Libyan Students' Perceptions of Traditional Exams as an Assessment Method: An Exploratory Study in the English Department at Sirte University

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ABSTRACT

  This study aims to find out the understudy Libyan students' perceptions towards the traditional examinations as a method of assessment. In doing so, the study employed a quantitative design with a close-ended questionnaire to obtain the data required for the study. The data was then analyzed manually. The main findings indicate that the study's participants perceive the current examination system as unfair, invalid, unreliable and outdated. They also think that the current system is inadequate for assessing them as it mainly encourages students to memorize information rather than retaining it. The study concludes with some recommendations and pedagogical implications to improve the existing assessment system in the context of the study.

Keywords: traditional exams, assessment, Libyan students

1. Introduction

In the Libyan context, the education system depends heavily on the traditional and standardized exams which are characterized by a specific schedule, time constraints, pen, and paper. This examination system has been there for decades and it is still almost the only way of assessing students' performance. The present study deals with the Libyan university students' perception towards the current examination system and highlights the alternative methods that reflect the students' abilities, performance and needs.

1.1 Problem Statement

From our personal observations and experiences, many students and teachers complain that exams are an unfair way of assessing students' performance. It is often said that students tend to perform well in exams but their competence is relatively low. Moreover, some believe that assessing students in one or two sittings cannot reflect their actual abilities.

1.2 The Objectives of the Study

The current study attempts to achieve the following aims:

To explore the students' understudy perceptions of traditional exams as a method of assessment.

To investigate the understudy students' preferences of assessment methods.

2. Literature Review

2.1 An Overview of the Educational System in Libya

Education in Libya is free for everyone from elementary school up to university level, at home or abroad. Furthermore, El Hassan (2013), in her investigation about the educational assessment system in Libya, summarized it as being characterized mostly by a focus on school assessment with two common terminal examinations at the end of basic (9th Grade) and secondary education (12th Grade). The system is supervised and administered by the Ministry of Education (MOE), Examinations Unit within the MOE, regional examination offices, the inspectorate of education, and examination coordinators within the schools. Moreover, pre-university schooling is divided into three sections: primary, preparatory and secondary. The first nine years of education are compulsory and are known as basic education. They consist of six years in primary school and the first three years of preparatory school. Primary education covers six years divided into four years and two years, and secondary education covers six to seven years divided into a three-year cycle (compulsory) and a three to four-year intermediate cycle (El Hassan 2013).

2.2   Definitions of Key Concepts
2.2.1 Assessment
Assessment is systematic progress for gathering data about student's achievement (Ahmed, 2009). Moreover, Taylor (2013) argues that assessment is central to the education process with an important consequence for students, as well as for other educational stakeholders, being made based on text performance. According to Ahmed (2009), assessment in the context of education has been used primarily "in deciding, collecting and making judgments about evidence relating to the goals of the learning being assessed", which makes no reference to how the information being collected and could be used (ibid: p.103).

2.2.2 Examination
Abu-Dabat (2015) stated that to examine in the education field means the questions given to the students to be answered, either verbally or in writing, to measure their knowledge achievement, understanding, and abilities to use the accumulated information into practice. Additionally, Balogun (1999) defined the examination as the process through which students are evaluated or tested to find out the quality of knowledge they have acquired within a specified period.

2.3 Problems Affecting Students' Performance in the Exams
Examination stress among college students has been a topic of interest for many years. College students experience high stress due to various reasons such as lack of preparation, style of their study and lack of needed information. When stress is perceived negatively or becomes excessive, it leads to anxiety before and during examinations and ultimately affects their academic achievement. Besides, studies have been conducted regarding students' perceptions of tests. For example, a study by Suryaningsih (2014) found that besides giving many impacts on students' emotions and learning, tests also pose some problems. He and Shi (2008) found that the writing topics in the LPI (English Language Proficiency Index)

affected students' performance on the test. LPI essay topics were related to Canadian culture. The students had problems in writing because they had no background information and had limited language vocabulary regarding the topic. The writing prompt gave advantages to the local students where they are familiar with the topic. Therefore, Chinese students argued that the LPI test did not reflect their writing ability. He and Shi (2012) asserted their finding by doing another research about the relation between topic and ESL writing. They found that the students complained about the topic prompt that they were not familiar with and about the lack of vocabulary in the topic.

2.4   Examination as Type of Assessment in Libya

The European commission TEMPUS (2011) reported that in the Libyan context, exams are the most common form of assessing students' performance at different educational levels. There are two terms or year exams and a final besides homework to assess students' performance in each course.   In the context of this study, the English Department Sirte University implements exams as almost the sole method of assessment due to the restrictions of existing study and exams regulations system which emphasize exams as a way of assessing students' performance.

2.5   Validity and Reliability of Exams

Validity and reliability in terms of education are crucial concepts that should be determined and demonstrated. Taylor (2013) has defined them in simple words. That is, validity is an evaluative judgment of the degree to which empirical evidence supports the appropriateness of inferences and actions based on test scores. In other words, testing in only a single occasion for a subject and via a single testing method (written exams) is unlikely to provide an accurate reflection of a student's overall knowledge and ability. On the other hand, reliability refers to whether students of roughly the same ability will consistently score similarly on the tests used.

2.6   The Importance of Studying Students' Perception

This section discusses the importance of studying students' perception of exam as an assessment method. However, before doing this, we believe that the concept of "perception" should be explained and defined. According to Stewart L. Tubbs & Sylvia (1990)perception is an active process as one selectively perceives, organizes and interprets what one experiences. Interpretations are based on the perceiver's past experiences, assumptions about human behavior, knowledge of the other circumstances, present moods, wants, desires and expectations. Besides, research has been done regarding (Berelson and Steiner, 1964: 88, cited in Vithessonthi: 2005). Perception can be defined as a "complex process by which people select, organize, and interpret sensory stimulation into a meaningful and coherent picture of the world". Concerning the educational process, the most two important factors are the teacher and the student. Therefore, according to He and Shi (2008) listening to test-takers' voices and perceptions of tests are important, because they are the people who have experienced the social and educational consequences of tests. Therefore, including students' perceptions of tests is one of the aspects of constructing validity. Thus, Shohamy (2001) argued that tests have their powerful effects not only on students' educational lives but also on their social lives. Furthermore, she also emphasized the importance of knowing students' perceptions towards tests as it can lead to information about the importance and the meaning of the tests to the students'' lives.

2.7 Previous Studies on Students' Perception of Examinations

There have been some studies conducted to investigate the students' perceptions of the examination as being one way of assessments in many contexts. Jaturapitakkul (2013) investigated the students' perceptions of traditional English language testing in Thailand. The study showed that current testing practices were viewed to be fair enough as a good way to measure students' English ability. The formats of tests were generally perceived as a reflection

of their English ability though there should be more various and new forms of item types suitable for all skills tested. Furthermore, current tests were viewed to be capable of measuring important content students learned in courses. Regarding whether existing tests promoted learning, there were opportunities to learn from the tests. However, students disliked tests of memorization of knowledge, preferring tests that measured cognitive abilities. The results suggest practical guidelines to improve existing testing practices and even to inspire us to create innovative kinds of tests.   Another study conducted by Abu-Dabat (2015) at Alzaytouna University in Jordan revealed that the attitudes of students towards the evaluation system are generally positive, while in terms of gender the results showed that there are no significant statistical differences. Pereira et al (2017) conducted a study on assessment in higher education, particularly focusing on issues regarding the fairness and effectiveness of the assessment methods and their implications for the learning process. The perceptions of undergraduate students are analyzed taking into account the effectiveness and fairness of both traditional and learner centered assessment methods, as well as their influence on the learning process. In total, 624 students participated in the study in five Portuguese Public Universities in different areas of knowledge and programs. Data were collected through questionnaires. Findings suggest that assessment is seen as more effective and fairer when it is done through the use of learner-centered assessment methods rather than by traditional assessment e.g. written tests or exams). The students also claim that they devote more time to study when assessment is performed through learner-centered assessment methods than by traditional ones. The most used assessment methods are written tests and oral presentations in a group.

3. Methodology
3.1 Research Questions
This study is set to answer the following research questions:

Research Question One: How do students, understudy, perceive traditional exams?

Research Question TWO: What other ways of assessments, if any, do those students prefer?

3.2   Research Design

The current study employs a quantitative approach through the use of a close-ended questionnaire as it is believed to fit the aims as well as the research questions set out for this study.

3.3   Participants

The participants were undergraduate students and they were chosen randomly. They were enrolled in the sixth, seventh and eighth semesters of the academic year 2017-2018. The reason for choosing students at an advanced level is because it is believed that they might have awareness and enough experience of the assessment system which would allow them to evaluate the system. The sample size for the study is 34 in total (7 males and 27 Females). Their ages ranged from 20 to 23 years old. More information about the current study's sample is shown in table 1 below:

Table (1):   Some Background Information about the Study's Participants

No of participants	Age	Academic year	Gender	Nationality
34	20 - 23	2017-2018	27 Females 7 Males	Libyans

3.4   Research Method

The present study employed a close-ended questionnaire as a research method to collect the needed data. The questionnaire was adopted from previous relevant studies (Jaturapitakkul (2013), Abu-

Dabat (2015). However, the present researchers made some changes to the previous questionnaires to suit the current study aims. The construction of the questionnaire went through a long process of editing and revising by the researchers and their supervisor. The constructed questionnaire was then reviewed by three experienced teachers in the English Department at Sirte University to receive feedback on how to improve it. Most of the feedback/comments made by the reviews were taken into consideration before realizing the final version of the questionnaire (see the appendix)

4. Results
4.1   Students Familiarity with Examinations.

As table 2 below illustrates, most participants (85.2%) believe that multiple-choice exams are better in terms of examining their knowledge and achievements. The results also show that 8.8% seem to disagree with this statement while only 5.8% seem to be uncertain about whether or not multiple-choice exams are better or worse. As for whether or not the current system covers part of the academic subjects, 76.4% of the participants agree that it does while 14.7% are uncertain and 8.8% disagree with this statement. The table also shows that more than 70% of the participants think that the current system is not adequate for the current curriculum whereas 26.4 % believe that it is adequate while only 2.9 % seems to be uncertain. Moreover, the results demonstrate that more than half of the participants (52.9%) agree that examinations are comprehensive and both theoretical and practical whereas 35.2% of them seem to disagree with this and 11.4 % are uncertain.

Table (2): Students Familiarity with Examinations

Items		Extremely Agree & Agree	Uncertain	Extremely Disagree & Disagree
Examinations as an assessment method are comprehensive and are both theoretical and practical.	No of participants	(18)	(4)	(12)
	Percentages	52.9 %	11.7 %	35.2 %
The current assessment system is adequate for the current curriculum.	No of participants	(9)	(1)	(24)
	Percentages	26.4 %	2.9 %	70.5 %
I would prefer multiple-choice examination to other methods of examination to examine my knowledge and achievement.	No of participants	(29)	(3)	(2)
	Percentages	85.2 %	8.8 %	5.8%
I believe that the current assessment system covers part of the academic subjects only.	No of participants	(26)	(5)	(3)
	Percentages	76.4 %	14.7 %	8.8%

4.2   Fairness of the Current Examinations System

As table 3 below shows, a vast number of participants (73.5%) agree that the current examinations system is an unfair method of measuring students' levels. On the other hand, 17.6% disagree and 8.8% are uncertain. Moreover, many participants (73.5%) agree that the difficulty level of examination matches students' proficiency level whereas 23.5% disagree with such a statement and 2.9% are uncertain. Finally, 44.1% of the participants agree that multiple-choice exam results surrender to a sort of luck and may not be entirely representative of a student's real achievement. However, 44.1% of the participants disagree with this statement and 11.7% are uncertain.

Table (3): Fairness of the Current Examinations System

Items		Extremely Agree & Agree	Uncertain	Extremely Disagree & Disagree
The current examination system is an unfair method of measuring students' levels.	No of participants	(25)	(6)	(3)
	Percentages	73.5 %	17.6%	8.8 %
The difficult level of examination matches the student's proficiency level.	No of participants	(25)	(1)	(8)
	Percentages	73.5 %	2.9%	23.5 %
I believe that multiple-choice exam results surrender to a sort of luck and may not be entirely representative of a student's real achievement.	No of participants	(15)	(4)	(15)
	Percentages	44.1 %	11.7%	44.1 %

4.3   Students' Preference for Methods of Assessment

From table 4 below, the results show that 94.8% of the participants believe that an alternative assessment method that measures a student's ability to retain information, overall knowledge, practical skills and capabilities are more beneficial than the traditional one. In contrast, 5.8% disagree with this view. Many participants (73.5%) don not prefer essay questions to other forms of assessment. In addition, 64.7% of the participants prefer to be evaluated continuously during the course instead of being evaluated with time constraints while 11.7% are uncertain.

Table (4): Students' Preference for Methods of Assessment

Items		Extremely Agree &Agree	Uncertain	Extremely Agree & Disagree
I prefer essays to other forms of assessment	No of participants	(7)	(2)	(25)
	Percentages	20.5%	5.8%	73.5%
I would rather be continuously evaluated during the course instead of being evaluated with time constraints.	No of participants	(22)	(4)	(8)
	Percentages	64.7%	11.7%	23.5 %
I believe that an alternative evaluation method that measures a student's ability to retain information, overall knowledge, practical skills & capabilities are more beneficial than the traditional one.	No of participants	(32)	(0)	(2)
	Percentages	94.8%	0%	5.8%

4.4   Validity of the Current Examinations System

Table 5 below demonstrates that 88.2% of the participants agree that the current examination system is old and out of date whereas 8.8% of them are uncertain and 2.9% disagree with such a statement. On the other hand, more than half of the (58.8%) believe that the current assessment system pushes students to use a scientific approach in their response to questions compared to 29.4% who tend to disagree and 11.7% are uncertain about this statement.

Table (5): Validity of the Current Examinations System

Items		Extremely Agree & Agree	Uncertain	Extremely Disagree & Disagree
I believe that the current assessment system pushes students to use a scientific approach in their response to questions.	No of participants	(02)	(4)	(10)
	Percentages	58.8 %	11.7 %	29.4 %
The current examination system is old and out of date.	No of participants	(02)	(3)	(1)
	Percentages	88.2 %	8.8 %	2.9 %

4.5   Reliability of the Current Examinations System

Table 6, shown below, illustrates that the vast majority of the participants (82.3%) agree that the current examination system tends to measure their memory rather than their knowledge whereas 8.8% of them disagree with the statement and 8.8% are uncertain. Moreover, the majority of participants, (94.1%), agree that examinations can be uninformed and are not designed to measure all the qualities of a student. Furthermore, many of the participants (73.5 %) agree that the examination system has been designed to measure students' reasoning abilities whereas 41.7% of them disagree with this statement and 11.7% are uncertain.

Table (6): Reliability of the Current Examinations System

Items		Extremely Agree & Agree	Uncertain	Extremely Disagree & Disagree
I believe that the examination assessment system has been designed to measure students' reasoning abilities only.	No of participants	(25)	(4)	(5)
	Percentages	73.5 %	11.7 %	14.7 %
I believe that the examinations can be uninformed and are not designed to measure all the qualities of a student.	No of participants	(32)	(1)	(1)
	Percentages	94.1 %	2.9 %	2.9 %
The current examination system tends to measure our memory rather than our knowledge.	No of participants	(28)	(3)	(3)
	Percentages	82.3 %	8.8 %	8.8 %

4.6 Students' Satisfaction/ Dissatisfaction with the Current Examination System

As shown in table 7 below, 85.2% of participants agree that working on certain projects will deepen the relationship between students whereas 8.8% are uncertain and 5.8% disagree with such a statement. In addition, 76.4% of the participants prefer multiple-choice exams to essay exams questions. Moreover, 52.9% of

participants agree that the current examination system is beneficial for students whereas 35.2% of them are uncertain about this statement and 11.7% disagree.

Table (7): Students' Satisfaction/ Dissatisfaction with the Current Examination System

Items		Extremely Agree & Agree	Uncertain	Extremely Disagree & Disagree
I believe that the current Examination system is adequate for assessing me.	No of participants	(4)	(3)	(27)
	Percentages	11.7 %	8.8 %	79.4 %
I believe that an Examinations system are beneficial for students	No of participants	(18)	(12)	(4)
	Percentages	52.9 %	35.2 %	11.7%
prefer oral exams to written exams	No of participants	(12)	(6)	(16)
	Percentages	35.2%	17.6 %	47 %
I prefer multiple choice exams rather than written.	No of participants	(26)	(3)	(5)
	Percentages	76.4 %	8.8 %	14.7 %
I believe that working in a group on certain projects will deepen the relationship between students	No of participants	(29)	(3)	(2)
	Percentages	85.2 %	8.8 %	5.8 %

5. Discussion

In the previous section, the current study's results were presented and illustrated in tables. This section aims to discuss the findings of the present study concerning previous and relevant studies as well as in relation to the Libyan context. Due to space, however, the discussion will focus mainly on the most striking and significant findings. Overall, some of the current study's findings seem to be in

line with previous studies' findings. So, for example, the current study's findings show that most participants believe that the current examination system tends to encourage the memorization of information. In other words, they believe that the current exam system pushes students towards what is known as rote learning and it does not help students to be creative and retain information and knowledge. These findings are in line with previous studies (e.g. Jaturapitakkul, 2013, Abu-Dabat, 2015 & Alhmali, 2007) which have reported similar findings.

Having that said, some of our findings were contradictory to previous studies. Our study findings, for example, show that most students think the current traditional exam system is unfair and out of date whereas previous studies reported that their participants believed that it was fair enough and appropriate. Although it is not clear why such contradictions between our findings and the finding of previous studies exist; our explanation is that it could be because of the different educational contexts and therefore the exam system in those contexts could be different from ours. In other words, having a different education and examination system could be behind the different perceptions of the exam system between the current and previous studies.

As for relating the present study's findings to the Libyan context, the present researchers believe that although the findings should be treated cautiously due to the reasons mentioned in section 6.1, there are some findings that could be useful for decision-makers and educators in Libya. The study has revealed some interesting findings which indicated the participants' dissatisfaction with the current exams system. Most students think that the system is not assessing their abilities and it only encourages students to memorize information for the sake of the exam. Participants also believe that the current exam system is unfair, unreliable, invalid, and outdated. Moreover, the findings also suggest that students seem to be unsatisfied with the current exam system because they do not like being assessed in one time and place and they prefer to be assessed continuously. These findings are in line with previous and relatively

relevant research conducted in the Libyan context (e.g. Alhmali, 2007). The current study's findings suggest that we might need to think of other ways of assessing students instead of the traditional way. The findings revealed that participants prefer being assessed by group work and project works. It might be difficult to apply these methods in our context with a large number of students and lack of needed facilities to do so but their teachers should try different ways for assessing students' performance rather than the traditional ones. We are also aware that teachers are restricted with stated regulations and rules of how to assess their students but we think that extra effort should be exerted to change these rules and regulations. As discussed in section 2.6, students' perceptions are important in education and their views should be taken into consideration. University officials and decision-makers should take the students' opinions/perceptions into consideration and the rules and regulations should be updated regularly based on research and new facts in education. It should be stressed again that the current study's findings are just an indication and they cannot be taken for guaranteed. With that said, no one can deny that some of these results are shared by many teachers, students, and educators in Libya. Most of them complain that exams are not a real reflection of students' competence. Therefore, we should try to find other ways that could help students, teachers and educators get the most of education by finding different and more creative ways of assessing our competence in a fairer, more reliable, valid, and up-to-date methods of assessments. The Libyan education went through some major changes in the curriculum in 2006. The whole curriculum was replaced with a new and up-to-date curriculum (Singaporean curriculum). The curriculum in its general sense refers to the syllabi (content) as well as to the assessment. However, as far as we know, the change occurred in Libya limited to chaining the content of the course whereas the assessment remained the same. That is, the education system in Libya still follows traditional ways of assessment as almost the only way to assess students.

As has been indicated by the findings of this study, most participants preferred alternatives ways of assessment rather than the traditional exams. In other words, participants were asking for different types of assessments and they wanted to be assessed continuously instead of being assessed in one or two sittings. As mentioned in the literature review section, students feel stressed, anxious, and worried whenever they think of exams. This is because of the high stakes of exams and the fact that their whole future relies on their performance in one or two pre-decided sessions in time, place, and set of questions. Fear of failing and the pressure being put on students makes their experiences of exams, not a good one. In fact, we have a wonderful example of how exams can be a stressful and unpleasant experience for students. These days the General Certificate for Secondary Schools exam is underway. All students are being examined in one location with a very tight security situation with police officers surrounding the place with very restricted rules and regulations. Although we fully understand the Ministry of Education's concerns and worries about the widespread of mal-practice among students, it is unbelievable that this could happen in the 21st century as these conditions put students under lots of pressure and do not help them to do well. There must be other and better ways to assess students rather than the ways being implemented now which could also reduce the malpractice phenomena. We believe that, in some way or another, our examination system is actually leading and encouraging malpractice. To reduce malpractice and encourage imagination rather than imitation we would need to adopt the 21st-century ways of assessment. To conclude, the study's findings suggest some serious issues with our exam system from the study participants" point of view. As will be suggested later, further research is urgently needed to confirm these findings and reveal a clearer and more comprehensive picture of our examination system which undoubtedly needs some improvements/changes to suite the 21st-century assessment methods and techniques.

6. Conclusion

The present study has been carried out to explore the Libyan students' perceptions towards the examinations system. The findings of the study showed that most students think the current traditional exam system is unfair, unreliable, invalid, and outdated. The findings have also shown that students look for alternative methods of assessment that assess their ability to retain information, overall knowledge, practical skills, and capabilities rather than their memories. Findings also revealed that participants prefer to be assessed continuously rather than in one of two sittings.

6.1   Limitations of the Study

Each piece of research has its own shortcomings and limitations and this work is in no way an exception. This section discusses the limitation of the current study and later suggests areas for further research based on these limitations. One of these limitations is the current study used a single research method namely a questionnaire to collect the data needed for the study. Furthermore, the study sample was a rather small one and represented students from one English Department in one university (i.e. Sirte University) in Libya. Finally, another important limitation of the study was that it fell short of seeking teachers' perceptions about the examination system. These limitations make our findings only representative of the study's participants and these findings should be treated as an indication for the problem understudy with some caution.

6.2 Pedagogical Implications

In the light of the present study findings, there are some pedagogical implications which, we believe, are worth considering by all parties involved in the educational process such as teachers and policymakers in Libya. These implications can be summarized as follows:

The current exam system needs to be reviewed developed and updated according to the new changes in education in general and in assessment in particular.

 - Policy and decision-makers in Libya need to revisit/review the rules and regulations which would suit the 21st-century teaching and assessment methods and allow teachers some freedom and flexibility in assessing their students.

   - Changing the content of the curriculum needs to be followed by changing the assessment methods. Having an up-to-date curriculum but keeping the old and traditional assessment methods is like weighting an elephant using a vegetable and fruit scale. It simply does not work.

   - Exams are a means and not an end for the education process. If exams are not reflecting students'" performance or they are not serving the purpose they are supposed to, then we need to find other ways which could be fairer, more credible and valid in assessing our students.

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Appendix

THE QUESTIONNAIRE

We are undertaking a study entitled "The Libyan Students' perceptions towards the Examinations as a method of assessment". However, in order to carry out this study, we need your help in providing us with the required data in a form of a questionnaire. Thus, we would be very grateful if you could spend some of your valuable time filling the attached questionnaire which is very crucial step in completing this study. All students are ensured that all the information given will be kept confidential and will be used only for the purpose of this study.

Best Regards…

Researchers

Part I: Personal Information

Please fill in your personal information.

Name : ....

The Semester in which you are enrolled in: ....

PART II: Please read the following statements and underline /circle the ones which suit you most:

No	Items	Extremely agree	Agree	Uncertain	Extremely disagree	Disagree
	Background of examinations/familiarity with examination as part of assessment					
1	Examinations as an assessment method are comprehensive and be both theoretical and practical	1	2	3	4	5
2	The current assessment system is adequate for the current curriculum	1	2	3	4	5
3	I would prefer multiple choice examination to other methods of examination to exams my knowledge and achievement	1	2	3	4	5
4	I believe that the current assessment system covers part of the academic subjects only	1	2	3	4	5
	Fairness of the Current Examination System					
1	The current examination system is an unfair method of measuring students levels	1	2	3	4	5
2	The difficult level of examination matches the student's proficiency level	1	2	3	4	5
3	I believe that multiple choice exam results surrender to a sort of luck and may not be entirely representative of a student's real achievement.	1	2	3	4	5

No	Items	Extremely agree	Agree	Uncertain	Extremely disagree	Disagree
Preferences of Methods of Assessment						
1	I prefer essay questions to other forms of assessment .	1	2	3	4	5
2	I would rather be continuously evaluated during the course instead of being evaluated with time constraints.	1	2	3	4	5
3	I believe that an alternative evaluation method that measures a student's ability to retain information, overall knowledge, practical skills & capabilities are more beneficial than the traditional one	1	2	3	4	5
Validity of the Current Examination System						
1	I believe that the current assessment system pushes students to use a scientific approach in their response to questions.	1	2	3	4	5
2	The current examination system is old and out of date	1	2	3	4	5
Reliability of the Current Examination System						
1	I believe that the examinations assessment system has been designed to measure students" reasoning abilities only.	1	2	3	4	5
2	I believe that the examinations can be uninformed and is not designed to measure all the qualities of a student	1	2	3	4	5
3	The current examination system tends to measure our memory rather than our knowledge	1	2	3	4	5
Students Overall Satisfaction/dissatisfaction about the Current Examination System						
1	I believe that the current Examinations system is adequate for assessing me.	1	2	3	4	5
2	I believe that an Examinations system are beneficial for students	1	2	3	4	5
3	I believe that working in a group on certain projects will deepen the relationship between students	1	2	3	4	5
4	prefer oral exams to written exams	1	2	3	4	5