

Perception of Student and Faculty of Nursing Institute Regarding Open Book Exam

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Abstract:

Introduction:

An open book exam is one in which students can give answers using their textbooks and notes. In the open book exam, memory and organizational skills are quite significant. This because students can memorize each page of the textbook to determine which page of the textbook contains the solution to which question. While student have the freedom to access all of their books throughout the exam, the teacher has the power to question absolutely students have learned in class. Open-book exams don't require any prior knowledge or education. Instead, the long facts will be presented to the students. The goal of open tests is to teach pupils how to process information and thoughtfully and thoroughly integrate it. This study aims to assess perception of student and faculty of nursing institute regarding openbook exam.

Materials and methods: Quantitative research design was used. The structured questionnaire was used for data collection. And descriptive and inferential statistics was used for data analysis.

Results: The findings show that 90.5% nursing students were female and 51% nursing students. 53% nursing had negative perception towards open book exam. 100% nursing faculty were female and belong s to 31-40 years age group. 55% nursing faculty have negative perception towards open book exam. The result indicates that there is no significant association between student perception and faculty perception regarding open book exam ($r=0.031$; p value > 0.05).

Conclusion: The study was perception of students and faculty of nursing institute regarding open book exam. The data was collected from 200 nursing students and 20 faculty from MGM New Bombay College of nursing through the Google form. From this study, we came to understand that majority 53% students and 55% faculty have negative perception towards open book exam. The present study revealed that there is no significant association between perception of students and faculty of nursing institute towards open book exam.

Keywords: student, faculty, nursing institute, openbook exam.

INTRODUCTION:

An open book exam is one in which students can give answers using their textbooks and notes. In the open book exam, memory and organizational skills are quite significant. This because students can memorize each page of the textbook to determine which page of the textbook contains the solution to which question.

While students have the freedom to access all of their books throughout the exam, the teacher has the power to question absolutely what students have learned in class^[1].

This implies that one will not be just summarizing information from a book, they will be evaluating it in the context of particular scenarios and questions. With an ocean of innovations going on in the higher education nowadays, one big stream is changing the assessment in order to make it more efficient and student-centred^[4]. Open-book exams are one of the tools increasingly offered today in order to reduce test anxiety and to help students demonstrate their knowledge and abilities and, correspondingly, have a more positive attitude towards exams^[2].

The study was done to see the impact of the open book examination in terms of the achievement of standard VIII students in different subjects i.e., English, science, mathematics, Hindi, and Gujarati. Exams are designed to supplement the teaching-learning process and determine whether educational goals have been met. Open Book Exams (OBE) are tests that are intended to reduce the negative effects of exams while improving the standard of instruction and encouraging students to think more critically. It also lessens cramming, which helps kids overcome their exam anxiety. The research study makes an effort to look at the efficiency of OBE in terms of standard VIII students' progress in several courses as well as their test anxiety^[3].

A Case for Open-Book Examinations. Open-book exams have been demonstrated to be useful in lowering test anxiety and the requirement that pupils memorise information. An investigation into the impact of using open books in a 'A' level GCE examination in English literature revealed that students attained higher levels of attainment than their peers who took a traditional examination because the examination was purposefully designed to use texts and notes in the examination^[5]

The study was conducted to Open Book Examination and Higher Education During COVID-19: Case of University of Delhi. This study uses the extensive body of literature to assess the advantages, disadvantages, opportunities, and difficulties of doing online OBE. In order to further the investigations, they evaluated the pupils' performance in an OBE and a closed book test. The findings showed that when compared to closed book exams, pupils typically do better on OBEs^[6]

OBJECTIVES:

- To assess the perception of students towards open book exam.
- To determine the perception of faculty regarding open book exam.
- To correlate the perception of students and faculty towards open book test.

MATERIALS AND METHODS:

The present study was conducted in MGM new Bombay college of nursing on undergraduate nursing students and faculty. All the nursing students and faculty present on the day of study were included in the study. The sample were selected by non-probability purposive sampling technique. Total sample size of 200 nursing student and 20 nursing faculty were included in the study. Prior approval from the institutional ethics committee was obtained for the study. Informed consent was obtained from the students and faculty. The data collection tool finalized by validation of 10 experts and reliability score of 0.98 was used for data collection. Pilot study was conducted on 10 samples to see the feasibility of the tool. Data collection was done through the online survey in which 5-point Likert Scale was used to assess the perception of nursing students and faculty. The statistical analysis was done with the help of descriptive statistics (mean) and inferential statistics (Spearman Correlation) by finding P value.

Results:

To begin with, the data was retrieved from Google form sheet for tabulation and statistical processing. The analysis of the data is organized and presented under the following section

Section A: Distribution of nursing students and faculty based on demographic data

The majority students participated in the study were (90.5%) female and (9.5%) male. (51%) belongs to age group of 15-20 years, (48%) belongs to age group of 20-25 years, (1%) belongs to 25-30. (100%) of students have enrolled in B.sc nursing program. (28.5%) were first year, third year and fourth year were equal that is (24.5%) and 22.5% were second year.

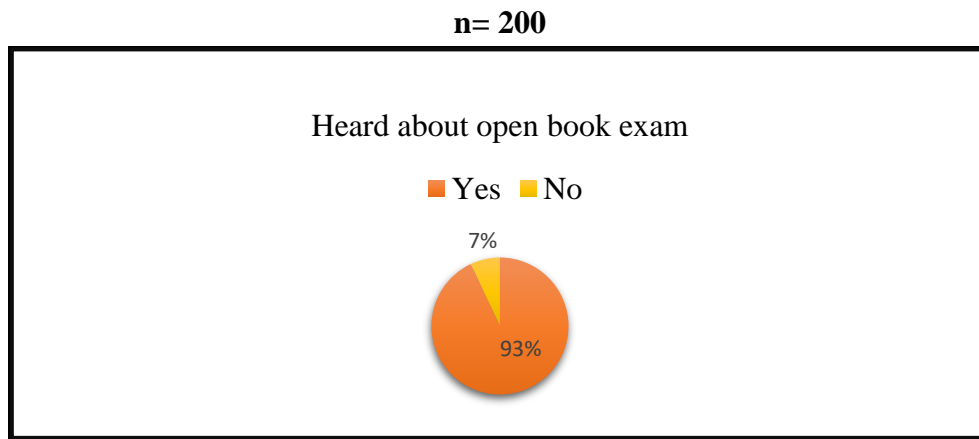


Figure 1: Distribution of sample heard about openbook exam

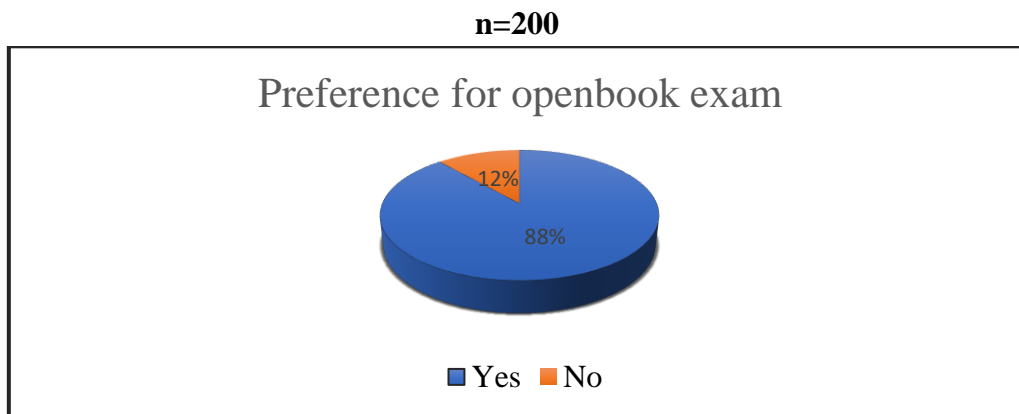


Figure 2: Distribution of sample who would prefer an openbook exam

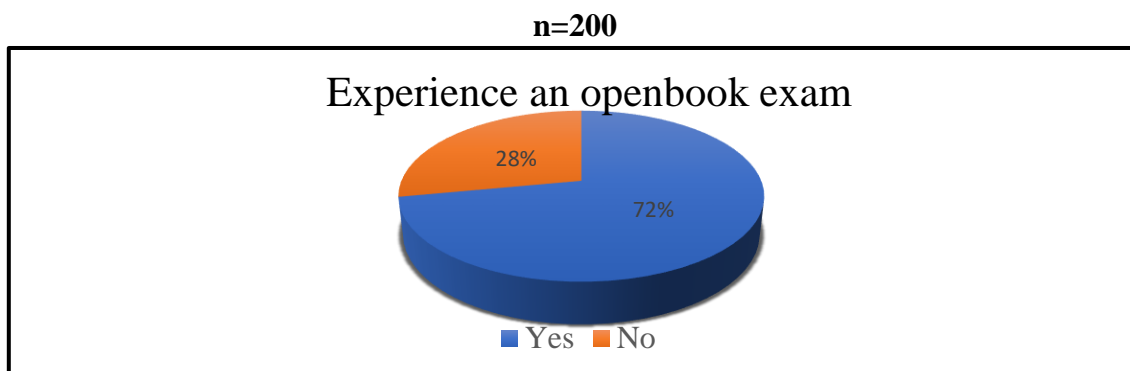


Figure 3: Distribution of sample who have experience the openbook exam

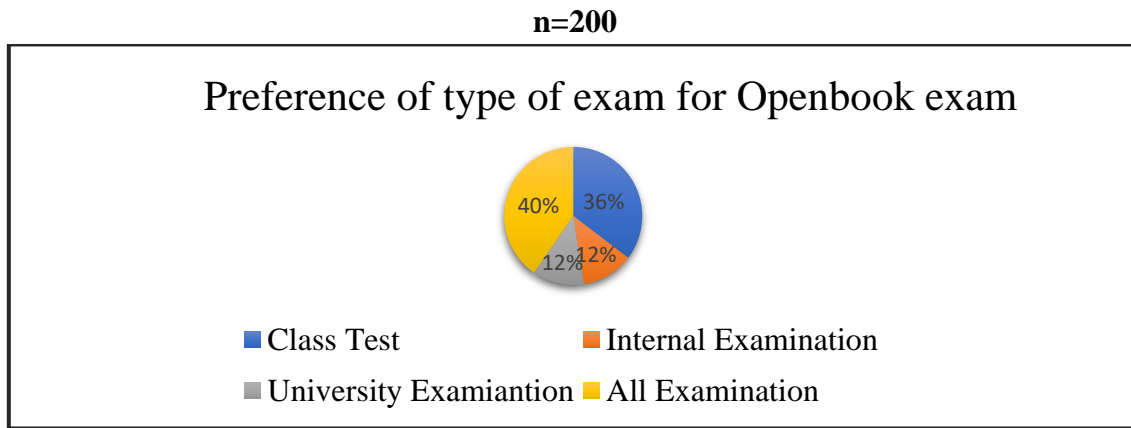


Figure4: Distribution of sample on preference of type of exam for openbook exam

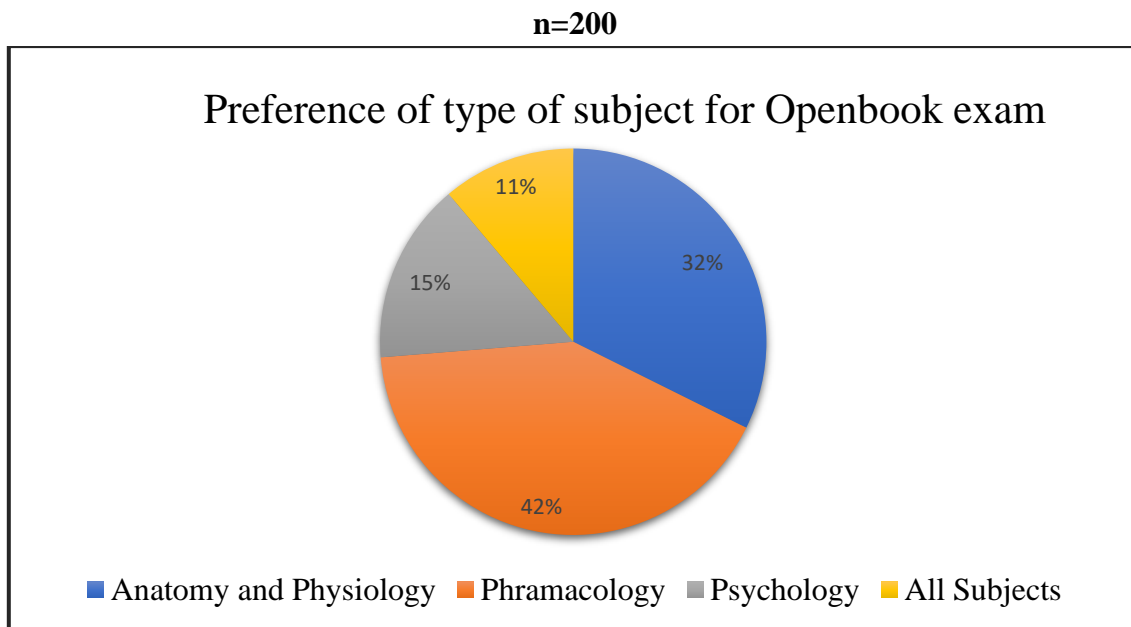


Figure 5: Distribution of sample on preference of type of subject for openbook exam

Distribution of nursing faculty based on demographic variables.

The majority faculty participated in the study were (100%) female. (50%) belongs to age group of 31-40 years, (30%) belongs to age group of 21-30 years, (20%) belongs to 41-50. (90%) of the faculty were post graduate, (5%) were graduate, (5%) were PhD. (50%) of the faculty were tutor, (20%) were assistant professor, (15%) were professor and associate professor respectively. (35%) were having teaching experience of 5-10 years, (25%) were having 10-20 years of teaching experience and (20%) were having teaching experience of 1-5 years and 20 years and above respectively.

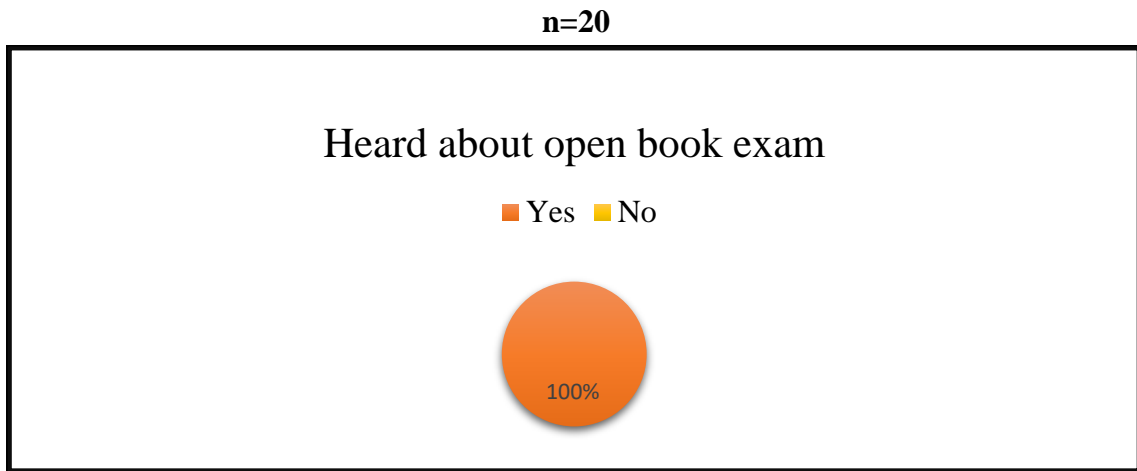


Figure 6: Distribution of sample heard about openbook exam

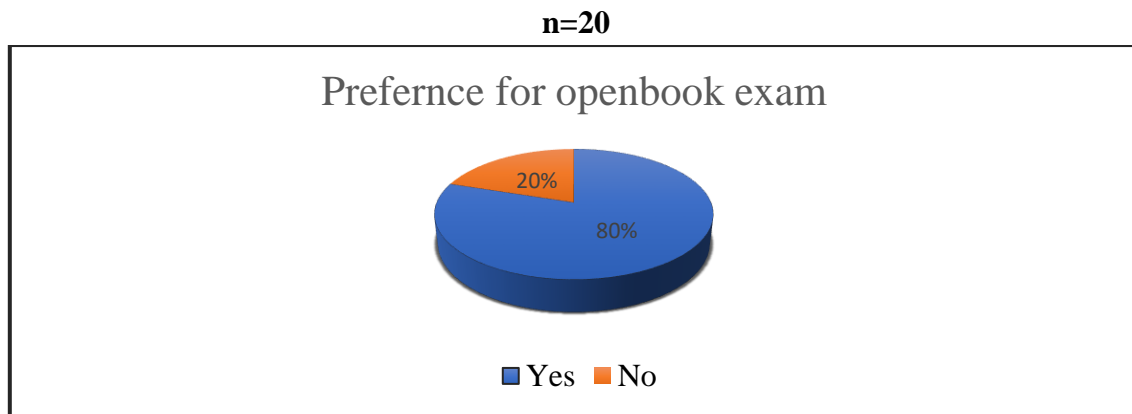


Figure 7: Distribution of sample who would prefer an openbook exam

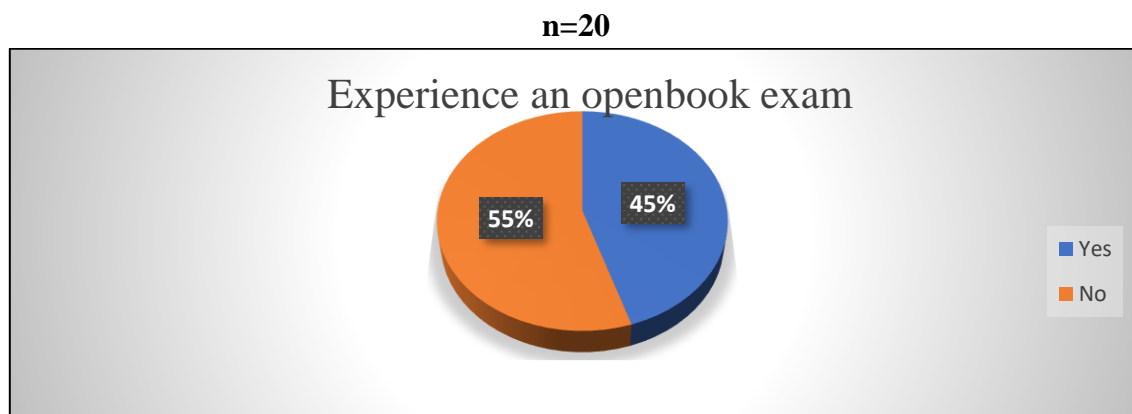


Figure 8: Distribution of sample who have experience the openbook exam

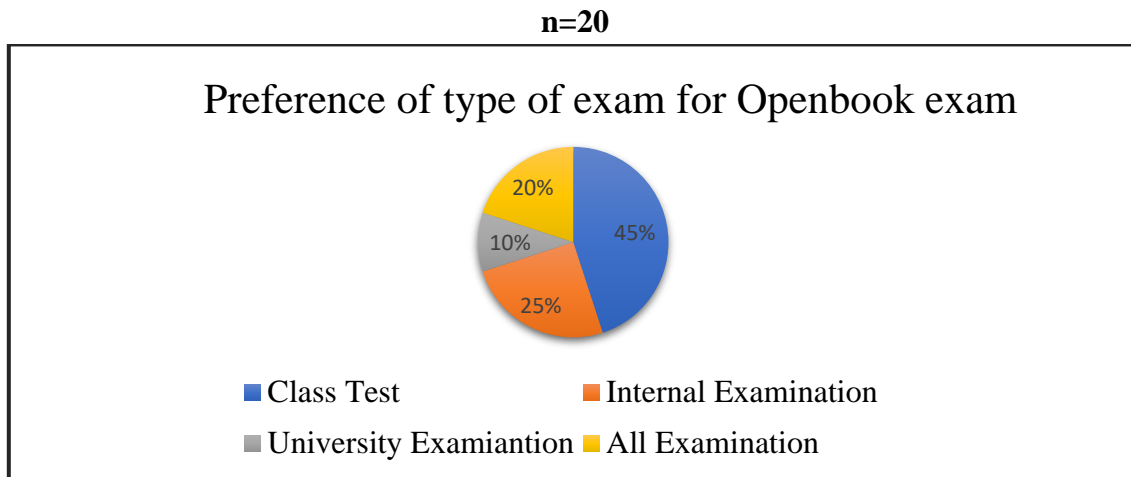


Figure 9: Distribution of sample on preference of type of exam for openbook exam

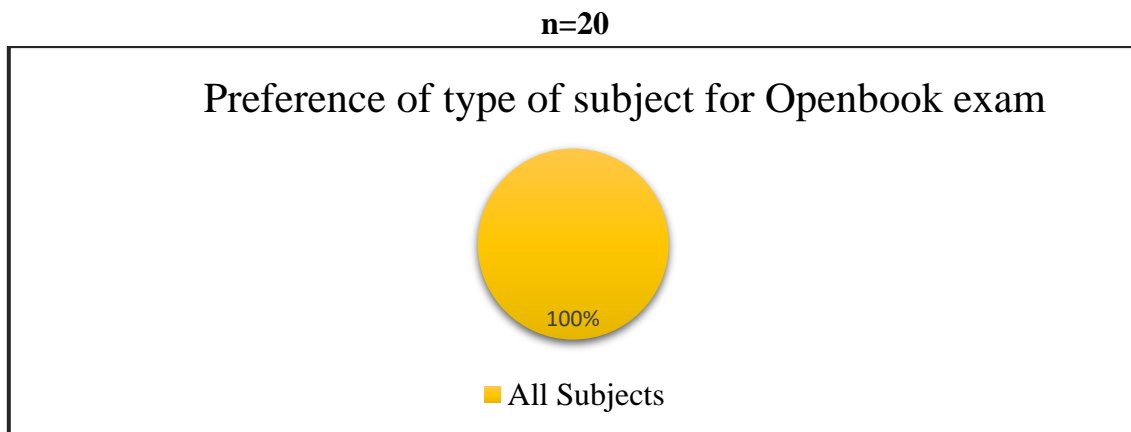


Figure 10: Distribution of sample based on preference of type of subject for openbook exam

Section B: Analysis of the perception of students towards open book exam.

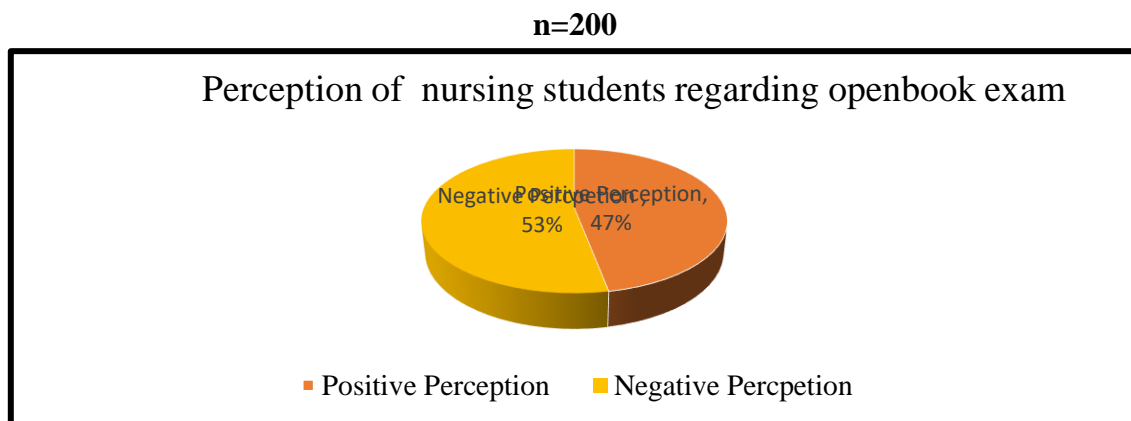


Figure 11: Overall perception of nursing students regarding open book exam

The above diagram represents the overall perception of students towards open book exam. 47% student have positive perception and 53% have negative perception about open book exam.

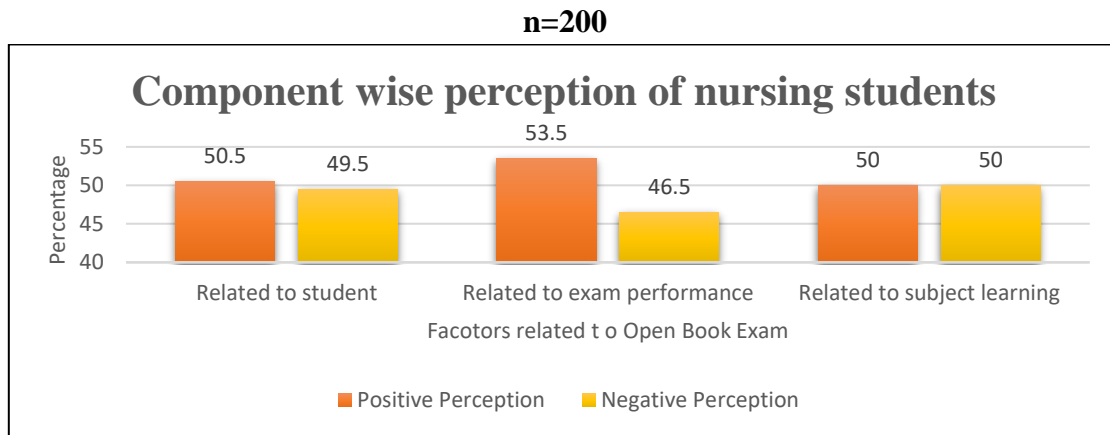


Figure 12: Component wise perception of nursing students

The above diagram depicts the component wise perception of students. 50.5% have positive perception on factors related to student, 49.5% have negative perception on factors related to student, 53.5% and 46.5% have positive and negative perception on factors related to exam performance and 50% and 50% have positive and negative perception on factors related to subject learning.

Section C: Analysis of the perception of faculty regarding open book exam.

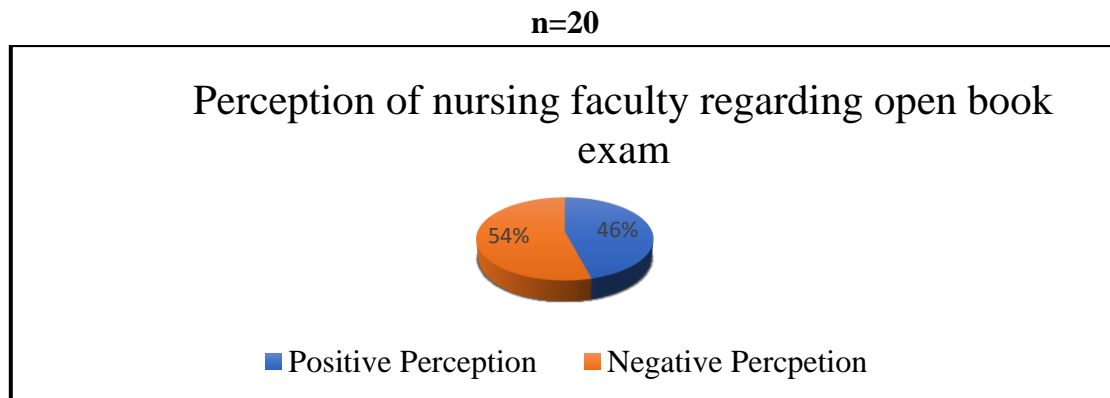


Figure 13: Overall perception of nursing faculty regarding open book exam

The above figure represents the overall perception of faculty towards open book exam. 45% faculty have positive perception and 55% have negative perception about open book exam.

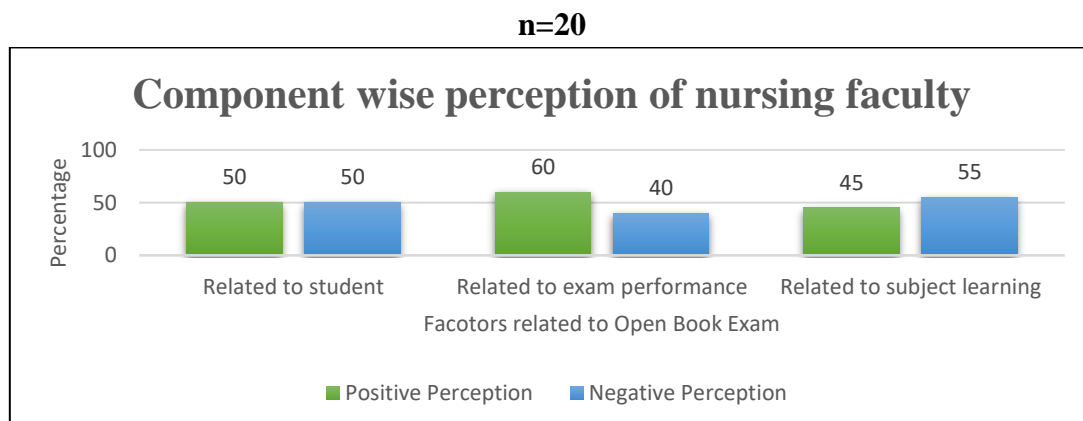


Figure 14: Component wise perception of nursing faculty

The above diagram depicts the component wise perception of students. 50% have positive perception on factors related to student, 50% have negative perception on factors related to student, 60% and 40% have positive and negative perception on factors related to exam performance respectively and 45% and 55% have positive and negative perception on factors related to subject learning.

Section D: Correlation of perception of students and faculty towards open book exam.

Table 9 Correlation of perception of students and faculty towards open book exam.

n= 220

Perception	Frequency	Percentage	Spearman Correlation r value	P value
Student				
Positive Perception	94	47%	0.031	0.90 NS
Negative Perception	106	53%		
Faculty				
Positive Perception	9	45%		
Negative Perception	11	55%		

S-significant (*significant at 5% level), NS-non significant.

Data is categorized on basis of negative and positive perception based on their respective median value. 53% nursing students had negative perception and 47% had positive perception. 55% nursing faculty had negative perception and 45% had positive perception. Furthermore, there is no significant correlation between student perception score and faculty perception score (r=0.031; p value > 0.05)

Discussion:

The present study, was perception of student and faculty of nursing institute regarding openbook exam. It was a descriptive study; data collection was done by using structured tool. The study reveals that out of 200 nursing students, 47% had positive perception and 53% had negative perception towards open book exam and out of 20 nursing faculty, 45% had positive perception and 55% had negative perception towards open book exam. Therefore, most of the students and faculty of nursing institute have negative perception towards open book exam. If open book exams are applied in the examination, then there might be an improvement in perception towards openbook exam. There is no significant correlation between student perception and faculty perception regarding open book exam (r=0.031; p value > 0.05).

The research held by Samuel John Marsh was to study Veterinary students’ perceptions of open-book exams. The majority of students found open-book exams less stressful than closed book exams but did not find open-book exams easier. Students thought that the openbook exams helped prepare them for clinical practice, and the majority of students thought openbook exams were a fair reflection of their ability. Both students and staff thought openbook exams should be part of the veterinary assessment curriculum going forward^[17].

The research held by Soh Loi Jack Cheng Chuah TEO was to study impact of Open Book Examinations on Student Learning. The analysis of the survey conducted after the midterm examination shows that more than 60% of the students preferred open book to closed book examinations; more of these students came from the BBus programme and that they found that reference books were helpful during the examination.

However, there was no significant difference in the expected grades between those who preferred open book and those who preferred closed book examinations. The results of the survey coincide with the findings of Ioannidou (1997) in that there is no significant difference in achievement between students who took either open or closed book examinations^[18].

Conclusion:

The study was perception of students and faculty of nursing institute regarding open book exam. The data was collected from 200 nursing students and 20 faculty from MGM New Bombay College of nursing through the Google form. From this study, we came to understand that majority 53% students and 55% faculty have negative perception towards open book exam. The present study revealed that there is no significant association between perception of students and faculty of nursing institute towards open book exam. However, the benefits centre on student-cantered, authentic skill-oriented techniques and stress reduction (at least for students who are internally driven). It is therefore suggested for use in higher education, particularly during formative evaluation and midterm exams. **Limitations** This study is limited to nursing students and faculty, this study is limited to nursing institutes. **Recommendations** offered for the future studies are the following: It would be beneficial to conduct a follow-on study in which the open-book versus closed-book treatments is carried throughout the entire course with all the instructors.

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