Original Research Paper

Economics

Application of Multiple Choice Questions System In The Faculty of Economics

Dr. Mohamed Elhag Abdalla Musa

Ribat National University, Faculty of Economics

ABSTRACT : The study was conducted in the Faculty of Economics of the Ribat National University. The total number of students who sit for multiple choice questions exam are (67) students, an hour and a half time was given for each student to the Multiple choice and traditional exam. The total score for the exam by the two systems is (20) degrees. The general Objective of the study was to apply the multiple choice questions system in the Faculty of Economics of the Ribat National University Semester sixth in 2015 Specifics Objectives were : To evaluate the examination system in a way of multiple-choice questions in terms of it justice, and achieve the intended learning outcomes, To Analyze the answers to the questions that dispersed among students compare between students who won and gets maximum and middle or minimum degrees regarding their answers with respect to all or some of the questions, to reveal of the nature of the problems faced by the students to understand the subject matter of the examination and processing of examinations in the future, and adequate explanation to grasp all students and to take advantage of the computer in the correct of examinations so as to achieve the following:

1. Exempt the teacher of fatigue correction, especially in theoretical colleges which have high density of student , and reduce error caused manual correction.

2. Reduce students' complaints of lack of accuracy and fairness of the correction. , and speedy of exams correction and declare the results of the students, because the speed of conventional test method takes longer time.

3. Reduce the value of corrections specially the faculty of economic joined 3000 students.

4. Standardize exams between medical, health and humanitarian colleges, noticing that academy regulations governing these colleges , and Processing Faculty of Economics to prepare with the medical colleges for the correction phase through the correction machine and this economy in time.

5. To achieve justice in the patch, specially the correction requests in the Faculty of Economics in the previous year is (60), and the error is thirty.

6. To differentiate between students who keep in mind and the student who have deep understanding.

The Scientific Faculties have an ancient and rooted experience in the applying multiple choice questions as a system for the exam and this first attempt to be applies in humanity Faculty (Faculty of Economics in Ribat National University) to reduce the cost of correction and delay in correction and frequent re-correction and the complaint of bias against students, and the unfairness of their assessment, all of this resolved through computer use requests in the patch and the application of multiple choice questions, which concluded the results to the importance of its adoption, specially, the number of students in the Faculty of Economics are growing.

Results ; Multi- choice Questions system according to range 15-20, the number of students was 22 (32%), while the traditional method, the number of 12students (18%). According to the range 10-14 questions by multiple choice number of students is 27 rate 40%, while by the traditional method, the number of students are 30 rate 44% either in the range 5-9 the number of students are 7 rate 10% by using multiple questions, but by using the traditional method for the same range , the number of students 15 rate 22%. But for the range 0-4 the number of students 12 rate 18% by using the multiple questions method and by traditional method a number of students reached 11 rate 16%. On the other hand the students who passed exam using the traditional method are 42(62%) for the range (10-20), and the number of failure students are 26(38%) for the range 0-9. while the number of students who passed the exam using multiple-choice range (10-20) are 49 students (72 %)and while the number of students who failed at the same range (0-9), are 19 students.

KEYWORDS : .

1.Introduction: Multiple question divided into two sections, the first section contains a question, and the second section is the response or proposed answers. The number of the proposed answers may differ, but almost four or five options. From these options, one option only, we called a "best answers" The rest of the options may be correct but not "best answers", or it is incorrect answers may be completely unrelated to the question or the subject. Incorrect answers set by lecturer in order to have a chance to guess, is most difficult to students. The combination options -add answers to nearby correct, and the incorrect answers - is responsible for the degree of difficulty of the test. The test may be difficult to contain three answers close to be correct of the five options, in addition to the correct answer and the answer irrelevant to the subject. It's important when you sit for exam to try to identify at least the answers irrelevant. At first the process may consume a lot of time, but by practicing your brain will process automatically without any intervention from you.

The principles of multi choice questions formulation.
1- The exam is Formulated simply ,Question shall ask for one issue only, Should not infer the answer to a question from another question in the written exam ,Questions must be short and homogeneous if possible, Answers must be at least three options for just to reduce the chances of guessing to choose the correct answer, Avoid using the words " all answers above " between students, Change the order of questions locations: this method let the student think that the model which has is completely different from the other model of his neighbor in the exam, but this only happens for the first time after exposure this

tactic student can depend on his fellow once he discover the site of the question who wants to transfer, Change the data used in the questions of each model: uestions can be identical and levels one and its options in one to answer, but in the first model to be correct answer is different from the other model and Avoid intuitive answer questions:

Marks in the exam results that one of the proposed options for an answer has not chosen any student or that the correct answer is chosen by all students may mean this question is obvious drawback is positioned on the exam questions.

2-Drafting Incorrect choices : Teacher may fabricate answers unsecured student that it is not the right answer to avoid tracking the following ways:

a-Typed the correct option used in the various formats that increase or decrease the evacuees completely accurate health or distortion.
b-Outsource non-specialists are formed where the professor a great balance of approximating the correct information for the piece of information.
c-Ensure the reserve option includes inserting the phrase (otherwise).
3-Questions levels include:
Part of the questions shall be easy to breaks awe exam in front of the student, and another part is difficult solution prevents the student is superior to score elevated class [3]

The advantages and benefits of multiple-choice questions [4]:

1. Tested a wide range of topics in a short time, and may cover all the syllabus.
2. don't evaluate student through his ability to write.
3. Shall ensure that examiners not to be aligned.
4. Lack of complaints from students to differentiate themselves in the patch.
5. Trustee correction as answers to predetermined.
6. Speed corrected by computer allows easy access to analyze the contents of questions to determine the topics that students suffering from weakness in them.
7. Can be used for review at the end of the year or semester, and can be corrected in with the students.

The disadvantages way multiple-choice questions [5]: -
1. Do not test the students' abilities to develop and organize ideas in a coherent format.
2. Questions and its used needs for insurance.
3. Students may achieve high or weak scores by guessing.

Problem of the study: Exams of multiple choice questions have advantages and disadvantages, but its advantages is greater than disadvantages and there is an agreement about its validity in cases of density students and assured their results corrected computer and Some of the professors prefer the written examination in the case of of a lack of students

Hypotheses of the study : Assess student grades through the results of the exam was the best way with multiple choice questions compared to the written exam.

2. Research Methodology:
1. The study followed statistical method whereby students are divided by grades, to the ranges: (from 4 to zero) (5 to 9) - (10 to 14) - (15 to 20) and will follow the method of assessing exam and students by the result achieved by the students .
2. The first exam was done by the traditional method, and second exam was done by multiple choice questions and was the same traditional exam has been adapted into multiple choice questions and also has sat by the same students i.e one exam by the two ways.

Multiple choice questions on the application of macroeconomic, Faculty of Economics, Ribat National University.

The historical background about the Faculty of Economic and Administrative and Finance Sciences:
1- Founded in 2005 and includes the following specialists – pure economic , accounting and business administration .

3. The college started with 200 students has risen to 400 students.
3. Study period four-year, and college worked with quarterly operating system and begins to specialize in the sixth semester.

4. Macroeconomic is a basic requirement before specialization and continue with specialists pure economics. The total number of students who sit for multiple choice questions exam are (67) students.Time: an hour and a half for each of the Multiple choice and traditional exam .The total score for the exam by the two systems is (20) degrees.

Conclusion & Findings.
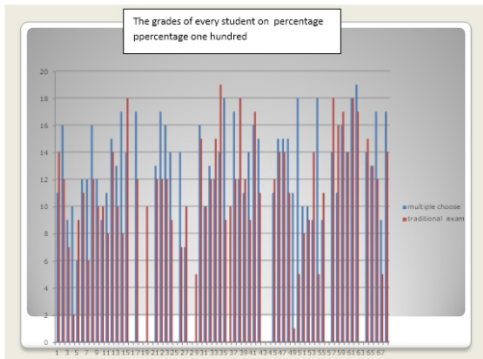
From Figure (1) note that the highest degree of scores is awarded by student who examined by multiple choice questions system.
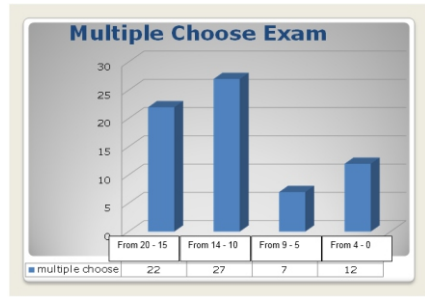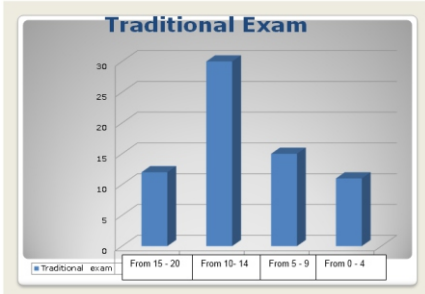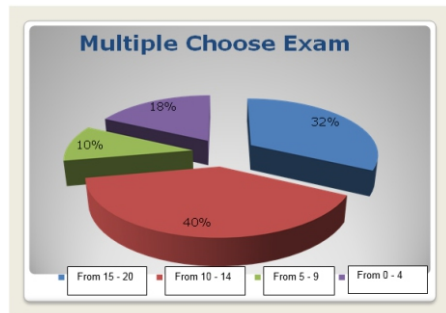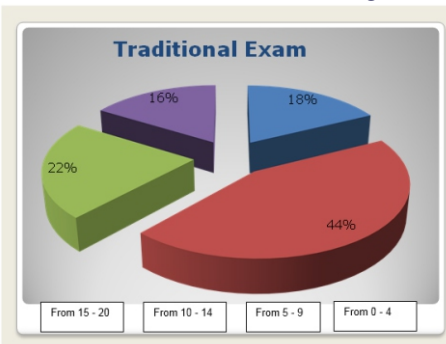
Fig. No(3)

Figure 2 and No. 3 were their results summarized in Fig. (6)
Fig. No. (4)

From Figure 4 by the method of multi- questions answers system , the success rate is 72% and 28% failure rate.   **Fig. No. 5**

From Figure (5) exam questions by the traditional system, success rate is 62% and 38% failure rate.
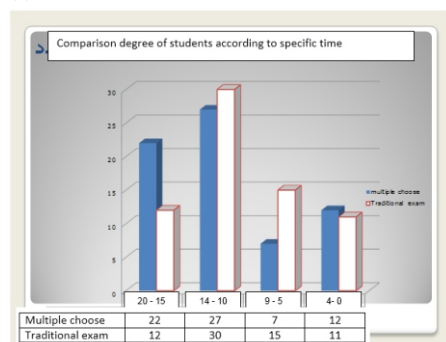**Fig. No. (6)**

	20 - 15	14 - 10	9 - 5	4 - 0
Multiple choose	22	27	7	12
Traditional exam	12	30	15	11

Fig. No. (7)
Results - Percentage - range

Range	Traditional Exam	Percentage	MCQs	Results Percentage
15-20	١٢	% ١٨	٢٢	%٢٢
10 – 14	30	44%	27	40%
5 – 9	15	22%	7	10%
0 – 4	11	16%	12	32%

- A number of passed students, the tradition method 10- 20 are 42 students , by rate 63%.
- A number of failed students from 0-9 are 36 students , rate 38%.
- A number of passed students ,Multiple choice exam method 10- 20 are 49 students , rate 72%.
- A number of failed students from 0-9 are 19 students , rate 28%.

Results :

1- The results of students' exam has been evaluated as through two systems: traditional and multiple choice questions, according to the term set out in the methodology and the comparison was outweigh the overall result of the multiple choice questions, details were as follows:

a- Multi- choice Questions system according to range 15-20, the number of students was 22 (32%), while the traditional method, the number of 12students (18%). According to the range 10-14 questions by multiple choice number of students is 27 rate 40%, while by the traditional method, the number of students are 30 rate 44% either in the range 5-9 the number of students are 7 rate 10% by using multiple questions, but by using the traditional method for the same range , the number of students 15 rate 22%. But for the range 0-4 the number of students 12 rate 18% by using the multiple questions method and by traditional method a number of students reached 11 rate 16%.

b-The number of students who passed exam using the traditional method are 42(62%) for the range (10-20), and the number of failure students are 26(38%) for the range 0-9. while the number of students who passed the exam using multiple-choice range (10-20) are 49 students (72 %)and while the number of students who failed at the same range (0-9), are 19 students.

c-This method facilitate the corrections and re-corrections and the complaints of students, the faculty of economic did not received any and complaint from students for the past two years.

d- The faculty of Economic , after adopted the multiple choice, which make the correction faster of macroeconomic (subject matter of the research).

e-The subject of macroeconomic after correcting, distributed to students with transparency and reduce the lack of bias error.

2. Multiple choice questions, although its advantage is greater than its disadvantages, but contain some of the disadvantages as do not test students' abilities to develop and organize ideas in a coherent format, and often raised the problem of securing Questions, and guessing may have a rule of the students to get high grades or weak.

Conclusion: The study concluded that.

2. For those who have an opinion against multiple questions experience we proposed the following:

a. Shall added short questions as alternative to long essays supporters.
b. Accounting rule based on the steps that can have the uniqueness of the space, and then put the final answer.

c. Intensify the enlightenment of the human faculties by multiple choice methods.

3. Establish exams bank for multiple choice questions and use them in the future use it in emergency exams.

5. Apply the principles of the exam questions when set it, the questions to cover most of the syllabus.

References
1- blog Abuharun - http://www.abuharoon.com/?p=29.
2- Professor Eisa osman Elamin Writing Effective multiple choice tests paper introduced deans council of the national Ribat University.pp7-9
3- Haider Ahmed Abbas, Damascus University Journal of Economic and Legal Sciences - Volume 20 - Issue I. 2004 PP. 263- 267
4- Professor Eisa osman Elamin p10 .
5- Dr. Abdul Hadi Ali al-Najjar - assets of Economics Sciences, Al Jala New Library- al-Mansoura -1999 - p. 59.