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Primary School Teachers' Attitudes Toward the Second-Year Learning Achievement Assessment Examination

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Abstract:

This study aims to examine primary school teachers' attitudes toward the Learning Achievement Assessment Examination administered to second-year primary school pupils. A descriptive-analytical approach was adopted, and data were collected through a questionnaire administered to a purposive sample of 30 male and female teachers. The findings indicated that teachers generally held positive attitudes toward the examination. The results also revealed no statistically significant differences in teachers' attitudes according to gender or years of professional experience.

Keywords: Learning Achievement Assessment Examination; second-year primary school; teachers' attitudes.

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1. INTRODUCTION

Education plays a central role in promoting the well-being of individuals and societies through its various institutions and systems. The educational system is therefore widely regarded as a key indicator of social development, as it contributes to the formation of individuals equipped with skills, and competencies required for effective participation in society.

School represents the second major educational and social environment that children enter after the family, generally from the age of five. It assumes responsibility for their education, upbringing, and social development. Any discussion of schooling must therefore take into account the assessment of pupils' learning achievements, which constitutes an integral and continuous component of the teaching and learning process. Assessment enables teachers to identify learning deficiencies, diagnose difficulties that may arise during instruction, and improve pupils' performance across different domains. It also forms an essential part of teachers' professional responsibilities and represents a significant stage in the educational process. Effective assessment requires the use of methods that are appropriate to the instructional context and sufficiently varied to reveal pupils' actual abilities.

Given its importance in determining the extent to which intended learning objectives have been achieved, learning achievement assessment is expected to have positive implications for both pupils and the educational process. Accordingly, the present study examines primary school

teachers' attitudes toward the Second-Year Learning Achievement Assessment Examination. This focus is particularly relevant because the examination was recently introduced as part of Algeria's second-generation curriculum reforms.

2. Theoretical Framework

2.1. Statement of the Problem

In recent years, the Algerian educational system has undergone a series of reforms aimed at improving the quality of education and enhancing learning outcomes. One of these reforms is the introduction of the Learning Achievement Assessment Examination as a means of determining the extent to which pupils have acquired the targeted competencies and foundational learning outcomes.

The examination is particularly significant at the primary-school level, which provides the foundation for subsequent stages of education. The Ministry of National Education therefore places considerable emphasis on learning achievement assessment in primary education and issues specific instructions and guidelines to ensure its effective implementation. Particular attention is given to the competencies assessed at the end of the first cycle, corresponding to the second year of primary education. The assessment covers Arabic and mathematics, as mastery of these two core subjects is essential for learning across the curriculum and for the development of broader competencies. This requirement was set out in Ministerial Circular No. 40, dated 19 February 2025, concerning the extension of learning achievement assessment to the end of the first and second cycles of primary education (Ministry of National Education, 2026, p. 1).

Teachers play a central role in the successful implementation of the assessment process. They are responsible for preparing pupils, administering the assessment, analysing the results, and using the findings to improve instructional practices. Their attitudes toward the examination may therefore affect its implementation and the extent to which it achieves its intended educational objectives.

Teachers' attitudes toward assessment examinations may reflect a range of expectations and concerns. On the one hand, teachers may support efforts to improve the accuracy and fairness of assessment through the adoption of updated methods and more comprehensive and objective assessment practices. On the other hand, some may be concerned about the effects of such examinations on pupils' motivation and about their limited capacity to assess abilities that are not readily captured through conventional testing. The examination may also create an additional workload, particularly during the final term of the second year of primary education, as teachers are required to design questions and organise examinations resembling formal national assessments.

Omar and Ouaine (2024) examined inspectors' attitudes toward the Learning Achievement Assessment Examination in Arabic at the primary-school level. Their findings showed that most Arabic-language inspectors attached considerable importance to the assessment process and held positive attitudes toward it. By contrast, Ghemis Souria's (2024) study, entitled *Primary School Teachers' Attitudes Toward Learning Achievement Assessment Examinations*, reported generally

negative attitudes among primary school teachers (Kadri & Merkhoufi, 2024, p. 55).

In light of these divergent attitudes and the challenges associated with assessment, teachers are expected to continually develop their professional competencies and adopt practices that respond to pupils' needs and contemporary assessment requirements. Examining teachers' attitudes toward assessment examinations is therefore essential to improving the quality of education and pupils' learning experiences.

Despite the importance attributed to the Learning Achievement Assessment Examination, teachers' attitudes toward it may vary according to several professional and personal factors, including years of professional experience, subject specialisation, training, and their understanding of the examination's objectives and effectiveness in improving pupil learning. Its successful implementation also requires adequate knowledge and practical skills among teachers, together with appropriate institutional and pedagogical support.

A review of the educational literature reveals a relative scarcity of research on primary school teachers' attitudes toward the Learning Achievement Assessment Examination for second-year primary school pupils. This gap may be attributed to the recent introduction of the examination, particularly in the Algerian context. Further research is therefore needed to determine the nature of these attitudes and the factors associated with them.

Accordingly, the study addresses the following research question:

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What are primary school teachers' attitudes toward the Learning Achievement Assessment Examination for second-year primary school?

2.2. Research Hypotheses

1. Primary school teachers hold positive attitudes toward the Learning Achievement Assessment Examination for second-year primary school pupils.
2. There are no statistically significant differences in primary school teachers' attitudes toward the examination according to gender.
3. There are no statistically significant differences in primary school teachers' attitudes toward the examination according to years of professional experience.

2.3. Study Objectives

The study aims to:

1. To examine teachers' attitudes toward the use of learning achievement assessment examinations in attaining the intended educational objectives and ensuring that assessment practices are aligned with prescribed curriculum objectives and standards.
2. Identify whether teachers' attitudes toward the examination differ according to years of professional experience.
3. Identify whether teachers' attitudes toward the examination differ according to gender.

2.4. Research Significance

Understanding primary school teachers' attitudes toward learning achievement assessment examinations is essential to improving the quality of assessment practices. Teachers who are adequately prepared and committed to the appropriate use of assessment instruments can contribute to identifying pupils' learning needs and improving their educational experiences.

Examining teachers' attitudes can also provide insight into the extent of their commitment to assessment standards and their perceptions of the fairness and objectivity of assessment procedures. Such understanding may support the development of more equitable assessment practices and contribute to providing equal educational opportunities for all pupils, regardless of their personal characteristics or their teachers' levels of professional experience.

3. Conceptual Framework

3.1. Learning Achievement Assessment Examination

Conceptual Definition

Assessment of learning is an evaluative process used in education to determine the extent to which pupils have acquired the knowledge, skills, and competencies prescribed by the curriculum. It measures pupils' current level of attainment against clearly defined curriculum standards and expected learning outcomes.

This form of assessment may draw on various instruments, including written and oral examinations, projects, practical assignments, artistic work, and other appropriate methods. It is guided by explicit assessment criteria and performance standards

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that specify what pupils are expected to achieve by the end of a course, term, or instructional period (Brahmi, 2024, p. 23).

3.2. Learning Achievement Assessment in the Second Year of Primary Education

Learning achievement assessment in the second year of primary education refers to an evaluative process used within the Algerian primary education system to determine the extent to which pupils have acquired the knowledge and skills prescribed for the first and second years of primary school. It assesses their understanding of key concepts and competencies across the curriculum, particularly in Arabic and mathematics, as well as in other subject areas (Queensland Department of Education, n.d.).

More broadly, learning achievement assessment is a fundamental component of the educational process. It measures pupils' acquisition of curriculum-based knowledge and skills, evaluates their understanding of core concepts, and determines their ability to apply the competencies they have developed (Brik, 2024, p. 62).

At this stage, assessment relies on varied and age-appropriate instruments designed to measure pupils' attainment comprehensively and fairly, in accordance with the guidelines issued by the Algerian Ministry of National Education.

3.3. Challenges in Learning Achievement Assessment

Learning achievement assessment in Algerian primary schools presents several challenges that may affect the quality and effectiveness of teaching and learning. These include difficulties in establishing appropriate assessment criteria, the

limited availability of suitable instruments, time constraints, insufficient human and material resources, and the difficulty of providing pupils with individualised feedback and guidance.

Teachers may also encounter difficulties in using assessment instruments effectively, interpreting assessment results, and providing feedback that meaningfully supports pupils' learning. Addressing these challenges requires sustained professional development, varied assessment instruments suited to different levels of attainment, increased financial and human resources, improved technological infrastructure, and sufficient time for communication between teachers, pupils, and parents.

All relevant stakeholders, including the Ministry of National Education, educational administrators, teachers, and parents, should therefore work collaboratively to improve assessment practices and provide pupils with an effective and supportive learning environment (Kadri & Merkhoufi, 2024).

3.4. Teachers' Attitudes

Attitudes refer to a state of mental and psychological readiness shaped by an individual's previous experiences. This state influences responses toward particular objects, issues, or situations. Such responses may be positive, neutral, or negative (Shehata et al., 2003).

4. Field Study

4.1. Pilot Study

Before conducting the main study, a pilot study was carried out with primary school teachers who were not included in the main sample. This stage aimed to determine the suitability of the questionnaire for field application, examine its validity and

reliability, assess the clarity of its items, and identify any difficulties that could arise during administration.

The questionnaire was administered to 30 teachers. Its face validity was examined through expert judgment by submitting it to six specialists in the field. Most experts approved the items, while one suggested linguistic and stylistic amendments, which were incorporated. The expert agreement ratio was 5/6, or 0.83, indicating an acceptable level of validity.

Reliability was assessed using the split-half method. The reliability coefficient reached 0.86, indicating a high level of reliability.

4.2. Research Method

The study adopted the descriptive method, as it suits the nature and objectives of the research. This method allows the phenomenon under investigation to be described and analysed, thereby supporting the testing of the hypotheses and the answering of the research questions.

4.3. Main Study

The main study sample consisted of 30 second-year primary school teachers from the municipality of Sidi Okba, Wilaya of Biskra. The participants were selected through purposive sampling and were distributed across six primary schools. Table 1 presents the distribution of the sample by educational institution.

Table 1.Distribution of the Study Sample by Educational Institution

Institution	Location	Frequency	Percentage (%)
1	Biskra	6	20
2	Biskra	5	16.66
3	Biskra	4	13.33
4	Sidi Okba	3	10
5	Sidi Okba	8	26.66
6	Sidi Okba	4	13.33
Total		**30**	**100**

Table 1 shows that the study sample comprised 30 teachers distributed across six primary schools. The number of participants varied from one institution to another according to accessibility and the availability of teachers who met the study criteria.

4.4.Characteristics of the Study Sample

A. Distribution of the Sample by Gender

Table 2.Distribution of the Study Sample by Gender

Gender	Frequency	Percentage (%)
Female	22	73.33
Male	8	26.67
Total	**30**	**100**

Table 2 presents the distribution of the sample according to gender. Female teachers constituted the majority, with 22 participants, representing 73.33% of the sample. Male teachers accounted for 8 participants, representing 26.67%. These data provide an overview of the demographic composition of the sample before testing the study hypotheses.

B. Distribution of the Sample by Years of Professional Experience

Table 3.Distribution of the Study Sample by Years of Professional Experience

Years of Professional Experience	Frequency	Percentage (%)
Less than 5 years	0	0.00
5–10 years	8	26.70
10–15 years	9	30.00

15–20 years	4	13.30
20–25 years	4	13.30
More than 25 years	5	16.70
Total	**30**	**100.00**

Table 3 shows the distribution of the sample according to years of professional experience. The largest category consisted of teachers with 10 to 15 years of experience, with 9 participants, representing 30.00% of the sample. This was followed by teachers with 5 to 10 years of experience, with 8 participants, representing 26.70%. Teachers with more than 25 years of experience accounted for 5 participants, or 16.70%. The categories of 15 to 20 years and 20 to 25 years each included 4 participants, representing 13.30% respectively. No teacher in the sample had less than five years of professional experience. These results indicate that most participants had medium to long professional experience, which may enhance the reliability of their views on the subject under investigation.

4.5. Delimitations of the Study

The study was delimited as follows:

- **Spatial delimitation:** The field study was conducted in six primary schools in the municipality of Sidi Okba, Biskra Province.
- **Temporal delimitation:** The study was conducted during the 2025/2026 academic year, specifically from 19 May to 21 May 2026.

- **Human delimitation:** The questionnaire was administered to 30 second-year primary school teachers.

4.6. Research Instrument

The present study used a questionnaire as the main instrument for data collection, as it was appropriate to the nature and objectives of the research. The questionnaire was developed by the researcher on the basis of relevant literature and previous studies related to the research topic. In its final form, it consisted of 21 items designed to measure second-year primary school teachers' attitudes toward the Learning Achievement Assessment Examination.

The questionnaire adopted a three-point response scale consisting of positive, neutral, and negative attitudes. The response alternatives were scored as follows: 3 points for a positive attitude, 2 points for a neutral attitude, and 1 point for a negative attitude.

The total questionnaire score ranged from 21 to 63. Higher scores indicate positive attitudes among second-year primary school teachers toward the Learning Achievement Assessment Examination, whereas lower scores indicate negative attitudes. Moderate scores reflect neutral attitudes.

5. Presentation and Discussion of the Study Results

The study results are presented on the basis of the statistical analysis conducted using the Statistical Package for the Social Sciences (SPSS). The appropriate statistical procedures were used to answer the research questions and test the study hypotheses. The findings are presented as follows.

5.1. Presentation and Discussion of the Results of the First Hypothesis

The first hypothesis states that second-year primary school teachers hold positive attitudes toward the Learning Achievement Assessment Examination.

To test this hypothesis, a one-sample t-test was conducted by comparing the sample mean with the hypothetical mean. The results are presented in Table 4.

Table 4.Results of the One-Sample t-Test

Variable	N	Mean	Standard Deviation	Hypothetical Mean	t	df	p-value	Significance Level
Attitudes toward the Second-Year Learning Achievement Assessment Examination	30	49.38	1.498	42	26.97	29	< .001	0.05

Table 4 shows the results of the one-sample t-test comparing the sample mean with the hypothetical mean. The result was statistically significant, $t(29) = 26.97$, $p < .001$. Since the sample mean was higher than the hypothetical mean, the finding indicates that teachers' attitudes toward the Second-Year Learning Achievement Assessment Examination were positive. Accordingly, the first hypothesis was supported.

This result suggests that teachers generally perceive the Learning Achievement Assessment Examination positively and recognise its importance in evaluating pupils' learning achievements and improving the educational process. However, this positive orientation does not necessarily exclude the existence of some reservations regarding certain questionnaire items or implementation-related difficulties. These difficulties may concern organisational or procedural aspects, such as recording observations without providing adequate referral mechanisms for low-achieving pupils to resource rooms or specialised support centres.

This finding is consistent with studies that emphasise the role of assessment in improving learning and enhancing educational quality. Black and Wiliam (1998) showed that formative assessment is one of the most effective approaches for improving pupils' learning when its results are used to adjust instruction and provide continuous feedback. This aligns with the present finding, which indicates that teachers recognise the role of the Learning Achievement Assessment Examination in supporting pupils' learning and improving their performance. In later work, Black and Wiliam also stressed that the primary purpose of assessment should be to improve learning rather than merely classify or judge learners.

The finding is also consistent with Brookhart (2011), who argued that the success of assessment systems depends on teachers' assessment literacy, the quality of feedback provided to learners, and teachers' involvement in the development of assessment tools. In the present study, participants emphasised

the importance of continuous teacher training, improved feedback mechanisms, and teacher involvement in developing Learning Achievement Assessment Examinations. This supports the relevance of the present findings within the broader literature on educational assessment.

5.2. Presentation and Discussion of the Results of the Second Hypothesis

The second hypothesis states that there are no statistically significant differences in teachers' attitudes toward the Second-Year Learning Achievement Assessment Examination according to gender.

To test this hypothesis, an independent-samples t-test was used. The results are presented in Table 5.

Table 5.Results of the Independent-Samples t-Test According to Gender

Scale	Gender	Sample	Mean	Standard Deviation	Degree of Freedom	t-value	p-value	Significance at 0.05
Attitudes toward the Second-Year Learning Achievement Assessment	Male	8	2.3	1.210	28	2.01	—	

Examination								
	Female	22	3	1.498				

The results presented in Table 4 indicate that there were no statistically significant differences in teachers' attitudes toward the Second-Year Learning Achievement Assessment Examination attributable to gender. The mean score for male teachers was (M = 2.30, SD = 1.210), whereas the mean score for female teachers was (M = 3.00, SD = 1.498). Although female teachers had a higher mean score than male teachers, this difference was not statistically significant, with an approximate t-value of 1.31 at 28 degrees of freedom and a p-value of approximately .20, which is greater than the adopted significance level ($\alpha = .05$).

Accordingly, there was insufficient statistical evidence to reject the null hypothesis stating that there are no statistically significant differences in teachers' attitudes toward the Second-Year Learning Achievement Assessment Examination attributable to gender. Therefore, the findings are consistent with the hypothesis that there are no statistically significant differences in teachers' attitudes toward the examination according to gender.

This finding may be explained by the similarity of the professional and educational conditions under which male and female teachers work. Both groups are subject to the same ministerial regulations and instructions concerning the implementation of the Learning Achievement Assessment Examination. They also work according to the same curriculum, assessment procedures, and educational requirements. Such common professional and educational conditions may contribute to the development of similar attitudes toward the examination and reduce the likelihood of differences attributable to gender.

The absence of statistically significant differences may also be explained by the possibility that teachers' attitudes toward assessment are influenced more strongly by shared professional and educational factors, such as teaching experience, teacher preparation, professional development, understanding of assessment objectives, and previous experiences with assessment. Since male and female teachers work within the same educational system and face similar professional demands, these shared factors may be more closely associated with their attitudes toward the examination than gender itself.

This finding is consistent with Alkharusi (2011), who reported no statistically significant gender differences in some aspects of teachers' assessment beliefs and practices. Such similarity may be related to common teacher preparation, unified educational policies, and comparable professional conditions in which male and female teachers work.

Based on the present findings, it can be concluded that gender did not emerge as a statistically significant factor influencing teachers' attitudes toward the Second-Year Learning Achievement Assessment Examination. However, this conclusion is limited to the participants included in the present sample and does not necessarily imply that gender cannot be associated with teachers' attitudes in other educational contexts or samples.

5.3. Presentation and Discussion of the Results of the Third Hypothesis

The third hypothesis states that there are no statistically significant differences in teachers' attitudes toward the Second-Year Learning Achievement Assessment Examination according to years of professional experience.

To test this hypothesis, a one-way analysis of variance (One-Way ANOVA) was conducted, as this procedure is

appropriate for comparing more than two independent groups. The results are presented in Table 6.

Table 6. Results of the One-Way ANOVA for Differences in Teachers' Attitudes According to Years of Professional Experience

Source of Variance	Sum of Squares (SS)	df	Mean Square (MS)	F	Sig.
Between Groups	18.640	4	4.660	0.615	0.655
Within Groups	189.360	25	7.574		
Total	208.000	29			

Table 6 shows the results of the one-way ANOVA used to examine differences in teachers' attitudes toward the Second-Year Learning Achievement Assessment Examination according to years of professional experience. The calculated F-value was not statistically significant, $F(4, 25) = 0.615$, $p = 0.655$. Since the p-value is greater than the adopted significance level of 0.05, the result indicates that there are no statistically significant differences in teachers' attitudes attributable to years of professional experience. Accordingly, the third hypothesis was supported.

This finding suggests that years of professional experience did not significantly influence teachers' attitudes toward the examination. Teachers with different levels of experience expressed relatively similar attitudes. This may be explained by the fact that most participants had more than five years of

teaching experience, which may have provided them with comparable exposure to assessment practices and enabled them to adapt to recent educational reforms, including the Learning Achievement Assessment Examination.

The result may also be attributed to the standardisation of the instructions and procedures governing the examination. Since teachers are subject to the same ministerial guidelines and receive similar training and pedagogical directives, their attitudes may converge regardless of differences in years of professional experience.

This finding is consistent with Brown (2004), who argued that teachers' attitudes toward assessment are not determined by years of experience alone, but are also shaped by professional training, educational policy, and school culture. It is also consistent with Black and Wiliam (1998), who emphasised that the quality of assessment practices depends largely on continuous training and professional development.

However, the present finding differs from Unal and Unal (2019), who found that more experienced teachers attributed greater importance to assessment than less experienced teachers. It also differs from Geçkinli (2025), who reported that professional experience influenced teachers' beliefs about language assessment. These differences may be explained by variations in educational contexts, assessment systems, and sample characteristics.

6. Conclusion

Teachers play a central role in assessment at the primary-school level, as assessment supports the achievement of learning

objectives and contributes to the comprehensive development of pupils' performance. Teachers use assessment results to identify pupils' learning needs, strengthen their understanding, and enhance their motivation to learn. Constructive and detailed feedback further enables pupils to improve their performance and progress toward the expected learning outcomes.

The quality of assessment depends largely on teachers' ability to use varied, appropriate, and effective assessment tools. Through assessment, teachers can account for differences in pupils' performance, support their confidence, encourage critical thinking, and guide the development of their skills. Teachers therefore have a decisive influence on the effectiveness, fairness, and accuracy of the assessment process.

Continuous training and professional development are essential for improving teachers' competencies in Algeria, particularly in the field of educational assessment. Such training strengthens teachers' knowledge, improves their assessment practices, and enables them to use assessment results more effectively to support teaching and learning.

The Learning Achievement Assessment Examination constitutes an important component of the curriculum, especially because the curriculum functions as an integrated system. Its importance lies in the need to monitor educational programmes, evaluate their outcomes after implementation, and determine the extent to which intended educational objectives have been achieved. Learning achievement assessment therefore plays a central role in evaluating the effectiveness of the educational

process and the contribution of its components to the attainment of planned objectives.

The findings of the present study indicate that primary school teachers hold positive attitudes toward the Learning Achievement Assessment Examination for second-year primary school pupils. The results also showed no statistically significant differences in teachers' attitudes according to gender or years of professional experience. These findings suggest that teachers' attitudes are shaped more by shared professional conditions, ministerial guidelines, and assessment-related training than by demographic or experiential differences.

Overall, the Learning Achievement Assessment Examination represents a relatively recent approach to evaluating pupils' learning and monitoring the improvement of educational outcomes. The study showed that primary school teachers generally hold positive attitudes toward this examination, while also highlighting the need for improved training, clearer procedures, and more effective use of assessment results to support pupils' learning.

Recommendations

In light of the findings, the following recommendations may be proposed:

1. Conduct broader field studies on the Learning Achievement Assessment Examination using larger samples from different provinces, while examining additional variables such as academic qualification, continuous training, and the school work environment.

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2. Improve Learning Achievement Assessment Examinations by ensuring that questions are varied and cover different areas of learning, with particular emphasis on core competencies, essential skills, and individual differences among pupils.
3. Review examination content periodically to ensure its alignment with educational objectives and curricula, and include realistic learning situations that assess pupils' ability to use acquired knowledge and skills in different contexts.
4. Strengthen continuous teacher training programmes in educational assessment and provide teachers with the knowledge and skills required to administer Learning Achievement Assessment Examinations, analyse their results, and use them to improve instructional practices.
5. Involve teachers and educational inspectors in the preparation and development of Learning Achievement Assessment Examinations, drawing on their field experience to improve examination quality and effectiveness.
6. Develop mechanisms for analysing examination results and using them to diagnose pupils' strengths and weaknesses and design appropriate remedial and enrichment programmes.
7. Provide the pedagogical resources and materials required to administer Learning Achievement Assessment Examinations under appropriate conditions, thereby

supporting the achievement of their educational objectives and reducing implementation difficulties for teachers.

8. Encourage the adoption of modern and integrated assessment approaches that combine Learning Achievement Assessment Examinations with formative assessment methods in order to produce a more comprehensive understanding of pupils' learning levels.
9. Use the results of Learning Achievement Assessment Examinations to inform educational decision-making, curriculum development, and quality improvement in line with the objectives of educational reform.
10. Promote a culture of educational assessment among all actors in the school environment by raising awareness of the role of Learning Achievement Assessment Examinations in improving pupils' learning and enhancing educational performance.

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