INQUIRING TEACHERS' PERCEPTION ABOUT THE FORMATIVE USE OF ASSESSMENT FOR THE IMPROVEMENT OF INSTRUCTION AT SECONDARY LEVEL IN DISTRICT QUETTA

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ABSTRACT

The purpose of this study was to understand the use of assessment formatively and its use for the improvement of instruction in the secondary school of District Quetta Balochistan. The study's major goal was to learn about teachers' perspectives on formative assessment. The other goal was to design a school-based assessment system that could be implemented. The investigator employed a parallel convergent mix design research strategy for this study. A questionnaire for quantitative data and an interview technique for qualitative data were devised and implemented. Quantitative data was examined using SPSS descriptive analysis, and qualitative data were analyzed using thematic analysis. The study discovered that teachers had a fundamental understanding of assessment, including types, strategies, instruments, and procedures. However, they did not understand and use every data formatively. The researcher made urgent recommendations for educators, investigators, curriculum developers, planners, and policymakers to incorporate formative use of assessment data to drive secondary school instruction appropriately.

INTRODUCTION

Assessment is the gathering, evaluating, and usage of data to assist teachers in making decisions about the improvement of instruction (McMillan, 2011). Assessment is a critical component of learning since it helps us establish judgments about students' present cognitive levels and comprehend relevant teaching techniques. Assessment can be used to improve the quality of pedagogical instructions by modifying and informing them. The assessment offers information on the development of the learning process and identifies the week area in which feedback should be given. It aids students in recognizing their strengths and shortcomings concerning the entire learning process. In the educational industry, assessment data findings assist teachers in deciding instructional pedagogy based on students' interests, needs, and learning, as well as curriculum developers and exam process planners (McMillan, 2011). Miller and Gronlund argue that via assessment, a teacher can identify a student's needs and interests, as well as quantify their achievement. It also revealed how well pupils met the expectations set by educators, classroom teachers, and the curriculum (Miller, Gronlund, 2013). According to Broad Foot, a teacher is a change agent in society, school, and the classroom, and has played a critical role in empowering the nation (Broad foot, 1998). Despite being frequently disregarded, assessment serves a key and vital role in bringing about changes in educational quality. Even in developed countries, the fundamental task of evaluation is not provided. It is impossible to achieve change and development in education without a substantial role in assessment.

Theoretical / Conceptual Framework

The sociocultural constructivist theory of learning, which supports the formative use of assessment, served as the theoretical lens for this study. The student's learning process, elaborated from a sociocultural constructivist perspective indicated that students use the cognitive process to construct knowledge, and understand concepts (Piaget, 1954).

This theory emphasizes cooperative teaching methods and elaborated that in the teaching process teacher linked learning objectives and students by using scaffolding activity to help students attain their objectives (William & Black 2009). Both the teacher and the student share responsibility in the learning process, according to the socio-cultural constructivist theory of learning (Heritage 2010). The teacher is a change agent in society, school, and classroom, according to the Broad Foot, and has played a vital part in empowering the nation (Broad foot, 1998). Assessment plays a critical and vital part in bringing about changes in educational quality, although it is often overlooked.

The Formative use of Assessment

Assessment procedures aided learning advancement in a variety of ways. It's useful for scheduling, giving directions, assessing students' progress, and analyzing the curriculum and syllabus (Stiggins, 1991; Herman & Dorr-Bremme, 1982). The instructor assesses students' cognitive abilities, social and collaborative skills continuously (Cizek, Fitzgerald & Rachor, 1996). The information of this type is critical for teachers' decision-making processes when it comes to preparing instructions, organizing teaching and learning, identifying students' problems and capacities, and forming instructional strategies (Stiggins & Bridgeford, 1985).

The teacher is the authentic entity who decided about the use of assessment data appropriately for both evaluative and formative purposes. Assessment can be classified in a variety of ways, keeping in mind its nature, but it can still be considered and used formatively, according to Black and William (1996) and more broadly William and Lee (2006),

Who stated that the term "formative" should be used for the practitioners' purpose. It means that formative assessment is not the only type of assessment rather it is the Soule purpose of assessment. This stance clarifies that many types of assessment or data can be considered formative if teachers use them to inform instruction rather than for administrative or policy goals. How teachers use assessment data is entirely up to them, is indicated the links of assessment type and assessment purpose. Torrance and Proyor (2011) identify "divergent" and "convergent" assessment methodologies. The goal of convergent types of assessment is to find out what students know, comprehend, and can do. In nature, it is close. Divergent places a premium on pupils' comprehension. Shavelson (2003) suggested three methods of assessment for instruction: formal, on-the-fly, and incorporated in the curriculum. Teachers use formative assessment in their classrooms informally, but most of them considered this kind of assessment as something additional rather than a necessary tool for improving teaching (Norman, 2005). In their lessons, teachers employ a variety of assessment tools and don't rely on a single assessment tool to get data. There are different forms of assessments, such as standardized tests, teacher-created tests, and homework. These are formal and objective assessments, as well as there are continual informal assessments to observe student behavior, skills, efforts, and informal observations (Mc Millan,2002). Teachers typically employ a formal and objective evaluation to assess students' learning achievements and actual content mastery. They do, however, occasionally combine the formal and casual informal observational assessment (Mc Millan,2002).

The majority of teachers create their quizzes, exams, and tests. They keep the directions of instruction in mind while creating these tools, and this helps them improve their assessment skills too (Empraetall, 1993). Teachers' tests tend to focus on students' limited memory or factual information rather than critical thinking and

aptitude skills (Butler, Deborah L., and Philip H. Winne, 2003-4). Teachers commonly employ essay types of questions, short responses, matching items, multiple-choice, and true-false questions for this purpose (Flaming & Chambers, 1983).

Expertise in understanding the formative assessment methods is difficult, furthermore, it requires pedagogical knowledge, content knowledge, classroom management ability, instructional abilities, and improvement to apply formative assessment effectively. According to studies, teachers with good content understanding are the ones who can formatively apply assessment data (Alonzo, Alicia C, 2011). With the use of assessment data, an educator with deep and flexible expertise may break down topics, remove student misconceptions, and find entry points. According to Fennema, (1993) and Stiggins, (1991), the teacher must be aware of two types of skills, the pedagogical and assessment skills to improve the instruction.

All aspects of education, including assessment, are influenced by teachers' beliefs about teaching. The use of assessment will be determined by the teacher's beliefs about the subject matter, his role in education, and assessment methodologies and their importance (Mc Millan & Nash, 2000). Assessment data is derived from a variety of sources, including tests, exams, activities, questioning, and instructor observation, as is often known. The amount of weightage a teacher assigns to different types of data is determined by the instructor's assessment beliefs. The total learning process is influenced by the educational philosophy of the teacher. Teachers consistently disregard new assessment ideas that are incompatible with his ideology (Borko et al., 1997). Teachers, according to Lauis and Schroeder (2004), often utilize their rubric to measure instructional success rather than relying on standardized test development institutes. They assess and evaluate their learning processing based on their own choices and experiences.

The evolution of tools, approaches, tactics, and devices for assessing student accomplishments is often described in the educational assessment history. The goal of these kinds of efforts is to improve communication. Almost all of these techniques and methods are used to certify a student's accomplishments, for only individual or whole system evaluation. According to a study, this valuation procedure is used to evaluate high standards of school quality and teachers, as well as the quality of the educational system, scholars, and educators' performance (Black & William, 1998).

Every data has the potential to be used for formative reasons, the formative use of assessment is becoming more popular in today's society. Instead of ranking and grading, the summative assessment data also be used formatively, if the data is used to improve the classroom instruction in the next session or class, or for overall pedagogical skill and institution. The researchers explain how to use all types of

assessment data in a formative way. The researchers mentioned these strategies and explained that the primary goal of assessment is to improve learning rather than to promote or grade students. In today's world, children are seen as the most important stakeholders in the educational process, so they must be prioritized in the assessment process. Educators and psychologists are now researching the field of learning and evaluation and pragmatically work to link assessment with learning and to provide some influential assessment perceptions for the improvement of pedagogical abilities and the learning environment (William, 2000).

The formative use of assessment is now widely seen as critical to learning. From the beginning to the finish, the assessment aids learning in every way. The assessment might be criterion-based or normative based, but the goals must be to improve weak areas of learning. Assessment is a continual process that students and teachers use to improve and promote learning. Teachers can use assessments to help them decide whether or not to continue the instruction for the same concept or to go on to the next step. All activities in the use of assessment formatively, in the planning phase, and also in the implementation phase are designed to recognize pupils, educators, and the learning, as well as their strengths and limitations.

The information about students gained through evaluation can be used to provide feedback for the improvement of the procedure. This type of evaluation is more beneficial in determining students' needs and interests, as well as assisting students and the learning process (Black & William, 1998). The process of Continuous assessment and formative assessment is not the same thing, as formative assessment is also a continuous process, but it is used for immediate improvement. Naturally, continuous assessment has very real implications on pedagogy, especially when the assessor carefully develops and integrates it with teaching and learning.

The formative assessment allows both educators and scholars to practice their skills and accomplish in a real-world setting. Continuous assessment can play a significant role in pupil reinforcement and guiding learning. It is extremely beneficial in the development of students' self-assessment skills as well as the provision of constructive and honest comments. Students can carry on their learning and address their deficiencies by using formative assessment indicators to exhibit science of achievement. In this type of assessment, the students are fully engaged as assessors, evaluating their accomplishments and performance. Students are also involved in the decision-making process for future classes. The use of formative assessment empowers people to take the next steps in their lives (William and Black, 1998).

According to the findings, assessment is a constant process of gathering data and interpreting it to make decisions. It assists teachers and students in the learning process

by providing proof of where they are, where they want to go, and how they might achieve the desired results. The classification of students' and educators' responsibilities for the procedure of instruction can be categorized through the use of continuous assessment. There are two steps to assessment: the process and the judgmental, both of which must be thoroughly worked out (ARG, Assessment Reform Group, 2002).

Teachers Perception about Assessment
Teachers' perceptions of assessment are hazy; they consider testing as assessment, and Abejehu (2016) discovered that teachers regard continuous testing as continuous assessment. Furthermore, the researcher discovers that our school's teachers solely examine cognitive domain objectives, while affective domain and psychomotor domain assessments are completely ignored. The researcher emphasized that teachers are unaware of the objective of continuous assessment and how data from it is used to inform instruction (Abejehu, 2016). It means that in elementary school, the continuous assessment techniques are inconsistent and uncoordinated, so cannot be used for the improvement of instruction. The researcher also proposed that every teacher should employ appropriate formative assessment procedures to ensure effective subject matter teaching and to assist learners in enquiring about skills, knowledge, and attitude (Abejehu, 2016).

Another part of the assessment process is the use of assessment strategies. Almost all academics and experts believe that traditional and judgmental assessment methods are widely used by educators around the world. The educational revolution has also aided teachers, trainers, and investigators in the realm of assessment, emphasizing the alternative use of assessment to achieve more comprehensive and perfect goals (Puhl, 1997). Teachers must determine the assessment criteria, the type of data required, the expectations for students, and the evidence required for value judgment. The decision about how to obtain information comes next, followed by the decision about how to use that information to enhance instructions. A teacher can utilize facts to back up their conclusions. Simply said, assessment is the technical process of gathering evidence to conclude (Tamir, 1998). The importance of the teacher's role in the assessment process cannot be overstated. The primary responsibility of the teacher is to measure the pupils' progress. Educators serve as evaluators or investigators, evaluating their individual and their pupils' talents, education successes, and analyzing data to improve instruction. The teacher's role is critical in assessing the student's progress and improvement in skills, attitude, knowledge, behavior, and comprehension. A teacher is a change agent who helps to improve the overall instructional process. Teachers and students must be fully engaged in the assessment system for it to be effective. Only because of the assessment, the teacher can make appropriate suggestions for improvement. If a

teacher has assessment abilities, he or she can adjust the instruction based on the facts and data gathered during the evaluation (Freeman, 2005).

"In continuous assessment, teachers use evidence of students' continual work and performance in a systematic method to comprehend the learning position of students and understand where students want to go, how they obtain targets," Assessment Reform Group (Assessment Reform Group, 2002). Teachers use formative assessment in their classrooms informally, and formal formative assessment is seen as an add-on instead of a necessary means for improving teaching (Norman, 2005). The teachers' tests typically examine students' factual low-level or recall information instead of critical intellectual and capability skills (Butler & Mc Colsky, 2004), and, short answers, matching items, MCQs, and binary choice and essays are commonly used for this reason (Flaming & Chambers, 1983). Expertise in formative assessment methods is difficult to come by; it necessitates pedagogical knowledge, content knowledge, classroom management, instructional abilities, and improvement to apply assessment formatively effectively. According to studies, teachers with good content understanding are the ones who can formatively apply assessment data (Ashbasher & Alonzo 2004). With the use of assessment data, an educator with expertise may classified topics, eliminate student misunderstandings. (Fennema et al., 1993) According to Stiggins (1991), the educator should aware of two types of skills. Pedagogical and valuation abilities to develop pedagogical skills. All aspects of education, including assessment, are influenced by teachers' beliefs about teaching. The use of assessment will be determined by the teacher's beliefs about the subject matter, his role in education, and assessment methodologies and their importance (Mc Millan & Nash, 2000).

Assessment data is derived from a variety of sources, including tests, exams, activities, questioning, and instructor observation, as is often known. The amount of weightage a teacher assigns to different types of data is determined by the instructor's assessment beliefs. The total learning process is influenced by the educational philosophy of the teacher. Teachers consistently disregard new assessment ideas that are incompatible with his ideology (Borko et al., 1997) Teachers, according to Lauis and Schroeder (2004), often utilize their rubric to measure instructional success rather than relying on standardized test development institutes. They assess and evaluate their learning processes based on their own decisions and experiences (p. 281)

RESEARCH OBJECTIVES
1. To discover teachers' perceptions about formative use of assessment, at the secondary level in District Quetta.

RESEARCH QUESTION

1. To what extent secondary school teachers know the formative use of assessment in District Quetta?

RESEARCH METHODOLOGY
Research Design
Convergent parallel mixed method design was used in this investigation. This research study used two types of methods, interviews and a five-point Likert scale questionnaire for qualitative and quantitative data collection. "Mixed research design is a research strategy for collecting, analyzing, and interpreting data that combines qualitative and quantitative data in a single research study or set of studies to understand a research problem" (Creswell& Plano Clark, 2011). The goal of a convergent mixed method research design is to collect, qualitative and quantitative data at the same time, blend them, and use the resulting information to understand the research area (Creswell, 2011).

Data Collection
The quantitative data were collected by the researcher through a Likert scale, and the qualitative data, through interviews. "Several approaches have been used to measure character and personality traits over the years" (Likert, 1932). "In educational and social sciences research, the Likert scale is one of the most important and widely used psychometric tools. Ankur Joshi, Saket Kale, Satish Chandel, and D. K. Pal (Ankur Joshi, Saket Kale, Satish Chandel, and D. K. Pal, 2015). Thematic analysis is one approach to collect data using ethnographic interviews, which has become a widely used qualitative methodology (Aronson, 1992). The thematic analysis is manageable, adaptable, and is a popular research method of qualitative data analysis, (Benner, 1985; Leininger, 1985; Taylor & Board, 1984). 2012 (Braun & Clarke).In 20 secondary schools (10 males and 10 girls), a five-point Likert-type questioner was utilized. Each school had ten participants, bringing the total number of participants to 200. The researcher created the questionnaire and interview tool. The investigator had the questionnaires validated by two Ph.D. academics and five subject specialists from the Bureau of Curriculum in Quetta, Balochistan. Opinions and ideas of the specialists were taken into account. Pilot testing for reliability was carried out at two schools with a sample of 20 teachers. The value of Alpha was 0.845.

Teachers practiced and completed the questionnaire in front of the investigator. Twenty interviews with school staff were done, one from each school. The poll included a Likert scale questionnaire with 11 statements about teachers' perceptions of formative assessment use. The formative use of assessment was determined using the survey method. Teachers' perceptions of assessment, techniques, approaches, and procedures for assessment applied by educators, and formative use of valuation in exercise in institutes were all covered in the interview. Face-to-face interviews were

accomplished with teachers. Interviews were recorded and transcribed by the investigator. SPSS was used to organize and analyze quantitative data. Tables and graphs were used to examine each statement. The responsiveness of the teachers was observed, and the data was then evaluated thematically. Thematic analysis was used to evaluate and interpret the qualitative data, utilizing micro, macro, and themes procedures. It was interpreted thematically and against interview questions, bearing in mind the research objectives and questions. The triangulation process was used to infer results from both quantitative and qualitative data. The discussion was enriched by combining quantitative and qualitative data, as well as relevant studies in the same field and other literature.

Study Population
The population of this study included all 98, 41 males, and 57 female government secondary school teachers in the Quetta district.

Sampling Technique and Sample Size
To complete the sample of the research study, a stratified sampling strategy was used. A simple random selection approach was used to choose 20 schools, 10 boys and 10 girls, for the first strata. In the second layer, non-random sampling was used to pick 10 secondary school teachers from each school. There were a total of 20 interviews done. One face-to-face interview was conducted with the faculty member of the school.
The researcher interviewed 20 school staff members and collected data from 200 secondary school instructors. Number of participants: 200

Research Instruments / tools
The data was collected using two different sorts of technologies. The study's research tools were a questionnaire and an interview. To acquire quantitative data, a questionnaire with a five-point Likert scale was used. Important questions were included in the interview schedule to acquire qualitative data.

Data Collection Procedure
The data was acquired directly from the schools by the researcher. For quantitative data, the data collection tool was administered face to face with participants. The researcher used 5 Likert scale questionnaires to obtain data from government high school boys' and girls' teachers. Face-to-face interviews were conducted in 20 schools.

Research data analysis procedure
The descriptive statistics analysis approach was utilized to examine the quantitative data collected from the respondents, using SPSS. Each statement was examined individually before being grouped thematically. Thematic analysis was used to assess the qualitative data received from the respondents. Two independent analysis

processes are used in parallel mixed planned research data analyses. To study quantitative data, descriptive statistics were utilized, and thematic analysis, for qualitative data. The results of the analysis are linked, aggregated, or included in meta-inferences. C. Teddlie and A. Tashakkori, 2009, p.266,)

Recent instances show that parallel mix design and data analysis methodologies are still a popular choice for mixt research (Bernardi, Keim, &Lipps as cited Tashakkori, A, 2009, p. 268).

The statements on the Likert scale questionnaire were all positive, and they were arranged in a positive order from strongly agree to strongly disagree. The majority of the participants agreed that participant understanding about the formative use of assessment was important.

Quantitative Data analysis
Table 1:   *Teachers perception about formative use of assessment*

Likert scale	Participant responses	Percentage
Strongly agree	782	35.54%
Agree	1078	49%
Neutral	247	11.22%
Disagree	78	3.54%
Strongly Disagree	14	0.63%
Missing	1	0.04%
Total	2200	

The majority of teachers' replies are strongly agreeing and agree, as shown in the table above. There are 782 strongly agree and 1078 agree responses out of 2199 total, indicating teacher perceptions of formative assessment and its usage. Only 247 teachers replied neutrally, with only 78 disagreeing and 14 severely disagreeing. One teacher did not respond. Participants' knowledge of the formative use of assessment was strongly agreed upon.

Reliability of Instrument
Reliability Statistics

Cronbach's Alpha	N of Items
.933	44

The degree of consistency of a measure is referred to as reliability. When a test produces the same result again and over again under the same conditions, it is said to be reliable. The dependability coefficients have values ranging from 0 to 1.0. A

reliability coefficient of 0 indicates no dependability, whereas a value of 1.0 indicates full reliability. The Cronbach's Alpha score is 0.933, according to the findings. This indicates that the tool is quite reliable.

FINDINGS

The quantitative data on teachers' perceptions of formative assessment and its usage for learning improvement purposes shows that the majority of teachers are strongly agreed. The number of strongly agree is 782, and agree is 1078, out of 2199 total, indicating teacher perceptions of formative assessment and its usage. Only 247 teachers replied neutrally, with only 78 disagreeing and 14 severely disagreeing. One teacher did not respond.

Qualitative Data analysis
Thematic Analysis

Interviews were used to acquire qualitative data, which was then evaluated thematically.

The following are the key conclusions from teachers' perspectives on formative assessment and its usage. Teachers are familiar with the basics of assessment. They know what assessment is and how to define it. The majority of teachers have a basic understanding of the many sorts of assessments. According to one respondent, assessment is "the systematic process of capturing and using data on knowledge, skills, attitudes, and beliefs to improve learning." The majority of respondents saw assessment as a key part of education. The teachers well-thought-out that assessment helps students succeed in school, and that students' self-assessment is critical to understand their progress. Teachers think that assessment and teaching are intertwined, and assessment is the most vital component of education and that effective instruction is impossible without the right process and application of assessment. through assessment, teachers learn not only about students' strengths and weaknesses, but also about their needs, interests, intellectual achievement level, and psychology, and utilize this information to improve the next class.

Teachers have some fundamental knowledge of teaching tactics, tools, and procedures, according to the research. Teachers in schools commonly use observation, questioning, written tests, and examination as evaluation tools. Assessment is a motivational tool for both teachers and students, according to some responses. "Assessment is a vital element of learning, and it provides assistance to scholars in the education," one of the participants said. It helps students understand and assess their learning." "It enables teachers to know about students' knowledge and learning, as well as tell how the teacher can attain targets, and comprehend student behavior," a teacher responds. It aids in the comprehension of learning and accomplishments." Teachers felt that

learning is a continuous process that is integrated from session to session and that assessment offers a basis for learning and helps to facilitate it.

DISCUSSION

The current study's findings are mainly consistent with the field's prevailing literature. However, the findings supplemented the previous literature in some cases. The respondents were familiar with the assessment concept and aims of assessment in school. Educators are aware of the status of assessment for improving teaching, according to both qualitative and quantitative data. They have a rudimentary understanding of assessment tools, strategies, and approaches, and they employ some typical teaching and learning strategies. The majority of the participants saw assessment as helpful input for making decisions about how to improve teaching. This inclination can be searched in the current literature about assessment, which emphasizes the usage of assessment data by teachers in the process of improvement of teaching strategies with the help of feedback from students to teachers. Assessment is the gathering, evaluating, and application of data to assist teachers in making decisions (McMillan, 2011).

After analyzing qualitative and quantitative data on teachers' perceptions of formative assessment usage, it was discovered that teachers had a fundamental understanding of assessment definition, assessment relationships, and student involvement. Teachers knew formative assessment and considered it an important kind of assessment. Similarly, the qualitative research indicates that educators are familiar with assessment and use it formally and informally, in their classrooms, and that they understand assessment definitions. Their definitions were precise and genuine. Most definitions appeared to be from a textbook, although several teachers used their language to characterize assessment conceptually. This indicates that the definition of assessment was understood by the participants. Most teachers have a basic understanding of basic assessment types, such as formative, summative, and diagnostic assessments. However, when it comes to other types of assessment, only a small percentage of respondents have a basic understanding, or merely know their names.

Assessment is quite helpful in the learning process. Teachers feel that it is beneficial for encouraging pupils and boosting their abilities. It also aids in distinguishing between slow learners and brilliant learners. It is an important element of education since it allows learners to replicate their self-learning and educators to identify learners' needs and adopt teaching tactics. Assessment, educators argue, is the authentic way to gauge a learner's performance and engagement in the learning process. The assessment process assists learners in improving their learning, as well as educators in learning about pupils' knowledge, success, and motivation levels to provide feedback. In addition, assessment is critical for overcoming learner shortcomings, increasing

student engagement, and motivation, and changing learning methodologies. Assessments help students learn more, improve their academic performance, raise their knowledge, increase their motivation, increase their engagement, diagnose their needs, interests, and capacity levels, and offer information for giving feedback. The current study's findings enlighten the literature and go beyond how students might improve themselves with the use of assessment outcomes. This could be a misconception about self-directed learning.

Teachers are aware that assessment aids them in motivating students to learn, developing their capabilities, and in informing both teachers and students about their knowledge. This indicates that instructors are aware of the importance and role of assessment for both teachers and students. The existing literature also supports this point of view. "Formative assessment identifies students' learning strengths and deficits, allowing teachers to address them immediately. Only because of the assessment can the teacher make appropriate suggestions for improvement. If a teacher has assessment abilities, he or she can manage or progress the educational process based on assessment information and data (Freeman, 2005).

Teachers, on the other hand, teacher are unaware of the formative use of every data and considered summative assessment is only used for students' achievements and evaluative purposes. This showed that they were unaware of how to use summative assessment data in a formative manner. Summative data can also be formatively used.

CONCLUSION
The findings of the research investigation led to the following conclusions. Assessment is deeply ingrained in teaching and learning, and it has a significant impact on student progress. Assessment is a component of teaching preparation and procedure in classes, so it has a significant impact on the instructional process. Assessment is an integral part of learning, it should be used continually or formatively to get county feedback from students, teachers, and other stockholders. It has been discovered that assessment is an important and integral part of the pedagogical process, making formative assessment necessary.

Appropriate assessment techniques and tools help to inform instruction. The key to a successful learning process is the motivation of both teachers and students. Appropriate and accurate assessment encourages teachers and students to improve their performance. Assessment is also useful for obtaining information regarding the achievement of instructional objectives as well as student learning outcomes. Assessment is the process of determining one's current judgment, learning position, and laying up a plan for the next step. The assessment gives appropriate and authentic feedback for students' individual learning development as well as the overall

educational process's perfection. Assessment aids teachers in lesson planning by allowing them to plan appropriate teaching strategies and dependable teaching techniques based on past classroom data. Assessment can be used to classify effective educational approaches and ineffective strategies.

Assessments give information on classroom management, child psychology, and student social behavior. Continuous assessment can be used to assess the classroom atmosphere, student interaction, and the connections between learning and planning.

RECOMMENDATIONS

In light of the findings and conclusions of this research investigation, the researcher suggested the following.

The researcher discovered that assessment is the very central component of every class and has an impact on the development of teaching and learner, so appropriate pedagogical strategies must be adopted for the improvement of the overall learning process.

The culture of 'Formative use of assessment, should be implemented rather than the old fashioned exams to improve the learning process.

It is imperative that students, instructors, and parents create positive attitudes toward good classroom procedures. For the improvement of ongoing instruction, all shareholders must show an optimistic role in the implementation of an assessment system.

Because "formative use of assessment" is more operative than an outdated exams system, it is critical to shift from the old-style teacher-centered and narrow assessment structure to an authentic and alternate assessment structure.

The Teacher-centered assessment culture is shifting in student self-assessment culture around the world, and we must adopt it as well.

Time is running out to make the paradigm shift from a judgmental to a supportive approach to assessment. According to this research, secondary school is extremely important in the career of children who require extra attention. As an individual and as a class, adequate direction and true continual and constructive criticism are required.

Class sizes should be standardized to reduce teacher workload and allow for proper attention to all elements of students' learning.

At all levels of the educational system, a specific policy for using assessment data to improve instruction must be devised.

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