

## **Relationship between Assessment Beliefs and Practices of Senior High School Social Studies Teachers in the Oti and Volta Regions of Ghana**

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*Received: August 15, 2024*

*Revised: February 8, 2025*

*Accepted: June 10, 2025*

**To cite this article:** Awuah, F. (2025). Relationship between assessment beliefs and practices of senior high school social studies teachers in the Oti and Volta regions of Ghana. *Journal of Transformative Education and Development*, 1(1), 114 – 130.

### **Abstract**

This study explored the relationship between Social Studies teachers' assessment beliefs and practices in Senior High Schools and Senior High Technical Schools in the Volta and Oti regions of Ghana. The research employed a quantitative approach and utilised a correlational design. Data was obtained from 196 Social Studies trained teachers through a structured questionnaire. The results of contingency table and a pairwise correlation analysis revealed a very weak and statistically insignificant relationship between teachers' assessment beliefs and practices, as indicated by a Cramer's V value of 0.0524 and a correlation coefficient of 0.0159 ( $p = 0.8250$ ). This suggests that despite the prevalence of positive assessment beliefs among the teachers, these beliefs do not influence their assessment practices. The results underscore the need for targeted professional development and policy interventions to better align teachers' practices with their educational philosophies.

**Keywords:** *Classroom Assessment, Assessment Beliefs, Assessment Practices, Alternative Assessment, Traditional Assessment*

### **Introduction**

Assessment is an essential part of the educational process. It acts as a means to evaluate student comprehension, inform teaching strategies, and offer feedback to students and educators (Black & William, 1998).

Effective assessment procedures are essential in education, especially at the senior high school level, to guarantee that learning objectives have been achieved and to ensure that students are prepared for postsecondary education, the world of work, as well as for life (Guskey, 2003). As a multidisciplinary subject that seeks to foster critical thinking and informed citizenship, social studies require assessment activities that promote high levels of analytical skills and values in addition to knowledge (Marzano, 2006). Teachers' beliefs about assessment contributes significantly to shaping their assessment practices. These beliefs, influenced by teachers' theoretical dispositions, educational philosophies, and personal experiences, underlie decisions on what to assess, how to assess, and how to use the results (Brown, 2004). Tittle's (1994) Classroom Assessment Theory postulate that there is a direct relationship between teachers' assessment beliefs and their classroom practices. Accordingly, teachers who hold strong, well-founded beliefs about assessment are expected to exhibit assessment practices that reflect these beliefs, thereby enhancing the effectiveness of the assessment process (Tittle, 1994).

The study was guided by the research question: What is the relationship between the assessment beliefs and practices of Senior High School Social Studies Teachers in the Oti and Volta Regions of Ghana?

By exploring the relationship, the study contributes to understanding how teachers' beliefs influence their practices and the extent to which these practices align with contemporary assessment theories (Gao & Watkins, 2002).

In spite of the critical role of assessment in the teaching and learning process, there is a growing concern that teachers' assessment practices may not necessarily reflect their beliefs, particularly in the context of Social Studies education in Ghana. Tittle's (1994) Classroom Assessment Theory suggest that teachers' beliefs should guide their assessment practices, but research evidence and observations by practitioners have revealed instances of a disconnect between what teachers believe about assessment and how they assess their students in the classroom. In the Volta and Oti regions of Ghana, Social Studies teachers undergo various experiences that may affect their instructional activities, particularly assessment practices. Limited instructional resources, large class sizes, and pressure to complete the curriculum (Ampofo, 2020) are among reported challenges that confront teachers in effectively undertaking teaching and assessment activities. To overcome these challenges, teachers' often resort to assessment choices and practices that are more practically convenient rather than those that reflect their theoretical beliefs about assessment (Stiggins, 2001). The potential mismatch between beliefs and practices raises questions about the

effectiveness of current assessment approaches in achieving educational goals. This study addresses the need to empirically investigate the relationship between Social Studies teachers' assessment beliefs and their practices in the teaching process. An understanding of this relationship is critical for identifying gaps between beliefs and practices and for designing strategies to support teachers in aligning their assessment practices with their educational philosophies (Pajares, 1992).

The importance of assessment in education cannot be overemphasised. It influences student learning, teacher effectiveness, and overall educational outcomes (Shepard, 2000). Since Social Studies as a school subject in Ghana seeks to produce informed and responsible citizens, it is essential that assessment practices are aligned with the educational objectives of the subject. This alignment can only be achieved if teachers' assessment practices are guided by well-founded beliefs that reflect contemporary theories of learning and assessment (Brookhart, 2011). By exploring the relationship between the teachers' assessment beliefs and practices, the study contributes to a broader discussion on the application of educational theories in classroom settings and enrich the assessment literature regarding the relationship between teachers' assessment beliefs and practices. The findings will provide empirical evidence to support or challenge Tittle's (1994) Classroom Assessment Theory and offer insights into its applicability in the Ghanaian context. The study findings will also shed light on the factors that influence teachers' assessment practices and inform policymakers, educators, and teacher trainers on how to better support teachers in aligning their practices with their beliefs, ultimately leading to more effective assessment strategies in Social Studies education (Guskey, 2003).

## **Review of Related Literature and Studies**

### **Empirical literature review**

Teachers undoubtedly hold a set of beliefs about the different aspects of education, which include teaching, learning and assessment (Chen & Cowey, 2016). This belief systems teachers' hold, arguably, influences how teachers approach the various aspects of education. Thus, beliefs are said to influence the way teachers approach teaching, teachers understanding of how students learn, or learning occurs, and the way assessment should be employed in the teaching and learning process, either for learning or of learning (Fives & Buehl, 2012). The outcome of empirical studies, such as that of Deluca and

Kluger (2010) and Brown (2008), fervently support the notion that teachers' prior belief about assessment influences their assessment choices and practices in the classroom. In a study to ascertain teachers' conceptions or beliefs about assessment, Brown (2004) identified four cardinal issues around which teachers' assessment beliefs may be centred or understood. The first three issues, Brown intimates, are the issues some researchers have variously suggested as purposes for assessment (Brown, 2004; Warren & Nisbet, 1999). Brown (2004) suggest that teachers' assessment beliefs can be ascertained by the extent to which they agree or disagree with assessment as a means to improve teaching and learning, a means to make students accountable for their learning, and a means to promote school and teacher accountability. The fourth, which is not a purpose of assessment, is whether or not assessment is relevant to the teaching and learning process (Brown, 2004).

Zhang and Burry-Stock (2003) have argued that since teachers are particularly responsible for assessing students learning, it is imperative to be concerned about the way they go about assessment of students. Bransford, Brown, Cocking, Donovan and Pellegrino (2000) assert that the emergence and growth of new conceptions of learning in education has brought forth a reconsideration of educational practices such as teaching and assessment. Bransford et al. (2000) argue that the new conceptions of learning have challenged the status quo with compelling evidence. The traditional paradigm of learning that has, for many decades, directed educational practices did not envisage assessment as an integral part of the teaching and learning process. Consequently, teachers' assessment practices were geared towards measuring or estimating what students know. Assessment principally served as a means to grade, promote and certify students. Against this backdrop, Shepard (2000, p.1) states that educationist conceptualising effective teaching did not 'assign a significant role to assessment as part of the teaching process'. A normal sequence of assessment practice, in the traditional learning paradigm, involve teaching a topic followed by testing students to assign grades or marks in order to gauge their mastery of the content.

Studies on the relationship between teachers' assessment beliefs and their practices have indicated differing outcomes. While some research (Brown, Kennedy, Fok, Chan & Yu, 2009; Calveric, 2010) have reported evidence showing a strong positive relationship between teachers' assessment beliefs and practices, others research (Azis, 2015; Chew & Lee, 2013) have presented findings that suggested significant discrepancies between teachers' beliefs regarding assessment and their actual practices. Nimehchisalem and Abdalla (2020) carried out research to explore the assessment beliefs and practices of Libyan English language teachers in secondary schools and to determine the

correlation between assessment beliefs and practices. The outcomes of the research revealed a moderately positive correlation between the teachers' assessment beliefs and practices (Nimehchisalem & Abdalla, 2020). Hussain, Idris and Akhtar (2019) carried out a correlational study on the assessment beliefs and practices of English Language Secondary School teachers in the Swat and Mardan Districts of Pakistan and found that the teachers had moderate classroom assessment beliefs. In respect of the teachers' classroom assessment practices, the study revealed the teachers preferred and employed traditional assessment techniques and practices frequently compared to alternative assessment techniques and practices. In addition, the study found a moderate level correlation between the teachers' classroom assessment beliefs and practices ( $r=.576$ ). Othman (2018) conducted a study in Malaysia about secondary school English language teachers' beliefs about school-based assessment and the relationship between their school-based assessment beliefs and classroom assessment practices. Othman adapted Shim's (2009) validated questionnaire ( $\alpha = 0.84$ ) to elicit the school-based assessment beliefs and practices of 174 teachers. The teachers' school – based assessment beliefs and practices were assessed in four main areas - planning, implementing, monitoring and reporting. Results of descriptive statistics analysis conducted indicated that the teachers had strong positive beliefs towards all the four aspects of the school -based assessment processes. A Pearson correlation conducted between the teachers' assessment beliefs and practices indicated that there was a significant positive relationship ( $r=0.541$ ,  $p<0.01$ ) between the teachers' assessment beliefs and practices. This finding of Othman's study concurs with the findings of a study conducted by Chan (2008) in Taiwan. The study investigated the teachers' beliefs and practices about multiple assessments. The study, which was purely quantitative in nature, surveyed 520 elementary school EFL teachers in Northern Taiwan. Among others, the study found that most of the teachers had strong positive beliefs towards the use of multiple assessments for assessment of students learning. Aside the positive beliefs towards the multiple assessments, the study results also revealed that the teachers practically employed multiple assessments in their teaching. A correlation coefficient analysis further discovered a significantly positive relationship ( $r=.186$ ) between the teachers' beliefs of multiple assessments with their classroom assessment practices.

The outcome of some studies, however, contrasts the popular proposition that teachers' assessment beliefs positively relate with their practices. Widiastuti, Mukminatien, Prayogo and Irawat (2020) conducted a qualitative study involving Junior High School English teachers' beliefs and practices of formative assessment in Indonesia. Data were collected from the participants through semi-structured interviews, classroom observations and documentary

analysis. The outcome of the study revealed that teachers who continually take part in Continuous Professional Development (CPD) had strong positive beliefs towards formative assessment. However, the study also found that the teachers' formative assessment beliefs did not necessarily influence their formative assessment practices in the classroom. Further, the study revealed that the positive formative assessment beliefs the teachers professed when interviewed were not appropriately manifested in their teaching during the classroom observations. The study identified low Continuous Professional Development (CPD) on the part of some teachers, limited time allocation to subjects on the teaching timetable, high teacher workload, and other classroom conditions as factors that may be contributing to the inconsistency between the teachers' formative assessment beliefs and practices. This finding aligns with the outcome of a study conducted by Davis and Neitzel (2011) which found that the relationship between assessment beliefs and practices are influenced by classroom related and other factors sometimes beyond the control of the teacher.

### **Theoretical perspective and its application**

The study is supported by Tittle's (1994) classroom assessment theory developed originally to investigate teachers' classroom assessment practices in Mathematics. The thrust of the theory is that there are three key dimensions with peculiar categories about classroom assessment deemed very relevant for consideration when studying or researching into classroom assessment practices.

The first dimension of the theory, according to Tittle (1994), is epistemology and theories. This dimension has three illustrative categories which are teaching and learning, curriculum, development and change. Tittle propounds that teachers have explicit and implicit knowledge and beliefs about classroom assessment. These knowledge and beliefs inform teachers' practices at the various stages of the classroom assessment process such as preparation, process, outcomes, feedback, interpretations and usage. Therefore, educationist and researchers need to be particularly interested in understanding these beliefs and knowledge of teachers in order to be able to assess the relationships and influences of the characteristics of assessments on these beliefs (Tittle, 1994).

The second dimension of classroom assessment practices is interpretation and usage. This dimension of the theory indicates that teachers' personal knowledge of classroom assessment is highly important and impacts their assessment practices (Dagdag & Dagdag, 2020). The beliefs are very essential

in that they inform the teachers teaching practices. That is, the teachers' belief systems about teaching, learning, and assessment related activities influence their assessment practices. Accordingly, two categories of knowledge are identified in this instance - knowledge related to teaching and learning and knowledge about the assessment process. The former relates to teachers' knowledge about the student and teachers own personal knowledge. This kind of knowledge is likely to assist in determining the effectiveness of teachers own teaching. The latter relates to the beliefs teachers hold about the effects of assessment on students before, during and after the assessment activities or process (Tittle, 1994). These beliefs may also include the teachers' beliefs about the effects of assessment on teachers themselves. For instance, the outcome of the assessment activities may provide information for the teacher to decide whether some topics need re-teaching or change in mode of teaching. Teacher intents and actions are also an important category under the interpreter and user dimension. Teachers' intentions and actions are informed by assessment information. For instance, the outcome of an assessment activity may cause the teacher to take actions such as changing teaching strategies at the instructional planning stage in order to change classroom interactions. Assessment information may assist the teacher on the type of instructional materials to use. The thrust of this dimension of the theory is that teachers hold beliefs and have knowledge that influences their classroom assessment practices and other teaching related activities (Dagdag & Dagdag, 2020).

The third dimension of classroom assessment practice, according to Tittle (1994), is assessment characteristics. This dimension is concerned about embedding assessment in the teaching and learning process, the format and mode of assessments that are carried out, scoring and evaluation of assessments and preparation, description and reporting of assessments. The teachers' beliefs about the role of assessment in the teaching and learning process are likely to determine the extent to which that teacher integrates assessment in on-going teaching and learning activities. A teacher who holds a traditional view of assessment is not likely to embed assessment in the ongoing instructional activities. Also, the usage or purposes for conducting assessments are most likely to include promotion, determination of level of mastery of content and for accountability purposes. Contrary, a teacher with a more constructionist or alternative view of assessment will integrate assessment in the ongoing instructional activity and purposely use assessment to promote learning. Depending on the purpose of assessment, the mode and format of assessment may differ (Tittle, 1994). Traditional assessments may take the form of multiple-choice responses, true for false, short answer questions and fill-in the gaps. Alternative assessments may be portfolio,

observation, interview and so on. Tittle referred to all activities surrounding the assessment process as assessment characteristics. These tasks involve the preparation for assessment, the execution of the assessment task, its evaluation, and the reporting or explanation of assessment outcomes, all of which aid in the interpretations of assessments (Tittle, 1994).

The theory therefore suggests a correlation between a teacher's epistemological and theoretical beliefs about learning, teaching, and assessment. Thus, the epistemological and theoretical beliefs of senior high school social studies teachers are expected to guide their design, implementation, and interpretation of classroom assessments since these beliefs form the foundation for their decisions on what to assess, how to assess, and how to use the results to support student learning. In line with the theory teachers' assessment practices should be a direct reflection of their assessment beliefs. This theory therefore provides a foundational premise for this study by proposing that if senior high school social studies teachers hold strong, well-founded beliefs about assessment, these beliefs should manifest, influence or correlate with their assessment practices in the classroom.

### **Methods**

The quantitative research approach and correlational design were employed to explore the relationship between Senior High School Social Studies teachers' assessment beliefs and practices in the Volta and Oti regions of Ghana. The research approach allowed for the systematic collection and analysis of quantitative data on the respondents' assessment beliefs and practices, ensuring objectivity and generalisation (Creswell & Creswell, 2018). The research design was appropriate for identifying patterns and measuring the strength and direction of the relationship between the variables without manipulating them (Fraenkel, Wallen & Hyun, 2019)

### **Sampling procedure**

The study involved one hundred and ninety-six (196) Social Studies-trained teachers selected from an estimated four hundred and fifteen (415) Social Studies teachers in the two regions. The teachers were selected through a two-stage simple random sampling process from eighty (80) Senior High and Technical Schools across Volta and Oti regions of Ghana. Determination of the sample size was guided by Krejcie and Morgan's (1970) Table for determining the appropriate sample size from a given population. At the time of the study, the two regions had 98 public Senior High and Senior High Technical Schools, with 22 (22.5%) in the Oti region and 76 (77.5%) in the Volta region. In the first stage, 80 schools comprising 18 from the Oti region

and 62 from the Volta region were proportionally sampled. In the second stage, 196 qualified Social Studies teachers consisting of 44 teachers from the Oti region and 152 teachers from the Volta region were proportionally sampled from the selected schools.

### **Data collection instruments and procedure**

The one hundred and ninety-six (196) Social Studies teachers responded to a self-administered questionnaire on teachers' assessment beliefs and assessment practices. Information on the teachers' (respondents') assessment beliefs and practices were solicited using thirty item survey adapted from Brown's (2004) Teachers' Conceptions of Assessment (TCoA) questionnaire ( $\alpha = 0.78$ ), and a self-developed teachers' assessment practices inventory ( $\alpha = 0.74$ ). The adapted thirty item four-point assessment belief Likert scale were made up of fifteen (15) positive and fifteen (15) negative statements each. Using reverse coding, the positive statements were coded as strongly agree (SA) = 4, agree (A) =3, disagree (D) =2, and strongly disagree (SD) =1. Negative statements were coded as strongly agree (SA) =1, agree (A) =2, disagree (D) = 3 and strongly disagree (SD) = 4. Respondents were to obtain a minimum of 30 scores and a maximum of 120 scores. The level of respondents' assessment belief was categorised into three (3) using range of scores: negative belief (30-59), positive belief (60-89) and highly positive belief (90-120).

The self-developed assessment practices inventory used to solicit information on the assessment practices of the respondents contained five (5) main questions (A, B, C, D and E). Each question was followed by a number of assessment techniques and practices. Respondents were to indicate the frequency at which they employed each of the thirty (30) assessment techniques and activities by using a four-point scale: Never (N), Sometimes (S), Frequently (F) and Always (A). The thirty assessment techniques and practices were made up of fifteen (15) traditional and fifteen (15) alternative assessment techniques and activities each. Reverse coding was used to rate the choice or preferences of respondents such that preference for alternative assessment techniques and activities was rated as never (N) =1, sometimes (S) =2, frequently (F) =3, and always (A) =4. Preference for traditional assessment techniques and activities were rated as never (N) =4, sometimes (S) =3, frequently (F) =2, and always (A) =1. Respondents were to obtain a minimum of thirty (30) scores and a maximum of one hundred and twenty (120) scores. The nature of respondents' assessment practice was categorised into three (3) using range of scores: negative practices (30-59), positive practices (60-89) and highly positive practices (90-120).

### **Ethical considerations**

Creswell (2009) indicates that researchers should anticipate that at almost every stage of the research process ethical issues are likely to arise and encourages researchers to endeavour to adopt strategies to address such issues in order to protect the sanctity of the research findings. Schutt (2009) asserts that when it comes to data collection the confidentiality of information provided and anonymity of the participants who provide the information must be priority. Thus, the participants need to be firmly assured that their identity will be protected, or not to be disclosed at all times to any third party. In this research, concrete measures were implemented to guarantee compliance with rigorous ethical guidelines. Approval was secured from the heads of the participating senior high schools and departments of the teachers. This was meant to assure the schools and participants that any information elicited was to be used solely for academic purposes and nothing else. The research instruments utilised to obtain information from the participants stated clearly the information it sought to elicit and also guaranteed the participants of the confidentiality of their identity and anonymity of the information they provided. Another important ethical practice adopted was that question items for the data collection instruments were thoroughly reviewed by experts in the field to ensure that words used and the meanings they conveyed were not prejudicial to any individual, institution or group of persons.

### **Results and Discussion**

The relationship between the respondents' assessment beliefs and assessment practices was examined at two levels: first, through a contingency table analysis, and second, via pairwise correlation analysis. Tables 1 and 2 present the results of contingency table analysis and a pairwise correlation analysis between the teachers' assessment beliefs and practices respectively.

**Research question:** What is the relationship between the assessment beliefs and practices of Senior High School Social Studies Teachers in the Oti and Volta Regions of Ghana?

Table 1: Relationship between SHS/SHTS Social Studies Teachers Classroom Assessment Beliefs and Assessment Practices

<b>Respondents' Assessment Beliefs</b>	<b>Respondents' Assessment Practices</b>			<b>Row Total</b>
	30-59 (Negative)	60-89 (Positive)	90-120 (Highly Positive)	
	f (%)	f (%)	f (%)	
30-59 (Negative)	0 (0.00)	1(0.51)	0 (0.00)	<b>1(0.51)</b>
60-89 (Positive)	16 (8.16)	157 (80.10)	0 (0.00)	<b>173(88.27)</b>
90-120 (Highly Positive)	3 (1.53)	19(9.69)	0(0.00)	<b>22(11.22)</b>
<b>Column Total</b>	<b>19(9.69)</b>	<b>177(90.31)</b>	<b>0(0.00)</b>	<b>196 (100)</b>

Pearson Chi-Square (2) = 0.5371, Pr. = 0.764, Cramer's V = 0.0524

Source: Fieldwork, 2025.

The Cramer's V value of the respondents' assessment beliefs and practices was computed to determine the strength of the association between the two. Cramer's V equals zero (0) when there is no relationship between two variables, and one (1) when there is a very strong association or relationship between two variables. The strength of the association between two variables is indicated by the value of Cramer's V scale which is interpreted as very weak [0.00 - 0.09], weak [0.10 - 0.19], moderate [0.20 - 0.39], relatively strong [0.40 - 0.59], strong [0.60 - 0.79] and very strong [0.80 - 1.00] (Kotrilik, William, & Jabor, 2011). Table 1 indicates that a majority of respondents (88.27%) exhibited positive assessment beliefs, with a similarly large proportion (90.31%) demonstrating positive assessment practices. However, only 11.22% of respondents held highly positive assessment beliefs, and no respondents showed highly positive assessment practices. The Cramer's V value of 0.0524, which falls within the "very weak" range [0.00-0.09], indicates a very weak association between the respondents' assessment beliefs and practices.

Table 2: Pairwise Correlation between SHS/SHTS Teachers' Assessment Beliefs and Practices

	<b>Respondents' Assessment Beliefs</b>	<b>Respondents' Assessment Practices</b>
Respondents' Assessment Beliefs	1.0000	0.0159 0.8250
Respondents' Assessment Practices	0.0159 0.8250	1.0000 -

Source: Fieldwork, 2025.

To further explore the relationship between the respondents' assessment beliefs and assessment practices, a pairwise correlation analysis as displayed by Table 2 was conducted. The correlation coefficient of 0.0159, with a p-value of 0.8250, suggests a very weak and statistically insignificant relationship between the respondents' assessment beliefs and practices. This result, indicating that only 1.59% of the variance in assessment practices can be explained by assessment beliefs, aligns with the Cramer's V finding of a very weak association (Table 1).

These results diverge from previous studies, such as those by Othman (2018) and Chan (2008), which reported a strong positive relationship between teachers' assessment beliefs and practices. Othman (2018) conducted a study to examine the relationship between English language teachers' school-based assessment beliefs and their assessment practices in Malaysia. The study adapted Shim's (2009) validated questionnaire to collect data on the teachers' school-based assessment beliefs and practices. The results of Pearson correlation analysis indicated that there was a significantly positive relationship ( $r = 0.541$ ,  $P < 0.01$ ) between the teachers' assessment beliefs and practices. Similarly, Chan (2008) conducted a study in Taiwan about elementary school teachers' beliefs and practices about multiple assessments. The study found that the teachers generally had a strong positive belief towards the use of multiple assessments for assessing learning outcomes. Further, a Pearson correlation analysis established a significantly positive relationship ( $r = .186$ ) between the teachers' beliefs of multiple assessment and their classroom assessment practices. Hussain, Idris and Akhtar (2019) and Nimehchisalem and Abdalla (2020) also conducted two separate studies to ascertain the extent to which Secondary School teachers' assessment beliefs and practices were related in Libya and Pakistan respectively. The two studies independently established a positively moderate relationship between the teachers' assessment beliefs and practices.

Conversely, the findings align with studies by Widiastuti, Mukminatien, and Irawat (2020), which also reported a lack of significant correlation between formative assessment beliefs and practices among teachers in Indonesia. Widiastuti, Mukminatien and Irawat (2020) conducted a study about Junior High School teachers' beliefs and practices of formative assessment in Indonesia. The study reported that teachers who regularly took part in continuous professional development programmes had a strong positive belief towards formative assessment. However, the teachers' formative assessment beliefs did not necessarily relate with their assessment practices and consequently did not directly influence their formative assessment practices.

The assessment literature provides evidence indicating varying results regarding the relationship between teachers' assessment beliefs and practices. Though findings indicating a positively strong relationship between teachers' assessment beliefs and practices (Othman, 2018; Chan, 2008) appear to dominate the literature, this and other studies (Widiastuti, Mukminatien & Irawat, 2020) however found no evidence to suggest any meaningful relationship between teachers' assessment beliefs and practices. The variance in findings across studies underscores the complexity of the relationship between teachers' beliefs and practices, challenging Tittle's (1994) theoretical proposition that assessment beliefs directly influence classroom practices. This complexity may reflect the multifaceted nature of beliefs, which are influenced by a variety of contextual and personal factors that do not always translate into practice. The discrepancy could also be due to differences in educational contexts, cultural factors, or the specific assessment practices valued in different regions.

## **Conclusion**

The study concludes that, there is a very weak and statistically insignificant relationship between assessment beliefs and practices among the Senior High School and Senior High Technical School Social Studies teachers surveyed. Despite the majority of the respondents exhibiting positive assessment beliefs, both the correlation analysis and Cramer's V value indicate that these beliefs do not significantly influence or predict their assessment practices.

These results diverge from studies that report a strong positive relationship between teachers' assessment beliefs and practices, challenging the theoretical assumption that teachers' beliefs directly drive their classroom practices. The findings align with research suggesting that the relationship between beliefs and practices is more complex, possibly influenced by contextual factors such as educational policies, institutional demands, and classroom realities that may override or mediate the impact of teachers' beliefs on their practices.

## Recommendations

In view of the outcome of the study, it is recommended that continuous professional development programmes for teachers should focus not only on reinforcing positive assessment beliefs but also on translating these beliefs into effective classroom practices. Continuous professional development and training should include practical strategies for aligning assessment practices with theoretical beliefs. Also, it is important that further studies explore the role of contextual factors, such as school culture, curriculum demands, and assessment policies, in shaping teachers' assessment practices. Understanding these influences could provide insights into why beliefs may not always translate into practice and help tailor professional development to address these barriers. It is important, also, to encourage mentorship programmes so that experienced teachers with well-aligned beliefs and practices are made to mentor less experienced teachers as a way of bridging the gap between assessment beliefs and practices. Additionally, fostering a culture of peer collaboration could also allow teachers to share successful strategies for implementing belief-driven assessment practices.

## Conflict of Interest

The author confirms that there are no conflicts of interest related to the publication of this article.

## Funding

No funding in the form of grants was received from any public, commercial, or non-profit agency or institution.

## Acknowledgement

The author extends gratitude to the teachers who participated in this study, providing valuable information that contributed to this paper.

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