

The Role of Classroom Assessment in Enhancing Student Motivation and Learning of Secondary School Students of Hub Balochistan

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DOI: <https://doi.org/10.70670/sra.v3i2.747>

Abstract

The objective of the study was to analyze the role of classroom assessment in enhancing learning and motivation of secondary school students. On the basis of objectives two hypotheses were formulated, ¹ there is a significant impact of classroom assessment on student learning, ² there is a significant impact of classroom assessment on student motivation. The scope of the study was limited to the secondary schools of Hub city. Depth analysis of literature review was done, and survey research design was adopted. The total population was 862 students of 9th and 10th classes. A sample of [61] secondary school students was drawn through stratified random sampling design. Data was collected through questionnaire and was analyzed statistically. It was found that classroom assessment has positive effects on both male and female students and plays a significant role in enhancement of student's motivation and academic performance.

Keywords: Classroom assessment, Student Motivation, Learning, Secondary Schools.

Introduction

Assessment is an essential element of the instructional and academic process, playing a pivotal role in designing students' motivation and learning process. Classroom assessment attribute to the different strategies used by teachers to be analyzing student understanding, gives feedback, and guide direction (Black & Wiliam, 1998). Classroom assessment is a structured process to improve instructional decision making of student learning through gathering, analyzing and explaining information (McMillan, 2013). Classroom assessment builds in with formative assessment and summative assessment, formative assessment, such as answer question sessions, and interactive sessions, and summative assessment such as examinations and final projects, equally impacts students, learning exposure. A well-planned classroom assessment with setting clear learning objectives and contributing positive feedback, not only estimate knowledge acquisition but also supports increasing students, motivation and involvement (Brookhart, 2017). Given the bigger importance on student-centered learning, realization the role of assessment is important for improving educational outcomes and motivating secondary school students.

Motivation in the learning process mentions inner and outside factors which are known as internal and external factors that guide students to get involved in learning activities (Ryan & Deci, 2000). Motivation is categorized into extrinsic motivation and intrinsic motivation. Intrinsic motivation leads students to learn for personal satisfaction, while on the other hand extrinsic motivation influences learning behavior for external rewards. The relationship between assessment applications and student motivation is a critical area of exploration, because effective assessments not only encourage mindset growth, but active learning and enhance academic performance. (Brookhart, 2017). Many students take assessment process as a stress full experience, which can have equally positive and negative effects on their motivational level and learning goals. Many students face confrontations in dealing with assessments, leading to pressure and disengagement. Although some studies emphasize on the benefits of formative assessment in encouraging self-motivation (Harlen & Deakin Crick, 2003), therefore some studies indicate that over dependence on high pressure testing can decrease students' readiness to take part in learning (Ryan & Deci, 2000). In spite of international transformation regarding student-centered assessment approaches, there is a need of factual research on how classroom assessments impact specifically the motivation and learning achievements of secondary school students, specifically in less developed regions. Understanding these dynamics is essential for developing effective assessment strategies that foster both motivation and academic achievement. In spite of the fact that significant research has been conducted on assessment approaches, few of those studies directly analyzed their direct impact on student motivation in secondary schools. Many of those existing studies concentrate on higher education or general education methods without acknowledging how particular types of assessment can provide student involvement at secondary level (McMillan, 2013). Additionally, these studies mostly focus only on assessment outcomes instead of exploring the perspective of students on assessment related to motivation. To narrow this gap this study will explore the role of classroom assessment and its impact on motivation and learning of secondary school students. By analyzing students' perceptions, teachers' assessment practices, and their impact on student learning behaviors. This research aims to provide valuable insights for educators and policymakers to develop more effective assessment strategies that enhance student motivation and learning. The purpose of this study is to answer the following research questions that: How do different types of classroom assessments impact the motivation of secondary school students? What are students' perceptions of formative and summative assessments in relation to their learning experiences? How can assessment practices be adjusted to enhance student engagement and academic performance? What role does feedback play in designing students' motivation and learning outcomes? Addressing these questions will provide a deep understanding of the relationship between assessment and student motivation, guiding educators in designing more effective evaluation methods. This study concentrates on the exposures of secondary school students with classroom assessments in the matter of motivation and learning. It will analyze different assessment strategies, encompassing formative and summative approaches, to explore their impact on student involvement and achievement. The research will include surveys with students to collect extensive data on assessment methods and their effect on motivation. This study is anticipated to contribute to support student-centered learning in the field of education by pointing out productive assessment strategies. This research is significant in expending information on the role of classroom assessments in facilitating students' motivation and academic success. This study will provide applicable thoughts and suggestions for educators,

curriculum developers, and policy makers with the help of students perceptions and experiences. The findings can help in formatting assessment policies that encourage a positive learning environment, encourage students to take an active part in their education, and reduce anxiety related to assessment. Furthermore, the study will highlight best practices that align with educational theories and framework.

General objective of the study

This study is conducted to explore the impact of classroom assessment in enhancing the motivation and learning of secondary school students of Hub city of Balochistan by examining students' perceptions, difficulties they face and the impact of assessment practices on their academic achievements.

Specific objectives

- To analyze the influence of summative and formative assessment on students' motivation.
- To investigate the perspective of students on different types of assessment and their functions relate to their learning progress.
- To determine the challenges students, face during classroom assessment.

Research Questions

- How do classroom assessments effects students' motivational level?
- What is the opinion of students about classroom assessment in relation to their academic progress?
- What hurdles do pupils face in answering during classroom assessments?

Literature Review

Classroom assessment is a basic element of molding students' motivation and learning (Bari, 2018). progress. The purpose of assessment is to test knowledge, learning and understanding on specific subject and area of skills to use assessment as a strategy of ranking students Learning and assessment theory have been co-evolving (Cumming and Maxwell 1999) . Primarily assessment theory was barely focused.(Black and Wiliam 1998), but with the passage of time the relationship between assessment, learning progress and emotion have come into light (Newmann, Marks and Gamoran 1996; Black and Wiliam 1998; Cumming and Maxwell 1999; Tronson 2002; Sutton 2005).Classroom assessment is an ongoing process with two main concepts, Formative assessment and, Summative assessment is aim to help students achievements with the help of deep learning strategies. Summative assessment comprised involving MCQs, short questions or unseen exams for analyzing the level of learning and understanding at the end of course by grading and ranking of students [Dawn 2012]. Summative assessment as a form of exam leads the students to rote learning only focusing only on passing the test with good score without any learning development [Dweck 1999]. Hence, on the other hand, it is argued that formative assessment must be an essential component for learning and teaching process and should be deeply ingrained in curriculum practices [juwah et al .,2004]

Assessment and learning

According to [Jhon Orlando] curriculum, instruction and assessment are the basic components of education. In the words of another author [Milton Chen]called these three basic component as a three legs of classroom stool and for the proper function the each leg of the stool must be equally

strong, balanced and supportive.[Shihab 2011].Assessment is at the heart of students learning experiences [Brown and Knight,1994 ;1] Assessment explores students point of view, the way spending their time to take themselves as a student to graduate.... If you want to change learning then change the strategies of assessment. [Brown 1997;7]. Many textbooks related to pedagogy have such type of statements that assessment strategies can directly affect the behavior and in the end of students learning progress but most of the teaching faculty neither read such type of books, nor have awareness about this this visible relationship. [Chirs 2002] Assessment is the heart of learning [Detlef 2001]. Classroom assessment provides a significant origin of information with the clear benchmark of evaluating students. there are different methods for classroom assessment but consistency in assessment strategies plays a key role in improvement of student learning achievements. Formative assessment is very helpful to instructors to understand students learning progress, difficulties, requirements and perception. it also provides a link between teaching and learning process. Assessment is an ongoing process of learning and enables students to learn and how to enhance academic achievements via learning [Williams and Dylan,2004].

Assessment and Motivation

To boost students' enthusiasm, assessment is a most powerful booster. In psychology motivation has been defined as a procedure "that initiates, directs, and sustains behavior to satisfy physiological or psychological needs" (Wood & Wood, 1999, p. 358). As a multifaced event, motivation consists of a number of items such as self-confidence, interest, efficiency etc. According to Geen 1995 there are three characteristics of motivation, Determination to start something, Resolution to not give up, and Intensity to focus to complete the task (Crowl, 1997). These shared traits are considered as the most important features of motivation. Intrinsic motivation is to engage in an activity for self-enjoyment and for personal interest. On the other side extrinsic motivation is for external reward rather than internal satisfaction (Wood, 1999, 359] Assessment starts with teachers instructive worth and target of knowledge learning definitely effects the assessment. Formative assessment can be explained as a data gathering process of gathering information concerning students learning and gives instructions to improve learning performance (Dmitrenko et al., 2021) In psychological theories of learning the relationship allying classroom assessment and student motivation is deep-seated. According to the self-determination theory by Ryan and Deci (2000) indicates that when students experience independence, proficiency, and association in learning it develops a higher level of intrinsic motivation. An structured classroom assessment technique can fulfill these requirements by authorizing students to gain confidence and track their learning progress. In the words of Harlen and Deakin Crick (2003) assessment strategies must stress learning rather than depending on marks or grades and encourage students to belief in continuous improvement and permit students to take authority and responsibility for their learning. However, standardized exam and summative judgement possibly have effects, which can lead students to nervousness and demotivation. (McMillan, 2013).

Challenges in assessment

In spite of many advantages of classroom assessment regarding students learning and motivation, different challenges also occur. Issues in classroom assessment like, poor test quality, domain dependency issue, measurement issues, system issues, biasness are the crucial issues and can

(Abbasi, 2024). directly affect educational practices (Areekkuzhiyil, 2021). In Pakistan our current assessment system only encourages rote learning system over critical and problem-solving skills In our education system only relates to pass/fail information and only evaluating students for promoting the next grade. The current assessment system does not measure the actual needs of students (Khan et al., 2012). In the case of Balochistan assessment system is completely damaged, and there is a lack of interconnection between different methods of assessment and examination, which directly influence the learning improvement and motivation of students. Learning and examination goes in one way. As per design of education sector plan of 2024-25 of Balochistan it consists regular formative and summative assessment practices in the middle and at the end of the year. On the other hand formative assessment only related monthly tests on lesson taught. These practical assessment strategies have become imaginary due to many reasons, like lengthy courses which are incapable to cover in the given time period. Quality of test is another issue; tests are conducted in schools just to memorize the material rather enhancing the learning skills. No check and balance on the quality of education, these mid and final year assessment evaluation have become routine activities without any improvement and changes. A huge issue, in the examination, the blue-eyed people supported by teacher associations are being appointed as a supervisors and co-supervisors in examination raised a big question mark about the capability of supervisors and about this outdated system. The fruits of nepotism distributed for answer sheets checking. Issues of limited formative assessment strategies, untrained supervision, poor quality of assessment, low capability of established examination board, curse of cheating, poor teaching quality, limited number of qualified assessment specialists show that student are not given fair opportunities for learning (*Daily Parliament Times*, 2022).

Research Methodology

The quantitative research design was used. The purpose of the study was to find out the the impact of classroom assessment on students learning and motivation in public secondary schools of Hub city. The population of the study was secondary school students of Hub city of Balochistan, Pakistan. The stratified random sampling design was used to draw the sample. Questionnaire was distributed among students and data was collected by 61 students including 31 boys and 30 girls' students.

Data Analysis

In this article quantitative research design was used to examine the impact of classroom assessment on students learning and motivation between the students of secondary public schools of Hub city. Data analysis was conducted through IBM SPSS. 5-point Likert scale questionnaire was comprised with 10 item and two sections of student motivation and student learning; each section consisted with 5 items. The total population consisted of 862 students, out of which a sample of 61 students (30 female, 31 male) was selected using a stratified random sampling design. Mean, standard deviation, minimum, and maximum values were calculated and Shapiro-Wilk test was used to examine the normal distribution of student learning and motivation scores. All p-value were found greater than 0.05 which meet the assumptions of normality.

Results

Table 1

Independent sample t-test results comparing male and female students on learning and motivation scores

Variables	Male		Female		t	df	p
	M	SD	M	SD			
Student Learning	17.6774	1.2757	17.6000	1.37966	1.28	59	.821
Student motivation	17.4839	1.33843	17.4333	1.50134	.139	59	.890

(p = 0.821 > 0.05) (p = 0.890 > 0.05)

Student learning scores from the above chart with means **Male Mean = 17.68, SD = 1.28 and Female Mean = 17.60, SD = 1.38 shows minimal difference and** not statistically significant (**p = 0.821 > 0.05**). This suggests that both groups perceive classroom assessments as equally supportive of their learning.

Student motivation scores **Male Mean = 17.48, SD = 1.34 and Female Mean = 17.43, SD = 1.50 are almost identical and the p-value of 0.890** clearly indicates no statistical significance. Therefore, gender does not appear to influence students' motivation in response to classroom assessments.

Discussion

The findings of the study reveals that there is no significance difference between male and female students about their perception regarding classroom assessments in terms of learning and motivation. Results of independent sample t-test show that differences are not statistically significant. Uniformity in students' responses may also be due to the structure and design of the assessments used in classrooms. These results tell us that fair and consistent classroom assessments practices can support both male and female students equally, and different assessment types like quizzes, tests, written or oral participations can help to create impartial learning environment for students. Moreover, this study was only focused on the student's perspective and didn't include teacher practices and academic performance data, and the study was limited to a small sample of 61 students which may affect the generalization of findings. However, future research can include diverse and larger samples, as well as academic performance data, and teachers' input to gain a more comprehensive understanding.

Conclusion

This study was aimed at exploring the impact of classroom assessment in enhancing students' learning and motivation at the public secondary school level. The analysis shows that no statistically gender based differences in their responses, and students generally perceive classroom assessment positively. Above results indicate that effectively designed and well-structured classroom assessment strategies can be equally beneficial for both male and female students in improving their academic performance and motivation. Moreover, teachers should continuously use assessment practices and provide regular feedback to maintain and increase students engagement and support learning outcomes.

Recommendations

- Teachers must promote consistent use of formative assessment with different techniques such as quizzes, short test, peer evaluations to enhance both learning and motivation.

- Provision of constructive feedback not only in the form of correct and incorrect, but with the feedback of how to improve.
- Teachers training in assessment literacy can help teachers to design effective assessments and provide professional development opportunities. Training formats like conducting workshops, providing online courses etc.
- Voice of students in assessment design must be included. This provides them more interest of learning and enhance their motivation.

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