

Temperament as a Success Determinant in Formative Assessment

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Abstract : Assessment is a vital part of the educational process, and formative assessment is a way of ensuring that higher education achieves the desired effects. Different factors influence how students perform in assessments in general, and formative assessment in particular and temperament is one of such determining factors. This paper which is a qualitative case study of four universities in four different countries examines how the temperamental make up of students either empowers them to perform excellently in formative assessment or incapacitates their performance. These four universities were chosen from Cameroon, South Africa, United Kingdom and the United States of America and three students were chosen from each institution, six of which were undergraduate student and six postgraduate students. Data in this paper was generated through qualitative interviews and document analyses which was preceded by a temperament test. From the data generated, it was discovered that choleric who are natural leaders, hence do not struggle to express themselves often perform excellently in formative assessment while sanguines on the other hand who are also extroverts like choleric perform relatively well. Phlegmatics and melancholics performed averagely and poorly respectively in formative assessment because they are naturally prone to fear and hate such activities because they like keeping to themselves. The paper, therefore, suggest that temperament is a success determinant in formative assessment. It also proposes that lecturers need an understanding of temperaments to be able to fully administer formative assessment in the lecturer room. It also suggests that assessment should be balance in the classroom so that some students because of their temperamental make-up are not naturally disadvantaged while others are performing excellently. Lastly, the paper suggests that since formative assessment is a process of generating data, it should be contextualised or given an individualised approach so as to ensure that trustworthy data is generated.

Keywords : temperament, formative assessment, academic success, students

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