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Assessment Beliefs and Practices of Literature-in-English Teachers in Nigeria

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Abstract

This study examined secondary school teachers' beliefs about the purpose, importance, and principles of assessment. Forty-seven Literature-in-English teachers in the Ibadan metropolis, Nigeria, were sampled using the mixed-method research design. Literature-in-English Teachers' Assessment Beliefs Questionnaire ($r = .76$) and Literature-in-English Students' Class-Assessment Checklist were used in collecting quantitative data. Ten teachers were interviewed. Analyses of data suggest that teachers considered assessment an essential element of teaching, but they could not translate their beliefs into practice. Possible causes of the inconsistencies were not established, suggesting areas for future research. Some recommendations were made.

Keywords

Assessment, beliefs, Literature-in-English teaching, Language Arts, ELA

The role of beliefs in understanding educational activities has made it an important area of study (Brown & Remesal, 2012; French, 2018). According to Brown (2004), all the pedagogical acts of teachers are guided by their beliefs. Pajares (1992) asserts that all teachers have beliefs about their profession, the subjects they teach, their students, roles, and responsibilities. Assessment is one of the most typical activities of teachers. It could be summative (assessment of learning) or formative (assessment for learning) (Black & William, 2018). Assessment is used to check learning progress, modify instruction, generate evidence of learning, and plan further instructions (National Task Force on Assessment Education for Teachers, 2016; Shepard et al., 2020). Teachers can determine the effectiveness of their teaching through assessment information.

Society is constantly changing. Such changes affect educational practice. Lindqvist & Shuja (2013) thinks that societal and cultural changes affect educational activities, and the latter "in turn affect and reshape society and culture" (p. 16). Education might be relevant only to the extent that it is in line with the constantly changing demands of society. Assessment is one of the critical areas in education that has changed recently. Traditionally, assessment was rank-oriented; therefore, summative assessment was emphasized. Today, it is an integral part of the curriculum and instruction (Shepard et al., 2020).

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Ranking students is no more tenable, and emphases have shifted to closing learning gaps and ensuring that every child reaches desirable learning standards (Muskin, 2015; Stiggins, 2005). Current thinking is that students are not mere recipients of knowledge from the ‘know-it-all’ teachers but co-creators of knowledge and active participants accountable for their learning.

Educational practice has also shifted from teacher-centered to student-centered pedagogy. Consequently, there are paradigm shifts in how assessment is carried out. New principles and assessment methods continue to emerge (Bliem & Davinroy, 1997; National Task Force on Assessment Education for Teachers, 2016; Shepard, 2000). Other shifts include: from reliance on written tests only to the representation of learning in different forms; from grading and scoring to showing strengths, weaknesses, and progress, and from focusing only on particular learning tasks to connecting assessment to life outside the school (Lindström, 2005, as cited in Lindqvist & Shuja, 2013; Shepard et al., 2020). Assessment has become “a part of the social processes that mediate the development of intellectual abilities, construction of knowledge, and formation of students’ identities” (Shepard, 2000). Teachers need to adjust their beliefs to accommodate the changes. Their beliefs need to align with the current trends and principles of assessment. Xu (2012) thinks that teachers who are willing to explore and reorder their beliefs could enhance students’ intellectual and personal growth, autonomy, reciprocity and equity in the classroom. Identifying teachers’ beliefs can help policymakers and school authorities to plan for teachers’ professional development programs and contribute to educational reforms. This study examines Literature-in-English teachers’ beliefs about assessment and whether their beliefs have relationship with their classroom assessment practice.

Statement of the Problem

Effective assessment practice contributes to learning improvement (Shepard, 2000). However, studies have shown that many Nigerian teachers do not use assessment to guide their classroom instruction (Adaka & Ugo, 2015; Ugwu, 2021a). Non-utilization of assessment can affect the quality of teaching and decrease learning opportunities. For example, in a recent study, Ugwu (2021a) reported that teachers’ non-use of formative assessment in Literature-in-English classrooms made the lessons boring and less productive. Meanwhile, Literature-in-English is one of the secondary school subjects that students fail massively every year in standard examinations (National Bureau of Statistics, 2015; West African Examinations Council [WAEC], 2021). In trying to understand the challenges facing Nigerian teachers’ assessment practice, the roles of their beliefs are a research gap. Therefore, this study investigated teachers’ beliefs about the purpose, importance, and principles of assessment. The study also examined the link between teachers’ beliefs and assessment practices. Insights from this study may contribute to the ongoing efforts to improve the teaching of Literature-in-English around the world. The insights may also

be helpful to teachers interested in exploring their own beliefs for improved professional practice.s

RQ1. What are Literature-in-English teachers' beliefs about assessment?

RQ2. What is the relationship between teachers' assessment beliefs and practice?

Literature Review

Teaching and learning are social practices (Lave & Wenger, 1991; Wenger, 2010). As social beings, teachers constantly interact in and with the social world, and as professionals, they form a unique community within a larger 'community of practice' (Wenger, 2010)). A community of practice is 'an intrinsic condition for the existence of knowledge' (Lave & Wenger, 1991, p. 98). Every community of practice has norms, principles, and a body of experiences acquired over time that could inform or influence members' worldviews, beliefs, and opinions. Research evidence suggests that teachers' beliefs affect their classroom practices, motivation, and response to educational reforms (Bliem & Davinroy, 1997; Day et al., 2006). Therefore, their assessment beliefs, understood here as teachers' opinions, views, ideas, convictions, or conceptions about assessment (Pajares, 1992; Ugwu, 2021b), may affect how they practice assessment.

Connecting Teachers' Beliefs and Assessment Practices

The conception teachers have about assessment may depend on the environment in which they operate (Brown & Remesal, 2012). Referring to the practice of assessment in the United States, Stiggins (2004) observes that it is rooted in a "legacy of mistaken beliefs," which led to more focus on summative than formative assessment. Consequently, there is a lack of demonstrably positive impact of assessment on education. In Nigeria, studies on teachers' assessment beliefs are rare. However, literature suggests that many teachers tend to pay less attention to formative assessment; they instead focus on preparing students for tests and examinations (Adaka & Ugo, 2015; Ugwu, 2021b). Such practice suggests a mistaken belief among teachers and students. It is assumed that if students pass examinations, they have learned in school. However, it is possible to pass examinations through rote learning without acquiring practical knowledge and critical literacy skills. Students cannot master Literature-in-English through rote learning. Literary appreciation requires active and critical engagement with the texts. Without that, studying Literature-in-English can become mechanical and students may not gain the practical knowledge needed to survive in the world.

Identifying and understanding teachers' beliefs is not always easy because they (teachers) sometimes hold competing beliefs (Barnes et al., 2017). However, Brown (2004) developed a model called Teacher's Conceptions of Assessment (TCoA) inventory which categorized assessment beliefs into four assumptions: teaching and learning improvement, certification of students' learning, school quality, and irrelevant. Some

studies that used Brown's inventory reported similar findings (Barnes et al., 2017; Calveric, 2010). In other instances, the instrument was modified to suit particular environments. An example is an instrument used by Brown et al. (2011), in which the TCoA was re-conceptualized to fit the Chinese context. In the present study, the instrument was expanded to accommodate beliefs about the purposes, importance, and principles of assessment.

Assessment Practices in Nigeria

The Nigerian National Policy on Education recognizes the need to use formative and summative assessments (Federal Republic of Nigeria, 2014). Following the current trend in which assessment is considered an inseparable aspect of teaching (Bliem & Davinroy, 1997), teachers need to complement their teaching with formative assessments so that students can interact more and give and receive feedback, thereby improving their learning experience. However, evidence from research suggests that assessment, as practiced in many Nigerian classrooms, is one-sided and sometimes faulty (Esere & Idowu, 2018). Problems associated with assessment in Nigeria include teachers' misconceptions, limited knowledge, and lack of interest (Adaka & Ugo, 2015; Jimola & Ofodu, 2019). A gap in research is Nigerian teachers' beliefs about assessment and the roles such beliefs play in their assessment practices.

Teachers' inability to use assessment appropriately could deny students the learning, motivation, and achievement benefits of assessment. It could also leave them unprepared for the certification examinations, which are highly rated in Nigeria. Students who are not well-prepared to take certification examinations may resort to examination malpractices, which is presently an endemic challenge in Nigerian education. Examination malpractices are sometimes orchestrated by parents, teachers, school authorities, and students (Lukman & Uwadiogwu, 2012; WAEC, 2017; Ugwu, 2021a). This indicates desperation for examination success but the same is hardly applicable to actual learning in the classroom facilitated through the formative assessments. This typical attitude points to a set of assessment beliefs in Nigeria.

In addressing educational problems, teachers have significant roles to play. For example, how teachers conceptualize the purpose and importance of assessment and whether their beliefs align with the generally-accepted principles of assessment may determine how they will implement it in their classrooms. Muñoz, Palacio and Escobar (2012) state that in so far as teachers' conceptions of assessment affect their practices, institutional efforts to deepen a shared understanding about assessment would be fruitless if those beliefs are not taken into consideration. Identifying teachers' beliefs may lead to deep reflection and encourage teachers to imbibe more positive beliefs for more productive teaching.

Literature-in-English instruction: The Nigerian context

Low proficiency in English is often a barrier to learning among English as a second language students (Mubita & Mwanza, 2020). The problem has been strongly identified in subjects like Literature-in-English, which requires close reading of several literary texts (Işıklı & Tarakçioğlu, 2017; Ugwu, 2021a). Literary appreciation, critical engagement with the texts, and participation in class discussion, all of which are important in understanding Literature-in-English lessons, require knowledge of various vocabularies. Low proficiency in English can constitute an obstacle to comprehension and limit students' interest in reading (Ugwu, 2021b). Another challenge that Nigerian teachers face is an acute shortage of instructional materials, mainly textbooks (Federal Ministry of Education, 2015; UNICEF, 2017). This problem is more complex in Literature-in-English classrooms as students are required to buy several textbooks on prose, poetry, and drama. Ugwu (2021a) reported that shortage of literary texts and inability to read are major causes of Nigerian students' poor mastery of Literature-in-English and failure in examinations.

Teaching and assessment can be challenging if students do not understand the language of instruction and do not have the texts. Faced with these challenges, the teachers need to be extra creative if they are to teach and assess their students successfully. However, their readiness to go the extra mile may depend, among other things, on the views they hold and the importance they attach to assessment.

Theoretical Framework

The Social Cognitive Theory (SCT) of Albert Bandura forms the framework for this study. The SCT was an offshoot of the Social Learning Theory in which Bandura (1977) highlights the role of the environment in moderating human behaviors. In the SCT, Bandura (1989) proposes a network of reciprocally interacting influences' that shapes and directs human behaviors. The influences are cognitive, personal, and environmental. The human experience is a complex and dynamic process that changes with the changing realities around which a person operates. Social interaction is an indisputable feature of every classroom. Teachers and learners also interact with the outside environment because schools do not exist in a vacuum. Mutual interactions produce experience and experience in turn affect beliefs (Pajares, 1992). Wenger (2010) states that a group forms its 'social history of learning' and that individual and collective experience become a social structure. With this social dimension of education, the environment in which teachers operate can shape their individual beliefs. For example, if a high score in an examination is considered a yardstick for a successful education, teachers may hold beliefs that prioritize summative over formative assessment.

Methodology

The study adopted the mixed-method research design which enabled the researchers to exploit the potential of qualitative and quantitative data (Creswell et al., 2010). Quantitative data were collected using Literature-in-English Teachers' Assessment Beliefs Questionnaire (LETABQ) ($r = .76$) and the Literature-in-English Students' Class-Assessment Checklist (LESCAC). Only three items in the LETABQ were adapted from Brown and Remesal (2012). The researchers constructed the remaining 17 items. The beliefs covered three domains: purposes (item 1-5), importance (item 6-12), and principles (item 13-20) of assessment. Teachers' beliefs were also investigated through face-to-face interview of 10 randomly selected teachers, one from each LGA. Data on teachers' assessment practices were collected using the LESAC. It included the methods they used and the frequency of assessment practice. All the written classroom assessments (classwork and homework) teachers carried out within 10 weeks were captured by examining students' notebooks to compute the data.

Forty-seven Literature-in-English teachers in 47 public senior secondary schools were sampled in three out of the five LGAs in the Ibadan metropolis: Ibadan North, Ibadan southwest, and Ibadan South East. Sixteen schools were randomly selected from each LGA and one teacher from each school. One teacher later declined to participate, reducing the number to 47. The quantitative data were analyzed using descriptive statistics and Pearson's product-moment correlation. The qualitative data were content-analyzed and significant themes were drawn.

Findings

Findings regarding teachers beliefs about purpose, importance, and principles of assessment are below. Findings are additionally included in Appendix A and Table 1.

Literature-in-English Teachers' Beliefs About Assessment

Categorized teachers' beliefs were divided into three categories: the purposes, importance, and principles of assessment. With respect to the first, teachers' believed in the five purposes (Appendix A). The standard mean for beliefs about the purpose of assessment was 2.5; the weighted mean was 3.24 ($w_m: 3.24 > s_m: 50$). All the items were above the standard mean, indicating that most teachers positively rated each statement. The most positively-rated item was no. 4: "Assessment provides feedback to students about their performance" (97.9%). The least positively-rated one was: "Classroom assessment should focus on helping students learn better rather than measuring what they have learned" (78.7%). The remaining three items (nos. 2, 3, and 5) were positively rated by 87.2%, 89.4%, and 87.3% of the teachers.

The second category had five positively worded (6-10), one open-ended (11), and one negatively worded (12) statement, respectively. The standard mean was 2.5, while the weighted mean was 2.84 ($w_m: 2.84 > s_m: 2.50$). Again, most teachers had similar beliefs

about the importance of assessment. Among the five positively-worded items, “A lesson plan without a provision for assessment is incomplete” received the highest number of positive ratings (91.5%), while “Quality teaching is not possible without quality assessment” received the least (76.6%). The responses to the two items suggest that some teachers had conflicting beliefs. If every lesson plan should have assessment plan, then every lesson should equally be guided by assessment to make the plan realistic. The remaining three items (7, 9, and 10) were positively rated by over 80% of the teachers.

Teachers had divergent views on item 11: “Summative assessment provides for a better assessment of students than the formative type” (positive rating: 51%; negative rating: 49%). Since it was an open-ended statement, each teacher’s response might have depended on the goals they had in mind when assessing students. For example, a teacher who intended obtaining results for record-keeping, promotion, or certification purposes might have done summative assessment but one who needed to give immediate feedback for improved learning might have done the formative type. Item 12: “For learning improvement, summative assessment should be emphasized more than the formative type” received a positive rating by 47.5% of the teachers, even though it was negatively worded.

The last category (beliefs about the principles of assessment) had six positively worded (13-18) and two negatively worded (19-20) statements. The standard mean was 2.5, and the weighted mean 2.81 (wm: 2.81 > sm: 2.50). Teachers’ beliefs in this category were also highly polarized. The highest positively-rated item was no. 15: “Assessment without feedback to students is incomplete” (91.5%), suggesting that teachers considered feedback a vital part of an assessment (a view already expressed in item 4). Teachers had divergent views on items 16, 17, and 18, which focused on self and peer assessments. “Students need to be able to assess their peers” received the lowest favorable rating (40.5%), indicating that they downgraded the importance of self and peer assessments. Item 19: “The instructional decisions made by teachers contribute more to students’ learning than those made by the students” was highly rated (63.8%), suggesting a preference for teacher-centered pedagogy. “The more test students do, the more eager they are to learn” (item 20) received a high favorable rating (68.1%). The statement negates the current principle of assessment. Constant giving of tests to students can increase their level of anxiety, demotivate the low-performing students and make them focus more on getting higher scores rather than on overall learning improvement (Stiggins, 2005). In sum, teachers had more positive beliefs about the purpose and importance of assessment than about the principles of assessment.

Teachers’ Beliefs From the Qualitative Data

Ten teachers discussed their views on the use of assessment in Literature-in-English classrooms. Their responses are summarized below. Alphanumeric (T1 - T10) is used instead of their names to protect their identity. Teachers believe that assessment is beneficial to both students and teachers. For teachers, it is helpful for teaching-learning improve-

ment, instructional modification, diagnosing strengths and weaknesses in the teaching process, and providing feedback to students. On the part of students, it helps them to learn better. They observed that “assessment motivates students and makes learning effective” (T6), “makes the job easier for teacher and helps students to improve in their learning” (T5), and “leads to active participation of the teacher and students” (T7). On instructional modification, T4 observed that “assessment helps me find out if the lesson’s objectives have been achieved or not. If students fail to perform optimally, then I would need to re-teach them”. Others added that “assessment enables the teacher to know the students’ performance (T1) and “gives room for proper teaching and learning” (T13).

Teachers also noted that summative assessment could force students to study harder, but the reason was to pass examinations. That was the view of T8, who observed that “if you teach and there is no assessment, the students will play away their time. But the CA creates a bit of fear that they need to prepare since it will be recorded and used for their promotion”. The CA (continuous assessment) referred to here is a form of summative assessment (mid-term tests) which Nigerian students take in school. The test scores are added up to the end-of-term examinations and used to rank or promote students. According to some teachers, assessment can create opportunities for a mutual exchange of information and feedback (between teachers and students on the one hand and among students on the other hand). They observed that “assessment brings feedback of what I have taught” (T1), “gives room for the teacher to revise the lesson” (T7), and “helps students to get feedback from their peers” (T2). T9 commented negatively: “Assessment enables me to know those students who do not know anything at all and those who are serious.” It seems that the teacher viewed assessment more as result-oriented rather than improvement-oriented. Moreover, it is possible to find students “who do not know anything?” This answer needed further probing but that was not done, probably because pre-determined and guided interview questions were used rather than open-ended ones. This limited teachers’ responses and is therefore, one of the weaknesses of this study.

Teachers also emphasized the role of assessment in personal reflection (by teachers) about their teaching practice. According to T10, “in assessment, it is as if you are assessing yourself. What you are teaching, is it making any impact at all? Are you giving your best? It is through assessment that you get to know all that”. T1 expressed a similar opinion, remarking that, “...sometimes, you think [sic] you have taught them something, and they have grasped it, only for you to discover that they have not understood it at all. So that will tell you whether you have to go back or continue”.

Relationship Between Teachers’ Assessment Beliefs and Practices

Teachers’ beliefs were correlated with their assessment practices, and the results are presentable in Table 1. Results indicate a weak positive correlation between teachers’ assessment beliefs and assessment practices ($r = .053$). The stronger the correlation, the closer the correlation coefficient comes to ± 1 (Mukaka, 2012).

The correlation value (0.053) is very far from +1 almost negligible. In computing the frequency and methods of assessments used by teachers, it was observed that many of them do not assess their students at all. Therefore, their beliefs about the importance and purposes of assessment did not make them practice it. This is another area that could have been captured during the interview by asking teachers what prevented them from practicing assessment. This is also another limitation of the study.

Table 1

Correlation between teachers' assessment beliefs and practice

Variable	No.	\bar{x}	Sd.	(r)	P-value
Assessment Beliefs	47	58.0000	6.81431	.053**	.723
Assessment Practice	47	14.4681	16.35589	Not significant	

Discussion

Findings from the quantitative and qualitative data showed that the teachers had a cluster of beliefs about the purpose, importance, and principles of assessment. For example, they considered assessment relevant for teaching-learning improvement, diagnostic, teacher-student accountability, and feedback. The findings align with two out of the four points on Brown's (2004) scale, that is, teaching and learning improvement and certification of learning. Conversely, teachers did not agree with the other two views on the scale (assessment as irrelevant and for school accountability). The differences suggest that teachers' beliefs may depend on the environment they operate, a view previously expressed in Brown and Remesal (2012). Although assessment could help teachers improve the quality of their teaching, this may not always translate into school quality. School quality may depend on several factors which are, most often, beyond the teachers' control. These include the availability of teaching-learning resources, an opportunity for professional development, and a conducive learning environment. Most of these are lacking in many Nigerian schools (Federal Ministry of Education, 2015; UNICEF, 2017). Therefore, assessment results may not be sufficient to measure school qualities.

Furthermore, teachers believed that assessment is an inseparable part of the teaching-learning process, and that assessment knowledge is a prerequisite for efficient teaching. Consequently, lesson plans should include assessment plans as well. These positive beliefs could lead to improved teaching and learning if they guide teachers in their practice. In spite of that, some of their beliefs were not in line with the current principles of assessment, especially in making assessment collaborative. Their responses suggest that

they favored teacher-centered to student-centered practice. However, achievement and motivational gains from peer and self-assessment assessments are well documented in research (Oluseyi, 2014; Shepard, 2000). Moreover, the relationship between beliefs and practice was weak, indicating that teachers' positive beliefs did not translate to commitment to assessment practice. The study did not explore possible causes of the inconsistencies between beliefs and practice.

Nevertheless, in the Social Cognitive Theory, Bandura (1989) suggests that human behaviors are shaped and directed by 'expectations, beliefs, self-perceptions, goals and intentions' (p. 3). Therefore, societal expectations could influence not only teachers' views on assessment but also their practice. If teachers' beliefs are at odds with society's expectations, they may decide or be pressured into playing down their beliefs and giving in to the demands of society. That way, social influences succeed in modifying their beliefs. Teachers' beliefs could be a reflection of societal beliefs. For example, given the environment in which many Nigerian teachers work (with limited teaching-learning resources, language proficiency challenge and poor reading ability (Ugwu, 2021a), they need much improvisation to successfully teach and assess students, especially in the formative sense. Teachers have to pay the price, including expending extra time, energy, and resources to achieve that. If they make such extra effort but are not appreciated or supported, their motivation may diminish. Consequently, they may decide to withhold their additional efforts, even if it would be contrary to their beliefs.

Recommendations for Future Research

Since some teachers' beliefs are not in line with the current assessment principle, change is needed. Pajares (1992) states that people are unlikely to change their beliefs unless they prove unsatisfactory, the beliefs will not prove unsatisfactory unless challenged, and those who hold them cannot assimilate them into their existing conceptions. Finding from this study indicate that some of the teachers' beliefs are unsatisfactory. Reordering such beliefs require providing them with professional development opportunities. That could be in the form of workshops and seminars within and outside the school. Such opportunities could expose them to the current assessment trends as they also learn different methods and techniques they could use to assess their students. Unless teachers are aware of better alternatives, they may continue to hold on to their old beliefs about assessment and their practice may not improve.

Moreover, teachers' inability to match their beliefs with practice may be due to limited knowledge. For example, those who do not know how to practice peer and self-assessment may undervalue them and therefore, believe that they are of little importance. In that case, their limited knowledge becomes a barrier not only to their practice but also a justification for holding on to a mistaken belief. Teachers will most likely involve their students more in assessment if they know how to do it and see the value in it. Through constant retraining on assessment, they can broaden their assessment knowledge. It is also essential to provide

teaching-learning resources and make the classroom environment conducive. Teachers may want to assess learners, but if, for example, the class is overcrowded, they may find it very difficult to manage the class, attend to students' needs and give them proper feedback.

Conclusion

The study investigated the teachers' assessment beliefs and practices in Literature-in-English pedagogy. Teachers have a cluster of beliefs that align with those found in the existing literature. However, some of their beliefs are at odds with the principles of assessment. Moreover, their positive beliefs did not match with their practice of assessment. The causes of such inconsistencies were not examined in the study. The Social Cognitive Theory suggests that several factors interrelate to shape and direct human behaviors. This study concentrated on individual teachers' beliefs. Although beliefs are influenced by the environment, this study did not pay much attention to the environmental and cognitive factors that probably influenced teachers' beliefs and practice. More research is needed in those directions. A holistic approach would also require investigating the causes of inconsistencies between teachers' beliefs and assessment practice.

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Appendix A

Literature-in-English teachers' assessment beliefs

Beliefs about the purposes of assessment		VT	T	AT	NT	Mean	Sd.
1	Classroom assessment should focus more on helping students learn better than measuring what they have learned.	23 48.9%	14 29.8%	4 8.5%	6 12.8%	3.15	1.04
2	Formative assessment is meant to diagnose strengths and weaknesses in teaching.	14 29.8%	27 57.4%	4 8.5%	2 4.3%	3.13	0.74
3	Assessment information modifies the ongoing teaching of the students.	10 21.3%	32 68.1%	5 10.6%	- -	3.11	0.56
4	Assessment provides feedback to students about their performance.	26 55.3%	20 42.6%	1 2.1%	- -	3.53	0.55
5	Assessment helps students to improve their learning.	21 44.7%	20 42.6%	3 6.4%	3 6.4%	3.26	0.85
Weighted Mean						3.24	
Beliefs about the importance of assessment		VT	T	AT	NT	Mean	Sd.
6	Quality teaching is not possible without quality assessment.	17 36.2%	19 40.4%	5 10.6%	6 12.8%	3.00	1.00
7	A teacher who cannot assess properly is not an efficient teacher.	18 38.3%	21 44.7%	4 8.5%	4 8.5%	3.13	0.90
8	A lesson plan without a provision for an assessment plan is incomplete.	22 46.8%	21 44.7%	2 4.3%	2 4.3%	3.34	0.76
9	Every lesson should be guided by assessment information.	10 21.3%	30 63.8%	4 8.5%	3 6.4%	3.00	0.75
10	Assessment should be regarded as an essential professional skill for teachers.	18 38.3%	21 44.7%	3 6.4%	5 10.6%	3.11	0.94
11	Summative assessment provides for a better assessment of students than the formative type.	8 17.0%	16 34.0%	4 8.5%	19 40.4%	2.28	1.17
12	For learning improvement, summative assessment should be emphasized more than the formative type.	4 8.5%	16 34.0%	5 10.6%	22 46.8%	2.04	1.08
Weighted Mean						2.84	

	Beliefs about the principles of assessment	VT	T	AT	NT	Mean	Sd.
13	It is unfair to assess all learners using the same method because learners are different.	19 40.4%	14 29.8%	7 14.9%	7 14.9%	2.96	1.08
14	Students benefit more when given descriptive feedback or comments than when given grades/scores.	12 25.5%	20 42.6%	12 25.5%	3 6.4%	2.87	0.88
15	Assessment without feedback to students is incomplete.	23 48.9%	20 42.6%	4 8.5%	- -	3.40	0.65
16	Students should be able to do self-assessment.	9 19.1%	25 53.2%	9 19.1%	4 8.5%	2.83	0.84
17	Students need to be able to assess their peers.	3 6.4%	16 34.05	19 40.4%	9 19.1%	2.28	0.85
18	Self-assessment by students is as essential as teacher assessment.	11 23.4%	21 44.7%	6 12.8%	9 19.1%	2.72	1.04
19	The instructional decisions made by teachers contribute more to students' learning than those made by students.	7 14.9%	23 48.9%	11 23.4%	6 12.8%	2.66	0.89
20	The more tests students do, the more eager they are to learn.	10 21.3%	22 46.8%	7 14.9%	8 17.0%	2.72	0.99
Weighted Mean						2.81	

Note: VT=Very True; T=True; AT=Almost True; NT=Not True; SD: Standard Deviation