

An Investigation of Challenges Facing Students of Federal College of Education (Technical), Gombe, in Computer-Based Testing

¹Abdullahi Salami Magaji, ¹Sulaiman Abubakar Muhammad, ¹Sherifat Bashir,

²Aishatu Ibrahim Shehu, ³Usman Ibrahim, ⁴Daniel Buba Mshelia

Federal College of Education (Technical), Gombe

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Abstract

This study investigates the challenges facing students of Federal College of Education (Technical), Gombe, in Computer-Based Testing (CBT). Three research objectives and three research questions were formulated to guide the study. The study adopted a descriptive survey research design. The population comprised all Nigerian Certificate in Education (NCE) students offering General Studies in Education (GSE) and Education courses in the college. A sample of 200 students was selected using a stratified random sampling technique. A structured questionnaire developed by the researchers was used for data collection. The data collected were analysed using frequency counts, percentages, mean, and standard deviation. The findings revealed that most students possessed a high level of computer literacy. The study also showed that students generally preferred Computer-Based Testing to the traditional Pen-and-Paper Test (PPT) because of its speed, convenience, and timely release of results. However, despite this preference, some students expressed concerns regarding concentration during examinations, ease of use, network-related challenges, and anxiety associated with computer-based assessments. Furthermore, the findings indicated that students perceived CBT as a reliable method of assessment in terms of score computation, security, fairness, and timely processing of examination results. The study concluded that although CBT offers numerous advantages over the traditional assessment method, challenges such as inadequate CBT facilities, unstable power supply, occasional network failures, and varying levels of students' computer proficiency still affect its effective implementation. Based on the findings, the study recommended that seminars, conferences, and workshops should be organized to educate students and staff on the benefits and effective use of Computer-Based Testing. It also recommended the provision of adequate CBT facilities, improved ICT infrastructure, stable electricity supply, and continuous training programs aimed at enhancing students' computer literacy and confidence in using CBT platforms.

Keywords: *Computer-Based Testing, Students' Challenges, Computer Literacy, Assessment, Tertiary Education.*

Introduction

Assessment is an integral component of the educational process and plays a significant role in determining the extent to which educational objectives are achieved. With the rapid advancement of Information and Communication Technology (ICT), educational institutions across the world have increasingly adopted technological innovations to improve teaching, learning, and assessment practices. ICT has transformed various sectors of society, including education, by providing efficient and effective means of managing academic activities and evaluating students' performance.

Information and Communication Technology (ICT) refers to the collection of technological tools and resources used for creating, storing, processing, transmitting, and managing information. According to Kumar (2008), ICT has become one of the fundamental pillars of modern society due to its ability to facilitate communication, enhance access to information, and improve productivity. In the educational sector, ICT serves as a valuable tool for supporting teaching, learning, administration, and assessment processes. It encompasses technologies such as computers, internet services, software applications, mobile devices, communication networks, and other digital technologies that facilitate information exchange and knowledge acquisition.

The growing integration of ICT into educational systems has led to significant changes in assessment methods. Traditional paper-and-pencil examinations are increasingly being replaced by technology-driven assessment approaches that offer greater efficiency, accuracy, and convenience. One such innovation is Computer-Based Testing (CBT), which involves the administration of examinations through computer systems where candidates' responses are electronically recorded, processed, and scored.

Computer-Based Testing has gained widespread acceptance in many countries because of its ability to simplify examination administration and improve the reliability of assessment outcomes. CBT enables educational institutions to assess large numbers of students within a relatively short period while reducing examination malpractice, human errors in marking, and delays in result processing. According to Thurlow, Lazarus, Albus, and Hodgson (2010), CBT is considered an innovative approach to assessment because it enhances efficiency, promotes accessibility, and supports the effective management of large-scale examinations.

In Nigeria, the adoption of Computer-Based Testing has become increasingly common among examination bodies and tertiary institutions. Several institutions have introduced CBT for admission screening exercises, semester examinations, and other forms of academic assessment. The increasing population of students in higher institutions has further necessitated the use of CBT as a practical alternative to the traditional pen-and-paper examination method. Through CBT, institutions can effectively manage examinations, reduce administrative burdens, and ensure timely release of results.

Despite the numerous advantages associated with Computer-Based Testing, several challenges continue to affect its implementation and effectiveness. Students often encounter difficulties such as inadequate computer skills, examination anxiety, unstable internet connectivity, insufficient computer facilities, technical failures, and erratic power supply. These challenges may negatively influence students' performance and attitudes toward computer-based assessments. Furthermore, disparities in access to technological resources and varying levels of digital literacy among students may create additional obstacles during examinations.

It is against this background that this study seeks to investigate the challenges facing students of Federal College of Education (Technical), Gombe, in Computer-Based Testing. The study aims to examine students' level of computer skills, their attitudes toward CBT compared with traditional pen-and-paper testing, and their perceptions regarding the reliability of CBT as a method of assessment. Understanding these challenges will contribute to the improvement of CBT implementation and enhance the quality of assessment practices in tertiary institutions.

Federal College of Education (Technical), Gombe, is one of the tertiary institutions in Nigeria that has adopted Computer-Based Testing as a means of assessing students, particularly in General Studies in Education (GSE) and Education courses. These courses are compulsory for all students irrespective of their areas of specialization and usually attract a large number of candidates during examinations. The increasing enrolment of students in these courses has created a need for more efficient methods of assessment capable of accommodating large student populations within a limited period.

The advancement of ICT has provided educational institutions with opportunities to modernize their assessment systems through the adoption of Computer-Based Testing. As flexible and technology-driven learning environments continue to expand,

educational institutions are increasingly embracing digital assessment methods that align with contemporary teaching and learning practices. CBT has emerged as one of the most widely adopted assessment innovations because of its ability to provide immediate feedback, improve examination security, reduce administrative costs, and facilitate faster processing of results.

The adoption of CBT in tertiary institutions is driven by the need to enhance efficiency and transparency in examination administration. Unlike the traditional pen-and-paper method, CBT minimizes human errors in marking and score computation while providing standardized testing conditions for all candidates. It also offers opportunities for better examination management through automated scoring and electronic record keeping. However, the successful implementation of CBT depends largely on the availability of adequate technological infrastructure and the computer literacy levels of students. Although many students possess basic computer skills, some still experience difficulties in navigating examination platforms and utilizing computer systems effectively during tests. In addition, technical challenges such as poor network connectivity, inadequate computer facilities, unstable electricity supply, and system failures may negatively affect students' examination experiences.

Furthermore, some students experience anxiety and discomfort when taking examinations through computer systems, particularly those with limited exposure to ICT. Such challenges may influence students' attitudes toward CBT and affect their academic performance. Therefore, there is a need to investigate the specific challenges encountered by students during Computer-Based Testing in Federal College of Education (Technical), Gombe.

This study was therefore undertaken to examine the challenges facing students in the use of Computer-Based Testing, determine their level of computer skills, assess their attitudes toward CBT, and evaluate their perceptions regarding the reliability of CBT compared with the traditional pen-and-paper method of assessment.

Statement of the Problem

The introduction of Computer-Based Testing (CBT) in tertiary institutions was intended to improve the efficiency, reliability, security, and speed of examination administration and result processing. Consequently, many higher institutions in Nigeria have adopted CBT as an alternative to the traditional pen-and-paper method of

assessment. Despite the numerous benefits associated with CBT, its implementation has not been without challenges.

Observations from various tertiary institutions indicate that some students encounter difficulties while participating in computer-based examinations. For instance, some students experience challenges in navigating examination interfaces, reviewing or modifying answers, and adapting to the computerized testing environment. Others feel more comfortable with the traditional pen-and-paper method because it allows them to read, annotate, and review examination questions more conveniently. In addition, technical issues such as unstable power supply, network failures, inadequate computer facilities, system malfunctions, and limited ICT infrastructure may disrupt the smooth conduct of examinations.

Furthermore, differences in students' levels of computer literacy and digital competence may influence their performance and attitudes toward CBT. While some students possess adequate computer skills and adapt easily to computerized examinations, others experience anxiety, fear, and lack of confidence when using computer systems during tests. These challenges may affect students' examination experiences and raise concerns regarding the effectiveness of CBT as a reliable assessment method.

Although Computer-Based Testing has been widely adopted in Federal College of Education (Technical), Gombe, there is limited empirical evidence regarding the specific challenges faced by students during CBT examinations in the institution. It is therefore necessary to investigate these challenges in order to provide information that can assist educational administrators and policymakers in improving the implementation of Computer-Based Testing. Consequently, this study seeks to investigate the challenges facing students of Federal College of Education (Technical), Gombe, in Computer-Based Testing.

Purpose of the Study

The main purpose of this study was to investigate the challenges facing students of Federal College of Education (Technical), Gombe, in Computer-Based Testing (CBT). Specifically, the study sought to:

1. Determine the level of computer skills among students of Federal College of Education (Technical), Gombe.

2. Examine the attitudes of students toward Computer-Based Testing compared with the traditional pen-and-paper assessment method.
3. Determine the extent to which students perceive Computer-Based Testing as a reliable method of assessment compared with the pen-and-paper test.

Research Questions

The following research questions were postulated to guide the study:

1. What is the level of computer skills among students of Federal College of Education (Technical), Gombe?
2. What are the attitudes of students toward Computer-Based Testing compared with the traditional pen-and-paper assessment method?
3. To what extent do students perceive Computer-Based Testing as a reliable method of assessment compared with the pen-and-paper test?

Significance of the Study

The findings of this study will be of beneficial to students, lecturers, educational administrators, researchers, examination bodies, and policymakers.

The study will provide valuable information to students by identifying the challenges they encounter during Computer-Based Testing and suggesting possible measures for improving their examination experiences. It will also help students appreciate the importance of developing adequate computer skills necessary for successful participation in CBT examinations.

The findings will assist lecturers and educational administrators in understanding students' perceptions and challenges regarding Computer-Based Testing. This understanding will enable them to design appropriate intervention strategies, improve examination procedures, and provide adequate support for students during CBT examinations.

The study will also be beneficial to examination bodies and institutional management by providing empirical evidence on the effectiveness and challenges of CBT implementation. The findings may serve as a basis for improving ICT infrastructure, examination security, and assessment practices within tertiary institutions.

Furthermore, the study will contribute to the existing body of knowledge on Computer-Based Testing and serve as a useful reference material for future researchers interested in conducting studies related to ICT-based assessment and educational technology.

Scope of the Study

This study is limited to investigating the challenges facing students of Federal College of Education (Technical), Gombe, in Computer-Based Testing. The study specifically focuses on students' level of computer skills, their attitudes toward Computer-Based Testing compared with the traditional pen-and-paper assessment method, and their perceptions regarding the reliability of CBT as a means of assessment. The study is restricted to Nigerian Certificate in Education (NCE) students offering General Studies in Education (GSE) and Education courses at Federal College of Education (Technical), Gombe. Therefore, the findings of the study are limited to the population under investigation and may not necessarily be generalized to all tertiary institutions in Nigeria.

Literature Review

Research on CBT challenges in Nigeria and globally clusters around computer literacy and skills deficit. Kumar (2008) in her findings revealed that many students especially from public/rural schools have limited exposure to computers before exams and find struggle with basic tasks like clicking, typing, strolling and time management on screen. According to Rouse (2017), ascertained from his literature review that technical and infrastructure challenges such as power failure, slow networks, system freezing, login failures and inadequate computers increase students' anxiety and cause loss of answers, directly lowering the scores. Salmon (2018) concluded from his research findings that on test anxiety, put it as psychological factors both test and computer anxieties were introduced by CBT combined, higher among students with low computer self-efficacy and female students in some contexts. Poor interface design and examination conditions coupled with small screens, poor font size, uncomfortable chairs and physical stress.

Theoretical Framework

This study can be anchored on Acceptance Model Theory (AMT) and Cognitive Load Theory (CLT). If students lack computer skills or see CBT as difficult, their anxiety rises and performance drops, even if they know the contents. CBT adds extraneous cognitive load, the struggle with mouse use, strolling, system lags, or fear of technical errors and reduce the mental capacity available for actual test questions, leading to

lower scores. This extra load reduces the mental capacity as well and results to poor performance of the students.

Methodology

Here, research design, area of the study, population of the study, sample and sampling technique, instrument for data collection, validity and reliability of the instrument, method of data collection, and method of data analysis used in the study were put into consideration.

Research Design

The study adopted a descriptive survey research design. The choice of this design is based on Rouse's (2017) submission that descriptive survey research is the collection of data obtained by asking individuals questions either physically, on paper, by phone, or online. Descriptive survey research design was considered appropriate for this study because it enabled the researchers to obtain information from students regarding the challenges they experience during Computer-Based Testing (CBT) and to describe their opinions, perceptions, and experiences objectively.

Area of the Study

The study was conducted at Federal College of Education (Technical), Gombe, located in Gombe State, North-Eastern Nigeria. The institution was established in 1977 to provide technical teacher education and other related educational programmes. The college offers Nigerian Certificate in Education (NCE) programmes through various schools, including the School of Technical Education, School of Science Education, School of Business Education, School of Vocational Education, and School of Early Childhood Care and Primary Education. The institution also runs degree programmes in affiliation with Abubakar Tafawa Balewa University and distance learning programmes in collaboration with University of Maiduguri.

Population of the Study

The population of the study consisted of all Nigerian Certificate in Education (NCE) students offering General Studies in Education (GSE) and Education courses at Federal College of Education (Technical), Gombe. These students were selected because they regularly participate in Computer-Based Testing as part of their academic assessment.

Sample and Sampling Technique

A stratified random sampling technique was employed for the study. Each school within the college was considered a stratum to ensure adequate representation of students from different academic backgrounds. A total sample of 200 students was selected from the five schools, with 40 students drawn from each school.

Table 1: Distribution of Respondents Across the Schools

School	Number of Respondents	Percentage (%)
School of Technical Education	40	20.0
School of Science Education	40	20.0
School of Business Education	40	20.0
School of Vocational Education	40	20.0
School of Early Childhood Care and Primary Education	40	20.0
Total	200	100.0

Instrument for Data Collection

The instrument used for data collection was a structured questionnaire titled "Challenges Facing Students in Computer-Based Testing Questionnaire (CFSCBTQ)." The questionnaire consisted of two sections. Section A sought information on the demographic characteristics of the respondents, while Section B contained items developed to address the research questions of the study. Responses were measured using a five-point Likert scale as follows:

Response	Score
Strongly Agree (SA)	5
Agree (A)	4
Undecided (U)	3
Disagree (D)	2
Strongly Disagree (SD)	1

Validity of the Instrument

The questionnaire was subjected to face and content validation by experts in Measurement and Evaluation as well as specialists in Information and Communication Technology (ICT). The validators examined the instrument to ensure that the items were relevant to the objectives and research questions of the study, clearly worded, and capable of generating the required data. Their observations and recommendations were incorporated into the final version of the instrument before administration.

Method of Data Collection

The researcher obtained permission from the appropriate authorities of Federal College of Education (Technical), Gombe, before administering the questionnaire. Copies of the questionnaire were distributed personally to the selected respondents across the various schools of the college. The respondents were given adequate time to complete the questionnaire, after which the completed copies were collected immediately by the researchers. This approach ensured a high rate of questionnaire retrieval and provided sufficient data for analysis.

Method of Data Analysis

The data collected for the study were analysed using descriptive statistics. Frequency counts and percentages were used to answer Research Question One on students' level of computer skills. Mean and standard deviation were used to answer Research Questions Two and Three concerning students' attitudes toward Computer-Based Testing and their perceptions of its reliability. The decision rule for the mean rating was based on the criterion mean of **3.00**, calculated as follows:

$$\frac{5 + 4 + 3 + 2 + 1}{5} = 3.00$$

Any questionnaire item with a mean score of 3.00 and above was regarded as **Accepted**, while any item with a mean score below 3.00 was regarded as **Rejected**.

Results

This section presents the results analysis and interpretations of findings for the study. The analysis and interpretation of the results were organized according to the research questions stated.

Research Question 1: What is the level of computer skills for the students of Federal College of Education (Technical) Gombe?

Result from the analysed data of table II below shows that 92.0% (92) of the respondents recorded High with the statement (Pressing the <Enter Key> on Keyboard creates new line in Microsoft Word document.), and 4.0% (4) of the respondents recorded Low with the statement, also, another group having 4.0% (4) of the respondents recorded Low with the statement respectively.

Table II: Pressing the <Enter Key> on Keyboard creates new line in Microsoft Word document

Responses	Frequency	Percent		Remark
Strongly Disagree	0	0.0%		
Disagree	8	4.0%	4.0%	LOW
Undecided	8	4.0%	4.0%	LOW
Agree	56	28.0%		
Strongly Agree	128	64.0%	92.0%	HIGH
Total	200	100%	100%	

Source: Research Questionnaire F.C.E (T) Gombe, 2025

I can type more than 40 words per minutes.

From table II below, result shows that 54.0% (108) of the respondents recorded High with the statement (I can type more than 40 words per minutes), and 16.0% (32) of the respondents recorded Low with the statement while 30.0 % (60) of the respondents recorded Moderate.

Responses of Students on I can type more than 40 words per minutes.

Responses	Frequency	Percent		Remark
Strongly Disagree	4	2.0%		
Disagree	56	28.0%	30.0%	MODERATE
Undecided	32	16.0%	16.0%	LOW
Agree	52	26.0%		
Strongly Agree	56	28.0%	54.0%	HIGH
Total	100	100%	100%	

Source: Research Questionnaire F.C.E (T) Gombe, 2025.

Microsoft excel is primarily used for type settings like memo, letters, reports etc.

The analysed data of the table III below shows that 70.0% (140) of the respondents recorded High with the statements (Microsoft excel is primarily used for type settings like memo, letters, reports etc.), and 10.0 % (10) of the respondents recorded Low with the statement while 20.0 % (40) of the respondents recorded Moderate.

Table IV: Responses of Students on Microsoft excel is primarily used for type settings like memo, letters, reports etc.

Responses	Frequency	Percent		Remark
Strongly Disagree	16	8.0%		
Disagree	4	2.0%	10.0%	LOW
Undecided	40	20.0%	20.0%	MODERATE
Agree	68	34.0%		
Strongly Agree	72	36.0%	70.0%	HIGH
Total	200	100%	100%	

Source: Research Questionnaire F.C.E (T) Gombe, 2025

In Microsoft excel worksheet; the columns are identified by letters and the rows by numbers.

As shown on table V below, result of the data analysed highlighted that 68.0% (136) of the respondents recorded High with the statement (In Microsoft excel worksheet; the columns are identify by letters and the rows by numbers), and 12.0% (24) of the respondents recorded Low with the statement while 20.0% (20) of the respondents recorded Moderate.

Table V: Responses of Students on In Microsoft excel worksheet; the columns are identified by letters and the rows by numbers.

Responses	Frequency	Percent		Remark
Strongly Disagree	8	4.0%		
Disagree	16	8.0%	12.0%	LOW
Undecided	40	20.0%	20.0%	MODERATE
Agree	60	30.0%		
Strongly Agree	76	38.0%	68.0%	HIGH
Total	200	100%	100%	

Source: Research Questionnaire F.C.E (T) Gombe, 2025

Search engines use web browsers to search for information on the web.

Result of the analysed data from table VI below shows that 84.0% (168) of the respondents recorded High with the statement (Search engines uses web browsers to search for information on the web), and 6.0% (12) of the respondents recorded Low with the statement, while 10.0% (20) of the respondents recorded Moderate.

Table VI: Responses of Students on Search engines uses web browsers to search for information on the web.

Responses	Frequency	Percent		Remark
Strongly Disagree	12	6.0%		
Disagree	8	4.0%	10.0%	MODERATE
Undecided	12	6.0%	6.0%	LOW
Agree	72	36.0%		
Strongly Agree	96	48.0%	84.0%	HIGH
Total	200	100%	100%	

Source: Research Questionnaire F.C.E (T) Gombe, 2025

I can Open an unread e-mail, send a reply to the sender and attach a document to an email.

From table VII below, result shows that 70.0% (140) of the respondents recorded High with the statement (I can Open an unread e-mail, send a reply to the sender and attach a document to an email), and 8.0 % (16) of the respondents recorded Low with the statement while 22.0% (44) of the respondents recorded Moderate.

Table VII: Responses of Students on I can Open an unread e-mail, send a reply to the sender and attach a document to an email.

Responses	Frequency	Percent		Remark
Strongly Disagree	24	12.0%		
Disagree	20	10.0%	22.0%	MODERATE
Undecided	16	8.0%	8.0%	LOW
Agree	92	46.0%		
Strongly Agree	48	24.0%	70.0%	HIGH
Total	200	100%	100%	

Source: Research Questionnaire F.C.E (T) Gombe, 2025.

Touching a sensitive screen monitor (LCD/LED) can serve as computer input device. The data analysed result of table VIII shows that 62.0% (124) of the respondents recorded High with the statement (Touching a sensitive screen monitor (LCD/LED) can serve as computer input device), and 6.0% (12) of the respondents recorded Low with the statement while 32.0% (64) of the respondents recorded Moderate.

Table VIII: Responses of Students on Touching a sensitive screen monitor (LCD/LED) can serve as computer input device.

Responses	Frequency	Percent		Remark
Strongly Disagree	28	14.0%		MODERATE
Disagree	36	18.0%		
Undecided	12	6.0%	6.0%	LOW
Agree	68	34.0%		HIGH
Strongly Agree	56	28.0%	62.0%	
Total	200	100%	100%	

Source: Research Questionnaire F.C.E (T) Gombe, 2025

Collectively, this finding indicates that students of Federal College of Education (Technical) Gombe have a high level of computer literacy.

Research Question 2: What is the test takers' attitude towards Computer-Based Test compared with Pen and Paper assessment?

The result of the analysed data in table IX below shows that the students prefer CBT than PPT, because from research question 2 the mean values of item 9 and 12 falls between 3.0 and above. However, the mean values on item 8, 10 and 11 also fall above 3.0 which indicate that the students have negative attitude towards CBT despite their preference on the CBT.

Table IX: Table showing the mean and standard deviation of Students attitude towards CBT compared with PPT.

S/N	ITEM	Mean	Std. D.	Remark
8	Using computer to take a test is not easy.	3.52	0.36	ACCEPTED
9	I read more quickly and easily on a paper than on computer screen, because, adequate time is given in PPT than CBT.	3.76	0.46	ACCEPTED
10	I find it hard to concentrate on the questions while taking an online test.	3.62	0.39	ACCEPTED
11	I would have felt better if I had taken PPT instead of CBT.	3.34	0.43	ACCEPTED
12	I feel comfortable and relaxed when using computer to write a test.	3.80	0.31	ACCEPTED

Source: Research Questionnaire F.C.E (T) Gombe, 2025.

Research Question 3: Is CBT more reliable than PPT in terms of computation of scores?

The result in table X below shows that the students indicates that CBT is more reliable than a PPT in terms of computation of scores, because from research question 3, the mean values of items 13, 15, 16, 17, 18, 19 and 20 falls between 3.0 and above which clearly highlighted that CBT is more reliable than a PPT in terms of computation of scores but at the same time they agree that it is easier to cheat on online exams than with PPT because the mean value of item 14 is between 3.0 and above too.

Table X: Table showing mean and standard deviation of Reliability of CBT and PPT in

terms of computation of scores.

S/N	ITEM	Mean	Std. D.	Remark
13	I am confident that my grades for online assessments are secured.	3.78	0.29	ACCEPTED
14	It is easier to cheat on online exams than with paper-pen exams, because online exams are vulnerable to hackers.	3.10	0.38	ACCEPTED
15	Manipulation of scores are easier with CBT than PPT.	3.78	0.45	ACCEPTED
16	Username and password login provide adequate security for online exams.	4.40	0.96	ACCEPTED
17	My Computer-based Test scores and Pen-Paper Test scores are equivalent.	3.76	0.32	ACCEPTED
18	Systems are enough and there is no Network failure for all the CBT exams.	3.00	0.36	ACCEPTED
19	The power supply is stable throughout the CBT exams.	3.44	0.34	ACCEPTED
20	I believe that CBT ensured justice and equity.	3.66	0.36	ACCEPTED

Source: Research Questionnaire F.C.E (T) Gombe, 2025.

Summary of Findings

Based on the data analysis presented above, the following findings were revealed:

1. The findings of this study showed that most of the students of Federal College of Education (Technical) Gombe are computer literate.
2. It also indicates that students prefer CBT to PPT, however, they also have negative attitude towards computer-based assessment compared with pen and paper assessment.
3. Students believe that the online examination in F.C.E (T) Gombe is more reliable and secure alternative to paper-based assessment even though it is easier to cheat on online exams compared with PPT.

Discussion of Findings

The finding of this study was that most of the students of F.C.E (T) Gombe are computer literate. It is in agreement with the finding of Karadeniz (2009) who found that students had positive attitude toward web-based and mobile-based assessment due to ease of use and comprehensive and instant feedback.

Despite the fact that the students have a high level of computer literacy, the finding also shows that some students have negative attitudes while some have positive

attitude towards CBT compared with PPT and this is in agreement with some studies which indicate that as fewer students being confident about CBT before completing the assessment more students stated a preference for CBT afterwards (Erle et al, 2006 in Oduntan et al, 2015).

Advocates of CBT have identified many positive prospects of this approach to assessment for instance, it enhances consistency and security. This study reveals that the CBT is a secured alternative to PPT. Therefore, it gives students confidence that their grades are secured.

Conclusion and Recommendations

In conclusion, this automation of assessment through its interactive interface can minimize the educational workload and provide immediate scoring and reporting of results; more flexible test scheduling; the opportunity to include innovative item formats that are made possible by the use of technology; and reduced costs of test production; administration; and scoring.

Based on findings of the study, the following recommendations were made: -

- ❖ Seminars, conferences and workshops should be organized where papers shall be presented on benefits of CBT for students' assessment and testing.
- ❖ There should be massive public awareness campaign on the benefits and indispensability of CBT especially in the present-day information driven society. This awareness campaign can be carried out via websites, media, special events like students' week, radio and television jingles, and other social media.
- ❖ Government and other stake holders should ensure and work towards sustainable electricity power supply in tertiary institutions of learning throughout the country.
- ❖ There should be adequate manpower training for ICT skills acquisition and knowledge especially for teachers who are the curriculum implementers at the classroom level.

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¹Abdullahi Salami Magaji, ¹Sulaiman Abubakar Muhammad, ¹Sherifat Bashir,

²Aishatu Ibrahim Shehu, ³Usman Ibrahim, ⁴Daniel Buba Mshelia
Federal College of Education (Technical) Gombe
Abdullahimagaji383@gmail.com; Abuasmau02611@gmail.com;
[Sharifat Bashir260@gmail.com](mailto:SharifatBashir260@gmail.com);

1Department Of Psychology/Guidance And Counselling
Aishatuibrahimshehu79@gmail.com

²Department Of Curriculum And Instructional Studies
Usmansawo@gmail.com

³Department Of Education Foundation

⁴daniel Buba Mshelia
Danielmshelia63@yahoo.com

Department Of Biology