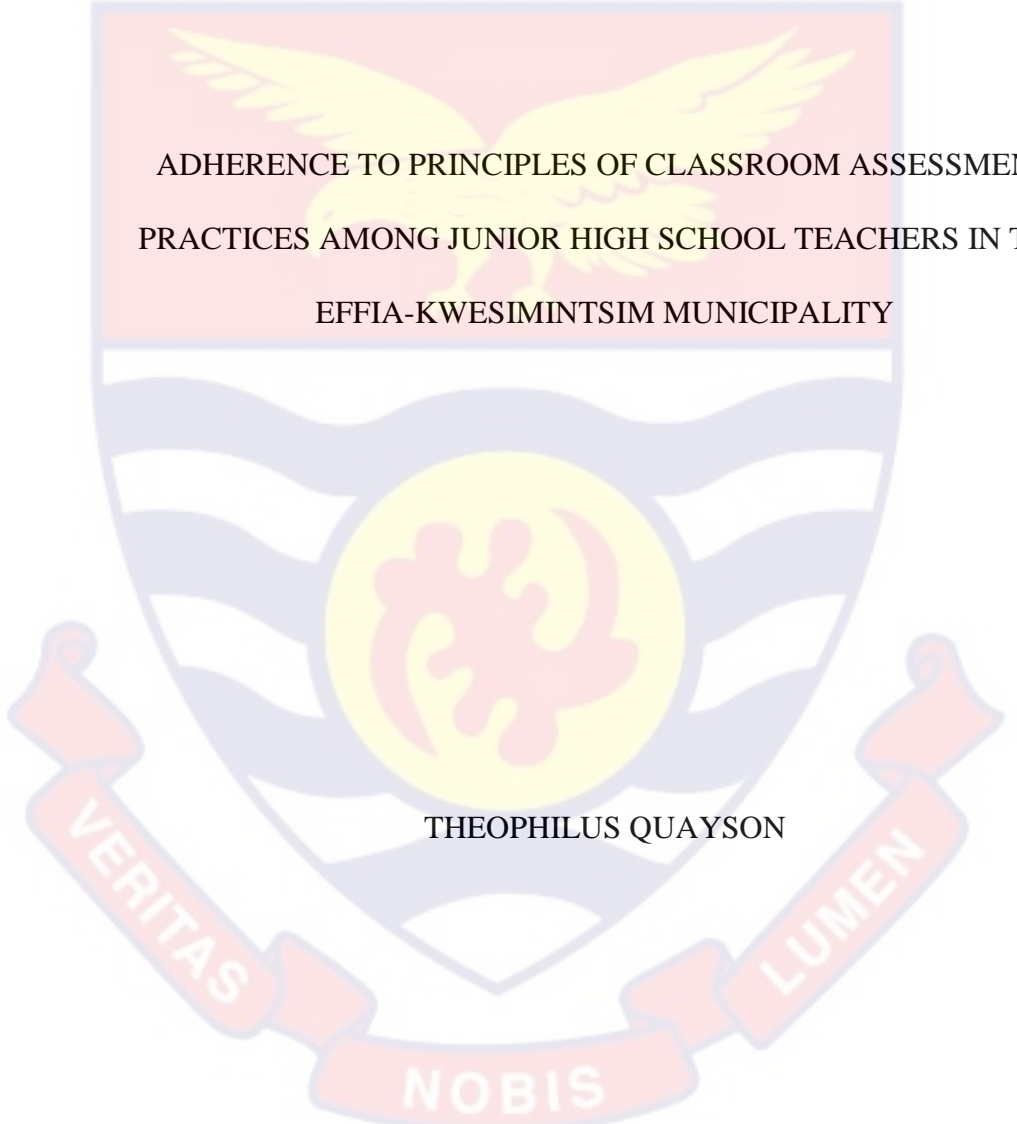UNIVERSITY OF CAPE COAST

ADHERENCE TO PRINCIPLES OF CLASSROOM ASSESSMENT

PRACTICES AMONG JUNIOR HIGH SCHOOL TEACHERS IN THE

EFFIA-KWESIMINTSIM MUNICIPALITY

THEOPHILUS QUAYSON

2023

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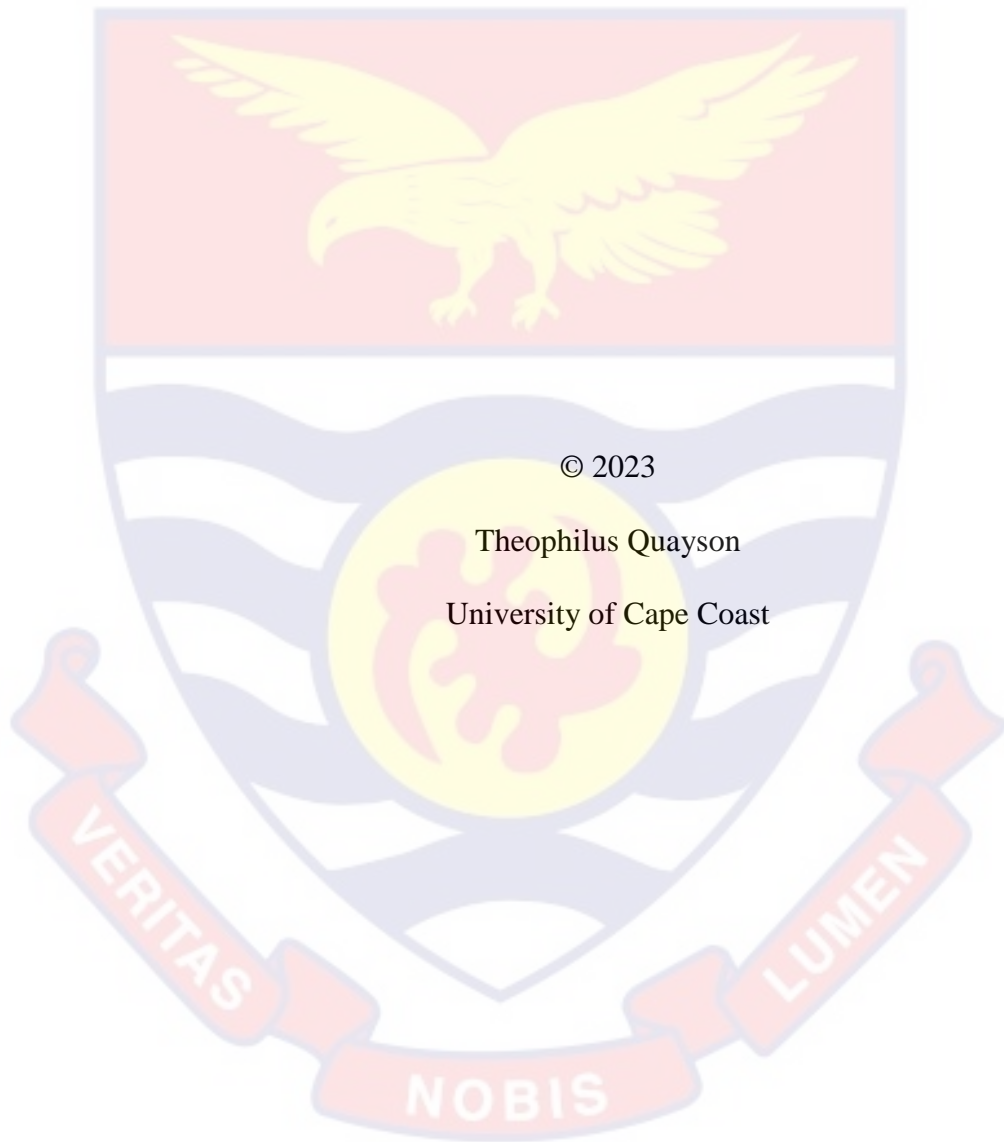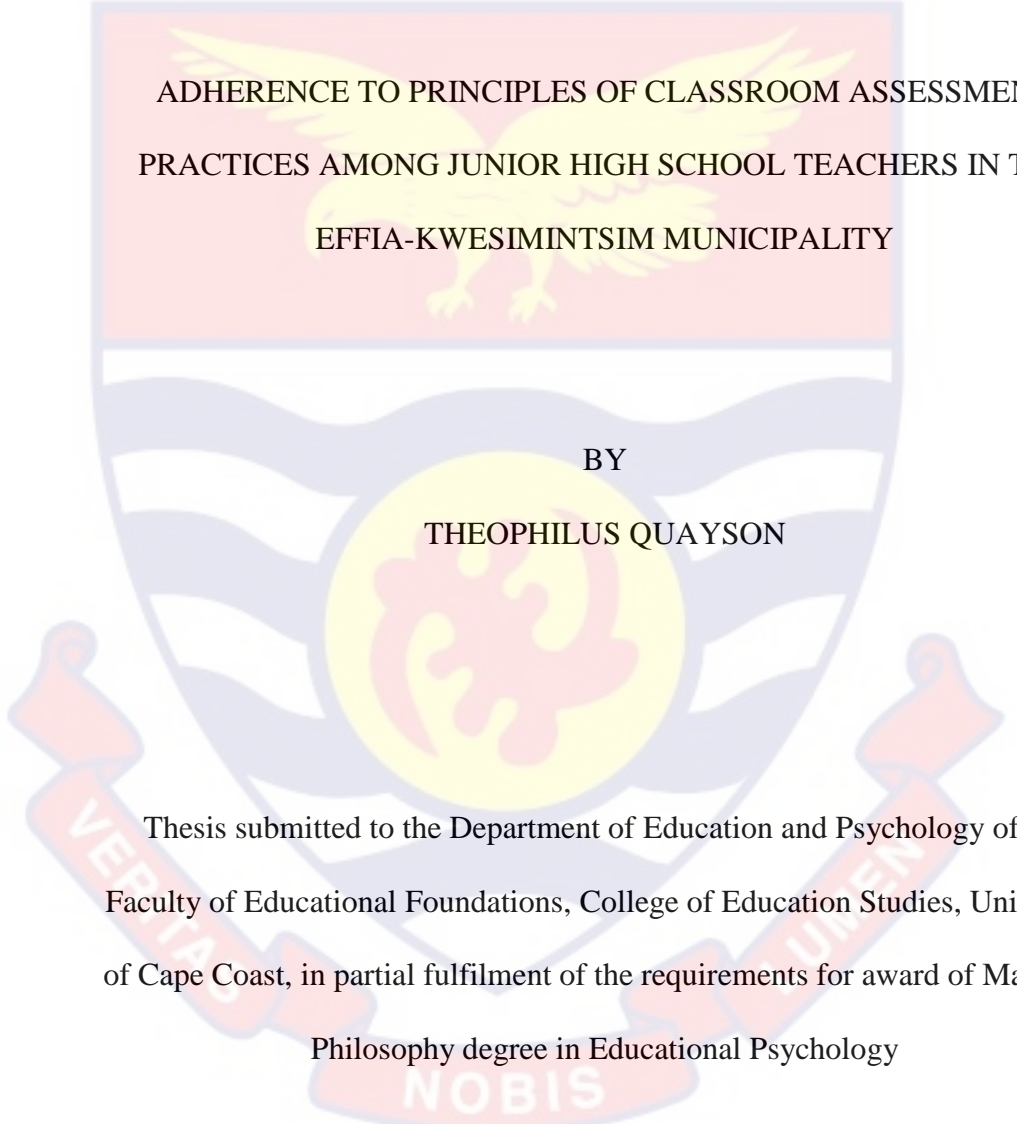
University of Cape Coast

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PRACTICES AMONG JUNIOR HIGH SCHOOL TEACHERS IN THE

EFFIA-KWESIMINTSIM MUNICIPALITY

BY

THEOPHILUS QUAYSON

Thesis submitted to the Department of Education and Psychology of the

Faculty of Educational Foundations, College of Education Studies, University

of Cape Coast, in partial fulfilment of the requirements for award of Master of

Philosophy degree in Educational Psychology

JUNE 2023

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature…………….……………….   Date…….……………….

Name: ……………………………………………………………………….

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines of supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature………….………….   Date…….……………….

Name: …………………………………………….……………….

ABSTRACT

The study was to examine adherence to principles of classroom assessment practices among junior high school teachers in the Effia-Kwesimintsim municipality. The study employed a quantitative descriptive survey design. A sample size of 219 was used for the study. The 42-item questionnaire on teacher self-perceived assessment technique was used as the main instrument for data collection. Percentages and frequencies were used to answer research questions 1, 2, 3 and 4. Regression and independent samples t-test were used to test hypothesis 1 and 2 respectively. In relation to the principles of assessment practices, the findings of the study revealed that teachers 58.4% used a test specification table, 88.6% thought about the test's objectives before creating test items, 64.8% ensured good seating arrangements to prevent students from copying from each other, and 53.9% informed students in advance about the contents of tests, 71.6% scored essay tests item by item whiles 77.2 were not influenced by scores that were marked first. Teaching experience, academic qualification and age did not predict the assessment practices used by the teachers. The findings of the study did not show a statistically significant difference between the assessment practices of male and female teachers. It was recommended that headmasters in conjunction with the Ghana Education Service should organise periodic assessment training programmes for teachers.

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I am also grateful to my loving parents Very Rev. Thomas Paapa Quayson and Mrs. Eunice Esi Quayson for their generous financial contribution towards my research work. Moreover, to my supportive course mates, am grateful.
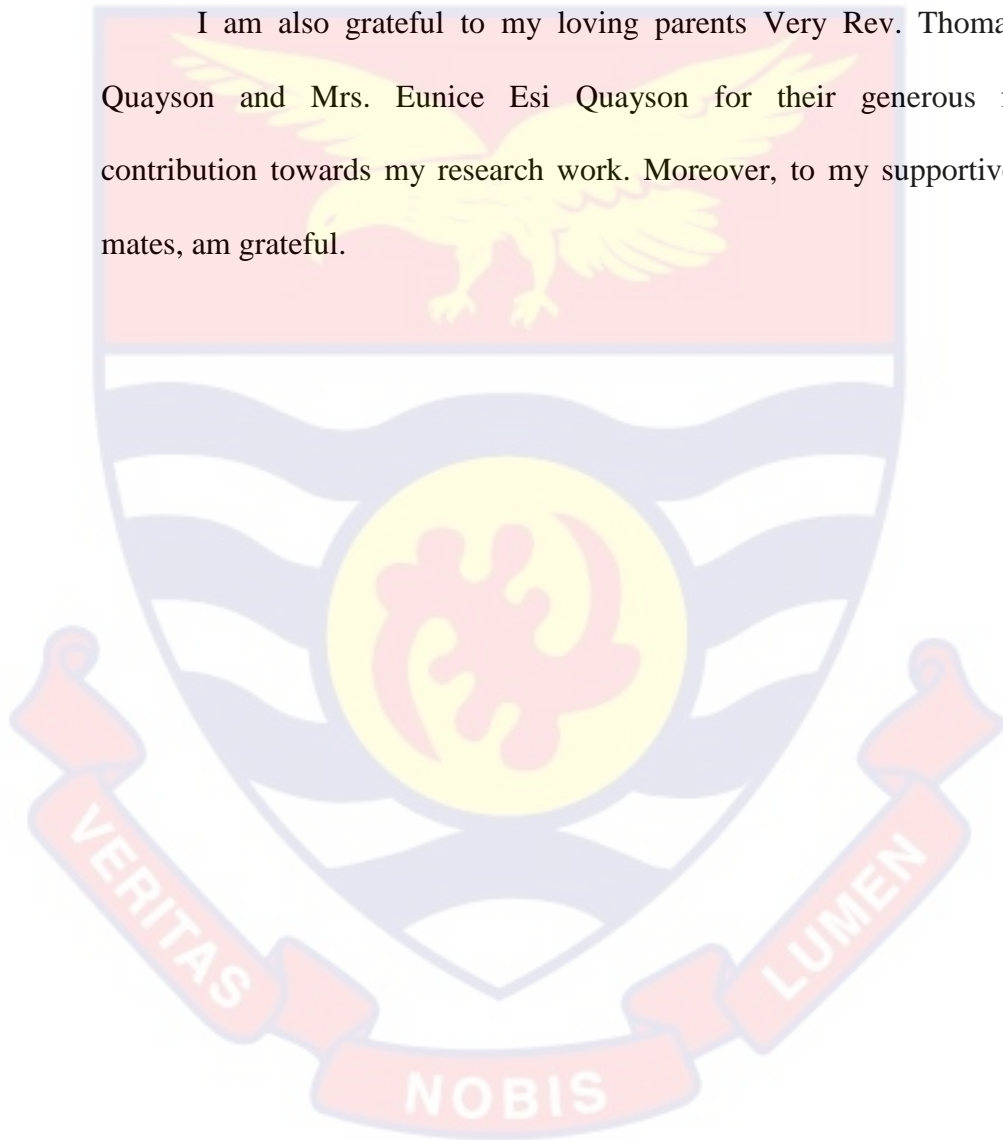
DEDICATION

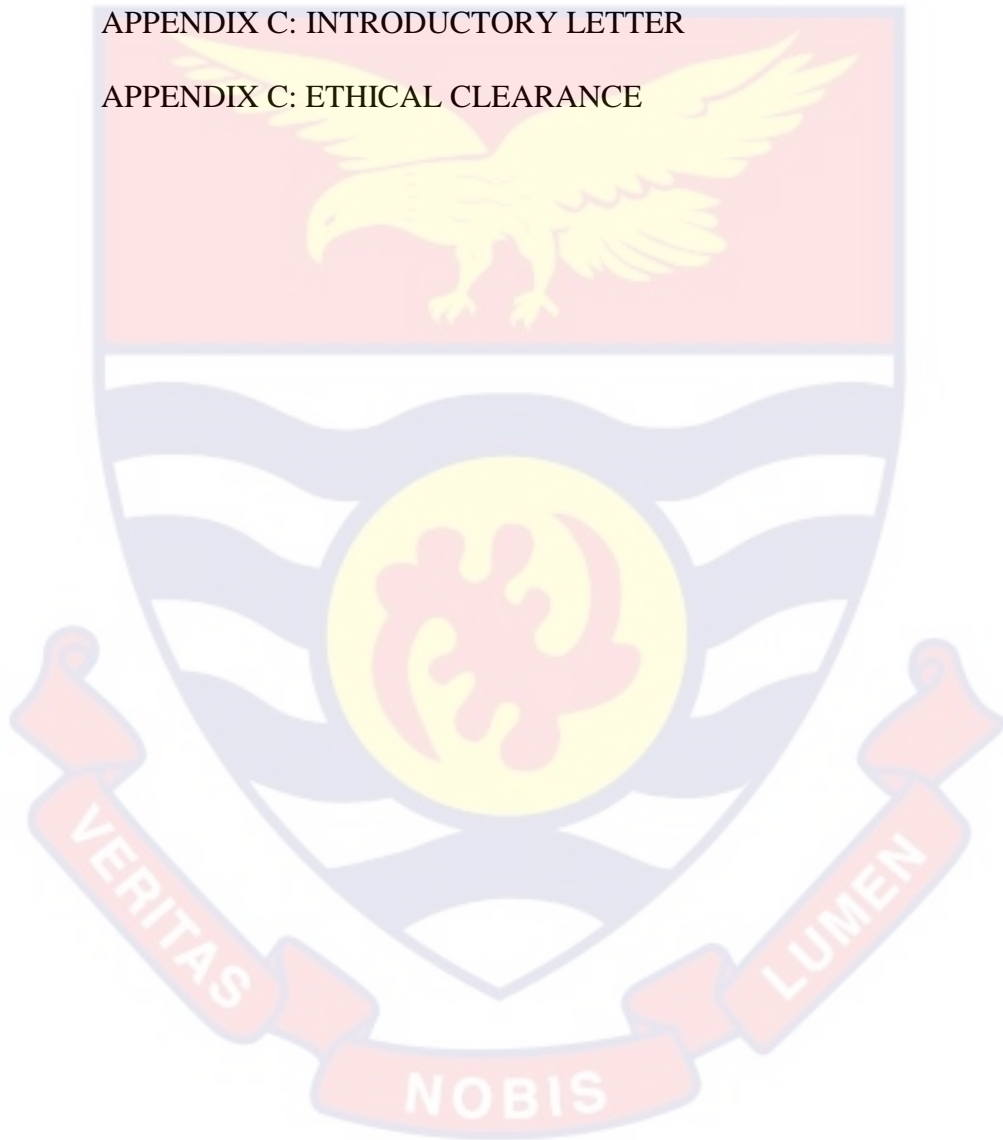To my wife Mrs. Bernice Nyameke Amoah Quayson.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Assessment of students globally is seen as a crucial component during teaching and learning (Harlen & Crick, 2003). Using various classroom assessment procedures and processes, student accomplishment outcomes are measured. The varied classroom assessment practices take into consideration different ability groups, intelligence levels, the rate of assimilation and generally the previous relevant knowledge of learners. Creating, distributing, marking, grading, interpreting, discussing, and applying assessment outcomes in decision-making are just a few of the activities that make up classroom assessment. Teachers can use assessment data to assess the efficacy of their teaching methods. Making informed choices about instruction and curriculum based on evaluation feedback is indispensable to ensure studies are worthwhile.

The fact that school assessment is an international activity that has piqued the interest of various scholars must be stressed. For instance, Black and Wiliam (1998) concluded in a synthesis of over 250 studies that, improved knowledge is acquired when teachers make use of data from achievement tests to determine the abilities and dispositions of their students and incorporate that information into lesson planning. Conducting classroom assessments aim to gather details relating to learners' academic performance and growth (Gronlund & Waugh, 2009; McMillan, 2008; Popham, 2008).

Research data once more demonstrates that lesson evaluation is a necessary component of effective instruction and learning (Gronlund &

Waugh, 2009). Crook (1998) evaluated how children were affected by classroom assessment methods and discovered that the approach greatly influenced instruction and how performance may be improved. Through careful method selection, teachers can identify obstacles that students have in reaching targeted learning outcomes and develop the necessary corrective actions to address them. Practically students differ academically which require teachers to employ varied assessment techniques in assessing them to have results which are representative enough. Classroom assessment represents the comprehensive process of collecting relevant data to evaluate the status of the implemented curriculum. It serves as the endpoint for all activities and steps aimed at understanding and managing the pace of instruction, as well as refining pedagogical approaches within the educational setting. In essence, it is the conclusive stage where information is gathered to guide the control and ongoing development of the curriculum.

Student involvement in learning is influenced by the periodicity of assessments (Shirvani, 2009). According to Marcell's (2008) research, increasing the frequency of testing encourages student participation in answering questions and thinking about the study material. According to some experts, regular assessment encourages participation in classes since it tracks progress of learners with prompt feedback (Haigh, 2007; Leeming, 2002). Moreover, regular assessment provides practical information to teachers on their efficacy of their teaching method and the need to make variations to improve students' performance. Additionally, it is known that regular assessment improves future retention of material learned (Roediger & Karpicke, 2006). Wolf (2007) argued that because retention of material is an

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important component of mastery learning, frequent testing can be inferred to contribute to mastery learning.

Assessment practices, in general, must be appropriate to produce appropriate results. Tanner and Jones (2007) contended that the initial objective of an evaluation and the target audience for the findings will always affect how effective the assessment technique is. As a result, teachers must constantly reflect on the need to measure the performance of their students. Assessment is classified according to its purposes (Broadfoot, Winter, & Weeden 2000). Broadfoot, et al., (2000) further explained that assessment describes the uses of data collected from tests rather than the forms of assessments themselves. Alternatively, aspects of assessment need to be appropriate for the task for which it is being used.

Assessment principles serve as fundamental guidelines that shape the design, implementation, and interpretation of assessments across various educational and professional contexts (Siddiqi, 2014). Thus, the principles serve as a guide in assessment practices. These principles provide a framework for understanding the purpose and significance of assessments while guiding educators, institutions, and organizations in fostering fair, valid, and meaningful assessment practices.

Assessment principles provide a tool for facilitators to reflect on teaching methods, fostering a clear understanding of assessment purposes. Also, the use of assessment practices across schools provides a platform to organize standardize exams and makes it possible to compare academic performance among schools. Teachers utilize assessment to gauge students' existing abilities, and the process is transparent in expressing the goals of

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learning activities for both teachers and learners (Siddiqi, 2014). Feedback is a crucial element, motivating students and emphasizing that mistakes are integral to the learning process (Siddiqi, 2014). This approach encourages deeper learning as teachers employ tasks assessing performance. Importantly, assessment is viewed as an integral part of the teaching-learning process rather than an isolated activity. The feedback provided is geared towards achieving standards, steering away from peer comparisons and promoting student responsibility for their own learning. Assessment strategies encompass self-assessment and peer assessment, focusing on guiding learners toward their next steps for continuous improvement, and ensuring inclusivity for all learners (Siddiqi, 2014).

Undoubtedly, several research have revealed that teachers experience difficulties in measuring the regular performance of students. Broadfoot, Winter, and Weeden (2000) conceded that teachers face difficulties when developing formative assessments. The first being educators struggle to define formative assessment for themselves. Additionally, they were unable to identify the needed adjustments to the assessment approach to motivate students to study effectively, be conscious of how they were performing and decide on the way forward.

Furthermore, Broadfoot et al. (2000) identified teachers' time commitment to continuous assessment as another issue. Additionally, they contended that implementing regular and continuous assessment in the classroom would likely deprive teachers' adequate time to teach. Likewise, teachers need to spend more time grading papers and giving students feedback.

Another challenge for teachers is formatively collecting and interpreting data (Tanner & Jones, 2007). According to Tanner and Jones, any assessment can be formative if it is used to identify how performance can be improved rather than simply categorizing a child as an 'A' or 'F.' student. When the information gathered is applied to the teaching or learning processes by the teacher or the student, formative assessment takes place. They suggested that teachers internalize the purpose of classroom evaluation and avoid seeing it as a threat to teaching to resolve the issue. They should also regard assessment to be a crucial component of instruction. Teachers must refrain from using assessments solely to rank students (Heritage et al., 2009).

In a nationwide study in America, pre-service teaching in testing and assessment had been given to only about fifty percent of the teachers (Ward, 1980). As focus is placed more heavily on learners' achievement and performance of teachers, assessment is becoming more and more crucial to all educators. Tutors must consequently possess both subject matter expertise and the capacity to evaluate students' learning. Effective teaching and learning would increase with a concentrated effort to apply appropriate measurement and assessment procedures.

Classroom assessment is an important feature in Ghana's educational structure. In Ghanaian schools, tests conducted during lesson delivery are usually utilised as a primary tool for assessing students' performance. (Asamoah-Gyimah, 2002). As a result, in the educational process, assessment procedures and outcomes are crucial to Ghanaian educators and others interested in the development of students to make judgments. A learner's assessment is required for facilitators to define the type and scope of students'

academics on how well teaching goals and targets have been reached and what still needs addressing. (Tamakloe, Atta, & Amedahe, 1996).

Research has shown that a significant contributing factor to the declining standards of education was the competence of teachers as a teacher characteristic in Ghana (Hanushek, Kain, O'Brien & Rivkin, 2005). Also, according to surveys, accomplishment difference between children with more experienced teachers and those with less experienced teachers increased every year. (Haycock, 1998). This suggests that education from highly skilled and experienced teachers contributed greatest to improvements in student achievement. While professional qualifications and the number of years of expertise in teaching have traditionally served as predictors of the characteristics of the teaching profession, research has indicated that student academic success gains were not absolutely predicted by instructors' highest degrees (Hanushek, Kain, O'Brien & Rivkin, 2005).

However, it appeared that the qualities of teachers, particularly the years of teaching experience, provided challenges in projecting such benefits (Hanushek, Kain, O'Brien & Rivkin, 2005, 2005). Beginning instructors often performed worse than teachers with more years of expertise, with recently posted teachers usually performing the worst. (Hanushek, Kain, O'Brien & Rivkin, 2005, 2005). According to research, newly posted facilitators (students reading education at various universities) improve quality of teaching significantly in their first year and then less significantly throughout the course of their subsequent several working career (Hanushek, Kain, O'Brien & Rivkin, 2005).

It is challenging to determine if there is an observable disparity between more experienced facilitators, for instance between those with 7–10 years of teaching experience, because a standardised correlation between learners' performance and expertise in instruction after few years of teaching is lacking (Hanushek, Kain, O'Brien & Rivkin, 2005). Again, regardless of their expertise in measurement and evaluation, instructors at all academic levels, from elementary to university, develop, administer, and score classroom accomplishment tests.

The effects of decisions made primarily with students in mind extend well beyond the student. Because results are always achieved through examinations, even in private institutions, policymakers have overlooked educating and preparing teachers in the design, organisation, and scoring of tests.

In Ghanaian schools, not every instructor has garnered formal education in assessment methodology (Akyeampong, 1997). With little to no training in measurement and assessment, it is unknown how teachers at Ghanaian basic schools are handling the testing processes, specifically the design, administration, scoring, and grading of classroom or teacher-made examinations in the classroom. As well as the adherence to principles of classroom assessment practices among junior high school teachers hence the focus of this current research.

Statement of the Problem

Assessment in Ghanaian Junior High Schools (JHS) is predicated on the supposition that instructors have finished an academic programme in testing. This presumption assumes that basic school teachers design, conduct

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and score tests that are created in the classroom or by teachers using fundamental assessment principles in measurement and evaluation (Oduro, 2015). The assumption may not always be true. Unfortunately, the task of test construction has been identified as a significant cause of anxiety, particularly for teachers with limited years of experience in the field (Ebinye, 2001). Ebinye (2001) attributes this anxiety primarily to the insufficient test construction skills possessed by these teachers. Additionally, Hamafyelto (2015) contended that the practice of test construction among teachers is not encouraging. This suggests that teachers may unintentionally gather inaccurate information about student learning.

Moreover, Amedahe (2000) emphasizes that teacher-created examinations may be influenced by numerous factors, such as class size, the assessment policy in a specific institution, and the training received in assessment methodologies. The likelihood of a teacher's characteristics influencing their assessment of students in Junior High schools raises an unanswered question. Unfortunately, information addressing which teacher characteristics predict the assessment methods they employ was not readily available. As such, this study intended to fill out this gap with regards to knowledge on the teacher characteristics influencing assessment practices.

Also, Anhwere (2009) posits that secondary school teachers and tutors from teacher training colleges lacked proficiency in assessment and testing procedures. As an illustration, a survey carried out by Amoako, Asamoah and Bortey (2019) in Cape Coast Metropolis indicated that high school mathematics teachers possess limited understanding of continually assessing students. Additionally, Bekoe, Eshun, and Bordoh (2013) investigated

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continuous assessment practices commonly employed by social studies teachers in colleges of education. Their research identified that student to student assessment is the most commonly utilized formative assessment. There is little information nonetheless available about the correlation between Junior High School classroom assessment practices and teacher characteristics.

Furthermore, Western-trained teachers had been the subjects of most studies on teacher traits and assessment techniques. For example, Alkharusi (2011a) studied teachers' self-perceived assessment abilities according to sex, curriculum, academic rank, expertise, and evaluation training in the Sultanate of Oman. Alkharusi discovered significant variations in instructors' self-perceived assessment abilities according to males and females, instruction, rank, and professional training.

Alkharusi (2011) contends that previous studies on assessment techniques have predominantly prioritized the assessment abilities perceived by teachers themselves. This emphasis on teachers' self-perceived evaluation skills has led to a gap in the literature, where earlier research has failed to thoroughly examine the actual assessment practices employed by teachers. In other words, the prevailing focus on teachers' subjective assessments of their own abilities may not necessarily reflect the reality of their day-to-day practices in evaluating students. Alkharusi's perspective underscores the need for a more comprehensive approach that delves into the tangible assessment methods employed by teachers, providing a more accurate and nuanced understanding of their assessment practices in educational settings.

The existing literature reveals several critical gaps that necessitate a new study on assessment practices in Ghanaian Junior High Schools (JHS).

These gaps include the presumption of teacher proficiency in assessment without adequate training leading to anxiety among teachers in test construction, administration, scoring and grading due to insufficient skills, a lack of information on teachers adherence to assessment principles, a predominant focus on Western-trained teachers with limited attention to local contexts like the Effia-Kwesimintsim Municipality, an overemphasis on teachers' self-perceived abilities rather than their actual assessment practices, and a dearth of research specifically addressing JHSs. These gaps collectively emphasize the need for a comprehensive investigation to better understand and address the challenges and practices associated with assessment in the local educational context, particularly at the JHS level. This current study therefore was undertaken to investigate adherence to principles of classroom assessment practices among Junior High School teachers in the Effia-Kwesimintsim municipality.

Purpose of the Study

The purpose of the study was to investigate adherence to principles of classroom assessment practices among JHS teachers in the Effia-Kwesimintsim Municipality.

Research Objectives

The research specifically sought to examine the;

1. principles that guided test item construction among JHS teachers in the Effia-Kwesimintsim Municipality.

2. principles that guided test administration among JHS teachers in the Effia-Kwesimintsim Municipality.

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3. principles that guided scoring of tests among JHS teachers in the Effia-Kwesimintsim Municipality.

4. principles that guided the grading of tests among JHS teachers in the Effia-Kwesimintsim Municipality.

5. Whether experience, age, and academic qualification predict the assessment practices of teachers in the Effia-Kwesimintsim Municipality.

6. Whether there were differences between the assessment practices of male and female teachers in the Effia-Kwesimintsim Municipality.

Research Questions

1. What are the principles that guide the test item construction of JHS teachers in the Effia-Kwesimintsim Municipality?

2. What are the principles that guide the test administration of JHS teachers in the Effia-Kwesimintsim Municipality?

3. What are the principles that guide scoring of tests of JHS teachers in the Effia-Kwesimintsim Municipality?

4. What are the principles that guide the grading of tests of JHS teachers in the Effia-Kwesimintsim Municipality?

Hypotheses

1. H_0: Demographic factors such as age, experience, qualification will not predict classroom assessment practices of JHS teachers in the Effia-Kwesimintsim Municipality.

   H_1: Demographic factors such as age, experience, qualification will predict classroom assessment practices of JHS teachers in the Effia-Kwesimintsim Municipality.

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2. H_0: There is no statistically significant difference between the assessment practices of male and female JHS teachers in the Effia-Kwesimintsim Municipality.

H_1: There is a statistically significant difference between the assessment practices of male and female JHS teachers in the Effia-Kwesimintsim Municipality.

Significance of the Study

Understanding the principles that guide various aspects of assessment practices among JHS teachers in the Effia-Kwesimintsim Municipality holds significant implications for the enhancement of educational standards. Firstly, the exploration of principles guiding test item construction is vital for improving the quality and reliability of assessments. This knowledge can be leveraged to develop comprehensive guidelines and targeted training programs, thereby empowering teachers to construct assessments that are not only valid but also aligned with educational objectives. The direct beneficiaries of this understanding are the teachers themselves, as it equips them with insights into best practices, ultimately elevating the quality of assessments for the benefit of students. For the Ghana Education Service (GES), the research provides evidence-based insights into the assessment practices of JHS teachers. This knowledge is instrumental in shaping targeted policies and professional development programs that align with GES's overarching goal of delivering quality education.

Headteachers stand to benefit by gaining understanding the prevailing assessment practices within their schools. Armed with these insights, headteachers can formulate school-level strategies to improve assessment

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practices, fostering a culture of continuous improvement in educational standards.

For teachers, the study directly enhances their professional capacities. Insights into best practices for test construction, administration, scoring, and grading empower teachers to refine their assessment techniques, resulting in more effective and fair evaluations of student learning. Additionally, understanding the predictors of assessment practices allows teachers to tailor their professional development goals, fostering ongoing improvement in their teaching methodologies and contributing to the overall enhancement of educational quality in the Effia-Kwesimintsim Municipality.

Delimitations

It would be impractical to enumerate all principles that guide classroom assessment practices in the current research due to their scope. The research therefore looked at the guidelines on the construction, administration, scoring and grading of test under assessment practices with age, sex, teaching experience in terms of number of years, and qualification for teacher characteristics. Moreover, the study was limited to teachers in the Public JHSs in Effia-Kwesimintsim Municipality of the Western Region, Ghana.

Limitations

The target population for the study which were public JHS teachers in the Effia-Kwesimintsim municipality may affect the generalization of the research findings to all JHS students. Moreover, the responses provided by the respondents could not be verified to ascertain whether they were candid and true. The limitations of employing a descriptive survey design lie in its

temporal constraints, as this methodology captures only specific snapshots in time.

Consequently, the research findings may possess limited applicability in the future, given the potential for changes in variables such as principles of classroom practices over time. This methodological weakness may compromise the generalizability and enduring relevance of the study's outcomes, as the dynamic nature of educational settings suggests that the observed variables could evolve or exhibit variations beyond the study's temporal boundaries.

Definition of Terms

Assessment Practices: Assessment practices encompass a comprehensive set of activities involved in evaluating students' understanding and performance within the classroom context. This includes the principles guiding the construction, administering, scoring, and grading classroom tests.

Test construction: is a series of tasks involved in creating and assessing a test of a certain psychological function. This involves the systematic construction of tests, which includes the thoughtful development of questions or tasks that align with learning objectives.

Test administration: The administration phase involves the fair and consistent delivery of assessments to students

Test scoring: refers to a summary of the evidence presented in a test taker's responses to the questions administered.

Test grading: is the process of comparing the measurement results with a score of "reference used" that the results form of value. Following

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completion, assessments are scored, and the grading process involves assigning values or qualitative feedback to measure students' achievements and areas of improvement

Teacher Characteristics: This includes teachers' academic qualification, age, teaching experience and sex in the classroom.

Organization of the Study

The research consists of five chapters. The first chapter addresses the introduction focusing on the background to the study, statement of the problem, purpose of the study and objectives. The research questions, hypotheses, significance, delimitations and limitations of the research were also stated. The second chapter examines the literature on the variables pertaining to the research. It also contained the theoretical framework, conceptual review, conceptual framework, and a theoretical review. The third chapter provides a description of the methodology used. This entails the research design, population, sample and sampling method, research instrument, pre-testing, data collection procedure and data analysis. Chapter four is where the research findings are discussed, while the final chapter presented a summary, conclusions, recommendations and suggestions for further studies. The final part of the chapter also includes recommendations from the research's findings.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The study examined adherence to principles of classroom assessment practices among JHS teachers in the Effia-Kwesimintsim Municipality. This chapter reviewed studies that are pertinent to the purpose of the research. The theoretical framework, conceptual review, empirical review related to the topic and the conceptual framework are discussed. The areas reviewed include the following:

1. Theoretical framework on:

   i. Achievement goal theory

   ii. Self-Determination Theory (SDT)

2. Conceptual review on:

   i. Classroom assessment practices

   ii. Assessment practices of teachers

   iii. Teachers' assessment concerns in Ghana

3. Empirical review on:

   i. Principles that guide teachers' test item construction

   ii. Principles that guide teachers' administration of tests

   iii. Principles that guide teachers' scoring of tests

   iv. Principles that guide teachers' grading of tests

   v. The impact of teachers' characteristics on assessment practices

   vi. Differences between male and female teachers in their assessment practices

4. Conceptual framework

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Theoretical Review

Achievement Goal Theory

The primary contributors to the development of achievement goal theory, namely Carole Ames, Carol Dweck, Martin Maehr, and John Nicholls, were collectively present at the University of Illinois for a short duration in the late 1970s. During this period, these scholars regularly convened to exchange and deliberate upon their theoretical concepts and research discoveries, as highlighted by Elliot (2005).

Achievement Goal Theory, focuses on understanding how individuals' goals and motivations influence their behaviour in academic settings. Although there are varying opinions on the nature of achievements goals, it is generally agreed that achievement goals have to do with competence and serve as the justification for engaging in achievement behaviour (Elliot, 1999). The theory attempts to explain the reasons a professional may possess motivation to complete certain goals or achievements, as well as how they may evaluate their own performance. Despite the ever-evolving models, researchers largely agree upon the construct of competence as being central to the theory. In this case, competence is viewed as the ability to do something effectively, sufficiently, or successfully. According to achievement goal theory, achievement goals are future-oriented and are viewed as cognitive representations of desired outcomes (Hulleman et al., 2010). These internal goals direct behaviour in specific ways that differ through how competence is conceptualized by the individual. Therefore, achievement goals help researchers and practitioners understand the reasons teachers engage in achievement settings (Chazan, Pelletier, & Daniels, 2022).

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Two categories of achievement goals have typically been recognized by experts in the field and include: performance and mastery goals. (Ames, 1992).   Performance goals focused on showcasing individual skill and surpassing others, whilst mastery goals focused on obtaining and improving skills (Self-Brown & Mathews, 2003). Despite the challenges associated with assessment practices, mastery goal-oriented teachers are expected to maintain good quality assessment procedures and be extremely motivated internally (Self-Brown & Mathews, 2003). But teachers who embraced performance goals, on the other hand, are likely to show less persistence when adhering to accepted standards of assessment techniques and possessed low intrinsic motivation (Self-Brown & Mathews, 2003).

Advancements made in achievement goal theory span from the early 1980s and late 1970s, when it first began. For instance, a trichotomous model of achievement goals had been established by Elliot and Church (1997) which distinguished avoidance and approach goals for performance goals. Specifically, three goals had been recognised: (a) mastery goals, which concentrated on skills improvement; (b) performance-approach goals, which concentrated on skill demonstration; and (c) performance-avoidance goals, which concentrated on preventing demonstration of incompetence (Elliot & Church, 1997). Significant disparities between schools with high or low mastery objectives had been observed in studies analysing goal frameworks. An observation being that teachers demonstrated greater support, respect, and good affect in assessment delivery where mastery goals were prominent and performance goals were weak. Also, they were quick to incorporate feedback of assessment in their subsequent lessons to whip up interest of their students

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and directed attention of students to the corrections needed to improve than the marks they obtained.

This theory is important for examining the skills of teachers' assessment practices because, according to the theory, teachers with high mastery goals and low performance goals demonstrated high competencies in assessment practices by adhering to all principles or standards even when they were difficult to follow because they were intrinsically incentivised to persevere than teachers with high performance goals with low mastery goals. This also emphasis the need for heads of schools, principals of colleges and the Ghana education service to offer sensitization or guidance programs on the need for teachers to be inclined more to mastery goals than performance goals to create a conducive teaching and learning environment to improve general academic performance in schools.

Self-Determination Theory (SDT)

The Self-Determination Theory (SDT) is a motivational theory that explores the interplay between social contexts and individual differences in shaping motivation (Deci & Ryan, 2012). This theory delves into how these motivational orientations influence learning, performance, and social processes, providing insights into the factors that contribute to individuals' self-motivation and the impact on their overall development.

Self-Determination Theory (SDT) was formulated by psychologists Edward L. Deci and Richard M. Ryan in the 1980s. The theory is grounded in the notion that individuals possess innate psychological needs for autonomy, competence, and relatedness (Ryan, & Deci, 2017). The fulfilment of these basic needs is deemed crucial for fostering intrinsic motivation and optimal

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human development. SDT classifies motivation into various types, ranging from intrinsic motivation, where individuals engage in activities for inherent satisfaction, to extrinsic motivation, where engagement is driven by external rewards or avoidance of punishment (Legault, 2017).

When examining teachers' characteristics in the context of classroom assessment practices through the lens of SDT, several insights emerge. Autonomy, a fundamental psychological need, may be influenced by teachers' age, experience, and qualifications. More experienced and qualified teachers might design assessments that grant students autonomy in choosing topics or approaches, while younger or less experienced teachers may initially rely on more prescribed methods.

Competence, another psychological need, can be linked to teachers' confidence and proficiency in designing diverse and effective assessments aligned with educational goals. Experienced and well-qualified teachers may prioritize assessments that challenge students to develop higher-order thinking skills, while less experienced teachers might lean towards traditional assessments perceived as easier to manage.

Relatedness, the third psychological need, reflects teachers' interpersonal skills and their ability to connect with students. This aspect, influenced by age and experience, can impact assessment practices. Teachers who establish positive relationships may provide constructive feedback and involve students in the assessment process, fostering a supportive learning environment.

In essence, SDT offers a comprehensive framework for understanding how teachers' characteristics shape their assessment practices and the creation

of a learning environment that supports intrinsic motivation and student well-being.

Conceptual Review

Classroom Assessment Practices

Assessment is a mechanism used in enhancing instruction and studies in classrooms (Shavelson, Young, Ayala, Brandon, Furtak & Yin, 2008). Classroom assessment seeks objectively to increase students' desire to learn (Gronlund & Waugh, 2009). According to Gronlund, an effective classroom assessment necessitates a good comprehension of all intended learning objectives of a lesson as well as the diverse assessment methods used.

An effective assessment calls for the definition of standards for measuring accomplishment as well as providing prompt and comprehensive feedback to students that highlights their positive aspects and their training needs (Gronlund & Waugh, 2009). Teachers must design classroom assessments that are based on the guidelines provided by experts who are specialists in educational assessment. For example, assessment specialists advise that learners be included in the assessment process and briefed about the grading policy beforehand (Stiggins & Chapuis, 2005; Stiggins, Frisbie & Griswold, 1989).

Given the absence of an objective assessment, students' personal attributes like aptitude, effort, drive, interest, and tidiness of work are taken into account when assigning grades (Stiggins et al., 1989); In borderline scenarios, sufficient academic achievement data should be employed to ascertain a final grade instead of non-achievement data (Stiggins et al., 1989);

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additionally, learners' must receive consistent or regular measurement report than prejudiced report concerning their achievement (Brookhart, 1994).

Also, sufficient, and precise records of learners' can be assessed when teachers are recommended to use multiple evaluation methods. It has been noted, assessment should be in line with the objectives for learning and give students' useful feedback (Nitko, 2001).

General assessment guidelines emphasis that teachers ought to be capable of choosing and creating assessment methods that are suitable for learning outcomes, administering, scoring, interpreting the outcomes of both external and classroom tests, using outcomes of tests when making academic decisions, creating precise assessment-based scoring systems, communicating outcomes, and identifying unethical, dubious, and wrong methods (Davidheiser, 2013).

Globally, nations support the continual assessment of learners, placing a high value on thorough classroom assessment (Stiggins et al. 1989). For instance, pre-tertiary institutions in Ghana took examinations from British approved organisations prior to the establishment of the West African Examinations Council in 1952. The tests were focused on theory and did not accurately evaluate the capacity to apply the learned information and abilities (Stiggins et al., 1989).

As a result, several West African States began to alter their educational reforms in some ways, giving rise to regular assessment. The country that begun putting the changes into practice was Nigeria. In 1987, the first group of students enrolled in junior secondary school. Ghana's Basic Education Certificate Examination was first administered to candidates in 1990 after

which changes in Ghana were implemented. The Gambia and Sierra Leone have likewise adopted the same policy. The significance of classroom assessment practices was recognized by several education stakeholders by the implementation of formative assessment (Akplu, 1989).

The results of studies on classroom assessment practices from the past and the present, regrettably, have continuously raised doubts regarding the effectiveness of teachers' assessment abilities.

It was discovered in two different research involving teachers in Ohio that instructors did not devote enough time to undertaking analysis of the assessment data and that there were no substantial variations based on experience and sex in the classroom (Mertler, 1999). Hills (1991) also listed four ways in which assessment in schools was misused. These ways are utilizing grades to influence learners' behaviour, tying scores to performance, employing questions which are poorly constructed and deviating from accepted test administration guidelines.

Test specialists in Ghana have expressed persistent worries about assessment methods used in schools. For instance, Amedahe (2000), argued that not all instructors in educational institutions in Ghana have had formal education in testing methodologies. Some teachers in Ghana, according to Amedahe (2000), do not adhere to standard assessment practices. The challenges with testing in general underscore the need for a thorough training and retraining of teachers in testing techniques in Ghana.

Assessment Practices of Teachers

Classroom teaching has educational assessment as a crucial component. Gronlund and Waugh (2009) refer to educational assessment as

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the method the instructor employs in the classroom to gather data about the achievement of the learners' assignments, either alone or in groups. He added that several assessment techniques are used in educational assessment to gauge how well pupils are achieving the intended learning objectives. Using data from educational assessments, teachers can strategize classroom work, track student academic growth, assess the efficacy of their instruction, and grade students. (Nitko, 2001).

Teachers employ different methods to evaluate students' performance. These methods encompass a range of approaches, such as fieldwork, project work, and focus groups. Additionally, more conventional assessment techniques, like oral questions, are also integrated into the evaluation process (Gronlund & Waugh, 2009). This diverse set of assessment tools allows educators to comprehensively gauge students' understanding and skills across various dimensions, fostering a well-rounded and nuanced evaluation of their academic progress. Also, teachers' ability and expertise in educational assessment influence the effectiveness of these assessments and how they affect teaching and learning (Gronlund & Waugh, 2009).

Alkharusi (2009) stated that an important aspect of in-service teachers' professional growth should be their perception of their own assessment competence. Alkharusi (2009) in a study which involved 211 pre-service teachers in Oman found that female teachers were more likely to possess lower level of expertise in academic evaluation in comparison to male teachers. Findings also from Mertler (2009) showed that instructors who had their assessment abilities pre- and post-tested revealed that the training

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improved their abilities and attitudes toward assessment and affirmed that male teachers averagely had greater level of expertise than female teachers.

Also, in a study in which the assessment skill of 62 pre-school instructors and 71 in-service instructors in the U.S., Davis (2003) discovered that both groups required improvement in their knowledge of standardized testing practices and test-wiseness ethics.

Moreover, in a study of 893 teachers in 34 schools carried out in Memphis, where researchers investigated how often teachers used conventional and innovative assessment methods, closed-ended tests, quizzes, and other written tasks were among the conventional techniques of evaluation (Bol, Stephenson, O'Connell & Nunnery, 1998). Performance-based and observation-based assessment techniques were two of the alternate approaches of evaluation. According to the findings, teachers who had taught for years used different assessment tools than those who have not. Similarly, primary school teachers indicated administering alternative tests as compared to those in middle and high schools. Math teachers indicated using standard assessment methods sparingly than their counterparts in different subjects.

Furthermore, Snow-Renner (1998) looked at Colorado instructors' assessment techniques in relation to their students' learning possibilities in primary schools. He discovered that alternative assessments were given more importance than teachers in secondary schools. Students in various classrooms reported having varying possibilities to learn in relation to examinations, indicating that teachers' assessment procedures may have an impact. Such outcomes, according to Snow-Renner (1998), were caused by variations in teachers' ability and assessment expertise as well as by excessively vague

governmental definitions of assessment changes in Colorado. Teachers often included non-achievement variables in grades, such as students' hard work, punctuality to class, clarity of work and expression, handwriting and presentation style.

To add, across grade levels and subject areas, 297 instructors were polled by Zhang and Burry-Stock (2003) regarding their methods for assessing students in the classroom. They discovered that teachers of mathematics and science were more likely to report grades on non-achievement variables than teachers of social studies.

The findings cited above supported the idea that different subject areas, grade levels, and teaching experiences may have different classroom assessment practices. Additionally, there were some inconsistencies between teachers' assessment methods and the principles of specialists in educational assessment. Consequently, teachers' assessment practices continue to be subjected to close examination.

Teachers Assessment Concerns in Ghana

Teachers in Ghana not having the abilities and mostly not using guidelines in test construction were research findings of teachers' assessment procedures carried out in eighteen secondary schools. (Etsey, 2003). The reasons were attributed to inadequate training in assessment techniques and teachers' incapacity to handle assessment practices. It was also revealed in another research on student assessment practices in Junior Secondary Schools in 11 districts of Ghana that teachers lacked sufficient education in the administration of tests (Curriculum Research & Development Division [CRDD], 1999). The research outcomes indicated 55% of teachers were

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uneasy about the evaluation and assessment procedures because they had not received any testing and measurement training.

The structure of assessment methods in teacher training institutes, according to Akyeampong and Lewin (2002), have essentially been maintained the same throughout. Prior to the inception of the Degree in Basic Education program, no declarations of standards were created to direct assessment practices in the Colleges of Education. Tutors now administer at least one class exercise or assignment as well as an examination utilising a variety of test forms, based on the semester's credits in the course being taken as a measure to standardise assessment practices. Also, assessment committees in colleges of education have been tasked to handle students' assessments and examinations.

Undoubtedly, teachers in Ghana experience difficulties in measuring the regular performance of students (formative assessments) and are unable to identify the needed adjustments to assessment approach to motivate students to study effectively. Teachers' time commitment to continuous assessment is another issue, implementing regular and continuous assessment in the classroom deprive teachers' adequate time to teach hence most do not engage in regular assessment of their students. To add most teachers after assessment only mark and record the scores. Interpreting test scores to identify how performance can be improved rather than simply categorizing a child as an 'A' or 'F.' student is another major concerns teachers face as most do not have the skill or time to do it.

As described above, there are difficulties teachers have been dealing with when it comes to testing procedures. These may be attributed to

deficiency in requisite skills in measurement and evaluation, which was one of the reasons why this challenge occurred. One may ask if it was always true teachers' skills in measurement and evaluation affects their assessment practice. And also, if sex, age, subject matter, teaching background, and teaching certification affect classroom assessment practice? The study therefore primarily sought to ascertain adherence to principles of classroom assessment practices among JHS teachers in the Effia-Kwesimintsim Municipality.

Teacher Characteristics

Teacher characteristics include personality traits, knowledge, abilities, experience, values, and beliefs (Andrews, 2004). Teachers have different types of personality traits, abilities, knowledge, and experiences as well as particular values and beliefs that affect their approaches to teaching (Andrews, 2004). Hence, teachers' approaches to teaching are somewhat dependent on their personal backgrounds, competencies, and viewpoints.

Teacher characteristics play a crucial role in shaping assessment practices within the classroom. The literature highlights that these characteristics influence how educators approach teaching, and this influence extends to the way they assess student learning.

The diverse personality traits of teachers often translate into distinct assessment styles. For instance, a teacher with a preference for direct instruction and extrinsic reinforcements may opt for traditional assessments like exams or quizzes. On the other hand, a teacher with a collaborative and interactive personality might lean towards formative assessments, encouraging continuous student engagement and providing timely feedback.

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Teaching experience significantly impacts assessment strategies. Experienced teachers, having honed their understanding of student needs, are adept at employing various assessment methods tailored to diverse learning styles. They leverage their insights into student performance to refine assessment tools, making them more effective in evaluating understanding and identifying areas for improvement.

Academic qualifications contribute to the depth and rigor of assessments. Teachers with advanced degrees may design assessments that challenge students to apply critical thinking and analytical skills. Additionally, academic qualifications influence the adoption of alternative assessment methods, such as project-based assessments, aligning with a teacher's specialized knowledge.

Teachers' values and beliefs, rooted in cultural, social, historical, religious, and personal contexts, significantly shape their assessment practices. Those who emphasize intrinsic motivation and value the learning process may incorporate authentic assessments reflecting real-world applications. Conversely, teachers prioritizing the product of learning might Favor traditional summative assessments.

Age also plays a role in assessment practices, as younger teachers, more attuned to technological advancements, may integrate innovative assessment tools like online quizzes or interactive platforms. Their comfort with technology may lead to the exploration of multimedia projects or digital portfolios as assessment methods. Older teachers, while experienced, may adopt a blend of traditional and modern assessment approaches based on their familiarity with diverse methods.

In summary, teacher characteristics are intertwined with assessment practices, influencing the choice of assessment methods and the overall approach to evaluating student learning. Recognizing the impact of these characteristics provides valuable insights into the diverse ways teachers assess student progress and contribute to effective learning outcomes.

Empirical Review

This section critically examines previous studies aligned with the specific objectives of the current research. Each objective is addressed by reviewing relevant research, establishing a contextual framework for understanding the study's focus.

Principles That Guide Teachers' Test Item Construction

Good tests do not simply occur. To ensure quality test items are developed, the teaching approach used, textual content, assessment procedure and thorough planning are required (Mehran & Lehmann, 1991). It must be highlighted, nevertheless that having an examination question does not guarantee quality test construction. Lots of work and duration are needed to create a classroom test.

The framework used to create and deliver examinations, test items or quizzes has undergone series of significant breakthroughs within the last ten to twenty years but most of these innovations are scattered over a variety of sources, notably journal articles, conference papers, or presentation materials (Etsey, 2003).

In order to create and validate a research instrument for evaluating test item developing skills of high school teachers, a test construction skill inventory (TCSI) was created and validated by Agu, Onyekuba and Anyichie,

(2012) to evaluate the test-building abilities of secondary school instructors. The researchers' 30-item instrument was subjected to factor analysis. The validity of 25 items as factors was discovered. The study involved 543 teachers in the Anambra State. The study's findings showed that almost all teachers considered the following factors when creating test items: outlining the topics taught before creating test; creating a test blueprint to develop test items; ensuring questions are measuring the purpose for which they were developed; creating a scoring rubric while creating the test items; and consulting textbooks

Whatever test item forms are being created, test developers ought to adhere to the fundamental guidelines established for them. Nevertheless, the following are few universal principles:

1. Identify the learning material.

2. Outline the primary objectives of the lesson.

3. Describe each goal in terms of how students should respond.

4. Reject unreasonable goals.

5. Construct a test specification table.

6. Select the format of the test that will be adopted.

7. Create test items which match the learning objectives.

8. Determine how well learners have grasped the learning goals.

9. Based on the outcome, adjust the goals, the lesson plan, or the assessment.

Tamakloe, Atta, and Amedahe (1996) and Etsey (2003) also indicated that test construction concepts constituted the most thorough and workable in a classroom testing setting. These consist of eight points, and these are:

1. Setting the test's objectives.

2. Selecting the appropriate test item type.

3. Deciding what is going to be assessed.

4. Writing each item separately.

5. Analysing the test items.

6. Getting the marking scheme ready after writing the test items.

7. Creating test instructions

8. The over reliance on textbook must be discouraged and as well as past examination questions in creating test items.

The creation of high-quality test items is ensured when teachers adhere to the above listed guidelines. The preparation of a marking scheme is the following step after the test items have been put together (Etsey, 2003). According to Etsey (2003), the marking scheme must be completed before the test is given. This would enable the test developer to identify and rewrite defective test items.

Principles That Guide Teachers' Administration of Tests

A test administrator is required to provide conditions that will allow each examinee to perform to their fullest potential (Plake & Wise, 2014). A teacher's primary responsibility is to adequately assess their pupils to improve performance (Etsey, 2003). He reiterated examinees should be informed of the following information: the date and duration, the number questions, location, format; the conditions and scope of the test.

Linn and Miller (2005) hypothesised that examinees should be as comfortable as possible and that distractions should be avoided or limited. Distractions during tests are known to have little impact on students' grades,

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but Linn and Miller went on to say that they may have a significant impact on young children. The testing environment should be kept as quiet as possible, if not fully distraction-free.

Furthermore, Armah (2018) added that ample room for examination, peaceful surroundings, decent lighting and ventilation, and a pleasant temperature are among the physical requirements that must be met for students to function at their highest levels. When the examination room is not sufficiently spaced, examinees tend to copy from one another. Providing adequate space between tables and chairs can help foster an environment that promotes individual work and minimizes the temptation for copying.

Etsey (2003) suggested that invigilators should be visible and mobile to look for malpractices. These actions should not though annoy the students. He needs to watch out. Reading books or newspapers, making, or receiving phone calls, nodding off, and chit-chatting should not be permitted. Teachers moreover should always strive to reduce test anxiety in students. This they should do by refraining from urging examinees to be quick, warning them that the test is important and threatening severe punishment which negatively affect performance (Amedahe, 2000)

Rukundo and Magambo (2010) recommended teachers refrain from providing hints to examinees who inquire about specific items in their studies. According to the authors, if a question is unclear, clarity should be provided for the class in general and that teachers should not assist a student specif. Rukundo and Magambo reiterated the difficulty of sometimes resisting providing advice to test takers who ask for assistance, particularly for those who are new to the field of testing. However, offering certain pupils undue

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assistance reduces the legitimacy of the test results and undermines class morale.

Again, according to Rukundo and Magambo (2010) and Oduro-Okyireh (2008) the most important rule to follow while administering any test in a classroom is to provide each student an equal opportunity to show that they have learned. It is imperative to always maintain consistent testing parameters. Tyler (1950) discussed the fundamental rules relating to the administration of teacher-made tests and made the argument that some rules have proved helpful using in examinations, which included:

1. Carefully choose the test items, ideally in collaboration with colleagues in a review panel.

2. Obtain the tests well in advance of the time they will be utilized.

3. Pick your invigilators and supervisors cautiously.

4. If possible, place the pupils in alternative chairs.

5. Use a clear and audible voice while giving information.

6. Use a wall clock or watch to carefully time the examinations.

7. Avoid standing and staring over a student's shoulder, but sometimes monitor the room to ensure that pupils are concentrating on the correct section of the test.

8. As soon as the time is up, end the test and retrieve the answer books.

9. Cross checking examinees with their scripts (pp. 61 – 63).

Principles That Guide Teachers' Scoring of Tests

Generally, writing clear specifications, creating scoring guides, training test scorers, and re-marking are just a few principles to improve test

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(Capper, 2007). Essay tests are less objective than other types of tests, thus due to the lack of objectivity, there are far higher dangers that the grades students obtain on these examinations, as well as the judgments made may not be accurate (Capper, 2007). It is crucial to follow scoring principles when scoring examinations.

The analytical approach and the global (holistic) approach are two frequently employed techniques. The analytical technique, often called the "point-score" approach which divides student's grade into the several components that make up the correct response. Example of the components included "support of statements," "effectiveness of expression," and "logical organization" are listed and given points or values. The following are the main benefits of using the analytical method to grade essay tests:

1. When utilized by a competent user, it can produce extremely trustworthy results.

2. The act of creating a thorough response may frequently draw the test creator's attention to mistakes like poor language, an extremely tough or complex topic, or arbitrary time constraints.

3. The detailed segmentation of the model responses can make it simpler to explain student's grade (Cunningham, 1986).

The analytical approach of scoring has two primary drawbacks: it is exceedingly time-consuming and labour-intensive, and in trying to find the aspects, disproportionate emphasis may be paid to insignificant features. (Stanes, 1992).

Global approach in scoring is not broken down into components or points. It is merely for benchmarking. The examiner assigns one overall rating

to the writing sample's quality. After reading the student's work, the rater makes an overall opinion and, using specified criteria, rates the answer. No one factor receives undue weight. Instead, all elements are considered while making the assessment (Stanes, 1992). The key component of this approach is choosing works of various quality to act as anchor points for the examinees' answer. (Vacc, 1998). According to Charmey (1984), there has not been a strong argument made for the validity of holistic scoring. It's also unclear what steps test developers use when scoring quick assessments of essays.

Holistic scoring has several limitations, but its primary drawback is that it only delivers the comparison rating that it represents as relevant diagnostic information. Even if the result is believed to be true, the examiner is unable to learn much about the student that they might want to. A poor score, for instance, can indicate a serious spelling error, a complete misinterpretation of the question, or a foolish attempt to be funny or innovative. A good grade could indicate a right but uninteresting answer. Establishing a profile to score rather would have been more effective than a single score. (Vacc, 1998).

When scoring examinations, the test creator must take proper measures to reduce biases, focus exclusively on the answer's relevance, be mindful of personal preferences influence the rating, and using the same criteria for every script. (Freedman, 1981). The following scoring principles according to Amedahe and Etsey (2003), can be generally applied to scoring essay tests:

1. Preparing a scoring rubric.

2. To reduce grader drift, the scoring guide must be used throughout.

3. Scoring answered booklets item by item.

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4. Reshuffle the answer booklet before scoring each set of items

5. When test items are scored, they should be out of sight when scoring the items remaining.

6. Examiner should be in good health and free from distraction when scoring test items.

7. Score the mechanics of expression differently from subject matter correctness.

Principles That Guide Teachers' Grading of Tests

In its most basic form, grading is a particular kind of evaluation judgement. According to Newton (2007) grading must be viewed at the judgement level as an academic process that is based on standards, rather than being addressed as a specific evaluation objective at the decision level. The principle of validity is a fundamental measuring principle connected to assessment and grading (Linn & Miller, 2005; Stiggins, 2005). Because grades' only function is to convey student's performance, validity is crucial.

Randall and Engelhard, (2010) conducted a study with 516 American public-school teachers from the Southeast's Urban to define grades, explore some of the criteria teachers consider when issuing final grades, and highlight borderline cases. A 53-item survey with Guttman's mapping sentences was developed and distributed after being tested in a different school district. The task of assigning both a number and letter grade to each student included situations that described their aptitude, achievement, behaviour, and effort. The ability, achievement, behaviour, and effort of the students served as independent variables in a four-way between-subjects ANOVA, while the final grade served as the dependent variable. Findings show that, in most

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cases, teachers followed the participating school district's stated grading policy, which assigned grades on academic performance. Teachers claimed however to have taken non-achievement elements into consideration in tense situations.

In his study, Zoeckler (2007) looked at the methods used by high school English teachers in America to determine a fair grade by weighing elements related to both accomplishment and non-achievement as well as the importance of facilitators' expectations. The outcome revealed teachers' judgements of non-achievement factors such as attitude, effort and conduct had an impact on how students were graded.

Chen and Bonner (2017) also conducted a study on teachers' beliefs regarding grading procedures and a constructivist teaching methodology. The study looked at new teachers' opinions on grading and constructivist teaching strategies. The study involved 203 in-service instructors who were given access to the Survey of Grading Beliefs, an existing tool meant to evaluate preservice teachers' grading practices. The findings showed that teachers' motivations for making grading decisions were purposeful, strategic, and analytical rather than random.

According to research, grades can be used to motivate students to study more effectively and exhibit desired classroom management skills (Oosterhof, 2001). Some features of standard-based grading according to Scriffiny (2008) included:

1. Using attainment of learning objectives as a measure to grade students.

2. Students' mastery of learning material is the unit of measurement.

3. Standards-based grading incorporates summative assessments.

4. Feedback could be provided from formative assessments.

5. Many standards-based grading system use rubrics.

6. Standards-based grading systems often use a scale different from A, B, C, D and F to record student's grades on report cards. One common scale is 4, 3, 2 and 1. The score provided in a standards-based system correspond to performance standards.

The Impact of Teachers' Characteristics on Assessment Practices

Numerous studies have revealed conflicting findings between characteristics of teachers and their practice of classroom assessment. In a study where facilitators in Botswana were polled by Koloi-Keaikitse (2012) regarding their methods for assessing their students, the findings showed that beliefs, abilities, and usage of acceptable classroom assessment techniques were favourably influenced by factors linked to educational training, experiences in teaching over a period, and knowledge in assessment.

Alufohai and Akinlosotu (2016) examined the continuous assessment (CA) methods used by secondary school teachers in Nigeria. The research ascertained how teachers' attitudes toward CA procedures in the district's secondary schools were influenced by both male and female teachers, experience in teaching, age and training in assessment. From the total of 1084 instructors in the district, 543 were selected. A total of 512 questionnaires, were found and used for analysis. The hypotheses were tested using the independent t-test statistics. The findings indicate that teachers' practices of continuous assessment varied significantly depending on how long they had been teaching.

Also, within the context of classroom assessment research and the Standards for Teacher Competence in Educational Assessment of Students, Zhang and Burry-Stock (2003) examined teacher's assessment practises and self-perceived assessment abilities. The link between the constructs of assessment practises and self-perceived assessment skills was investigated using factor analysis. In order to understand how teachers' assessment practises and self-perceived assessment skills may differ depending on teaching level, content area, teaching experience, and measurement training, MANOVA was used to analyse the data. The underlying dimensions that the constructs of assessment practises and self-perceived assessment skills measured shared some similarities, but each had distinctive characteristics. The results of the study found that because classroom assessment is differentiated by teaching levels and experience, teachers' assessment practises vary.

Furthermore Alkharusi et al. (2011) research aimed at assessing the knowledge and abilities of 217 teachers. The research revealed that teachers with training in classroom assessment had more knowledge about educational evaluation than instructors who had not. It appeared that the Sultanate of Oman's findings from the studies were consistent with researches carried out in other countries. The findings discussed above affirm that assessment may differ based on the teaching experience, teaching grade, certification, and assessment training of each teacher.

Differences between Males and Females in Their Assessment Practices

This section of the review focused on the differences in classroom assessment practices between male and female respondents. Studies on sex

and classroom evaluation methods have not produced clear-cut results; some point to major differences while others provide contrary evidence. For instance, Alkharusi (2011) sought to examine how instructors' perceptions of their assessment techniques and abilities varied according to sex. The study involved 213 Omani teachers from Muscat public schools participated in the study and employed a 25-item self-perceived assessment skills scale that was created specifically for it. Results showed that teachers' self-perceived evaluation skills varied significantly depending on their sex. Also, Alkharusi (2011b) discovered that the knowledge of assessment of male instructors was relatively higher than female instructors. Alkharusi (2011c) further looked at 213 Omani instructors' self-perceived assessment abilities. He discovered that female teachers thought they were more proficient at creating test items and analysing results.

Moreover, according to Alsarimi's (2000) investigation into the methods used by 246 third-year science teachers in Oman from 112 schools, no significant differences were found between teachers' use of short answer, completion, oral examinations, extended answer, and multiple-choice item formats based on the teachers' sex and years of experience.

Also, in researching 165 teachers from Muscat governorate were surveyed by Alkahrusi (2011). He discovered that, despite instructors' positive attitudes and perceptions of their own competence in measurement, teachers employed a range of assessment to provide grades and inspire pupils to study, with sex-specific variances.

Furthermore, Ndalichako (2015) looked at secondary school teachers' perspectives on evaluation once more. The survey included 4160 instructors

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from Tanzania in total. A questionnaire that asked participants' opinions on classroom evaluation as well as questions aimed at gathering demographic data about them. An independent sample t-test was carried out to determine the differences between the mean perception scores for male and female instructors. The findings indicated that instructors' perceptions of evaluation vary statistically significantly depending on their sex. According to the t-test, female instructors had more positive views on assessment than male teachers did. According to the finding, female instructors prefer to employ assessment more frequently than their male colleagues to assist their lesson delivery.
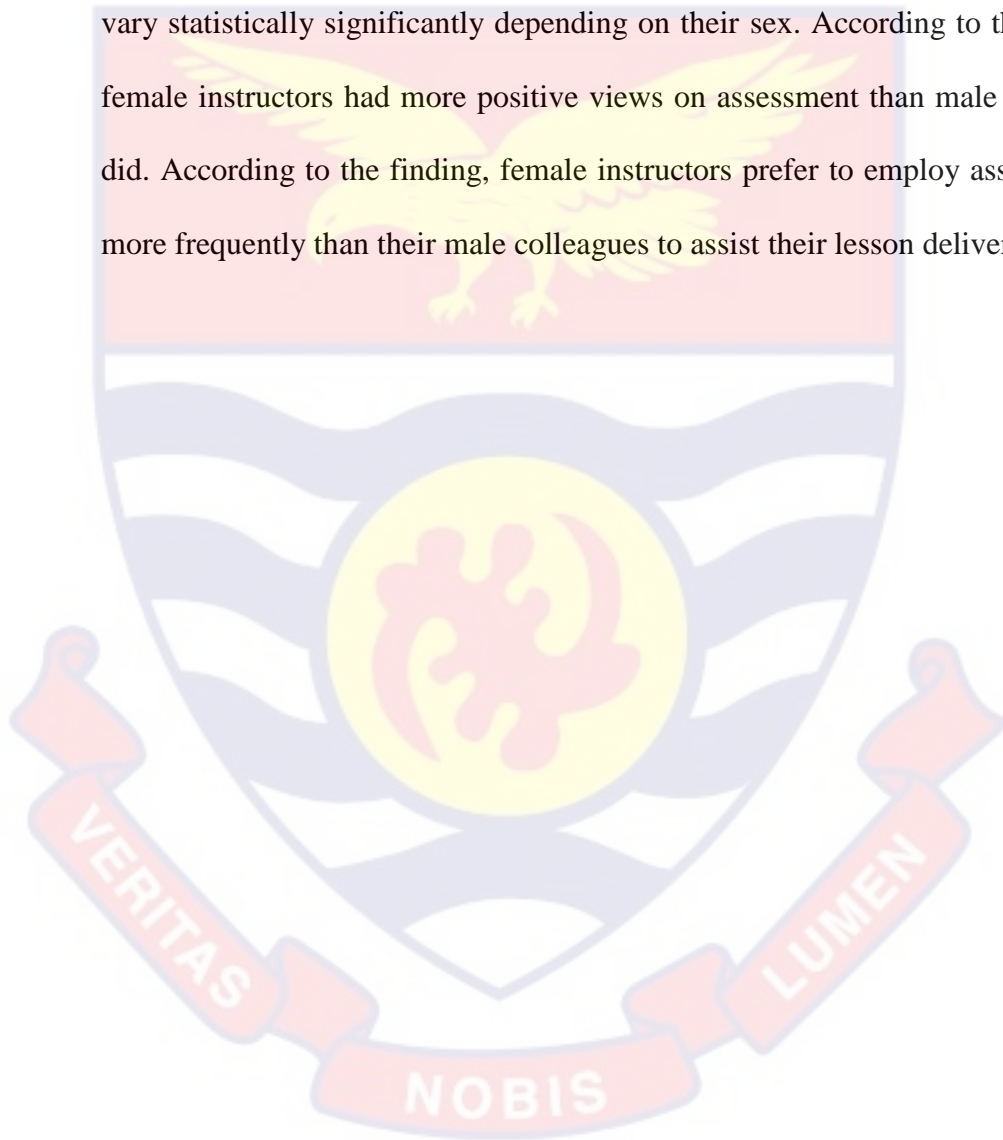
Conceptual Framework
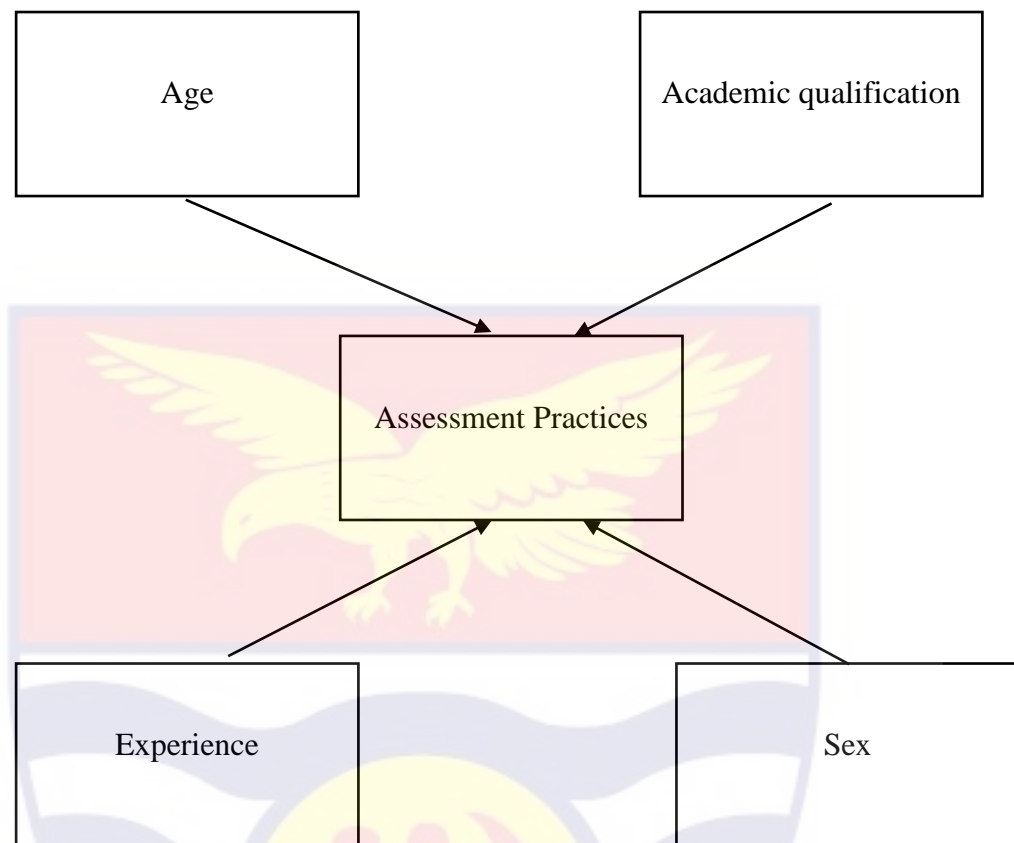
Figure 1: Conceptual framework (Researchers construct)

The conceptual framework for this study is centred on investigating the predictors of assessment practices among teachers in the Effia-Kwesimintsim Municipality, specifically examining the roles of experience, age, and academic qualifications. The study aims to explore how these factors interconnect and influence the approaches teachers adopt in assessing their students. Drawing on existing literature and theoretical foundations, the conceptual framework posits that teachers' cumulative experience in the field, their age, and academic qualifications collectively contribute to shaping their assessment practices. It is anticipated that experienced teachers may exhibit nuanced and sophisticated assessment strategies, while age and academic qualifications may play complementary roles in influencing the depth and

breadth of these practices. This framework offers insights into the multifaceted nature of teacher assessment practices.

Additionally, the study extends its focus to examine potential sex differences in the assessment practices of teachers within the Effia-Kwesimintsim Municipality. The conceptual framework acknowledges the importance of considering sex as a variable in understanding variations in teaching approaches and by exploring whether male and female teachers differ. It aims to contribute to the broader discourse on sex-related disparities in education. This dual focus on predictors such as experience, age, and academic qualification, alongside an examination of sex differences, forms the foundational framework for comprehensively investigating the dynamics of teacher assessment practices in the specified municipality.

Chapter Summary

This chapter empirically reviewed studies under principles that guide; teachers' test construction, teachers' administration of tests, teachers scoring of tests, teachers' grading of tests, the impact of teachers' characteristics on assessment practices, and the differences between males and females in their assessment practices. The literature revealed research that examined teacher characteristics and assessment practices. Most were carried out in nations whose practices of assessment were different from those in Ghana. The few studies done in Ghana were done at the colleges of education and senior high school with limited research at the JHS level.

The literature revealed that standards of assessment have evolved through time, with most dependent on ideas generated initially. Also, there were no substantial difference among teachers based on their teaching

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experience and sex in their classroom assessment practice. Considering this, the current study investigated adherence to principles of classroom assessment practices among teachers at Effia-Kwesimintsim Municipality JHSs.

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CHAPTER THREE

RESEARCH METHODS

Introduction

The study examined adherence to principles of classroom assessment practices among JHS teachers in the Effia-Kwesimintsim Municipality. This chapter is made up of the research design, population, sample, technique for sampling, research instrument, the method of data collection and its analysis.

Research Design

The general strategy a researcher uses to determine the responses to his or her research questions or test his or her research hypotheses is known as a research design. (Creswell & Creswell, 2003). The research design offers a foundation upon which the study is carried out. There are various research designs, but the decision to use one over another is mostly influenced by the research problem that needs solving and other factors.

The descriptive research design was suitable for the conduct of this investigation because it was in line with the primary objective of the research which was to determine the degree to which teachers' characteristics correlated with assessment practices. In survey designs, researchers give questionnaires to sample of participants to gauge their behaviour, or other traits. According to Amedahe (2002), descriptive research characterises people, their circumstances or relationships that emerge as well.

Based on Amedahe's claim, this study looked at the correlation among teacher's assessment practice and their characteristics. The study reported the phenomenon as it is at a specific time, which makes this design suitable because it will provide a report on the attitudes and behaviours of an entire

population (all public JHS teachers) as well as their classroom assessment practices.

Population

A population is a collection of respondents identified and relevant to a researcher because they share some identifying characteristics (Creswell & Creswell, 2003). Population also can be described as a group of people to whom researchers are keen in learning more so that they can make inferences. The target population for the study consisted of 319 JHS teachers in the Effia-Kwesimintsim Municipality. The accessible population was 219 teachers which was made up of 117 females and 102 males in 23 public JHSs in the Effia-Kwesimintsim Municipality. The accessible population was all 219 teachers within the Effia-Kwesimintsim Municipality.

Sample and Sampling Procedure

Sampling describes procedures in choosing a subset of a population (Amedahe, 2002). Information gathered is related to the entire population using a sample. In some circumstances, doing a sample survey is important, according to Sarandakos (as cited in Amedahe, 2002).

The study used a census approach to include all 219 teachers. Census approach typically refers to a research or data collection method where information is gathered from every individual or unit within a population, rather than from a sample.

Full coverage of the target population however was possible considering the target population's size of 219 teachers. This provided a significant benefit over a sample poll thus the generalisation of the research

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findings. Consequently, all 219 teachers which was made up of 117 females and 102 males were involved using the census method.

Data Collection Instrument

The current study adapted a 42-item Teacher Characteristics Assessment Practices questionnaire created by Anhwere (2009) was as the primary data collection tool. The 42 items have a Likert range of 3 (more frequently) to 1 (least frequently) (not used). Five components make up the instrument. Four elements make up Section A, which deals with the teacher characteristics such as age, sex, academic qualification, and teaching experience. Thirteen items make up Section B, which is about test construction practices of teachers. Section C is on teachers' test administration practices and consists of six items. Section D is on test scoring practices of teachers and consists of seven items. Section E is on test grading practices of teachers with five items.

Validity and Reliability of the Instrument

Expert judgement must be used to verify the study instrument's content and face validity (Fraenkel, Wallen, & Hyun, 2012). Consequently, I presented my research instrument to my supervisor to go through to affirm the content and face validity. Using my supervisors' comments, the efficiency of the research instrument was improved.

Pilot-Testing

Thirty Junior High teachers in the Sekondi-Takoradi Metropolitan were engaged in a pilot test using the research instrument because it shared proximity with Effia-Kwesimintsim Municipality and teachers from the Sekondi-Takoradi Metropolitan shared similar characteristics with teachers

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from Effia-Kwesimintsim Municipality where the research was carried out. The questionnaire was improved using the respondents' feedback (Amedahe, 2002).

The pilot test was essential as it improved the instrument's content reliability and allowed for the improvement of the questionnaires, format, and scales after meticulous item analysis based on feedback from respondents on its flaws, lack of clarity, and misunderstanding in all areas (Leedy & Ormrod, 2005). It also evaluated the suitability of the methods employed for the investigation. Overall, the pre-testing aided in the instrument's refinement.

Reliability of the Instrument

Cronbach Alpha was used to check the internal consistencies of the sub-sections. An alpha value of 0.70 or higher is deemed reasonable (Durak & Karagoz, 2011). The reliability coefficients are described in more detail below:

Table 1- *The Piloted Research Instrument's Reliability Coefficient*

No.	Assessment Practices	No. of Items	Cronbach's Alpha
1.	Test construction Practices of teachers	13	.786
2.	Teachers Test administration practices	6	.733
3.	Teachers Test scoring practices	7	.709
4.	Teachers Grading practices	5	.742

Source: Fieldwork (2022)

From Table 1, the instruments reliability ranged from .70 to.78 following the pilot testing. Since the reliability coefficients were not below .70, it established the research instrument's internal consistency.

Data Collection Procedure

The research received approval from the Institutional Review Board of the University of Cape Coast (refer to appendix B) for the utilization of questionnaires in collecting data from teachers in JHSs. A letter of introduction was obtained from the University of Cape Coast's Department of Education and Psychology. Visits were made to each school to present the head teacher with the letter of introduction, and an appropriate date was set for data collection. On the specified date, the schools were visited, and interactions were conducted with the teachers. Public JHS teachers in the Effia-Kwesimintsim Municipality were briefed on the research, and prior to the survey, a concise explanation of the study's significance was provided to participants. Informed consent was read to the teachers.

Participants who agreed to take part were informed about ethical considerations, confidentiality, and anonymity. They were assured of voluntary participation and the freedom to withdraw from the research at any point. The survey was conducted over approximately six weeks, and individual questionnaires were administered at convenient times and locations for the participants. Neutrality was maintained, refraining from imposing interpretations. Each questionnaire took between 20 and 35 minutes to complete. Confidentiality was upheld by excluding participants' names from any documentation, and all data were securely stored on a password-protected

laptop. Access was restricted to the researcher and the project supervisor, and the final research output was presented to the Faculty of Education at the University of Cape Coast. Additionally, soft copies of data entered in SPSS software were securely stored in a Google Drive for data backup. All 219 questionnaires were retrieved..

Processing and Analysis of Data

Percentages and frequencies were used to provide information on the JHS teachers in the Effia-Kwesimintsim as well as information on research questions 1, 2, 3, and 4. Furthermore, Hypothesis 1 was tested using multiple regression because there was more than one predictor variable. To ascertain the variations between male and female teachers, hypothesis 2 was put to the test using independent samples t-test.

Chapter Summary

This chapter is made up of the research design, demography, sample, technique for sampling, research instrument, the method of data collection and its analysis. The descriptive research design was considered suitable as it gauged teachers' behaviour, or other traits as it was at a specific time. The target and accessible population for the study consisted of 219 teachers using the census method. The current study adapted the 42-item teacher characteristics assessment practices questionnaire created by Anhwere (2009) as the primary data collection tool. Thirty junior high teachers in the Sekondi-Takoradi Metropolitan were engaged in a pilot test. The internal consistencies of the questionnaire were calculated using Cronbach Alpha with obtained reliability coefficients which ranged from .70 to .78. Percentages and frequencies were used to provide information on research questions 1, 2, 3,

and 4. Hypothesis 1 was tested using regression and hypothesis 2 using independent samples t-test.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

The study examined adherence to principles of classroom assessment practices among junior high school teachers in the Effia-Kwesimintsim Municipality. In all 219 questionnaires were administered to public JHSs' teachers, which were fully responded to and were collected. As a result, there were 219 respondents consisting of 117 female and 102 male teachers.

The Respondents' Background Demographics

The respondents' characteristics such as age, sex, experience in teaching and academic qualifications were looked in Table 2 below:

Table 2-*Teacher's Characteristics*

Demographics	Frequency	Percentage (%)
Sex		
Male	102	46.5
Female	117	53.5
Years of Teaching		
From1-3yrs	30	13.7
4-7years	52	23.7
8-11years	63	28.8
12 years and above	74	33.8
Educational Qualification		
Cert A	7	3.2
Diploma in education	49	22.4
Bachelor in education	102	46.6
BA/BSc without education	30	13.7
Masters in education	20	9.1
MA/MSc	10	4.5

MPhil	1	.5
Age range		
20-29	56	25.5
30-39	115	52.5
40-49	35	16.0
50-59	13	6.0

Source: Field survey (2022)

The statistics in Table 2 show that 102 (46.5%) of the respondents were male teachers and 117 (53.5%) were female teachers. This suggests that majority of JHS teachers in the Effia-Kwesimintsim Municipality's were female.

The data also show that 74 (33.8%) had taught for 12 years or more. This shows that most teachers were quite experienced in the teaching profession. Majority of respondents 102 (46.6%) had bachelor's degrees in education and only one (0.5%) had a Master of Philosophy Degree, this demonstrates that majority of public JHSs teachers in Effia-Kwesimintsim Municipality possessed a bachelor's degree.

In addition, majority of respondents, 115 (52.5%), were between the ages of 30 and 39 and only 13 (6.0%) were between the ages of 50 and 59. This demonstrates that teachers in the public JHSs are relatively youthful.

Analysis of the Main Data

Research Question 1

What are the principles that guide the test item construction practice of teachers in Effia-Kwesimintsim Municipality?

This question aimed to find out whether teachers in Effia-Kwesimintsim Municipality followed the guidelines for test construction in setting their test items. To measure this construct, thirteen (13) items on a

three-point Likert scale were used. The responses are presented in Table 3 below:

Table 3- *Guidelines to construction of tests*

	More often	Often	Not used
I consider the purpose of the test before developing test items	114(52.1%)	80(36.5%)	25(11.4%)
I write individual test items at least two weeks before the date	51(23.3%)	88(40.2%)	80(36.5%)
I prepare a marking scheme immediately after constructing my items	113(51.6%)	85(38.8%)	21(9.6%)
I copy questions from B.E.C.E. examinations questions	56(25.6%)	86(39.3%)	77(35.1%)
I develop test items only when it is time to assess students.	29(13.3%)	73(33.3%)	117(53.4%)
I use a test specification table when writing test items	45(20.50%)	83(37.9%)	91(41.6%)
I copy test question from textbooks	48(21.9%)	95(43.4%)	76(34.7%)
I match instructional objectives with test Items	100(45.7%)	88(40.2%)	31(14.1%)
I write items based on information that students know	80(36.5%)	95(43.4%)	44(20.1%)
I arrange objectives test answers in a pattern to make scoring easy	41(18.7%)	65(29.7%)	113(51.6%)
My school conducts in-service training in test construction for	25(11.4%)	64(29.2%)	130(59.4%)

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teachers			
I prepare more items than needed before I review and select some for the test	50(22.8%)	100(45.7%)	69(31.5%)
I evaluate the test as a whole before I make the final copy	105(47.9%)	80(36.5%)	34(15.6%)

Source: Field survey (2022)

Responses as indicated in Table 3 show that majority of teachers in Effia-Kwesimintsim Municipality (114; 52.1%) considered the purpose of the test in developing their test items. Surprisingly, 9.6% of respondents did not to develop a marking scheme when test items were developed. In terms of how frequently test items were matched with instructional objectives, majority of respondents (100; 45.7%) said that they did so.

It was observed that 91 (41.6%) failed to use a test specification table when creating questions whiles 143 respondents, or 65.3%, said they frequently copied test questions from textbooks.

Teachers indicated that they often or very often engaged in all aspects except for the following three: developing test items only when it is time to assess students (117 respondents, 53.4%), arranging objective test answers in a pattern to make scoring easy (113 respondents, 51.6%), and participating in in-service training in test construction for teachers in their school (130 respondents, 59.4%).

Research Question 2

What are the principles that guide the administration of test among teachers in Effia-Kwesimintsim Municipality?

The purpose of the above question was to find out if teachers in Effia-Kwesimintsim Municipality followed laid down principles when

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administering tests. To measure this construct, six (6) items on the questionnaire were used. The analyses of the responses are presented below:

Table 4- *Guidelines to teachers test administration.*

Statement	More often	Often	Not used
I ensure good seating arrangements to prevent students from copying from each other	142(64.8%)	52(23.7%)	25(11.5%)
During examinations, I tell students that if they do not write fast, they will fail.	40(18.3%)	55(25.1%)	124(56.6%)
During examinations, I prepare for and expect emergencies.	42(19.2%)	92(42.0%)	85(38.8%)
I give hints to students when they ask about individual test items during examination.	27(12.3%)	37(16.9%)	155(70.8%)
I read novels, newspaper or "WhatsApp" friends when I invigilate tests/examinations	28(12.8%)	33(15.1%)	158(72.1%)
I inform students in advance about content/topics that the tests/examination will cover	44(20.1%)	74(33.8%)	101(46.1%)

Source: Field survey (2022)

Majority of teachers (142, or 64.8%) ensured good seating arrangements to prevent students from copying from each other. Also, majority of the teachers 70.8% stated that they did not provide students with any hint when asked about individual test items during the examinations.

A total of 95 teachers advised students to be fast when writing examinations to avoid failing, which is less than the majority of 124 teachers (56.6%) who did not advise students to write faster. The findings also revealed that 61 teachers read novels, newspapers, or "what sapped" friends when invigilating examinations, while up to 158 or 72.1% of the teachers did not do so during invigilation. This demonstrated that teachers in Effia-Kwesimintsim Municipality follow most of the guidelines in the administration of test during examinations.

Teachers adhered to most test administration guidelines, with the exception of three practices. Approximately 56.6% of teachers admitted to not cautioning students during examinations that failure would result if they did not write quickly. Moreover, 70.8% acknowledged not providing hints to students when queried about individual test items during exams. Additionally, a significant 72.1% of teachers reported not engaging in distracting activities, such as reading novels, newspapers, or chatting with "WhatsApp" friends, while invigilating tests or examinations.

Research Question 3

What are the principles that guide test scoring practices of teachers in Effia-Kwesimintsim Municipality?

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The objective of this research question was to determine whether guidelines in scoring tests are followed by teachers of public JHSs in Effia-Kwesimintsim Municipality. This construct was measured using seven (7) items on the questionnaire. The findings are displayed in table 5 below:

Table 5- *Guidelines to teachers test scoring.*

Statement	More Often	Often	Not used
I score essay tests, question by question	75(34.2%)	82(37.4%)	62(28.4%)
I prepare marking schemes for essay tests after students have taken the test.	71(32.4%)	64(29.2%)	84(38.4%)
I periodically re-score previously scored papers to check consistency in scoring	38(17.4%)	71(32.4%)	110(50.2%)
I score answer scripts with the names of the students known to me	22(10.1%)	20(9.1%)	177(80.8%)
I keep previously scored items out of sight when scoring the rest of the items	44(20.0%)	65(29.7%)	110(50.3%)
The first few essays I score influence the rest of the scores I give	20(9.1%)	30(13.7%)	169(77.2%)

I give a separate mark for the mechanics of writing such as correct grammar, flow of expression etc. when scoring essays	70(32.0%)	70(32.0%)	79(36.0%)

Source: Field survey (2022)

The majority of educators actively employed key test scoring principles, as revealed by the survey results. Specifically, 34.2% indicated scoring essay tests question by question more often, while 37.4% reported doing so often. Additionally, 32.4% mentioned preparing marking schemes for essay tests after students had completed the assessments, with 29.2% acknowledging this practice often. Furthermore, a significant 32.0% of teachers both scored and often gave a separate mark for the mechanics of writing, including correct grammar and flow of expression, when evaluating essays. These findings underscore the prevalence of adherence to established test scoring methodologies among the surveyed educators.

A notable percentage of educators expressed disagreement with engaging in specific scoring practices, as revealed by the survey results. Firstly, 50.2% indicated that they do not periodically re-score previously scored papers to check consistency in scoring. Moreover, 80.8% disagreed with scoring answer scripts with the names of students known to them. Additionally, 50.3% mentioned keeping previously scored items out of sight when scoring the rest of the items, indicating a dissenting stance. Furthermore, a significant 77.2% expressed disagreement with the notion that the first few essays they score influence the rest of the scores they give. These findings

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highlight instances where surveyed teachers diverged from certain scoring practices.

Research Question 4

What are the principles that guide the grading practices of teachers in Effia-Kwesimintsim Municipality?

The objective here was to determine whether guidelines in the grading of tests were followed by JHS teachers at public JHSs in Effia-Kwesimintsim Municipality. This question was measured using five items on the questionnaire. The outcomes of most often and often were consolidated into one. This was analysed using frequencies and percentages. The findings are presented in Table 6.

Table 6- *Guidelines to teachers test grading*

Statements	More often	Often	Not used
I assigned grades to students work to reflect academic performance only	50(22.8%)	80(36.6%)	89(40.6%)
I assign grades purposively to punish non-learning students	24(10.9%)	30(13.7%)	165(75.4%)
I assign grades to motivate all students to learn harder	105(47.9%)	70(32.0%)	44(20.1%)
I use a standard based grading system for any school in grading	114(52.0%)	70(32.0%)	35(16.0%)
I grade students based on behavioural factors such as conduct; effort and attitude affect my grading	33(15%)	56(25.6%)	130(59.4%)

Source: Field survey (2022)

According to data from Table 6, most teachers, 130 (59.4%) graded students' assignments solely to reflect academic performance only, whereas 89 (40.6%) of the teachers did not grade students work solely based on academic performance. But when asked if they employed a standard based grading system, majority of teachers 184 (84%) reported that they did, while 35 (16%) of the respondents submitted that they did not.

Furthermore, 165 (75.4%) of the respondents awarded grades not to punish pupils who were not learning. In addition, 175 (79.9%) of the respondents' stated that grades were given to encourage performance. The findings above affirm that teachers at public JHSs in Effia-Kwesimintsim Municipality followed the principles that guided the grading of test.

Hypothesis Testing

Two hypotheses were tested in the research. A 95% confidence level and a significance level of .05 were used to test these hypotheses. The statistical tools used were the independent samples t-test and multiple regression.

Hypothesis 1

H_0: Teacher's characteristics (age, teaching experience, academic qualification) will not predict their classroom assessment practices.

The hierarchical multiple regression was used to test this hypothesis. The composite score for each variable was employed in analysing because the criterion variable was unidimensional. To make the analysis of the data easier, the predictor variables were dummy coded because each predictor was in a category.

Normality Test
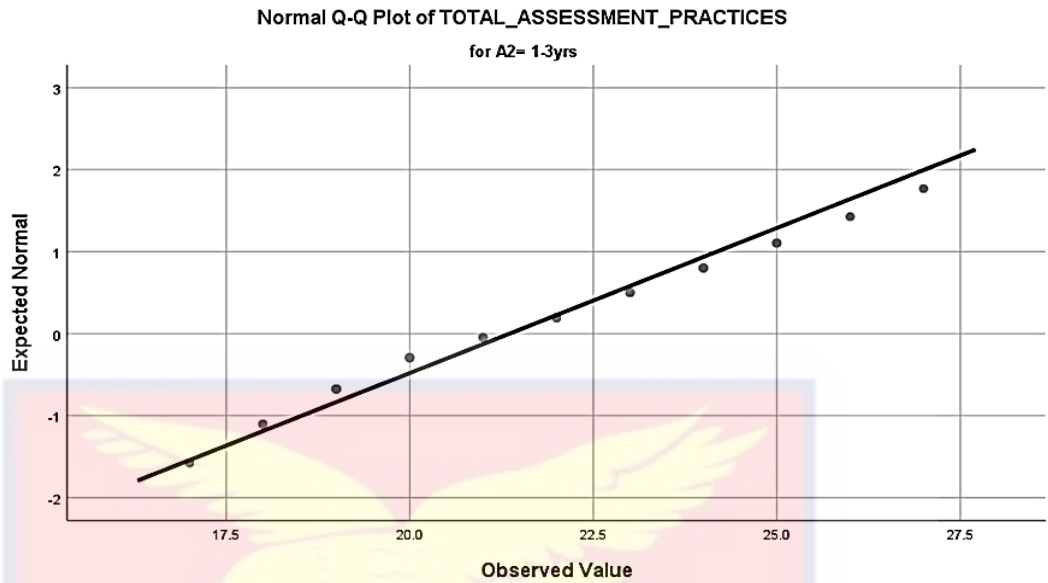
Figure 1: **Normality test-Q-Q plot**

The data's normality was verified prior to the analysis and did pass the normality assumption test. According to the Durbin Watsons test results, the data did not exhibit any autocorrelation (d = 1.917). Again, the predictors and the criterion which is classroom assessment practice had a linear relationship. There was no multicollinearity, as evidenced by the VIF and Tolerance values. These criteria were met hence a hierarchical multiple regression was run.
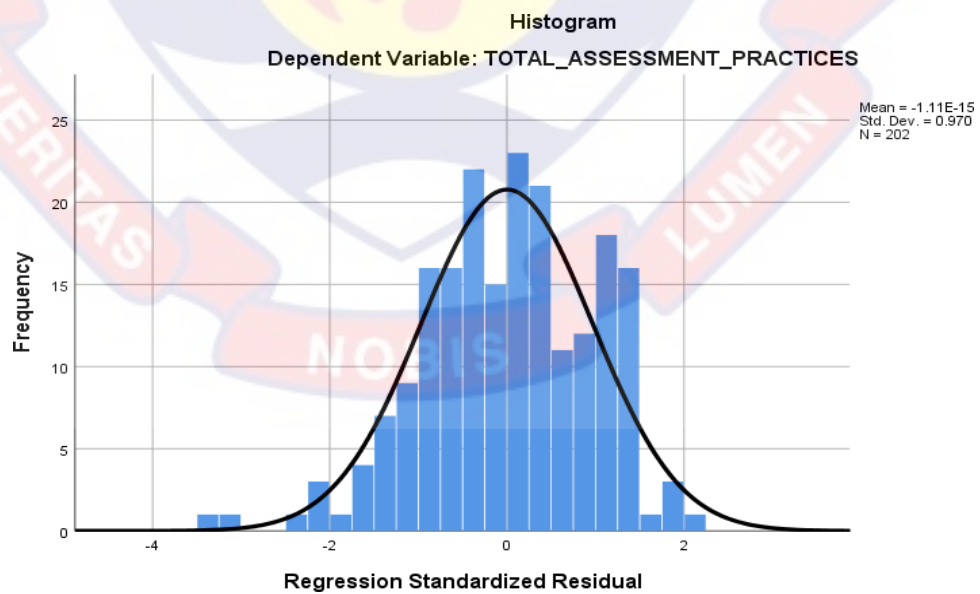
Figure 2: **Histogram**
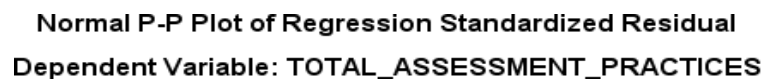
Figure 3: **Regression: Normal P-P Plot**
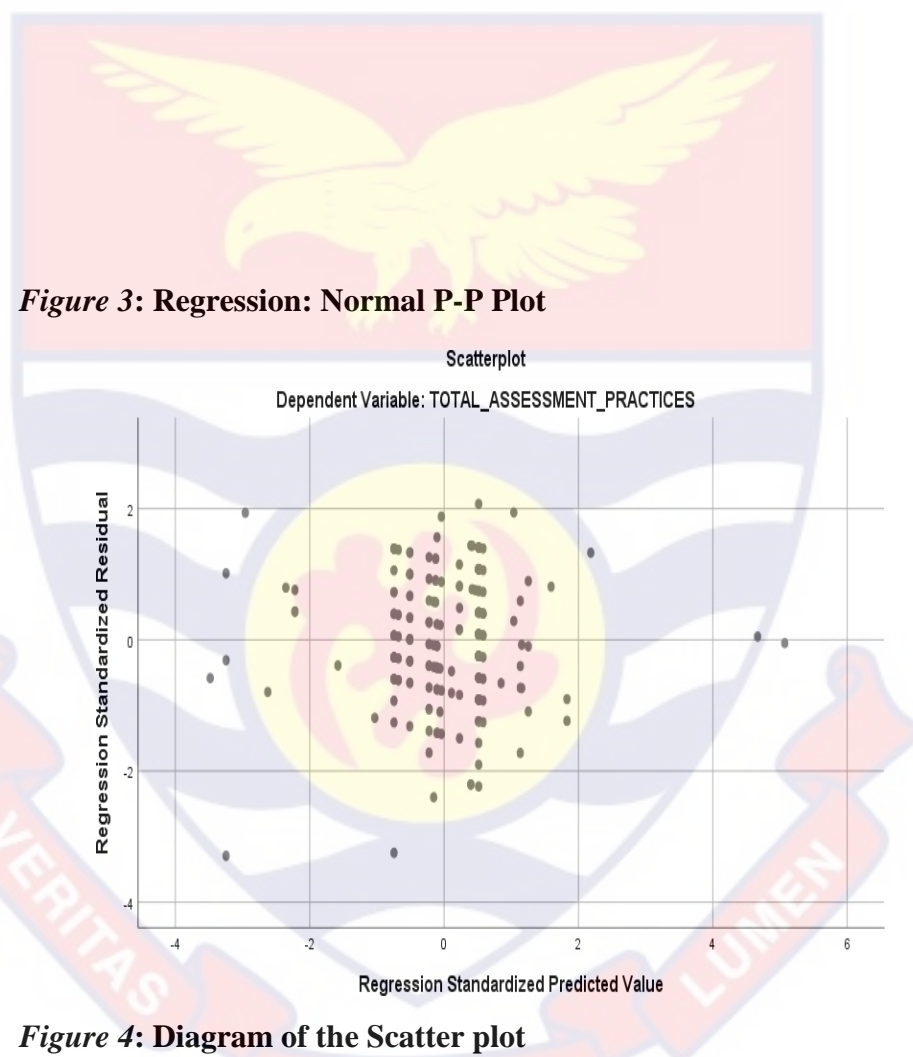
Figure 4: **Diagram of the Scatter plot**

Findings from the hierarchical regression on demographic factors and assessment practice are presented in Table 7. The analysis looked at how teacher characteristics independently contributed to the model.

Table 7- Population Data *and Assessment Practices: Hierarchical Regression*

Model	Sum of Squares	df	Mean Square	F	Sig	R^2	R^2

								Change
1	Regression	7.73	3	2.58	.279	.840	.004	.004
	Residual	1826.89	215	9.23				
2	Regression	17.79	6	2.97	.318	.927	.010	.005
	Residual	1816.83	212	9.32				
3	Regression	112.271	12	9.36	1.027	.426	.061	.051
	Residual	1722.35	206	9.11				

1. Predictor: Teaching experience
2. Predictor: Teaching experience, age,
3. Predictor: Teaching experience, age, academic qualification
Criterion: Assessment Practice
Model 1: F Change = .279, Sig. F Change = .840, df1=3, df2 =215
Model 2: F Change = .318, Sig. F Change = .927, df1=6, df2= 212
Model 3: F Change =1.027, Sig. F Change = .426, df1=12, df2=206

Generally, it was concluded that the model was not statistically significant. Years of teaching experience as identified in Model 1 was not a contributor to assessment practice, F (3, 215) =.279, p =.840. The teaching experience of the teachers were found to explain 0.4% of the difference in assessment practice.

In Model 2, teaching experience and age of the respondents were considered, the model remained insignificant, F (6, 212) =.318, p =.927. It was observed that years of teaching experience and respondents' ages contributed to 10% variations in assessment practice. Age solely accounted for 0.6% variations in assessment practice making it not statistically F (12, 206) = .360, p=.782.

Model 3 also was insignificant F (12, 189) =1.027, p=.426 when academic qualification was added to the years in teaching and the age of respondents. They contributed only 6.1% variation in assessment practice. Again, in the model's academic qualification only was not significant as well F

(6,189) = 1.728, p =.117 thus 5% of all variations in assessment practice. From the analysis above, I failed to reject the null hypothesis. That is teachers of public JHSs in Effia-Kwesimintsim Municipality characteristics such as age, teaching experience, academic qualification did not predict their classroom assessment practices.

Hypothesis 2

H_o: There is no statistically significant difference between assessment practices of male and female teachers.

In determining whether male teachers differ in their assessment practices from female teachers, an independent samples t-test was run. The composite score of respondents served as the dependent variable. The underlying assumptions for the independent samples t-test were verified before the study. It revealed that normality was not violated, according to the normal Q-Q plot below.
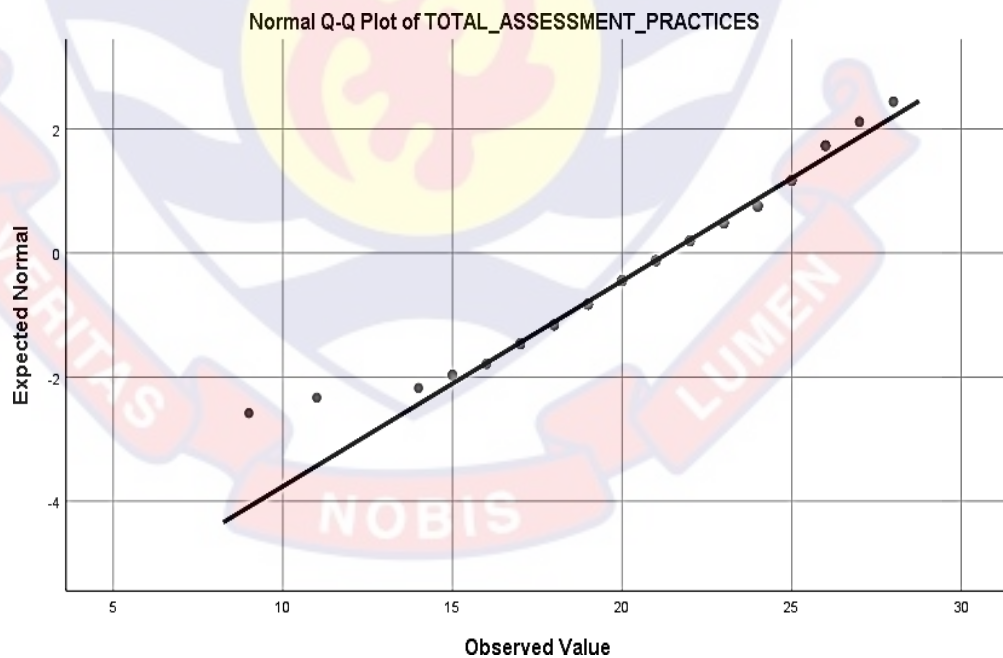
Figure 5: **Normal Q-Q Plot**
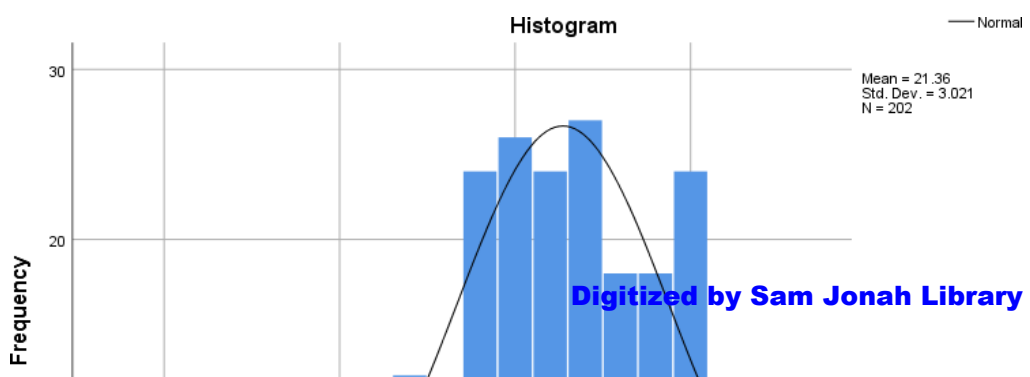
Figure 6: **Histogram**

Additional analysis demonstrated the mean (M = 21) and median (Mdn = 21) to be roughly equivalent, supported the outcome. The histogram above in figure 6, indicate a greater percentage of the scores fell between ±2 standard deviation, further supported the normality of the data. This gave the analysis's its use of a parametric test tool as the apparent choice hence the use of the independent samples t-test.

To determine whether variances seen between the groups were identical, the equal variance assumption was subjected to test as well. The equality of variance assumption was not violated, according to the results of the Levene's test (F = 0.39, p =.843) in Table 9.

Table 9 - *Independent Samples T- Test*

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference

Assessment	Equal	.039	.843	.862	217	.389	.75123
Practices	variances						
	assumed						
	Equal			.868	210.442	.386	.75123
	variances						
	not						
	assumed						

According to the analysis, the null hypothesis was accepted therefore, there were no sex differences among teachers in public JHSs in Effia-Kwesimintsim Municipality assessment practices, t (217) =.862, p =.389. Thus, there were no differences in the assessment practices of male and female teachers in public JHSs at the Effia-Kwesimintsim Municipality.

The descriptive Table in table 10 provides further details on the analysis, comparing the two groups' differences in the dependent variable.

Table 10 - *Sex Difference in Teachers' Assessment Practices*

	SEX	N	Mean	Std. Deviation	Std. Error Mean
Assessment Practices	Female	110	43.4480	7.00053	.62615
	Male	109	42.6968	7.44013	.59761

Discussion

Principles that Guide Test Construction practices of Teachers in the Effia-Kwesimintsim Municipality

The current study revealed most respondents followed principles that guided test item construction. Thus, teachers considered the purpose they

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intended to achieve before constructing test items and prepared a scoring rubric. Interestingly the findings revealed that, schools did not conduct in-service training for teachers. This has the tendency to deprive teachers the knowledge of current trends in classroom assessment practice and deprive teachers a platform to discuss challenges within their classrooms.

The study's findings were consistent with Mehrens and Lehmann (1999) who identified the use of a test specification table as one of the stages that go into test item construction as most teachers in developing their test used a test specification table.

Also, it was consistent with those of Agu, Onyekub, and Anyichie (2012) who observed that almost all teachers ensured test items were constructed considering the purpose of test in reference to the scheme of work prepared by the teacher. Moreover, the outcome of the present study was supported by those of Tamakloe, Atta, and Amedahe (1996) who observed that scoring rubric is needed after creating test items.

The outcome of the research was supported by those of Mehran's and Lehmann (1991) who observed that instructional objectives must be matched with questions when developing test items. The findings however were inconsistent with those of Agu, Onyekub, and Anyichie (2012) whose research findings were that teachers used standard textbooks as a guide when creating test items.

Principles that Guide Test Administration Practices of Teachers in the Effia-Kwesimintsim Municipality

The outcome of the current research showed that respondents followed all principles that guided the administration of tests in their classrooms. The

outcome of this study was supported by Gronlund and Waugh (2009) argument that good seating arrangement should be ensured to enable students to have the independence to work.

The outcome moreover was consistent with, Amedahe and Etsey (2003) who argued that for effective test administration, teachers should not read novels, newspapers, and grading test papers in the examination room. The results of the study were consistent also with (Amedahe & Etsey, 2003) that teachers should strive to reduce anxiety among examinees. That is, teachers must refrain from urging examinees to quicken up the pace of work, warning them that the test is important and using test as a threat if students misbehave. Further, the findings by Rukundo and Magambo (2010) that teachers refrain from providing hints to students who inquired about specific items in their tests and that if an item is unclear, however, teachers should not assist a student in answering it were consistent with the current study.

Principles that Guide Teachers Test Scoring Practices

The outcome of the research indicated that most teachers at Effia-Kwesimintsim Municipality test scoring skills were good. That is when scoring examinations, teachers took proper measures to reduce biases and were mindful of personal preferences by scoring answer scripts with prepared marking schemes.

The results of the study were consistent with Amedahe and Etsey (2003) who listed some guidelines for teachers to follow when scoring essay exam item. Among these guidelines are creating a scoring guide such as a holistic or analytical marking scheme, assessing answers question by question

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and hiding answers to earlier rated questions when analysing the remaining items.

The research findings were consistent with that of (Freedman, 1981) that when grading examinations, the test creator must take proper measures to reduce biases, focus exclusively on the answer's relevance, be mindful of personal preferences influence the rating, and using the same criteria for every script.

Principles that Guide Teachers Grading of Tests

In this study, the principles that guided the grading of tests by teachers of public JHS in the Effia-Kwesimintsim Municipality were examined. Findings from the research revealed that teachers followed the principles in grading tests. The results of this study were consistent with the findings of Newton (2007) and Scriffiny (2008) that grading should only be viewed at the judgement level as an academic process that is based on standards, rather than being addressed as a specific evaluation objective at the decision level.

Randall and Engelhard (2010) findings that teachers followed the participating school district's stated grading policy, which assigned grades based primarily on achievement supported the outcome of the present study that teachers assigned grade to reflect academic performance only.

Also, the findings were consistent with those of Oosterhof (2001) that grades can be used to motivate students to study more effectively and exhibit desired classroom management skills. The findings of the current study were however inconsistent with those of Zoeckler (2007) who revealed that teachers' judgements of student effort, moral growth, and local grading systems had an impact on how students were graded.

Teachers' Characteristics Predicting Classroom Assessment Practices

This study sought to determine whether demographic factors (years of teaching experience, age, or educational qualification) predicted teachers' classroom assessments practices. The research findings showed that the demographic factors did not predict teachers' assessment practices.

Although none of the teacher characteristics significantly predicted teachers' assessment practices, they all nevertheless accounted less to the overall variations in teachers' assessment practices. The results of the present study contradicted the findings of Koloi-Keaikitse (2012) which indicated that educational background, professional training had a favourable impact on their attitudes toward and abilities in using acceptable classroom assessment methods. The results of this study also differed from those of Zhang and Burry-Stock (2003) who discovered that because classroom assessment is differentiated by teaching level and experience, teachers' assessment practises vary.

Furthermore, the results contradicted with those of Alkharusi (2011c) who discovered a strong correlation between teaching experience and self-perceived assessment skills. Alkharusi argued that periodic training in assessment demonstrated a better degree of expertise relatively to those who do not receive periodic training in assessment. The differences in the findings above which were inconsistent can be attributed to countries the studies were carried out where the education system may differ, the research instrument and design.

Differences between Male and Female Teachers' Assessment Practice

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This study intended to determine whether there were differences between assessment practices of male and female teachers. The outcome of the research revealed that male and female teachers were indifferent in how students are assessed.

Findings of the research were in line with those of Alsarimi (2000) who discovered that teachers employed varied test forms with no appreciable variations based on teachers' sex. However, the results of the research were inconsistent with those of Alkharusi (2011b) who discovered that male teachers seemed to be knowledgeable in educational assessment which influence their practice of assessment than female teachers. The outcome of the research also contradicted those of Ndalichako (2015) who discovered variation in their practice of assessment among male and female teachers in a t-test study that showed female teachers' assessment to be more positive oriented towards assessment than male teachers. According to Ndalichako's findings, female instructors preferred to employ assessment more frequently than their male colleagues in the classroom to assist and enable the learning process.

Moreover, the outcome of the current research also contradicted the findings of Alkharusi (2011). These researchers discovered that despite teachers' positive attitudes and perceptions, teachers had been using a diverse range of assessments predominantly, gave grades and inspired students to study based on sex-specific differences.

Chapter Summary

The research investigated adherence to principles of assessment practices of public JHS teachers in the Effia-Kwesimintsim Municipality,

focusing on the predictors and sex differences in these practices. The data showed majority of teachers in the municipality were female, relatively youthful, and possessed bachelor's degrees, with a significant proportion having over 12 years of experience. Teachers often considered the purpose of tests in developing items, matched test items with instructional objectives, and ensured good seating arrangements during examinations. However, some deviations were observed, such as the occasional lack of a marking scheme during item development and infrequent use of a test specification table.

Additionally, the study explored teachers' grading principles, finding that most graded assignments based on academic performance and employed a standard-based grading system. Notably, the statistical analysis indicated that teachers' characteristics, including age, teaching experience, and academic qualifications, did not predict their assessment practices. Furthermore, there were no significant differences in assessment practices between male and female teachers in the Effia-Kwesimintsim Municipality. The findings provide valuable insights into the dynamics of classroom assessment in this educational context.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview of the Study

The study examined adherence to principles of classroom assessment practices among JHS teachers in the Effia-Kwesimintsim. A descriptive survey was used for the research. A sample of two hundred and nineteen (219) respondents were involved in the study. Data from the respondents were gathered using a 42-item teacher self-perceived assessment practices

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questionnaire. A sample of thirty (30) JHS teachers from Sekondi-Takoradi Metropolitan were used to pre-test the research instrument because Sekondi-Takoradi Metropolitan shares proximity with Effia-Kwesimintsim Municipality where the research was conducted and also teachers in both Sekondi-Takoradi Metropolitan and Effia-Kwesimintsim Municipality had comparable features which increased the validity and reliability of the research instrument.

The Statistical Product for Service Solution (SPSS) Version 20 was used to analyse the data. Descriptive statistics of percentages and frequencies were used to analyse the demographic factors of teachers in addition to the responses on research questions 1, 2, 3 and 4. Also hierarchical multiple regression was used to test research hypothesis 1. The independent samples t-test was used to test hypothesis 2.

Key Findings

The research's primary conclusions included the following:

1. The research discovered that teachers in public JHSs in the Effia-Kwesimintsim Municipality used specific techniques for creating tests. Among these, considering the aim of the examination before designing questions, creating a scoring rubric right away after creating questions, and copying test questions from test books were the most prevalent test construction techniques.

2. The research discovered that teachers made sure of appropriate seating arrangements were done during test administration to prevent students from collaborating with one another, instructed students not to write quickly during examinations to avoid failing, avoided reading books or

newspapers, and did not engage in "whatsapping" with friends while invigilating.

3. The results of this study showed that most respondents did not routinely rescore previously graded papers to ensure consistency in rating. The findings of the study also showed that most respondents did not grade scripts of students whose names they knew and that the ratings they gave to the first few scripts did not affect the rest of the scores they awarded.

4. Regarding teachers' grading procedures, it was discovered that teachers did not grade students solely based on their academic achievement, they utilized a standard-based grading system that was the same for all schools, did not assign grades primarily as a means of punishing students who were not learning, and that that they did not rate students based on their conduct or attitude.

5. The results of the study revealed demographic characteristics (teaching experience, age, or academic qualification) of teachers did not predict the assessment practices employed in their schools.

6. Findings from the research also revealed that male and female teachers did not significantly differ in their practice of assessment in the classroom.

Conclusions

1. Test Construction Techniques: In conclusion, the study highlights that, teachers in public JHSs in the Sekondi-Takoradi Metropolitan employ various test construction techniques. Notably, prioritizing the exam's aim during question design, promptly creating scoring rubrics, and

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utilizing test books for question content emerged as prevalent practices, showcasing the diversity in approaches adopted by teachers in constructing assessments.

2. Test Administration Practices: The research underscores the importance teachers place on maintaining a conducive testing environment. Through appropriate seating arrangements, discouraging hasty writing, avoiding external distractions, and refraining from personal communication during invigilation, teachers actively work to ensure fair and unbiased test administration, contributing to the integrity of the assessment process.

3. Rescoring and Consistency: The findings indicate a lack of routine rescoring of previously graded papers among teachers. Moreover, the study reveals that knowledge of students' names does not significantly influence grading practices. This suggests that while there may be room for enhancing consistency through rescoring, teachers generally maintain objectivity in assessing student performance.

4. Standard-Based Grading System: The study concludes that teachers in the Sekondi-Takoradi Metropolitan do not solely base student grades on academic achievement. Instead, they adhere to a standard-based grading system consistent across all schools. Additionally, the research suggests that grading is not employed as a punitive measure for students' lack of learning, and conduct or attitude does not factor into the grading process.

5. Demographic Characteristics and Assessment Practices: Contrary to expectations, the study reveals that teachers' demographic

characteristics such as teaching experience, age, or academic qualifications do not serve as predictors for the assessment practices employed in their schools. This implies that diverse backgrounds and experiences among teachers do not significantly impact their approaches to assessment.

6. Gender differences in Assessment Practices: The research findings dismiss the notion of significant sex differences in teachers' assessment practices in the classroom. Male and female teachers demonstrate similar approaches to assessment, highlighting a level of consistency and equality in the implementation of assessment strategies irrespective of sex.

Recommendations for Policy and Practice

1. While the study identified prevalent test construction techniques, it is advisable for teachers to undergo professional development workshops or training programs on diverse and effective test construction methods. This can help educators expand their repertoire of assessment tools, ensuring a more comprehensive and varied approach to designing examinations that align with educational objectives.

2. The observed practices, such as ensuring appropriate seating arrangements and instructing students not to write quickly, are commendable. To further enhance test administration, teachers could explore implementing technology tools for cheating prevention and consider adopting best practices for maintaining a distraction-free examination environment. Training sessions on effective invigilation techniques could be beneficial.

3. The findings indicate a lack of routine rescoring and the non-impact of early scripts on subsequent scores. Educators might benefit from periodic training on the importance of rescoring for consistency and fairness. Additionally, workshops on alternative grading methods, such as formative assessment and peer assessment, could broaden teachers' perspectives on evaluating student performance.

4. Although the study suggests positive grading practices, teachers could explore incorporating more qualitative feedback alongside grades to provide students with constructive insights for improvement. Additionally, continuous professional development on innovative and student-centred grading methods can help teachers tailor their assessments to individual learning needs.

5. Despite the findings that demographic characteristics did not predict assessment practices, ongoing professional development could empower teachers with the latest research on effective assessment strategies. Encouraging collaborative learning environments where teachers can share experiences and insights may also contribute to continuous improvement in assessment practices.

6. Given the lack of significant differences between male and female teachers in assessment practices, fostering sex-inclusive training sessions and professional development opportunities can contribute to a more equitable and diverse educational landscape.

Suggestions for Future Research

1. Further research can be done to investigate how varied teaching methods of teachers influence their practice of assessment in the classroom.

2. Further research can be carried out on teachers' aptitude for creating tests items and it impact on assessment.

3. Additional research may be done in the future to look at how teachers' achievement goals influence their assessment practices in the classroom.

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

QUESTIONNAIRE

This survey intends to gather information that will aid the researcher's investigation into characteristics of teachers as a predictor of their assessment practice. The intent of this activity is purposely educational. Any details you provide will be handled privately. The questionnaire gauges how you view and approach teaching. At the start of each section are guidelines on how to complete the questionnaire. I appreciate your assistance hugely.

SECTION A

RESPONDENT'S BACKGROUND INFORMATION

Kindly select the appropriate answer.

1. Sex

   Male   ( )

   Female   ( )

2. Number of years taught

   1-3 Years   ( )

   4-7 Years   ( )

   8-11 Years   ( )

   12 Years and above   ( )

3. Highest Academic Qualification

   Diploma in Education   ( )

   Bachelor of Education   ( )

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BA/B.Sc. (without education)   (   )

Master of Education (M.Ed.)   (   )

MA/MSc   (   )

M.Phil. in Education   (   )

PH.D.   (   )

4. Age range in years

20-29 (   )

30-39 (   )

40-49 (   )

50-59 (   )

SECTION B

TEST CONSTRUCTION PRACTICES OF TEACHERS

Kindly select based on your level of practice regarding test construction.

No.	Statements	More Often	Often	Not used
1.	I write individual test items two weeks before the date of testing.			
2.	I prepare a marking scheme immediately after constructing my items.			
3.	I copy questions from past BECE examinations questions			
4.	I develop test items only when it is time to assess students			
5.	I use a test specification table when writing test items			

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6.	I copy test questions from textbooks			
7.	I match instructional objectives with test items			
8.	I write items based on information that students know			
9.	I arrange objective test answers in a pattern to make scoring easy			
10.	I consider the purpose of the test before developing test items			
11.	My school conducts in-service training in test construction for teachers.			
12.	I prepare more items than needed before I review and select some for the test.			
13.	I evaluate the test as a whole before I make the final copy.			

SECTION C

**TEACHERS' TEST ADMINISTRATION PRACTICES**

Kindly select based on your level of practice regarding test administration.

No.	Statements	More Often	Often	Not used
1.	I ensure good seating arrangements to prevent students from copying from each other.			
2.	During examinations, I tell students that if they do not write fast, they will fail			

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3.	During examinations, I prepare for and expect emergencies			
4.	I give hints to students when they ask about individual test items during examinations			
5.	I read novels, newspapers, or WhatsApp friends when I invigilate tests/examinations			
6.	I inform students in advance about content/topics that the tests/examinations cover			

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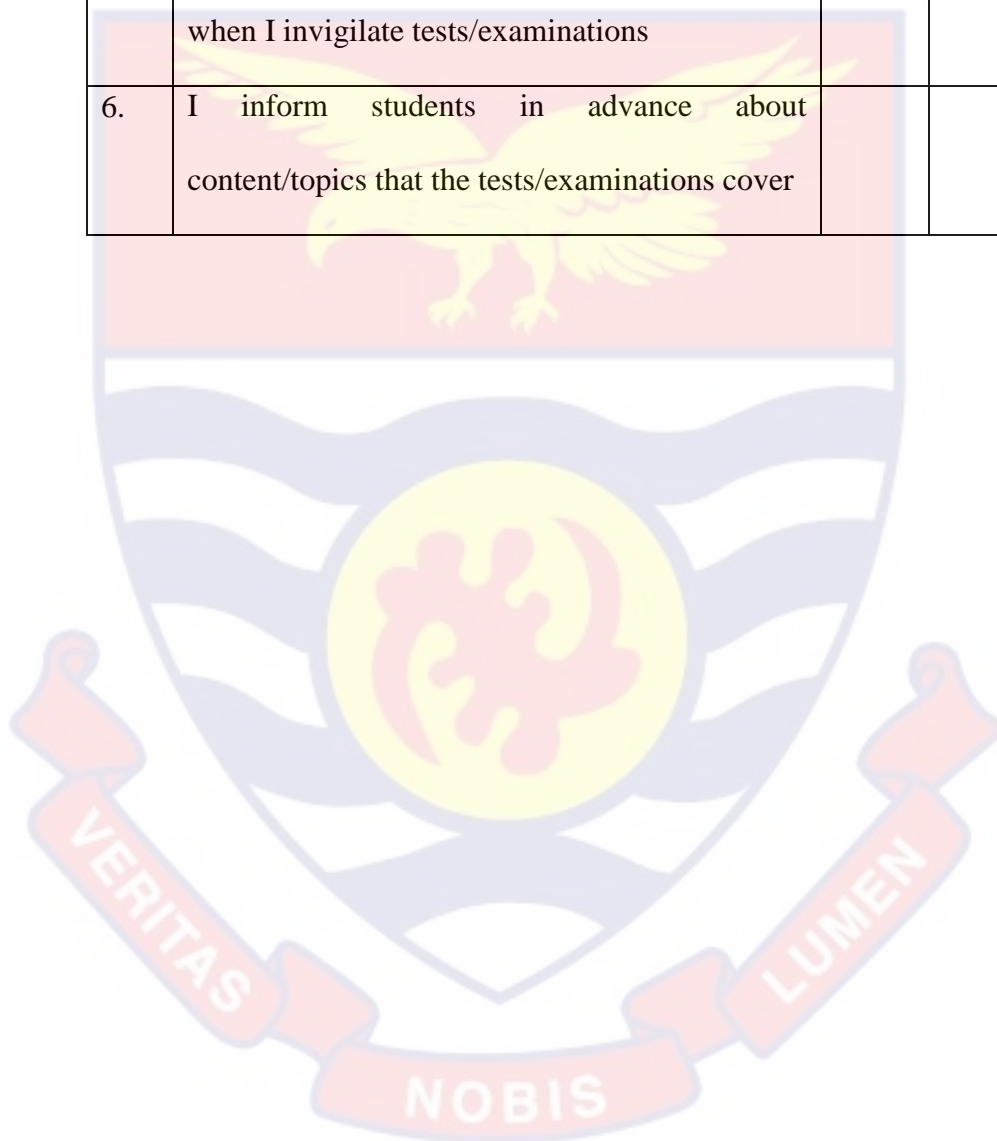
SECTION D

TEACHERS' TEST SCORING PRACTICES

Kindly select based on your level of practice regarding scoring of tests.

	TEACHERS' TEST SCORING PRACTICES			
1.	I score essay tests, question by question.			
2.	I prepare marking schemes for essay tests after students have taken the test			
3.	I periodically re-score previously scored papers to check consistency in scoring			
4.	I score answer scripts with the names of the students known to me			
5.	I keep previously scored items out of sight when scoring the rest of the items			
6.	The first few essays I score influence the rest of the scores I give			
7.	I give a separate mark for the mechanics of writing such as correct grammar, the flow of expression, etc. when scoring essays			

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SECTION E

GRADING PRACTICES OF TEACHERS

Kindly select based on your level of practice regarding grading of test.

| No.	Statements	More often	Often	Not used
1.	The grade that I assign to students' work communicates academic performance only.			
2.	I assign grades purposely to punish non-learning students			
3.	I assign grades to motivate all students to learn harder			
4.	I use standard base grading system in grading my students.			
5.	Behavioural factors of students such as conduct, effort, and attitude affect my grading			

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APPENDIX B

RELIABILITY TEXT

Test Construction Practices of Teachers

Reliability Statistics

Cronbach's Alpha	N of Items
.786	13

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I write individual test items two weeks before the date of testing.	36.3750	38.651	-.143	.804
I prepare a marking scheme immediately after constructing my items.	35.2000	33.856	.360	.777
I copy questions from past BECE examinations questions	35.1000	35.836	.172	.791

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I develop test items only when it is time to assess students	35.0500	30.715	.561	.756
I use a test specification table when writing test items	34.5500	34.203	.264	.786
I copy test questions from textbooks	34.5500	33.690	.421	.772
I match instructional objectives with test items	35.2500	30.910	.545	.758
I write items based on information that students know	34.6000	33.426	.376	.775
I write items based on information that students know	35.1000	29.221	.575	.754
I consider the purpose of the test before developing test items	34.6500	31.515	.570	.757
My school conducts in-service training in test construction for teachers.	34.5750	30.969	.589	.754

|				
I prepare more items than needed before I review and select some for the test	34.5750	32.763	.538	.762
I evaluate the test as a whole before I make the final copy.	34.9250	32.789	.376	.776
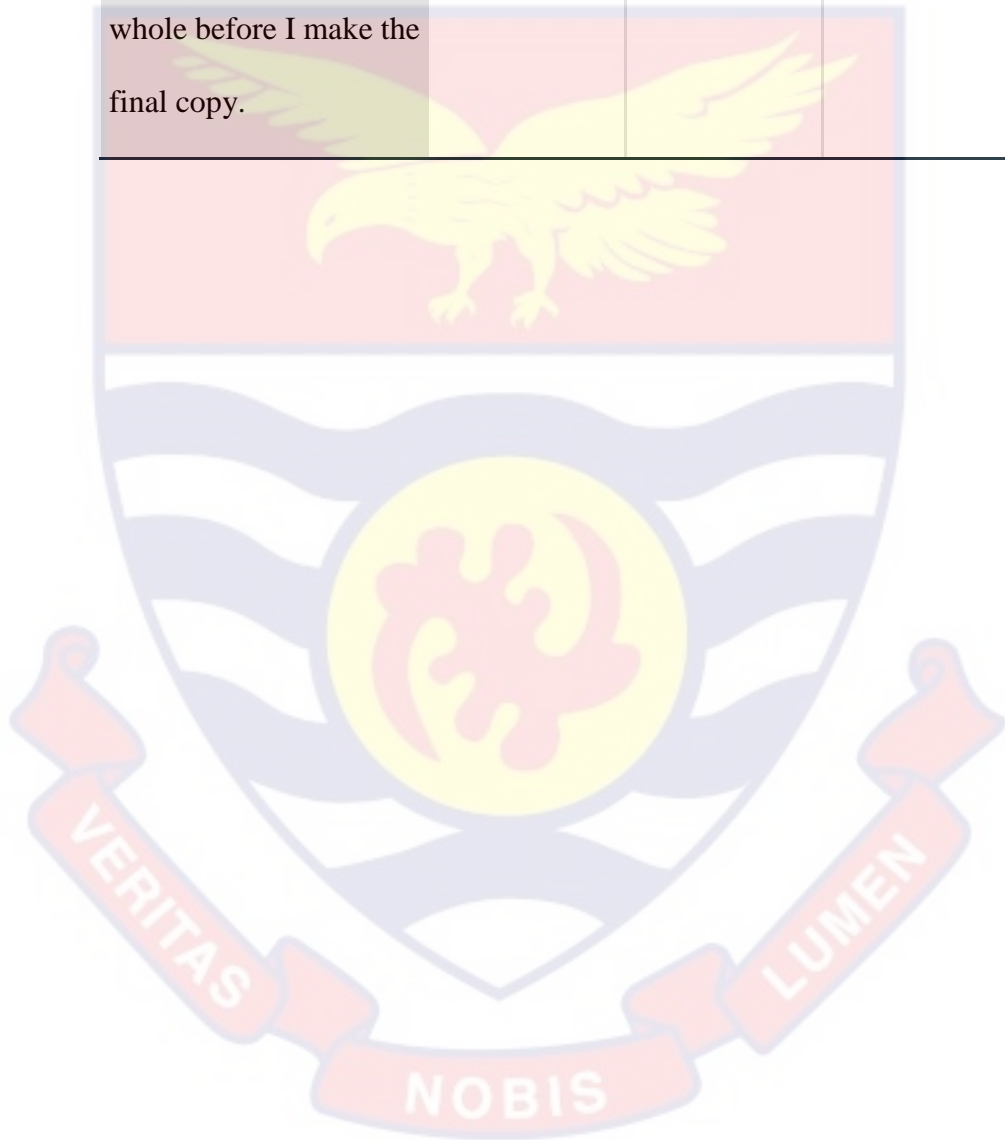
Test Administration Practices of Teachers

Reliability Statistics

Cronbach's Alpha	N of Items
.733	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I ensure good seating arrangements to prevent students from copying from each other.	14.8500	9.721	.354	.727
During examinations, I tell students that if they do not write fast, they will fail	15.4000	6.605	.712	.610
During examinations, I prepare for and expect emergencies	15.1250	9.138	.311	.737

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|				
I give hints to students when they ask about individual test items during examinations	14.9250	9.199	.393	.717
I read novels, newspapers, or WhatsApp friends when I invigilate tests/examinations	15.6750	7.302	.501	.690
I inform students in advance about content/topics that the tests/examinations cover	15.6500	7.413	.573	.663
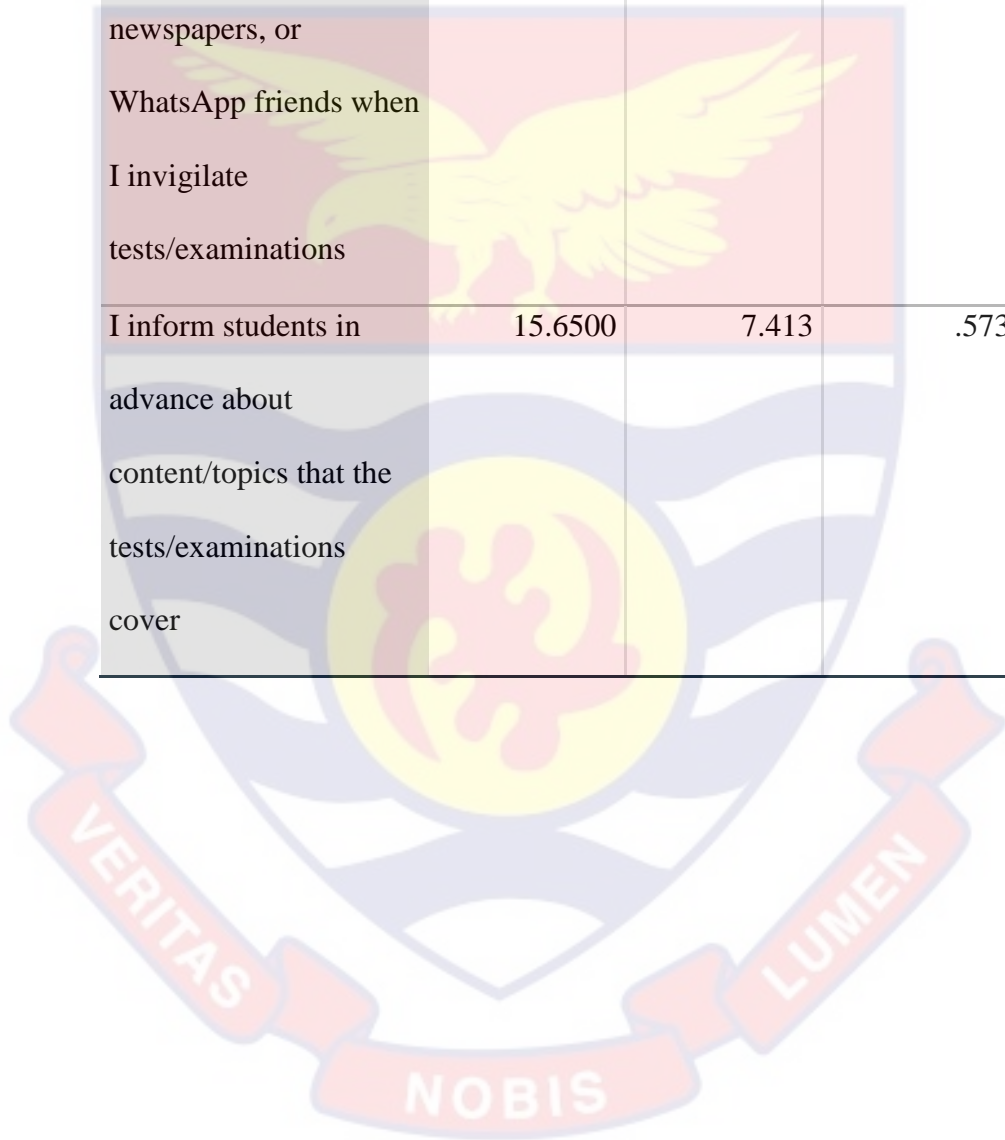
Text Scoring Practices of Teachers

Reliability Statistics

Cronbach's Alpha	N of Items
.709	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I score essay tests, question by question	16.6250	11.779	.276	.708
I prepare marking schemes for essay tests after students have taken the test	17.4000	10.503	.450	.669
I periodically re-score previously scored papers to check consistency in scoring	16.8000	10.164	.576	.639
I score answer scripts with the names of the students known to me	17.1750	9.994	.541	.644

|				
I keep previously scored items out of sight when scoring the rest of the items	16.7250	10.051	.535	.646
The first few essays I score influence the rest of the scores I give	17.4250	11.379	.209	.736
I give a separate mark for the mechanics of writing such as correct grammar, the flow of expression, etc. when scoring essays	16.9500	10.664	.400	.682
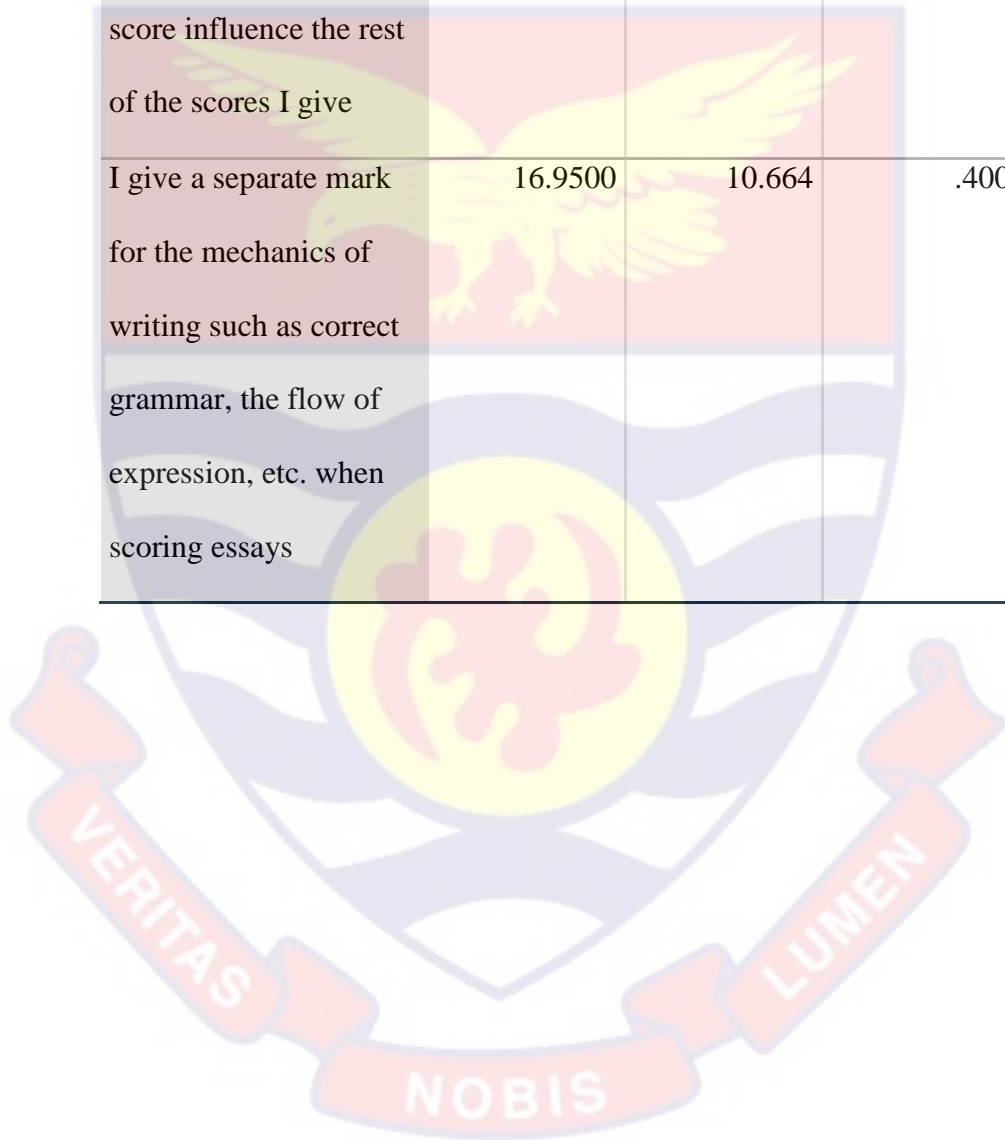
Test Grading Practices of Teachers

Reliability Statistics

Cronbach's Alpha	N of Items
.748	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The grade that I assign to students' work communicates academic performance only	12.6000	8.503	.345	.759
I assign grades purposely to punish non-learning students	13.1000	6.092	.603	.673
I assign grades to motivate all students to learn harder	12.6500	7.515	.558	.689

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I use standard base grading system in grading my students	12.5750	7.276	.568	.683
Behavioural factors of students such as conduct, effort, and attitude affect my grading	12.5750	8.148	.535	.703
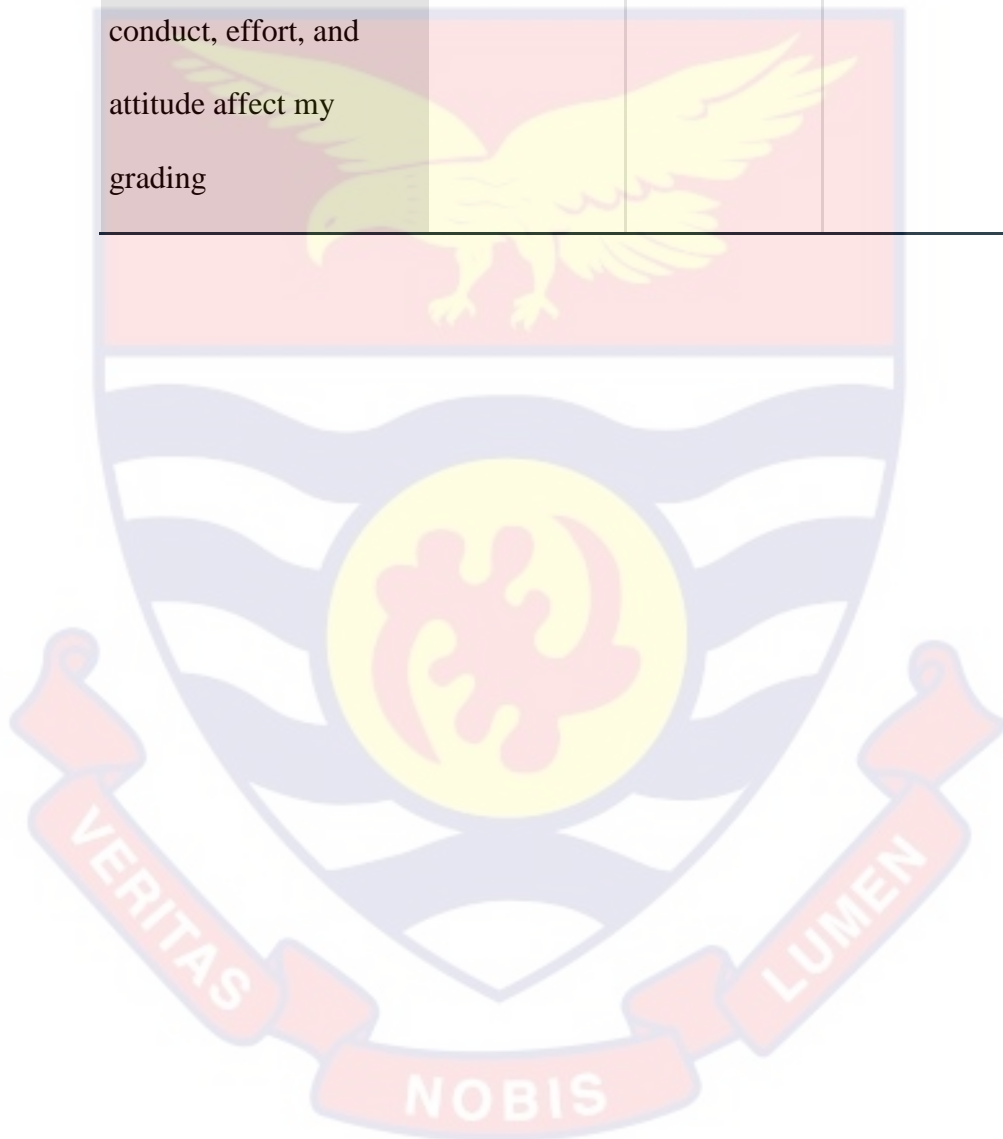
APPENDIX C

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Telephone: 0332091697	UNIVERSITY POST OFFICE
Email: dep@ucc.edu.gh	CAPE COAST, GHANA

Our Ref:

Your Ref: 27th May, 2022

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

THESIS WORK
LETTER OF INTRODUCTION: MR. THEOPHILUS QUAYSON

We introduce to you Mr. Quayson, a student from the University of Cape Coast, Department of Education and Psychology. He is pursuing a Master of Philosophy Degree in Measurement and Evaluation he is currently at the thesis stage.

Mr. Quayson is researching on the topic: **"TEACHER CHARATERISTICS AS CORRELATE OF CLASSROOM ASSESSMENT PRACTICES IN JUNIOR HIGH SCHOOLS IN THE EFFIA-KWESIMINTSIM MUNICIPALITY."**

He has opted to collect or gather data at your institution/establishment for his Thesis work. We would be most grateful if you could provide him with the opportunity and assistance for the study. Any information provided would be treated strictly as confidential.

We sincerely appreciate your co-operation and assistance in this direction.

Thank you.

Yours faithfully,

Hilda A. Lartey (Mrs.)
Administrative Assistant
For: **Head**

APPENDIX D

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES/ERB/ucc.edu/v6/22-131

Date: 20th October, 2022

Your Ref: ....

Chairman, CES-ERB
Prof. J. A. Omotosho
jomotosho@ucc.edu.gh
0243784739

Vice-Chairman, CES-ERB
Prof. K. Edjah
kedjah@ucc.edu.gh
0244742357

Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0244786680

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

The bearer, Theophilus Quayson, Reg. No. EF/MEP/20/0004 is an M.Phil. / Ph.D. student in the Department of Education and Psychology in the College of Education Studies, University of Cape Coast, Cape Coast, Ghana. He / She wishes to undertake a research study on the topic:

Teacher characteristics as Correllates of classroom assessment practices in Junior High schools in the Effia-Kwesimintsim Municipality.

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed his/her proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence his/her study. The ERB would be grateful if you would give him/her the necessary assistance to facilitate the conduct of the said research.

Thank you.

Yours faithfully,

Prof. Linda Dzama Forde
(Secretary, CES-ERB)

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