



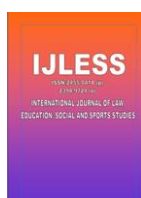
Influence of webcasting of SSLC examination on educators and students in remodelling the attitudes and adaptive life skills towards digital monitoring

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Abstract

This study highlights the effects of quality assessment via webcasting system on teachers and students implemented by Karnataka state examination assessment board (KSEAB) during annual class 10 examinations. To observe alleviated malpractices and to deterrent, this webcasting system introduced in the academic year 2023-24 due to the reported misconduct in the previous year. This webcasting is put through strict oversight and monitored through lessening the number of examinations centres and through app based CCTV monitoring. Digitalizing the monitoring system has led attributes in changing attitudes of both educators and learners. The intensified digital monitoring elevated the pressure of being securitized for their actions leading anxiety and stress resulting in negative impact on both groups. This study put forward the data about altered perceptions and life style practices developed within school environment to adapt to this digitalized monitoring system. This study discusses the findings from survey conducted with educators and students regarding their adaptive strategies. By the help of Microsoft excel, descriptive and ANOVA data analyses are made in this study on attitudes of remodelling with regard to life skill modification and practices.

Key words: Webcasting, Digitalized Monitoring, Adoptive Life Skills, Stress and Anxiety.

Introduction

In each educational system, examination is the elementary instrument prescribed to evaluate a person's proficiency and abilities. It is a way to assess a person's cognitive abilities, expertise, and understanding in a particular field or subject at a specific moment. at the end of the learning process The degree of acquired knowledge is assessed. Education in life skills helps youth's mental health and prepares them for life's challenges. The skills that enable them to make sounded decisions, solve the problems, think creatively, communicate effectively, empathise with others, cope with challenges, and manage their

lives in a healthy and productive way are inculcated through life skills education, which promotes mental wellbeing and behavioural readiness.

The Karnataka School Examination and Assessment Board (KSEB) decided to meticulously review the examination with the objective to cease the rampant malfeasance that existed before. In spite of the fact that the passing rate plummeted, the attempt to restore integrity of exams through webcasting was exalted. This leads promotion of transparency. At the early years of digital monitoring, it has been reported that webcasting frightened students, which results in low passing rate. 2034–2024 SSLC exams with a numerous rules employed to guarantee a seamless and equitable examination monitoring. Madhu Bangarappa, the Karnataka minister of education, made the statement and assures the government's dedication to raising student achievement and protecting the integrity of the examination. From 2023 the exam perspective has been remoulded in both educators and student.

Due to this webcasting acute scrutiny and the Exam anxiety faced by the learners and teachers all through the monitoring has elevated their stress and anxiety levels. Since this monitoring is recently come to action, there life skills have undergone modifications and changes. Self-management, time management, stress management, and problem-solving skills are among the life skills that are recommended by WHO are altered in both of them. This study primarily scrutinizes the influence of this digital monitoring system in altering the attitudes of respondents in reorganising their life skills to subsist with exam anxiety. There is a recommendation in NEP for teaching life skills to students from elementary level itself since they are crucial.

Statement of the problem:

As the consequence of webcasting Exam fear and agitation have been expanded among individuals. The standpoint of educators and learners are framed in constrained manner repudiating the quality of learnt aspects in order to conquer superior results driving teacher pupil bond only stipulating to results. In contemplation to fit into this brand new setup, the fundamental life skills have to undergo remarkable changes. Investigation of the influenced and remoulded life skills and to which extent the transposed mind-set might explain the curtailed stress and emotions brought on by exam anxiety is the stated problem of this study.

Need of the study:

In Karnataka, digital monitoring of states 10th grade examination is a novel approach and everyone in the system scuffling to survive with this approach. Teachers and children perspectives and attitudinal traits are impacted by this monitoring system in both favourably and adversely. Restructuring of inculcated life skills is required to achieve the goals and to secure effective yet qualitative results. Therefore, analysing the perspective and redesigned attitude of respondents is essential to study the influence of webcasting systems. This study and descriptive analysis is needed to sight an outline of how adaptive life skills might useful in structuring and framing the fearless and effective digital monitoring process in subsequent event.

Research questions:

1. Does this digital monitoring through webcasting is really need for the 10th grade exams?
2. Does digital monitoring influenced in remodelling the fundamental life change in students and educators?
3. Has this monitoring increased community and parent involvement in fostering stronger ties between the community and schools?
4. How will webcasting and digital monitoring in the future illuminate the flame of examination authenticity and qualitative learning assessment?

Literature review:

- Agwi and Irhebhude (2020) assess the efficacy of video surveillance systems in monitoring the examination process of Nigerian Tertiary Institutions. Their study is reviewed for the structural and analytical framework of this Indian Foundation (2018): as recommended the exercises to inculcate the fundamental skill set that is essential for managing stress and emotional difficulties in quotidian life assessment of influence of webcasting on life skills. They concluded by stating use of CCTV surveillance for monitoring activities in exam halls are gaining eminence because of their asset which includes providing hard evidences to probe exam malpractices. CCTVs provide deterrence to those who intended to cheat since they are aware that they are being watched.
- Ehigiamusoe, Cyril, and Idiata (2022) studied the impact of CCTV monitoring systems in exam of higher education institutions. To determine the efficacy of CCTV monitoring and students' opinions on digital surveillance are collected from respected individuals. With the passable analytical outcomes of responses, they stated that CCTV is serving as a deterrent, which is proven to be an effective initiation towards the accurate heading to maintain the authenticity of examination in higher education institutes.
- A Guide to Life Skills Activities by the American process. This book provides the data concerning to reorganising life skills in problem solving. Associated activities are prescribed in this book so that people can behave more efficaciously by run through those activities. Every person has to control their stress and emotions in order to accomplish any work with the deliberate results.

Methodology:

The primary data of how webcasting the SSLC examination influenced teachers and students restructuring their attitudes and adaptive life skills around digital monitoring collected from a survey conducted via online mode. Samples for the study were drawn from the community of pupils who are monitored digitally and the teachers of those tenth grade classrooms. To gather the data prerequisite for the study, a well-planned questionnaire was designed for instructors and students for an online survey in google forms and disseminated via the internet. For the effective assessment in the survey tool, Descriptive type and Likert scale items are constructed. For the data analysis, Microsoft Excel was utilised. The frequency count, total, average, variance, and standard deviation and etc, were calculated via descriptive statistics. in order to evaluate the degree of significance and p value single factor ANOVA test were performed and analysed the obtained data.

Data analysis:

The analysis of the data is done using the research questions:

1.Does the SSLC examination actually require this webcasting monitoring system?

Nine items from the questionnaire were drawn to analyse this research question. Respondent's opinions regarding the need of webcasting and its efficacy in prompting the transparency were gauged and tabulated. In table 1, Except Q11 & Q12, all other items average value form descriptive analysis is over 2 and near 3 on the three- point Likert rating scale. This depicts the effective prominence towards employing digital monitoring. From the single factor Anova test (Table 2) the value of p emerged was 0.0000 (approximately) which is less than standard significance level of 0.05, directing the rejection of null hypothesis stating there is no significant relationships between webcasting and objectives of employing digital monitoring.

Table 1: analysis of variance

Groups	Count	Sum	Average	Variance		
Q1	200	528	2.64	0.472763819		
Q11	200	368	1.84	0.858693467		
Q13	200	552	2.76	0.344120603		
Q17	200	400	2	0.804020101		
Q18	200	540	2.7	0.452261307		
Q19	200	476	2.38	0.759396985		
Q23	200	336	1.68	0.741306533		
Q25	200	448	2.24	0.746130653		
Q26	200	468	2.34	0.748140704		
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	236.64	8	29.58	44.91774062	4.404E-66	1.943564459
Within Groups	1179.44	1791	0.658537			
Total	1416.08	1799				

2.Does digital monitoring affect how they modify their like skills to cope with examination anxiety and stress?

In table 2, the author focusses on analysing the connections between attitudes towards life skill remodelling impacted by this digital monitoring system. To assess the impact of changing life skills to deal with the difficulties brought on by this strict scrutiny, seven items were taken from the questionnaire. On a three-point Likert scale, average values show how relevant a response is to 3. The remodelling attitude impacted by webcasting was positively correlated, as evidenced by the p value of roughly 0.000. Changes in life skills are required to adapt to the new environment and handle the challenging situations.

Table 2: analysis of variance

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Q7	200	488	2.44	0.609447236
Q9	200	548	2.74	0.394371859
Q14	200	544	2.72	0.40361809

Q15		200	480	2.4	0.603015075	
Q16		200	448	2.24	0.746130653	
Q22		200	508	2.54	0.531055276	
Q24		200	344	1.72	0.725226131	
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	145.44	6	24.24	42.28401122	1.44E-47	2.105079013
Within Groups	798.56	1393	0.573266			
Total	944	1399				

3.Has this monitoring increased community and parent involvement in fostering stronger ties between the community and schools?

This research question focused on parental overview on digital monitoring. Along with the community's involvement in their wards learning and educational process to improve results were concentrated. Three items were drawn out from the data gathering tool. In table 3. Each item's average is above 2 in the three-point Likert scale, suggesting a correlation between webcasting employment and community participation. The ANOVA test's p value of 0.04 is less than the significance level of 0.05. That stipulates that each item was statistically significant in elucidating parental involvement in their children's learning process. This elucidated the rejection of null hypothesis stating no relationships between webcasting and parental involvement.

Table 3: analysis of variance

Groups	Count		Sum		Average	Variance
Q12	200		476		2.38	0.678995
Q20	200		420		2.1	0.773869
Q21	200		452		2.26	0.756181
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	7.893333333	2	3.946666667	5.359782	0.004931	3.010815
Within Groups	439.6	597	0.736348409			
Total	447.4933333	599				

4.How will webcasting and digital monitoring in the future illuminate the flame of examination authenticity and qualitative learning assessment?

Four descriptive type open ended items were designed in order to seek data about the respondents' future perspectives regarding the webcasting. Participants displayed their thoughts, which are examined and briefly addressed here.

- In order to aware students about seriousness of the exam, this kind of monitoring needs to employ from the elementary school level.
- To upgrade the monitoring, more systems with both financially and technically balanced are required.
- Exam transparency is hoisted and deterrence is attained to maximised degree.
- In Comparison to earlier manual invigilation and supervision of SSLC exams, it is seen that students improved in their preoperational strategies and more focusing during learning.
- Although the results are nosediving, the quality of that result is gradually improving year by year. Remodelling in life skills that allows for improved time management and mental clarity to concentrate on exam results.
- The webcast was facilitating indirectly also adversely result-oriented learning. Bond shared between educators and learners are slightly altered due to the increased pressure to do well.

Conclusion:

Due to webcasting's advantages, which include endowing evidence for investigative purposes and acting as a deterrent to identifying exam rule violators since they are aware that they are being monitored, the employed digital monitoring got more popularity. And in order to combat this effect, individuals have turned to several life skills adjustments that assist them to manage their exam anxiety. Their future is likewise impacted by this remodelling.

This study assesses the efficacy of webcasting in monitoring through guided research questions which are designed and analysed to structure the study. The analysis's findings demonstrated that webcasting had an impact on instructors' and students' attitudes about upgrading fundamental abilities. And there is a significant relationship between parental involvement and digital monitoring. This study elaborates the future perspectives and guided needs for the further effective establishment of digital monitoring through webcasting.

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