INFLUENCE OF COMPUTER BASED TEST (CBT) EXAMINATION ON ACADEMIC PERFORMANCE OF ENGINEERING STUDENTS IN NIGERIAN UNIVERSITIES

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ABSTRACT

The study examined the influence of Computer Based Test (CBT) examination on academic performance of engineering students in Nigerian Universities. The study adopted a descriptive survey design. Two research questions guided the study. The population of the study comprised 1,225 undergraduates and academic lecturers in the Faculty of Engineering, University of Nigeria, Nsukka. The study sampled 20% of the total population which is 245, comprising 160 students and 85 academic lecturers selected through random sampling technique. The instrument for data collection was structured questionnaire developed by the researchers. The instrument was validated by three experts in the University of Nigeria, Nsukka. Cronbach Alpha method was used to determine the reliability of the instrument. The reliability of the instrument was estimated at 0.78 which was considered reliable enough for the study. The findings of the study revealed the challenges militating against CBT examination on academic performance of engineering students in Nigerian Universities, such as irregular power supply during CBT examination, irregular time-table for CBT exams, time durations affect some students who are not computer literate, lack of qualified ICT officers attached to the CBT centre and poor network leading to some student’s inability to finish their CBT examination. The findings of the study also revealed some benefits of CBT examinations on academic performance of engineering students in Nigerian Universities. Based on the findings of the study, it was recommended among others that academic lecturers should take up the pattern of external examinations by exposing the students to CBT examination in the internal examinations to lessen examination anxiety.

KEYWORDS: Academic Performance, Computer-Based-Test, Engineering Students & Examination

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