

**Comparative Analysis of assessment Practices of Teachers in two Asian Countries:
(A guide of Professional Development Program)**

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Abstract

The internationalization of education brings to fore the integration of an international/intercultural dimension into the teaching, research and service functions of higher education institutions (HEIs). In view of this growing trend in higher education, this study looked into the assessment standards and system in HEIs that influence assessment system at the school level. Specifically, this study examined the assessment practices of public school teachers in two Asian countries. It looked into the similarities and differences in the assessment practices of 103 middle school teachers, teaching in selected schools in Pakistan and Philippines. It determined relationships between assessment practices and preserved and in-service training on educational measurement of teachers in each country. Data were analyzed based on three themes: provision of learning scaffolds in a learning environment when assessment is given; employment of variety of forms of assessment; and alignment of assessment procedures with content delivery to achieve quality instruction. Mean, standard deviation, crosstabs and Chi-Square were used to analyze the data. The results provided fresh perspectives on the implementation of teacher professional development programs in the light of the internationalization of higher education and the recently revised preserved/in-service curriculum of Pakistan.

Keywords: classroom assessment practices, teacher professional development, internationalization of education, comparative education

INTRODUCTION

Classroom assessment practices have gotten expanded consideration from the educationists in recent years. Since educators are essentially in charge of assessing instruction and student learning, there is an across the board concern about the nature of these assessments as this impacts heavily on the internationalization of higher education at a later stage(Rieg,2007).). The major concern in this regard is the promotion of the students to the next school level in the light of a poor assessment system (Alkharusi, Aldhafri, Alnabhani and Alkalbani, 2014). These students when they reached the higher education level show poor skills to an extent that their higher education degrees are unable to make them eligible for comparison with the same degrees of another country with a better assessment system (CMO 30, 2004).

The inability of teachers in a country to perform student assessment in a globally acceptable manner does not only present serious questions for the educational quality of that country but also pose serious threats to the pursuit of the internationalization of higher education Messo, & Panhwar, 2012. The perceived inadequate preparation of teachers in specific ranges of classroom assessment has to inquire about the manner by which instructors see their evaluation practices and assessment abilities. This paper gives a comparison look of two Asian countries.

Curricular reforms for teacher education were recently introduced in Pakistan. The current programme sets the minimum prerequisite to teach at elementary-secondary levels in Pakistani schools to a four-year bachelor's degree in education or similar. The bachelor's degree for four years is now an interim diploma. (July 2020 Daily Dawn). Many that has won it will instruct in elementary schools, as the structure transforms into the prerequisite of the new bachelor. The bachelor's (BED), after one year's training, is only approved for teaching positions at the lower secondary level after a two or three- years degree in another degree(grades 9–10) as well. (WES).

Prior to the institution of the reforms, Ratings 1-8 teachers were able to teach through the completion of short training programs earning for them a Primary Teaching Certificate (SSC+1) and Certificate in Teaching (HSSC+1 In 1996, under the Asian Development Fund, an educational diploma (DIE) was applied. The project was funded by the Bank. Two diplomas applied to the instruction separately after 10 and 12 years. The period of the graduation was three years and one year.They were both given in primary schools for

teachers and regional institutes of teacher education (PITEs). Some colleges still offer this acknowledgement because they finished for several of these organizations, for example the DIE was programmed to boost the affirmation services. The equivalent vulnerabilities of the more mature systems have nevertheless been studied as a result. In other words, the absence of intuitive instruction allows repeat memory, quick learning time and a restricted quality of knowledge (AED Pakistan, 2014).

There were no different faculty, their roles could be moved which compromised the standard of the teaching. Teachers were qualified in three programmes that took all 11 or more subjects for one year. The duration of Primary Teacher's credential (PTC), Teacher's certificate (CT), Bachelor's degree programme (B.Ed) is one year, with 11 or more subjects being provided. The programme is incorporated in conventional teacher-centric methods that do not facilitate study and true learning due to the limited length of the courses and lack of subject awareness and pedagogical skills. Lectures, notes and dictatorships in teacher education institutions are popular teaching forms. Minimum practical job activity and analysis at library level only. Just 15% of the time for teaching is allowed.

Philippine curriculum education of the other hand has 4-year course (174 units) of Bachelor of Elementary Education (BEEd) or Bachelor of Secondary Education (BSEd), BEEd (63 GE courses, Professional Ed courses to include 2 assessment of learning courses, 57 specialization/ content courses) BSEd (63 GE, 51 Prof Ed, 60 specialization/content courses). In professional education courses, has field study courses that provide students with practical learning experiences in which they can observe, verify, reflect on, and actually experience different components of the teaching and learning processes in actual school settings. The experiences will begin with field observation and gradually intensify until students undertake practice teaching. They have 6 Field Study (1-6) courses (one unit each) and six units of Practice Teaching or half a semester.

A four-year bachelor's programme is the normal teaching degree in the Philippines. Teachers at the primary school earn a bachelor's degree in elementary education, while teachers at secondary level receive a bachelor's Degree in secondary education. The CHED curricula are general education themes, technical issues, specialty topics and practical education. The curricula include: Bachelor graduates can receive a teacher degree after undertaking a post-graduate education course. The classes run from one semester to one year. Which proceed to a certification, generally known as the Technical Education Diploma.(WES)

This study is an attempt to examine the assessment practices of public school teachers in Pakistan and Philippines and the relationships between their assessment practices and pre-service and in-service programs. The data was collected prior to the institution of curricular reforms in Pakistan teacher education program but this researcher finds this study significant given that the majority of the existing teaching force in Pakistan were trained in the old curriculum which only provided them short teaching training programs and could have a significant impact on the education of its schoolchildren.

Literature Review

This segment will address questions posed by student and teacher from literature on appraisal methods and expectations of the classroom evaluation. Koul, Fisher and Earnest (1998) investigated the similarities between the impression of their evaluation mission, the learning environment of the research rooms, scholastic self-sufficiency and the way scientists used science in their eight, nine and ten years of education. This examination offers a non-exclusive reflection of several separate tests.

The developers have agreed that the sizes of coincident with expected schooling, honesty, openness and plurality are closely correlated with the 5 sizes of Perception of Assessment Questionnaire (SPAQ). This suggests that the instrument was able to differentiate between the undergraduate views in multiple studies halls depending on the survey's 5 scales. It is interesting that the size of the consulting student was adversely associated (Koul, Fisher, and Earnest, 1998). This suggests that undergraduates have no state in their workspaces. The analysis also indicates that understudies have a relation; the impression of evaluation tasks and their scholastic autonomy were highly critical in science classes. In any event, the analysis reveals that undergraduate discernments based on their sexual identity did not display any observable contrasts.

Dhindsa, Omar and Waldrip (2007) conducted a study that assessed the validity of the questionnaire of students' impressions of evaluations (SPAQ), assessed student perceptions on tests and assessed the discrepancies between student and student perceptions based on gender, degree and ethnicity. SPAQ is found to be an adequate method for analyzing student expectations in five dimensions: expected learning congruence (CPL), applied learning assessment (AAL), student evaluation consulting (SCA) form, assessment accountability (TA) and student diversity adaptation in appraisal procedures.

Knowledge was obtained within five weeks, including quantitative as well as subjective information, from Baghlan University: 15 June 2009 to 20 July 2009. However the experts have been informally informed of the organization, and have held casual conversations with employees and understudies for an extra three weeks. Specialists in higher education at Baghlan were informed and invited to attend. The foundation contributed exceptionally to the exercise in this facility and provided office room for the meeting for example. The institutional authorization to track polling during guideline hours was granted in further expansion. For e.g., undergraduate experiments in the third and fourth years were studied for 1-2 days until it was regulated so that the intrigued participants understood and were able to become involved. The agent also trained teachers for others in whose field Survey courses had to be held.

In addition to increasing the validity of the test, the agent found the details using both subjective and quantitative methodology: it was responsible for holding meetings in the subjective portion. Furthermore, he acquired experience from a different field of students, including teachers and students from numerous departments. He made these checks and he had a rich pool of information to base his findings. The fact that a physicist can mitigate the probability of some likelihood by triangulation can add information or cover just one aspect of the miracles contributing to the use of a particular technique by Maxwell (2005), Rossman and Rallis (2003).

OBJECTIVE OF THE STUDY

The primary purpose of this study is to examine the assessment practices of public school teachers in Pakistan and Philippines. Specifically, this study aimed to achieve the following objectives:

- 1) To look into the similarities and differences in the assessment practices of middle school teachers, teaching in selected schools in Pakistan and Philippines;
- 2) To determine relationships between assessment practices and Preservice, and in-service training on educational measurement of teachers in each country; and
- 3) To provide perspectives on the implementation of teacher professional development program in the light of the internationalizing higher education landscape.

Limitations

In addition, the generalization of the analysis would be limited as the sample of questionnaires is not regulated for sex, ethnicity, language and socio-economic status (SES). As the data is interpreted from another language into English, the comprehension and review could have a significant effect on those students whose mother-tongue is not pleasant.

RESEARCH METHODOLOGY

Instrument

A survey questionnaire (permission granted) adapted from the study of Classroom measuring/Valuation Practices and Teachers' Self-Perceived Assessment Skills (Zhang & Burry-Stock (2003) was utilized for this research. The questionnaire determined from the respondents their demographics profile and assessment practices, with the frequency level measured as included with following

- Very Rarely or Never (0-10% of the time)
- Rarely (11-25% of the time),
- Occasionally (26-50% of the time),
- Very Frequently (51-75% of the time), and
- Always (more than 75% of the time)

Sample, Procedure and Analysis

In both nations, the questionnaire has been submitted to select public high schools. 103 middle-school teachers, composed of Pakistani grades 6-8 and Filipino grades 4-6, completed the questionnaires. It was known in the countries that the leveling of grades in middle schools is between 6 and 8 grades and 4 and 6 in the Philippines for Pakistan. The investigators gathered their answers using an online research form. The data were coded, analyzed and assessed using frequency, percentage, means and evaluative comparisons. The study of quantitative results was further analyzed by the interview.

Teachers who participated in this study were 51 middle school teachers from Pakistan and 52 from the Philippines. The teachers in Pakistan who responded were predominantly males (96%) while majority (81%) of the respondents in the Philippines was females. A total of 24 (47%) teachers in Pakistan reported teaching one content area, 19 (37%) taught two subjects, while 8 (16%), three subjects. On the other hand, 50% of the teachers in the Philippines were teaching more than 2 subjects, while 36% taught two subjects, and 14%, one content area. Most respondents (82%) in Pakistan held a Master's degree while majority (60%) of the teachers in the Philippines finished Bachelor's degree, with 15% of them to have completed Master's degree and 23% had units in master's programs.

About 67% of the respondents in Pakistan had been teaching for 1-3 years, where in the Philippines, 50% of the teachers had been teaching for more than 6 years. Interestingly, no respondent in Pakistan cited that they had taken any measurement course during their undergraduate years. On the other hand, 58% of the teachers in the Philippines reported that they had at least one measurement course taken while in College. In Pakistan, 20% of the teachers attended in-service trainings on measurement, while most (94%) of the Philippine teachers, had measurement trainings during their professional teacher development programs.

Table 1 presents comparative summary information on respondents by age, highest educational attainment, teaching experience, pre-service measurement course, and in-service assessment training attended.

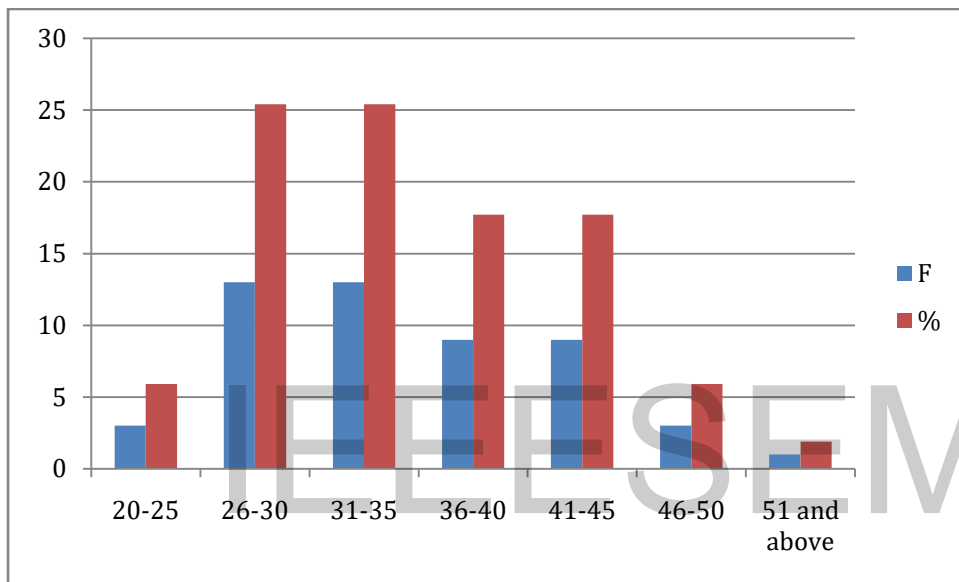
Table 1

Comparative Teacher Information by Teaching Experience, Pre-Service Measurement Course Taken and In-Service Measurement Training Attended

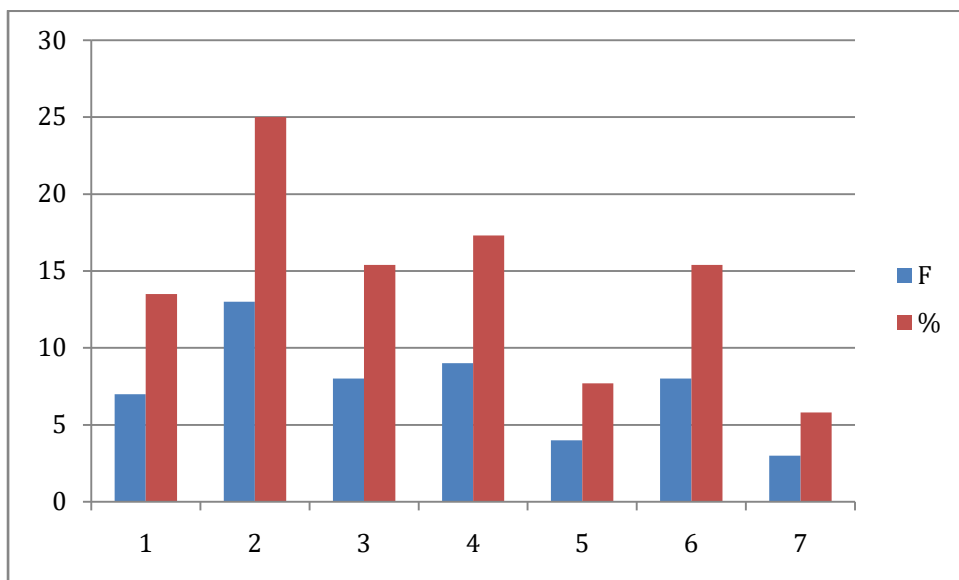
Teacher Information	Pakistan (n=51)		Philippines (n=52)	
Age	<i>F</i>	%	<i>F</i>	%
20-25	3	5.9	7	13.5
26-30	13	25.4	13	25
31-35	13	25.4	8	15.4
36-40	9	17.7	9	17.3
41-45	9	17.7	4	7.7
46-50	3	5.9	8	15.4
51 and above	1	1.9	3	5.8
Highest Educational Attainment	<i>F</i>	%	<i>F</i>	%
Bachelor	4	7.8	31	59.6
Master	42	82.4	8	15.4
With MA/MS Units	5	9.8	12	23.1
Others: with EdD units	-	-	1	1.9
Has taken preservice measurement course	<i>F</i>	%	<i>F</i>	%
Yes	0	0	30	57.7
No	51	100	22	42.3

Has attended in-service measurement trainings	<i>F</i>	%	<i>F</i>	%
Yes	10	19.6	49	94.2
No	41	80.4	3	5.8

Pakistani teacher age



Philippine teacher's age



F	%	F	%
51	100	22	42.3
0	0	30	57.7
F	%	F	%
-	-	1	1.9
5	9.8	12	23.1
42	82.4	8	15.4

Pakistan Vs Philippine Educational qualification of teachers

Data were analyzed based on the three categories emerged from the items in the questionnaire and coded as follows:

- a) LSAP for learning scaffolds provided in a learning environment when assessment is given (items 1-4, 7-9, 13, 18 and 20);
- b) EFVA, for employment of variety of forms of assessment (items 5-6 and 10-11) ; and
- c) AIQI, for alignment of assessment procedures with content delivery to achieve quality instruction (items 12, 14-17, 19, and 21-30).

Descriptive statistics Means and standard deviation, cross tabulation and chi-square test were used for quantitative analysis.

An Evaluation and Scoring Scale (Table 2) was utilized for data interpretation.

Comparative analysis of responses was based on a study conducted by (Zhang ,2003) who reported that the three main indicators of good assessment are the environment in which assessment is implemented, forms of assessment employed, and the intended goal of classroom assessment.

Table 2

Evaluation and Scoring Scale

Unit Weight	Mean interval	Verbal Interpretation
5	4.51 - 5.50	Always
4	3.51 - 4.50	Very Frequently
3	2.51 - 3.50	Occasionally
2	1.51 - 2.50	Rarely
1	0.00 - 1.50	Very Rarely

RESULTS AND DISCUSSION**Assessment practices of public school teachers in Pakistan and Philippines**

Teachers in both countries addressed their classroom appraisal activities along 3 topics or contexts defined by the researcher depending on how evaluation was implemented.

These are:

- 1) Provision of learning scaffolds as part of the assessment process (LSAP);
- 2) Utilization of a variety of forms of assessment (EVFA); and
- 3) use of assessment to improve quality of instruction (AIQI).

Assessment practices and Preservice training of Pakistan and Philippine teachers (LSAP)

None of the teachers from Pakistan answered that they have taken any course on measurement during their undergraduate years. In an article published by USAID (01 December 2014), it was found out that Pakistan has only one year of pre-service education, where courses are compressed. Based on the results in Table 3, Pakistani teachers rated “Very Frequently” or 51-75% of the time four (4) of the 11 assessment tasks related to the provision of learning scaffolds in a learning environment when the assessment is given. The

seven (7) other tasks were “Occasionally” performed or used 25-50% of the time. It can be inferred that their graduate degrees could have provided them assessment skills. Based on the teacher information (Table 1), most (82%) of those who participated in the study had completed their master’s degree program, and their graduate programs could have compensated for the lack of courses on measurement and evaluation during their preservice years. Of those very frequently used by the teachers, the practice “Help students develop clear criteria of a good learning practice” got the highest mean rating of 4.16 ($s = 0.86$).

Table 3

Assessment practices and preservice training (LSAP)

Assessment Practice LSAP	Country	Yes		No		Total		VI
		\bar{x}	S	\bar{x}	S	\bar{x}	s	
Provide students with chances to demonstrate their classes.	Pak	0.00	0.00	3.78	0.82	3.78	0.82	VF
	Phi	4.17	1.02	4.23	1.02	4.19	1.01	VF
Build an area in which students can accomplish an assignment.	Pak	0.00	0.00	3.96	0.66	3.96	0.66	VF
	Phi	3.97	0.89	4.27	0.94	4.10	0.91	VF
Assist students to establish specific standards for successful training	Pak	0.00	0.00	4.16	0.86	4.16	0.86	VF
	Phi	3.93	0.94	4.27	1.03	4.08	0.99	VF
Guide students to set their expectations and track their own success in learning	Pak	0.00	0.00	3.94	0.88	3.94	0.88	VF
	Phi	4.10	0.99	4.27	0.88	4.17	0.94	VF
Set standards to determine the success of the students themselves	Pak	0.00	0.00	3.04	1.37	3.04	1.37	O
	Phi	3.93	0.94	4.27	0.94	4.08	0.95	VF
Determine how students should learn in class by themselves	Pak	0.00	0.00	3.24	1.27	3.24	1.27	O
	Phi	3.97	0.85	4.18	1.01	4.06	0.92	VF
Offer students strong examples of self-assessment for their own research	Pak	0.00	0.00	3.39	1.13	3.39	1.13	O
	Phi	3.93	0.83	4.27	0.88	4.08	0.86	VF

processes.								
Assess pupil skills rate at the completion of a training programme	Pak	0.00	0.00	3.41	0.78	3.41	0.78	O
	Phi	4.27	0.78	4.23	1.11	4.25	0.93	VF
Enable students to learn about their classroom issues	Pak	0.00	0.00	3.24	1.23	3.24	1.23	O
	Phi	4.07	0.74	4.27	1.12	4.15	0.92	VF
To optimize student learning and class performance	Pak	0.00	0.00	3.43	1.12	3.43	1.12	O
	Phi	4.27	0.87	4.23	1.11	4.25	0.97	VF

VR = Very Rarely or Never (0-10% of the time);

R = rarely (11-25% of the time);

O = occasionally (26-50% of the time);

VR = Very Frequently (51-75% of the time);

A = Always (more than 75% of the time);

Pak = Pakistan; Phils = Philippines;

VI = Verbal Interpretation.

Teachers from the Philippines took two to three courses in measurement during their Preservice years. These included 6 units of measurement courses - Assessment of Student Learning 1 (3 units) and Assessment of Student Learning 2 (3 units). Moreover, preservice teachers were to undertake research activities in all their professional education courses in the “form of a term paper, case study, action research or other forms of research/scholarships as may be appropriate.” Professional education courses aim to develop competencies needed by the Preservice teachers for the teaching profession (CHED CMO No. 30, series of 2004, p. 5).

Based on the results, teachers from the Philippines rated “Very Frequently” or 51-75% of the time all of the assessment tasks related to the provision of learning scaffolds in a learning environment when the assessment is given. It can be noted however that all of those who

mentioned that they didn't take said courses also rated *Very Frequently* this practice. This result could be accounted for the reasons given by 7 of the 22 teachers who despite giving a *No* response mentioned that they had also taken 2 or more assessment courses. The teacher education curriculum in the Philippines has 6 units of measurement courses.

Table 4

Assessment practices and preservice training (EVFA)

Assessment Practice	Country	Yes		No		Total		VI
		\bar{x}	s	\bar{x}	s	\bar{x}	s	
Help students find ways to get their personal input	Pak	0	0	3.882	.7654	3.882	.765	VF
	Phils	3.9667	.9643	4.181	.8528	4.057	.916	VF
Explain how to measure them	Pak	0	0	3.411	1.134	3.411	1.134	O
	Phils	3.766	.8172	4.136	.9408	3.923	.882	VF
Enable students not just paper and pencil assessments for task-based assignments and-pencil tests	Pak	0	0	3.352	1.1970	3.352	1.197	O
	Phils	4.133	.8193	4.136	.9408	4.134	.863	VF
Learn alternative approaches to assess learning outcomes	Pak	0	0	2.902	1.1181	2.902	1.118	O
	Phi	4.066	.7396	4.000	.9759	4.038	.839	VF

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- Pak = Pakistan; Phils = Philippines;
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On using a variety of forms to assess learning, only the practice “assist students to identify means of getting personal feedback” got *Very Frequently* rating from the Pakistani teachers. It is interesting to note that the same practice has the highest mean (4.18, sd=.85) as rated by Filipino teachers who answered *No*. The practice “allow students to perform task-based activities more than paper-and-pencil tests” got the highest rating from teachers who answered *Yes* with a mean of 4.13 (sd=.94) or *Very Frequently*.

Table 5

Assessment practices and preservice training of Pakistan and Philippine teachers (AIQI)

Assessment Practice	Country	Yes		No		Total		VI
		\bar{x}	s	\bar{x}	s	\bar{x}	s	
Measure the depth of learning at the end of your course or subject.	Pak	0	0	3.647	1.0358	3.647	1.0358	VF
	Phi	4.2333	.7279	4.136	1.1252	4.192	.90832	VF
Develop preparing for the next academic year or teaching term.	Pak	0	0	3.784	1.0062	3.784	1.0062	VF
	Phi	4.1667	.8742	4.227	1.1097	4.192	.97092	VF
At the conclusion of a lecture, determine the degree to which the desired learning result is obtained.	Pak	0	0	3.607	.77662	3.607	.77662	VF
	Phi	4.1667	.7914	4.272	1.0771	4.211	.91473	VF
Review the level of student performance at the conclusion of the semester.	Pak	0	0	3.431	1.0441	3.431	1.0441	O
	Phi	4.1667	.7914	4.318	1.1291	4.2308	.94174	VF
Take the final decision on the standard of education at the	Pak	0	0	3.470	1.1018	3.470	1.1018	O

conclusion of a course or subject.	Phi	4.166 7	.6989 3	4.318 2	1.0861 2	4.230 8	.87706	VF
Provide feedback to students in order to improve their learning process	Pak	0	0	3.470 6	1.1722 3	3.470 6	1.1722 3	O
	Phi	4.166 7	.8339 1	4.136 4	1.1252 7	4.153 8	.95762	VF
Assist students to determine their learning strengths in class	Pak	0	0	3.294 1	1.1712 2	3.294 1	1.1712 2	O
	Phi	4.133 3	.7303 0	4.136 4	1.0821 3	4.134 6	.88625	VF
Offer students feedback so that their learning process will change.	Pak	0	0	3.451 0	1.1191 7	3.451 0	1.1191 7	O
	Phi	4.100 0	.8030 1	4.181 8	1.0970 2	4.134 6	.92945	VF
Provide specific information to students about their strengths and weakness in class	Pak	0	0	3.568 6	1.2042 4	3.568 6	1.2042 4	VF
	Phi	4.100 0	.7588 6	4.181 8	1.0970 2	4.134 6	.90811	VF
Help students assess the attributes of their learning.	Pak	0	0	3.411 8	1.2518 2	3.411 8	1.2518 2	O
	Phi	4.066 7	.7849 2	4.090 9	1.1509 5	4.076 9	.94653	VF
Propose to students how they develop learning techniques.	Pak	0	0	3.254 9	1.3541 5	3.254 9	1.3541 5	O
	Phi	4.200 0	.7611 2	4.181 8	1.1396 1	4.192 3	.92965	VF
Explore effective classroom teaching methods and strategies	Pak	0	0	3.200 0	1.4142 1	3.200 0	1.4142 1	O
	Phi	4.166 7	.6989 3	4.136 4	.88884	4.153 8	.77674	VF
Provide students with detailed knowledge about their class	Pak	0	0	3.100 0	1.2494 9	3.100 0	1.2494 9	O

strengths and weakness of instructional activities	Phi	4.1000	.71197	4.0455	.95005	4.0769	.81279	VF
Conduct class observations to assess how students can improve their learning	Pak	3.9400	.95640	3.9400	.95640	3.9400	.95640	VF
	Phi	4.2333	.77385	4.2273	.97257	4.2308	.85441	VF
Continuously collect learning data from students to improve instructional process	Pak	3.6730	.89578	3.6739	.89578	3.6739	.89578	VF
	Phi	4.1667	.69893	4.0455	1.13294	4.1154	.89997	VF
Create effective teaching approaches and strategies for my class	Pak	3.7600	.92339	3.7609	.92339	3.7609	.92339	VF

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Despite having responded that they didn't have pre-service courses on measurement in College, six (6) of the practices were rated *Very Frequently* while nine (9) got *occasionally* rating. Teachers in the Philippines rated *Very Frequently* all the practices that highlight the purpose for which they use assessment in the classroom, i.e. to improve quality of instruction. Of the practices, both Pakistani and Philippine teachers rated highest the practice "identify better learning opportunities for students in classes" with a mean of 3.94 (sd=.95) and 4.23 (sd=.85), respectively. Practices "assess the quality of student learning in a class at the end of an instruction" and "make final decision about the level of learning that students achieved at the end of a lesson or subject" also got the mean of 4.23 (sd=.85) among Philippine teachers.

Assessment practices and in-service training (LSAP)

Table 6 shows the comparison between the ratings provided by teachers from both countries to practices that highlight the provision of learning scaffolds when assessment is given.

Respondents from Pakistan rated *occasionally* six (6) of the 10 practices that recognize the importance of providing learning scaffolds in a learning environment when assessment is given. Helping students develop clear criteria of a good learning practice was rated highest with a mean of 4.16 (sd=.85). 94% (Table 1) of the Pakistani teachers mentioned that they were not given the opportunity to attend in-service training.

Table 6

Assessment practices and in-service training (LSAP)

Assessment Practice LSAP	Country	Yes		No		Total		VI
		\bar{x}	S	\bar{x}	S	\bar{x}	S	
Provide students opportunities to show what they have learned in class	Pak	3.6000	1.0749	3.8250	.74722	3.7800	.81541	VF
	Phi	4.1837	1.0139	4.3333	1.1547	4.1923	1.0105	VF
Create an environment where it is helpful for students to complete an assigned task	Pak	4.0000	.81650	3.9512	.63052	3.9608	.66214	VF
	Phi	4.0816	.90914	4.3333	1.1547	4.0962	.91308	VF
Help students develop clear criteria of a good learning practice	Pak	4.4000	.69921	4.0976	.88896	4.1569	.85726	VF
	Phi	4.0612	.98759	4.3333	1.1547	4.0769	.98710	VF
Guide students to set their goals and monitor their own learning progress	Pak	4.4000	.51640	3.8293	.91931	3.9412	.88118	VF
	Phi	4.1837	.95030	4.0000	1.0000	4.1731	.94394	VF
Set the criteria for students to assess their own performance class	Pak	3.8000	1.1352	2.8537	1.3704	3.0392	1.3705	O
	Phi	4.0612	.94446	4.3333	1.1547	4.0769	.94653	VF
Determine how students can learn on their own in class	Pak	4.0000	.66667	3.0488	1.3219	3.2353	1.2741	O
	Phi	4.0612	.92214	4.0000	1.0000	4.0577	.91638	VF

					0			
Provide examples of good self-assessment practice for students to examine their own learning process.	Pak	4.1000	.31623	3.2195	1.1939	3.3922	1.1327	O
	Phi	4.0816	.86209	4.0000	1.0000	4.0769	.85969	VF
Evaluate the level of competence of students at the end of an instructional program	Pak	3.3000	1.0593	3.4390	.70883	3.4118	.77914	O
	Phi	4.2245	.94130	4.6667	.57735	4.2500	.92620	VF
Allow students to discover their learning difficulties in class	Pak	3.9000	.73786	3.0732	1.2726	3.2353	1.2261	O
	Phi	4.1429	.93541	4.3333	.57735	4.1538	.91576	VF
Help students to improve their learning process and class performance	Pak	4.0000	.66667	3.2927	1.1671	3.4314	1.1181	O
	Phi	4.2449	.96890	4.3333	1.1547	4.2500	.96761	VF

VR = Very Rarely or Never (0-10% of the time); R = Rarely (11-25% of the time); O = Occasionally (26-50% of the time); VF = Very Frequently (51-75% of the time); A = Always (more than 75% of the time); Pak = Pakistan; Phi = Philippines; VI = Verbal Interpretation.

For the Philippine teachers, all of the practices for both who participated and not participated in in-service training were rated *Very Frequently*. The practice “evaluate the level of competence of students at the end of an instructional program” got the highest rating with a mean of 4.25 (sd=.93), a practice that has a rating of *Occasionally* (mean=3.4, sd=.78) from the Pakistani teachers. The teachers from Pakistan rated highest the creation of an environment where it is helpful for students to complete an assigned task (mean= 3.96, sd=.66).

Table 7

Assessment practices and in-service training (EVFA)

Assessment Practice	Country	Yes		No		Total		VI
		\bar{x}	S	\bar{x}	s	\bar{x}	S	
Assist students to identify means of getting personal feedback	Pak	4.2000	.6324	3.804	.7816	3.882	.7654	VF
	Phils	4.0612	.9221	4.000	1.000	4.057	.9163	VF
Demonstrate to students how to do self-assessment	Pak	4.100	1.100	3.243	1.090	3.411	1.1344	O
	Phils	3.918	.8859	4.000	1.000	3.923	.8822	VF
Allow students to perform task-based activities more than paper-and-pencil tests	Pak	3.800	.7888	3.243	1.2605	3.352	1.1970	O
	Phils	4.102	.8719	4.666	.5773	4.134	.8638	VF
Learn alternative approaches to assess learning outcomes	Pak	3.600	.6992	2.731	1.1407	2.902	1.1181	O
	Phi	4.040	.8650	4.000	.0000	4.038	.8392	VF

VR = Very Rarely or Never (0-10% of the time); R = Rarely (11-25% of the time); O = Occasionally (26-50% of the time); VF = Very Frequently (51-75% of the time); A = Always (more than 75% of the time); Pak = Pakistan; Phils = Philippines; VI = Verbal Interpretation.

In terms of employing various forms of assessment, only the practice “assist students to identify means of getting personal feedback” was rated *Very Frequently*. The rest of the practices were *occasionally* rated. This implies that when designing in-service training programs for Pakistani teachers, learning alternative assessment approaches could be one of the topics that need to be included.

In the Philippines, all practices got *Very Frequently* rating from both teachers who have and have not participated in in-service teacher training programs.

Assessment practices and in-service training of Pakistan and Philippine teachers (AIQI)

Table 8 shows practices that use assessment to improve instruction. The teachers from Pakistan rated *occasionally* majority of the practices, with the practice “Identify better learning opportunities for students in class” having the highest rating (mean - 3.94, sd=.96.

Table 8

Assessment practices and in-service training (AIQI)

Assessment Practice	Country	Yes		No		Total		VI
		\bar{x}	s	\bar{x}	s	\bar{x}	S	
Measure extent of learning at the end of a lesson or subject	Pak	3.8000	.91894	3.6098	1.0693	3.6471	1.03583	VF
	Phi	4.1837	.92811	4.3333	.57735	4.1923	.90832	VF
Improve instruction for the next teaching term or school year	Pak	4.1000	.87560	3.7073	1.03063	3.7843	1.00625	VF
	Phi	4.1837	.99317	4.3333	.57735	4.1923	.97092	VF
Determine the degree of accomplishment of a desired learning outcome at the end of a lesson	Pak	4.0000	.66667	3.5122	.77852	3.6078	.77662	VF
	Phi	4.1837	.92811	4.6667	.57735	4.2115	.91473	VF
Assess the quality of student learning in a class at the end of an instruction	Pak	4.0000	.47140	3.2927	1.10100	3.4314	1.04412	O
	Phi	4.2041	.95698	4.6667	.57735	4.2308	.94174	VF
Make final decision about the	Pak	3.8000	.6324	3.3900	1.1806	3.4700	1.1018	O

level of learning that students achieved at the end of a lesson or subject		0	6	2	4	6	7	
	Phi	4.224 5	.8959 5	4.333 3	.57735	4.230 8	.87706	VF
Provide feedback to students in order to improve their learning process	Pak	3.800 0	.6324 6	3.390 2	1.2625 0	3.470 6	1.1722 3	O
	Phi	4.163 3	.9649 5	4.000 0	1.0000 0	4.153 8	.95762	VF
Assist students to determine their learning strengths in class	Pak	4.000 0	.4714 0	3.122 0	1.2287 2	3.294 1	1.1712 2	O
	Phi	4.142 9	.8897 6	4.000 0	1.0000 0	4.134 6	.88625	VF
Make suggestions to students about how they develop learning strategies	Pak	3.900 0	.7378 6	3.341 5	1.1749 4	3.451 0	1.1191 7	O
	Phi	4.142 9	.9354 1	4.000 0	1.0000 0	4.134 6	.92945	VF
Provide specific information to students about their strengths and weakness in class	Pak	4.000 0	.8165 0	3.463 4	1.2668 4	3.568 6	1.2042 4	VF
	Phi	4.142 9	.9128 7	4.000 0	1.0000 0	4.134 6	.90811	VF
Perform classroom observations to determine how students' learning can be improved	Pak	4.000 0	.6666 7	3.268 3	1.3233 4	3.411 8	1.2518 2	O
	Phi	4.081 6	.9538 7	4.000 0	1.0000 0	4.076 9	.94653	VF
Enhance the quality of instruction	Pak	3.600 0	.6992 1	3.170 7	1.4646 2	3.254 9	1.3541 5	O
	Phi	4.183 7	.9281 1	4.333 3	1.1547 0	4.192 3	.92965	VF
Explore effective classroom teaching methods and strategies	Pak	4.000 0	.7071 1	3.024 4	1.4745 8	3.200 0	1.4142 1	O
	Phi	4.163 3	.7731 7	4.000 0	1.0000 0	4.153 8	.77674	VF
Diagnose areas for improvement	Pak	3.444	.7264	3.024	1.3320	3.100	1.2494	O

of instructional activities		4	8	4	6	0	9	
	Phi	4.102 0	.8227 2	3.666 7	.57735	4.076 9	.81279	VF
Identify better learning opportunities for students in class	Pak	4.222 2	.4409 6	3.878 0	1.0294 4	3.940 0	.95640	VF
	Phi	4.244 9	.8546 6	4.000 0	1.0000 0	4.230 8	.85441	VF
Continuously collect learning data from students to improve instructional process	Pak	3.625 0	.7440 2	3.684 2	.93304	3.673 9	.89578	VF
	Phi	4.102 0	.8954 7	4.333 3	1.1547 0	4.115 4	.89997	VF
Create effective teaching approaches and strategies for my class	Pak	4.250 0	.4629 1	3.657 9	.96636	3.760 9	.92339	VF
	Phi	4.102 0	.8954 7	4.000 0	1.0000 0	4.096 2	.89134	VF

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Filipino teachers, on the other hand, rated all practices *Very Frequently*. The practices “assess the quality of student learning in a class at the end of an instruction”, “make final decision about the level of learning that students achieved at the end of a lesson or subject”, and “identify better learning opportunities for students in class” have the same rating and been rated highest with a mean of 4.23 (sd=.85).

Relationship between assessment practices and preservice courses taken on the educational measurement of teachers

A chi-square test of independence was performed to examine the relationship between assessment practices and preservice courses. As shown in Table 9, the relation between the two variables is significant for both countries, $X^2(2, N = 103) = 41.51, p = .0000$. Preservice

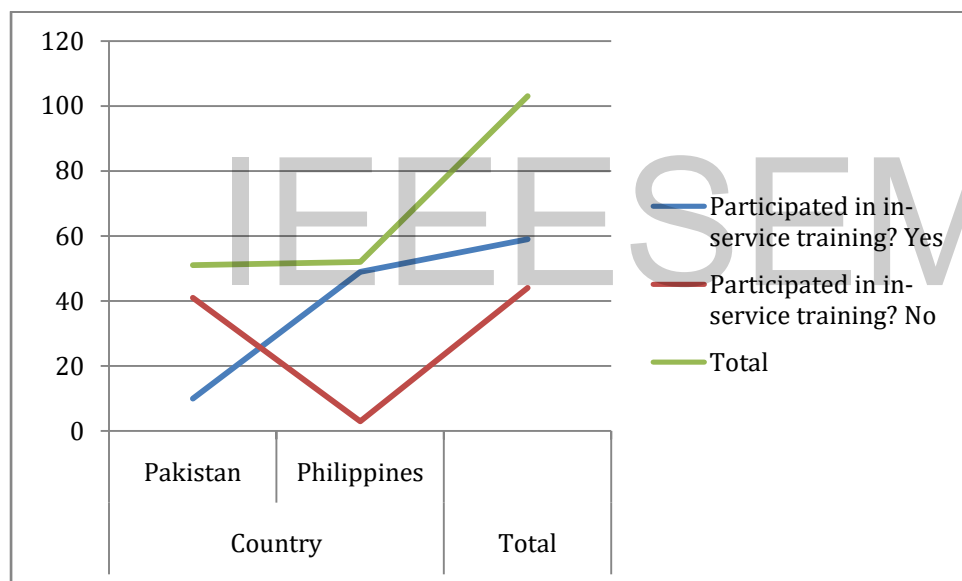
measurement courses contribute significantly to the way teachers implement assessment strategies.

Table 9

Relationship between assessment practices and preservice measurement courses

		Country		Total
		Pakista n	Philippi nes	
Taken preservice courses?	Yes	0	30	30
	No	51	22	73
Total		51	52	103

Pearson's Chi-Square = 41.515, Significance = 0.000, $\alpha = 0.05$

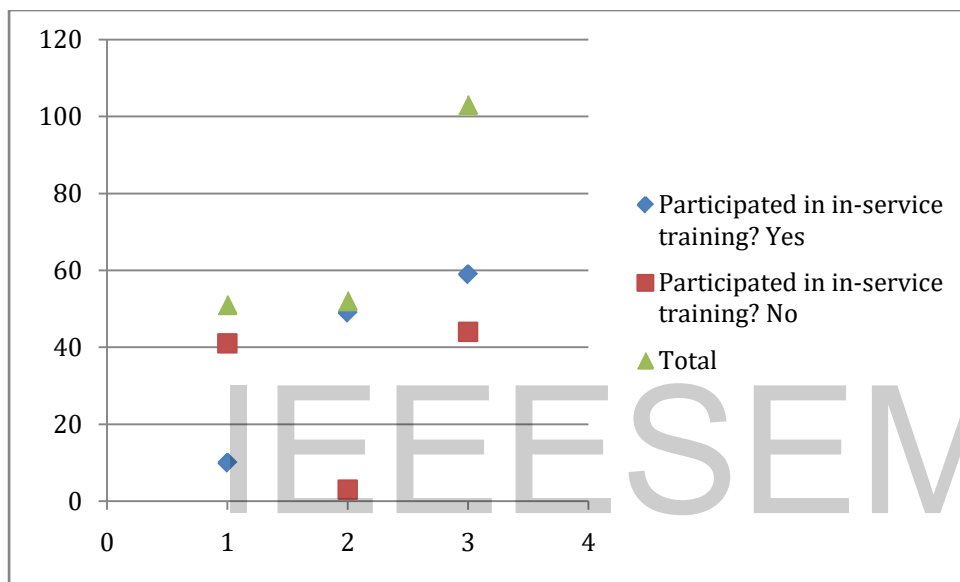


Relationship between assessment practices and in-service trainings on educational measurement of teachers

A chi-square test of independence was also performed to examine the relationship between assessment practices and in-service training participation of teachers. As shown in Table 9, the relation between the two variables is significant for both countries, $X^2 (2, N = 103) = 58.59, p = .0000$. This indicates that the assessment practices of teachers are influenced by their participation or non-participation in in-service teacher training.

		Country		Total
		Pakista n	Philippi nes	
Participated in in- service training?	Yes	10	49	59
	No	41	3	44
Total		51	52	103

Pearson's Chi-Square = 58.594, Significance = 0.000, $\alpha = 0.05$



CONCLUSION AND RECOMMENDATION

Teacher training programs being implemented in Pakistan and Philippines differ considerably. As compared to the Philippines, Pakistan seriously lacks in- and pre-service programs that can equip the teachers to learn best practices in classroom assessment. Teaching experience has influence on the classroom assessment practices of teachers. Teachers who are younger in the service are more enthusiastic to share and apply what they learned. Classroom assessment practices of teachers are based on the equipping of teachers during their pre-service education. Classroom assessment practices of teachers are differing as a result of the in-service trainings provided to the teacher

The study recommends that measurement and evaluation be included in the Pakistan's pre-service education program. The study further recommends that in-service training programs on measurement and evaluation for both Pakistan and Philippines be further strengthened, to

include 21st century assessment strategies using technologies. It is likewise recommended that implications of the findings to the recently revised curriculum of Pakistan be studied. For future research, classroom practices of teachers in the private schools and significant difference in the teachers' classroom practices within and between countries for both public and private sectors can be studied.

The following perspectives are expected to contribute to the design of professional development programs for teachers not only in the two countries involved in this study but in the entire global academic community:

- Design of policies and practices in preparing teachers for the profession vary between and within countries
- Teacher professional development program both for pre-service and in-service trainings must be aligned with the internationalization of higher education.
- As there is a big difference in the assessment skills of teachers in both countries, a serious assessment training program at the government level in Pakistan is a need of time.
- Different societies can gain insights from the experiences of each while preserving its own national identity at the same time.

Recommendations

In light of the results, the study recommends that institutional assistance should cultivate optional evaluation methods. A further aspect that will raise understanding of study hall assessments and promote credible assessment methods can also result from incorporating homeroom assessment as a theme into the educational resource scheme. In addition, transitional courses, seminars and classes should be directed and upheld, to create knowledge on the study hall evaluation inside advanced learning foundations.

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