



Research Article

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Teachers' Attitudes Towards Self-Efficacy in the Compilation of Tests According to Bloom's Taxonomy Framework

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Abstract

This research aims to present the relationships between teachers' self-efficacy and their performance in mastering the skill of compilation of the tests according to Bloom's Taxonomy Framework. To realize this research, we have relied on numerous studies, and 100 teachers in different levels of pre-university education in Kosovo are a part of this research. Various types of research show that high self-efficacy is closely related to the use of new strategies in teaching and the teacher's professional training. Therefore, the achievements of students in gaining knowledge cannot be missing. Teachers who possess a high degree of self-efficacy are more capable of adapting to pedagogical changes and the demands of the time, therefore it is of great importance to study the degree of self-efficacy of teachers as a primary result in encouraging learning. This research also presents the importance of various trainings and professional support to teachers to increase the sense of self-efficacy in their work. By analyzing the factors that influence teachers' self-efficacy, such as institutional support, work experience, and professional training, this research also offers practical recommendations for policymakers and school leaders to improve the quality of teaching.

Keywords: *Self-efficacy, performance, intercollegiate cooperation, professional development, institutional support*

1. Introduction

According to Harrison (1983), the validity of the written test is related to the content, and to which extent it manages to measure what it aims to.

The purpose of learning should not be superficial, and the ability to remember, but the focus should be on the mindset to solve problems, that we may have in reality.

Grading is done to measure the student's knowledge; therefore, the compilation of questions is done in such a way as to answer possible questions and prepare for solving problems.

According to Bigs (2003), if the compilation of test questions does not coincide with the curricular objectives, the evaluation would be considered poor, therefore such evaluations result in

"superficial evaluations of learning".

Journal of Positive School Psychology (1325) reflects many frameworks for measuring curricular achievements, among them the most popular are: the Taxonomy of Learning Areas, Taxonomy of Biggs and Collis (1982), but Bloom's Taxonomy can be considered the most widespread, which has been translated into about 22 languages according to Anderson & Sosniak (1994). The latter is regarded as the best opportunity for measuring the development of students' intellectual abilities, and it also encourages critical thinking.

Through Bloom's Taxonomy, the opportunity to plan, design, and evaluate learning is more effective despite being challenging for most planners.

Bloom's taxonomy can be applied in all curricular areas, and in each subject, for all levels of education. (Airasian & Miranda, 2002).

Through this framework, a checklist is provided that enables an easier assessment of curricular achievements and the progress or regression of students.

After research, Kirkland (1971) concludes that in written assessments, in most cases, there is neglect of curricular objectives, while Hughes (1989) thinks that this has to do with the planning of assessments. After all, it often occurs, that assessment is based on the course details and not on the curricular objectives, therefore for more successful planning, we should always consider the curricular objectives because they have greater coverage. The same opinion is also shared by Callaghan and Greaney (1992), who thought that tests (written assessments) should be a reflection of the objectives of the general curriculum.

The validity and reliability of a test are measured by the alignment of the test's objectives with those of the curriculum (Davies, 1997).

2. Literature Review

2.1 Bloom's Taxonomy

Bloom's Taxonomy is a well-known model used in education to classify learning goals and to help structure general classroom questions and activities.

This Taxonomy is divided into six main levels, representing different cognition and thought levels.

They are:

1. **Memory:** is considered the lowest level of the Taxonomy, at this level, students are required to remember simple facts and information. Through the questions, belonging to this level, you can ask to list, summarize, or remember the basic facts, without going into details.
2. **Understanding:** at this level, students explain in their own words the information they have.
3. **Implementation:** at the implementation level, students use their knowledge to solve certain problems, applying the acquired knowledge in new contexts.
4. **Analysis:** the level of analysis shows the division of information into smaller parts, and how they are related to each other.
5. **Evaluation:** the evaluation gives the students a chance to estimate based on certain criteria or standards through which critical evaluations are also offered.
6. **Creation:** creation is considered the highest level of the taxonomy, through this level student create something new or build new solutions, based on their knowledge.

Bloom's Taxonomy allows teachers to create variety of questions that stimulate critical thinking and encourage students to engage with the material in different ways.

Levels of the taxonomy help teachers organize instruction in a way that stimulates critical thinking and promotes learning at different levels. Levels of the taxonomy enable the creation of an environment that contains different challenges and that includes a variety of thinking skills.

Categorizing and structuring learning objectives for learning outcomes makes the conceptual framework known as Bloom's Taxonomy more feasible. Developed by Benjamin Bloom and his

colleagues in 1956, the categorization of information is intended to help teachers design curricula and assessment tests that address a wide range of mental and cognitive skills. This taxonomy has a special role in developing questions because it helps ensure that questions involve different levels of cognitive complexity and encourage critical thinking and problem-solving. This taxonomy has two versions, the original version, which dates back to 1956, and the revised version of 2001. In the original version, in the book titled "Taxonomy of Education Objectives: The Classification of Educational Goals", Benjamin Bloom explains the purpose of the taxonomy which he calls "to create a common structure for teachers to communicate about learning goals and to develop clear ways to measure student achievement" (Bloom, 1956). Attempting to reflect pedagogical developments and research in cognitive psychology, in 2001, Lorin Anderson and David Krathwohl revised the taxonomy. In the introduction to "A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Education Objectives", the authors say that the new taxonomy not only provides a framework for understanding and organizing learning objectives but also highlights how the different levels of thinking are interrelated (Anderson & Krathwohl, 2001). These authors also show the levels and importance of applying the taxonomy in education, they emphasize that the revised Bloom's Taxonomy can be used by teachers to design learning activities that stimulate different levels of thinking, enriching the learning experience and making it more dynamic.

Bloom's Taxonomy includes three lower hierarchical levels: remembering, understanding, and implementing, traditionally known as knowledge, understanding, and implementation, while the other three higher hierarchical levels or complex skills are: analyzing, evaluating, and creating, which are known as analysis, synthesis and evaluation (Forehand, 2008). Irrespective of the levels (low or high) they in themselves include different intellectual abilities that i.e. from these abilities emerge groups of elements, which provide opportunities for the formation of a coherent or functional whole (Anderson & Krathwohl, 2001).

Curriculum designers must design the curriculum from the lowest to the highest level to achieve the desired skills, while designers of (written) assessments must measure students' abilities and identify levels of competence, at the same time this is considered the best way to assess the alignment of written assessments with that of the core curriculum.

The taxonomy is hierarchical, but teachers should be careful that the hand is not hierarchical and focuses more on learning to learn.

2.2 Bloom's Taxonomy in Writing Assessments

Written assessment (with a grade placed in the class diary) in the pre-university education system is done twice a semester, or four times within the school year. These estimates summarize the entire 3-month period, within a half school year. In addition to the test, as a written assessment, other instruments are also used, depending on the specifics of the teaching subject, nonetheless we have set apart only the tests for analysis due to the nature of the planning. For analysis, we have set apart the tests from the Languages and Communication curricular field, specifically the tests of the Albanian Language subject of all three levels of pre-university education, primary school, from grades 1-5, lower secondary school 6-9 and high school 10-12.

Among these levels, we have singled out 100 questions to see more specifically how the level of questions according to Bloom's Taxonomy is defined.

Meaningful communication stimulates students' critical thinking and thus leads to tangible results

The curriculum intends to prepare students with basic learning skills, their acquisition, and implementation in practice and not for learning the content of texts or memorization. Likewise, another goal of the curriculum is familiarity with traditional culture and the preservation of the cultural values of the Albanian people (MEST, 2016). The curriculum promises detailed outcomes toward a higher standard of teaching and learning. It intends to improve students' communication skills, bringing examples from real-life situations; train them, and make them capable of developing

and cultivating language usage as a means of communication in everyday life, professional life, and public life. Through this curriculum area, each subject must achieve all the main competencies defined in the curriculum.

2.3 Teachers' beliefs in self-efficacy

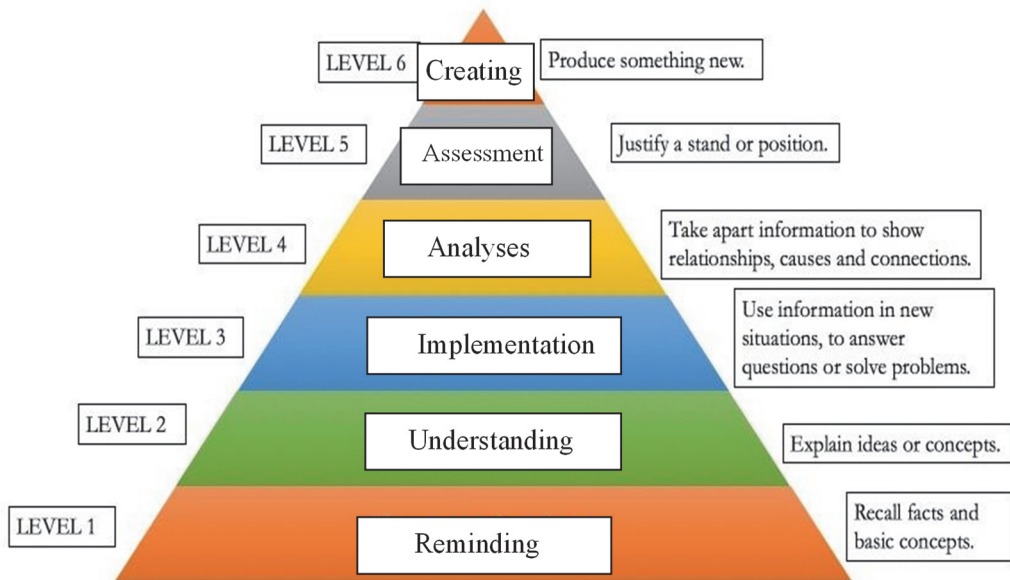


Figure 1. Bloom's Taxonomy - Levels and Verbs (First published in 1956, by Bloom et al., 1956)

The teachers' perception of their teaching self-efficacy and especially the compilation of written tests includes a wide set of beliefs about their ability to have a constructive outcome on the student's easier achievement of results. These beliefs correspond to how they test students' knowledge, work strategies, and methodologies used by teachers in daily practices.

An important influence on the teachers' contribution is also their self-efficacy. Self-efficacy of teachers plays a significant role in the results and motivation of students in learning according to the assertion of various theorists. The main factor in student results remains the self-efficacy of teachers despite the differences in educational environments and systems (Bandura, 1986, Caprara et al. 2006, Cawthon, 2015; 2002 Skaalvik & Bong 2003, Skaalvik & Skaalvik, 2009).

Self-efficacy is defined as people's conviction in their abilities to determine specific performance levels that have a constructive outcome over life events.

Self-efficacy defines the human feeling of how they feel, think, motivate themselves, and how they behave with others. Processes, such as recognition, motivation, efficacy, and selection produce different effects of integrity.

For each individual, self-efficacy is important, to form a knowledge based on their abilities and attitudes to achieve or face different challenges. Self-efficacy is a key factor in personality formation and motivating people to achieve different goals. People having high self-efficacy can better face different challenges because they possess the necessary knowledge and skills to achieve their goals. According to Bandura (1991), self-efficacy determines how each person thinks and acts, governs their abilities and limitations of achievement, or even the measures to prevent failure. Self-efficacy is a process that accompanies the individual throughout life because it is related to successful experiences

or learning from mistakes.

Inclusion and implementation of new teaching techniques and strategies remain the main challenge for many teachers today, especially for some close to retirement age. Implementing new teaching strategies and techniques is also closely related to the perception and self-confidence of how well they can succeed in such situations. This perception of possibility or impossibility, which plays an important role in how teachers choose tasks and activities, shaping effort and persistence when addressing certain challenges, and even in the emotional response to difficult situations is called self-efficacy (Rodriguez, Núñez, Valle, Blas & Rosario, 2009).

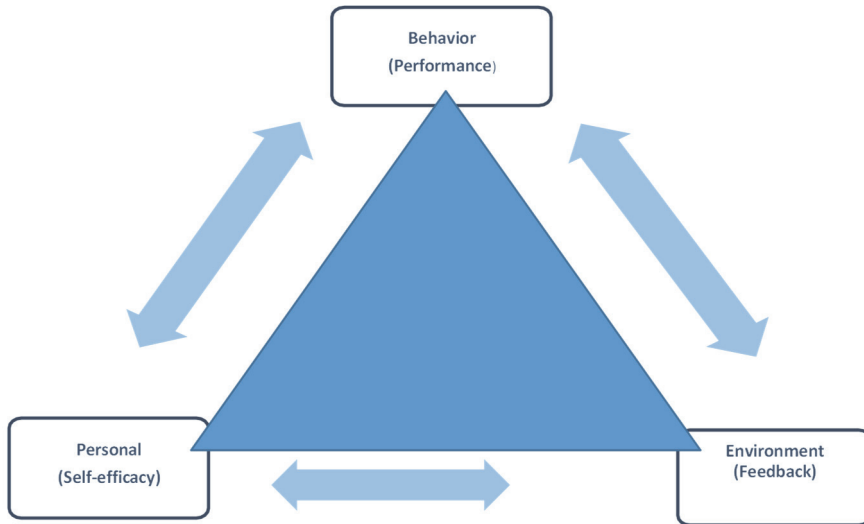


Figure 2. Bandura's system of tripartite reciprocal causation (1997)

3. Methodology

Research on attitudes is a sophisticated concept and requires appropriate methodology (Mata, Clipa & Lazar, 2019).

The object of this research is teachers' attitudes towards self-efficacy in the test compilation according to Bloom's Taxonomy Framework. This research aims to derive concrete results to measure the degree of self-efficacy of teachers as to how much they believe in their abilities in compiling written test questions according to Bloom's Taxonomy Framework.

100 respondents were included in the research, purposive sampling was used. First, a list was drawn up with teachers' email addresses who intended to be included in this research, that is, they were teachers of all three levels of pre-university education (primary school, grades 1-5, lower secondary school, grades 6-9 and upper secondary school, grades 10-12). At the top of the questionnaire, the teachers were provided with information about the goals of the research, and the responsibilities and rights of the participants in this research, then they had the opportunity to continue (if they agreed) with the requested answers. The respondents' data were anonymous and were used only for research purposes.

To look at teachers' attitudes, regarding the topic, we used Bandura's questionnaire, which we modified according to the needs of our research. We have divided the questionnaire into three parts, first, the demographic data of the respondents were requested, at the same time we also identified the factors that have influenced self-efficacy, more precisely, the information about gender as a part

of this research was requested from the 100 respondents, 47.6% were female and 52.4 % men, whose age ranged from 24-60 years, with an average age of about 28 years. Most of them or 52.4% worked in rural areas, while 47.6% of teachers worked in urban areas. The average working experience in education was 11-15 years, where most of the respondents worked in high school (with grades 10-12). Regarding professional training, we had two dominant groups with the same percentage of 37.5%, of those who had completed their bachelor's studies and those who had completed their master's studies.

3.1 Instruments

Two instruments are used. The first instrument was the one that required teachers' demographic data, as well as, personal information of the respondents, such as gender, age, duration of work experience in education, professional training, their workplace, etc., all of these were required to identify the factors that may have influenced teachers' self-efficacy.

The second instrument was the questionnaire, which consisted of 21 questions globally, with multiple choices and three open questions at the end of the questionnaire. In the first twelve questions, the teachers' opinion was sought on how much they adhere to Bloom's Taxonomy framework when compiling the questions in the written tests, so the questions were specific for each level and the respondents had the opportunity to choose one of the options; always, sometimes, never, while the other nine questions were intended to measure the degree of self-efficacy of teachers as to how much they feel capable of preparing questions according to the framework of Bloom's Taxonomy. After these data, in the second part of the questionnaire, information is requested about the practices of classifying questions according to Bloom's Taxonomy Framework during the compilation of the tests, and in the third part of the questionnaire we designed options through which we measured the degree of self-efficacy of their work in compiling the tests.

In addition to the research through the questionnaire, we have analyzed 100 different questions to see the correlation of their performance with the level of self-efficacy in terms of the classification of questions according to Bloom's Taxonomy Framework.

The hypotheses of this research are:

1. Teachers with longer work experience and higher professional training have a greater self-efficacy in compiling tests according to Bloom's Taxonomy Framework;
2. Special trainings for the compilation of tests have a positive impact on teachers' self-efficacy;
3. Teachers need adequate training because they are not able to compile tests according to Bloom's Taxonomy Framework.

4. Analysis and Results

A mixed methods approach was used in this research, to offer a more realistic and complete result. The questionnaire data were analyzed before being placed in tables. The answers of each participant in this research were analyzed separately, at the same time, the demographic factors in their attitudes about how they affect the self-efficacy of their work were analyzed

In addition to their attitudes, stated through the alternatives in the questionnaire, regarding the self-efficacy in compiling tests according to the framework of Bloom's Taxonomy, 100 questions of different tests were analyzed in advance to see the real state of how they correspond to the levels of Bloom's taxonomy, and which of the levels occupied the most space.

Table 1. Demographic characteristics of the participants

Variable	N	Valid (%)
Gender		
Female	45	45%

Variable	N	Valid (%)
Male	55	55 %
Total	100	100 %
Age		
24-29	15	15 %
30-35	30	30 %
36-41	25	25 %
42-47	12.5	12.5 %
48-53	12.5	12.5 %
54 and above	5	5%
Total	100	100 %
Village	53	53%
City	47	47%
Total	100	100%
Educational Qualification		
Post-secondary education	11	11 %
Bachelor studies	42	42 %
Masters	44	44 %
PhD	3	3 %
Total	100	100 %
The educational level of work		
Primary	13	13 %
Junior High School	40	40 %
High School	47	47 %
Total	100	100 %
Professional experience		
1-5 years	12.5	12.5 %
6-10 years	17.5	17.5 %
11-15 years	27.5	27.5%
16-20 years	15	15 %
21-25 years	12.5	12.5 %
26 years and above	15	15 %
Total	100	100 %

Source: Data from the field, 2024

Table 2: Percentage of Components of Cognition according to Bloom's Taxonomy, in written assessments

Component	Percentage
Memory	47%
Understanding	28%
Implementation	10%
Analyses	6%
Evaluation	6%
Creation	3%

From the analysis of 100 questions prepared by different teachers, a distribution of questions according to the levels of Bloom's Taxonomy has been identified. The results show that a large part of the questions are focused on the level of memory (47%) and understanding (28%). Meanwhile, more advanced levels such as implementation and evaluation are represented by only 6% of questions each, while the creation level accounts for only 3% of questions.

This distribution shows that teachers mainly focus on testing students' basic knowledge and

understanding, and pay less attention to developing higher thinking skills, such as practical implementation, critical evaluation, and creation. These results suggest the need to diversify the questions used in assessment to stimulate a wider range of intellectual and practical skills in students.

Table 3. Teachers' attitudes towards self-efficacy in the preparation of tests according to the framework of Bloom's Taxonomy

Teachers' degrees of self-efficacy	never	sometimes	always
Performance Accomplishment			
1. How often do you include questions that ask students to review previously learned facts or concepts?	0%	23.8%	76.2%
2. How often do you include questions that require the students to name definitions, and terms, and mention names?	9.5%	64.3%	26.2%
3. How often do you include questions that ask students to explain ideas in their own words?	10%	40.5%	49.5%
4. How often do you include questions that ask students to summarize the presented information?	4.8%	33.3%	61.9%
5. How often do you include questions that ask students to apply information to new situations or practical contexts?	4.7%	42.9%	52.4%
6. How often do you include practical problems that require the use of incorrect concepts?	38.1%	50%	11.9%
7. How often do you include questions that ask students to break information into pieces to understand its structure?	4.7%	66.7%	28.6%
8. How often do you include questions that require students to identify relationships between ideas?	2.4%	76.2%	21.4%
9. How often do you include questions that ask students to build arguments or create something new, using the learned information?	7.1%	35.7%	57.1%
10. How often do you include tasks that require students to combine different ideas to create new meaning?	2.3%	54.8%	42.9%
11. How often do you include questions that ask students to estimate or evaluate ideas based on certain criteria?	4.7%	52.4%	42.9%
12. How often do you include tasks that require students to criticize or defend their points of view?	7.1%	57.1%	35.7%

Table 4. Teacher's degree of self-efficacy

Teacher's degrees of self-efficacy	Incompetent	Little competent	No comment	Competent to some extent	Very competent
1. How confident do you feel in your ability to create questions that require students to recall basic information (e.g. dates, facts, definitions)?	0%	0%	4.8%	11.9%	83.3%
2. How capable do you feel of formulating questions that require students to explain concepts or interpret information given?	0%	0%	7.1%	26.2%	66.7%
3. How confident do you feel in your ability to create questions that ask students to use their knowledge in practical situations or solve specific problems? problems?problems? sindiheniaftësinë tuaj për të krijuar pyetje që kërkojnë nga nxënësit të përdorin njohuritë e tyre në situatë praktike ose zgjidhin probleme specifike?	0%	0%	11.9%	33.3%	54.8%
4. How capable do you feel of formulating questions that require students to break information down into parts and understand the relationships between them?	0%	0%	7.1%	31%	61.9%
5. How confident do you feel in your ability to create questions that ask students to evaluate a situation or make judgments on certain criteria?	0%	0%	7.2%	35.7%	57.1%
6. How able do you feel to formulate questions that ask students to create something new by combining different elements of knowledge?	0%	0%	11.9%	35.7%	52.4%

5. Discussions

This study utilized a mixed methods approach to explore the self-efficacy of teachers in preparing assessments aligned with Bloom's Taxonomy. By analyzing both questionnaire data and a set of test

questions, the research offers a comprehensive understanding of current assessment practices and their implications for student learning.

The demographic data reveal a diverse group of participants, with a balanced gender distribution and a range of ages and educational qualifications. This variety allows for a nuanced analysis of how demographic factors may influence teachers' attitudes toward self-efficacy in test preparation. Notably, the majority of respondents hold advanced degrees (Masters or PhD), suggesting a well-educated cohort that is likely to understand pedagogical frameworks, yet their practical application of these frameworks in assessments appears limited.

The analysis of the 100 test questions shows a significant emphasis on lower-order cognitive skills, as evidenced by the high percentage of questions targeting memory (47%) and understanding (28%). This finding highlights a concerning trend: teachers may be primarily assessing basic knowledge and comprehension rather than fostering higher-order thinking skills. The low representation of advanced cognitive processes—such as application (10%), analysis (6%), evaluation (6%), and creation (3%)—indicates a gap in educational practices that prioritize critical thinking and creativity.

Teachers' self-efficacy regarding their ability to create assessments also reveals critical insights. While many teachers feel confident in their ability to include questions that assess basic knowledge, a smaller percentage express similar confidence in crafting questions that require higher-order thinking. For instance, 76.2% of teachers reported "always" including recall questions, but only 3% felt capable of creating questions at the creation level of Bloom's Taxonomy. This disparity suggests that while teachers may be aware of the need for diverse assessment strategies, they may lack the training or resources to implement them effectively.

Additionally, the responses indicate a tendency among teachers to focus on traditional assessment methods, potentially due to systemic pressures or a lack of familiarity with innovative assessment techniques. This reliance on lower-order assessments could perpetuate a cycle where students are not adequately prepared to engage in critical thinking or problem-solving, skills essential for success in the modern workforce.

6. Conclusion

Regarding the demographic data, most of those involved in the research are men (55%) compared to women, who represent (45%) of the respondents. The largest group of participants belong to the age group of 30-35 years (30%), followed by the age group of 36-41 years (25%), while the age groups of 42-47 years and 48-53 years each make up 12.5% of the total. Most of the respondents work in rural areas (52.5%) compared to those in urban areas, which in this case are (47.5%). As for professional preparation, 35% of the participants have completed their master's studies, as well as those who have completed their bachelor's studies with the same percentage, while a small part of them, exactly 2.5%, have completed post-secondary education of pedagogy. Most participants work in upper secondary schools (47%) from grades 10-12, and the percentage of those who work in lower secondary schools is approximately the same (40%), and only 12.5% work in primary schools. Most respondents have work experience from 11-15 years or 27.5%, followed by those with 6-10 years of experience (17.5%), while the groups of those with over 26 years of experience and 16-20 years are equally represented by 15%. Most teachers (75%) always include questions that require recalling previously learned facts or concepts, and a small proportion (25%) do so only sometimes. The majority of teachers or 62.5% include questions to recall definitions, terms, and names periodically, using these questions as a tool to support and assess students' basic knowledge. Most teachers or 57.5% appreciate the importance of questions that ask students to explain ideas in their own words, including them regularly or periodically in the written assessment process. This practice helps develop students' deep thinking and communication skills, promoting a better and independent understanding of the learned material. More than half of teachers (62.5%) always include questions that ask students to summarize the presented information. This shows a strong commitment to helping students process and

synthesize information, emphasizing the importance of summarization in the learning process. (50%) of teachers always include questions that require from students to apply information to new situations or practical contexts. This shows a strong commitment to helping students connect theory with practice, emphasizing the importance of applying knowledge to real situations. Only 12.5% of teachers always include practical problems that require the use of incorrect concepts. This suggests that only a small proportion of teachers regularly use this method to encourage critical thinking and help students identify and correct their mistakes, and 37.5 stated that they never use this method, indicating that many teachers may feel uncomfortable or unaware of the benefits of this method. 70% of teachers sometimes include questions that require breaking information into parts to understand its structure. This shows that this method is widely known and used, but not always in every teaching situation. Teachers may find this method useful but perhaps it is used selectively, depending on the topics and goals of the lesson. A small number of teachers or only 22.5% declared that they always include questions that ask students to identify the relationships between ideas, and the majority declared that they never use it. This indicates that a small number of teachers consider this method an integral part of their teaching approach and use it consistently to deepen students' understanding and critical thinking. 57.5% of teachers state that they always include questions that ask students to build arguments or create something new, while 35% use it sometimes. This shows a strong commitment to developing students' creative and analytical skills, encouraging them to use their knowledge in innovative ways and build well-founded arguments. Less than half of the teachers or only 42.5% declare that they always include questions that ask students to judge or evaluate ideas based on certain criteria, while the rest, or 57.5% never use it. This shows that a significant part is engaged with developing students' critical skills by encouraging them to make evaluations based on certain criteria. Most teachers, that is 57.5% report that they sometimes include tasks that require students to criticize or defend their views, while the majority never use it. This shows that it is not yet a permanent part of the curriculum of a majority of teachers.

7. Recommendations

The findings underscore the necessity for professional development programs aimed at enhancing teachers' understanding and application of Bloom's Taxonomy in their assessments. Workshops that focus on creating assessments that promote higher-order thinking can empower teachers to design more effective learning experiences. Furthermore, the integration of collaborative planning sessions among educators could facilitate the sharing of successful strategies and resources, fostering a community of practice dedicated to enhancing assessment quality.

Moreover, educational policymakers should consider revising assessment standards to encourage the inclusion of higher-order questions, thereby reinforcing the importance of critical thinking and creativity in educational settings. Such changes could motivate teachers to expand their assessment strategies and align their practices with contemporary educational goals. Following findings and conclusions, there are some recommendation for future work in order to improve teachers' efficiency:

1. Teachers should be trained to use questions that encourage critical thinking and analysis to improve students' skills;
2. Teachers should consider including practical tasks that connect theory with real situations to help students apply their knowledge in practical ways;
3. Teachers in rural areas need more support to improve the quality of teaching;
4. Continuous training and professional development opportunities should be provided for teachers to keep them updated with the latest teaching methods;
5. Using a wide range of assessment techniques for being comprehensive in assessing student's knowledge and skills is imperative.

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