

Introduction

- The emergence of COVID-19 has forced the education system to shift from face-to-face to distance learning in the past few years ago [2]. To adapt to the situation at that time, online assessments are being considered to assess the student's knowledge and practical skills.
- However, there is a scarcity of studies assessing the degree of acceptance of students toward online assessment, especially among FSMP fourth year and second year nutrition students.

Objective

- To evaluate the degree of acceptance of FSMP year 4 and year 2 nutrition students toward online assessments.
- 1. To evaluate students' overall degree of acceptance towards online assessments.
- 2. To evaluate students' degree of acceptance towards online assessments between general, environmental, reliability, and personal aspects.
- 3. To compare the students' overall degree of acceptance towards online assessments between high and low achievers based on general, environmental, reliability, and personal aspects.

Methodology



Cross-sectional study FSMP, UMS, Kota Kinabalu Convenience sampling Year 2 & 4 FSMP Nutrition student

Data Collection

Questionnaire :

- Demographic Data
- Age, gender, academic year and CGPA
- Student's Degree of Acceptance Towards Online Assessments (5-point Likert Scale)
 - General aspect
 - Environmental aspect
 - Reliability aspect
 - Personal aspect



Statistical Analyses

- Descriptive analysis
- Inferential analysis (Chi-Square Test)

Result and Discussion



Figure 1: Demographic data

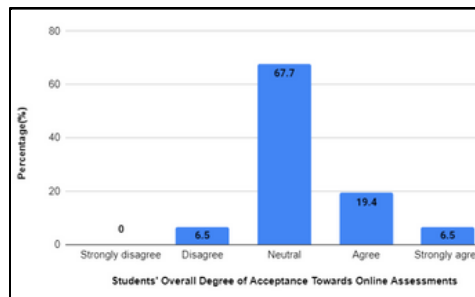


Figure 2: Percentage (%) vs. Students' Overall Degree of Acceptance Toward Online Assessments

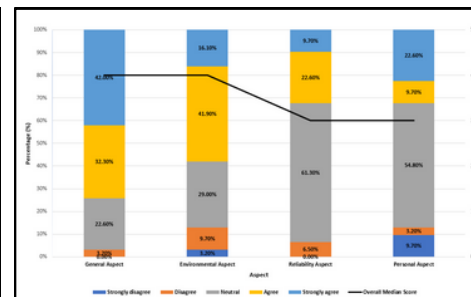


Figure 3: Students' Overall Degree of Acceptance Toward Online Assessments vs. Aspects

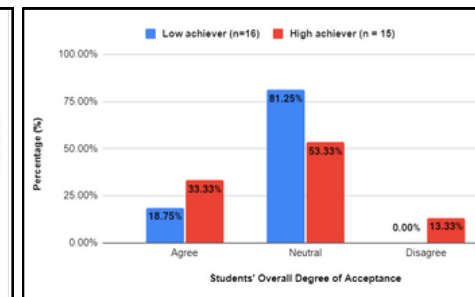


Figure 4: Percentage (%) vs. Students' Overall Degree of Acceptance between Low and High Achiever

Aspects	Low achiever (n=16)			High achiever (n=15)			p-value
	Disagree	Neutral	Agree	Disagree	Neutral	Agree	
General aspect	6.3% (n=1)	18.8% (n=3)	75.0% (n=12)	0.0% (n=0)	26.7% (n=4)	73.3% (n=11)	-
Environmental aspect	18.8% (n=3)	12.5% (n=2)	68.8% (n=11)	6.7% (n=1)	46.7% (n=7)	46.7% (n=7)	-
Reliability aspect	6.3% (n=1)	68.8% (n=11)	25.0% (n=4)	6.7% (n=1)	53.3% (n=8)	40.0% (n=6)	-
Personal aspect	12.5% (n=2)	56.3% (n=9)	31.3% (n=5)	13.3% (n=2)	53.3% (n=8)	33.3% (n=5)	-
Overall	0.0% (n=0)	81.3% (n=13)	18.8% (n=3)	13.3% (n=2)	53.3% (n=8)	33.3% (n=5)	-

Table 1: Students' Overall Degree of Acceptance Toward Online Assessments vs. Aspects vs. High and Low Achiever

- Based on a study by Alsadoon, the students prefer online assessment meanwhile our findings show that the student's overall degree of acceptance toward online assessments is neutral. [1]
- General and environmental aspects are likely to be the reasons for students to be assessed online as compared to reliability and personal aspects.
- Apart from the aspect, our findings also show that both high and low achievers are neutral in their degree of acceptance towards the online assessment. However, it also shows that 13.3% of high achievers oppose the online assessment, while none of the low achievers oppose the online assessment. This contradicts the findings of Hussain et al. which suggest that high achieving students are less satisfied with online assessments. [3]

Conclusion

In conclusion, students' overall degree of acceptance towards the online assessment is considered to be neutral (67.7%), but when looking at all aspects, it is found that the degree of acceptance is higher in general and environmental aspects as compared to reliability and personal aspects. While for both low and high achievers, it is also shown that both groups of students have a neutral degree of acceptance towards online assessments. However, a large-scale study is still needed to confirm these findings.

References

- Alsadoon. *Turkish Online Journal of Educational Technology-TOJET*. 2017, 16(1), 147-153.
- Gewin. *Nature*. 2020, 580(7802), 295-296.
- Hussain et al. *2020 21st International Arab Conference on Information Technology (ACIT)*. 2020.