



A Study of Teachers' Opinions regarding Open Book Examination

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Abstract:

The present study was conducted to study the opinion of high school teachers on open book exam format. The sample comprised of 307 teachers of 20 schools of Ahmedabad and AUDA area. Being a qualitative data only percentage (%) from the collected data based on an questionnaire developed by the investigators itself on various teaching and evaluation aspects was calculated. The findings clearly indicated that the concept of open book is clear among teachers. but there was negative response to apply for open book examination in present. And the reason for that response was not to readiness for the changes in various aspects of teaching and evaluation because of open book examination. They also said that undoubtedly the open book exam will be found to be helpful but some" suggestion were to made to make the exam more meaningful.

Keywords: *Open Book Examination*

1. Introduction

Since past many years, students' interest for science stream is found constantly decreasing. The government has been trying to increase and maintain the number of students in science stream since many years. Researches done regarding this have revealed that the fear of failure in examination in students was the main powerful reason for it. Moreover, parents are stressed out for two years after the child passes 10th class and they get tensed until the result comes. Parents' worries start from K.G. to P.G. They are anxious about how many stars, percentage or grade their child gets. Students are seen committing suicide nowadays due to such worries. Most number of students committing suicide belongs to 10th and 12th class.

Why teen-ager students of 14-17 years are provoked to commit suicide? The answer must be found. But most of the reasons behind the commitment of suicide are same. In some cases, the child could not write properly in exams, while someone might be having the fear of getting less marks; somebody might have got less percentage than expected, while somebody might have been scolded in order to score less marks. Thus, we all have felt that the fear of examination haunts the students. As a solution to this, the way to accept the thought of 'Open Book Exam' is getting widened.

Many countries are reviewing their educational systems and preparing to make changes in order to meet the needs of the economic and manpower demands of the 21st century (Han C, 1998; Novlan, F J, 1998; Li L, 1998). One of the directions is to improve the quality of education.

Several studies related to open-book examination have been done. In their study, Theophilides and Dionysiou (1996) recorded that: Referring to this type of examination Tussing posited as early as 1951 that the open-book examination "removes much of the fear and emotional block encountered by students during examination, while, at the same time, it emphasizes practical problems and reasoning rather than recall of facts". Empirical research which followed Tussing's postulate (Boniface, 1985; Feldhusen, 1961; Jehu, Picton, & Cher, 1970; Weber, Mcbee, & Krebs, 1983) affirmed this assessment of the open-

book examination. They also summarized the results of the above studies regarding the advantages and disadvantages of using the open-book examination: it does not lead to higher student achievement in terms of test scores, it reduces examination tension and stress, and it reduces rote memorizing.

Due to this, all aspects like the definition of education, teaching-learning process, and evaluation change. According to the taxonomy of Benjamin Bloom, the objectives of education, experiences and evaluation – all three depend upon each other. By changing one, the other two would surely be affected. If such kind of exams get implemented, then what those, who are going to implement this, think about it and what difficulties they would have to face – to study all these, the researcher decided to study the teachers' opinions regarding 'Open Book Examination'.

2. Objectives of the study

- 1.To study opinions of teachers' regarding the definition of 'Open Book Exam'.
- 2.To study opinions of teachers' regarding 'Open Book Exam' and instructional objectives.
- 3.To study opinions of teachers' regarding 'Open Book Exam' and the methods of teaching.
- 4.To study opinions of teachers' regarding 'Open Book Exam' and changes being done in the level of education.

3. Method

Survey Method has been carried out.

4. Sample

Present study contained 307 teachers, chosen through the intentional method, from around 20 schools included in Ahmedabad city and the area of AUDA.

5. Tool

In order to study the opinion of High school teachers on open book examination, a questionnaire of multiple choice items has drafted and standardized by the investigator himself, based on concept of examination instructional objectives teaching methods and change level of Education. The questionnaire was developed after carefully studying the articles and researches based on open book exam.

6. Data analysis

Being qualitative data, only percentage (%) from the collective data based on multiple choice item questionnaire was calculated.

7. Findings

1. According to 88% teachers, Open Book Examination means to write understanding based answers with the help of textbook.
2. According to 37% teachers, the objective of knowledge and understanding, in reference to the content can be accomplished in the students up to 51% to 75% through this method of examination. On the other hand, 34% teachers think that the objective of knowledge can be accomplished in the students up to 26% to 50%, while 29% teachers are of the opinion that the objective of the understanding can be accomplished in the students up to 26% to 50%.
3. 35% teachers think that the objective of application can be accomplished up to 26% to 50% through this method, while 33% teachers believe that this objective can be accomplished up to 51% to 75%.
4. 32% teachers are of the opinion that the objective of skill can be achieved up to 51% to 75% through this method, while 31% teachers believe that this objective can be achieved up to 26% to 50%.
5. 59% teachers don't think that this method would reduce the power of understanding. From these 59% teachers, 33% believe that the understanding of the students would be increased, while 26% believe that this method would be indifferent as far as the understanding is concerned.

6. 62% teachers are of the opinion that teachers would teach and students too would learn using this Open Book Method. But 31% teachers think that the teachers would teach using their own ways.
7. According to 38% teachers, they would have to work harder to teach using this Open Book Method.
8. 60% teachers believe that their students would be lazy and irregular due to this method, while 27% teachers are of the opinion that they would be more hard working.
9. 35% teachers think that this method would be beneficial to around 50% students, while 27% teachers believe that it would be useful to 75% of the students.
10. As per the belief of 31% teachers, this method would lower the level of education. 30% belief go with slight progress because of this method and 21% teachers think that this method would increase the level of education, while 18% teachers state that there would be no change in the level of education.
11. The opinion of 86% teachers says that this kind of examination would bring changes in the form of question paper and in the evaluation of answer sheets.
12. According to 70% teachers, Open Book Exams should not be conducted.
13. 81% teachers are of the opinion that the present syllabus and textbook should be improvised if this kind of examination is to be implemented.

8. Conclusion

On the bases of these results we conclude that Open-book examinations can test students' mastery of knowledge on how well they are able to apply theories to new information. It encourages thinking at higher cognitive levels rather than in spoon-fed style. Students' perception about open-book examinations may lead to less preparation. Teachers should explain clearly what assessment criteria would be applied. It requires the ability to apply and extend a sound knowledge base. Marks should be awarded to a critical analysis of questions and rational answers only. Irrelevant answers should not gain any credit. On the other hand teachers believe that working pattern of traditional system should change to quality implementation of this system of evaluation.

9. References

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