

The Influence of Online Assessment on Secondary Students in Bangladesh:
Consequences and Challenges

By

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A thesis submitted to the Department of English and Humanities in partial fulfillment of the
requirements for the degree of Bachelor of Arts in English

English and Humanities

BRAC University

January, 2022

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Declaration

It is described hereby that:

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- Except the cited and accurate referencing, the thesis work does not contain material previously published or written by a third party.
- The thesis does not include any content which has been authorized or submitted for any other degree or diploma at a university or other institution.
- I have acknowledged all the primary sources of help.

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Approval

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Abstract

The COVID-19 pandemic has shifted the teaching-learning process in a whole new direction. The traditional school teaching and learning process was suddenly diverted and forced to virtual classes where Bangladeshi teachers were instructed to take classes through online platforms including Google meet, Facebook messenger, WhatsApp and Zoom. The demand of the new system requires changes in teaching as well as in assessment. Although with the limited technological support teachers managed to conduct classes online, assessing students remotely was a very challenging task. This qualitative study explored the challenges of assessing students online and the impact online assessment exerts on secondary students. It has been evident that Bangladeshi secondary teachers do not have the proper guidance to the new form of teaching. The study also found that teachers failed to communicate with the students to ensure quality of assessment. This study has documented the challenges of assessing students remotely, various forms testing and evaluation process that were being used by the teachers, and overall consequences of online assessment at the secondary level in Bangladesh. The findings of this study may have important implications for various stakeholders including teachers, curriculum developers, teacher training institutions and other relevant stakeholders.

Key words: Online assessment, challenges, difficulties, online learning, perspectives, process, online exam, online platform.

Dedication

I would like to dedicate this research work to my parents who support me throughout my journey.

Acknowledgement

First of all, I would like to express my gratitude to the Almighty Allah. I am thankful to my parents for showing their supreme support throughout my academic life. Also, I would like to convey my sincere gratitude to my supervisor, Dr. Md. Al Amin, who has constantly encouraged me to finish my writing of this thesis. I have taught a lot from attending his several other courses during my undergraduate study. Lastly, I would like to appreciate all the participants and interviewees in my study for their willingness to share their perspectives.

Tamanna Akhter

January, 2022

Table of Contents

Declaration.....	2
Approval.....	3
Abstract.....	4
Dedication.....	5
Acknowledgement.....	6
Table of Contents.....	7
1. Chapter 1: Introduction.....	9
1.1 Background of the Study	
1.2 Research Questions	
Chapter 2: Literature Review.....	11
2.1 Difficulty with Maintaining the Quality	
2.2 Unethical Means	
2.3 Technological Inefficiency	
2.4 Difficulty during Online Teaching	
2.5 Struggling with Task Management	
2.6 Feedback	
2.7 Technical Difficulties	
2.8 Use of Multimedia	
2.9 Online Learning Platforms and Tools	
2.10 Communication between Teachers and Students	
Chapter 3: Methodology.....	15
3.1 Research Design	

3.2 Participants of the Study	
3.3. Data Collection Procedure	
3.4 Piloting	
3.5 Data Analysis Procedure	
3.6 Ethical Considerations	
Chapter 4: Findings.....	19
4.1 Teachers' Perspective on Exam Phobia	
4.2 Students' Perspective on Exam Phobia	
4.3 Teachers' Perspective on Testing and Evaluation	
4.4 Student's Perspective on Testing and Evaluating	
4.5 Teacher's Perspectives on the Challenges of Online Assessment	
4.6 Students' Perspective on the Challenges	
4.7 Teachers' Perspective on the Consequences	
4.8 Students' Perspective regarding the Consequences	
Chapter 5: Discussion.....	33
5.1 Summary of the Participant's Perspectives	
5.2 Discussion	
5.3 Limitations	
Chapter 6: Conclusion.....	39
6.1 Conclusion	
6.2 Recommendations	
References.....	40
Appendix.....	43

Chapter 1: Introduction

1.1 Background of the Study

Online learning is an effective and advanced mode of teaching and learning process which is flexible for maintaining the standards of academic purposes. However, in the case of Bangladesh, the sudden online learning shift during the COVID-19 pandemic has not been able to satisfy the learners and teachers. Indeed, this was expected in a developing country like Bangladesh, where the education platforms are not suitable for the stakeholders – both the students and the teachers – to make their learning process comfortable because of the insufficient tools and less technological support. A qualitative study has been conducted to understand the process of evaluating SSC students and the consequences of distant learning throughout the pandemic of COVID-19.

In Bangladesh, the COVID-19 pandemic has been shifted the educational process online to avoid the risk of social gatherings. The schools, colleges and universities took the initiatives to maintain social distancing. On a respective note, the educational institutes were taking a long period of closure since face-to-face traditional classes were forbidden by the government. Having no other way to tackle the situation, the policy makers have guided the institutes to take classes online which a whole new strategy for the teachers and students. In other, more developed countries, the shift to online education was not so jarring, as the general people and overall facilities in such countries are quite technologically advanced. On the other hand, it has been quite challenging for the Bangladeshi teachers and students because of the unavailability of technological devices, financial inabilities, less guidance, and taking time to adapt to the online learning system such as learning behind the screen. In addition, switching from traditional classroom learning has been hard for the teachers to make content for the students and also to adapt new learning materials. One reason is that the majority of the students are not efficient and flexible to learn from online lessons. Moreover, they are forced to take lessons from online classes and give online exams or assignments. It has been quite evident that stakeholders face challenges to participate in the live online classes and to embrace the online teaching-learning as their regular base of educational purpose.

As the teachers and students are the important stakeholders of this alarming situation, their perspectives should be explored. Therefore, this research study aims to find out the following questions for an in-depth understanding:

1.2 Research Questions

- a) What are the major challenges of arranging online assessment in Bangladeshi secondary school context?
- b) How were the secondary students in Bangladesh assessed and evaluated during the COVID-19 pandemic?

Chapter 2: Literature Review

Based on the relevant research, the following section reflects on the challenges of the assessments policy, technical competence and the required skills for the teachers and students during the COVID-19 period.

2.1. Difficulty with Maintaining the Quality

According to Su (2020), professionals of different sectors came up with the discussions about school teaching and assessment, and those are not focusing only the educational information technologies but also the reformation of exam systems. During this pandemic, the educational institutes are not able to take exams for safety measures. As a result, the exams are not taking place on time. Thus, the institutions are trying to change the assessment techniques such as they are taking assignments instead of physical exam. Therefore, the students can give their own ideas and explore the broader lesson. Still, the teachers and experts are trying to find out the ways to maintain the quality of online assessment activities (Su, 2020). It is necessary to overcome the traditional learning process to cope up with the new techniques.

2.2. Unethical Means

According to Langenfeld (2020), “In UIT, test takers receive a login password, affirm their identity, and attest that they will not participate in unauthorized behaviors.” During the pandemic, online is the only way to assess students. It is also required best technological system so that the students cannot be able to cheat or follow the unethical ways. There is a tendency of the students to get good marks in the exam. As a result, online assessment system is the easier way to cheat in the exam. Therefore, the teachers need to be aware of unethical behaviors such cheating and copying from others. There is a possibility that cheaters frequently have someone to give their test or take someone else’s help during the assessment. To identify issues, better technological systems need to be used before taking the assessment so that cheaters cannot get away from it. In this regard Hussain et al. (2020) stated that, “the challenges include the need to verify the identity of the individual completing the course work and taking exams.” During the online session, a teacher cannot be able to track down student’s identity such as a student can have someone to give the exam. It is essential for the teachers to find out whether a student is using someone else to complete the work. Though it is a challenge for the teacher to find out

who's actually giving the test, therefore, teacher needs to use tools so that it can be easily identified the student's identity easily.

2.3. Technological inefficiency

According to Chakraborty et al. (2020), the outbreak of the pandemic forced many organizations to modify their workforce strategies and try to adopt new technologies. Therefore, the students must need to have the knowledge to use the technologies properly. The schools and universities forced to shut down due to this pandemic. There is only one way to conduct education learning process which is the online system. It was difficult to move the academic activities online because most of the teachers and students are not aware of the technological system. Moreover, they face a lot of difficulties throughout the online assessment process. Also, some students face difficulties because they are not having much knowledge about online tools and some of them have less access to the technologies. As a result, the online educational system seems problematic to those students (Chakraborty et al., 2020).

2.4. Difficulty during Online Teaching

Yan et al. (2021) stated that "in face-to-face learning, teachers provide constant guidance on student's learning progress and can help them to understand difficult concepts." But in the online classroom, teachers cannot be able to track down the immediate progress of the students. Thus, teachers need to give alternative work to track down the student's progress. Also, in the live classroom, teachers can be able to give students peer work during the class session to test their ideas and understanding. But in the online classroom, the peer activities are not effective because there might be the tendency of the students to find out the answers from the book without knowing the concepts. As a result, the effective understanding of the students is somewhat not possible during the online session. Because teachers are not able to see what they are basically doing during the online class.

2.5. Struggling with Task Management

According to Kerton and Cervato (2014), given a short period of time for the students during the online assessment, the students cannot be able to get back to review the answers before submitting it. Considering the technology and glitches, sometimes students cannot get the

full time to answer the question. Therefore, teachers need to give additional time for answering the questions.

2.6. Feedback

According to Peytcheva et al. (2021), “formative assessment is an integral part of teaching and learning.” The formative assessment where teachers are not giving final marking. Whereas it contributes the learning by giving feedback to the students. When teachers are not giving feedback to the students then the students cannot be able to find out the gap of the work. The feedback helps students to identify the obstacles and try to address them in a shorter period of time so that the students can solve the problems with the understanding of the subject matter knowledge (Peytcheva et al., 2021).

2.7. Technical Difficulties

According to Habib and Parthornratt (2020), “a VME students taking online final exam for a laboratory class experienced loss of home electricity supply during a thunder- some and unable to remain connected to the exam session for 5- 7 minutes.” During the online classes and exams, students might face some technical glitches so the teachers need to prepare for such issues. For example, the teacher can make an alternative question paper for those students who are facing the technical difficulties.

2.8. Use of Multimedia

According to Tang et al. (2020), “to reinforce effective use of the systems and tools, relevant theme- based tutorial videos were reviewed, revised and updated for use by students and instructors.” The lesson must be effective for the students so that they can understand the concepts by watching the videos. The teachers need to make the videos by using the text book lessons so that the students can learn it from watching the theme-based videos. The lecture videos are more convenient for the students as well as the videos can grab student’s attention easily. According to Sanusi (2020), “a visual tool was subsequently developed to help teachers replicate the strategy in their context”. Teachers can make visual slides to carry their message to the students. When students can see a visual image then it can give them more specific ideas to understand the lesson properly. This can be possible only if the teachers are aware of using the tool.

2.9. Online Learning Platforms and Tools

According to Inoue et al. (2020), “A large- scale online collaborative learning environment was created to implement a large- scale active learning course online.” During the pandemic, there was no other way to continue the educational system without online. Therefore, there are multiple online platforms are created for the sake of the students. Therefore, teachers are taking classes and delivering the lectures through those platforms. There is a large web-based environment is created for the students and teachers. According to Noviyanti et al. (2021), “students could actively participate in learning activities and got learning results above the minimum criteria value.” There are multiple media and assessment tools are prepared for students so that they can actively perform the classes and the learning activities by using those tools. Therefore, the participation will be higher in the online classes.

2.10. Communication between Teachers and Students

According to Patnaik and Gachago (2020), “the online environment changes the fundamental nature of the interaction between the teachers, student, and content, requiring a re-examination of the roles lectures take in enhancing student’s learning.” The paper-based exam is totally shifted and teachers are making simplest form of exams for the students during the online session to make the learning process effective. As well as, there is no face-to-face communication between teachers and students. Therefore, it requires the participation of the students to make the learning process purposeful.

In Bangladesh context a number of studies (e.g, Al Amin & Greenwood, 2018; Ali et. al, 2018 Sultana, 2018) have been conducted to explore the assessment and evaluation at the secondary level. However, there is a dearth of research that explored online assessment in Bangladesh context. This study aims to fill this void.

Part 3: Methodology

3.1. Research Design

This chapter represents the description of the research methodology which was followed by the researcher to conduct this study. Qualitative research method has been followed by the researcher. By following the qualitative research method, the researcher shows the perspectives of the participants regarding the struggle they face throughout the online assessment's policy and attending online classes. Also, the researcher portrays the procedures of how the students have been evaluated by the teachers. The researcher has firm belief that after observing and interviewing the participants regarding the concerned issue, this exploratory study has helped to learn much from both students and teachers' perspectives. This chapter contains research design, participants of the study, data collection procedure, interviews, piloting, data analysis, and ethical considerations.

3.2. Participants of the Study

For conducting this study, the secondary level of education has been selected for this research during COVID-19 period of Bangladesh. For the research purpose, the institutions have been chosen randomly as the pandemic situation was not suitable to go and talk to several school students and teachers. The institutions are chosen based on the researcher's ease of access. Firstly, the institution named KGSC is closely located to the researcher's residence – five minutes of walking distance. Secondly, the institution called MA is also located nearby, and it takes merely seven to eight minutes to go there. Lastly, the place called GBS is situated in the middle of the area. It takes 15-20 minutes to reach by walking. All the names used in this study are pseudonyms.

In addition, the age of the participants is 14-15 years old and half of them are male and half of them are female students. Moreover, the participants have been chosen via purposive sampling, as only the ones living nearby to the researcher's residence were chosen. In these institutions, more than 450 students are studying at SSC level. Out of all these students, only seven of them have responded to give interviews.

Also, four teachers have been interviewed to understand their perspectives on online assessment during the pandemic. All the teachers are teaching the SSC background students in

the selected institutions. They teach English 1st paper and 2nd paper to the SSC level students. The teachers differ in age – from 34 years old to 42 years old – and in teaching experience – four to seven years.

Furthermore, the researcher would like to underline this point that the participants are mostly male because the female teachers were not available to give interviews in this study. Also, the data collection process took place during the COVID-19 period, and so it was difficult for the researcher to get the permission from the participants for taking interviews. It was quite a big task for the researcher to grab the attention of the participants for conducting the study. The researcher tried to reach more than 40 teachers and students. However, only a few of the teachers and students have responded for participating in this study. Because of the pandemic situation, the researcher was not able to request more than once to the participants considering the social distancing issue.

3.2.1. Sample List of the Participants

Table 3.2.1.1: List of Teacher Participants and Relevant Information

No.	Name	Institution	Gender	Age (in years)	Subjects (taken by teachers)	Experience
1	Salam	KGSC	Male	36	English 1 st Paper	5 years
2	Mizan	KGSC	Male	40	English 2 nd Paper	6 years
3	Alam	MA	Male	34	English 1 st Paper	4 years
4	Mridul	GBS	Male	42	English 2 nd Paper	7 years

Table 3.2.1.2: List of Student Participants and Relevant Information

NO.	Name	Institution	Gender	Age (in years)	Devices (the participant uses)
1.	Abhi	KGSC	Male	15	Smartphone
2.	Asif	KGSC	Male	15	Laptop/smartphone
3.	Rahim	MA	Male	14	Smartphone
4.	Kabir	MA	Male	14	Smartphone
5.	Ciri	MA	Female	15	Laptop
6.	Tasnim	GBS	Female	14	Smartphone
7.	Molly	GBS	Female	15	Smartphone

3.3. Data Collection Procedure

For conducting the study, the researcher has taken interviews from the participants – both teachers and students – to observe their perspectives of online assessment during COVID-19. A semi-structured approach was taken in the interviews, as discussed below.

3.3.1 Interviews

During this pandemic, it was challenging for the researcher to take interviews from the participants. In between the time frame, starting the month July, 2021 to December 2021, there were several phases of face-to-face interview sessions which have been conducted by the researcher. The time duration of a teacher's and a student's interview has been 20-30 minutes. The interviews questions have been following the semi-structured format and basic open-ended questions were asked to the participants. In addition, to make sure the interviewees answer extensively and also due to the researcher's urge to know more about the alarming situation of education, follow-up questions were asked to the participants. The key points of the responses were taken noted down by the researcher. However, recording of the interviews was not done as the researcher did not get the permission from the participants to do so.

3.4. Piloting

The researcher has at first made the interview questions after rigorous research. Afterwards, the researcher gave those questions to the other school teachers, who then gave the

researcher brief feedback. Therefore, the researcher has been able to take their feedback into account and correct the mistakes to make the questionnaires more purposeful.

3.5. Data Analysis Procedure

For conducting this research, a thematic data analysis method has been applied by the researcher to analyze the data. Then, the researcher has documented the data by taking notes during the interviews. After documentation, the researcher has processed the overall data. After processing the data, it was easier for the researcher to generate several themes from the data. On this respective note, the researcher organized the data by focusing the responses of the participants and making them into themes to represent the perspectives of the interviewees. Based on the theme-based discussion of the responses, the study has been able to answer all the research questions by the participants.

3.6. Ethical Considerations

This research study was thoroughly concerned about maintaining ethical principles. The main goal of this study was explained by the researcher before taking the interviews with the participants. All participants agreed to take part in this research study. On the researcher's part, she informed all the participants that their personal identities would not be revealed in this study. Also, the researcher gave all the required information to the participants before conducting the study. Moreover, the researcher used pseudonyms of the institutions as well as of the participants. During the data collection procedure, the researcher allowed the participants to express their thoughts regarding the study by asking open-ended questions. The researcher was also careful about discussing sensitive topics which may give uncomfortable feelings to the participants. Furthermore, the researcher kept certain sensitive topics hidden which were shared by the participants. In this study, participants from different institutions and background took part, and thus, the researcher has been conscious about not disrespecting anyone's feelings.

Chapter 4: Findings

4.1 Teachers' Perspective on Exam Phobia

In this section, the teacher's opinions are going to be portrayed so that their expressions regarding the online and offline exams are going to be seen. Also, the results of what they are thinking of taking the exams during this pandemic.

4.1.1 Challenges of Taking Online Exams

As the online term is totally new to the students, it is very difficult to cope with this new form of techniques. The setting is totally new to the students and it is quite challenging for both of the teachers and students. Because most of the teachers are not trained to take online exams and also the question making process seems difficult for them. Because they are not expert of using the digital platforms as they were taking traditional classroom-based exams for a long period of time. Salam who teaches English 1st paper in KGSC, He says, "at first, the students were afraid to give online exams and they start to panic during the exam hours." He also said the authority was asking them to take assignments instead of taking online classroom exams. Mizan from KGSC, he said that even most of the students do not want to give online based exams as they are unable to access the online platforms. He also responded that students are giving excuses to skip the online exam.

Salam, himself have admitted that most of the students are less interested to sit for the online exams because they feel online exams has failed to make them competent enough than the traditional classroom-based exams. According to Mizan, at first the majority of the students are not comfortable as they are not used to the online platform. According to Alam, he explained that students are not comfortable because they think traditional classroom exams are more suitable. Mridul from GBS who teaches English 2nd paper, he said that the online exams seem more difficult for the students because they are not studied enough to sit for an online exam most of the time. He also elaborates by saying that most of the students are taking opportunities during the online exams by cheating or coping from the classmates. Therefore, they think they do not have to study for the exams.

4.1.2 Struggling with Stress

When the classroom teaching system shifted to the online medium, the students were taking too much stress, especially before any exam. Also, they are taking stress after the exam as they are thinking of worst-case scenarios of their exam paper not properly being submitted due to technological issues. Sometimes they are making silly mistakes during the test because of stress. Salam says, he thinks 70% of the students are taking stress while attending an exam because they feel they cannot be able to finish the exams on time. For instances, Mizan said that, the students are taking stress because they have never partaken in this sort of online exams before, and so they feel pressurized. The students are start panicking during the exams, and as a result they make silly mistakes, as said by Alam. Also, Salam adds the point by saying that, "I felt that students are taking too much pressures, as a result they start asking unnecessary questions during the exams." Sometimes they are asking for extra time beforehand because they think they could not be able to finish the exam within time. Also, Mizan explained that, because of the stress, they were making mistakes and answering the wrong answers. Even though they are aware of the answers but they make silly mistakes. Because they try to give answers as soon as possible. Then, Alam from MA, he thinks the students are newly aware of the online exams that's why they are taking too much stress. "I often see students are making silly mistakes during the exam. Even sometimes they click submit button before completing the answers," as said by Mridul from GBS.

4.1.3 Online Exam or Offline Exams

The classroom-based exam or offline based exam is traditional method-based exam where it requires pen and paper-based exam. On the other hand, online exam is newly adapted by the students. They were never aware of this online based exam. Thus, the teachers and students are facing problem with the term. Also, they struggle a lot to cope up with the digital platform systems. Salam from KGSC, he explained that, as long as the exam is concerned, "I think most of the students would like to prefer offline or traditional method-based exams as they have done it before." However, Mizan said that, for me, "I think online exams are comfortable for the students because they can seat for the at home in any convenient time and situation." Again, he said that "I think, online exams can be taken at any time that's why it is more comfortable.

4.2 Students' Perspective on Exam Phobia

In this section, the opinions of the SSC background students would be discussed through the interview questions.

4.2.1 Difficulty with Online Exams

From the findings from the interview, at the beginning of the online learning system, the students have faced difficulties with the new system as they are not trained enough. Firstly, the students would not be able to understand how to join classes and give their exams. From having the responses from the students, it has been quite obvious that the exam-based learning is challenging for most of the students as the students feel that online exams are stressful and exhausting. For instance, Abhi from KGSC, he mentions, “online exams are tough because I had to think about the internet service a lot.” Also, we, the students have to write the answers of the question in a paper and make it a PDF version then send it through Facebook groups or WhatsApp. As he lives far from the city that’s why he has been struggling for the internet connection for sending the PDF versions to the teachers as the internet connection is buffering most of the time. Also, Ciri from MA, she says, “I need to rush during the exam so that I can complete all the question answers.” Again, Molly from GBS, she explains that, online exams are very stressful because “I have to solve the question as well as I need to aware of the time limit”. Most of the students are agreeing to the fact that they feel extreme pressure when it comes to giving online exams. It has been learned that the online learning system is quite difficult for them to cope up with. Molly from GBS, she responses that, “I think, I feel pressurized when it comes to timed based exam.” The majority of the students are saying they feel extreme pressure while giving the online based exams, except the student Tasnim from GBS, because she says “I can complete my exam at home at any time. It does not require to go to the designated place.” Also, “I think it is comfortable when it comes to non-time-based exam,” as said by Molly from GBS.

4.2.2 Online Exam or Online Assignments

Online exams are usually time-based exam which requires to finish the exam within the given time. Whereas the online assignments are not time based which can done by the students by their convenient time schedule. As a result, students can do their assignments at any time they want. Therefore, most of the students are more likely to give online assignments because online assignments are less stressful, says by Abhi from KGSC. Also, “I would like to take online assignments because I can do it at my convenience,” as said by Molly from GBS. The majority

of the students are comfortable with the online assignments which is clearly seen by their responses. When the process and outcomes of online exams are not favorable for the students then they want to change it. Therefore, Tasnim from GBS, she says that “I can write assignments at any time while staying at home. “I can take help from the books while writing the assignments says by Kabir from MA. Molly also explains that, “I prefer assignments because it is not time based like the online exams.”

4.2.3 Participation in the Assessments

It is necessary to participate in the classroom assessments because it gives the idea of the teachers that whether a student is learning or not. If the students are reluctant to participate then it will be difficult to judge them. The majority of the students are saying that they are not taking online assessments lightly because it is marked. Therefore, they do not want to take risk for the academic work. “For writing and solving the assignment questions, we have to study for it,” says by Abhi from KGSC. Also, Asif from KGSC, he says, “I have to join the classes and take notes for solving the exams and assignments.” Then, “I have to prepare for the class beforehand”, says by Ciri from MA. Tasnim also says that she is working $\frac{3}{4}$ hours in a row for completing her assignments before the deadlines. She also elaborates her point by saying that “I think it is more stressful than the traditional classes and exams which requires proper knowledge before doing the assessments.” I think I gave more concentration for this online assessment.” Also, “I did not take it lightly,” states by Molly from GBS. As a result, it is quite understandable that the majority of the students are saying they are giving more importance to the online assessments. Because it requires proper ideas before doing an assignment or giving an exam.

4.2.4 Struggling with Time Management

Online learning system requires more time than the traditional classroom learning system because the teacher and students need to prepare for them beforehand. It is necessary to check the internet activity before joining the classes or giving an exam. Also, it has been challenging for both the teachers and students to complete their task within time. Asif from KGSC, he says “it takes a lot of time to solve the exam questions”. To add, he says, “I need to contact with the teacher before giving the exams.” Sometimes the schedules are messed up with my other subjects, illustrates by Ciri from MA. Also, “I have to read the questions of the exams and then I will write the answers them accordingly.” Therefore, it takes a lot of time says by Molly from

GBS. Then he elaborates by saying that if the question is broad then it will take more time. The student named Abhi from KGSC adds, it takes a day at least. Tasnim from GBS illustrates by saying that if the question is marked 100 then it will take a day. For example, a composition. Also, Molly says, if the question is broad then it will take more time. It can be seen by the student's responses that I think it is easier to give offline exams, says by Asif. Also, "I think offline exams are less complicated than the online exams," as told by Kabir from MA. To add, he thinks "offline exams are less stressful". It takes 2/3 hours only, says by Tasnim. Molly explains that, "I think the time of offline exam is fixed and it does not require internet." For me, "I would prefer offline exam." It can be easily understood by the student's responses that they are struggling with the time management during online learning system.

4.3. Teachers' Perspective on Testing and Evaluation

In this part, the focus is to find out how teachers are going to testing and evaluating students throughout the online learning system.

4.3.1 Reliable Assessment Process

When it comes to the online learning system, it is very essential to find out the assessment process is reliable or not. "I think I can take assignment and exams whenever I want and I can read thoroughly the answer papers in my convenient time schedule," said by Salam. Then, Mizan commented on that "I think I can judge students by reading the assignments and exam papers". That's why it is more reliable for me. Also, though it is tough to go through all the assignments but "I think it is reliable", says by Alam. Also, Salam from KGSC says, "70/80% of the students are showing the efforts to finish the assignments effortlessly". However, Mizan from KGSC replied that, but some of them are just simply copying from the books. "The ratio is 50/50 for me, because most of the students are taking help from others while doing the assignments," explains Mridul from GBS. The responses are from the teachers that they are putting their own ideas except Alam. He thinks that, sometimes they are using their own ideas and sometimes they are just copying the answers.

4.3.2 Quality of the Assessment Plan

In online assessment process, it is necessary to assess the students properly as they have no physical contact with the classroom environment. The teachers have not been guided properly

to take virtual assessments. Therefore, Teachers need to plan effective assessment process so that students can participate properly. For instance, Salam from KGSC says, he thinks “I can take assignments and short tests in the live classes so that I can understand whether the students are understanding the lecture or not.” Mizan replies, “I think assignments can be the best option for assessing the students where students can implement their own ideas.” Alam also thinks that assignments can be the best option for assessing the students.

By taking assignments, we can judge whether they are reading the lessons or not. We can be able to identify which students are reading their lessons at home or not, as said by Mridul from GBS. Also, Mizan said that, “I can prefer assignments more” because the students can be able to think about the answers and they have enough time to put their ideas into place. He also clarifies this point by saying that exam and assignment, can be taken from the students to justify the efficiency whether they are studying the lectures or not, because he thinks “online is the best medium for students because they can use other resources for writing the answers.” For that reason, they have to read more which is essential for them to understand properly, replies by Alam. Then, Salam also said, to some extent I can identify the coping part most of the time by reading answers. Mizan illustrates, “I think they are taking answers from their home tutor and friends”. Also, sometimes they share their answers in the Facebook messenger group where the other students can copy from it. Most of the time, there is no way to identify that the answer is taken from others because most of the teachers are not trained enough to use digital platforms to identify that’s why students can be able to take answers from others, explained by Alam from MA. Whereas, Mridul from GBS, he said, he could not be able to identify the coping part as he is not an expert for using the advanced platforms. Thus, it is difficult for him to identify the coping answers.

4.3.3 Online Platforms

During the pandemic, online platforms are the only possible way to test and evaluate students. Though the teachers are not trained enough to cope up with the digital platforms as they are more trained to take classes in traditional method like the f2f or direct classroom activity. The teachers who are teaching at schools in Bangladesh, most of them are not aware of advanced platforms. “I use Gmail, goggle classroom and WhatsApp”, says by Salam. To add, Mizan said, “I use Gmail for taking assignments.” “I use WhatsApp for taking assignments and giving notes

as well”, replies Alam. Then, Mridul said that, he uses goggle classroom and Facebook groups for taking assignments. Salam said that, if the medium can be able to identify the copying part, then it will be reliable. As a school teacher, “I use simple medium for just taking assignments”. As a result, “I do not think the medium is reliable,” as said by Mizan from KGSC. Even Alam replied, “I do not think the medium is advanced enough for assessing students for academic purposes.” Because, there is no identification part in those medium where the teachers can justify the answers are copied or not. It is completely understandable that the teachers are not satisfied of using the online platforms. Moreover, Salam from KGSC says, I use Gmail, because it is easier way to access. Mizan also said that, Gmail, because I have no knowledge of how to use other platforms. It seems easier to me that’s why I use this platform. Then, Alam said, WhatsApp, because he can easily get the notification from this platform. As sometimes the received email goes to the spam that’s why I more like to use WhatsApp. The teacher Mridul from GBS, he is more comfortable of using goggle classroom and Facebook group. According to the teachers, because of connection interruption, they cannot be able to provide questions by using the advanced online platforms.

4.3.4 Test Questions

The major challenge is to give the proper questions to the students so that they can perform well. In online learning system, teachers need to select questions in an effective manner so that the students can answer them correctly. It is difficult for the teachers to make different sets of questions for so many students. Alam himself has explained that, “I use composition-based questionnaires to solve the answers.” It is very rare that I give direct questions because it is easy to answer them. That’s why I use articles or composition to identify the answers. “As I am taking English 2nd paper class, most of the time, I give direct questions to solve.” For example, the grammatical questions like identify the correct preposition, says by Alam. Then, Mizan from KGSC also responses that “I just take a composition from the book and ask the students to solve it.” Also, “I use guide books questions. It requires the understanding of the lessons.” If the student does not read the passage, then the student will not be able to solve it. For having an effective academic activity, it requires proper question patterns. Therefore, Salam replied that, “If I give them to solve English 1st paper then I give them composition-based questions to find out the answers.” Mridul said that “in the English 2nd paper, I give them grammar-based

questions,” for example, identify noun, preposition, tense etc. Also, Mizan said that, as the question paper is designed by having the instructions of educational board. Therefore, the 1st paper is composition based, for example, to find out whether the line is true or false which is taken from the composition. “I mostly use textbooks to prepare the questions” say Mridul. Then, Mizan from KGSC illustrates that, “I use both text book and the guide books.” Furthermore, Alam said that, “sometimes I take questions from the guide books. Also, I use text books.” This is evident that, the teachers are instructed to make questions from the books those are assigned for the SSC students from the educational board.

4.3.5 Written Skills

In Bangladesh, the teachers are instructed to focus only on the writing skills in the SSC level. The main focus is to take the writing-based test to acknowledge student’s writing skills. Salam said that, “I take only written assignments.” We, the teachers are allowed to take written assignments during the online session. “I took only written assignments throughout the online period.” Because the educational board is instructed us to take the written assignments only, Mizan from KGSC says it. We are only taken written assignments. We can be able to judge the students by seeing the written assignments, tells by Alam. To add, Salam from KGSC explained that, there are no speaking test for the SSC background students. Thus, he cannot be able to take presentations. Mizan said that, “I am not allowed to take presentations form SSC background students”. To illustrate this, he said, “I do not take any presentations. Because we the teachers, are instructed to take only written based assignments from the students,” says Mridul from GBS. We are not allowed to take speaking or listening tests. As a teacher, “I think we are giving more emphasis on the written tests only,” says Mizan from KGSC. “I am instructed to take only written assignments and tests.” That’s why “I could not be able to take presentations or other listening and speaking tests,” explains Mridul.

4.3.6 Quality of the Test

The challenge of the teachers is to maintain the test qualities while assessing the students in the online platforms. It is essential to maintain the standards of the questions. The teacher named Salam from KGSC, he comes up with the point that, the students already know the article. Because most of the articles are used from the books for preparing questions paper. So, they can memorize the answers beforehand. Furthermore, “I do not think so. Because students are familiar

with the questions already,” shared by Mizan from KGSC. Also, Alam said that, as a teacher, “I take questions from the textbook or the guide books.” As a result, the students are already familiar with the questions. Adding to that, Salam said that, “I give questions from the known text”. The teacher only uses text books for making the questions as we are not allowed to take articles from the unknown texts. Moreover, Mizan explained that “I cannot give articles to the students which is unknown to them.” We can only use the text book which is instructed by the educational board. Also, Mridul from GBS said that, most of time, “I make questions from the known text.” He also uses guide books where they give practice composition for the students.

4.4 Student’s Perspective on Testing and Evaluating

In this part, the focus is to find out whether the students are correctly tested and evaluated through the online platforms or not.

4.4.1 Achieving Good Marks

In case of our learning system, achieving good marks is very important. If the student achieves good marks, then the student will be considered as a good student. To add, “I can take help from books whenever I need”, says by Kabir from MA. Also, Asif from KGSC said that, sometimes they just skip parts and give the mark without reading the whole assignments that’s what I feel. The responses come from the students that, sometimes they give good marks or sometimes not. Also, Tasnim from GBS says, “I think they give marks more in the live classroom exams.” Adding to this point, Molly from GBS, she says, “I scored really less in the assignments.” But when it comes to offline tests then she scores more.

4.4.2 Necessary Feedback

After taking an exam or giving an assignment, it is really important to give feedbacks to the students so that the students can understand their mistakes. Also, the students can be able to solve it into place. Sometime I get confused to identify my mistakes, says by Abhi from KGSC. The rest of the students are saying, they cannot find the feedbacks efficient to them. Because the teacher cannot give proper feedbacks and identify the mistakes, adds by Molly. Therefore, during the online assessment process, it is tough to get feedback orally from the teachers as there is no face-to-face communication. Thus, it requires written corrective feedback from the teachers for

identifying the mistakes. If the students do not get the feedback properly, it will be tough for them to maintain their effective learning.

4.5 Teacher's Perspectives on the Challenges of Online Assessment

In this part, the voices of the teachers would be arisen about the challenges they face during the online assessments process.

4.5.1 Learning Conditions

As most of the teachers are not trained to take classes on the online platforms. As a result, they face difficulties throughout the online learning systems. The majority of the teachers are saying this learning conditions are not suitable for them. Salam from KGSC, he says, "it is very difficult for me to track down the students' updates properly whether they are understanding the lessons or not." Alam replied that, to some extent, it is exhausting because it is difficult to do regular classes and checking assignments. It is tough for the teachers to monitor online classes and making daily classroom materials. Because the number of students is higher in the school. Adding to the point, Mridul from GBS, he says, if the student level is low, then I will support it. But when there is 100+ students then it is very problematic. Without having the f2f communication, "I think the online learning is not suitable for the school teachers," says Alam from MA. Furthermore, this online learning pedagogies is very stressful for the teachers. Most importantly, when the teachers are not trained enough to take classes on digital platforms.

4.5.2 Difficulty with Online Teaching

The teachers are facing a lot of issues during the online teaching because they are not aware of this system before. As a matter of fact, the performance of students is very lowest. Also, the students are not willing to join the classes. As a result, the percentage of attendance is decreasing, says by Salam. Adding to this point, Mizan said, "I face the internet issues most of the time because of the poor internet quality". It requires richer broadband system for taking the virtual classes. Also, I am having mental health issues and sleep deprive problems because of the ongoing process, Alam from MA admitted it. Furthermore, Salam explained that, I think students are just joining the class and do not concentrate on the lesson that's what I figured out most of the time. Also, Mizan from KGSC, he figures that, students are less attentive during the online

classes. To add, “I think students are just joining the classes for the sake of attendance,” says by Mridul from GBS.

4.5.3 Communicative Teaching Environment

In the online platforms, it is quite difficult to grab the attentions of the students. Because teachers are not able to track down all the students at a time. Therefore, as a teacher, “I tried to grab their attention by asking questions.” But a few students are trying to answer the questions and most of them just simply stay quiet, says by Salam. Then, Mizan explained that they just listen and do not bother to answer the questions. Also, ALM from MA, he shared that, only a few students are participating and most of them are remaining silent in the classes. As a result, it is quite understandable that classes are not communicative at all because most of the time, teachers are talking whereas students are not participating. Also, the majority of the teachers feel that students are not listening to their recorded lectures. For this reason, they cannot be able to take part in the discussion. Also, the teachers are saying that students are unable to put their classroom knowledge in their assignments.

4.5.4 Financial Inabilities

It has been quite tough for the teachers who are teaching at schools to get access to the technological devices. Because majority of them are not getting fund from the school to buy those tools which is required for taking online classes and activities. Therefore, the majority of the teachers have been facing difficulties to take online classes. Therefore, Salam, he himself has admitted that he does not get the full salary from this pandemic period. For this reason, it is difficult for him to buy laptop for taking virtual classes. Also, the phone he uses, it is not advanced smartphone. Thus, it is difficult for him to assess students by this poor device.

4.6 Students’ Perspective on the Challenges

In this part, the opinions of the students would be seen about the challenges they face during the online learning system.

4.6.1 Difficulty with the Internet

The major challenge is to get access to the internet because most of the students do not have the availability of the internet service. Though the service is 3G but the quality is very poor

in many places. The majority of the students are saying the face difficulties of the internet service during the class hours. It gives a lot of stress during the exam hours. Most of the time, “I face internet issues,” says Abhi from KGSC. Also, the students who lives far from the city they face a lot of trouble because of the slow internet service.

4.6.2 Lacking of Feedback

It is necessary to give feedback to the students so that they can find the mistakes easily. But a lot of students are saying that during the online assessments process, the teachers are not giving proper feedback. The students are agreeing to the fact that they are not having written corrective feedback from the teachers. Molly from GBS said that, in the online classes, “I think most of the teachers are reluctant to give feedback to the students”. Even some of the students are saying that they do not have the marks of the assignments that they are given. It is tough to get feedbacks from the teachers as they are not available on the platforms whole day. Thus, the students are taking screenshots from the answer sheets for asking feedbacks from the respective teachers. All of the students claimed that the mistakes would not be cleared to them if they do not get feedbacks form the teachers.

4.6.3 Financial Crisis

From the responses of the students comes from Table. 3.2.1.2. shows that a lot of students are not be able to get access to all the digital devices such as some of the students said they cannot be able to afford a laptop for their daily class work. It is quite challenging for the students who comes from a middle-class family to buy laptop or smartphone for attending online classes. The student named Kabir, he claims that it has been difficult for him to buy smart devices as his father lost his job during the pandemic. Also, it is challenging for his family to pay his tuition fee. In this situation, it is tough for him to buy an extra smart device such as laptop to access to the online classes. Also, the majority of the students have been agreed that their family is going through this kind of pressure. Therefore, it is not possible for them to ask for such smart devices as they already aware of the family condition. This financial crisis has been seen throughout the pandemic; therefore, it has been interrupted students for attending the online classes.

4.7 Teachers' Perspective on the Consequences

In this part, the major consequences of the online learning system would be portrayed. The opinions of the teachers would be seen in this part.

4.7.1 Obstacles

The online assessment process is challenging for the teachers because they are not trained to use the digital media platforms beforehand. During the pandemic, the teachers face a lot of difficulties to cope up with this new form of teaching system. The responses of the teachers are, most of the time, the students are less interested to join the online classes. As a result, it is difficult to track the student's updates, says by Salam from KGSC. Also, Mizan from KGSC also adds his point, "I face internet issues a lot". Sometimes the students do not want to complete their task on time. During the online period, the students can have the advantage to not to do their task on time. Because there is no f2f communication with the teachers, explains by Alam from MA. Adding to this point, Mridul from GBS, he said that, the students are just joining the classes and doing their other works in that time. They do not give their proper concentration during the virtual classes. Even the students are sleeping in the classes, Mizan said it. To add, without having the f2f communication, "I think it is tough to track down the student's update," says by Salam from KGSC. It is quite common that students are copying from other students during the online assessment process. The teachers are agreeing to the fact that they feel the standard of education is hampered. Also, Mizan from KGSC, he says, students can be able to use unethical means to do their task as they are not observed by the teachers at home. The teachers are also saying the students are sharing their answers on the social platforms. Therefore, it is easy to copy the answer from social platforms.

4.7.2 Online Assessment Process in Other Countries

The other countries, they have the upgraded version of online platforms from a long time ago. They have better internet facilities to conduct the learning process. Whereas we are newly aware of this process. As a result, it is difficult to deal with this new process. The teachers are saying they feel that students are not facilitated enough. Because other countries, they have the upgraded platform such as Edx, Moodle etc. for students, said by Mizan from KGSC. Also, Alam from MA, he said that, other countries have the advanced internet quality. They have required internet service for taking classes virtually.

4.8 Students' Perspective regarding the Consequences

In this part, the expressions of the students about the consequences of learning online would be seen through interview question answers.

4.8.1 Difficulties with the Time Management

As the classes are taking through online platforms that's why students are asked to give exams and assignments through online. For this reason, the students are facing unwanted sufferings to manage the time. The responses of the students are, "I have to see the lecture videos and read the lesson before joining the class," says by Abhi from KGSC. Also, Asif from KGSC, he said, "it takes a lot of time to solving the assignment questions." "I need to read the passage 3 or 4 times to answer the questions", replied by Rahim from MA. The classes are taking a lot of time because of the internet issues, told by Kabir from MA. Also, Ciri from MA, she said, "I need to read a lot for answering the questions. The timed exams are taking a lot of time," says Tasnim from GBS. Besides, Molly from GBS, she adds that, "I think it is quite stressful to manage all the assessments process." A majority of the students are also adding a point that, it takes a lot of time to finish the assignments. Because, they have to find out the answer first then write it down.

4.8.2 Obstacles

During the online assessment procedures, the students are facing different issues for example, internet issues. As we have the digital technological system but the internet is not friendly with so many places. A lot of students are saying the face major problem with the internet service. Also, students are saying, they cannot be able to finish their exams within time because of the poor internet quality. Even though, some of the students are saying, they are not understanding the feedbacks properly. Also, a lot of students are not getting their exam or assignment's marks on time. Students are also responding that, they cannot understand the lectures because of the poor internet service. It is quite understandable that, the students are suffering a lot during the pandemic to deal with this online leaning procedures.

Part 5: Discussion

The main focus of the study has been to show the voices of school teachers and students of the SSC background of Bangladesh, based on the experiences they have had during the pandemic. The study has also focused on the requirements of the participants and portraying their suggestion to make the online platform suitable for interactive teaching and learning process.

5.1. Summary of the Participants' Perspectives

It has been seen that the teachers are not trained to take online assessments and teachers were struggling to take online classes by using the platforms such as Goggle meet, Zoom etc. Also, the internet connectivity is not suitable for taking online classes. There was a lot of interruption during the classes because of the internet. As a result, the teachers and students were frustrated to conduct and attend the classes in a regular manner. Moreover, the teachers were not able to finish the class assessments regularly because of the difficulty with the internet connectivity. Therefore, the communication between the teachers and students could not take place properly. In addition, the teachers were unable to make the content of the assessments as effective as possible. Thus, the quality of the assessments is not suitable for the students as it expected.

Also, the teachers failed to give the feedback to the students on the appropriate time. The results of the exams are not clear to the students as they are not receiving feedback. Therefore, the students are missing out their mistakes and they are not able to correct them. The students have been stressed out because they are not experienced enough to give exams in the online platforms. Thus, they are making unnecessary mistakes during the exams because of inexperience of using online platforms. Students reported that the lectures are not recorded and engaging to them. Therefore, they feel less interested to join the classes. Also, the interruption of the internet is an alarming factor for them to not to join the classes. It has been seen that the teachers are only focusing on the written assessments during the online classes. They give less importance to the other skills such as speaking, listening, and reading.

Then, the tests are not properly taken because of the content design purpose to justify the student's intelligence. The students are able to identify the questions of the test beforehand.

Because the teachers are taking the questions directly from the book. They are not allowed to take questions from the other resources. Also, the teachers are putting more emphasis on the grammatical part. However, the students are struggling because of not having the beneficial assessment approach. Furthermore, the teachers are expected to have proper training for taking online classes in an effective manner. The students are demanding for making the online assessment process more communicating and engaging to help them understand the lectures properly. Also, they can give the exams at their ease. Finally, they want advanced platforms for joining the classes and giving exams.

5.2. Discussion

As the study is analyzing the factor of the challenges of doing online assessments, it is evident that the participants are struggling with the online assessments throughout the pandemic by their responses. The online assessment has not been suitable for both the teachers and students because they have less experience and knowledge of using the online platforms. According to Ocak and Karakus (2021), in online assessment before developing an effective assessment tool, instructor must have a necessary knowledge of how to conduct a course and academic activities. Since the method of teaching changes, the teachers need to take steps for making the teaching process suitable and beneficial. Though the online assessment process is completely new to the students, the teachers can make this process comfortable by taking short test or short assignments. It is not essential to take 2–3-hour exams in an online platform. Because if the question is broad then the student gets anxious easily. The job is to generate new content for the students so that they can adjust the online learning pedagogy easily.

In the online platforms, it does not require to go to places for attending the exams because students can sit for the exams and classes from their home. The students explain that they can give the exams at their convenient time whenever they want. Also, the teachers can often assess more scripts if they are taking exams online, especially if automated grading is done using computer software or websites such as Google Forms. In remote teaching, it does not necessary for the participants to communicate at once. According to Daniel (2020), “Asynchronous working gives teachers the flexibility in preparing learning materials and enables students to juggle the demands of home and study” (p. 93). It does not require working simultaneously. Also, the teachers do not need to deliver the materials at a fixed time. In case of

giving assignments, teachers can give the assignments to the students 2-3 days prior the date. Then, students can read the questions and solve it at their convenient time.

However, it is evident by the responses from the teachers that the students are not willing to do their assignments on time. It is also difficult for the teachers to track down the progress of all the students. According to Martin and Bolliger (2018), Student engagement in online learning is very significant because online learners get less opportunities in case of learning through online. The teachers and students are not getting the chance to have face-to-face communication. Therefore, it is difficult to make the learning process suitable if the engagement is less. If the students engage more, then it will satisfy the teachers as well as motivate the other students to participate in the classroom activities.

In addition, the communication between the teachers and students have been inefficient during the online assessment process. Corrective feedback is missing out by the teachers from the starting of the online learning system. Nonetheless, the students claimed that the teachers were not giving feedback correctly. Also, they were not able to find out the mistakes they made. Also, it has been identified by the responses of the teachers that they were not following any effective feedback method to communicate with the students. It is needed for both the stakeholders to take updates from each other.

According to Toven-Lindsey et al. (2015), with the major development of social media and technology such as file sharing, video conferencing and access to the internet, has become faster and more dynamic. However, the teachers reported that because of the easy access to the internet, it is evident that the students are using unethical means to complete their assignments exams. Also, the teachers have found that the students were copying from each other. The students were mostly sharing their answers in Facebook, Messenger groups, from which others can simply take the answers from it. The tendency of cheating is increased because of the easy access to the social platforms where the students can take the most advantages of it. According to Munoz et al. (2019), "Cheating can jeopardize the validity of inference drawn from the measurements produce by online tests, leading to inaccurate signals and misperception about what students know and can do" (Abstract). It is easy to take the answers from the sources but if the lesson is not understandable to the students, there is no point of writing the assignments.

In addition, most of the teachers are not using the platforms which can identify the answers whether the answer is copied from others or not. Some of the teachers are giving notes and taking assignments via WhatsApp. Therefore, it is totally impossible for the teachers to justify the answers because those platforms, unlike something like Turnitin, cannot identify whether the answers are plagiarized or not. Also, the teachers are not having the access to Turnitin where they can be able to identify the answers. As a result, it is quite evident that the online platforms are less secure for taking tests and assignments. Also, in some cases, the teachers are unknowingly giving answers with the question papers as the teachers are not aware of the use of technology. This is also risking the academic activities as it is difficult to make several question papers for the students. Therefore, the security of academic activities is highly hampered for the stakeholders.

Nevertheless, regarding the assessments which are conducted by the teachers, it is not fully justified as an online exam, as the responses of the teachers indicate that the question paper is taken from the textbook or the guide book. The design of the question paper is applicable for the online exam as the PDF version. Therefore, the students have written the answers on physical paper and have sent the image file to their respective teachers. The teachers have documented the student's file individually. It is quite impossible for the teachers to go through all the image files. Also, the teachers cannot give timely feedback accordingly to each of the students. Indeed, as discussed, the providing of feedback is necessary for the online exams as there is no face-to-face communication between the teachers and students.

It is necessary for the teachers to analyze students' participation, ease of giving exams and students' performance. The responses of the teacher participants indicate that they have failed to ensure the quality of an exam such as authenticity, validity and reliability. According to Nasreen (2018), the examination lacks content validity, the items of the examination require memorization over communicating skills. It is quite evident that the students can memorize the composition part as this part remains the same for a long time. It can be easily predicted by the students that which paragraph and composition will come next. The test takers are not taking into account listening, speaking, reading tests. The test items should be based on the CLT based tests. Some of the items are considered as set based of knowledge form. Therefore, the idea of authenticity is not justified here. The responses of this research depict that the online assessment

policy is not beneficial for the students due to lack of experience of the teachers, lack of quality materials and less guidance towards the students.

Additionally, to make the online assessment successful and efficient, it requires technological tools such as laptop, smartphone etc. Also, the majority of the teachers and students are not able to secure the funds to buy those devices. Therefore, it is challenging for them to join the classes through those smart devices as most of the students and teachers are from middle-class families. Also, it is difficult for the teachers and students to buy internet services on a daily basis. The responses of the stakeholders came to this conclusion that they are facing difficulties because of financial inability. According to Dutta and Smita (2020), the income families have significantly reduced as the pandemic hits the economy of the world as well as Bangladesh. It is quite obvious that the families cannot afford to buy smart devices for the students, as the majority of the families are going through a tough time. The majority of the students mentioned that the online assessment policy is challenging for them because all the steps are done by the electronic means. Therefore, the sense of cordial relationship and communication between the teachers and students are not suitable as it is expected to be.

Furthermore, it has been seen that the other countries' students have the efficiency to work in online platforms because they have built up the proficiency beforehand. They have quite advanced platforms to take the assessments swiftly. Considering the situation of other countries, they have much faster internet service. Also, they have advanced platforms such as Edx, Coursera, Moodle, FutureLearn etc. Thus, they can make the online learning smooth and fast enough for exclusive online education. Also, those platforms are suitable for the students to keep their work safe. According to Jena (2020), "Due to Covid-19 pandemic, many new modes of learning, new perspectives, new trends are emerged and the same may continue as we go ahead to a new tomorrow" (p. 77). As a result, it is easier for the students to make their learning process comfortable. However, In Bangladesh, the students and teachers are the sufferers of using these online platforms as their academic purpose. The majority of the teachers and students have reported that they face internet interruption during the classes and exams. It is quite problematic for both the teachers and students. To add to all that, most of the teachers do not have the funds to get access to these platforms. Therefore, the assessment policy is becoming hampered and suffering from security issues.

5.3. Limitations

The limitations of the study arise from the fact that the researcher was not able to get all the stakeholders' perspective to the topic. For example, the researcher considers that it would be more justified if the researcher could be able to explore the perspective from the parents as well as the policy makers from the ministry. Furthermore, it would be more appreciated if the researcher could be able add the point of view from other institutions and if the online classes could have been monitored and analyzed. Also, it would be more purposeful if the researcher could be able to get the interviews from other countries' students to compare and contrast their experiences of online education with ours.

Part 6: Conclusion and Recommendations

6.1. Conclusion

Online assessment policy is a totally new experience for the SSC students of Bangladesh during the COVID-19 pandemic. The students and teachers face difficulties of this new teaching-learning environment. Because of the challenges, the online learning has not been able to find its expected outcomes. The objectives of the online education have not been properly achieved by either of the two stakeholders: teachers and students. Indeed, both stakeholders expressed dissatisfaction towards this online mode of education. The participants of this study need to have proper guidance, cooperation and engagement to make the online assessment process more flexible, effective, and purposeful.

6.2. Recommendations

This study concludes with a handful of recommendations. First, teachers need to have proper guidance to make the classes communicative and meaningful. Regarding students, they need to be engaged in the classroom activities and feel less hesitation while asking questions to the teachers. If the communication between the teachers and students improves, then both of the stakeholders can support each other. In short, teachers and students need to train themselves for making the online assessment effective so that they can finally accept this new mode of education rather than have negative attitudes towards it- for aspects of online education should not just be cast aside after COVID-19 situation normalizes.

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Appendix

Exam Phobia

Teachers

1. Are the students willing to give online exams?
 - (a). Do you think students are comfortable to give exams in the online session? If yes, then explain it.
 - (b). Do you think most students are reluctant to give online exams?
2. Do the students feel pressurized to give online exams?
 - (a). Do you think students are taking too much stress during the online exams?
 - (b). Do you think students are taking others' help during the online exams?
3. Which option is more comfortable for the students: Online exam or offline exam?
 - (a). As a teacher, do you think online exams are better than offline exams?

Students

1. As a student, what do you feel about giving online exams?
 - (a). Do you think exams are giving you more pressure?
 - (b). Do you feel comfortable to give online exams?
2. Which option is more applicable for you: Online exam or online assignments?
 - (a). Are you willing to give online exam or assignment?
3. Do you think online assessments are more time consuming than online exams?
 - (a). How much time do you need to finish an assignment?
 - (b). Do you think exams are easy to give?

Testing and evaluating students

Teachers

1. Do you think online assessments are more reliable?
 - (a). Are the students showing their effort to finish the assignments?
 - (b). Do you think students are putting their own ideas in the assignments?
2. How are you going to assess students?
 - (a). Do you think assignments are the best option for the students?
 - (b). Do you think students are taking help from others while doing assignments?
3. What are the mediums you use for taking assignments?
 - (a). Do you think online medium are reliable?
 - (b). Which medium do you use most for taking online assessments?
4. Are you giving the students direct questions?
 - (a). What are the question patterns?
 - (b). Do you use the textbook or other sources?
5. Were you instructed to take only written assignments?
 - (a). Did you take any presentations from the students?
 - (b). Do you think as a teacher, you are giving less importance to the other skills during the online assessments?
6. Do you think online timed exams have the test qualities?
 - (a). Did you make questionnaires by having the qualities of a test?
 - (b). Which test qualities have been missed from the online exam?

Students

1. Do you think giving online assignments is an easier way to get good marks?
 - (a). Do you think teachers are giving fair marks in the assignments?
 - (b). Do you think you can get proper feedback and good marks?

Challenges

Teachers

1. Are these learning conditions suitable for the teachers?
 - (a). Being a teacher, do you support the online learning system?
 - (b). Are you satisfied what are you teaching during the online sessions?
2. What are the challenges you faced during the online sessions?
 - (a). Do you think students were enthusiastic to give attention to the classes? Or,
 - (b). Did they just attend the classes for maintaining the attendance?
3. Do you think the classes you take were communicative in approach?
 - (a). Do you think students listened to all your lectures?
 - (b). Do you think they applied the knowledge in their assignments?
4. Have you faced any financial crisis during this pandemic to continue the classes?
 - (a). Did you get access to the technological devices?

Students

1. As a student, what are the challenges you faced during the online sessions?
 - (a). Did you face internet interruption during virtual classes?
Or, (b). Did you understand the feedback properly? Or do you think the traditional offline classes would be more helpful for understanding the feedback?
2. Have you faced any financial crisis throughout the pandemic?
 - (a). Do you have smart devices to attend classes?
 - (b). Do you get access to the technological devices easily?

Overall consequences

Teachers

1. What are the obstacles you face during the online sessions?
 - (a). Do you think students are giving their attention to the online sessions?
 - (b). Being a teacher, what were the problems perceived by you?
2. Compared to the other countries, do you think the students are less advantageous during the whole online session?
 - (a). Do you think the standard of education was maintained properly?
 - (b). Do you think the facilities were upgraded?

Students

1. Do you think online assessments are more time consuming?
 - (a). Do you think assignments are taking more time to complete?
2. What are the obstacles you face during online learning?
 - (a). Do you understand the lectures properly?
 - (b). Do you think the online learning process is much difficult?