

## Impact of Written Examination Instead Of Interview on the Non-Teaching Cadres in the Central Universities in India

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**Abstract:** The purpose and objectives of this research paper was to evaluate the written test and interview exam pattern in the process of recruitment for the non-teaching position for Group B (Non-Gazetted), C and erstwhile Group D in the central and state government university/organization and also to check the impact of Implementation of written examination instead of Interview on the Non-teaching cadre in the Central Universities in India. In the above research paper we have conducted the primary research through the collection of primary data by constructing the structured questionnaire for various government employees, private employee, self-employed, un-employed person including the students in the central and state university especially from the Banaras Hindu University. This paper will help the non-teaching staff and recruitment staff, Recruitment Rule maker who are in the process of recruitment of various post for Group B (Non-Gazetted), C and erstwhile Group D in the central and state government for the exact understanding about the true opinion of respondent who have ever faced either written examination or interview or both the pattern of examination. In this research paper we have used descriptive research design and probability sampling technique for selecting the primary data. After reviewing the various literatures we have framed the various objectives for our selected topic and on the basis of objectives we have designed the structured questionnaire for the primary data collection and formulated the Null (H<sub>0</sub>) hypothesis for conclusive oriented decision making. The sample size was 92 from the group of students, private employee, and government employee, self-employed and un-employed person. We have applied the various statistical tools such as frequency test and cross tabs (Chi square) through the IBM- SPSS 23.0 software package for data analysis and interpretation of the above case.

**Keywords:** Written test & Interview.

## INTRODUCTION

The process of Recruitment for the non-teaching position for Group B(Non-Gazetted), C and erstwhile Group D was by the process of interview mostly in Banaras Hindu University and for other Central Universities before 29.12.2016 and the Recruitment by the interview was earlier organized by the different parental organization and sometimes some posts were having the specification of Written Test followed by the interview which was very tedious process of screening along with Selection Committee meeting and so on. Later on the Govt. of India vide its office memorandum no. 39020/01/2013-Estt (B)-Part dated 29.12.2016 has ordered to implement only Skill Test (if required) followed by Written Test for different Non-teaching positions [1].

The government has implemented the process of the written test for the Central as well as State Government too. A case of Banaras Hindu University may be taken to explain how the process in respect of the order of Govt. implemented. It may be aware that

BHU is a Central University established by an Act of Parliament whose mandate is mainly to impart and disseminate education [2].

In order to ensure smooth teaching and timely completion of Academic activities, the BHU Act & Statues empowers the University to perform recruitment activities on various vacant/newly sanctioned teaching/non-teaching positions of the University through duly constituted Selection Committees. The process of recruitment is a routine work which comprises of inviting applications from the eligible candidates their short-listing, conducting recruitment test/interview, declaration of results, and finally issuing appointment letters to the selected candidates [3]. These activities are performed all-round the year as per the norms of the governing agencies viz. UGC, DCI, MIC, AYUSH, RCI, AICTE etc.

The selection in any government organization with the concerned candidate has both the better & bitter aspect. In the process prior to 29.11.2016,

sometimes the Selection was on the basis or sometimes the screening may have loop holes also. But after the implementation of the process of written test, not only quantitative but also qualitative aspect has also been improved [4, 5]. The candidates who has acquired the knowledge and completed his degree on the respective trades as per requirement can easily crack the written exam and the meritorious students may have the chance to get into the system irrespective of any of the problems. There are certain posts in which the question may arise that “how raw hands can do the work with perfection” [6, 7].

Govt. of India vide its notification has introduced the process of Skill test which implies on the posts where the experience or the knowledge regarding this field is required. The process of skill test is followed by the Written Test in which no marks will be awarded for the skill test and the eligibility is decided for the candidates on the basis whether he/she may able to operate the process or Apparatus [8].

### Significance of the Study

The significance of the above study was to provide the actual position of the impact and implementation of the written examination, interview and both the pattern of examination of the recruitment of non-teaching staff in the central university / state university of India with special reference to Banaras Hindu University Varanasi. This research paper will also assist in designing the human resource planning in the selection process of non-teaching position under the Group B(Non-Gazetted), C and erstwhile Group D.

### REVIEW OF LITERATURE

After reviewing the number of literatures related with the above topic we realised that there was an urgent need to do some conclusive oriented research under the chosen area for designing the recruitment policy and to check the actual opinion of the respondent towards the written exam, interview and both the pattern of examination. We have also gone through various books, journals, labour policy of government of India, Magazine, and online library. To do the more in-depth research & subject understanding we have an interaction with the labour union and Job consultant to conduct the more useful research for Human Resource Cell (Recruitment Cell). On the basis of extensive literature review we are in a position to frame the following objectives which are as follows in the next heading.

### OBJECTIVES

The following objectives were designed on the basis of our research need and to cover the entire research problem related with the recruitment of non-teaching position under the Group B(Non-Gazetted), C and erstwhile Group D .

- To understand the various parameters of written test & Interview examination under the recruitment of non-teaching position under the Group B(Non-Gazetted), C and erstwhile Group D.
- To check the opinion of the respondents towards the written test of examination.
- To know the impact and implementation of written test instead of interview in the non-teaching position under Group B (Non-Gazetted), C and erstwhile Group D.

### HYPOTHESIS

On the basis of above objectives we have formulated the following Null Hypothesis which will be tested through the cross tabs (chi square test) by using the SPSS 23.0 software package.

- 1) **H<sub>0</sub>**: There is no effect of *authentication* of written examination on the *satisfaction* of the non-teaching employee under group B, C and D.
- 2) **H<sub>0</sub>**: There is no effect of *easiness* of written examination on the *satisfaction* of the non-teaching employee under group B, C and D.
- 3) **H<sub>0</sub>**: There is no effect of *fixed time* of written examination on the *satisfaction* of the non-teaching employee under group B, C and D.
- 4) **H<sub>0</sub>**: There is no effect of *question paper leaked* in written examination on the *satisfaction* of the non-teaching employee under group B, C and D.
- 5) **H<sub>0</sub>**: There is no effect of *corruption* in written test on the *satisfaction* of the non-teaching employee under group B, C and D.
- 6) **H<sub>0</sub>**: There is no effect of *removal* of written Examination on the *satisfaction* of the non-teaching employee under group B, C and D.

### RESEARCH METHODOLOGY

#### Population

We have targeted our population of research study from the non-teaching position under group B,C and D in Banaras Hindu University from all the groups such as students , government employee, private employee , self-employed , unemployed so that it would be easy for us to select our sample for required analysis.

#### Sampling frame

The sampling frame in our study was the list of all the non-teaching government and private staff of BHU, all the students of BHU who are either employed or unemployed and also those respondents who are self-employed.

#### Sample Size

The sample size in our study was 92 covering the non-teaching positions of group B, C and D and students of Banaras Hindu University.

#### Sampling element

The sampling element in our study was each and every individual who have either participated

written test or interview or both the pattern of examination

**Sampling Technique**

We have applied the non-probability convenience and judgement sampling technique for our analysis because we have only targeted the non-teaching positions employee of Banaras Hindu University campus Varanasi and by this technique we could easily find our required sample for our study.

**Research Design**

The research design in this research was descriptive research design for conclusive oriented research by which we could check the cause and effect relationship of one variable on the other variable and in formulating the Null Hypothesis we have also used the exploratory research design for better understanding of the subject matter on the basis of literature review in our study.

**Data Collection**

In the above case we have designed a well-planned structured questionnaire applied the primary data collection method which was current & fresh in nature for receiving the better results for our selected objectives which was framed on the basis of literature review and research gap in earlier study.

**Statistical Tools**

The tools used in our research was frequency test for demographic analysis and cross tabs (Chi Square Test) for checking the effect of various parameters of written test on the satisfaction level of non-teaching employees under group B,C and D because both the variables were of categorical type in our analysis . For the following statistical test we have used the SPSS 23.0 software package for generating Frequency tables, Bar Charts and other useful results such as p value (Sig Value) of chi square test which we have used in the analysis and interpretation of the primary data.

**Decision Rule**

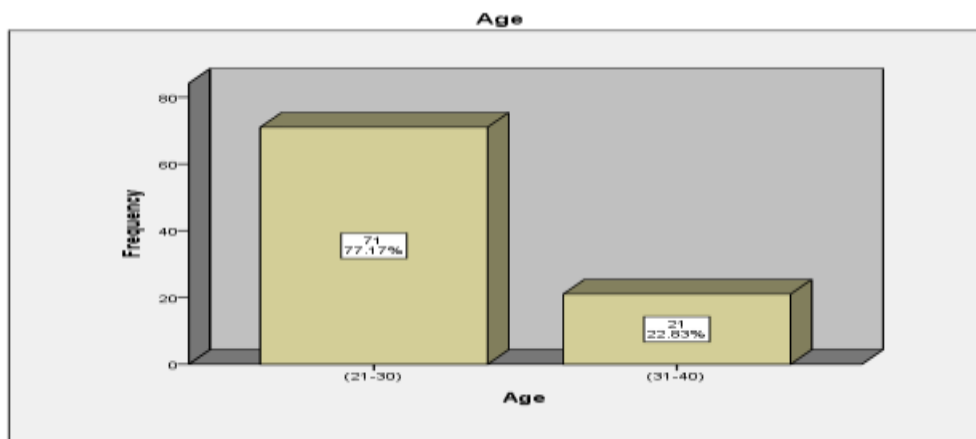
In our study we have fixed in advance 5% level of significance that means we would be 5 % wrong in our decision making or 95% confident (correct) in our decision making. If sig. value ( p Value) will be less than 0.05 than reject Null Hypothesis (H0) If sig. value ( p value) is greater than 0.05 accept Null Hypothesis(H0)

**Data Analysis**

**Demographic analysis**

**Table-1: Age**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	(21-30)	71	77.2	77.2	77.2
	(31-40)	21	22.8	22.8	100.0
	Total	92	100.0	100.0	



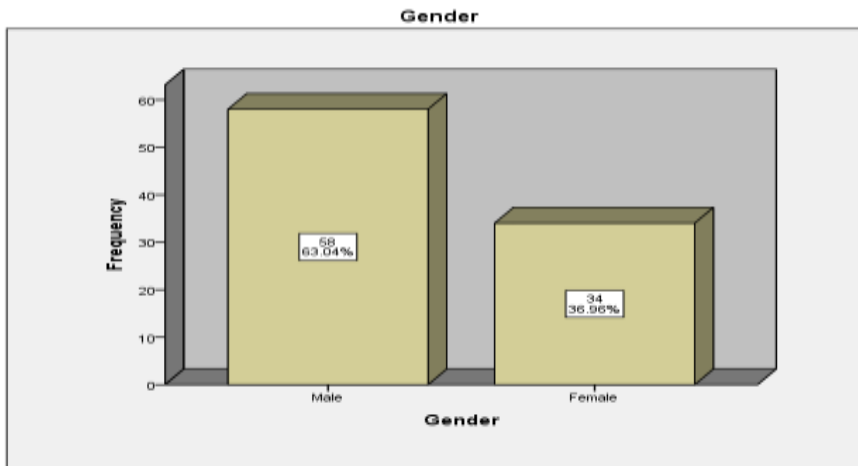
**Fig-1: Age**

On the basis of above table and bar char we conclude that 77.17% non-teaching positions are from the age group of 21-30 years and only 22.83% are from

the age grope of 31-40 years that means our respondents are young youth.

**Table-2: Gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	58	63.0	63.0	63.0
	Female	34	37.0	37.0	100.0
	Total	92	100.0	100.0	



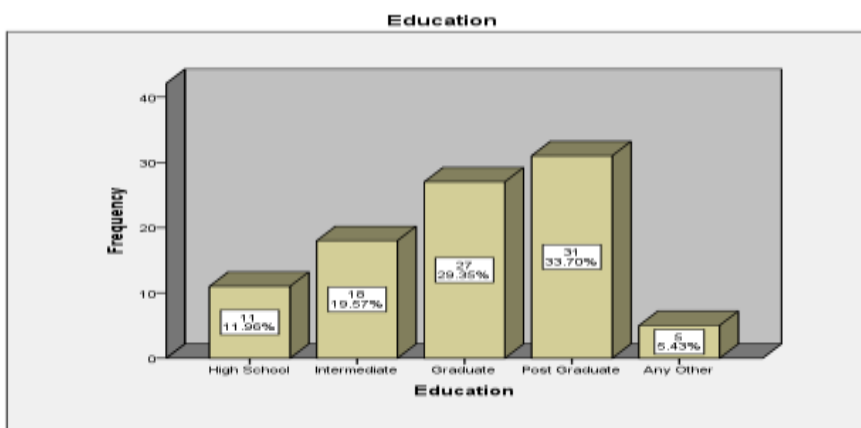
**Fig-2: Gender**

The above table shows that 63% respondents are male while only 37% respondents are from female group that means most of the respondents are male (Table-2).

The above table and graph (Fig-3) shows that 37.7% respondents are post graduate that means they are enough mature to give the reliable response about the given situation of written test and interview process evaluation (Table-3).

**Table-3: Education**

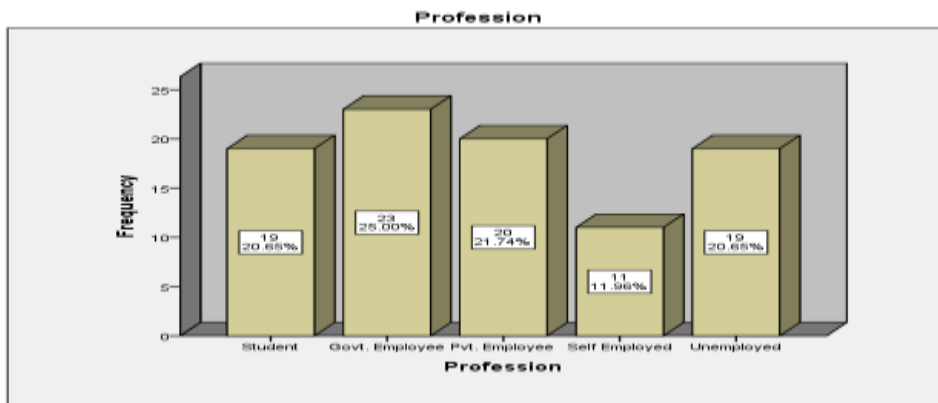
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High School	11	12.0	12.0	12.0
	Intermediate	18	19.6	19.6	31.5
	Graduate	27	29.3	29.3	60.9
	Post Graduate	31	33.7	33.7	94.6
	Any Other	5	5.4	5.4	100.0
	Total	92	100.0	100.0	



**Fig-3: Education**

**Table-4: Profession**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Student	19	20.7	20.7	20.7
	Govt. Employee	23	25.0	25.0	45.7
	Pvt. Employee	20	21.7	21.7	67.4
	Self Employed	11	12.0	12.0	79.3
	Unemployed	19	20.7	20.7	100.0
	Total	92	100.0	100.0	



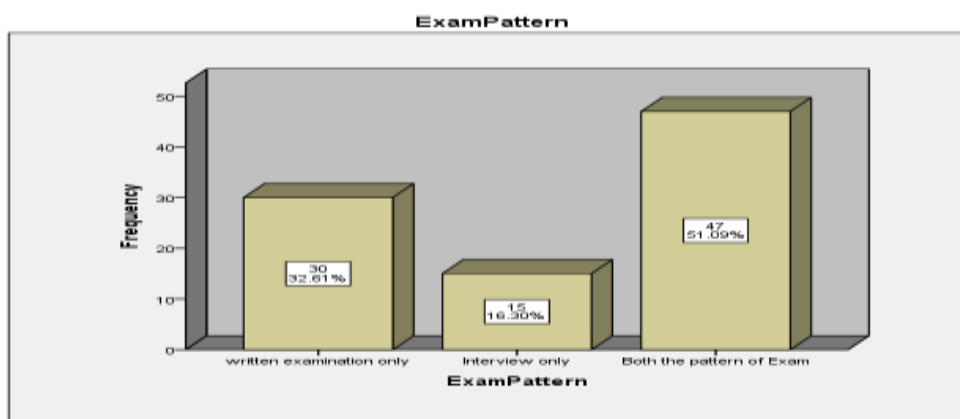
**Fig-4: Profession**

From the above graph shows that there are the representation of all the groups such that students, govt. employee, Pvt. Employee, self-employed and unemployed person (Fig-4).

Above table (Table-5) and graph (Fig-5) shows that 51.09% respondents have the experience of both the pattern of examination whereas only 32.61% have the experience of written test and 16.30% have the experience of interview process.

**Table-5: Exam Pattern**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	written examination only	30	32.6	32.6	32.6
	Interview only	15	16.3	16.3	48.9
	Both the pattern of Exam	47	51.1	51.1	100.0
	Total	92	100.0	100.0	



**Fig-5: Exam Pattern**

**Cross Tabs (Chi Square Test) Analysis**

**Table-6: Authentication of written examination. \* Satisfaction. Cross tabulation**

Count		Satisfaction					Total
		Strongly Agree	Agree	Neither Agree Nor Disagree	Dis Agree	Strongly Disagree	
Authentication of written examination	Strongly Agree	13	14	5	1	2	35
	Agree	12	15	6	0	2	35
	Neither Agree Nor Disagree	4	5	1	1	0	11
	Dis Agree	2	4	2	0	2	10
	Strongly Disagree	0	0	0	1	0	1
Total		31	38	14	3	6	92

**Table-7: Chi-Square Tests**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	37.190 <sup>a</sup>	16	.002
Likelihood Ratio	15.300	16	.503
Linear-by-Linear Association	2.529	1	.112
N of Valid Cases	92		
a. 19 cells (76.0%) have expected count less than 5. The minimum expected count is .03.			

**Our first hypothesis was**

H0: There is no effect of authentication of written examination on the satisfaction of the non-teaching employee under group B, C and D.

Interpretation- From the Chi-Square Tests (Table-6) shows that sig value (p value=0.002) is less than 0.05 hence reject the Null Hypothesis , therefore we can conclude that there is an effect of authentication of written examination on the satisfaction of the non-teaching employee under group B, C and D.

**Table-8: Easiness of written examination. \* Satisfaction. Cross tabulation**

Count		Satisfaction					Total
		Strongly Agree	Agree	Neither Agree Nor Disagree	Dis Agree	Strongly Disagree	
Written test are easy to understand.	Strongly Agree	9	17	2	0	3	31
	Agree	15	18	5	1	1	40
	Neither Agree Nor Disagree	7	3	5	0	0	15
	Dis Agree	0	0	2	0	2	4
	Strongly Disagree	0	0	0	2	0	2
Total		31	38	14	3	6	92

**Table-9: Chi-Square Tests**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	90.523 <sup>a</sup>	16	.000
Likelihood Ratio	42.416	16	.000
Linear-by-Linear Association	6.010	1	.014
N of Valid Cases	92		
a. 18 cells (72.0%) have expected count less than 5. The minimum expected count is .07.			

**The second Null Hypothesis was**

H0: There is no effect of easiness of written examination on the satisfaction of the non-teaching employee under group B, C and D.

Interpretation- From the Chi-Square Tests (Table-8) shows that sig value (p value=0.000) is less than 0.05 hence reject the Null Hypothesis , therefore we can conclude that there is an effect of easiness of written examination on the satisfaction of the non-teaching employee under group B, C and D.

**Table-10: Fixed time of written examination. \* Satisfaction. Cross tabulation**

Count		Satisfaction					Total
		Strongly Agree	Agree	Neither Agree Nor Disagree	Dis Agree	Strongly Disagree	
Fixed time of written examination.	Strongly Agree	14	14	2	0	0	30
	Agree	9	17	3	0	3	32
	Neither Agree Nor Disagree	3	6	8	1	3	21
	Dis Agree	4	1	1	1	0	7
	Strongly Disagree	1	0	0	1	0	2
Total		31	38	14	3	6	92

**Table-11: Chi-Square Tests**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	42.368 <sup>a</sup>	16	.000
Likelihood Ratio	35.563	16	.003
Linear-by-Linear Association	6.828	1	.009
N of Valid Cases	92		

a. 19 cells (76.0%) have expected count less than 5. The minimum expected count is .07.

**The third Hypothesis was**

H0: There is no effect of fixed time of written examination on the satisfaction of the non-teaching employee under group B, C and D.

Interpretation- From the Chi-Square Tests (Table-10) shows that sig value (p value=0.000) is less than 0.05 hence reject the Null Hypothesis , therefore we can conclude that there is an effect of fixed time of written examination on the satisfaction of the non-teaching employee under group B, C and D.

**Table-12: Question paper leaked in written examination. \* Satisfaction. Cross tabulation**

Count		Satisfaction					Total
		Strongly Agree	Agree	Neither Agree Nor Disagree	Dis Agree	Strongly Disagree	
Question paper leaked in written examination	Strongly Agree	4	4	0	1	2	11
	Agree	7	10	5	1	2	25
	Neither Agree Nor Disagree	7	6	3	0	1	17
	Dis Agree	10	4	4	1	1	20
	Strongly Disagree	3	14	2	0	0	19
Total		31	38	14	3	6	92

**Table-13: Chi-Square Tests**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	20.113 <sup>a</sup>	16	.215
Likelihood Ratio	22.855	16	.118
Linear-by-Linear Association	1.601	1	.206
N of Valid Cases	92		

a. 17 cells (68.0%) have expected count less than 5. The minimum expected count is .36.

**The fourth Hypothesis was**

H0: There is no effect of question paper leaked in written examination on the satisfaction of the non-teaching employee under group B, C and D.

more than 0.05 hence accept the Null Hypothesis , therefore we can conclude that there is no effect of question paper leaked in written examination on the satisfaction of the non-teaching employee under group B, C and D.

Interpretation- From the Chi-Square Tests (Table-12) shows that sig value (p value=0.215) is

**Table-14: Corruption in written test \* Satisfaction. Cross tabulation**

Count		Satisfaction					Total
		Strongly Agree	Agree	Neither Agree Nor Disagree	Dis Agree	Strongly Disagree	
Corruption in written test	Strongly Agree	5	13	4	2	2	26
	Agree	7	11	4	1	1	24
	Neither Agree Nor Disagree	6	2	4	0	2	14
	Dis Agree	10	8	1	0	0	19
	Strongly Disagree	3	4	1	0	1	9
Total		31	38	14	3	6	92

**Table-15: Chi-Square Tests**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	16.315 <sup>a</sup>	16	.431
Likelihood Ratio	19.006	16	.268
Linear-by-Linear Association	2.858	1	.091
N of Valid Cases	92		

a. 18 cells (72.0%) have expected count less than 5. The minimum expected count is .29.

**The fifth Hypothesis was**

H0: There is no effect of corruption in written examination on the satisfaction of the non-teaching employee under group B, C and D.

Interpretation- From the Chi-Square Tests (Table-14) shows that sig value (p value=0.431) is more than 0.05 hence accept the Null Hypothesis , therefore we can conclude that there is no effect of corruption in written examination on the satisfaction of the non-teaching employee under group B, C and D

**Table-16: Removal of written Examination. \* Satisfaction. Cross tabulation**

Count		Satisfaction				
		Strongly Agree	Agree	Neither Agree Nor Disagree	Dis Agree	Strongly Disagree
Removal of written Examination	Strongly Agree	3	5	1	0	3
	Agree	5	11	7	3	1
	Neither Agree Nor Disagree	7	14	3	0	0
	Dis Agree	4	5	2	0	1
	Strongly Disagree	12	3	1	0	1
Total		31	38	14	3	6

**Table-17: Chi-Square Tests**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	32.104 <sup>a</sup>	16	.010
Likelihood Ratio	30.407	16	.016
Linear-by-Linear Association	8.357	1	.004
N of Valid Cases	92		

a. 19 cells (76.0%) have expected count less than 5. The minimum expected count is .39.

**The sixth Hypothesis was**

H0: There is no effect of removal of written examination on the satisfaction of the non-teaching employee under group B, C and D.

written examination on the satisfaction of the non-teaching employee under group B, C and D.

**RESULTS AND INTERPRETATION**

**Demographic results**

Interpretation- From the Chi-Square Tests (Table-16) shows that sig value (p value=0.010) is less than 0.05 hence reject the Null Hypothesis , therefore we can conclude that there is an effect of removal of

77.17% non-teaching positions are from the age group of 21-30 years and only 22.83% are from the age grope of 31-40 years that means our respondents are young youth.63% respondents are male while only



37% respondents are from female group that means most of the respondents are male. 37.7% respondents are post graduate that means they are enough mature to give the reliable response about the given situation of written test and interview process evaluation. There are the representations of all the groups such that students, govt. employee, Pvt. Employee, self-employed and unemployed person. 51.09% respondents have the experience of both the pattern of examination whereas only 32.61% have the experience of written test and 16.30% have the experience of interview process.

#### Cross Tabs (Chi Square Test) Results

Table-6 shows that sig value (p value=0.002) is less than 0.05 hence reject the Null Hypothesis, therefore we can conclude that there is an effect of authentication of written examination on the satisfaction of the non-teaching employee under group B, C and D.

Table-8 shows that sig value (p value=0.000) is less than 0.05 hence reject the Null Hypothesis, therefore we can conclude that there is an effect of easiness of written examination on the satisfaction level (in favour of written test) of the recruitment of non-teaching positions.

Table-10 shows that sig value (p value=0.000) is less than 0.05 hence reject the Null Hypothesis, therefore we can conclude that there is an effect of fixed time of written examination on the satisfaction (in favour of written test) of the non-teaching employee.

Table-12 shows that sig value (p value=0.215) is more than 0.05 hence accept the Null Hypothesis, therefore we can conclude that there is no effect of question paper leaked in written examination on the satisfaction (in favour of written test) of the non-teaching employee.

Table-14 shows that sig value (p value=0.431) is more than 0.05 hence accept the Null Hypothesis, therefore we can conclude that there is no effect of corruption in written examination on the satisfaction (in favour of written test) of the non-teaching employee.

Table-16 shows that sig value (p value=0.010) is less than 0.05 hence reject the Null Hypothesis, therefore we can conclude that there is an effect of removal of written examination on the satisfaction (in favour of written test) of the non-teaching employee.

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