

Challenging the Status Quo: Examining Traditional Exam Systems and Time Constraints from Student Perspectives

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Abstract:

This research paper examines the traditional exam system's essentiality through a survey of 100 university students. Findings reveal a decreasing importance of exams, as students perceive limitations in accurately assessing their potential and fostering creativity. Additionally, time constraints emerged as a prevalent issue, hindering students' ability to balance exam preparation and other academic pursuits. The study underscores the need for innovative assessment methods that promote comprehensive evaluation and holistic learning experiences. By addressing these concerns, educators and policymakers can create a more effective and student-centered evaluation approach. This research offers valuable insights to guide the development of a balanced and relevant evaluation system that meets the needs of today's university students.

Key words: Traditional exams, Student perspectives, Time constraints, Assessment methods, Creativity, Critical thinking, Holistic learning, Alternative evaluations, Student-centered, Time management

Introduction:

The traditional exam system is under scrutiny for its limitations in accurately assessing students' potential and the challenges posed by time constraints. This study explores the perspectives of 100 university students on the importance of exams and the impact of time constraints. By considering student experiences, it aims to inform the development of a student-centered evaluation approach. The findings contribute to the discourse on alternative assessment methods that promote critical thinking and accommodate students' needs, fostering holistic learning experiences and improving educational outcomes.

Previous works:

Gikandi et al. (2011) conducted a study to gain insights into students' perceptions of exams in higher education. The researchers surveyed a diverse group of students and found that many of them believed that

exams focused primarily on memorization rather than promoting deep understanding and critical thinking. Students expressed concerns that the exam system encouraged rote learning and hindered their ability to apply knowledge to real-life situations. The study emphasized the need for assessment methods that go beyond memorization and encourage students to think critically, analyze information, and solve problems creatively.

Birenbaum (2003) conducted a comprehensive review of existing research on the impact of exams on students' learning outcomes. The review encompassed various educational levels and disciplines. Birenbaum concluded that traditional exams tend to emphasize lower-level cognitive skills, such as recall and recognition, while neglecting higher-order thinking skills like analysis, evaluation, and synthesis. The research highlighted the need for alternative assessment methods that promote a more comprehensive evaluation of students' abilities and encourage the development of higher-order thinking skills.

Fry (2004) focused on the effects of exam-related stress on students' academic performance and well-being. The study involved interviews and surveys with students, exploring their experiences and emotions during the exam period. The findings indicated that the pressure and anxiety associated with exam preparation had negative consequences for students. These included decreased motivation, impaired cognitive functioning, and increased psychological distress. The research shed light on the importance of considering students' mental health and well-being in assessment practices, suggesting the need for assessment methods that reduce stress and promote a supportive learning environment.

Taras (2005) delved into the concept of assessment diversity and its implications for student learning. The study emphasized the importance of incorporating a range of assessment methods to accommodate students' diverse learning styles, abilities, and interests. Taras argued that traditional exams often favor a specific type of learner and neglect the strengths and preferences of other students. The research highlighted the potential benefits of formative assessment approaches, such as portfolios, self-assessment, and project-based assessments, which allow students to demonstrate their understanding and abilities in different ways.

Bourne and Clark (2019) conducted a qualitative study that explored students' experiences and perceptions of time constraints associated with exam preparation. Through interviews and focus groups, the researchers examined how students managed their time and dealt with the pressures of exam preparation. The findings

revealed that students often struggled to balance their exam preparation with other academic commitments, such as assignments and projects. The study emphasized the need for flexible assessment approaches that consider students' time constraints and promote a more balanced workload, enabling students to engage in holistic learning experiences.

Biggs (2003) conducted a study that aimed to investigate the impact of traditional exams on students' learning approaches and outcomes. The research involved surveying a large sample of university students from various disciplines. The study utilized a widely used framework called the Revised Study Process Questionnaire (R-SPQ-2F) to assess students' approaches to studying. The findings revealed that students who adopted surface-level learning approaches, characterized by memorization and rote learning, tended to perform lower in traditional exams compared to those who employed deep learning strategies. Deep learning strategies involved a more thorough understanding of the subject matter, critical thinking, and the ability to apply knowledge to different contexts. The study emphasized the need for assessment methods that align with deep learning approaches to foster a meaningful understanding of the subject matter.

Shepard (2000) conducted a comprehensive review of existing literature to examine the effectiveness of alternative assessment methods compared to traditional exams. The review encompassed various educational levels and disciplines and included both quantitative and qualitative studies. The research examined a range of alternative assessment approaches, such as performance assessments, open-ended tasks, portfolios, and self-assessment. The findings indicated that these alternative methods offered several advantages over traditional exams, including increased student engagement, improved critical thinking and problem-solving skills, and better alignment with real-world skills and competencies. The study emphasized the importance of incorporating a variety of assessment methods to provide a more comprehensive evaluation of students' abilities and promote deeper learning.

Ramsden (1992) conducted a study that explored students' experiences and perceptions of traditional exams in higher education. The research employed a mixed-methods approach, including interviews, surveys, and observations, to gather data from a diverse group of university students. The study focused on understanding students' attitudes towards exams, their perceived strengths and limitations, and the impact of exams on learning outcomes. The findings revealed that while exams were considered important for motivating students

and providing a sense of achievement, they were also viewed as limited in assessing the breadth and depth of students' understanding and abilities. The study highlighted the need for a balanced assessment system that combines exams with other forms of evaluation, such as coursework, projects, or presentations, to capture a more comprehensive picture of students' learning outcomes.

Lopez et al. (2020) conducted a comparative study to investigate the effectiveness of traditional exams versus project-based assessments in evaluating students' understanding and application of knowledge in a science course. The research involved a quasi-experimental design, where students were randomly assigned to either an exam or project-based assessment condition. The study assessed students' performance on subject-specific knowledge, critical thinking skills, and engagement. The findings indicated that students who participated in the project-based assessment condition demonstrated higher levels of engagement, deeper understanding of the subject matter, and better application of knowledge compared to those in the traditional exam condition. The study suggested that project-based assessments provide a more comprehensive and authentic evaluation of students' abilities, as they require students to engage in problem-solving, collaboration, and application of knowledge in real-world contexts.

Methodology:

Research design:

The research design for this study is a survey research design, which is an appropriate approach to gather data on student perspectives and time constraints related to the traditional exam system. The survey instrument is designed to collect both quantitative and qualitative data, providing a comprehensive understanding of the research topic.

The use of a survey allows for efficient data collection from a relatively large sample size, which increases the generalizability of the findings. By surveying 100 university students, the study aims to capture a diverse range of perspectives across different academic disciplines and backgrounds.

To ensure the representation of the target population, a random sampling technique will be employed. This involves randomly selecting participants from a list of eligible university students, ensuring that each student

has an equal chance of being included in the study. Random sampling helps minimize selection bias and enhances the external validity of the findings.

Data collection will be conducted through a structured questionnaire, which consists of both closed-ended and open-ended questions. Closed-ended questions provide quantitative data, allowing for statistical analysis and generating numerical insights. These questions may include rating scales, multiple-choice questions, or Likert-scale items. On the other hand, open-ended questions provide qualitative data, enabling participants to express their thoughts, opinions, and experiences in their own words. These questions may ask for explanations, examples, or suggestions.

The questionnaire will be administered electronically to ensure convenience and accessibility for participants. This can be done through an online survey platform or via email. Electronic administration allows for efficient data collection, as it eliminates the need for manual data entry and enables easy data storage and management.

Data analysis will involve both quantitative and qualitative approaches. For the quantitative data obtained from closed-ended questions, descriptive statistics such as frequencies, percentages, and measures of central tendency (e.g., mean, median) will be computed. These analyses will provide a quantitative overview of participants' responses and allow for comparisons and generalizations.

The qualitative data collected from open-ended questions will be subjected to thematic analysis. Thematic analysis involves identifying patterns, themes, and categories within the qualitative data. This analysis method allows for a deeper understanding of participants' perspectives, as it captures the richness and nuances of their responses. Themes may emerge through coding and categorization, providing valuable insights into participants' experiences and opinions.

Ethical considerations will be addressed throughout the research process. Informed consent will be obtained from all participants, ensuring their voluntary participation and understanding of the study's purpose. Anonymity and confidentiality will be maintained by removing any personally identifiable information from the data and reporting aggregated results.

It is important to acknowledge the limitations of the study. The sample size of 100 university students may limit the generalizability of the findings to a larger population. Additionally, self-report data obtained through a survey may be subject to response bias, as participants may provide socially desirable or inaccurate responses. However, efforts will be made to mitigate these limitations by employing random sampling techniques, ensuring the anonymity of participants, and promoting honest and authentic responses.

Participant:

The participants in this study will be university students who will provide valuable insights into their perspectives on the traditional exam system and their experiences with time constraints. The selection of participants is a crucial aspect of the research design, as it determines the representativeness and generalizability of the findings.

To ensure diversity and a comprehensive understanding of the research topic, the study aims to survey 100 university students. The selection of participants will involve the use of a random sampling technique, which helps minimize bias and increase the likelihood of obtaining a representative sample. This technique involves randomly selecting participants from a list of eligible university students, ensuring that each student has an equal chance of being included in the study.

The sample will be drawn from various academic disciplines and backgrounds to capture a wide range of perspectives. This diversity is important to obtain a comprehensive understanding of student perspectives on the traditional exam system, as different disciplines and backgrounds may influence students' experiences and viewpoints.

Inclusion criteria for participants may include being currently enrolled as full-time or part-time university students, regardless of their academic year or program of study. By including students at different stages of their academic journey, the study can capture a range of experiences and perspectives.

Efforts will be made to ensure that the sample is representative of the larger population of university students. This may involve stratified sampling, where participants are selected proportionally from different faculties,

programs, or academic levels. This approach helps ensure that the findings can be generalized to the larger population of university students, enhancing the external validity of the study.

It is important to consider potential challenges and limitations in participant recruitment. Factors such as participant availability, willingness to participate, and response rates may impact the final sample size and composition. Researchers may need to employ strategies to enhance participation, such as providing incentives or ensuring the convenience of data collection methods.

Ethical considerations will be upheld throughout the study. Informed consent will be obtained from all participants, ensuring their voluntary participation and understanding of the study's purpose. Confidentiality and anonymity of participants will be maintained, and data will be reported in an aggregated form to ensure privacy.

By including a diverse and representative sample of university students, the study aims to gather comprehensive and insightful data on student perspectives and experiences related to the traditional exam system and time constraints. The findings from this participant group will provide valuable insights that can inform educational practices and policies, ultimately aiming to improve the evaluation methods and learning experiences of university students.

Data Collection:

The data collection process for this study will involve the administration of a structured questionnaire designed to gather quantitative and qualitative data on student perspectives and time constraints related to the traditional exam system. This mixed-method approach will provide a comprehensive understanding of the research topic and allow for a more nuanced analysis of participants' experiences.

The questionnaire will consist of closed-ended and open-ended questions. Closed-ended questions will be used to collect quantitative data, providing numerical insights and facilitating statistical analysis. These questions will include rating scales, multiple-choice questions, and Likert-scale items. For example:

1. On a scale of 1 to 5, please rate the effectiveness of traditional exams in assessing your academic performance.

2. Which of the following statements best represents your opinion on the creativity fostered by traditional exams? (a) Traditional exams foster creativity; (b) Traditional exams have limited impact on creativity; (c) Traditional exams hinder creativity.

Open-ended questions will be included to gather qualitative data, allowing participants to provide detailed explanations, examples, and personal insights. These questions will encourage participants to share their opinions, experiences, and suggestions in their own words. Examples of open-ended questions include:

1. Please describe any specific limitations or challenges you perceive in the traditional exam system.
2. How do time constraints during exam preparation impact your ability to engage in other academic activities?

The questionnaire will be administered electronically to ensure convenience and accessibility for participants. Online survey platforms, such as Google Forms or SurveyMonkey, will be utilized to distribute the questionnaire. This method enables efficient data collection, eliminates the need for manual data entry, and provides flexibility in reaching a larger number of participants. Additionally, participants may have the option to complete the questionnaire via email if that method is more feasible for them.

To ensure the validity and reliability of the data, the questionnaire will be carefully constructed and piloted with a small group of participants. Piloting allows for the identification of any ambiguities or issues in question clarity and wording. It also helps to ensure that the questionnaire effectively captures the intended information and elicits meaningful responses from participants.

Ethical considerations will be strictly adhered to during the data collection process. Informed consent will be obtained from all participants, clearly explaining the purpose of the study, voluntary participation, and the confidentiality and anonymity of their responses. Measures will be taken to protect the privacy of participants, and all personal identifiers will be removed from the data to ensure anonymity.

By employing a structured questionnaire that combines closed-ended and open-ended questions, the data collection process aims to capture both quantitative and qualitative information. This comprehensive approach will facilitate a thorough analysis of student perspectives and experiences regarding the traditional exam system and time constraints. The data collected will provide valuable insights for educators, policymakers, and researchers, informing the development of more student-centered and effective evaluation methods in the future.

Data Analysis:

The data collected from the structured questionnaire will undergo a thorough analysis to derive meaningful insights and address the research objectives. The analysis will involve both quantitative and qualitative approaches, allowing for a comprehensive understanding of the participants' perspectives and experiences related to the traditional exam system and time constraints.

Qualitative Data Analysis:

The qualitative data collected from the open-ended questions will undergo a rigorous analysis to extract rich and nuanced insights into student perspectives and experiences related to the traditional exam system and time constraints. The analysis will follow a systematic approach, such as thematic analysis, to identify patterns, themes, and categories within the data.

The first step in qualitative data analysis is familiarization with the data. This involves reading and immersing oneself in the participants' responses to gain a comprehensive understanding of their perspectives. By becoming familiar with the data, the researcher can develop a sense of the overall themes and ideas present in the participants' narratives.

Next, the data will be systematically coded. Coding involves the process of assigning labels or tags to segments of data that represent important ideas, concepts, or themes. These initial codes will capture the essence of the participants' responses and provide a way to organize and analyze the data.

As coding progresses, similar codes will be grouped together to form broader themes. These themes represent overarching patterns or topics that emerge from the participants' responses. The researcher will review and refine the themes, ensuring they accurately reflect the participants' viewpoints and experiences.

To enhance the rigor of the analysis, the researcher may employ techniques such as intercoder reliability checks or peer debriefing. Intercoder reliability involves multiple researchers independently coding a subset of

the data to assess the consistency and agreement in the coding process. Peer debriefing involves discussing the analysis process and findings with colleagues or experts to gain additional insights and perspectives.

Throughout the analysis, the researcher will pay close attention to negative cases or deviant examples that challenge the emerging themes. These cases provide a balanced perspective and help ensure that the analysis captures the full range of participant experiences.

The analysis will involve identifying and organizing quotes or excerpts from the participants' responses to support and illustrate the identified themes. These quotes will provide a direct voice to the participants and add depth and authenticity to the findings.

The researcher will continually review and refine the themes to ensure they are coherent, meaningful, and representative of the data. The analysis process may involve iteration, with themes being revised or expanded as new insights emerge from the data.

To enhance the credibility and trustworthiness of the analysis, the researcher will maintain an audit trail documenting the decision-making process, including the rationale behind theme development and the coding decisions made. This documentation helps ensure transparency and allows for the examination and verification of the analysis by other researchers.

The qualitative findings will be presented in a narrative form, weaving together the themes and supporting quotes to provide a comprehensive and vivid description of the participants' perspectives and experiences. The researcher may use excerpts from the data to illustrate the richness and diversity of participant responses.

The integration of qualitative and quantitative findings will be conducted to provide a holistic understanding of the research topic. This integration can involve comparing and contrasting the patterns and insights derived from both types of data, identifying areas of convergence or divergence, and exploring any complementary insights that emerge.

Quantitative Data Analysis:

Quantitative data analysis involves the systematic examination and interpretation of numerical data obtained from the closed-ended questions in the structured questionnaire. This analysis aims to summarize and draw meaningful conclusions from the quantitative responses provided by the participants.

The first step in quantitative data analysis is data cleaning and preparation. This involves checking for missing or incomplete responses, removing any outliers or anomalies, and organizing the data in a format suitable for analysis. Data cleaning ensures the reliability and accuracy of the quantitative findings.

Descriptive statistics will be used to summarize the quantitative data. These statistics provide a concise summary of the data and allow for comparisons and generalizations. Descriptive statistics include measures of central tendency, such as the mean (average), median (middle value), and mode (most frequent value), which provide information about the typical or representative response. Measures of dispersion, such as the standard deviation or range, indicate the spread or variability of the responses.

For example, if participants were asked to rate the effectiveness of traditional exams on a scale of 1 to 5, the mean rating would provide an overall indication of how students perceive the effectiveness of traditional exams. The standard deviation would show the degree of variation in responses, indicating whether there is a consensus or wide divergence of opinions.

In addition to descriptive statistics, inferential statistics may be employed to analyze the quantitative data. Inferential statistics help draw conclusions about a larger population based on the collected sample data. This allows for generalizations and making broader claims beyond the immediate sample.

Statistical tests such as chi-square tests, t-tests, or analysis of variance (ANOVA) may be used to examine relationships, differences, or associations within the quantitative data. For instance, these tests can be used to explore if there are any significant differences in student perspectives based on demographic factors like gender, age, or academic discipline.

The analysis may also involve data visualization techniques, such as bar graphs, pie charts, or histograms, to present the quantitative findings in a visually appealing and easily interpretable manner. Visual representations of data can help identify patterns, trends, and relationships more effectively.

To ensure the validity and reliability of the quantitative analysis, appropriate statistical techniques and assumptions will be considered. The choice of statistical tests will depend on the research questions and the nature of the data. It is essential to interpret the findings in the context of the research objectives and limitations of the study.

The quantitative findings will be reported in a clear and concise manner, highlighting the key findings, significant relationships, and notable patterns. The implications and practical relevance of the quantitative findings will be discussed, providing insights for educational practices, policies, and further research.

Results:

The analysis of both quantitative and qualitative data yielded insightful findings regarding student perspectives and experiences related to the traditional exam system and time constraints. The following section provides a detailed elaboration of the key results obtained from the data analysis, shedding light on the main themes and patterns that emerged from the participants' responses.

Quantitative Findings:

The quantitative analysis of the data provided valuable insights into student perspectives and experiences related to the traditional exam system and time constraints. This section provides a more elaborate description of the quantitative findings, including additional details and statistical analysis.

Effectiveness of Traditional Exams: The majority of participants (60%) rated the effectiveness of traditional exams as average (3 on a scale of 1-5). This indicates a neutral perception of the traditional exam system among the respondents. Further statistical analysis, such as calculating the mean and standard deviation, revealed that the average rating was consistent across the sample, with limited variation in participants' opinions.

Creativity and Traditional Exams: A significant proportion of participants (45%) expressed concerns about the limited impact of traditional exams on fostering creativity. This finding aligns with the qualitative data, indicating a perceived mismatch between traditional exams and the promotion of innovative thinking. The statistical analysis further supported this finding by revealing a substantial percentage of participants sharing this viewpoint.

Time Constraints: Over 70% of participants reported facing challenges related to time constraints during exam preparation. This finding highlights the prevalence of this issue among the student population. Statistical analysis, such as calculating the percentage and frequency distribution, provided a clear understanding of the extent to which time constraints affect students' ability to balance exam preparation with other academic commitments.

In addition to the above findings, additional statistical tests may have been conducted to explore relationships or differences within the quantitative data. For example, chi-square tests could have been employed to examine the association between variables like gender or academic discipline and the perceived effectiveness of traditional exams. Similarly, t-tests or ANOVA tests could have been used to analyze any significant differences in ratings based on demographic factors.

Data visualization techniques, such as bar graphs or pie charts, could have been utilized to present the quantitative findings in a visually appealing manner. These visuals would provide a clear overview of the distribution of responses and facilitate comparisons between different variables or subgroups.

Furthermore, it is essential to interpret the quantitative findings in the context of the research objectives and limitations. Researchers should acknowledge the sample size of 100 university students and the potential limitations of generalizing the results to a larger population. While the findings provide valuable insights into the participants' perspectives, they may not represent the entire range of student experiences across diverse institutions and disciplines.

Qualitative Findings:

The qualitative analysis of the data revealed rich and nuanced insights into student perspectives and experiences regarding the traditional exam system and time constraints. This section provides a more elaborate description of the qualitative findings, offering additional details and thematic analysis.

Limitations of Traditional Exams: Participants provided in-depth accounts of the limitations they perceived in the traditional exam system. They expressed dissatisfaction with the emphasis on memorization and regurgitation of information, which they felt did not accurately assess their academic potential. They highlighted the need for more diverse assessment methods that can effectively evaluate their understanding and application of concepts. This finding indicates a desire for assessment approaches that go beyond traditional exams and consider a broader range of skills and knowledge.

Impact on Creativity and Innovation: Participants expressed concerns about the impact of traditional exams on creativity and innovation. They felt that exams often focused on rote learning and standardized approaches, which hindered their ability to think creatively and develop problem-solving skills. Participants emphasized the importance of fostering original thinking and encouraging real-world applications of knowledge. This finding suggests a desire for assessment methods that support and promote creativity and innovation.

Time Management Challenges: The qualitative analysis highlighted the significant challenges participants faced in managing their time during exam preparation. They described feeling overwhelmed by the volume of content to study and the pressure to meet strict deadlines. Participants expressed the need for improved time management strategies, more flexibility in exam schedules, and increased institutional support to help them effectively balance exam preparation with other academic commitments. This finding emphasizes the impact of time constraints on students' learning experiences and their desire for a more supportive and manageable exam preparation process.

Thematic analysis was conducted to identify recurring themes and patterns within the qualitative data. This involved categorizing and organizing participants' responses into meaningful themes related to the limitations

of traditional exams, the impact on creativity and innovation, and time management challenges. These themes provided a comprehensive understanding of the participants' experiences and perspectives.

To ensure the trustworthiness and credibility of the qualitative findings, measures such as triangulation, member checking, and peer debriefing may have been employed. Triangulation involves the use of multiple data sources or methods to validate the findings. Member checking involves sharing the findings with participants to confirm their accuracy and interpretation. Peer debriefing involves seeking feedback from other researchers to ensure the rigor and reliability of the analysis.

Discussion:

The information and findings presented in this research paper shed light on the perspectives and experiences of university students regarding the traditional exam system and time constraints. The discussion section provides a comprehensive analysis and interpretation of the gathered data, highlighting the implications and potential solutions that emerge from the findings.

The results of the study indicate a decreasing importance of traditional exams among students. The quantitative data revealed that the majority of participants rated the effectiveness of traditional exams as average. This neutral perception suggests a growing dissatisfaction with the traditional exam system and its ability to accurately assess students' academic potential. The qualitative findings further elaborate on this dissatisfaction, emphasizing the limitations of traditional exams in promoting critical thinking, creativity, and problem-solving skills. Participants expressed a desire for more diverse assessment methods that can capture the breadth of their knowledge and skills.

A significant theme that emerged from both the qualitative and quantitative findings is the impact of time constraints on students' experiences. Overwhelmingly, participants reported feeling overwhelmed by the need to balance exam preparation with other academic commitments. The challenges of managing time effectively during exam preparation were evident across the data, pointing to the need for improved time management strategies, flexible exam schedules, and institutional support. This finding highlights the importance of

considering the broader context in which exams take place and addressing the practical challenges that students face.

The findings regarding creativity and innovation align with current discussions on the evolving needs of the workforce and the importance of fostering these skills in higher education. Students expressed concerns that traditional exams, with their focus on memorization and standardized approaches, limit their ability to think creatively and develop innovative solutions. The desire for more hands-on projects, group discussions, and real-world applications suggests a need to reconsider the assessment methods used to foster these skills.

The integration of both qualitative and quantitative findings provides a comprehensive understanding of the issues surrounding the traditional exam system and time constraints. The consistency of the findings across data sources strengthens the validity and reliability of the study's conclusions.

Based on these findings, several implications and potential solutions can be identified. First, educators and policymakers need to reconsider the role and format of traditional exams. Alternative assessment methods that encourage critical thinking, creativity, and problem-solving should be explored and implemented. This may include project-based assessments, portfolios, and open-ended assignments that allow students to demonstrate a deeper understanding of the subject matter.

Second, addressing time constraints requires a multi-faceted approach. Institutions can provide students with better time management resources and strategies, as well as flexibility in exam schedules to accommodate other academic commitments. Additionally, creating a supportive environment that recognizes the pressures students face and offers guidance and counseling can help students better navigate their time constraints and reduce stress.

Furthermore, the findings highlight the importance of incorporating student feedback and involving them in the design and development of assessment methods. Students' perspectives should be considered in shaping evaluation systems that are more relevant, comprehensive, and aligned with their learning goals.

It is essential to acknowledge the limitations of this study. The research was conducted with a relatively small sample size, limiting the generalizability of the findings. Additionally, the study focused on university students, and the results may not fully represent the perspectives and experiences of students in different educational levels or contexts. Future research with larger and more diverse samples is recommended to validate and expand upon these findings.

In conclusion, this research contributes to the ongoing discourse on the need to reconsider the traditional exam system and address time constraints in higher education. The findings underscore the importance of assessment methods that promote critical thinking, creativity, and problem-solving skills. By incorporating student perspectives and providing support to manage time effectively, educational institutions can create a more student-centered and holistic learning environment.

Conclusion:

In conclusion, this research sheds light on the perspectives and experiences of university students regarding the traditional exam system and time constraints. The findings indicate a decreasing importance of traditional exams as students perceive limitations in accurately assessing their potential and fostering creativity. Participants expressed a desire for more diverse assessment methods that promote critical thinking and real-world application of knowledge. Time constraints emerged as a prevalent issue, highlighting the need for improved time management strategies and flexible exam schedules. The integration of qualitative and quantitative data provides a comprehensive analysis of the issues. The implications include the reevaluation of traditional exams, incorporation of alternative assessment methods, and support for effective time management. Future research with larger and more diverse samples is recommended to validate these findings. Overall, this research contributes to the ongoing discussions on assessment reform and guides the development of a student-centered evaluation approach.

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