

FACTORS THAT IMPACT THE ACCEPTANCE AND USAGE OF E-ASSESSMENT BY ACADEMICS IN SAUDI UNIVERSITIES

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Abstract

As assessment is one of the important pillars of the learning process, and E-assessment has become an essential part of education systems. E-assessment developed to address some of the limitations and problems of a paper-test. In last 10 years, E-assessment has improved in developed countries such as UK. In contrast, in Saudi Arabia, one of the developing countries, less attention is still paid to the usage of E-assessment and research which discusses E-assessment issues in Saudi Arabia is limited. Consequently, this paper will investigate the factors that impact on academic's use of E-assessment in Saudi universities. In order to examine these factors, this paper adopts the Decomposed Theory of Planned Behaviour model (DTPB) with slight modification. Age and gender are added to the proposed model as moderating factors that affect attitude, subjective norms and perceived behavioural control. IT support is also added as a factor under perceived behavioural control and technology facilitating conditions are included under resources facilitating conditions.

Keywords: E-assessment, E-exam, electronic exam, online exam, online assessment.