

UNIVERSITI TEKNOLOGI MARA

**PHARMACY STUDENTS' PERCEPTIONS AND PREFERENCES
TOWARDS THE ONLINE ASSESSMENT (QUIZ AND TEST)**

MOHAMAD NADZLEN BIN AHAMAD

Dissertation submitted in partial fulfillment of the requirements for the degree of
Bachelor of Pharmacy

BACHELOR OF PHARMACY (Hons.)

2014

ACKNOWLEDGEMENT

All praise to ALMIGHTY ALLAH Who blessed me with health, strength and peaceful mind to complete my project successfully. I would like to take this opportunity to thank my supervisor, Mdm Ezlina Usir for her supervision, and guidance with patience and kindness through her comments, advices, suggestions, tips and encouragement throughout the completion of this project.

Special thanks to my colleague, Nur Hidayah Binti Kamarudin, for recommendation and advice given although indirectly for my project. Special thanks also to my parents Ahamad Bin Hassan and Norlida Binti Abdul Latif for their support and love. They are also always convincing me that all the things I did have its own meaning and will be paid later accordingly by Him.

Not forgotten, thanks to my dear friends for assisting and sharing the knowledge they have. Lastly, not to be forgotten also to the respondents that willingly answered the questionnaires because without them, this project will suffer absolute failure.

Thank you,

Mohamad Nadzlen Bin Ahamad

TABLE OF CONTENT

APPROVAL SHEET	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENT	iii
LIST OF TABLES	v
LIST OF FIGURES	vi
ABSTRACT	vii
CHAPTER 1: INTRODUCTION	1
1.1 Background	1
1.2 Problem Statement	4
1.3 Significant of Study	5
1.4 Research Questions	5
1.5 Objectives	6
1.5.1 General Objective	6
1.5.2 Specific Objectives	6
CHAPTER 2: LITERATURE REVIEW	7
2.1 Overview of online assessment	7
2.2 Properties of online assessment	8
2.3 Issues in online assessment	10
2.4 Online assessment viewpoint	11
2.5 UiTM implementation on online assessment	13
2.6 Faculty of Pharmacy adaptation	15
CHAPTER 3: METHODOLOGY	16
3.1 Study design	16
3.2 Subjects	16
3.2.1 Population	16
3.2.2 Sample size	17

ABSTRACT

Background: Advance in online technologies gives advantage to the educational aspects. Online assessment synchronously arises with the online education. Although nowadays, online assessment is widely practiced, research is lacking about the students' perceptions and preferences towards the implementation of online assessment in their course work.

Objectives: The aim of this study is to determine the students' perception and preferences towards the implementation of the online assessment as well as to determine the association between the online assessments with the socio demographic profile.

Methods: The study was a cross sectional study by using paper based survey. Data collection is done to the Pharmacy students from Universiti Teknologi MARA (UiTM) Puncak Alam. The questions about perceptions and the preferences part were applying the 5 points Likert scale. The descriptive analysis is done and its associations with the socio demographic profile are analyzed using the Kruskal Wallis test.

Results: Majority of the respondents perceived uncertain towards most of the statements on perception parts and strongly agreed with the preferences given. Gender, semester and the number of online assessment taken were found significantly associated with the perceptions and the preferences.

Conclusions: Although there was much room to be improved in this study in the future, some of the results can be taken into consideration to improve the online assessment systems like the flexibility, prompt feedback and cheating aspect.

CHAPTER 1

INTRODUCTION

1.1 Background

Online education emerged from advancement in technology. Online education is defined as utilizing the computer network as a platform for delivering the education and promoting the instructor and students' communication (Prineas & Cini, 2011). Corresponding to the arising of this new teaching methodology, it also gives an impact to modernization of the assessing technique. Assessing technique coupled with online technology, renewed its' name as online assessment.

Apparently now, the use of computers to assess knowledge, skills and has attitudes become universal (Howell & Hricko, 2006). From Howell and Hricko book, titled *Online Assessment and Measurement*, they had grouped the assessment into different types. According to them, it is essential to differentiate between the style of the computerize assessment in order to organize the assessment safely, securely and cost effectively. Table 1.1 below defined the type of assessments and the terms that are available and most commonly used within the computerized assessment context.