

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

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.

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

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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

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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

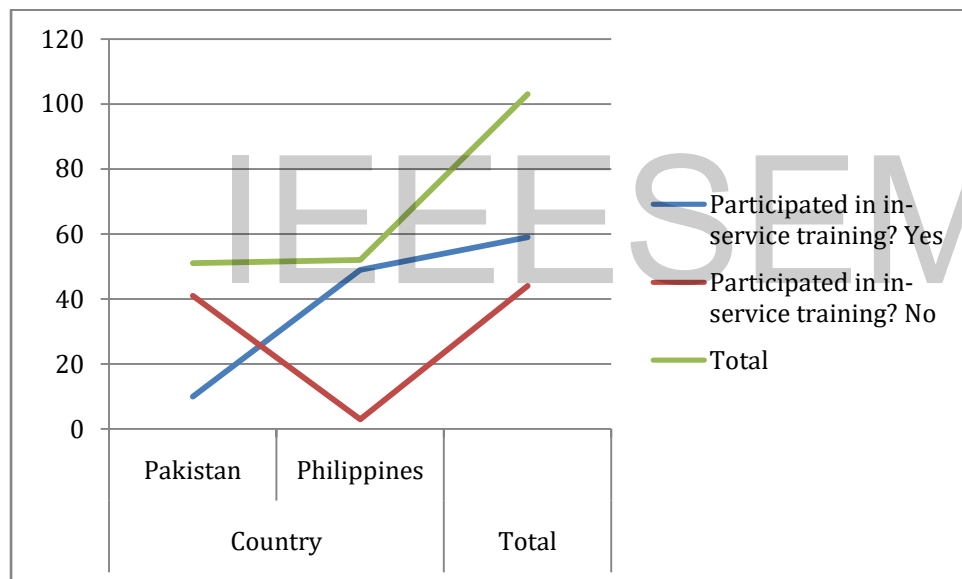
measurement courses contribute significantly to the way teachers implement assessment strategies.

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, $\alpha = 0.05$

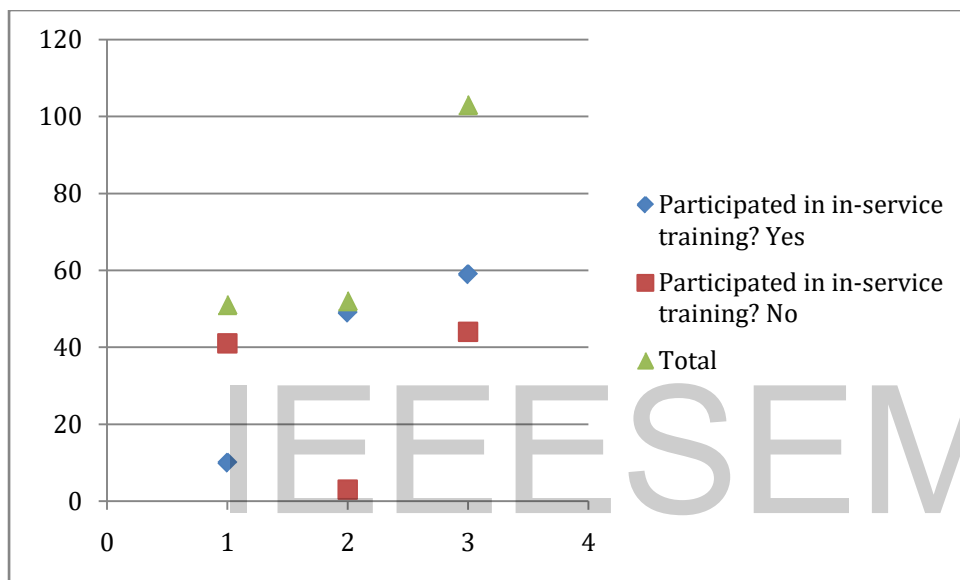


Relationship between assessment practices and in-service trainings on educational measurement of teachers

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.

Acknowledgment and Authors Details

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