



Examination Types Preferences of Undergraduate Students at Private Universities in Mogadishu: Using Turf Analysis

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Abstract

The aim of the study is to investigate the preferences of undergraduate students regarding the types of examinations. The research is based on a descriptive design. using TURF analysis in SPSS. To find the required data, the random sampling technique was employed to draw the sample size of (510) students from different faculties. According to the study's findings, assignments have the greatest reach and frequency by group size, followed by objective, and essay tests. Finally, the research suggests ways to improve assessment modes for undergraduate students at private universities.

Keywords: Turf Analysis, Undergraduate Students, Preferences, Examination

Introduction

Students' impressions of assessments in higher education are well documented, and students' approach to learning is a clear and logical correlate of assessment preferences, with assessment methods influencing students' learning approach and vice versa.(Chamorro-Premuzic et al., 2011)

According to Hill (1995), the study of students' preferences for assessment and instruction has gotten more attention in recent years due to higher education institutions' growing desire to adopt a service orientation.(Education, 2007).

Many studies have indicated that students want and value a range of sorts of teacher feedback; however, much of this research has been conducted using questionnaires rather than observing what students do with actual feedback in a real classroom.(Mackey & Gass, 2012). According to previous studies, performance differences are caused by variances in students' learning and testing preferences (Phillips, 2010).

There are tests with a variety of formats (e.g., multiple choice, essay, short answer), papers, group work, demonstrations, portfolios, and presentations as options for

demonstrating knowledge. Based on that it is important to give students choices in assessment methods when appropriate (Burgstahler & Cory, 2008).

Assessment, according to Airasian (1997), is the gathering, synthesis, and analysis of data to assist teachers in making decisions.(Tozoglu et al., 2004).

The most prevalent sorts of tests are achievement tests. They're also known as progress or achievement tests. They are employed to determine what students have learned (Baker & Westrup, 2003). There are two sorts of achievement exams: standardized tests and teacher-made examinations. The author presents the most popular types of assessments used at universities in Mogadishu, Somalia:

Assignments: they are part of the internal evaluation process at most universities, and they receive separate marks in both undergraduate and graduate degrees (Thomas, 2018). There are several forms of evaluations employed in universities, but the most common include case studies, experiment reports, project reports, and essay writing.

Oral Exam: is a set of questions spoken to students from the subjects they have learned, with the students having to respond accurately. Oral assessments make most students nervous, and many students believe that oral assessments are more useful than written assessments.(Huxham et al., 2012). Oral tests are not preferred by undergraduate students at private universities in Mogadishu, according to teachers who observed this during the - 19 pandemic when the students scored up low marks.

Quizzes: this type of assessment contributes learning and increases achievement (Stanlee & Popham, 1960). Undergraduate students in Mogadishu are very interested in this type of assessment as a formative evaluation.

Essay Tests: is an examination requires students to produce a written expression in answer to a question (Frey, 2018).The purpose of this exam is to assess the student's knowledge and ability to organize facts and thoughts. These essay questions are commonly utilized at Mogadishu private universities, although students' preferences in terms of faculties or fields differences.

Objective test : is a valuable tool that may be used to assess a student's ability to remember facts, absorb the subject matter in his textbook, the relationship between different sets of knowledge, the application of facts learnt to new issue situations, and the ability to employ scientific problem-solving skills. (Degenhardt et al., 1965).The objective test consists of

multiple choice, completion, matching, and true or false questions, and it is one of the most common examinations used in higher education in Somalia in general and at Mogadishu private universities in particular, as it is preferred by both teachers and students due to objectivity in scoring or grading.

Peer assessment: Student involvement in assessment typically takes the form of peer assessment or self-assessment, where the students are engaging with criteria and standards, and applying them to make judge (Falchikov & Goldfinch, 2000). Peer-assessment is an arrangement for learners to consider and specify the level, value, or quality of product or performance of other equal-status learners (Topping, 2009). For the universities in Mogadishu, peer assessment is used as students' presentations and discussions taken among themselves.

Problem Statement

At all stages of education, assessment is critical to the teaching-learning process. Assessment is thought to play a crucial and major role in students' futures; there is no doubt that any assessment system will impact what kids learn and how they learn it. As a result, assessment defines how we teach, what teaching methodology we employ, and what innovations we have implemented in our teaching methodologies. (Ali Sawand et al., 2015).

In education, assessment is extremely important. It's a crucial part of teaching and learning, and when done properly, it may provide valuable information to both teachers and students (Tozoglu et al., 2004). Assessments should take into account students' unique individualities. A diversity of assessment styles and techniques should be employed to eliminate disadvantages for any individual or group of learners. (Tomei, 2008).

Higher education in Mogadishu currently, most of them privately established as an education phenomenon emerged after collapse of central Somali government 1991. Several of researches related to private universities including those for the author, were conducted. Some articles done by the author aimed to explore perceptions of students and lecturers for virtual classroom instructions, and blended learning approach during COVID-19 Pandemic. The later suggested to improve teaching and learning and assessment strategies (Ahmed, 2021). However, Students 'perception vary from faculty to other, there are students prefer objective tests, some of them interested with essay tests, while others prefer assignment, therefore, this preferences affected their scores or grades. There have been no studies conducted to investigate undergraduate students' preferences for

examination types, so that faculty members can determine appropriate exams for students and improve assessment modes in higher education in accordance with international standards, giving students priority and the opportunity to participate in the selection of teaching, learning, and assessment approaches. According to the author's knowledge, this is the first study in Mogadishu to use a descriptive approach using a questionnaire as a data collection tool.

The aim of the study is to investigate the preferences of undergraduate students toward the types of assessments. Based on that the central question which derived from the aim of the study was framed as “To what extent of undergraduate students’ preferences towards examination types”? Two hypotheses were established as below:

H_{a1} At a statistically significant level ($\alpha=0.05$), there are differences in student preferences of examination types based on their gender.

H_{a2} At a statistically significant level ($\alpha=0.05$), there are differences in student of examination types based on their faculties.

Methodology

The study is a descriptive design to discover preferences of undergraduate students at private universities in Mogadishu towards examination types using TURF analysis in SPSS. To find the required data, the random sampling technique was used to draw the sample size of (510) students from different faculties. The questionnaire was administered for data collection consisted of 6 sections; Assignment, Quizzes, Oral test, Essay test, Objective test, and Peer assessment.

Results

Table .1. Demographic Profile of Sample (n=510)

Gender	Frequency	Percent %
Male	353	69.2
Female	157	30.8
Age		
18-20	280	54.9
21-25	213	41.8
26-30	12	2.4
31-35	5	1.0

The respondent profile shown in table (1) male respondents made up 69.2% of the sample, while female made up 30.8%. The majority of respondents (54.9%) were between the ages of 18 and 20, while 41.8% were between the ages of 21 and 25.

Table 2. Results of Faculties Frequencies

Faculties	Frequency	Percent %
Education & Humanities	29	5.7
Economics	52	10.2
Political Sciences	38	7.5
Health Sciences	52	.4
Medicine	65	12.7
Engineering	105	30.4
Computer Science	110	23.3
Other	59	9.8
Total	510	100.0

Figure (1) shows the frequency of students' examination type preferences. The assignment received the highest grade of 92%. Peer assessment came in second with 86%, quizzes came in third with 82 %, and the oral exam came in last with 63%.

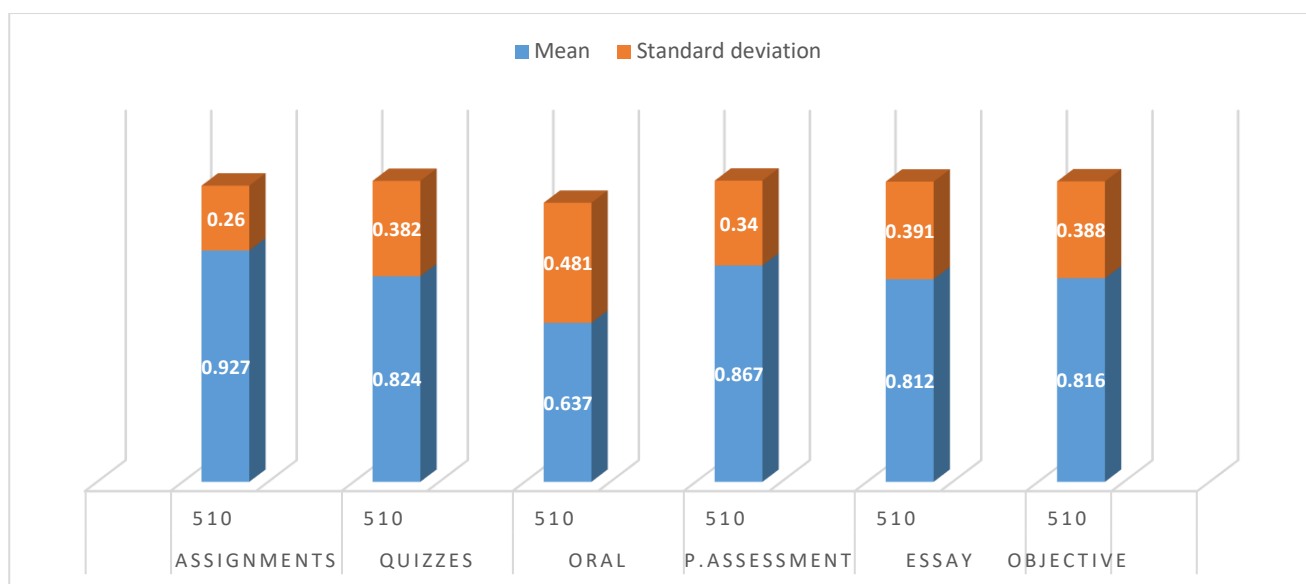


Figure 1. Frequencies of Examination Types

The author employed numerous methods of Truf analysis in SPSS for Maximum variable combinations and number of choices to display to investigate students' preferences for examination types. Because the results were so comparable, the two and three combinations with 10 combinations to display were examined. Table three shows the maximum group size 2, reach, and frequency based on ten combinations to present, with assignments and objective exams scoring the highest (98%) and assignments and peer assessment scoring second (97.3%). With 97.1 percent, the essay and objective tests came in third.

Table 3. Maximum Group Size: 2. Reach and Frequency.

Variables	Statistics			
	Reach	Pct of Cases	Frequency	Pct of Responses
Assignments, Objective Tests	501	98.2	889	35.7
Assignments, Peer Assessment	496	97.3	915	36.7
Essay Tests, Objective Tests	495	97.1	830	33.3
Assignments, Essay_Tests	494	96.9	887	35.6
Essay Tests, Peer Assessment	493	96.7	856	34.4
Assignments, Oral Tests	493	96.7	798	32.0
Assignments, Quizzes	492	96.5	893	35.9
Objective Tests, Quizzes	490	96.1	836	33.6
Objective Tests, Peer Assessment	489	95.9	858	34.5
Essay Tests, Quizzes	488	95.7	834	33.5
Variables: Assignments, Quizzes, Oral Tests, Essay Tests, Objective Tests, Peer Assessment				

According to the results provided in table 4 and figure (2) using combination 2 as the maximum variable, assignments and objective tests had the best reach and frequency by group size among examination types for undergraduate students at private universities in Mogadishu.

Table 4. Best Reach and Frequency by Group Size					
Variables	Statistics				
	Group Size	Reach	Pct of Cases	Frequency	Pct of Responses
ADDED: Assignments	1	473	92.7	473	19.0
ADDED: Objective Tests KEPT: Assignments	2	501	98.2	889	35.7

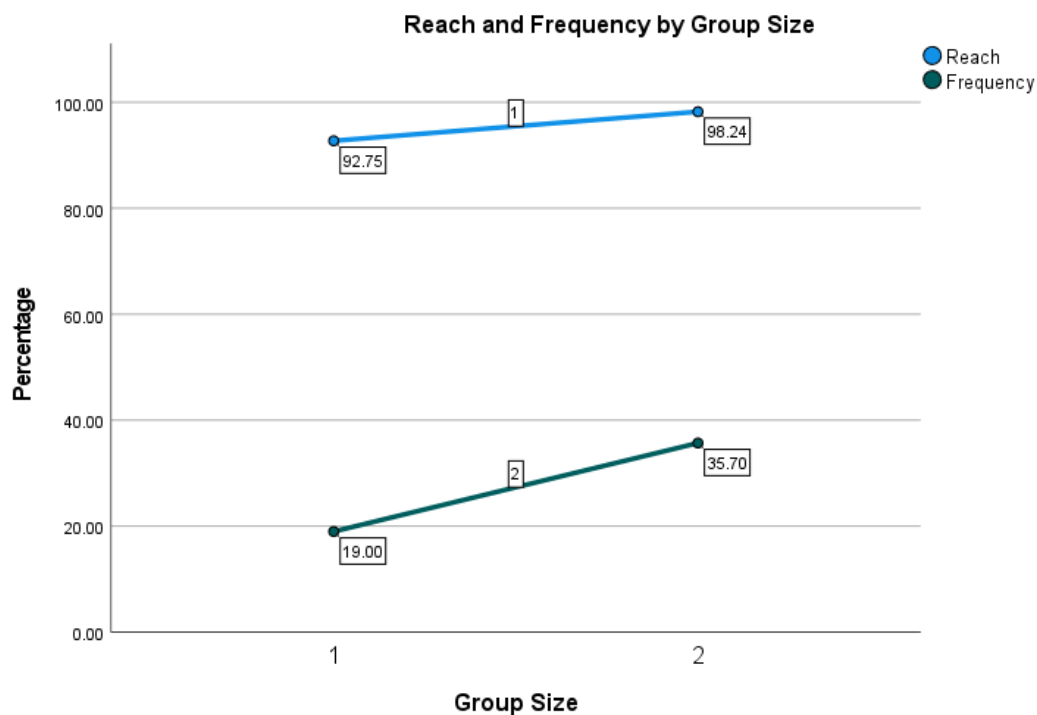


Figure 2..Reach and Frequency by Group Size

Table 5. Maximum Group Size: 3. Reach and Frequency.				
Variables	Statistics			
	Reach	Pct of Cases	Frequency	Pct of Responses
Assignments, Essay Tests, Objective Tests	508	99.6	1303	52.3
Essay Tests, Objective Tests, Peer Assessment	508	99.6	1272	51.1

Assignments, Objective Tests, Quizzes	507	99.4	1309	52.6
Essay Tests, Objective Tests, Quizzes	506	99.2	1250	50.2
Assignments, Objective Tests, Oral Tests	506	99.2	1214	48.8
Assignments, Objective Tests, Peer Assessment	505	99.0	1331	53.5
Assignments, Essay Tests, Peer Assessment	504	98.8	1329	53.4
Objective Tests, Peer Assessment, Quizzes	504	98.8	1278	51.3
Essay Tests, Objective Tests, Oral Tests	504	98.8	1155	46.4
Assignments, Oral Tests, Peer Assessment	503	98.6	1240	49.8
Variables: Assignments, Quizzes, Oral Tests, Essay Tests, Objective Tests, Peer Assessment				

Table 5. reveals the maximum group size 3, reach and frequency based on ten combinations to display. The majority, but we can say all percentages for the combinations are close results ranging 99-98.6%.

Table 6. Best Reach and Frequency by Group Size					
Variables	Statistics				
	Group Size	Reach	Pct of Cases	Frequency	Pct of Responses
ADDED: Assignments	1	473	92.7	473	19.0
ADDED: Objective Tests KEPT: Assignments	2	501	98.2	889	35.7
ADDED: Essay Tests KEPT: Assignments, Objective Tests	3	508	99.6	1303	52.3

According to the results provided in table 6 and figure (3) using combination 3 as the maximum variable, the best reach and frequency by group size of examination types for

undergraduate students at private universities in Mogadishu are assignments, objective tests, and essay exams,

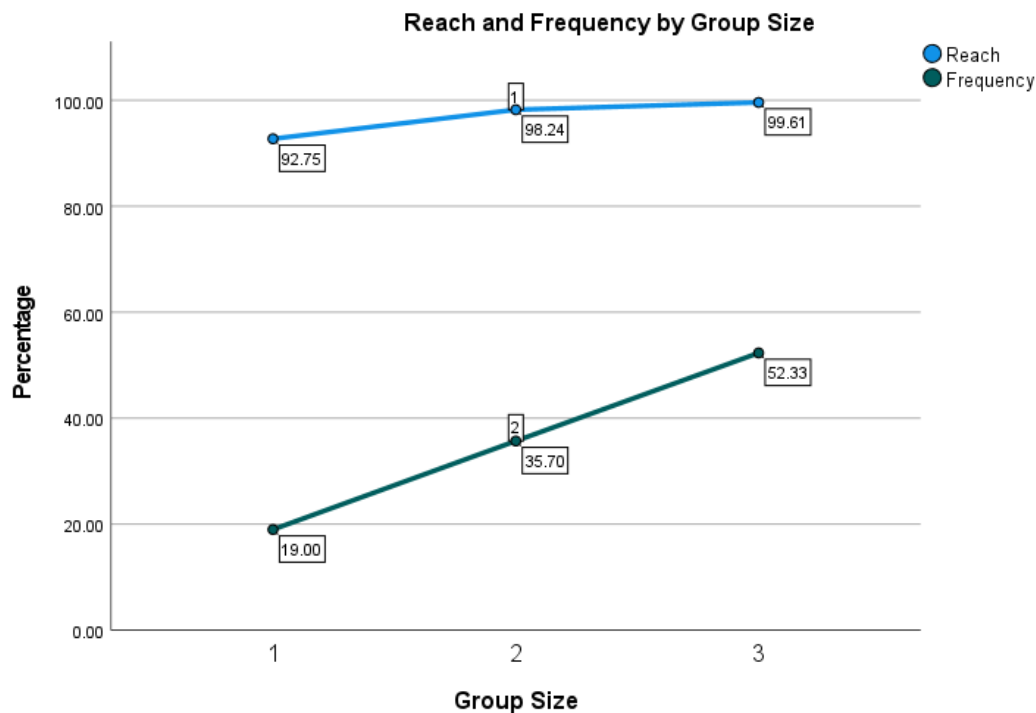


Figure 3.Reach and Frequency by Group Size

Testing Hypotheses:

The author utilized Kruskal-Wallis H analysis to assess if there is or is not variance among replies of the students’ preferences of examination types based on their gender and faculties at a statistically significant level ($\alpha=0.05$). To test the two pre-stated hypotheses presented below.

at a statistically significant level ($\alpha=0.05$), there are differences in student responses for their preferences of examination types based on their gender.

At a statistically significant level ($\alpha=0.05$), there are differences in student responses for their preferences of examination types based on their faculties.

Table 7. The Results of Hypothesis (1) H_a there are differences in student responses for their preferences of examination types based on their gender.

	Assignments	Quizzes	Oral test	Essay test	Objective test	Peer assessment
Kruskal-Wallis H	2.901	1.771	2.574	2.581	.000	3.969
Df	1	1	1	1	1	1
Asymp. Sig.	.089	.183	.109	.108	.988	.046

Table 7 displays the results of the Kruskal-Wallis H analysis used to test hypothesis one of the studies; all p-values of the variables (Assignment, Quizzes, Oral test, Essay test, Objective test, and Peer assessment) are greater than ($\alpha=0.05$). As a result, the alternative hypothesis was not supported, but the null hypothesis was accepted, therefore we may conclude that there are no differences in student responses for their preferences of examination types based on their gender

Table 8. The Results of Hypothesis (1) H_{a2} there are differences in student responses for their preferences of examination types based on their faculties.

	Assignments	Quizzes	Oral test	Essay test	Objective test	Peer- assessment
Kruskal-Wallis H	16.385	30.668	3.345	8.243	19.187	5.778
Df	6	6	6	6	6	6
Asymp. Sig.	.012	.000	.764	.221	.004	.449

Table 8 illustrates the results of the study's second hypothesis, which was tested using Kruskal-Wallis H analysis. The variables (Oral test, Essay test, and Peer assessment) have p-values greater than ($\alpha=0.05$). As a result, the null hypothesis was supported while the alternative hypothesis was not. However, because the p-values for the variables (Assignments, Quizzes, and Objective test) are smaller than ($\alpha=0.05$), we can conclude that there is variation in students' answers to these three variables.

Conclusion and Recommendations

Students' perception of assessments in higher education, and students' approach to learning is logical correlate of assessment preferences, with assessment methods influencing students' learning approach and vice versa. Using Truf analysis, the study sought to learn about undergraduate students' preferences for examination types at private universities in Mogadishu. The implications of the findings suggested that the assignments were the most preferable exam among undergraduate students. This result is consistent with the findings of (Tolessa et al., 2017), who opined that students prefer group work and assignments over other forms of evaluation. The best reach and frequency by group size of the study's intended variable were determined using turf analysis in SPSS. The maximum variable combinations of two and three with ten variations to display were used, and the results of

each combination revealed that assignments had the best reach and frequency by group size, objective tests came in second, and essay tests came in third. According to the study's findings, private university administrations in Somalia in general, and Mogadishu in particular, should reconsider the types of assessment that students prefer and the factors that influence them, as well as why they prefer assignments, objective tests, and essay tests as the study's main findings. Turf analysis, according to the study, is effective for getting valuable data in the context of teaching and learning. It is also advised that Turf analysis be used to undertake future education studies on areas like student preferences of instructional approaches, learning environment and teaching aids.

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