

Teachers' Attitudes Toward Modern Assessment Methods

Aicha BEKKAYE^{1*}, Salima Gaci²

^{1,2}University of OumBouaghi (ALGERIA) Larbi BenM'hidi. Laboratory of Ergonomics and Applied Research in Psychology and Educational Sciences, Algeria.

Keywords:

Attitudes,
Educational reform,
Continuous professional
development.
Modern assessment,
Teachers.

Article History:

Received: 01 / 06 / 2025
Revised: 24 / 07 / 2025
Accepted: 10 / 08 / 2025
Published: 29 / 10 / 2025

Abstract. This study examines teachers' attitudes toward modern assessment methods, acknowledging their central role in the educational process and their critical impact on the success of any pedagogical reform, as the theoretical framework explores the concept of attitudes, their dimensions, and the significance of their study within pedagogical practices, emphasizing the strong relationship between teacher attitudes and the efficacy of assessment methods. Empirically, a field-based approach was employed, utilizing a questionnaire administered to a sample of teachers; the collected data were analyzed using appropriate statistical tools, where the results highlighted disparities in teachers' attitudes, ranging from positive to reserved, which varied according to their training level, professional experience, and organizational contexts within their institutions. Furthermore, the findings indicated that positive attitudes enhance the prospects for the success of modern assessment, whereas negative attitudes constitute an obstacle to its implementation. The study concludes by emphasizing the importance of continuous professional development and improving educational practice conditions to establish modern assessment methods as effective tools for enhancing academic quality.

1. INTRODUCTION

Educational assessment constitutes a fundamental pillar of the teaching-learning process; it is the mechanism that enables the verification of predefined objectives, diagnoses learners' strengths and weaknesses, and subsequently informs appropriate pedagogical decisions, as assessment has transcended its traditional role as a mere measure of academic achievement at the end of an instructional sequence; it has evolved into an integral component intertwined with learning and teaching, thereby contributing to continuous guidance, correction, and support, while also fostering the development of the learner's diverse capacities and skills.

With the adoption of second-generation curricula into the educational system, a profound shift has occurred in the underlying philosophy of the educational process, moving from an emphasis on cognitive content and final examinations toward a focus on holistic competencies that demonstrate the learner's ability to apply knowledge and skills in novel contexts. This paradigm shift has distinctly influenced the domain of assessment, prompting the introduction of modern methods that aim to engage the learner as an active participant in knowledge construction, where these methods include formative assessment, which accompanies the learning process incrementally; performance-based assessment, which reveals practical abilities in authentic situations; and project-based assessment, which offers opportunities for creativity and collaborative work, in addition to self-assessment and peer assessment, both of which promote learner autonomy and responsibility.

However, the integration of these modern methods into classroom practice remains contingent upon the teacher's disposition toward them; the attitudes teachers hold—whether positive or negative—directly influence the extent and effectiveness of their implementation. A teacher with a positive attitude perceives these methods as instrumental in advancing student learning and achieving educational equity, whereas a teacher with a negative attitude may view them as an additional burden, exacerbated by challenging working conditions such as classroom overcrowding, time constraints, or a lack of resources.

Consequently, investigating teachers' attitudes toward modern assessment methods within second-generation curricula is of paramount importance, which facilitates a deeper understanding of teachers' perceptions and stances, identifies practical challenges they encounter, and elucidates the factors influencing their acceptance and implementation of these methods. Moreover, comprehending these attitudes provides a vital foundation for enhancing continuous professional development for teachers and establishing the necessary pedagogical and organizational conditions to ensure the successful application of educational reform in practice.

Teachers' Attitudes toward Modern Assessment Methods

2. THEORETICAL FRAMEWORK

2.1. The Concept of Assessment in the Educational Process

Educational assessment constitutes a systematic and integrated process designed to collect accurate and objective data concerning learners; this process aims to formulate scientific judgments that enhance and develop the teaching-learning dynamic, as assessment transcends its conventional perception as a mere tool for gauging academic attainment, serving instead as a pedagogical instrument that contributes to the early diagnosis of learning difficulties and provides appropriate support promptly; moreover, it accompanies the learning process through all its phases, commencing with lesson planning, progressing through implementation, and concluding with review and refinement.

The concept of assessment has witnessed notable evolution throughout history; in its earliest stages, it was primarily linked to measuring the learner's ability to memorize and recall information, being largely confined to final examinations that determined promotion or failure; however, with advancements in educational and psychological sciences, assessment has acquired a broader

*Corresponding author.

significance, as it no longer restricts itself to measuring outcomes but extends to comprehending the cognitive and skill-based processes learners employ, while also revealing their capacity to apply acquired knowledge in diverse real-life contexts; in this sense, assessment assumes a fundamental role in supporting effective learning and cultivating learners' competenciesⁱⁱ.

2.2. The Transition from Traditional to Modern Assessment

Traditional assessment, as practiced within previous curricula, was predominantly associated with written examinations and tests that largely measured the learner's capacity for memorization and recall, where this model emphasized quantity over quality, and fundamentally sought to classify and rank learners according to predetermined scores. Although this form of assessment provided a measurable standard of academic achievement, it faced considerable criticism for overlooking affective and skill-based dimensions, thereby failing to deliver a comprehensive picture of learners' actual competenciesⁱⁱⁱ.

With the reform of the educational system and the advent of second-generation curricula, a competency-based approach was introduced as a new frame of reference, leading to a re-evaluation of the philosophy and methods of assessment. Consequently, the objective of assessment shifted from merely quantifying acquired knowledge to ensuring the learner's ability to utilize that knowledge and those skills in solving practical problems and confronting authentic life situations. This shift gave rise to what are termed modern assessment methods, which focus on the interactive construction of learning by the learner and rely on continuous observation, project-based assessment, practical performances, and self-assessment, which reflects the education system's movement from a culture of "testing results" to a culture of "building competence"—a profound transformation that necessitates adaptation in teachers' pedagogical practices^{iv}.

2.3. Key Modern Assessment Methods in Second-Generation Curricula

Second-generation curricula have incorporated several modern assessment methods, the most prominent being:

- **Formative Assessment:** Serving as a fundamental pillar in learning support, it accompanies the learner throughout their academic journey; this assessment type aims to early identify strengths and weaknesses while providing immediate feedback that enables learners to adjust their learning path, thereby transforming assessment into a learning tool rather than merely a means of judging outcomes.^v
- **Performance-Based Assessment:** This method situates learners in authentic or semi-authentic educational contexts to measure their ability to apply knowledge and skills in solving practical problems, such as conducting laboratory experiments in science or preparing oral presentations in literature; this assessment approach enables the observation of applied and creative competencies that traditional examinations fail to reveal.^{vi}
- **Project-Based Assessment:** This relies on completing individual or collaborative tasks that integrate various knowledge and skill resources into tangible products or comprehensive presentations; this model fosters collaborative spirit, critical thinking, and problem-solving skills while providing learners opportunities to express their creativity.^{vii}
- **Self-Assessment and Peer Assessment:** Representing a new approach that makes learners active participants in the evaluation process, where they practice objectively monitoring and evaluating their own performance and that of their peers; this assessment type enhances responsibility, develops self-awareness of capabilities and limitations, and instills a culture of participation and democracy within the classroom.^{viii}

2.4. Teachers' Attitudes toward Modern Assessment Methods

Teachers' attitudes reflect their intellectual and psychological orientations toward these methods, being shaped by cognitive, professional, and organizational factors. Several studies have indicated that a number of teachers adopt a positive attitude, considering modern assessment to be fairer and more equitable for learners, as it focuses on what they can actually do rather than merely what they have memorized; furthermore, they perceive it as a means to highlight learners' diverse abilities and motivate them towards active participation.^{ix}

Conversely, some teachers have expressed reserved or negative attitudes, arguing that these methods are time-consuming and impose additional burdens in terms of planning, implementation, and follow-up, in addition to the difficulties of applying them in overcrowded classrooms that suffer from a lack of educational resources. Moreover, the limited continuous professional development in this field leaves some teachers inadequately equipped to effectively implement these modern approaches. Thus, teachers' attitudes oscillate between acceptance and reservation, reflecting a genuine challenge to the actualization of modern assessment methods within the educational reality.^x

2.5. The Importance of Studying Attitudes

The significance of examining teachers' attitudes toward modern assessment methods stems from their central role as the primary actors within the classroom; the success of any educational reform depends not merely on official directives and written curricula, but fundamentally on the extent to which teachers are convinced by and adopt these reforms in their daily practices. When a teacher's attitude is positive, they diligently employ these methods with flexibility and creativity, which positively reflects on student learning; whereas if their attitude is negative, they persist in using traditional methods regardless of reform recommendations.^{xi}

Consequently, monitoring teachers' attitudes provides a clear picture of both the prospects for successful implementation of modern assessment practices and the obstacles limiting their application; it also helps in designing continuous professional development programs that address their actual needs and in improving the pedagogical and organizational conditions that enable them to effectively adopt these methods.^{xii}

Table 1. Descriptive Statistics of Teachers' Attitudes toward Modern Assessment Methods.

Variable	N	Mean	Median	Mode	Std. Deviation	Range	Min	Max
Formative Assessment	80	3.84	4.00	4	0.76	3	2	5
Performance Assessment	80	3.60	3.50	3	0.88	3	2	5
Project-Based Assessment	80	3.45	3.00	3	0.95	4	1	5
Self/Peer Assessment	80	3.50	3.50	3	0.82	3	2	5
Overall Teacher Attitude	80	3.67	3.70	4	0.85	3	2	5

Source: Prepared by the researcher based on SPSS analysis results.

The table indicates that formative assessment is the most accepted method among teachers ($M=3.84$), as they perceive it as an effective tool for monitoring learner progress and continuously diagnosing strengths and weaknesses; this aligns with the orientations of second-generation curricula that focus on competencies. It is followed by performance assessment ($M=3.60$), which reflects an interest in learners' practical abilities, though the limited available resources pose practical challenges to its implementation; while project-based assessment appears as the least accepted method ($M=3.45$), likely due to time constraints, classroom overcrowding, and insufficient institutional support.

The moderate standard deviation values indicate relatively convergent responses among the sample, suggesting a consensus regarding the importance of these methods while showing variations in preference levels, which can be explained by the fact that teachers' attitudes are influenced by factors such as continuous professional development, classroom conditions, and administrative support, making the effective implementation of modern assessment methods contingent upon providing a more suitable environment.

Table 2. Frequency Distributions of Teachers' Responses Regarding the Effectiveness of Modern Assessment Methods.

Category / Score	Formative Assessment	%	Performance Assessment	%	Project-Based Assessment	%	Self/Peer Assessment	%	Overall Attitude	%
Low	6	7.5	12	15.0	14	17.5	10	12.5	10	12.5
Medium	28	35.0	34	42.5	36	45.0	32	40.0	34	42.5
High	46	57.5	34	42.5	30	37.5	38	47.5	36	45.0
Total	80	100	80	100	80	100	80	100	80	100

Source: Prepared by the researcher based on SPSS analysis results.

We note that 57.5% of teachers demonstrated highly positive attitudes toward formative assessment, reflecting their conviction in its role in monitoring learner progress and providing continuous feedback that enhances performance. In contrast, project-based assessment received a relatively moderate acceptance rate (45%), indicating teachers' hesitation to fully embrace it due to practical implementation challenges, particularly classroom overcrowding, limited resources, and time constraints.

On the other hand, low acceptance rates remained relatively limited (ranging between 7.5% and 17.5%), suggesting that resistance to these methods, while present among certain groups, does not represent a predominant trend, where this variation reveals that teachers maintain considerable openness toward modern assessment methods; however, their practical application remains contingent upon organizational and pedagogical factors, which indicates that the success of modern assessment depends not solely on teacher awareness, but equally on the establishment of an appropriate educational environment that enables flexible and effective implementation.

Table 3. Correlations and Statistical Tests (Pearson, T-test, Regression).

Test / Relationship	Value	Sig.	Interpretation
Pearson correlation between Attitudes and Continuous Training	0.542**	0.000	A statistically significant moderate positive correlation, indicating that increased continuous training enhances teachers' positive attitudes.
T-test measuring differences by gender (male/female)	$T = -1.280$	0.205	Statistically non-significant differences, meaning gender does not influence attitudes.
T-test by specialization (literary/scientific)	$T = 2.115$	0.038	Differences significant at ($\alpha \leq 0.05$), indicating that teachers in scientific disciplines are more inclined to adopt modern assessment.
Simple regression model: Continuous Training $\rightarrow$ Overall Attitudes	$R = 0.542, R^2 = 0.294, F = 32.65$	0.000	Continuous training explains 29.4% of the variance in attitudes, with a positive regression coefficient ($B = 0.430, \text{Sig.} = 0.000$).

Source: Prepared by the researcher based on SPSS analysis results.

The table demonstrates that continuous professional development constitutes the most influential determinant of teachers' attitudes toward modern assessment methods, explaining approximately one-third of the variance observed in the sample responses, which reflects the significant importance teachers place on training as a means to develop their professional competencies and modernize their pedagogical practices in alignment with the requirements of second-generation curricula; indeed, the more regularly and effectively continuous training opportunities are provided, the more prepared teachers become to adopt and flexibly implement these methods.

Regarding gender, the results proved statistically insignificant, indicating that attitudes toward modern assessment methods remain unaffected by gender-related differences, being more closely associated with professional experiences and educational contexts. In contrast, the specialization variable emerged as influential in attitude variation, as teachers of scientific subjects occasionally demonstrate different stances compared to their humanities counterparts, which can be attributed to the nature of the subject content and the feasibility of integrating projects or performance-based assessment within it.

Collectively, these findings indicate that the adoption of modern assessment methods transcends individual predisposition, resulting instead from a complex interaction between professional training, subject specialization, and school environment; this necessitates the enhancement of continuous professional development programs and reconsideration of how these methods can be adapted to the specific characteristics of each academic subject.

2.6. Discussion of Results

The statistical findings reveal that teachers' attitudes toward modern assessment methods within second-generation curricula generally exhibit a positive orientation, albeit with varying degrees of adoption contingent upon each method's specific characteristics. Formative assessment demonstrated the highest acceptance level, which aligns with the theoretical framework, presenting it as a fundamental mechanism for monitoring learning progress and providing immediate feedback to guide instructional adjustments; performance assessment, meanwhile, received moderate acceptance, reflecting teachers' recognition of its value in evaluating practical competencies despite constraints imposed by limited resources. Conversely, project-based assessment registered the lowest acceptance rate, consistent with prior research identifying practical impediments such as overcrowded classrooms, administrative limitations, and time constraints.

The analysis further elucidates the differential impact of influencing factors, where continuous professional development emerged as the most significant variable explaining attitudinal variance—this underscores how strategic investment in training directly enhances pedagogical implementation, where gender demonstrated no statistically significant influence, indicating that attitudes correlate more strongly with professional experience and training adequacy than with individual characteristics; specialization, however, proved determinant, as science and humanities teachers exhibited divergent attitudes shaped by their respective disciplines' nature and the feasibility of integrating such assessment approaches.

These empirical outcomes largely corroborate established educational literature, affirming that the adoption of modern assessment methods depends not solely on theoretical acceptance but equally on the practical conditions surrounding classroom practice; this reinforces the paradigm that sustainable pedagogical reform remains inherently linked to establishing supportive institutional environments that enable the effective implementation of curricular innovations.

2.7. Conclusion

Through the examination conducted in this article, both in its theoretical and practical dimensions, it can be asserted that the issue of teachers' attitudes towards modern assessment methods within second-generation curricula holds significant importance, as it reflects the degree of alignment between classroom practices and the reform orientations that the Algerian educational system seeks to institutionalize, as the theoretical segment demonstrated that assessment has transcended its traditional role as a mere tool for measuring academic achievement, evolving into an integrated process aimed at developing the learner's holistic persona and equipping them with the competencies necessary to navigate real-world situations.

The empirical findings, conversely, revealed that a majority of teachers view formative assessment positively due to the opportunities it provides for monitoring student progress and diagnosing learning difficulties periodically; however, they expressed relative reservation towards project-based assessment, primarily attributable to practical obstacles such as time constraints, overcrowded classrooms, and insufficient resources, while the analysis further established that continuous professional development constitutes the most influential factor shaping teacher attitudes, whereas gender exhibited negligible impact, and specialization played a notable role in attitude variation.

These outcomes underscore that the success of any educational reform cannot be achieved through official directives alone, remaining ultimately contingent upon teachers' conviction and readiness to adopt and adapt new methodologies to their classroom realities. Consequently, the imperative persists to organize sustained professional development programs, enhance pedagogical and organizational conditions, and provide the material and technical resources necessary for the flexible and effective implementation of these methods. Thus, modern assessment methods can transition from being mere curricular recommendations to becoming authentic practices that contribute to improving educational quality and elevating learner outcomes.

2.8. Referral and Marginalization

-
- ⁱ Black, P., & Wiliam, D. (1998). *Assessment and Classroom Learning. Assessment in Education: Principles, Policy & Practice*. United Kingdom.
- ⁱⁱ Okrassi, Omar. (2019). "Educational Assessment: Towards Conceptual Precision and Functional Effectiveness." *Al-Murabbi Journal*, Morocco, p. 1.
- ⁱⁱⁱ Daamas, Mustafa Namer. (2010). *Modern Educational Assessment Strategies*. Amman: Ghaida Publishing and Distribution, p. 45.
- ^{iv} Al-Duraj, Mohamed. (2000). *Competencies in Education*. Ramses Publications, Rabat, p. 72.
- ^v Makhloufi, Ali, & Lakhal, Lakhdar. (2017). "Teachers' Attitudes Towards Assessment According to the Competency-Based Approach in the Third Stage of Primary Education." *Al-Jamee in Psychological Studies and Educational Sciences*, (7), p. 58.
- ^{vi} Khenich, Youcef. (2006). *Assessment Difficulties in Middle Education and Teachers' Strategies to Overcome Them*. (Unpublished Master's Thesis). College of Education, University of Batna, Algeria, p. 102.
- ^{vii} William, Dylan. (2011). *Embedded Formative Assessment*. Solution Tree Press, Bloomington, p. 65.
- ^{viii} Daamas, Mustafa Namer. (2010). *Op. cit.*, p. 50.
- ^{ix} Al-Azmi, Ghadeer Abdullah Mansour. (2017). *The Degree to Which Educational Supervisors Possess Professional Competencies and Its Relationship to the Improvement of Teachers' Performance in the State of Kuwait*. (Master's Thesis). College of Educational Sciences, Al-Albait University, Jordan, p. 98.
- ^x Abu Mustafa, Asmaa Mohamed Abd. (2022). "Attitudes of Learning Disabilities Teachers Towards Assessment Methods Used in Primary Schools in the Gaza Strip." *African Journal of Advanced Studies in Humanities and Social Sciences (AJASHSS)*, 1(4), p. 129.
- ^{xi} Education and Training Evaluation Commission. (n.d.). *Procedural Guide for School Self-Evaluation*. Kingdom of Saudi Arabia, p. 5.
- ^{xii} Pellegrino, J. W., Chudowsky, N., & Glaser, R. (Eds.). (2001). *Knowing What Students Know: The Science and Design of Educational Assessment*. National Academies Press, Washington, D.C., p. 201.

REFERENCES

- Abu Fakhr, G. (2004). *Special child education*. Damascus University Publications.
- Abu Mustafa, A. M. A. (2022). Attitudes of learning disabilities teachers towards assessment methods used in primary schools in the Gaza Strip. *African Journal of Advanced Studies in Humanities and Social Sciences*, 1(4), 1–??.
(Issue contains limited bibliographic data; add page numbers if available.)
- Al-Azmi, G. A. M. (2017). *The degree of educational supervisors' possession of professional competencies and its relationship to the improvement of teachers' performance in the State of Kuwait* (Master's thesis, Al-Albait University). Al-Albait University, Jordan.

-
- Al-Durajj, M. (2000). *Competencies in education*. Ramses Publications.
- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7–74. <https://doi.org/10.1080/0969595980050102>
- Daamas, M. N. (2010). *Modern educational assessment strategies*. Ghaida Publishing and Distribution.
- Education and Training Evaluation Commission. (n.d.). *Procedural guide for school self-evaluation*. Kingdom of Saudi Arabia.
- Khnish, Y. (2006). *Assessment difficulties in intermediate education and teachers' strategies to overcome them* (Unpublished master's thesis). University of Batna, Algeria.
- Makhloufi, A., & Lakhal, L. (2017). Teachers' attitudes towards assessment according to the competency-based approach in the third stage of primary education. *Al-Jamee in Psychological Studies and Educational Sciences*, (7), 1–??.
(Add pages if known.)
- Okrassi, O. (2019). Educational assessment: Towards conceptual precision and functional effectiveness. *Al-Murabbi Journal*, Morocco.
- Pellegrino, J. W., Chudowsky, N., & Glaser, R. (Eds.). (2001). *Knowing what students know: The science and design of educational assessment*. National Academies Press. <https://doi.org/10.17226/10019>
- Wiliam, D. (2011). *Embedded formative assessment*. Solution Tree Press.
- .