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## THE EFFICIENCY OF TESTMOZ TEST GENERATOR AS WEB-BASED INSTRUCTION IN SPECIFIC PURPOSE

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### ABSTRACT

Higher Educational Institution have for most of the time used computer-assisted instruction for teaching almost all courses at the undergraduate level. For now, an experimentation with web-based instruction is becoming increasingly popular. The concentration of this study was to determine the efficiency level of the testmoz test generator as web-based instruction in specific purpose like elimination test or exams in some courses. Samples are 100 senior students from BSCS and BSIT programs in Eastern Samar State University. The researcher presented the customized online test using testmoz, then self-made survey questionnaire on the description of efficiency delivered as instrument for evaluation. Descriptive inferential research designed was applied. Average weighted was employed in determining the extent of efficiency of the online test, while percentage distribution was used on the applicability as instructional tool. Findings showed, strongly efficient in the promotion of interactivity that sustained learning, as well as the promotion of self-paced learner's independency. Based on the features of testmoz as a free application software it was recommended to subscribed or developed smart online test maker.

**KEY WORDS:** Cognitive, Efficiency, e-learning, e-mentoring, Face-to-face, Freeware,

### INTRODUCTION

Cognitive skills is being developed in all e-learning approach, same as true to thinking skills is more interactive learned than by doing. Web-based

The goal of web-based instruction is to empower teachers and students with the skills to navigate the variety of pedagogical database available on the web. In doing so, the objectives are for the students to gain smart understanding on online test via internet and intranet, in particular.

Bersin (2004) narrated, "An online pre-class event can be used to bring learners with different levels of knowledge and skill to the same level before the face-to-face class begins. The online event can be

instruction is a subset of e-learning; a distance learning of delivery of instruction; and participants are from geographic dispersed location.

an assignment. The instructor can review the results of the pre-class assignment for each learner and adjust the program for the face-to-face class by focusing on knowledge and skills gaps. This approach has several advantages over a traditional face-to-face approach: it forces learners to come prepared to the classroom; allows the design of more efficient classroom activities which are tailored to the specific needs or interests of the participants; and reduces the total time in classroom, which reduces costs. Another approach consists of starting with a

core classroom event, followed by online dependent experiences which can include, for example, interaction with online resources or e-mentoring services for continuous reinforcement. This approach could be used to develop communities of learners or to engage in further discussions on advanced topics of individual interest. Online events can also be used to introduce and conclude a blended learning program”.

Customized test in Testmoz can be uploaded in android and non-android smart phone and windows and non-windows platform. It is accessible in subscribed, non-subscribed, and free data internet connection.

The extensive use of Web-based approaches in instruction makes teaching-learning via the Web something new and exciting.

### STATEMENT OF THE PROBLEM

The study answered the following:

1. What was the percentage of students agreed the applicability of the customized online-test as instructional tool in provisional examination?
2. To what extent the efficiency level of online test as WBI or web-based instruction in terms of:
  - 2.1 displays requested data promptly;
  - 2.2 fast track mode in the provision of report of test result, and vital evidence of information from the test taker.
  - 2.3 promotes interactivity to sustain attention and learning to students;
  - 2.4 student’s improvement on internet and computer skills through web-based training;
  - 2.5 promotion of self-pace learners & independency;
  - 2.6 student’s development skill in communication especially in writing;
  - 2.7 encourages students to be intelligent user in the aspect of netiquette;
  - 2.8 self-paced component are customizable to reflect learners’ interests and needs.
  - 2.9 exciting experiences to students and teachers that further developed interpersonal skills;
  - 2.10 student’s motivation in using the WBT in maximizing the potential skills in WBI.

## METHODS & MATERIALS

### Design:-

The study used descriptive research design, described the efficiency of testmoz test generator as web-based instruction in specific purpose. The customized online test served as the instructional tool in the assessment of actual and over-all performance of student, and served as assessment tool to student/s taken the elimination test in a certain course.

### Respondents:-

The College of Computer Studies, Eastern Samar State University, Main Campus offering two courses; BSCS and BSIT programs. The student population of the two programs is 313 only. The samples were the 15 faculty members from the college, and 85 senior students, randomly selected from the two programs.

### Instrument:-

The researcher presented the customized online test using testmoz test generator, testmoz is a free app test maker with limited features. The online test served as the web-based instruction, and the elimination test for the performance of small size of student. Self-made survey questionnaire was formulated by the researcher; described the efficiency of the customized online test as an instructional tool in the assessment of the over-all performance of the student, as well as its efficiency in the preparation of the over-all standing of the student.

### Data Collection:-

The researcher personally administered the survey questionnaires. Respondents were given ample time in answering the questions according to their perception on the level of efficiency of the customized online test.

### Statistical Tool:-

Frequency percentage distribution was employed on the applicability of the customized online test as instructional tool in the College of Computer Studies. Determining the perception level of efficiency of the online test as web-based instruction, average weighted mean was utilized. Mean values and the qualitative description in determining the extent of efficiency were as follows:

Mean Value	Qualitative Description
4.10 – 5.00	Strongly Efficient
3.10 - 4.00	Efficient
2.10 – 3.00	Slightly Efficient
1.10 – 2.00	Not Efficient
0.00 – 1.00	Strongly Not Efficient

## RESULT AND DISCUSSION

**Table:-1** Percentage Distribution of Respondents on the Applicability of the Online Test as WBI & Frequency Distribution of Respondents' Perception on Efficiency of Online Test as WBI

Efficiency Description							
Efficiency of Customized Online Test	Strongly Efficient (5)	Efficient (4)	Slightly Efficient (3)	Not Efficient (2)	Strongly Not Efficient (1)	Weighted Mean	Interpretation
Displays requested data promptly.	71	15	9	5	0	4.52	Strongly Efficient
Fast track mode in the provision of report of test result, and vital evidence of information from the test taker.	67	20	13	0	0	4.54	Strongly Efficient
Promotes interactivity to sustain attention and learning to students.	90	8	2	0	0	4.88	Strongly Efficient
Improves students' internet and computer skills through we-based training.	71	18	10	1	0	4.59	Strongly Efficient
Promotes Self-paced learners alone and completely independent.	81	16	3	0	0	4.78	Strongly Efficient
Develops students' skills in communication especially writing.	68	19	13	0	0	4.55	Strongly Efficient
Encourages students to be intelligent user in the field of netiquette.	62	19	19	0	0	4.43	Strongly Efficient
Self-paced component are customizable to reflect learners' interests and needs.	60	18	20	2	0	4.36	Strongly Efficient
Exciting experience to students and teachers that further develops interpersonal skills.	80	13	7	0	0	4.73	Strongly Efficient
Motivates students to make use of web-based training to the fullest by maximizing the potential of web-based instruction.	82	11	7	0	0	4.75	Strongly Efficient

**Legend:-** 5- Strongly Efficient, 4 – Efficient, 3 -Slightly Efficient, 2 – Not Efficient, 1-Strongly Not Efficient

The respondents composed of faculty members and senior students attaining the degree in computing solutions, like BSCS and BSIT, they evaluated the customized online test as applicable instruction tool in provisional test. In relation, the efficiency of the online test as web-based instruction highly assessed, “strongly efficient”. Efficiency described the core characteristics of a customized system. The description of efficient in student’s learning promotion, and self-paced and independency yield the highest weighted mean. The overall assessment based on the above description of efficiency, strongly efficient in general.

## CONCLUSION

Based on the result, it was concluded that the customized online test is applicable web-based instruction in the provisional exams. Intensely, it was an efficient tool for instruction. However, recommendations are the following; add necessary features like timer which could help to implement in a big size of classes, and subscribed smart online test that will accommodate non-homogenous test taker.

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**APPENDICES Screenshots of Online Test:- (based on Abogaa, Jennifer B. (2016), ISSN 2229-5518)**

The screenshot displays the Testmoz Test Generator interface. At the top, the logo 'Testmoz Test Generator' is visible. Below the logo is a navigation menu with options: Home, Settings, Questions, Publish, Reports, and Logout. The main content area shows 'Question 11 of 11' with 'Previous' and 'Next' links. The question text is 'Elements/Components of computer(3 answers)'. Below the question text is a large text input field. Underneath, there are fields for 'Type' (set to 'Multiple response') and 'Points' (set to '6'). A section titled 'Enter the answer choices, and mark which answers are correct' contains a list of answer choices: 'input', 'hardware', 'software', 'peopleware', and 'output'. Each choice has a checkbox, with 'hardware', 'software', and 'peopleware' checked. Below the list is a link 'Add / Remove answer choice'. At the bottom, there is a checkbox for 'Shuffle answers' with the instruction 'Uncheck if you have an "all of the above" answer'. Three buttons are at the bottom: 'Save', 'Save and Add New Question', and 'Cancel'.

9/student/review

## Midterm Exams in CS111

Leah Maureen B. Basa, BSCS1A

**Your score: 77% (63 points out of 82)**

**Question #1** (5 points)

---

Expand: GUI

**Your answer:**  
graphical user interface ✔ Correct

**Question #2** (5 points)

---

Expand: MIPS

**Your answer:**  
million of instructions per second ✔ Correct

**Question #3** (5 points)

---

Expand: LCD

**Your answer:**  
liquid crystal display ✔ Correct

**Question #4** (5 points)

---

Expand: USB

**Your answer:**  
universal serial bus ✔ Correct

**Question #5** (5 points)

---

Expand: URL

# Testmoz

Test Generator

Home
Settings
Questions
Publish
Reports
Logout

Here is an [answer key](#) for your test.

### Scoresheets (Export as CSV)

Name	Score	Started On	Time
<a href="#">Leah Maureen B. Basa, BSCS1A</a>	77% (63/82)	12/30 03:32 p.m.	0:04:07
<b>Average Score</b>	77%	<b>Average Time</b>	0:04:07
		<b>Responses</b>	1

< | >

### Question Grid (Export as CSV | Select all)

Name	1	2	3	4	5	6	:
	100%	100%	100%	100%	100%	0%	10
Leah Maureen B. Basa, BSCS1A	✔	✔	✔	✔	✔	✘	✔

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