

Factors Influencing Greek Pre-Service Teachers' Approaches to Classroom Assessment

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Abstract: The study examines the factors influencing the approaches and beliefs of Greek pre-service teachers regarding classroom assessment, utilizing the ACAI (3.0) questionnaire developed by DeLuca et al. (2016) with a sample of 515 participants. Personal experiences from school education and university training, particularly through practicum placements and specialized courses, emerge as key factors shaping students' approaches and beliefs. As studies progress, pre-service teachers develop a deeper and more critical understanding of assessment. Furthermore, gender-based differences are observed, with women placing greater emphasis on the emotional aspects of assessment and communication of results with parents. The study highlights the need for a balanced combination of theoretical knowledge and practical experience in teacher education programs, emphasizing formative assessment and the active engagement of students in assessment process.

Key words: teaching models, self-concept, dance

1. Introduction

Pre-service teachers' approaches to classroom assessment are shaped by a wide range of factors, including their personal school experiences and the university education they undergo to qualify as teachers. Factors such as gender, and the stage of their studies also influence their approaches and beliefs regarding classroom assessment. Additionally, pre-service teachers' approaches are influenced by personal motivations, educational policy reforms, levels of stress, the dynamics of teacher-student relationships, and cultural and social contexts (Coombs et al., 2020; Crossman, 2007).

1.1 The Impact of Personal Experiences and University Education

The personal school experiences of pre-service teachers influence their approaches and beliefs regarding classroom assessment, particularly at the beginning of their university studies, and may shape their assessment practices as future educators (Hill et al., 2017; Poth, 2013). Additionally, the learning and assessment context during their university studies, combined with their personal motivations, affects their perceptions of assessment (Crossman, 2004, 2007).

The influence of university education on the development of pre-service teachers' approaches and beliefs in classroom assessment has been a focal point of extensive research (Buck et al., 2010; Hawe, 2007; Moss & Brookhart, 2019; Smith et al., 2014). Attention is given to courses centered on formative assessment, as they help

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reduce dependence on traditional practices, encourage the use of assessment results to improve teaching, and foster the development of self-assessment and peer-assessment skills (Chaudhary & Dey, 2013). Furthermore, the practicum component of teacher education programs plays a critical role in enhancing formative assessment competencies (Alkharusi et al., 2011a; DeLuca & Klinger, 2010). The integration of theoretical instruction with practical experience significantly bolsters pre-service teachers' readiness to effectively implement classroom assessment (Cowan, 2009; DeLuca et al., 2018).

1.2 Differences According to Level of Study and Gender

Research evidence indicates that, at the beginning of their training, prospective teachers express approaches to classroom assessment that stem from their personal school experiences. These perceptions are primarily associated with formal summative assessment practices and standardized testing (Brown & Remesal, 2012; Chen & Brown, 2013; Crossman, 2007; Smith et al., 2014). As they progress in their studies, these initial approaches to classroom assessment are modified. Students begin to support formative functions of assessment, adopt fairer attitudes, and propose alternative assessment approaches, such as self-assessment and collaborative assessment (Boud & Falchikov, 2007; Coombs et al., 2018; Graham, 2005; Smith et al., 2014). This shift is attributed to university education, although prospective teachers are often not yet fully capable of implementing these new practices in real-world settings (Levin & He, 2008; Cowan, 2009; Winterbottom et al., 2008). Nevertheless, it appears that prospective teachers gradually transition from the role of student to that of future educator, developing a more complex and nuanced understanding of assessment (Hill & Evers, 2016).

Research exploring the relationship between gender and perceptions of classroom assessment indicates that women tend to have a more positive attitude towards assessment types that involve feedback and support the learning process (Coombs et al., 2022; Evans & Waring, 2011). Furthermore, they prefer assessment methods that promote students' personal development and encourage learning, with an emphasis on the emotional and human aspects of assessment. In contrast, men are more likely to focus on standardized forms of assessment, which prioritize measuring academic ability and ranking students (Ahmad & Zohair, 2021; Alkharusi, 2011b; Boud & Falchikov, 2007; Zheng & Ye, 2012). However, it is important to note that these gender-based differences are heavily influenced by cultural and social contexts. This suggests that exposure to different educational systems and cultural environments can shape individuals' beliefs about assessment (Brown & Remesal, 2012; Smith et al., 2014).

For assessment to serve as an effective tool for promoting learning, it is crucial to examine the factors that influence prospective teachers' approaches and beliefs about classroom assessment. Understanding these factors will enhance the design of university education and help policymakers develop strategies that support learning (Smith et al., 2014).

1.3 Purpose and Research Questions

The study explores the factors that influence pre-service teachers' approaches and beliefs regarding classroom assessment. Specifically, it investigates the individuals who have influenced these teachers, as indicated by their statements, and identifies the educational experiences during their university studies that they consider most significant in shaping their views on classroom assessment. Additionally, the study examines how prospective teachers' approaches and beliefs about classroom assessment vary in relation to their level of study and gender.

The study aims to address the following research questions:

- (1) Which individuals have had the most significant impact on shaping pre-service teachers' approaches and beliefs regarding classroom assessment?
- (2) Which educational experiences during their university studies do pre-service teachers identify as most influential in the development of their approaches and beliefs regarding classroom assessment?
- (3) Are there statistically significant differences in pre-service teachers' approaches and beliefs regarding classroom assessment, based on their level of study and gender?

2. Methods

The study employs a mixed-methods approach, integrating both qualitative and quantitative data. To explore the individuals who have influenced prospective teachers' approaches and beliefs regarding classroom assessment, an open-ended question was utilized, and the responses were analyzed using content analysis. This methodological choice was based on the premise that an open-ended question would facilitate the comprehensive capture of participants' experiences. Likert scale questions were employed to examine experiences derived from the university education context that have impacted their approaches and beliefs toward classroom assessment. Additionally, potential correlations with variables such as gender and level of study were investigated. For these aspects, a quantitative systematic approach was adopted (Creswell, 2019). Data collection took place between May and November 2025, via an online questionnaire distributed through the Google Forms platform.

2.1 Instrument

The research instrument used in this study is the *Approaches to Classroom Assessment Inventory (ACAI 3.0)*, developed by DeLuca et al. (2016). ACAI 3.0 is a multidimensional, internationally recognized scale for measuring teachers' literacy in classroom assessment. For the purposes of this study, portions of Part A, which includes demographic and educational information, and the entirety of Part C, which focuses on approaches and beliefs regarding classroom assessment, were selected. The items in Part C are based on the Beliefs about Assessment (BAA) scale, developed by Hill et al. (2013). Part C consists of 24 statements organized into 12 dimensions of pedagogical competence, framed within a four-dimensional model: (a) Assessment Purposes (Assessment of Learning, Assessment for Learning, and Assessment as Learning), (b) Assessment Process (Design, Use, and Scoring, and Communication), (c) Assessment Fairness (Standard, Equitable, and Differentiated), and (d) Measurement Theory (Consistent, Contextual, and Balanced). Additionally, 8 questions concerning Beliefs about Assessment are included. The statements in Part C are evaluated using a six-point Likert scale, ranging from 1 = Not Likely at All to 6 = Very Likely. The research instrument was translated into Greek by the researcher, and a pilot study was conducted with 10 pre-service teachers. The goal of the pilot phase was to evaluate the content validity of the tool, assess its internal consistency, and ensure its alignment with the Greek educational context. Feedback and suggestions from the pilot study were used to refine and improve the questionnaire before it was distributed to the main sample of the study.

2.2 Sample

The research sample comprised 515 undergraduate students from the Department of Pedagogy and Primary Education at the National and Kapodistrian University of Athens. Of these, 457 (88.7%) were women, 52 (10.1%)

were men, and 6 (1.2%) opted not to disclose their gender. In terms of their academic progression, 99 students (19.3%) were in the early stages of their studies, 169 (32.9%) were at the mid-point of their academic journey, and 246 (47.9%) were nearing the completion of their studies. Most of the participants were aged between 18 and 25 years.

2.3 Data Analysis

The analysis of pre-service teachers' responses regarding the individuals and university experiences that influenced their approaches and beliefs about classroom assessment was conducted using descriptive statistical measures such as percentages, means, and standard deviations. To identify statistically significant differences based on their academic standing, the pre-service teachers were categorized into three levels: early, mid, and final stages of their studies. Subsequently, an analysis of variance (ANOVA) was conducted for each dimension of the questionnaire. To identify sources of variation, a post-hoc analysis of the differences in means was performed using the Bonferroni method. Additionally, to explore the potential existence of statistically significant differences, an independent samples t-test was conducted, with a significance level of $\alpha = 0.05$.

Regarding the reliability of the instrument, the questionnaire demonstrated a high overall reliability, with a Cronbach's Alpha value of 0.860, indicating excellent internal consistency. Most of the dimensions exhibited acceptable reliability levels ($\alpha > 0.7$), including "Assessment Process" ($\alpha = 0.725$), "Assessment Theory" ($\alpha = 0.713$), and "Beliefs about Assessment" ($\alpha = 0.719$). However, the dimension "Purpose of Assessment" showed a lower reliability ($\alpha = 0.567$), potentially due to a limited number or variety of items. Overall, the instrument is deemed reliable, although there are areas for potential improvement in specific aspects.

Table 1 Reliability Testing

Questionnaire/Dimension	Cronbach's Alpha	N of Items
Assessment Purposes	0.567	6
Assessment Process	0.725	6
Assessment Fairness	0.653	6
Measurement Theory	0.713	6
Assessment Beliefs	0.719	8
Overall questionnaire	0.860	32

3. Results

The presentation of the study results regarding prospective teachers' approaches and beliefs about classroom assessment is organized into four key areas: i) the influence of individuals, ii) experiences within the context of university studies, iii) differences based on academic standing, and iv) differences based on gender.

3.1 Influences of Individuals

Table 2 illustrates the individuals identified as influential in shaping pre-service teachers' approaches and beliefs regarding classroom assessment. The results indicate that school teachers emerged as the most significant influence, with 156 participants (41.49%) attributing their impact to this group. University professors were the second most cited source of influence, reported by 83 participants (22.07%), although their influence was perceived as less substantial compared to school teachers. Lastly, family members and the broader social

environment were acknowledged as contributing factors by 28 participants (7.45%).

Table 2 Influences of Individuals on Approaches and Beliefs Regarding Classroom Assessment

Individuals who influenced approaches to classroom assessment	N	%
School teachers	156	41.49%
University professors	83	22.07%
Family members and the social environment	28	7.45%

3.2 Educational Experiences From University Studies

Table 3 presents the descriptive statistics regarding the impact of university education on pre-service teachers' approaches and beliefs about classroom assessment. The pre-service teachers largely agree, with slight differences in their views, that practical teaching experience has the greatest impact on their approaches and beliefs about classroom assessment ($M = 3.79$, $SD = 0.451$). This is followed, with more differences in opinions, by the specialized course on assessment taught at the university ($M = 3.38$, $SD = 0.625$), self-study/personal learning ($M = 3.38$, $SD = 0.670$), and finally, the general pedagogical courses ($M = 3.37$, $SD = 0.648$).

Table 3 Educational Experiences That Have Shaped Approaches and Beliefs to Classroom Assessment

	N	Minimum	Maximum	Mean	Std. Deviation
Practicum	455	2	4	3.79	.451
Assessment Course(s)	463	1	4	3.38	.625
Curriculum Course(s)	506	1	4	3.37	.648
Self-study and/or Personal Learning	498	1	4	3.38	.670
Conversations with Peer(s)	497	1	4	2.96	.783
Conversations with teacher educator(s)/instructor(s) outside of courses	494	1	4	3.33	.702

3.3 Differences According to the Stage of Study

For examining the differences based on the duration of studies, students were categorized into three levels: initial, intermediate, and final, according to their academic stage. Table 4 presents the statistically significant differences for each dimension and statement of the questionnaire, for which homogeneity of response variances was confirmed. The statements are presented, distributed across the five dimensions of the questionnaire.

Table 4 Differences in Approaches and Beliefs According to the Stage of Study

Dimension	Questionnaire statements	F	p-value
Assessment purposes	Classroom assessment should be used to determine if students have met provincial standards.	3.994	0.019
	Teachers have the skills and knowledge to construct good assessments.	5.559	0.004
Assessment process	For good classroom assessment, teachers need extensive knowledge of the curriculum.	5.230	0.006
	Classroom assessment involves judging a student's performance in relation to a set of goals/standards/criteria.	3.763	0.024
	Classroom assessment is integral to developing lesson plans and implementing curriculum.	6.046	0.003
	Classroom assessment is useful when reporting a student's achievement/progress to parents and caregivers.	7.078	0.001
Assessment Fairness	Provincial assessments (e.g., EQAO) are a meaningful form of assessment.	12.488	0.000

(Table 4 to be continued)

(Table 4 to be continued)

Measurement theory	Classroom assessment results provide reliable information.	9.055	0.000
	Classroom assessment results is a good indicator of the quality of a school.	7.559	0.001
	Assessment results reflect the quality of teaching.	3.946	0.020
	Assessment is an imprecise process.	6.185	0.002
Beliefs about assessment	Assessment is a stressful activity for students.	8.690	0.000
	Assessment takes time away from teaching.	6.397	0.002
	Assessment is a positive force for improving the social climate in a class.	8.554	0.000
	Classroom assessment motivate students to do their best.	8.687	0.000

The results of the equality of variances test and the one-way parametric analysis of variance (ANOVA) reveal statistically significant differences in the approaches and beliefs of pre-service teachers based on the stage of their studies. Specifically:

In the dimension of *Assessment Purposes*, agreement with the approach that classroom assessment should reflect whether students have achieved the curriculum objectives showed a statistically significant increase from the beginning to the middle of the studies (Diff = -.383, p-value = .024), but this trend was not maintained until the completion of the program.

In the dimension of *Assessment Process*, the approach that teachers possess the necessary knowledge and skills to implement effective assessment practices in the classroom shows a statistically significant increase in agreement from the beginning to the middle of the studies (Diff = -0.356, p = 0.024). However, a statistically significant decrease in agreement is observed from the middle to the end of the studies (Diff = 0.318, p = 0.008). The approach that a strong knowledge of the curriculum is essential for effective classroom assessment exhibits a statistically significant decrease in agreement between the initial and final phases of the studies (Diff = 0.323, p = 0.009). Similarly, the approach that classroom assessment aims to reflect student performance in relation to teaching goals and criteria shows a statistically significant increase in agreement between the initial and middle phases of the studies (Diff = -0.313, p = 0.025). Furthermore, the perspective that assessment is an integral part of lesson planning and curriculum development demonstrates a statistically significant increase in agreement both from the initial to the middle phases (Diff = -0.442, p = 0.002) and from the initial to the final phases of the studies (Diff = -0.339, p = 0.017), reflecting an enhanced recognition of the role of assessment as studies progress. Finally, the approach that classroom assessment is valuable for informing parents and guardians about student progress shows a statistically significant increase in agreement from the beginning to the middle of the studies (Diff = -0.469, p = 0.006). However, a statistically significant decrease in agreement is observed between the middle and the end of the studies (Diff = 0.391, p = 0.003), suggesting a nuanced shift in perceptions toward the end of the program.

In the *Assessment Fairness* dimension, the agreement that classroom assessment fulfills the important purpose of preparing students for large-scale examinations, such as national university entrance exams, decreases significantly from the middle to the final stages of study (Diff = 0.672, p < 0.001).

In the *Measurement Theory* dimension, agreement with the statement that classroom assessment results provide reliable information increases significantly both from the beginning to the middle of studies (Diff = 0.601, p < 0.001) and from the beginning to the end of studies (Diff = 0.410, p = 0.007). This finding suggests that as prospective teachers progress through their studies, their confidence in the reliability of classroom assessment results strengthens. Considering the broader educational context, prospective teachers generally agree that

classroom assessment results serve as a good indicator of school quality. However, a statistically significant decrease in agreement is observed between the middle and the end of their studies (Diff = 0.499, $p < 0.001$). Similarly, while participants recognize that assessment results reflect the quality of teaching, there is a significant decline in agreement between the middle and the end of their studies (Diff = 0.320, $p = 0.032$). Additionally, agreement with the view that assessment is an unreliable process decreases significantly from the beginning to the end of their studies (Diff = 0.525, $p = 0.003$).

In the *Assessment Beliefs* dimension, the perception that assessment is a stressful activity for students decreases as prospective teachers progress in their studies, showing a statistically significant reduction in agreement both between the beginning and the middle of their studies (Diff = .647, p -value = .000) and between the beginning and the end of their studies (Diff = .584, p -value = .001). Similarly, the perception that assessment detracts from teaching time weakens, with a statistically significant decrease in agreement observed between the beginning and the end of the studies (Diff = .538, p -value = .003). The statement that classroom assessment can enhance the social climate of the classroom shows a statistically significant increase in agreement from the beginning to the middle of the studies (Diff = -.652, p -value = .000); however, a statistically significant decrease in agreement is observed between the middle and the end of the studies (Diff = .406, p -value = .007). Finally, the assertion that classroom assessments motivate students to perform their best demonstrates a statistically significant increase in agreement from the beginning to the middle of the studies (Diff = -.459, p -value = .007), followed by a significant decrease in agreement between the middle and the end of the studies (Diff = .457, p -value = .000).

3.4 Gender-Based Variations

In Table 5, the statistically significant gender-based variations for the individual items of the questionnaire, regarding the approaches and beliefs of prospective teachers about classroom assessment, are presented.

Table 5 Differences in Approaches and Beliefs According to Gender

Questionnaire Statements	t statistic	p-value	MO of man	MO woman	Difference
Classroom assessment should be used to determine if students have met provincial standards.	-2.475	0.014	4.10	4.51	-0.411
Students should use assessment to evaluate their own work.	-3.051	0.003	4.78	5.27	-0.483
For good classroom assessment, teachers need extensive knowledge of the curriculum.	-2.339	0.020	4.80	5.11	-0.309
Classroom assessment involves judging a student's performance in relation to a set of goals/standards/criteria.	-3.603	0.000	4.27	4.76	-0.488
Classroom assessment is integral to developing lesson plans and implementing curriculum.	-3.247	0.001	4.45	4.93	-0.483
Classroom assessment should be used to provide evidence of student progress for administrative purposes.	-2.797	0.007	4.38	4.88	-0.496
Classroom assessment is useful when reporting a student's achievement/progress to parents and caregivers.	-2.702	0.007	3.90	4.38	-0.481
Provincial assessments (e.g., EQAO) are a meaningful form of assessment.	-2.279	0.023	3.06	3.53	-0.468

The results of the independent samples t-test reveal the presence of certain statistically significant differences in student assessment based on gender. Specifically:

Women tend to agree more than men on various classroom assessment approaches, as evidenced by the statistically significant differences observed in their perceptions. Specifically, women express higher levels of agreement regarding the need for classroom assessment to reflect the achievement of curriculum goals ($M = 4.51$ vs. 4.10 , $\text{Diff} = -0.411$, $t(398) = -2.475$, $p = 0.014$) and the involvement of students in self-assessment activities ($M = 5.27$ vs. 4.78 , $\text{Diff} = -0.483$, $t(398) = -3.051$, $p = 0.003$). A similar trend is observed regarding their views on the necessity for teachers to possess strong curriculum knowledge to conduct effective assessments ($t(398) = -2.339$, $p = 0.020$), the focus of classroom assessments on measuring student performance relative to teaching goals/criteria ($t(398) = -3.603$, $p = 0.000$), and the use of assessment results by administrative authorities to redesign educational practices ($t(398) = -2.797$, $p = 0.007$). Furthermore, women express a more positive assessment of the usefulness of assessments in informing parents and guardians about student progress ($t(398) = -2.702$, $p = 0.007$), as well as their significance in preparing students for large-scale examinations ($t(398) = -2.279$, $p = 0.023$).

Overall, the results indicate that women tend to express higher levels of agreement on various aspects of classroom assessment, suggesting potential gender-based differences in perceptions or needs regarding the educational process. The statistically significant differences (with p -values ranging from 0.000 to 0.023) and the notable variations in mean scores (from -0.309 to -0.496) further underscore the need for further exploration of the underlying causes of these differences.

4. Discussion

According to the study's results, the factors influencing the approaches and beliefs of Greek pre-service teachers regarding classroom assessment can be summarized as follows:

School teachers have had the most significant impact on Greek pre-service teachers' approaches and beliefs. This finding aligns with previous studies that demonstrate how experiences of success or failure, as well as feelings of anxiety and injustice from school years, are recalled and influence the current approaches and practices of pre-service teachers (Brown & Remesal, 2012; Crossman, 2007). Since these experiences often reflect, summative approaches to classroom assessment, they may impede pre-service teachers from understanding and adopting the principles and practices of assessment for learning taught in universities. Nevertheless, with appropriate management, these experiences can be leveraged as opportunities for reflection and critical reexamination of educational practices. Although the influence of personal experiences is widely recognized as significant, further research is needed to clarify how positive or negative pre-service teachers' experiences with classroom assessment are linked to the approaches and practices they adopt. Additionally, it is essential to explore how these approaches are translated into daily teaching practices once teachers enter the professional environment.

Based on the experiences of Greek pre-service teachers during their university studies, teaching practicum exerts the most significant influence on their approaches to classroom assessment, followed by the course that specializes in classroom assessment. In many teacher education programs, the assessment course is either not included at all, offered as an elective, or taught with a focus on measurable aspects of assessment, such as test construction and grading (Campbell, 2013; McMillan, 2013; Stiggins, 2010). In the Department of Pedagogy and Primary Education at the National and Kapodistrian University of Athens, Greece, where this study was conducted, the assessment course is an elective, meaning it is attended by a limited number of students. If it were

taught as a mandatory course, the responses of pre-service teachers in this area might differ. Attending a course on classroom assessment, in combination with practicing assessment skills during teaching practicum, could enhance the development of pre-service teachers in formative approaches to assessment (Cowan, 2009; DeLuca et al., 2018). In this context, pre-service teacher education programs are expected to include the design of alternative assessment practices, the use of assessment data to improve teaching and learning, and the provision of formative feedback (Coombs et al., 2020; Author, 2024; Moss & Brookhart, 2019).

According to the results of the study, Greek pre-service teachers enter university education with unclear and inconsistent approaches to classroom assessment, primarily shaped by their personal school experiences. As they progress in their studies and acquire foundational pedagogical knowledge, they show greater agreement with specific dimensions of classroom assessment, such as its integration with the curriculum, lesson planning, and its focus on learning outcomes. However, towards the end of their studies, this agreement diminishes, while an increasing sense of reflection and skepticism emerges, indicating a more dynamic and evolving understanding of the role of assessment. Notably, the impact of teaching practicum and specialized assessment courses seems to foster a more realistic perspective, helping pre-service teachers to recognize the multifaceted nature of assessment (Hill & Eysers, 2016). Regarding the purposes of assessment, pre-service teachers begin their studies with an unclear understanding but gradually come to realize that assessment not only serves the achievement of curriculum goals but also fulfills multiple roles. Concerning the process of assessment, they consistently agree that assessment is an integral part of lesson planning and curriculum development. They also express steadily increasing confidence in the consistency, reliability, and validity of student performance measurements. In terms of fairness in assessment, they maintain a critical stance towards the summative and cumulative functions of assessment, indicating a shift toward embracing formative approaches focused on learning (Boud & Falchikov, 2007; Coombs et al., 2018; Smith et al., 2014; Taber et al., 2011). Furthermore, they support formative practices and emphasize the importance of communicating students' progress to parents and guardians. Regarding assessment theory, Greek pre-service teachers challenge the view that assessment outcomes reflect the quality of teaching and the school, recognizing the complexity of such judgments. Finally, they seem to gradually distance themselves from examination-related anxiety stemming from their school experiences, developing a more balanced perspective by viewing assessment as an integral part of the learning process rather than as an external intervention or disruption (Brown & Remesal, 2012; Chen & Brown, 2013; Smith et al., 2014).

The differences in pre-service teachers' approaches and beliefs regarding classroom assessment appear to be linked to their gender. Specifically, women express higher levels of agreement on issues such as the connection between assessment and lesson planning, as well as the use of assessment results for administrative planning. They seem to adopt a more comprehensive view of assessment, incorporating both pedagogical and administrative aspects to a greater extent than men (Coombs et al., 2022). Additionally, women show stronger support for the active involvement of students in self-assessment processes and for enhancing communication of assessment results to parents and guardians. This trend suggests that they may place greater importance on the emotional aspects of assessment, feedback, and the development of relationships between schools and students' families (Hopf & Hatzichristou, 2010; Mertler, 1998). These findings align with previous research indicating that women tend to promote students' personal development, encourage learning, and focus on the emotional and human dimensions of assessment (Alkharusi, 2011b; Ahmad & Zohair, 2021). The statistically significant differences in opinions, along with the differences in mean values, highlight the need for further research, as these results may reflect complex factors related to gender. Such factors may include social expectations and cultural perceptions

regarding roles and attitudes that shape education and assessment practices (Boud & Falchikov, 2007).

5. Conclusion

The study highlights that Greek pre-service teachers enter university with approaches and beliefs about classroom assessment shaped by their personal school experiences. During their studies, these perspectives evolve toward a more critical and multifaceted understanding of assessment. University education, with its emphasis on the theory and practice of formative assessment, reveals the divide between theory and practice. Bridging this gap poses a significant challenge in Greece, where assessment systems are dominated by school examinations and high-stakes national entrance exams for university admission. This educational culture reinforces summative approaches to assessment, permeating all levels of education. Furthermore, the insufficient training of Greek teachers in modern assessment methods and tools — such as rubrics, self-assessment, diagnostic evaluation, and self-regulated learning—widens the gap between university theory and classroom practice. Despite the positive attitudes expressed by Greek teachers toward formative assessment, as recorded in self-reported questionnaires, the implementation of assessment for learning practices in educational settings remains limited. Understanding the factors influencing the approaches and practices of both pre-service and in-service teachers is crucial for developing skills that promote assessment for learning and student self-regulation. This study emphasizes the need for further research, focusing on the observations of pre-service teachers during their internships and their subsequent professional careers. Such investigations will evaluate the effectiveness of integrating these approaches into educational practice and identify strategies to bridge the gap between theory and practice.

6. Limitations and Further Research

A limitation of the present study concerns the use of the translated research instrument. Despite the pilot testing conducted to ensure its validity and reliability, the possibility of certain misinterpretations in the responses cannot be entirely ruled out. Furthermore, since the study focuses on beliefs and approaches regarding classroom assessment, its findings could be enriched through the use of qualitative methods, such as observations and interviews. Such methods would offer deeper insights into the factors influencing pre-service teachers' attitudes and practices. It is important to emphasize that the approaches and beliefs documented in the study should be interpreted within the specific sociocultural context to which they belong. As such, they may not be representative of different educational systems or cultural settings. Further research could delve deeper into the impact of pre-service teachers' "personal histories" on their approaches and beliefs. Similarly, a comparative analysis of the approaches and beliefs of pre-service and in-service teachers could highlight significant differences as well as shared elements (Alkharusi et al., 2011a; Brown & Remesal, 2012; Brown, et al. 2011; Chen & Brown, 2013).

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