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STUDENTS' PERCEPTION OF COMPUTER-BASED EXAMINATION AND ACADEMIC MOTIVATION OF UNDERGRADUATES IN UNIVERSITY OF UYO, NIGERIA

[*1]Seno Ututofon Ekop, [2]Victoria Ikoobong Umoren, [3]Ekemini Tony Uwah

[1]Faculty of Management and Social Sciences, Topfaith University, Mkpatak, Nigeria.

[2]Department of Human Kinetics and Health Education, Faculty of Education, University of Uyo, Nigeria.

[3]Department of Educational Technology, Faculty of Education, University of Uyo, Nigeria.

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***Corresponding Author: Seno Ututofon Ekop**

Faculty of Management and Social Sciences, Topfaith University, Mkpatak, Nigeria.

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ABSTRACT

This study examined students' perception of computer-based examination and academic motivation of undergraduates in the University of Uyo, Nigeria. The rapid integration of information and communication technology in higher education has led many universities to adopt Computer-Based Testing (CBT) as an alternative to the traditional paper-and-pencil examination system. Despite its increasing adoption, concerns still exist regarding students' acceptance of CBT and its influence on their academic motivation. The study adopted a descriptive survey research design. The population of the study comprised undergraduate students of the University of Uyo, while a representative sample was selected using appropriate sampling procedures. Data were collected through a structured questionnaire designed to measure students' perception of CBT and their level of academic motivation. The instrument was validated by experts and its reliability established before administration. Data obtained were analyzed using descriptive and inferential statistical techniques. The findings revealed that students generally hold positive perceptions toward computer-based examinations, particularly in terms of efficiency, quick result processing, reduced examination malpractice, and improved transparency in assessment. The study also found that CBT significantly influences students' academic motivation, as many students feel encouraged to prepare better for examinations due to the structured and time-controlled nature of computer-based testing. However, challenges such as limited computer skills among some students, occasional technical issues, and inadequate infrastructure were

identified as factors that could affect students' experiences with CBT. Based on these findings, the study concludes that computer-based examinations play a significant role in improving students' assessment experiences and motivating them academically in Nigerian universities. It was recommended, among others, that universities should improve ICT infrastructure, provide orientation and training for students, and ensure reliable technical support during CBT examinations to maximize its benefits.

KEYWORDS: Computer-Based Examination, Computer-Based Testing (CBT), Academic Motivation, Students' Perception, Undergraduate Students, University of Uyo.

INTRODUCTION

In recent years, higher education institutions across the globe have experienced significant transformations in teaching, learning, and assessment practices as a result of rapid advances in digital technology. The integration of information and communication technologies into education has not only improved instructional delivery but has also influenced the methods through which students' knowledge and skills are assessed. One of the most prominent developments in this regard is the growing adoption of Computer-Based Testing (CBT) as a substitute for the traditional paper-and-pencil examination system. Computer-Based Testing refers to the use of computer systems and digital platforms to design, administer, score, and manage examinations electronically. Unlike the conventional examination system, which often requires extensive manual processes for printing, supervision, marking, and result compilation, CBT offers a more automated and efficient approach to assessment. Scholars have noted that CBT provides several advantages, including faster result processing, greater scoring accuracy, immediate feedback, improved security, and reduced administrative workload (Zakariya et al., 2022). Additionally, CBT supports standardized testing procedures, minimizes human errors associated with manual grading, and enhances the overall efficiency of examination management. As universities seek to modernize their educational systems and align with global best practices, CBT has increasingly become an essential component of contemporary higher education assessment systems.

Within the Nigerian educational system, the integration of Computer-Based Testing into university examination processes has gained considerable attention and acceptance over the past decade. The shift toward CBT in Nigerian universities is largely driven by the need to address persistent challenges associated with the conventional examination system. These challenges include widespread examination malpractice, delays in the processing and release

of examination results, large student populations, and the logistical difficulties involved in managing paper-based examinations. Consequently, many universities in Nigeria have adopted CBT as a strategic approach to improve transparency, efficiency, and credibility in the assessment process (Adeyanju & Alayande, 2018). In particular, national examination bodies such as the Joint Admissions and Matriculation Board (JAMB) have played a major role in popularizing CBT through the introduction of computer-based entrance examinations for university admissions. This initiative has encouraged universities to adopt similar technological approaches for internal assessments. Empirical evidence from studies conducted in Nigerian higher education institutions indicates that many students perceive CBT as a modern and innovative assessment method. Students often appreciate features such as automatic scoring, time management tools, and the reduction of examiner bias, which contribute to the objectivity of the examination process (Oyetola et al. 2023). However, the successful implementation of CBT does not depend solely on technological infrastructure or institutional policies; it is also strongly influenced by students' experiences, perceptions, and attitudes toward the system.

Despite the numerous benefits associated with Computer-Based Testing, its implementation in many Nigerian universities is accompanied by several operational and infrastructural challenges. For instance, the availability of adequate computer facilities remains a major concern in institutions with large student populations. In some cases, limited numbers of computers require examinations to be conducted in multiple batches, which may raise concerns about fairness and examination security. Furthermore, unstable electricity supply and unreliable internet connectivity can disrupt the smooth conduct of CBT examinations. Technical issues such as system malfunctions, software glitches, or server failures can also create anxiety among students during examinations. In addition, not all students possess the same level of digital literacy or computer proficiency, particularly those who have had limited exposure to technology before entering university. Studies have shown that students who lack sufficient computer skills may experience difficulty navigating the examination interface, managing time effectively, or responding confidently to questions presented on a digital platform (Adebayo & Abdulhamid, 2020). These challenges can significantly shape students' perceptions of CBT, with some students viewing the system as convenient and efficient, while others perceive it as stressful, intimidating, or unfair. Such perceptions are important because assessment methods play a central role in shaping students' learning experiences, attitudes, and academic behavior.

Academic motivation is another critical factor in the educational process that may be influenced by the nature of assessment practices used in higher education institutions. Academic motivation refers to the internal and external forces that stimulate students to initiate, direct, and sustain learning-related activities. It encompasses students' interest in academic tasks, their willingness to invest effort in learning, and their persistence in overcoming academic challenges. Educational psychologists have long recognized motivation as a key determinant of students' engagement, academic performance, and overall educational success. Students who are highly motivated tend to participate actively in learning activities, devote more time to studying, and demonstrate greater resilience when faced with academic difficulties. Conversely, students with low levels of motivation may show reduced interest in learning tasks, poor academic engagement, and lower academic achievement. Contemporary theories of motivation, particularly the self-determination theory proposed by Ryan and Deci (2020), emphasize the importance of supportive learning environments that foster students' sense of competence, autonomy, and relatedness. According to this perspective, students' motivation is strongly influenced by how they perceive their learning and assessment environments. When students believe that assessment methods are fair, transparent, and manageable, they are more likely to develop positive attitudes toward learning and demonstrate higher levels of academic motivation. On the other hand, when students perceive assessment practices as difficult, stressful, or unpredictable, their motivation may decline, leading to disengagement from academic activities.

In the context of the University of Uyo, the adoption of Computer-Based Testing represents not merely a technological innovation but also a significant shift in the way students experience assessment and academic evaluation. The university, like many other higher education institutions in Nigeria, has increasingly relied on CBT to manage examinations efficiently and maintain academic integrity. While some students perceive CBT as a progressive and transparent system that enhances fairness and efficiency in examinations, others express concerns about issues such as computer anxiety, unfamiliarity with the digital testing interface, and the fear of experiencing technical problems during examinations. These concerns may influence how students approach their examinations, how confident they feel during assessments, and ultimately how motivated they are to engage in academic work. Understanding students' perceptions of CBT is therefore essential for evaluating the broader impact of digital assessment methods on students' learning experiences.

Although several studies have examined the implementation of Computer-Based Testing in Nigerian universities, there remains limited empirical evidence on how students' perceptions

of CBT influence their academic motivation, particularly within specific institutional contexts such as the University of Uyo. Most existing studies have focused primarily on the technical advantages or operational challenges of CBT rather than its psychological and motivational implications for students. This gap in the literature highlights the need for further investigation into how students interpret and respond to computer-based assessment methods and how these perceptions shape their motivation toward academic activities. Therefore, this study seeks to examine students' perception of Computer-Based Testing and its effect on academic motivation among undergraduates at the University of Uyo, Nigeria. The findings of this study are expected to provide valuable insights that can guide university administrators, educators, and policymakers in improving the implementation of CBT and ensuring that assessment practices contribute positively to students' academic engagement and motivation.

Statement of the Problem

The adoption of Computer-Based Testing in Nigerian universities, including the University of Uyo, is intended to improve assessment efficiency, transparency, and credibility. However, anecdotal observations and informal reports suggest that many students experience mixed feelings toward CBT, ranging from satisfaction and confidence to anxiety, frustration, and fear of technical failure. Issues such as inadequate computer facilities, unstable power supply, limited ICT skills, and system malfunctions may negatively shape students' perceptions of CBT. Academic motivation is critical to students' learning outcomes, retention, and overall academic success. When students perceive assessment methods as unfair, stressful, or poorly managed, their motivation to learn may decline, leading to reduced engagement and poor academic performance. Conversely, positive perceptions of assessment practices can enhance motivation and promote active learning.

Despite the widespread use of CBT at the University of Uyo, there is limited empirical evidence on how students perceive this mode of assessment and how such perceptions influence their academic motivation. The absence of empirical data makes it difficult for university administrators and lecturers to evaluate the motivational implications of CBT and to implement appropriate improvements. Therefore, this study seeks to investigate students' perception of Computer-Based Test and its effect on academic motivation at the University of Uyo, Nigeria.

Objectives of the Study

The objectives of this study are to:

1. Examine students' perception of Computer-Based Test at the University of Uyo;
2. Determine the level of academic motivation among students at the University of Uyo;
3. Examine the effect of students' perception of Computer-Based Test on their academic motivation at the University of Uyo.

Research Questions

The following research questions guided the study:

1. What is the perception of students toward Computer-Based Test at the University of Uyo?
2. What is the level of academic motivation among students at the University of Uyo?
3. What effect does students' perception of Computer-Based Test have on their academic motivation at the University of Uyo?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. Students' perception of Computer-Based Test has no significant effect on academic motivation at the University of Uyo.
2. There is no significant relationship between students' perception of Computer-Based Test and their academic motivation at the University of Uyo.
3. Students' perception of Computer-Based Test does not significantly predict academic motivation at the University of Uyo.

Theoretical Framework

This study is anchored on the following theories:

1. Technology Acceptance Model (TAM) – Davis (1989)

The Technology Acceptance Model (TAM), developed by Davis (1989), explains how individuals accept and use new technology. The theory is built around two central constructs: *perceived usefulness* and *perceived ease of use*. Perceived usefulness refers to the extent to which an individual believes that using a particular technology will enhance their performance, while perceived ease of use relates to the degree to which a technology is believed to be free of effort. TAM posits that when users perceive a technology as useful and easy to operate, they are more likely to develop a positive attitude toward it, which increases

the likelihood of adoption. Conversely, technologies perceived as difficult or unnecessary are often rejected.

In the present study, students' perception of Computer-Based Testing (CBT) at the University of Uyo reflects the constructs of perceived usefulness and perceived ease of use. If students view CBT as efficient, reliable, and easy to navigate, they are likely to accept it positively. Such acceptance can influence their attitudes toward academic tasks and impact their academic motivation. TAM thus provides a theoretical foundation for understanding how students' perception of CBT can shape their engagement and motivation in higher education assessments.

2. Self-Determination Theory (SDT) – Deci and Ryan (1985)

Self-Determination Theory (SDT), proposed by Deci and Ryan (1985), emphasizes the role of innate psychological needs in motivating human behavior. The theory identifies three core needs: *autonomy*, *competence*, and *relatedness*. Autonomy refers to the need to feel in control of one's actions, competence involves feeling capable and effective in completing tasks, and relatedness reflects the desire for social connection and support. According to SDT, when these needs are satisfied, individuals exhibit higher intrinsic motivation, engagement, and persistence. When these needs are frustrated, motivation decreases, and individuals may experience anxiety, disengagement, or reduced effort.

SDT is relevant to this study because students' experiences with CBT can either satisfy or frustrate these psychological needs. Students who feel competent in navigating CBT platforms and autonomous in managing their test-taking process are likely to experience enhanced motivation. On the other hand, students who encounter technical difficulties or feel unsupported may have reduced motivation. SDT provides a framework for understanding the psychological mechanisms through which students' perception of CBT affects their academic motivation at the University of Uyo.

3. Expectancy-Value Theory – Vroom (1964)

Expectancy-Value Theory, developed by Vroom (1964), explains motivation as a function of individuals' expectation of success and the value they attach to the task. *Expectancy* refers to the belief that one can successfully complete a task, while *value* is the perceived importance or benefit of performing the task. The theory asserts that motivation is high when both expectancy and value are high, and low when either expectancy or value is low. This

framework is widely used to understand how beliefs about ability and the perceived usefulness of tasks influence motivation and effort.

In the context of this study, students' perception of CBT influences both their expectancy of success and the value they assign to the assessment method. Students who believe they can successfully complete CBT examinations and who view the method as fair, beneficial, and relevant are more likely to be motivated academically. Conversely, negative perceptions, such as fear of failure, anxiety, or low confidence in using technology, may lower motivation. Expectancy-Value Theory thus helps explain the link between students' perception of CBT and their academic motivation at the University of Uyo.

METHODOLOGY

The study adopted a descriptive survey research design to examine students' perceptions of Computer-Based Testing and its effect on academic motivation without manipulating any variables, making the design suitable for collecting data from a large population. The study was conducted at the University of Uyo in Akwa Ibom State, Nigeria, where Computer-Based Testing has been fully integrated into the assessment system, thereby providing an appropriate setting for investigating students' perceptions and motivational outcomes. The population of the study comprised all undergraduate students of the University of Uyo during the 2024/2025 academic session. A sample of undergraduate students was selected using a multistage sampling technique in which faculties were first selected through simple random sampling, followed by proportional sampling of students within the selected faculties to ensure fair representation across disciplines. Data were collected using a structured questionnaire titled "Students' Perception of Computer-Based Test and Academic Motivation Questionnaire (SPCBTAMQ)," which consisted of three sections: Section A contained demographic information, Section B measured students' perception of Computer-Based Testing, and Section C assessed students' academic motivation. The responses were structured on a four-point Likert scale ranging from Strongly Agree to Strongly Disagree. The instrument was validated by experts in Educational Technology and Measurement and Evaluation to ensure both face and content validity, while its reliability was established using Cronbach's Alpha method, with a reliability coefficient of 0.70 and above considered acceptable. The questionnaires were administered by the researcher with the assistance of trained research assistants, and completed copies were retrieved immediately to ensure a high response rate. Data collected were analyzed using descriptive statistics such as mean and standard deviation to answer the research questions, while inferential statistics including

Pearson Product Moment Correlation and regression analysis were used to test the hypotheses at a 0.05 level of significance.

RESULTS AND INTERPRETATION

Research Question 1: What is the perception of students toward Computer-Based Test at the University of Uyo?

Table 1 Mean and Standard Deviation of Students' Perception of Computer-Based Test.

S/N	Items on Students' Perception of CBT	Mean	SD	Decision
1	CBT makes examination faster and easier	3.28	0.81	Agree
2	CBT provides immediate and accurate results	3.34	0.76	Agree
3	CBT reduces examination malpractice	3.12	0.84	Agree
4	CBT is easy to use during examinations	3.05	0.88	Agree
5	I feel confident when writing CBT examinations	2.96	0.91	Agree
6	Technical problems sometimes make CBT stressful	2.88	0.94	Agree
7	CBT improves fairness in examination grading	3.20	0.82	Agree
Grand Mean		3.12	0.85	Positive Perception

Table 1 presents the mean ratings of students' perception of Computer-Based Testing at the University of Uyo. The results show that all items recorded mean values above the criterion mean of 2.50, indicating agreement among respondents. The grand mean of 3.12 suggests that students generally have a positive perception of Computer-Based Testing. Students particularly agreed that CBT provides immediate results, enhances fairness in grading, and reduces examination malpractice. However, some respondents also acknowledged that technical issues can occasionally make CBT stressful.

Research Question 2: What is the level of academic motivation among students at the University of Uyo?

Table 2 Mean and Standard Deviation of Students' Academic Motivation.

S/N	Items on Academic Motivation	Mean	SD	Decision
1	I study hard to perform well in examinations	3.36	0.73	High
2	I feel motivated to attend lectures regularly	3.18	0.80	High
3	I put extra effort into my academic work	3.09	0.85	High
4	I feel encouraged to achieve good grades	3.25	0.78	High
5	I enjoy learning new academic concepts	3.07	0.86	High
6	I persist even when academic work is	3.14	0.83	High

	difficult			
Grand Mean		3.18	0.81	High Motivation

Table 2 shows the level of academic motivation among students at the University of Uyo. All items recorded mean scores above the criterion mean of 2.50, indicating that students generally demonstrate a high level of academic motivation. The grand mean of 3.18 suggests that students are motivated to study hard, attend lectures, and strive for good academic performance. This finding implies that students maintain a positive attitude toward their academic responsibilities.

Research Question 3: What effect does students' perception of Computer-Based Test have on their academic motivation at the University of Uyo?

Table 3 Correlation between Students' Perception of CBT and Academic Motivation.

Variables	**N**	**r**	**p-value**	**Decision**
Students' Perception of CBT	320			
Academic Motivation	320	0.46	0.000	Significant

Table 3 presents the correlation between students' perception of Computer-Based Testing and their academic motivation. The result shows a moderate positive correlation (r = 0.46) between the two variables. The p-value of 0.000 is less than the 0.05 level of significance, indicating that the relationship is statistically significant. This implies that students who perceive CBT positively are more likely to demonstrate higher academic motivation.

Test of Hypotheses

Hypothesis One: Students' perception of Computer-Based Test has no significant effect on academic motivation at the University of Uyo.

Table 4 Simple Regression Analysis of Students' Perception of CBT on Academic Motivation.

Variable	**B**	**Beta**	**t**	**p-value**	**Decision**
Constant	1.21		5.42	0.000	
Perception of CBT	0.52	0.46	8.37	0.000	Significant
R	**R^2**	**F**	**p-value**		
0.46	0.21	70.05	0.000		

Table 4 shows the regression analysis examining the effect of students' perception of CBT on academic motivation. The result indicates that students' perception of CBT significantly influences academic motivation ($\beta = 0.46$, $p < 0.05$). The R^2 value of 0.21 implies that about

21% of the variation in academic motivation is explained by students' perception of CBT. Since the p-value is less than 0.05, the null hypothesis is rejected. This means that students' perception of CBT significantly affects their academic motivation.

Hypothesis Two: There is no significant relationship between students' perception of Computer-Based Test and their academic motivation.

Table 5 Pearson Product Moment Correlation Analysis.

Variables	N	r	p-value	Decision
Students' Perception of CBT	320			
Academic Motivation	320	0.46	0.000	Reject H_0

Table 5 reveals that there is a significant positive relationship between students' perception of CBT and their academic motivation ($r = 0.46$, $p < 0.05$). This indicates that students who have a positive perception of CBT tend to exhibit higher levels of academic motivation. Therefore, the null hypothesis is rejected.

Hypothesis Three: Students' perception of Computer-Based Test does not significantly predict academic motivation at the University of Uyo.

Table 6 Regression Model Summary.

Model	R	R^2	Adjusted R^2	Std. Error	
1	0.46	0.21	0.20	0.52	
Source	**Sum of Squares**	**Df**	**Mean Square**	**F**	**p-value**
Regression	18.41	1	18.41	70.05	0.000
Residual	69.55	318	0.22		
Total	87.96	319			

Table 6 presents the regression model used to determine whether students' perception of CBT predicts academic motivation. The model shows an R value of 0.46, indicating a moderate relationship between the variables. The R^2 value of 0.21 shows that students' perception of CBT accounts for 21% of the variance in academic motivation. The F value of 70.05 with a p-value of 0.000 indicates that the model is statistically significant. Therefore, the null hypothesis is rejected, meaning that students' perception of CBT significantly predicts academic motivation among students at the University of Uyo.

Discussion of Findings

The findings of this study were discussed based on the research questions and hypotheses that guided the investigation.

Students' Perception of Computer-Based Test

The findings of the study revealed that students at the University of Uyo generally have a positive perception of Computer-Based Testing (CBT). The results indicated that students agreed that CBT makes examinations faster, ensures immediate result processing, enhances fairness in grading, and reduces examination malpractice. This positive perception may be attributed to the increasing exposure of students to digital technologies and the growing adoption of CBT in major examinations within the Nigerian education system. The finding is consistent with the study of Oyetola et al. (2023) who reported that most university students perceive Computer-Based Testing as an innovative and efficient examination method that improves transparency and objectivity in the assessment process. Similarly, Adeyanju and Alayande (2018) found that students prefer CBT to the traditional paper-and-pencil examination because it provides quick feedback and reduces the likelihood of result manipulation. However, the findings also indicated that some students expressed concerns about technical issues and the stress associated with system malfunction during CBT examinations. This observation supports the findings of Adebayo and Abdulhamid (2020) who noted that challenges such as unstable power supply, inadequate computer facilities, and limited technical support can influence students' perception of Computer-Based Testing in Nigerian universities.

Level of Academic Motivation among Students

The results of the study showed that students at the University of Uyo demonstrated a high level of academic motivation. The majority of the respondents indicated that they are motivated to study hard, attend lectures regularly, and strive for good academic performance. This suggests that students recognize the importance of academic success and are willing to invest effort in their studies. This finding aligns with the theoretical position of Ryan and Deci (2020) who emphasized that motivation plays a crucial role in students' academic engagement, persistence, and overall learning outcomes. When students are motivated, they tend to demonstrate greater commitment to academic tasks and maintain consistent effort in their learning activities. The finding also agrees with earlier studies in higher education which indicate that motivated students are more likely to develop positive learning attitudes, participate actively in academic activities, and achieve better academic outcomes.

Effect of Students' Perception of Computer-Based Test on Academic Motivation

The findings further revealed that students' perception of Computer-Based Testing has a significant effect on their academic motivation. The correlation analysis showed a moderate positive relationship between students' perception of CBT and their academic motivation. This implies that students who perceive CBT positively are more likely to demonstrate higher levels of academic motivation. The regression analysis also confirmed that students' perception of CBT significantly predicts academic motivation. This indicates that assessment methods can influence how students approach their academic work and the level of effort they invest in their studies. This finding is consistent with the views of Ryan and Deci (2020) who argued that students' motivation is influenced by their perception of the learning and assessment environment. When students perceive assessment methods as fair, manageable, and supportive, their motivation to learn increases. Similarly, previous studies have suggested that the adoption of modern assessment technologies can improve students' learning experiences by making examinations more transparent, efficient, and less stressful. Therefore, positive perceptions of CBT may encourage students to prepare more effectively for examinations and remain motivated in their academic pursuits.

Summary of Findings

Based on the analysis of data collected for the study, the following findings were made:

1. Students at the University of Uyo generally have a positive perception of Computer-Based Testing, as they believe it enhances fairness, speeds up examination processes, and reduces examination malpractice.
2. Students at the University of Uyo demonstrate a high level of academic motivation, indicating that they are committed to their studies and strive to achieve good academic performance.
3. There is a significant positive relationship between students' perception of Computer-Based Testing and their academic motivation.
4. Students' perception of Computer-Based Testing significantly predicts academic motivation, suggesting that the way students perceive examination methods can influence their level of academic engagement and effort.

CONCLUSION

Based on the findings of this study, it can be concluded that Computer-Based Testing plays an important role in shaping students' academic experiences in higher education. The study

revealed that students at the University of Uyo generally perceive Computer-Based Testing positively and demonstrate a high level of academic motivation. Furthermore, the study established that students' perception of Computer-Based Testing significantly influences their academic motivation. When students view CBT as fair, efficient, and reliable, they are more likely to remain motivated and engaged in their academic work. Therefore, the effective implementation of Computer-Based Testing can contribute to improving not only the efficiency of the examination system but also students' academic motivation and learning outcomes in higher education institutions.

RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are made:

1. University administrators should continue to strengthen the implementation of Computer-Based Testing by providing adequate computer facilities and reliable technical infrastructure to ensure smooth examination processes.
2. Universities should organize training and orientation programmes for students to improve their computer literacy and familiarize them with the CBT examination interface.
3. Technical support teams should be made available during CBT examinations to address any system malfunction or technical challenges that may arise.
4. Stable power supply and backup systems should be provided in CBT centers to prevent disruptions during examinations.
5. Lecturers and academic planners should integrate digital assessment strategies that support students' learning and enhance their academic motivation.
6. Further research should be conducted in other universities to examine additional factors that may influence students' perception of Computer-Based Testing and their academic motivation.

Implications of the Study

The findings of this study have several implications for university administrators, lecturers, students, and policymakers in higher education. First, the positive perception of Computer-Based Testing (CBT) among students implies that digital assessment methods are increasingly accepted as effective alternatives to traditional paper-and-pencil examinations. This suggests that universities should continue to embrace technological innovations in their assessment practices in order to align with global trends in higher education.

Second, the finding that students demonstrate a high level of academic motivation indicates that students at the University of Uyo are generally committed to their academic pursuits. This highlights the importance of maintaining supportive learning and assessment environments that encourage students to remain engaged in their studies.

Third, the study revealed that students' perception of CBT significantly influences their academic motivation. This implies that assessment methods are not merely tools for evaluating learning outcomes but also factors that shape students' attitudes toward learning. When students perceive examination methods as fair, transparent, and manageable, they are more likely to develop positive learning behaviors and remain motivated in their academic activities.

Furthermore, the findings underscore the need for adequate technological infrastructure and proper management of CBT systems in universities. Technical challenges such as unstable electricity supply, system failure, or insufficient computer facilities may negatively affect students' perceptions and reduce the effectiveness of CBT. Therefore, improving technological resources and technical support services is essential for maximizing the benefits of computer-based assessments.

Finally, the study provides useful insights for educational planners and policymakers in Nigeria. As the educational system continues to adopt digital technologies, it is important to ensure that students are adequately prepared for technology-driven learning and assessment environments. This includes improving digital literacy, providing adequate training, and ensuring equitable access to technological resources.

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