

Prospective Teachers' Disposition about Assessment's Practices: A Comparative View

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Abstract

Students' perceptions of assessment, stimulates them to develop an authentic and realistic assessment approach that rewards genuine effort and in depth learning rather than measuring luck [1]. Assessment's practices are very sensitive issue to enhance the quality of teacher education. Therefore, this research was aimed to investigate and compare the prospective teachers' disposition about assessment's practices (DAP) in public universities of Lahore, Punjab. Six hundred and eighty-eight prospective teachers that were enrolled in two public universities were selected via simple random sampling technique. An adopted self-reported scale, developed by Lodhi [3] was administered for data collection. The reliability of the scale was $\alpha = 0.82$. Different statistical techniques were applied to find out the variations in prospective teachers' disposition about assessment's practices on the basis of demographical variables. The findings of the study comprised that 19.3% prospective teachers had high magnitude of dispositions about assessment's practices. Moreover, it was also revealed that there was significant difference in prospective teachers' disposition about assessment's practices (DAP) in public universities of Lahore.

1. Introduction

Literature suggested variety of methods which are used in shaping the extent to which students are achieving the learning outcomes for a particular subject is refer as assessment [5], [8]. It is an integral part of teaching and learning which involves the process collecting the information which is helpful for students' evolution in learning and the success of the teaching strategies [2]. Popham [6] said that through assessment effective teachers can identified better ways to support students in learning and modify their teaching techniques. Conversely, assessment helps the students to know their deficiency in particular topic or course that is needed for more hard work.

According to Ndalichako [4] assessment is complex process as it's needed to investigate what to assess and how to assess effectively and establishing remedial measures. Assessment is a difficult task and efficient classroom assessment need knowledge with mastery over assessment strategies. Subsequently

educators should be instructed and capable in the use of classroom assessment. Classroom assessment is viewed as an instrument for settling on choice about the excellence of schools, educators and students in Pakistan.

For an effective teacher and quality of teacher education, investigating the disposition regarding assessment is vital factor. For this purpose, Thomas [9] concluded a study to examine the Pakistani teachers' viewpoint about Classroom Assessment. He concluded in his study that there was no significant difference in the viewpoint of skilled and unskilled teachers about the teacher' teaching approaches and assessment practices. Moreover, he also suggested that teacher education institutes should reassess their teachings to equip their prospective teachers with contemporary approaches of assessments.

Literature shows that there is less amount of research has been conducted to determine the prospective teachers' disposition regarding assessment practices. Therefore, this situation obliged the researchers to conduct a study to examine the prospective teachers' disposition about assessment's practices (DAP) in public universities of Lahore. As a result, the present study may be helpful complete the gap of literature about prospective teachers' disposition about assessment's practices (DAP) in teacher education institutes.

2. Objectives of the Study

The following were the objectives of the study i.e. to:

1. Examine the magnitude of prospective teachers' disposition about assessment's practices (DAP) in two public universities of Lahore.
2. Compare the prospective teachers' disposition about assessment's practices (DAP) between two public universities of Lahore.
3. Find the variation in prospective teachers' disposition about assessment's practices (DAP) on the basis of demographical variables (i.e. gender, status of teaching practice, academic achievement scores and age).

1.1. Research Hypotheses

The subsequent research hypotheses have been devised on the basis of above objectives:

Ho1 There is no significance difference in prospective teachers’ disposition about assessment’s practices (DAP) between two public universities of Lahore.

Ho2 There is no significance difference in prospective teachers’ disposition about assessment’s practices (DAP) on the basis of gender.

Ho3 There is no significance difference in prospective teachers’ disposition about assessment’s practices (DAP) on the basis of their teaching practice.

Ho4 There is no significance relationship between the prospective teachers’ disposition about assessment’s practices (DAP) and their academic achievement scores.

Ho5 There is no significance impact of age on prospective teachers’ disposition about assessment’s practices (DAP).

1.3. Delimitation

Due to limited time and financial constraints this research was delimited to only two years duration (i.e. Master in Education) teacher education program that offered in two public universities.

2. Research Methodology

2.1. Participants of the study

All prospective teachers (i.e. approximately 1376 PTs) registered in master’s Program (session 2014-

16) in two Public Universities of Lahore was comprised as the population of the present study. Simple random sampling technique (i.e. lottery method i.e. sampling without replacement method) was used to select the sample. Six hundred and eighty-eight prospective teachers (i.e. 50% sample) selected from enrolled PTs (session 2014-16) from targeted universities (i.e. University of the Punjab and University of Education).

2.2. Research Instrumentation

To examine the prospective teachers’ disposition of assessment’s practices a self-reported scale developed by Lodhi [3] was adopted. Disposition about assessment’s practices (DAP) scale consisted on 20 statements that are based on six-point Likert-type scale in progressions of six levels. The reliability of the instrument was $\alpha= 0.82$.

2.3. Data Analysis and Interpretation

Statistical Package for Social Sciences (SPSS) – 22 was used to analyze the data. 3D column chart is used to summaries result of magnitude levels of disposition about assessment’s practices. And different inferential statistics were used to find out the variation in prospective teachers’ dispositions about assessment’s practices on the basis of demographical variables.

The figure 1 illustrates that 6.10% respondent had low magnitude of disposition regarding assessment’s practices (DAP) but majority of prospective teachers (74.60%) had moderate magnitude of DAP and 22.4% respondents had high magnitude of DAP.

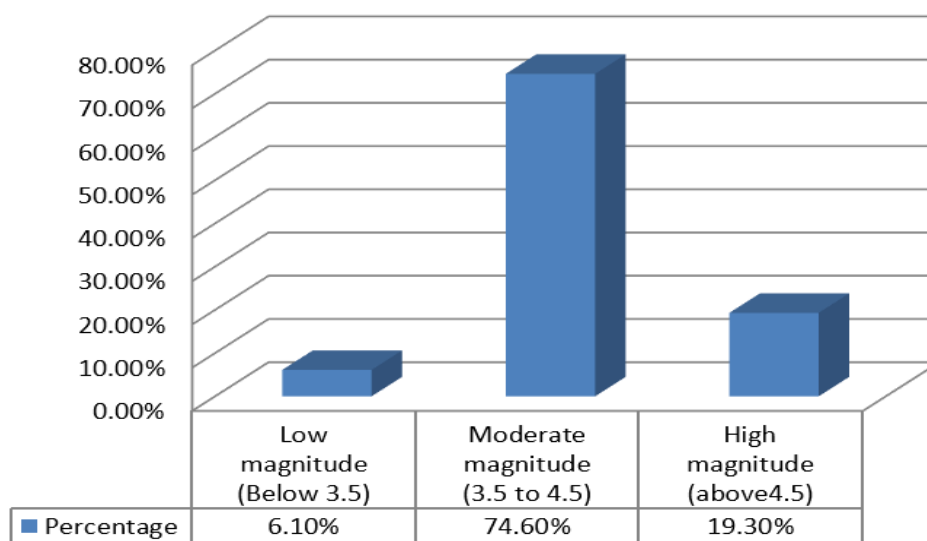


Figure 1. Percentage distribution of magnitude of PTs’ dispositions about assessment's practice

3. Testing Research Hypotheses

Table 1. Independent sample t-test for difference in PTs' DAP on the basis of universities

University name	N	M	SD	t	df	p
University of the Punjab	332	2.98	0.351	-1.032	686	0.002
University of Education	356	3.01	0.327			

Ho1 There is no significance difference in prospective teachers' disposition about assessment's practices (DAP) between two public universities of Lahore.

To find the difference in prospective teachers' dispositions regarding assessment's practices between two public universities independent samples t-test was applied. It is clear from the table 1 that there was significance difference in

prospective teachers' disposition about assessment's practices (DAP) between two public universities of Lahore as $t(686) = -1.032$ and p value (0.002) < 0.05 so the null hypothesis is rejected.

Ho2 There is no significance difference in prospective teachers' disposition about assessment's practices (DAP) on the basis of gender.

Table 2. Independent sample t-test for difference in PTs' DAP on the basis of gender

Gender	N	M	SD	t	df	p
Male	162	2.91	0.323	-3.522	280.014	0.000
Female	526	3.02	0.340			

The table 2 shows that there was significance difference in prospective teachers' disposition about assessment's practices (DAP) on the basis of gender as $t(280.014) = -3.522$ and p value (0.000) < 0.05 so the null hypothesis is rejected.

Ho3 There is no significance difference in prospective teachers' disposition about assessment's practices (DAP) on the basis of their teaching practice.

Table 3. Independent sample t-test for difference in PTs' DAP on the basis of teaching practice status

Teaching practice status	N	M	SD	t	df	p
No Teaching practice	298	3.03	0.283	2.401	685.922	0.017
Yes Teaching practice	390	2.97	0.375			

Results indicate a significant difference in prospective teachers' disposition about assessment's practices (DAP) among those who did teaching practice and who did not. Therefore, the null hypothesis is rejected, as $t(685.922) = 2.401$

and p value (0.017) < 0.05 .

Ho4 There is no significance relationship between the prospective teachers' disposition about assessment's practices (DAP) and their academic achievement scores.

Table 4. Correlation between PTs' DAP and their academic achievements scores

		Disposition about assessment's practices	Academic Achievements
Disposition about assessment's practices	r	1	-0.015
	p		0.694
Academic Achievements	r	-0.015	1
	p	0.694	

Note: r = Pearson Correlation; p = Sig. (2-tailed)

Result indicates the insignificant negatively weak relationship between the prospective teachers' disposition regarding assessment's practice and their academic achievement scores as $r = -0.015$.

Ho5 There is no significance impact of age on prospective teachers' disposition about assessment's practices (DAP).

The table 5 shows that there was a positively weak relationship between prospective teachers'

dispositions about assessment's practices and their age (in years) as $r = 0.054$. The value of R^2 shows that only 0.3 % teachers' disposition about assessment's practices depends on their age. Hence there was insignificance impact of age on teachers' dispositions about assessment's practices as $p = 0.157 > 0.05$.

Table 5. Linear regression between PTs' DAP and their age (in years)

	B	Std. Error	β	t	p	r	R^2
DAP	-.010	.007	-.054	-1.418	0.157	0.054	0.003

Note: DAP= Dispositions of assessment's practice

4. Conclusion

It is concluded from the results that the very less numbers of PTs had high magnitude of disposition regarding assessment's practice. The research studies by Qualters [7] and Yamtim and Wongwanich [10] support this finding as they found very poor assessment knowledge.

It is also concluded that different demographical variables i.e. gender, teaching practice status and age are those factors which influence the prospective teachers' disposition regarding assessment's practice. Results disclosed that there is variation in terms of environment between both public universities' teaching and learning as there is significant difference in prospective teachers' disposition about assessment's practice. But interestingly it is also concluded from finding of this research that there is negatively weak relationship exist between prospective teachers' disposition about assessment's practice and their academic achievement.

5. Recommendations

The following recommendations are provided on the basis of results:

- The study was delimited to only public universities, so it is needed to measure the prospective teachers' disposition of assessment's practice those who are registered in private teacher education programs as now a day's many private institutions are working for preparing teachers for future need.
- This study was limited to only prospective teachers of Master in Education from public universities. Therefore, it is needed to examine the disposition of PTs from undergraduate programs from both public and private sectors as well.

6. References

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