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Analysis of Parental Perception Regarding the Online Assessment of Students in Public and Private Sector Schools of Karachi

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ABSTRACT

Active involvement of parents in teaching and learning is need of time, infect parents are always a concern, regarding children's learning and assessment, without parental involvement the holistic assessment of child makes no sense, as online assessment mechanism in developing countries is challenging situation but it is indispensable to adopt these modern and innovative ways to assess students by involving parents. This research was conducted to find out the parents' perception regarding the online assessments of students at the school level. A quantitative approach was selected, a survey was conducted to find out the perception of parents. A questionnaire based on a five-point Likert scale was used to collect data, the sample of this study consisted of hundred parents from different districts of Karachi. A frequency distribution, mean and standard deviation were calculated, independent sample t-test was used to find significant figures among different demographic variables one-way ANOVA was used to find out the significant difference between calculated variables and demographic variables. The finding of this study shows parents have a positive approach towards online assessment and want to educate their children with the latest technology.

INTRODUCTION

Parents play an important role in educating and training their children, it is a responsibility of parents to take the best possible care of children and to participate in educational services in school, the basic right of parents is to take part in educational and administrative services within the school (Aydin, 2006) the most influencing and stimulating force behind the child development are their parents. (Node, 1984) Childs needs recognition is not enough, to respond, the caregiver needs skills and competencies, as a result typically parents become partners with schools to provide for their children educational opportunities that parents cannot provide alone. The rights of parents regarding school activities are, informed about the education of children, treat with fairness, provide quality resources, receive information about the school, participate in school's administrative activities, and must be informed about the progress of child at a certain time (Dulger, 2015).

Modern education requires the role of parents is not only to meet their educational responsibilities but also to guide the children and stay in touch with the teachers regarding their children's educational activities and performances. Parent involvement in the educational process of children usually encourages children towards the learning by providing the educational environment, keep close mutual relationship with teachers bolster the child's capabilities which succeeding over the learning education. If parents influence their children's lives positively and most importantly the everyday education of their children then their future will be more beautiful and successful. (Colanoiq, 1972)

Parents' engagement in the assessment process is an important part of students' learning. Parent engagement and students' achievements are directly proportionated this claim is supported by Dornbusch, Ritter, Leiderman, Roberts & Faraleigh, 1987. Sometimes parental engagement seems to be difficult for a teacher in formative and summative assessments, but the ultimate concern of teachers and parents is students' learning, which is elucidated by (Harris & Goodall,2009) simultaneously the parental engagement is "the worst problem and best solution". Most educational researchers agree that parental engagement in the learning and assessment process is face-to-face and environmental interaction. (Graham, et.al, 2014) consider parental engagement is a less mature field in online settings, struggle to establish a meaningful framework.

Assessments in educational institutions are considered to be the source to judge and measure students learning outcomes, although it is a prime responsibility of teachers to assess students on the basis of certain and specific learning outcomes of the study, sometimes

when results are shared with parents then questions raised on the assessment process and assessment mechanism. The involvement of parents is necessary to develop a mutual understanding to understand the gap between Formal (classroom learning) and informal learning. In online learning, rarely the teachers are the lone instruction provider (Tucker, 2010). To achieve students learning objectives teachers should work closely with parents (Frey, 2005). So that parents will help teachers to bring out students' latent capabilities, parents' involvement in school activities also helps the holistic development of the student.

Nowadays due to the availability of technology and educational resources, it is easier for parents to perform their role in terms of students learning. Parents can play their role in multiple ways, exemplary parents responsibilities in students learning, parents role in ducational activities of children, vigilant and intact interaction with teachers regarding students learning. As ICT made it much easier for teachers to share assessment information with parents via mail, WhatsApp messages. Phone calls and text messages to communicate with the parents and enable them to respond to parental inquiries more easily and rapidly. For tracking and monitoring students' academic progress, Twitter and mobile application have been fundamental tools for communication to enhance understanding between teachers and parents (Becta, 2015; Hogenhout, 2017). Modern technology has made this task even more fast and easy. Considering the interest of the parents in the educational activities of the children and by knowing the importance of modern educational requirements, the opinion of parents regarding the online assessments of the children was sought.

THE OBJECTIVES OF THE STUDY

- To find out the parents' perception regarding students' computer skills and resource availability at school.
- To find out parents' perceptions regarding the ethical, moral, and cognitive assessment of children through an online assessment.
- Find out the difference between parental perception regarding the online assessment based on demographic variables, e.g. gender, age, and qualification.

RESEARCH QUESTIONS

The research questions of the study were:

- What is parents' perception regarding computer skills of students and E. learning resource availability in school for the online assessment?
- What is parents' perception regarding the ethical and cognitive assessment of their children through online assessment?

- What is the difference between parental perception regarding online assessment on the basis of demographic variables, e.g. gender, age, and qualification?

RESEARCH METHODOLOGY

This study was quantitative in nature and a survey method was used to collect parents' perceptions about online assessment at the school level. A sample of 100 parents was selected randomly from Karachi. A Questionnaire was used to identify parents' opinions regarding their perception towards online assessment. The questionnaire consisted of five points Likert scale (Strongly disagree = 1 to strongly agree = 5). It had five parts: the first part consisted of demographic variables of respondents, the second part consisted of statements about children's computer skills for online assessment, The third part had the statement about the resources available at schools for online assessment, in fourth part statements were asked regarding the moral and ethical assessment and the last part of the questionnaire consisted statements regarding the cognitive assessment of children.

DATA ANALYSIS: A Detailed Description Of Data Analysis Is As Under:

DEMOGRAPHIC INFORMATION OF PARENTS DESCRIPTION OF SAMPLE ON THE BASIS OF GENDER

TABLE 1

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	42	42.0	42.0	42.0
Female	58	58.0	58.0	100.0
Total	100	100.0	100.0	

This table shows the demographic information of parents on the basis of gender, there were forty-two males (fathers) and fifty-eight females (mothers) were chosen as a sample. The total population consisted of a hundred parents.

TABLE 2

Description of Sample on the Basis of Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-29 Years	30	30.0	30.0	30.0
	30-39 Years	41	41.0	41.0	71.0
	40-49 Years	28	28.0	28.0	99.0
	50-Above	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

This table shows thirty parents (30%) had ages between twenty to twenty-nine years, forty-

one (41%) parents ages were between thirty to thirty-nine years, twenty-eight (28%) parents ages were between forty to forty-nine years old and only one parent was above fifty.

TABLE 3: ***DESCRIPTION OF SAMPLE ON THE BASIS OF QUALIFICATION***

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Matric	7	7.0	7.0	7.0
	Intermediate	16	16.0	16.0	23.0
	B.A / BSc	29	29.0	29.0	52.0
	M.A / MSc	36	36.0	36.0	88.0
	Others	12	12.0	12.0	100.0
	Total	100	100.0	100.0	

This table shows the demographic information of selected parents, seven parents had Matric qualification, sixteen parents were intermediate, twenty-nine parents had qualification B.A/ BSc, thirty-six parents were M.A/ MSc and twelve parents had other qualifications. The total population of the study was seven districts of Karachi (District East, District West, District South, Central District, District Malir, District Korangi and District Keemari) and the sample of the study was 100 parents from these districts.

TABLE 4

Descriptive Statistics Mean and Standard Deviations of Computer Skill's	N	Minimum	Maximum	Mean	Std. Deviation
To what extent do you agree that your child feels comfortable with the online assessment?	100	1.00	5.00	3.0100	1.10550
Do you think that your child is familiar with all functions of the keyboard?	100	1.00	5.00	2.9400	1.06192
To what extent do you agree that your child can easily operate a computer while online assessment?	100	1.00	5.00	2.9900	1.10550
To what extent do you agree, your child is familiar with computer software?	100	1.00	5.00	2.9300	1.02745
Do you think your child has enough computer competency for the online assessment?	100	1.00	5.00	3.3000	1.01005

Valid N (listwise)	100

A Child has enough computer competency for online assessment has the highest mean score (M = 3.30, SD = 1.01) It means parents are confident in their children that they can attempt paper easily in an online assessment. Students who feel comfortable with online assessment have a second highest mean score (M = 3.01, SD = 1.105) which indicates students are interested and prefer online assessments. This is encouraging for the adoption of innovative and E. Learning, which is indeed a need of time. Students who are familiar with computer software have the lowest mean score (M = 2.93, SD = 1.027) it means parents are well aware that computer software is an abstract process.

TABLE 5: ***DESCRIPTIVE MEAN AND STANDARD DEVIATION OF RESOURCES AVAILABILITY IN SCHOOL***

	N	Minimum	Maximum	Mean	Std. Deviation
The school, where your child goes has a good computer lab.	100	1.00	5.00	3.2800	1.29552
To what extent do you think that there is an internet facility available at school for your child?	100	1.00	5.00	3.3400	1.05620
How much do you agree, the school where your child studies, has good IT infrastructure?	100	1.00	5.00	3.2300	1.27806
To what extent do you agree that the school has a secure supply of electricity for educational purposes?	100	1.00	5.00	3.9300	.98734
How satisfied are you with E. Learning resources, available for your child at school?	100	1.00	5.00	3.2200	1.22746

The school has a secure supply of electricity for educational purposes has the highest mean score (M = 3.93, SD = .98) internet facility available in school for educational purposes has the second highest mean score this is a good step for E. learning, Although many parents have the concern about the other resources availability exemplary multimedia, a computer lab that is why the E. Learning resources available for students at schools has least mean value (M =3.20, SD = 1.2)

TABLE 6: ***DESCRIPTIVE MEAN AND STANDARD DEVIATION OF ETHICAL AND MORAL (AFFECTIVE) ASSESSMENT***

	N	Minimum	Maximum	Mean	Std. Deviation
To what extend do you think online assessment, assess the "ethics" of your child?	100	1.00	4.00	2.6400	1.03005
To what extend do you think that online exams also examine your child's "behavior and character'?	100	1.00	5.00	2.4700	1.12326
Do you think that online exams assess "the social norms and values" of your child?	100	1.00	5.00	2.5100	1.14146
To what extent do you agree that online assessment, assesses your child's "nobility"?	100	1.00	5.00	2.4400	1.03787
To what extent do you understand that online assessment, assesses your child's "etiquette"?	100	1.00	5.00	2.4100	1.09263
Valid N (listwise)	100				

Online assessment assess the ethics of a students has the highest mean value (M = 2.64, SD = 1.03) online exam assess the social values has the second highest mean value (M = 2.51,SD = 1.14) mean value of behavior assessment has moderate(M =2.47, SD =1.12) the mean value of assess the nobility has also moderate value (M = 2.44, SD = 1.037) and online assessment assess students etiquette has the least mean value (M =2.41, SD = 1.09)

TABLE 7: ***MEAN AND STANDARD DEVIATION OF COGNITIVE ASSESSMENT***

	N	Minimum	Maximum	Mean	Std. Deviation
To what extent do you agree that online assessment is the only platform to elucidate your child's understanding about	100	1.00	4.00	2.780 0	.91652

particular subject?					
Do you think your child can more easily attempt online exams than paper-based exams?	100	1.00	5.00	2.8000	1.12815
Do you think, your children's creativity can be better tested in online exams?	100	1.00	5.00	2.6100	1.10000
The online assessment facilitates a more adaptive learning approach for student assessment than paper-based ones.	100	1.00	4.00	2.7000	1.02000
Do you understand an online assessment is a way to bring out a child's latent/hidden talents?	100	1.00	5.00	2.8900	.96290
Valid N (listwise)	100				

Online assessment is a way to bring out students hidden abilities has the highest mean score (M = 2.89, SD = .962) students more easily attempts in online exams then paper-based exams has second-highest mean score (M = 2.8, SD = 1.128) online assessment is only platform to elucidate the students understanding has a moderate mean score (M = 2.278, SD = .916) online assessment facilitate more adaptive learning approach has also moderate mean score (M 2.70, SD = 1.02) and creativity can be better tested in the online exam has the mean value (2.61, SD = 1.100)

TABLE 8: ***MEAN AND STANDARD DEVIATION OF VARIABLES***

	N	Minimum	Maximum	Mean	Std. Deviation
Computer Skills	100	1.00	4.80	3.0340	.81751
Resources Availability	100	1.00	5.00	3.4000	.85658
Ethics and Morality Assessment	100	1.00	4.60	2.4940	.86804
Cognitive Assessment	100	1.00	4.40	2.7560	.77464
Valid N (listwise)	100				

This comparative mean shows resources availability at the school level has the highest mean score (M = 3.4, SD = .85) Students computer skills has second-highest mean score, cognitive assessment has the mean value (2.49, SD = .77), and Ethics and morality assessment has least mean value (2.49, SD = .86) this shows parents are contended on the resources availability at school but more needs to be done to measure their morale.

Independent t-test

TABLE 9: ***AN INDEPENDENT T-TEST BASED ON GENDER***

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Computer Skills	Male	42	3.2571	.85686	.13222
	Female	58	2.8724	.75459	.09908
Resources Availability	Male	42	3.4333	1.04056	.16056
	Female	58	3.3759	.70295	.09230
Ethics and Morality Assessment	Male	42	2.4571	1.01143	.15607
	Female	58	2.5207	.75574	.09923
Cognitive Assessment	Male	42	2.8143	.81736	.12612
	Female	58	2.7138	.74656	.09803

Overall, there was no significance difference related to parent perception regarding the online assessment, this implies that fathers and mothers (males and females) have similar tendencies related to computer skills, resources availability, morality assessment, and cognitive assessment.

TABLE10: ***ONE-WAY ANOVA ON THE BASIS OF AGE***

		Sum of Squares	df	Mean Square	F	Sig.
C.Skills	Between Groups	8.592	3	2.864	4.776	.004
	Within Groups	57.573	96	.600		
	Total	66.164	99			
Resources	Between Groups	7.549	3	2.516	3.711	.014
	Within Groups	65.091	96	.678		
	Total	72.640	99			

Morality	Between Groups	2.234	3	.745	.988	.402
	Within Groups	72.362	96	.754		
	Total	74.596	99			
Cognitive	Between Groups	3.405	3	1.135	1.946	.127
	Within Groups	56.002	96	.583		
	Total	59.406	99			

One way analysis of variance was applied to explore the difference between the mean scores of computer skills, resource availability, ethical and moral assessment, and Cognitive assessment. Perceptions were obtained in four areas i.e. computer skills: F (3, 96) = 4.776. P = 0.04; Resources availability F (3,96) = 3.711, p = 0.14; Ethics and morality F (3,96) = .988, p = .402 and cognitive assessment F (3,96) = 1.94, p = .127 There was a significant difference in the opinion of different aging parents about computer skills competency and resource availability for assessment at school level, however there was no significance figure based on other two areas (Morality assessment and Cognitive assessment) among the parents of different age.

Table 11: *One Way ANOVA on the Basis of Qualification*

		Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
C.Skills	Between Groups	9.502	4	2.375	3.983	.005
	Within Groups	56.663	95	.596		
	Total	66.164	99			
Resources	Between Groups	8.512	4	2.128	3.152	.018
	Within Groups	64.128	95	.675		
	Total	72.640	99			
Morality	Between Groups	2.196	4	.549	.720	.580
	Within Groups	72.401	95	.762		
	Total	74.596	99			
Cognitive	Between Groups	7.674	4	1.919	3.523	.010

Within Groups	51.732	95	.545
Total	59.406	99	

One- way analysis was applied to explore the difference among the mean scores of Computer skills, resources availability, morality assessment and cognitive assessment, on the basis of qualification, parents perception were obtained in four areas i. e Computer skills: F (4,95) = 3.983, p = 0.05; E. learning resources availability: F (4,95) = 3.152, p = 0.018; Ethical and moral assessment: F (4,95) = .720, p = 0.580; Cognitive assessment: F (4,95) = 3.523, p = .010. There was no significant difference found in cognitive assessment however the significant difference was seen in computer skills, resources availability, and cognitive assessment.

RESULTS

The findings found no substantial difference in how parents evaluate online examinations, indicating that they have similar viewpoints on computer abilities, access to digital resources, and the evaluation of both moral and cognitive factors. This perceptual agreement displays parents' common awareness and adaptation as they navigate their children's education in the digital realm. Moreover, a statistically significant variation was present in parental perceptions across different age groups about students' computer skills proficiency and the availability of tools to facilitate computer-based evaluation in schools. This shows that a parents' age affects, how they perceive their wards' technology preparedness and the suitability of school infrastructure for digital evaluations. In contrast, there was no statistically noteworthy difference in parental perceptions across various age groups for two additional evaluation including morals and cognitive capacity. It implies that parents, regardless of age, have similar ideas on how pupils' moral and cognitive growth should be judged in school. Additionally, qualifications or parental perceptions did not impact computer skills, resources availability, and moral assessment meaningfully.

DISCUSSION

This study explores the parent's perception about the online assessment in public and private sector schools of Karachi, research questionnaire had four sections the first section was about computer skills which are essential for students online assessment in which it was observed, parents seemed satisfied their children have computer skills for online assessment, the second subsection questionnaire was related to E. learning resources availability at school level, this section seeks to find out from parents what they think about the school's resources for the online

assessment? In which it revealed parents also seemed satisfied with the availability of resources. In the third section, parents were asked to what extent the standard of morality is measured in online assessment this section study observed parents seemed somewhat satisfied with the assessment of their children's moral standards the fourth section was cognitive assessment in which the parents also seemed satisfied. The findings from this study reinforced the popular notion that when parents are engaged in the education of their children better learning outcomes are achieved.

CONCLUSION

The aim of this study was to find out the parental perception about the online assessment of students, descriptive research design was used to find the parental perception about online assessment at school level. The population of this study were parents from seven districts of Karachi, in the light of results, it is concluded that parents have similar perceptions about the online assessment the study concluded that in the first two sections computer skills for online assessment and resources available for online assessment, parents were seemed to be satisfied because without computer skills and E. learning resources the concept of online assessment makes no sense. In the other two subsections morality and cognitive assessment, parents fairly seemed satisfied, as there was a significant difference in the opinion of different age parents about computer skills competency and resources available for assessment at the school level, however, there was no significant figure based on other two areas (Morality assessment and Cognitive assessment) among the parents of different age. On the basis of parents' qualifications, there was no significant difference found in cognitive assessment, however, the significant difference was seen in computer skills, resource availability, and cognitive assessment.

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