

Abstract

This research examined what factors underlay the preference for assessment methods of secondary school students. Two hundred and forty one Form 1 to Form 6 students (mean age = 15.84 years) reported on their achievement goals, test anxiety and preference for assessment methods (i.e., homework vs. test). The results showed that achievement goals were not correlated with preference, while test anxiety was found to be a significant correlate which underlay the preference for assessment methods. Some other results, such as whether gender differences exist, were also found and their importance was discussed. Rationales and implications were given for schools to use the results of this study to enhance their students' learning and further direction following this study was suggested.