

ПЕДАГОГИЧЕСКИЕ НАУКИ

ELECTRONIC TESTS, AND THE CHALLENGES OF APPLYING THEM AT THE UNIVERSITY OF SAMARRA.

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ANNOTATION

The aim of this research is to identify the electronic tests in terms of their concept, development, goals, and what are the advantages of using them in universities, and what are the most important challenges and obstacles facing the teaching staff in using them in universities, to achieve this goal, the researcher designed a questionnaire consisting of (20), the sample was composed of (20) members of teaching staff in the Department of Chemistry and Biology in the college of Education as a representative of the scientific disciplines, as well as (20) member of the teaching staff in the Department (history and geography) in the college of Education as a representative of humanitarian specialties. The results of the research proved that there are challenges and obstacles facing the use of electronic tests at the University of Samarra.

Keywords: E-Tests, Challenges.

Introduction

The world in which we live today is witnessing a great leap in the use of modern technological innovations, and the educational sector has received a share of these innovations, as these innovations are working to improve the performance of teaching in the educational system, as the role of teaching in universities is no longer limited to the transfer of educational content to Students, even become required to deal with modern devices, technologies and programs, in order to increase the efficiency and effectiveness of the educational situation as well as overcome some of the difficulties encountered in his work. The use of electronic tests in the evaluation process of students has a great benefit in terms of reducing the effort as well as reduce the economic cost resulting from the preparation of tests in the usual form, in addition to the electronic tests provide students with educational and evaluation activities, and it provides feedback immediately to students, after completion of the procedure testing, and all these things confirm the credibility of electronic tests as an excellent means of evaluation [1, p. 96].

A number of universities in the United Kingdom, such as the University of Georgia (UG) have adopted the mechanism of using electronic tests to measure students' performance. A number of studies such as [3, p. 224], [13, p. 77]: Students are encouraged to use electronic tests, as well as good results obtained from the use of these tests in the process of evaluating students. Due to the importance of the use of electronic tests in educational institutions, the current research sought to identify the importance of using electronic tests, and what are the most important features available, as well as identify the most important challenges and difficulties in the use of electronic tests.

Research Problem: Through the researcher's knowledge of previous studies conducted on E-learning in Iraqi universities found that most of the studies that have been done, touched on the subject of e-learning in general, as for electronic tests and found a few studies

that have been interested in this area, E-tests are low cost, and they are characterized by a bank of questions, which allows the teacher to refer to it at any time, and electronic tests do not need a special safe for safekeeping, as happens with paper tests, where books need large areas to save Storage and storage [17, p. 171]. The results of this research will open the way for making the appropriate decisions for the use of electronic tests at the University of Samarra. So that the problem of research can be formulated by the main question: electronic tests, and the challenges of their application at the University of Samarra.

Research Objectives 1) understand the concept, methods and names of electronic tests; 2) to recognize the advantages of using electronic tests; 3) Identify the most important difficulties and challenges faced by the teaching of the application of electronic tests at the University of Samarra.

The Importance Of Research 1) the results of this research help in the definition of specialists on the reality of the use of electronic tests in universities; 2) the results of this research help the officials in the educational institutions to make positive decisions on the need to apply these tests in universities.

Research Vocabularies

1. **Electronic Tests** 1) known as [18, p.459]: It is a pattern of tests are conducted using the computers, technologies and multimedia, or through the Internet for the assessment of students and learners who participate in e-learning processes; the procedural definition of electronic tests: These tests are produced using computer and specialized programs in the design of electronic tests, in order to conduct an assessment of students and learners in a particular field or course, and the process of shouting immediately after the completion of the test, and these tests are characterized by credibility and transparency, It also saves a lot of time, effort and money. In addition, these tests help trainees create a bank of questions that can be kept in computers.

2. Challenges, the challenges are defined in this research as: all difficulties and reasons, whether administrative, financial or technical, which stand in the way of the use of electronic tests in the process of evaluating students at the University of Samarra.

The Theoretical Framework And The Previous Studies:

1. The Concept Of Electronic Tests, The Electronic Test: is a collection of questions of different types such as questions (complete the gaps, multiple choice, correctness and errors) These questions are designed using special programs designed for this purpose and uses these tests in the process of evaluating students and their levels in different areas These tests provide a lot of time, effort and money [7, p. 55].

2. The emergence of electronic tests: The use of electronic tests began by the US Department of Defense in the late 1960s, where the ministry relied on clinical psychologists where their main task was to prepare pioneers for computerized tests. As for the use of electronic tests in the field of education, after 1986, to examine the equivalence between paper tests and electronic tests, and the importance of determining what factors affect the performance of users of electronic tests [15, p. 279]. At present there is a general trend towards the use of electronic tests in educational institutions as there are developed countries seeking to use these tests in the basic educational stages where the British government adopted the use of electronic tests in the academic stages between the age of (13-14 years) by (2008) [6, p. 45]. Other countries, such as Norway and Singapore, have begun to develop studies and policies that adopt the computerization approach of assessment processes to include university and teacher students. Educational institutions in a large number of countries are expected to move from paper tests to electronic tests in the student assessment process.

3. Objectives Of Electronic Tests: [2, p. 55] sees that electronic testing aims to achieve a set of goals are as follows 1) electronic tests aim to create a distinct technological environment within educational institutions in accordance with the individual differences of students; 2) electronic tests aim to identify the level of students and then classified into several groups; 3) electronic tests aimed at making statistical operations done quickly and easily with accuracy in the results; 4) electronic tests aimed at spreading the culture of using modern technologies in the educational process and this helps in the formation of a technical community is able to deal with modern technological innovations; 5) electronic tests aim to reveal the strengths and weaknesses of students and learners in several magazines.

4. Advantages Of Electronic Tests: [9, p. 185], [11, p. 44], [16, p. 44], [8, p. 200]: point to a range of features of electronic testing 1) interactive means students respond to electronic testing, and this is done through the student's response such as writing a specific text, or does the pressure on the keyboard and other responses; 2) provide new types of questions, which include (drawings, images, video clips), which help teaching in measuring types of knowledge and skills difficult to measure through the use of traditional tests

that include pen and paper; 3) automatic correct and get the results immediately after the end of the test and thus achieve the principle of transparency and objectivity, which provides the teaching a lot of time and effort; 4) electronic tests provide the possibility of calculating the total test time of the student and this helps the teacher in estimating the real time that students need to answer the tests in the future; 5) easy to correct electronic tests and the calculation of grades and keep them online, which provides information, and complete data on the performance of students and their level, such as the number of questions answered by the student in the test, the total time it took to answer, and questions that did not answer?

1. The great flexibility in the delivery of tests, whether inside the laboratories equipped with the necessary equipment for testing or remote through the use of networks.

2. Communicating test results: Electronic tests enable the delivery of results to decision makers in educational institutions, parents and students in a confidential and systematic manner.

5. Challenges Facing The Use Of Electronic Tests: A number of challenges facing the use of electronic tests are described by [15, p. 290], [4, p. 104], [5, p. 122] [10, p. 15]: as follows 1) the problem of cheating in the test: The problem may increase especially when the on-line test can be addressed by using the cameras for monitoring, as well as the process of submission and delay in the test questions randomly; there is no similarity in the order of questions presented in the exam; 2) students need previous experience and skills in the use of computers, and can address this problem through the introduction of students in special courses in order to identify the basics of computer use; 3) cheating through the use of resources available on the Internet, which are related to the subject of testing, and can cure this problem by preventing students from leaving the test before the end of the test, and if the student tried to exit the test before the completion of the test is closed immediately 4) computer hardware crashes during the test and to remedy this problem, periodic maintenance of the equipment must be carried out before the test; 5) student to impersonate another student and answer the test questions to address this problem, the identity of the student who enters the test is checked using a number of methods such as electronic fingerprint, fingerprint, electronic signature, and other methods; 6) some faculty members are not familiar with the skills of using the computer well; 7) the absence of computer labs in some of the faculties to be tested.

Previous Studies:

1 - [12, p. 73]: The study consisted of (179) students, a section of these students (43) students who performed the electronic test, and the other section (92) students who have the students were taught in the same way as the integrated teaching method. The PowerPoint presentations were used with notes of the material. The students were taught by the same teaching. There were statistically significant differences between the group that used the electronic tests and the group that

Traditional tests based on paper and pencil were used for the group that used the electronic tests.

2 – [14, p. 102]: The study was designed to identify the effectiveness of electronic tests, especially interactive tests. The experimental method was used in the study. The sample consisted of (28) students. The sample was divided into two groups (experimental and control) the study showed that the use of electronic tests has had a significant impact on increasing students' positive attitudes towards learning and acquiring knowledge. It also provides time and effort, increases self-confidence, develops learning, and makes students Creative.

Analysis And Discussion Of The Results:

1. Research Methodology: The researcher used descriptive analytical method.

2. Search Tool: To achieve the objectives of the research was based on the questionnaire as a tool to collect data, has been the paragraphs of the questionnaire according to the five-point scale of Likert, the questionnaire was prepared in the first picture has included two axes:

_The first axis: What are the advantages of using electronic tests in universities, and this axis consists of (10) paragraphs.

_The second axis: What are the challenges facing the use of electronic tests in universities, and this axis consists of (10) paragraphs.

3. Verification Of The Research Tool (Questionnaire): To verify the veracity of the veracity of the questionnaires, the researcher presented them to a group of arbitrators with expertise and experience in order to know the suitability and formulation and the extent to which they achieved the objective for which it was established. The arbitrators agreed to the questionnaire, and limited their observations to modify the wording of some paragraphs of the questionnaire has been taken These observations, and considered the views of the arbitrators evidence of the validity of the content of the virtual questionnaire, has been asked the questionnaire in its last image has reached the number of paragraphs (20) paragraph.

4. Results: Presentation and discussion of the results related to the first question: the advantages of using electronic tests in universities.

In order to answer this question, the researcher calculated the arithmetical averages and the standard deviations of knowledge. The answers of the research sample members on the advantages of using electronic tests in universities.

Table (1)

MATHEMATICAL AVERAGES AND STANDARD DEVIATIONS OF THE SAMPLE RESPONSES OF THE STUDY ON: ADVANTAGES OF USING ELECTRONIC TESTS IN UNIVERSITIES.

Order of the parag. in the Q.	Arrange the paragraph after performing statistical processing	Paragraphs	Mean	standard deviation
5	1	The electronic tests for the instructors provide immediate test correction.	1.98	1.330
9	2	Electronic tests allow teachers to create a bank of questions, which saves a lot of time and effort	1.93	1.289
2	3	The use of electronic tests provides a safe and suitable teaching environment for both teacher and student.	1.85	1.252
1	4	The use of electronic tests in universities helps to achieve quality in the educational process.	1.83	1.238
3	5	Electronic tests provide immediate feedback to students.	1.78	1.165
4	6	Electronic tests help teachers prepare different models of a single test.	1.75	1.127
7	7	Electronic tests allow students to save their results in specific records.	1.70	1.043
10	8	Design of electronic tests does not require the teacher to have high programming skills.	1.65	0.580
8	9	Electronic tests enable the teacher to print the results immediately after the end of the test.	1.63	0.628
6	10	Electronic tests have the advantage of adding multimedia to test questions.	1.60	0.632

Presentation and discussion of the results related to the second question: What are the challenges facing the use of electronic tests in universities.

Table (2)

MATHEMATICAL AVERAGES AND STANDARD DEVIATIONS OF THE RESPONSES OF THE SAMPLE OF THE STUDY ON: THE CHALLENGES FACING THE USE OF ELECTRONIC TESTS IN UNIVERSITIES.

Order of the paragraph in the Q	Arrange the parag. after performing statistical processing	Paragraphs	Mean	standard deviation
1	1	The weakness of the university infrastructure in terms of availability of electronic technologies and devices.	1.80	1.324
2	2	Lack of skills required to handle electronic testing applications.	1.78	1.250
6	3	The application of electronic tests requires prior training for the instructors	1.75	1.171
8	4	The failure of universities to provide material incentives for teachers is an important reason for the reluctance of teachers to use electronic tests.	1.73	1.062
10	5	Lack of sufficient technical staff in laboratories is one of the reasons that limit the use of electronic tests	1.70	1.042
4	6	The problem of interruption of Internet service during electronic tests	1.68	0.971
3	7	Lack of awareness among some people working in universities and colleges of the importance of using electronic tests	1.65	0.893
9	8	The difficulty of using electronic tests in the development of essay questions.	1.63	0.490
7	9	The application of electronic tests is expensive in terms of material.	1.60	0.496
5	10	Failure to apply electronic tests due to fear of damage to the equipment.	1.55	0.815

7. Discussion Of The Results Of The Research: The research questionnaires revealed a set of results related to the current research axes as follows:

The first axis: What are the advantages of the use of electronic tests in universities: The results of the search for the most important of these features are: The electronic tests provide the trainees the immediate correction of the test table (1), and also that the electronic tests allow the teachers to create a bank of questions and which provides a lot of the time and effort of Table No. 1, and also that the use of electronic tests provides a safe and suitable calendar environment for both teaching and student table (1), it is added that the use of electronic tests in universities helps to achieve quality in the teaching process Table of (1), as well as the availability of electronic feeding tests instant feedback for students Table (1).

The second axis of research: What are the challenges facing the use of electronic tests in universities: The results of the research revealed the most important of these challenges are: weak infrastructure of universities in terms of availability of electronic technologies and devices Table (2), And the lack of skills required to deal with the applications of electronic tests Table (2), and also the application of electronic tests needs to be pre-training for the table (2), in addition to the fact that the failure of universities to provide incentives for physical education is an important reason for the reluctance of the teaching staff on the use of electronic tests Table (2), as well as the

lack of sufficient technical staff in the laboratories, is one of the reasons that limit the use of electronic tests (Table 2).

8. Conclusions: 1) in the case of the use of electronic tests in universities, it will provide the teachers the property of immediate correction of the test; 2) electronic tests allow teachers to create a bank of questions for the courses they teach and this saves a lot of time and effort; 3) the weakness of the infrastructure of universities in terms of lack of availability of electronic technologies and devices is one of the main reasons that stand in the way of the use of electronic tests in universities; 4) lack of the required skills in some of the training to deal with the applications of electronic tests is one of the important reasons for not using electronic tests in universities.

9. Recommendations: 1) providing training programs for teachers at the University of Samarra on the use of electronic tests; 2) work on the development of a center specialized in electronic testing at the University of Samarra equipped with all means and techniques and modern devices; 3) providing specialized technical staff in each computer lab; 4) providing computer labs with continuous internet service; 4) training students in computer skills; 5) conduct further research on the subject of electronic tests in other environments.

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NATIONAL SPORTS IN PHYSICAL EDUCATIONDOI: [10.31618/ESU.2413-9335.2019.9.67.397](https://doi.org/10.31618/ESU.2413-9335.2019.9.67.397)**Mira Iralina***Senior Lecturer**Abai Kazakh National Pedagogical University,**Almaty, Kazakhstan**Institute of Arts, Culture and Sports**Department of Physical Culture and Sports***ANNOTATION**

This article covers the issues to the effects that physical culture and sports have upon the national education and development of the youth. Using historical and sociological examples, the article and sports indeed are very important for a harmonious and healthy development of the young generation.

Key words: physical culture, national sports, health and fitness, physical education, national traditions

Today Abai Kazakh National Pedagogical University is a major center of education, science and culture in Kazakhstan. The University has established extensive international relations and it is a collective member of 11 influential international organizations and associations. Abai Kazakh National Pedagogical University is ranked 491st in the 2017 QS World University Rankings. It is ranked in the top 100 in the

EECA (Emerging Europe – Central Asia) and it is 91 of 200 universities in 30 countries in Europe and Central Asia.

One of the main goals in the Strategic Plan for the Development of the University from 2018 to 2025 is a formation teacher's personality in 21st century with high patriotic, spiritual and moral qualities.