated and tested at 0.05 level of significance.

HO₁: There is no significant difference in mean responses of lecturers' Attitude toward online assessment between specialized federal universities and conventional federal universities in North Eastern Nigeria.

HO₂: There is no significant difference in mean responses of male lecturers' Attitude toward online assessment between specialized federal universities and conventional federal universities in North Eastern Nigeria.

HO₃: There is no significant difference in mean responses female lecturers' Attitude toward online assessment between specialised federal universities and conventional federal universities in North Eastern Nigeria.

Scope of the Study

To achieve a greater work with helpful result, this study restricted on lecturers' level of Attitude as factors of influence toward acceptance of online assessment in federal universities in North Eastern Nigeria. The study intend to focus on two specialised federal universities (Abubakar Tafawa Balewa University, Bauchi and Mobiddo Adama University Yola, Adamawa) and two conventional federal universities (Federal University of Kashere, Gombe and Federal University Wukari, Taraba) often conducting assessment online in North Eastern Nigeria.

Methodology

Descriptive survey employed for this study. The study carried out in North Eastern States of Nigeria. This study employed stratified random sampling technique. Each university treated as strata. The target population of the study consisted of 3,486 lecturers. Sample of 350 lecturers drawn in the study. The instrument used for data collection was adapted from Alruwais et al, (2018). Two experts validated the questionnaire. The questionnaire consisted of twenty-four items, based on a 4- point scale, with Strongly Agree (SA) as 4, Agree (A) as 3, Disagree (D) as 2, Strongly Disagree (SD) as 1. The data collected from the study analyzed with the help of Statistical Package of Social Science (SPSS) version 25. The collected responses were analysed using descriptive and inferential statistics. Real limits were used for the interpretation of responses, where mean scores of 4.00 – 3.50 (Strongly Agreed), 3.49 – 2.50 (Agreed), 2.49 – 1.50, (Disagreed), and 1.00 – 1.49 (Strongly Disagreed). The result of this analysis presented in tables 1 to 5.

Result

Table 1: Distribution of Lecturers Based on Institution

Institutions		Distributed Questionnaires	Retrieved Questionnaires	%
Specialised Universities.	Federal	176	166	50.00
Conventional Universities.	Federal	174	166	50.00
Total		350	332	100%

Table 1 present the distribution of respondents based on institutions. The table shows 166 representing (50.0 %) of the population constituted by specialised federal universities known as Federal University of Wukari and Federal University of Kashere. Modibbo Aliyu University Yola and Abubakar Tafawa Balewa University Bauchi representing conventional federal universities had 166 returned questionnaires thus constituted (50.0 %). Based on the percentages constituted in the above table both specialised and conventional federal university had equal returned questionnaire administered.

Research question: What is the lecturers' Attitude toward online assessment in specialised and conventional federal universities in North Eastern Nigeria?

Note that; Key: - **N** = Number of Respondents, **M**=Mean, **SD**=Standard Deviation, **A**=Accepted.

Strongly Agree (SA) = 3.50-4.00, Agree (A) =2.50-3.49, Disagree (D) =1.50-2.49, Strongly Disagree (SD) = 1.00-1.49.

Table 2: Mean response and standard deviation of lecturers' Attitude toward online assessment in specialised and conventional federal universities in North Eastern Nigeria.

SN	Items statement	N SD	M
1.	Deficiency in online assessment constitutes poor confidence among lecturers toward acceptance	332 .813	3.04
2.	Computer malfunction during online assessment affects the success of measurement.	332 .855	2.97
3.	Cheating is easier and more often during online assessment	332 .860	2.87
4.	Plagiarisms are easier and more often in online assessment.	332 .863	2.88
5.	Foreign materials are easier to get into exams venue when conducting online assessment	332 .718	3.00
6.	Communicating with others' answer in online assessment is often and simple.	332 .850	2.92
7.	Browsing answer from the internet is quite easy and simple during online assessment.	332 .834	2.96
8.	Lecturers' technological compassion influence positively to acceptance of online assessment.	332 .851	2.94
9.	Abilities and talents lecturers acquired in manipulating various ICT facilities acceptance of online assessment.	332 .837	2.92
10.	Lecturers' Attitude toward technology influence successful reception of online assessment.	332 .865	2.87
11.	Use of online assessment enables utilising a centralized database for storage of information.	332 .803	2.87
12.	Sufficient knowledge and skills of technology podium facilitate lecturers to make informed decision in acceptance.	332 .788	2.79
Grand Mean		2.92	.828

Table 2 showed the lecturers' Attitude toward online assessment in federal universities in North Eastern Nigeria. The table has a grand mean of 2.92 generated from federal universities falls within the range of 2.50 - 3.49 (A). This implied that lecturers of federal universities in the northeast agree that lecturers' Attitude toward online assessment influence acceptance. All of the 12 items had mean ratings within the range of 2.50-3.49 (A). This means that the federal universities lecturers agree that Attitude influence acceptance of online assessment in North Eastern Nigeria.

Hypotheses:

HO₁: There is no significant difference in mean responses of lecturers' Attitude toward online assessment between specialized federal universities and conventional federal universities in North Eastern Nigeria.

Table 3: t-test Analysis of lecturers' Attitude of specialized federal universities and conventional federal universities.

Institutions	N	Mean	SD	Df	t_cal	p_value	Decision
Specialized Universities	166	2.98	.770				
Conventional Universities	166	2.86	.886				
				330	3.57	.002	Significant

The result from table 3 showed that there is statistically significant difference in the mean value and standard deviation of specialised and conventional federal universities lecturers. With the specialised federal universities having mean score of 2.98 and standard deviation of 0.770 (M=2.98, SD=0.770) and conventional federal universities having the mean score of 2.86 and standard deviation of 0.886 (M=2.86, SD=0.886). The result of the independent t-test also showed that there is significant difference between specialised and conventional federal universities lecturers' Attitude toward online assessment in the Northeast Nigeria with (t=3.57, p=0.000). Going by the decision rule, the null hypothesis is rejected since p<0.05. Therefore, it concluded that there is significant difference in terms of lecturers' Attitude toward online assessment between specialised and conventional federal universities in North Eastern Nigeria.

HO₂: There is no significant difference in mean responses of male lecturers' Attitude toward online assessment between specialized federal universities and conventional federal universities in North Eastern Nigeria.

Table 4: t-test Analysis of male lecturers' Attitude of specialized federal universities and conventional federal universities.

Institutions	N	Mean	SD	Df	t_cal	p_value	Decision
Specialized Universities	118	3.27	.185				
Conventional Universities	121	2.77	.181				
				237	.50128	.000	Significant

The result from table 4 showed that there is statistically significant difference in the mean value and standard deviation of male lecturers between specialised and conventional federal universities. With the specialised federal universities having mean score of 3.27 and standard deviation of 0.185 (M=3.27, SD=0.185) and conventional federal universities having the mean score of 2.77 and standard deviation of 0.181 (M=2.77, SD=0.181). The result of the independent t-test also showed that there is significant difference between specialised and conventional federal universities male lecturers' Attitude toward online assessment in the Northeast Nigeria with (t=0.50128, p=0.000). Going by the decision rule, the null hypothesis is rejected since p<0.05. Therefore, it concluded that there is significant difference in terms of male lecturers' Attitude toward online assessment between specialised and conventional federal universities in Northeast Nigeria.

HO₃: There is no significant difference in mean responses of female lecturers' Attitude toward online assessment between specialized federal universities and conventional federal universities in North Eastern Nigeria.

Table 5: t-test Analysis of female lecturers' Attitude of specialized federal universities and conventional federal universities

Institutions	N	Mean	SD	Df	t_cal	p_value	Decision
Specialized Universities	48	3.25	.184				
Conventional Universities	45	2.77	.307				
				91	4.70	.000	Significant

The result from table 5 showed that there is statistically significant difference in the mean value and standard deviation of specialised and conventional federal universities female lecturers' Attitude of online assessment. With the specialised federal universities having mean score of 3.25 and standard deviation of 0.184 (M=3.25, SD=0.184) and conventional federal universities having the mean score of 2.77 and standard deviation of 0.307 (M=2.77, SD=0.307). The result of the independent t-test also showed that there is significant difference between specialised and conventional federal universities

female lecturers' Attitude of online assessment in the Northeast Nigeria with ($t=4.70$, $p=0.000$). Going by the decision rule, the null hypothesis is rejected since $p<0.05$. Therefore, it concluded that there is significant difference in terms of female lecturers' Attitude toward online assessment between specialised and conventional federal universities in North Eastern Nigeria.

Discussion of result

Table 2 stated that lecturers have good Attitude toward acceptance of online assessment in the North Eastern Nigerian federal universities. This is also reported by Alruwais, et al, (2018) that lecturers' attitude in Saudi Arabia universities play significance role in terms of utilisation of online assessment. Emmanuel (2020) who established that learners have positive perceptions of e-assessment towards their learning activities. Kwok and Yang (2017) which revealed that has impact on lecturers' influence on acceptance of online assessment. Davis (1989) who revealed that good perception in terms of attitude influenced ICTs acceptance. Moreover, the finding contradicted with that of Adanır, İsmailova, Omuraliev, and Muhametjanova (2020) who reported that ICT setting is among the foremost factors impelling students' perceptions, and Chinyere (2021) found that teachers' perceptions of the problems of online assessment arouse from unfavourable attitude towards online assessment.

The difference between specialized and conventional universities lecturers' acceptance of online assessment found with specialised universities having higher perception of Attitude toward using online assessment than their conventional universities counterparts. Significance difference found again between male lecturers' Attitude of specialized and conventional universities with specialised universities having higher perception. As well, significance difference found between female lecturers' Attitude of specialized and conventional universities as well specialised universities having higher perception. The results of the present study are consistent with findings of Almoslamani (2022) who that found significant differences indicated on the dependent variables related to study year and college. Alnasraween, Almousa, Almomani and Ammari (2020) also reported that there was a statistical difference in attitudes attributed to gender was in favour of female students based on some personal circumstances. Sözen and Güven (2019) also reported that there are significant differences between students' attitudes scores based on their high school background. The studies contradicted with studies examined by Mondal (2021) who revealed that there is no significant difference between the attitude of college and university students towards online examination. No significant difference found again between the attitude of males and females students of university towards online examination. Also reported that, no significant difference existed between the attitude of college boys and university boys' students towards online examination and likewise no

significant difference between the attitude of college girls and university girls' students towards online examination.

Conclusion and Recommendation.

This study highlights good perception of lecturers of attitude toward online assessment in the North Eastern Nigeria. Therefore, there is need for policy makers to encourage lecturers toward ensuring full utilisation of online assessment. Since Attitude become essential factor in influencing acceptance of online assessment. Therefore, there is need for policy makers to persuade lecturers toward ensuring complete utilisation of online assessment. In practice, government should support the lecturers in order to keep on administering good attitude toward online assessment for ensuring effective assessment virtually.

The study recommended that since federal universities conducting assessment online in North Eastern had good attitude of online assessment. Then the management and administrators of the universities should encourage the lecturers to complete use of online assessment.

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