TEACHERS' PERCEPTIONS OF CLASSROOM ASSESSMENT AT AN AFGHAN UNIVERSITY, BASED ON THEIR QUALIFICATIONS AND EXPERIENCES

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Abstract

This study aimed to examine teachers' perceptions of classroom assessment based on their teaching experiences and educational qualifications at Shaikh Zayed University, Afghanistan. A questionnaire containing 15 items and a descriptive-quantitative approach were used for the study. The study's sample consists of (107) Academic Staff of the stated university selected by simple random sampling method. The exploratory factor analysis and Cronbach's Alpha coefficient were employed in the pilot study to determine the validity and reliability of the questionnaire. Furthermore, a reliability value of 0.830 indicated its appropriateness for the study and SPSS version 27 was used for data analysis. In addition, the factor analysis result for the Kaiser-Meyer-Olkin measure of sampling adequacy is .687 and correlation analysis showed a statistically significant moderate positive correlation between teachers' experience and their perception of classroom assessment, indicating that their perceptions improve as experiences increase. However, a statistically weak correlation was noticed between teachers' qualifications and their perceptions of classroom assessment. The p-value of 0.000 demonstrated significant differences between teachers' experiences and their classroom assessment. The findings also

suggest that the experiences of teachers play a vital role in creating their perceptions of classroom evaluation, while qualification alone may not strongly influence their perception.

Key words: Teachers' experience, educational qualification, classroom assessment, and Teachers' perception

1. Introduction

According to Lumadi (2013), there is no dispute in saying that assessment is a crucial part of teaching and learning process. Studies showed that classroom evaluation as a crucial component for successful teaching and learning have increased recently (Bryant & Driscoll, 1998; McMillan et al., 2002; Stiggins, 2002). Similarly, according to (Black & Wiliam, 1998; Gipps, 2011), it is becoming clear that assessment in classrooms is a crucial step in teaching and learning process and this process cannot be advanced without regular evaluation. Every educational program must include an evaluation of students academic achievement (Black & Wiliam, 2010). Moreover, the key aspect of teaching and learning is classroom assessment, which is a systematic procedure for effective learning, skills, and capacities concerning the learning goals as acknowledged by (Dhindsa et al., 2007; Linn & Miller, 2005; Goodrum et al., 2001; Klenowski & Wyatt-Smith). To be more precise, feedback from students' assessments helps educators to better understand their students' perspectives and to improve their teaching strategies. Teachers' effectiveness in imparting knowledge to students is measured by the level of assessment they get.The more a teacher is skilled in assessing his students, the more his teaching effectiveness is improved. For instance, Susuwele (2005) stated that assessing students in a classroom enables teachers to determine what their students currently know and what they still need to learn. Such a classroom assessment is clearly explained in Afghan higher education sector. (UNESCO-IIEP, 2004) acknowledged that final assessment was the only way to evaluate students' learning. However, early 2000s reforms to higher education in Afghanistan paved the way for the implementation of midterm exams and the credit system, which replaced the role of

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a traditional course structure based on the number of topics (Hayward, 2017; Babury and Hayward, 2013). More specifically, in the conventional system, the importance of final grades for each topic was the same regardless of how many hours a subject was taught each week. However, the curricula currently employed in higher education institutions require teachers to use both formative and summative assessments. The curriculum suggests formative evaluation methods worth 40%, which include a midterm exam worth 20%, the writing and presentation of a brief term paper (10%), and attendance and participation in class (10%). Regarding summative evaluation, the curriculum suggests a final assessment worth sixty percent. Furthermore, with a comparative ratio of 60: 40, the distribution, as mentioned earlier, of grades shows that the summative evaluation is of greater significance than the formative assessment. Additionally, the policy of Afghan higher education specifies that midterm exams have to contain at least ten items and final exams must have between 30 and 40 questions (MoHE, 2018). At the micro level, the policy suggests using both closed- and open-ended questions, with a value of 3-5 points for analytical and descriptive items and 1 point for multiple-choice questions (MoHE, 2018).

Moreover, there are several studies conducted about the effectiveness of summative and formative assessments on international stage. For example, according to Black & William (2005), educators and policymakers have shifted away from a summative assessment of learning to a formative assessment of learning in numerous countries worldwide. When it comes to Afghan context, an attention is paid to the recently updated assessment policy for higher education in Afghanistan. In other words, there is a progressive shift from traditional assessment methods toward assessments as effective learning tools. Basheer and Naeem also raise the same point. They (2015) stated that effective assessment had kept its dominance in the Afghan higher educational sector. However, Although the MoHE curriculum model being adopted has determined assessment methods, tools, and approaches, many university teachers in

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higher education institutions of Afghanistan continue to use the conventional evaluation system (Darmal, 2009).

1.1.Theoritical Framework:

The theoretical framework of the study takes into account the numerous assessment strategies advised in the curriculum of higher education in order to investigate instructors' perspectives of classroom assessment based on their training and experience (Darmal, 2009; Somaiya, 2011; Basheer & Naeem, 2015). To be more precise, university instructors must apply a variety of classroom assessments to improve the teaching and learning process in accordance with MOHE's educational policy (MOHE, 2011). The study's theoretical framework also consider a various evoluation techniques, so faculty members must use them in their educational settings to accurately gauge students' growth (Darmal, 2009; Somaiya, 2011; Basheer & Naeem, 2015). In addition, one of the widely used form of assessment is formative assessment which provides feedback to students based on their performance (Wiliam & Thompson, 2008). The second form of assessment is summative which is known as learning assessment, is frequently used "in deciding, collecting and making judgments about evidence relating to the goals of learning" (Harlen, 2006, p. 103). When it comes to Afghan context, there is not sufficient literature discussing assessment with its all form in higher educaton. Therefore, this study explores the perceptions of Afghan teachers about classroom assessments based on their educational qualifications and experiences.

1.2. **Study Variables**

In this study, there are three variables. Two are independent variables (Experience and Qualification), and the other is dependent variables (classroom assessment).

1.3. **Hypothesis of the Study**

The purpose of the study is to investigate the validity of the null hypothesis, which states that, at $P = 0.05$, "There is no statistically significant difference in the experience and qualification on teachers' perception about classroom assessment" at Sheikh Zayed University in Khost, Afghanistan.

2. **Literature Review**

2.1. **Assessment and its Types**

According to Tuttle (2009), evaluation is the process of providing feedback that advances and broadens students' learning. Similar to this, Heaton (1975) and Phye (1997) claim that assessment is a structured procedure that involves determining the degree to which university students have advanced and accomplished their learning purposes. Assessment, according to Linn and Miller (2005), is a systematic process for acquiring information regarding students' development toward learning objectives. Assessment is primarily used to determine accountability, but it considers much more than just whether a student passes or fails. According to (Goodrum et al., 2001), the purposes of assessment are enhancing learning, increase the level of confidence and self-esteem of students, offering various feedback to students on time and building on expertise in evaluation. They contend that when there is a connection between instruction, assessment, and results, then effective learning takes place. Moreover, the assessment process is essential to the learning process because of its close connection with both the act and outcom of teaching. Additionally, the two various types of assessments, formative and summative, are taken into account when determining the

outcomes for learners. The major goals of an assessment, according to Scriven (1967), are to measure students' progress. Particularly, summative assessment occurs at the end of a course which is controlled and limited by the administration's choice. It measures students' accomplishments and assigns them a score rather than providing feedback. It involves grades and reflects the students' academic development as well as the efficiency of a certain approach to instruction in a particular course. On the other hand, formative assessment occurs within the instructional process. According to Garrison & Ehringhaus (2007), its main goal is to deliver the knowledge required to modify teaching and learning. In other words, When adjustments are being made, a formative assessment is utilized to let teachers and students know how effectively a student is learning of what she/he is studying. Also, formative evaluation is conducted during learning and one of its form is the classroom assessment system, as described by (Wiliam & Thompson, 2008). The classroom assessment structure clearly defines what is evaluated and how it is examined together with what is valued and what students are learning. According to (Black & Wiliam, 2005), considerable learning enhancements are possible when formative assessment is applied in a classroom to assist students in their education. It is also important to mention that when it comes to classroom assessment, teachers' perception and belief are also crucial to be taken into consideration.

2.2. Teachers' Perceptions toward Assessment :

The significance of instructors' perception of measurement as a crucial component of likely success was emphasized by Bliem and Davinroy (1997). Teachers' perceptions and expertise about measuring and its relationship to instruction play a significant role

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in how precisely they adopt new forms of assessment and how successfully the reform is implemented. Similarly, in (2017), a study was conducted in Tunisia by Qunis investigating secondary school teachers' perception of classroom assessment. The author claimed that teachers had very favorable opinions on assessment and they placed a high weight on assessment's ability to motivate students. He further asserted that despite some implementation issues, teachers emphasized oral assessment as a valuable tool for fostering learning. It is to be revealed that there was only a little amount of study done on faculty members' and undergraduate students' perspectives and experiences in Afghanistan. For example, Darmal (2009) and Noori et al. (2017) looked into university professors' assessment techniques in the Afghan context, however the breadth of these studies was restricted.

2.3.Teachers' Qualification and Experience

In the field of higher education, qualifications and teaching experiences of teachers also matter when students are being assessed during or at the end of a course. Therefore, the study of Bolarinwa and Kolawole (2020) was conducted on such issue as they explored through how instructors' educational backgrounds and teaching experiences impacted students' academic performance in public secondary schools in Ekiti State, Nigeria. The purpose of the study was to ascertain the relationships between students' academic performance with teachers' teaching experiences, education, and qualifications. For the study, descriptive research design was used and it was found that there was a substantial correlation between teachers' educational qualifications and teaching related experience with students' academic achievements. The study's results also indicated that teaching expertise and educational qualification influenced student academic performance.

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Further, Gold Haber and Brewer (2007) highlighted that one of the elements that can improve students' academic progress in a classroom is having qualified teachers. Also, McGowen (2007) pointed out that students' academic achievements were influenced by teachers' qualifications. This suggests that the low level of educational qualification of teachers can affect students' academic achievements. Similarly, according to Mourshed et al. (2010), teachers with limited educational qualifications had low teaching capacity. The findings of above study indicate that teachers with limited qualification may cause students to perform poorly. A study by Thuranira (2010) yielded the same conclusion She stated that teaching experience enhanced student performance and forged bonds between students and teachers. Wandera, Imonje and Akala (2019) also reported in a similar manner that classroom activities and student performance were significantly influenced by teachers' experiences.

However, According to certain published studies, in some cases, experiences of teachers do not have any impact on students' performance. A study by Obonyo, Chen, and Maina (2018) supports the aforementioned statement. In Kenyan public secondary schools, they investigated the relationship between students' achievements and science teachers' advanced degrees and their teaching experience. A total sample of 450 students and 120 science teachers in grade 12 were selected from the county's 40 public secondary schools. The study showed no significant differences between teachers' qualifications and students' achievements. In another study conducted by Harris & Saass (2007), Papay & Kraft (2007), and Beyd et al. (2008). it was discovered that students who were taught by less experienced teachers performed poorly than those who were instructed by experienced teachers. It was also discovered that in some situations, teachers who had teaching experience of more than 25 years were not as effective as less experienced teachers.

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Lastly, after reviewing the literature relevant to teachers' perception towards classroom assessment, we reach the conclusion that there has not been any study conducted in the aforementioned area. Therefore, this study will be a great contribution to classroom assessments at Afghan context with realizing the fact that there is a desperate need for more rich literature about teachers' perspectives on classroom assessment. Hence, this study explores and compares teachers' views on classroom assessment based on their experiences and educational qualifications.

3. Methodology

The descriptive-quantitative approach was used in the survey form design. The study encompasses the entire academic staff population at Sheikh Zayed University, Khost, Afghanistan. To reach a high level of validity and reliability, this study's sample comprises 107 Staff members selected by simple random sampling method and the study relied heavily on a validated questionnaire to collect data the participants. According to how instructors evaluate students' development, seventeen items were placed in the questionnaire. To better represent the diversity of reactions from the participants, the statements were separated into positive and negative categories. Finally, a scale was utilised to provide a score between 1 (Always), 2 (Occasionally), and 3 (Never) for each item's statement based on the frequency of classroom assessments, as shown in **Table 1**.

S. no.	Items
1.	How many years of experience do you have?
2.	What is your qualification?
3.	I conducted a classroom evaluation that focused mostly on students' capacities.
4.	I had difficulty establishing the proper evaluation methodologies for the specified skills.
5.	I have my students actively participate in the evaluation process

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6.	The proficiency of my students is evaluated using a predetermined structure and set of criteria.
7.	The written examination is the most prevalent method utilized in CA.
8.	I use a performance approach to evaluate students' speaking proficiency.
9.	I provide written comments and corrections on student work.
10.	The lesson plan predetermined the whole grading process at the beginning of the semester.
11.	I chose the variety of exams that would be offered to the class.
12.	Students are given a chance to revise their work and raise their grades.
13.	Students are encouraged to evaluate their own and their peers' progress.
14.	To test everyone's knowledge, I provide a quiz after every session.
15.	I provide students with a thorough explanation of the criteria and evaluation methods.
16.	The portfolio is one of the tools I use to evaluate student progress in the classroom.
17.	Assessment results, including any necessary comments or corrections, were sent to students withi days.

3.1.Validity of the tools

A pilot study with a sample size 107 was carried out to validate the survey using exploratory factor analysis. The items' inspiration and pride validity coefficients were found below the specified limit (.406). Factor loading for all remaining items was ≥0.50 (0.50 to 0.81), indicating that these items are suitable for measuring teachers' perceptions about classroom assessment, as shown in **Table (2)**.

Table (2) Factor analysis of teachers' perception about classroom assessment

S.no	Items	Extraction
1.	VAR00001	.679
2.	VAR00002	.813

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3.	VAR00003	.542
4.	VAR00004	.672
5.	VAR00005	.545
6.	VAR00006	.763
7.	VAR00007	.836
8.	VAR00008	.522
9.	VAR00009	.786
10.	VAR00010	.722
11.	VAR00011	.406
12.	VAR00012	.789
13.	VAR00013	.526
14.	VAR00014	.606
15.	VAR00015	.655
16.	VAR00016	.644
17.	VAR00017	.635

3.2. Reliability of the tools

The internal consistency of the questionnaire sub-scales was computed using Cronbach's Alpha

formula as shown in **Table 3**. The results showed reliability with a value of 0.830, which meant

that the questionnaire was appropriate for conducting this study

Table (3) Reliability statistics

Cronbach's Alpha	N of Items
.617	17

3.3. Statistical analysis

The reliability and validity of the theoretical constructs in the questionnaire were determined

using Cronbach's alpha coefficients. To assess the construct's validity, a factor analysis was also

used. A T-test and Pearson correlation were applied to the data for the correlation study.

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Section A-Research paper

4. Findings of the study

The findings of this research resulted from the data collected by the questionnaires on the empirical investigation of the classroom assessment as a predictor of experiences and qualifications of Afghan teachers at Sheikh Zayed University, khost, Afghanistan.

4.1. Quantitative Analysis

The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy for factor analysis of the determined scales was within acceptable limits. Bartlett's test P-value below 0.05 indicates a substantial correlation in the data, **Table 4**.

Table (4): KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		**.687**
Bartlett's Test of Sphericity	Approx. Chi-Square	482.508
	df	136
	Sig.	.000

*df = Degree of freedom

4.2. Correlation Analysis

A correlcaton analysis was carried out to examine the association between qualification and experience, and classroom assessment, as shown in **Tables 5** & **6**.

Table (5): Spearman's correlation b/w experience and classroom assessment

			Experience	Classroom Assessment
Spearman's rho	Experience	Correlation Coefficient	1.000	-.046
		Sig. (2-tailed)	.	.637
		N	107	107
	Classroom Assessment	Correlation Coefficient	-.046	1.000
		Sig. (2-tailed)	.637*	.
		N	107	107

The above findings suggested a statistically significant moderate correlation between teachers' experiences and their perceptions of classroom assessment since the correlation is 0.637*. In

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other words, a correlation value of 0.637 between experience and classroom evaluation denotes a somewhat positive association, with a stronger link being indicated by a correlation coefficient that is closer to +1. Furthermore, Previous studies implied that teachers' expertise with assessment methods substantially affect how well these methods are used in the classroom (Dada & Yusuf, 2016; Nedellec, 2015).

Table (5): Spearman's correlation b/w education and classroom assessment

			Qualification	Classroom Assessment
Spearman's rho	Qualification	Correlation Coefficient	1.000	-.133
		Sig. (2-tailed)	.	.172
		N	107	107
	Classroom Assessment	Correlation Coefficient	-.133	1.000
		Sig. (2-tailed)	.172*	.
		N	107	107

As shown in above table, it has been indicated that there is a statistically weak correlation between the qualifications and perceptions of teachers about classroom assessment since the correlation is 0.172* According to previous studies, teachers' qualification significantly impacts students' performance (Dada & Yusuf, 2016).

4.3.Paired T-test

Table (6): Paired T-test between experience and classroom assessment

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Classroom Assessment	30.016	106	.000	1.234	1.15	1.32
Experience	53.385	106	.000	4.654	4.48	4.83

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The above table shows that there was a highly significant difference between teachers' experiences and classroom assessment since the p≤0.05. As result, we failed to accept the null hypothesis.

Table (7): Paired T-test between qualification and classroom assessment

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Qualification	15.173	106	.000	.953	.83	1.08
Classroom Assessment	30.016	106	.000	1.234	1.15	1.32

The Table above shows a statistically significant differences between teachers' qualifications and classroom assessment; since the p≤0.05. Finally, Based on the above findings, the null hypothesis is rejected

5. Discussion and Conclusion

This research aims to investigate Afghan teachers' perception of classroom assessment based on their teaching experiences and educational qualifications. The analysis of the study included Spearman's correlation and paired t-test. Spearman's correlation analysis between experience and classroom assessment revealed a statistically moderate correlation with a correlation coefficient of 0.637. This suggests that there is a positive relationship between teachers' experience and their perception of classroom assessment. These findings are consistent with previous studies conducted by Thuranira (2010), Wandera, Imonje, and Akala (2019), Boyed et al. (2008), Papay & Kraft (2007), Harris & Saass (2007), which emphasized the strong influence of teaching experience on students' performance. Additionally, the paired t-test between experience and classroom assessment indicated highly significant differences, as the p-value was less than or equal to 0.05. Therefore, the null hypothesis that

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there are no statistically significant differences in the experiences of teachers and their perceptions of classroom assessment has been rejected.

Regarding the correlation between the qualifications and teachers' perceptions of classroom assessment, Spearman's correlation analysis yielded a statistically significant weak correlation with a correlation coefficient 0.172. Furthermore, the paired t-test between qualifications and perceptions about classroom assessment revealed a p-value of 0.000, indicating a statistically significant difference between teachers' perceptions and their qualifications. Therefore, the statistical analysis presents insufficient evidence to accept the null hypothesis, and it indicates no significant differences in the effect of experience and qualification on teachers' perception of classroom assessment.

These findings align with a study conducted by Bolarinwa and Kolawole (2020) in Ekiti State, Nigeria, which found a significant relationship between students' academic performance and teachers' educational qualifications and teaching experiences. Similarly, Casian M. et al. (2021) highlighted the positive impact of higher teachers' qualifications on students' academic performance. However, the results contradict the findings of a study conducted by Filgona and Sakiyo (2020) in Adamawa State, which found no predictive relationship between students' performances and teachers' qualifications.

In conclusion, this study reveals that teachers' experiences positively correlate with their perceptions of classroom assessment, while the correlation between qualifications and perceptions is weak. Furthermore, this study indicates statistically significant differences in teachers' perceptions based on their experience and qualification. These findings contribute to understand factors influencing teachers' perception of classroom assessment and can inform educational policies and professional development programs. Also, these findings have implications for teacher training and professional development projects aiming to deepen teachers' understanding and implementation of effective classroom assessment practices.

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