PERCEPTION OF TEACHERS ABOUT CLASSROOM ASSESSMENT AND SELF-PERCEIVE OF TEACHERS’ COMPETENCY IN CLASSROOM ASSESSMENT

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PERCEPTION OF TEACHERS ABOUT CLASSROOM ASSESSMENT AND SELF-PERCEIVE OF TEACHERS' COMPETENCY IN CLASSROOM ASSESSMENT

DAISY RANI A/P ARULAPPEN

A dissertation submitted in fulfilment of the requirements for the award of the degree of Master of Education (Measurement and Evaluation)

Faculty of Education
Universiti Teknologi Malaysia

DECEMBER 2013
DE CLARATION

I declare that this dissertation entitled, “Perception of teachers about classroom assessment and self-perceive of teachers’ competency in classroom assessment” is the result of my own research except as cited in the references. The dissertation has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.

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Author : DAISY RANI A/P ARULAPPEN
Date : ..............................................
DEDICATION

To my loving husband,
Michael Francis;
and children,
Divya Theresa Francis,
Nitya Niceene Francis,
and
Jeevan Gabriel Francis
with deepest gratitude and veneration.

To Ministry of Education of Malaysia,
For the opportunity.

And
Dr Hamimah binti Abu Naim and Dr Rohaya binti Abu Talib
For the guidance and support.

Thank You.
ACKNOWLEDGEMENT

I am greatly indebted to a number of people for their support and tireless
guidance throughout this work. I would like to thank God for holding me firm and
blessing throughout the study.

My heartfelt thanks to my supervisor, Dr Hamimah binti Abu Naim for the
guidance and support and valuable and constructive criticisms.

Many thanks to Dr Rohaya binti Abu Talib for providing knowledge on
multivariate analysis and guidance to improve my writing.

I would like to thank all the teachers from Johor Bahru District Secondary for
their willingness to be the respondents of the study.

Thanks to Ministry of Education for the opportunity given, for allowing me to
pursue my studies. My sincere thanks to Education Planning and Research
Department (EPRD), Johor State Education Department (JPNJ) and Johor Bahru
District Education Department (PPDJB) for their written consent to carry out the
research at schools.

My sincere thanks to all my friends for their moral support and
encouragement.

Finally I would like to thank my family, especially my husband and children
for their support and encouragement throughout the journey to complete my studies.
To those I have not mentioned here I say many thanks.
ABSTRACT

This study investigated on teachers’ perception about classroom assessment and self-perceive of teachers’ competency in classroom assessment. Purpose of this study is to find out significant mean differences between teachers’ competency in classroom assessment based on academic qualification, professional qualification, experience in teaching, experience in constructing classroom assessment and experience in attending assessment related courses. A total 367 teachers were drawn from Johor Bahru District secondary schools using sampling frame provided by Johor Bahru district education Office to be the respondents of the study. Sample size of this study was selected using formula to determine sample size as suggested by Israel. Reseacher has used random sampling to select respondents for the study. The study used a questionnaire which has Alpha Cronbach value 0.95 to establish teachers’ perceptions about classroom assessment and Alpha Cronbach value 0.85 for self-evaluation of teachers’ competency in constructing classroom assessment. Part A of the questionnaire contained 8 items related to demography of the respondents. Part B(i) consists of 15 items related to teachers’ perception about classroom assessment answered by respondents using agreement type Likert Scale and Part B (ii), consists 40 items about self-evaluation of teachers’ competency in constructing classroom assessment answered by the respondents using frequency type Likert scale. Research question 1 and 2 were answered using descriptive analysis using statistical test frequency, mean and percentage whereby research questions 3 to 7 were answered using inferential analysis using statistical test one-way ANOVA. Hypotheses null 1 to 5 were analysed using One Way ANOVA and Post Hoc Test. Findings research question 1 indicated that teachers have positive perception about classroom assessment with mean = 4.01 which was high. Findings on research question 2 about teachers’ competency in constructing classroom assessment based on six constructs namely planning classroom assessment (mean = 3.77); constructing classroom assessment 9 (mean = 3.69); assembling classroom assessment (mean score: 3.81); administering classroom assessment (mean = 3.8); scoring classroom assessment (mean = 3.77) and appraising classroom assessment (mean = 3.72) indicated that teachers in Johor Bahru District Secondary schools have high competency in administering and assembling classroom assessment, whereby they have least competency in constructing and appraising classroom assessment. Analysis on hypotheses null indicated that there was significant mean difference between teachers’ competency in classroom assessment based academic qualification (F=2.772, p< .041). Post Hoc test revealed that teachers who have bachelor degree and masters degree (sig.= .041) as their academic qualification have the highest competency in classroom assessment compared to teachers with diploma and certificate (sig.= .998) as their academic qualification. Researcher has suggested further researches related to the study to fulfill the aspration of Ministry of Education in producing more competent teachers especially in measurement and evaluation.
ABSTRAK

Kajian ini telah meninjau persepsi guru terhadap pentaksiran bilik darjah dan penilaian kendiri guru terhadap kompetensi mereka dalam membina item bagi pentaksiran bilik darjah. Kajian ini juga bertujuan untuk mengenalpasti signifikasi antara tahap kecekapan guru dalam membina item bilik darjah berdasarkan kepada kelayakan akademik, kelayakan ikhtisas, pengalaman mengajar, pengalaman membina item dan pengalaman menghadiri kurusus pentaksiran. Seramai 367 responden telah dipilih untuk kajian ini berdasarkan kepada rangka persampelan yang diperolehi daripada Pejabat Pelajaran Daerah Johor Bahru. Saiz sampel kajian dipilih menggunakan formula untuk menentukan saiz sampel yang dicadangkan oleh Israel. Pengkaji telah menggunakan persampelan rawak untuk memilih responden untuk kajian ini. Kajian ini telah menggunakan soal selidik sebagai instrumen dengan nilai Alpha Cronbach 0.95 bagi mengenalpasti persepsi guru-guru terhadap pentaksiran bilik darjah dan nilai Alpha Cronbach 0.85 bagi penilaian kendiri guru terhadap kompetensi mereka dalam membina item bagi pentaksiran bilik darjah. Bahagian A soal selidik mempunyai 8 item berkaitan dengan maklumat demografi responden. Bahagian B(i) mengandungi 15 item berkaitan dengan persepsi guru terhadap pentaksiran bilik darjah yang dijawab oleh responden menggunakan jenis Skala Likert Persetujuan manakala Bahagian B (ii) mengandungi 40 item berkaitan dengan penilaian kendiri guru terhadap kompetensi mereka dalam membina item bagi pentaksiran bilik darjah yang menggunakan jenis Skala Likert Kekerapan. Persoalan 1 dan 2 dijawab menggunakan analisis deskriptif manakala persoalan 3 hingga 7 dijawab menggunakan analisis inferensi dengan ujian statistik ANOVA satu hala dan Ujian Post Hoc. Dapatan bagi persoalan kajian 1 menunjukkan bahawa guru-guru mempunyai persepsi positif tentang pentaksiran bilik darjah dengan min yang tinggi iaitu 4.01. Dapatan bagi persoalan kedua berdasarkan 6 konstruk yang dianalisis iaitu merancang pentaksiran bilik darjah (min=3.77); membina bagi pentaksiran bilik darjah (min=3.69); menyusun pentaksiran bilik darjah (min=3.81); mentadbir pentaksiran bilik darjah (min=3.89); menafsir pentaksiran bilik darjah (min = 3.77) dan menganalisis item pentaksiran bilik darjah (min = 3.72) menunjukkan bahawa guru-guru di Daerah Johor Bahru mempunyai kompetensi yang rendah dalam membina dan menafsir pentaksiran bilik darjah, manakala mempunyai kompetensi yang tinggi dalam mentaksir dan menyusun pentaksiran bilik darjah. Analisis ke atas hipotesis nol menunjukkan bahawa terdapat perbezaan signifikan min antara kompetensi guru dalam mentaksir bilik darjah dengan kelayakan akademik (F=2.772, p< .041). Ujian Post Hoc menunjukkan bahawa guru-guru yang mempunyai ijazah sarjana muda dan sarjana (sig.= .041) sebagai kelayakan akademik mempunyai kompetensi yang paling tinggi dalam membina pentaksiran bilik darjah berbanding dengan guru-guru yang mempunyai diploma dan sijil (sig.= .998) sebagai kelayakan akademik mereka. Beberapa kajian lanjutan dan cadangan dikemukakan untuk meningkatkan lagi kompetensi guru dalam membina pentaksiran bilik darjah supaya dapat memenuhi hasrat Kementerian Pelajaran untuk melahirkan ramai guru yang kompeten terutama dalam pengukuran dan penilaian.
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CHAPTER I

INTRODUCTION

1.1 Introduction

Classroom assessment is an essential component of teaching. Teachers assess students and gather information related to their progress in learning. Teachers assess students to identify how well students were developing skills and knowledge. Classroom assessment also helps teachers to identify what they taught and what they need to work on. Teachers use different forms of assessments to gather information about students. Quizzes were given to motivate students to study. It helps teachers to determine how well learning new skills and knowledge. Assignments were used to provide teachers with insight into challenges students were encountering. During instruction, teachers asked questions and had students engage in specific activities to gather information about what students understood and what ideas and skills they were struggling with.

Generally classroom assessment is defined as the process of collecting, synthesizing, and interpreting information to aid in classroom decision making. Teachers continuously gather and use information to make decisions about classroom management, instruction, student learning, and planning (Russell & Airasian, 2012). Teachers play a significant role in classrooms. Teachers determine students’ achievement through their involvement and preparation during teaching and learning process. Teachers assess students throughout the school year and gradually monitor their progress. They record students’ achievement and extent of progress at the end of the year (Green, 1975).
Teacher assesses students in classrooms for many purposes. Among the purposes include establishing classroom stability; planning and conducting instruction; placing students, providing feedback and incentives; diagnosing student problems and disabilities; and judging and grading academic learning and progress (Russell & Airasian, 2012). Teachers perform three types of assessment; early assessments, instructional assessments, and summative assessments. Early assessment provides teachers with a quick perception and practical knowledge of students’ characteristics. Instructional assessment involving planning activities and monitoring the progress of instruction. Summative assessment carried out the bureaucratic aspects of teaching such as grading, grouping, and placing. In order to achieve their purposes and perform effectively and efficiently, teachers should have competencies in classroom assessment. They should have knowledge and skills in order to prepare their students for upcoming assessment through effective instruction, constructing quality assessments, and evaluating assessment materials for use. Teachers should be able to find ways to access, as directly and accurately as possible. Teachers must familiar with a wide variety of assessment tools, make good assessment choices for the various levels of educational outcomes they encounter. Teachers must use the results of assessment, to inform instructional decisions and enhance instructional materials and strategies. Teachers should require students to demonstrate what they have learned in a wider variety of contexts through appropriate classroom assessment (Gallagher, 1998).

In this study, researcher has narrowed the perspective of classroom assessment by analysing teachers’ perception and self-perceive of teachers’ competency in classroom assessment. Teachers’ competency that measured were, planning classroom assessment, constructing classroom assessment, assembling classroom assessment, administering classroom assessment, scoring classroom assessment and appraising classroom assessment. Teachers perceive and self-evaluated their competency according to their knowledge and skill in classroom assessment. In this study, researcher has also sought to find out the relationship between teachers’ perception and teachers’ competency in classroom assessment among teachers in Johor Bahru District as well as the relationship between teachers’ perception and teachers’ competency on classroom assessment based on gender.
1.2 Background of the Study

In Malaysia, teachers assess students in both centralised assessments and school-based assessments. Centralised assessment conducted and administered by teachers in schools using instrument, rubrics, guidelines, timeline and procedures prepared by Examination Board of Malaysia. School-based assessment emphasizes on collecting first-hand information about pupils’ learning based on curriculum standard. Teachers make pupils’ responses and report their progress.

Even though school based assessment was stressed in the new curriculum under National Education Assessment System (NEAS), nobody can deny the importance of classroom assessment in the form of test and measurement. According to Popham (2008), teachers who can test well will be better teachers and effective teaching will enhance a teacher’s instructional effectiveness. Students learn more in classes where assessment is an integral part of instruction than in those where it isn’t (Koyalik, 2002). Classroom assessment is an important component in teaching and learning process. It provides teachers with information about students for decision making in the classroom. Teachers use a variety of assessment techniques to gather information about what students know and are able to do. After that they provide positive and supportive feedback to students. They also use this information to diagnose individual’s needs and to improve their instructional programs, which in turn helps students learn more effectively. According to Stiggins and Conklin (1992), teachers spent approximately one third to half of their time in the classroom to prepare and engage with assessment related activities. In the classroom, teachers are the primary assessors of students. They design assessment tools with two broad purposes; to collect information that will inform classroom instruction, and to monitor students’ progress towards achieving year-end outcomes. Teachers create opportunities for students to celebrate their progress and successes. Teachers learn about students’ learning and progress by regularly and systematically observing students in action, and by interacting with them during instruction. Teachers demonstrate that assessment is an essential part of learning. They model effective assessment strategies and include students in the development of assessment
procedures. Assessment can indicate what part of teachers’ instruction needs rethinking and reworking. Appropriately used, classroom assessments have the potential to help both students and teachers to improve their classroom performance. In order to improve classroom performance and use different type assessments, teachers should have knowledge, skill and competence in the educational assessment of students.

Ministry of Education of Malaysia (Kementerian Pelajaran Malaysia, KPM) has determined to bring the standard of Malaysian education to world class standard. Teachers are urged to understand, committed and have high determination in implementing this effort and approach in order to produce high quality education at schools (KPM, 2007). Consequently, Ministry of Education of Malaysia has released Standard Guru Malaysia with some outlines about the professional competence that should be achieved by teachers whereby teachers need to have practice of teaching professionalism, knowledge and understanding as a professional teacher. Teachers are urged to own three standards related to practice of teaching professionalism value, knowledge and understanding (KPM, 2009). Teachers must have skills and knowledge to integrate instruction and assessment.

Therefore, it is very important for teachers to acquire all the skills needed in developing and choosing appropriate assessment in classrooms to inform their instructional decisions. Furthermore, teachers should master some basic competencies in order to construct valid and reliable items; administering, scoring and interpreting students’ results as well as using assessment results to make educational decisions.

1.3 Statement of Problem

Teachers’ competencies in classroom assessment often become issue in Malaysia. For the past fifteen years, researches were conducted by Malaysians related to teachers’ incompetency in various aspects of classroom assessment. Ministry of Education of Malaysia has highlighted issues related teachers’ incompetency in assessment practices especially in constructing items (KPM, 1986).
Teachers still lack of knowledge and skills in applying technics and methodology when constructing items and usage of Item Specification Table (KPM, 1986). There were twenty different type of vulnerability in assessment practices that often done by teachers in Malaysia (Sahari, 2001). Furthermore, studies revealed that teachers construct items on the little knowledge they have or possessed from reliable sources (Wan, 2003). One of the reasons for the incompetency among teachers is lack of training in measurement and evaluation in educational institutions (Rohaya, 2009). In addition, there was also an issue related to the way teachers conduct classroom instruction emphasizing more on centralised examinations such as UPSR, PMR and SPM (Malaysian Education Development Plan, 2013-2025). Many teachers still don’t know and don’t understand the basic concept of Educational Philosophy, curriculum objectives and its’ implications on teaching and learning in classroom assessment (Malaysian Education Development Plan, 2013-2025). Therefore it is important for teachers to have adequate knowledge, skills and competency in classroom assessment.

As this phenomenon is becoming critical, researcher has decided to conduct a study to identify perception of teachers about classroom assessment and self-perceive of teachers’ classroom assessment competency. Teachers’ perception about classroom assessment was analysed based on academic qualification, professional qualification, experience in teaching, experience in constructing items and experience in attending assessment related courses. Teachers’ classroom assessment competency was also analysed through six important constructs namely planning classroom assessment, constructing classroom assessment, assembling classroom assessment, administering classroom assessment, scoring classroom assessment and appraising classroom assessment. Besides, this study is also sought to find out the relationship between teachers’ perception and teachers’ competency in classroom assessment and the significant relationship between teachers’ perception and teachers’ competency on classroom assessment based on gender among teachers in Johor Bahru District.
1.4 **Research Objectives**

Objectives of this study are to:

i. Identify perception of teachers in Johor Bahru District about classroom assessment

ii. Identify self-perceive of teacher’s knowledge competency in classroom assessment among teachers in Johor Bahru District.

iii. Study the significant mean difference of teachers’ perception on classroom assessment among teachers in Johor Bahru District based on (a) academic qualification, (b) professional qualification, (c) teaching experience, (d) experience in constructing items, and (e) experience in attending assessment courses.

iv. Study the relationship between teachers’ perception and teachers’ competency in classroom assessment among teachers in Johor Bahru District.

v. Study the significant relationship between teachers’ perception and teachers’ competency on classroom assessment based on gender among teachers in Johor Bahru District.

1.5 **Research Questions**

This study consists of nine research questions based on the research objectives. Research questions were answered using descriptive and inferential analysis.

i. What is the level of perception of teachers in Johor Bahru District about classroom assessment?
ii. What is the level of teachers’ knowledge competency in classroom assessment in Johor Bahru District?

iii. Is there any significant mean difference in teachers’ competency in classroom assessment based on academic qualification in Johor Bahru District?

iv. Is there any significant mean difference in teachers’ competency in classroom assessment based on professional qualification in Johor Bahru District?

v. Is there any significant mean difference in teachers’ competency in classroom assessment based on experience in teaching in Johor Bahru District?

vi. Is there any significant mean difference in teachers’ competency in classroom assessment based on experience in constructing items in Johor Bahru District?

vii. Is there any significant mean difference in teachers’ competency in classroom assessment based on experience in attending assessment courses in Johor Bahru District?

viii. Is there any significant relationship between teachers’ perception and teachers’ competency in classroom assessment among teachers in Johor Bahru District?

ix. Is there any significant relationship between teachers’ perception and teachers’ competency in classroom assessment among teachers in Johor Bahru District based on gender?
1.6 Hypotheses of the Study

**Hypotheses null 1:**
There is no significant mean difference in teachers’ perception on classroom assessment based on academic qualification in Johor Bahru District.

**Hypotheses null 2:**
There is no significant mean difference in teachers’ perception on classroom assessment based on professional qualification in Johor Bahru District.

**Hypotheses null 3:**
There is no significant mean difference in teachers’ perception on classroom assessment based on experience in teaching Johor Bahru District.

**Hypotheses null 4:**
There is no significant mean difference in teachers’ perception on classroom assessment based on experience in constructing items in Johor Bahru District.

**Hypothesis null 5:**
There is no significant mean difference in teachers’ perception on classroom assessment based on experience in attending assessment courses in Johor Bahru District.

**Hypothesis null 6:**
There is no significant relationship between teachers’ perception and teachers’ competency in classroom assessment among teachers in Johor Bahru District.

**Hypotheses null 7:**
There is no significant relationship between teachers’ perception and teachers’ competency in classroom assessment among teachers in Johor Bahru District based on gender.
1.7 Conceptual Framework of the Study

Conceptual framework is a written or a visual presentation that explains either graphically, or in narrative form, the main things to be studied such as key factors, concepts or variables and the presumed relationship among them (Miles and Huberman, 1994). Conceptual framework of this study was built based on two dependent variables namely teachers’ perception on classroom assessment and self-perceive of teachers’ knowledge competency in classroom assessment. Classroom assessment was analysed through two perspectives. On the first perspective, teachers have evaluated their perception about classroom assessment. They have reported their view based on how they perceive classroom assessment. Secondly teachers have self-perceived their knowledge competency in classroom assessment. Subsequently, the study has analysed the significance of teachers’ perception on classroom assessment based on academic qualification, professional qualification, experience in teaching, experience in constructing classroom assessment and experience in attending assessment related courses. Consequently, teachers also have self-evaluated their knowledge competency in classroom assessment through six constructs namely, (a) planning classroom assessment, (b) constructing classroom assessment, (c) assembling classroom assessment, (d) administering classroom assessment, (e) scoring classroom assessment, and (f) appraising classroom assessment.

Dependent variables of this study are teachers’ perception about classroom assessment and self-perceive of teachers’ knowledge competency in classroom assessment. The five independent variables of the first construct analysed were academic qualification, professional qualification, experience in teaching, experience in constructing classroom assessment and experience in attending assessment related courses. Meanwhile, independent variables of second construct measured were planning classroom assessment, constructing classroom assessment, assembling classroom assessment, administering classroom assessment, scoring classroom assessment, and appraising classroom assessment.
According to Marsh (2008), teachers are required to have knowledge and skills; academic and professional qualifications as well experiences to monitor students’ learning and measure their achievements against learning objectives. Besides, teachers also need to have skills and knowledge in developing and using assessment methods. Teachers use students’ data to analyse the quality of each assessment technique they use. Teachers required to obtain academic qualification from higher educational institutions in education to make them eligible to be a competent teacher. Teachers are also urged to qualify themselves with specialization of subjects so that they can perform at their maximum level (Pajares, 1992). Competencies among teachers have been consistently identified as the most important school-based factor in student and teacher. Teachers, who acquire adequate competency in teaching, believe that they can organize and execute actions necessary to bring out the best of their skill and knowledge through desired outcome (Correnti & Miller, 2002). Teachers need to update themselves with all the information and knowledge needed to perform classroom assessment in a proper and professional manner. Teachers need to have adequate information about classroom assessment in order to organize students into a functioning classroom society; plan and carry out instruction and monitor students’ learning. Teachers should have knowledge competency in classroom assessment. The main goal of classroom assessment is to obtain valid, reliable, and useful information concerning student achievement. Therefore, teachers should have knowledge competency to determine what is to be measured, and then defining it precisely so that tasks can be constructed that require the intended knowledge, skills and understanding.
Figure 1.1: Conceptual Framework of Teachers’ Perception and Teachers’ Knowledge Competency in Classroom Assessment

1.8 Rationale of the Study

Ministry of Education of Malaysia is continuously making drastic changes and transformation in the education system. One of the aspects that emphasized was improvisation of curriculum for assessment (Malaysia Education Development Plan, 2013-2025). Examination Board of Malaysia (LPM, 2011), has implemented school-based assessment format which comprised of school assessment, centralised
assessment, psychometric assessment and co-curricular activity based assessment. In this new format, higher order thinking questions will make-up to 80% for Primary School Evaluation Assessment (UPSR), 80% of the form three central assessment, 75% of the Malaysian Certificate of Education (SPM) and 50% of the SPM elective subjects (Malaysia Education Development Plan, 2013-2025). This new format has given teachers the responsibility and credibility to carry out classroom assessment effectively and efficiently. Teachers are urged to upgrade themselves with new knowledge and skills and practice professionalism in their career. Teachers are need to take into consideration a few principles when assess students in classroom. They must clearly specify what is to be assessed; select relevant assessment procedures and make sure the use of assessment serve the purpose where students clearly aware of the purpose. As a result, researcher wanted to study whether teachers are ready for a change so dramatically in the assessment; whether teachers have adequate competency to assess students in classroom; and how teachers perceive classroom assessment. Furthermore, two important aspects that have been highlighted in previous researches conducted in Malaysia were, i) teachers encountered problems when conducting school-based assessment besides attitude, knowledge and interest when conducting school-based assessment (Nor Hafizi, 2013); ii) teachers’ level of knowledge and the perception of the practice of formative assessment was moderate whereby they should have adequate knowledge and skills to carry out assessment effectively (Juliana, 2008).

Therefore, based on the current situation in education system and the impact of previous researches related teachers level of knowledge, perception and competency in assessment, researcher wanted to study teachers’ perception in classroom assessment as well as their knowledge competency in classroom assessment, especially in planning, constructing, assembling, administering, scoring and appraising classroom assessment. Researcher wanted to analyse the impact of teachers’ demographic profiles such as their academic qualification, professional qualification, their experience in teaching, experience in constructing classroom assessment and experience attending assessment related courses with their knowledge competency.
1.9 **Significance of the study**

This study is significant because it has highlighted the importance of teachers’ competency in classroom assessment based on demography profiles of teachers and six important constructs involved in constructing classroom assessment. As very little studies have been conducted in Malaysia regarding classroom assessment, researcher has also combined the teachers’ perception about classroom assessment and self-perceive of teachers competency in classroom assessment to analyse current status and update on teachers in Johor Bahru District. Align with drastic changes and transformation in the education system, this study is also significant because it help researcher to find which aspect of classroom assessment that teachers need to upgrade in terms of knowledge, skills and professionalism.

1.9.1 **Teachers**

This study is significant because the study has emphasized the importance of teachers’ competency in classroom assessment. Furthermore, the study is also emphasized that teachers should practice all the knowledge and skill needed for classroom assessment. The outcome of the study will give opportunity for teachers to evaluate their own perception about classroom assessment and encourage them to compare their perception with the findings of the study. The findings were also significant for teachers to self-evaluated their own knowledge competency in constructing classroom assessment. They may be motivated to practice all the knowledge and skills needed to improve themselves. This study is significant because it reveals the importance of following the required procedures by teachers when constructing classroom assessment.
1.9.2 School, District Education Department and State Education Department

This study is significant for schools, District Education Office and State Education Department because the findings will help the institutions to amend necessary plans and programs to upgrade competency and professionalism of teachers through workshops, seminars, trainings and courses.

1.9.3 Ministry of Education of Malaysia

This study is significant because it has revealed some findings related to teachers’ knowledge competency in classroom assessment especially in planning, assembling, constructing, administering, scoring and appraising classroom assessment. This study is also significant because it has revealed the significant importance of academic qualification, professional qualification and experiences of teachers to measure the level of knowledge competency of teachers about classroom assessment. In addition, the study has revealed the significant of knowledge, skills and attitude of teachers with teachers’ competency in classroom. Findings of this study will pave way for Ministry of Education to open more opportunities for teachers to further their studies in Master degree and PhD degree programs under Educational Sponsorship Division (Bahagian Tajaan Pendidikan, KPM)), so that teachers will have a broader and deeper knowledge and skills, especially in the field of measurement and evaluation. Ministry of Education is also hope to make some decisions and amendments related to courses and trainings in Measurement and Evaluation in Higher learning Institutions. Previous research has identified that there were only average of two to three credit hours of classes conducted in the measurement and evaluation programs in Higher learning Institutions in Malaysia (Rohaya, 2009). Furthermore, Ministry of Education may suggest to each State Education Department and District Education Department to conduct more trainings in pedagogical skill, competency skill, and appropriate classroom assessment method and assessment tools.
1.10 The Scope and Limitation of the Study

The scope of this study was based on schools selected from controlled schools (Sekolah Kawalan) in Johor Bahru District according to the sampling frame provided by Johor Bahru District Education Office (2013). The location of the schools was from City Zone of Johor Bahru District. There were total of 532 teachers in five control schools in Johor Bahru District. (Johor Bahru District Education Department, 2013). Out of this population, 367 samples selected using formula by Israel (1992). Researcher has selected respondents from this six control schools because students of these schools are students who have good academic performances. Therefore teachers are challenged to be proficient in selecting and developing assessment procedures. They are challenged to be proficient in administering, scoring and interpreting professionally classroom assessment.

Limitations of this study based on two dependent variables, namely teachers’ perception on classroom assessment’ and ‘teachers’ knowledge competency in classroom assessment’. Independent variables to find significant relationship of teachers’ perception about classroom assessment based on academic qualification, professional qualification, teaching experience, experience in constructing items and experience in attending assessment related courses; whereby, independent variables for teachers’ knowledge competency in classroom assessment were based on planning, constructing, assembling, administering, scoring, and appraising classroom assessment. Researcher has used questionnaire to collect data which were distributed through principals of the schools. Researcher recollected the questionnaires after three-five days as requested by principals of the schools. Respondents were required to answer all the questions in the questionnaire that consists of two parts namely, Part A and Part B. Part A consists of eight items on demography of teachers whereby Part B consists of 55 items related to teachers’ perception on classroom assessment and teachers’ knowledge competency in classroom assessment.
1.11 Definition of Terms

This part will elaborate on terms and concepts that will be used for the study. The terms and concepts are related to teacher competency, classroom assessment, perceptions, constructing classroom assessments, administer classroom assessments, appraising and use students’ results, demography, gender and experiences.

1.11.1 Teachers’ Competency

Teachers’ competency defined as an ability of teachers to organize and execute necessary actions to bring out the best of their skills and knowledge through desired outcome (Davidson, 2005). In this study, teachers’ competency was based their level of knowledge in constructing classroom assessment according to test measurement and evaluation procedure.

1.11.2 Classroom Assessment

Classroom assessment is the process of collection, synthesizing, and interpreting information to aid in classroom decision making. Throughout the school day, teachers continuously gather and use information to make decisions about classroom management, instruction, student learning and planning (Russell & Airasian 2012). In this study, classroom assessment defined as all tests and assessment given by teachers for decision making.

1.11.3 Perception

Perception generally referred as view or opinions held by an individual resulting from experience and external factors acting on the individual (business dictionary.com). In this study, perception viewed as how teachers perceive classroom assessment through their level of knowledge about classroom assessment.
1.11.4 Planning classroom assessment

Planning classroom assessment includes determining the purpose of the assessment, developing the assessment specifications, selecting appropriate assessment types and preparing relevant assessment items (Gronlund & Linn, 1998). In this study, planning classroom assessment related to selecting item formats, developing set of specifications, review test materials, administration site and procedures.

1.11.5 Constructing Classroom Assessment

Developing assessment for classroom involves clear and appropriate learning targets; alignment of assessment methods and learning targets; validity; reliability; fairness; positive consequences; alignment; and practicality and efficiency with concerns about how the assessment influence learning and provide fair and credible reporting of student achievement (McMillan, 2011). In this study, constructing classroom assessment referred to reference used, type of items and reliability of items.

1.11.6 Assembling Classroom Assessment

Assembling classroom assessment defined as recording, reviewing, arranging, preparing directions, reproducing classroom assessment. The preparation of classroom assessment for use is greatly facilitated if the items are written at least several days before they are to be used. In this study, assembling classroom assessment was related to reviewing items in term of vocabulary, contents, problem situation and arrangement of items before administer test.
1.11.7 Administering Classroom Assessment

Administering classroom assessment is that all pupils must be given a fair chance to demonstrate their achievement of the learning outcomes being measured whereby a physical and psychological environment conducive to their best efforts and the control of factors that might interfere with valid measurement (Gronlund & Linn, 1998). Administering classroom assessment in this study is related to oral directions, observation, distribution of papers, record question asked by students during test.

1.11.8 Scoring classroom Assessment

Teachers use scores from classroom assessment to plan their instruction and to identify levels of knowledge, understanding, and skills that will influence instructional decisions. Teachers also use several sources of information including informal observations, pretests, structured exercises, formative assessments, summative classroom assessments to getting to know about entire class but individuals as well (McMillan, 2011). In this study, scoring classroom assessment is referred to grading, preparation of answer key, checking on spelling, grammar, punctuation and combine variety of assessments for grading for summative assessment.

1.11.9 Appraising Classroom Assessment

Appraising classroom assessment is a process of analysing and evaluating students assessment scores and results and build a file of high-quality items and tasks for future use (Gronlund & Linn, 2013). In this study, appraising classroom assessment is referred to method of conducting item analysis, items to be kept in item bank and effectiveness.
1.12 Conclusion

This chapter discussed aspects such as background of study, statement of problem, research objectives, research question, hypothesis of the study, conceptual framework of the study, significance of the study, scope and limitations of the study and definition of terms. This chapter has focused on statement of problem where it highlighted incompetency of teachers in Malaysia in constructing items besides their perception of classroom assessment unlike teachers abroad. Based on the statement of problem, research objectives are formulated with the hope to find out competency of teachers in classroom assessment. Research questions and hypotheses are created to get a clear picture about teacher competency in Malaysian schools. This study hopes to be beneficial for teachers, students and educational authorities for better education and assessment in near future.